

SCHOOL ACCOUNTABILITY REPORT CARD FOR 2004-2005
CARMEL UNIFIED SCHOOL DISTRICT

Tularcitos Elementary School

ADDRESS: 35 Ford Road, Carmel Valley, CA 93924 **PHONE:** (831) 659-2276

PRINCIPAL: Kim Williams **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	380	499	557
Teachers	Number of classroom teachers (full-time equivalent)	24	24	27
Students per teacher	Number of students per teacher	16	22	20
Academic Performance Index	The state's method of combining test scores across all subjects and grade levels	859	688	752
Students per computer	Number of students sharing one computer	3	6	5

Principal's Comments

At Tularcitos School we strive to promote academic excellence in a supportive environment that emphasizes self-discipline, self-motivation, and the development of good character. Staff members describe Tularcitos as a school where each student is known, loved, and cared for academically, socially, and morally. It is a place where adults and students are held to high standards, ensuring that all students reach their highest levels of achievement and the ability to apply these skills to real world situations. This requires educating the whole child, not just teaching the academic standards. Here, parent involvement is extensive, and ranges from classroom volunteering to participation in site organizations, to fund-raising, and to driving on numerous field trips. We focus on the character development and academic success of each child.

Major Achievements

- Student performance levels continue to rise. Our character education program has had a very positive impact on the entire school community.
- Students have been empowered to resist bullying as a result of the district's strong antiharassment and antibullying policy. The implementation of this policy has dramatically reduced the frequency and severity of bullying incidents.

Focus for Improvement

- Continue implementing Project Write, the district program for teaching the writing process in kindergarten through fifth grade.
- Renew the emphasis on basic math fact fluency.
- Provide intensive staff development on differentiated instruction, which includes strategies for meeting learners where they are and offering them challenging, appropriate options so they achieve success.
- Continue implementing the computer-based Accelerated Math and Accelerated Reader programs to further our efforts to provide an instructional program that meets the needs of all students.

Contents	
Our School at a Glance	page 1
Student Achievement	page 4
Students	page 10
Climate for Learning	page 11
Teachers and Staff	page 13
Curriculum and Textbooks	page 17
Resources	page 19
Funding	page 20



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. The API is used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests (CST), the California Achievement Tests (CAT/6), and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Tularcitos’s API was 859 (out of 1000). This is a decline of 23 points compared to last year’s API. About 99 percent of students took the test, which met the state’s required participation rate of 95 percent. You can find three years of detailed API results in the [technical appendix](#) to this report.

API RANKINGS: Based on our API growth score, we receive two rankings. The first compares us to all elementary schools in the state on a scale from 1 to 10 (10 being the highest). Compared to all elementary schools in California, our school currently ranks 9 out of 10.

SIMILAR SCHOOL RANKINGS: We receive a second ranking that compares us only to schools with similar students, teachers, and class sizes. Compared to similar schools, our school currently ranks 4 out of 10. This factor is recalculated every year by the CDE. To read more about the specific elements included in this calculation, you can turn to the [CDE Web site](#).

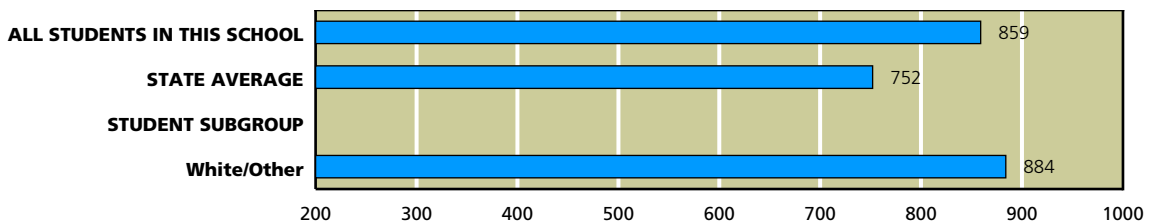
API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards, such as the California Distinguished Schools Program and Title I Achieving Schools Program. We met our assigned growth targets during the 2004–2005 school year. Just for reference, 68 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	859
Growth attained from prior year	-23
Met subgroup* growth targets	Yes
Underperforming school	No

SOURCE: API based on spring 2005 test cycle. Growth scores alone are displayed and are current as of February 2006.

*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.

API, Spring 2005



SOURCE: API based on spring 2005 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 requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above proficient levels on the CST (24.4 percent on the English/language arts test and 26.5 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 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one group of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools getting federal funding to help economically disadvantaged students are actually penalized if they fail to make the mark. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

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	Yes
Met schoolwide API for AYP	Yes
Program Improvement School	No

SOURCE: AYP is based on the Accountability Progress Report of February 2006. A school can be in Program Improvement based on students' test results in the 2004-2005 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 CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
STUDENTS BY ETHNICITY				
White/Other	●	●	●	●

SOURCE: AYP release of February 2006, CDE.

The table at left shows where we met our AYP goals. The green dots represent goals we’ve met; 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.

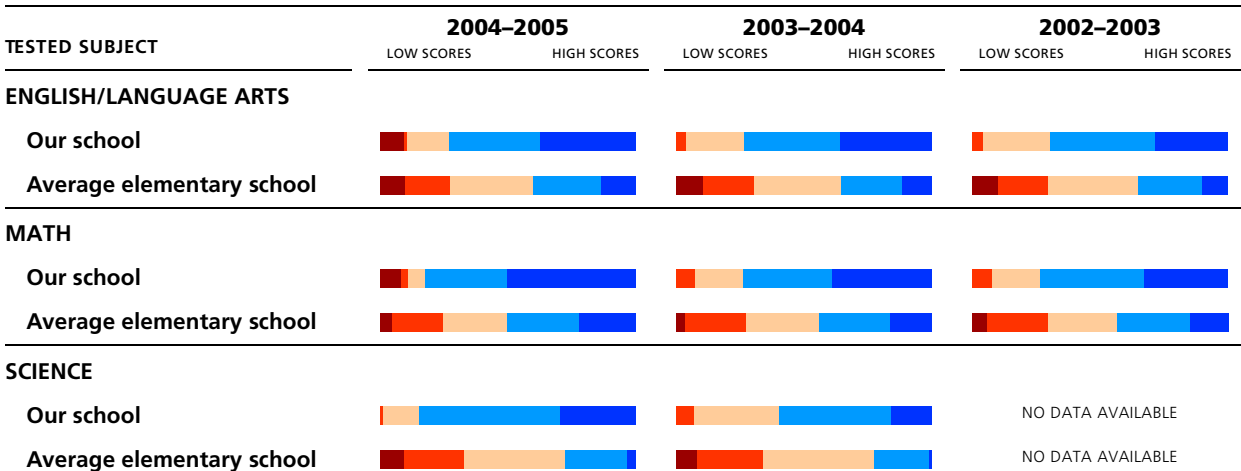
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in 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 Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

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

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



SOURCE: The scores for the CST are from the spring 2005 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 it releases 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 Tests: Top Scores Only (Proficient and Advanced)

TESTED SUBJECT	2004-2005	2003-2004	2002-2003
ENGLISH/LANGUAGE ARTS			
Our school	72%	72%	69%
Average elementary school	41%	36%	36%
MATH			
Our school	81%	73%	72%
Average elementary school	50%	45%	44%
SCIENCE			
Our school	83%	59%	N/A
Average elementary school	29%	24%	N/A

SOURCE: The scores for the CST are from the spring 2005 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 it releases 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 concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online at the [STAR Web site](#). Summary scores about advanced and proficient students in the school and district are online in the [technical appendix](#) to this report.

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. 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. More information about these proficiency levels is in the [CDE's technical memo](#) 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 scoring method 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 difficult. Just 41 percent of elementary school students scored proficient or advanced on the English/language arts test and 51 percent in math. Experts consider our state’s standards to be among the most clear and rigorous in the country. Here you can review the [California Content Standards](#).

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 fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them 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? The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The CDE suppresses scores when fewer than eleven students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE's Web site](#). These are examples of questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has placed a wealth of resources on its Web site. First, the STAR Web 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. This site includes explanations of [technical terms](#) and scores. You’ll also find a [guide](#) to navigating the STAR Web site 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 ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			72%	98%	SCHOOLWIDE AVERAGE: About 31 percent more students at our school scored proficient or advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			30%	99%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			41%	99%	

Subgroup Test Scores

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

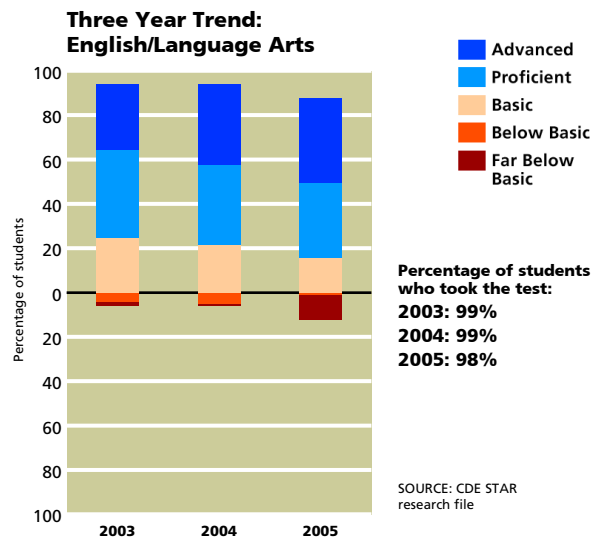
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			65%	147	GENDER: About 18 percent more girls than boys at our school scored proficient or advanced.
Girls			83%	105	
English proficient			74%	240	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	NO DATA AVAILABLE		N/A	0	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	15	INCOME: We cannot compare scores for these two groups because the number of students tested from low income families was either zero or too small to be statistically significant.
Not low income			77%	209	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	27	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			82%	206	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	11	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			76%	209	

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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE 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. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for English/language arts for [first grade](#), [second grade](#), [third grade](#), [fourth grade](#), and [fifth grade](#) at the CDE's Web site. The standards for [all grade levels](#) are also available at this 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 ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			81%	98%	SCHOOLWIDE AVERAGE: About 31 percent more students at our school scored proficient or advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			42%	99%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			50%	99%	

Subgroup Test Scores

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

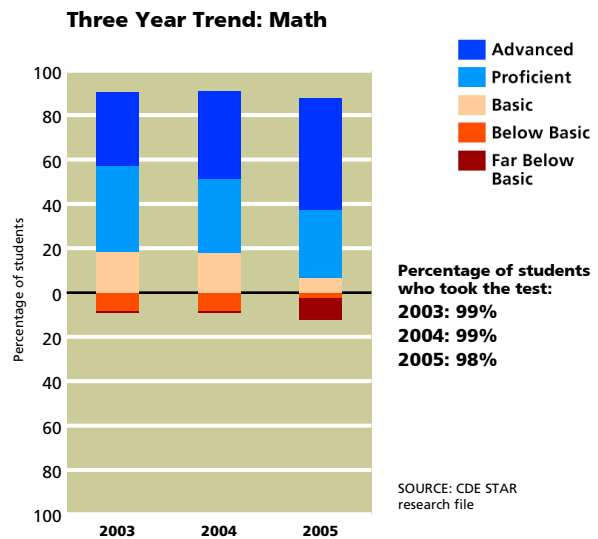
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			78%	147	GENDER: About seven percent more girls than boys at our school scored proficient or advanced.
Girls			85%	105	
English proficient			82%	240	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	NO DATA AVAILABLE		N/A	0	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	15	INCOME: We cannot compare scores for these two groups because the number of students tested from low income families was either zero or too small to be statistically significant.
Not low income			85%	209	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	27	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			91%	206	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	11	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			84%	209	

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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. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

You can read the math standards for [first grade](#), [second grade](#), [third grade](#), [fourth grade](#), and [fifth grade](#) at the CDE's Web site. The standards for [all grade levels](#) are also available at this site.



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 ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			83%	84%	SCHOOLWIDE AVERAGE: About 54 percent more students at our school scored proficient or advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			21%	99%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			29%	99%	

Subgroup Test Scores

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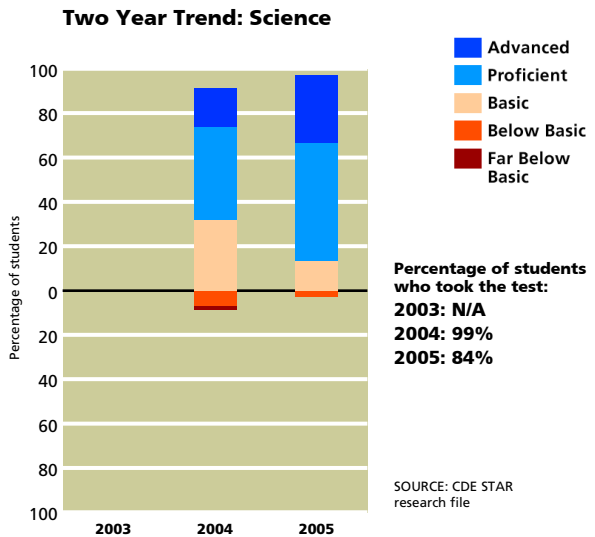
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			95%	38	GENDER: The number of girls who took this test is too small to be counted in this analysis.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	28	
English proficient			85%	65	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	NO DATA AVAILABLE		N/A	0	
Low income	NO DATA AVAILABLE		N/A	0	INCOME: We cannot compare scores for these two groups because the number of students tested from low income families was either zero or too small to be statistically significant.
Not low income			85%	60	
Learning disabled	NO DATA AVAILABLE		N/A	0	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			83%	63	
White/Other			83%	59	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2005 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 it releases 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.
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The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the science standards themselves by going to the CDE's Web site.



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2005, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	33%	11%	15%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	75%	29%	37%
LANGUAGE				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	23%	13%	19%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	71%	37%	45%
MATH				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	40%	21%	30%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	81%	45%	54%

SOURCE: The scores for the CAT/6 are from the spring 2005 test cycle. County and state averages represent 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 it releases 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 Tularcitos, 75 percent of students scored at or above average in reading (compared to 37 percent statewide); 71 percent scored at or above average in language (compared to 45 percent statewide); and 81 percent scored at or above average in math (compared to 54 percent statewide).

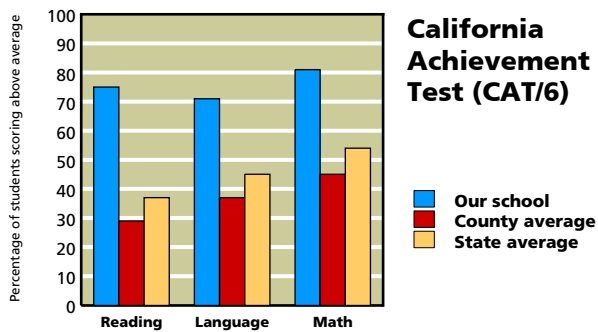
HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (at the 75th percentile and higher). At Tularcitos, 33 percent of students scored at the top in reading (compared to 15 percent statewide); 23 percent scored at the top in language (compared to 19 percent statewide); and 40 percent scored at the top in math (compared to 30 percent statewide).

Our CAT/6 Results Compared

Students take this test only in the third grade. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.

Other Measures of Student Achievement

Our teachers evaluate students’ skills using oral questioning, written tests, and project-based evaluations. They assess English learners the same way, although they provide extra assistance to these students if needed. We are on a trimester system with three report card periods each school year. We encourage parents to attend a parent-teacher conference in November and March.



SOURCE: Spring 2005 test cycle. County and state averages represent elementary schools only.

STUDENTS

Students' English Language Skills

At Tularcitos, 92 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall. Of the eight percent of Tularcitos students who were still learning English, six percent advanced to English proficiency since the prior census.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	92%	54%	68%
English learners	8%	46%	32%

SOURCE: Language Census for school year 2004-2005. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 29 students classified as English learners. At Tularcitos, 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	97%	96%	85%
Vietnamese	0%	0%	2%
Hmong	0%	0%	1%
Cantonese	0%	0%	1%
Filipino/Tagalog	0%	1%	1%
Khmer/Cambodian	0%	0%	1%
Korean	0%	0%	1%
All other	3%	2%	7%

SOURCE: Language Census for school year 2004-2005. County and state averages represent elementary schools only.

Ethnicity

Most students at Tularcitos identify themselves as White/European American/Other. In fact, there are about seven times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at Tularcitos. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" 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	1%	3%	8%
Asian American/Pacific Islander	3%	6%	11%
Latino/Hispanic	12%	70%	49%
White/European American/Other	84%	21%	32%

SOURCE: CBED5 census of October 2004. 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 \$34,873 a year (based on a family of four) in the 2004-2005 school year. At Tularcitos, 14 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	14%	67%	56%
Parents with some college	85%	37%	51%
Parents with college degree	58%	19%	28%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2004-2005 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 85 percent of the students at Tularcitos have attended college and 58 percent have a college degree. Note that not all students provide this data, so the results may not be fully accurate.

CLIMATE FOR LEARNING

Average Class Sizes

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.

The average class size at Tularcitos varies across grade levels from a low of 15 students to a high of 25. Our average class size schoolwide is 19 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	15	20	20
First grade	19	20	19
Second grade	19	20	19
Third grade	17	21	20
Fourth grade	21	28	29
Fifth grade	25	29	30

SOURCE: CBEDS census, October 2004. County and state averages represent elementary schools only.

Safety

Students have the right to be safe and happy so they can do their job: learning. Our character education program, antibullying policy, and discipline plan ensure a safe learning environment. The playground is continually supervised by teachers and aides. Students trained in conflict management help resolve differences between students during recess. Our school site safety committee continually monitors campus safety. Annual inspections by an outside agency identify areas for improvement. We recently reviewed campus security issues and have added fencing and gates.

Homework

Our teachers assign homework four days a week. Some send home a packet on Monday for students to complete during the week and return on Friday, while others assign work on a day-to-day basis. All students are expected to read or be read to every night.

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.

The Tularcitos staff created a schoolwide discipline plan that ensures a safe and nurturing environment in which students can develop academically and socially. Staff members work together to consistently enforce school rules and keep parents and classroom teachers informed of any concerns.

We distribute the school discipline policy to all parents each year. Classroom teachers regularly review school rules. Our focus is on building self-esteem among students; children who believe they are valuable and capable make better academic and social gains.

During the 2004–2005 school year, we had 12 suspension incidents. We had no incidents of expulsion. 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	2004–2005	3	2
	2003–2004	N/A	N/A
	2002–2003	1	1
Expulsions per 100 students	2004–2005	0	0
	2003–2004	N/A	N/A
	2002–2003	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 percentage 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. If you want to learn more about [physical fitness testing and standards](#), you’ll find information on the CDE Web site.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Boys in Fitness Zone	67%	46%	22%
Girls in Fitness Zone	77%	51%	27%
Total	72%	49%	25%

SOURCE: 2004–2005 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

The school year includes 180 days of instruction. Classes begin at 8:30 a.m. and end at 2:50 p.m. Kindergarten is dismissed at 1:40 p.m. Our afterschool Math Club meets regularly to provide math support for students. Fee-based afterschool enrichment programs are often available through our extended-day childcare program.

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	44,395	36,000
Grades 1–3	54,590	50,400
Grades 4–5	56,280	54,000

SOURCE: This data is reported by school district staff.

TEACHERS AND STAFF

Principal

Kim Williams has been principal of this school for 13 years. Our principal has five years of experience as a principal and 20 as a teacher.

Our entire staff participates in making decisions using a consensus model. The atmosphere on our campus is collaborative and positive. Faculty grade-level representatives work on our curriculum plan and help make basic decisions about our programs. Our SSC and PTO are also excellent venues for involvement and input.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	22	13	12
Newer teachers	Percentage of teachers with one or two years of teaching experience	4%	11%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	36%	35%	30%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	64%	65%	70%

SOURCE: Professional Assignment and Information Form (PAIF), October 2004, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About four percent of our teachers are relatively new to teaching, having taught two years or less. This number is below the percentage of new teachers in other elementary schools in California. Our teachers have, on average, 22 years of experience. About 64 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 36 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 staff holding a full, clear authorization to teach at the elementary or secondary level	100%	96%	96%
Trainee credential holders	Percentage of staff holding an internship credential	0%	5%	4%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	3%	2%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2004. 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.

All of the faculty at Tularcitos hold a full credential. None of the faculty at Tularcitos 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. None of our faculty holds emergency permits. Very few elementary school teachers hold this authorization statewide (just two percent). About 96 percent of the faculty at Tularcitos hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 93 percent. You can find three years of data about teachers' credentials in the [technical appendix](#) to this report.

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 standards in NCLB	0%	N/A	26%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	4%	4%

SOURCE: Courses taught by teachers not meeting NCLB standards are derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the PAIF of October 2004.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "highly qualified." These "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. The table above shows the percentage of core courses and students taught by teachers who are considered to be less than "highly qualified." The exceptions known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers were working without full credentials, compared to four 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 2005–2006 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

This table shows how teachers considered to be less than "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	1%
Schools with most low income students	Percentage of core courses not taught by "highly qualified" teachers	N/A
Schools with fewest low income students	Percentage of core courses not taught by "highly qualified" teachers	1%

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 one percent, compared to 26 percent statewide. For those schools with the lowest percentage of students getting free and reduced-price lunches, this factor is one percent, compared to 21 percent statewide.

Evaluating and Improving Teachers

The purpose of teacher evaluation is to promote quality instruction. Our principal evaluates permanent teachers at least once every two years and formally evaluates probationary teachers once each year. Evaluations are based on teachers' performance in the areas of student progress, productive teaching techniques, learning environment, classroom management, curriculum, and professional responsibilities.

Staff Development

We regularly offer new opportunities for professional development. Staff members continually upgrade their skills. Teachers and other staff members attend conferences, workshops, and other trainings. Professional growth activities include courses offered through local colleges or university extensions, workshops offered by the Monterey County Office of Education, and training by district mentors and specialists.

Substitute Teachers

Tularcitos draws from the district's pool of qualified substitute teachers. Typically the district sends substitutes who have backgrounds in elementary school teaching. A staff survey indicated that our teachers are pleased with the substitutes who've been assigned to their classrooms.

Teacher Assignment

At Tularcitos we are blessed with an exceptional and experienced faculty. All of our teachers are fully credentialed. One is on special assignment to teach hands-on science labs to every student each week.

Specialized Programs and Staff

Our teaching support staff includes one music teacher and one reading support teacher. All staff members—including our administrator, counselor, and speech and language therapist—hold the appropriate credentials.

District nurses provide health screening. We receive support from a psychologist two days a week. Our staff includes two secretaries, a librarian, three full-time custodians, 12 instructional assistants, and three special education instructional assistants. Five technical assistants work in English Language Development, physical education, computer instruction, and library instruction.

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called **Gifted and Talented Education (GATE)**. Our school has 29 students who qualify for this program. A GATE teacher is on our campus one day a week and works with qualified fourth and fifth graders in the morning and third graders in the afternoon.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 52 students who qualify for these **special education** programs. Our Student Study Team meets with parents to discuss student needs. Team members include our principal, who facilitates the meetings, a special education teacher, our school counselor, the school psychologist, and other teachers. We have one Special Day Class that serves severely handicapped students from throughout the district. A resource specialist assists our students four days a week, and we provide speech and occupational therapy for students as needed.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our **English learners** into regular classes as soon as possible. We have one certificated teacher who oversees the English Language Development program for our students. We encourage the parents of English learners to join our English Language Advisory Committee (ELAC) and participate in our various workshops and programs for parents.

Specialized Resource Staff

In addition to teachers and administrators, our school may employ other staff, such as social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. Most of these professionals work part time. The census called CBEDS, which occurs in the first week of October, accounts for these specialized staff in ways that may not account accurately for the time they spend here. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

Many specialized resource staff work at more than one school in our district, and their schedules will change as students' needs change. For these reasons, the staffing counts you see here may be inexact, and may also differ from the staffing provided today in this school.

STAFF POSITION	STAFF (FTE)
Counselors	1.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	1.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2004.

CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them, as well. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. The most direct way to understand what your children should be learning is to review the standards themselves. You can find the [content standards for each subject at each grade level](#) on the Web site of the California Department of Education.

Reading and Writing

Our reading and writing curriculum is based on the California Content Standards in English for each grade level. According to these standards, students must be able to read and write by the third grade. By fourth grade most students are able to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade students are writing poems, plays, true-life adventures, and personal journals. As part of our program, we also require students to read at home daily.

Math

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

Our science curriculum is based on the California Content Standards for each grade level. According to these standards, students in all elementary grades study physical, life, and earth sciences through lessons, investigation, and experimentation. In the lower elementary grades students study such topics as the elements, the senses, weather, and seeds and plants. In the upper elementary grades they continue to study these topics in addition to energy, the solar system, and chemical reactions.

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 to consider the importance of other cultures. They also learn about government and develop an understanding of the difference between recent and distant historical events. Students in the upper elementary grades study California history and US history and geography in greater depth.

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?
SRA/Open Court Reading	2002	Language arts	Yes	Yes
Mathematics by Houghton Mifflin	2002	Math	Yes	Yes
Harcourt Science	2000	Science	Yes	Yes
Harcourt Brace	2000	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 following link. What you will find is whether we had a textbook for each student in each core course in the 2005–2006 school year, and whether those [textbooks](#) were in line with the California Content Standards.

RESOURCES

Buildings

Our school includes 16 buildings, of which ten are portables. On an average day, 405 students and staff occupy these buildings. Although the oldest wing of classrooms at Tularcitos is more than 50 years old, we recently completed renovation of all permanent buildings on our campus. Our custodial and grounds staff work hard to keep our campus clean and looking sharp.

The district’s facilities team spent \$0 on repairs to our buildings in the 2004–2005 school year. Repairs are usually modest in scale, and do not include modernization projects, renovations, or other construction normally paid for by bond measures. This sum was zero percent of the district’s deferred maintenance budget of \$327,738.

The bathrooms in our school contain 29 toilets, all of which were in good working order when we surveyed the building. More information about the [condition and cleanliness of bathrooms](#) can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction \(OPSC\)](#), and were brought about by the legislation known as Williams. If you’d like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

Library

Our school librarian works on our campus full time during the school year. She provides library and research instruction to all students weekly. Our library is very well maintained and amply stocked. The school PTO supports the facility by dedicating more than \$10,000 to the library each year.

Computers

We have 125 computers available for student use, which means that, on average, there is one computer for every three students. There are 26 classrooms connected to the Internet. All classrooms include an up-to-date teacher workstation; many have up to four student workstations. A computer lab technical assistant works with teachers to provide computer instruction to their classes weekly. Internet and email access is available in all of the classrooms, the library, and school offices.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	3	6	5
Internet-connected classrooms	26	24	28

SOURCE: CBED5 census of October 2004. County and state averages represent elementary schools only.

Parent Involvement

Our school’s annual plan and some budget approvals are made by our School Site Council (SSC), which always includes parent members. In addition, we have an ELAC to help students learning English feel welcome at our school. Our PTO seeks to involve all parents. The organization has worked to provide our school with audio-visual equipment, computers, bookcases, and supplemental furniture for all classrooms. The Tularcitos PTO also funds our drama program and movement exploration.

FUNDING

Last year our hardworking PTO raised over \$80,000 to purchase equipment and supplies and to fund important school programs. The Friends of Carmel Unified Schools granted over \$30,000 for musical instruments, microscopes, reading games, computers, and support for the new play structure. The Carmel Valley Rotary and the Carmel Valley Kiwanis regularly support our programs.

Our school’s expenditures can be viewed from the link below. You’ll find a comparative breakdown of our school’s [expenses](#) along with the average salary for teachers at our school. In prior years, we reported expenditures and teacher salaries based on the districtwide average. This year, our calculations are based on actual school-specific detail. This improved way of accounting for our school’s expenditures is the result of a new law passed in the fall 2005 legislative session. If you’re seeking financial information about the school district as a whole, you’ll find that information below.

District Expenses

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2003–2004			
Total expenses	\$25,813,727	N/A	N/A
Expenses per student	\$12,436	\$6,987	\$6,919
FISCAL YEAR 2002–2003			
Total expenses	\$23,897,334	N/A	N/A
Expenses per student	\$11,515	\$6,882	\$6,822

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$12,436 per student in the 2003–2004 school year, compared to \$6,987 for the average unified district in the state. Our total operating expenses for the 2003–2004 year were \$25,813,727. Facts about the 2004–2005 fiscal year are not released by the CDE until May 2006. Additional details 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 is available on the [CDE’s Web site](#).

District Salaries, 2003–2004

This table reports the salaries of teachers and administrators in our district for the year 2003–2004. More current information 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 percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$39,719	\$35,309
Midrange teacher’s salary	\$62,142	\$53,828
Highest-paid teacher’s salary	\$81,574	\$68,027
Average principal’s salary (elementary school)	\$99,260	\$82,530
Superintendent’s salary	\$132,000	\$118,587
Percentage of budget for teachers’ salaries	37%	40%
Percentage of budget for administrators’ salaries	5%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2003–2004, the Fiscal Services Division, CDE.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 21, 2006. The CDE may release additional or revised data for the 2004–2005 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 2004 census); Language Census (April 2005); CAT/6 and California Standards Tests (spring 2005 test cycle); Academic Performance Index (February 2006 growth score release); Adequate Yearly Progress (February 2006). The district staff provides additional information on suspensions and expulsions, attendance, salaries and expenditures, buildings, and special program enrollment.

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to assure the accuracy of this information, but offers no guarantee, express or implied. While we do our utmost to assure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before making decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.