

School Accountability Report Card

Reported for School Year 2011-12

Published During 2012-13



Knights Ferry Elementary

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 on the SARC Web page 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

DataQuest

DataQuest is an online data tool located 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. 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 2012-13)

This section provides the school's contact information.

School		District	
School Name	Knights Ferry Elementary	District Name	Knights Ferry Elementary
Street	12726 Dent St.	Phone Number	(209) 881-3382
City, State, Zip	Knights Ferry, CA 95361-2040	Web Site	www.knightsferry.k12.ca.us
Phone Number	(209) 881-3382	Superintendent	Cheryl Griffiths
Principal	Cheryl Griffiths	E-mail Address	cgriffiths@stancoe.org
E-mail Address	cgriffiths@stancoe.org	CDS Code	50-71142-6052609

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

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

Mission Statement

The purpose of the Knights Ferry School District is to provide a well-rounded educational base where the value of each student is recognized, responsibility and integrity are encouraged, a love of learning is fostered, and academic potential is developed to its fullest.

Philosophy

The Governing Board believes that all students can succeed regardless of race, background or ability. School staff shall embody this philosophy in all district programs and activities.

The District further believes that:

- (1) the central interest of schools is the learner,
- (2) learning is an active process,
- (3) our school is responsible for each learner,
- (4) experiencing success is crucial to the learning process,
- (5) the qualities of teaching and learning are inextricably interwoven,
- (6) program improvement is a continuing process,
- (7) providing quality program education is a responsibility of our community, and
- (8) our community provides an essential resource to the educational program.

In order to create the environment necessary for an effective school, the Board endorses and prescribes strong instructional leadership, a safe and orderly climate, school wide emphasis on basic skills, high teacher expectations for student achievement, and continuous assessment of student progress.

The Superintendent/principal or designee shall keep the Board fully informed regarding the District's efforts to achieve an effective school and any hindrances to meeting District goals.

Opportunities for Parental Involvement (School Year 2011-12)

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

Contact Person Name: Tasha Sweet

Contact Person Phone Number: (209) 606-3828

Parents and interested community members may volunteer to help in class and on field trips. Throughout the year parents and grandparents are called upon to help with classroom and school wide events like Read Around, Winter and Spring Performances, Jog-a-thon, Silent Auction and 8th Grade/Kindergarten Graduation. The Knights Ferry Parent Faculty Club sponsors a number of events that raise money to enhance the classroom program. The Knights Ferry Educational Foundation is another opportunity for community members to improve our campus and its programs.

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

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	12	Grade 8	7
Grade 1	14	Ungraded Elementary	
Grade 2	17	Grade 9	
Grade 3	14	Grade 10	
Grade 4	12	Grade 11	
Grade 5	15	Grade 12	
Grade 6	15	Ungraded Secondary	
Grade 7	11	Total Enrollment	117

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Student Enrollment by Group (School Year 2011-12)

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
Black or African American	0.90%	Hispanic or Latino	18.80%
American Indian or Alaska Native	0.00%	Native Hawaiian or Pacific Islander	0.00%
Asian	0.00%	Two or More Races	2.60%
Filipino	0.00%	White	77.80%
Hispanic or Latino	18.80%	Socioeconomically Disadvantaged	11.10%
Native Hawaiian or Pacific Islander	0.00%	English Learners	12.80%
Two or More Races	2.60%	Students with Disabilities	0.00%

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	2009-10				2010-11				2011-12			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	--	--	--	--	11.0	1	0	0	12.0	1	0	0
1	--	--	--	--	18.0	1	0	0	14.0	1	0	0
2	--	--	--	--	--	--	--	--	17.0	1	0	0
3	--	--	--	--	--	--	--	--	14.0	0	1	0
4	--	--	--	--	--	--	--	--	12.0	--	1	--
5	--	--	--	--	--	--	--	--	15.0	--	1	--
6	--	--	--	--	--	--	--	--	15.0	--	1	--
k-3	--	--	--	--	--	--	--	--	--	--	--	--
3-4	--	--	--	--	--	--	--	--	--	--	--	--
4-8	--	--	--	--	--	--	--	--	--	--	--	--
Other	--	--	--	--	--	--	--	--	--	--	--	--

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III. School Climate

School Safety Plan (School Year 2011-12)

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

The comprehensive School Safety Plan includes: 1) a FEMA-approved Hazard Mitigation Plan (in cooperation with Stanislaus County), 2) a Campus Emergency Procedures Plan, 3) a School Site Council-developed School Safety Plan, and 4) a standing School Safety Committee. Oakdale Rural Fire, Stanislaus County Sheriff's Office, Stanislaus Consolidated Fire, community members, faculty, custodial/maintenance staff and the superintendent/principal are represented on the School Safety Committee

The School Safety Plan can be viewed at the school office or online at www.knightsferry.k12.ca.us.

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.

Knights Ferry employs a system of classroom and schoolwide behavior expectations. Students and their families are provided with written copies of these expectations in the Family Handbook. Classroom behavior expectations are posted. Students are encouraged to exhibit good citizenship and behavior informally and through programs like Character Education and Renaissance. In general, the Knights Ferry School "school climate" is very positive as demonstrated by a very low suspension rate.

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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	1.00	4.00	1.00	1.00	4.00	1.00
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00

Date School Safety Plan last reviewed: 1-9-13

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IV. School Facilities

School Facility Conditions

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.

Knights Ferry School is located on 7.717 acres. The school consists of two main buildings and four portables. One of the main buildings was rebuilt in 1974 and has a classroom, multipurpose room, cafeteria, staff room, small work room, two student restrooms, one staff restroom, and storage areas. The other main building was constructed in 1988 and has three classrooms, the office, two student restrooms, and one staff restroom. The portables were brought in as early as 1983 and as recent as 2005. Three of the portables house classrooms. The fourth and oldest portable houses our library. The school is in very good condition. The buildings and grounds are cleaned and maintained regularly. Our custodial maintenance person works daily from 11 to 6.

Planned Improvements (School Year 2012-2013)

During the summer of 2010 the two main buildings were reroofed, three HVAC units were replaced, all thermostats were replaced, and the entire school was painted. During the summer of 2011 the drainage and erosion problem was taken care of with the installation of several drains, retaining walls, and walkways. In addition the two blacktop areas were resurfaced.

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

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			
Interior: Interior Surfaces	x			
Cleanliness: Overall Cleanliness, Pest/Vermin	x			
Electrical: Electrical	x			
Restrooms/Fountains: Restrooms, Sinks	x			
Safety: Fire Safety, Hazardous Materials	x			
Structural: Structural Damage, Roofs	x			
External: Playground/School Grounds	x			

Overall Summary of School Facility Good Repair Status (School Year 2012-13)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary		x		

Date of inspection: 1-9-13

Completion date of inspection form: 1-9-13

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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 on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	6	6	6	6
Without Full Credential	--	--	--	0
Without Full Credential	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	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2011-12)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page 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%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District		0.00%
Low-Poverty Schools in District		0.00%

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VI. Support Staff

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

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	--	--
Counselor (Social/Behavioral or Career Development)	--	--
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	--	--
Psychologist	0.10	--
Social Worker	--	--
Nurse	0.10	--
Speech/Language/Hearing Specialist	0.20	--
Resource Specialist (non-teaching)	0.10	--
Other	--	--

VII. Curriculum and Instructional Materials

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

Textbook Information

This section provides 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.

We choose our textbooks from lists that have already been approved by the state education officials. For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE). We have also reported additional facts about our textbooks called for by the Williams legislation of 2004.

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This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Houghton Mifflin: K-6 A Legacy of Literature/Medallion update	2010
English-Language Arts	Prentice Hall Literature 7-8 California Edition	2004
History-Social Science	Harcourt K-6 Reflections California Edition	2007
History-Social Science	Mc Dougal Littell 8th Creating America	2007
History-Social Science	Mc Dougal Littell 7th World History	2007
Mathematics	Saxon K-5	2009
Mathematics	Holt Mathematics 6-8	2009
Science	Glencoe Science 7th Focus on Life Science	2008
Science	Glencoe Science 8th Focus on Physical Science	2008
Science	Scott Foresman K-6 California Science	2008

Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	--
Health	--
Visual and Performing Arts	--
Science Laboratory Equipment (grades 9-12)	--

Textbook Information Collection Date: 9-13-12

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VIII. School Finances

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

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 at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$8,774.00	\$2,364.00	\$6,410.00	\$58,607.00
District	--	--	\$6,410.00	\$58,607.00
Percent Difference - School and District	--	--	0.00 %	0.00 %
State	--	--	\$5,455.00	\$68,488.00
Percent Difference - School and State	--	--	14.90 %	-16.86 %

Types of Services Funded (Fiscal Year 2011-12)

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

Federally Funded Programs -- Academic Interventions are available through Innovative Education (Federal); NCLB Title II; Small Rural Schools Achievement Grant; and Special Education.

State Funded Programs -- Lottery; Lottery Instructional; Economic Impact Aid; Textbook Block Grant; Professional Development Block Grant;and Class Size Reduction

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Teacher and Administrative Salaries (Fiscal Year 2010-11)

This table displays district salaries 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 at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,950.00	\$38,625.00
Mid-Range Teacher Salary	\$51,256.00	\$55,530.00
Highest Teacher Salary	\$75,288.00	\$70,729.00
Average Principal Salary (Elementary)	--	\$92,955.00
Average Principal Salary (Middle)	--	\$96,092.00
Average Principal Salary (High)	--	\$94,993.00
Superintendent Salary	\$73,130.00	\$106,757.00
Percent of Budget for Teacher Salaries	30.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	7.0%

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IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for 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 CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>

Standardized Testing and Reporting 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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	75%	68%	70%	75%	68%	70%	52%	54%	56%
Mathematics	53%	54%	69%	53%	54%	69%	48%	50%	51%
Science	65%	56%	73%	65%	56%	73%	54%	57%	60%
History-Social Science	73%	44%	86%	73%	44%	86%	44%	48%	49%

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Standardized Testing and Reporting 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	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian				
Filipino				
Hispanic or Latino	50%	50%	0%	0%
Native Hawaiian or Pacific Islander				
Two or More Races				
White	76%	73%	72%	0%
Male	65%	62%	0%	0%
Female	74%	74%	62%	0%
Economically Disadvantaged	66%	55%	0%	0%
English Learners	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services				

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

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 at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	40.00%	13.30%	40.00%
7	18.20%	27.30%	9.10%
9			

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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 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	2009	2010	2011
Statewide	8	7	6
Similar Schools	7	--	--

API Performance Index Growth 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	School		District		State		School - Actual API Change		
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	09-10	10-11	11-12
All Students at the School	89	851	89	851	4,664,264	788	-19	-11	28
Black or African American	2	--	2	--	313,201	710	--	--	--
American Indian or Alaska Native	2	--	2	--	31,606	742	--	--	--
Asian	0	--	1	--	404,670	905	--	--	--
Filipino	0	--	0	--	124,824	869	--	--	--
Hispanic or Latino	20	766	20	766	2,425,230	740	--	--	--
Native Hawaiian or Pacific Islander	0	--	0	--	26,563	775	--	--	--
Two or More Races	0	--	0	--	88,428	849	--	--	--
White	65	872	65	872	1,221,860	853	-18	-6	19
Socioeconomically Disadvantaged	29	811	29	811	2,779,680	737	--	--	--
English Learners	9	--	9	--	1,530,297	716	--	--	--
Students with Disabilities	1	--	1	--	530,935	607	--	--	--

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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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2011-12)

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 (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 (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 at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0.0%

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XI. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

One day is dedicated to staff development. In addition to this day there are five minimum days dedicated to staff development.

Knights Ferry's teaching staff is highly proficient and experienced. All teachers and paraprofessionals are "highly qualified" as described in the No Child Left Behind (NCLB) Act. All Instructional staff and faculty are offered the opportunity to remain current or expand their expertise through professional development.

Professional Development Days

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

	Instructional Days With At Least 180 Instructional Minutes		
	2009-10	2010-11	2011-12
Annual number of school days dedicated to staff development	1	1	1