

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

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	Forest Grove Elementary	District Name	Pacific Grove Unified
Street	1065 Congress Ave.	Phone Number	831-646-6510
City, State, Zip	Pacific Grove, CA 93950-4838	Web Site	www.pgusd.org
Phone Number	831-646-6560	Superintendent	Patrick Perry
Principal	Joe Bennett	E-mail Address	pperry@pgusd.org
E-mail Address	jbennett@pgusd.org	---	---

School Description and Mission Statement

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

Forest Grove School seeks to provide a quality educational program for each of its students. We recognize that the school serves students of different backgrounds, abilities and interests. We are committed to offering challenging programs in a positive educational environment that develops individual students to their greatest potential. This environment fosters mutual respect, communication and compassion within the entire school community.

Forest Grove's Mission Statement was written with the belief that every child is entitled to an optimum learning and educational experience. Not stated, yet understood in this statement, is the fact that children have different educational needs and challenges at each grade level.

Early primary grades (K-2) focus on beginning reading, language arts and mathematical concepts and skills. Third grade is a transitional year between skill development and concept application. In language arts the transition is from learning to read to reading to learn. There is an emphasis on encouraging independent personal responsibility. The intermediate grades (4-5) emphasize core curriculum while focusing on preparing students for the transition to middle school. Forest Grove is committed to maximizing each child's learning experience.

Opportunities for Parental Involvement

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

John Thibeau (President School Site Council) 831-646-5323
Debbie Crandell (PTA President) 831-655-3480

Parents and the community are an integral part of Forest Grove School. Teachers welcome and receive a high number of volunteers in their classrooms. School-wide functions (i.e. Back-to-School Night, Open House, holiday programs, Spooky Spaghetti Supper, Chili Cook-off, Parent Conferences, Butterfly Parade and Bazaar, Family Reading Night) are well attended. Forest Grove has an active Parent Teacher Association (PTA) and School Site Council (SSC).

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	Grade Level	Number of Students
Kindergarten	49	Grade 8	0
Grade 1	56	Ungraded Elementary	0
Grade 2	53	Grade 9	0
Grade 3	61	Grade 10	0
Grade 4	46	Grade 11	0
Grade 5	49	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	314

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	1.6	White (not Hispanic)	69.7
American Indian or Alaska Native	0.0	Multiple or No Response	0.6
Asian	8.3	Socioeconomically Disadvantaged	13.6
Filipino	1.6	English Learners	17.0
Hispanic or Latino	16.9	Students with Disabilities	12.0
Pacific Islander	1.3	---	---

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	2003-04				2004-05				2005-06			
	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	19.7	3	0	0	18.7	3	0	0	16.7	3	0	0
1	19.3	3	0	0	19.0	3	0	0	18.3	3	0	0
2	19.7	3	0	0	18.3	3	0	0	17.7	3	0	0
3	18.7	3	0	0	17.3	3	0	0	20.3	2	1	0
4	32.0	0	2	0	25.0	0	2	0	23.0	0	2	0
5	31.0	0	2	0	24.0	0	3	0	24.5	0	2	0
6												
K-3												
3-4												
4-8												
Other												

Participation in the Class Size Reduction Program

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

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

II. School Climate

School Safety Plan

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

The School Safety Plan was reviewed on November 16, 2006.

We have completely revamped our school plan this year. We have created an Incident Command System and are in the planning stages for crisis management for a variety of disasters. In the spring of this year we will be having a major drill to test our new plan. The district is creating a district plan and will be providing training in First Aid and CPR for key members of our team. We work closely with PG Fire and Police in our efforts.

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.

Each teacher has various methods of promoting positive learning practices within their classroom. In addition the principal has help promote programs to help teacher's motivate their students.

Academic and Social achievement are honored at Forest Grove. Each week the principal, in cooperation with the teachers, selects 3 students from each class in a given grade level to be honored for Principal's Award. Students are honored for outstanding academic achievement and behavior. Students honored receive an award certificate from the principal, eat a pizza lunch with the principal, have their names published in the school newsletter and receive a special, Principal's Award medal at the awards assembly held in May. The principal has also instigated a new Reading Awards program to honor students at the Awards Assembly with reading medals, certificates and pins for reading a required number of minutes.

Students will also be awarded for mastering their basic math facts at the assembly with certificates provided by the principal.

We have a strong discipline program in place at Forest Grove. Each teacher has a classroom plan that is in line with our school discipline plan.

The principal supports healthy emotional choices and goes into each classroom several times a year and does a review of the 2-step plan and reviews our rules for bullying and harassment. We have a ½ counselor that supports students that need more help in getting along with others or making positive choices.

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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	9	7	16	145	136	101
Expulsions	0	0	0	3	2	0

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.

Recently we added 2 play area sandboxes for students to enjoy. We also had a major tree trimming in last few months to insure building and child safety. Our buildings are relatively new and in outstanding condition due to our maintenance staff.

School Facility Conditions 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	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
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		
Other			

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
	2003-04	2004-05	2005-06	2005-06
With Full Credential	18	20	19	101
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence	0	0	0	---

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	2004-05	2005-06	2006-07
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 NCLB 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 <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	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

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.

Teacher Evaluations

The Pacific Grove Unified School District maintains a system of evaluation of certificated employees with the intent to continually improve instruction for its pupils. An additional purpose of evaluation is to identify and reinforce the outstanding professional competency of certificated employees.

This system includes yearly performance objectives, formal and informal performance observations with follow-up conferences, and a written evaluation report at least once every two years.

In support of the district's evaluation process, our teachers have numerous opportunities for input and professional improvement. In addition to site level sessions, the district provides ongoing training in areas of interest and need.

Substitute Teachers

The district and school maintain lists of credentialed teachers and the areas in which they are qualified to teach. All substitute teachers at Pacific Grove Unified School District have credentials or permits issued by the State of California and, at a minimum, have college degrees and have passed the qualifying examination administered by the State of California. If no substitute is available, another teacher or an administrator will cover the class. The district makes an effort to attract qualified substitute teachers by increasing substitute salaries to compete with those in neighboring districts.

Teacher Evaluation Process

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

The Pacific Grove Unified School District maintains a system of evaluation of certificated employees with the intent to continually improve instruction for its pupils. An additional purpose of evaluation is to identify and reinforce the outstanding professional competency of certificated employees.

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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)		---
Library Media Services Staff (paraprofessional)	1.0	---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)	1.0	---
Other		---

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	Meets state standards	0
Mathematics	Meets state standards	0
Science	Textbook not on current state adopted list	0
History-Social Science	New adoption slated for 2006-07 school year	0
Foreign Language	NA	0
Health	NA	0
Science Laboratory Equipment (grades 9-12)	NA	0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 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	6,286	\$442	\$5,844	\$84,307
District	---	---	\$2,183	\$65,891
Percent Difference - School Site and District	---	---	\$3,661	\$18,416
State	---	---	\$4,743	\$54,823
Percent Difference - School Site and State	---	---	\$1,101	\$29,484

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.

Title I
 Teacher Professional Development
 Special Education
 GATE
 Safe and Drug Free Schools
 Artists In Residence
 School-based counseling
 Behavior Interventions
 Speech Therapy
 School Library
 PE
 Program
 School Computer Lab
 Vocal and Instrumental Music
 Phonemic Awareness Program for Primary Students
 DARE (Drug and Alcohol Resistance Education)
 Before School Tutorial Program- 3rd, 4th, 5th grades
 Occupational Therapy
 Friendship Group
 Big Buddy Program
 Peer Helpers
 Conflict Resolution
 Art Docent Program
 RTI- Response to Intervention
 After School Enrichment Classes- Art, Drama, Science, Foreign Lang, etc

Teacher and Administrative Salaries (Fiscal Year 2004-05)

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 can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,208	\$36,796
Mid-Range Teacher Salary	\$62,290	\$54,062
Highest Teacher Salary	\$77,511	\$68,679
Average Principal Salary (Elementary)	\$103,617	\$103,617
Average Principal Salary (Middle)	\$100,268	\$100,268
Average Principal Salary (High)	\$103,925	\$103,925
Superintendent Salary	\$161,606	\$121,387
Percent of Budget for Teacher Salaries	44.6	40.2
Percent of Budget for Administrative Salaries	4.9	5.8

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) 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 4, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	57	67	69	58	64	69	36	40	42
Mathematics	57	78	75	48	55	58	34	38	40
Science	57	59	67	56	56	55	25	27	35
History-Social Science				59	56	63	29	32	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	93	79	*	
Filipino	*	*		
Hispanic or Latino	55	62	*	
Pacific Islander	*	*		
White (Not Hispanic)	69	77	73	
Male	63	77	71	
Female	76	72	59	
Economically Disadvantaged	49	54	64	
English Learners	53	56	*	
Students with Disabilities	35	50	*	
Students Receiving Migrant Education Services				

Norm-Referenced Test (NRT)

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: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	69	68	75	70	65	71	43	41	42
Mathematics	72	72	73	71	70	75	51	52	53

NRT Results by Student Group -- Most Recent Year

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

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian	*	*
Filipino		
Hispanic or Latino	*	*
Pacific Islander	*	*
White (not Hispanic)	75	75
Male	72	80
Female	77	69
Economically Disadvantaged	50	42
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

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

Grade Level	Percent of Students Meeting Fitness Standards
5	17.4

IX. Accountability

Academic Performance Index

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

API Ranks -- Three-Year Comparison

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

API Rank	2003-04	2004-05	2005-06
Statewide	9	8	9
Similar Schools	7	4	7

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
	2003-04	2004-05	2005-06	2006
All Students at the School	-6	54	-3	870
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-18	41	7	884
Socioeconomically Disadvantaged	21			
English Learners	--	--		
Students with Disabilities	--	--		

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.

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

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	Yes

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	N/A	N/A
First Year of Program Improvement Implementation	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

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.

School Instruction and Leadership

The quality of leadership and the instructional programs at Forest Grove School are excellent. Curriculum is appropriately aligned with state standards, and curriculum is based on district standards in all subject areas.

Parents support the program through classroom volunteer efforts and attendance at parent conferences. Our student population is 358, and we have over 97% attendance at parent conferences. More than 150 parents volunteer time and expertise in the classroom. Instructional Aides work with students in small group and individualized instruction. Funding for this program is provided by the School Improvement Plan and Title 1. Parents express high satisfaction with the educational program their children receive.

School curriculum exhibits rigorous academic content. Grade-level standards and expectations exist for homework and for each curricular area within the school.

Formalized testing in reading, writing, and math is used to identify students in significant sub groups and to create individual education programs for students with special needs.

High expectations are held for student learning and student achievement is maintained at a high level. There is a maximum use of instructional time. Students understand the expectations for their assignments, and direct instruction is evident in all classrooms.

The expectations held by staff members encourage all special needs students to achieve to their highest levels of ability at Forest Grove School. The staff employs instructional methods that enhance the learning of all students while providing a positive atmosphere that encourages success and enhances self-esteem.

Regular formal and informal communication achieves excellent articulation among the regular and support staff. School leaders are knowledgeable about curriculum and instructional practices. Leadership and responsibility are shared among staff members through regular meetings of the school Leadership Team, the School Site Council, and the school Parent-Teacher Association. The Forest Grove School leadership organizes, manages, and supports a planned improvement process in conjunction with the School Site Council through: " Establishing and communicating clear expectations to staff" Implementing a consistent student discipline plan" Leading periodic formal assessments of students, staff and parents" Implementing a cohesive school-wide academic program for all students.

Professional Development

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

Staff development activities, essential for maintaining and improving equality education, emphasize the following areas:

"SB395 (English Language Learners)

" An integrated, literature-based language arts program, which includes reading, writing, listening and speaking

"A problem solving, manipulative-based mathematics and science program

"Integration of all subject areas

"Higher-level thinking skills

"Cooperative learning and peer coaching

"Addressing the needs of students with special needs

"Data driven learning activities and assessments

"Standards alignment

"Differentiated instruction

Formal staff development is provided regularly. In addition, buy-back days for staff are made available in a variety of curricular areas.

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	36,000	36,000
1	50,400	50,400
2	57,600	50,400
3	57,600	50,400
4	57,600	54,000
5	57,600	54,000

Minimum Days in School Year

This 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.

During the 2005-06 school year, there were 12 minimum days with school dismissing at 12:10 PM. Eight of these days were for parent conferences and 4 for the days immediately preceding major holiday breaks. Every Thursday is an early release day for staff development and grade level collaboration. There were 35 early release Thursdays during the 2005-06 school year with a 1:55 PM Thursday dismissal for students.