



# School Accountability Report Card (SARC) 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	
School Name	Laurel Elementary	District Name	Menlo Park City Elementary
Street	95 Edge Rd.	Phone Number	(650) 321-7140
City, State, Zip	Atherton, CA 94027-2254	Web Site	www.mpcsd.org
Phone Number	(650) 324-0186	Superintendent	Kenneth Ranella
Principal	Nancy Hendry	E-mail Address	cmetzler@mpcsd.org
E-mail Address	nhendry@mpcsd.org	CDS Code	41-68965-6044168

### School Description and Mission Statement

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

As one of the four schools of the Menlo Park City School District, Laurel School pursues the District's mission:

"We are a community of educators, scholars, parents and staff working together to inspire high academic achievement among all students, serve their needs, challenge their minds, and enrich their lives, laying a foundation for success and participation in a democratic society."

as well as the Laurel School Vision:

"Laurel School is a learning community of teachers, staff, parents, and students striving to motivate and empower one another to make respectful and responsible choices. Together we: respond to students' unique strengths and needs; embrace a meaningful, engaging and challenging curriculum through which students

build academic confidence and independence; involve ourselves in experiential learning; take responsibility for our actions and make good decisions regarding behavior and learning; appreciate the relationship of human beings with each other and with the natural environment; and, believe that we are collaboratively responsible for the successes at Laurel School."

Laurel School is a primary education school serving Kindergarten, first and second grade level students. Laurel School is located in a residential area in Atherton, two blocks from Menlo Atherton High School.

The school staff includes; 28 regular education classroom teachers, one reading specialist, one librarian, and one site administrator. Part-time staff includes: a Vice Principal, a Music Specialist, an Art Specialist, a Physical Education Specialist, a Support Teacher (special tutoring & ELL), a Resource Specialist, a Speech and Language Specialist, a psychologist, a student counselor, and a nurse. These certificated positions are supported by a school office manager, an office clerk, ten instructional aides, one science aide, and one computer lab aide.

## Opportunities for Parental Involvement

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

The parents at Laurel School are very supportive. 93% of our families are members of the PTO, and hundreds of parents serve on over 35 different PTO committees which enhance and support our Laurel instructional program and school community. A PTO sponsored music enrichment coordinator provides a supplemental music program to all classrooms. The PTO also provides a hot food offering three times a week. Classroom teachers are supported by a large group of parent volunteers. Parents are trained by our Language Arts Lead Teacher to assist with reading fluency groups, by our computer lab aide to help monitor students in our computer lab, and by the librarian to help manage the circulation of books within our library. The amount of direct assistance in the classroom is illustrated by over 500 hours of classroom volunteer time logged during the school year. Parents serve on our Laurel School Site Council which meets on a monthly basis to review and monitor the Laurel School Site Plan.

## 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	176
Grade 1	162
Grade 2	149
Total Enrollment	487

## 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	3.49 %	White (not Hispanic)	67.97 %
American Indian or Alaska Native	0 %	Multiple or No Response	14.58 %

Asian	4.11 %	Socioeconomically Disadvantaged	7 %
Filipino	0.82 %	English Learners	11 %
Hispanic or Latino	7.6 %	Students with Disabilities	19 %
Pacific Islander	1.44 %		

Average Class Size and Class Size Distribution (Elementary)

## 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	22.1		7		17.6	9	1		19.5	10		
1	20.0	7			19.4	8			20.2	7	2	
2	18.1	8			20.3	6	2		18.7	9		

## 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	0	100	100
1	100	100	100
2	100	100	100

## II. School Climate

### School Safety Plan

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

The Menlo Park City School District incorporates requirements of all legislative mandates into a single Emergency Preparedness plan that is updated annually. The principal manages the Site Emergency Plan that coordinates concerns of parents, students, and staff for the safety and welfare of all. The Site Emergency Plan is reviewed and revised annually and appropriate drills and training are provided to help all persons become familiar with their responsibilities. Emergency preparedness also includes close cooperation and planning with police, fire, civic emergency agencies and school/parent groups.

### 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.

Laurel School is an exciting, nurturing and challenging place where students develop conceptual knowledge and skills, learn social skills and establish personal connections to their academic world. The Laurel School spirit is celebrated each Friday, when students and staff wear the school colors of blue & white, birthday ribbons and "Super Squirrel" certificates are personally delivered by the principal to those students caught doing something special for their school or peers, and a Super Squirrel mascot is rotated to each class to witness all the wonderful activities and positive interactions of our students. Self-esteem is also promoted through our "Students of the Month" program. Throughout the school year all students have their picture taken by a PTO volunteer and placed on display within the school office. Classroom teachers send home individual awards such as "Classroom Stars" on a regular basis.

The Laurel staff views discipline as growth from dependence to independence. This is accomplished through the use of natural and logical consequences and encouragement that communicates respect and value for each and every child, and enables the child to develop responsibility, self-discipline and judgment. Good behavior on our playgrounds is insured through the use of clearly defined rules and ample supervision. Laurel has separate playground areas for the kindergarten, first grade, and second grade students. Each play yard is monitored by two yard duty supervisors.

The staff at Laurel School is committed to excellence. Our expectation is that each and every child develops into a lifelong learner. The 'Basic Skills' of the 21st century to think well, work effectively in groups, use technological tools, and deal with rapid social change are taught along side our core curriculum of mathematics, language arts, science, history-social science, physical education, art, and music. Our commitment is to help each child learn these basic skills and build a strong character in the process so that he/she can meet, with confidence and competence, the complex changes of his/her future.

## Suspensions and Expulsions

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

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.0	0.0	0.0	2.5	1.4	0.9
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

## 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.

Laurel School has 25 classrooms, a multipurpose room, a library, a computer lab, and an administration building. The main campus is approximately 50 years old. A major renovation of the facility was completed in 1999 thanks to a \$22 million bond measure approved by the community to upgrade all district facilities. As a result, all classrooms are wired for Internet, phone, and cable TV.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Director of Maintenance and Operations and the site Principal conduct an annual walk-through to

identify and prioritize necessary maintenance projects.

The District maintenance staff keeps the school in good repair and working order by completing necessary tasks in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning standards for all schools in the district have been established. The principal and Director of Maintenance and Operations work closely with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The District budgets and transfers 0.5% of the general fund budget to the deferred maintenance program annually. The district's complete deferred maintenance plan is available at the district office.

## 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	GOOD - As a result of the most recent inspection, no outstanding deficiencies were reported. (Submitted quarterly to the Board of Education.)			

## 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
With Full Credential	28	32	34	139
Without Full Credential	0	0	0	0
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	2005-06	2006-07	2007-08
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

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
This School	100.0	0.0
All Schools in District	96.6	3.4
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	96.6	3.4

### 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.

Teachers who serve as substitutes must have passed the California Basic Educational Skills Test (CBEST) and possess a valid California teaching credential which has been registered at the County Office. The
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district continually strives to recruit high quality substitute teachers for our classrooms.

## Teacher Evaluation Process

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

By District contract, all permanent teachers are evaluated every two years, and every non-tenured employee is observed at least three times each year. Administrators participate in ongoing inservice to refine skills in educational supervision and evaluation.

## 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)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.7	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other - Counselor	0.3	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	SRA/Open Court Reading ('02) State approved, Board adopted 2003	0
Mathematics	Grades K-1: Harcourt Math 2002 ('02) State approved, Board adopted 2002 Grade 2: Houghton Mifflin Mathematics ('02) State approved, Board adopted 2002	0

Science	Full Option Science Systems (FOSS), Delta Education, Inc. ('07) State approved, Board adopted 2007	0
History-Social Science	Reflections, Harcourt School Publishers ( '07) State approved, Board adopted 2006	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	\$6,160	\$364	\$5,796	\$71,144
District	N/A	N/A	\$6,585	\$74,760
Percent Difference - School Site and District	N/A	N/A	-12.0%	-4.8%
State	N/A	N/A	\$4943	\$58,519
Percent Difference - School Site and State	N/A	N/A	17.3%	21.6%

### 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.

Laurel's classrooms are supported by the District Language Arts Lead Teacher, the Support Teacher program (including EL services), the Reading Specialist, psychologist, school counselor, occupational therapist, and speech/language and resource specialist programs.

### 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	\$46,316	\$38,159
Mid-Range Teacher Salary	\$74,986	\$59,148
Highest Teacher Salary	\$91,855	\$73,514
Average Principal Salary (Elementary)	\$128,203	\$91,903
Average Principal Salary (Middle)	\$132,212	\$95,855

Superintendent Salary	\$184,801	\$132,994
Percent of Budget for Teacher Salaries	46.8 %	41.6 %
Percent of Budget for Administrative Salaries	6.2 %	5.9 %

## 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	82	76	63	79	82	81	40	42	43
Mathematics	83	76	63	77	78	78	38	40	40
Science				77	77	81	27	35	38
History-Social Science				76	77	78	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	40	47		
Pacific Islander	*	*		
White (not Hispanic)	70	67		
Male	57	57		
Female	71	71		
Economically Disadvantaged	31	38		
English Learners	53	40		
Students with Disabilities	50	43		
Students Receiving Migrant Education				

## 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									
Mathematics									

### 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	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Pacific Islander		
White (not Hispanic)		
Male		
Female		
Economically Disadvantaged		
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

## 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. 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	2004	2005	2006
Statewide	10	10	10
Similar Schools	8	9	3

## 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	9	-26	-50	841
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	7	-26	-48	861
Socioeconomically Disadvantaged				
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.

Not Applicable
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## Adequate Yearly Progress

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

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

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

## AYP Overall and by Criteria

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

AYP Criteria	School	District
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	N/A

## 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
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	N/A	
Percent of Schools Currently in Program Improvement	N/A	

## X. School Completion and Postsecondary Preparation

### Not Applicable

## 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.

Laurel School provides a broad-based, high quality education for all of its students. The District's direction is given through the Superintendent, Assistant Superintendent for Instruction, cross-district grade level meetings and professional development activities. The four principals in Menlo Park meet weekly with the Superintendent, the Assistant Superintendent, the Business Manager, and the Director of Student Services, to discuss, evaluate and plan for instructional programs at the schools. Laurel teachers serve on a variety of District curriculum committees which meet monthly to assist in the review, implementation, and evaluation of District adopted materials and instructional practices. Our library/media center is well stocked with primary books. The school's librarian meets with each class on a weekly basis. Books are procured through the School Library Act funds and an Adopt-A-Book program. Our media center contains a state of the art computer lab facilitated by a part-time technology aide. Students and teachers in each classroom have access to the Internet via computers. Laurel's classroom efforts are augmented by the District Language Arts Lead Teacher, the Support Teacher program (including EL services), the Reading Specialist, a psychologist, a school counselor, and speech/language and resource specialist programs. A Student Success Team meets regularly to plan courses of action for students needing additional learning and/or emotional support. On Thursday afternoons the Laurel PTO sponsors a chess class, a science class, a math class, and French and Spanish classes for those students wanting exposure to a second language at the primary level. Leadership is provided by the principal through the Site Council, the PTO and the faculty and staff. The Laurel Leadership Team is composed of a teacher liaison from each grade level and meets regularly with the principal.

## Professional Development

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

The District values professional development of teachers and administrators as an ongoing process of personal growth and learning for the individual, and as a source and stimulus for increased students growth and achievement. Professional development opportunities provided by the District include Staff Development Days, attendance at workshops, courses and conferences by individual teachers, opportunities for collaborative planning and curriculum development, and systematic programs of observation and analysis of teaching. The Site Council also supports staff development programs with SIP funds. A Differentiated Instruction Leadership Team has been established to continue advanced training and lead efforts to learn about instructional strategies to address the needs of learners of all abilities.

All first and second year teachers throughout the district participate in the Beginning Teacher Support and Assessment (BTSA) program, a state-funded, standards-based program that provides support through mentoring, training, and evaluation. A veteran teacher Advisor provides coaching for all new teachers in the district.

## 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
K	46,375	36,000
1	53,820	50,400

2	53,820	50,400
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### 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.

There were six minimum days in the 2006-07 calendar. Four were used for parent-teacher conferences. Two were negotiated by contract: the day before Winter Break and the last day of student instruction in June.