



SCHOOL ACCOUNTABILITY REPORT CARD

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



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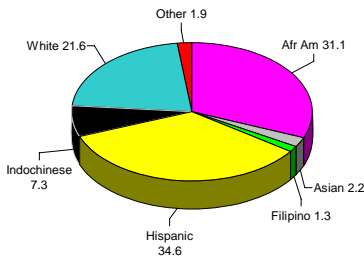
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 Valerie Voss, Principal

Clay Elementary School

At A Glance: 2007–08

School type: Elementary
Schedule: Traditional
Grade level: K–5
Total enrollment: 315
Total teachers: 20
Per-pupil expenditure (06-07): \$7,618

Enrollment Breakdown



Attendance

Year	Percent Attendance Over the Course of the Year
03–04	94.81
04–05	94.79
05–06	94.30
06–07	94.25
07–08	94.72

Business and Community Partners

Sunrise Optimist Club
 San Diego State University Emerging Leaders Program and America Reads Tutoring Program
 CRASH (Community Resource and Self-Help)
 College Area Business District

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

Principal’s Statement

Welcome to Henry Clay Elementary! Located in an established neighborhood of single-family houses and apartment units in the Rolando area of San Diego. Our school’s students and staff benefit from supportive community relationships. Our school features a highly skilled and experienced professional staff, in addition to a dynamic and supportive Parent Teacher Association (PTA).

Clay has a joint-use field that serves our students during the day and the community after school hours and on weekends. The school is used for student classes, events sponsored by the PTA, and Prime-Time which features tutoring, crafts, sports, and other activities.

The Clay staff seeks to create a challenging learning environment that encourages high expectations for success through standards-based instruction that allows for individual differences. Our school is a community of learners where all students are encouraged to achieve academic and social success, enjoy learning, develop problem-solving skills, and model appropriate behavior.

The state of California ranks schools on a 1,000 point scale for its Academic Performance Index (API). In 2008, Clay earned an API of 700 and satisfied all federal accountability measures of student progress. We support and celebrate the achievement of our students as they strive to realize their unlimited intellectual potential and develop into responsible, respectful, and ethical citizens.

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.

The Clay teachers participated monthly in whole-staff professional development activities and grade-level professional development workshops focused on the intensive study of reading, writing, and mathematics. We have continued to build our community of learners through participation in district professional development activities. Teachers are supported through administrator/teacher conferences, feedback from observations, professional development, collaborative assessment of student work samples, and ongoing discussions of performance data. Teachers are provided with opportunities to study and improve instructional practices through grade-level meetings, observations of other teachers, participation in study groups, and direct coaching concerning specific instructional strategies.

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 Clay Elementary are committed to obtaining community resources for our school and invite all constituencies to assist us in the education of our students.

Parents and community members are involved at Clay through participation in the School Site Council and Site Governance Team, PTA, the English Learner Advisory Committee. Families participate in Family Reading, Math, and Science nights and Family Friday.

If you want to get involved, please contact Clay office staff or PTA President Lezley Knott at (619) 583-0690.

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	19	18	19	6,392
Full credential but teaching outside subject area	0	0	0	177
Without full credential	1	0	1	756
Total	20	18	20	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	5	4	2
Similar Schools	5	6	2

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	59.5	38.0	37.1	49.0	49.9	49.5	47	48	48	2	77.8	65.3	57.1	62.3	61.3	62.4	59	59	59
3	22.6	28.8	37.2	38.8	39.5	40.8	36	37	38	3	46.8	52.5	48.8	61.1	60.6	62.4	58	58	61
4	34.7	41.8	49.0	52.3	53.1	56.9	49	51	55	4	32.7	53.0	56.9	54.9	56.5	61.1	54	56	61
5	41.2	32.7	32.9	45.5	46.5	49.3	43	44	48	5	40.3	30.6	37.0	50.9	49.4	52.3	48	49	51

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).