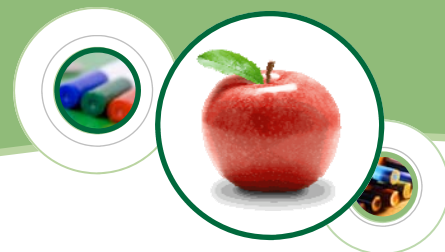


# WALNUT HEIGHTS ELEMENTARY SCHOOL



## GRADES K-5

4064 Walnut Boulevard Walnut Creek, CA 94596

Phone: (925) 944-6834 Fax: (925) 934-0648

Web site: [www.walnutcreeksd.org/wh](http://www.walnutcreeksd.org/wh)

Patricia A. Wool, Ed. D.  
Superintendent

Susan Drews  
Principal

## 2007-08 School Accountability Report Card

Published During the 2008-09 School Year

### Principal's Message

Walnut Heights School, nestled in the foothills of Mt. Diablo, enjoys a three-acre Nature Area adjacent to the Walnut Creek Open Space. The natural setting provides the backdrop to the school that serves 370 students and their families in kindergarten through fifth grade.

One principal, seventeen certificated classroom teachers, a Resource Specialist, an Instructional Coach, three Special Education paraprofessionals, an office manager, and two custodians staff our school. Part-time staff includes instructional specialists in art, music, computers, science, and physical education. Other part-time employees include a library media specialist, three playground supervisors, and two food service workers. Part-time personnel shared with other Walnut Creek School District schools include a psychologist, a counselor, a bilingual aide, and a nurse.

Built in 1952 and modernized in 1998, the school has continued site improvements including outdoor learning areas in 2003 and a new amphitheater in 2004. Bond monies have allowed for the continuous improvement of the school facilities. The Walnut Heights Parent Teacher Association (PTA) has renovated the three-acre Nature Area adjacent to the school with outdoor learning and study areas, and the repair and maintenance of an outdoor amphitheater. The playground was enlarged and renovated during the 2007-08 school year, and a garden was added for hands on science education in the Nature Area as well. Three composters were added to the garden at the start of the 2008-2009 school year to recycle paper and food waste. A worm box will be added this spring.

Goals in the 2008-09 Strategic Plan are in three areas: curriculum, climate and technology. Our strategies are to use data and assessments to inform curriculum decisions, to utilize collaboration to provide differentiated instruction and maximize achievement for all students, to inculcate ongoing character education throughout the school, and for teachers to utilize technology and teach students how to utilize technological tools and resources to support their learning. Our emphasis for the year is on English Language Arts and Technology. In addition to the District curriculum, based on State Benchmarks and Standards, a Strategic Plan is created by a joint team of staff and parents. The plan is the blueprint for the year, directing resources and personnel toward achievement of the goals. Part of the process each year is to review the Mission Statement that reads, "As partners, the families, community and staff of Walnut Heights School will provide a child centered, academically challenging environment which cultivates character and celebrates learning."

Through our enriched and varied curriculum we will develop lifelong learners with the skills, confidence and enthusiasm to shape a changing world."

### Public 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.

**"A community of learners  
building knowledge, skills and character."**

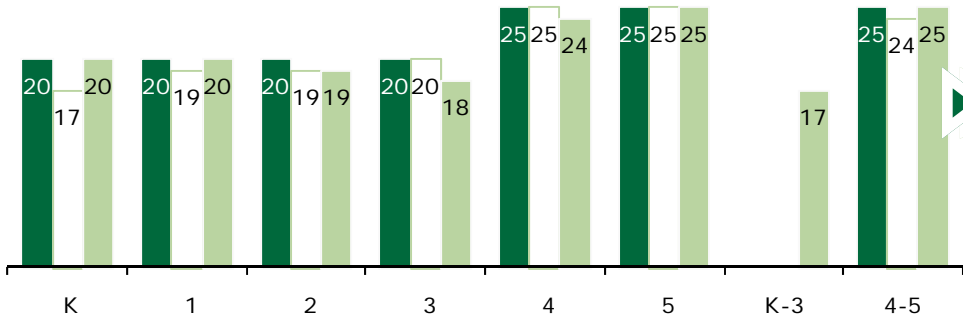


### Walnut Creek School District

960 Ygnacio Valley Road  
Walnut Creek, CA 94597  
Phone: (925) 944-6850  
Fax: (925) 944-1768  
[www.walnutcreeksd.org](http://www.walnutcreeksd.org)

### Mission Statement

*In a child-centered, academically challenging environment, which cultivates character and celebrates learning, the families, community and staff of the Walnut Creek School District, as partners, will develop creative, exemplary learners with the skills and enthusiasm to shape a changing world.*

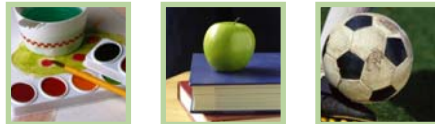


### Class Size

The bar graph displays the three-year data for average class size.

■ 05-06 □ 06-07 ■ 07-08

Class Size Distribution — Number of Classrooms By Size									
Grade	05-06			06-07			07-08		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			3			2		
1	3			3			2		
2	3			3			3		
3	4			3			3		
4		3			2			2	
5		1			2			2	
K-3							1		
4-5		1			1			1	



### California Physical Fitness Test

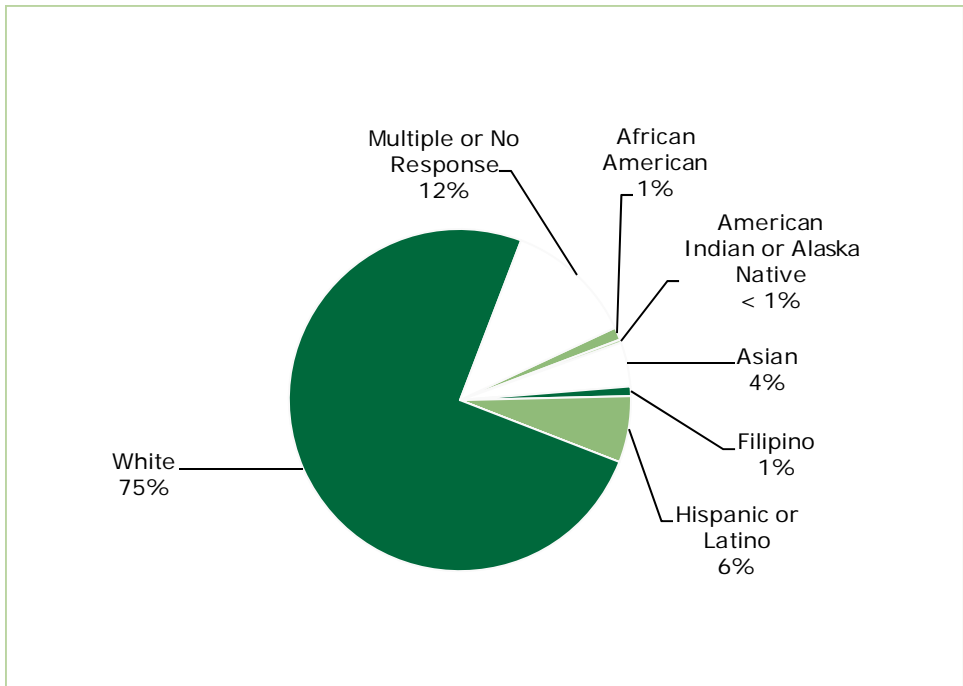
Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

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

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2007-08, 75.8% of students in the 5th grade scored in the HFZ. For more information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

### Enrollment and Demographics

The total enrollment was 335 students for the 2007-08 school year.





## School Facility Good Repair Status

The table shows the results of the school's most recently completed inspection, using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on December 30, 2008, and the inspection form was most recently completed on December 30, 2008.

## School Facilities

There are 17 classrooms at Walnut Heights School housing students in grades K-5. Small offices are also utilized for resource instruction, speech, a counselor, and a bilingual instructional assistant—all of whom work with students who demonstrate need in these areas. Our 0.5 full-time equivalent (FTE) instructional coach is housed in the Ed Options portable building which is a district program housed on our campus. She works with staff to increase staff skills, build collaboration, and assist in improving student performance.

Walnut Heights, originally constructed in 1952, was extensively renovated in 1998. Facility modernization included a new roof, updated plumbing, wiring, and data systems, cabinetry, carpeting, and interior and exterior painting. A new Library Media Center was constructed in the second wing, utilizing the space of two previously existing classrooms. The modernization included a state-of-the-art computer lab with glass walls located in the Library Media Center.

*Continued on page 4*

## Types of Services Funded

The following Federal and State funded programs are provided to schools in the Walnut Creek School District:

- Title I (Helping Disadvantaged Students Meet Standards)
- One reading full-time equivalent (Buena Vista/Murwood)
- Title II (Improving Teacher Quality)
- Title II Technology
- Title III (Limited English Proficient students)
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- School Improvement Program (SIP)
- Art, Music, PE Grant (one-time funds)
- Art, Music, PE (ongoing funds)
- Instructional Materials Funds (IMF)
- Safety funds





### School Facilities

Continued from page 3

During the summer of 2006, new fiber optic lines were installed in the school. The PTA has equipped the lab with 20 Mac computers and an LCD display projector. Additional bond funds in 2002 funded landscaping between the wings with paved areas for outdoor learning. During the summer of 2004, an amphitheater was added. During the summer of 2007, a butterfly garden with fencing was constructed. Additional portables house art and science labs and a music room. A fourth portable is the home for the District Home School office. During the summer of 2007, the playground was expanded. A new play structure, new swings, large climbing rocks, and a new play structure in the kindergarten yard was added. New black metal fencing now surrounds the play area.

A high priority for the school is to keep it well maintained and clean at all times. One full-time custodian and one four-hour employee clean the school on a regular basis. These two custodians work together to clean the school and set up for school activities. Volunteer community groups and parents volunteer their time to maintain and clean the three-acre Nature Area and keep the landscaping looking attractive. Students often volunteer to pick up litter on the playground to earn Caught Using Life Skills slips. On Friday mornings, our entire school does a five minute trash pick up.

During recess and at lunch, teachers and supervisors watch students and make sure their play is safe and that students are following school rules. After school, teachers help students cross the school parking lot and keep students safe during their end of the day egress into their parents' cars.

Construction and renovation of our playground was completed at the start of the 2007-2008 school year. We now have an expanded playground, a new, large play structure, climbing rocks, and a large shade structure. Our fields will be completed next summer and will include two soccer fields, a skinned diamond for competitive play and a practice diamond on grass. Additional parking has been created for overflow parking during school events. In 2009, the field area and walking trail will be completed; these were funded by local bonds.

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 2008-09 school year, the District budgeted \$141,088 for the Deferred Maintenance Program. This represents 0.008% of the District's general fund budget.

### Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.0	0.0

### No Child Left Behind Compliant Teachers

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Walnut Heights ES	100.0%	0.0%
All Schools in District	98.5%	1.5%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	98.5%	1.5%

◆ Information not available.

### School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 0.4
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.4
- Resource Specialist (non-teaching) 0.0
- Other 0.0



### No Child Left Behind Compliant Teachers

No Child Left Behind (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 2007-08 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).





## Textbooks and Instructional Materials

The State of California requires that each child have a current, Standards-based textbook in each of the four core areas of instruction. As a part of this requirement, Walnut Creek School District has purchased the latest editions for teaching language arts (reading, writing, speaking, and listening), science, social science, and mathematics. We are fortunate to have a music text (K-5) for our students and a music specialist who meets with all of the classes. Our foreign language texts are also up to date. Thus, all textbooks in the Walnut Creek School District are current, Standards-based, and State adopted from the most recent State-approved list consistent with the content and cycles of the Curriculum Frameworks, and adopted and approved by the State Board of Education.

We have an abundance of supplementary reading materials at varying levels of difficulty in each of our elementary classrooms that are integrated across all core curricular areas. These leveled reading materials provide students with experiences in reading narrative as well as expository text.

The district has affirmed that each pupil, including English Learners, have their own textbook to use in class and to take home.

District Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin, McDougal Littell	2004
Mathematics	Saxon 2, Houghton Mifflin, McDougal Littell, Prentice Hall <i>Algebra</i>	2001
Science	Pearson Scott Foresman	2002
History-Social Science	Macmillan/McGraw-Hill, Prentice Hall, Glencoe/McGraw-Hill	2006

## Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials	
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Note: This data was most recently collected and verified in September 2008.

## Suspensions and Expulsions

	Suspension and Expulsion Rates					
	Walnut Heights ES			Walnut Creek SD		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspension Rate	0.000	0.000	0.000	0.030	0.068	0.047
Expulsion Rate	0.000	0.000	0.000	0.000	0.001	0.000

## Parental Involvement

Walnut Heights enjoys a long tradition of exceptional parent and community involvement and support. It is a hub of the community, hosting meetings and events for scout troops, swim clubs, dance groups, and other organizations. Parents donate thousands of hours to the school in the classrooms, labs, and library. The Annual Fund Drive, sponsored by the PTA, funds instructional specialists in science and computers as well as a large number of projects and programs that benefit both students and staff. The school also benefits from the support of the Walnut Creek Education Foundation, a K-12 foundation that includes the local high school, Las Lomas. The Foundation funds weekly instruction in art, music, and PE for all K-5 students.

We are fortunate to have a large, active group of involved parents, scout troops, and community volunteers developing and maintaining the three-acre Nature Area adjoining the school; parents also help in the classroom, office, and library.

For more information on how to become involved, contact Sherri McGoff, at (925) 977-9653.



## Suspensions and Expulsions

The 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.



## California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Walnut Heights ES			Walnut Creek SD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	86%	85%	83%	78%	79%	80%	42%	43%	46%
Mathematics	92%	86%	87%	77%	77%	78%	40%	40%	43%
Science	81%	87%	76%	67%	74%	78%	35%	38%	46%

## CST Student Group Results: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels			
Group	Spring 2008 Results		
	English-Language Arts	Mathematics	Science
Male	84%	92%	96%
Female	81%	83%	60%
Economically Disadvantaged	64%	73%	❖
English Learners	❖	❖	❖
Students with Disabilities	20%	47%	❖
Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	94%	100%	❖
Filipino	❖	❖	❖
Hispanic or Latino	56%	62%	❖
Pacific Islander	❖	❖	❖
White	84%	88%	76%

❖ 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.

## California Standards Tests

For the 2008 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 were also able to take end-of-course tests in science and history-social science if they were enrolled in the corresponding courses.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science. For a complete report on all groups and their scores by grade level, please visit <http://star.cde.ca.gov/>.





## Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Walnut Heights ES		Walnut Creek SD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

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

## Adequate Yearly Progress

NCLB 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
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school made AYP overall and met each of the AYP criteria for 2007-08. For a detailed report on AYP, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

## Academic Performance Index

API Ranks — Three Year Comparison			
	04-05	05-06	06-07
Statewide API Rank	10	10	10
Similar Schools API Rank	4	8	9

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2007-08 Growth API Score
	05-06	06-07	07-08	
All Students at the School	45	-6	-10	932
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	42	-4	-11	932
Socioeconomically Disadvantaged	■	■	■	■
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

## 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, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The tables show the school's three-year data for API rank and API growth. For more detailed information, please visit [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

**Testing Note:** Assessment data are reported only for numerically significant groups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other groups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



## Teacher Qualifications

Teacher Credential Information				
	Walnut Creek SD	Walnut Heights ES		
Teachers	07-08	05-06	06-07	07-08
With Full Credential	172	20	19	18
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0



### Teacher Qualifications

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

## Teacher Misassignments and Vacant Teacher Positions

The 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			
	Walnut Heights ES		
	06-07	07-08	08-09
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0



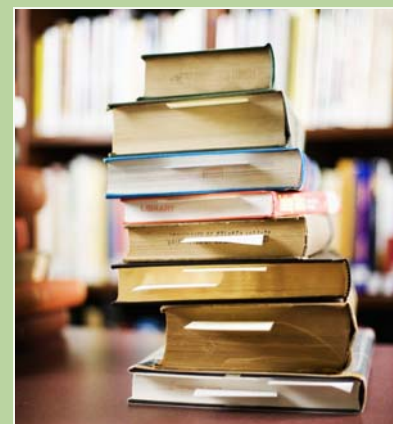
## Professional Development

All professional growth is determined by the schoolwide and District strategic planning process, which is ongoing throughout the school year and culminates with an update in the spring of each year. Planning teams include all school and community stakeholders and the work is based on site-based needs assessments.

As a "community of learners," each staff member participates in personal growth and also in collegial study. As each school identifies an area of the curriculum to improve, staff members meet by grade level or departments to study the test scores or student behaviors and determine how to improve them through research and improved practice. At the K-5 level, teachers meet as a grade level group each week for 2.25 hours to study on a regular basis throughout the year. An instructional coach who also provides individual coaching facilitates two meetings per month. At the intermediate level, staff development activities are planned for "late start Wednesdays" each week, as well as during department release days. Department chairs have two preparation periods during the day to enable them to support their colleagues' work.

Individual teachers attend workshops and classes and read on their own to keep their skills current with research about learning. Some examples are attendance at various conferences: Gifted and Talented Education (GATE) National Convention (Confratute), Reading Recovery, technology, math, and Mosaic of Thought comprehension strategies. Teachers attend training sessions in Junior Great Books, differentiated instruction, Special Education, School Assistance programs, and in all the core curricular areas. Beginning teachers participate in a two-year induction program with an on-site mentor who is trained through the Santa Cruz New Teacher Center.

For the past four years, we have had five days each school year dedicated to staff and professional development. The District ensures that the agendas for these professional growth days are tied to areas defined by the strategic plan. For 2008-09, the District focus areas are writing and Narrowing the Achievement Gap.



*"As partners, the families, community and staff of Walnut Heights School will provide a child centered, academically challenging environment which cultivates character and celebrates learning. Through our enriched and varied curriculum we will develop lifelong learners with the skills, confidence and enthusiasm to shape a changing world."*





## Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach 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 that they don't meet AYP, they advance to the next level of intervention. The table displays the 2008-09 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Federal Intervention Program		
	Walnut Heights ES	Walnut Creek SD
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		
		0.0%

◇ Not applicable.

## Financial Information

The data displayed is from the 2006-07 school year because 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.

District Salary Information — Does not include benefits		
Range	Walnut Creek SD	Similar Sized District
Beginning Teacher Salary	\$40,931	\$39,773
Mid-Range Teacher Salary	\$60,744	\$61,167
Highest Teacher Salary	\$74,715	\$78,093
Average Principal Salary (Elementary School)	\$111,552	\$97,851
Average Principal Salary (Middle School)	\$116,502	\$102,064
Superintendent Salary	\$178,632	\$140,582
% of Budget for Teacher Salaries	45.2%	41.0%
% of Budget for Administrative Salaries	5.8%	5.9%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Walnut Heights ES	\$6,259	\$566	\$5,693	\$65,188
Walnut Creek SD			\$5,609	\$62,436
California			\$5,300	\$61,488
% Difference Between School and District			1.5%	4.2%
% Difference Between School and California			6.9%	5.7%

## School Safety

Each year the School Safety Plan is updated. A large part of the plan involves procedures for disaster preparedness. Throughout the year we have preparedness drills for fire, earthquake, hazardous materials, and dangerous intruders. The school, with the help of the PTA, replenishes the supplies and updates the procedures for emergency drills. Staff members have specific duties in the event of any emergency. Each year several members of the staff are trained in CPR and first aid.

The School Safety Plan includes child abuse reporting procedures, discipline policies, a sexual harassment policy, a dress code, and other procedures for the school that involve student and staff safety. Safety is an overriding priority for the Walnut Heights School community. Our safety policies are outlined in the Parent Handbook and are clearly communicated to all students. We are currently updating our School Safety Plan and our Walnut Heights Parent Handbook.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty on November 12, 2008.

**SARC:** Data 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 2009.