



SCHOOL ACCOUNTABILITY REPORT CARD

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



Dr. Terry Grier, Superintendent

4100 Normal Street

San Diego, CA 92103

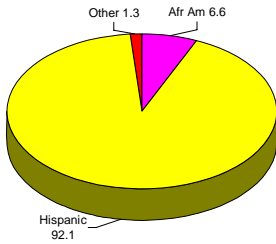
www.sandi.net

3510 Newton Ave
 San Diego, CA 92113-3118
 Phone: (619) 525-7418
 Fax: (619) 525-7352
emereim@sandi.net
www.sandi.net/emerson-bandini
 Mirna Estrada, Principal

Emerson/Bandini Elementary School

At A Glance: 2007–08	
School type:	Elementary
Schedule:	Year-round
Grade level:	K–6
Total enrollment:	762
Total teachers:	47
Per-pupil expenditure (06-07):	\$7,548

Enrollment Breakdown



Attendance

Year	Percent Attendance Over the Course of the Year
03–04	94.75
04–05	94.30
05–06	93.97
06–07	94.85
07–08	94.95

Business and Community Partners

Navy Information Operations Command, San Diego

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

Principal’s Statement

Emerson/Bandini is located near Interstates 5 and 15. In 2007–08, roughly 92 percent of our 766 students were Hispanic, 6 percent were African American, and 2 percent were white. Teachers and administrators engage in ongoing professional development in literacy and mathematics to improve instruction.

At Emerson/Bandini, we use our site resources to support excellence in teaching and learning. Teachers receive high-quality professional development and participate in focused planning sessions to improve instructional practice and promote student achievement. Classroom libraries are continually updated to reflect the academic needs and the interests of the students. We have established a book room on both campuses to provide additional resources for classroom instruction so teachers have easy access to a wide variety of materials.

Our challenge for the current school year is to improve the academic performance of English language learners. We believe that by building upon the strengths of individual children, we will ensure their future academic success.

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.

Administrators work together with staff and parents to develop a plan that puts special emphasis on literacy and the teaching of English language learners. Specialized support staff and teachers work together to plan for instruction to meet the individual needs of the students. We are continually striving to improve our quality of teaching through relevant and meaningful professional development and regular collaborative planning.

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

Parents at Emerson/Bandini are involved in various activities, such as reading to their children on Literacy Fridays and tutoring in the classroom. They are also involved with the school’s Parent Teacher Association, School Site Council, and Site Governance Team, which meet monthly and act as advisory groups for implementation of the school’s goals.

If you want to get involved, please contact Ryan Kissel at (619) 525-7418.

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	45	41	45	6,392
Full credential but teaching outside subject area	1	0	0	177
Without full credential	6	9	2	756
Total	52	50	47	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	1	1	1
Similar Schools	1	1	1

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	15.7	25.4	30.9	49.0	49.9	49.5	47	48	48	2	36.0	40.7	40.7	62.3	61.3	62.4	59	59	59
3	13.0	11.5	16.2	38.8	39.5	40.8	36	37	38	3	40.6	36.4	40.4	61.1	60.6	62.4	58	58	61
4	22.4	29.0	29.7	52.3	53.1	56.9	49	51	55	4	22.4	41.0	39.6	54.9	56.5	61.1	54	56	61
5	15.2	14.9	17.4	45.5	46.5	49.3	43	44	48	5	10.4	15.0	12.0	50.9	49.4	52.3	48	49	51
6	6.3	20.6	14.4	43.7	44.5	49.2	41	42	47	6	6.4	13.7	15.6	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).