

# Carpinteria Middle School



## School Accountability Report Card

Data From the 2006-2007 School Year • Published During 2007-2008

Grades 6-8  
5351 Carpinteria Avenue Carpinteria, CA 93013  
Phone: (805) 684-4544 Fax: (805) 566-3839  
Web site: <http://cms.cusd.net>

**Paul Cordeiro**  
Superintendent  
**Felicia Sexsmith**  
Principal

### Principal's Message



**Mission Statement:** Carpinteria Middle School (CMS) strives to create a learning environment such that each student can be successful in mastering grade level standards, developing academic talents, as well as growing socially and emotionally into a productive, responsible citizen. With that in mind, the staff provides a positive, respectful learning environment with high expectations for all students and support for those who need it. The school has programs designed to encourage hard work, good citizenship, and academic achievement. Students, staff, and parents work together in our continuous commitment to helping students develop into the most capable young people possible.

### Parental Involvement

Carpinteria Middle School encourages many different forms of parent participation and is working to increase the number of parents actively involved in the school. A monthly newsletter is mailed home to each family in order to give them up-to-date information on major school activities as well as a calendar for the next month's events. This is also e-mailed to any family who has submitted their e-mail address to the school's directory. On our Web site, we post our student daily bulletin, school calendar, and other school information to help keep parents updated.

Parents are encouraged to phone, e-mail, or meet with any staff member regarding any issue or question regularly. In addition, Carpinteria Middle School has two major parent groups that are open to participation by any parent: the Parent Support Group (PSG) and the English Language Advisory Committee (ELAC). Carpinteria Middle School also has a School Site Council (SSC) that approves the School Site Plan and is comprised of elected parents, teachers, staff, and student representatives.

The PSG meets monthly and helps to fund-raise, financially support enriching supplemental programs, and recruit volunteers for CMS events. The major fund-raising efforts are a magazine drive, Vons E-Scrip, and Albertsons cards.

The ELAC committee also meets monthly. They discuss issues related to English Language Learners. The focus of the group is to further empower Spanish-speaking parents to effectively monitor and support their child's education, understand their rights, and to advise the school and the District as to how to most effectively teach their children. A representative from this group attends the District ELAC meetings and shares information about CMS to the District and reports District information back to the site committee.

The SSC also meets monthly to assess student progress in meeting State Standards, to determine student needs based on site level data, to monitor the programs designed to assist student achievement, and to determine the most effective use of school site funds based on the above goals.

In addition, throughout the year, both the school and departments hold evening events to involve parents. Back-to-School Night, Open House, Egypt Night, Science Fair Night, Food For Thought, and Family Math Night are the kind of events we hold regularly to "show off" student work, demonstrate what students are learning in the classrooms, and bring parents to the school site to build community.

For more information on how to become involved in our school, contact Felicia Sexsmith, Principal, at (805) 684-4544.



**Carpinteria  
Unified  
School  
District**

1400 Linden Avenue  
Carpinteria, CA 93013  
Phone: (805) 684-4511  
Fax: (805) 684-0218  
Website: [www.cusd.net](http://www.cusd.net)

### Board of Trustees

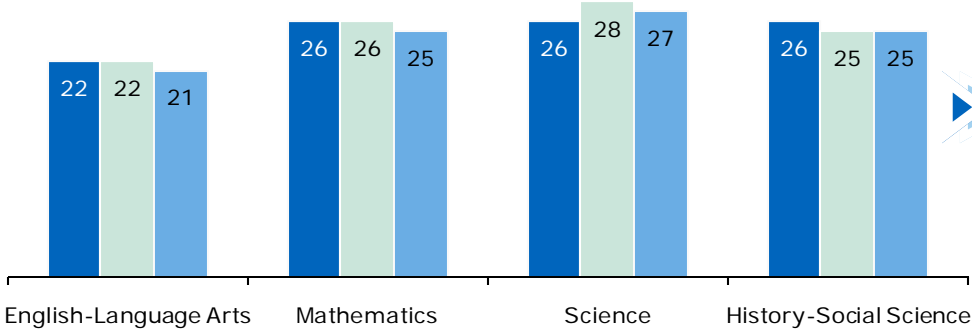
*Terry Hickey Banks  
Amrita Salm  
Leslie Deardorff  
Beverly Grant  
Alex Pulido*

### CUSD Mission Statement

*The CUSD,  
in partnership with  
the community and  
parents, believes that all  
students can earn and are  
capable of being successful  
in our diverse society. We  
are committed to providing  
a quality educational  
program in a caring, positive  
environment which  
promotes self-esteem and  
mutual respect. This will  
provide our students the  
necessary skills to be  
responsible citizens, to lead  
to happy, productive lives  
and to meet the exciting  
challenges of the  
21st century.*



# Carpinteria Unified School District



### Class Size

The adjacent chart displays the three-year data for average class size.

■ 04-05   □ 05-06   ■ 06-07

Class Size Distribution — Number of Classrooms By Size									
Subject	2004-05			2005-06			2006-07		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	14	8	2	12	11	1	18	10	
Mathematics	3	16		4	14		7	8	3
Science	4	13	1	1	12	2	3	10	2
History-Social Science	4	12	2	3	13	1	4	13	

### Professional Development Days

For the previous three school years, we had three days each year dedicated to staff and professional development.

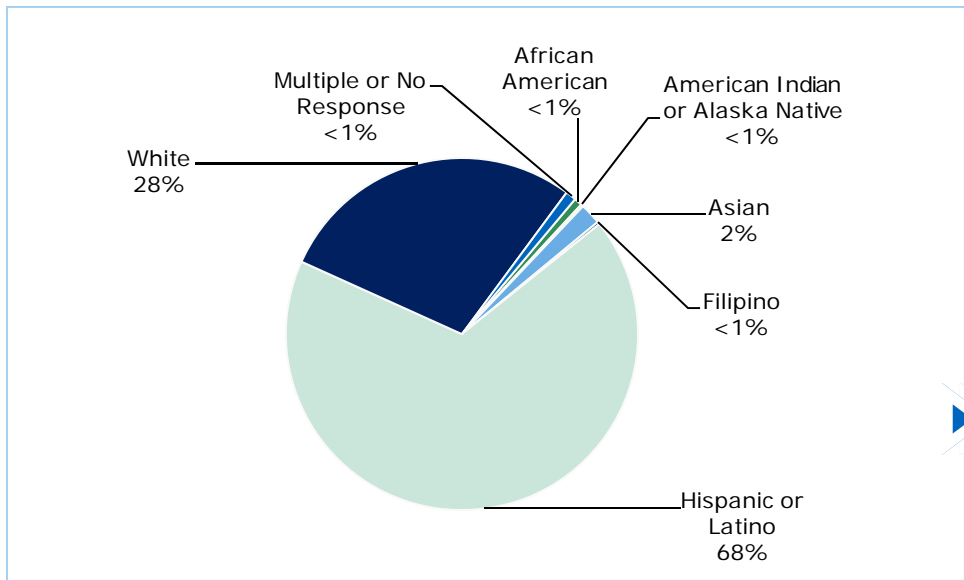
## Suspensions and Expulsions

Suspension and Expulsion Rates						
	Carpinteria MS			CUSD		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspension Rate	0.584	0.416	0.454	0.163	0.131	0.174
Expulsion Rate	0.000	0.010	0.024	0.004	0.005	0.009



### Suspensions and Expulsions

The adjacent 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.



### Public Internet Access

Individuals without home Internet access can use computers with Internet connectivity at the Carpinteria Public Library to download and view School Accountability Report Cards.

**Carpinteria Public Library**  
 5141 Carpinteria Avenue  
 Carpinteria, CA 93013  
 Phone: (805) 684-4314

### Enrollment and Demographics

The total enrollment was 412 students for the 2006-07 school year.



## Textbooks and Instructional Materials

Carpinteria Unified School District selects textbooks and other instructional materials from the most recent list of Standards-based materials adopted by the State Board of Education. Students have current textbooks in the core areas of the curriculum. Every student receives his or her own textbook for each subject area.

At Carpinteria Middle School, courses offered in the visual and performing arts include Band, Visual Art, Muses, Digital Photography, Advanced Technology, Home Economics, and Advanced Home Economics.

Quality and Availability of Textbooks		
Subject	Textbook	Adopted
English-Language Arts	<i>Language Network and Language of Literature</i> , McDougal-Littell (Grades 6-8)	2002
English-Language Arts	<i>Decoding and Comprehension Level B, Level C, SRA</i>	2002
English-Language Arts	<i>Hot Words, Hot Topics</i> (Grade 8)	2000
Mathematics	<i>Concepts and Skills Course II</i> , Houghton-Mifflin (Grade 7)	2001
Mathematics	<i>Concepts and Skills Algebra I</i> , Houghton-Mifflin (Grade 8)	2001
Mathematics	<i>Applications, Equations, and Graphs--Algebra</i> , McDougal-Littell	2001
Mathematics	<i>Concepts and Skills Course I</i> , Houghton-Mifflin (Grade 6)	2001
Science	<i>Focus on Life</i> , Prentice Hall (Grade 6)	2000
Science	<i>Focus on Life Science</i> , Prentice Hall (Grade 7)	2000
Science	<i>Focus on Physical Science</i> , Prentice Hall (Grade 8)	2000
History-Social Science	<i>History Alive, Ancient Civilizations</i> , Teachers' Curriculum Institute (Grade 6)	2006
History-Social Science	<i>History Alive, The Medieval World and Beyond</i> , Teachers' Curriculum Institute (Grade 7)	2006
History-Social Science	<i>History Alive, American Studies</i> , Teachers' Curriculum Institute (Grade 8)	2006
ELD	<i>High Point</i> , Hampton Brown (Grades 6-8)	2001
Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials		
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials	
English-Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Visual & Performing Arts	0%	
Health	0%	
Foreign Language	0%	

Note: This data was most recently collected and verified in September 2007.

## Types of Services Funded

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I (Basic Grant)
- Title II (Teacher & Principal Training & Recruiting)
- Title II Technology
- Title III (for Limited English Proficient Students)
- Title III (Emergency Immigrant)
- 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)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- School Improvement Program (SIP)
- Special Education
- Migrant Education
- Peer Assistance and Review (PAR)
- Tobacco Use Prevention Education (TUPE)
- Block Grant
- AB1113 School Safety & Violence Prevention
- National School Lunch Program





## School Facility Good Repair Status

Below are the results of the school's most recently completed inspection, using the Facilities 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				
Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred in November 2007 and the inspection form was most recently completed in November 2007.

## School Facilities

Carpinteria Middle School was built in 1935, but was recently renovated and, therefore, is in great repair. In addition, the school has custodians that work hard to ensure that it is kept clean and functional. Bathrooms, classrooms, and buildings and grounds are cleaned daily.

We have 25 classrooms (all Internet connected), with LCD projectors; a library connected to a computer lab; a teaching computer lab; two other computer labs in other locations of campus; a multipurpose room with a stage, bleachers, and basketball nets; a large full-size basketball gym with two training rooms attached; new girls and boys locker rooms; a home economics center with a room of 30 brand new Bellini sewing machines (paid for with a grant), and a kitchen room with six kitchenettes; an art room; a music room; and an outdoor shaded eating area.

The grounds are well maintained by the District's grounds crew, and the school received the Carpinteria Beautiful Award for its well-maintained facilities.

*Continued on sidebar*

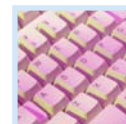
## School Facilities

*Continued from left*

Two campus security guards monitor students before school, at breaks, and after school. Counselors, the dean, the principal, and some teachers also monitor at those times to make sure there is a large adult presence during all free time and in between classes. Students all have access and training with an online, anonymous anti-bullying reporting system to keep us notified of any problems we may not see directly. Additionally, students are encouraged regularly to report problems to any staff member. Extensive counseling services with trained therapists are in place for students with social/emotional issues.

Planned facility improvements include our outdoor athletic fields, which are to be renovated prior to the 2008-09 school year. They'll provide the school with two tennis courts, three outdoor basketball courts, and a new quarter-mile track. The playing fields inside of the track perimeter will be retained. The city's swimming pool is on our campus.

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 2006-07 school year, the District budgeted \$112,245 for the deferred maintenance program. This represents .5% of the District's general fund budget.





### 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									
	Carpinteria MS			CUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	40%	41%	43%	41%	40%	43%	40%	42%	43%
Mathematics	37%	35%	36%	43%	39%	44%	38%	40%	40%
Science	*	40%	39%	31%	37%	38%	27%	35%	38%
History-Social Science	41%	41%	45%	35%	32%	31%	32%	33%	33%

\* The science portion of the CST was administered for the first time to 8th graders in 2005-06.



### California Standards Tests

For the 2007 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 who completed a Standards-based science course and/or history-social science course were given additional exams.

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**

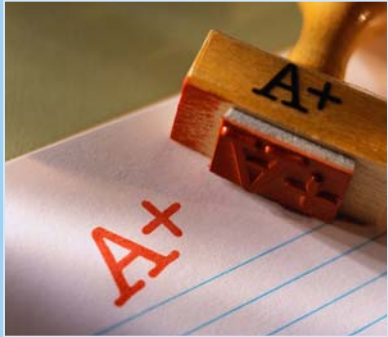
Students scoring at the Proficient or Advanced level meet State Standards in that content area.

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

### CST Subgroup Results: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
	Spring 2007 Results			
Subgroup	English-Language Arts	Mathematics	Science	History-Social Science
Male	38%	34%	42%	46%
Female	49%	37%	35%	44%
Economically Disadvantaged	23%	20%	16%	24%
English Learners	5%	9%	8%	8%
Students with Disabilities	8%	13%	12%	12%
Migrant Education Services	14%	18%	17%	8%
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	27%	23%	24%	31%
Pacific Islander	❖	❖	❖	❖
White	79%	64%	71%	77%

❖ 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.





## Norm Referenced Test Results

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current NRT adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

The tables below show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

Percentage of Students Scoring At or Above the 50th Percentile						
	Reading			Mathematics		
	04-05	05-06	06-07	04-05	05-06	06-07
<b>Carpinteria MS</b>	48%	47%	47%	53%	54%	49%
<b>CUSD</b>	45%	40%	44%	60%	54%	55%
<b>California</b>	41%	42%	42%	52%	53%	53%

## NRT Subgroup Results: Reading and Math

Percentage of Students Scoring At or Above the 50th Percentile		
	Spring 2007 Results	
Subgroup	Reading	Mathematics
<b>Male</b>	43%	47%
<b>Female</b>	50%	51%
<b>Economically Disadvantaged</b>	28%	33%
<b>English Learners</b>	8%	22%
<b>Students with Disabilities</b>	12%	22%
<b>Migrant Education Services</b>	31%	38%
<b>African American</b>	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖
<b>Asian</b>	❖	❖
<b>Filipino</b>	❖	❖
<b>Hispanic or Latino</b>	30%	35%
<b>Pacific Islander</b>	❖	❖
<b>White</b>	84%	82%

❖ 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.

## School Safety

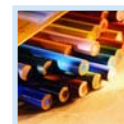
The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in November 2007. Safety is a fundamental requirement for learning and growth. Therefore, in 2006, CMS began a safety committee to constantly review and reflect upon our plan as well as disseminate information among the entire staff.

Goals of the Safety Plan are:

- Ensure that safety emergency plans are known and practiced regularly by the whole school.
- Monitor progress through regularly scheduled drills and self-evaluations.
- Promote safety information to students on a regular basis in a variety of formats.
- Continue to update and review the respective Safe School Surveys to increase understanding of current needs, concerns, and issues.
- Provide appropriate training to all staff.

Key elements of the Safety Plan are:

- Emergencies and fire drills
- Health and safety
- Drugs and alcohol
- Anti-harassment, anti-bullying programs
- Sexual harassment
- Hate crimes and bias incidents
- Playground use
- Student field trips
- Tobacco-free school
- Conduct code
- Character Counts program
- Hazardous materials
- Infectious diseases





### Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Carpinteria MS		CUSD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	No	No	Yes
API	Yes		Yes	
Graduation Rate	✦		Yes	



### 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

For a detailed report on Adequate Yearly Progress, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

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

### Academic Performance Index

API Ranks — Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	7	5	6
Similar Schools API Rank	9	8	9



### 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 adjacent 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/).

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2006-07 API Score
	2004-05	2005-06	2006-07	
All Students at the School	-23	10	15	740
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	-16	28	3	680
Pacific Islander	■	■	■	■
White	-37	1	56	881
Socioeconomically Disadvantaged	7	2	-6	658
English Learners	✦	26	27	667
Students with Disabilities	✦	■	■	■

✦ API scores for English learners and students with disabilities were first reported in the 05-06 API cycle.

■ Data are reported only for numerically significant subgroups.

**Testing Note:** Assessment data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other subgroups (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

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

Teacher Credential Information				
	CUSD	Carpinteria MS		
Teachers	2006-07	04-05	05-06	06-07
With Full Credential	134	22	22	23
Without Full Credential	0	3	2	0
Teaching Outside Subject Area of Competence		0	0	4
		05-06	06-07	07-08*
Teacher Misassignments of English Learners— English Language Learner (ELL) teachers without ELL certification		0	0	0
Total Teacher Misassignments		0	0	0
Vacant Teacher Positions—teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

\* Most current data.

## 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. 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).

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Carpinteria MS	100%	0.0%
All Schools in District	98.9%	1.1%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	100%	0.0%

◆ Information not available.

## Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
1.0	412

### 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) 1.0
- Psychologist 0.4
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.7
- Resource Specialist (non-teaching) 1.9
- Other 0.0



### 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 2006-07, 46.39% of students in the seventh 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/).



## 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. For more information, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Federal Intervention Program		
	Carpinteria MS	CUSD
<b>Program Improvement Status</b>	In PI	Not In PI
<b>First Year of Program Improvement</b>	2006-2007	✧
<b>Year in Program Improvement</b>	Year 2	✧
<b>Number of Schools Identified for Program Improvement</b>		
		2
<b>Percent of Schools Identified for Program Improvement</b>		
		22.2%

✧ Not applicable.

## Financial Information

The data displayed is from the 2005-06 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	CUSD	Similar Sized District
<b>Beginning Teacher Salary</b>	\$34,680	\$36,572
<b>Mid-Range Teacher Salary</b>	\$55,137	\$55,815
<b>Highest Teacher Salary</b>	\$73,143	\$70,985
<b>Average Principal Salary</b>	\$87,493	\$90,820
<b>Superintendent Salary</b>	\$123,624	\$128,495
<b>% of Budget for Teacher Salaries</b>	40.9%	39.3%
<b>% of Budget for Administrative Salaries</b>	5.9%	5.8%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
<b>Carpinteria MS</b>	\$789	\$749	\$40	\$55,225
<b>CUSD</b>			\$18	\$53,815
<b>California</b>			\$4,943	\$56,613
<b>% Difference Between School and District</b>			56.1%	2.6%
<b>% Difference Between School and California</b>			-12,222.0%	-2.5%

“The school has programs designed to encourage hard work, good citizenship, and academic achievement. Students, staff, and parents work together in our continuous commitment to helping students develop into the most capable young people possible.”



**SARC**—The information contained herein is provided by the California Department of Education: Enrollment and Demographics, Class Size, Counselors and Support Staff, CST, NRT, API, PI, AYP, California PFT, Teacher Qualifications, and some Financial Information. 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 other information is provided by the school and the district office.

All data accurate as of March 13, 2008.

PUBLISHED BY

**SIA** School Innovations & Advocacy

[www.sia-us.com](http://www.sia-us.com) 800.487.9234