

Huntington Middle School
(January 22, 2013-January 22, 2014)
School Accountability Report Card
Reported Using Data from the 2011-12 School Year
Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may 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 2012-13)

School Contact Information	
School Name	Huntington Middle School (January 22, 2013-January 22, 2014)
Street	1700 Huntington Drive
City, State, Zip	San Marino, California 91108
Phone Number	626 299-7060
Principal	Mr. Dave Murray
E-mail Address	dmurray@smusd.us
CDS Code	19-64964-6022503

District Contact Information	
District Name	San Marino Unified School District
Phone Number	626 299-7000
Web Site	www.smusd.us
Superintendent	Mr. Loren Kleinrock
E-mail Address	superintendent@smusd.us

School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

Huntington Middle School will “create and maintain a nurturing learning environment that fosters in students the ability to make choices based on well-reasoned-strategies; to inspire a life of integrity, with concern for others; to adapt to changing circumstances and environments; to gain an appreciation for learning as a lifelong process; and to gain the skills and knowledge necessary for a diverse, ever changing world.”

Huntington Middle School enjoys a national reputation for academic excellence. After a rigorous process to validate high quality teaching and learning, a positive school climate, and exemplary parent and community involvement, Huntington has been recognized as a California Distinguished School (1992, 1994, 2005, and 2009) and a National Blue Ribbon School (1995).

With 771 students, Huntington maintains a program that is closely matched with the developmental needs of early adolescents. Caring teachers provide personalized service with high expectations in academic subjects. Students begin their day with homeroom activities. This time includes Sustained Silent Reading Program that educational research has shown to be effective in raising students’ fluency and reading comprehension.

The remainder of students’ days consists of a strong core curriculum that includes: English, math, history, social studies, science, and physical education. Classes focus on interdisciplinary instruction. In addition, students have an opportunity to take a wide variety of exploratory classes in technology, visual and performing arts, language arts, and foreign language. All students have equal access to core coursework and co-curricular activities. Those with special needs (English learners, gifted/talented, and learning disabled) receive support both in the mainstream and special programs designed to address their individual learning needs.

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

The Huntington PTA plays a key role in leadership and day-to-day work that supports excellence in classrooms, co-curricular and extra-curricular events. The PTA keeps abreast of the needs of the school, staff, and most of all, the students and stands ready to address needs. Just a few examples of PTA services include monthly newsletters for all parents, special events, athletics, visual and performing arts, and fund raising. In every aspect of school life there are dedicated, supportive parents eager to assist the staff in creating the best possible educational program for students.

Every parent is strongly encouraged to become actively involved in the program in ways that suit his/her schedule! For more information, call (626) 299-7060 and ask for the school secretary, Mrs. Elia Bagheri,

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Grade 6	258
Grade 7	244
Grade 8	290
Total Enrollment	792

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.8	White	30.8
American Indian or Alaska Native	0	Two or More Races	3.2
Asian	56.4	Socioeconomically Disadvantaged	0
Filipino	0.3	English Learners	6.8
Hispanic or Latino	8	Students with Disabilities	3.7
Native Hawaiian/Pacific Islander	0.6		

Average Class Size and Class Size Distribution (Secondary)

Subject	2009-10			2010-11			2011-12					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.6				28.4	3	10	6	27.9	3	15	2
Mathematics	27.7				30.8	2	6	9	29	5	6	7
Science	29.2				28.5	0	11	2	30.7	0	13	0
Social Science	28.0				29.7	1	13	4	30.6	0	15	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

On the whole, the students are academically focused and thus, there are very few discipline problems.

Faculty and support-staff take pride in open, honest relationships that promote a safe school environment for students. Administrators, counselors, a psychologist, teachers, and support staff members play an active role in establishing and maintaining personalized relationships with students; the best preventative medicine for a safe school campus.

On the 2012 Healthy Kids Survey, seventh graders perception of the safety of their environment topped all state and national averages by substantial margins. On the same survey twice as many of our seventh graders reported a high level of connectedness to our school when compared to the state average.

A Comprehensive School Safety Plan is monitored and updated as appropriate by a representative team of school, parents, and community members including a law enforcement representative. The plan was most recently addressed on January 17, 2013. Components required by Education Code 52012 and 52842 address the following goals:

Goal #1: All students and staff members are provided a safe teaching and learning environment.

Goal #2: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.

Goal #3: District programs and approved community resources are made available to students and parents.

Goal #4: Students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	0	0.65	.04	0.5	0.88	1.21
Expulsions	0	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 11/8/12

Huntington's grounds and well-maintained facilities reflect the learning environment of an exemplary school. The academic facilities are comfortable, spacious, air-conditioned, and well designed for instruction. Students and staff appreciate the generous financial support of the San Marino community that has allowed for the recent renovation of our school. Students exhibit their sense of pride in the way they maintain their beautiful and safe campus.

The Huntington School facilities are well maintained in a manner that is clean, safe, and functional. A School Facility Conditions Evaluation is done each year by the Director of Maintenance and Operations. A copy of the Facility Inspection Tool (FIT) can be found at: http://www.san-marino.k12.ca.us/apps/pages/index.jsp?uREC_ID=29923&type=d

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	[]	
Electrical: Electrical	[X]	[]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Structural: Structural Damage, Roofs	[X]	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	[]	
Overall Rating	[X]	[]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	32	32	36	144
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	721
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	1	---
Social Worker	0	---
Nurse	1	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	0	---
Other	0	---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 18, 2012

On 9/18/12, the Governing Board certified there are sufficient standards-based texts, purchased within the most recent framework cycles, to be in compliance with Education Code Section 60119, 60442, and the Williams Settlement (SB 550 and AB 831). For a complete accounting of texts see:

<http://www.san-marino.k12.ca.us/di/administration/instruction/williams.htm>

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	See: http://www.smusd.us/apps/pages/index.jsp?uREC_ID=29916&type=d&termREC_ID=&id=2&rn=6493731		0
Mathematics	See: http://www.smusd.us/apps/pages/index.jsp?uREC_ID=29916&type=d&termREC_ID=&id=2&rn=6493731		0
Science	See: http://www.smusd.us/apps/pages/index.jsp?uREC_ID=29916&type=d&termREC_ID=&id=2&rn=6493731		0
History-Social Science	See: http://www.smusd.us/apps/pages/index.jsp?uREC_ID=29916&type=d&termREC_ID=&id=2&rn=6493731		0
Foreign Language	See: http://www.smusd.us/apps/pages/index.jsp?uREC_ID=29916&type=d&termREC_ID=&id=2&rn=6493731		0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,758.45	\$2,442.78	\$6,315.67	\$79,579
District	---	---	\$6,315.67	\$72,372
Percent Difference: School Site and District	---	---	0.0	10.0
State	---	---	\$5,455	\$67,448
Percent Difference: School Site and State	---	---	15.8	18.0

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

- Title I funds are used to tutor students in the lower quartile who have grades of C or lower in the areas of Math and English 4 days a week after school.
- Title III Part A and B, and EIA/LEP funds will be used to fund an instructional assistant to provide direct support to students learning English Learners.
- Title II funds for professional development are primarily used to support teachers in the process of completing their clear credentials as an intern, Induction/BTSA Programs. Funds are also being used to support teachers in securing their certification to teach English language learners and in research-based workshops in the areas of reading in the content areas and effective assessment.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,729	\$38,725
Mid-Range Teacher Salary	\$64,881	\$59,717
Highest Teacher Salary	\$83,981	\$77,957
Average Principal Salary (Elementary)	\$110,738	\$95,363
Average Principal Salary (Middle)	\$115,101	\$98,545
Average Principal Salary (High)	\$135,779	\$107,031
Superintendent Salary	\$180,000	\$149,398
Percent of Budget for Teacher Salaries	32%	37%
Percent of Budget for Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	93	92	91	90	90	90	52	54	56
Mathematics	93	92	90	88	88	87	48	50	51
Science	91	94	93	90	91	90	54	57	60
History-Social Science	90	92	88	84	86	85	44	48	49

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	90	87	90	85
All Student at the School	91	90	93	88
Male	88	92	91	86
Female	94	87	94	91
Black or African American				
American Indian or Alaska Native				
Asian	93	97	94	90
Filipino				
Hispanic or Latino	83	67	83	74
Native Hawaiian/Pacific Islander				
White	88	82	94	89
Two or More Races	89	89		
Socioeconomically Disadvantaged				
English Learners	46	79	57	36
Students with Disabilities	54	61	71	71
Students Receiving Migrant Education Services				

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.6	30.5	37

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

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

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2009	2010	2011
Statewide	10	10	10
Similar Schools	10	10	10

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	5	4	-8
Black or African American			
American Indian or Alaska Native			
Asian	-3	6	1
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	8	6	-15
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	782	967	2,501	954	4,664,264	788
Black or African American	6		21	909	313,201	710
American Indian or Alaska Native	0		0		31,606	742
Asian	436	992	1,370	975	404,670	905
Filipino	2		15	963	124,824	869
Hispanic or Latino	62	873	215	877	2,425,230	740
Native Hawaiian/Pacific Islander	5		6		26,563	775
White	243	939	751	934	1,221,860	853
Two or More Races	25	962	117	967	88,428	849
Socioeconomically Disadvantaged	4		7		2,779,680	737
English Learners	48	864	202	884	1,530,297	716
Students with Disabilities	63	775	242	810	530,935	607

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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 Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2012-13)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Professional development is research-based, founded on student needs as matched to the teachers' instructional strengths and challenges. The goal of the program is to improve student performance in the core content areas.

The emphasis for the 2012-2013 school year includes: (1) all students will improve their writing and grammar skills in all academic subjects, (2) provide mentoring and intervention for students performing Below Basic and Far Below Basic on the California Standards Test in order to close the achievement gap, (3) students will use technology tools for communication, information processing, and productivity for learning, (4) integrating visual and performing arts standards in content areas, (5) advancing our technology use in the classrooms, (6) Begin training on the significant changes coming in our curriculum based on adopted Common Core Standards and (7) Addressing the needs of our significant sub groups based upon their scores on the STAR testing results. Five Professional Development Days are used to address the above goals and other instructional issues as determined by the school site leadership team, consisting of teachers and administrators.

New Teachers have the opportunity to participate in the Beginning Teacher Support and Assessment (BTSA) program.

Teachers participate in workshops, conferences, and faculty meetings, and individualized programs as appropriate to teacher needs.