



Dudley Elementary School

8000 Aztec Way Antelope, CA 95843 • (916) 338-6470

Michael Jordon, Principal

School Accountability Report Card

School Profile

Dudley Elementary School, named a 1998 California Distinguished School by the State Department of Education was founded in 1959. Located in a rapidly growing area of the northern portion of Sacramento County, Dudley serves approximately 700 kindergarten through fifth grade students. Drawing on our students' various ethnicities and cultural heritages has provided our staff with unique opportunities to incorporate many different cultures and backgrounds into the curriculum.

Based on Dudley's mission statement and on the belief that all children can learn, the staff ensures that every student at Dudley will engage in an academic course consistent with the California Standards focusing on high expectations for student performance in a supportive environment.

Parent Involvement

Volunteers play an important and valuable role at Dudley Elementary. Parental contributions of time are greatly appreciated. Our students, teachers, administrators, parents, and the community benefit from the generosity of volunteers who freely share their talents and resources. Volunteers are placed as helpers in the classroom and library, as well as for special activities such as field trips and school projects. They also act as an important communication link between students and staff, as well as between school and community. Volunteers work in our Dudley Dollar Store, Santa Shop, book fairs, and they help with fundraiser management. Parents participate actively in PTA meetings and events and Dudley's School Site Council and English Learner Advisory Committee.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Arthur S. Dudley Elementary at (916) 338-6470.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

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.

Discipline & Climate for Learning

Dudley Elementary students are treated with dignity while being held to the highest behavioral standards. Students who observe the rules receive positive reinforcement through the weekly Do-Right drawing, monthly reward activity, and a trimester celebration. MegaSkills, which teach character, and Second Step, a violence prevention program, are integrated into instruction and are a school-wide focus. School programs are in place to build a sense of community at Dudley. Students may participate in the band, recorder club, drama club, fencing club, keyboarding club and science club. Students may receive academic enrichment through GATE, intervention, and tutoring by individual teachers.

The Center Unified School District, Dudley Elementary, and each class have established realistic and reasonable guidelines for all students to follow, so learning can take place without disruption. Students who do not meet Dudley's behavior expectations experience logical consequences designed to help them understand the need for safety and consideration for others. Minor discipline problems are handled in a routine manner by the classroom teacher. Repeated disruptive incidents will be handled by the issuance of a Behavior Referral. Severe infractions may result in an office referral with possible suspension. In all cases, parents will be contacted. Rules and expectations are based upon Center Unified School District's Board adopted Discipline Plan and are clearly communicated to the school community. Behavior Support Plans are created for students with chronic behaviors that impede learning. A school counselor provides additional support.

Progress Reports are issued three times each year. Each progress report shows scholastic achievement, effort in the classroom, attendance, and citizenship. Each Thursday, students bring home a folder that includes daily work, school notices, classroom notices, etc. Teachers and parents meet a minimum of twice each year, during the first and second trimesters, to discuss student progress.

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.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	12.2%
American Indian	1.0%
Asian	6.7%
Caucasian	48.9%
Filipino	2.2%
Hispanic or Latino	13.9%
Pacific Islander	1.1%
Multiple or No Response	14.0%

Enrollment Trend by Grade Level

2005-06 2006-07 2007-08

	2005-06	2006-07	2007-08
K	119	118	119
1st	116	124	117
2nd	128	123	121
3rd	123	119	120
4th	126	123	114
5th	127	127	129

Class Size Distribution

	Average Class Size									Classrooms Containing:								
	06			07			08			1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
K	20	20	20	6	4	6	-	2	-	-	-	-	-	-	-			
1	19	20	19	6	4	6	-	2	-	-	-	-	-	-	-			
2	20	20	19	4	4	6	2	2	-	-	-	-	-	-	-			
3	20	20	20	4	4	6	2	2	-	-	-	-	-	-	-			
4	32	31	29	-	-	-	4	4	4	-	-	-	-	-	-			
5	32	32	32	-	-	-	4	3	3	-	1	1	-	-	-			

Suspensions & Expulsions

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	131	110	125	1280	958	1058
Suspension Rate	17.7%	15.0%	17.4%	21.2%	16.4%	18.6%
Expulsions	0	0	0	22	14	6
Expulsion Rate	0.0%	0.0%	0.0%	0.4%	0.2%	0.1%

Safe School Plan

The principal has the responsibility of maintaining security and safety in the school by implementing appropriate procedures, providing safe conditions, facilities, supervision of staff, and taking action against those who threaten the safety of the school. Dudley utilizes the same site incident command system framework used by local law enforcement and firefighting personnel which will lead to a smooth transition of control in the event of an actual emergency. In addition:

- Facilities are maintained in good repair at all times to ensure a safe learning environment.
- Visitors are expected to report to the office and obtain a pass before entering campus.
- Students are only released to a parent or guardian after they are signed out in the front office and show identification.
- Fire drills are held monthly. Intruder alert and “duck and cover” drills are held once per trimester. Bomb threat drills are held each semester.
- A Safe School Officer checks in at Dudley daily and is also on call for emergencies.
- Each classroom is equipped with a crisis bag containing items to be used in an emergency.
- Three separate command centers have been established around campus in the event of an emergency.
- Dudley Elementary participates in the “We Tip” program to assist in eliminating crime and vandalism on campus.

School Facilities

Dudley Elementary underwent modernization during the summer of 2008. To become ADA compliant, bathrooms and sink areas were renovated, ramps and handrails were installed and a wheelchair lift was added to our stage. Other upgrades include: carpet; tile; doors; interior and exterior paint; fixtures; and telephone, fire alarm, and intercom systems Maintenance and repair occurs in a timely manner upon request. All classrooms, restrooms, and other school offices are cleaned and sanitized at a minimum of once each school day.

School Facility Conditions				
Date of Last Inspection: 12/22/2008				
Overall Summary of School Facility Conditions: Good				
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	Campuswide - Siding under repair.
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			

Teacher Assignment

Center Joint Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Arthur S. Dudley Elementary had thirty-five 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	35	35	35	266
Without Full Credentials	0	0	0	11
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		
	05-06	06-07	07-08
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” no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	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	96.5%	3.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	95.3%	4.7%

Staff Development

Staff members build teaching skills by participating in many conferences and workshops throughout the year, then they share their experiences and knowledge with district colleagues. Three staff development days are organized at the district level and eight staff development days are planned at the site level. Beyond these days, staff members can attend workshops organized by the district’s Academic Coaches. Topics for staff development during the 2008-09 school year include: effective teaching strategies for English language learners and struggling readers, test taking strategies for English learners and struggling readers, DIBELS training, and various technology courses.



Counseling & Support Staff

It is the goal of Arthur S. Dudley Elementary 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 difficulty handling peer pressure. The counselor to pupil ratio is 1:694. The table lists the support service personnel available at Arthur S. Dudley Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Computer Technician	1	0.5
Counselor	1	0.6
English Language Learner (ELL) Para-educator	1	0.5
English Language Resource Teacher	1	1
Library Technician	1	1.0
Nurse	1	0.6
Psychologist	1	0.5
Resource Teacher	1	1.0
Special Day Class Aides	1	1.0
Special Day Class Teacher	1	1.0
Speech and Language Specialist	1	0.5

Instructional Materials

Center Joint Unified held a Public Hearing on September 17, 2008 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. 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. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	ELD	Hampton Brown	2006	Yes
K-5	English/ Language Arts	Open Court	2002	Yes
K-5	History/Social Science	Houghton Mifflin	2006	Yes
K-5	Mathematics	Harcourt	2002	Yes
K-5	Science	Harcourt	2007	Yes

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public library. Nearby libraries include the Antelope branch and the Roseville branch, both of which contain numerous computer workstations.

Curriculum Development

Curriculum for Dudley Elementary School is guided by state content standards in each of the subject areas. Instruction is based on specific goals and objectives for each lesson.

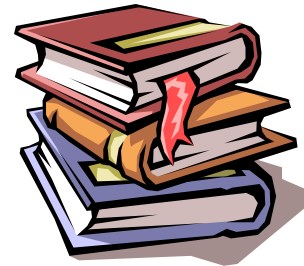
Teachers undergo an annual review and discussion of STAR results with members of their grade level and with the principal.

Parents are made aware of academic results during conferences with the teacher, via newsletters and the Internet, and by attending school and district events such as Back to School Night, School Site Council meetings and Board meetings.

Students with special needs or who are at risk of retention are provided services to supplement classroom instruction. Gifted and Talented Education (GATE) services are provided by extending the curriculum in the class and enriching the curriculum through after school activities. English language learners receive instruction each day by an English language teacher or by the classroom teacher, depending upon need. Students with disabilities receive services according to an Individual Education Plan (IEP) or 504 plan.

For students who are at risk of retention, an intervention class meets for one hour Monday through Thursday before school. An after school homework club supports participating students in grades three through five. Fifth grade teachers provide math support for fifth grade students after school on Mondays.

Students with behavioral concerns have a Behavior Support Plan (BSP) developed for them. A BSP includes proactive action planning to address behaviors that are impeding learning. It includes positive behavioral interventions, strategies, and supports. The plan is developed by the teacher's team and is approved by the assistant principal and parents.



District Expenditures

Center Joint Unified spent an average of \$7,374.56 to educate each student (based on 2006/07 FY audited financial statements). 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,820
From Restricted Sources	\$583
From Unrestricted Sources	\$4,237
District	
From Unrestricted Sources	\$5,361
Percentage of Variation between School & District	20.96%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	20.06%

District Revenue Sources

In addition to general state funding, Arthur S. Dudley Elementary receives state and federal funding for the following categorical funds and other support programs: Economic Impact Aid / English Learner Program; Art, Music and PE Block Grant (one time); Art, Music and PE Grant (ongoing); School and Library Improvement Program Block Grant; Gifted and Talented Education; Lottery; and Innovative Programs.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006/2007 financial statements).

Average Teacher Salaries	
School & District	
School	\$67,117
District	\$60,261
Percentage of Variation	11.37%
School & State	
All Unified School Districts	\$62,157
Percentage of Variation	7.97%

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, Arthur S. Dudley Elementary is required by the state to administer a physical fitness test to all students in grades five. 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.

Percentage of Students in Healthy Fitness Zone	
2007-08 Test Results	
5th Grade	
School	
School Overall	33.6%
School (Boys)	19.6%
School (Girls)	46.0%
District	
District Overall	38.7%
District (Boys)	29.5%
District (Girls)	47.4%
State	
State Overall	28.5%
State (Boys)	25.5%
State (Girls)	31.6%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.	



Average Salary Information

Teachers - Principal - Superintendent 2006-07

	District	State
Beginning Teachers	\$35,512	\$39,692
Mid-Range Teachers	\$58,514	\$62,830
Highest Teachers	\$74,794	\$80,472
Elementary School Principals	\$83,742	\$98,460
Middle School Principals	\$87,339	\$104,522
High School Principals	\$100,734	\$114,549
Superintendent	\$157,739	\$166,547

Salaries as a Percentage of Total Budget

Teacher Salaries	44.3%	40.2%
Administrative Salaries	5.3%	5.8%

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	06	07	08	06	07	08
	All Students					
School	46	53	53	59	70	67
District	45	45	51	62	64	66
State	37	38	38	55	56	56
	Males					
School	40	52	49	59	65	72
	Females					
School	52	54	56	59	76	60
	Socioeconomically Disadvantaged					
School	32	40	44	53	58	61
	African American					
School	41	40	33	59	53	46
	Asian					
School	*	62	87	*	77	67
	Hispanic or Latino					
School	22	32	38	52	58	77
	Caucasian					
School	60	64	55	66	75	72
	Students with Disabilities					
School	*	22	9	*	17	18
	English Learners					
School	11	8	64	32	58	59

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

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <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								
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07						
All Students																											
School	53	59	59	49	55	59	59	50	57	52	59	49	52	63	64	70	74	73	57	61	61	45	52	45	29	35	31
District	52	55	58	36	50	47	54	56	56	55	50	48	65	61	62	61	70	69	61	67	65	53	49	41	27	29	33
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Males																											
School	45	61	59	45	48	56	55	45	46	48	56	46	69	68	64	74	74	73	60	63	55	49	48	52	30	30	36
District	47	52	59	34	46	43	50	53	46	47	45	46	71	61	65	62	72	68	60	66	62	51	44	45	27	24	37
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
Females																											
School	58	59	58	53	60	61	62	56	67	59	62	53	38	56	63	67	73	72	55	59	65	39	57	38	27	41	28
District	58	58	56	37	56	50	60	59	66	65	56	50	57	60	61	62	69	71	61	69	67	54	54	37	28	33	28
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
Socioeconomically Disadvantaged																											
School	45	47	49	37	47	36	47	45	45	48	50	47	49	52	54	67	62	62	47	57	52	33	41	38	19	11	22
District	47	44	48	24	37	32	44	51	46	45	42	39	66	53	52	60	64	58	53	61	58	43	41	31	18	17	26
State	28	33	35	17	22	23	32	35	36	28	28	29	45	48	48	44	46	47	38	42	45	32	35	36	14	18	22
African American																											
School	59	41	33	24	47	50	45	38	50	38	36	41	47	35	39	56	76	57	32	46	69	25	29	27	13	21	27
District	41	51	35	23	38	37	47	44	57	43	35	41	43	46	36	50	54	51	44	56	63	37	34	22	16	16	20
State	34	38	39	22	27	27	35	37	39	30	30	32	42	44	44	39	41	42	34	38	41	28	31	32	16	18	22
Asian																											
School	*	*	75	*	*	69	*	*	*	*	*	*	*	*	81	*	*	85	*	*	*	*	*	*	*	*	*
District	49	68	68	52	52	60	61	63	61	66	64	54	61	77	74	84	78	88	78	89	78	69	64	54	31	15	41
State	66	70	73	54	59	60	71	73	73	67	67	68	79	81	81	81	82	82	79	81	83	74	76	77	50	54	60
Hispanic																											
School	44	55	69	78	52	47	43	42	57	56	50	*	31	50	50	78	74	58	21	53	62	38	21	*	25	29	*
District	55	49	68	33	51	38	49	43	53	46	47	50	62	54	59	62	65	66	47	63	64	43	40	40	17	30	31
State	28	33	35	17	22	23	32	35	37	27	29	30	44	47	48	43	46	48	38	43	46	33	36	37	14	18	23
Caucasian																											
School	52	60	59	48	62	68	65	55	59	54	71	50	59	68	73	71	73	79	69	64	60	49	66	50	33	47	39
District	54	55	60	40	55	51	58	60	61	61	55	48	70	62	69	62	73	70	67	70	64	60	53	46	34	33	39
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58
Students with Disabilities																											
School	*	7	*	*	*	17	*	*	*	0	*	*	*	7	*	*	*	22	*	*	*	0	*	*	0	*	*
District	11	13	18	7	24	10	22	13	22	14	13	9	37	18	25	17	36	16	30	18	23	14	11	15	9	9	14
State	19	23	23	13	16	16	19	20	21	15	14	15	33	34	34	29	31	31	22	25	27	17	18	19	12	14	16
English Learners																											
School	27	19	61	19	10	17	35	0	28	17	15	*	27	50	70	56	55	50	61	33	50	11	23	*	0	0	*
District	40	37	54	11	27	16	27	32	24	27	17	18	57	48	61	53	65	57	53	54	52	37	25	18	5	6	13
State	23	27	30	12	15	15	19	24	24	13	13	14	43	45	46	40	41	42	32	36	39	22	24	25	6	7	11

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



Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

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.

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.

Data Sources

Data within the SARC was provided by Center Joint Unified School District, retrieved from the 2006-07 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 community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	8	7	7	
Similar Schools Rank	8	6	7	
All Students				
Actual Growth	3	-5	-17	790
Socioeconomically Disadvantaged				
Actual Growth	8	-14	4	755
African American				
Actual Growth	-	-	-	765
Caucasian				
Actual Growth	22	-16	-33	797

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	No	No
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	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%

