



SCHOOL ACCOUNTABILITY REPORT CARD

Short Version, Issued Spring 2009 for Academic Year 2007-08



Dr. Terry Grier, Superintendent

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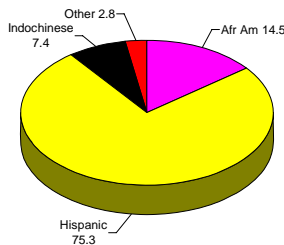
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 Carolanne Buguay, Principal

Chollas-Mead Elementary School

At A Glance: 2007-08

School type: Elementary
Schedule: Traditional
Grade level: K-6
Total enrollment: 787
Total teachers: 49
Per-pupil expenditure (06-07): \$7,068

Enrollment Breakdown



Attendance

Year	Percent Attendance Over the Course of the Year
03-04	93.86
04-05	93.57
05-06	93.83
06-07	93.79
07-08	93.73

Business and Community Partners

Jacobs Foundation
 HomeTown Buffet
 Navy Personnel Support Detachment

Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.

Principal's Statement

Welcome to Chollas-Mead Elementary. Our school is one of just a few that are divided into two campuses. On the Mead campus we house our preschool through second-grade students, while our third- through sixth-grade students are located on the Chollas campus. We now have a single main entrance to both campuses to support parents by meeting their needs in one location.

As part of our total magnet program in communication arts through multimedia technology, we offer class-size reduction at all grade levels. Our staff is committed to providing students with a comprehensive education that balances instruction in literacy, mathematics, and technology communications. Throughout the year, our teachers spend many hours learning together and planning for the educational success of their students. This work includes grade-level team planning, professional development, and cross-class visitations for literacy, mathematics, and science.

Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted California State Board of Education-approved academic standards and curriculum frameworks for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

Our magnet is designed for students to gain the skills necessary for success in the twenty-first century through the exploration of technological communication. Teachers incorporate technology throughout the instructional day to ensure that all students experience and master a variety of technology tools. Students are expected to utilize technology in their multimedia projects, create their own Moodle site, and participate on podcast projects. Features include a full-time technology specialist; classroom technology including document cameras, digital cameras, desktop computers; wireless mobile labs with laptops for use by every student; two media labs and two libraries networked with classrooms for easy access to all projects; and a multimedia festival of student projects.

Opportunities for Parent Involvement

Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We also encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

We at Chollas-Mead Elementary are committed to obtaining community resources for our school and invite all constituencies to assist us in the education of our students.

We depend on the support of our parents and community, and we are pleased to provide many opportunities for parent involvement and education. This year, our opportunities for parents have included monthly the Parent Teacher Association, School Site Council, Site Governance Team, and English Learner Advisory Committee meetings. Parents have also participated in Family Fridays, family reading and math classes, exercise and nutrition classes, parenting skills classes, and community-building events.

If you want to get involved, please contact Raul Neri, resource teacher, at (619) 262-7526.

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools.

Number of Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
Full credential and teaching in subject area	55	49	48	6,392
Full credential but teaching outside subject area	3	0	0	177
Without full credential	4	1	1	756
Total	62	50	49	7,325

Academic Performance Index (API)

The API is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide API performance target of 800. Detailed information about the API can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ap/.

This table displays the school's statewide and similar-schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar-schools rank of 1 means that the school's academic performance is in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school's academic performance is in the highest 10 percent of the 100 similar schools.

API Rank	2005-06	2006-07	2007-08
Statewide	3	3	3
Similar Schools	6	7	8

Standardized Testing and Reporting (STAR) Program

Through the California STAR Program, students in Grades 2–11 are tested annually in various subjects. The California Standards Tests (CST) include English language arts and mathematics (Grades 2–11), grade-level science (Grades 5, 8, and 10), end-of-course science (Grades 9, 10, and 11), and history–social science (Grades 8, 9, 10, and 11). To protect student privacy, “–” is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category.

California Standards Tests (CST): English Language Arts and Mathematics

Percentage of students achieving at the proficient or advanced levels (meeting or exceeding state standards):

Gr	ENGLISH LANGUAGE ARTS									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08		05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
2	34.2	36.4	38.8	49.0	49.9	49.5	47	48	48	2	47.9	62.6	67.0	62.3	61.3	62.4	59	59	59
3	16.1	22.2	20.2	38.8	39.5	40.8	36	37	38	3	39.5	56.3	64.6	61.1	60.6	62.4	58	58	61
4	30.1	33.6	38.8	52.3	53.1	56.9	49	51	55	4	51.2	49.5	55.2	54.9	56.5	61.1	54	56	61
5	25.0	23.7	25.9	45.5	46.5	49.3	43	44	48	5	44.4	45.8	55.6	50.9	49.4	52.3	48	49	51
6	20.2	24.5	37.9	43.7	44.5	49.2	41	42	47	6	31.1	34.3	50.5	43.2	43.2	45.9	41	42	44

The complete SCHOOL ACCOUNTABILITY REPORT CARD (SARC) may be obtained from the school or from the Internet (studata.sandi.net/research/sarcs/). The complete SARC is roughly 14 pages long and provides information on enrollment, parent and community involvement, school safety and climate for learning, academic performance, class size, teachers and staffing, curriculum and instruction, and school finance. In addition, SARCs for secondary schools include dropout data and post-secondary preparation information (i.e., enrollment in courses that meet University of California or California State University entrance requirements, as well as Advanced Placement or International Baccalaureate programs; college test-preparation courses; and the degree to which students are prepared to enter the workforce).