

Santa Ynez Valley Charter School

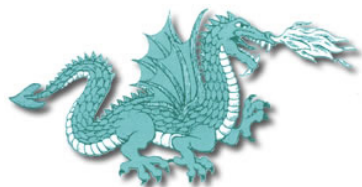
2007-2008 School Accountability Report Card

Published in the 2008-09 School Year

3525 Pine Street, Box 59 • Santa Ynez, CA 93460 • (805) 686-7360

Grades Kindergarten through Eight

<http://www.syvcs.org/>



2008-09

Board of Directors

Curt Moniot
Chair

Leah Meyer
Secretary

Brooke Blunt
Treasurer

Cece Durant
Member at Large

Erik Raney
Member at Large

Kathy Franson
Teacher Representative

Jim Brown
*College School District
Superintendent*

School Administration

Mariann Cooley
Director

School Profile

Santa Ynez Valley Charter School (SYVCS) is a charter school overseen by the College School District in Santa Ynez, CA. Early in 2000, more than 70 parents, educators, and community members joined together to create the vision, mission and values for what would one day be the Santa Ynez Valley Charter School (hereafter SYVCS).

The State of California approved the charter in July of 2000, and the school first opened its doors as an independent school on September 4, 2000. In 2005, the charter was renewed for an additional five years. SYVCS is organized as a non-profit corporation in California and is governed by a Board of Directors.

SYVCS California Basic Education Data (CBEDS) of fall 2008 showed enrollment of 186 students in grades K-8. SYVCS employs nine classroom teachers, a resource specialist, P.E. teacher, art teacher, music teacher, drama teacher and four instructional aides. In addition there is a custodian, office manager and a director. The school contracts with the county of Santa Barbara for services of a school psychologist and a school nurse on an as needed basis.

Students at SYVCS participate in art, music (grades K-4), drama (grades 5-8), P.E., Meet the Masters Art enrichment, and afterschool intramural sports.

Students participate in various activities sponsored by the Santa Barbara County Education Office, including a Santa Barbara County Spelling Bee, Authors-Go-Round, Battle of the Books, and Math Superbowl.

Students at all grade levels participate in field trips, including travel to the tide pools, theater performances, Gold Country, Los Angeles County Museum of Art, Catalina, Outdoor Camp, Yosemite, Anacapa Island, and local farms.

The school culture at SYVCS demonstrates a commitment to educating children in a nurturing environment in which they are challenged to achieve their full potential. The SYVCS community nurtures the whole child by attending to social, emotional, and physical development as well as academics. The partnership among parents, teachers, administrators and students is remarkable and can be evidenced on any school day.

The school community actively supports the school through the Parent Teacher Student Organization (PTSO) and through thousands of hours of volunteering. Parent volunteer hours are mandatory under our Charter. Parents, grandparents, and guardians are seen on and around campus every day. In addition to volunteering in the classroom, they organize fundraisers, campus beautification, basic maintenance and repair, a healthy lunch program, a healthy snack program, and campus safety.

Student Enrollment by Ethnic Group

2007-08

	<u>Percentage</u>
African American	0.6%
American Indian	2.3%
Asian	0.6%
Caucasian	76.9%
Filipino	0.0%
Hispanic or Latino	16.2%
Pacific Islander	0.0%
Multiple or No Response	3.5%

Mission Statement

Santa Ynez Valley Charter School is founded to work collaboratively to create a supportive, innovative, and academically challenging educational environment that nurtures its students and prepares them for high school and beyond through strong curricular articulation. Santa Ynez Valley Charter School also emphasizes preparation of its students for a successful and rewarding future by developing both academic and nonacademic skills.

The following objectives will guide our efforts:

1. Helping students achieve strong academic goals through multi-sensory learning experiences, technology & the arts.
2. Developing innovative and effective curriculum.
3. Building a child's sense of self by allowing the student to learn at his or her own pace and experience success while continuing to challenge the child at all times.
4. Teaching students that they have a responsibility for their choices, actions and learning.
5. Actively involving families in the educational process in order to facilitate individual growth and self-esteem.
6. Nurturing the physical, intellectual, social and emotional development of the child.
7. Establishing collaborative relationships between students, parents, teachers, staff, and community members in order to enhance student learning and assessment.
8. Incorporating community resources into the curriculum by taking advantage of specialists in technology, music, art, science, and by providing students with the opportunity to participate in internships, field trips and other business partnerships.

While acknowledging that learning takes place everywhere and at all times.



Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size		Classrooms Containing:										
		1-20 Students			21-32 Students			33+ Students				
06	07	08	06	07	08	06	07	08	06	07	08	
By Grade Level												
K	20	18	21	1	1	-	-	-	1	-	-	-
1	21	20	19	-	1	1	2	-	-	-	-	-
2	-	20	21	-	1	-	-	-	1	-	-	-
3	19	21	21	1	-	-	-	1	1	-	-	-
4	24	20	21	-	1	-	1	-	1	-	-	-
5	20	25	19	1	-	1	-	1	-	-	-	-
4-8	20	20	-	1	1	-	2	2	-	-	-	-
By Subject Area												
English	-	-	15	-	-	3	-	-	-	-	-	-
Math	15	15	13	3	3	4	1	1	-	-	-	-
Science	20	28	17	2	-	2	1	2	1	-	-	-
Social Science	20	20	17	2	3	2	1	-	1	-	-	-

Teacher Assignment

Santa Ynez Valley Charter School recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Santa Ynez Valley Charter School had 11 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	10	10	10	30
Without Full Credentials	0	0	1	1
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Staff Development

As part of the growth process, opportunities for training and staff development are provided to administrators, teachers, and classified staff. The school offers four staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

Discipline & Climate for Learning

Students at Santa Ynez Valley Charter School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Instructional Materials

College Elementary School District held a Public Hearing on October 14, 2008, and determined that the district has sufficient and good quality textbooks or instructional materials pursuant to the settlement of *Williams vs. the State of California*. Note: Because the school operates as an independent charter school, the textbooks displayed in the list are only used at the school and not in the College Elementary School district.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. *Please note: the curriculum for grades 6-8 English is literature-based, and thus does not have a textbook adoption.* Data was current as of November 28, 2008.

Additional Internet Access/Public Libraries

The school has 39 Internet-connected computers available for student use during and after school.

The Solvang Public Library provides free internet access to all community members. There are a small number of local businesses that provide a Wi-Fi network to patrons wishing to connect to the Internet using their personal equipment.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	88.5%	11.5%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Suspensions & Expulsions

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	7	5	3	56	12	8
Suspension Rate	3.8%	2.7%	1.7%	12.2%	2.8%	2.0%
Expulsions	0	0	0	1	0	0%
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%

School-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2000	Yes	0.0%
K-5	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
6th-8th	Mathematics	McDougal Littell	2006	Yes	0.0%
K-5	Mathematics	Scott Foresman	2000	Yes	0.0%
6th-8th	Mathematics	McDougal Littell	2000	Yes	0.0%
K-5	Science	Foss Science Kits - Standards Aligned	2007	Yes	0.0%
6th-8th	Science	Prentice Hall	2007	Yes	0.0%

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- 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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
Program Improvement (PI) Status	School	District
	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

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 <http://www.cde.ca.gov/ta/ac/ap/>.

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 School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	8	8	8	
Similar Schools Rank	N/A	3	1	
All Students				
Actual Growth	23	-6	64	890
Caucasian				
Actual Growth	21	-9	54	898

N/A - Means a number is not applicable or not available due to missing data.

California Standards Test

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 at the <http://star.cde.ca.gov/>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts									Math									Science								
	2			3			4			5			2			3			4			5			5		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																											
School	70	65	85	45	60	77	61	50	86	61	51	61	90	85	100	80	75	91	74	80	76	61	67	77	44	59	77
District	32	50	64	45	37	52	51	70	69	41	60	59	59	76	77	70	73	74	69	78	79	54	63	70	37	70	74
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	55	*	82	*	*	*	69	42	*	*	56	64	100	*	100	*	*	*	81	92	*	*	81	91	*	69	91
District	27	50	0	43	35	0	50	71	67	43	76	57	54	73	0	67	66	0	75	71	80	50	76	64	50	77	86
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	*	83	*	*	*	83	*	*	91	*	*	*	*	92	*	*	*	100	*	*	64	*	*	*	*	*	*
District	36	0	62	46	0	50	53	69	0	0	44	62	64	0	77	73	0	72	65	85	0	0	50	77	0	63	61
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Caucasian																											
School	73	77	85	47	71	79	70	53	93	59	57	69	93	85	100	80	76	86	80	80	79	65	71	85	41	67	85
District	45	50	0	72	0	0	67	92	0	0	84	0	54	69	0	85	0	0	87	92	0	0	70	0	0	85	0
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)																					
Combined % of Students Scoring at Proficient and Advanced Levels																					
	Language Arts						Math						Science			Social Science					
	6		7		8		6		7		8		8								
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
All Students																					
School	67	50	57	55	77	82	0	44	63	54	41	53	49	0	57	0	67	81	0	27	63
District	49	37	48	49	74	40	53	69	61	71	50	56	54	50	43	44	58	67	39	60	53
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36
Males																					
School	*	55	69	47	*	*	*	35	*	*	40	69	47	*	*	*	65	*	*	29	*
District	40	33	53	36	60	32	50	63	50	58	33	61	52	40	38	45	63	70	40	60	50
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39
Females																					
School	*	*	*	67	*	83	*	54	*	*	*	*	50	*	*	*	69	*	*	23	*
District	58	42	44	69	89	50	57	80	75	84	67	50	56	61	50	43	47	63	39	60	57
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
Caucasian																					
School	69	53	67	64	77	81	*	50	*	62	41	56	56	*	54	*	71	*	*	25	*
District	60	0	77	59	77	0	65	79	67	83	0	64	72	50	0	65	69	72	52	70	66
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004, the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven.

Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

Physical Fitness

In the spring of each year, Santa Ynez Valley Charter School is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test. ***Note: Due to the moderate number of students tested, scores are not disclosed for this school.**

Counseling & Support Staff

It is the goal of Santa Ynez Valley Charter School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The school does not currently have any academic counselors, but teachers are available to offer guidance. Eighth graders also meet with counselors from Santa Ynez Valley High School in the spring to discuss transitioning into high school.

The table lists the support service personnel available at Santa Ynez Valley Charter School.

	CAT/6 Norm Referenced Test											
	% At or Above 50th Percentile											
	Reading						Math					
	3			7			3			7		
	06	07	08	06	07	08	06	07	08	06	07	08
All Students												
School	50	70	76	74	85	88	75	80	90	52	*	76
District	52	43	70	59	63	46	67	70	74	66	63	43
State	37	38	38	46	47	49	55	56	56	50	51	52
Males												
School	*	*	*	63	*	*	*	*	*	53	*	*
Females												
School	*	*	83	92	*	83	*	*	100	50	*	75
Caucasian												
School	47	82	80	80	85	88	73	76	100	56	*	75

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.



	Number of Staff	Full Time Equivalent
Nurse	1	0.1
Psychologist	1	0.1
Speech and Language Specialist	1	0.2

School Facilities

Santa Ynez Valley Charter School buildings were built in 1964. School facilities span 15,015 square feet, and consist of five permanent classrooms, six portable classrooms, administrative offices, and a playground. The school is located on the College Elementary School campus. It has its own facilities, but the school shares a second playground and the gymnasium with College Elementary School students.

The school recently completed a massive modernization project that updated the restroom, classrooms, and the office. A new kitchen facility was added, and the school upgraded its infrastructure and technology resources.

The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of November 28, 2008.

Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. All classrooms and restrooms are cleaned daily, and the kitchen is cleaned three times a week on the days it is used. The governing board has adopted cleaning standards for the school. A summary of these standards are available at the school office for review.

Maintenance and Repair

Maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. The maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Deferred Maintenance Budget

The school does not participate in the State School Deferred Maintenance Program.

Safe School Plan

Safety of students and staff is a primary concern of Santa Ynez Valley Charter School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in September 2008. All revisions were communicated to the both the classified and certificated staff.

The purpose of the plan is to assure maximum protection of Santa Ynez Valley Charter School students, staff and visitors in the event of a disaster. This plan outlines the organizational structure and operational procedures that should be followed in the event of a disaster.

School Facility Conditions				
Date of Last Inspection: 08/29/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/ Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			



District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2006-07 school year. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Please note: As an independent charter school, Santa Ynez Valley Charter School's program, resources, and administration are run independently from the College School District. This report offers district and state financial data for comparison to satisfy reporting requirements.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,250
From Restricted Sources	\$0
From Unrestricted Sources	\$6,250
District	
From Unrestricted Sources	\$12,584
Percentage of Variation between School & District	50.33%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	17.92%

School Revenue Sources

Santa Ynez Valley Charter School receives state funding for the following funds and other support programs:

- Class Size Reduction
- Charter general purpose funding
- Categorical block grant

School Site Teacher Salaries

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2006-07 school year. The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state. *Please note: As an independent charter school, Santa Ynez Valley Charter School's program, resources, and administration are run independently from the College School District. This report offers district and state financial data for comparison to satisfy reporting requirements. The school is also not required to report Teacher & Administrative Salaries as a Percentage of Total Budget.*

Average Teacher Salaries	
School & District	
School	\$47,723
District	\$71,415
Percentage of Variation	33.18%
School & State	
All Elementary School Districts	\$54,322
Percentage of Variation	12.15%

Parent Involvement

The Parent Teacher Student Organization (PTSO) provides opportunities for parents, teachers, and students to come together to discuss school concerns, support the school, and participate in workshops intended to apprise the school community of pertinent information. PTSO meets the first week of each month.

All Santa Ynez Valley Charter School parents are expected to contribute 3-5 hours per month to the school. These hours can be contributed to beautify the campus, participate in field trips, volunteer in classrooms, and organize various school events.

Each year, parents plan two major fundraisers. In the fall, parents organized the SYVCS Fall Auction. This event raised over \$32,000 for the school in the fall of 2007. The golf tournament hosted in the spring raised \$8,000. Funds are used to provide student enrichment programs in addition to those in the general budget.



Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Director Mariann Cooley at (805) 686-7360 or via e-mail at mcooley@collegeschooldistrict.org.

Data Sources

Data within the SARC was provided by Santa Ynez Valley Charter School, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

