

Monroe Elementary School

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Monroe Elementary School
431 Flora Vista Dr.
Santa Barbara, CA 93109
(805) 966-7023
www.sbceo.org/~monroe
Mr. Brent Millhollen, Principal
bmillhollen@sbsdk12.org

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.

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.

Santa Barbara School Districts
720 Santa Barbara St.
Santa Barbara, CA 93101
(805) 963-4338
www.sbsdk12.org
Dr. J. Brian Sarvis, Superintendent
bkeyani@sbsdk12.org

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.

I. About This School

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

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

Monroe Elementary School is the school of choice for parents looking to give their children a well rounded, yet tailored education. High academic standards have resulted in Monroe being recognized three times as a California Distinguished School. While every child follows a state approved curriculum, they also move through a supplemental curriculum at their own pace, exploring mathematical concepts and language arts skills. Constant monitoring and feedback allow the faculty and staff to produce a superior education for each and every motivated student.

Physical Campus

- Students from the neighborhood can be seen walking or riding bikes to Monroe Elementary School, while district bus service brings students from our downtown attendance area.
- Our campus is a recently renovated, well-equipped site. It is situated near the Pacific Ocean on the Santa Barbara Mesa. Entrance to the school is off a neighborhood street with a three-way stop just outside the school. The classrooms are bright and airy with outside patios. Classrooms are equipped with telephones, wired for the internet, and equipped with multiple computers. Most classrooms have sinks and drinking fountains. Modern bathroom facilities include no-touch faucets on the sinks and toilets. Separate restrooms are available for the upper and lower grades.
- The school has well equipped separate playgrounds for kindergarten and upper grade students. Both playgrounds include play structures, while the upper playground includes grassy areas for students to

2007-08 School Accountability Report Card

Monroe Elementary School

engage in such sports as kickball, football, soccer and running. In addition, an expertly designed fitness course is always available to students.

- Monroe has an up-to-date, well-stocked library with over 10,000 titles. All classrooms visit the library on a regular basis, and it is open during recess and lunch. A library technician is available to help students choose appropriate high-interest books and to assist teachers in choosing materials that will help their students with any projects they may have.
- All students are afforded a free nutritious breakfast in the cafeteria. The cafeteria kitchen facilities are second to none in the district and the kitchen staff is dedicated to providing a nutritious breakfast and lunch daily.
- The cafeteria also serves as a multi-purpose auditorium where several student productions occur during the school year. A curtained stage looks out over the auditorium area which is equipped with a modern sound system including hanging stage, corded, and wireless microphones. A computer compatible projection system and screen are available for use in the auditorium as well as the individual classrooms.
- Attached to the auditorium is our modern computer lab equipped with 32 Apple computers purchased in 2006. The computer lab is visited throughout the week by all classrooms. The school employs an on site computer technician who works with the classroom teachers to provide instruction and support.

Educational Highlights

- Fully certificated, dedicated classroom teachers provided innovative instruction in the core curriculum consisting of mathematics, language arts, science, and social studies. Attention to state standards is evident in the performance scores of Monroe students on the California Standards Test.
- Believing in a well rounded education, Monroe's PTA provides our students instruction in music, drama, and art by specialized teachers. The school employs a science teacher who works in conjunction with the classroom teachers to provide instruction in our science laboratory. Particular attention is focused on students in the fourth and fifth grades whose science knowledge is tested on the California Standards Test given at the end of the academic year.
- The sixth grade traditionally participates in the production of a winter musical. In addition, the sixth grade goes to the four day Outdoor School located in the nearby Santa Ynez Mountains. Outdoor School is a highlight of sixth grade and allows the students to learn state science curriculum in a setting outside of the classroom.
- The school library and computer lab participate in the Accelerated Reader program, and all Accelerated Reader books in the library are clearly marked. This program allows students to read books at their own reading level, which research has shown is most beneficial to their development of good reading skills. Monitoring is by computerized tests which guide the student to appropriate books that will allow them to progress at their individual rate. The program is also supported by computers in each classroom.
- Several additional and unique programs exist at Monroe. These programs are Mastery Math and Performance Based Instruction (PBI) in language arts. Mastery Math exists for grades two through six. The program allows students to progress through math "terminals" at their own pace. The terminals are matched to state mathematics standards. In addition to this unique math program, students are taught grade level math by their classroom teacher.
- PBI is a program in grades three through six. This program allows all students the unique opportunity to participate in Language Arts instruction with other students at their same level. It is offered in addition to heterogeneous classroom instruction in Language Arts. One result of this program is a structure provided to challenge GATE students as well as highly motivated and high achieving students. Beginning in grade three, with the introduction of the PBI program, these students are

2007-08 School Accountability Report Card

Monroe Elementary School

offered the opportunity to participate in classes such as: photography, airplanes and flight, speech writing, ecology and global warming, Shakespearian drama, mythology, and many, many more.

- An after school recreation program, open to all students, is in full swing at Monroe. Run by the Parks and Recreation Program of the City of Santa Barbara, it offers homework help along with physical activities from 2:30 – 5:30 P.M.
- Another indication of Monroe's dedication to students can be seen in the commitment by its teachers and aids to support the homework center. The center is located at the Las Flores Preschool and is open to all Monroe students seeking homework help on Tuesday and Thursday nights from 6:00 p.m. to 8:00 p.m.
- The Monroe PTA also offers after school classes throughout the school year in everything from knitting and pottery to drama, martial arts, and marine biology. Classes are taught by teachers from our community and parents dedicated to enriching the lives of Monroe's students.

Monroe PTA

You cannot find a better run, more productive PTA. The PTA has well developed and smoothly run annual fundraising programs that support the work of the school. PTA funding helps to provide instructors and education in art, music, drama, and supports our computer and science labs during the school day. In addition, the PTA assures that all sixth grade students attend the four day Outdoor School through a scholarship program. Funding from the PTA allows students at Monroe to be exposed to assemblies from jazz, to physics, to storytelling. Funding from PTA has also allowed new play structures to be installed on our playgrounds and for a wonderful fitness course to be purchased that is used by all students.

We believe all students can learn. We are committed to meeting each student's needs by maintaining an environment that is conducive to learning and by providing a program which promotes academic excellence and social, physical and psychological growth. Our goal is to have students become productive members in our society with the ability to think clearly, solve problems, and take an active role in the democratic process.

Opportunities for Parental Involvement (School Year 2007-08)

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

Contact Person Name: Mr. Brent Millhollen, principal

Contact Person Phone Number: (805) 966-7023

The PTA and School Site Council are active in encouraging and assisting Monroe's efforts toward quality education. Parent groups sponsor, organize and supervise programs that enrich and extend school experiences in art, music, and computers. Parents regularly volunteer in our Mastery Math program and in classrooms.

For parent participation in scheduled events and field trips, please check the school calendar and read the *Monroe Messenger* newsletter. To participate in other classroom activities, contact the classroom teacher or Principal Brent Millhollen.

2007-08 School Accountability Report Card

Monroe Elementary School

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

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

Grade Level	Number of Students
Kindergarten	65
Grade 1	83
Grade 2	65
Grade 3	62
Grade 4	79
Grade 5	56
Grade 6	61
Total Enrollment	471

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.49 %
American Indian or Alaska Native	0.64 %
Asian	1.06 %
Filipino	0.85 %
Hispanic or Latino	71.55 %
White (not Hispanic)	22.72 %
Multiple or No Response	1.7 %
Socioeconomically Disadvantaged	61 %
English Learners	44 %
Students with Disabilities	12 %

Average Class Size and Class Size Distribution

This table displays, by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.3	3	1		20.2	3	2		20.5	1	3	
1	20.3	2	1		20.3	1	2		18.5	4		
2	18.0	5			20.3	2	2		18.3	4		
3	17.7	3			19.0	4			17.3	3		
4	22.0	1	2		26.5		2		24.0		3	
5	24.7		3		28.5		2		26.0		2	
6	26.7		3		28.0		2		29.0		2	
4-8					27.0		1					

II. School Climate

School Safety Plan (School Year 2007-08)

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

Date of Last Review/Update: February 2007

Date Last Discussed with Staff: February 2007

In preparation for emergencies, each school has a plan for the supervision of children and for access to local news media. First aid kits and fire extinguishers are in place. All emergency stores (ration, tool kits, bedding, etc.) will be reviewed each year.

In emergencies, students must remain on the school site until a designated person signs for their release. If children are on their way home, they should continue to their homes.

We appreciate cooperation in providing current phone numbers, addresses, and names of trusted people to care for children.

Key elements of Monroe's safety plan deal with:

- student emergencies
- fire
- infectious diseases
- health and safety
- harassment
- hate crime
- visitors
- playground uses
- conduct code

Suspensions and Expulsions

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

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	1.9	2.1	5.5	2.3	3.1	4.7
Expulsions	0	0	0	0	0	0

2007-08 School Accountability Report Card

Monroe Elementary School

III. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Adult supervision of students begins at the front of the school at 7:50 a.m. every morning and ends after the last bus has left for the day. Recess and cafeteria supervisors ensure that students are carefully monitored while away from classrooms. All staff members at Monroe are responsible for the behavior of all students as they move about the school. During the school day, all visitors sign in at the office and receive a pass to allow them on campus.

Monroe School is fortunate to have additional rooms beyond the regular classrooms. These include the science lab, the computer lab, an art room, several tutoring rooms and a multi-purpose room that includes a beautiful stage.

Our generous playground area includes blacktop with large toy climbing structures, a new fitness course, grass soccer fields and a baseball diamond. An additional and separate playground area is well equipped for the kindergarten classes.

Monroe School was built in 1958 but went through an extensive renovation and modernization in 2001. This beautiful campus is well maintained and needed repairs are promptly completed. All toilets are in working order. The school is cleaned on daily, weekly and annual schedules that keep the site welcoming and hospitable.

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

School inspection reports are available at <http://www.sbsdk12.org/facilities/inspections>, or by request from the district office.

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

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	27	27	26	298
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	--

2007-08 School Accountability Report Card

Monroe Elementary School

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	2	1	0
Total Teacher Misassignments	2	1	0
Vacant Teacher Positions	0	0	0

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

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB 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	0.0
All Schools in District	97.9	2.1
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	90.0	10.0

V. Support Staff

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

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Library Media Services Staff (paraprofessional)	1.0
Psychologist	0.5
Nurse	0.2
Health Aide	0.8
Speech/Language/Hearing Specialist	0.4
Counselor	0.5

2007-08 School Accountability Report Card

Monroe Elementary School

VI. Curriculum and Instructional Materials

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

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
All textbooks were selected from the State Board of Education list of standards-based materials.		
Reading/Language Arts	Grades K-6: SRA/McGraw-Hill, <i>SRA Open Court 2002</i>	0%
Mathematics	Grades K-2: Scott Foresman, <i>Scott Foresman-CA Mathematics, 2001</i> Grades 3-6: Harcourt School Publishers, <i>Harcourt Math 2002</i>	0%
Science	Grades K-6: Houghton-Mifflin, <i>Houghton Mifflin California Science, 2007</i>	0%
History-Social Science	Grades K-6: Harcourt School Publishers, <i>Reflections: California Series, 2007</i>	0%

VII. School Finances

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

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page 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/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,655	\$1,644	\$5,011	\$65,619
District	---	---	\$4,932	\$59,964
Percent Difference School Site and District	---	---	+2%	+9%
State	---	---	\$5,300	\$63,458
Percent Difference School Site and State	---	---	-5%	+3%

2007-08 School Accountability Report Card

Monroe Elementary School

Types of Services Funded (Fiscal Year 2007-08)

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

Monroe School receives substantial federal and state supplemental funding. These categorical monies allow the school to provide a broad range of supplementary support services to its students. Title I, Economic Impact Aid/ Limited English Proficient and School Improvement Program monies are the principle funding sources for the following support programs:

- Performance Based Instruction in language arts
- Mastery Math
- Las Flores Tutorial Center
- science lab
- computer lab
- in school and after school tutorials

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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 can be on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,875	\$39,708
Mid-Range Teacher Salary	\$58,734	\$63,805
Highest Teacher Salary	\$72,161	\$82,081
Average Principal Salary (Elementary)	\$98,054	\$102,166
Average Principal Salary (Middle)	\$108,891	\$107,816
Average Principal Salary (High)	\$113,498	\$116,474
Superintendent Salary	\$171,282	\$183,478
Percent of Budget for Teacher Salaries	38.0%	40.6%
Percent of Budget for Administrative Salaries	4.6%	5.2%

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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

2007-08 School Accountability Report Card

Monroe Elementary School

California Standards Tests 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	42	41	49	43	43	45	42	43	46
Mathematics	52	52	55	50	50	52	40	40	43
Science	32	33	27	31	37	49	35	38	46

California Standards Tests Results by Student Group – Three Year Comparison

English-Language Arts

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Group	English-Language Arts		
	2005-06	2006-07	2007-08
Hispanic or Latino	31	28	34
White (Not Hispanic)	72	78	86
Male	35	37	43
Female	51	47	50
Economically Disadvantaged	28	26	33
English Learners	27	15	22
Students with Disabilities	9	0	3

Mathematics

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Group	Mathematics		
	2005-06	2006-07	2007-08
Hispanic or Latino	43	43	44
White (Not Hispanic)	80	74	87
Male	50	53	61
Female	54	50	50
Economically Disadvantaged	39	39	42
English Learners	36	32	36
Students with Disabilities	18	3	20

Science

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Group	Science		
	2005-06	2006-07	2007-08
Hispanic or Latino	24	15	16
White (Not Hispanic)	56	80	*
Male	36	25	36
Female	27	44	19
Economically Disadvantaged	23	20	23
English Learners	16	14	13

2007-08 School Accountability Report Card

Monroe Elementary School

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

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found 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 Healthy Fitness Zones
5	46.3

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 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	2005	2006	2007
Statewide	6	5	6
Similar Schools	7	5	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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-10	-2	8	776
Hispanic or Latino	2	-7	-5	716
White (not Hispanic)	-34	13	42	934
Socioeconomically Disadvantaged	2	-1	6	708
English Learners	-1	-35	22	669

2007-08 School Accountability Report Card

Monroe Elementary School

Adequate Yearly Progress

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

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

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

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

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

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2004-05
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	23.1

XII. Instructional Planning and Scheduling

Professional Development

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

Monroe participates in district-wide professional development initiatives scheduled throughout the year, including Saturday workshops, summer workshops, late-start days, and early release days. No schooldays are dedicated to school-wide professional development.

	2005-06	2006-07	2007-08
School days dedicated to school-wide professional development	0	0	0