

Emery Unified School District

Anna Yates Elementary School

School Accountability Report Card Grades K-6 Published during 2004-2005 based on Data from 2003-2004

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Principal's Message

The mission of Anna Yates Elementary is to provide a rigorous instructional program that develops the whole child in a safe and nurturing environment, and in partnership with home, school, and community. Anna Yates is a small school, serving more than 400 students from kindergarten to the sixth grade. We are organized into small learning communities where teachers work in grade-level collaborations and share their experience and strengths to ensure that all students receive the same curriculum and quality instruction. We also have specialized instructional support and training for our teachers in math, literacy, English language learning and social equity so that every child receives the best possible opportunity for learning, growing and experiencing success.

Every student receives intensive instruction in reading and mathematics from teachers who have undergone special training in teaching these subjects. We also offer our students a diverse range of extra-curricular activities. Through our teaching staff, grant programs, and business and community volunteers, our students enjoy after school classes and clubs in music, photography, math, literacy, Shakespeare theatre, Sports-for-Kids, science and more. Anna Yates has a full service library and computer lab where skills and curriculum are reinforced for kindergarteners through sixth graders. Our school also has an invaluable partnership with the Emeryville Recreation Department that offers high quality educational and recreational activities that support and enhance our curriculum.

Anna Yates is fortunate to have the strong commitment of our parents and the Emeryville business community who donate money, time, and other resources to support our teaching staff and students. We are very grateful for the invaluable help, and we recognize and appreciate that this is a very unique situation.

Parental Involvement

Anna Yates enjoys a high level of involvement by the parents, grandparents and guardians of our students. A visitor to our campus at any time we are open will find parents assisting in the classrooms, in the office, in the lunch room, on the play yard, or offering after school activities. Our parents regularly serve as chaperones on field trips and off-campus activities, donate items for use in the classrooms, and participate in many fundraising and fun activities. There are several formal and informal organizations and networks to which our parents belong. Many of our parents serve as the primary contact for their child's teacher as the "class parent" helping to organize class phone trees, grade-level parent meetings, and supporting teachers in various activities.

The Parent-Teacher Organization (PTO) was chartered by parents in 2001 and is a partnership of parents and teachers who co-chair the organization. The PTO is our primary source of fundraising. The PTO sponsors several activities during the school year, including Back-to-School-Night, Winter Holiday Shoppe, Valentine's Dance, Teachers Appreciation Night, and the Sixth Grade Promotion. The PTO contributes to the monthly school newsletter and weekly updates for the Wednesday Packet.

The Anna Yates School Site Council is the governing organization of the school. Parents are elected to the council for two-year terms representing each grade level. The council is responsible for making decisions about allocating certain school funds and working with teachers to develop the Single Plan for Student Achievement. Our parents are very active and vocal council members, and have contributed to the development of a strong school vision and mission.

Counselor and Staff Services

Students who require and qualify for special services participate in the following programs:

- Resource Specialist Program: The RSP teacher offers specific support and interventions in reading, language arts, and math to students five days a week.
- Speech: The speech therapist provides specific techniques to students five days a week.
- ELL: Students are taught English Language acquisition five days a week. Two ELL instructional assistants are present on campus to help teachers and students.
- Psychologist: One psychologist provides support primarily to students in special education four days a week.

Anthony M. Smith, Ph.D.
Superintendent

Anakarita Allen
Principal

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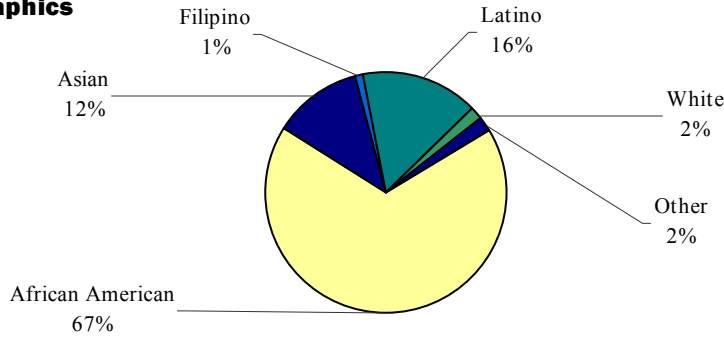
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Enrollment and Demographics

The total enrollment of Anna Yates Elementary School was 440 students for the 2003-2004 school year.

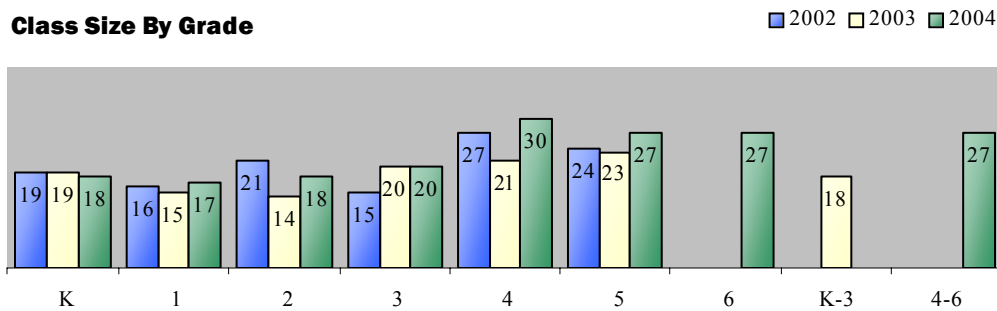
Demographics



Class Size

The three-year data for the average class size is displayed. For grades K-6, class size is displayed by grade. The categories of K-3 and 4-6 indicate combined classes.

Class Size By Grade



Class Size Reduction

Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per teacher. The table at right shows the percentage of students enrolled in a Class Size Reduction classroom for each grade level.

Class Size Reduction			
Grade Level	2002	2003	2004
K	100%	100%	100%
1	100%	100%	100%
2	95%	100%	100%
3	100%	100%	100%

Minimum Days and Instructional Minutes

The table at right shows the minutes of study for grades K-6.

Anna Yates Elementary School had 44 minimum days (early release) per year designated for staff development and parent-teacher conferences.

Grade Level	Instructional Minutes Offered	State Requirement
K	36,000	36,000
1-3	54,000	50,400
4-5	54,000	54,000
6	54,000	54,000

Suspensions and Expulsions

	Anna Yates ES			Emery USD		
	2001-2002	2002-2003	2003-2004	2001-2002	2002-2003	2003-2004
Suspensions	N/A	8	16	N/A	264	140
Expulsions	0	0	0	2	2	3

The total enrollment for Anna Yates Elementary School for the 2003-2004 school year was 440.

N/A Information not available.

Facilities

The Anna Yates main building is approximately 70 years old. With 13 modular classrooms, 9 of which were purchased and installed new in summer, 2003, the campus has 24,000 square feet of classroom space, and is capable of accommodating approximately 450 students. It is clean, environmentally sound, and is maintained by a full-time custodian. The Library was renovated in summer, 2004, in partnership with IKEA and was featured on Evening magazine. Students are painting murals on walls around the school to beautify it and tell their stories.

In general, throughout the facility, Anna Yates Elementary School is safe and in reasonable condition for its age. Recent improvements at the school site include new modular classroom buildings, re-surfacing of all hardcourt play areas, and installation of a play structure. Current needs for repairs are incidental in scope and include thermostats for the mechanical heating systems that are not functioning properly, upgrading of an undersized storm drain located where portable classroom buildings have been added to the site, and repair of exterior drinking fountains which are not operating correctly. In the longer term, the aging mechanical and electrical systems have reached the end of their useful lives and will need significant renovation and replacement work. In addition, the structural system of the older classroom building will need to be renovated to conform to modern seismic requirements.

School Safety

School safety is a top priority for our school. The School Safety Plan is revised yearly and includes: emergency organization and management, emergency procedures, crisis response, emergency forms, and emergency contacts.

California Standards Tests

The California Standards Tests (CST) are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are: **Advanced** (exceeds State Standards), **Proficient** (meets Standards), **Basic**, **Below Basic**, and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet State Standards in that content area.

CST Results

The tables below show the percentage of students that scored at Proficient or Advanced levels in English language arts, mathematics, and science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/star2004>.

Percentage of Students at Proficient or Advanced Levels									
Year Tested	Anna Yates ES			Emery USD			California		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English Language Arts	24%	22%	27%	16%	18%	21%	32%	35%	36%
Mathematics	30%	23%	32%	15%	13%	18%	31%	35%	34%
Science	a	a	9%	1%	5%	3%	30%	27%	25%

"a" The science portion of the CST was administered for the first time to 5th graders in 2004.

CST Subgroup Results: English Language Arts, Mathematics, and Science

Subgroups, Spring 2004 — Percentage of Students at Proficient or Advanced Levels			
Anna Yates ES	English Language Arts	Mathematics	Science
Year Tested	2004	2004	2004
Male	26%	34%	8%
Female	29%	30%	11%
English Learners	8%	26%	b
Socioeconomically Disadvantaged	26%	31%	7%
Non-Socioeconomically Disadvantaged	29%	33%	12%
Students with Disabilities	3%	6%	b
Students without Disabilities	30%	35%	11%
Migrant Education Services	b	b	b
African American	26%	30%	5%
American Indian or Alaska Native	b	b	b
Asian	32%	41%	b
Filipino	b	b	b
Latino	24%	27%	b
Pacific Islander	b	b	b
White	b	b	b

"b" This subgroup was not considered statistically significant.

Making Sense of Testing

Q: What are the California Standards Tests?

A: The multiple-choice California Standards Tests are part of the Standardized Testing and Reporting (STAR) program, used to measure student achievement in relation to meeting educational standards and goals. Students in grades 2-11 take an English language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History/social science tests are given to students in grades 8, 10, and 11, and students in grades 5, 9, 10, and 11 take a science test.

Textbooks

Textbooks and other core instructional materials are selected by district committees of teachers and other participants, from textbooks aligned to the California Academic Content.

It is district policy to provide each student with his or her own copy of the standards-aligned textbooks and instructional materials in the core curriculum areas of reading/language arts, math, science, history/social science, foreign language, health and science laboratory equipment.

Subject Area	Textbook Title	Adopted	From SBE List
Math	<i>CSL/Math Coach</i>	2004	Yes
Language Arts	<i>McGraw Hill SRA/Open Court</i>	2004	Yes
Science	<i>Holt Science</i>	2004	Yes
Social Studies	<i>McGraw Hill/Adventures in Time and Place</i>	2004	Yes

Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well each California student is achieving academically compared to a national sample of students tested in the same grade at the same time of the school year.

NRT Results

The tables below show the percentage of students that scored at or above the 50th percentile (national average) in reading and math. The first table illustrates the school's comparison to the district and State for the last three years. The second table is disaggregated and lists test results for the 2004 school year.

Percentage Scoring At or Above the 50th Percentile						
Year Tested	Reading			Mathematics		
	2002	2003	2004	2002	2003	2004
Anna Yates ES	c	29%	38%	c	38%	42%
Emery USD	c	29%	31%	c	29%	34%
California	c	43%	43%	c	50%	51%

"c" Because of differences between the Stanford-9 and CAT/6 Tests, test results cannot be compared. Therefore, we are not listing the test scores for 2002 as they could give misleading information.

NRT Subgroup Results: Reading and Math

Disaggregated Results, Spring 2004 — Percentage At or Above the 50th Percentile		
Subject	Reading	Mathematics
Male	35%	43%
Female	42%	41%
English Learners	21%	35%
Socioeconomically Disadvantaged	37%	40%
Non-Socioeconomically Disadvantaged	40%	45%
Students with Disabilities	3%	3%
Students without Disabilities	42%	46%
Migrant Education Services	b	b
African American	36%	38%
American Indian or Alaska Native	b	b
Asian	43%	51%
Filipino	b	b
Latino	37%	45%
Pacific Islander	b	b
White	b	b

"b" This subgroup was not considered statistically significant.

Positive Learning Environment

The school promotes and fosters a positive learning environment through a life skills theme, where students learn and practice a new life skill monthly. Life skills help students work with one another and solve their own conflicts. Classrooms have regular classroom meetings or Community Circles to build Students who are recognized for their academic and behavior excellence by receiving principal calls and student-of-the-week honors. Students have opportunities to participate in programs that encourage cooperation, community, and self-esteem. Some of the programs that are offered include

- Sports-4-Kids: a program designed to prevent student conflicts during recess; offers an after school homework and sports program
- Dance: African, ethnic, classical Indian, and modern dance are offered to students
- Photography: classes include building cameras and integrating technology
- Band: classes include brass, drums, woodwinds, and strings
- Operation Hope: a financial literacy workshop taught by bankers
- Art: classes are taught by a community artist

Instruction and Leadership

All teachers K-6 are involved in grade level meetings each week; each meeting is an hour in length and is facilitated by a subject-based coach. Alternate meetings focus on math curriculum or language arts. The purpose of these meetings is to provide ongoing training in effective strategies for instruction, to examine student work and monitor the progress of differentiated instruction, and to meet the needs of all students. Each grade level team has examined the grade level standards in all subject areas, and identified appropriate instructional materials and methods of assessing student performance on each of the standards.

Leadership teams in Reading/ Language Arts, mathematics, School Culture, and Parent Involvement meet monthly to review school progress and plan professional development.

Teachers meet monthly in "loop teams" (K-1, 2-3, 4-5) to align the curriculum and review the growth of students across grades, and to monitor their progress on school improvement goals.

They also meet in Critical Friends Groups. These teams are made up of teachers from across several grades, who work collaboratively to solve teaching problems and support each other's growth.

Finally, the school hosts student teachers from CSU, Hayward, Mills College, and St. Mary's College, who come to learn from our master teachers. Their presence reduces the teacher/student ratio in our classrooms

Academic Performance Index

The Academic Performance Index (API) is the centerpiece of the Public Schools Accountability Act of 1999. The API is a score on a scale of 200 to 1000, with 800 set as the statewide target, which annually measures the academic performance and progress of individual schools in California.

Schoolwide Data			
API Rank			
	2001	2002	2003
Statewide Rank	5	N/A	3
Similar Schools Rank	9	N/A	3

Schoolwide Data			
API Base and Growth Data			
Year	2001	2002	2003
% Tested	100%	N/A	99%
Base Score	687	N/A	650
Growth Target	6	N/A	8
From	01-02	02-03	03-04
% Tested	N/A	99%	100%
API Growth Score	675	661	686
Actual Growth	-12	N/A	36

Academic Performance Index (API) Subgroups			
	2001-2002	2002-2003	2003-2004
African American Base Score	666	N/A	647
African American Growth Target	5	N/A	6
African American Growth Score	654	655	680
African American Actual Growth	-12	N/A	33
Latino Base Score	N/A	N/A	N/A
Latino Growth Target	N/A	N/A	N/A
Latino Growth Score	N/A	N/A	692
Latino Actual Growth	N/A	N/A	N/A
Socioeconomically Disadvantaged Base Score	674	N/A	623
Socioeconomically Disadvantaged Growth Target	5	N/A	6
Socioeconomically Disadvantaged Growth Score	656	636	678
Socioeconomically Disadvantaged Actual Growth	-18	N/A	55

N/A Information not available.

Award and Intervention Programs

California award and intervention programs data are based on Academic Performance Index scores from the previous year. The Immediate Intervention/Underperforming Schools Program was not funded for 2002. State award and intervention programs are currently in the California Education Code, however, the programs were not funded for the period addressed in this report, so there is no data to present at this time.

Federal Intervention Program	
	School
Year Identified for Program Improvement	N/A
Year in Program Improvement	N/A
Year Exited Program Improvement	N/A
	District
Number of Schools Identified for Program Improvement	1
Percent of Schools Identified for Program Improvement	50.00%

N/A Not applicable.

Definitions of API measures

- Actual Growth is the number of API points a school gained between its base and growth years.
- Growth Target is 5% of the distance between its base API and 800 (the State target).
- At least 95% of the students in grades 2-8 must be tested in order to be eligible for awards.
- Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest).
- Schools are compared to 100 other schools with similar characteristics, and each set of 100 is ranked by an API score between 1 and 10.
- Schools that do not meet their targets and have a statewide rank of 1 to 5 are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP).

Testing Note: Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socioeconomically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

Program Improvement

Schools receiving Title I funding are eligible to enter the federal Program Improvement (PI) if they do not reach Adequate Yearly Progress (AYP) over a period of two consecutive years.

After entering PI, schools advance to the next level of intervention with each additional year that they do not reach AYP.

Additional information about PI is available by visiting the California Department of Education's website, at www.cde.ca.gov/ta/ac/ay, or by speaking to the school principal.

Adequate Yearly Progress

As a component of the No Child Left Behind Act of 2001, Adequate Yearly Progress reports require schools and districts in California to perform at or above proficiency levels in English language arts and mathematics by 2014. The chart below shows if students met the AYP criteria in 2003 and 2004. For a more detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Met 2003 and 2004 Adequate Yearly Progress Criteria				
Year Tested	Anna Yates ES		Emery USD	
	2003	2004	2003	2004
Met Overall AYP Status	Yes	Yes	Yes	Yes
All Students	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes
Students with Disabilities	N/A	N/A	N/A	N/A
English Language Learners	N/A	Yes	N/A	N/A
African American	Yes	Yes	Yes	Yes
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Latino	N/A	Yes	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A

N/A Information not available.

Physical Fitness Test

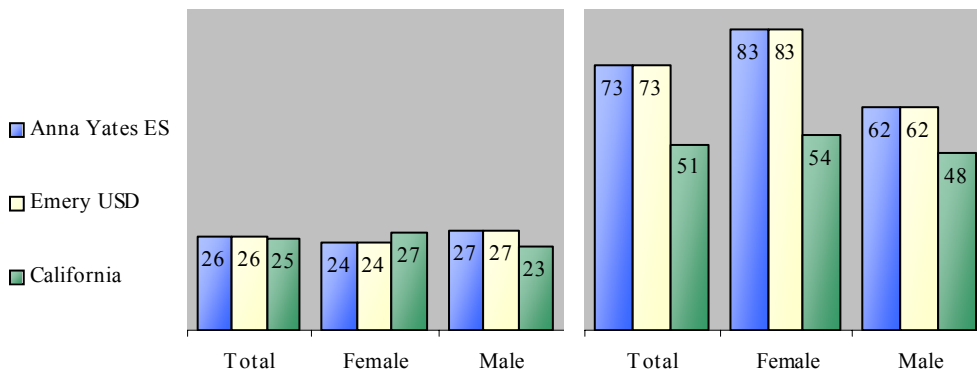
California law requires that school districts perform a physical fitness test (PFT) annually for students in grades 5, 7, and 9. The Fitnessgram® was developed as the PFT for California public schools. This assessment measures six key fitness areas:

- Aerobic Capacity
- Body Composition
- Abdominal Strength and Endurance
- Trunk Extensor Strength and Flexibility
- Upper Body Strength and Endurance
- Flexibility

Students must score in the Healthy Fitness Zone (HFZ) for all six fitness tests in order to meet fitness standards. The PFT results below represent the percentage of students in the fifth grade that scored in the HFZ for all six standards and for five out of six standards. For a complete report on the California Physical Fitness Test, please visit www.cde.ca.gov/ta/tg/pf/.

6 of 6 Fitness Standards

5 of 6 Fitness Standards



Q: How is Adequate Yearly Progress determined?

A: Adequate Yearly Progress reflects the minimum level of improvement that states, school districts, and school sites are required to meet each year. It is determined by a collection of performance measures needed to be achieved if the State receives Title I, Part A federal funding.

In California, these performance measures include:

- Specific percentages of students scoring at proficient or advanced levels on the California Standards Tests in English language arts and math
- Participation from 95% or more of students per each school site within district
- Specified API scores or improvement in scores
- For high schools, a specified graduation rate



Highly Qualified Teachers

The No Child Left Behind (NCLB) Act of 2001 requires that all teachers of core academic subject areas be “highly qualified” no later than the end of the 2005-2006 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Teacher Qualifications

Teacher Credential Information			
	2002	2003	2004
Total number of teachers	26	22	22
Full credential —fully credentialed and teaching in subject area	20	22	22
Teaching outside subject area —fully credentialed outside subject area	0	0	0
Teachers in alternative routes to certification —district, university internship	4	0	0
Pre-internship —emergency credentialed, incomplete subject matter requirements	0	0	0
Teachers w/ emergency permits —not qualified but meeting minimum requirements	4	0	0
Teachers with waivers —no credential and not qualified for an emergency permit	0	0	0
Teacher Misassignments of English Learners ¹	*	*	1
Total Teacher Misassignments ²	*	*	1
Vacant Teacher Positions ³	*	*	0

Teacher Education Level			Core Academic Courses Not Taught By Highly Qualified Teachers	
	School	District		%
Doctorate	0%	5%	This school	52%
Master’s degree + 30 hrs course work	27%	19%	All schools in district	64%
Master’s degree	9%	16%	High-Poverty Schools	64%
Bachelor’s degree + 30 hrs course work	55%	51%	Low-Poverty Schools	0%
Bachelor’s degree	9%	9%		
Less than Bachelor’s degree	0%	0%		

* This is a new section required by the Williams Settlement. For 2004-05, data is required for one prior year only.

¹ Teachers assigned to English language learners (ELL) who do not have proper certification to teach ELL courses.

² Teacher assigned to a course that falls outside their credential/certification.

³ A certificated position that was vacant at the beginning of the year for a full year or an entire semester.

Teacher Evaluations

- Temporary and probationary teachers are evaluated annually.
- Tenured teachers are evaluated every other year.
- Teachers are evaluated based upon agreed instructional objectives and standards. The teacher completes the evaluation and gives to the evaluator. The evaluator observes the teacher. The evaluator completes the review and discusses the areas of success and areas to develop with the teacher.

Substitute Teachers

- Emery USD has a pool of subs for the school sites. We draw subs from the local colleges/universities and our Web site, in addition to having good walk-in traffic. Subs call us on a regular basis to become part of our pool.
- Substitutes teachers must be college graduates and have passed the CBEST. They must obtain an emergency credential if they do not possess a preliminary or clear one. All are certificated.
- There are enough substitutes as long as the sites communicate their needs.

Q: What are the requirements for Highly Qualified Teachers?

A: The NCLB requires the following criteria be met by each teacher:

- Must possess a Bachelor’s degree
- Must have a State credential or an intern certificate/credential for no more than three years
- Must have demonstrated competence for each core subject

Professional Development

Every teacher at Anna Yates works hard to grow as a professional educator. All school staff participated in a three day retreat before school began and a one day mid year retreat, to improve the school’s ability to provide each child with the education she or he needs to be successful. The school banked minutes in the standard bell schedule, and used those minutes to support weekly early release days for professional development and collaboration. The school sent all its teachers to be trained in the Math and Reading Professional Development program, with 40 hours of classroom instruction and 80 hours of coaching follow up each in Math and Reading. The principal participates in this training as well as an 11-day companion program for site administrators. All teachers were trained in rubric scoring of Math Assessment Resource System (MARS) and worked in teams for several days to score all 2nd through 6th grade students in mathematics. Many teachers participated in coaching institutes with the Math Assessment Collaborative, equity workshops with Enid Lee, MOTIVATE! Training to improve strategies to teach English Learners, the California Mathematics Council conference at Asilomar, Writing Instruction at the Alameda County Office of Education, and additional workshops to improve their teaching.

Financial Information

Expenditures Per Student — Based on 2002-2003 State Data

Total District Dollars	District Dollars Per Student	Similar Sized District Dollars Per Student	State Average All Districts Dollars Per Student
\$7,153,370	\$8,551	\$6,882	\$6,822

2002-2003 Salary Information — Does not include benefits

Range	Emery USD	Similar Sized District
Beginning Teacher Salary	\$33,291	\$33,128
Mid-Range Teacher Salary	\$50,977	\$50,522
Highest Teacher Salary	\$64,597	\$60,508
Average Principal Salary	\$80,096	\$74,397
State Administrator	\$112,400	\$96,787

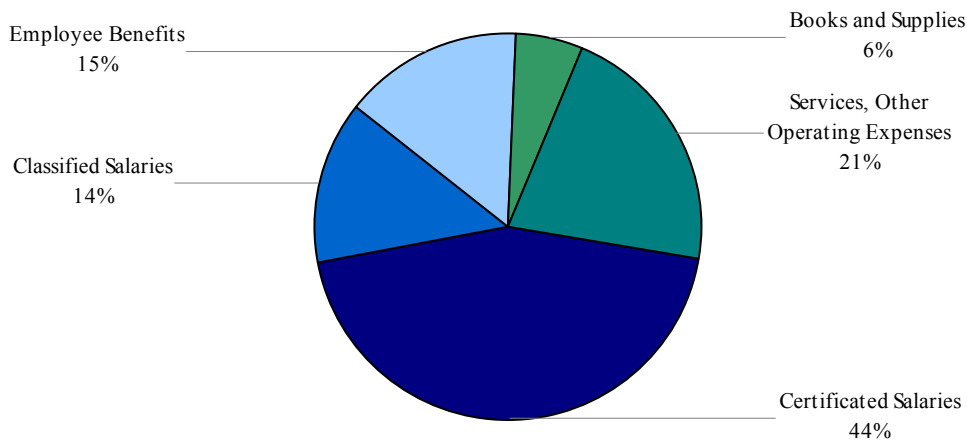
Note: The most recent fiscal information provided by the State is always at least two years behind.

District Expenditures

The graph below depicts how Emery Unified School District spends its funds.

Category	Includes Costs Associated With
Certificated Salaries	Salaries for certificated staff including certificated teachers, the Superintendent, principals, and other directors or supervisors
Classified Salaries	Salaries for classified staff, such as instructional aides and administrative clerks
Employee Benefits	Benefits for all district employees
Books and Supplies	Learning materials, such as textbooks, supplies, and computers
Services, and Other Operating Expenses	Direct and indirect costs such as utilities services and other operating expenditures

Budget Expenditures



The information contained herein is provided by the California Department of Education (CDE): Enrollment and Demographics, Class Size, California Standards Tests (CST), Norm Referenced Tests (NRT), Academic Performance Index (API), Awards and Intervention Programs, Adequate Yearly Progress (AYP), Physical Fitness Test (PFT), Teacher Qualifications, and Financial Information. All other information is provided by the school and the district office.

Data gathering, compilation, layout, and design are provided by School Innovations & Advocacy (www.sia-us.com).

All data accurate as of February 2, 2005.



Q: What is a School Accountability Report Card (SARC)?

A: Since November 1988, State law has required all public schools receiving state funding to prepare and distribute a SARC. A similar requirement is also contained in the federal No Child Left Behind Act (NCLB). The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.