

# **School Accountability Report Card**

## **School Year 2016-17**

*(Published during 2017-18)*

### **Sherman Elementary School**

1651 UNION ST, SAN FRANCISCO, CA 94123

**Principal:** Matthew Reedy

**Phone:** 415-749-3530

**Fax:** 415-749-3433

**SFUSD School ID #** 823

**Calif.School ID #:** 6041578

### **SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**Superintendent:** Vincent Matthews

555 Franklin Street, San Francisco, CA 94102

**Phone:** 415-241-6000

**Web Site:** [www.sfusd.edu](http://www.sfusd.edu)

---

#### **SARC Contact:**

**Research, Planning and Accountability**

**Ritu Khanna, Executive Director**

**Phone:** 415-241-6454

**Fax:** 415-241-6035

The School Accountability Report Card (SARC) is required by law to be published annually, by Feb 1st each year. It contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF), all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP) which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

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. test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners).

Internet access is available at public libraries and other locations that are publicly accessible.

## About This School

### School Description and Mission Statement

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

Sherman has an extraordinary teaching staff of 20 classroom teachers, supported by Reading Recovery, Technology, Resource Specialist, Science, Instrumental Music, Librarian, PE, Sand Tray, Choral Music, Speech Teachers, Nutrition, Learning Consultant, Garden Coordinator and Paraprofessionals. Our goal is to motivate children to be the best they can be. We believe all children are brilliant and challenge all students to meet and exceed the standards. The arts are an essential, rigorous and joyful part of the core curriculum enabling students to access their multiple intelligences, educating the whole child through improving their voice, listening skills, body control, two and three dimensional problem solving abilities through drawing and painting, origami, dance, music and gardening.

### Student Enrollment By Grade Level (School Year 2016-17)

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

Grade Level	Enrollment
<b>K</b>	69
<b>1</b>	64
<b>2</b>	59
<b>3</b>	64
<b>4</b>	64
<b>5</b>	59
<b>6</b>	0
<b>7</b>	0
<b>8</b>	0
<b>Ungraded Elem</b>	0

Grade Level	Enrollment
<b>9</b>	0
<b>10</b>	0
<b>11</b>	0
<b>12</b>	0
<b>Ungraded Sec</b>	0
<b>Total Enrollment</b>	379

### Student Enrollment By Group (School Year 2016-17)

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
<b>African American</b>	9.5
<b>American Indian or Alaska Native</b>	1.3
<b>Asian</b>	19.8
<b>Filipino</b>	1.8
<b>Hispanic or Latino</b>	17.4
<b>Pacific Islander</b>	0
<b>White (Not Hispanic)</b>	35.4
<b>Two or More Races</b>	7.7

<b>Socioeconomically Disadvantaged</b>	38.5
<b>English Learners</b>	21.1
<b>Students with Disabilities</b>	12.4
<b>Foster Youth</b>	0.3

Section A (Conditions of Learning) begins on next page.

## A. Conditions of Learning

### **State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### **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/>.

<i>Teachers</i>	<i>School</i>			<i>District</i>
	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2017-18</i>
<b>With Full Credential</b>	26	28	25	3357
<b>Without Full Credential</b>	0	2	3	284
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	125

### **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.

<i>Indicator</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

## **Quality, Currency, and Availability of Textbooks and Instructional Materials**

### ***For High Schools (grades 9-12)***

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the October 10, 2017 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

### ***For Elementary and Middle Schools (grades K-8)***

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2017-2018, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 10, 2017 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

<http://www.sfusd.edu/en/curriculum-standards/instructional-resources.htm>

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

<i>Item Inspected</i>	<i>Repair Status</i>			<i>Repair Needed and Action Taken or Planned</i>
	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			-Some ceiling lights out-of-order at various locations (ent/ 1st fl hall) -Some ceiling lights out-of-order (Library) -Some ceiling lights out-of-order at various locations (2nd fl hall) -Some ceiling lights out-of-order at various locations (3rd fl hall)
Restrooms/Sinks/Fountains	X			-Several water fountains out-of-order, one side (ent/ 1st fl hall)
Safety: Fire and Hazardous Materials	X			-Various Emergency Exit lights out-of-order. (ent/1st fl hall) -Various Emergency Exit lights out-of-order. (2nd fl hall) -Various Emergency Exit lights out-of-order (3rd fl hall)
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			

### Overall Summary of School Facility Good Repair Status

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

<i>Item Inspected</i>	<i>Facility Condition</i>			
	<i>Exemplary</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
<b>Overall Summary</b>		X		
<b>Inspection Date</b>	SPRING 2017			

**Additional Comments:**

### 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.

During this school year, the greening of the Franklin school yard has transformed the yard with a waterfall and pond, gardening areas, lemon, fig, large and miniature maple trees and lots of other plants, besides a gardening area. Because we are using school composted materials, everything grows beautifully. We have colorful picnic tables with umbrellas so students can play board games after eating lunch. We are receiving donations from friends of Sherman as well as grants for plants. We also received donations for planter boxes. The Green

Schoolyard Committee is busily working on getting a sprinkler system for the gardening that will take place on the Franklin yard. A Landscape Architect made a design which will take phases to implement.

Part B (Pupil Outcomes) begins on the next page.

## B. Pupil Outcomes

### **State Priority: Pupil Achievement**

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### **California Assessment of Student Performance and Progress Results for All Students**

<b>Subject</b>	<b>Percent of Students Meeting or Exceeding State Standards</b>					
	<b>School</b>		<b>District</b>		<b>State</b>	
	<b>2015-16</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2016-17</b>
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	66	68	53	55	48	48
<b>Mathematics (grades 3-8 and 11)</b>	65	70	49	50	36	37

Note: Percentages are not calculated 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.

See Subject - Subgroup results on next pages:

**CAASPP Assessment Results - English Language Arts (ELA)**  
**Grades Three to Eight and Grade Eleven (School Year 2016-17)**

<b>Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	188	182	96.81	68.13
<b>Male</b>	107	104	97.2	64.42
<b>Female</b>	81	78	96.3	73.08
<b>African American</b>	15	15	100	46.67
<b>American Indian/Alaskan</b>	--	--	--	--
<b>Asian</b>	48	46	95.83	65.22
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	31	30	96.77	43.33
<b>Pacific Islander/Hawaiian</b>				
<b>White</b>	67	65	97.01	81.54
<b>Two or More Races</b>	12	12	100	100
<b>Economically Disadvantaged</b>	77	77	100	48.05
<b>English Learners</b>	55	54	98.18	57.41
<b>Students with Disabilities</b>	35	33	94.29	24.24
<b>Migrant Education Services</b>				
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**CAASPP Assessment Results - Mathematics**  
**Grades Three to Eight and Grade Eleven (School Year 2016-17)**

<b>Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	188	182	96.81	70.33
<b>Male</b>	107	104	97.2	69.23
<b>Female</b>	81	78	96.3	71.79
<b>African American</b>	15	15	100	46.67
<b>American Indian/Alaskan</b>	--	--	--	--
<b>Asian</b>	48	46	95.83	76.09
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	31	30	96.77	46.67
<b>Pacific Islander/Hawaiian</b>				
<b>White</b>	67	65	97.01	80
<b>Two or More Races</b>	12	12	100	91.67
<b>Economically Disadvantaged</b>	77	77	100	54.55
<b>English Learners</b>	55	54	98.18	62.96
<b>Students with Disabilities</b>	35	33	94.29	30.3
<b>Migrant Education Services</b>				
<b>Foster Youth</b>	--	--	--	--

Note: Math test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

## **CAASPP Test Results in Science for All Students**

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

<b>Subject</b>	<b>School</b>			<b>District</b>			<b>State</b>		
	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
<b>Science (Gr 5,8 and 10)</b>	71	64	--	58	57	--	56	54	--

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternative Performance Assessment (CAPA) in grades five, eight, and ten.

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.

The 2016-17 data are not available. CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## **Courses for University of California and/or California State University Admission**

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

<b>Indicator</b>	<b>Percent</b>
<b>2016-17 Students Enrolled in Courses Required for UC/CSU Admission</b>	
<b>2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	N/A

## **State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (8)  
- Pupil outcomes in the subject area of physical education.

## **California Physical Fitness Test Results (School Year 2016-17)**

<b>Grade Level</b>	<b>Percent of Students Meeting Fitness Standards</b>		
	<b>Four of Six Standards</b>	<b>Five of Six Standards</b>	<b>Six of Six Standards</b>
<b>Grade 5</b>	19.3	35.1	33.3
<b>Grade 7</b>			
<b>Grade 9</b>			

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

Part C (Engagement) begins on the next page.

## C. Engagement

### **State Priority: Pupil Engagement**

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### **Dropout Rate and Graduation Rate**

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Dropout Rate							11.5	10.7	9.7
Graduation Rate							80.95	82.27	83.77

### **State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### **School Safety Plan - Most Recent Year**

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

We have a closed circuit television from the major entrances to Sherman so we can view people coming in. We have a system of signing students out for early release, as well as tardiness. We lock the doors after school begins, and deliveries must be only from the Franklin yard where we can see who is entering. Our teachers are assigned emergency preparedness roles. They all have a First Aid kit. Two additional major kits are stored in the Equipment room and the office. We have regular fire drills, as well as earthquake drills. If there is a lock down situation, the principal will announce, "Teachers, secure your areas!" Most of our staff has been trained in First Aid and CPR by the Red Cross. Classrooms have gathered emergency food and water.

### **State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### **Opportunities for Parental Involvement**

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

Parents are involved as volunteers in the classrooms, field trips, staffing the library, elected to the School Site Council and the English Language Committee, Green Schoolyard Project, PTA, chairing many events of the school, as well as fundraising. They are essential partners in supervising their child's homework completion, reading to them and listening to them read aloud. If they are not English language speakers, we ask that they borrow taped books from the library so that their child hears listening vocabulary at a higher level than their reading and speaking vocabulary, which is necessary for them to develop speaking and reading fluency. They participate in SST (Student Success Team) meetings which are held every Wednesday mornings and participate in Parent-Teacher Conferences

If you are interested in parental involvement opportunities, please contact the principal at the school:

**Matthew Reedy**

**415-749-3530**

Section D (Other SARC Information) begins on next page.

## Section D - Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### **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	Avg Class Size	2014-15			Avg Class Size	2015-16			Avg Class Size	2016-17		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	23	1	2	1	17	2	2		18	1	3	
<b>1</b>	21	1	2		20	3			20	3		
<b>2</b>	20	2	1		21	1	2		20	2	1	
<b>3</b>	20	1	2		21	1	2		21	1	2	
<b>4</b>	21		3		21	1	2		24		2	
<b>5</b>	18	1	2		21	1	2		19	1	3	
<b>6</b>												
<b>Other</b>					8	1						

### **Academic Counselors and Other Support Staff (School Year 2016-17)**

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% of full time. Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. This includes the following FTE: Counselors - 11.8, Librarians - 31.6, Nurses - 55.3, Psychologists/Social Workers - 111.6 and Resource Specialists - 155. If additional information is needed regarding staffing in these particular support roles, please contact the school.

<i>Title</i>	<i>Number of FTE Assigned to School</i>	<i>Average Number of Students per Academic Counselor</i>
<b>Academic Counselor</b>		
<b>Library Media Teacher (Librarian)</b>		----
<b>Library Media Services Staff (Paraprofessional)</b>		----
<b>Psychologist / Social Worker</b>		----
<b>Nurse</b>		----
<b>Speech/Language/Hearing Specialist</b>		----
<b>Resource Specialist (non-teaching)</b>	1.5	----
<b>Other</b>		----

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

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. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil Supplemental</b>	<b>Expenditures Per Pupil Basic</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$5,414	\$197	\$5,218	\$73,395
<b>District</b>	----	----	\$5,218	\$73,395
<b>Percent Difference - School Site and District</b>	----	----	0%	0%
<b>State</b>	----	----	\$6,574	\$74,476
<b>Percent Difference - School Site and State</b>	----	----	-21%	-3%

**Types of Services Funded (Fiscal Year 2016-17)**

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

The Librarian is here four days--two days are from Prop H and two days are from our site budget. The Technology and Reading Recovery teachers are funded from WSF or categorical funds. The two and a half day Nutrition Coordinator is from the School Health program. The Learning Consultant is from Prop H. The Sand Tray Consultant is funded from the PTA budget. She oversees the work of three other people who work with students who are given a protected environment to create sand trays which enables them to work out their issues. The Sports4Kids program trains junior coaches who help at lunch recess, and they teach noncompetitive games. They also participate in intramural volleyball, basketball and soccer. The Resource Specialist, speech therapists are funded by Special Education.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

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/>.

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
-----------------	------------------------	---

<b>Beginning Teacher Salary</b>	\$42,631	\$47,808
<b>Mid-Range Teacher Salary</b>	\$69,913	\$73,555
<b>Highest Teacher Salary</b>	\$87,660	\$95,850
<b>Average Principal Salary (Elementary)</b>	\$107,156	\$120,448
<b>Average Principal Salary (Middle)</b>	\$113,292	\$125,592
<b>Average Principal Salary (High)</b>	\$116,399	\$138,175
<b>Superintendent Salary</b>	\$310,000	\$264,457
<b>Percent of Budget for Teacher Salaries</b>	29	35
<b>Percent of Budget for Administrative Salaries</b>	6	5

### **Advanced Placement Courses (School Year 2016-17)**

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

<b>Subject</b>	<b>Number of AP Classes Offered</b>	<b>Percent of Students in AP Courses</b>
Computer Science	0	----
English	0	----
Fine and Performing Arts	0	----
Foreign Language	0	----
Mathematics	0	----
Science	0	----
Social Science	0	----
All Courses	0	0

### **Professional Development**

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

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide some full days of professional development during the academic year.

**End of SARC Document.**