



# School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Lenwood Elementary School	<b>District Name</b>	Barstow Unified School District
<b>Street</b>	34374 Ash Road Barstow, Ca 92311	<b>Phone Number</b>	(760) 255-6006
<b>City, State, Zip</b>	Barstow, CA 92311-3507	<b>Web Site</b>	www.barstow.k12.ca.us
<b>Phone Number</b>	760 253-7715	<b>Superintendent</b>	Jerry Bergmans, Ph.D
<b>Principal</b>	Laura May	<b>E-mail Address</b>	jerry_bergmans@busdk12.com
<b>E-mail Address</b>	laura_may@busdk12.com	<b>CDS Code</b>	36676116035372

### School Description and Mission Statement

This section provides information about the school's goals and programs.

At Lenwood Elementary School, our vision is to provide within a supporting and safe environment a well-balanced instructional program that will enable all children to reach their highest level of academic success.

We are committed to creating an educational environment, based on research models, that stresses high expectations and addresses the physical, social and emotional needs of children with a variety of ability levels and learning styles. We believe children should learn about and protect the environment around them and benefit from the technologies that are available to them. We believe our mission is best accomplished by an active partnership involving students, teachers, parents, community and staff.

#### School Profile

Lenwood Elementary is a K-54school with an approximate student enrollment of 380 students. The staff consists on 1 Principal; 18 classroom teachers; 1 Resource specialist; 9 paraeducators; 1 paraeducator/translator; 1 First 5 School Readiness Teacher with 2 paraeducators and 1 office assistant; a part time school nurse, speech therapist, band teacher; 1 administrative assistant; 1 office assistant; 2 custodians; 2 cafeteria workers; 1 library/media assistant and 5 noon supervisors.

Lenwood is in an unincorporated area just west of Barstow. Many of the houses were built more than 30 to 40 years ago. Some new homes are being built in Lenwood yearly. The Lenwood Community is in many ways isolated from many services taken for granted in most communities. Many of the students are on the free/reduced lunch program (81%) - an indicator of the economic base in the community. Secondary school athletics and community sports teams play a primary role in the social activities in the community. Some families lack reliable transportation. This results in some students remaining in the community for extended periods of time.

Less than 25 percent of Lenwood Students have attended any kind of a pre-school program.

Lenwood School was "refurbished" in 1995. All permanent classrooms were modernized. The classrooms all have good lighting, ventilation, and fixtures. Our library building was constructed with voluntary community labor. It is bright, modern facility that offers students an excellent collection of books (10,000) for a school the size of Lenwood. Every classroom has access to the internet and has one or more computers that have on-line access. The goal is to have four computers in each room with full access. The fiber optic backbone exists for such hook-ups. Each classroom has a laser printer. Color laser printing is available in the office. The school owns

two LCD projectors, and several new Pentium IV computers with extra memory and capability of processing digital video and photography. The school has both digital and analog video recording capabilities. The school has access to district media center materials.

### Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

### Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	94
Grade 1	63
Grade 2	68
Grade 3	57
Grade 4	62
Grade 5	0
Grade 6	0
Ungraded Elementary	0
<b>Total Enrollment</b>	<b>344</b>

### Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	13 %	White (not Hispanic)	36.34 %
American Indian or Alaska Native	2.33 %	Multiple or No Response	0.58 %
Asian	0.29 %	Socioeconomically Disadvantaged	66 %
Filipino	1 %	English Learners	17 %
Hispanic or Latino	46 %	Students with Disabilities	11 %
Pacific Islander	0.58 %		

### Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17.8	4			18	3			20	4		
1	19	4			16.8	4			17.5	4		
2	20.3	2	1		16.3	4			20	3		
3	20	3			17.7	3			19	3		
4	35			2	27.5		2		31		2	
5												
6												
K-3	20	1			17	1			17	1		
3-4					16	1						
4-8												
Other												

### Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

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The school staff, administration, and school site council review the safety plan annually and revise it as needed.

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

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The staff at Lenwood School believes that learning can best take place in a safe and respectful environment. All school programs and practices promote positive student/student and student/ teacher interaction. Operation Respect is the formal program we use to promote peaceful solutions to students' problems. We also incorporated portions of Don't Laugh at Me, Getting Along Together, Conflict/Mediation Contracts, and 55 Essentials to create our Mustang Manners program.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	8.1	15	11.6	42.5	38.5	35.7
Expulsions	0	0.3	0	1.1	1.1	0.8

### III. School Facilities

#### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Lenwood School facilities were in 1997. Each classroom in the main buildings received new carpeting, lighting, and cabinets. The library building was built and donated to the school district as a community effort. It houses a good collection of books for children in Kindergarten through fourth grade. Our cafeteria building seats all of our students indoors for lunch on a rotating lunch schedule.

Lenwood School completes ongoing safety inspections to insure a safe campus. Two full time custodians clean the school, classrooms, and restrooms daily. Staff monthly feedback forms help insure a high standard of a clean campus. The school was completely painted on the outside during the summer of 2005.

No deficiency of facilities was observed by County representatives on their walk on 9-13-06

#### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[ ]	[ ]	
Mechanical Systems	[X]	[ ]	[ ]	
Windows/Doors/Gates (interior and exterior)	[X]	[ ]	[ ]	
Interior Surfaces (walls, floors, and ceilings)	[X]	[ ]	[ ]	
Hazardous Materials (interior and exterior)	[X]	[ ]	[ ]	
Structural Damage	[X]	[ ]	[ ]	
Fire Safety	[X]	[ ]	[ ]	
Electrical (interior and exterior)	[X]	[ ]	[ ]	
Pest/Vermin Infestation	[X]	[ ]	[ ]	
Drinking Fountains (inside and outside)	[X]	[ ]	[ ]	
Restrooms	[X]	[ ]	[ ]	
Sewer	[X]	[ ]	[ ]	
Playground/School Grounds	[X]	[ ]	[ ]	
Roofs	[X]	[ ]	[ ]	
Overall Cleanliness	[ ]	[ ]	[ ]	

#### Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[ ]	[X]	[ ]	[ ]

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
<b>With Full Credential</b>	18	20	18	306
<b>Without Full Credential</b>	1	0	0	36
<b>Teaching Outside Subject Area of Competence</b>		0		N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
<b>Misassignments of Teachers of English Learners</b>	2	0	
<b>Total Teacher Misassignments</b>	2	0	
<b>Vacant Teacher Positions</b>	0	0	

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100 %	0 %
<b>All Schools in District</b>	85 %	15 %
<b>High-Poverty Schools in District</b>	82 %	18 %
<b>Low-Poverty Schools in District</b>	%	%

### Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

The Barstow Unified School District has a pool of qualified substitute teachers who are available when the regular classroom teacher is absent. If no substitute teachers are available, we have a system set to all students with a qualified teacher at grade level.

### Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Each tenured teacher is evaluated every two years. Each probationary teacher is evaluated each year. Teachers are evaluated using the California State Teaching Standards. Each teacher is measured against a rubric in each area of the Teaching Standards. In addition to formal evaluations, each classroom is visited frequently to insure the Teaching Standards are being followed and that California Content Standards are being taught in each classroom. Teachers employed by the district for 10 years, who are highly qualified, will be evaluated every 5 years with consent of the employee and administration.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	K-5: Houghton Mifflin, 2003 6-12: McDougal Littell, 2001	0
Mathematics	K-5: Scott Foresman, 2001 6 <sup>th</sup> : <i>Mathematics Structure and Method, Course I</i> , McDougal Littell, 2001 7 <sup>th</sup> : <i>Mathematics Structure and Method, Course II</i> , McDougal Littell, 2001 8 <sup>th</sup> : <i>Algebra</i> , McDougal Littell, 2000 9-12: <i>Algebra 1 and 2, Geometry</i> , McDougal Littell, 1998 <i>Calculus of a Single Variable</i> , and <i>Pre Calculus with Limits</i> , Houghton Mifflin, 2006 and 1997	0
Science	K-5: Scott Foresman, 2008 6-8: Pearson-Prentice Hall, 2008 9-12: <i>Chemistry</i> (2008), <i>Conceptual Physics</i> (2006), <i>Biology</i> (2008) – Prentice Hall, <i>Physics</i> – Holt, 2007	0
History-Social Science	K-5: Scott Foresman, 2006 6-8: McDougal Littell, 2006 9-12: <i>Economics</i> - McGraw Hill 2004 <i>American Government: Continuity and Change</i> – Pearson Longman 2004 <i>World History: The Modern World</i> – Prentice Hall 2006 <i>The Americans: Reconstruction to the 21<sup>st</sup> Century</i> , McDougal Littell 2006	0
Foreign Language	French: <i>Discovery French</i> – ECM/ Paradigm German: <i>Deutsch Aktuell</i> – ECM/ Paradigm Spanish: <i>Paso a Paso</i> – Scott Foresman	0
Health	9-12: <i>Health Skills for Wellness</i> - Prentice Hall	0
Science Laboratory Equipment (grades 9-12)		0

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7065	\$2440	\$4625	\$53,361
District	N/A	N/A	\$7033	\$49,779
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$4,943	\$58,776
Percent Difference – School Site and State	N/A	N/A		

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Lenwood School offers targeted after school intervention programs that assist students with completing their homework and increasing their skills in Reading and Mathematics. Contact the school for the current schedule of interventions.

Tutoring services for English Learners (EL) is offered on a daily basis to all EL students and is funded from EIA/LEP funds. Title I funding supports the ExCEL program and the tutors that support it. It also funds other intervention programs.

The People at Lenwood (PAL) parent support group funds holiday meal baskets for families in need. In addition, the parent group supports field trips and additional playground and classroom equipment to supplement items funded by district funds. School Improvement funds are used in partnership with parent support group funds for large purchases ( i.e., playground equipment).

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,743	\$38,479
Mid-Range Teacher Salary	\$53,361	\$60,306
Highest Teacher Salary	\$69,486	\$74,193
Average Principal Salary (Elementary)	\$81,715	\$92,985
Average Principal Salary (Middle)	\$83,760	\$98,305
Average Principal Salary (High)	\$91,871	\$107,384
Superintendent Salary	\$124,476	\$155,314
Percent of Budget for Teacher Salaries	39 %	41 %
Percent of Budget for Administrative Salaries	6 %	6 %

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	23	31	25	29	30	32	40	42	43
Mathematics	31	44	37	27	27	28	38	40	40
Science				12	18	24	27	35	38
History-Social Science				18	16	14	32	33	33

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	20	16		
American Indian or Alaska Native	*	*		
Asian				
Filipino	*	*		
Hispanic or Latino	21	35		
Pacific Islander	*	*		
White (not Hispanic)	32	45		
Male	22	42		
Female	29	32		
Economically Disadvantaged	21	33		
English Learners	12	28		
Students with Disabilities	5	11		
Students Receiving Migrant Education Services				



## Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

## NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	18	26	30	29	30	33	41	42	42
Mathematics	34	44	40	39	40	40	52	53	53

## NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian		
Filipino		
Hispanic or Latino	29	42
Pacific Islander		
White (not Hispanic)	29	47
Male	32	46
Female	28	34
Economically Disadvantaged	29	43
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

## Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

The District has developed criterion-referenced tests in the areas of reading/language arts and math. These tests are administered each trimester and allow teachers the opportunity to assess what students know and what needs to be retaught for mastery. CRT scores are indicated on the individual student report card.

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004-05	2005-06	2006-07
Statewide	3	2	5
Similar Schools	2	1	9

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	-12	96	-65	674
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-7	60	-46	666
Pacific Islander				
White (not Hispanic)	-6	126	-45	725
Socioeconomically Disadvantaged	-11	80	-63	651
English Learners	N/A			
Students with Disabilities	N/A			

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

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## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
<b>Overall</b>	Yes	No
<b>Participation Rate - English-Language Arts</b>	Yes	No
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	Yes	No
<b>Percent Proficient - Mathematics</b>	Yes	Yes
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	N/A	No

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement</b>		2006-2007
<b>Year in Program Improvement</b>		Year 2
<b>Number of Schools Currently in Program Improvement</b>	N/A	5
<b>Percent of Schools Currently in Program Improvement</b>	N/A	38.5

## XI. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

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All students in grades K-4 receive two and one half hours of intense reading, language, spelling, and writing instruction each day. Our Resource Specialist and instructional assistants through the ExCEL program provide further assistance in language arts to students in grades K-4. Each grade level has ExCEL language arts for one hour per day. During that hour, students are grouped in order to provide extra services to those students having difficulty with a particular language standard. Grades three and four receive one hour of ExCEL in mathematics. Our Resource Specialist also gives support to students in mathematics in the afternoon three days a week. Our science program is supplemented by our outdoor garden and greenhouse.

English Language instruction is imbedded in the curriculum. English Learner (EL) students also receive special services each afternoon from the Resource Specialist.

Instrumental music is offered to all students in grade 4. A flutophone program is offered for all third grade students. Our library is available to all students. Our library has added new titles each year and space provided for books has doubled in size to accommodate all the new titles that have been purchased.

Lenwood students participate in district and county events including Spelling Bee, Science Fair, and Earth Day Celebrations.

The Smile-in-Style dental care program is provided to our classes.

Lenwood School has a school leadership team that is comprised of a Grade Level Lead teacher from each grade level, the program specialists, and the Principal. The leadership team meets monthly to set the agenda for staff meetings, school programs, and staff development activities.

Each grade level meets a minimum of twice a month to develop lesson plans and strategies for instruction in their grade level.

### Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

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All staff members receive periodic professional development activities. Classified staff attend district professional development activities and outside conferences that pertain to their positions. Teachers attend math, reading, science, and technology conferences and workshops. Buy Back Days have replaced the old School Improvement Days and are held outside the student academic calendar. Teachers receive targeted professional development activities on the Buy Back Days. In addition, teachers receive professional development activities on the Wednesday minimum days.

Professional development activities are based on student needs. The staff determines the priority of student needs by examining student data from all sources. The data sources include statewide tests (STAR, CAT 6), Criterion Referenced Tests (CRTs), and monthly theme tests. Edusoft assists teachers in obtaining data for their math and language arts classes.

### Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
<b>K</b>	59,220	36,000
<b>1</b>	56,520	50,400
<b>2</b>	56,880	50,400
<b>3</b>	56,880	50,400
<b>4</b>	56,880	54,000
<b>5</b>		54,000
<b>6</b>		54,000

### Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

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Lenwood School has thirty-nine minimum days.