

NEW JERUSALEM ELEMENTARY SCHOOL



2008-09 School Accountability Report Card | Published During the 2009-10 School Year

GRADES K-8

31400 South Koster Road Tracy, CA 95304
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David Thorning
Superintendent

Steve Payne
Principal

Principal's Message

The School Accountability Report Card (SARC) was established by Proposition 98, which was passed by California voters in 1988. The SARC provides parents and other interested individuals with a variety of information about a school, its resources, its successes, and areas in which improvements are needed.

New Jerusalem School (NJS) is situated in the middle of a vast agricultural region in southern San Joaquin County, near the city of Tracy, California. The school was founded in 1876 when Henry Ebe, a German Baptist farmer, donated the land for the first schoolhouse. This was the beginning of a long tradition of quality education. New Jerusalem School reflects the area's strong sense of community. Many of the grandparents, and even great-grandparents, of today's students attended NJS.

Both parents and the community as a whole strongly support the teachers, administration, board, and staff.

Parental Involvement

There is an active Parent-Teacher Club that manages an annual budget of approximately \$20,000. A yearly carnival, the school's major fund-raiser, nets approximately \$17,000-\$20,000 through donations, auctions, food sales, and fun activities. The club meets at the school on the first Monday of the month.

For more information on how to become involved, contact Jackie Brown at (209) 835-2597.

School Safety

NJS provides a safe and clean learning environment. Fighting and other acts of physical aggression are dealt with swiftly and appropriately. Drugs, alcohol, tobacco, and other illicit substances are not tolerated. Vandalism is practically nonexistent. The school holds monthly fire drills, as well as other routine emergency preparedness exercises (for earthquakes, etc.).

New Jerusalem has a School Safety Plan that is updated on a regular basis, and was last reviewed and updated in December 2009. Key elements of the plan include monthly safety drills and crisis intervention plans.

Professional Development

The school encourages professional development, and regularly sends teachers to seminars and workshops. Staff development opportunities for teachers and others focus on the following areas: content area knowledge, effective teaching strategies, classroom management, and student assessment. Teachers can attend conferences at any time during the school year.

In 2006-07, one day was dedicated to staff development; in 2007-08 and 2008-09, two days were dedicated to staff development. Staff meets weekly for training, updates, and curriculum review.



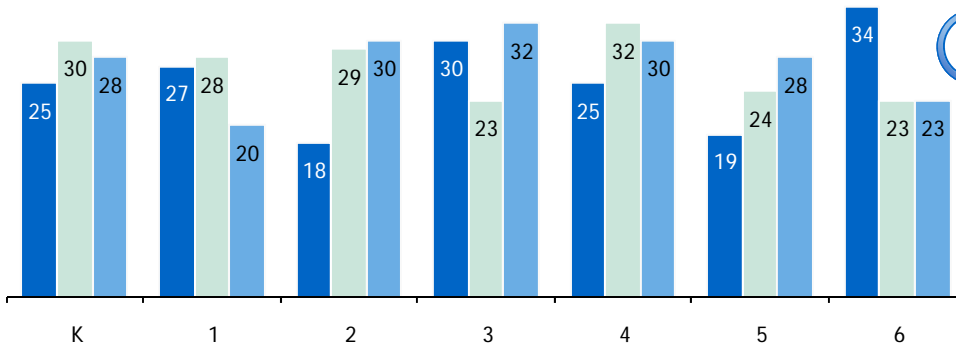
New Jerusalem Elementary School District

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District Mission Statement

We will provide each child a quality, Standards-based education that results in academic excellence, career preparation, and technological understanding. Each student will demonstrate self-confidence, community pride, and the skills necessary to be a respectful, self-directed, productive citizen.



Class Size

The bar graph displays the three-year data for average class size.

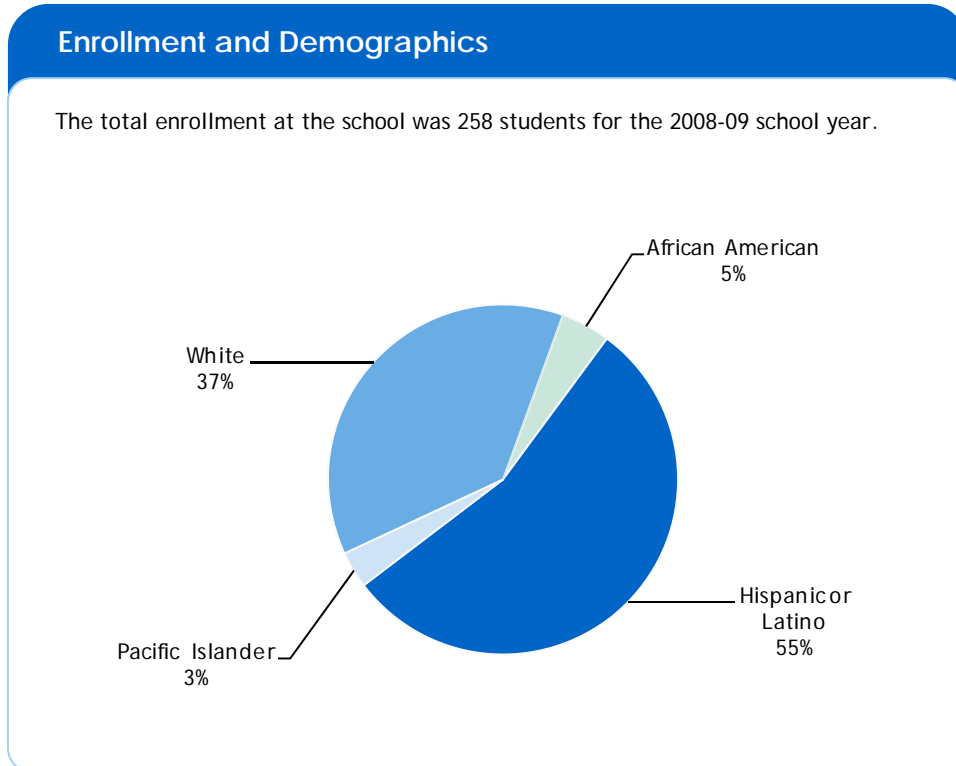
■ 06-07 □ 07-08 ■ 08-09



Class Size Distribution – Number of Classrooms By Size									
Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		1			1			1	
1		1			1		1		
2	1				1			1	
3		1			1			1	
4		1			1			1	
5	1				1			1	
6			1		1			1	

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.



Suspension Rate			
New Jerusalem ES			
06-07	07-08	08-09	
0.000	0.138	0.136	
New Jerusalem ESD			
06-07	07-08	08-09	
0.051	0.070	0.092	
Expulsion Rate			
New Jerusalem ES			
06-07	07-08	08-09	
0.135	0.000	0.000	
New Jerusalem ESD			
06-07	07-08	08-09	
0.000	0.000	0.000	

Textbooks and Instructional Materials

New Jerusalem School District sets a high priority on providing up-to-date instructional texts and materials. All students are provided with sufficient textbooks and instructional materials, for use in the classroom and to take home. Textbooks are adopted from a State-approved list, after scrutiny by teachers and administrators. The community is invited to review textbooks and instructional materials recommended by adoption committees prior to their presentation to the Board of Trustees, which has final approval.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Prentice-Hall (K-5)	2009
English-Language Arts	Prentice-Hall (6-8)	2009
Mathematics	Scott Foresman (K-5)	2008
Mathematics	Prentice Hall (6-8)	2008
Science	Scott Foresman (K-5)	2007
Science	Prentice-Hall (6-8)	2007
History-Social Science	Scott Foresman (K-4)	2006
History-Social Science	Macmillan/McGraw-Hill (5)	2006
History-Social Science	Teachers' Curriculum Institute (6-8)	2006

Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials	
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Note: This data was most recently collected and verified in August 2009.



"New Jerusalem School reflects the area's strong sense of community."



School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior)	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs	✓			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on December 15, 2009, and the inspection form was most recently completed on December 15, 2009.

School Facilities

Most of our buildings are over 30 years old. However, over the years, the District has endeavored to keep them well maintained and properly equipped. All classrooms were recently refurbished with air conditioning, new wall treatments, carpeting, new windows, and other amenities. The parking lot and playground were entirely repaved in summer 1999. Complete restroom remodeling, a new serving kitchen, and many new exterior doors and casings were among the projects completed in 2003 under a State Modernization Grant. New Jerusalem Elementary School completed a playground improvement project in August 2008.

New Jerusalem Elementary School was built in 1976. The school has 10 regular classrooms, two portables, a science lab, a library, a computer lab, a multipurpose room, and two Special Education rooms. Athletic facilities include baseball and basketball areas, volleyball court, and a large multipurpose field.

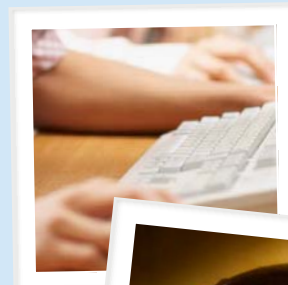
All classrooms, offices, library, and bathrooms are cleaned daily. Quarterly facility inspections are done by the custodial supervisor. The custodial supervisor monitors ongoing routine repairs and maintenance. All needed repairs are done by the custodial supervisor or outside contractors depending on the complexity of the work to be done. The district employees 1 full time custodian who works from 6:00 a.m. to 2:30 p.m. daily and two part time custodians that work part time from 5:30 p.m. to 12:30 a.m. daily.

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School Facilities

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The District participates in the State School Deferred Maintenance Program, which 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 roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the District budgeted \$113,507.67 for the Deferred Maintenance Program. This represents 8% of the District's general fund budget.



National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	New Jerusalem ES			New Jerusalem ESD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	44%	41%	45%	44%	38%	41%	43%	46%	50%
Mathematics	49%	42%	49%	29%	24%	30%	40%	43%	46%
Science	40%	46%	46%	33%	32%	40%	38%	46%	50%
History-Social Science	44%	24%	29%	17%	14%	23%	33%	36%	41%



Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	41%	48%	55%	8%
Female	49%	51%	37%	44%
Economically Disadvantaged	34%	42%	29%	21%
English Learners	18%	36%	❖	❖
Students with Disabilities	11%	21%	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖
African American	62%	62%	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	33%	46%	36%	❖
Pacific Islander	❖	❖	❖	❖
White	49%	50%	51%	30%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

Academic Performance Index Ranks

API Ranks – Three Year Comparison			
	2006	2007	2008
Statewide API Rank	5	5	4
Similar Schools API Rank	4	2	1

Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	12	-13	■	■
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	722
Pacific Islander	■	■	■	■
White	7	-36	■	774
Socioeconomically Disadvantaged	-12	3	■	732
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.



Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



Adequate Yearly Progress

The 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 in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	New Jerusalem ES		New Jerusalem ESD	
Met Overall AYP	No		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	New Jerusalem ES	New Jerusalem ESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0.0%	

✧ Not applicable.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education (SBE) designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percent of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tq/pf/.

Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	25.0%
Five of Six Standards	25.0%
Six of Six Standards	35.7%
Grade 7	
Four of Six Standards	25.0%
Five of Six Standards	21.4%
Six of Six Standards	25.0%



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	New Jerusalem ESD	New Jerusalem ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	31	10	9	10
Without Full Credential	6	0	1	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	New Jerusalem ES		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tg.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
New Jerusalem ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	◆	◆

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.



Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	◆
◆ Not applicable.	

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.75
Library Media Services Staff (paraprofessional)	0.00
Psychologist	0.40
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	1.00
Other	0.20

District Financial Data

District Salary Data		
Category	New Jerusalem ESD	Similar Sized District
Beginning Teacher Salary	\$33,704	\$38,481
Mid-Range Teacher Salary	\$51,355	\$55,789
Highest Teacher Salary	\$74,735	\$70,849
Average Principal Salary (Elementary School)	\$87,207	\$88,862
Average Principal Salary (High School)	\$97,594	\$97,594
Superintendent Salary	\$100,385	\$110,994
Teacher Salaries – Percent of Budget	25.1%	37.2%
Administrative Salaries – Percent of Budget	9.6%	6.6%

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	New Jerusalem ES
Total Expenditures Per Pupil	\$9,730
Expenditures Per Pupil From Restricted Sources	\$746
Expenditures Per Pupil From Unrestricted Sources	\$8,984
Average Teacher Salary	\$51,060

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
New Jerusalem ES	\$8,984	\$51,060
New Jerusalem ESD	\$7,966	\$47,931
California	\$5,512	\$56,284
School and District – Percent Difference	+11.3%	+6.1%
School and California – Percent Difference	+38.6%	-10.2%

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

Types of Services Funded

The New Jerusalem Elementary School District qualified for the following categorical programs in 2008:

- Arts and Music Block Grant



SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit [DataQuest](http://data1.cde.ca.gov/dataquest) at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as January 2010.