

Weaverville Elementary School

SARC
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES K-8

234 Trinity Lakes Road Weaverville, CA 96093

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Ed Traverso
Superintendent

Scott Payne
Principal

Principal's Message

Welcome to Weaverville Elementary School.

Weaverville Elementary School is committed to the pursuit of excellence in education. We believe that maintaining high academic and behavioral standards helps create a positive learning environment for our students. We strive to provide a safe and supportive school experience so that every child feels valued and encouraged to achieve their personal best. Our highly qualified teachers and para-educators are dedicated to meeting the needs of every student. We work closely with families and recognize the importance of a team approach. Our top priority is to create a learning community where students, parents, and staff are proud to call Weaverville Elementary their school of choice.

Major Achievements

- The school's Academic Performance Index (API) score is currently 813, exceeding the State goal of 800.
- Over 60% of our students are Advanced or Proficient in language arts and 57% in mathematics.
- 100% of our instructional faculty meets No Child Left Behind (NCLB) requirements for highly qualified teachers.
- Credentialed teachers offer art, music, and Gifted and Talented Education (GATE) opportunities.
- School performances include winter and spring concerts, a school play, science fair and art show.
- Athletics in grades 6-8 offer volleyball, track, basketball and cheerleading.
- Resource specialists, a reading intervention teacher, and a team of trained para-educators provide support services.
- Weaverville Elementary is the host school for Trinity County's academic pentathlon.
- Students are recognized for effort and achievement through Student of the Month and Honor Roll.
- Weaverville's after-school program is available to students in grades K-8.
- Recently completed major modernization projects have improved the learning environment for our school community.

Goals for 2009-10

- Continuously improve, as measured by State and Federal growth targets.
- Expand student support services in the areas of math and reading.
- Adopt and implement new math curriculum.
- Increase time for writing instruction.
- Expand after-school academic and enrichment programs.
- Provide counseling services for students experiencing academic or social/emotional difficulties.
- Continue to increase opportunities for parent education and involvement.

School Safety

The Weaverville Elementary School Safety Plan is updated yearly by a safe school committee, comprised of staff, parents, and administration. The plan can be viewed at the school, and in the near future, on our Web site. The school holds monthly fire drills, bus evacuation drills each year, intruder alert drills, earthquake drills, and hold yearly school and student safety assemblies.

The School Safety Plan was last reviewed in February 2010.



Trinity Alps Unified School District

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Weaverville, CA 96093
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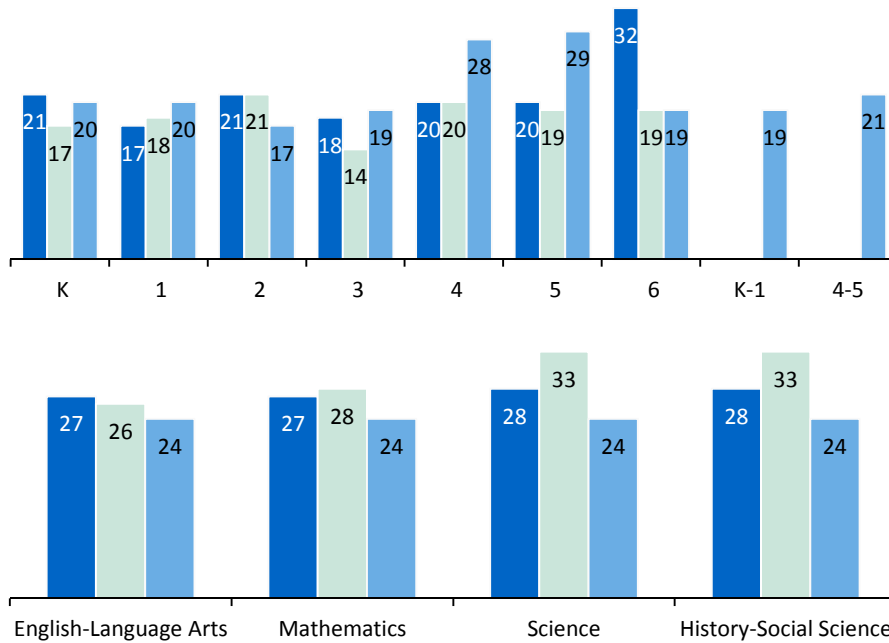
TAUSD Mission Statement

The Trinity Alps Unified School District is committed to preparing students for success by promoting responsible citizenship, critical thinking, knowledge and skills within a safe, positive educational environment.

Class Size

07-08 08-09 09-10

The bar graphs display the three-year data for average class size.



Class Size Distribution — Number of Classrooms By Size

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2		3			1		
1	2			2			2		
2	1	1		1	1		2		
3	2			3			2		
4	2			1	1		1		
5	1	1		1	1		1		
6		2		1	1		2		
K-3							1		
4-5							1		

Class Size Distribution — Number of Classrooms By Size

Subject	07-08			08-09			09-10		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	1	3		1	2	1		4	
Mathematics		4			6	2		4	
Science		4			2	2		4	
History-Social Science		4			2	2		4	

Parental Involvement

Parents are involved in a variety of ways here at Weaverville Elementary School. They can assist as a:

- Volunteer in the classroom
- Chaperone on trips and special activities
- Participant in the School Site Council (SSC)
- Member of the parent booster club

For more information on how to become involved, contact Scott Payne, Principal, at (530) 623-5533.



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate

Weaverville ES		
07-08	08-09	09-10
0.046	0.111	0.032
Trinity Alps USD		
07-08	08-09	09-10
0.133	0.187	0.121

Expulsion Rate

Weaverville ES		
07-08	08-09	09-10
0.000	0.000	0.000
Trinity Alps USD		
07-08	08-09	09-10
0.007	0.002	0.000

Textbooks and Instructional Materials

All school textbooks are current and State-approved. We adopt books on a six year cycle. We have enough textbooks for each student to have their own copy. At the upper grades, we are working toward having copies for students to keep at home during the school year and having a copy at school. This is to avoid having to carry books around throughout the day.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Prentice Hall, Houghton Mifflin	2003
Mathematics	Sadler Oxford	2000
Mathematics	McDougal Littell, Sadlier-Oxford	2002
Science	Delta Education, Pearson, Prentice Hall	2007
Science	Prentice Hall	2000
History-Social Science	Glencoe (Teachers Curriculum Institute-History Alive), Scott Foresman, Houghton Mifflin	2006
History-Social Science	Houghton Mifflin-Glencoe	1999

Note: This data was most recently collected and verified in September 2010.

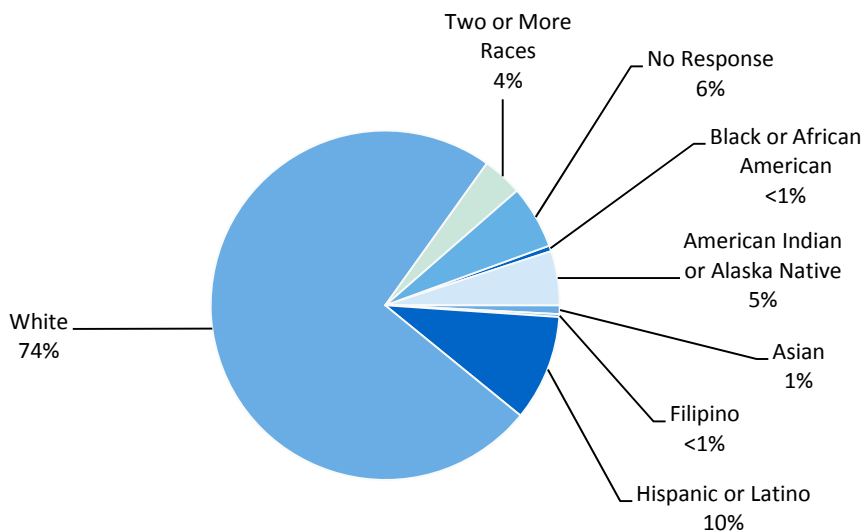
Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Weaverville ES	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Enrollment and Demographics

The total enrollment at the school was 377 students for the 2009-10 school year.



“We believe that maintaining high academic and behavioral standards helps create a positive learning environment for our students.”



School Facility Items Inspected

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/ Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility’s good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			08/01/2010
Date of the Most Recent Completion of the Inspection Form			08/01/2010

Note: At the time of this school facility inspection, no deficiencies were found.

School Facilities

The current Weaverville Elementary School was built in 1948. Since that time, classrooms and a gym have been added. The building and grounds are in very good condition, thanks to a dedicated maintenance staff. The school recently added new middle grades classrooms, as well as a new heating and air system throughout the school. The school has four sets of restrooms with all facilities in good working order. A custodial staff of five cleans the restrooms as well as the rest of the campus daily. Two of the five are here during the school day with the others arriving early in the afternoon in order to clean rooms after the teaching staff has left for the day.

Each July the Director of Maintenance and Operations, along with the crew at the site, complete a site inspection using the Facility Inspection Tool (FIT). This inspection is the follow up to the summer planning walk through that takes place in May of each year to determine what repairs and projects need to be scheduled for the summer.

The custodial crew cleans the school from top to bottom during the summer. This major cleaning includes all classrooms, offices, library, gym & locker rooms and bathrooms. The Districts grounds keeper takes care of the lawns, landscape and playgrounds. During the school year additional attention is given areas as needed i.e. winter and spring breaks.

We have currently updated the rest of the school with a major remodeling project that has made the entire school campus handicapped accessible. All classrooms are currently being used. There are approximately 120 computers on campus that are all wired to the Internet, a fully up-to-date library with over 19,000 books available, an art room, and a music room. The school is set up well for student learning with the latest technology, student workstations, and clean and neat facilities.

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School Facilities

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There are separate playgrounds for kindergarten, 1-3 grades, 4-6 grades, and for the upper grades. It includes a soccer field, multi-purpose field, appropriate playground equipment and a track. Student behavior on the playground during the school day is monitored by paid supervisors and before and after school by teachers.

Students are supervised before. During (including lunch) and after school by the staff at the site.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$96,000.00 for the Deferred Maintenance Program. This represents 1% of the District’s general fund budget.

“Our top priority is to create a learning community where students, parents, and staff are proud to call Weaverville Elementary their school of choice.”



STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Weaverville ES			Trinity Alps USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	59%	60%	58%	59%	54%	51%	46%	50%	52%
Mathematics	57%	57%	48%	56%	40%	37%	43%	46%	48%
Science	66%	66%	76%	66%	58%	60%	46%	50%	54%
History-Social Science	61%	52%	71%	61%	46%	49%	36%	41%	44%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2010 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	51%	37%	60%	49%
All Students at the School	58%	48%	76%	71%
Male	55%	50%	88%	67%
Female	61%	47%	69%	74%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	44%	31%	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	42%	40%	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	62%	50%	75%	79%
Two or More Races	41%	48%	❖	❖
Socioeconomically Disadvantaged	42%	36%	70%	62%
English Learners	❖	❖	❖	❖
Students with Disabilities	27%	23%	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	7	7	7
Similar Schools API Rank	8	5	5

API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	-3	12	-22
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	■	■	■
Native Hawaiian or Pacific Islander	■	■	■
White	-7	9	-7
Two or More Races	■	■	■
Socioeconomically Disadvantaged	-2	-1	-33
English Learners	■	■	■
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.



API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Weaverville ES	Trinity Alps USD	California
All Students	796	759	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	■	■	715
Native Hawaiian or Pacific Islander	■	■	753
White	808	769	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	724	705	712
English Learners	■	■	692
Students with Disabilities	■	■	580

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Weaverville ES	Trinity Alps USD
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

◇ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards	
Grade 5	
Four of Six Standards	8.3%
Five of Six Standards	27.8%
Six of Six Standards	55.6%
Grade 7	
Four of Six Standards	17.5%
Five of Six Standards	32.5%
Six of Six Standards	40.0%

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Weaverville ES		Trinity Alps USD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✧		Yes	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 at a workstation, and the ability to print documents.

Academic Counselors and School Support Staff

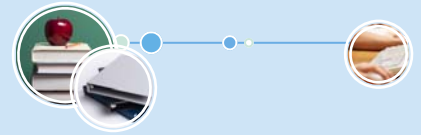
Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	1.0
Ratio of Students Per Academic Counselor	377:1
Support Staff	FTE
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.5
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	0.0

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

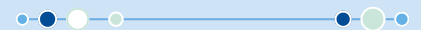
1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).



Teacher Qualifications

Teacher Credential Information				
	Trinity Alps USD	Weaverville ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	41	24	24	19
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

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). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Weaverville ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Weaverville ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	✧	✧

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



Professional Development

Our 21 credentialed teachers are all teaching within their subject area. Teachers receive three (five in 07-08) days of staff development each year, in addition to the 180 days of classroom teaching, attending workshops, trainings, and meetings—involving all aspects of school operations. These staff development days are decided upon by a group of teachers and administrators after looking at our state testing results as well as other measures that the school uses for evaluation. Teachers also receive eight days of staff development on regular school days that have been shortened for students.

For the 2007-08 school year, we dedicated five days for professional development. In 2008-09, there were three days, and in 2009-10, there were three days dedicated for professional development.



District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Trinity Alps USD	Similar Sized District
Beginning Teacher Salary	\$38,068	\$38,591
Mid-Range Teacher Salary	\$57,699	\$55,764
Highest Teacher Salary	\$75,371	\$72,219
Average Principal Salary (Elementary School)	\$80,089	\$86,327
Average Principal Salary (High School)	◇	\$94,411
Superintendent Salary	\$91,200	\$116,768
Teacher Salaries — Percent of Budget	35.8%	34.8%
Administrative Salaries — Percent of Budget	4.7%	6.4%

◇ Information not available.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Weaverville ES
Total Expenditures Per Pupil	\$6,217
Expenditures Per Pupil From Restricted Sources	\$1,256
Expenditures Per Pupil From Unrestricted Sources	\$4,961
Annual Average Teacher Salary	\$60,635

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Weaverville ES	\$4,961	\$60,635
Trinity Alps USD	\$1,669	\$60,635
California	\$5,681	\$56,953
School and District — Percent Difference	+66.4%	0.0%
School and California — Percent Difference	-14.5%	+6.1%

Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.



Types of Services Funded

The school receives Title I funds and is considered a schoolwide program. Weaverville Elementary School also receives Gifted and Talented funds, Class size reduction funds, as well as other State and federal categorical dollars to enhance the educational program.



School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.

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