


jennings experiential 
high school

Annual Report 2005-2006

**Produced by Designs for Learning &
Jennings Experiential High School
1919 University Avenue West
St. Paul, Minnesota 55104
<http://www.jehs.org>**

School Essentials

Jennings Experiential High School, Minnesota Independent School District #4031, has completed eight years as an independent charter school, and is pleased to present this annual report. At JEHS we strongly believe learning should take place within real-world, meaningful contexts, for students learn best through experience. This is accomplished at JEHS by providing students with rich project-based environments that allow them to explore their community first-hand; through extensive field learning experiences, community service projects, and investigation of real-world problems. Learning is exciting and critical to all students' lives and at JEHS we are committed to helping young people rediscover their innate passion for learning.

In the spring of 2005, JEHS leadership reviewed the school's experience over its seven years of operations, and decided to reduce the enrollment in the program, and organize the learning experience more thoroughly around field experiences, on international trips. JEHS obtained approval from the Minnesota Department of Education for its unique calendar, which included just 51 days on-site (7¼ - hour days, four days a week), and 75 trip days (10-hour days, seven days a week). The school year ran from September 12, 2005 through April 20, 2006.

Students were on-site through mid-October and then, after a break-in trip to northern Minnesota, spent five weeks learning in living in the rain forests of Costa Rica. On-site work prior to moving to the rural "Costa Rican classroom" involved learning Spanish, history, geography and culture of Central America, and about the plants and animals they would see there. In Costa Rica, they spent five weeks working on local community development projects, staying with rural families, sometimes milking cows or picking oranges. Students learned about the rain forest by living in a rain forest, and learned about ocean biology by working with sea turtle researchers to release endangered turtles into the sea.

Returning from Costa Rica just before Thanksgiving, students were off for one week, then returned for the first week of December, to reflect on their experiences away from home and to wrap up projects. After this, school was out from the second week of December through the third week of January.

In the second half of the year, our students learned and lived in Ghana, West Africa, for nearly six weeks. As with the fall trip, the trip to Ghana was preceded by five weeks on-site, which students spent learning about the culture, history and biology of West Africa, refurbishing used computers to take to Ghana, and planning learning projects. After arriving in Ghana, students installed the used computers, and trained local teachers and students in their use. They installed a photovoltaic system and a wind generator in villages, taught people how to use solar cookers, and helped young women develop and start micro-businesses. During this time they lived with local Africans, conducted academic research, tested water and soil and much, much more.

Student enrollment in 2005-06 school was relatively stable with approximately 39 students enrolled consistently throughout the year. We had no turnover in instructional staff, and staff continued to develop experiential based curriculum tying state academic goals to trip-based curriculum.

The Transformational Action Committee continued to meet during the year, and articulated Transformational goals for 2006-07, which remained consistent with those outlined for the 2005-06 school year.

The body of this report follows the Commissioner's Required Data Elements for Charter School Annual Reports:

- 1. School mission statement**
- 2. Sponsor Information**
- 3. Governance**
- 4. Teaching staff information**
- 5. Program successes and best practices**
- 6. Program challenges**
- 7. Accountability data from reporting school year**
- 8. Other school accountability measures**
- 9. All academic goals for the upcoming year and what state or nationally norm-referenced tests will be used for measurement**
- 10. Other student/school goals for the upcoming school year**
- 11. Please include a copy of the state report card for your school**

1. School mission statement

The Jennings Experiential High School mission statement (revised during 2005-06) is: *To provide excellent, travel based learning experiences for Minnesota high school students, including those who might not otherwise have the chance, due to limited access to opportunity and/or economic factors. Through powerful real-world activities, students will enhance their knowledge base; increase academic success; gain understanding of global issues through cultural immersion; and strengthen personal confidence and interpersonal skills*

2. Sponsor Information

Jennings Experiential High School's sponsor is Pillsbury United Communities. 2005-06 was the second year of our three-year contract with PUC; the sponsor is beginning its review of the program this summer (2006), to inform its decision about sponsorship renewal in the spring of 2007. Sponsor contact is Chanda Smith (email smithc@puc-mn.org; 612-302-3421).

3. Governance

Board members for 2005-06 were:

Wayne Jennings, chair (staff)
Ellie Elmquist, secretary (staff)
Rae Couch, treasurer (parent)
Jeff Holte (staff)
Josh Larson (staff)
Mitch McDonald (community member)
Elizabeth Thompson (student member)

Bylaws call for two year overlapping terms with half the board. Board members Couch, Larson, Elmquist and McDonald were elected in fall, 2005. Student member Thompson was elected to replace the graduating senior.

4. Teaching staff information

There was no new instructional staff throughout the 2005-06 school year. JEHS returning staff were as follows:

- Jonathan Blasig, tutor
- Ellie Elmquist, Teacher (file folder #999103)
- Joshua Larson, Special Education Teacher (file folder #410931)
- Jeff Holte, Director, Teacher (file folder #255305)

5. Program successes and best practices

The JEHS program has changed the lives of its students by giving them increased confidence in themselves as people and citizens. We identify successes from the 2005-06 school year in four areas: increased scores on our Transformational Outcomes; positive results on the student survey, completed by students at the conclusion of the school year; high attendance rate; and improved functioning of the special education program.

1. Increased scores in the Transformational Outcomes. JEHS retained the goal of every student becoming a Productive Worker, Responsible Citizen and Healthy Individual; details regarding ratings of students in these areas are included below under *Accountability data from reporting school year*. Improved student ratings on these outcomes are reflective of the school's successes in changing students' lives. Here are some highlights:

Productive Worker

- All students except 1 earned all 6 credits each semester
- Attendance at 97% shows student seriousness towards the program

Responsible Citizen

- Traveled to two developing countries as responsible team members
- Stayed with rural farm families in Costa Rica without complaints
- Participated in a wide variety of service projects that really made a difference to others and to themselves.
- Solar project in small village in Ghana that people has no electricity. Students installed a solar system to charge the car batteries residents use to operate radios. Before this project residents paddled batteries by canoe 3-4 hours to nearest town for charging.
- Students built a wind generator and installed lights in a very rural, poor school in Ghana with no electricity. Students can now read books each night at school.
- Students gathered and repaired 32 computers for use in 3 schools and libraries in rural Ghana. Students installed computers and conducted training sessions for local African citizens
- Students gathered in Minnesota and delivered to schools and libraries approximately 1000 books for children in rural Africa. JEHS students also read to students and taught classes in several rural schools in Ghana. In addition, JEHS students brought donated equipment for several rural schools in Ghana to participate in a pinhole camera project including a homemade dark room. Outstanding results were achieved.

- Students worked on a wide variety of community environmental projects in a rural village in Costa Rica. This including community center landscaping, road building, school building improvements, erosion control projects, and more.
- JEHS students gathered a wide variety of tools for a rural high school in Ghana and presented the tools to them. This school was also our sister school to JEHS as our students have been pen pals with their students during the year.
- JEHS students built an entire solar boat from scratch and participated in the Minnesota Solar Boat Race. JEHS took second place overall.

Healthy Individual

- Transformational outcome scores went up.
- Students practiced excellent eating habits. Two overweight students lost about 30 pounds each. Junk food was largely eliminated from their diets in foreign countries.
- Students hiked/walked more than 100km in mountainous rainforest areas over the five weeks in Costa Rica.

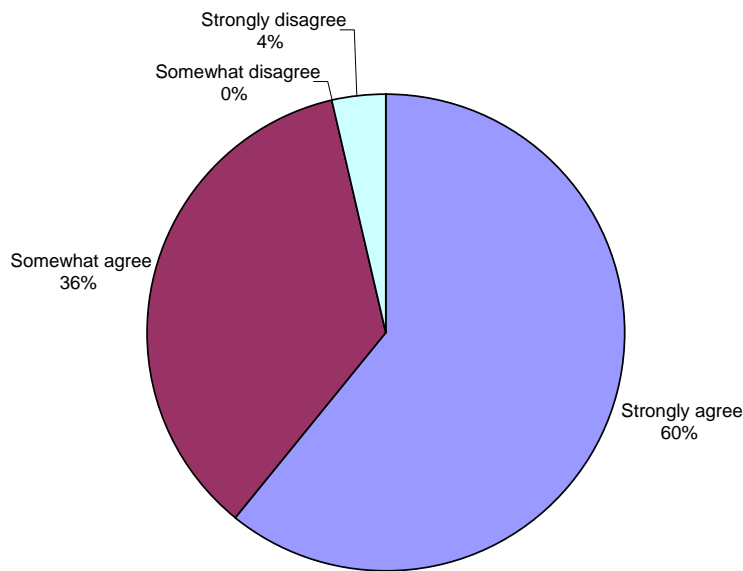
2. Survey results. Here are some highlights of results from the spring 2006 student survey.

13. Do you think you learned as much this year at JEHS as you would have in another high school you may have gone to?

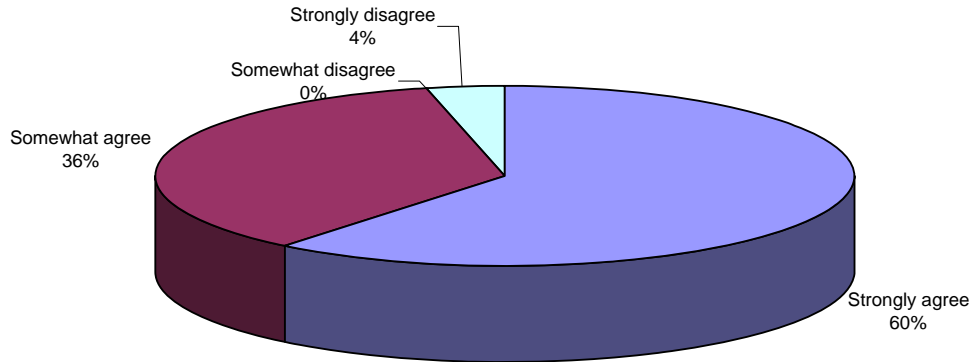
Yes 89%

No 11%

What I Learned at JEHS is Useful



I Feel Cared About at School and am Listened To



How important are service projects to the program at JEHS?

a. Not important	0%
b. Mildly important	0%
c. Somewhat important	28%
d. Very important	72%

What were your major favorite field trips this year?

e. Costa Rica	52%
f. Ghana	48%

What were your favorite types of service projects?

Circle top 2 choices only

- | | |
|---|------------|
| g. Hands on projects such as building things (wind, brick outhouse, solar, painting rooms, etc.) | 48% |
| h. Projects where you serve people such as helping in a homeless shelter, etc. | 13% |
| i. Technology related projects such as bringing computers to Ghana, training people to use them, etc. | 27% |
| j. Paperwork projects such as stuffing envelopes for non-profit organizations, etc. | 7% |
| k. Organizing/lifting/sorting kinds of project such as unpacking things at Goodwill, etc. | 4% |

Work program

School activities, other than trips, that are the most interesting to me include:

Circle top 2 choices only

- | | |
|---|-----|
| 1. Work program | 28% |
| 2. Learning activities in the community | 33% |
| 3. Internship | 13% |
| 4. Regular subject area classes | 13% |
| 5. Online courses | 13% |

3. Attendance. From September 12, 2005 through April 20, 2006, JEHS conducted 1119.75 total hours of school. Our 51 days on-site and 75 field experience days were the equivalent in hours of 172 standard (6½-hour) days. Most students who enrolled in the program in the fall remained throughout the year – four students left, three left due to disciplinary issues and one moved away from the area. These four were replaced from the waiting list between fall and spring term. Percent-of-attendance overall was 96%. Steady increases in percent-of-attendance over the past three years shows that the program has been successful in engaging students, many of whom have a long record of poor attendance and a low level of engagement in education.

4. Special Education program. Finally, staff noted that the special education program worked better than ever during 2005-06. The experiential nature of learning provided an atmosphere that enhanced the nature of learning as outlined in the student IEPs. Transition goals, an important aspect of high school IEPs, were well served with the trips, community exposure to people, and community service opportunities. Parents of special education students were especially pleased with their child’s integration into trip activities. The special education director felt that the program benefited special education students.

6. Program challenges

The limited enrollment meant a very tight budget and a staff limited in subject area coverage. The budget problem occurred primarily because of the costs of overseas student travel. Costs were carefully controlled by arranging low cost meals and lodging, soliciting low cost airline tickets, leasing new and less space for the school, reducing contracting services and the dedication of staff. The budget year ended with a small balance of about \$1,000 (unaudited). Subject matter coverage was managed through contracting for special education service, employing a college graduate with a major in physics and math, working with experts in the foreign countries such as environmental scientists, cultural and history experts. T

7. Accountability data from reporting school year

The 2005-06 Student goals and measures were as follows:

Reading goal: All students will improve reading skills across the curriculum. Indicators:

- Student skills in reading improve as demonstrated on the Northwest Education Association’s Measures of Academic Progress: on average JEHS students at least keep up with the norming group based a year to year comparison.
- The proportion of JEHS students who pass the Reading BST will match or exceed the passing percentages of St. Paul Schools 9th – 12th grade students tested at ALC.

- JEHS Grade 10 MCA Reading test results will match or exceed St. Paul Schools' results at ALC.

Math goal: All students will improve mathematics skills across the curriculum.

Indicators:

- Student skills in math improve as demonstrated on NWEA's Measures of Academic Progress: on average JEHS students at least keep up with the norming group as evidenced by a year to year comparison.
- The proportion of JEHS students who pass the Math BST will match or exceed the passing percentages of St. Paul Schools 9th – 12th grade students tested at ALC.
- JEHS Grade 11 MCA Math test results will match or exceed St. Paul Schools' results at ALC.
- Credits earned: students who are taking math will earn one credit per year as required of high school students in Minnesota.

In this section we look first at the Reading goal and results from 2005-2006, then at the Math goal and results.

On the Reading goal, the first measure was progress on NWEA's Measures of Academic Progress (MAP) test. The desired performance indicator was: *on average JEHS students at least keep up with the norming group based a year to year comparison.*

The Northwest Evaluation Association's Measures of Academic Progress (MAP) provides a series of computer-adaptive tests that measure students' general knowledge in reading, language usage, and mathematics. In a computerized adaptive test, the difficulty of the test is continually adjusted to the student's performance, meaning the difficulty of each question is based on how well the student has answered the questions up to that point. Unlike other norm-referenced tests, this allows every student to work with material at their actual level of ability. For Minnesota, NWEA provides MAP tests that are aligned with the state academic standards.

JEHS administered the MAP test once during the school year, in December. Twenty-two students took the Reading test. With numbers this small, it doesn't make sense to split the results out by grade. Of the 22 students tested, the median RIT score was 228. RIT scale is the scoring scale employed by NWEA to score these tests; it is a continuous scale for grades 2-10. For a 10th grader taking the Reading MAP during the winter term, a RIT score of 228 translates to a percentile rank of 52%.

Of the 22 students tested, nine had also taken the Reading MAP at JEHS the previous spring. Of these nine students, five improved their scores from Spring 2005 to December 2005; three declined, and one remained the same.

On the Reading goal, the second measure of progress was based on JEHS students' performance on the BST. The desired performance indicator was: *The proportion of JEHS students who pass the Reading BST will match or exceed the passing percentages of St. Paul Schools 9th – 12th grade students tested at ALC.* The following table summarizes JEHS's results on the BST, over the past four years.

Year	# of JEHS students tested	JEHS – % passing	% passing – SPPS ALC’s	% passing – SPPS students, gr 9-12
2003 ¹	21	62% (13 of 21)	-	37%
2004	11	45% (5 of 11)	21% (66 of 311) ²	32%
2005	10	60% (6 of 10)	37% (81 of 218)	50%
2006	5	40% (2 of 5)		

[seeking SPPS comparison data – BST results not reported by MDE anymore, evaluator is attempted to obtain from SPPS]

The third measure on the Reading goal was based on JEHS students’ performance on the Minnesota Comprehensive Assessments (desired performance indicator: *JEHS Grade 10 MCA Reading test results will match or exceed St. Paul Schools’ results at ALC*). However, MCA results are not available at this point (mid-July), so we are unable to report on this measure at this time.

On the Mathematics goal as with the Reading goal, the first measure was progress on NWEA’s Measures of Academic Progress (MAP) test. The desired performance indicator was: *on average JEHS students at least keep up with the norming group based a year to year comparison*.

JEHS administered the MAP test once during the school year, in December. Nineteen students took the Mathematics test. With numbers this small, it doesn’t make sense to split the results out by grade. Of the 19 students tested, the median RIT score was 229. RIT scale is the scoring scale employed by NWEA to score these tests; it is a continuous scale for grades 2-10. For a 10th grader taking the Mathematics MAP during the winter term, a RIT score of 229 translates to a percentile rank of 26%.

Of the 19 students tested, six had also taken the Reading MAP at JEHS the previous spring. Of these six students, four improved their scores from Spring 2005 to December 2005; one declined, and one remained the same.

Also on the Mathematics goal, the second measure of progress was based on JEHS students’ performance on the BST. The desired performance indicator was: *The proportion of JEHS students who pass the Mathematics BST will match or exceed the passing percentages of St. Paul Schools 9th – 12th grade students tested at ALC*. The following table summarizes JEHS’s results on the BST, over the past four years.

Year	# of JEHS students tested	% passing – JEHS	% passing – SPPS ALCs	% passing – SPPS students, gr 9-12
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¹ The figure for 2003 includes the July 2003 Reading BST in which five JEHS students took test, and one passed.

² This figure includes scores from the following ALC schools, as provided on the Minnesota Department of Education website: Community, Hubbs, Evening High School, LEAP and Unidale (other ALC’s had insufficient numbers of students for their MCA data to be reported publicly).

Year	# of JEHS students tested	% passing – JEHS	% passing – SPPS ALCs	% passing – SPPS students, gr 9-12
2003 ³	37	32% (12 of 37)	*	27%
2004	25	40% (10 of 25)	17% (64 of 387) ⁴	19%
2005	22	23% (5 of 22)	19% (53 of 281)	26%
2006	12	58% (7 of 12)		

[as noted above, trying to obtain SPPS comparison results for 05]

The third measure on the Mathematics goal was based on JEHS students' performance on the Minnesota Comprehensive Assessments (desired performance indicator: *JEHS Grade 11 MCA Mathematics test results will match or exceed St. Paul Schools' results at ALC*). However, MCA results are not available at this point (mid-July), so we are unable to report on this measure at this time.

The fourth measure on the Mathematics goal was based on credits earned by JEHS students. The desired performance indicator was: *students who are taking math will earn one credit per year as required of high school students in Minnesota*.

High school students must earn at least six credits in math in order to graduate from High School in the state of Minnesota. As such, JEHS expects students to earn two math credits a school year towards this requirement. In order to assess our students' progress in math, we analyzed the number of students enrolled in math at each grade level and the percentage of those students earning the expected number of math credits. [evaluator to review 05-06 transcripts then fill this in]

Grade Level	Students Enrolled in Math, 04-05	# of students earning 2 credits, 04-05	Students Enrolled in Math, 05-06	# of students earning 2 credits, 05-06
9 th Grade	10	1		
10 th Grade	22	4		
11 th Grade	22	6		
12 th Grade	25	10		

2005 -06 School Goals

JEHS staff and leadership retained the non-academic goals identified last year. These goals provided that:

- Each student is becoming a productive worker
- Each student is becoming a responsible citizen
- Each student is becoming a healthy individual
- JEHS attendance rate will continue to increase during 2005-06

³ 2003 results include eleven JEHS students who took the Math BST in July 2003; five passed.

⁴ This figure includes information from the following ALC schools as provided on the Minnesota Department of Education website: Unidale, Community High School, Hubbs, Evening High School and LEAP.

The Transformational Outcomes and Level of Experience rating sheet, as developed by JEHS Staff and the Transformational Action Committee, defines a Productive Worker, Responsible Citizen and Creative and Healthy Individual and is used to review each student's performance with regard to each transformational outcome. We report on the three Transformational Outcomes, followed by the Attendance goal.

At JEHS, a Productive Worker is defined as someone who:

- Works well independently
- Works well in a team
- Handles assignments and meeting commitments
- Solves problems creatively
- Deals with reality
- Organizes resources to get a job done
- Manages time
- Reacts to change
- Strives to improve
- Uses technology
- Makes ethical decisions

At JEHS, a Responsible Citizen is defined as someone who:

- Understands the local community
- Understands the global community
- Participates in community activities
- Helps others in the community
- Opens to new and different ideas
- Understands the needs of others
- Demonstrates appropriate behavior in school and in public
- Appreciates, invites and includes others

At JEHS, A Creative and Healthy Individual is defined as someone who:

- Innovates and creates new approaches to problems
- Uses free time appropriately and creatively
- Originates actions and tasks reasonable risks
- Uses arts for appreciation, communication and learning
- Lives a physically and mentally healthy lifestyle.

JEHS core teaching staff reviewed each student as a group twice during the year, and came to consensus on a rating for each student in the three goal areas. The ratings were on a five-point scale, with one meaning "not so good," three meaning "fair," and five meaning "doing great."

During the JEHS staff's review, they identified three areas of strength (from the qualities of productive workers, responsible citizens, and creative and healthy individual as noted above), and two areas to work on for each student. During parent-student-advisor conferences, each student's advisor reviewed the rating sheets with the student and his/her parents. We have found this to be a powerful experience, useful for reflection and goal-setting. When the rating system is explained to parents, they understand the importance of the qualities that make a person a

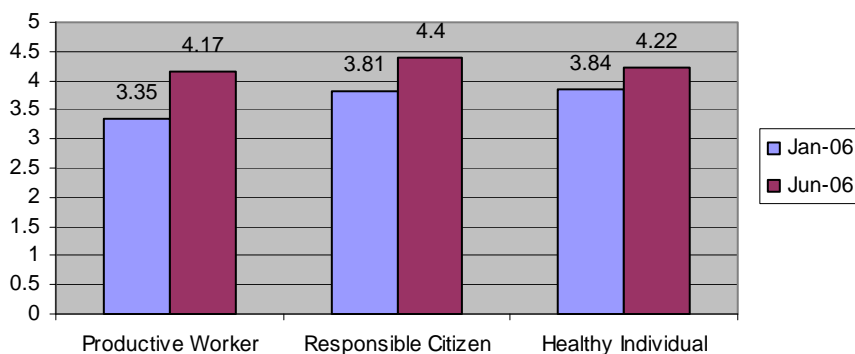
productive worker and a responsible citizen. Staff also found the review process a powerful way to gain a more in-depth understanding of their students' strengths and needs.

The chart below summarizes results for winter (January 2005) and spring (June 2005) ratings.

JEHS Student Ratings on Transformational Outcomes, 2005-2006 – All students

	Outcome: Productive Worker		Outcome: Responsible Citizen		Outcome: Healthy Individual	
Ratings	Number of Students		Number of Students		Number of Students	
	Jan 2006	June 2006	Jan 2006	June 2006	Jan 2006	June 2006
Average rating	3.35	4.17	3.81	4.4	3.84	4.22

Transformational Outcome Score - change from end of 1st semester to end of school year

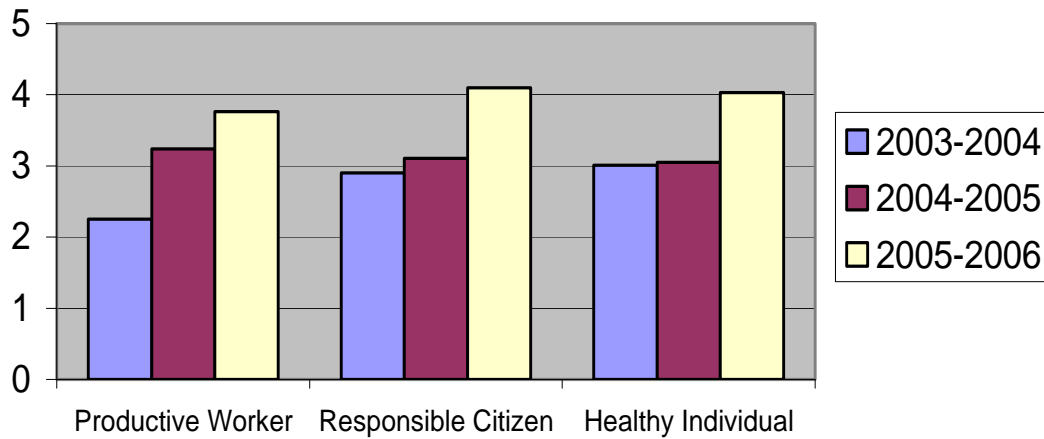


The results for the Transformational Outcomes show a significant increase during the school year. The Productive Worker scores show a 6% increase. The Responsible Citizen scores show a 6% increase. The Healthy Individual scores show a 5% increase. This is a very positive result for staff, students, and parents.

Transformational Outcomes Student Progress, Comparing 2003-2004 through 2005-2006

	Productive Worker			Responsible Citizen			Healthy Individual		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Ave. Rating for the year	2.25	3.24	3.76	2.9	3.11	4.1	3.01	3.05	4.03

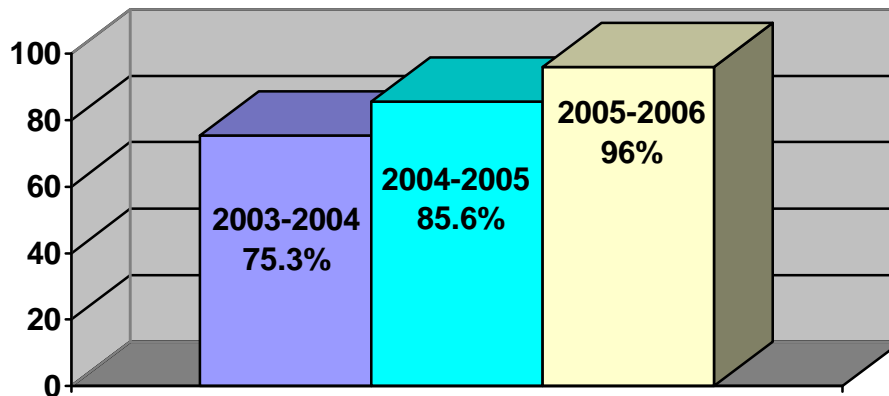
Transformational Outcomes Over 3 Years



An increase was achieved in all Transformational areas from the 2003-2004 school year to this year. We feel this improvement is a result of changes in the program that have addressed these issues.

Finally, the fourth School Goal called for a continued increase in attendance rate at JEHS during 2005-06. The attendance chart below illustrates the continuous increase in attendance over the past 3 years at Jennings Experiential High School. Overall percent-of-attendance increased approximately 10% from 2003-04 to 2004-05, and 10% again from 2004-05 to the 2005-06 school year.

Percent of Attendance Over Past 3 Years



- 8. Other school accountability measures**—Please describe the parent involvement and satisfaction levels and the community support for your school during the reporting year. Include any data that describes parent involvement and satisfaction and community support.

One measure of parent satisfaction with the program is the number of parents who continued the enrollment of their children after the first trip. It was predicted that some parents would transfer to another school on the reasoning that one trip was sufficient and that a conventional school program should be used for the balance of the year. None transferred. Anecdotal comments were highly positive and only one parent is not enrolling their child for the coming year.

As the program has evolved, JEHS has succeeded in continuing to serve a highly diverse student population, in terms of demographics and in terms of geographic distribution.

Demographic data. The following table summarizes several characteristics of the JEHS student body over the past four years. Figures here are based on enrollment data as of October of each year.

	2002-2003	2003-2004	2004-2005	2005-2006
Total enrollment, fall	107	121	84	36
Gender				
Male	66%	60%	60%	61%
Female	34%	40%	40%	39%
Ethnicity				
African-American	23%	26%	15%	20%
Caucasian	52%	50%	55%	69%
Asian	11%	8%	5%	0%
Native American	4%	11%	14%	9%
Hispanic	9%	6%	11%	2%
Eligible for free or reduced lunch	49%	46% ⁵	42%	56%
Receiving special education services	23%	12%	29%	24%

Demographic makeup of the JEHS student population has remained relatively stable in terms of ethnicity over the past three years, with Caucasian students the largest group and African-Americans a significant minority. There has been a significant increase in the proportion of students eligible for free or reduced-price school meals, and our special education student population has remained significantly higher than the resident district's.

Geographic distribution of students (by school district of residence): Data was gathered, as of summer 2006, on the 44 students who were enrolled for any part of the 2004-06 school year. Review of students' district of residence showed that a majority of the students come from St. Paul. Specifically, of the 44 students enrolled during 2005-06, 21, or 48% were from St. Paul. Of the remaining 23 students:

- 4 were from Minneapolis
- 2 from Golden Valley
- 2 from Farmington
- 2 from Roseville
- 1 from Hastings
- 1 from Lindstrom
- 1 from Forest Lake
- 1 from Cottage Grove.

⁵ This data was not accurately reported to MDE in the fall. Corrected information has been sent to the state; however the figures have not been changed in MDE school reporting at this point.

- 1 from Little Canada
- 1 from Silver Bay
- 1 from Columbia Heights
- 1 from Moundsview
- 1 from Maplewood
- 1 from Crystal
- 1 from Willernie
- 1 from Birchwood
- 1 from Maple Grove

Overall, our geographic distribution is one of the most unique features of our school as students from a wide variety of communities were represented.

- 9. All academic goals for the upcoming year and what state or nationally norm-referenced tests will be used for measurement**—Please include the goals, specific nationally norm-referenced standardized tests or the state tests for each goal, and the rationale for the new academic goals for the coming year. (We strongly encourage the use of value-added measures.) **Note: A charter school is expected to establish four accountability goals, and at least one goal must focus on student academic achievement. The annual report should define clear, understandable instructional and school goals. The report should also describe how assessment is embedded in the learning process, describing a variety of assessments to measure student achievement (standardized tests, student portfolios, teacher observations, parent surveys, etc.).

[2006-07 Goals to be approved at August Board meeting]

- 10. Other student/school goals for the upcoming school year**—Please include the goals, the type of measurement that will be used, and the rationale for the new and/or continuing student and/or school goals for the coming year.

11. Please include a copy of the state report card for your school

A copy of Jennings Experiential High School's 2005 School Report Card is attached. The 2006 Report Card is not available, as of late July, 2006.

[this is a 3-page document, online at

http://education.state.mn.us/ReportCard2005/schoolDistrictInfo.do?SCHOOL_NUM=010&DISTRICT_NUM=4031&DISTRICT_TYPE=07 – AA downloaded...can attach to end of report]

JEHS Calendar for 2005-2006

JENNINGS EXPERIENTIAL HIGH SCHOOL District 4031-07

2005-2006 School Year

Revised July 17, 2005

SUN	MON	TUE	WED	THU	FRI	SAT
June 2005						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14 ESY	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
SUN	MON	TUE	WED	THU	FRI	SAT
September 2005						
				1	2	3
4	5 H	6	7	8	9	10
11	12 SSY	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

SUN	MON	TUE	WED	THU	FRI	SAT
July 2005						
					1	2
3	4-H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
SUN	MON	TUE	WED	THU	FRI	SAT
October 2005						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SUN	MON	TUE	WED	THU	FRI	SAT
August 2005						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
SUN	MON	TUE	WED	THU	FRI	SAT
November 2005						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24 H	25	26
27	28	29	30			

SUN	MON	TUE	WED	THU	FRI	SAT
December 2005						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SUN	MON	TUE	WED	THU	FRI	SAT
January 2006						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 H	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31 BST				

SUN	MON	TUE	WED	THU	FRI	SAT
February 2006						
			1	2	3	4
5	6	7 BST	8	9 BST	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

SUN	MON	TUE	WED	THU	FRI	SAT
March 2006						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SUN	MON	TUE	WED	THU	FRI	SAT
April 2006						
						1
2	3	4 BST	5 BST	6 BST	7	8
9	10	11	12	13	14	15
16E	17	18	19	20ESY	21	22
23	24	25	26	27	28	29
30						

SUN	MON	TUE	WED	THU	FRI	SAT
May 2006						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29 H	30	31			

*April BST dates are for seniors only

SUN	MON	TUE	WED	THU	FRI	SAT
June 2006						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

KEY:

	No School
H	Holidays
SSY	Start School Year
ESY	End School Year
BST	BST - test days
	At JEHS days
	Trip days

Number of Days: 51 days @ JEHS / 75 Trip days	
Length of day: 7.25 @ JEHS / 10.0 Trip days	
Yearly Hours: 1119.75	Equivalent to 172 - 6 1/2 hour days