

# Arroyo West Elementary

## 2007-08 School Accountability Report Card (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. 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 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 2008-09)

This section provides the schools contact information.

School		District	
School Name	Arroyo West Elementary	District Name	Moorpark Unified
Street	4117 Country Hill Rd.	Phone Number	805-378-6300
City, State, Zip	Moorpark, CA 93021-2798	Web Site	www.mrpk.org
Phone Number	805-378-6308	Superintendent	Ellen Smith
Principal	Susanne Smith-Stein	SARC Contact	Anna Merriman
E-mail Address	ssmith@mrpk.org	CDS Code	56-73940-6109847

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

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

School Mission: We are charged with the responsibility of educating all students to their fullest potential. In order to accomplish this, programs that meet the needs of the students are implemented. We model and teach respect for others. Appreciation of different cultures and respect for each person's uniqueness are emphasized.

Our school is beautifully situated in a suburban residential area that is surrounded by the Topa Topa Mountains. Arroyo West School's student demographics reflect the multicultural population of California as a whole. We value the cultural, social, and economic diversity exhibited on our campus. Arroyo West Elementary School serves students in grades two through five. Our school was built in 1991, and our facility is well maintained, beautifully landscaped, and enhances the surrounding homes and parklands.

Our school's vision, "Excellence and High Expectations for All", describes the standard by which our administrators, teachers, support staff, students, and parents live. All stakeholders set high standards for themselves, and collaboration, mutual support, and focused effort are valued. We embrace positive improvement and recognize that all members of our school community have an important role to play in our improvement efforts. Our teachers are enthusiastic professionals who have dedicated themselves to the field of education. Teachers model their passion for learning, and students reciprocate in the classroom with an excitement for learning new concepts and skills.

In the spring of 2006, Arroyo West School earned the California Distinguished School Award. The State of California identifies and honors some of the state's most exemplary and inspiring public schools with the California Distinguished School Award. In a press release, which announced the schools that were selected for the Award, Jack O'Connell, State Superintendent of Schools, said, "These schools are the best of the best; they share a vision of excellence and they have brought that vision to life." The Arroyo West School community is honored to be recognized as a California Distinguished School.

Our leadership teams are dedicated to ensuring that all students become proficient in the State-adopted content standards in all subject areas. Throughout the year, teachers collaborate to deliver rigorous, standards-based, curricula. Teachers use research-based, motivating, effective instructional strategies that actively engage students in the learning process. Our extensive program in the arts helps to support our students' academic success. Our music program includes string orchestra, classroom music, and choir. Our art program utilizes the *Arts Attack* program, and weekly art lessons are presented in our classrooms by our parent volunteer art docents. Our Students know the expectations and are active partners in the learning process.

Our school and community are attentive and responsive to our students' physical, emotional, and social needs. Arroyo West School has a positive youth development program in place that supports our students' physical, emotional, and social well-being. Our students exhibit respectful, thoughtful behavior to each other and to the adults at school. We emphasize community through service learning projects. Our system of student support helps our students grow in confidence and competence.

## Opportunities for Parental Involvement (School Year 2007-08)

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

<b>Contact Person Name</b>	<b>Susanne Smith-Stein, Principal</b>	<b>Contact Person Phone Number</b>	<b>(805) 378-6308</b>
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Parents are a vital part of our educational program. Parents volunteer in our classrooms on a daily basis, serve in leadership roles on School Site Council, and support very successful PTA activities and functions. Our parents are generous with their time, money and support, and their commitment to our school contributes to our excellence. Last year, our parents donated over 13,000 hours serving in parent volunteer positions. Our School Site Council is comprised of teachers, support staff, District Office personnel, parents, and community members. Keeping a focus on our students' academic, social, emotional and physical needs, our planning team works collaboratively to identify strategies on which to focus our efforts for the coming years.

### 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
Grade 2	55
Grade 3	73
Grade 4	151
Grade 5	201
Total Enrollment	480

### 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	1.67 %
American Indian or Alaska Native	0.21 %
Asian	3.33 %
Filipino	2.5 %
Hispanic or Latino	38.96 %
Pacific Islander	0.42 %
White (not Hispanic)	46.04 %
Multiple or No Response	6.88 %
Socioeconomically Disadvantaged	30 %
English Learners	28 %
Students with Disabilities	15 %

### 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	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+
2								21.5		2.0		
3	20.0	7	2		19.0	8		20.7	1.0	2.0		
4	28.2		6		30.8		6	31.0		4.0		
5	29.9		7		30.2		5	30.8		6.0		
K-3								21.0		1.0		

### III. 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	October, 2007	Date Last Discussed with Staff	October, 2007
<p>Arroyo West School has a Safe School Plan. Components of the plan address safety, disaster preparedness, security of the facility, and the social and emotional well-being of our students. Visitors are allowed access only through the school office. All staff and school visitors are required to wear identification badges while on school grounds. Fire drills are conducted monthly; drop, cover and hold drills are held quarterly; and disaster drills are held twice a year. Our Safe School Plan emphasizes respecting and appreciating our ethnic diversity and individual differences, resolving conflict through positive processes, establishing age-appropriate rules to maintain order and safety, promoting positive reinforcement for respectful behavior, and implementing plans to assure a safe and hazard-free campus.</p>			

#### 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	2.3	1.3	2.7	7.4	7.4	6.5
Expulsions	0.0	0.0	0.0	4.0	0.0	3.0

### IV. School Facilities

#### Facility Conditions and Planned Improvements (School Year 2008-09)

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.

<p>Arroyo West School opened in September 1991. The School is situated on a large lot and the grounds are beautifully landscaped and have views of the mountains that surround the Moorpark area. Our main facility consists of a central hub, which houses our administrative offices, multipurpose room, cafeteria, and library, and four classroom wings that extend from the central hub. The school also has six attached modular classrooms, which are located just outside the school's library. The space between the main facility and the modular classrooms forms a common area. Students eat in this common area; it is sheltered, and picnic tables are available. In addition, there are 2 relocatable classrooms on campus. These relocatables house a YMCA-sponsored before and after school childcare facility and our School's orchestra program.</p> <p>Our School has two distinct playground areas. The main playground, used by students in first through fifth grades, includes various pieces of developmentally appropriate playground equipment, two baseball diamonds, three basketball courts, three tetherball courts and six handball courts. During the 2002-03 school year, murals were painted on walls of our handball courts. These murals were completed through a service-learning project sponsored by our PTA. The project was a joint effort between a local artist, the art students at Moorpark High School and Moorpark Community High School, and Arroyo West School teachers and students. The high school students worked with Arroyo West students to sketch and paint the murals. During the 2007-08 school year, our murals were cleaned and restored by a local Boy Scout for his Eagle Scout service project requirement. At Arroyo West School, we are always looking for opportunities to partner with members of our local community. Our second playground area is designated for use by our kindergarten students. In the fall of 2008, Arroyo West School began to serve students in grades kindergarten through fifth grades. In the spring of 2008, in order to prepare our school for its new grade level configuration, kindergarten playground equipment was installed in our kindergarten playground, which is located at the front of our School. Additionally, a shade structure and a storage facility for outdoor play equipment were installed in the kindergarten playground area in the fall of 2008.</p> <p>In March 2002, the citizens of Moorpark passed a General Obligation Bond to fund construction projects at all the school sites within the Moorpark Unified School District. As a result of the bond, major construction and modernization projects have occurred at Arroyo West School. In November of 2002, perimeter fencing was installed, which enclosed the front of the school.</p>
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This fencing ensures that all doors are inaccessible from the outside except for the main office door, thus requiring all visitors to enter the school through the office. The bond has financed additional infrastructure to support the school's technology programs. During the summer of 2003, additional wiring was installed for six computer Internet drops in each classroom. Drops were also installed in all common hallways so laser printers could be networked and accessed from all student classroom computers. The final bond project was completed in August 2008 when ten new classrooms were built on campus. These new classrooms replaced relocatable classrooms that have been removed from campus. Our new classrooms house an art room, a music room, a science room, a computer lab, and six upper grade classrooms.

Our School's facilities and grounds are well maintained by our District's Grounds and Maintenance Departments. Minor maintenance is performed in a timely manner, and major maintenance and modernization projects are completed as needed. An Emergency Management System has been initiated at Arroyo West School. The school is equipped with energy saving lighting and air conditioning systems; water-saving devices have also been installed. The roof was replaced during the summer of 2003. New playground equipment was installed in the Summer of 2004.

Updating technology has been a focus for our school over the last six years. Our PTA holds an annual fundraiser, which raises money for hardware and software purchases. In the last five years, through the profits from our fundraisers, PTA has donated 90 new computers and 20 laser printers. Sixty of these computers have been installed in the classrooms and are Internet accessible. The additional 30 computers have been installed in our computer labs. Other PTA donations include an instructional server, switches, and hubs to improve our networking capabilities. PTA has also purchased software for the classroom computers and computer lab including a tutorial program, which emphasizes the development of grade level standards-based math and reading skills. During the 2006-07 school year, in conjunction with monies from a District Enhancing Education Through Technology Grant (EETT), our PTA helped to fund document cameras, DLP projectors, new Dell teacher computers, and carts for every classroom. At the start of the 2007-08 school year, every classroom at Arroyo West Elementary School will be equipped with a technology cart that houses the DLP projector, document camera, computer, and DVD, VCR and CD players.

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

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	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds		X		
Roofs	X			
Overall Cleanliness	X			

### Overall Summary of School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

## 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 at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	26	22	18	348
Without Full Credential	1	1	0	3
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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by 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 at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

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	99.5	0.5
High-Poverty Schools in District	-	-
Low-Poverty Schools in District	99.3	0.7

## VI. 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	Average Number of Students per Academic Counselor
Library/Media Technician	0.4	N/A
Psychologist	0.5	N/A
Health Technician	0.75	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (Special Education)	1.6	N/A
Reading Specialist	0.6	N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, 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
Reading/Language Arts	<u>Reading: A Legacy of Literature</u> (Houghton Mifflin) 2002-2003	0
Mathematics	<u>Harcourt Math</u> , (Harcourt Brace) 2002 <u>Progress in Mathematics</u> (Sadlier Oxford) 2000-2001	0
Science	<u>California Science</u> (Pearson Scott Foresman) 2008	0
History-Social Science	<u>Scott Foresman Social Studies</u> 2006-2007	0

## VIII. 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 and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,927.25	\$362.42	\$4,564.83	\$64,961
District	N/A	N/A	\$7,728.00	\$60,491
Percent Difference – School Site and District	N/A	N/A	.70	.07
State	N/A	N/A	\$5,300	\$62,157
Percent Difference – School Site and State	N/A	N/A	.17	.05

### Types of Services Funded (Fiscal Year 2007-08)

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

Included within these expenditures are state and federal funds spent for special services that supplement the regular school program. These programs at Arroyo West School include: Beginning Teacher Support and Assistance, Peer Assistance and Review, School Improvement, Economic Impact Aid, Special Education, Gifted and Talented Education, English Language Acquisition Program, Federal funding for English Learners (Title III), Federal funding for professional development (Title V), and Federal funding for economically and educationally disadvantaged students (Title I). Through these programs, we offer intervention, enrichment, staff development, supplementary materials, and extended learning opportunities to students.

### Teacher and Administrative Salaries (Fiscal Year 2006-07)

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 may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$32994	\$39692
Mid-Range Teacher Salary	\$60269	\$62830
Highest Teacher Salary	\$78526	\$80472
Average Principal Salary (Elementary)	\$92919	\$98460
Average Principal Salary (Middle)	\$97476	\$104522
Average Principal Salary (High)	\$107069	\$114549
Superintendent Salary	\$139320	\$166547
Percent of Budget for Teacher Salaries	39.9 %	40.2 %
Percent of Budget for Administrative Salaries	5.9 %	5.8 %

## IX. 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.

### CST Results For All Students – Three Year Comparison

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	65	65	64	60	62	62	42	43	46
Mathematics	73	72	70	51	51	54	40	40	43
Science	63	69	76	61	62	68	35	38	46
History-Social Science				56	58	54	33	33	36

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### CST Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	*	*		
Asian	82	88	*	
Filipino	*	*	*	
Hispanic or Latino	38	49	53	
Pacific Islander	*	*	*	
White (not Hispanic)	80	83	86	
Male	61	74	80	
Female	62	65	72	
Economically Disadvantaged	36	45	48	
English Learners	21	39	33	
Students with Disabilities	31	49	71	
Students Receiving Migrant Education Services	*	*	*	

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## 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 on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	50.5

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## 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.

### 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	9	9	9
Similar Schools	9	9	10

### API Changes by Student Group – Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	13	-5	-3	858
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	54	-4	3	757
Pacific Islander				
White (not Hispanic)	-3	14	8	923
Socioeconomically Disadvantaged	45	-1	4	746
English Learners	57	-8	5	720
Students with Disabilities		30		

## 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.

### 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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	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.

Indicator	School	District
<b>Program Improvement Status</b>	<b>Not in PI</b>	<b>Not In PI</b>
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>	N/A	
<b>Percent of Schools Currently in Program Improvement</b>	N/A	

## XI. School Completion and Postsecondary Preparation – Not applicable

## 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.

Appropriate staff development activities are based on the assessed needs of the teachers and support staff. These correlate to targeted student improvement areas defined by District and State assessment data. Teachers attend District and County workshops and share this information with the total staff. Curriculum leaders guide the staff in the implementation of new instructional strategies. This year our staff will receive further training on standards-based instruction and the use of assessment data to improve instruction. Our own teacher expertise is a valuable resource used through sharing of ideas and knowledge at grade level meetings, classroom visitations, presentations at Districtwide inservices, and demonstration lessons. The number of inservice days for teachers for the last three years are as follows: 2005-2006 -five; 2006-2007-five; 2007-2008- five