

## Emery Unified School District

# Emery Secondary School

## School Accountability Report Card Grades 7-12

Data From The 2004-2005 School Year Published During 2005-2006

1100 47<sup>th</sup> Street Emeryville, CA 94608  
Phone: (510) 601-4000 Fax: (510) 601-4988  
Website: [www.emeryusd.k12.ca.us](http://www.emeryusd.k12.ca.us)

### Principal's Message

Emery Secondary School provides educational opportunities for the maximum growth of every child, regardless of ability, race, sex, or socio-economic background. We believe that the home, community, student, and school share responsibility for the education of the total student. We strive to teach, facilitate, motivate and coach students to become self-disciplined individuals who are capable of intelligent decision-making and governed by high moral principles. Our cornerstones are reading, writing, arithmetic, and total community involvement.

We are a small school (less than 400 students), which taps into many resources including:

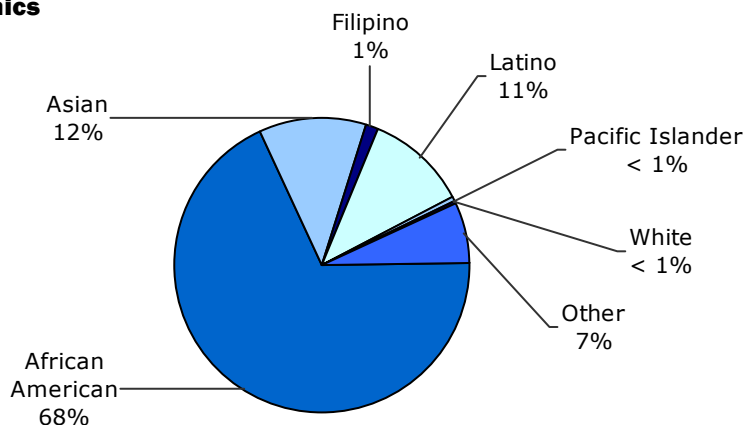
- Emery Education Foundation (EEF)-raises thousands of dollars in many charity events
- An Emeryville parcel tax - \$1.5 million a year to help the district recruit and retain teachers, and improve math, science, literacy, counseling, technology, library and arts programs
- BayCES/MSTI- provides personnel and resources to restructure our school programs, focusing on best teaching practices and strong teacher/student interpersonal relationships
- The Scholastic Assistance and Intervention Team (SAIT) provided monies to the school to continue to work to improve achievement scores and shrink the achievement gap

This support helped us have one of the greatest improvements of any secondary school statewide last year, as our Academic Performance Index leaped by 89 points! Together we will achieve the district's 90, 90, 90, goal: 90% of students in each grade in every subject on grade level, 90% passing the High School Exit Exam on their first attempt, and 90% of 9th graders sticking through to graduation!

### Enrollment and Demographics

The total enrollment of Emery Secondary School was 375 students for the 2004-2005 school year.

#### Demographics



**Anthony M. Smith, Ph. D.**  
Superintendent

**Mark Miller**  
Principal

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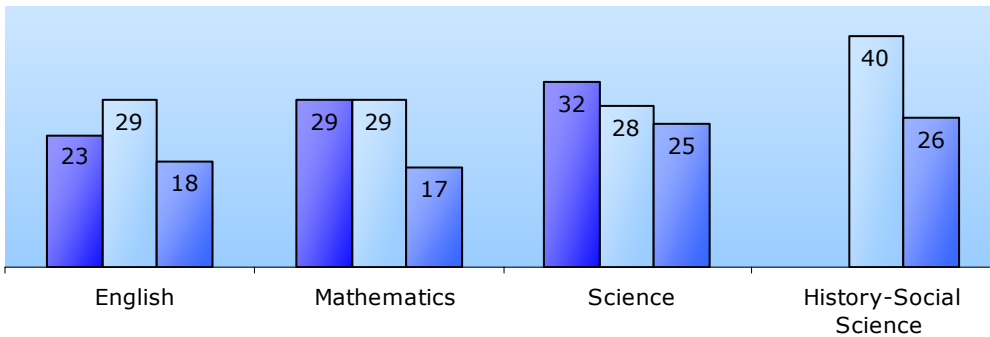
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## Class Size

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

### Class Size By Subject

■ 02-03 ■ 03-04 ■ 04-05



### Class Size Distribution — Number of Classrooms By Size

Subject	2003			2004			2005		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English Language Arts	5		1	2	2	3	13	4	1
Mathematics	2	2	4	2	3	2	21	4	1
Science		1	1	1	1	1	3	9	
History-Social Science				1		6	6		2

## Parental Involvement

The purpose of district parent involvement activities and programs is to increase our parents' participation in their child's education, thereby helping students to succeed. The School Site Council supports parent participation in educational workshops and training that enhances their knowledge of standards, home school communication, governance and other relevant parent involvement topics.

Parents are actively engaged with staff and community partners in Wednesday evening school redesign meetings. Parent volunteers receive leadership training, help in notifying parents of important events, and assist at parent workshops and school meetings. Parents are also currently involved in creating a parent center. Parents are encouraged to participate in updating the district's Parent Involvement Policy and Single Plan for Student Achievement on an annual basis.

Parents also provide support in organizing special activities for after school programs including Tech-Bridge and are directly involved in fundraising for ESS students to attend summer academic programs focused on math and science.

For more information on how to become involved, please contact Principal Mark Miller at (510) 601-4963.

## Minimum Days and Instructional Minutes

The table at right shows the minutes of study for grades 7-12.

Emery Secondary School had 36 late start Thursdays, six early release days for finals and two early release end of semester work days .

Grade Level	Instructional Minutes Offered	State Requirement
7-8	65,341	54,000
9-12	65,341	64,800

## School Safety

ESS's School Site Safety Plan contains our philosophy, values, vision, and mission. We believe in a collaborative model of safety, whereby parents, students, staff, and community work together to make the school and its surroundings safe and secure. Our plan includes four components:

- **Characteristics of Students and Staff**—with a goal to increase the number of students in class during the school day
- **Physical Environment**—with a goal to maintain a secure physical environment for our students at all times. (We have a closed campus policy and all visitors check into the school office before continuing into the campus. Two full-time security officers continually monitor the hallways to reduce truancy and outside intrusions.)
- **Social Environment**—with a goal of increasing the school's parental involvement. (Parents participate in conversations through our school design committee, which meets monthly. Topics include security, respect, and discipline.)
- **School Culture**—with a goal to improve curriculum and instruction

Our Safety Plan includes sections on child abuse, disaster procedures suspension and expulsion procedures, and procedures to notify teachers about dangerous students.

Our student/parent handbook also contains our sexual harassment policy and dress code. Our school has zero tolerance for violence, drugs, and sexual harassment. We enforce a "neat and appropriate" dress code, and do not allow hats to be worn inside the building.

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

## 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)		✓	Some stained tiles have been replaced and moldings repaired.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)		✓	Drinking fountains have been repaired.
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		

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

## Suspensions and Expulsions

	Emery SS			Emery USD		
	02-03	03-04	04-05	02-03	03-04	04-05
Suspensions (no. of incidents)	256	124	168	264	140	215
Suspensions (rate)	0.977	0.347	0.448	0.409	0.176	0.273
Expulsions (no. of incidents)	3	2	1	3	2	1
Expulsions (rate)	0.011	0.006	0.003	0.005	0.003	0.001

## Instruction and Leadership

ESS is divided into three Small Learning Communities (SLCs): one for grades 7-8, one for 9-10, and one for 11-12. Staff assigned to each of these SLC's takes full responsibility for the success of their students for two years. Advisories promote close relationships between students and adults on campus. Intensive reading and math intervention classes help struggling students. The school schedule provides common planning time for teachers in each SLC. Teachers meet school-wide weekly to improve their teaching. Teams develop school plans in Literacy, Mathematics, Library Services, technology, Science, Advisories, and Visual/Performing Arts.

This year the school community worked intensively to review all programs for its accreditation process. The visiting team of experts praised the dramatic improvement they observed in the school: "The districts 90-90-90 plan outlines a bold agenda for ESS and the community...All students have the access to academic programs that facilitate effective communication, perceptive thinking, and academic competency."

Dr. Mark Miller has been principal of Emery Secondary School since July 2003, and has 21 years of experience in education.

## Facilities

Emery Secondary School was built in 1964, and has 20 classrooms, a full gymnasium, music and art rooms, a theater, and an all-weather track. In general, throughout the facility, Emery Secondary School is safe and in reasonable condition for its age. Recent improvements at the school site include a new fire sprinkler system and "Americans with Disabilities Act" accessibility upgrades. The various facilities at the site include support for elective and extra-curricular activities as well as academic classroom and administrative programs. The site includes a full-size gymnasium, swimming pool, sports field, large art room, and library. Current needs for repairs are incidental in scope and include thermostats for the mechanical heating systems that are not functioning properly, repair of a minor gas leak in a parking lot area, addition of a backup water circulation pump for the heating system, addition and increase of exterior night lights for safety and security, replacement of exterior breezeway doors and door hardware that no longer function adequately, repair of existing large skylights, 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. Electrical loads and electrical distribution capacity need to be increased significantly to serve current demands, and roofs and exterior windows will need to be renovated as the facility continues to age.

## 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 &amp; Trig</i>	2004
Math	<i>AP Calculus A&amp;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		
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.

## Positive Learning Environment

We work hard to establish a positive learning environment through our advisory program. Students meet in small groups (less than 20) with a teacher every day to develop strong interpersonal bonds.

The programs goals include:

- Improve school culture
- Promote a college-going culture
- Promote school spirit and pride
- Foster a sense of respect and community among students and staff

*Improve Communication:*

- Adult-to-student, student-to-student, and school-to-home
- Acknowledge and discuss SLC and school wide issues

*Develop Advocacy:*

- Having an adult that each student can go to for support
- Advisor re: student academic achievement
- Advocate re: liaison between student and others in the building

*Build Relationships:*

- Adult-to-student, student-to-student, and school-to-home
- Learning about individual students and their needs
- Providing a home base and safe haven for each student
- Validate the student experience
- Promote student voice and leadership
- Acknowledge and discuss social and community issues

In addition, we participate in the Bay Athletic League-East (BAL-E) in the following sports: men's soccer, women's volleyball, men's and women's basketball, men's baseball, and women's softball.

## 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, science, and history-social 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									
Year Tested	Emery SS			Emery USD			California		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
<b>English-Language Arts</b>	9%	13%	23%	18%	21%	27%	35%	36%	40%
<b>Mathematics</b>	0%	3%	17%	13%	18%	27%	35%	34%	38%
<b>Science</b>	5%	1%	12%	5%	3%	12%	27%	25%	27%
<b>History-Social Science</b>	9%	14%	13%	9%	14%	13%	28%	29%	32%

### CST Subgroup Results: English-Language Arts, Mathematics, Science, and History-Social Science

Subgroups, Spring 2005 — Percentage of Students At Proficient or Advanced Levels				
Subject	English-Language Arts	Mathematics	Science	History-Social Science
Year Tested	2005	2005	2005	2005
<b>Male</b>	19%	16%	15%	19%
<b>Female</b>	27%	17%	9%	8%
<b>English Learners</b>	0%	22%	❖	0%
<b>Economically Disadvantaged</b>	19%	16%	11%	10%
<b>Students with Disabilities</b>	6%	12%	❖	❖
<b>Migrant Education Services</b>	❖	❖	❖	❖
<b>African American</b>	20%	12%	8%	11%
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖
<b>Asian</b>	39%	39%	45%	33%
<b>Filipino</b>	❖	❖	❖	❖
<b>Latino</b>	23%	18%	0%	0%
<b>Pacific Islander</b>	❖	❖	❖	❖
<b>White</b>	❖	❖	❖	❖

❖ 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
Emery SS	26%	24%	21%	19%	25%	38%
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	19%	32%
Female	23%	50%
English Learners	❖	❖
Economically Disadvantaged	15%	35%
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	14%	33%
American Indian or Alaska Native	❖	❖
Asian	38%	54%
Filipino	❖	❖
Latino	❖	❖
Pacific Islander	❖	❖
White	❖	❖

❖ Data are reported only for numerically significant subgroups.

## Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
2.0	187.5

## 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 2.0
- Librarian 0.0
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.0
- 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. However, no information is available for the California Physical Fitness Test. For more information on the California Physical Fitness Test, please visit [www.cde.ca.gov/ta/tq/pf/](http://www.cde.ca.gov/ta/tq/pf/).

## 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/](http://www.cde.ca.gov/ta/ac/ay/).

Met Adequate Yearly Progress Criteria						
Year Tested	Emery SS			Emery USD		
	2003	2004	2005	2003	2004	2005
<b>Met Overall AYP Status</b>	No	No	No	Yes	Yes	No
<b>All Students</b>	No	Yes	Yes	Yes	Yes	Yes
<b>English Learners</b>	❖	❖	❖	❖	❖	❖
<b>Socioeconomically Disadvantaged</b>	❖	Yes	Yes	Yes	Yes	Yes
<b>Students with Disabilities</b>	❖	❖	❖	❖	❖	❖
<b>African American</b>	❖	No	Yes	Yes	Yes	Yes
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖	❖	❖
<b>Filipino</b>	❖	❖	❖	❖	❖	❖
<b>Latino</b>	❖	❖	❖	❖	❖	❖
<b>Pacific Islander</b>	❖	❖	❖	❖	❖	❖
<b>White</b>	❖	❖	❖	❖	❖	❖

❖ Data are reported only for numerically significant subgroups.

## Graduates and Dropouts

Graduates and Dropouts									
	Emery SS			Emery USD			California		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
<b>Enrollment (9-12)</b>	289	262	206	289	262	206	1,772,417	1,830,903	1,876,927
<b>Graduation Rate</b>	100%	100%	73.6%	100%	100%	73.6%	87.0%	86.7%	85.3%
<b># of Dropouts</b>	0	0	65	0	0	65	47,871	58,189	61,253
<b>Dropout Rate</b>	0.0%	0.0%	31.6%	0.0%	0.0%	31.6%	2.7%	3.2%	3.3%



## 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)

*Continued on page 11*

## 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
<b>Statewide Rank</b>	N/A	1	2
<b>Similar Schools Rank</b>	N/A	2	7

Schoolwide Data			
API Base and Growth Data			
Year	2002	2003	2004
<b>% Tested</b>	N/A	93%	100%
<b>Base Score</b>	N/A	484	572
<b>Growth Target</b>	N/A	16	11
From	02-03	03-04	04-05
<b>% Tested</b>	93%	100%	99%
<b>API Growth Score</b>	486	573	618
<b>Actual Growth</b>	N/A	89	46

Academic Performance Index Subgroups			
	02-03	03-04	04-05
<b>African American Base Score</b>	N/A	457	551
<b>African American Growth Target</b>	N/A	13	9
<b>African American Growth Score</b>	465	553	595
<b>African American Actual Growth</b>	N/A	96	44
<b>Socioeconomically Disadvantaged Base Score</b>	N/A	475	574
<b>Socioeconomically Disadvantaged Growth Target</b>	N/A	13	9
<b>Socioeconomically Disadvantaged Growth Score</b>	473	577	607
<b>Socioeconomically Disadvantaged Actual Growth</b>	N/A	102	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](http://www.cde.ca.gov/ta/ac/ay).

Federal Intervention Program		
	School	District
<b>Year Identified for Program Improvement</b>	n/a	n/a
<b>Year in Program Improvement</b>	n/a	n/a
<b>Year Exited Program Improvement</b>	n/a	n/a
	District	
<b>Number of Schools Identified for Program Improvement</b>	0	
<b>Percent of Schools Identified for Program Improvement</b>	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.

"We believe that the home, community, student, and school share responsibility for the education of the total student."

## 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](http://www.cde.ca.gov/nclb/sr/tq).

### Teacher Qualifications

Teacher Credential Information			
	2003	2004	2005
<b>Total number of teachers</b>	16	21	26
<b>Full credential</b> —fully credentialed and teaching in subject area	13	18	24
<b>Teaching outside subject area</b> —fully credentialed outside subject area	0	0	1
<b>Teachers in alternative routes to certification</b> —district, university internship	0	0	0
<b>Pre-internship</b> —emergency credentialed, incomplete subject matter requirements	0	0	0
<b>Teachers with emergency permits</b> —not qualified but meeting minimum requirements	2	2	2
<b>Teachers with waivers</b> —no credential and not qualified for an emergency permit	1	1	0
	2004	2005	2006*
<b>Teacher Misassignments of English Learners</b> —English Language Learner (ELL) teachers without ELL certification	1	1	1
<b>Total Teacher Misassignments</b> —teacher assigned to a course outside their credential/certification	1	1	1
<b>Vacant Teacher Positions</b> —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
<b>Doctorate</b>	3.9%	2.0%
<b>Master’s degree + 30 hrs course work</b>	11.5%	16.3%
<b>Master’s degree</b>	30.8%	22.5%
<b>Bachelor’s degree + 30 hrs course work</b>	46.2%	51.0%
<b>Bachelor’s degree</b>	7.7%	8.2%
<b>Less than Bachelor’s degree</b>	0.0%	0.0%
<b>Total</b>	100%	100%

Percent of Classes In Core Academic Courses Taught By NCLB Compliant Teachers	
	%
<b>This school</b>	52.3%
<b>All schools in district</b>	55.5%
<b>High-poverty Schools</b>	0.0%
<b>Low-poverty Schools</b>	0.0%

### 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

ESS teachers met for three days offsite before school begun and another day at midyear to strengthen their ability to provide appropriate education for every learner. The school banked minutes in the standard bell schedule, and used them to support late start Thursdays for professional development, including learning comprehension and vocabulary strategies to help all students become more powerful readers. ESS teachers participate in math, science, and literacy conferences and bring their learning back to their colleagues through collaborative planning for instructional improvement in each subject area. “backward-mapping” of the math skills needed for students to be successful on the math portion of the California High School Exit Exam (CAHSEE).

## 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.

## SAT Reasoning Test

SAT Reasoning Test									
	Emery SS			Emery USD			California		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
<b>Grade 12 Enrollment</b>	66	44	46	66	44	46	385,356	395,194	409,576
<b>% of Gr. 12 Taking Test</b>	39.4%	29.5%	41.3%	39.4%	29.5%	41.3%	36.7%	35.3%	35.9%
<b>Average Verbal Score</b>	369	399	371	369	399	371	494	496	499
<b>Average Math Score</b>	362	412	373	362	412	373	518	519	521

## University of California and California State University Required Courses

Student Enrollment in Courses Required for UC/CSU Admission		
Student Enrollment in All Courses	Number Enrolled in Required UC/CSU Courses	% of Students Enrolled
869	525	60.4%
Graduates Who Have Completed All Courses Required for UC/CSU Admission		
Number of Graduates	# of Graduates Passing Required UC/CSU Courses	% of Students Passing Required Courses
39	20	51.3%

**Note:** Enrollment is based on the number of courses students take, not on the number of students enrolled in them. For example, one student taking four courses counts as an enrollment of 4.

## Enrollment and Program Completion in Career Technical Education Programs (District Totals)

The data below reflects Career-Technical Education (CTE) courses and programs funded by the district only. Separate ROP course enrollment and program completion information may be obtained from the ROP that serves the high school. For more information on CTE programs, please visit <http://www.cde.ca.gov/ci/ct/pk>.

CTE Participants	Secondary CTE Participants			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
0	0	0	0	0	0	0

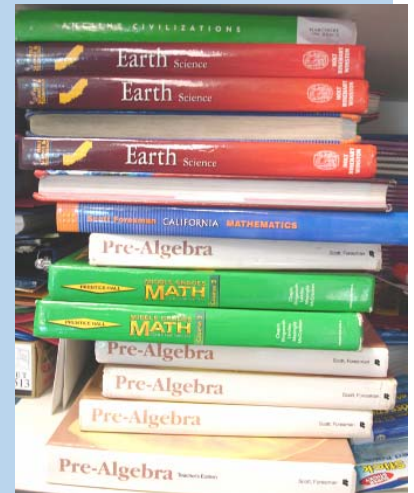
## Test Preparation

UC Berkeley Early Academic Outreach program provides direct college admission tests preparation to ESS students in grades 9-12. GEAR Up introduces seventh and eighth graders to elements of college admission test items.

Other test preparation efforts include directed activities in advisory instructional period on test strategies/process eliminations, and warm-ups in all English and mathematics courses.

## Workforce Preparation

Our advisory program is working to help students focus on workforce entry preparation. Students will work on resume writing, hear speakers from various professions, and explore different careers. Students are able to speak to teachers and other adults on an intimate (20:1) level to learn the pros and cons of various careers.



## Advanced Placement and International Baccalaureate Courses

No information is available for the Advanced Placement and International Baccalaureate Courses.

## Financial Information

2003-2004 District Salary Information — Does not include benefits		
Range	District	Similar Sized District
<b>Beginning Teacher Salary</b>	\$33,791	\$33,293
<b>Mid-Range Teacher Salary</b>	\$58,604	\$48,524
<b>Highest Teacher Salary</b>	\$64,347	\$61,782
<b>Average Principal Salary</b>	\$92,000	\$81,497
<b>Superintendent Salary</b>	\$110,000	\$100,823
<b>% of Budget for Teacher Salaries</b>	34.6%	36.4%
<b>% of Budget for Administrative Salaries</b>	7.3%	6.5%

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

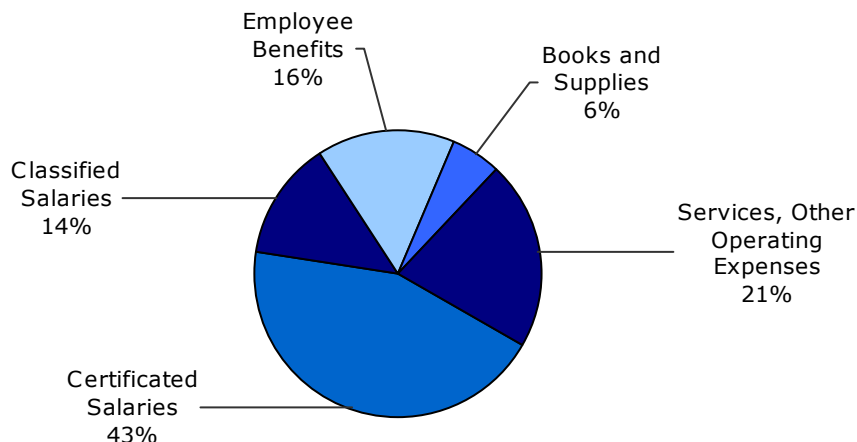
2003-2004 School Site Salary Information				
Average Teacher Salary			% Difference Between School Site Average Teacher Salary And	
School Site	District	State	District Average Teacher Salary	State Average Teacher Salary
\$56,635	*	*	*	*

2003-2004 School Site Expenditures Per Pupil		
Total	From Restricted Sources	From Unrestricted Sources
\$6,133	\$495	\$5,638

2003-2004 Expenditures Per Pupil from Unrestricted Sources			
District	State	% Difference Between School Site and District	% Difference Between School Site and State
\$7,109	*	-26%	*

\* 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.

## District Expenditures



## 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), Graduates and Dropouts, CA Physical Fitness Test (PFT), SAT Reasoning Test, Advanced Placement Courses, UC/CSU Required Courses, Teacher Qualifications, and Financial Information. All other information is provided by the school and the district office.

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