

# School Accountability Report Card

## Reported Using Data from the 2010-11 School Year

### Published During 2011-12

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### EdData Partnership Web Site

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

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2011-12)

School		District	
<b>School Name</b>	Orangeview Junior High School	<b>District Name</b>	Anaheim Union High School District
<b>Street</b>	3715 West Orange Ave.	<b>Phone Number</b>	714-999-3502
<b>City, State, Zip</b>	Anaheim, CA 92804-2814	<b>Web Site</b>	Auhsd.k12.ca.us
<b>Phone Number</b>	714-220-4205	<b>Superintendent</b>	Dr. Elizabeth Novack
<b>Principal</b>	Yousef Nasouf	<b>E-mail Address</b>	Novack_e@auhsd.us
<b>E-mail Address</b>	Nasouf_Y@auhsd.us	<b>CDS Code</b>	30664316058861

### School Description and Mission Statement (School Year 2010-11)

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

At Orangeview Junior High School we are committed to:

- A coordinated instructional program in which teachers collaborate to ensure all students learn at high levels – and –
- A systematic response to students' academic and social needs

So that all students can:

1. Increase literacy skills to read, write, perform mathematical computations and think critically at levels that will allow them to access information and demonstrate understanding at or above grade level and
2. Decrease social dysfunction to make the choices and decisions that foster social and academic growth – both for the individual and the community of learners

We have developed programming that allows us to meet the diverse needs of our students through course offerings. For example, we offer reading courses for students falling below grade level, we provide a full selection of honors courses (we were the first junior high school to offer 8th grade students the opportunity to enroll in Geometry), and we fully integrate many of our special education students into collaboratively taught math and English classes.

In addition to the specialized courses, our counseling department offers a comprehensive list of support services to assist students through academic and social challenges of junior high school. We provide one on one meetings, group sessions for everything from anger management to organizational skills to grief and also partner with outside agencies to connect students and families with deeper levels of support.

**Opportunities for Parental Involvement (School Year 2010-11)**

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

Parents are encouraged to attend school activities and events to support their students as they get a better look at the many different facets of Orangeview life. Our Parent, Teacher, Student Association (PTSA) is looking for parents to partner with the school for increased success of our students. Every year we seek parents to partner with the school by participating in the School Site Council, in our committee for English Learners and representing the school at the Superintendent's Parent Advisory Group. Many of our programs such as Band, Choir, Athletics, ASB are looking for parents to help both inside and outside of the classroom. The most effective method for parents to be involved in the academic development of their student is to regular meet with their child and talk about both their agenda planner and any notes they have taken in class. All students have an agenda planner in which they are expected to record what they are learning in their classes and the assignments they need to complete. Also, all students use the same note taking format (Cornell Notes) and this can be easily reviewed to understand the key concepts of many classes.

**Student Enrollment by Grade Level (School Year 2010-11)**

Grade Level	Number of Students
Grade 7	532
Grade 8	490
Total Enrollment	1,022

**Student Enrollment by Group (School Year 2010-11)**

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4.1	White	15.5
American Indian or Alaska Native	0.5	Two or More Races	2.5
Asian	8.2	Socioeconomically Disadvantaged	76.5
Filipino	5.1	English Learners	52
Hispanic or Latino	62.6	Students with Disabilities	12.5
Native Hawaiian/Pacific Islander	1.5		

### Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	17	12	12	29.7	3	16	13	33	11	5	32
Mathematics	35.7	0	3	16	32.9	0	11	18	35	6	4	25
Science	35.5	2	0	24	33.4	2	6	20	36.9	5	1	25
Social Science	35.6	1	1	22	27.8	6	13	15	37	4	2	24

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

### III. School Climate

#### School Safety Plan (School Year 2010-11)

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

School Safety plans are reviewed on an annual basis. Input is gathered from the School Site Council, the Discipline and Safety Committee, staff, and community resource groups in order to determine any needed changes. The Orangeview Junior High School Safety Plan was updated in the fall of 2011.

#### Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	24.36	21.75	0.49	17.11	12.3	16.55
Expulsions	2.87	1.97	15.85	1.08	0.97	1.47

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

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2011-12)

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

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

**Year and month in which data were collected:** October 2011

Orangeview Junior High School opened in 1958. The 20.6 acre site included 42 regular classrooms. There are 14 labs which are designed for specific programs (i.e. computer labs, science lab, choral music room, etc.) The site also includes a library, a cafeteria, a gym, parent center, and a variety of sports fields. A large portion of the buildings on site were modernized in 1994 with State School Building funding. The exterior of all buildings will be painted with a new color scheme during the summer of 2007. This will include extensive repairs and prep work to address the wear and tear on many buildings for almost 50 years. There are plans to add climate control for the small number of rooms not completed through the 1994 modernization.

Maintenance and repair: Site and district maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning process and schedule: The district has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily and deep cleaning, waxing of floors, and painting takes place during times when students are not in class. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on October 26, 2011.

**School Facility Good Repair Status (School Year 2011-12)**

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

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[ ]	[X]	Several stained, loose, broken and damaged ceiling tiles in various rooms. Three broken floor tiles in the Multi Purpose Room. Two wall tiles have holes in the main room of Room 38. Sink is not draining properly in Cafeteria Storage Room. Old compressor room in back of cafeteria needs patching. Broken shower tiles in Boys' Locker Room. North wall of Boys' Locker Room has a hole that needs to be patched. East doors in gym have holes and laminate is peeling off one door.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[ ]	[X]	[ ]	Missing electrical plate in Multi Purpose Room and at mixer in Cafeteria Storage Room. Electrical is shorting out wall to the left of door in Room 8.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[ ]	[X]	[ ]	Door in Boys' Restroom sticks and slams by Rooms 39-44 and door in Women's Restroom by Rooms 31-36 sticks and slams. Boys' Restroom door by Rooms 31-36 slams. Graffiti on mirror and at door sign; touch up paint is needed at ceiling in Boys Restroom by Rooms 1-11. Door is sticking and hole in wall in Women's Restroom by Rooms 1-11. Broken window in Restroom of Girls' Locker Room Office.
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[X]	[ ]	Several windows in various rooms have graffiti. Door slams in Rooms 25 and 27. Room 36 has one broken window. Cement is lifting, causing a tripping hazard at walkway between Room 36 and the twenties classrooms. New door in Room 11 needs paint. Cement is breaking up outside north wall of gym and four areas need patching. Hole in gate leading to field. West and northeast side of gym has water damage on cement over doors.
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	43	41	41	1291.7
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence	1	0	1	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

- "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
- "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	0	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

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

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	339
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	0.5	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)	0	---
Other	0	---

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

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

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

#### Year and month in which data were collected:

This information was collected in October 2009.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts textbooks were adopted in 2008-09. There is one textbook available per student.	Yes	0
Mathematics	Mathematics textbooks were adopted in 2007-08. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks were adopted in 2006-07. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	Yes	0
Health	Health textbooks were adopted in 2004-05. There is one textbook available per student.	Yes	0
Visual and Performing Arts			

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9,620	\$3,747	\$5,873	\$81,985
District	---	---	\$5,564	\$81,859
Percent Difference: School Site and District	---	---	5.6	0.2
State	---	---	\$5,455	\$70,570
Percent Difference: School Site and State	---	---	7.7	16.2

- **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.  
**Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

### Types of Services Funded (Fiscal Year 2010-11)

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

Through various funding sources, Orangeview Junior High School offers different support services for our students. Some of these include, but are not limited to: After school Homework Lab; Saturday Academic Academies in Math, English, and EL; Parent Conferences; Anaheim Achieves After School Program. In addition, we fund one additional teacher to serve students in English Language Arts / Reading.

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,665	\$42,954
Mid-Range Teacher Salary	\$86,735	\$69,905
Highest Teacher Salary	\$99,631	\$89,464
Average Principal Salary (Middle)	\$126,447	\$121,722
Average Principal Salary (High)	\$139,351	\$128,348
Superintendent Salary	\$237,300	\$205,119
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	4%	5%

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

## IX. Student Performance

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

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

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

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

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>English-Language Arts</b>	40	40	49	44	48	49	49	52	54
<b>Mathematics</b>	26	32	33	28	31	35	46	48	50
<b>Science</b>	61	61	67	51	53	58	50	54	57
<b>History-Social Science</b>	44	43	50	43	46	49	41	44	48

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



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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	49	35	58	49
All Student at the School	49	33	67	50
Male	48	33	71	53
Female	51	33	62	46
Black or African American	40	21	60	48
American Indian or Alaska Native	0	0	0	0
Asian	66	63	94	81
Filipino	66	50	80	71
Hispanic or Latino	42	26	61	44
Native Hawaiian/Pacific Islander	53	40	0	0
White	64	37	72	51
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	45	30	64	48
English Learners	29	37	62	30
Students with Disabilities	22	20	50	15
Students Receiving Migrant Education Services				

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

**California Physical Fitness Test Results (School Year 2010-11)**

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.1	24.3	28.1

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

## X. Accountability

### Academic Performance Index

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

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	5	5	4
Similar Schools	6	5	7

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	1	3	16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-7	8	12
Native Hawaiian/Pacific Islander			
White	11	-6	43
Two or More Races	N/D		
Socioeconomically Disadvantaged	-3	10	17
English Learners	9	12	
Students with Disabilities		28	-16

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

### Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	947	753	26,483	762	4,683,676	778
Black or African American	45	699	830	735	317,856	696
American Indian or Alaska Native	3		85	771	33,774	733
Asian	80	866	3,319	914	398,869	898
Filipino	57	853	1,126	865	123,245	859
Hispanic or Latino	601	721	15,806	714	2,406,749	729
Native Hawaiian/Pacific Islander	13	828	254	759	26,953	764
White	146	798	5,019	799	1,258,831	845
Two or More Races	0		9		76,766	836
Socioeconomically Disadvantaged	747	736	17,241	723	2,731,843	726
English Learners	65		2,532		1,521,844	707
Students with Disabilities	126	553	2,500	501	521,815	595

### Adequate Yearly Progress

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

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

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

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

### Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2000-2001	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	12
Percent of Schools Currently in Program Improvement	---	57.1

## XI. Instructional Planning and Scheduling

### Professional Development

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

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

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Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skills. The Beginning Teacher Support and Assessment (BTSA) program, district workshops, and professional conferences are opportunities for professional development. The District continues to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize student assessment results in order to target instruction to better meet the individual needs of students. Classified staff members also have opportunities to participate in trainings designed to enhance their effectiveness with students. All district staff members are supported in their efforts to be considered highly qualified under NCLB.