



Norwood Creek Elementary School

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Evergreen Elementary School District

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

2007-2008 School Accountability Report Card

Principal's Message

Norwood Creek Elementary School was built in 1981, adjacent to a city park. Our clean, attractive facility is a source of pride to staff, students, and community. A permanent, core building containing offices, faculty room, and a multipurpose room, is surrounded by 35 portable classrooms and a media center. Norwood Creek Elementary School has been recognized as both a California Distinguished School and a National Blue Ribbon School.

Norwood Creek Elementary School has three major goals. First, we strive to engage every student in meaningful learning experiences and a rich thinking curriculum. Our motto, "Learning Lasts a Lifetime," embodies this educational goal. Second, we are committed to developing every child's social, ethical, emotional, physical, and intellectual potential to the fullest extent possible. Activities and experiences designed to achieve this goal occur in individual classrooms, across grade levels, and on a school wide basis. Finally, Norwood Creek Elementary School aims to involve parents in their children's education. The School Site Council, Parent Teacher Association, and multiple advisory committees empower parents and foster their active involvement. All parents are encouraged to take an active role in their child's education at Norwood Creek Elementary School.

In addition to these school wide goals, each year the staff adopts two to three specific curricular goals. Our goals in 2006-2007 were in the areas of language arts and mathematics.

School Mission Statement

Norwood Creek's school motto, 'Learning Lasts a Lifetime' embodies our educational direction. We believe that all children must be given access to a comprehensive core of knowledge, skills, and attitudes that will foster a love for learning, develop respect for self and others, and provide the basis for a lifetime of learning.

The Norwood Creek School community is committed to academic excellence. We believe that all children can learn in a supportive environment and that the teacher's role is to facilitate learning. We believe that learning should be joyful and that questions are as important as answers. We believe in the necessity of involving students in decision making and shared responsibility for making the classroom a good place to be and to learn. We believe that diversity enriches the community, and that children need to perceive themselves as valued members of the school community. We believe that the school must be a safe haven where the dignity of every person is respected. We believe that students need to learn to give to others and to their community, and that parents and the larger community must be involved in educating our children. These beliefs form the basis of the school's goals, of which we have three:

- To engage all students in powerful, meaningful learning experiences and a rich thinking curriculum.
- To develop every child's social, ethical, emotional, physical, and intellectual potential.
- To involve parents in their children's education.

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.

Norwood Creek Elementary, located in the northeastern quadrant of the district's borders, served 594 kindergarten through sixth grade students during the 2006-07 school year on a traditional calendar schedule. Additionally, the 2006-07 student population consisted of 31.0% "Socioeconomically Disadvantaged," 34.5% "English Learners," and 10.3% "Students with Disabilities."

Student Enrollment by Ethnic Group

2006-07	
	Percentage
African American	3.0%
American Indian	0.0%
Asian	52.7%
Caucasian	2.4%
Filipino	16.5%
Hispanic	24.4%
Pacific Islander	1.0%
Multiple or No Response	0.0%

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.

Discipline & Climate for Learning

Students at Norwood Creek 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. The school supplements the district's discipline guidelines with the Peer Mediation and Conflict Management programs.

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 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	10	12	9	691	613	787
Suspension Rate	1.56%	1.93%	1.52%	5.17%	4.57%	5.90%
Expulsions	0	0	0	14	29	36
Expulsion Rate	0.00%	0.00%	0.00%	0.10%	0.22%	0.27%

Student Recognition

Norwood Creek 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 awards ceremonies after each report card, ongoing recognition programs include:

- Honor Roll
- Behavior Awards
- Spirit Rally Recognition
- Perfect Attendance Awards
- Academic Awards

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. Extracurricular activities and programs include:

- Homework Center (3rd-6th)
- Spirit Rallies
- Fee-based Keyboarding classes
- Fee-based Foreign Language classes
- Kid's Club
- School Beautification Projects
- Student Council

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. This 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	80	76	68	
1st	83	86	72	
2nd	85	83	91	
3rd	104	82	86	
4th	93	105	80	
5th	93	94	101	
6th	101	97	96	

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, instructional aides, and classroom buddies. 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												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	20	19	17	4	4	4	0	0	0	0	0	0
1st	19	20	18	4	4	4	0	0	0	0	0	0
2nd	19	19	20	3	3	4	0	0	0	0	0	0
3rd	20	19	20	5	5	5	0	0	0	0	0	0
4th	31	29	32	0	0	0	3	3	2	0	0	0
5th	28	28	30	0	0	0	3	3	3	0	0	0
6th	29	32	32	0	0	0	3	2	2	0	1	1
K-3	20	19	20	2	2	1	0	0	0	0	0	0
4th-8th	25	29	29	0	0	0	1	1	1	0	0	0

School Leadership

Leadership at Norwood Creek 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 Robert Pruitt for the past ten years. Dr. Pruitt has 30 years of experience as an administrator, in addition to eight years of service as a 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:

- School Site Council (SSC)
- Curriculum Committees
- Technology Committee
- Visual & Performing Arts Committee
- Parent Teacher Association (PTA)
- Emergency Response Team (ERT)
- English Learner Advisory Committee (ELAC)
- Leadership Team
- Grade Level Teams
- Student Study Team

School Facilities & Safety

Norwood Creek Elementary, originally constructed in 1981, is currently comprised of 37 permanent and portable classrooms, a conference area, the main office, a computer lab, a library, a cafeteria, a staff lounge, a play structure, a recreational lawn area, and one playground.

The school's new library was constructed in 2006 and all classrooms were thoroughly renovated between 2004 and 2007. Other campus improvements over the past few years have included landscaping upgrades, new fencing, and the addition of a walking path around the perimeter of the play area. Additionally, the district passed a facilities bond measure in 2006 that will allow for future modernization. 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: 11/21/2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			Workroom - Ceiling tiles noted; tiles have been replaced.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

School Safety

The safety of students and staff is a primary concern of Norwood Creek 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 spring 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.

Cleaning Process

Norwood Creek 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 Norwood Creek 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. Norwood Creek Elementary is scheduled to receive deferred maintenance-funded projects during 2007-08 that will include asbestos testing, painting of portables, and carpet replacement in the office.



Counseling & Support Staff

In addition to academics, the staff at Norwood Creek Elementary strive 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 table lists the support service personnel available at the school.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Aide	1	1.0
Counselor	1	0.2
English Language Development (ELD) Teacher	1	0.5
Health Aide	1	1.0
Librarian	2	As Needed
Library Media Assistant	2	1.6
Nurse	1	0.1
Occupational Therapist	1	0.2
Psychologist	1	0.4
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	1.0
SDC Aide	2	1.6
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. Norwood Creek Elementary is also home to four county-run classes for students with more severe disabilities.

At-Risk Interventions

Norwood Creek Elementary offers a Homework Center Monday through Wednesday for all students who need additional assistance with their studies.

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, and on-demand assessments.

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.

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
Reading			Math			
3			3			
05	06	07	05	06	07	
All Students						
School	43	47	53	70	72	70
District	49	52	49	72	74	73
State	36	37	38	55	55	56
Males						
School	41	39	42	63	69	70
Females						
School	46	57	64	79	77	70
Socioeconomically Disadvantaged						
School	31	29	33	68	58	58
Asian						
School	53	49	58	83	92	83
Filipino						
School	42	53	57	63	71	79
Hispanic						
School	22	32	46	48	53	50
English Learners						
School	26	26	42	53	71	65

Data Sources

Data within the SARC was provided by Evergreen Elementary School 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.

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.

Physical Fitness

In the spring of each year, Norwood Creek 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
- Trunk Extension Strength
- Upper Body Strength
- Body Composition
- Abdominal Strength
- Flexibility

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, 44.0% of Norwood Creek Elementary's fifth grade students met or exceeded state fitness standards.

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
All Students																																	
School	55	62	63	40	44	47	69	74	60	59	62	64	71	57	60	70	70	74	76	64	79	70	71	60	58	63	63	64	60	62	49	48	58
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
Males																																	
School	52	53	53	36	35	35	55	65	61	55	53	58	73	49	56	69	63	70	67	61	77	66	67	59	55	63	58	69	56	59	53	47	58
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
Females																																	
School	60	72	71	46	57	59	80	83	59	63	68	70	70	69	63	70	77	78	88	69	82	75	74	63	62	64	68	60	67	65	43	50	57
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
Socioeconomically Disadvantaged																																	
School	32	50	50	29	21	33	47	65	44	42	34	54	55	42	44	55	56	71	62	46	61	59	58	50	40	52	43	55	46	53	28	34	49
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
African American																																	
School	*	*	*	*	*	*	*	*	*	36	*	*	*	*	*	*	*	*	*	*	*	*	*	*	40	*	*	*	*	*	*	*	*
District	61	60	50	44	47	44	54	51	55	50	46	44	37	56	41	65	62	56	53	58	54	46	55	52	48	36	31	31	43	37	40	42	40
State	34	38	39	22	27	27	35	37	39	30	30	32	24	29	29	42	44	44	39	41	42	34	38	41	28	31	32	22	23	24	16	18	22
Asian																																	
School	60	76	69	49	51	58	77	77	68	70	79	74	76	71	75	81	84	73	85	78	90	83	81	73	68	77	75	77	77	79	55	58	77
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
Filipino																																	
School	60	62	65	37	53	57	55	82	67	67	33	73	85	47	50	67	62	71	84	71	79	64	76	67	67	42	67	54	58	58	60	25	53
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
Hispanic																																	
School	35	46	48	26	16	29	50	61	36	45	24	43	50	44	33	50	54	81	57	42	64	41	43	36	45	41	39	39	33	28	25	29	22
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
English Learners																																	
School	50	56	62	15	24	35	51	47	40	25	21	45	*	24	21	75	63	71	67	50	81	69	47	43	19	26	48	*	18	32	19	5	39
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.

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.

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.

Parent & Community Involvement

As partners in educating our students, Norwood Creek Elementary School parents participate in the educational process by supporting school goals, helping to identify and solve school problems, becoming informed on educational concerns, participating in program review and development, attending PTA-sponsored parent education programs and family events, and working many hours as school volunteers. The PTA fund-raisers provide financial support for classroom materials, computers, and parent education.

The larger community joins Norwood Creek Elementary School's educational endeavors as art docents and guest teachers. Our assembly program brings local guest speakers, artists, and performers into the school to share their knowledge and talents with our students.

The school also receives support from numerous local businesses and community organizations. Contributions and/or donations from Evergreen Valley High School, San Jose Museum of Art, city of San Jose, and numerous local churches have greatly added to the quality of instruction and overall school environment.

API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	9	9	8	
Similar Schools Rank	5	8	5	
All Students				
Actual Growth	-6	-7	4	840
Socioeconomically Disadvantaged				
Actual Growth	-13	-10	-2	763
Asian				
Actual Growth	-7	6	0	892
Filipino				
Actual Growth	-	-7	15	851
Hispanic				
Actual Growth	-10	-16	6	739
English Learners				
Actual Growth	-	8	3	829

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.

Adequate Yearly Progress (AYP)

Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
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	

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.

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%

Teacher Credential Status

	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	26	26	25	602
Without Full Credentials	2	0	0	5
Working Outside Subject	0	0	0	3

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.

Teacher Assignment

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

Misassignments/Vacancies

	05-06	06-07	07-08
Misassignments of Teachers of English Learners	1	1	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	1	1	0
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%

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.

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

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 ten computers so students may access resources and information online. Two mobile computer carts with 10-20 workstations each are also available for classroom use.

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 Renaissance Program, Microsoft Office Suite, and Firefox web browser 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>.

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	49.5%	43.0%
Administrative Salaries	5.5%	5.4%

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	\$61,712
District	\$63,838
Percentage of Variation	3.34%
School & State	
All Elementary School Districts	\$61,005
Percentage of Variation	1.15%

District Expenditures & Revenue Sources

Evergreen School District spent an average of \$6,343 to educate each student, based on 2005-06 audited financial statements.

