

# Loomis Union School District



## Ophir Elementary School

### 2007-08 School Accountability Report Card

**Serving Grades  
Kindergarten through  
Eighth**

1373 Loaznos Road  
Newcastle, CA 95658  
Ph: (530) 885-3495

[www.loomis-usd.k12.ca.us](http://www.loomis-usd.k12.ca.us)

#### Administration

Mary Zaun,  
Principal

Paul Johnson,  
Superintendent

#### School Board

Jim Foster,  
Area 1

Kurt Turner,  
Area 2

Jack Day,  
Area 3

Mike Edwards,  
Area 4

Tim Rudolph,  
Area 5

#### Mission Statement

Cultivating a love of learning is the prime commitment of Ophir Elementary School. We accomplish this by:

- Working as partners in education to foster a safe, caring school community.
- Addressing individual needs to promote success with expectations of academic excellence.
- Developing confident students who are active, responsible contributors to society.

#### School Profile

The Loomis Union School District is located in the City of Loomis a quaint, family-oriented community. Established in 1850 and incorporated in 1984, Loomis retains its rural character and charm with its large residential lots and custom homes, an old-fashioned downtown, and woodlands with natural streams and rolling hillsides. Loomis is located about 25 miles northeast of Sacramento and is only ten minutes from Folsom Lake and a little over an hour away from either Lake Tahoe or the San Francisco Bay.

Loomis Union School District is comprised of seven elementary schools, serving students in kindergarten through eighth grade. The staff at Placer Elementary is a very caring and highly committed staff that works well as a collaborative team. They have, in concert with parents, established a safe, positive climate, and supportive child-centered learning environment for all students. At the beginning of the 2007-08 school year, 191 students were enrolled at Ophir Elementary School. Student demographics are shown in the table.

#### Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	0.5%
American Indian	0.0%
Asian	0.0%
Caucasian	84.3%
Filipino	0.0%
Hispanic or Latino	10.5%
Pacific Islander	0.0%
Multiple or No Response	4.7%

#### Discipline & Climate for Learning

Students at Ophir Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The school's discipline plan is designed to encourage and reinforce positive student behavior. Parents and students are informed of school rules and policies through the school handbook. School to home communication occurs through weekly family bulletins emailed to parents and guardians.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	13	10	51	64	67	66
Suspension Rate	6.81%	5.08%	26.7%	3.0%	3.1%	3.1%
Expulsions	0	0	0	0	2	1
Expulsion Rate	0%	0%	0%	0.0%	0.1%	0.04%

## School Attendance & Enrollment

School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. More importantly, attendance is critical to academic achievement, and regular attendance is a priority at the school. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Parents are informed of absences through phone calls from the office staff and principal letters home when needed. If necessary, the principal and the nurse may conduct a home visit to follow up on excessive absences.

Students are referred to the Placer County School Attendance Review Board (SARB) when they have persistent attendance or behavior problems in school, and when normal avenues of classroom, school, and district counseling have proven ineffective.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
K	15	20	17
1st	16	17	18
2nd	20	15	18
3rd	17	20	19
4th	20	17	20
5th	26	25	20
6th	29	29	27
7th	19	32	21
8th	29	22	31

## Class Size

The table indicates the average class size by grade level and subject taught, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	06	07	08	06	07	08	06	07	08	06	07	08
K	15	19	17	1	1	1	-	-	-	-	-	-
1	16	16	18	1	1	1	-	-	-	-	-	-
2	20	15	18	1	1	1	-	-	-	-	-	-
3	17	20	19	1	1	1	-	-	-	-	-	-
4	20	17	15	1	1	1	-	-	-	-	-	-
5	24	24	20	-	-	1	1	1	-	-	-	-
6	29	28	27	-	-	-	1	1	1	-	-	-

## Curriculum Development

All curriculum development in the Loomis Union Elementary is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly to align with state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Teachers also meet regularly to target instruction.

The Curriculum Committee reviews the State Standards and Frameworks, establishes benchmarks and expectations in specific subject areas, develops proficiency tests, analyzes test results, and selects textbooks and supplementary teaching materials based on the state standards. The district will have new science and math textbook adoptions in the 2008-09 school year. Also, a learning center for students who need research-based intervention has been initiated.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Ophir Elementary School at 530-885-3495.

## Counseling & Support Staff

It is the goal of Ophir Elementary School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Ophir Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.2
Nurse	1	0.2
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	1	1
Speech and Language Specialist	1	0.4

## Individualized Instruction

Ophir Elementary School provides additional services for students with special needs, as identified by an Individualized Education Plan (IEP). A Resource Specialist Program (RSP) Teacher works with students on a daily basis in the learning lab. Students are mainstreamed whenever possible.

English Language Learner (EL) students are provided \_\_\_ minutes of daily English Language Development (ELD) instruction within their classes. Students also work with the District EL Coordinator on a pull-out basis.

The school also offers a Gifted and Talented Education (GATE) program to students who qualify. GATE students receive differentiated instruction within the classroom.

Tutoring is available for identified students and for any students who need additional help.

## Placer County Deaf and Hard of Hearing Program

Ophir Elementary School has the Placer County Deaf and Hard of Hearing Program located on their campus. Students are mainstreamed into regular education classes. There are two sign language interpreters and assistive technology in each classroom. There is also a Deaf and Hard of Hearing Preschool program on campus.

## School Facilities

Ophir Elementary School originally opened its doors to students in 1856. The current campus was constructed in 1927 and is comprised of 5 classrooms, 4 portable classrooms, a library/media center, a staff/work room, a computer lab, and a playground. Recent renovations to the school include updates to the multipurpose room and eight classrooms. School facilities are all up-to-date, clean, safe, and provide adequate space for students and staff.

**Cleaning Process**

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

**Maintenance and Repair**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. At the time of publication 100% of the school's restrooms were in good working order.

The table below displays the results of the most recent school facilities inspection provided by the district in February 2009. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 10/7/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

**Deferred Maintenance Budget**

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year the district allocated \$92,057 for deferred maintenance program. This represents 0.6% of the district's general fund budget. A complete list of the district's deferred maintenance projects can be obtained at the district office.

**Safe School Plan**

The safety of students and staff is a primary concern at Ohir Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in May 2008 by the School Safety Committee and reviewed with staff at the start of the school year. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster.

Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held three times a year.

Students are supervised before and after school and during recess by staff. Noon Duty Supervisors monitor students during lunch recess. All visitors must sign in at the school office and sign out upon leaving.

The designated drop off and pick up area for students is at the front of the school.

**Student Achievement & Testing**

A comprehensive assessment and accountability plan has been developed to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The STAR (Standardized Testing & Reporting) Program, the district's performance assessments, and classroom tests are utilized to determine whether each student is performing below, at, or above grade-level standards. The district administers criterion-referenced, state standards-based tests every six to eight weeks in writing and math. In addition, the district uses trimester benchmark assessments in core subjects at all grade levels to provide an additional tool for measuring student performance.

**Physical Fitness**

In the spring of each year, Ophir Elementary School is required by the state to administer a physical fitness test to all students in grades five and seven. The Physical Fitness Test measures each student's ability to perform fitness tasks in six fitness areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ). For the 2007-08 school year, 10.0% of all fifth graders and 13.6% of all seventh graders met the standards in all six fitness areas.

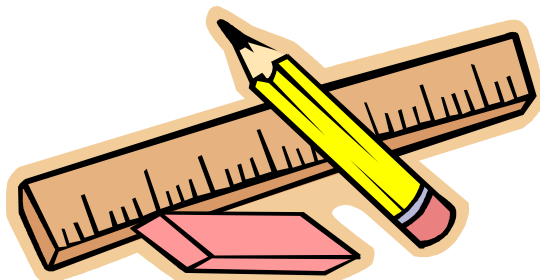
**Academic Performance Index**

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	9	9	9	
Similar Schools Rank	2	3	7	
All Students				
Actual Growth	12	15	-15	853
Caucasian				
Actual Growth	17	18	-24	850



## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in Language Arts, Math, Social Science, and Science, for the most recent three-year period, is shown. Summative scores are not shown for eighth grade Math and Science is only available for fifth and eighth grades. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts												Math				Science										
	2			3			4			5			2		3		4		5		5						
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
All Students																											
School	71	77	82	31	60	47	63	71	93	41	73	67	79	85	82	92	86	87	95	86	77	54	86	67	41	86	61
District	67	76	66	63	60	62	77	81	78	72	67	71	81	86	76	84	84	83	79	82	83	75	74	74	55	64	70
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	73	*	*	*	*	*	*	*	*	25	73	*	82	*	*	*	*	*	*	*	*	50	91	*	42	82	*
District	62	67	66	59	54	60	74	77	73	66	62	67	82	84	78	86	82	85	76	81	82	72	76	73	58	68	74
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	*	*	91	*	*	*	*	*	*	*	73	*	*	*	91	*	*	*	*	*	*	*	82	*	*	91	*
District	75	86	66	67	69	66	82	84	86	78	70	76	80	89	74	82	87	83	82	83	84	79	72	76	52	58	66
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Caucasian																											
School	75	75	80	36	62	50	50	73		42	67	71	83	92	80	91	85	86	93	91	82	63	83	64	47	89	64
District	67	78	70	63	62	66	79	79	80	73	68	72	82	87	79	84	83	86	79	80	83	76	74	74	56	66	71
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68

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

## CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The CAT/6 chart reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

CAT/6 Norm Referenced Test												
% At or Above 50th Percentile												
	Reading						Math					
	3			7			3			7		
	06	07	08	06	07	08	06	07	08	06	07	08
All Students												
School	38	80	80	81	86	77	85	80	87	63	86	77
District	72	73	64	80	79	78	84	87	83	84	82	81
State	37	38	38	46	47	49	55	56	56	50	51	52
Males												
School	*	*	*	*	67	69	*	*	*	*	83	77
Females												
School	*	*	*	75	100	*	*	*	*	50	88	*
Caucasian												
School	45	85	79	79	84	79	82	77	86	64	84	79

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

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the AYP chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

## Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## Instructional Materials

Loomis Union School District held a public hearing on August 14, 2008, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, as of October 2008.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-8	English/ Language Arts	SRA (Open Court)	2004	Yes	0.0%
K-8	Health	Holt	2004	Yes	0.0%
K-5	History/Social Science	Scott Foresman	2005	Yes	0.0%
6th-8th	History/Social Science	TCI	2005	Yes	0.0%
6th-8th	Mathematics	McDougal Littell	2008	Yes	0.0%
K-5	Mathematics	Saxon	2008	Yes	0.0%
K-5	Science	Foss Science Kits - Standards Aligned	2008	Yes	0.0%
6th-8th	Science	Glencoe	2008	Yes	0.0%

## Computer Resources

All classrooms are connected to the Internet and have 4-5 computers, depending on grade level. The school also has a computer lab with 35 computers and is staffed by a part-time library media aide.

Computer Resources			
	05-06	06-07	07-08
Computers	74	74	74
Students per computer	2.6	2.7	2.6
Classrooms connected to Internet	10	10	10

## Additional Internet Access & Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Loomis and Penryn branches of the Placer County Public Library, which contain numerous computer workstations. Please visit [www.placer.ca.gov/departments/library.aspx](http://www.placer.ca.gov/departments/library.aspx) for more information.

## Library Information

The school's library, staffed by a library media aide, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library weekly with their classes and can access the library whenever needed for special projects and research.

## Parent Involvement

Ophir Elementary School greatly benefits from its supportive parents who care about the traditions of Ophir and its student-centered environment. The school has a strong base of parent volunteers who support our students and staff. Parents are also welcome to join the Parent Teacher Club, School Site Council. The school also benefits from several community partnerships, including McGuire construction.

## Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers three staff development "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

## Teacher Assignment

Loomis Union Elementary School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Ophir Elementary School had 10 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	10	10	10	111
Without Full Credentials	0	0	0	1
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2008-09 school year, the most current data available is reported.

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

## District Expenditures & Services Funded

Loomis Union School District spent an average of \$6,441 to educate each student (based on 2006-07 audited financial statements). The figures shown in the Expenditures Per Pupil table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. This calculation is required by law annually and compared with other districts statewide.

In addition to general state funding, the district receives state and federal funding for the following categorical, special education, and support programs:

- TUPE
- Economic Impact Aid
- Title VI
- SDFSC

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,729
From Restricted Sources	\$1,663
From Unrestricted Sources	\$6,066
District	
From Unrestricted Sources	\$6,066
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	14.45%

## School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts having 1,000 to 4,999 average daily attendance throughout the state. The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2006-07 financial statements, which is the most recent data available from the State of California).

Average Teacher Salaries	
School & District	
School	\$57,071
District	\$58,401
Percentage of Variation	2.28%
School & State	
All Elementary School Districts	\$61,488
Percentage of Variation	7.18%

## Teacher & Administrative Salaries as a Percentage of Total Budget

The following table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at [www.ed-data.k12.ca.us](http://www.ed-data.k12.ca.us).

Average Salary Information Teachers - Principal - Superintendent 2006-07		
	District	State
Beginning Teachers	\$36,950	\$39,773
Mid-Range Teachers	\$55,525	\$61,167
Highest Teachers	\$75,801	\$78,093
Elementary School Principals	\$89,155	\$97,851
Middle School Principals	-	\$102,064
High School Principals	-	-
Superintendent	\$137,502	\$140,582
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.8%	41.0%
Administrative Salaries	6.4%	5.9%

## Data Sources

Data within the SARC was provided by Loomis Union Elementary School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.