



# Hearst Elementary School

2006-2007 School Accountability Report Card • Pleasanton Unified School District  
Superintendent John M. Casey, Ed.D.

## Our School...

Hearst Elementary School  
Michael Kuhfal, Principal

5301 Case Avenue  
Pleasanton, CA 94566  
925-426-3772  
FAX 925-846-2841  
www.pleasanton.k12.ca.us

Grade levels served: K-5  
Total enrollment: 671

## Our Mission...

Our school is dedicated to the development of the whole child, providing a solid foundation that stimulates thought, wonder, and a life long passion for learning. Students, staff, parents, and the Pleasanton community share the responsibility of creating a positive environment that empowers all students to reach their fullest potential in all core academic areas as well as character development.

## Our Goals...

- Measurable and ongoing increases in student academic achievement
- A safe school climate that emphasizes mutual respect
- Ongoing partnerships with parents and the community
- A curriculum that meets students' individual talents and learning styles
- Technology integration

*This Report Card is intended to provide parents and the public with information about our school's programs, successes and areas in which improvement may be made. If you would like more information about specific areas of this report, please contact the school principal.*



## Welcome to our school

It is a privilege and honor to be the principal and educational leader of our Magnificent Monarch Community and recently named 2006 California Distinguished School. Our namesake, Phoebe Apperson Hearst, was a staunch supporter of education, service to the community, the early kindergarten movement, and co-founded the Parent-Teacher Association (PTA). When you step foot on our campus you will immediately feel our strong commitment towards children and the community in which they live. We are a community of learners in a positive and safe school culture.

Hearst Elementary School is now in our seventh year of operation with close to sixty-five staff members and almost 680 students in kindergarten through fifth grade. The enthusiasm of a new school is still ever present as we strive to refine and expand our current programs and establish our traditions. The school is located on the south side of Pleasanton and serves a diverse population of students.

Through ongoing grade level collaboration, our teachers have developed a program that exemplifies high academic standards, character education, and technology. The well-trained and experienced staff meets student needs through individualized and differentiated instruction. We analyze classroom data as well as state assessments and set goals to meet the needs of the whole child. Our school-wide TRIBES program promotes mutual respect and personal responsibility. Each month we focus on one of the District's Community of Character Traits: Responsibility, Compassion, Self-Discipline, Honesty, Respect, and Integrity. Technology is used as an instructional tool as well as an avenue for communication. Individual teacher web pages provide parents with access to grade level curriculum, standards, student work, and classroom information.

Parent and community involvement is vital to the success at Hearst. Through ongoing two-way communication with our weekly newsletter (Hearst Headlines) and teamwork, we are confident that Hearst will continue to grow and develop into an outstanding school that promotes academic and social-emotional growth for all students.

*Michael S. Kuhfal*

Michael Kuhfal, Principal

The District web site, [www.pleasanton.k12.ca.us](http://www.pleasanton.k12.ca.us) carries a wealth of information about the District, including the SARC for each of our schools. Your comments and suggestions regarding the SARC are more than welcome. Please contact us at 925-426-4349 or e-mail [jrallis@pleasanton.k12.ca.us](mailto:jrallis@pleasanton.k12.ca.us)

## A quality learning environment for success

Hearst School's instructional program is tailored to the needs of each child in alignment with the Pleasanton School District's adopted grade level standards. Teachers meet regularly within their grade level and across grade levels to discuss and plan for curriculum alignment with the standards. High expectations for learning and behavior are in place and shared with students and parents. Home/school communication is ongoing and parent input is encouraged. Parents are kept informed of their child's progress in school.

Students are encouraged to be responsible learners. Use of the agreements in the TRIBES program teaches responsibility and respect. Extra-curricular support programs are provided for at-risk students.

An effective school-wide discipline plan has been developed at Hearst to ensure a safe, calm and positive learning atmosphere for all. This plan is distributed annually to parents as part of the Parent-Student Handbook, and these expectations are discussed regularly with students in our classroom and at school-wide assemblies.

Discipline problems are minimal. However, when they occur, it is our philosophy to solve the problem causing the inappropriate behavior, involve the parent, and determine logical consequences. We also have a conflict management program. Over 150 third through fifth grade students are trained annually as Conflict Managers. They provide daily support to students on the playground. Our TRIBES program helps students accept responsibility for their actions and encourages positive interactions among students and staff.

## Parent and community involvement is valued

The success of Hearst students is directly related to the high degree of community support and parent involvement. This is evident through the high percentage of parent support in our classrooms, PTA, and School Site Council. Hearst Student Council sponsors a variety of activities that promote school spirit and community service. Due to our close proximity to Pleasanton Middle School, many elementary and middle school classroom partnerships have developed creating an opportunity for student mentoring and friendships. Everyone seems to benefit from these partnerships.

We also benefit from the Pleasanton Partnerships in Education, Pleasanton School Educational Enrichment, and Tri-Valley Business Council. These organizations provide volunteers, funding, materials, and special programs that

## Average class size and class size distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level.

Grade Level	Enrollment	Average Class Size	Number of Classrooms		
			1-20	21-32	33+
Kindergarten	99	19.8	5		
Grade 1	102	20.0	6		
Grade 2	102	20.0	5		
Grade 3	124	20.0	6		
Grade 4	129	33.0		1	3
Grade 5	115	33.0			3
<b>TOTAL</b>	671				

## Reducing class size

Class size reduction began in the Pleasanton Unified School District in the 1997-98 school year for primary grades. At present, 100% of our kindergarten, first, second, and third grades have a student teacher ratio of 20-to-1. Fourth and fifth grades have a student teacher ratio of 33-to-1.

benefit out students.

In our effort to prepare students for their future, we work with local organizations to introduce students to a variety of careers. These provide students with opportunity to learn, dream about, and find interest in some of the real world options that are available for their future. Some examples of our parent involvement are: Fall Carnival, Science Fair, Field Day, recycling programs, Spelling Bee, Red Ribbon Week, Enchanted Evening, Disco Bingo, and classroom volunteers to name a few.

We are fortunate to have many partners helping students achieve success in school. This supports our District Strategic Plan of student achievement, partnerships, and communication. To find out more about parent involvement at Hearst, please contact our PTA president Tina LaDue at (925) 426-3772.

# Improving school facilities

Phoebe Apperson Hearst Elementary School, the newest school in the Pleasanton Unified School District, opened for students in spring of 2001. This modern, aesthetically pleasing facility is designed to support exemplary teaching and student learning. We are proud that Hearst has been recognized for its Architectural and Educational Design excellence in the American School and University category by Architectural Portfolio in 2001. Bright and cheerful classrooms are equipped to meet the needs of teachers and students. Computer tables, a recessed TV and VCR/DVD cabinet, white marker boards and an alcove with cabinets and a teacher's work area complement typical classrooms. To improve our classrooms for the 21st century, we recently added an LCD projector, larger screen, and a digital presenter to all our 4th and 5th grade classrooms, technology lab, and Exploration room as part of phase one of a three phase Digital Classroom Project. The open space of the modern stylish library is filled with ample natural light, which makes this area an attractive and educationally stimulating environment for study. Students, teachers and parents have the advantage of a multipurpose room for indoor recreation. Acoustically treated to accommodate assemblies and meetings, the attractive room has seating for indoor eating and an adjacent food service area. Easily accessible from the multipurpose room is a sheltered outdoor plaza. Our playground includes a shade structure, benches, wall ball courts, tetherball courts, basketball courts, play structure, and bright green play equipment for students to play with and will soon have an outdoor classroom and school garden.

Hearst Elementary School was constructed with developer fees and state school building monies. This construction means our school facilities will provide the best environment for the education of our students and our quest for excellence in student achievement. At the direction of the Board, shade structures were added to minimize UV exposure to students and staff and to provide shade for the playground and eating areas. A complete schedule of construction is available from the Pleasanton Unified School District office at 4665 Bernal Avenue.

Hearst's school facility conditions are regularly inspected and evaluated for items such as gas leaks, mechanical systems, interior and exterior conditions, and fire safety. Hearst's school facility is in good repair in all conditions that are inspected and evaluated as required by the state. A list of these conditions can be requested at the District Office.

# Safety is a top priority

At Hearst, maintaining a safe and orderly environment in order to maximize student learning is a top priority. We have a site safety committee and have adopted plans for natural disaster and emergency situations, including action to be taken in the event of an intruder on campus, shelter in place, and/or bomb threats. This plan was updated and reviewed in September 2006 and discussed with the staff in October 2006. Our students receive training and practice in fire, earthquake, intruder, and shelter in place drills on a regular basis. Our before and after school drop-off and pick-up procedures are clearly communicated to students and parents, and are monitored daily by staff.

Classroom discipline plans reflect our school-wide TRIBES emphasis and includes recognition for appropriate behavior. The school discipline plan is shared with parents in the student handbook. Staff communicates with parents throughout the year regarding any concerns, as well as improvements. Discipline problems are minimal. In 2005-2006 there were 14 suspensions. In 2004-2005 there were 16 suspensions and in 2003-2004 there were 14 suspensions. We have had no expulsions in the last 7 years.

Programs are offered to help students and support them in taking responsibility and improving their conduct. For more detailed information on suspensions and expulsions visit our website [www.pleasanton.k12.ca.us](http://www.pleasanton.k12.ca.us). Select Board Policies, Students 5000, Regulations, 5150.

# Counseling and support services available for students

Instructional staff provide support to students through special programs such as reading, counseling, special education, library, vocal and instrumental music (strings and band), Gifted and Talented Education, English Learner, physical education, science, and computer education. We also have a half time counselor on campus, a part-time health clerk, and an EL aide. Pleasanton is one of the few school districts to offer counseling at every grade level. All elementary counselors do individual and group counseling along with parent education.

Hearst recognizes and celebrates individual differences and cultural diversity throughout our curriculum.

Our school-wide TRIBES and character traits programs are used both in and out of the classroom to develop positive attitudes, respect, and appreciation for one another. Our school counselor provides staff with research and lessons that support these programs. Students are recognized each month for displaying TRIBES and District Expected Behavior with Monarch Character Counts slips.

# How well our students perform Standardized Testing and Reporting (STAR) Program

## California Standards Test (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the

Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade, proficiency level and the percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

**For more detailed information on assessment results, visit [www.pleasanton.k12.ca.us](http://www.pleasanton.k12.ca.us). Select "assessment" or call our Director of Assessment at (925) 426-4349.**

## CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Hearst			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English Language Arts	68	77	80	70	76	75	36	40	42
Mathematics	84	85	85	64	66	67	34	38	40
Science	67	68	69	56	61	74	25	27	35

All Pleasanton Unified School District students receive a comprehensive, quality educational program. Test scores are only one of many quality indicators used to assess academic progress. Because standardized tests often measure only the most commonly tested skills rather than the complete understanding of skills, knowledge, and concepts, the scores alone do not provide a complete overview of the total curriculum or the richness and variety of the educational programs offered through the district.

## CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) for Spring of 2006.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts	DNA	DNA	89	DNA	59	DNA	79
Mathematics	DNA	DNA	94	DNA	59	DNA	84
Science	DNA	DNA	89	DNA	DNA	DNA	62

DNA - Data not available due to small sample size.

## CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) for Spring of 2006.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged	Students With Disabilities
English Language Arts	78	82	37	29	33
Mathematics	86	83	63	41	40
Science	69	68	DNA	DNA	DNA

DNA - Data not available due to small sample size.

## Norm-Referenced Test (NRT)

The State Board of Education adopted the California Achievement Test, Sixth Edition (CAT6) as the Norm Referenced Test (NRT), given only to third grade students, for reading and mathematics. The results are

reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding

results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

## CAT6 - All Students Results-2006

Data reported are the percent of students scoring at or above the 50th percentile for spring 2006.

Subject	Hearst			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	78	76	76	78	76	74	43	41	42
Mathematics	85	85	91	82	83	84	51	52	53

## CAT6 - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile for spring 2006.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	DNA	DNA	77	DNA	DNA	DNA	79
Mathematics	DNA	DNA	100	DNA	DNA	DNA	90

DNA - Data not available due to small sample size.

## CAT6 - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for spring 2006.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged	Students With Disabilities
Reading	76	75	DNA	DNA	33
Mathematics	93	90	DNA	DNA	73

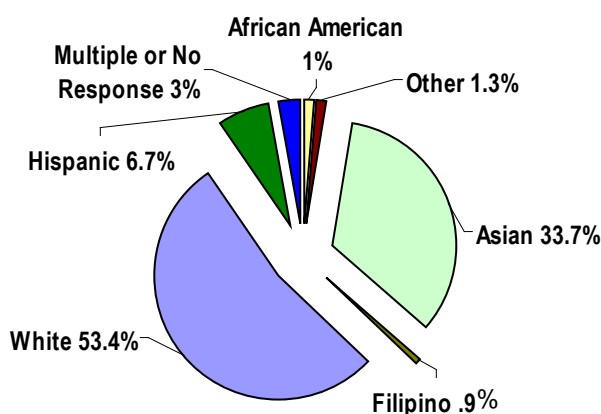
DNA - Data not available due to small sample size.

## California Physical Fitness Test (CFT)

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards for spring 2006). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Physical Fitness Tasks	Grade 5	District	State
	% in HFZ	% in HFZ	% in HFZ
Aerobic Capacity	74.8	86.6	60.2
Body Composition	85.2	80.9	67.4
Abdominal Strength	87.8	88.7	80.6
Trunk Extension Strength	99.1	96.4	88.2
Upper Body Strength	71.3	78.5	67.1
Flexibility	60.9	76.6	66.6

## Our diverse student body



# Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school scoring below 800 is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each

numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards. API score is reported for a subgroup only if this subgroup is numerically significant.

**Percent Tested:** All K-8 schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 for API.

**Statewide Rank:** Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to

ten (highest), according to the type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap> or by speaking with the school principal.

## Schoolwide API

API Base Data				API Growth Data			
	2003-04	2004-05	2005-06		2004	2005	2006
<b>Percent Tested</b>	100	100	100	<b>Percent Tested</b>	100	100	100
<b>API Base Score</b>	900	896	911	<b>API Growth Score</b>	906	911	916
<b>Growth Target</b>	A	A	A	<b>Actual Growth</b>	6	15	5
<b>Statewide Rank</b>	10	10	10				
<b>Similar Schools</b>	8	5	4				
<b>Subgroup: White</b>				<b>Subgroup: White</b>			
<b>API Base Score</b>	892	896	909	<b>API Growth Score</b>	905	909	906
<b>Growth Target</b>	A	A	A	<b>Actual Growth</b>	13	13	-3
<b>Subgroup: Asian</b>				<b>Subgroup: Asian</b>			
<b>API Base Score</b>	967	949	943	<b>API Growth Score</b>	959	943	971
<b>Growth Target</b>	A	A	A	<b>Actual Growth</b>	-8	-6	28

A - To stay above score of 800

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). For AYP all schools must test 95% of all students. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	Hearst 2005	District 2005	Hearst 2006	District 2006
<b>All Students</b>	Yes	Yes	Yes	Yes
<b>African American</b>	N/A	Yes	N/A	Yes
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A
<b>Asian</b>	Yes	Yes	Yes	Yes
<b>Filipino</b>	N/A	Yes	N/A	Yes
<b>Hispanic or Latino</b>	N/A	Yes	N/A	Yes
<b>Pacific Islander</b>	N/A	N/A	N/A	N/A
<b>White (not Hispanic)</b>	Yes	Yes	Yes	Yes
<b>Socioeconomically Disadvantaged</b>	N/A	Yes	N/A	Yes
<b>English Learners</b>	N/A	Yes	N/A	Yes
<b>Students with Disabilities</b>	N/A	Yes	N/A	Yes

# How the money is spent

## Expenditures (Fiscal Year 2004-2005)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

<b>School Site Expenditures per Pupil</b>	<b>Total</b>	\$7,110
	<b>From Restricted Sources</b>	\$1,685
	<b>From Unrestricted Sources</b>	\$5,425
<b>Expenditures per Pupil Unrestricted Sources</b>	<b>District</b>	\$5,556
	<b>State</b>	\$4,743
<b>Percent Difference Unrestricted Sources</b>	<b>School &amp; District</b>	-2.3%
	<b>School &amp; State</b>	14.4%

DNA = Data not available from the State.

# Salaries remain competitive

Pleasanton Unified School District annually compares district salary averages to the statewide averages provided by the California State Department of Education. The statewide base year for this comparison is 2005-2006. *Note: PUSD certificated teachers and administrators may purchase medical and dental coverage from their salary.*

<b>Average Teacher Salary</b>	<b>Hearst</b>	\$70,410
	<b>District</b>	\$74,594
	<b>State</b>	DNA
<b>Percent Difference Average Teacher Salary</b>	<b>School &amp; District</b>	-5.6%
	<b>School &amp; State</b>	DNA

DNA = Data not available from the State.

# Instructional minutes report

The state has established required instructional minutes at all grade levels and for particular subjects. Instructional minutes are an important measure because schools throughout California vary in the use of minimum days and staff development days.

Operating at the maximum of 180 instructional days for students, with six minimum days and one full day used for parent conferencing, all Pleasanton Unified School District schools meet or exceed the state requirement for instructional minutes. The following chart reflects Hearst's instructional minutes.

<b>Grade</b>	<b>Hearst</b>	<b>State Require.</b>
<b>Kinder.</b>	36,000	36,000
<b>1-3</b>	55,915	50,400
<b>4-5</b>	55,915	54,000

# Textbooks and materials are current

To ensure that students have up-to-date textbooks and other instructional materials, we periodically review the curriculum of each subject area. Districtwide review committees work to align courses of study with the state content standards and high quality instructional practices. Selected textbooks and materials match curricular objectives, state standards, and reflect the best educational research and instructional practices. Parent preview of new materials is part of the process. This year K-5 is piloting standards-based textbooks for Science.

In compliance with state law, our Board of Education holds a public hearing each year to certify that all students (grades k-12 in all subject areas) have sufficient state standards-aligned textbooks and instructional materials.

Staffed with a library assistant, the school library is open every day and is equipped with technology resources, books, and other materials to support the curriculum and provide opportunities for students to follow their interests beyond the classroom. In conjunction with the PUSD Library Plan and the district emphasis on literacy, we are continually upgrading library materials and expanding the collection. Library resources include a wide variety of fiction and nonfiction books and online reference sources such as the Grolier Online Encyclopedia, accessible not only in the library, but also from home. The library is automated and the materials catalog and other on-line resources are accessible through the internet at:

<http://www.pleasanton.k12.ca.us>

Select "Educational Services," then "library/media," then the school library web page.

# Maintaining a quality teaching staff

The Hearst staff strives to provide a standards-based, well-balanced instructional program to meet the needs of all students and are held accountable to state and district standards. All of our teachers hold the appropriate credentials and have up to 30 years of experience. Many of our staff members have been recognized for special achievements, including the Excellence in Education Award from Pleasanton Partners in Education. Our staff actively seeks, and successfully receives, grants from various organizations.

Grade level collaboration is a priority here at Hearst. Our grade level teams meet regularly to plan and develop a program that is unique to Hearst yet combines their experiences and practices from other schools in our district. This practice results in high teacher morale, a great sense of professional pride and improved student learning. This year Hearst School has a total of 35 credentialed teachers. All schools in California are in the process of identifying core academic teachers as compliant under the Federal No Child Left Behind (NCLB) Act. As of October 2006, all but one teacher (96.6%) at Hearst School have been identified NCLB compliant.

**Evaluating teachers-** We evaluate

teaching by setting annual goals based on the California Standards for the Teaching Profession, making regular classroom observations, monitoring performance, and providing feedback through reflective conversations. Teacher evaluations indicate that Hearst has a dynamic professional staff that is committed to helping students learn. As active learners themselves, our teachers readily share information and teaching strategies with each other.

**Improving skills-** To ensure the quality of instruction, our staff members participate in a variety of ongoing professional development opportunities. We consistently make improvements in our teaching by emphasizing student success, modeling high performance standards, and keeping ourselves on the cutting edge in curriculum, instruction, and assessment. New strategies are used to meet students' ever-changing and increasing educational needs. Once a month our teachers participate in a Professional Book Club.

The TriValley Teacher Induction Project welcomes new teachers to the profession with enhanced professional growth and development building upon their teacher preparation program. They engage in reflective conversations with

experienced teacher coaches and chart their progress through the continuum of skills, knowledge, and abilities aligned to the *California Standards for the Teaching Profession*.

## **Supporting English learners-**

The district is also making great strides in providing services to English learners. Through the hiring policy and training programs, opportunities for English learners to have equal access to the curriculum have increased. In each grade level in K-5 schools, and in middle and high school content areas, students benefit from authorized teachers who hold Cross-Cultural or Bilingual Language Academic Development certificates (CLAD or BCLAD), Language Development Specialists certificate (LDS), or a SB 1969 certificate.

**Hiring substitutes-** All substitute teachers have college degrees and have passed a qualifying examination administered by the State of California. When a teacher is absent from class, the class is taught by a credentialed substitute teacher. In unusual situations when a substitute is not available, the class is covered by administrative/credentialed support personnel.

## **PLANNING AHEAD:**

# **SCHOOL CALENDAR FOR 2007-2008**

Tuesday, August 28 .....	First Day of School for students
Monday, September 3 .....	Labor Day HOLIDAY
Thursday, November 1 .....	Minimum Day Schedules (1-5 ONLY)
Friday, November 2 .....	Staff Development Day (Students DO NOT attend school)
Monday, November 12 .....	Veterans' Day HOLIDAY
November 13, 14, 15, .....	K-5 Parent-Teacher Conferences; Minimum Days (1-5 ONLY)
Friday, November 16 .....	K-5 students DO NOT attend school, Parent Teacher Conferences
November 19-23.....	Thanksgiving Break: NO SCHOOL
Friday, December 21 .....	Minimum Day Schedules (1-8 ONLY)
December 24-January 4 .....	Winter Break: NO SCHOOL
Monday, January 21 .....	Martin Luther King, Jr. HOLIDAY
Monday, January 28 .....	Grades 6-12 ONLY: Teacher work day students DO NOT attend school
Monday, February 11 .....	Abraham Lincoln's Birthday HOLIDAY
Monday, February 18.....	Presidents' Day HOLIDAY
March 13-14 .....	Grades 1-5 ONLY: Minimum Day
March 21-28 .....	SPRING BREAK: NO SCHOOL
Monday, May 26 .....	Memorial Day HOLIDAY
Friday, June 13.....	Last Day of School (grades 1-8 minimum day)