



# 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>	Skyline North Elementary School	<b>District Name</b>	Barstow Unified School District
<b>Street</b>	36968 Camarillo Avenue Barstow, Ca 92311	<b>Phone Number</b>	(760) 255-6006
<b>City, State, Zip</b>	Barstow, CA 92311-1726	<b>Web Site</b>	www.barstow.k12.ca.us
<b>Phone Number</b>	760 255-6090	<b>Superintendent</b>	Jerry Bergmans, Ph.D
<b>Principal</b>	Kim Barilone	<b>E-mail Address</b>	jerry_bergmans@busdk12.com
<b>E-mail Address</b>	kim_barilone@busdk12.com	<b>CDS Code</b>	36676116035414

### School Description and Mission Statement

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

**School Description:** Skyline North School has served students on the "over the bridge" side of town since 1963. Skyline offers a well-rounded curriculum based on California content standards. Staff members strive to provide an exciting and challenging curriculum in which all students can reach their full potential.

The Skyline staff promotes the idea that all students will be lifelong learners. Our goal is to ensure that students are working at grade level and meeting BUSD expectancies for each grade level. We are working to help all students meet the standards of the No Child Left Behind Act of 2001 by retaining well-trained teachers and providing instruction that is research based.

**Mission Statement:** Skyline North will provide a safe environment in which all students have equitable access to standards-based learning. Students will build respect for themselves by communicating effectively, solving problems, and interacting positively within their community.

**Vision Statement:** Skyline North will provide an environment in which each student can learn, be challenged to go beyond his or her own expectations, and become respectful, productive citizens in an ever-changing world.

### Success Starts at Skyline

### Opportunities for Parental Involvement

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

At Skyline North School we recognize that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment. Skyline encourages parents to volunteer in the classroom, attend student performances and school meetings, and participate in School Site Council, Skyline's Parent Teacher Organization and other activities that involve them in advisory roles. Skyline views the family-school relationship as a partnership. We recognize that a student's education is a responsibility shared by school, family and community. We encourage communication and participation as well as provide parents with strategies and techniques for assisting their children with learning activities at home that support and extend the school's instructional program. Skyline holds several Family Nights throughout the school year. Students and their families attend Family Nights focused on themes such as Geography, Science, Art, Literacy, etc. for hands-on activities and the chance to network with other parents.

### 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	44
Grade 1	43
Grade 2	45
Grade 3	50
Grade 4	57
Grade 5	0
Grade 6	0
Ungraded Elementary	0
<b>Total Enrollment</b>	<b>239</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	5 %	White (not Hispanic)	50.63 %
American Indian or Alaska Native	1.67 %	Multiple or No Response	0.42 %
Asian	%	Socioeconomically Disadvantaged	53 %
Filipino	%	English Learners	7 %
Hispanic or Latino	38 %	Students with Disabilities	11 %
Pacific Islander	4.18 %		

### 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	21.5		2		20	2			19	2		
1	18	2			18.5	2			16.5	2		
2	19	2			16.5	2			19.5	2		
3	18.5	2			17	2			19	2		
4	24		2		29.5		2		27		2	
5												
6												
K-3	18	2			17.5	2			16.5	2		
3-4												
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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School safety is an important priority at Skyline. All school district employees wear identification badges while on campus. Visitors are required to sign in at the school office to obtain a visitor's sticker to wear throughout the visit and return it to the school office when leaving. Our school practices an earthquake and fire drill each month to be prepared for an actual emergency. Students learn emergency procedures and are expected to follow them without being disruptive. Skyline's playground is supervised during the children's play time by playground supervisors, teachers and para educators. Strict playground rules are enforced. Bullying and harassment are not tolerated and any students breaking the rules are held accountable and disciplined. All students are treated fairly.

### 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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Discipline is important to the school environment, and all students are expected to practice self-discipline throughout the school year. Our campus is a non-violent community. Courtesy, respect, and concern for each other are expected. School rules are posted in each classroom and are to be followed at all times. Skyline North uses the Love and Logic program to ensure that student discipline is handled consistently throughout the school. The students understand what is expected of them and are made aware of choices regarding their behaviors. The students are also given the opportunity to make decisions on what their consequences should be in the event that they do not follow classroom/school rules. This helps them to take responsibility for their actions. Overall the program creates an environment where there are minimal disruptions for discipline. It also creates a shared vision for discipline for all stakeholders at Skyline with a consistent approach from all staff members.

### 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
<b>Suspensions</b>	1.2	0.8	1.7	42.5	38.5	35.7
<b>Expulsions</b>	0	0	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.

Skyline North has 13 mainstream classrooms for grades K-4. There is one SUCCESS classroom for students in grades K-4. The other classrooms are used for RSP and reading intervention. A portable classroom is used for the school Library.

No deficiency of facilities was observed by district personnel (Maintenance Operations Supervisor) of inspection conducted September 15, 2006.

#### 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	[X]	[ ]	[ ]	

#### 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>	13	13	15	306
<b>Without Full Credential</b>	2	2	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>		1	
<b>Total Teacher Misassignments</b>		1	
<b>Vacant Teacher Positions</b>		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>	93.8 %	6.3 %
<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.

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The district has a pool of qualified substitute teachers to meet student needs in the event of a teacher absence.

### Teacher Evaluation Process

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

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Teachers who are on permanent status are evaluated at least once every two years. Probationary teachers are evaluated annually. Permanent employees who have been employed by the District for at least ten years, are highly qualified, and whose previous evaluation met all standards may be evaluated at least once every five years. The intent of the evaluation format is to incorporate ongoing discussion and observation. It is intended to assist the teacher through a collaborative process to meet all California Standards for the Teaching Profession (enhanced to meet district needs).

## 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	\$7559	\$2704	\$4856	\$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.

Reading Specialist, GATE, LEP, School Improvement, Title I, and After School Intervention

### 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	42	46	63	29	30	32	40	42	43
Mathematics	52	61	71	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	*	*		
American Indian or Alaska Native	*	*		
Asian				
Filipino				
Hispanic or Latino	52	58		
Pacific Islander	*	*		
White (not Hispanic)	71	82		
Male	56	69		
Female	71	74		
Economically Disadvantaged	52	63		
English Learners	*	*		
Students with Disabilities	19	25		
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	33	33	41	29	30	33	41	42	42
Mathematics	30	55	50	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	35	30
Pacific Islander	*	*
White (not Hispanic)	43	63
Male	33	36
Female	52	70
Economically Disadvantaged	32	39
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/tg/pfi/>. *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	4	6	7
Similar Schools	2	3	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	64	49	58	858
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	63	47	66	826
Pacific Islander				
White (not Hispanic)	57	59	45	874
Socioeconomically Disadvantaged	84	58	55	834
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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Skyline North received the Title I Academic Achievement Award for the 2006-2007 school year.

## 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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A variety of instructional delivery models are utilized in each classroom to address the diverse needs of students. These models include: Small group instruction, one on one time with instructional aides, peer tutoring, listening centers, modified lessons, ELD assistance, computer lab, Universal Access time, stories and books on CD and tape, front loading, increased pacing, and centers.

Several instructional strategies/materials are used to reinforce basic skills. These include: Mountain Math and Language, SRA, Accelerated Reader, STAR Reading, Thinking Maps, Step Up to Writing, Weekly Readers, Focus on Achievement, and Daily Oral Language.

Skyline North has a leadership team composed of one teacher from each grade level, a special education representative, and the reading specialist. The Leadership Team meets with the principal on a regular basis and supplies information to grade level teams. The Skyline staff meets on Wednesday afternoons for staff development and grade level articulation.

### Professional Development

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

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The Skyline staff meets on Wednesday afternoons for staff development and grade level articulation. There are several district inservices during the school year that provide professional development opportunities.

### 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>	59,415	36,000
<b>1</b>	55,815	50,400
<b>2</b>	55,815	50,400
<b>3</b>	55,815	50,400
<b>4</b>	55,815	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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Skyline North School has thirty-nine minimum days.

The Skyline staff meets on Wednesday afternoons for staff development and grade level articulation.