

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

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

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

I. Data and Access

EdData Partnership Web Site

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

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Hornbrook Elementary School	District Name	Hornbrook Elementary School District
Street	15430 Oregon Rd.	Phone Number	(530) 475-3598
City, State, Zip	Hornbrook, CA 96044	Web Site	www.sisnet.ssku.k12.ca.us/hornbrook.html
Phone Number	(530) 475-3598	Superintendent	Josh Peete
Principal	Josh Peete	E-mail Address	jpeete@sisnet.ssku.k12.ca.us
E-mail Address	jpeete@sisnet.ssku.k12.ca.us	CDS Code	47-70359-6050801

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

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

School Description:

Welcome to Hornbrook Elementary School. Hornbrook Elementary is a K-8 school that serves approximately 40 students. Approximately 95% of the population is considered low socioeconomic status. Most of the students are Caucasian with a few Hispanic and American Indian students. The teaching staff is comprised of three full-time teachers, one half-time P.E. teacher, three part-time paraprofessionals, an administrative assistant, a cook/cafeteria manager, bus driver/maintenance person and a part-time administrator. The community is small, located in rural Northern California just below the Oregon border and 15 miles north of Yreka. The community is supported with several resorts and retirement centers adjacent to the Klamath River. Most families must commute to employment outside of Hornbrook. Hornbrook Elementary is a basic aid district, drawing its revenue from the tax base of the Irongate/Copco Dam area.

Mission/Vision Statement:

Our goal is to equip students with the necessary skills to prepare them for the rigors of high school, pass the California High School Exit exam, acquire meaningful employment and obtain additional education in pursuit of a career. Our motto is "Working Together, To Build Student Success, In A Caring Place."

Hornbrook Elementary School's vision is to ensure that a partnership is developed between students, parents, staff and community so:

- Students and staff are equipped with the necessary skills to access, process and apply information to problems and decisions.
- Students are taught to be responsible and safe in a nurturing learning environment.
- Students experience success in a world where learning never ends.

Currently we are in the process of implementing a standards based educational system as evidenced by:

- Standards-based instructional materials have been purchased and implemented
- Training in the teaching of these materials is underway
- Staff meetings focus on best research practices

Opportunities for Parental Involvement (School Year 2010-11)

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

Parents of Hornbrook Elementary School have several opportunities to be involved in the school and their student's education.

These opportunities include:

- Volunteer in the classroom,
- Volunteer on field trips
- Volunteer at sporting events
- Parent representatives on School Site Council
- Board Member
- Volunteer for special class events
- Chaperon at school dances
- Chaperon at sporting events
- Parent representative on G.A.T.E. Advisory Committee.

Parents who are interested in volunteering at Hornbrook Elementary School should contact:

Josh Peete, Superintendent/Principal at (530) 475-3598.

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

Grade Level	Number of Students
Kindergarten	2
Grade 1	3
Grade 2	0
Grade 3	1
Grade 4	2
Grade 5	7
Grade 6	3
Grade 7	6
Grade 8	3
Total Enrollment	27

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0	White	59.3
American Indian or Alaska Native	3.7	Two or More Races	7.4
Asian	0	Socioeconomically Disadvantaged	100
Filipino	0	English Learners	0
Hispanic or Latino	29.6	Students with Disabilities	3.7
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	--	--	--	--	--	--	--	--	2	1	0	0
1	--	--	--	--	--	--	--	--	3	1	0	0
2	--	--	--	--	--	--	--	--				
3	--	--	--	--	--	--	--	--	1	1	0	0
4	--	--	--	--	--	--	--	--	2	1	0	0
5	--	--	--	--	--	--	--	--	7	1	0	0
6	--	--	--	--	--	--	--	--	3	1	0	0
Other	--	--	--	--	--	--	--	--				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

III. School Climate

School Safety Plan (School Year 2010-11)

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

The School Safety Plan was reviewed in April 2010.
 The School Safety Plan was discussed with the school faculty in September of 2010.

It is of supreme importance to Hornbrook Elementary School to provide a safe, secure & harmonious environment for all who attend or visit our facilities. Annually, the Hornbrook Elementary School staff is inserviced on the components of the School Safety Plan; namely, emergency response map, emergency drills, universal health precautions, analysis of student discipline data and discipline procedures. Certificated staff is trained in CPR and First Aid. Quarterly Safety meetings are held to evaluate current conditions and address safety needs. Hornbrook Elementary is very conscientious in promoting a safe school.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	10.81	2.7	0	10.81	2.7	0
Expulsions	0	0	0	0	0	0

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

IV. School Facilities

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

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

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

Year and month in which data were collected:

Our School Facility was inspected on April 14, 2010 by NCSIG and upgrades/repairs are scheduled to be completed by October 30, 2010. These findings were discussed with the faculty in September of 2010.

Hornbrook Elementary provides a well-maintained and safe school facility. The maintenance staff conducts daily and monthly inspections of the school facilities to correct items that do not meet standards. The maintenance staff (of one) routinely cleans and services each classroom and all adjacent offices and buildings on a daily basis. The school grounds, classrooms and restrooms are exceptionally clean with all items in good working order including 100% of all toilets.

Annually, the Board updates the district's five-year deferred maintenance plan to address short and long-term maintenance needs of the school. The district employs a part-time bus driver/maintenance person (.90 FTE) who works during the school day. The position is approximately six hours maintenance and one hour, 20 minutes transportation. The school is approximately 70 years old. A gymnasium was added 33 years ago as well as two additional classrooms. There are six regular classrooms, a library, gymnasium, cafeteria and an office. There are two athletic fields and a well equipped playground that meets safety standards. The library is stocked with books on loan from the County Office of Education's Library and two computers. Three of three regular classrooms have computers with internet access. The office also has two computers; one for the administrative secretary and one for the Superintendent/Principal. The District is currently reassessing its technology needs, including exploring the cost of modernization of the school facilities.

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

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

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	Installed new Heating/Air Conditioning Unit
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[]	[X]	[]	Fire alarms are out dated.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	4	4	4	4
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

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

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

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

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

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

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

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

VI. Support Staff

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	--	--
Counselor (Social/Behavioral or Career Development)	0.27	---
Library Media Teacher (Librarian)	--	---
Library Media Services Staff (paraprofessional)	0.25	---
Psychologist	--	---
Social Worker	--	---
Nurse	--	---
Speech/Language/Hearing Specialist	--	---
Resource Specialist (non-teaching)	--	---
Other	0.5	---

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

VII. Curriculum and Instructional Materials

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

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

Year and month in which data were collected:

Hornbrook Elementary School involves the staff, parents, School Site Council and Board of Trustees in the selection and purchasing of state-adopted standards-based instructional materials.

All students have access to current, standards-based textbooks in the areas of reading/language arts, mathematics, and 6-8 science. The district made an investment of \$20,000 in the state-adopted materials of Open Court and Holt, Sadlier/Oxford, and McDougal and Holt Science in 2007. Teachers have been trained to implement most of these standards-based materials. With the current fiscal state crisis and education budget cuts, all purchases are place in order of necessity. When budgets are restored to previous spending levels, newer SBE curriculum adopted textbooks and materials will be considered.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6: Open Court, 2002 Grades 7-8: Holt, 2003		0
Mathematics	Grades K-5: Scott Foresman, 2009 Grades 6-8 Prentice Hall, 2009		0
Science	Grades K-5 Scott Foresman, 2008 Grades 6-8 Holt, 2007		0
History-Social Science	Grades K-5 Scott Foresman, 2006 Grades 6-8 McDougal/Littell, 2006		0

VIII. School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$16,958			\$43,026
District	---	---		\$43,026
Percent Difference: School Site and District	---	---		0%
State	---	---		\$55,509
Percent Difference: School Site and State	---	---		-22.5%

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

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

Types of Services Funded (Fiscal Year 2010-11)

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

We spent an average of \$16,958 to educate each student (based on 2009-2010 unaudited financial statements). The figures shown in the table above reflect the direct cost of educational services, per Average Daily Attendance (ADA), excluding food services, facilities acquisition and construction, and certain other expenditures. These calculations are required by law annually and are compared with other districts statewide. Additional funding is allocated for the following services which include but are not limited to: paraprofessional, library assistant, regular classroom teachers and possibly an after-school tutor/ teacher.

In addition to general fund state funding, we receive state and federal categorical funding for special programs, which include the following categorical, special education, and support programs:

- SIP (School Improvement program)
- EIA (Economic Impact Aid)
- TUPE (Tobacco Use Prevention Education)
- Title I, Part A Compensatory Education
- Title II, Teacher Quality
- Title IV, Safe and Drug Free Schools and Communities
- Title VI, Rural Educational Accountability Program
- Title VII, Class Size Reduction

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$24,990	\$38,744
Mid-Range Teacher Salary	\$44,942	\$55,509
Highest Teacher Salary	\$49,134	\$70,567
Average Principal Salary (Elementary)	\$0	\$92,338
Average Principal Salary (Middle)	\$0	\$96,427
Average Principal Salary (High)	\$0	\$94,401
Superintendent Salary	\$0	\$109,381
Percent of Budget for Teacher Salaries	16%	37%
Percent of Budget for Administrative Salaries	2%	7%

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

IX. Student Performance

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

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

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

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

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	46	45	46	46	45	46	49	52	54
Mathematics	35	36	50	35	36	50	46	48	50
Science	0	0	0	0	0	0	50	54	57
History-Social Science	0	0	0	0	0	0	41	44	48

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	46	50	0	0
All Student at the School	46	50	0	0
Male	42	50	0	0
Female	50	50	0	0
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	0	0	0	0
Native Hawaiian/Pacific Islander				
White	31	46	0	0
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	46	50	0	0
English Learners				
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services				

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

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.3	14.3	42.9
7	20	20	60

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks - Three-Year Comparison

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

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

API Rank	2008	2009	2010
Statewide	2	4	3
Similar Schools	N/A		

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	55	-4	-6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

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

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

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	21	753	21	753	4,683,676	778
Black or African American	0		0		317,856	696
American Indian or Alaska Native	0		0		33,774	733
Asian	0		0		398,869	898
Filipino	0		0		123,245	859
Hispanic or Latino	6		6		2,406,749	729
Native Hawaiian/Pacific Islander	0		0		26,953	764
White	13	721	13	721	1,258,831	845
Two or More Races	2		2		76,766	836
Socioeconomically Disadvantaged	21	753	21	753	2,731,843	726
English Learners	0		0		1,521,844	707
Students with Disabilities	1		1		521,815	595

Adequate Yearly Progress

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

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

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

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

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

Federal Intervention Program (School Year 2011-12)

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

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0

XI. Instructional Planning and Scheduling

Professional Development

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

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

Hornbrook Elementary School believes very strongly in the professional development of its entire staff. Six days (two per teacher) are dedicated to professional development. Professional development is an ongoing process evidenced by the current practice of research based staff meetings and teacher activities. Typically, Peer Assistance and Review funds staff professional development. The primary focus of professional development includes:

- Backwards Planning Model
- Reading/Language Arts SB 472 Training
- Mathematics SB 472 Training