



SCHOOL ACCOUNTABILITY REPORT CARD FOR 2003-2004
SANTA RITA UNION ELEMENTARY SCHOOL DISTRICT

McKinnon Elementary School

ADDRESS: 2100 McKinnon, Salinas, CA 93906 **PHONE:** (831) 443-7224

PRINCIPAL: Susan Fisher **GRADE RANGE:** K-5 **SCHEDULE:** Traditional

OUR SCHOOL AT A GLANCE

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Student enrollment	Total number of students enrolled	584	516	566
Teachers	Number of classroom teachers (full-time equivalent)	25	25	28
Students per teacher	How many students there are per teacher	23	21	20
Academic Performance Index	The state's method of combining test scores across all subjects and grade levels	713	661	735
Students per computer	How many students share one computer	7	6	5

Principal's Comments

McKinnon enjoyed a wonderful second year thanks to students, families, staff, and central administration. We were able to add to our playground equipment and install additional benches in the outdoor instructional areas. In the fall of 2003, we received our first set of state standardized test scores. Our Academic Performance Index (API) was 734, and we plan to continue on this path of excellence.

Parents are important partners at McKinnon, and they volunteer in classrooms every day. Our PTA sponsors many activities for the students, including providing Jamba Juice on minimum days! McKinnon parents are amazingly supportive and contribute a great deal to our school.

We welcome all of our families and partners. We enjoy a fine relationship with Triangle Farms, Driscoll, California State University at Monterey Bay, Albertson's, Dole, T&A, and many other community partners. Thank you!

Major Achievements

- Our API was 713. We are extremely proud of this score and anticipate great gains in the future.
- Our schoolwide focus on spelling last year contributed to high test scores.
- Our new SuccessMaker software will help to assist students who are struggling with reading, comprehension, and mathematics.

Focus for Improvement

- Focus on vocabulary and reading comprehension schoolwide.
- Use our two strong Student Study Teams (SSTs), which meet weekly to support our students with special needs. Continue to work with California State University at Monterey Bay and Dr. Marcia Karwas to serve our students with developmental challenges.
- Continue to have our strong English Language Development (ELD) team properly designate and serve students who are learning English.

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Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The state Department of Education (CDE) calculates our school’s API score using student test results from the California Standards Tests, the CAT/6, and, for high schools, the California High School Exit Exam. API scores range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800.

McKinnon’s API was 713 (out of 1000). This is a decline of 25 points compared to last year’s API. About 100 percent of students took the test, which did meet the state’s required participation rate of 95 percent.

API RANKINGS: Based on our API score, our school is ranked on a scale from 1 to 10 (10 being the highest). We receive one ranking that compares us to all elementary schools in the state. Compared to all elementary schools in California, our school currently ranks 5 out of 10.

We also receive a second ranking that compares us to schools with similar students, teachers, and class sizes. Compared to similar schools, our school currently ranks 2 out of 10.

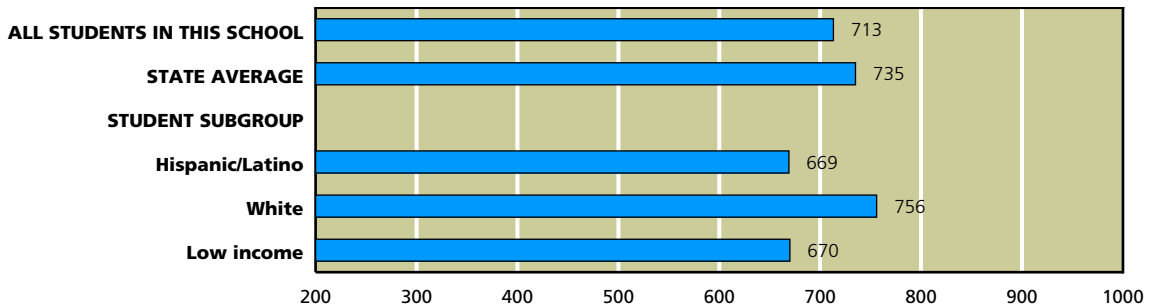
API GROWTH TARGETS: Each year, the state Department of Education sets specific API “growth targets” for every school. They assign one growth target for the entire school, and they set additional targets for ethnic or socioeconomic subgroups that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do not, they may be eligible for awards, such as the Governor’s Performance Award; if they do not, they may receive sanctions. We did not meet our assigned growth targets during the 2003–2004 school year and did not qualify for the Governor’s Performance Award. Just for reference, 46 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	No
Met growth target for prior school year	N/A
API score	713
Growth attained from prior year	-25
Met subgroup* growth targets	No
Governor’s Performance Award	No
Underperforming school	No

SOURCE: API based on spring 2004 test cycle. Growth scores alone are displayed, and are current as of February 2004.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Academic Performance Index, Spring 2004



SOURCE: Academic Performance Index based on spring 2004 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet new requirements set by the federal education law known as No Child Left Behind. This law requires all schools to report how well students are achieving based on a concept called Adequate Yearly Progress (AYP).

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above proficient levels on the California Standards Test (13.6 percent on the English test and 16 percent on the math test). These goals must also be met by all ethnic and socioeconomic subgroups of students. Second, the schools must achieve an API of at least 560 or increase the API by one point. Third, 95 percent of the student body must take the required standardized tests.

If a school fails to meet even one of the criteria, it fails to meet AYP. While all schools must report their progress towards meeting AYP, only schools getting federal funding to help economically disadvantaged students are actually penalized if they fail to make the mark. If these schools fail to meet AYP for two consecutive years or more, they must provide special services to students, such as a transfer to a different school or tutoring. In some cases, the school faces intervention from the state of California.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	No
Met schoolwide API for AYP	Yes
Program Improvement School	No

SOURCE: AYP is based on the Accountability Progress Report of January 21, 2005. A school can be in Program Improvement based on students' test results in the 2003-2004 school year or earlier.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL ● NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE TEST?	DID 13.6% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE TEST?	DID 16% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students with disabilities	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
African American	●	●	●	●
American Indian	●	●	●	●
Asian	●	●	●	●
Filipino	●	●	●	●
Hispanic/Latino	●	●	●	●
Pacific Islander	●	●	●	●
White/Other	●	●	●	●

The table at left shows where we met our AYP goals. The gray dots represent where we’ve met our goals; red dots indicate goals we missed. Just one red dot is sufficient to cause us to fail to attain what NCLB defines as “Adequate Yearly Progress.”

Note: Yellow dots indicate that too few students were in the category to draw meaningful conclusions. Federal rules require at least 50 students to take the test for statistical significance.

SOURCE: AYP release of January 2005, Calif. Dept. of Education.

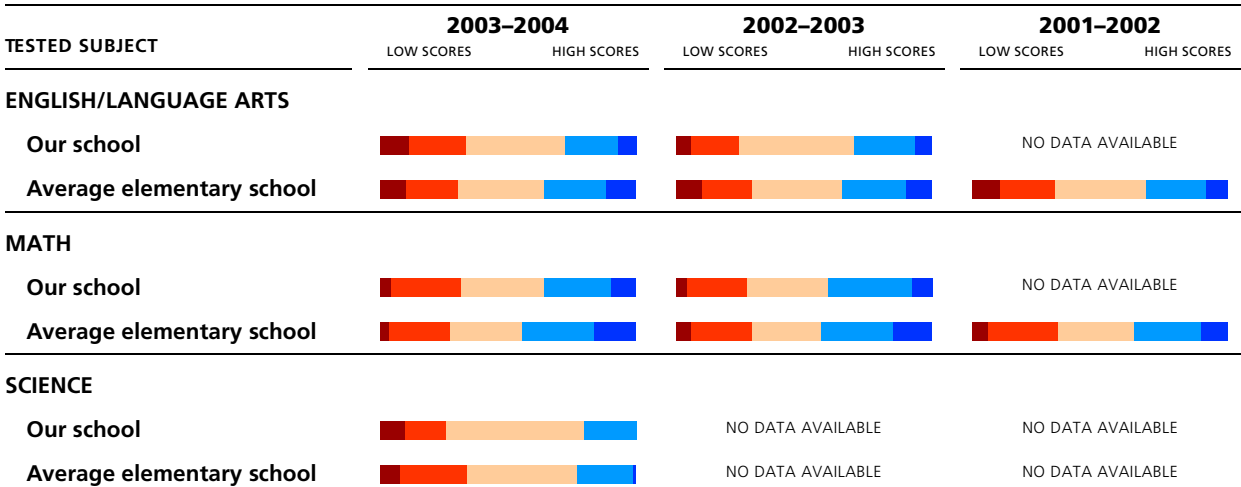
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests in selected subjects. We present our schoolwide results next to the results for the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different groups of students. In addition, we provide links to the California Standards on which these tests are based. If you'd like more information about the CSTs, please contact our principal or our teaching staff.

California Standards Test Scores

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the California Standards Tests are from the spring 2004 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

California Standards Test Scores: Top Scores Only (Advanced and Proficient)

TESTED SUBJECT	2003-2004	2002-2003	2001-2002
ENGLISH/LANGUAGE ARTS			
Our school	29%	31%	N/A
Average elementary school	36%	36%	33%
MATH			
Our school	37%	41%	N/A
Average elementary school	45%	44%	37%
SCIENCE			
Our school	22%	N/A	N/A
Average elementary school	24%	N/A	N/A

SOURCE: The scores for the California Standards Tests are from the spring 2004 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

Frequently Asked Questions

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and our concern for statistical reliability, we have omitted grade-level detail from these test results. Presenting the results at the schoolwide level enables readers to view the results of far more students than any one grade level would contain. This also improves the statistical reliability of the results. Grade-level results can be found online at the [STAR testing Web site](#).

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level, and our eventual goal is to enable all students to reach either of the top two bands, advanced or proficient. Those who score in the middle band, basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—below basic or far below basic—need more help to reach the proficient level. The number of questions students must answer correctly in order to be grouped into one of these five proficiency levels is revealed in the [CDE's technical memo](#) available on the CDE's Web site.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TESTS (CAT/6) SCORED DIFFERENTLY? These two tests are quite different, and their scoring methods differ, too. When students take the CST, they are scored against five criteria. So in theory, all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This is similar to grading “on the curve.” Students' CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? California's standards are very high, and the tests that measure students' mastery are similarly difficult. This is reflected in the results, with just over 36 percent of elementary school students scoring proficient or advanced on the English/language arts test. Our state's standards are considered by experts to be among the clearest and most rigorous in the country. To see for yourself how difficult the [California Standards](#) are, spend a few minutes reviewing them.

ARE ALL STUDENTS' SCORES INCLUDED? Yes, the results of all students who took the test are included, with one exception. When schoolwide results are reported and 10 or fewer students in one grade or subgroup take a test, state officials remove their scores from the report. They do this to protect students' privacy as called for by federal law. All students in grades two through eleven are required to take these tests unless their parents have requested waivers.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS WHEN VIEWED AT THE SCHOOL LEVEL? The reliability of results depends on the number of students tested and the number of questions on the test. The scores of 300 students who answered 60 questions, for example, result in a very reliable schoolwide score. This means the results would be very similar if the same test were given to an identical group of students. However, if you're reviewing the scores of only 20 students, you can expect the results to be quite different than if another group of 20 nearly identical students took the test. When fewer than 30 students' scores are available, we do not report them because of this low level of reliability.

WHERE CAN I FIND SAMPLE TEST QUESTIONS TO REVIEW? You can find sample test questions for all of the California Standards Tests by going to the [CDE's Web site](#). They are a helpful way to see actual samples of live questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The California Department of Education has placed a wealth of resources on its Web site. First, the STAR test reporting site offers a path both to the detailed reports for schools and districts, and to assistance packets for parents and teachers. The [grades and subjects](#) covered by these tests are fully described. Explanations of [technical terms](#) and scores can be most helpful. You'll also find a guide to navigating the STAR reporting tool, as well as help understanding how to [compare test scores](#).

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			29%	100%	SCHOOLWIDE AVERAGE: About seven percent fewer students at our school scored proficient or higher than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			36%	99%	

English/Language Arts, by subgroup

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT to RIGHT):

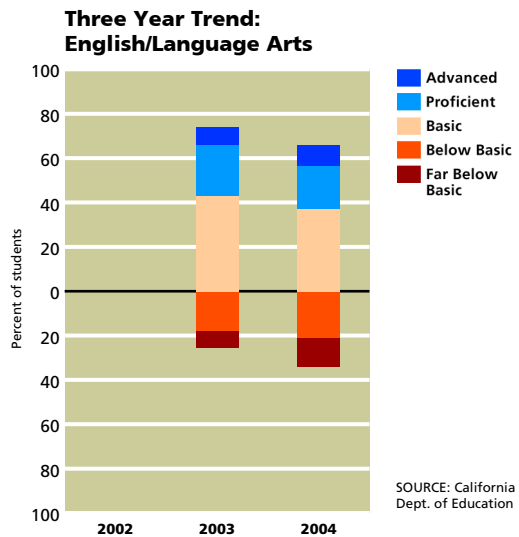
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
Boys			24%	184	GENDER: About ten percent more girls than boys at our school scored proficient or higher.
Girls			34%	179	
English proficient			39%	255	ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			5%	108	
Low income			18%	167	INCOME: About 20 percent fewer students from lower income families scored proficient or higher than our other students.
Not low income			38%	195	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			29%	362	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	11	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Filipino	DATA STATISTICALLY UNRELIABLE		N/S	12	
Hispanic			19%	220	
White			39%	33	

SOURCE: The scores for the California Standards Tests are from the spring 2004 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the California Department of Education withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. The three top bands appear above the black horizontal line, and the two lowest proficiency bands appear below. Our progress can take many forms, but it rests on helping students score at higher proficiency levels year to year. This means progress can be fewer students in the lower two proficiency bands, or more students in the top proficiency bands.

You can read the California standards for English/language arts for [first grade](#), [second grade](#), [third grade](#), [fourth grade](#), and [fifth grade](#) at the California Department of Education's Web site.



Math

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			37%	100%	SCHOOLWIDE AVERAGE: About eight percent fewer students at our school scored proficient or higher than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			45%	99%	

Math, by subgroup

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

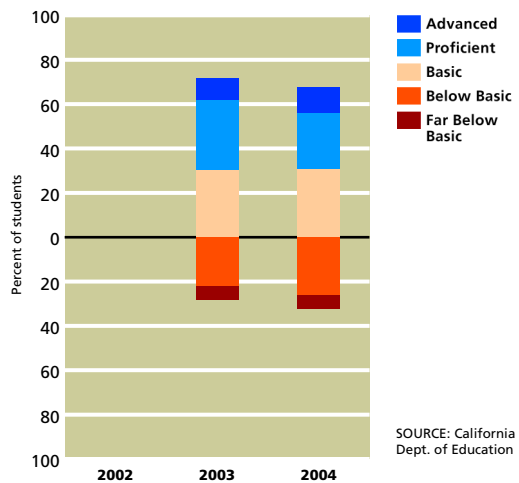
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
Boys			33%	184	GENDER: About eight percent more girls than boys at our school scored proficient or higher.
Girls			41%	180	
English proficient			43%	256	ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			21%	108	
Low income			31%	167	INCOME: About 11 percent fewer students from lower income families scored proficient or higher than our other students.
Not low income			42%	196	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			37%	363	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	11	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Filipino	DATA STATISTICALLY UNRELIABLE		N/S	12	
Hispanic			27%	221	
White			48%	33	

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 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. The three top bands appear above the black horizontal line, and the two lowest proficiency bands appear below. Our progress can take many forms, but it rests on helping students score at higher proficiency levels year to year. This means progress can be fewer students in the lower two proficiency bands or more students in the top proficiency bands.

You can read the math standards for [first grade](#), [second grade](#), [third grade](#), [fourth grade](#), and [fifth grade](#) at the California Department of Education's Web site.

Three Year Trend: Math



Science

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			22%	100%	SCHOOLWIDE AVERAGE: About two percent fewer students at our school scored proficient or higher than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			24%	99%	

Science, by subgroup

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
Boys			22%	49	GENDER: About the same percent of boys and girls at our school scored proficient or higher.
Girls			21%	48	
English proficient			28%	75	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	DATA STATISTICALLY UNRELIABLE		N/S	22	
Low income			22%	41	INCOME: About the same percent of students from lower income families scored proficient or higher as our other students.
Not low income			21%	56	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			22%	96	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	11	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Hispanic			12%	59	

SOURCE: The scores for the California Standards Tests are from the spring 2004 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the California Department of Education withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

Because the science standards test was a new test in the 2003–2004 school year, we are unable to offer any view of year-to-year progress. However, it is worth noting that the science standards test was administered only to our fifth graders. Of course, we teach science to students in all grade levels, covering these areas: physical science, life science, earth science, and investigation and experimentation. So to better understand what we are teaching, we suggest you review the [science standards](#) themselves by going to the Web site of the California Department of Education.

California Achievement Test (CAT/6)

The CAT/6 is a “nationally normed” test, which means that students are scored against each other, much like being graded “on the curve.” The CAT/6 reflects national academic standards, and it enables us to see how our students are doing compared to other students in the nation. We’ve constructed two schoolwide perspectives on the results: high-scoring students (those in the top quarter of students nationally) and students scoring at or above average (those in the top half). We also separate the scores of students proficient in English compared to their peers, and the scores of students still learning English compared to their peers.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percent of students scoring at or above the 75th percentile nationally	12%	13%	17%
Students scoring at or above average (all students)	Percent of students scoring at or above the 50th percentile nationally	34%	32%	41%
English proficient students	Percent of English proficient students scoring at or above the 50th percentile nationally	42%	49%	51%
English learners	Percent of English learners scoring at or above the 50th percentile nationally	14%	12%	17%
LANGUAGE				
High-scoring students	Percent of students scoring at or above the 75th percentile nationally	16%	15%	20%
Students scoring at or above average (all students)	Percent of students scoring at or above the 50th percentile nationally	45%	35%	44%
English proficient students	Percent of English proficient students scoring at or above the 50th percentile nationally	53%	53%	54%
English learners	Percent of English learners scoring at or above the 50th percentile nationally	26%	15%	21%
MATH				
High-scoring students	Percent of students scoring at or above the 75th percentile nationally	26%	22%	29%
Students scoring at or above average (all students)	Percent of students scoring at or above the 50th percentile nationally	51%	45%	53%
English proficient students	Percent of English proficient students scoring at or above the 50th percentile nationally	58%	60%	61%
English learners	Percent of English learners scoring at or above the 50th percentile nationally	36%	28%	34%

SOURCE: The scores for the CAT/6 are from the spring 2004 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than eleven scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At McKinnon, 34 percent of students scored at or above average in reading (compared to 41 percent statewide); 45 percent scored at or above average in language (compared to 44 percent statewide); and 51 percent scored at or above average in math (compared to 53 percent statewide). The subject with the most students scoring at or above average was math.

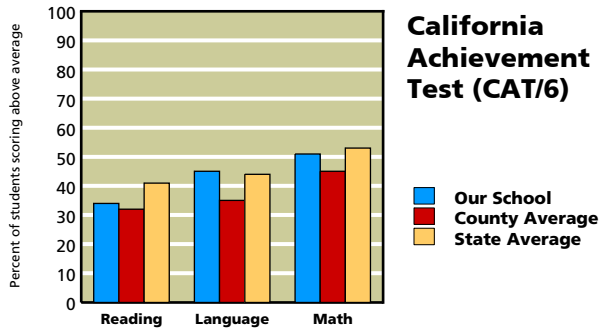
HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (at the 75th percentile and higher). At McKinnon, 12 percent of students scored at the top in reading (compared to 17 percent statewide); 16 percent scored at the top in language (compared to 20 percent statewide); and 26 percent scored at the top in math (compared to 29 percent statewide). The subject with the most high-scoring students was math.

ENGLISH PROFICIENT STUDENTS SCORING ABOVE AVERAGE: Here we've separated the results of students who are English proficient from students who are learning English. At McKinnon, 42 percent of English proficient students scored at or above average in reading (compared to 51 percent statewide); 53 percent scored at or above average in language (compared to 54 percent statewide); and 58 percent scored at or above average in math (compared to 61 percent statewide). The subject with the most English proficient students scoring at or above average was math.

ENGLISH LEARNERS SCORING ABOVE AVERAGE: This view of test scores examines how well students classified as English learners performed on the CAT/6. At McKinnon, 14 percent of English learners scored at or above average in reading (compared to 17 percent statewide); 26 percent scored at or above average in language (compared to 21 percent statewide); and 36 percent of English learners scored at or above average in math (compared to 34 percent statewide). The subject with the most English learners scoring at or above average was math.

Our CAT/6 Results Compared

Students at our school take the CAT/6 in grades two through five. In the graph to the right, you'll see the results of all students in each of the subjects we tested. The values displayed represent the percent of our students who scored at or above average compared to other elementary students in the county and state. This is just one way to view results. More specific grade-level results are available on request.



SOURCE: Spring 2004 test cycle. County and state averages represent elementary schools only.

Other Measures of Student Achievement

Teachers evaluate student progress every day through written work and classroom activities. In addition, the ELD team uses CELDT test results, Adept, and Project Results information to monitor growth. McKinnon will be participating in the district use of a standards-based mathematics progress test during 2003-2004.

STUDENTS

Students' English Language Skills

At McKinnon, 68 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall. Of the 32 percent of McKinnon students who were still learning English, nine percent advanced to English proficiency since the census of 2003–2004.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	68%	54%	68%
English learners	32%	46%	32%

SOURCE: Language Census for school year 2003–2004. County and state averages represent elementary schools only.

Home Languages of Students Learning English

Please note that the adjacent table describes the home languages of just the 188 students classified as English learners. At McKinnon, the language these students most often speak at home is Spanish. In California, it's common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	86%	96%	86%
Vietnamese	1%	1%	2%
Hmong	0%	0%	1%
Cantonese	1%	0%	1%
Filipino/Tagalog	7%	1%	1%
Khmer/Cambodian	0%	0%	1%
Korean	3%	0%	1%
All other	3%	2%	7%

SOURCE: Language Census for school year 2003–2004. County and state averages represent elementary schools only.

Ethnicity

Most students at McKinnon identify themselves as Latino/Hispanic. In fact, there are about four times as many Latino/Hispanic students as Asian/Pacific Islander students, the second-largest ethnic group at McKinnon. The state of California allows citizens to choose more than one ethnic identity, or to select “multi-ethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	4%	3%	8%
Asian American/Pacific Islander	18%	6%	11%
Latino/Hispanic	64%	68%	49%
White/European American/Other	14%	23%	33%

SOURCE: CBED5 census of October 2003. County and state averages represent elementary schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earn less than \$34,040 a year (based on a family of four). At McKinnon, 46 percent of the students qualified for this program, compared to 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	46%	68%	56%
Parents with some college	59%	39%	52%
Parents with college degree	23%	20%	28%

SOURCE: The free and reduced-price lunch information is gathered by most districts at the start of each school year in October. This is from the 2003–2004 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 59 percent of the students at McKinnon have attended college, and 23 percent have a college degree. Note that not all students provide this data, so it may be less than fully accurate.

CLIMATE FOR LEARNING

Because funding for class-size reduction was focused on the early grade levels, our school’s class sizes, like most elementary schools, differ across grades.

Average Class Sizes

Classes at McKinnon vary in average class size across grade levels from a low of 20 students to a high of 30. Our average class size schoolwide is 23 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	24	21	20
First grade	20	20	19
Second grade	21	19	19
Third grade	20	21	20
Fourth grade	30	28	29
Fifth grade	30	28	29

SOURCE: CBEDS census, October 2003. County and state averages represent elementary schools only.

Safety

Yard duty personnel and faculty monitor our students before school. Faculty supervises recesses and the principal supervises the front parking lot before and after school. McKinnon has a very thorough safety plan. We hold drills regularly for fire, earthquake, and lock down. The school campus is immaculate and a great source of pride for our students.

Homework

Homework is assigned four days per week. Lengthy reports in the fifth grade may run over weekends, but students are allotted time in class to work on them. Students are expected to read daily at home. Most classes have required reading logs for parents to sign. We appreciate our parents for their support of all academic programs.

Discipline

At times we find it necessary to suspend students who break certain school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day.

Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

Always being the best you can be is our school motto. As a result of regular assemblies and a focus on school pride, we have very little cause for administrative discipline. We practice a zero tolerance for all Education Code violations, including fighting and possessing or using weapons. In serious cases we may prescribe suspension.

During the 2003–2004 school year, we suspended 55 students and expelled none. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2003–2004	9	9
	2002–2003	5	4
	2001–2002	0	8
Expulsions per 100 students	2003–2004	0	0
	2002–2003	0	0
	2001–2002	0	0

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent elementary schools only.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percent of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the district and state.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Boys in Fitness Zone	13%	11%	23%
Girls in Fitness Zone	0%	4%	27%
Total	6%	8%	25%

SOURCE: 2003–2004 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.

Schedule

Both yard duty personnel and faculty monitor our students before school. Faculty supervises recesses. The principal supervises the front parking lot before and after school. McKinnon has a very thorough safety plan. We hold drills regularly for fire, earthquake, and lock down. The school campus is immaculate and a great source of pride for our students.

Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Kindergarten	36,000	36,000
Grades 1–3	50,670	50,400
Grades 4–5	54,820	54,000

SOURCE: This data is reported by school district staff.

TEACHERS AND STAFF

Principal

Susan Fisher has been principal of this school for two years.

Our principal has 11 years of experience as a principal and 31 as a teacher.

Our principal was the Curriculum Director for the Dallas Schools for three years. She is currently beginning a new venture as adjunct university faculty. Opening a new school has been the gift of a career. All planning and implementation at McKinnon is inclusive and collaborative.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	15	14	12
Newer teachers	Percent of teachers with one or two years of teaching of experience	4%	11%	11%
Teachers holding a B.A. degree only	Percent holding a bachelor's degree only from a four-year college	73%	75%	71%
Teachers holding an M.A. degree or higher	Percent holding a master's degree or higher from a graduate school	27%	25%	29%

SOURCE: Professional Assignment and Information Form (PAIF), October 2003. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About four percent of our teachers are relatively new to teaching, having taught two years or less. This is below the percentage of new teachers in other elementary schools in California. Our teachers have, on average, 15 years of experience. About 73 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 27 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of teachers holding a full, clear authorization to teach	100%	92%	93%
Trainee credential holders	Percent of staff holding an internship credential	0%	3%	4%
Emergency permit holders	Percent of staff holding an emergency permit	0%	4%	4%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: Professional Assignment and Information Form (PAIF), October 2003. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 100 percent of the faculty at McKinnon hold a full credential. None of the faculty at McKinnon holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, four percent of elementary school teachers throughout the state hold trainee credentials. Finally, none of our faculty holds emergency permits. Very few elementary school teachers hold this authorization statewide (just four percent).

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standard in NCLB	4%	4%	50%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	8%	7%

SOURCE: Courses taught by teachers not meeting NCLB standards are derived from the Consolidated Application filed by districts with the Calif. Dept. of Education. Average represents median. Data on Teachers lacking a full credential is derived from the Professional Assignment and Information Form (PAIF) of October 2003.

This year, all schools in the nation are required by federal law to report new facts about teachers. These facts are intended to share with parents the experience and qualifications of our teaching staff. The federal law known as No Child Left Behind (NCLB) now asks schools to report the number of teachers considered to be "highly qualified." As defined under NCLB, "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. In the table above, we report the percentage of our core courses that are taught by teachers who are considered to be less than "highly qualified" as defined by NCLB.

Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. About zero percent of our teachers were working without full credentials, compared to seven percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available from the links below. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2004–2005 school year.

Districtwide Distribution of Not "Highly Qualified" Teachers

This table shows how teachers considered to be not "highly qualified" are distributed within our district. Specifically, the data describes just the percentage of core courses that lack teachers who meet NCLB's standard.

DISTRICT FACTOR	DESCRIPTION	DISTRICT AVERAGE
Courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by "highly qualified" teachers	6%
Schools with most low income students	Percentage of core courses not taught by "highly qualified" teachers	0%
Schools with least low income students	Percentage of core courses not taught by "highly qualified" teachers	0%

SOURCE: Consolidated Application. Schools in the district are divided into quartiles, based on their students' free lunch entitlements. Top and bottom quartiles are compared.

The districtwide average is six percent, compared to 48 percent statewide. But for those schools with the highest percentage of students getting free and reduced-price lunches, this factor is zero percent, compared to 60 percent statewide. And for those schools with the lowest percentage of students getting free and reduced-price lunches, this factor is zero percent, compared to 40 percent statewide.

Evaluating and Improving Teachers

All teachers are informally evaluated every year. Formal evaluation of tenured teachers occurs every other year. McKinnon is fortunate that 100 percent of our faculty is credentialed. We meet the criteria set by the federal No Child Left Behind law.

Staff Development

We hold two full days of staff training once the school year begins. The focus of staff training this year is on English language development and reading instruction. We also have a minimum day once a month during which we evaluate the implementation of our programs.

Substitute Teachers

Substitutes have been successfully located thanks to the new automated system. All substitutes are well prepared.

Teacher Assignment

McKinnon has three new staff members this year. All three came from Santa Rita School and have been strong additions to our campus.

Specialized Programs and Staff

McKinnon shares the services of a school counselor with the other schools in the district. We can reach her by phone whenever she is needed. We are also fortunate to have a speech pathologist and a school psychologist. We have a health aide who is on campus from 10:00 a.m. to 1 p.m. daily. Our resource teacher is amazing and is here every day to support instruction for all students. Our partnership with California State University at Monterey Bay affords our students hours of physical education each week.

GIFTED AND TALENTED EDUCATION: Starting in second grade, educators identify academically gifted or talented students based on teacher recommendations or tests. When enough students are identified this way, schools create enrichment programs called **Gifted and Talented Education (GATE)**. Our school has 25 students who qualify for this program. Mrs. Ana Butler has taken over the management of the district GATE program and is meeting with parents to develop our program. McKinnon recently created the McKinnon Newspaper. All students may work on the newspaper, but we are targeting identified GATE students as reporters and editors. All GATE activities at McKinnon are inclusive.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 49 students who qualify for these **special education** programs. McKinnon’s two SSTs are an excellent resource for both faculty and families. Each team is composed of four teachers, the school psychologist, the speech pathologist, the resource specialist, and the principal. Our resource specialist, Miss Snider, works full time at McKinnon. She carries a full special education case load, and she also assists many other students.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that emphasize gaining fluency in English. We strive to advance our **English learners (EL)** into regular classes as soon as possible. Our Language Proficiency Acquisition Committee is composed of the bilingual instruction team for kindergarten through third grade, our resource teacher, two transitional language teachers, and the principal. All members are full time. This committee monitors ELD instructional minutes and student redesignation. We have enjoyed the support of consultant Kevin Clark this year.

Specialized Resource Staff

At the time we reported our specialized resource staff close to the start of our 2003–2004 school year, only districtwide personnel were assigned to our school. To find out if new staff have more recently been assigned to these positions in our school, please ask our principal.

STAFF POSITION	STAFF (FTE)
Counselors	.10
Librarians	N/A
Psychologists	.25
Social Workers	N/A
Nurses	N/A
Speech/Language/ Hearing Specialists	.50
Resource Specialists (non-teaching)	N/A

SOURCE: CBEDS census, October 2003.

CURRICULUM AND TEXTBOOKS

We offer a challenging curriculum founded upon the educational standards set by the state of California. To read more about these standards, contact the California Department of Education at www.cde.ca.gov/BE/ST/SS.

Reading and Writing

Our reading and writing curriculum is based on the California Content Standards in English for each grade level. We adopted a new reading series for the fall of 2004. We also use a wide variety of trade books and reading software organized according to reading ability. All children visit the library weekly.

Math

We have implemented the new Scott-Foresman mathematics program, which is very challenging. We believe that it will support our students' progress in math each year. Our math curriculum is based on the California Content Standards for each grade level. According to these standards, elementary school students learn basic numbers and place value, as well as how to add, subtract, multiply, and divide. They also learn math skills such as measurement, rounding, and estimation. Students in the upper elementary grades study geometric shapes, decimals, and fractions. These foundations are crucial to students' success as they begin to study algebra in the sixth through eighth grades.

Science

Science is thriving at McKinnon. We enjoy the use of a wonderful science laboratory established by our faculty in 2002–2003. We have microscopes, telescopes, and a complete weather station. We recently ordered a series of prepared slides to replace our older ones. McKinnon students use the lab weekly.

Social Studies

Our social studies curriculum is based on the California Content Standards for each grade level. According to the standards, students in the elementary grades learn what it means to be a citizen of this country and consider the importance of other cultures. Citizenship and character education are major components of the McKinnon philosophy. Weekly assemblies address values and traits of good citizens and friends.

Textbooks

Below we show some of the textbooks we use at our school.

TITLE	DATE OF PUBLICATION	SUBJECT	IS THERE A BOOK FOR EACH STUDENT?	IS THIS BOOK ALIGNED WITH STATE STANDARDS?
Open Court	2001	Language arts	Yes	Yes
Scott Foresman Math	2001	Math	Yes	Yes
Scott Foresman Science	1996	Science	Yes	Yes
Adventures in Time & Space	1995	Social studies	Yes	Yes

SOURCE: This information is reported by school district staff.

More facts about our textbooks, called for by the recent Williams legislation of 2004, are available from the links below. What you will find is whether we had a textbook for each student in each core course in the 2004–2005 school year, and whether those **textbooks** were in line with the California Content Standards.

RESOURCES

Buildings

Our school includes 30 buildings, of which 16 are portables. Together they accommodate approximately 750 people. McKinnon is a brand-new facility with sound buildings. We moved in during the fall of 2002. Landscaping is very nice and quite complete. In the future we hope to add to the front landscaping and the play structure. We were able to order new picnic tables for our kindergartners, thanks to donations from the produce industry.

The physical quality of our school buildings influences learning and teaching. All students and faculty need a reasonable amount of classroom and open space. We strive to maintain and improve the facilities and land we've been given by the public. Please let us know if you think we're succeeding. We welcome your suggestions for improvements.

More facts about the [condition of our school buildings](#), called for by the recent Williams legislation of 2004, are available from the link above. What you will find is the result of a survey we conducted during the 2004–2005 school year to determine whether our buildings were in good repair.

Library

Our school librarian is on site five days a week from 10:30 a.m. to 2:30 p.m. All classes visit the library weekly. Our school hosts two book fairs each year. The Friends of the Library is a very active volunteer group at McKinnon, and it includes a small group of children who volunteer daily during lunch recess.

Computers

We have 89 computers available for student use, which means that, on average, there is one computer for every seven students. There are 27 classrooms connected to the Internet. All students use the computer lab weekly. We have a large variety of software that supports every area of the curriculum, including ELD and special education. We hope to hire a lab technician and look forward to minimizing our need for support from the district Technology Director. Our lab contains 35 PCs, and our classrooms have primarily MacIntosh computers. We are beginning to replace the older Macs.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	7	6	5
Internet-connected classrooms	27	23	27

SOURCE: CBEDS census of October 2003. County and state averages represent elementary schools only.

Parent Involvement

Parents at McKinnon participate on the Language Proficiency Acquisition Committee, School Site Council, GATE committee, and Friends of the Library, and they serve as classroom volunteers. Our PTA is very active. It is registered with the national PTA and works hard to support faculty, administration, and students. The PTA sponsors a fall festival on Halloween and a spring carnival. For information about how to get involved, please call the school office at (831) 443-7224.

FUNDING

School Expenses, 2003–2004

Our school’s expenses last year totaled \$2,478,754, which equates to \$4,244 per student. This compares to expenses of \$4,470 per student on average for all elementary schools in the district.

We spend the majority of our funds on teacher salaries and benefits, classroom aides, and textbooks, all of which directly relate to classroom instruction.

The collaborative body-brain lab with California State University at Monterey Bay provides many hours of physically therapeutic exercise for our children. We receive healthy snack donations from Dole, Tanamura, and Antle. Other donations have supported our playground, benches, picnic tables, and library. Our wonderful PTA supports our school with many projects.

CATEGORY OF EXPENSE	OUR SCHOOL (TOTAL DOLLARS)	OUR SCHOOL (DOLLARS PER STUDENT)
Teacher salaries	\$1,597,614	\$2,736
Other employee salaries	\$185,259	\$317
Services and other expenses	\$30,498	\$52
Books and supplies	\$121,719	\$208
Employee benefits	\$543,664	\$931
Total	\$2,478,754	\$4,244

SOURCE: This financial report was provided by the business office of the school district.

District Expenses

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2003–2004			
Total expenses	\$16,696,577	N/A	N/A
Expenses per student (ADA)	\$5,726	\$6,643	\$6,919
FISCAL YEAR 2002–2003			
Total expenses	\$17,486,695	N/A	N/A
Expenses per student (ADA)	\$6,050	\$6,542	\$6,822

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$5,726 per student in the 2003–2004 school year. This compares to \$6,643 for the average elementary district in the state. Our total operating expenses for this 2003–2004 year were \$16,696,577.

Additional detail about our expenditures can be found at the [Ed-Data Partnership’s Web site](#).

The current expense of education is a measure of the cost of direct educational services to students. This figure is then divided by the average daily attendance (ADA) to arrive at an expenditure-per-pupil figure. Since the current expense figure does not include food services, land acquisition, new construction, and other expenditures, the current expense per ADA really describes the cost of operating schools for core educational purposes. More information about this is available on the [CDE’s Web site](#).

District Salaries, 2002–2003

This table reports the salaries of teachers and administrators in our district for the year 2002–2003. More current information for the 2003–2004 school year was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percent of our district’s total budget dedicated to teachers’ and administrators’ salaries. The cost of health insurance, pensions, and other indirect compensation are not included.

Actual staff salaries for our school alone are not available at this time. For further information, you may contact the superintendent’s office.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$31,995	\$35,949
Midrange teacher’s salary	\$55,532	\$55,680
Highest-paid teacher’s salary	\$69,005	\$69,175
Average principal’s salary (elementary)	\$80,368	\$85,767
Superintendent’s salary	\$105,450	\$118,606
Percent of budget for teachers’ salaries	46%	43%
Percent of budget for administrators’ salaries	6%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2002–2003, the Fiscal Services Division, California Department of Education.

TECHNICAL NOTE ON DATA RECENCY: All data is current as of May 15, 2005. The CDE may release additional or revised data for the 2003–2004 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (October 2003 census); Language Census (April 2004); CAT/6 and California Standards Tests (spring 2004 test cycle); Academic Performance Index (January 2005 growth score release); Adequate Yearly Progress (February 2005). The district staff provides additional information on suspensions and expulsions, attendance, salaries and expenditures, buildings, and special program enrollment.

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