



## Joshua Chadbourne Elementary School

**ADDRESS:** 801 Plymouth Ave., Fremont, CA 94539 **PHONE:** (510) 656-5242

**DISTRICT:** Fremont Unified **COUNTY:** Alameda

**PRINCIPAL:** Susan de Girolamo **CHARTER SCHOOL:** No

**GRADE RANGE:** K-6 **ANNUAL CALENDAR:** Traditional

### SCHOOL SUMMARY

#### Overview and Key Resources, 2004–2005

KEY FACTOR	DESCRIPTION	THIS SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Student enrollment	Total number of students enrolled	744	482	558
Teachers	Total number of teachers on staff, measured as full time equivalents (FTE)	33	25	27
Students per teacher	Number of students there are per teacher	22	19	20
Academic Performance Index	The state's method of combining test scores across all subjects and grade levels	952	748	752
Students per computer	How many students share one computer	4	5	5
Internet classrooms	Number of classrooms offering Internet connections	32	27	28

Chadbourne offers classes in grades kindergarten through six, which is different from a traditional elementary school which offers grades kindergarten through five. Chadbourne's enrollment was 744, which was 262 more students than the county average. If you're concerned about the size of the school, it may help to note that the number of students enrolled in kindergarten during the 2004–2005 academic year was just 80.

Students at Chadbourne found teachers to be about as accessible as they did at other elementary schools in the county, based on the student-teacher ratio. There were about 22 students per teacher at Chadbourne, compared to 19 students per teacher in elementary schools in Alameda county. Of course, counting teachers and their credentials is easy, but teacher quality is far tougher to grasp. When you visit this school, we suggest you observe as much classroom teaching as possible. Ask the principal how many teachers were hired recently, how many of them hold a credential to teach elementary school, and whether they've majored in the subject they're teaching.

On average, four Chadbourne students shared each computer. In other Alameda county elementary schools, computers were about as accessible: roughly five students had to share one computer. But the raw availability of computers may reveal very little. How are computers integrated into the school's curriculum? Are they used as research and communication tools, or simply as glorified typewriters? How do teachers use software and on-line resources as part of their lessons? Library data is not available, yet libraries help make learning possible. If this school has a library, how is it used? Is it staffed by a certified librarian? Do students have access before and after school? Are students taught how to use it?

### Average Class Sizes, 2004–2005

While Chadbourne had an average class size of 24 students in the 2004–2005 school year, compared to 23 for other elementary schools in California, don't be misled by schoolwide averages. More important is the average class size at each grade level. In kindergarten, for example, Chadbourne's classrooms contained 20 students, while in California kindergarten classes held the same average number of 20 students. The transition from third grade to fourth grade at Chadbourne in the 2004–2005 school year required students to move from the relative comfort of 20 students per class to a more crowded fourth-grade classroom containing 30 students. If you're wondering why class sizes haven't been reduced for all grade—levels, the answer is that it's expensive. The initial legislation funded class size reductions only for kindergarten through third grade. The current fiscal crisis has led some districts to give up small class sizes in select grades in order to save money.

GRADE	THIS SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	20	20	20
First grade	20	20	19
Second grade	20	19	19
Third grade	20	20	20
Fourth grade	30	29	29
Fifth grade	30	30	30

### Academic Performance Index, Spring 2005

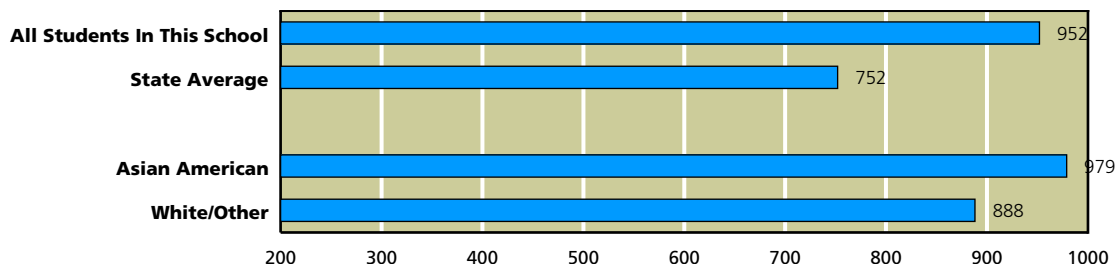
The [Academic Performance Index \(API\)](#) is a way of comparing schools based on student test scores. The index was created in 1998 to help parents and educators better understand how schools were doing. The API is also used to identify schools that need help.

<b>API SCORE IN 2005</b>	952
<b>CHANGE FROM PRIOR YEAR</b>	+2
<b>RANK: COMPARED TO ALL SCHOOLS COMPARED TO SIMILAR SCHOOLS</b>	N/A N/A
<b>MET GROWTH TARGET</b>	YES
<b>UNDERPERFORMING SCHOOL</b>	NO

Chadbourne's API was 952. This was an improvement of two points compared to last year.

About 100 percent of students took the test, which did meet the required participation rate of 95 percent. This school met its growth target. Statewide, 68 percent of elementary schools met all their growth targets.

### API, Spring 2005



### Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above proficient levels on the CST (24.4 percent on the English/language arts test and 26.5 percent on the math test). These goals must also be met by all ethnic and socioeconomic subgroups of students. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests from the prior year.

If even one group of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools getting federal funding to help economically disadvantaged students are actually penalized if they fail to make the mark. Schools that did not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>Yes</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>Yes</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Program Improvement School</b>	<b>No</b>

SOURCE: AYP is based on the Accountability Progress Report of November 2005. A school can be in Program Improvement based on students' test results in the 2004–2005 school year or earlier.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

### Adequate Yearly Progress, Detail by Subgroup

● **MET GOAL**    ● **DID NOT MEET GOAL**    ● **NOT ENOUGH STUDENTS**

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE TEST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE TEST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
Asian American	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of February 2006, CDE.

The table at left shows where Chadbourne met its AYP goals. The green dots represent goals this school met; red dots indicate goals this school missed. Just one red dot is sufficient to cause Chadbourne to fail to attain what NCLB defines as “adequate yearly progress.”

Note: Yellow dots indicate that too few students were in the category to draw meaningful conclusions. Federal rules require at least 50 students to take the test for statistical significance.

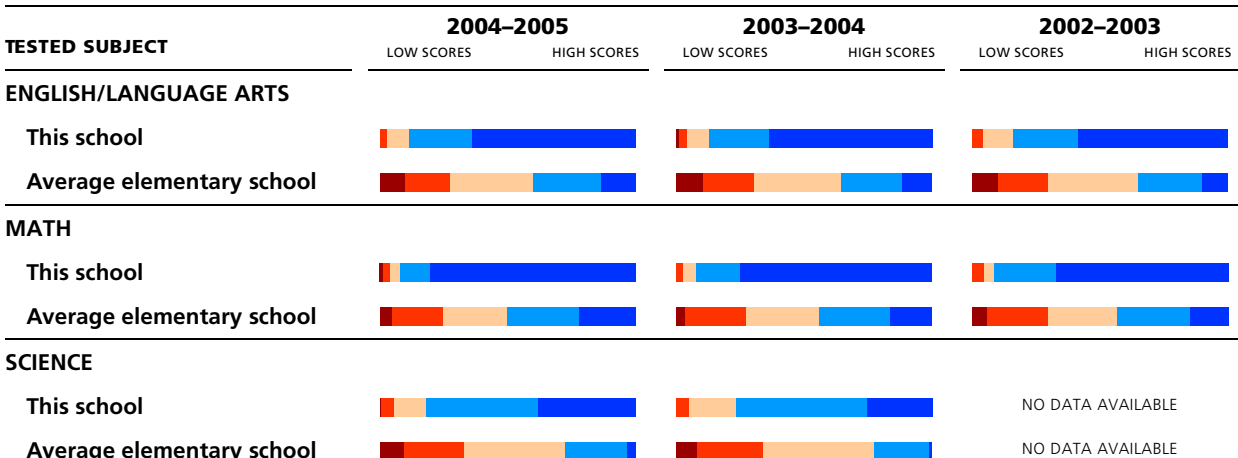
# STUDENT ACHIEVEMENT

Here you'll find a three-year summary of Chadbourne's scores on the California Standards Tests (CST) in selected subjects. You'll find students' schoolwide results compared to the results for students in the average elementary school in California. The following pages provide more detail for each test, including the scores for different groups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact Chadbourne's principal or teaching staff. To find [grade-level-specific scores](#), you can refer to the STAR test reporting Web site. Other tests in the [STAR program](#) can be found on the CDE Web site.

## California Standards Tests

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**



SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, these test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

## California Standards Tests: Top Scores Only (Proficient and Advanced)

TESTED SUBJECT	2004-2005	2003-2004	2002-2003
<b>ENGLISH/LANGUAGE ARTS</b>			
This school	87%	86%	83%
Average elementary school	41%	36%	36%
<b>MATH</b>			
This school	91%	90%	90%
Average elementary school	51%	45%	44%
<b>SCIENCE</b>			
This school	81%	75%	N/A
Average elementary school	29%	24%	N/A

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, these test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

## Frequently Asked Questions

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and our concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves the statistical reliability of the results. Grade-level results can be found online at the [STAR testing Web site](#).

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. At most schools, the immediate goal is to help students move up one level. The eventual goal is to enable all students to reach either of the top two bands, advanced or proficient. Those who score in the middle band, basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—below basic or far below basic—need more help to reach the proficient level. The number of questions students must answer correctly in order to be grouped into one of these five proficiency levels is revealed in the [CDE’s technical memo](#) available on the CDE’s Web site.

**WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TESTS (CAT/6) SCORED DIFFERENTLY?** These two tests are quite different, and their scoring methods differ, too. When students take the CST, they are scored against five criteria. So in theory, all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” Students’ CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** California’s standards are very high, and the tests that measure students’ mastery are difficult. Just 41 percent of elementary school students scored proficient or advanced on the English/language arts test and 51 percent in math. Our state’s standards are considered by experts to be among the clearest and most rigorous in the country. To see for yourself how difficult the [California Content Standards](#) are, spend a few minutes reviewing them.

**ARE ALL STUDENTS’ SCORES INCLUDED?** Yes, the results of all students who took the test are included, with one exception. When schoolwide results are reported and fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy as called for by federal law. All students in grades two through eleven are required to take these tests unless their parents have requested waivers.

**HOW STATISTICALLY RELIABLE ARE THESE RESULTS WHEN VIEWED AT THE SCHOOL LEVEL?** The reliability of results depends on the number of students tested and the number of questions on the test. The scores of 300 students who answered 60 questions, for example, result in a very reliable schoolwide score. The results would be very similar if the same test were given to an identical group of students. However, if you’re reviewing the scores of only 20 students, you can expect the results to be quite different than if a different group of 20 students took the test. When fewer than 30 students’ scores are available, we do not report them because of this low level of reliability.

**WHERE CAN I FIND SAMPLE TEST QUESTIONS TO REVIEW?** You can find sample test questions for all of the California Standards Tests by going to the [CDE’s Web site](#). These questions are examples of questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has placed a wealth of resources on its Web site. First, the STAR test reporting site offers a path both to the detailed reports for schools and districts, and to assistance packets for parents and teachers. The [grades and subjects](#) covered by these tests are fully described. This site includes explanations of [technical terms](#) and scores. You’ll also find a [guide](#) to navigating the STAR reporting tool as well as help understanding how to [compare test scores](#).

### English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			87%	100%	<b>SCHOOLWIDE AVERAGE:</b> About 40 percent more students at Chadbourne scored proficient or advanced than at the average elementary school in Alameda county.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			47%	99%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			41%	99%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

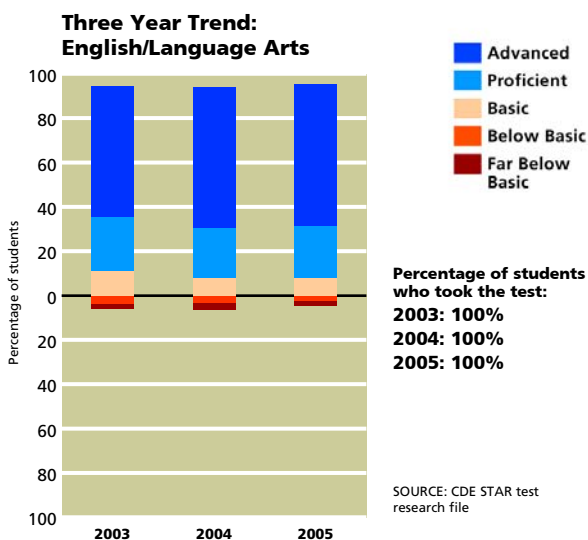
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			87%	329	<b>GENDER:</b> About the same percent of boys and girls at Chadbourne scored proficient or advanced.
Girls			88%	256	
English proficient			90%	483	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students whose native language is English. Because schools give this test in English, English learners tend to be at a disadvantage.
English learners			76%	89	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	23	<b>INCOME:</b> We cannot compare scores for these two groups because the number of students tested from low income families was either zero or too small to be statistically significant.
Not low income			90%	544	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			90%	564	
Asian American			92%	436	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			75%	114	

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, these test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how this school's scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for English/language arts for [first grade](#), [second grade](#), [third grade](#), [fourth grade](#), and [fifth grade](#) at the CDE's Web site.



### Math

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			91%	100%	<b>SCHOOLWIDE AVERAGE:</b> About 34 percent more students at Chadbourne scored proficient or advanced than at the average elementary school in Alameda county.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			57%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			51%	99%	

### Subgroup Test Scores

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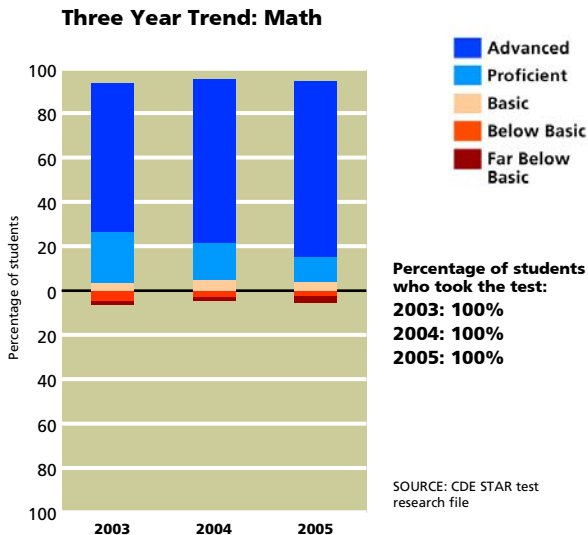
FAR BELOW BASIC, BELOW BASIC, AND BASIC PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			91%	329	<b>GENDER:</b> About the same percent of boys and girls at Chadbourne scored proficient or advanced.
Girls			91%	256	
English proficient			91%	483	<b>ENGLISH PROFICIENCY:</b> English learners scored about the same on this test as did students whose native language is English. Because schools give this test in English, English learners tend to be at a disadvantage.
English learners			90%	89	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	23	<b>INCOME:</b> We cannot compare scores for these two groups because the number of students tested from low income families was either zero or too small to be statistically significant.
Not low income			93%	544	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			93%	564	
Asian American			96%	436	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			79%	114	

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 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how this school's scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

You can read the math standards for [first](#) grade, [second](#) grade, [third](#) grade, [fourth](#) grade, and [fifth](#) grade at the CDE's Web site.



### Science

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			81%	98%	<b>SCHOOLWIDE AVERAGE:</b> About 45 percent more students at Chadbourne scored proficient or advanced than at the average elementary school in Alameda county.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			36%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			29%	99%	

### Subgroup Test Scores

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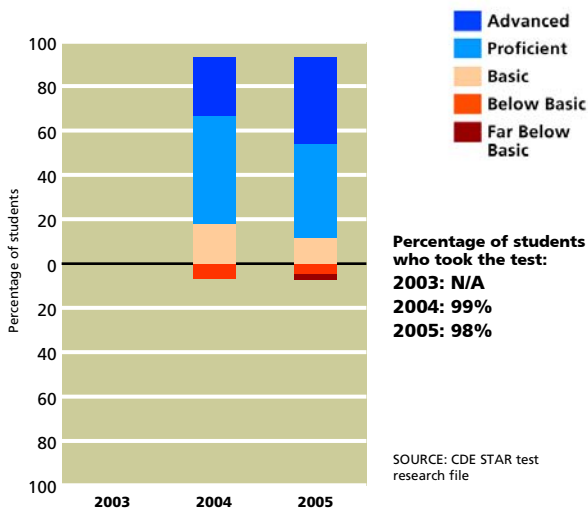
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			82%	77	<b>GENDER:</b> About two percent more boys than girls at Chadbourne scored proficient or advanced.
Girls			80%	49	
English proficient			82%	113	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	DATA STATISTICALLY UNRELIABLE		N/S	13	
Low income	NO DATA AVAILABLE		N/A	0	<b>INCOME:</b> We cannot compare scores for these two groups because the number of students tested from low income families was either zero or too small to be statistically significant.
Not low income			83%	116	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			83%	122	
Asian American			85%	97	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	24	

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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
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The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the [science standards](#) themselves by going to the CDE's Web site.

Two Year Trend: Science



# STUDENTS

## Students' English Language Skills, 2004–2005

LANGUAGE SKILL	DESCRIPTION	THIS SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	Percent of students proficient in English	81%	72%	68%
Students learning English	Percent of students who are still learning English	19%	28%	32%
Advancement rate to English proficiency	Percent of students learning English from 2003–2004 who graduated to English proficiency	24%	10%	7%

At Chadbourne, 81 percent of students were considered to be proficient in English, compared to 72 percent of elementary school students in Alameda county overall. Of the 19 percent of Chadbourne students who were still learning English, 24 percent advanced to English proficiency in the prior year. Immersion in the English language is now the preferred method of teaching students who are new arrivals. The phasing out of bilingual methods starting in 1999 is likely to have had an effect on English learners and their teachers. It's well worth asking about on your visit.

## Home Languages of Students Learning English, 2004–2005

Please note that this table describes the home languages of just those 145 students who speak a language other than English at home. At Chadbourne, the language most often spoken at home by these students was Mandarin (Putonghua). In California, it's common to find students who are learning English in classes with students whose English skills are well honed. So when you visit classrooms like this, be sure to ask the principal how their teachers work with language differences among their students.

LANGUAGE	THIS SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	4%	64%	85%
Vietnamese	1%	4%	2%
Hmong	0%	0%	1%
Cantonese	10%	7%	1%
Filipino/Tagalog	0%	4%	1%
Khmer/Cambodian	0%	1%	1%
Korean	5%	1%	1%
All other	81%	19%	7%

## Ethnicity, 2004–2005

ETHNICITY	DESCRIPTION	THIS SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	Percent of students who identify themselves as African American	1%	16%	8%
Asian American/ Pacific Islander	Percent of students who identify themselves as Asian American/Pacific Islander	77%	26%	11%
Latino/Hispanic	Percent of students who identify themselves as Latino/Hispanic	3%	30%	49%
White/European American/ Other	Percent of students who identify themselves as White/European American/Other	19%	28%	32%

Most students at Chadbourne identify themselves as Asian/Pacific Islander. In fact, there are about four times as many Asian/Pacific Islander students as White/European American/Other students, the second-largest ethnic group at Chadbourne. Overall, the ethnic composition of Chadbourne's student body looks very different from Alameda county's student body. You may notice that the percentages in the table above may not sum to 100 percent. The state of California allows citizens to choose more than one ethnic identity, or to select "multi-ethnic" or "decline to state." One of the consequences of this method of accounting is that the sum of all responses may not equal 100 percent.

**Family Income and Education, 2004–2005**

KEY FACTOR	DESCRIPTION	THIS SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low income indicator	Percent of students qualifying for free or reduced-price lunch	6%	41%	56%
Parents with some college	Percent of students who have one parent who has either attended or graduated from college	95%	62%	52%
Parents with college degree	Percent of students who have one parent who has graduated from college	89%	39%	29%

The “free or reduced-price lunch” subsidy goes to students whose families earn less than \$34,873 a year (based on a family of four). At Chadbourne, six percent of the students qualified for free or reduced-price lunches, compared to 41 percent of students in Alameda county. Keep in mind that a school could be half-filled with students whose families earned between \$10,000 and \$15,000 a year, and 50 percent of its students would be qualified for free or reduced price lunches. Another school could be made up entirely of students whose families earned between \$30,000 and \$33,000, and 100 percent of its students would also qualify for free or reduced price lunches. So this is not a great comparative measure of the financial well-being of the students at different schools.

The parents of 95 percent of the students at Chadbourne have attended college, and 89 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring. So it may be less accurate than it appears. About 100 percent of the students who took the standardized tests provided this information.

**AWARDS**

We are not aware of any awards this school has won since 2001. The absence of awards shouldn’t be taken to mean the school is undistinguished. If you are interested in identifying unusually talented teachers, or in finding exceptional programs, we recommend you speak with the head of the school’s parent organization, the lead teacher at the school, or the principal.

# TEACHERS

## Experience and Gender, 2004–2005

KEY FACTOR	DESCRIPTION	THIS SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years teaching experience	13	13	12
Newer teachers	Percent of teachers with one or two years of teaching experience	6%	11%	11%
Employed in district	Average years employed in this district	11	10	10
Male teachers	Percent of teachers in this school who are male	11%	14%	14%

Chadbourne’s teachers have, on average, about 13 years of experience, compared to about 13 years of experience for elementary school teachers throughout the county. But when evaluating the quality of a school’s teachers, you can’t automatically equate experience with greater wisdom or skill. While some teachers find ways to keep improving on the job, others get stuck in a rut. To judge teaching quality, we recommend two methods. First, talk to parents of students if you can. Second, observe teachers at work. In fact, observing as many teachers in as many grade-levels as possible will give you the firmest base of experience for making your assessment.

## Credentials Held by Staff, 2004–2005

KEY FACTOR	DESCRIPTION	THIS SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Elementary credential holders	Percent of staff holding an elementary credential (multiple subject)	100%	93%	93%
Secondary credential holders	Percent of staff holding a secondary credential (single subject)	20%	24%	19%
Trainee credential holders	Percent of staff holding an internship credential	0%	2%	4%
Emergency permit holders	Percent of staff holding an emergency permit	0%	2%	2%

About 100 percent of the faculty at Chadbourne hold an elementary credential. This is above the average for Alameda county elementary school teachers, which is 93 percent. Please note that teachers may have earned more than one credential. When they do, it is possible for the sum of all credentials held by teachers to exceed 100 percent. If teachers hold special waivers, it is possible for the sum of all credentials to fall short of 100 percent.

None of the faculty at Chadbourne hold trainee credentials. In comparison, two percent of elementary school teachers throughout the county hold trainee credentials. Trainees are essentially interns or student teachers. They have had classroom experience, and are working under the supervision of tenured teachers. Because they have all earned B.A. degrees, and have passed their teaching exam, the California Basic Educational Skills Test (CBEST), it is possible that a teacher who holds a district or university intern certificate is more qualified than someone who holds an emergency permit.

None of the faculty at Chadbourne hold emergency permits. In comparison, two percent of elementary school teachers throughout the county hold these emergency permits. For reference, emergency permits are issued by school districts when no credentialed person is available for a position. Districts also issue emergency permits when the person available for a job doesn’t meet the formal employment criteria. The holder of an emergency permit will hold a bachelor of arts degree, and will have passed the teaching exam called the CBEST test. But she will usually lack the preparatory coursework that California requires before issuing a regular credential.

Be aware that some districts compete more effectively for credentialed teachers than others. Those districts that can offer better pay, benefits and working conditions will have a competitive advantage when recruiting credentialed teachers to their ranks. The teacher shortage of prior years has eased up considerably as newer

teachers have been laid off by districts forced to cutback staff to make ends meet. In many districts, teachers with math and science experience are still in short supply. Our advice is to use these facts about Chadbourne’s faculty as a starting point for your discussions with the principal. We advise that you observe classroom teaching in as many classrooms as you have time to visit.

**Teacher Ethnicity, 2004–2005**

ETHNICITY	DESCRIPTION	THIS SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	Percent of teachers who identify themselves as African American	3%	8%	4%
Asian America/ Pacific Islander	Percent of teachers who identify themselves as Asian American/Pacific Islander	17%	11%	6%
Latino/Hispanic	Percent of teachers who identify themselves as Latino/Hispanic	0%	10%	17%
White/European American/ Other	Percent of teachers who identify themselves as White/European American/Other	80%	71%	73%

Most teachers at Chadbourne identify themselves as White/European American/Other. In fact, there are about five times as many White/European American/Other teachers as Asian/Pacific Islander teachers, the second-largest ethnic group at Chadbourne. Overall, the ethnic composition of Chadbourne’s staff looks roughly the same as staffs throughout Alameda county. You may notice that the percentages in the table above may not sum to 100 percent. The state of California allows citizens to choose more than one ethnic identity, or to select “multi-ethnic” or “decline to state.” One of the consequences of this method of accounting is that the sum of all responses may not equal 100 percent.

**TECHNICAL NOTES**

**DATA RECENCY:** Most data is taken from the 2004–2005 academic year. The facts about teachers and students come from the California Basic Educational Data System census, which occurred in early October 2004. The California Standards Test results and the CAT/6 results are both from the spring 2005 test cycle. The Academic Performance Index and Adequate Yearly Progress results were released between September 2005 and November 2005. College enrollment data comes from the California Post-Secondary Education Commission, and describes the freshmen enrollments of those high school seniors who graduated June 2004. The CDE may require as long as nine months from the date they acquire the data before they are able to release it.

**DATA SOURCES:** Almost all the data comes from the California Department of Education annual census program called the California Basic Educational Data System (CBEDS). The California Standards Test results are released separately by the test publisher, Educational Testing Service, to the Department of Education. The California Achievement Test, Sixth Edition, (CAT/6) is a McGraw-Hill product, and is also part of the STAR test program.

**COMPARATIVE METHODS:** We offer two benchmarks in the data tables to which you can compare a school: county and state averages for elementary schools. In the text that follows each data table, we prefer county level comparisons, but only when there are enough schools to make those comparisons statistically meaningful. When there are fewer than 20 elementary schools in the county, we favor using statewide averages for comparison purposes.

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**DISCLAIMER:** We make every effort to assure the accuracy of the information contained in your school profile. But we can’t guarantee that it’s perfectly correct or completely current. In legalese, here’s what this means: **School Wise Press makes no express or implied warranties for this product, and we are not responsible for any errors or omissions. Nor are we responsible for any damages caused by the use of the information contained herein.** Before making decisions based on this information, we strongly recommend that you visit the school and ask the principal to review and comment on the data itself. That’s the best safeguard against errors that may occur at any point in the process, from the initial self-reporting of teachers and principals to the final compilation.