



High Desert School

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SARC

2016-17
School Accountability
Report Card
Published in 2017-18



Acton-Agua Dulce USD

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Principal's Message

At High Desert School, we encourage students to excel in all areas of the curriculum. Our school motto, "Choosing to Soar Toward Excellence," reflects the commitment of faculty to help students reach their goals. High Desert School is a safe place where we recognize the importance of physical, social, emotional and intellectual safety.

Our mission is to dedicate ourselves to providing a safe, flexible, positive and nurturing learning environment in which all of our members have the opportunity to experience a sense of belonging and personal growth toward their development of academic excellence. This year, we are offering an after-school intervention program to assist our struggling students to reach grade-level standards in reading and math. We also offer after-school enrichment classes for students to participate in exploring their interests.

Our students enjoy the benefits of HDSTV (our daily live news show), ASB and Yearbook. Middle school students select from electives that provide experiences in a variety of science, technology, engineering, arts, and math—called STEAM for short—classes. Electives include video production, visual and performing arts, electronic game design, computer coding and applications, robotics, environmental science, service learning and ASB and Yearbook.

Our parent-participation programs afford parents the opportunity to assist our school in promoting academic achievement for all students. We encourage parents to participate through our School Site Council, Parent Booster Club, volunteering in classrooms, Parents of English Learner Advisory Committee, or one of the many other volunteer opportunities at High Desert School.

Lynn David
Principal

School Mission Statement

To provide a safe, positive circle of learning where all individuals are valued and challenged to reach their academic, social and physical potential.

Parental Involvement

Strong parent and community involvement is one of the greatest strengths of High Desert School. Parents' participation in their children's educational progress is encouraged through the following activities and information:

- Back-to-school night in September
- Community open house in June
- Monthly scholar awards
- Online grading system
- Online homework information
- Student Study Team (SST) meetings
- Principal's phone call and email to parents
- School Site Council (SSC)
- Booster Club participation
- Open-door policy for principal
- All school family-activity events
- Parent-teacher conferences
- After-school enrichment opportunities
- Board of trustees meetings
- English Learner Advisory Committee (ELAC) participation

Meetings of the SSC and Booster Club are listed on the school marquee, on our school's website, in the principal's phone call and email to parents, and in District English Learner Advisory Committee (DELAC) meetings. All of our parents are highly encouraged to attend and participate. Community members are actively involved in our school. Donations of services and gifts provide special and extra benefits for our students. Our students have several opportunities during the year to support community activities.

For more information on how to become involved at the school, please contact Dawn Schneider, Booster Club membership chairperson, at (661) 269-0310.

School Safety

The safety of the students is a priority at High Desert School and is ensured through a well-organized program for campus supervision before school, at nutritional break, during lunch and after school. Parents and guardians are welcome to visit campus. Visitors are required to sign in at the school office. Visitors must wear an official badge when they come on campus. Visitors who are not wearing such a badge are directed to check in at the school office immediately. Students are directed not to converse with visitors who are not wearing a badge. Supervision personnel carry handheld radios for fast communication with the school office in emergencies. Teachers also maintain schoolwide procedures within their classrooms, which limit the opportunities for inappropriate and unsafe behavior.

The school has a comprehensive emergency plan, which is outlined in the school's Disaster Preparedness Handbook. Emergency drills are held four times a year, and students practice a school bus evacuation each year. Each classroom has an emergency backpack, which contains emergency supplies. Emergency equipment is stored in several locations on campus. As required for their position, teachers, administrators and other personnel hold first-aid and CPR certificates. Search-and-rescue techniques are practiced by staff as part of the annual Great California ShakeOut emergency drill. The school safety plan was last updated, reviewed and discussed with staff in September 2017.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



District Vision Statement

The Acton-Agua Dulce Unified School District is committed to pursuing and maintaining educational excellence in order to achieve academic distinction at all campuses. We are committed to a vision of developing our youth into productive and creative individuals who can achieve their highest degree of potential and who will responsibly shape the future.



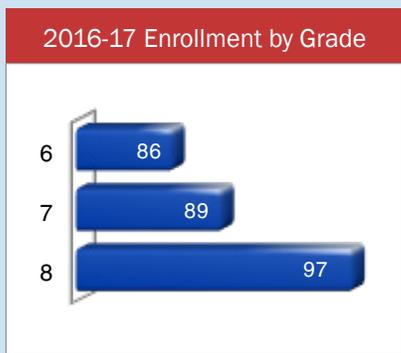
"Many Paths to Learning, One Standard of Excellence"

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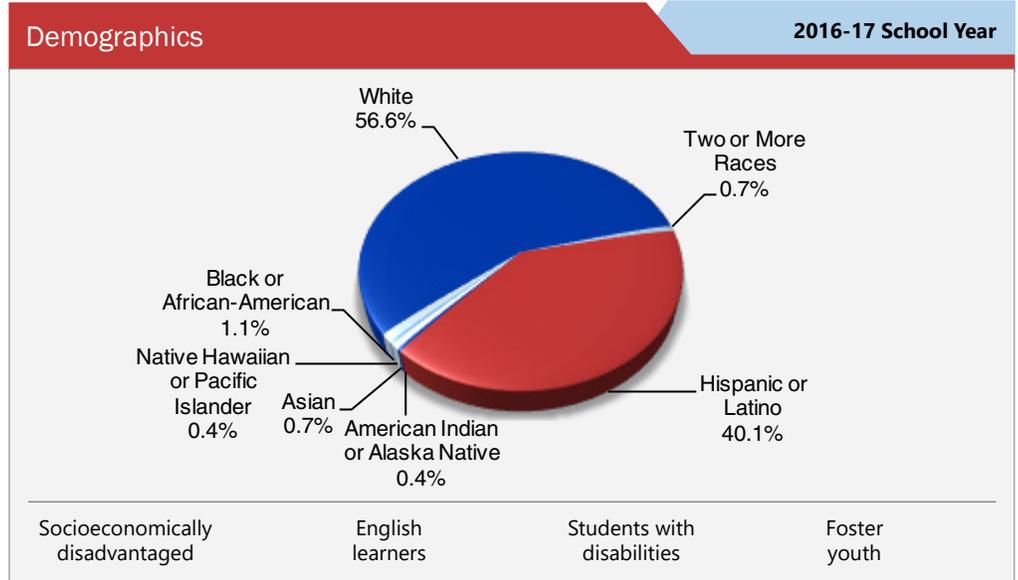
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.



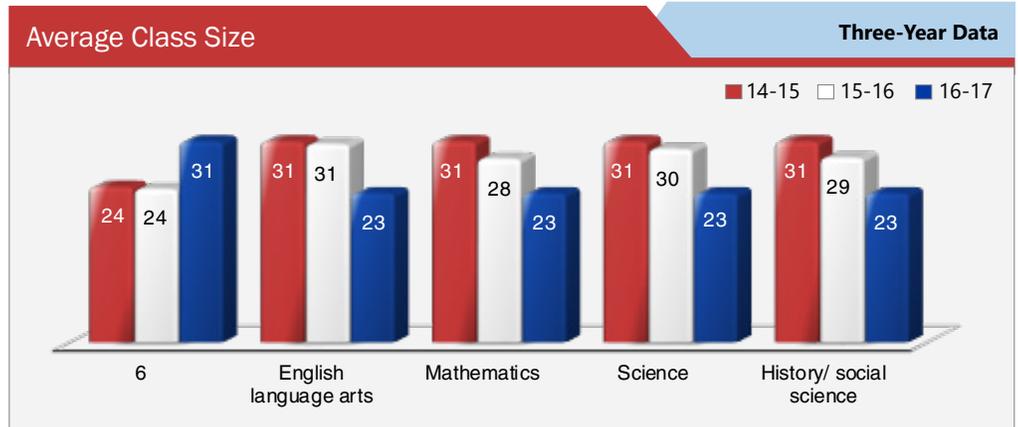
Enrollment by Student Group

The total enrollment at the school was 272 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted suspensions.

Suspension and Expulsion Rates			
High Desert School			
	14-15	15-16	16-17
Suspension rates	4.4%	0.8%	1.4%
Expulsion rates	0.0%	0.4%	0.0%
AADUSD			
	14-15	15-16	16-17
Suspension rates	3.7%	2.1%	0.4%
Expulsion rates	0.0%	0.1%	0.1%
California			
	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size									
Three-Year Data									
Grade	2014-15			2015-16			2016-17		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6		12	6	1	3			3	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
	English language arts	2	5	1	1	5	1		8
Mathematics	1	3	3	1	4	2		8	
Science	1	6	2	1	6	1		8	
History/social science	1	3	3	1	5	1		8	

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

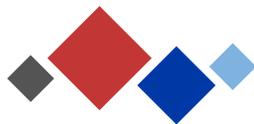
The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
Subject	High Desert School		AADUSD		California	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	60%	68%	55%	50%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	High Desert School		AADUSD		California	
	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	47%	56%	45%	44%	48%	48%
Mathematics	30%	32%	29%	28%	36%	37%



Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2017-18 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2017-18 School Year
	High Desert School	AADUSD
Program Improvement status	Not In PI	In PI
First year of Program Improvement	◇	2012-2013
Year in Program Improvement	◇	Year 2
Number of schools currently in Program Improvement	0	
Percentage of schools currently in Program Improvement	0.00%	

◇ Not applicable. The school is not in Program Improvement.

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 6-8.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	278	271	97.48%	56.09%
Male	144	142	98.61%	49.30%
Female	134	129	96.27%	63.57%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	110	106	96.36%	48.11%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	158	155	98.10%	61.29%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	113	110	97.35%	49.09%
English learners	46	44	95.65%	31.82%
Students with disabilities	47	46	97.87%	15.22%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	278	271	97.48%	32.10%
Male	144	142	98.61%	33.10%
Female	134	129	96.27%	31.01%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	110	106	96.36%	27.36%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	158	155	98.10%	36.13%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	113	110	97.35%	23.64%
English learners	46	44	95.65%	13.64%
Students with disabilities	47	46	97.87%	13.04%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2017-18 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	10/6/2017	
Date of the most recent completion of the inspection form	10/6/2017	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2017-18 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Electrical	A couple of outlet covers are missing. Outlet covers were replaced.	10/9/2017
Restrooms/fountains	Tiles are missing. Tiles repaired.	10/31/2017

School Facilities

High Desert School was opened in June 1991 and was designed to house 700 students with 16 permanent classrooms, five portable classrooms, a library, multipurpose room and administration building.

Teachers maintain schoolwide procedures in classrooms, which minimizes the opportunities for inappropriate and unsafe behavior. These procedures deliberately promote positive character values. With the schoolwide campus citizenship program, we see high attendance rates and low suspension rates. The staff, students and community take pride in keeping High Desert School a safe, clean and peaceful campus.

Today, the current population of approximately 273 grade 6-8 students is housed in 16 permanent classrooms with full science and computer labs available for use.

The modern library is open to students and classes. Students are provided with enhanced opportunities for physical education classes and lunchtime activities. Hard courts and an athletic field provide for varied activities and facilities use.

We have continued to improve the technology infrastructure with the addition of a computer in every classroom with internet capabilities. The school environment is conducive to learning.

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School Facilities

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Teachers and staff members have large work areas in hallways between classrooms, as well as a staff lounge where a copy machine and other school supplies are available to use. Both student and staff restrooms are cleaned, mopped and restocked on a daily basis. Presently, there is one custodian who works from afternoon to night. There is also one maintenance staff person who works from morning to evening. Both ensure the campus is clean and all systems are working to create a safe and operational environment for work and learning. Work orders for maintenance and repair keep school facilities in good, safe working order. Classroom heating and cooling and lighting are maintained on a regular basis.

Students are held accountable for their learning at High Desert School. This includes learning to keep their campus free of litter by picking up after themselves. These ongoing efforts are a part of everyone's responsibility and cooperation in order to maintain a safe, clean campus and learning environment at High Desert School.

Students are kept safe several ways while on school property. First is the process that all doors are kept locked except the front entrance which is constantly monitored by staff and a security camera. Next, both custodial, maintenance and staff are in constant alert as to strangers or unusual situations.



Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2017-18 School Year	
Data collection date	10/12/2017



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2016-17 School Year	
Grade 7	
Four of six standards	9.9%
Five of six standards	31.9%
Six of six standards	35.2%

Textbooks and Instructional Materials

High-quality textbooks and Common Core State Standards bridge materials are available for every student in each subject area to use in class and to take home. The teachers at High Desert School agreed to adopt all the Common Core State Standards plus additional skills that they feel would enhance their instructional program for their students.

When a new textbook series is selected, a committee made up of teachers, parents and principals carefully review state-adopted textbook programs. The committee then recommends to the board of trustees the series it identifies as the highest quality and most appropriate for the district's students.

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
Reading/language arts	California Collections, Houghton-Mifflin (6)	2017
Reading/language arts	California Collections, Houghton-Mifflin (7-8)	2017
History/social science	Glencoe (6-8)	2005
Mathematics	California Math, McGraw-Hill (6-8)	2014
Science	Holt (6-8)	2006

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2017-18 School Year
High Desert School	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2017-18 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	AADUSD	High Desert School		
Teachers	17-18	15-16	16-17	17-18
With a full credential	55	11	15	15
Without a full credential	1	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	5	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	High Desert School		
Teachers	15-16	16-17	17-18
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0



Professional Development

Each year, the district provides "buyback days" for districtwide staff-development activities. Professional development in recent years has been provided in the following areas.

- Special-education requirements and instructional strategies
- Strategies for meeting the needs of English learners
- Strengthening students' written language skills
- Safe schools/first-aid and CPR training
- Effective communication with parents, colleagues and students
- Using data analysis to strengthen instruction

School Improvement funds and Title II, Part A federal funds are used to bring in staff-development consultants and to send teachers out to conferences to improve areas of identified need. Teachers and administrators help select and evaluate professional development activities based on school and district improvement needs. Faculty meeting time and grade-level/department meetings are also used throughout the school year for collegial data analysis, improvement activities, instructional planning and sharing instructional strategies.

Professional Development Days	Three-Year Data		
	2015-16	2016-17	2017-18
High Desert School	1 day	3 days	3 days



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	0.5
Average number of students per academic counselor	280
Support Staff	
Social/behavioral counselor	0.5
Career development counselor	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.5
Psychologist	0.3
Social worker	0.0
Nurse	0.3
Speech/language/hearing specialist	0.3
Resource specialist (nonteaching)	0.0
Other	FTE
Instructional assistants	9.0

Types of Services Funded

The district provides a number of supplemental programs and services to meet the diverse needs of all students:

- Special-education services including speech and language, a resource program, special day class, adaptive physical education, and other services for identified students with special needs
- English language development for English learners
- Title I reading and writing intensive instruction for identified students in grades 1-5
- Safe and Drug-Free Schools and Communities: State Grants

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2015-16 Fiscal Year	
Total expenditures per pupil	\$6,288
Expenditures per pupil from restricted sources	\$358
Expenditures per pupil from unrestricted sources	\$5,930
Annual average teacher salary	\$74,469

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data

The financial data displayed in this SARC is from the 2015-16 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2015-16 Fiscal Year
	AADUSD	Similar Sized District
Beginning teacher salary	◇	\$41,164
Midrange teacher salary	◇	\$61,818
Highest teacher salary	◇	\$84,567
Average elementary school principal salary	◇	\$96,125
Average middle school principal salary	◇	\$103,336
Average high school principal salary	◇	\$101,955
Superintendent salary	◇	\$126,855
Teacher salaries: percentage of budget	27%	32%
Administrative salaries: percentage of budget	8%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2015-16 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
High Desert School	\$5,930	\$74,469
AADUSD	\$10,471	\$70,455
California	\$6,574	\$62,381
School and district: percentage difference	-43.4%	+5.7%
School and California: percentage difference	-9.8%	+19.4%

◇ Information is not available at this time.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of November 2017.