

# School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

## Executive Summary School Accountability Report Card, 2007-08

### Civicorps Elementary School

Address: 1086 Alcatraz Ave. , Oakland CA 94608 Phone: 510-420-3701  
Principal: Kathryn Nicol Grade Span: K-5

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 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 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

Civicorps Elementary is a unique learning community spanning grades K-5 that is dedicated to addressing the needs of the whole child in an atmosphere of mutual respect and trust. We believe that children learn best when they are given the opportunity to apply their knowledge in a variety of authentic settings. At Civicorps, we educate our students for active and engaged global citizenship in a pluralistic democracy.

Our program emphasizes three forms of literacy; *academic*, *civic* and *artistic*. **Academic literacy** is defined as the ability to read, write, calculate, reason and communicate with precision and depth. **Civic literacy** is the ability to “let one’s life speak” through participating thoughtfully, responsibly and passionately in the life of the community with an overriding concern for the common good and an orientation towards service. **Artistic literacy** is thought of as graceful personal expression, the development of a discerning eye, a sensitive ear, and an acquired taste for beauty.

We believe that each of these forms of literacy is necessary if the children of today are to grow into adults who can successfully grapple with the complexities of our world and effect positive change. Indeed, school is a perfect microcosm of our world in which children’s capacities can develop authentically. We provide our students with empowering opportunities to understand and improve their world, yet on a scale that is appropriate for youngsters.

### Student Enrollment

Group	Percent
African American	64.84 %
American Indian or Alaska Native	1.1 %
Asian	2.2 %
Filipino	0.55 %
Hispanic or Latino	7.69 %

Pacific Islander	1.65 %
White (not Hispanic)	15.38 %
Multiple or No Response	6.59 %
Socioeconomically Disadvantaged	72 %
English Learners	1 %
Students with Disabilities	11 %
<b>Total Number of students</b>	<b>182</b>

## Teachers

Indicator	Teachers
Teachers with full credential	10
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## School Facilities

### Summary of Most Recent Site Inspection

The most recent site inspection revealed no urgent matters to be resolved.

### Repairs Needed

1) Water fountain 2) roof leak 3) porch light

### Corrective Actions Taken or Planned

All repairs are slated to be made between January and April 2009.

## 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	n/a
Health	n/a
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	n/a

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,597
District	N/A
State	\$5,300

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	30%
Mathematics	34%
Science	29%
History-Social Science	N/A

## Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	698
Statewide Rank (from 2007 Base API Report)	2
2008-09 Program Improvement Status (PI Year)	Not in PI



## 2007-08 School Accountability Report Card Report (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	Civicorps Elementary School	District Name	Oakland Unified
Street	1086 Alcatraz Ave.	Phone Number	510-879-8582
City, State, Zip	Oakland , CA 94608	Web Site	www.ousd.k12.ca.us
Phone Number	510-420-3701	Superintendent	Vincent Matthews
Principal	Kathryn Nicol	E-mail Address	
E-mail Address	Kathryn.Nicol@cvcorps.org	CDS Code	01-61259-0130518

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

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

The mission of Civicorps Schools is to promote citizenship and build civil society by creating educational models and programs that draw upon the power of service as a way of learning.

The mission of Civicorps Elementary School is to prepare its students for their life long roles as citizens by instilling in

them three kinds of literacy: Academic Literacy, Artistic Literacy, and Civic Literacy.

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

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

Civicorps families are expected to join at least one Family Service Team each year. This year there are many teams to choose from; Garden, Library, Fundraising, Community Outreach, Room Parents etc. Families join a team whose work fits into their schedule. Families are also expected to meet with teachers for trimester conferences to stay abreast of student progress. Additionally, there are voluntary daily, weekly and monthly opportunities for Civicorps families to participate in the life of the school.

### **Student Enrollment by Grade Level (School Year 2007-08)**

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

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	39
Grade 1	36
Grade 2	34
Grade 3	33
Grade 4	22
Grade 5	18
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>182</b>

### **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.

<b>Group</b>	<b>Percent of Total Enrollment</b>
African American	64.84 %

American Indian or Alaska Native	1.1 %
Asian	2.2 %
Filipino	0.55 %
Hispanic or Latino	7.69 %
Pacific Islander	1.65 %
White (not Hispanic)	15.38 %
Multiple or No Response	6.59 %
Socioeconomically Disadvantaged	72 %
English Learners	1 %
Students with Disabilities	11 %

### 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+
K	18.5	2			20.0	2			19.5	2		
1	17.5	2			19.5	2			18.0	2		
2	20.0	1			20.0	3			17.0	2		
3									17.0	2		
4									22.0		1	
5					25.0		2		18.0	1		
6												
K-3	20.0	1										
3-4	20.0	1										
4-8	23.0		2									
Other												

## III. School Climate

### School Safety Plan (School Year 2007-08)

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

Civicorps Elementary has a safety team dedicated to ensuring the safety and well-being of the Civicorps community. The Safety Team has worked alongside the City of Oakland to install proper signage and to paint curbs and crosswalks. In

the 2008-2009 school year, Civicorps Elementary will also benefit from a large grant that aims to update emergency preparedness plans, including fire and earthquake safety plans, search and rescue procedures and roles, and routine practice for other unforeseen emergency situations. Currently, we have safety plans and procedures in place that we review with staff and students throughout the school year.

### 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	Not Available	7	11	16.5	15.9	4.1
Expulsions	0	0	0	0.2	0.1	0.1

## 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.

The Civicorps Elementary facility is in good condition overall. We have made waterproofing improvements and have enhanced the multi-purpose room with a fresh coat of paint. We plan to further improve our facility this school year with new flooring in the upstairs classrooms and repair of a roof leak that has shorted out the entry porch light.

### 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		New flooring to be installed in classrooms as prioritized
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			

Electrical (interior and exterior)		X		Porch light had a water leak which caused a short – exterior flashing required before electricians can be replaced
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)		X		Water fountain review for repair and replacement will be conducted in April 2009
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	The facility is in <b>good</b> condition overall.			

## 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	11	13	9	2331
Without Full Credential	0	2	3	385
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 2007-08)

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	88.2	11.8
High-Poverty Schools in District	91.7	8.3
Low-Poverty Schools in District	97.9	2.1

## 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
Academic Counselor	0	0
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.2	N/A
Other	0.5	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	Leveled Text Library	0
Mathematics	Math textbooks, Workbooks and Manipulatives	0
Science	FOSS Kits	0
History-Social Science	Civicorps Standards-based Units	0
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	Civicorps Standards-based Units	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A

## 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	\$7,597	N/A	N/A	\$51142
District	N/A	N/A	N/A	\$53868
Percent Difference – School Site and District	N/A	N/A	N/A	-5%
State	N/A	N/A	\$5300	\$65008
Percent Difference – School Site and State	N/A	N/A	N/A	-21%

### 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.

Civicrops Elementary offers supplemental small-group tutoring for students with low STAR testing scores and/or for students who have been retained or are at risk of retention

### 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	\$38778	\$40721
Mid-Range Teacher Salary	\$53394	\$65190
Highest Teacher Salary	\$69714	\$84151
Average Principal Salary (Elementary)	\$86673	\$104476
Average Principal Salary (Middle)	\$87127	\$108527
Average Principal Salary (High)	\$89006	\$119210
Superintendent Salary	\$240000	\$210769
Percent of Budget for Teacher Salaries	29.3 %	39.9 %
Percent of Budget for Administrative Salaries	6.7 %	5.5 %

## 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	36	25	30	28	29	33	42	43	46
Mathematics	39	36	34	29	30	34	40	40	43

Science	12	29	29	20	24	33	35	38	46
History-Social Science				15	17	19	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	25	29	27	
American Indian or Alaska Native	*	*		
Asian	*	*		
Filipino				
Hispanic or Latino	*	*	*	
Pacific Islander				
White (not Hispanic)	82	82	*	
Male	30	39	*	
Female	30	29	*	
Economically Disadvantaged	28	33	27	
English Learners	*	*		
Students with Disabilities	*	*	*	
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	0.0

*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. These ranks are published when the Base API is released each March. 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	4	4	2
Similar Schools	N/A	N/A	N/A

**"N/A"** means a number is not applicable or not available due to missing data.

**"\*\*"** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

**"A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

**"B"** 0130518

**"C"** means the school had significant demographic changes and will not have any growth or target information.

**"D"** means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

**"E"** indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

### 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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	21	-27	3	698
African American	15	3	-8	662

American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	-9	4	-33	622
English Learners				
Students with Disabilities				

- "N/A"** means a number is not applicable or not available due to missing data.
- "\*\*"** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
- "A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
- "B"** means the school did not have a valid 2007 Base API and will not have any growth or target information.
- "C"** means the school had significant demographic changes and will not have any growth or target information.
- "D"** means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- "E"** indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

### 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	Yes	No

Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	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.

<b>Indicator</b>	<b>School</b>	<b>District</b>
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	67
Percent of Schools Currently in Program Improvement	N/A	46.2

## **XI. School Completion and Postsecondary Preparation**

### **Admission Requirements for California Public Universities**

#### **University of California**

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [University of California](#) Web site.

#### **California State University**

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few

campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [California State University](#) Web site.

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	517.9	135.5	15.7	4.7	7.2	10.5	3.1	3.5	4.4
Graduation Rate	18.5	64.4	66.0	61.3	64.4	66.0	85.0	83.0	79.5

## 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.

Teachers at Civicorps Elementary participate in a week-long summer institute prior to the start of each school year. Teachers also attend weekly a 45-minute grade-level collaboration meeting and one 2-hour professional development session. All staff members participate in 7 full-day professional development sessions during the school year.