

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., 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 on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	H. A. Snow Elementary School	District Name	Newark Unified School District
Street	6580 Mirabeau Drive	Phone Number	(510) 818-4103
City, State, Zip	Newark, CA 94560	Web Site	www.nusd.k12.ca.us
Phone Number	(510) 818-3900	Superintendent	Kevin E. Harrigan
Principal	Jan Schmitt	E-mail Address	kharrigan@nusd.k12.ca.us
E-mail Address	jschmitt@nusd.k12.ca.us	CDS Code	01-61234-6001473

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

Snow Elementary School's Mission Statement:

For all...a school of learning...a school of caring...a school of high expectations...a school of sharing...a school of friendship...a school of belonging...a school of excellence.

Snow Elementary School's Vision Statement:

Snow School will strive to maintain a high quality learning environment where students and staff are safe and secure at all times and may focus on their primary objective, the academic and social/ethical education of all its students.

School Description:

Snow Elementary School is one of eight elementary schools in the Newark Unified School District. Students in Kindergarten through Third grade are taught in groups of no more that twenty students per classroom. Students in grades Four through Six are taught in groups of no more than thirty-one students per classroom. All of the teachers are NCLB compliant.

The school provides California Standards-Based instruction in all the academic areas. State and federal accountability reports demonstrate the continued academic progress, and this school is not under any state or federal sanction.

Snow school celebrates our diverse ethnic population of African-American, Asian, Hispanic, and White students. The school also provides specialized services to English Learners, and Students with Disabilities.

The Newark Public Schools inspire and educate all students to achieve their full potential and be responsible, respectful, productive citizens.

The City of Newark is located in Alameda County, and is home to over 40,000 people. This 150 year-old community is situated on the southeastern edge of the San Francisco Bay directly off of Interstate I-880 and Highway 84. With its close proximity to San Jose and San Francisco, Newark residents have easy access to the benefits of “big city” life, while offering the comfort and safety of a small town atmosphere. Newark Unified School District is comprised of eight elementary schools, two alternative high schools, one junior high, and one comprehensive high school. All of the schools maintain a shared commitment to providing students with a “world class education” based on a strong liberal arts foundation and centered on the district’s core values, producing academically skilled and community-minded students with a wide array of post-high school educational and career options.

[Opportunities for Parental Involvement \(School Year 2007-08\)](#)

This section provides information about opportunities for parents to become involved with school activities.

Snow Elementary School has the great fortune of having tremendous support from its families, and the Snow community at large. Parents and community members volunteer their time and resources to support the school in a variety of ways, including serving as classroom aides and/or tutors, paper-graders, or they may prepare materials at home.

The Snow School Parent/Teacher Association has actively participated in a wide variety of activities for the school. PTA activities have included the following: Back-to-School Night T-Shirt Sale, Walk-a-thon (a fundraising event for the classrooms), Fall Festival, See’s Candy Sale, and Ice Skating. Community members and parents have the opportunity to be directly involved with the governance of the school through serving on one of the many leadership teams that guide the school and district, including: Snow School Site Council, District Advisory Council, District English Language Advisory Council, and the District Curriculum Council.

[Student Enrollment by Grade Level \(School Year 2007-08\)](#)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	60
Grade 1	48
Grade 2	67
Grade 3	58
Grade 4	66
Grade 5	64
Grade 6	64
Total Enrollment	427

[Student Enrollment by Group \(School Year 2007-08\)](#)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	6.79%	White (not Hispanic)	20.14%
American Indian or Alaska Native	0.23%	Multiple or No Response	1.64%
Asian	10.54%	Socioeconomically Disadvantaged	0%
Filipino	10.54%	English Learners	32%
Hispanic or Latino	48.01%	Students with Disabilities	14%
Pacific Islander	2.11%		

[Average Class Size and Class Size Distribution \(Elementary\)](#)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	4			19.5	2			20	3		
1	19.7	3			20	3			19.5	2		
2	20	3			18.3	3			19	4		
3	19	3			19.7	3			19.3	3		
4	30.7		3		28		3		31		2	
5	25		2		29.5		2		31		2	
6	29.5		2		25.5		2		31		2	
K-3					20	1			19	1		

III. School Climate

[School Safety Plan \(School Year 2007-08\)](#)

This section provides information about the school's comprehensive safety plan.

Schools review and practice their safety procedures in the fall of each school year. Other practice drills take place regularly during the school year. Schools then update their comprehensive safety plan by February of each school year. Staff members then review their updated safety plans.

[Suspensions and Expulsions](#)

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	6.0	3.4	3.5	17.8	19.9	18.7
Expulsions	0.2	0.0	0.0	0.4	0.2	0.2

IV. School Facilities

[School Facility Conditions and Planned Improvement \(School Year 2008-09\)](#)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The school's facilities are safe and in good repair. District maintenance staff ensures that minor maintenance, repairs or upgrades necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. There are no necessary corrective actions to this school. There are, however, modernization project upgrades planned at this school to address preventative measures and improved facilities for students and staff.

[School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	
Mechanical Systems	[X]	[]	[]	
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	
Interior Surfaces (walls, floors, and ceilings)	[X]	[]	[]	Modernization Project interior walls and floors 2008-2009 Project completed August 2008

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Hazardous Materials (interior and exterior)	[X]	[]	[]	Modernization Project interior flooring 2008-2009 Project completed August 2008
Structural Damage	[X]	[]	[]	
Fire Safety	[X]	[]	[]	Modernization project upgrade of alarm system 2007-2008 Project completed August 2008
Electrical (interior and exterior)	[X]	[]	[]	
Pest/Vermin Infestation	[X]	[]	[]	
Drinking Fountains (inside and outside)	[X]	[]	[]	
Restrooms	[X]	[]	[]	Modernization project upgrade 2007-2008 Project completed January 2008
Sewer	[X]	[]	[]	
Playground/School Grounds	[X]	[]	[]	
Roofs	[X]	[]	[]	Deferred Maintenance Project 2008-2009 urethane roofing repair and recoat to Classrooms 1,2 ,Childcare and office Project completed August 2008
Overall Cleanliness	[X]	[]	[]	

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[]	[X]	[]	[]

V. Teachers

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development and teacher evaluation promotes quality instruction and is a fundamental element in developing a sound educational program. Staff members build teaching skills and concepts through participating in conferences, workshops, and district and site collaboration and trainings throughout the academic year. All first and second year teachers throughout the district participate in the Beginning Teacher Support and Assessment (BTSA) Program. The BTSA site coordinator supervises the program and has received training in the California Formative Assessment and Support System for Teachers. Staff members are also eligible to receive support from the Peer Assistance and Review (PAR) Program that uses exemplary teachers to assist permanent and beginning teachers in subject matter areas and effective teaching strategies. The teacher evaluation process promotes quality instruction and is a fundamental element in the site's sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and Newark Unified School District policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Teacher evaluations are conducted by the school principal and ensure that teachers are engaging and supporting all students in learning, understanding and organizing subject matter for student learning, assessing student learning, creating and maintaining effective environments for student learning, planning instruction and implementing effective learning experiences.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	26	24	22	352
Without Full Credential	0	0	1	20
Teaching Outside Subject Area of Competence	0	0	0	N/A

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). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	95.8%	4.2%
High-Poverty Schools in District	0%	0%
Low-Poverty Schools in District	100%	0%

VI Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	100%	0%
Mathematics	100%	0%
Science	100%	0%
History-Social Science	100%	0%
Foreign Language	100%	0%
Health	100%	0%
Visual and Performing Arts	100%	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,127	\$218	\$3,909	\$65,787
District	---	---	\$5,443	\$68,248
Percent Difference – School Site and District	---	---	-28.19%%	2.72%%
State	---	---	\$5,300	\$62,157
Percent Difference – School Site and State	---	---	-20.92%%	11.93%%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Before and after school intervention, supplementary ELD serviced by ELD teacher, bilingual aide, and native language tutor are funded by EIA/LEP and Title III/LEP. Being a Writer and Caring School Community are funded through other sources.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,901	\$39,692
Mid-Range Teacher Salary	\$72,026	\$62,830
Highest Teacher Salary	\$90,032	\$80,472
Average Principal Salary (Elementary)	\$111,458	\$98,460
Average Principal Salary (Middle)	\$115,928	\$104,522
Average Principal Salary (High)	\$124,298	\$114,549
Superintendent Salary	\$196,744	\$166,547
Percent of Budget for Teacher Salaries	45.4%	40.2%
Percent of Budget for Administrative Salaries	7.5%	5.8%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	42	41	42	41	41	44	42	43	46
Mathematics	54	52	57	44	42	42	40	40	43
Science	43	42	69	38	42	50	35	38	46
History-Social Science				26	30	34	33	33	36

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	27	27	*	
American Indian or Alaska Native				
Asian	55	70	*	
Filipino	67	76	*	
Hispanic or Latino	38	53	62	
Pacific Islander	*	*	*	
White (not Hispanic)	37	59	*	
Male	32	56	71	
Female	47	58	67	
Economically Disadvantaged	14	56	*	
English Learners	12	40	47	
Students with Disabilities	11	46	*	
Students Receiving Migrant Education Services	*	*		

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards
5	10.5

X. Accountability

Academic Performance Index

The Academic Performance Index (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 target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

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 comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005-06	2006-07	2007-08
Statewide	6	6	6
Similar Schools	3	5	6

API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	2	-3	14	787
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	4	1	17	760
Pacific Islander				
White (not Hispanic)	-28	-5	41	799
Socioeconomically Disadvantaged	18	17		
English Learners	22	-27	27	762
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2008-09)

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). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	7.1