

# School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

## 2007-08 School Accountability Report Card Report (SARC)

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 [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

### I. Data and Access

#### DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### II. About This School

#### Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Santiago Hills Elementary	District Name	Irvine Unified
Street	29 Christamon West	Phone Number	949-936-5000
City, State, Zip	Irvine , CA 92620-1836	Web Site	<a href="http://www.iusd.org">www.iusd.org</a>
Phone Number	949-936-6000	Superintendent	Gwen Gross
Principal	Alan Schlichting	E-mail Address	<a href="mailto:ggross@iusd.org">ggross@iusd.org</a>
E-mail Address	<a href="mailto:aschlich@iusd.org">aschlich@iusd.org</a>	CDS Code	30-73650-6098529

#### School Description and Mission Statement (School Year 2007-08)

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

Santiago Hills' students are taught by a highly experienced and well-prepared staff of professionals dedicated to creating an optimum climate for teaching and learning. We believe in the importance of collaboration and value strong partnerships with our actively involved parent community. We are committed to providing the best elementary school program we can envision in a supportive, safe to risk environment for all learners. All school efforts and resources support these commitments, targeting continuous improvement in both instruction and student achievement. Professional development opportunities are aligned with our targets.

Teachers work collaboratively to improve instructional strategies and develop positive school wide procedures and policies which support a positive school environment for teaching and learning.

Santiago Hills Elementary School, located in the village of Northwood, enrolled approximately 515 students in grades K-6 during the 2008-2009 school year. Recognition as a California Distinguished School in 1998 remains a source of pride for our students, staff and community.

Dedicated to meeting the needs of each learner, Santiago Hills' teachers are committed to continual refinement of our repertoire of instructional strategies and programs. Santiago Hills continues to participate in OCDE's Effective Behavior Systems training, analyzing existing organizational systems and procedures to ensure consistent, school wide, positive support for all students. In September, all students reviewed a teacher made video which demonstrated expected behaviors for each campus area, touring campus and practicing these expectations. School award ceremonies, student recognitions, and incentives are aligned with expectations, and all teachers continue to increase pre-teaching and specifically commending behaviors taught to students. During the 2008-2009 school year teacher teams have reviewed and realigned awards, positive behavior program and staff development to meet these goals. Staff members have brought back Student Council to provide leadership opportunities for students that help build self esteem and a positive learning environment through participation, development of learning and recreational activities and student participation in keeping the campus environment clean through recycling programs and "clean sweep" programs. In addition, the site has a PAL (Peer Assistance Leadership Program) providing students with another venue to acquire leadership skills and participate in service work.

Targeting academic growth for each student, teachers are gathering and analyzing multiple sources of assessment information to make instructional decisions. Professional development has been selected to expand teachers' repertoire of research supported instructional and behavior management strategies and improve student learning. Teachers are focusing on delivery of instruction and adopted management models with fidelity.

Kindergarten, first grade, and special education teachers provide increased literacy support to students through EIRM (Early Intervention Reading Model) providing intensive year long small group literacy intervention for identified students. Last year's literacy assessment scores reflected strong growth for students who received this support. In grades two and three, teachers are participating in district CORE Plus literacy training, implementing learning to differentiate instruction to better meet the needs of the ranges of learners in classrooms. Working together in grade level teams, teachers are analyzing academic and disciplinary data, selecting professional development opportunities to increase their instructional effectiveness. The staff is working to implement the new district math adoption that provides more hands on learning and increased focus on thinking skills. Our staff development plan is in alignment with these goals.

Santiago Hills serves a diverse population of learners. We are "home" to the Alternative Program for Academically Accelerated Students (APAAS) for grades 4 through 6, and to three Special Day Class programs serving K-6<sup>th</sup> grade students. English speaking students make up the majority of Santiago Hill's population; however, a number of minority students represent a variety of ethnic backgrounds and speak many different languages. These students are supported in the classroom by differentiated teacher instruction as well as by extra support provided weekly in small groups by our English Language Development assistant.

## Opportunities for Parental Involvement (School Year 2008-09)

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

Our PTA, School Site Council, and parent community are very active in the lives and decisions of the Santiago Hills Elementary School. Their involvement and support facilitate countless enrichment opportunities for students. PTA support enables Santiago Hills to provide kindergarten and first grade classrooms with 30 minutes of assistant time daily to facilitate small groups for literacy instruction. PTA volunteers further support school wide EBS efforts by offering students opportunities to participate in a variety of sports skills clinics and sketching activities during lunch recess each Thursday. PTA's many active committees provide additional support through reading incentive activities, management of after school enrichment programs, scholarship support, support for art and music programs (2008-2009 K-2 biweekly music classes), student incentives, classroom parents, and in countless additional ways. PTA fund raisers such as Wrapping Paper/Cookie Dough, Movie Night, Book Fairs, and silent auctions support classroom and computer lab technology. School Site Council parent representatives provide additional support to Santiago Hills, meeting monthly with staff representatives to review school continuous improvement goals and help make decisions regarding alignment of SSC funds in support of school and district targets. The many opportunities for parent involvement at Santiago Hills facilitate a unique family environment for staff and students. Santiago Hills is truly fortunate to share our work with such active and supportive parents!

## Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Kindergarten	57
Grade 1	61
Grade 2	65
Grade 3	79
Grade 4	89
Grade 5	93
Grade 6	103
Total Enrollment	547

## Student Enrollment by Group (School Year 2007-08)

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
African American	0.91 %
American Indian or Alaska Native	0.55 %
Asian	41.86 %
Filipino	2.19 %
Hispanic or Latino	6.03 %
Pacific Islander	0.18 %
White (not Hispanic)	38.57 %
Multiple or No Response	9.69 %
Socioeconomically Disadvantaged	5 %
English Learners	11 %
Students with Disabilities	10 %

## 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	2005-06			2006-07			2007-08					
	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	26.5		2		24.5	1	1		26.0		1.0	
1	18.7	3			19.3	3			18.3	3.0		
2	20.0	2			20.0	3			20.0	3.0		
3	19.7	3			20.0	2			18.5	4.0		
4	31.0		2	1	29.3		2	1	34.5			2.0
5	32.8		3	2	34.2			5	33.7			3.0
6	34.8			4	31.3		2	1	33.0		1.0	2.0
K-3	15.0	2			15.5	2			12.0	1.0		
3-4	9.0	1			13.0	1			11.0	1.0		
4-8									35.0	1.0		2.0
Other												

## III. School Climate

### School Safety Plan (School Year 2008-09)

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

This year Santiago Hills staff, with guidance from the district, revised our Emergency Response Plans to align with state and district emergency response procedures. The plan is updated and reviewed with staff each year. During the 2008-2009 school year, new color coordinated plans have been provided for all staff including neck tag summaries of their emergency job description. The staff has implemented more regular drills including monthly fire drills, earthquake drills and intruder drills. Working in conjunction with community PTA assistance, emergency preparedness supplies have been inventoried. Funded by PTA, parents, and district grants, staff emergency response kits and student emergency supplies were purchased and yearly provisions made to ensure supplies are restocked each year. Staff is trained in first aide and search and rescue procedures to ensure their ability to follow recommended emergency response in the event of a disaster. Staff emergency response assignments and responsibilities are reviewed several times during the year, with practice evacuation drills scheduled monthly. In 2008, staff conducted an emergency simulation, and plan to rehearse procedures each year through a variety of emergency simulations, following up with post-drill "lessons learned" meetings to evaluate and refine responsiveness. Staff and PTA are working to re-organize all emergency supplies and emergency backpacks so that all materials are current and dispersed to a variety of locations on the campus.

During the summer of 2007, working with the guidance of area officers assigned to Santiago Hills by the Irvine Police Department, Santiago revised parking lot drop off and pick up procedures to increase student safety. In 2008, staff met with Irvine Police and district transportation to update bus loading and unloading locations.

Staff revisited and revised staff duty assignment areas and procedures to provide increased student safety and improve student supervision. During the summer of 2009, Santiago Hills will be modernized with adjustments planned to improve the effectiveness of drop off by expanding available curb space in our lot.

The School Site Council is looking at our data and our emergency plans and procedures to develop a Safe School Plan for Santiago Hills. The plan will be reviewed and evaluated each year.

Santiago Hills values the strong working relationships we have with district administrators, city traffic engineers, local police agencies, school faculty, and the support of parents and community leaders in our efforts to provide our students with the safest environment possible.

## 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.2	0.9	2.2	4.0	3.1	3.6
Expulsions	0.0	0.0	0.0	0.1	0.1	0.2

## IV. School Facilities

### Facility Conditions and Planned Improvements (School Year 2008-09)

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.

Our school district continues to work aggressively to stay abreast of changing needs by providing a safe, functional, and attractive environment. In recent years, our playground and external appearance were upgraded with new play structures, swings, backboards, trash cans, and decorative tiles created by the students. The PTA renovated the lunch area with new tables and shade cover. They also funded painting for our new playground configuration. During the summer of 2008 the school had new portables installed to replace deteriorated buildings. The summer 2008 program included updates to the alarm system and additional landscaping to beautify the area where the portables were installed. Santiago Hills is scheduled for modernization during the summer of 2009, working with district and state architects to develop plans for facilities improvements. During the spring of 2007, community forums were held to share plans with parents and local residents and keep communication channels open and community involved in our renovation plans.

In December 2008, due to continued breaks, the kindergarten playground structure was removed. The district, using city funds will be completing a new playground structure by end of February 2009. The new play area will feature shade covers and rubber fall zone.

### School Facility Good Repair Status (School Year 2008-09)

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 (School Year 2008-09)

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	As of the most recently completed school site inspection, the facility condition is considered to be exemplary.			

## V. 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 [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	27	27	24	1222
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence	0	0	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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

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 [NCLB Web site](#).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.7	0.3
High-Poverty Schools in District		
Low-Poverty Schools in District	99.7	0.3

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

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	0	
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	.60	N/A
Psychologist	.60	N/A
Social Worker	.75	N/A
Nurse Aide	.45	N/A
Speech/Language/Hearing Specialist	1.6	N/A
Resource Specialist (non-teaching)	1.0	N/A
Technology Aide	.60	N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

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	All students are provided an individual textbook or instructional material as determined by a survey	0

	conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	
Mathematics	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
Foreign Language	Not Applicable	N/A
Health	All students are provided an individual textbook or instructional material as determined by a survey conducted in October, 2008. All textbooks purchased are state-adopted, and are standards aligned	0
Visual and Performing Arts	All students are provided an individual textbook or instructional material.	0
Science Laboratory Equipment (grades 9-12)	Not Applicable	N/A

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	5,093	527	4,566	55,055
District	N/A	N/A	4,747	\$70116
Percent Difference – School Site and District	N/A	N/A	-3.97	-27.47
State	N/A	N/A	\$5300	\$65008
Percent Difference – School Site and State	N/A	N/A	-16.08	-18.19

### Types of Services Funded (Fiscal Year 2007-08)

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

For 2007-2008, Santiago Hills Elementary School received special funds in the amount of \$ 67,036.90. The majority of these funds were spent on personnel, including – classroom teachers, and instructional assistants,

and to serve with unique educational needs in the following programs:

<b>Special Programs</b>	<b>Amount</b>
English Language Acquisition Program	\$ 1,408.00
Economic Impact Aid	\$ 20,892.90
Gifted and Talented	\$ 1,250.00
School Improvement Plan	\$ 43,492.00

## Teacher and Administrative Salaries (Fiscal Year 2006-07)

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 on the [Certificated Salaries and Benefits](#) Web page.

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$39238	\$40721
Mid-Range Teacher Salary	\$70075	\$65190
Highest Teacher Salary	\$90584	\$84151
Average Principal Salary (Elementary)	\$108570	\$104476
Average Principal Salary (Middle)	\$112956	\$108527
Average Principal Salary (High)	\$127207	\$119210
Superintendent Salary	\$182345	\$210769
Percent of Budget for Teacher Salaries	41.7 %	39.9 %
Percent of Budget for Administrative Salaries	4.7 %	5.5 %

## IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

### 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).

<b>Subject</b>	<b>School</b>			<b>District</b>			<b>State</b>		
	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>
English-Language Arts	83	85	85	75	76	78	42	43	46
Mathematics	83	84	86	74	74	76	40	40	43
Science	77	83	88	72	75	80	35	38	46
History-Social Science				66	60	67	33	33	36

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## 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	93	95	10	
Filipino	*	*	*	
Hispanic or Latino	42	47	*	
Pacific Islander				
White (not Hispanic)	86	79	81	
Male	81	85	87	
Female	84	85	88	
Economically Disadvantaged	77	54	*	
English Learners	53	69	*	
Students with Disabilities	31	42	*	
Students Receiving Migrant Education Services				

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California Physical Fitness Test Results (School Year 2007-08)

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 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 on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	38.3

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## X. 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 [API](#) Web page.

## API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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	2005	2006	2007
Statewide	10	10	10
Similar Schools	6	3	6

"N/A" means a number is not applicable or not available due to missing data.

"\*\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 6098529

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

## 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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-25	14	-2	938
African American				
American Indian or Alaska Native				
Asian	-20	9	-7	980
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-7	1	9	926
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"\*\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though

the school is no longer an ASAM school.

## 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 [AYP](#) Web page.

## AYP Overall and by Criteria (School Year 2007-08)

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
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

## Federal Intervention Program (School Year 2008-09)

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 [AYP](#) Web page.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Date	Topic	Detail Information
10/13/08	Math – Full-day Staff Development	Grade levels will meet across the district for training. At site in the afternoon grade levels will continue math planning together.
10/22/08	Technology Rotations	<p><b>Session #1</b> – Eric Manchester presents: Software solutions and basic computer knowledge. Using technology to support classroom instruction.</p> <p><b>Session #2</b> – Craig Spargo Presents: Network Review – look at United Streaming, create contact lists general network usage.</p> <p><b>Session #3</b> – Irene Brady Presents: Review of using Plato Each grade level will look at data.</p>
11/12/08	Potpourri	<p>Choose 2</p> <p><b>Option #1</b> – Sensory Motor by Ruth Jarvis</p> <p><b>Option #2</b> – Differentiation for Advanced Learners by Beth Andrews</p> <p><b>Option #3</b> – Active Engagement by Alan Schlichting</p> <p><b>Option #4</b> – Working with students with Asbergers and Autism</p>
1/7	Math and Differentiation Val Henry and Jeanie Fritzsche	K-3 Math Training and 4-6 Differentiation
1/28	Math and Differentiation Val Henry and Jeanie Fritzsche	K-3 Differentiation and 4-6 Math Training
2/25	RTI planning, Modernization planning	Specifics to be determined