

Executive Summary School Accountability Report Card, 2005-06

For Nesbit Elementary School

Address: 500 Biddulph Way, Belmont CA 94002-2711
Principal: Cherie Ho

Phone Number: (650) 637-4860
Grade Span: K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Nesbit Elementary is a neighborhood K-5 school located near Hwy 101 and El Camino Real. The school campus is nestled in a park like setting with large athletic fields for community use. The diverse student population of 350 is made up of families from Belmont and Redwood Shores. Academic excellence, good character and development of social skills, are all necessary for students to become good citizens in their community. School provides support for reading and English Language Development, and offers after school programs to encourage extensions to learning. Nesbit has a wireless learning lab and library to enhance the development of literacy. Parents are encouraged to volunteer and our PTA provides fiscal resources for classroom materials, field trips and assemblies. Our Parent Involvement & Leadership Facilitator provides outreach to our parents to become leaders and supporters of the educational process and our School Climate Facilitator promotes conflict management skills for effective communication. The API score for this year was 814 with 52% of our students scoring proficient or advanced in English Language Arts and 65% proficient or advanced in math. 60% of our fifth graders scored proficient or advanced in science.

Student Enrollment

Group	Enrollment
Number of Students	328
African American	5.2 %
American Indian or Alaska Native	0.0 %
Asian	18.3 %
Filipino	4.9 %
Hispanic or Latino	18.3 %
Pacific Islander	1.8 %
White (Not Hispanic)	44.8 %
Multiple or No Response	6.7 %
Socioeconomically Disadvantaged	12.7 %
English Learners	11.0 %
Students with Disabilities	10.0 %

Teachers

Indicators	Teachers
Teachers With Full Credential	21
Teachers Without Full Credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Site inspections include the maintenance of the building as well as the grounds. The elevator lift in the multipurpose room is inspected weekly and monitored for safety and good working order, Fire safety equipment and security systems are monitored on an annual basis and repaired immediately when necessary. Annual tree pruning and weekly maintenance of grounds keep the school clean and safe.

Repairs Needed

The following repairs were necessary for this year: replacement of floor tiles, broken window and a skylight. Our picnic tables and benches need sanding and paint.

Corrective Actions Taken or Planned

This year the district resurfaced and established a new parking lot on the north side of the campus. The pre-school day care and special day classes have approximately 35 new parking spaces. New gates for exit and entry were established and directional arrows were painted. An Eagle Scout from our community organized 42 persons to sand and re-paint all of our picnic tables and benches and landscaped the planters in back of the library. A new project for next year would be to repaint lines on the playground for games and boundaries.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0 %
Mathematics	0 %
Science	0 %
History-Social Science	0 %
Foreign Language	0 %
Health	0 %

School Finances 2004-2005

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$8,682
District	\$7,497
State	\$4,743

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	52
Mathematics	65
Science	60
History-Social Science	N/A

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	814
Statewide Rank (from 2005 API Base Report)	5
2006-07 Program Improvement Status	N/A

School Accountability Report Card Reported for School Year 2005-06 *Published During 2006-07*

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 at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School Information		District Information	
School Name	Nesbit Elementary	District Name	Belmont-Redwood Shores Elementary
Principal	Cherie Ho	Superintendent	John McIntosh (05-06); Dr. Emerita Orta-Camilleri (06-07)
Street	500 Biddulph Way	Street	2960 Hallmark Dr.
City, State, Zip	Belmont, CA 94002-2711	City, State, Zip	Belmont, CA 94002-2943
Phone Number	650-637-4860	Phone Number	650-637-4800
FAX Number	650-637-4867	FAX Number	650-637-4811
Web Site	www.belmont.k12.ca.us/main/nesbit/	Web Site	www.belmont.k12.ca.us
E-mail Address	cho@belmont.k12.ca.us	Email Address	EOrta-Camilleri@belmont.k12.ca.us
CDS Code	41-68866-6043475	SARC Contact	Jeannie.Bosley@belmont.k12.ca.us

School Description and Mission Statement

This section provides information about the school's goals and programs.

Nesbit School, located in the City of Belmont on the peninsula south of San Francisco, is one of five elementary schools in the Belmont- Redwood Shores School District. Students are promoted to the 6th grade at Ralston Middle School, the only middle school in the District.

The Nesbit School community consists of families for whom education is a priority. The school is the hub of the community for many of these parents. Families enthusiastically support the Parent Teacher Association, School Site Council and countless volunteer activities and projects. Pride in Nesbit's distinguished school recognition was reflected from all members of the school community.

Mission and Goals

Nesbit School's mission is to create educational opportunities with high standards in a nurturing, respectful environment and to develop the full potential of each student in our diverse community.

Opportunities for Parental Involvement

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

<ul style="list-style-type: none"> ● Adopt-a-Class ● Book Fair ● Candy Cane Lane ● Classroom field trips (chaperones) ● Classroom Helpers ● Classroom supplies ● Computer education ● Discovery Day ● Emergency Preparedness ● Escrip ● Family Math 	<ul style="list-style-type: none"> ● 5th grade graduation party ● Hot Lunch Program ● Leadership Team ● Library Volunteers ● Monetary gifts ● Parent education ● Parent Teacher Association ● Project Self Esteem ● Read Across America ● Red Ribbon Week ● TV Turnoff Week
--	--

Student Enrollment by Grade Level

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	132	Grade 8	0

Grade 1	39	Ungraded Elementary	0
Grade 2	38	Grade 9	0
Grade 3	39	Grade 10	0
Grade 4	36	Grade 11	0
Grade 5	44	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	328

Student Enrollment by Group

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	5.2	White (not Hispanic)	44.8
American Indian or Alaska Native	0.0	Multiple or No Response	6.7
Asian	18.3	Socioeconomically Disadvantaged	12.7
Filipino	4.9	English Learners	11.0
Hispanic or Latino	18.3	Students with Disabilities	10.0
Pacific Islander	1.8	---	---

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	2003-04				2004-05				2005-06			
	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	19.0	2			15.3	3			18.9	7		
1	16.5	2			19.5	2			19.5	2		
2	19.5	2			20.0	2			19.0	2		
3	19.5	2			19.5	2			19.0	2		
4	26.0		1		28.0		1		25.0		1	
5	25.5		2		27.0		2		26.0		2	
6												
K-3	20.0	1										
3-4	20.0	1										
4-8					26.0		1		29.0		1	
Other												

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

II. School Climate

School Safety Plan

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

Date of Last Review/Update	September 1, 2005	Date Last Discussed with Staff	September 14, 2005
<p>Nesbit School has a Comprehensive School Safety Plan in place, which meets all of the requirements of SB 187. The plan is reviewed annually and updated as needed. The plan includes:</p> <ul style="list-style-type: none"> • Emergency response information • School maps • Roles of personnel • Emergency preparedness guidelines • Procedures to follow during specified emergencies • A management plan • First-aid procedures <p>Drills are held on a regular basis for fire and earthquake safety. Nesbit's PTA sponsors a drive each year to ensure that each classroom has portable basic emergency supplies.</p>			

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

<p>School procedures and rules are described in the school handbook that is distributed to parents each September and in Nesbit's Expectations of Behavior. Students participate in various activities designed to create motivation and offer recognition such as:</p> <ul style="list-style-type: none"> • Book-It • Red Ribbon Week • Speech and Spelling contests • Field trips • Outdoor Education • D.A.R.E. • Winter and Spring concerts • Annual 5th grade musical • Presidential Academic Fitness awards <p>Third graders participated in STOP (Students Teaching Other Peers) learning about resiliency and asset building from Ralston Middle School students.</p> <p>Students use Conflict Resolution strategies to resolve disagreements.</p>

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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	2.55%	.38%	.61%	1.38%	.94%	4.83%
Expulsions	0%	0%	0%	.04%	.49%	.08%

III. School Facilities

School Facility Conditions and Improvements

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

<p>Age of Buildings: This school has 23 classrooms, a music room, a library, a multipurpose room, and administrative offices (in 2005-2006). The main buildings were constructed in 1953, and modernized in 1994 and 2004. Two portable classrooms were installed on the campus in 1999.</p> <p>Cleaning Standards: The District has adopted cleaning standards for each school, and a copy of these is available in the principal's office. The principal works daily with the custodial staff to develop and implement cleaning practices that ensure a clean and safe school campus.</p> <p>Maintenance and Repair: District maintenance staff, assisted as necessary by outside contractors, keep the school in good repair. Work orders are completed in a timely manner, and tracked on a computerized system of record keeping, which also allows priority to be assigned to emergency repairs.</p> <p>Complaints and Reports of Conditions Requiring Remedy: Each classroom contains a notice regarding the availability of complaint or report of unsafe condition forms, which can be found in the principal's office. The District uses the Uniform Complaint Process (per Board Policy) in responding</p>

to all filed complaints.

Of the 24 classrooms at Nesbit in the 2005-2006 school year, 16 classrooms are used for regular instruction and 2 house district special day programs, pre – School Speech and Language students. The other classrooms and 3 smaller rooms are used for Science, Instrumental and Choral Music and small group instruction in Reading, the English Language Learners Program, Speech and Language, and the Resource Specialist Program.

Every instructional space in our school, including the library, has Internet access and at least one computer with CD ROM. We have 98 computers for student use, 91 of them with CD ROM. In January, our new Electronic Arts Learning Center was dedicated with 60 wireless laptops and six new workstations.

Every teacher in the District has a computer for both instruction and classroom management. Every staff member has received technology training. Every staff member is assigned a telephone number and voice mailbox.

School Facility Conditions Good Repair Status

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

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		Skylight replaced in boy's bathroom. – April 2006.
Interior Surfaces (walls, floors, and ceilings)	X		Tiles replaced in room 8. – Sept. 2006
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		Fountain outside office repaired – Sept. 2005
Restrooms	X		Floors in outside bathrooms redone – Summer 2005
Sewer	X		
Playground/School Grounds	X		
Other			

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	16	16	21	137
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	9

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	2004-05	2005-06	2006-07
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 NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found 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	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Qualified substitute teachers are available when school personnel are absent. Substitute teachers are required to have a bachelors degree and pass the CBEST test.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Tenured teachers are evaluated every two years, while temporary and probationary teachers are evaluated each year up to two consecutive years. The principal and teacher formulate goals and set a schedule for a pre-conference, classroom observation and post-conference. Principals schedule two formal classroom observations for tenured teachers and three formal observations for probationary teachers. During the year, the principal makes many informal observations in the classroom and shares feedback with the teacher. At the end of the year a summative evaluation is written and placed in the teacher's file.

V. Support Staff

Academic Counselors and Other Support Staff

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		
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)	.20	---
Psychologist	.20	---
Social Worker		---
Nurse	on call	---
Speech/Language/Hearing Specialist	.5	---
Resource Specialist (non-teaching)	.5	---
Other (Inclusion aide and Paraprofessionals)	2.4	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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	Houghton Mifflin: <i>Reading</i> 2002 – 2003	0%
Mathematics	McGraw Hill: <i>Everyday Mathematics</i> 2002 – 2003	0%
Science	Harcourt Brace, FOSS, Houghton Mifflin 2001 – 2002 Note: New standards based textbooks will be adopted in 2007 – 2008	0%
History-Social Science	K-2 Harcourt Brace: <i>Social Studies C2000</i> 1999-2000 3-5 McGraw Hill: <i>Adventures in Time and Place</i> 1999-2000 Note: New standards based textbooks will be adopted in 2006 – 2007	0%

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <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	\$11,707	\$3,025	\$8,682	\$64,819
District	---	---	\$7,497	\$63,976
Percent Difference - School Site and District	---	---	116%	101%
State	---	---	\$4,743	\$56,471
Percent Difference - School Site and State	---	---	183%	116%

Types of Services Funded

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

<ul style="list-style-type: none"> • Regular Education • After School Sports • API donations • Class Size Reduction • Community Day School • Governor's Performance Awards • Guidance • Homework Centers • Music • Outdoor Education • Summer School • School Force • Local Grants <p>Special Education</p> <ul style="list-style-type: none"> • Home to School Transportation • County Sp Ed • Psychologists • Speech 	<ul style="list-style-type: none"> • Teachers • Classified Staff • Benefits • Books & Supplies • Dist Block Grant • Drug Free/Title IV • ELLP • Equipment • Food Services • Health Services • Teacher Quality • Title I • Title II • Title III • Title III not LEA • Title V • Title VI • School Safety Violence Prevention 	<ul style="list-style-type: none"> • ACSD Grant • Arts Ed Partnership • Classroom Library • EIA • Ed. Tech • GATE • Instructional Materials • Instructional Mat/Staff Buyout • IMFRP • Lottery Prop 20 • Miller Unruh • Oracle Grant • Public School Library • School Safety • SIP • Standards Based • Tobacco Use Preventions Education • Tolerance Ed
---	---	---

<ul style="list-style-type: none"> • SP Ed IDEA • RSP, SDC & NPS 	<ul style="list-style-type: none"> • Services • National Board Certified Teachers • BTSA • Staff Development 	<ul style="list-style-type: none"> • TUPE Elementary
--	--	---

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information 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 can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,508	\$37,797
Mid-Range Teacher Salary	\$62,031	\$57,601
Highest Teacher Salary	\$80,120	\$71,233
Average Principal Salary (Elementary)	\$114,465	\$88,676
Average Principal Salary (Middle)	\$118,950	\$91,944
Average Principal Salary (High)		\$81,156
Superintendent Salary	\$144,067	\$127,179
Percent of Budget for Teacher Salaries	38.9	42.1
Percent of Budget for Administrative Salaries	8.0	5.8

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	33	47	52	57	65	70	36	40	42
Mathematics	37	58	65	60	66	73	34	38	40
Science	23	21	60	49	49	59	25	27	35
History-Social Science				49	48	63	29	32	33

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	50	67	*	
American Indian or Alaska Native				
Asian	56	75	*	
Filipino	*	*	*	
Hispanic or Latino	25	36	*	
Pacific Islander	*	*		
White (Not Hispanic)	76	87	72	

Male	49	69	48	
Female	55	59	71	
Economically Disadvantaged	18	45	*	
English Learners	0	28	*	
Students with Disabilities	20	40	*	
Students Receiving Migrant Education Services				

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	35	45	48	65	67	68	43	41	42
Mathematics	52	50	72	73	74	75	51	52	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian	*	*
Filipino	*	*
Hispanic or Latino	*	*
Pacific Islander	*	*
White (not Hispanic)	61	83
Male	38	69
Female	64	79
Economically Disadvantaged	*	*
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

District Writing Assessment Spring 2006 Grades 2 - 6										
Second Grade		Third Grade		Fourth Grade		Fifth Grade		Sixth Grade		
To Standard	Not Yet to Std	To Standard	Not Yet to Std	To Standard	Not Yet to Std	To Standard	Not Yet to Std	To Standard	Not Yet to Std	
146	86	165	91	117	116	133	101	70	132	
63%	37%	64%	36%	50%	50%	57%	43%	35%	65%	

District Math Assessment End of Year 2006										
--	--	--	--	--	--	--	--	--	--	--

Grades K - 5

Kindergarten		First Grade		Second Grade		Third Grade		Fourth Grade		Fifth Grade	
To Standard	Not Yet to Std	To Standard	Not Yet to Std	To Standard	Not Yet to Std	To Standard	Not Yet to Std	To Standard	Not Yet to Std	To Standard	Not Yet to Std
261	17	247	23	176	19	241	20	205	30	174	61
93%	7%	91%	9%	90%	10%	92%	8%	88%	12%	74%	26%

California Physical Fitness Test Results

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 fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
5	28.9 %
7	N/A
9	N/A

IX. 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 CDE Web site 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	2003-04	2004-05	2005-06
Statewide	5	4	5
Similar Schools	1	1	1

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			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	-12	53	65	814
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-40			
Pacific Islander				
White (not Hispanic)	1	73	85	903
Socioeconomically Disadvantaged	-37			
English Learners	--	--		
Students with Disabilities	--	--		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Not applicable.

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	N/A	N/A
First Year of Program Improvement Implementation	N/A	N/A
Year in Program Improvement	---	---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

X. School Completion and Postsecondary Preparation

Nesbit is an Elementary school. No data are available for this section

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Course of Study

- English/Language Arts
- Mathematics
- Science
- History/Social Science
- Visual and Performing Arts
- Physical Education

- Health

Instruction and Support for Special Needs

Support for special needs of students begins with Student Success Teams comprised of parents, teachers, specialists, and administrators, who meet regularly to develop strategies to help students become more successful in school. They coordinate school resources and services which may include:

- Resource Specialist Program
- English Language Learners Program
- Reading Specialist
- Group and Family Counseling referrals
- Speech & Language services
- Pre-School Special Day Class School
- School Psychologist services
- Title I program

School Site Leadership

Nesbit teachers have been recognized by the San Mateo County Kent awards for special achievement. Paul Ternullo, June Irhazy, Sally Burgess, and John DaBaldo have been recognized for their integrated activities in the arts. Gina O'Neal was cited for her exceptional work with inclusion students. Marilyn Schwarz, a community volunteer, was honored for her 3rd grade music program in 2002. Teachers also serve on district wide curriculum committees, as mentor teachers responsible for staff training, and as master teachers for college students.

Instructional Staff Qualifications

All teachers are credentialed by the State of California. All Nesbit teachers have completed graduate work.

All substitutes used by Nesbit School have passed a qualifying examination administered by the State of California. When a teacher is absent from class, a qualified substitute teacher teaches the class. If a substitute is not available, the class is taught by a credentialed district administrator or a teacher without a regular class assignment. Last year, teachers averaged about 1 day of absence per month. This included illness, in-service training, and other leaves.

Student/Teacher Ratio

Classrooms have a maximum class size of 20 students in Kindergarten through 3rd grade. During 2005-2006, K - 3rd grades were staffed at a ratio of 19.1 to 1. With rare exceptions, classes do not exceed 28 students in grades 4 and 5.

Through SIP and Title I funds, instructional assistants were provided for classrooms. Further assistance is provided by parent volunteers in the classroom. They help with small group and individual instruction in various content areas. Three volunteers from Project Read work with primary students in reading. One high school student intern works with students twice a week.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Staff development activities are determined through a process which begins with the staff identifying needs that are related to the goals identified in the Single Plan for Student Achievement. District-wide needs identified through the Strategic Plan process are also incorporated into the plans for staff development. The calendar and topics for staff development conducted on non-student days are identified in the Single Plan for Student Achievement each year. Nesbit School's teachers participate in two days of staff development before the students return to school. One additional staff development day was conducted during the school year. Students are dismissed early on Wednesdays to provide teachers with opportunities for collaborative planning, grade level articulation, and other training.

During staff development times, teachers received training in:

- a. English Language Arts
- b. Mathematics
- c. Grade Level Teaming
- d. Curriculum Planning for the Year
- e. Special Education
- f. Curriculum and Instructional Practices
- g. Standards and Assessment

Individual staff members also participated in off-site workshops and training of their choice in order to keep abreast of educational research and increase knowledge and skill in curricular areas.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each

grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	39,775	36,000
1	51,225	50,400
2	51,225	50,400
3	51,225	50,400
4	54,530	54,000
5	54,530	54,000

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

The school scheduled 10 minimum days during the school year to conduct parent conferences at the end of the Fall and Spring trimesters. In addition, each Wednesday during the school year is a minimum day for students. Wednesday afternoons are used for staff development, curriculum planning, and grade level meetings. The last day of school in June is also a minimum day. Total minimum days: 47 (10 + 36 + 1).