

## Executive Summary School Accountability Report Card, 2005-06

### *For Atwater Community Day School*

**Address:** 1800 Juniper Ave., Atwater CA  
95301-1401

**Phone Number:** (209) 357-6100

**Principal:** Andrew Kersten

**Grade Span:** 7-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

#### About This School

---

Atwater Community Day School is an alternative educational setting that provides an instructional setting for students who have not been successful at a traditional school. It is a clean and appropriate facility for approximately 10 students. Atwater Community Day School has a comprehensive Safety Plan, and staff members are trained to react in the appropriate manner for each type of emergency. Student recognition programs are in place to recognize student achievement. The teachers is provided with opportunities for professional development, and is observed and evaluated regularly. There are adequate instructional materials for students. Student's individual performance, as well as the school's performance is measured regularly.

#### Student Enrollment

Group	Enrollment
<b>Number of Students</b>	8
<b>African American</b>	12.5 %
<b>American Indian or Alaska Native</b>	12.5 %
<b>Asian</b>	0.0 %
<b>Filipino</b>	0.0 %
<b>Hispanic or Latino</b>	37.5 %
<b>Pacific Islander</b>	0.0 %
<b>White (Not Hispanic)</b>	37.5 %
<b>Multiple or No Response</b>	0.0 %
<b>Socioeconomically Disadvantaged</b>	0.0 %
<b>English Learners</b>	21.0 %
<b>Students with Disabilities</b>	0.0 %

#### Teachers

Indicators	Teachers
<b>Teachers With Full Credential</b>	1
<b>Teachers Without Full Credential</b>	0
<b>Teachers Teaching Outside Subject Area of Competence</b>	0
<b>Misassignments of Teachers of English Learners</b>	0
<b>Total Teacher Misassignments</b>	0

#### School Facilities

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

Item Inspected	Facility in	Repair Needed and
----------------	-------------	-------------------

	Good Repair		Action Taken or Planned
	Yes	No	
<b>Gas Leaks</b>	X		
<b>Mechanical Systems</b>	X		
<b>Windows/Doors/Gates (interior and exterior)</b>	X		
<b>Interior Surfaces (walls, floors, and ceilings)</b>	X		
<b>Hazardous Materials (interior and exterior)</b>			
<b>Structural Damage</b>			
<b>Fire Safety</b>	X		
<b>Electrical (interior and exterior)</b>	X		
<b>Pest/Vermin Infestation</b>			
<b>Drinking Fountains (inside and outside)</b>	X		
<b>Restrooms</b>	X		
<b>Sewer</b>	X		
<b>Playground/School Grounds</b>	X		
<b>Other</b>			

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	21
Mathematics	7
Science	*
History-Social Science	*

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$
District	\$
State	\$4,743

## Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	
Statewide Rank (from 2005 API Base Report)	
2006-07 Program Improvement Status	Not in PI

# School Accountability Report Card Reported for School Year 2005-06

*Published During 2006-07*

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 California Department of Education (CDE) Web site 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, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Atwater Community Day	<b>District Name</b>	Atwater Elementary
<b>Street</b>	1800 Juniper Ave.	<b>Phone Number</b>	(209) 357-6100
<b>City, State, Zip</b>	Atwater, CA 95301-1401	<b>Web Site</b>	<a href="http://www.aesd.k12.ca.us">http://www.aesd.k12.ca.us</a>
<b>Phone Number</b>	(209) 357-6124	<b>Superintendent</b>	Melinda Hennes
<b>Principal</b>	Andrew Kersten	<b>E-mail Address</b>	<a href="mailto:mhennes@aesd.edu">mhennes@aesd.edu</a>
<b>E-mail Address</b>	<a href="mailto:akersten@aesd.edu">akersten@aesd.edu</a>	---	---

### School Description and Mission Statement

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

An alternative educational setting is provided for students who have not been successful at a traditional school.

### Opportunities for Parental Involvement

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

Parents are provided with access to the teacher as often as needed, even daily if necessary.

### Student Enrollment by Grade Level

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

Grade Level	Number of Students
Grade 7	3
Grade 8	5

<b>Total Enrollment</b>	8
-------------------------	---

### Student Enrollment by Group

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	12.5	White (not Hispanic)	37.5
American Indian or Alaska Native	12.5	Multiple or No Response	0.0
Asian	0.0	Socioeconomically Disadvantaged	0.0
Filipino	0.0	English Learners	21.0
Hispanic or Latino	37.5	Students with Disabilities	0.0
Pacific Islander	0.0	---	---

## II. School Climate

### School Safety Plan

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

The comprehensive safety plan is shared with its partner school on an adjoining school campus.
--

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Rewards for good behavior are ice cream and pizza parties, trips to local eateries and other recognitions.
--

### 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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions		7.8	11.5	.19	.20	.21
Expulsions		.10	.50	.003	.005	.004

## III. School Facilities

### 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.

New building with clean school grounds. Providing a safe, clean, attractive environment for our students is a high priority at Atwater Community Day School. The efforts of the custodial staff, maintenance staff,
---

and the gardening staff keep the buildings and school grounds in excellent condition. In addition, several areas have been targeted for development of small student plazas that are both inviting and provide increased areas for gathering and seating.

### School Facility Conditions 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.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
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)			
Structural Damage			
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation			
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

## 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	1	1	1	223
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence	0	0	0	0

### 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	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0

<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### **Core Academic Classes Taught by NCLB Compliant Teachers**

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 <http://www.cde.ca.gov/nclb/sr/tq/>.

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects</b>	
	<b>Taught by NCLB Compliant Teachers</b>	<b>Taught by Non-NCLB Compliant Teachers</b>
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	99.0	1.0
<b>High-Poverty Schools in District</b>	99.0	1.0
<b>Low-Poverty Schools in District</b>	0.0	0.0

### **Substitute Teacher Availability**

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

An adequate number of credentialed substitute teachers are available for the routine operation of the instructional program. Substitutes are occasionally not available when a high number of substitutes are needed for release time for staff development. Classes are then covered by other credentialed staff or the teacher is recalled from the staff development activity. This has not had a significant impact on the operation of the instructional program.

### **Teacher Evaluation Process**

This section provides information about the procedures and the criteria for teacher evaluations.

Probationary teachers are evaluated annually and permanent teachers biannually. The District has adopted Standards for the Performance Appraisal of Teachers in five areas: learning environment; planning and designing instruction; instructional skills; member of a learning community; and professional responsibilities. Principals use Clinical Supervision procedures, including a pre-conference, lesson observation, lesson analysis, and post-conference. Three formative assessments are completed for probationary teachers, and a summative assessment is completed for permanent teachers.

## **V. Support Staff**

### **Academic Counselors and Other Support Staff**

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.

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>		
<b>Library Media Teacher (Librarian)</b>		---
<b>Library Media Services Staff (paraprofessional)</b>		---
<b>Psychologist</b>		---

<b>Social Worker</b>		---
<b>Nurse</b>		---
<b>Speech/Language/Hearing Specialist</b>		---
<b>Resource Specialist (non-teaching)</b>		---
<b>Other</b>		---

## VI. Curriculum and Instructional Materials

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

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.

<b>Core Curriculum Area</b>	<b>Quality, Currency, and Availability of Textbooks and Instructional Materials</b>	<b>Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials</b>
<b>Reading/Language Arts</b>	Reading/Language Arts books and materials are the most recent state adoption selections for K-6 <sup>th</sup> and 7 <sup>th</sup> /8 <sup>th</sup> grades.	0
<b>Mathematics</b>	Math text and materials are the most current adoptions for grades K-8 <sup>th</sup> .	0
<b>Science</b>	Junior High Science is the latest adoption and is state approved. Teachers currently address science standards through Open Court Reading materials and previously adopted FOSS science kits. Teachers will pilot new materials in the 06-07 school year with district-wide implementation in the 07-08 school year.	0
<b>History-Social Science</b>	Junior High History/Social science is the latest adoptions and is state approved. New K-8 History/Social Science materials were piloted this year and will be purchased for implementation in the 06-07 school year.	0
<b>Foreign Language</b>	N/A	
<b>Health</b>	N/A	
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 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</b>	<b>Expenditures Per Pupil</b>	<b>Expenditures Per Pupil</b>	<b>Average Teacher</b>
--------------	---------------------------	-------------------------------	-------------------------------	------------------------

	Per Pupil	(Supplemental)	(Basic)	Salary
<b>School Site</b>				
<b>District</b>	---	---		\$65,773
<b>Percent Difference - School Site and District</b>	---	---		
<b>State</b>	---	---	\$4,743	\$56,471
<b>Percent Difference - School Site and State</b>	---	---		

### Types of Services Funded

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

In the 2004-05 school year, the Atwater Elementary School District spent an average of \$7,150.46 per student. Of this amount, \$5,009.41 was spent on Instructional Programs, which included the cost of teachers, books, supplies, and equipment for both regular and special education programs. It also included services to non-English and limited English speaking students. Another \$731.43 per student was spent on Instructional Support, which includes school administration, curriculum and assessment services, and health and psychologist services. Roughly \$1,409.73 per student was spent on General Support, including District administration, school maintenance, school plant operation, pupil transportation, and other outgo.

### Teacher and Administrative Salaries (Fiscal Year 2004-05)

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/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$41,937	\$37,797
<b>Mid-Range Teacher Salary</b>	\$65,837	\$57,601
<b>Highest Teacher Salary</b>	\$78,161	\$71,233
<b>Average Principal Salary (Elementary)</b>	\$94,524	\$88,676
<b>Average Principal Salary (Middle)</b>	\$93,869	\$91,944
<b>Average Principal Salary (High)</b>		\$81,156
<b>Superintendent Salary</b>	\$140,743	\$127,179
<b>Percent of Budget for Teacher Salaries</b>	50.2	42.1
<b>Percent of Budget for Administrative Salaries</b>	5.9	5.8

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of*

students tested is 10 or less.

### 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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	0	*	21	27	32	34	36	40	42
Mathematics	8	*	7	35	41	42	34	38	40
Science			*	16	18	22	25	27	35
History-Social Science	*	*	*	14	16	19	29	32	33

### 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	*	*		
Filipino				
Hispanic or Latino	*	*	*	*
Pacific Islander				
White (Not Hispanic)	*	*	*	*
Male		21	7	*
Female				
Economically Disadvantaged		21	7	*
English Learners	*	*	*	*
Students with Disabilities				
Students Receiving Migrant Education Services				

### Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006

Reading	0	*	*	34	34	38	43	41	42
Mathematics	15	*	*	49	49	50	51	52	53

### NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	*	*
Male	*	*
Female		
Economically Disadvantaged	*	*
English Learners	*	*
Students with Disabilities		
Students Receiving Migrant Education Services		

### Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard. Data based on Northwest Evaluation Association (NWEA) achievement tests.

Grade Level	Reading		Language Usage		Mathematics	
	2004/2005	2005/2006	2004/2005	2005/2006	2004/2005	2005/2006
6	0	0	0	0	0	0
7	33	17	33	0	0	20
8	0	0	17	50	0	33

## 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 CDE Web site 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	2003-04	2004-05	2005-06
Statewide			
Similar Schools			

### 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
	2003-04	2004-05	2005-06	2006
All Students at the School				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners	--	--		
Students with Disabilities	--	--		

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

There were no State awards recognizing the school this year. Interventions are provided based on the individual needs of each student as integrated into the general site plan.

### 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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

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	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

## Federal Intervention Program

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	0 In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	22.2

## X. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The school leadership team (Principal and Assistant Principal) work hard in developing strategies and instructional programs that strive to meet the needs of our diverse student population and their different ability levels. The master schedule design is the foundation for the programs that will be offered to our students based on the data we receive from state and district assessments as well as teacher recommendations for student placement. Providing opportunities for student success is what drives our processes for quality instructional programs. We offer advanced, regular, core and support classes in Language Arts and Math. We have Language learning classes where students are taught in English only and are assessed regularly to determine levels of fluency and redesignation possibilities. Special Education students are served by two teachers in our learning center. The administration is responsible for constant monitoring and adjustment of these programs through formal and informal observations and walk-thru visits on a regular basis, with teacher input and feedback a critical piece of the continuous effort to improve the instructional program. Additionally, the role of the administration is to provide the tools necessary to support the teachers allowing them the best opportunity to provide a quality program for our students.

Quality instruction and an opportunity to learn is fostered and sustained throughout the Atwater Elementary School District with schools organized to support the multiple learning needs of students. There are equitable and adequate learning resources and classroom conditions, including capable teachers, a rich curriculum, technology, a safe environment, and essential support services to serve all children toward reaching state and District standards.

### **Professional Development**

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

Staff members have many opportunities to engage in professional develop. The administration provides relevant in-service on data assessment and pupil performance information to help staff with their lesson design. Throughout the year, as conferences and workshops become available we send members from the different department. The administration receives professional development from ACSA academies, California League of Middle Schools and California Leadership Academies along with district provided in-services.

### **Instructional Minutes**

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

<b>Grade Level</b>	<b>Instructional Minutes</b>	
	<b>Offered</b>	<b>State Requirement</b>
<b>6</b>	<b>64,800</b>	54,441
<b>7</b>	<b>64,800</b>	61,465
<b>8</b>	<b>64,800</b>	61,465

### **Minimum Days in School Year**

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

There were eleven minimum days during the 2005-2006 school year.