



# John J. Montgomery Elementary School

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## Evergreen Elementary School District

*Kelly Kientzy, Principal*  
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### 2007-2008 School Accountability Report Card

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Director of Educational Services

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*Linda Mora*  
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Data within this report are reflective of the 2006-07 school year, unless otherwise noted.

#### Principal's Message

John J. Montgomery Elementary School was built in 1975. It is located in a community near the foothills in southeast San Jose. We take pride in the appearance of our school, and there is adequate classroom space for all students. Our students take responsibility for maintaining a clean school and safe environment.

In 1995 and 2000, we were selected as one of the California Distinguished Schools. Again, we increased our Academic Performance Index (API) score and met the State growth target. We were eligible to receive funds through the Governor's Performance Award Program. We are proud of the quality programs we offer and encourage students to be lifelong learners.

#### School Mission Statement

We, the staff of John J. Montgomery School, are committed to the process of educating the whole child - academically, socially, physically and emotionally. We value the individual and cultural differences that each child brings to our campus. We incorporate a rich diversity of learning experiences within each school day to meet the unique needs of each child. Our goal is to provide tools for each student to use toward reaching his/her maximum potential. Our motto: "The Sky's the Limit!" embodies this goal. Our school promotes the joy of learning as a life-long process.

#### School & Community Profile

Evergreen Elementary School District, located in the city of San Jose, is comprised of 15 elementary schools and three middle schools. Once a small farming city, San Jose became a magnet for suburban newcomers between the 1960s and the 1990s, and is now the third largest city in California. The city is located in Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to more than 973,000 residents.

Montgomery Elementary, located on the western side of the district's borders, served 647 kindergarten through sixth grade students during the 2006-07 school year on a traditional calendar schedule. Additionally, the 2006-07 student population consisted of 54.6% "Socioeconomically Disadvantaged," 41.0% "English Learners," and 9.1% "Students with Disabilities."

The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

#### Student Enrollment by Ethnic Group

2006-07	
	Percentage
African American	5.1%
American Indian	0.0%
Asian	29.5%
Caucasian	4.3%
Filipino	10.4%
Hispanic	48.8%
Pacific Islander	1.7%
Multiple or No Response	0.2%

#### Discipline & Climate for Learning

Students at Montgomery Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the school's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

The district has adopted the "Discipline with Dignity" program, which all schools utilize. Additionally, a partnership with Project Cornerstone has been forged, which promotes research-based developmental assets as a guiding framework for the support and healthy development of all children.

Parents and students are informed of school rules and discipline policies at the beginning of the school year through the Parent-Student Handbook. Ongoing school-to-home communication is facilitated through weekly newsletters, Back-to-School Night, Open House, parent-teacher conferences, emails, and the school website.

The suspensions and expulsions table on the following page illustrates total cases for the last three years, as well as a percentage of enrollment.

Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	25	38	34	691	613	787
Suspension Rate	3.43%	5.65%	5.26%	5.17%	4.57%	5.90%
Expulsions	3	1	1	14	29	36
Expulsion Rate	0.41%	0.15%	0.15%	0.10%	0.22%	0.27%

### Student Recognition

Montgomery Elementary recognizes and celebrates the achievements and successes of students and staff on a regular basis. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. In addition to the monthly recognition program, ongoing recognition programs include:

- Perfect Attendance Awards
- Monthly Recognition Assembly
- Newsletter Recognition
- Honor Roll
- Academic Awards
- Glider Grams

### Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. In addition to YMCA-sponsored activities, extracurricular opportunities and programs include:

- Extended Day Classes
- Spirit Days
- Student Council

### School Leadership

Leadership at Montgomery Elementary is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Kelly Kientzy for the past four years. Prior to this position, Ms. Kientzy served as an assistant principal, project specialist, and classroom teacher.

Staff members participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include the following:

- Parent Teacher Association (PTA)
- Emergency Response Team (ERT)
- School Site Council (SSC)
- Step-up-to-Writing Coaching Team
- English Learner Advisory Committee (ELAC)
- Title I Team
- Leadership Team
- Curriculum Council
- Grade Level Teams

### School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Phone calls are made on a daily basis to the homes of absent students, while letters and home visits may occur when absences become habitual. The school reports excessive unexcused absences to designated authorities.

Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school, and district counseling are not effective.

The chart illustrates the enrollment trend by grade level for the most recent three-year period.

### Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	98	76	78
1st	85	96	85
2nd	79	84	94
3rd	110	79	92
4th	120	104	81
5th	109	122	95
6th	128	111	122

### Class Size

Average class sizes and pupil-to-teacher ratios vary by grade level and subject area taught. Students receive additional in-class assistance from parent volunteers and instructional aides.

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

### Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	20	19	19	5	4	4	0	0	0	0	0	0
1st	19	20	19	4	4	4	0	0	0	0	0	0
2nd	19	20	20	3	4	4	0	0	0	0	0	0
3rd	20	20	20	5	4	4	0	0	0	0	0	0
4th	32	29	29	0	0	0	2	3	2	1	0	0
5th	32	30	28	0	0	0	2	3	3	1	0	0
6th	31	29	30	0	0	0	4	3	4	0	0	0
K-3	20	21	19	2	0	2	0	1	0	0	0	0
4th-6th	30	30	26	0	0	0	1	2	1	0	0	0

### School Facilities & Safety

Montgomery Elementary, originally constructed in 1975, is currently comprised of 29 permanent classrooms, a Special Day Class pre-school portable, an adult English Language Development (ELD) portable, a computer lab, a library, a cafeteria/multipurpose room, a staff lounge, and two playgrounds.

Over the past few years, a new two-story classroom building has been constructed, the front office was thoroughly renovated, and teaching walls were added to the primary building. Additionally, the district passed a facilities bond measure in 2006 that will allow for future modernization.

### School Safety

The safety of students and staff is a primary concern of Montgomery Elementary. Students are supervised before school, during recess, and after school by teachers and administrators. Lunch supervision is provided by noon-duty aides and parent volunteers. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds. There is also a designated area for student drop-off and pick-up at the front of the school.

The School Site Safety Plan was last reviewed and updated in fall 2007 by the Emergency Response Team (ERT). Any and all revisions to the plan are immediately communicated to classified and certificated staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Current status of school crime
- Child abuse reporting procedures
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees
- Sexual harassment policy
- Notification to teachers
- Schoolwide dress code

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year. The following chart displays the results of the most recent facilities inspection, provided by the district on March 3, 2008.

School Facility Conditions				
Date of Last Inspection: 11/02/2007				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			Room 9 - Heater running continuously; heater replaced.
Windows/Doors/Gates/Fences (Interior and Exterior)	X			Park Fence Line - Holes in fence; issues repaired.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			Kindergarten Building - System not on automatic; issue resolved.
Pest/Vermin Infestation	X			Rooms 38-39 - Squirrel activity; vermin eradicated.
Drinking Fountains (Inside and Outside)	X			Upper/Lower Playground Fountains - Moss/mold evident; leaking. Fountains have been replaced.
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds			X	Rooms 38-39 - Undermining due to squirrel activity; issues repaired.
Overall Cleanliness	X			

### Cleaning Process

Montgomery Elementary provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.



### Maintenance & Repair

A scheduled maintenance program is administered by Montgomery Elementary's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Evergreen Elementary School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

### Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following:

- Roofing
- Heating & Air Conditioning
- Interior/Exterior Painting
- Plumbing
- Electrical Systems
- Floor Systems

For the 2007-08 school year, Evergreen Elementary School District has budgeted \$540,000 for the deferred maintenance program, which represents 0.5% of the district's general fund budget. Montgomery Elementary is scheduled to receive deferred maintenance-funded projects during 2007-08 that will include roofing repairs.

### Counseling & Support Staff

In addition to academics, the staff at Montgomery Elementary strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school has procedures in place to insure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals. The school's counselor-to-pupil ratio is 1:647. The table lists the support service personnel available at the school.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.2
English Language Development (ELD) Teacher	1	1.0
Health Aide	1	1.0
Librarian	2	As Needed
Library Media Assistant	1	1.0
Migrant Aides	1	As Needed
Nurse	1	0.1
Psychologist	1	0.4
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	1.0
SDC Aide	1	1.0
Special Day Class Teacher	1	1.0
Speech and Language Specialist	1	0.4

### Special Education

Special education students receive therapeutic services such as Speech & Language Therapy, Occupational Therapy, and Adaptive Physical Education. The Resource Specialist Program (RSP) and Special Day Classes serve students with learning disabilities.

### At-Risk Interventions

Montgomery Elementary provides extended day classes for students who are struggling to meet grade-level standards. Students may also receive one-on-one or small-group support from the ELD Specialist, SDC Aide, and/or the Migrant Aide.

### English Learners

English Learner (EL) students receive direct, explicit English language instruction both in the classroom by the classroom teacher and in a pull-out program by an EL Specialist, as determined by need.

### GATE

A Gifted and Talented Education (GATE) program is offered for identified students. The units of study are thematic and vary throughout the year.

## Student Achievement & Testing

In addition to the Standardized Testing and Reporting (STAR) program, students are assessed both formatively and summatively using a range of measurements. These include the Noyce Assessment, district proficiency assessments in reading and writing, publishers' assessments, Title I assessments, and on-demand assessments.

### California Standards Test

The multiple-choice California Standards Tests (CST), part of the STAR program, are administered only to students in California public schools. These tests determine students' achievement in relation to meeting educational standards and goals and of the California Content Standards. They also provide feedback on their success, given what they are expected to know in each grade level and subject.

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, and 8 through 11 take a science test.

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. The combined percentage of students scoring at the "proficient" and "advanced" levels in English/Language Arts, Math, and Science, for the most recent three-year period, is shown.

California Standards Test (CST)																																	
Combined % of Students Scoring at Proficient and Advanced Levels																																	
	Language Arts															Math															Science		
	2			3			4			5			6			2			3			4			5			6			5		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
<b>All Students</b>																																	
School	57	53	46	42	31	27	41	57	56	36	34	47	38	36	44	77	70	60	76	57	64	47	59	57	32	45	41	47	48	48	24	24	33
District	64	69	68	51	56	54	66	68	67	59	60	61	53	57	57	77	77	75	74	75	75	68	70	71	62	65	58	55	59	58	47	52	57
State	42	47	48	31	36	37	47	49	51	43	43	44	38	41	42	56	59	59	54	58	58	50	54	56	44	48	49	40	41	42	28	32	37
<b>Males</b>																																	
School	53	45	37	36	25	20	40	60	54	33	31	43	35	31	42	78	72	53	78	59	67	52	63	61	29	48	38	46	41	54	27	26	29
District	60	65	63	45	51	48	62	63	63	55	57	57	48	53	55	77	76	75	72	76	74	68	67	70	60	65	57	55	58	58	51	52	60
State	39	43	44	29	33	33	44	46	48	39	40	41	35	38	40	58	59	59	56	58	58	50	54	56	43	48	48	41	42	42	32	34	38
<b>Females</b>																																	
School	62	60	53	50	40	34	42	54	57	40	36	52	40	40	44	76	70	66	73	54	62	42	54	51	36	43	45	48	54	41	21	21	39
District	69	74	72	56	61	60	71	72	72	62	64	64	58	61	60	76	78	77	75	75	77	69	73	71	63	66	60	55	60	60	43	52	56
State	45	50	53	35	39	41	52	54	55	46	47	48	41	44	45	55	57	58	54	56	57	51	55	58	45	48	49	39	41	41	26	30	35
<b>Socioeconomically Disadvantaged</b>																																	
School	43	41	42	37	25	20	33	51	40	23	25	44	24	19	39	68	65	54	70	45	56	40	53	45	18	40	39	40	35	36	17	19	28
District	42	51	49	30	30	31	44	47	44	39	39	43	35	38	37	62	63	60	57	60	59	48	49	50	44	47	42	41	41	40	26	31	37
State	28	33	35	17	22	23	32	35	36	28	28	29	22	26	27	45	48	48	44	46	47	38	42	45	32	35	36	26	28	28	14	18	22
<b>Asian</b>																																	
School	68	72	79	43	35	38	49	70	70	49	43	57	47	38	56	92	92	93	87	65	92	63	67	70	49	59	50	59	59	64	36	30	40
District	78	82	84	64	72	69	80	83	82	72	75	76	68	73	75	89	87	89	87	87	90	84	87	89	77	83	77	74	78	78	59	65	73
State	66	70	73	54	59	60	71	73	73	67	67	68	60	66	67	79	81	81	81	82	82	79	81	83	74	76	77	69	72	72	50	54	60
<b>Filipino</b>																																	
School	*	*	42	53	*	42	36	61	*	50	45	44	44	50	75	*	*	45	94	*	83	64	72	*	67	64	50	61	75	92	50	27	39
District	74	73	67	53	62	55	69	73	69	63	63	66	55	60	64	80	84	70	81	78	80	74	78	76	72	62	61	60	62	69	47	57	60
State	61	68	69	46	53	53	66	69	70	60	60	62	53	60	60	72	74	75	74	76	76	70	73	75	63	67	67	56	59	59	41	43	51
<b>Hispanic</b>																																	
School	44	40	38	36	30	19	27	41	55	23	19	41	26	27	26	67	56	54	62	54	49	35	43	55	11	31	23	30	31	26	6	13	23
District	38	50	44	27	27	30	44	43	42	37	37	39	33	34	30	56	61	58	52	56	57	45	45	44	39	42	34	32	35	30	27	29	34
State	28	33	35	17	22	23	32	35	37	27	29	30	22	26	28	44	47	48	43	46	48	38	43	46	33	36	37	26	29	29	14	18	23
<b>Students with Disabilities</b>																																	
School	*	*	*	*	*	*	*	*	0	*	9	*	*	0	*	*	*	*	*	*	*	*	*	*	*	9	*	*	0	*	*	0	*
District	26	24	28	13	21	22	23	25	24	15	17	17	16	19	16	39	40	37	39	39	38	26	30	28	26	19	19	21	18	15	16	16	22
State	19	23	23	13	16	16	19	20	21	15	14	15	10	12	12	33	34	34	29	31	31	22	25	27	17	18	19	11	12	12	12	14	16
<b>English Learners</b>																																	
School	59	53	51	33	13	13	23	51	43	8	5	25	3	10	11	76	67	61	67	46	62	34	43	46	17	24	19	21	26	14	11	8	13
District	52	58	58	24	25	26	43	40	36	21	18	26	12	12	14	70	68	69	59	56	59	48	47	50	38	30	29	23	19	19	18	15	22
State	23	27	30	12	15	15	19	24	24	13	13	14	7	8	9	43	45	46	40	41	42	32	36	39	22	24	25	13	14	14	6	7	11

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

## CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
<b>School</b>	<b>40</b>	<b>38</b>	<b>24</b>	<b>71</b>	<b>52</b>	<b>61</b>
District	49	52	49	72	74	73
State	36	37	38	55	55	56
<b>Males</b>						
<b>School</b>	<b>38</b>	<b>36</b>	<b>20</b>	<b>75</b>	<b>50</b>	<b>62</b>
<b>Females</b>						
<b>School</b>	<b>42</b>	<b>40</b>	<b>27</b>	<b>67</b>	<b>54</b>	<b>59</b>
<b>Socioeconomically Disadvantaged</b>						
<b>School</b>	<b>35</b>	<b>35</b>	<b>16</b>	<b>54</b>	<b>40</b>	<b>48</b>
<b>Asian</b>						
<b>School</b>	<b>60</b>	<b>38</b>	<b>33</b>	<b>80</b>	<b>62</b>	<b>79</b>
<b>Filipino</b>						
<b>School</b>	<b>35</b>	<b>*</b>	<b>25</b>	<b>100</b>	<b>*</b>	<b>83</b>
<b>Hispanic</b>						
<b>School</b>	<b>24</b>	<b>41</b>	<b>19</b>	<b>51</b>	<b>43</b>	<b>49</b>
<b>English Learners</b>						
<b>School</b>	<b>35</b>	<b>17</b>	<b>10</b>	<b>54</b>	<b>50</b>	<b>52</b>

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

## 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 California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current NRT adopted by the State Board of Education is the California Achievement Test, Sixth Edition (CAT/6). The CAT/6 chart reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

## Physical Fitness

In the spring of each year, Montgomery Elementary is required by the state to administer a physical fitness test to all fifth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Abdominal Strength
- Trunk Extension Strength
- Body Composition
- Flexibility
- Upper Body Strength

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2006-07 school year, 34.0% of Montgomery Elementary's fifth grade students met or exceeded state fitness standards.

## Academic Performance Index

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



### API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	7	6	6	
Similar Schools Rank	8	8	6	
<b>All Students</b>				
Actual Growth	10	-2	4	768
<b>Socioeconomically Disadvantaged</b>				
Actual Growth	-2	2	5	728
<b>Asian</b>				
Actual Growth	28	10	10	833
<b>Hispanic</b>				
Actual Growth	-13	3	17	723
<b>English Learners</b>				
Actual Growth	-	6	6	767

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

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

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

## Adequate Yearly Progress

The Federal No Child Left Behind (NCLB) Act 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

Results of school and district performance are displayed in the chart.

### Adequate Yearly Progress (AYP)

Made AYP Overall	School		District	
	English - Language Arts	Math	English - Language Arts	Math
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

## Data Sources

Data within the SARC was provided by the district, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## Federal Intervention Program

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

### District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K	Mathematics	Harcourt Brace	2001	Yes
1st-6th	Mathematics	Pearson Scott Foresman	2001	Yes
K-6	Reading Language Arts	Houghton Mifflin	2003	Yes
6th	Science	Holt, Rinehart & Winston	2007	Yes
1st-5th	Science	MacMillan/McGraw Hill	2007	Yes
K	Science	Pearson Scott Foresman	2007	Yes
1st-6th	Social Science/History	Houghton Mifflin	2006	Yes
K	Social Science/History	Pearson Scott Foresman	2006	Yes

## Textbooks & Instructional Materials

Pursuant to the settlement of *Williams vs. the State of California*, Evergreen Elementary School District thoroughly inspected each of its school sites at the start of the 2007-08 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent District Resolution on the Sufficiency of Textbooks was September 20, 2007.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education. The textbook chart displays data collected in February 2008 in regards to the textbooks in use at the school during the current year (2007-08). The district does not currently have a Visual & Performing Arts curriculum adoption.

Additional instructional materials, such as leveled reading books, math manipulatives, maps, atlases, and science equipment, are specified for classroom use and available for every classroom. A fully automated library provides a complete collection of materials for research and recreational reading.

The library houses five computer workstations for students to conduct research online. There is also a 20-workstation primary computer lab, and a 31-workstation upper-grade wireless computer cart. Student receive computer-assisted instruction on a regular schedule in order to work on specified programs, and create multimedia products.

Educational technology includes appropriate hardware and software to facilitate student success. The school has wireless Internet access and this technology is used by students and staff to enhance teaching and learning. All adults are connected through e-mail as well as classroom phones located in each room. Schoolwide software such as Accelerated Reader, Microsoft Office Suite, KidPix, and Math Blasters foster students' independent study and technology skills.

### Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit San Jose's public libraries which contain numerous computer workstations. For locations and hours of these branches, please visit <http://www.sjlibrary.org/about/contacts/branches.htm>.

## Training & Curriculum Improvement

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Before curriculum is adopted by the Board of Trustees, a committee comprised of teachers and administrators is formed to review state and district content standards, state frameworks, and student assessment data. The committee then reviews the State Board of Education approved materials and grade-level teams decide the two they believe most closely meet the needs of students. These two curriculums are piloted in the classroom and when consensus is reached a recommendation for adoption is made to the Board of Trustees. During the 2006-07 school year, the district adopted a new science curriculum for all kindergarten through eighth grade students.

### Teacher Credential Status

	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	31	29	25	602
Without Full Credentials	1	1	1	5
Working Outside Subject	0	0	0	3

## Teacher Assignment

Evergreen Elementary School District recruits and employs only the most qualified credentialed teachers. During the 2006-07 school year, Montgomery Elementary staffed 25 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

For the 2007-08 school year, the most current data are reported.

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	3	2	1
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>3</b>	<b>2</b>	<b>1</b>
Vacant Teacher Positions	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.00%	0.00%
District	94.00%	6.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	90.50%	9.50%

## District Expenditures & Revenue Sources

Evergreen School District spent an average of \$6,343 to educate each student, based on 2005-06 audited financial statements. The table provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,486
From Restricted Sources	\$258
From Unrestricted Sources	\$4,228
District	
From Unrestricted Sources	\$4,785
Percentage of Variation between School & District	11.64%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	14.46%

In addition to general state funding, all schools within the district received state and federal categorical funding for the following support programs:

- Title I, Targeted Assistance
- Title II, Staff Development
- Title III, Economic Impact Aid
- Title V, Innovative Programs
- Title IV, Safe & Drug Free Schools & Communities
- Peer Assistance & Review (PAR)
- School & Library Improvement Program
- Gifted & Talented Education (GATE)
- Tobacco Use Prevention Education (TUPE)

## School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time of publication, the most recent salary comparison data from the state was for the 2005-06 school year. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts having above 5,000 average daily attendance statewide.

The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$64,838
District	\$63,838
Percentage of Variation	1.56%
School & State	
All Elementary School Districts	\$61,005
Percentage of Variation	6.28%

## Teacher & Administrative Salaries

The chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed within the chart.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$44,368	\$39,984
Mid-Range Teachers	\$71,795	\$63,798
Highest Teachers	\$83,910	\$79,204
Elementary School Principals	\$109,145	\$99,820
Middle School Principals	\$113,590	\$102,340
Superintendent	\$180,250	\$158,484
Salaries as a Percentage of Total Budget		
Teacher Salaries	50.0%	43.0%
Administrative Salaries	6.0%	5.0%

## Parent & Community Involvement

Parents and the community can be actively involved in the school's educational programs through the following:

- Back-to-School Night
- Open House
- Parent-Teacher Association (PTA)
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Title I Mini-Conference & Title I Family Nights

Parents are encouraged to participate in the Project Cornerstone-sponsored ABC Program. This program allows parents to implement a lesson plan that uses literacy to address student issues and promote values. The school also receives support from numerous local businesses and community organizations. Support and donations from PG&E, Target, and Office Depot have greatly added to the quality of instruction and overall school environment.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school at (408) 270-6718.

