



Phillip Magruder Middle School

2007-08 School Accountability Report Card Report (SARC)

Publication Year 2008-2009

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	Philip Magruder Middle	District Name	Torrance Unified
Street	4100 West 185th St.	Phone Number	310-972-6500
City, State, Zip	Torrance , CA 90504-4706	Web Site	www.tusd.org
Phone Number	310-533-4527	Superintendent	Dr. George Mannon
Principal	Michael Voigt	E-mail Address	superintendent@tusd.org
E-mail Address	mvoight@tusd.org	CDS Code	19-65060-6023170

Opportunities for Parental Involvement (School Year 2007-08)

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

Magruder offers many opportunities for parents to be involved. We strive toward enhancing our ability to work effectively with parents and provide a clear two-way communication between schools and family. We schedule parent education evenings for our ELD, Title I, and Special Education families. Each year, we have a successful Back-to-School Night and Open House where parents have an opportunity to meet the teachers and see various instructional programs. During these events we hold elections for our PTSA and School Site Council officers. The SSC is instrumental in developing a plan for our school and student success. We provide regular reports to parents on their child's progress through parent conferences, on-line grading, automated telephone call-out system and send reports to parents every five weeks. We encourage parents to confer with teachers on a regular basis using e-mail or during scheduled conferences. We also provide an At-Risk Parent Night and 8th Grade Parent Night. Parents are also active on our ELMAC, Music program, Drama program, and Adopt-a-School partnership. In addition, parents are asked to be a partner with the school in the learning process for the student by volunteering in the classroom.

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

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

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	247
Grade 7	290
Grade 8	277
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	814

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.

Group	Percent of Total Enrollment
African American	6.39 %
American Indian or Alaska Native	0.98 %
Asian	21.13 %
Filipino	3.56 %
Hispanic or Latino	28.99 %
Pacific Islander	1.35 %
White (not Hispanic)	29.98 %
Multiple or No Response	7.62 %
Socioeconomically Disadvantaged	29 %
English Learners	13 %
Students with Disabilities	9 %

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	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	32.8	2	10	18	30.9	2	17	12	24.3	12	17	7
Mathematics	32.7		15	11	30.3		17	10	31.0		14	10
Science	34.2		6	19	32.7		11	16	31.1		17	9
Social Science	35.2		6	20	32.8		10	19	31.3		16	11

III. School Climate

School Safety Plan (School Year 2007-08)

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

The Comprehensive School Safety Plan for this site was last reviewed/updated in September, 2008, and was discussed with the staff in September, 2008. The key elements of the Comprehensive School Safety Plan, as required by Education Code Section 35294.2, are:

- ✓ Assessment of current status of school crime.
- ✓ Child abuse reporting procedures.
- ✓ Disaster procedures, routines, and emergency.
- ✓ Policies related to suspension, expulsion or mandatory expulsion and other school-designated serious acts that would lead to suspension, or expulsion.
- ✓ Notification to teachers of the contents included in the plan.
- ✓ A sexual harassment policy.
- ✓ The provisions of any school-wide dress code.
- ✓ Safe ingress and egress of pupils, parents and school employees to and from school.
- ✓ Rules and procedures to update the plan and review for compliance.
- ✓ A public meeting is held at each school to approve the plan.

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	28.5	17.5	14.4	8.8	10.2	5.6
Expulsions	0.5	0.0	0.2	0.2	0.2	0.2

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.

Opened in 1959 as an elementary school, Magruder became the first Torrance middle school in 1969. Magruder has 36 classrooms. The classroom space, office, cafeteria, and restroom facilities are adequate to support our instructional programs. The school has a "Media Center" with an updated library collection. We also have an Academic Center, instrumental music room, and a steel drum music room. During the summer of 2005, one aging wing was replaced by new classrooms; during the summer of 2007 two additional wings were replaced. In 2008, using a Physical Education grant, a new fitness center was purchased and installed in one of the existing classrooms. We have also added two new computer labs, four full science labs.

School grounds are supervised by campus aides, security, and teachers during school hours. Magruder pupils are proud of this campus. When we discover graffiti, we work to remove it immediately and/or call the District painters for assistance to repaint that portion of the building/s. We have continued to plant flowering plants in areas around the school, and have repainted our front wrought iron fence. Mosaics created by many graduating classes are mounted on walls in the main hallway.

There is a telephone/intercom system throughout the school, and emergency drills are routinely held for sheltering-in-place, fire, and earthquake preparedness. Currently there are no emergency repairs needed on campus. In 2008, two bond measures were passed. Funding from these bonds will update electrical needs, replace an aging covered walkway, and provide the means to renovate classrooms.

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. The most recent inspection date was 12/19/08.

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		Missing ceiling tiles, chipped paint, worn floor tiles
Hazardous Materials (interior and exterior)	X			
Structural Damage		X		Extensive wood rot , termite damage and rust
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		Field has holes and is uneven
Roofs				
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			X	

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	31	33	33	1103
Without Full Credential	4	3	1	33
Teaching Outside Subject Area of Competence	1	1	1	26

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	N/A	0	0
Total Teacher Misassignments	N/A	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

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	98.2	1.8
High-Poverty Schools in District		
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	6.0	135
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		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	Adopted from Most Recent List of Standards-Based Material Adopted by the SBE	Consistent with the Content and Cycles of the SBE Adopted Curriculum
Reading/ Language Arts	Literature and Language Arts, Holt Reinhart and Winston 2003 (Adopted 2004)	0%	Yes	Yes
Mathematics	Grade 6: Concepts and Skills, McDougal Little 2001; Grade 7: Pre-Algebra California Edition, Prentice Hall 2001; Grade 8: Algebra 1 California Edition, Prentice Hall 2001(Adopted 2001)	0%	Yes	Yes
Science	Grade 6: Holt Earth Science; Grade 7: Holt Life Science; Grade 8: Holt Physical Science, Holt Rinehart and Winston 2007(Adopted 2008)	0%	Yes	Yes
History- Social Science	Discovering Our Past, Glencoe/McGraw-Hill 2006 Grade 6: Ancient Civilizations, Grade 7:Medieval and Early Modern Times, Grade 8: The American Journey to World War I (Adopted 2007)	0%	Yes	Yes
Foreign Language	En Espanol: Level 1, McDougal Little 2000	0%	Yes	Yes
Health	Teen Health, Glencoe/McGraw-Hill 1996 (Adopted 2003)	0%	Yes	Yes

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 Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4856.00	\$753.00	\$4103.00	\$55983.00
District	N/A	N/A	\$4870.00	\$60725.00
Percent Difference – School Site and District	N/A	N/A	-16%	-8%
State	N/A	N/A	\$5300.00	\$65008.00
Percent Difference – School Site and State	N/A	N/A	-23%	-14%

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.

Beginning Teacher Support and Assessment (BTSA) is a *state* program to assist districts in providing support and assistance to new teachers.

Economic Impact Aid/Limited English Proficient (EIA/LEP) is a *state* categorical program. These supplemental funds are used, kindergarten through grade twelve, to support additional programs and services for English Learners (ELs).

English Language Acquisition Program (ELAP) is a *state* funded categorical program designed to provide supplemental support to English Learners in grades four through eight.

Gifted and Talented Education (GATE) is a *state* program that encourages gifted and talented students to strive for excellence.

Peer Assistance and Review (PAR) is a *state* categorical program. Funding is available for professional development activities to assist experienced teachers who need help developing their subject matter knowledge, teaching strategies, or both.

School Library Improvement Block Grant (SLIBG) is a *state* categorical block grant. It is designed for kindergarten through grade twelve to improve instruction and services, including library resources to improve academic achievement according to plans developed by School Site Councils.

School Safety and Violence Prevention Act is a *state* categorical program. The intent is to establish programs and strategies that promote school safety and emphasize violence prevention among children and youth in public schools. Funds may be used for conflict resolution, personnel and training, communication devices, safety infrastructure, law enforcement collaboration, and other violence prevention purposes.

Supplemental Counseling Grant State grant to provide intervention counseling (grades seven through twelve).

Tobacco-Use Prevention Education (TUPE) for grades four through eight is a *state* categorical program. Funds are earmarked for health education efforts aimed at the prevention and reduction of tobacco use.

Title I, Part A, Basic Grant is a *federal* categorical program. Its purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach minimum proficiency on the state content standards and assessments. The intent of the funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools.

Title II, Part A, Teacher Quality is a *federal* categorical program to train and ensure that all teachers and principals meet the No Child Left Behind, Highly Qualified Teacher definition.

Title II, Part D, Enhancing Education Through Technology (Formula) provides *federal* fiscal year formula funding to assist districts to improve student achievement through the use of technology in elementary and secondary schools. The funding supports ongoing, sustained, and intensive, high-quality professional development to integrate advanced technologies into curricula and instruction.

Title III LEP Students provides *federal* formula subgrants are made available to eligible districts to provide supplementary programs and services to limited-English-proficient (LEP) students (known as English learners in California).

Title III Immigrant Education provides *federal* funds to eligible districts to provide supplementary programs and services to eligible immigrant students. The purpose of the program is to assist these students to achieve grade-level and graduation standards.

Title IV, Part A, Safe & Drug-Free Schools & Communities (S&DFSC) is a *federal* categorical program. It provides funding to develop, implement, and evaluate comprehensive drug/alcohol, tobacco, and violence prevention programs and activities, which are consistent with the principles of effectiveness and that are coordinated with school and community-based program services.

Title V, Part A, Innovative Strategies is a federal categorical program. It is designed to increase student academic achievement and support local educational reform consistent with statewide efforts.

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	\$40076	\$40721
Mid-Range Teacher Salary	\$68563	\$65190
Highest Teacher Salary	\$79683	\$84151
Average Principal Salary (Elementary)	\$95392	\$104476
Average Principal Salary (Middle)	\$95611	\$108527
Average Principal Salary (High)	\$110246	\$119210
Superintendent Salary	\$214512	\$210769
Percent of Budget for Teacher Salaries	39.6 %	39.9 %
Percent of Budget for Administrative Salaries	4.3 %	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	50	57	57	61	62	64	42	43	46
Mathematics	39	44	50	54	53	55	40	40	43
Science	47	61	74	52	55	65	35	38	46
History-Social Science	47	54	62	47	47	52	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	60	26	75	75
American Indian or Alaska Native	64	45	*	*
Asian	65	69	76	75
Filipino	70	67	*	*
Hispanic or Latino	51	44	68	55
Pacific Islander	38	38	*	*
White (not Hispanic)	58	47	79	58
Male	50	50	73	58
Female	66	49	76	67
Economically Disadvantaged	47	39	74	
English Learners	16	35	45	36
Students with Disabilities	19	19	28	
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	*
7	40.7
9	*

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	7	7	8
Similar Schools	3	4	7

"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" 6023170

"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	16	36	14	819
African American				
American Indian or Alaska Native				
Asian	1	31	8	874
Filipino				
Hispanic or Latino	33	46	27	799
Pacific Islander				
White (not Hispanic)	16	35	2	811
Socioeconomically Disadvantaged	37	43	11	775
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	Yes
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate – Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	Yes	Yes
Percent Proficient – Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	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.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI. 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 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)				0.2	0.3	0.6	3.1	3.5	4.4
Graduation Rate				99.3	99.3	97.7	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.

Professional development at Magruder is on-going. Professional Learning Committees have been developed to offer opportunities for regular student intervention discussions as well as staff training. In addition, teachers have been participating in and implementing a school-wide program, focusing on student self assessment, self-directed learning, note taking and goal setting in order to improve individual performance. The staff also utilizes learning styles, thematic units of study, and a school-wide emphasis on literacy, technology, mathematics and integration of the Internet throughout the curriculum. Teachers at Magruder take full advantage of the District provided professional development workshops, as well as seeking out additional conferences and workshops to provide support for the students.