City Arts and Technology High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC 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 and 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 additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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 (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 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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	City Arts and Technology High School
Street	325 La Grande Avenue
City, State, Zip	San Francisco, CA 94112
Phone Number	(415) 841-2200
Principal	Brianna Winn
E-mail Address	bwinn@es-cat.org
Web Site	http://www.es-cat.org
CDS Code	38684780107300

District Contact Information	
District Name	San Francisco Unified School District
Phone Number	(415) 241-6000
Superintendent	Myong Leigh
E-mail Address	leighm@sfusd.edu
Web Site	http://www.sfusd.edu

School Description and Mission Statement (School Year 2016-17)

City Arts and Technology High School (CAT) is a college preparatory, small public high school. Our school offers a rigorous academic experience and a diverse, strong community. In small classes, all students take the A-G course sequence required for them to apply to University of California (UC) and other four-year colleges. Our students report that CAT feels like a family as a result of caring, highly skilled teachers. The learning environment helps students to take on challenges and experience success in high school and college. Over the past three years, 95 percent of our graduates are currently attending college. CAT students have been accepted at all University of California (UC) Schools, California State Universities (CSU), and a range of private colleges including New York University, St. Mary's College of California, Cornell University, Eugene Lang College, Willamette University, and Portland State University.

CAT offers and demands rigorous work from its students. In addition to their college preparatory classes, seniors make a formal presentation and dissertation-style defense of a portfolio of their work from each academic discipline to show they are ready for college. Similarly, 10th graders complete a portfolio to show they are ready for the 11th grade and are developing 21st Century Leadership Skills that include Collaborating Productively, Thinking Critically, Completing Projects Effectively, and Communicating Powerfully. The curriculum is hands-on, active, and engaging. Students also take Visual Arts and Digital Media classes. Students complete projects in all academic classes that help them develop and apply the skills and content they are learning. Learning at CAT is personalized. All students are part of an Advisory of 20 to 22 students who meet multiple times per week. The advisor communicates regularly with the student's family and works closely with the student. In 9th and 10th grade advisors focus on the transition to high school, college awareness, and student portfolio presentations at the end of 10th grade; 11th and 12th grade advisors help students secure internships, apply to college, and complete their graduation portfolio defense. All juniors and seniors pursue internships; they have a mentor in a profession of interest to them and have an opportunity to understand the "real world" of work. We offer a variety of clubs and extracurricular activities, and a sports program.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	94
Grade 10	82
Grade 11	81
Grade 12	83
Total Enrollment	340

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	20.6
American Indian or Alaska Native	0.9
Asian	1.2
Filipino	4.7
Hispanic or Latino	57.6
Native Hawaiian or Pacific Islander	2.6
White	5.3
Two or More Races	4.1
Socioeconomically Disadvantaged	75.6
English Learners	10.9
Students with Disabilities	18.2
Foster Youth	0.6

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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	18	18	16	
Without Full Credential	0	1	3	
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	1	5
Total Teacher Misassignments *	0	1	0
Vacant Teacher Positions	0	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.6	4.4
All Schools in District	92.2	7.8
High-Poverty Schools in District	91.4	8.6
Low-Poverty Schools in District	95.0	5.0

Note: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Algebra 1 Connections (CPM)/2007 Geometry Connections (CPM)/2007 Algebra 2 Connections (CPM)/2007 Precalculus Vol. 1	No	0
Science	Physical Science: Concepts in Action Prentice Hall/2006 Biology Prentice Hall/2006	No	0
History-Social Science	Modern World History McDougal Littell/2006	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our facility was built in 1956-1957. It is very well maintained and has been renovated for handicap accessibility, repainted, and newly landscaped. San Francisco School District (SFUSD) works with us to maintain the integrity and safety of the site in a very timely manner. The building is clean and welcoming. Each day, our cleaning staff thoroughly cleans the entire site, including each classroom, hallways, restrooms, courtyard, blacktop, and the cafeteria. We are very proud to offer a clean, inviting space for our students to learn in.

Our site completed a two-year construction project as of August 2010. This project was one that was spurred by an effort to ensure equitable access to the building to meet American Disabilities Act (ADA) requirements and bring the building up to current safety codes.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: March 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: March 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: March 2016				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (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 students 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	43	57	52	53	44	48
Mathematics	20	15	47	49	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	81	79	97.5	57.0
Male	11	38	36	94.7	58.3
Female	11	43	43	100.0	55.8
Black or African American	11	18	18	100.0	50.0
Hispanic or Latino	11	47	46	97.9	56.5
Socioeconomically Disadvantaged	11	60	59	98.3	57.6
Students with Disabilities	11	16	16	100.0	31.3

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 is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	81	79	97.5	15.2
Male	11	38	36	94.7	22.2
Female	11	43	43	100.0	9.3
Black or African American	11	18	18	100.0	22.2
Hispanic or Latino	11	47	46	97.9	13.0
Socioeconomically Disadvantaged	11	60	59	98.3	11.9
Students with Disabilities	11	16	16	100.0	6.3

Note: Mathematics 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 is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	61	55	44	62	58	57	60	56	54

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

Note: 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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	81	79	97.5	44.3
Male	44	43	97.7	46.5
Female	37	36	97.3	41.7
Black or African American	12	11	91.7	18.2
Hispanic or Latino	52	51	98.1	39.2
Socioeconomically Disadvantaged	57	55	96.5	40.0
Students with Disabilities	21	20	95.2	20.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: 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.

Career Technical Education Programs (School Year 2015-16)

CAT does not offer CTE courses. Instead, our students participate in a Workplace Learning Experience (WLE) internship during their 11th and 12th grade years. During this experience, students work with an adult mentor within a field they are interested in pursuing. In the past students have chosen internships with teachers, doctors, business owners, scientists, politicians, filmmakers, real estate agents, artists, radio show hosts, magazine writers, and many others. The mentor works with the student on location once per week for 9 weeks to give the student a "taste" of the work in the field. Students complete a major project for the organization where they work. This program gives students the opportunity to apply their learning and have a sense of what they might want to study in college. Students must meet the clearly defined WLE standards as part of CAT's graduation criteria.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
9	20.5	16.9	10.8

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.

C. Engagement

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 (School Year 2016-17)

Parents are central members to our community and are regularly involved in the school in a variety of ways. Most important to our school community and students' success is that parents are well informed and participate in their student's education in a variety of ways including chaperoning, volunteering in the office and in classrooms, and providing food for students during exams. All parents are encouraged to complete on-campus service to the school each year.

When a student first comes to CAT, we begin by developing strong ties between the parent and student advisor. The advisor keeps families in the loop about student progress by phone, email, and meetings. To support a student's growth, the parents, advisor, and student meet at least twice a year for conferences to review grades, celebrate, and problem-solve. Parents report that these meetings help them to be better participants in their student's education. As students begin considering colleges, the advisor and college counselor work closely with the parent and student to guide the process of making important decisions about the future.

CAT also has an active Parent Teacher Organization (PTO) that meets once per month. The PTO has multiple purposes that include: fundraising, developing ties among parents, and learning together. In addition to organizing school events like barbecues and fundraising auctions, the PTO has together learned about topics such as: community partnerships, grading and assessment, and college preparation. We value and rely on CAT families to make the school what it is.

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 (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Dropout Rate	6.40	2.70	5.30	8.90	7.90	7.00	11.40	11.50	10.70
Graduation Rate	91.03	94.59	90.43	81.67	83.89	84.87	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	99	89	86
Black or African American	100	76	78
American Indian or Alaska Native	100	93	78
Asian	100	92	93
Filipino	100	89	93
Hispanic or Latino	98	88	83
Native Hawaiian/Pacific Islander	0	82	85
White	100	93	91
Two or More Races	100	84	89
Socioeconomically Disadvantaged	100	66	66
English Learners	100	73	54
Students with Disabilities	64	91	78

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.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	16.9	16.4	15.4	1.5	1.6	1.3	4.4	3.8	3.7
Expulsions	0.5	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Ensuring student safety is a priority for our school. CAT has an active process to ensure safety on a daily basis as well as plans for emergencies. We have a system for ensuring that all exterior doors are closed, but accessible for exit during an emergency. There are sounding alarms to alert us when exterior doors are opened without permission. In addition, during the school day, our main entrance remains closed. Visitors can call the main office through an intercom buzzer system to allow our Office Staff to open the main door and communicate with visitors. We require that all visitors sign in at the office upon entrance and exit from the building. The building grounds are monitored 24 hours a day by a San Francisco School District alarm system. From 7:30 a.m. to 4:30 p.m. our principal, vice-principals, and staff monitor the hallways. Visitors enter the building through the main front door on La Grande Avenue. The front door and buzzer are completely visible from the office. SFUSD staff has key access to the building, and sign a logbook in the main office when present for building repairs.

Our Safety Plan was last revised in the summer of 2013 to assess the needs of our site and the end of our construction project. All staff members are trained in safety guidelines to address any emergency. Our School Safety Plan addresses student and staff protocol in case of fire, earthquake, intruder, and other emergencies. The City of San Francisco supports the school in completing random fire and safety drills monthly so that students are prepared in case of an incident. We share this information with staff at staff meetings and reinforce the information through email and written charts and diagrams posted in classrooms.

Our science classrooms were recently remodeled and are equipped with chemical showers, eyewashes, fire extinguishers, and sprinkler systems.

CAT is prepared for emergencies. We ensure that every staff member is CPR certified. Our Operations Manager coordinates with our insurance company to walk through the building and seeks out and repairs any potential risks. The CAT Leadership Team frequently meets about any issues that arise and work as a team to fix them in a timely manner. We are proactive in preparing for any emergency.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	43
Percent of Schools Currently in Program Improvement	N/A	70.5

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	25	4	12		27	3	12	1	21	9	9	0
Mathematics	24	5	11		25	3	12		23	10	8	
Science	25	4	8		30		8	1	26	2	8	0
Social Science	26	2	14		29	1	7	2	24	4	7	0

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	200
Counselor (Social/Behavioral or Career Development)	-	N/A
Library Media Teacher (Librarian)	-	N/A
Library Media Services Staff (Paraprofessional)	-	N/A
Psychologist	1	N/A
Social Worker	-	N/A
Nurse	-	N/A
Speech/Language/Hearing Specialist	-	N/A
Resource Specialist	1.5	N/A
Other	-	N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$10,725	$1,972	$8,753	$52,761
District	N/A	N/A		$65,238
Percent Difference: School Site and District	N/A	N/A		-19.1
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	54.2	-30.4

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

We use state and federal funds to support the following programs and services:

Free and reduced lunch services

Special Education services

Instructional materials (through lottery revenues)

Art supplies (through Art block grant)

Supplemental school counseling (mental health, emotional counseling, instructional aids, etc.)

Summer School

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,380	$45,092
Mid-Range Teacher Salary	$66,584	$71,627
Highest Teacher Salary	$83,576	$93,288
Average Principal Salary (Elementary)	$99,735	$115,631
Average Principal Salary (Middle)	$104,512	$120,915
Average Principal Salary (High)	$108,727	$132,029
Superintendent Salary	$282,800	$249,537
Percent of Budget for Teacher Salaries	30%	37%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	2	N/A
All courses	5	47.9

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Teachers spend a considerable amount of time each year improving their teaching skills and extending their knowledge of the subjects they teach.
For the past three years, we have set aside 13 days each year for our staff's continuing education and professional development.

Individual Teacher Improvement: All teachers at CAT are assigned a coach. Coaches include academic specialists, the Principal, and Vice-Principals. Coaches work with the teachers to set instructional improvement goals, visit classrooms, and meet with the teacher on a weekly or biweekly basis. Coaches also assist teachers in analyzing data from their
classroom and Common Interim Assessments to identify areas of strength and deficiencies in student learning for the purpose of targeted reteaching.
Staff Development: The entire staff engages in cycles of inquiry during weekly professional development meetings. These cycles have been led by teacher teams and supported by central office staff. The topics of this year's cycles have been assessment for learning, exemplar based learning targets, strong start, making every minute count and one on one conferences.