

Emery Unified School District

Anna Yates Elementary School

School Accountability Report Card Grades K-6 Data From The 2004-2005 School Year Published During 2005-2006

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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.

School Safety

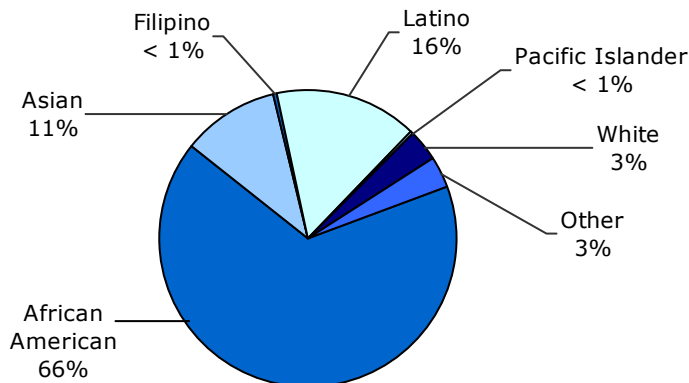
School safety is a top priority for our school. The School Safety Plan is revised yearly and includes: emergency organization and management, emergency procedures, crisis response, emergency forms, and emergency contacts.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in July, 2006.

Enrollment and Demographics

The total enrollment of Anna Yates Elementary School was 413 students for the 2004-2005 school year.

Demographics



Anthony M. Smith, Ph. D.
Superintendent

Anakarita Allen
Principal

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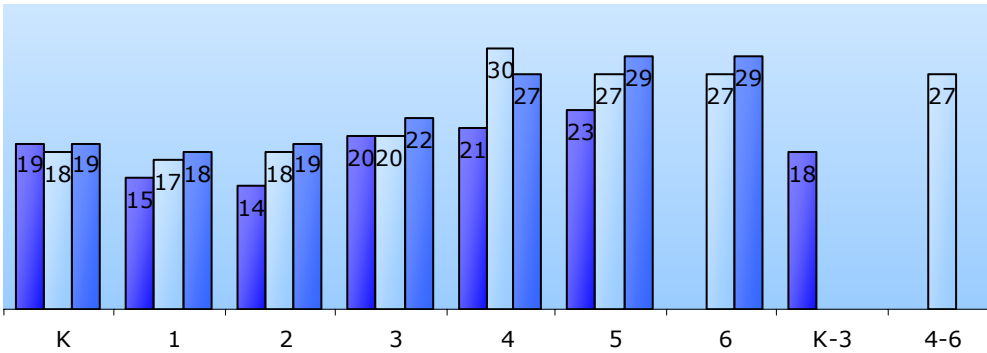
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Class Size

The three-year data for average class size is displayed below.

Class Size By Grade

■ 02-03 ■ 03-04 ■ 04-05



Class Size Distribution — Number of Classrooms By Size

Grade	2003			2004			2005		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			3			3		
1	4			2			3		
2	3			5			3		
3	2			2				3	
4	1	2			2			2	
5	2	2			2			2	
6					2			2	
K-3	1								
4-6					1				

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	02-03	03-04	04-05
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	0%

Suspensions and Expulsions

	Anna Yates ES			Emery USD		
	02-03	03-04	04-05	02-03	03-04	04-05
Suspensions (no. of incidents)	8	16	47	264	140	215
Suspensions (rate)	0.021	0.036	0.114	0.409	0.176	0.273
Expulsions (no. of incidents)	0	0	0	3	2	1
Expulsions (rate)	0.000	0.000	0.000	0.005	0.003	0.001

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.

For more information on how to become involved, please contact Principal Anakarita Allen at (510) 601-4917.

School Facilities

School Facility Conditions — Results of Inspection and Evaluation			
Interim Evaluation Instrument Area	Facility in Good Repair?		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)		✓	We contacted the company to replace damaged ones.
Restrooms	✓		
Sewer	✓		
Playground/School Grounds		✓	Some repair needed for this. We are in the process to contact a company to perform this repair.

* This data was collected and verified by the district in November, 2005.

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 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, resurfacing 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.

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 to 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



Textbooks and Instructional Materials

Subject-based adoption committees of teachers, staff, and community members make recommendations for K-8 textbooks and instructional materials from the state-approved lists. Vertical articulation teams and the secondary school administration make recommendations for textbooks and instructional materials for grades 9-12 after determining that they are consistent with the California Content Standards and the current curriculum frameworks for the subject area. The Emery USD Board of Education makes final decisions on all these recommendations.

Quality and Availability of Textbooks

Textbooks		
Subject Area	Textbook Title	Year Adopted
Math	<i>CSL/Math Coach</i>	2001
Language Arts	McGraw Hill SRA/Open Court	2002
Science	<i>Holt Science</i>	2001
Social Studies	<i>McGraw Hill/Adventures in Time and Place</i>	2004
Math	<i>Prentice Hall Algebra</i>	2004
Math	<i>Prentice Hall Geometry</i>	2004
Math	<i>Advanced Algebra</i>	2004
Math	<i>Advanced Math</i>	2004
Math	<i>Addison Wesley Adv Alg & Trig</i>	2004
Math	<i>AP Calculus A&B</i>	2004
Math	<i>Working With Numbers</i>	2004
Language Arts	<i>Prentice Hall Literature</i>	2004
Language Arts	<i>READ 180</i>	2004
Language Arts	High Point	2004
Language Arts	<i>SRA Reach</i>	2004
Science	<i>Conceptual Physics</i>	2004
Science	<i>BSCS</i>	2004
Science	<i>Biology</i>	2004
Science	<i>Living By Chemistry</i>	2004
Science	<i>Campbell Biology 5th Ed.</i>	2004
History	<i>Modern World History</i>	2004
History	<i>American Odyssey</i>	2004

Core Curriculum Areas	Availability of Sufficient Textbooks and Materials For Each Pupil
Reading/Language Arts	100%
Mathematics	100%
Science	100%
History-Social Science	100%

* This data was collected and verified by the district in January, 2006.

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.

Teachers 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.

Anakarita Allen has been principal of Anna Yates Elementary School since September 2000, and has 13 years of experience in education.

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/star2005>.

Percentage of Students At Proficient or Advanced Levels									
	Anna Yates ES			Emery USD			California		
Year Tested	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	22%	27%	31%	18%	21%	27%	35%	36%	40%
Mathematics	23%	32%	38%	13%	18%	27%	35%	34%	38%
Science	*	9%	12%	5%	3%	12%	27%	25%	27%

* 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 2005 — Percentage of Students At Proficient or Advanced Levels			
Subject	English-Language Arts	Mathematics	Science
Year Tested	2005	2005	2005
Male	27%	39%	21%
Female	35%	37%	4%
English Learners	21%	47%	❖
Economically Disadvantaged	29%	37%	11%
Students with Disabilities	❖	❖	❖
Migrant Education Services	❖	❖	❖
African American	28%	33%	10%
American Indian or Alaska Native	❖	❖	❖
Asian	45%	52%	❖
Filipino	❖	❖	❖
Latino	22%	41%	❖
Pacific Islander	❖	❖	❖
White	❖	❖	❖

❖ Data are reported only for numerically significant subgroups.

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.



Testing Note: Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically 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.

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. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/star2005>.

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 2005 school year.

Percentage Scoring At or Above the 50th Percentile						
Subject	Reading			Mathematics		
	2003	2004	2005	2003	2004	2005
Anna Yates ES	29%	38%	34%	38%	42%	50%
Emery USD	29%	31%	27%	29%	34%	44%
California	43%	43%	41%	50%	51%	52%

NRT Subgroup Results: Reading and Math

Subgroups, Spring 2005 — Percentage At or Above the 50th Percentile		
Subject	Reading	Mathematics
Year Tested	2005	2005
Male	38%	52%
Female	31%	49%
English Learners	23%	54%
Economically Disadvantaged	30%	57%
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	35%	47%
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Latino	❖	❖
Pacific Islander	❖	❖
White	❖	❖

❖ Data are reported only for numerically significant subgroups.

Minimum Days and Instructional Minutes

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

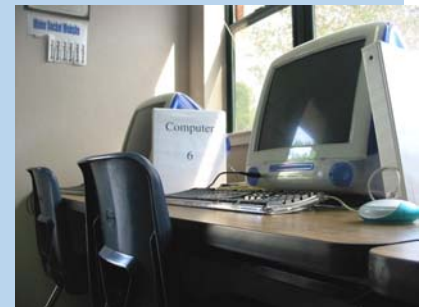
Anna Yates Elementary School had 36 minimum days (early release) per year designated for staff development and parent-teacher conferences.

Grade Level	Instructional Minutes Offered	State Requirement
K	45,000	36,000
1-3	54,720	50,400
4-6	54,720	54,000

Making Sense of Testing

Q: What is the norm referenced test?

A: The norm referenced test is part of the Standardized Testing and Reporting (STAR) Program. The current norm referenced test is the California Achievement Test, Sixth Edition, or CAT/6, adopted by the State Board of Education. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7, and no longer tests science in any grade.



Counselors and Support Staff

The following is a list of the support staff at the school and their full-time equivalents (FTE):

- Counselor 0.0
- Librarian 1.0
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 1.0
- Resource Specialist 0.0
- Other 0.0

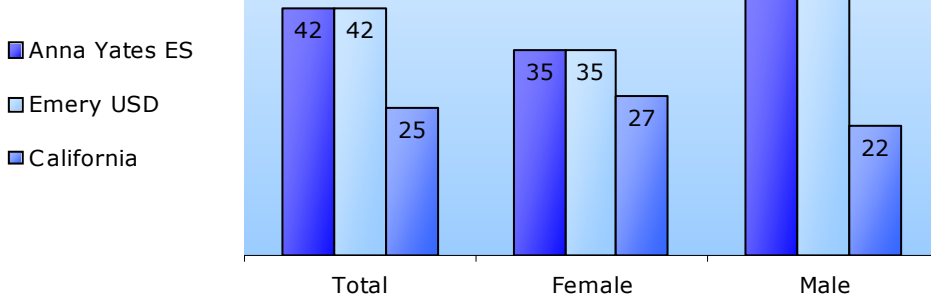
California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test. The test measures six key fitness areas:

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

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. The results below show the percentage of students in the fifth grade who scored in the HFZ for all six standards. For more information on the California Physical Fitness Test, please visit www.cde.ca.gov/ta/tq/pf/.

5th Grade



Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Met Adequate Yearly Progress Criteria

Year Tested	Anna Yates ES			Emery USD		
	2003	2004	2005	2003	2004	2005
Met Overall AYP Status	Yes	Yes	Yes	Yes	Yes	No
All Students	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	❖	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
Students with Disabilities	❖	❖	❖	❖	❖	❖
African American	Yes	Yes	Yes	Yes	Yes	Yes
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Latino	❖	Yes	❖	❖	❖	❖
Pacific Islander	❖	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖	❖

❖ Data are reported only for numerically significant subgroups.



Types of Services Funded

- Parcel Tax Measure A (Arts, Music, Math, Science, Literacy, English Language Development, Counseling, Tutoring & Mentoring, Libraries, and Technology)
- School Assistance and Intervention Team (Instruction Materials, Assessment, Intervention, Collaboration, Coaching)
- Title I Part A (Improved Achievement for Educationally Disadvantaged Students)
- Math Science Technology Initiative – MSTI (High and equitable learning, community relationships, Math & Science Professional Development Leadership)
- Title II Part A (Teacher and Principal Training and Recruiting)
- Title IV (Safe and Drug Free Schools)
- Tobacco Use Prevention Education
- Title II Part D (Enhancing Education Through Technology)
- California Math Science Partnerships - Leadership for Equity and Excellence in Mathematics and Science
- Title III Part A (programs for Limited English Proficient students) Community Based English Tutoring (English acquisition programs for parents), English Language Acquisition Program (for English Learners grades 4-8)
- Professional Development Block Grant
- Title V Part A Innovative Programs (Libraries, Curriculum Improvement, Professional Development)

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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			
	2002	2003	2004
Statewide Rank	N/A	3	4
Similar Schools Rank	N/A	3	5

Schoolwide Data			
API Base and Growth Data			
Year	2002	2003	2004
% Tested	N/A	99%	100%
Base Score	N/A	650	684
Growth Target	N/A	8	6
From	02-03	03-04	04-05
% Tested	99%	100%	100%
API Growth Score	661	686	720
Actual Growth	N/A	36	36

Academic Performance Index Subgroups			
	02-03	03-04	04-05
African American Base Score	N/A	647	678
African American Growth Target	N/A	6	5
African American Growth Score	655	680	711
African American Actual Growth	N/A	33	33
Latino Base Score	N/A	N/A	N/A
Latino Growth Target	N/A	N/A	N/A
Latino Growth Score	N/A	692	N/A
Latino Actual Growth	N/A	N/A	N/A
Socioeconomically Disadvantaged Base Score	N/A	623	676
Socioeconomically Disadvantaged Growth Target	N/A	6	5
Socioeconomically Disadvantaged Growth Score	636	678	709
Socioeconomically Disadvantaged Actual Growth	N/A	55	33

N/A Information not available.

Program Improvement

Schools who receive Title I funding can enter Program Improvement if they don't reach Adequate Yearly Progress (AYP) over two consecutive years. With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please go to www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	School	District
Year Identified for Program Improvement	n/a	n/a
Year in Program Improvement	n/a	n/a
Year Exited Program Improvement	n/a	n/a
	District	
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0.00%	

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.



State Award and Intervention Programs

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.

NCLB-Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified” no later than the end of the 2005-2006 school year. In general, for a teacher to be considered highly qualified, they must have a Bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Teacher Qualifications

Teacher Credential Information			
	2003	2004	2005
Total number of teachers	22	22	23
Full credential —fully credentialed and teaching in subject area	22	22	22
Teaching outside subject area —fully credentialed outside subject area	0	0	0
Teachers in alternative routes to certification —district, university internship	0	0	0
Pre-internship —emergency credentialed, incomplete subject matter requirements	0	0	0
Teachers with emergency permits —not qualified but meeting minimum requirements	0	0	1
Teachers with waivers —no credential and not qualified for an emergency permit	0	0	0
	2004	2005	2006*
Teacher Misassignments of English Learners —English Language Learner (ELL) teachers without ELL certification	1	1	1
Total Teacher Misassignments —teacher assigned to a course outside their credential/certification	1	0	0
Vacant Teacher Positions —certificated position vacant at the beginning of year for an entire year or semester	0	0	0

* For the 2005-2006 school year, the most currently available data are reported.

Teacher Education Level	Teacher Education Level	
	School	District
Doctorate	0.0%	2.0%
Master’s degree + 30 hrs course work	21.7%	16.3%
Master’s degree	13.0%	22.5%
Bachelor’s degree + 30 hrs course work	56.5%	51.0%
Bachelor’s degree	8.7%	8.2%
Less than Bachelor’s degree	0.0%	0.0%
Total	100%	100%

Teacher Evaluations

Teachers are evaluated based upon agreed instructional objectives and standards, and are in accordance with the Emery Teachers Association collective bargaining agreement. Evaluators observe a teacher, complete a review and discuss with the teacher areas of success and areas that need development.

New teachers are evaluated during their first and second years of teaching. Evaluations are done every other year for tenured teachers or when a teacher receives an unsatisfactory mark in the previous years evaluation.

For 2002-03, 2003-04, and 2004-05, we had three days each year dedicated to staff and professional development.

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 needed to be successful. The school banked minutes in the standard bell schedule and used them to support weekly early release days for professional development and collaboration. The school sent all teachers to be trained in the Math and Reading Professional Development program with 40 hours of classroom instruction and 80 hours of coaching in reading and math. The principal participates in the 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 on teams for several days to score 2nd through 6th grade students in mathematics. Many teachers participated in coaching institutes with the Math Assessment Collaborative, equity workshops with Enid Lee, and MOTIVATE! Training to improve strategies for teaching 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.

Substitute Teachers

Emery USD has a pool of subs for the school sites. We draw subs from local colleges/universities, our website, and a fair amount of walk-in traffic. Subs call us on a regular basis to become part of our pool.

Substitute teachers must be college graduates, have passed the CBEST, and they must obtain an emergency credential if they do not possess a preliminary or clear credential. All substitutes are certificated.

Emery USD has not experienced a shortage in substitutes as long as sites communicate their needs.

Percent of Classes In Core Academic Courses Taught By NCLB Compliant Teachers	Percent of Classes In Core Academic Courses Taught By NCLB Compliant Teachers	
	This school	%
This school	68.2%	
All schools in district	55.5%	
High-poverty Schools	0.0%	
Low-poverty Schools	0.0%	

Financial Information

2003-2004 District Salary Information — Does not include benefits		
Range	District	Similar Sized District
Beginning Teacher Salary	\$33,791	\$33,293
Mid-Range Teacher Salary	\$58,604	\$48,524
Highest Teacher Salary	\$64,347	\$61,782
Average Principal Salary	\$78,651	\$75,854
Superintendent Salary	\$110,000	\$100,823
% of Budget for Teacher Salaries	34.6%	36.4%
% of Budget for Administrative Salaries	7.3%	6.5%

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

2003-2004 School Site Salary Information				
Average Teacher Salary			% Difference Between School Site Average Teacher Salary And	
School Site	District	State	District Average Teacher Salary	State Average Teacher Salary
\$55,634	*	*	*	*

2003-2004 School Site Expenditures Per Pupil		
Total	From Restricted Sources	From Unrestricted Sources
\$4,510	\$628	\$3,882

2003-2004 Expenditures Per Pupil from Unrestricted Sources			
District	State	% Difference Between School Site and District	% Difference Between School Site and State
\$7,109	*	-83%	*

* Data not available. The CDE will begin calculating district and state average teacher salaries, using 2004-05 data, for report cards published in the 2006-07 school year.

Types of Services Funded

Continued from page 7

- Economic Impact Aid (programs for English Learners)
- Schools and Library Improvement Block Grant
- Instructional Materials Fund Realignment Program (purchase state-adopted textbooks)
- Hourly Programs (support for Summer School and Beyond the Bell), Lottery Restricted (Instructional Materials), Beginning Teacher Support and Assessment – BTSA (mentors for new teachers)
- Peer Assistance & Review (Support teacher professional standards)
- Class Size Reduction (Class sizes of 20 in grades K-3)
- Emery Ed Fund – EEF (Community support from Pixar, Chiron, and others)



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

All data accurate as of March 22, 2006.

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District Expenditures

