

District Office

4711 Campbell Ave.
San Jose, CA 95130
(408) 874-2900
(408) 374-8827 Fax

District Administration

Glen Ishiwata
Superintendent

Dana Taylor
Assistant Superintendent,
Business & Support Services

Shelby Spain
Assistant Superintendent,
Educational Services

Denise Clay
Assistant Superintendent,
Human Resources

Dr. Ellen Welt
Director of
Educational Services

Dr. Jamal Splane
Director of
Student Services

Board of Trustees

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MORELAND ELEMENTARY SCHOOL DISTRICT



2006-2007 District Accountability Report Card

District Mission Statement

The Moreland School District, a caring learning partnership of students, parents, staff, and community will empower all students through innovative and exemplary educational practices, with the knowledge, skills and critical thinking abilities to become contributing and responsible members of a global society.

District & Community Profile

Moreland Elementary School District serves nearly 4,000 kindergarten through eighth grade students in the San Jose area. The district is comprised of four K-5 elementary schools, one K-8 elementary school, and one 6-8 middle school. 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.

All schools provide 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. District demographics are illustrated below.

2006-2007 District Enrollment

Total Enrollment: 3,873

	Number of Students	Percent of Enrollment
Gender		
Female	1,877	47.9%
Male	2,044	52.1%
Ethnicity		
African American	128	3.3%
American Indian or Native Alaskan	10	0.3%
Asian	793	20.5%
Caucasian	1,186	30.6%
Filipino	55	1.4%
Hispanic or Latino	848	21.9%
"Multiple or No Response"	822	21.2%
Pacific Islander	31	0.8%
English Learners		
English Learners (EL)	922	23.8%
Non EL	2,951	76.2%
Special Education		
Special Education	399	10.3%
Non Special Education	3,474	89.7%
Free or Reduced-Price Meals		
Yes	1,062	27.4%
No	2,811	72.6%

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA).

It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacement of staff. Students would also be allowed to transfer to schools, within their district, that meet their AYP and the former school would be required to provide the transportation to the new site.

Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement. After two consecutive years of failure in a particular subgroup, the school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years, however, a school may exit from this status after two consecutive years of success in the affected subgroup(s).

Results of district performance are displayed at right. AYP information by school site can be found in each school's annual School Accountability Report Card.

Adequate Yearly Progress 2007		
Moreland Elementary School District		
Met AYP Criteria	English/Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	Yes	Yes
API	Yes	
Graduation Rate	n/a	
Made Overall AYP	Yes	

Title I Funding & No Child Left Behind

Title I funding plays a critical role in No Child Left Behind (NCLB). Title I resources are used to support additional teaching staff and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. Information regarding a school's Title I designation assists parents and the school community in understanding the impact NCLB will have on their child's school. Any school receiving Title I funding is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress toward meeting established goals.

Title I Program Improvement (PI) Status Report

Moreland Elementary School District

School	PI Status	2007-08 PI Placement	First Year of PI Implementation	Made 2007 AYP
Anderson Village Elementary	In PI	Year 4	2004-2005	No
Baker Elementary	Not in PI	n/a	n/a	Yes
Country Lane Elementary	Not in PI	n/a	n/a	Yes
Easterbrook Discovery School	Not in PI	n/a	n/a	Yes
Moreland Middle School	Not in PI	n/a	n/a	Yes
Payne Elementary	Not in PI	n/a	n/a	Yes

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).



NCLB Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "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

During the 2006-07 school year, 99.2% of core academic classes in the Moreland Elementary School District were taught by highly qualified teachers. The chart at right illustrates teacher credential statuses for the district.

Teacher Credential Status 2006-2007

	Number of Teachers	Percent of Teachers
Fully Credentialed	185	96.9%
University Interns	5	2.6%
Emergency Credentials	1	0.5%
Waivers	0	0.0%
Average Years Teaching	12.3	n/a
Average Years in MESD	8.4	n/a
First-Year Teachers	24	12.6%
Second-Year Teachers	16	3.1%

Staff Education Levels 2006-2007

	Number of Staff	Percent of Staff
Doctorate	3	1.4%
Master's Degree +30*	46	21.3%
Master's Degree	47	21.8%
Bachelor's Degree +30*	102	47.2%
Bachelor's Degree	18	8.3%

* Indicates additional hours above and beyond degree.

Moreland Elementary School District supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their professional growth, as well as for the benefit of the school. During the 2006-07 school year, certificated staff consisted of 191 employees including administrators. The chart at left illustrates teacher education levels in the Moreland Elementary School District.

California Standards Test

Moreland Elementary School District participates in California's mandatory Standardized Testing and Reporting Program (STAR) which includes the California Standards Tests (CST) administered each spring to students in grades two through eight. The California Standards Test administers exams in the subject areas of Language Arts, Mathematics, Science, and Social Science. Scores are used to assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested; these include Advanced (A), Proficient (P), Basic (B), Below Basic (BB), and Far Below Basic (FBB) levels. The state target for every student is to score at the Advanced or Proficient level.

How to Read CST Results

All school districts in the state of California are required to report their CST results in comparison to the state average. In this report, the percentage of students achieving Advanced and Proficient levels is reported. Data is broken down by gender, participation in special programs (e.g., Migrant Education), and ethnicity. More information about STAR testing and the CST is available at the California Department of Education's website: <http://www.cde.ca.gov>.



What is Tested?

Language Arts

Grades 2-8: Grade level-specific tests. An additional writing test is administered to fourth and seventh grade students.

Social Science

Grade 8: Grade level-specific tests in Social Science, World History, and U.S. History.

Mathematics

Grades 2-7: Grade level-specific tests
Grade 8: Course-specific tests in Algebra I, Algebra II, Geometry, Integrated Math 1, Integrated Math 2, and Integrated Math 3.
Grade 8: General Mathematics Test for students not enrolled in a standards-based course.

Science

Grades 5 & 8: Course-specific test in Physical Science.

California Standards Test (CST)																								
Combined % of Students Scoring at Advanced & Proficient Levels																								
	English/Language Arts									Social Science														
	2nd			3rd			4th			5th			6th			7th			8th					
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07			
All Students																								
MESD	68	66	64	53	62	55	70	70	68	63	62	59	55	61	58	56	63	62	58	57	59	48	44	47
California	42	47	48	31	37	37	47	49	51	43	43	44	38	41	42	43	43	46	39	41	41	31	34	35
Females																								
MESD	75	67	67	57	71	55	75	73	79	68	65	64	57	66	58	59	69	66	66	61	64	48	41	46
California	45	31	53	35	39	41	52	54	55	46	47	48	41	44	45	49	48	51	43	45	46	30	31	33
Males																								
MESD	61	65	62	50	53	55	66	68	56	59	60	56	51	56	59	53	60	59	51	54	54	48	47	48
California	39	43	44	29	33	33	44	46	48	39	40	41	35	39	40	38	38	42	34	37	37	33	36	36
Socioeconomically Disadvantaged																								
MESD	42	34	40	22	34	24	38	45	33	34	26	29	24	31	23	29	36	38	33	37	37	23	29	23
California	28	33	35	17	22	23	32	35	36	28	28	29	22	26	27	28	28	31	22	25	26	17	19	20
English Learners																								
MESD	44	39	43	28	33	21	33	36	31	20	16	10	17	17	6	9	23	20	4	10	19	6	5	19
California	23	27	30	12	15	15	19	24	24	13	13	14	7	8	9	9	9	10	6	6	6	5	6	6
Special Education																								
MESD	26	0	14	27	21	25	32	38	16	18	38	25	17	21	28	3	21	14	12	15	19	16	18	18
California	19	23	23	13	16	16	19	21	21	15	14	15	10	12	12	10	11	12	8	9	10	9	10	10
African American																								
MESD	58	47	59	46	52	31	44	48	48	48	30	48	35	48	13	32	45	54	30	39	44	30	28	6
California	34	38	39	22	27	27	35	37	39	30	30	32	24	29	29	29	29	32	24	27	27	17	20	20
Asian																								
MESD	86	83	85	69	83	70	94	86	85	84	85	78	71	81	78	79	76	83	70	70	70	58	58	65
California	65	71	73	54	60	60	70	73	74	66	67	68	60	66	67	66	67	71	58	62	64	54	58	62
Caucasian																								
MESD	76	78	73	63	69	70	79	80	78	77	72	72	65	73	75	62	74	77	66	65	73	54	49	57
California	61	65	66	51	55	56	68	69	71	63	63	64	58	61	61	66	63	66	58	62	62	47	51	52
Hispanic																								
MESD	39	34	36	21	32	24	30	41	38	22	25	28	24	23	23	27	39	24	38	29	34	27	22	25
California	28	33	35	17	22	23	32	35	37	27	29	30	22	27	28	61	28	32	23	25	26	17	20	21



Subgroups

English Learners: English Learners (EL) are students whose primary language is not English, and who have low proficiency in the English language. Students are identified as English Learners through the California English Language Development Test (CELDT). In Moreland Elementary School District, English Learners are supported by a variety of programs including English Language Development (ELD) classes, in-class support by bilingual aides, and after-school assistance. Many teachers within the district also possess bilingual and Cross-Cultural Language and Academic Development (CLAD), or Bilingual Cross-Cultural Language and Academic Development (BCLAD) certification.

Socioeconomically Disadvantaged: According to the State Board of Education, students may be categorized as Socioeconomically Disadvantaged (SED) if neither of the students' parents received a high school diploma, or if the students participate in the Free or Reduced-Price Lunch Program.

Special Education: As defined by the state, a student is considered Special Education when one or more disabilities have been identified: Mental Retardation (MR), Hard of Hearing (HH), Deaf (DEAF), Speech and Language Impairment (SLI), Visual Impairment, Emotional Disturbance (ED), Orthopedic Impairment (OI), Other Health Impairment (OHI), Specific Learning Disability (SLD), Deaf-Blindness (DB), Multiple Disability (MD), Autism (AUT), and/or Traumatic Brain Injury (TBI).

Data Sources

Data within the SARC was provided by Moreland 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.



California Standards Test (CST)

Combined % of Students Scoring at Advanced & Proficient Levels

	Mathematics						Science																	
	2nd		3rd		4th		5th		6th		7th		5th		8th									
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07						
All Students																								
MESD	72	75	70	73	76	69	68	66	66	56	62	61	56	53	56	54	61	50	53	53	56	**	47	54
California	56	59	59	54	58	58	50	54	56	44	48	49	40	41	42	37	41	39	28	32	37	**	38	42
Females																								
MESD	76	72	70	71	82	65	70	69	75	59	61	62	53	54	53	52	62	49	52	53	58	**	43	54
California	55	58	58	54	56	58	51	55	58	45	48	49	39	41	41	37	41	38	26	30	35	**	33	41
Males																								
MESD	68	78	70	75	69	72	66	64	57	55	64	60	59	53	58	55	60	50	55	54	54	**	50	55
California	58	59	59	56	58	58	50	54	56	43	48	48	41	42	42	37	41	39	32	34	38	**	41	45
Socioeconomically Disadvantaged																								
MESD	45	48	38	51	46	39	37	39	30	31	27	28	27	22	19	27	35	19	27	20	19	**	30	31
California	45	48	48	44	46	47	38	42	45	32	35	36	26	28	28	23	27	27	14	18	22	**	23	29
English Learners																								
MESD	49	56	47	59	50	41	41	35	28	19	23	20	23	15	11	11	33	17	17	9	10	**	11	24
California	43	45	46	40	41	42	32	36	39	22	24	25	13	14	14	11	13	13	6	7	11	**	9	12
Special Education																								
MESD	47	0	39	46	37	38	32	39	28	16	32	22	20	13	16	6	21	14	21	34	23	**	16	21
California	33	34	34	29	31	31	22	25	27	17	18	19	11	12	12	8	10	9	12	14	16	**	11	13
African American																								
MESD	53	53	55	69	57	43	50	47	53	38	30	43	29	30	7	32	23	32	35	18	37	**	28	20
California	42	44	44	39	41	42	34	38	41	28	31	32	22	24	24	19	22	22	16	18	22	**	21	25
Asian																								
MESD	94	91	92	92	93	86	92	88	87	81	86	87	74	81	79	81	83	80	77	75	72	**	64	73
California	78	81	81	80	82	82	78	81	83	74	76	77	69	72	72	69	72	69	49	54	60	**	65	70
Caucasian																								
MESD	81	85	82	76	84	82	76	72	76	66	73	71	68	61	71	58	71	58	66	65	70	**	56	67
California	73	74	74	70	73	72	65	68	70	58	64	63	58	58	58	52	58	54	49	52	58	**	55	60
Hispanic																								
MESD	39	48	34	52	45	39	29	34	34	20	25	28	27	19	23	23	31	13	14	16	26	**	17	25
California	44	47	48	43	46	48	38	43	46	33	36	37	26	29	29	23	28	27	14	18	23	**	23	28

** Data unavailable through the California Department of Education.

Anderson Village Elementary
Principal *Destiny Laczowski*
4000 Rhoda Drive
San Jose, CA 95117
(408) 874-3100
(408) 243-4312 Fax

Baker Elementary
Principal *Ann Doumanian*
4845 Bucknall Road
San Jose, CA 95130
(408) 874-3200
(408) 379-3726 Fax

Country Lane Elementary
Principal *Priscilla Spencer*
5140 Country Lane
San Jose, CA 95129
(408) 874-3400
(408) 252-4576 Fax

Easterbrook Discovery
Principal *Sherri Vasquez*
4835 Doyle Road
San Jose, CA 95129
(408) 874-3500
(408) 253-7321 Fax

Moreland Middle School
Principal *Norma Ready*
4600 Student Lane
San Jose, CA 95130
(408) 874-3300
(408) 379-3622 Fax

Payne Elementary
Principal *Nancy Cisler*
3750 Gleason Avenue
San Jose, CA 95130
(408) 874-3700
(408) 241-4932 Fax