

# Executive Summary School Accountability Report Card, 2005-2006

## For *ABC School*

**Address:** 1217 Buena Vista Street, Suite 101, Duarte, CA 91010   **Phone:** 626-305-5678  
**Principal:** Maridith R. Gutierrez   **Grade Span:** pre-k through 6<sup>th</sup> grade

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

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ABC was founded in 1987 by Joseph E. Morrow, Ph.D., and Brenda J. Terzich-Garland, M.A., to provide Applied Behavior Analysis services for persons with special needs. We began by providing in-home behavioral services to the developmental disabled population throughout northern and Central California. This included group parent training and behavior consultation to Community Care Facilities. We have provided behavioral services for over **3000** clients. Along with the continuation of these services, ABC opened its first classroom for children diagnosed on the autism spectrum in 1994.

ABC school is designed to meet the individual needs of children who are diagnosed with Autism or ASD (Autistic Spectrum Disorder) between the ages of 3 and 12 years of age. Intensive Behavioral Treatment (IBT) is provided within a language-based ABA educational environment where teaching is highly structured for acquisition of skills. The teaching environment becomes less structured as the student demonstrates the use of the skills learned in natural settings and across routines throughout the day. Within ABC's unique generalization framework, our general curriculum teaches each child critical language skills, functional activities, socialization initiation/spontaneity and generalization of mastered concept/skills. These skills are built into every student's educational program and individualized to meet his or her learning style and unique needs. The overall goal is to prepare the student for reintegration into his/her neighborhood school.

Today, ABC, based in Sacramento, has over 275 employees and provides services throughout California. ABC is an ESOP company.

### Student Enrollment

Socioeconomically Disadvantaged                    %  
English Learners    %  
Students with Disabilities                               100%

<b>Group</b>	<b>Enrollment</b>
Number of students	31
African American	6%
American Indian or Alaska Native	0%
Asian	19%
Filipino	3%
Hispanic or Latino	42%
Pacific Islander	0%
White (not Hispanic)	26%
Multiple or No Response	3%

Misassignments of Teachers  
of English Learners  
Total Teacher Misassignments

**Teachers**

<b>Indicator</b>	<b>Teachers</b>
Teachers with full credential	1
Teachers without full credential	5
Teachers Teaching Outside Subject Area of Competence	

**School Facilities**

**Summary of Most Recent Site Inspection**

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Not Available

**Repairs Needed**

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No repairs needed

**Corrective Actions Taken or Planned**

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All Teachers must become highly qualified by June 2007

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	%
Mathematics	%
Science	%
History-Social Science	NOT APPLICABLE
Foreign Language	%
Health	%
Science Laboratory Equipment (grades 9-12)	%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$
District	NOT APPLICABLE
State	\$

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	0%
Mathematics	NOT APPLICABLE
Science	0%
History-Social Science	0%

## Academic Progress

Indicator	Result
2006 API Growth Score (from 2005 API Growth Report)	
Statewide Rank (from 2005 API Base Report)	NOT APPLICABLE
2006-07 Program Improvement Status	

## School Completion

Indicator	Result
Graduation Rate	NOT APPLICABLE

## Postsecondary Preparation

NOT APPLICABLE

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	%
Graduates Who Completed All Courses Required for University of California or California State University Admission	%

# 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	
School Name	ABC School	District Name	
Street	1217 Buena Vista Street, 101	Phone Number	
City, State, Zip	Duarte, CA 91010	Web Site	
Phone Number	626-305-5678	Superintendent	
Principal	Maridith R. Gutierrez	E-mail Address	
E-mail Address	mresendez@appliedbehavior.com	---	---

### School Description and Mission Statement

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

Consistent with over 40 years of scientific data from the field of Applied Behavior Analysis (ABA), **ABC finds that all of our clients make progress with ABA technology.** For example, **100%** of our classroom students are effectively communicating their wants and needs within one year, either vocally and/or by PECS, and sometimes ASL (American Sign Language). We have succeeded in transitioning most of our students to a less restrictive environment, usually their neighborhood school.

#### Mission Statement

ABC's mission statement is to provide cutting edge applied behavior analysis services with compassion for individuals with autism and other developmental disabilities to enhance the quality of their life.

### Opportunities for Parental Involvement

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

ABC has an open door policy. Parents are always welcome on campus.

### 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 Level	Number of Students
Kindergarten		Grade 8	
Grade 1		Ungraded Elementary	31
Grade 2		Grade 9	
Grade 3		Grade 10	
Grade 4		Grade 11	
Grade 5		Grade 12	
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	

### 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	6	White (not Hispanic)	26
American Indian or Alaska Native	0	Multiple or No Response	3
Asian	19	Socioeconomically Disadvantaged	0
Filipino	3	English Learners	0
Hispanic or Latino	42	Students with Disabilities	100
Pacific Islander	0	---	---

### 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	2003-04			2004-05			2005-06				
	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
K											
1											
2											
3											
4											
5											
6											
K-3											
3-4											
4-8											
Other											

### Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04			2004-05			2005-06				
	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
English											
Mathematics											
Science				Not Applicable							
Social Science											

### Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K			
1	Not Applicable		
2			
3			

## II. School Climate

### School Safety Plan

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

ABC's Safety Plan can be viewed on campus. Upon request, a copy can also be mailed to interested parties.

### 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.

ABC avoids using punishment to reduce problem behaviors. Instead, we use a technology from behavior analysis called positive programming. With this technology, a functional analysis is made of the behavior. In other words we analyze the environmental antecedents and consequences to see what is evoking the problem or what the client "gets" out of the behavior. Often simple prevention such as extinction and/or redirection can suffice to solve the situation. Many times problem behavior continues because it is reinforced by attention or escape from demands. In such cases we teach more appropriate ways to gain attention or to deal with demands, using positive reinforcement. Overall, we believe problem behavior is a result of poor environmental contingencies, and it is these contingencies we change rather than try to suppress behavior with punishment.

### 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						
Expulsions	<i>Not Applicable</i>			<i>Not Applicable</i>		

## 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.

*Narrative to be provided by LEA*

### School Facility 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)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

## 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	0	0	0	
Without Full Credential	2	2	4	
Teaching Outside Subject Area of Competence		NONE		---

### 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			
Total Teacher Misassignments		<b>ZERO</b>	
Vacant Teacher Positions			

### Core Academic Classes Taught by No Child Left Behind 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 the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School		
All Schools in District		
High-Poverty Schools in District	<b>NOT APPLICABLE</b>	
Low-Poverty Schools in District		

### 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.

We currently have two substitute teachers available. We also have hired Behavior Analysts that actually work with the teachers to assure the programs are clinically sound and designed as the IEP dictates.

### Teacher Evaluation Process

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

All teachers are given an annual performance review. A copy of the components on the review can be examined upon request.

## 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.

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

## 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.

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		
Mathematics		
Science		
History-Social Science	NOT APPLICABLE	
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

## VII. School Finances

### 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 may 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
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

NOT APPLICABLE

## VIII. 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 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 performance 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									
Mathematics				NOT APPLICABLE					
Science									
History-Social Science									

### 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		NOT APPLICABLE		
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Male				
Female				
Economically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

### Norm-Referenced Test

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									
Mathematics				NOT APPLICABLE					

### 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	NOT APPLICABLE	
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.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
K									
1									
2									
3									
4									
5									
6	NOT APPLICABLE			NOT APPLICABLE			NOT APPLICABLE		
7									
8									
9									
10									
11									
12									

### California Physical Fitness Test Results

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 fitness standards (scoring in 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 at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfi/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	
7	NOT APPLICABLE
9	

## 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	NOT APPLICABLE		
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	NOT APPLICABLE			
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.

NOT APPLICABLE

### 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		
Participation Rate - English-Language Arts		
Participation Rate - Mathematics	NOT APPLICABLE	
Percent Proficient - English-Language Arts		
Percent Proficient - Mathematics		
API		
Graduation Rate		

### 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		
First Year of Program Improvement		
Year in Program Improvement	NOT APPLICABLE	
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

## X. School Completion and Postsecondary Preparation

### 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 comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)									
Graduation Rate				NOT APPLICABLE					

## Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students			
African American			
American Indian or Alaska Native			
Asian			
Filipino	NOT APPLICABLE		
Hispanic or Latino			
Pacific Islander			
White (not Hispanic)			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

## Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

NOT APPLICABLE

## Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	
Percent of pupils completing a CTE program and earning a high school diploma	NOT APPLICABLE
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

## Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	
Students Enrolled in Courses Required for UC/CSU Admission	NOT APPLICABLE
Graduates Who Completed All Courses Required for UC/CSU Admission	

## Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language	NOT APPLICABLE	
Mathematics		
Science		
Social Science		---
All courses		

## College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

NOT APPLICABLE

## SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test			
Average Verbal Score		NOT APPLICABLE	
Average Math Score			
Average Writing Score	---		

## XI. 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.

Instructional programs are custom designed based on the goals and objectives contained in each child's IEP. All ABC teachers have either a provisional internship permit, internship credential or Level 1 Educational Specialist teaching credential – moderate/severe.

### Professional Development

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

ABC teachers get additional training on ABA techniques and principles by attending in-house trainings conducted by the Chief Clinical Officer and Co-founder of ABC, Brenda Terzich-Garland. Dr. Joseph Morrow offers lectures on ABA as well. ABC teachers are encouraged to attend seminars, conferences, workshops and trainings. ABC has also hired an ABA trainer to conduct training sessions to aid in the teacher's knowledge of ABA principles.

### 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.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4	<i>310 instructional minutes Pre-K through 5<sup>th</sup> grades</i>	54,000
5		54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

### Continuation School Instructional Days

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

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10		180 days
11		180 days
12		180 days

### Minimum Days in School Year

The 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.

ABC School does not have shortened days scheduled for this year.