

Argonne Year Round Alternative School1

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Ms Robin Sharp, Principal

S.F.U.S.D.

2000-2001 School Accountability Report Card

Fall 2000

School Description

Argonne Year-Round Alternative School provides an academic program based on core values of interdisciplinary teaching, multiple intelligences theory, and the development of creative and critical thinking. Students attend Argonne from many parts of San Francisco, fostering a culturally diverse student body. The school year runs from July through June. This extended calendar provides more time for an enriched educational program with less need for review. Teachers meet regularly to design their curriculum, aligning it to standards, and implementing new strategies to enable all students to be successful. Our instruction is guided by Howard Gardner's "Theory of Multiple Intelligences". Teachers apply this theory within learning experiences that develop students' understanding of important concepts and skills. Argonne's teachers help students make the connections between the things they are learning in school with the world outside of the classroom. Frequent field studies and community outreach are essential to the curriculum. The Argonne community has a strong shared decision-making structure which actively includes parents. The whole school community has developed a governance model of parent/teacher committees to do the important work of making Argonne a wonderful place for children.

School Priorities

For each district goal (listed below), there are measurable objectives. Every school has developed a school site plan to achieve each objective and has identified its individual school priorities:

A To improve the academic achievement of all students in reading literacy and mathematical problem solving.

B The full implementation of Argonne Technology Plan.

C Continued improvement of staff, parent and community participation in the educational process.

District Mission and Goals

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.

To achieve this mission, the Board of Education has adopted the following goals: 1) To improve teaching and learning to enhance the academic achievement of all students; 2) To improve staff, parent and community participation in the educational process; 3) To maintain school environments that are safe, secure and attractive; 4) To build a school environment that is fully integrated in all its programs and activities and provides equal opportunity for all students; 5) To improve and expand the Early Childhood Education Program and integrate it into the K-12 Program; and 6) To increase and expand inter-agency collaboration to better serve our students.

Philosophical Tenets

In order to achieve these objectives, the Board has adopted the following set of philosophical tenets:

- * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity.
- * All individuals want to learn and to be recognized for their achievements.
- * Learning is an interactive process that occurs when students understand and are able to communicate new concepts through carefully crafted and guided challenging experiences defined by clear learning goals and rigorous performance standards.
- * All individuals are entitled to be treated with respect and dignity.
- * All individuals can learn.
- * All individuals learn in many different ways and at varying rates.
- * Each individual learns best in a particular way.
- * All individuals are both potential learners and potential teachers.
- * Learning has both cognitive and affective dimensions.
- * Teachers, administrators and staff are partners with students in the learning process. If students fail, all partners should accept full responsibility for this failure and take action to ensure success.
- * Parents want their children to attain their fullest potential as learners and to succeed academically.

Grade Span:	K-5	Student Enrollment:	397	LEP/NEP (ELL) ¹ :	30.2%
Building (sq.ft.):	51,480	Average Daily Attendance:	98.20%	EDY ² :	23.2%
Year of Construction:	1971	Optional Enrollment Requests:	100%	% of Points Met ³ :	85%
Children Center/Childcare:	Yes	Title I/State Pre-K Program:	No	Student Uniforms:	No

¹ LEP/NEP(ELL): Limited English Proficient or Non English Proficient (English Language Learner)

² EDY: Educationally Disadvantaged Youth

³ % Met: Refers to the objectives to achieve SFUSD goals

Counseling and Student Support Services

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. Support for students is provided by the principal, paraprofessionals, speech therapist, resource specialist, the student advisor, classroom volunteers and a reading Intervention TEAM. Cantonese and Mandarin speaking teachers/paraprofessionals are available to assist students and parents in their first language. Our Student Council assists in developing and implementing school standards of behavior, initiates school activities for positive student involvement, and participates in the resolution of school problems. A program for conflict management called "Talking it Out" is used throughout the school. This program uses a facilitator and a dialogue process guiding students to resolve their own conflicts.

Student Attendance and Dropout Rate

Dropout rate 1997-98 = 1.7% 1998-99 = .2% 1999-00 = 0%

The District's K-5 average attendance for 1999-2000 was 95.1% and the dropout rate was 1.3%. At Argonne ES, attendance for the year was 98.2%, excused absences were 1.8%, unexcused absences were 0%, and the dropout rate was 0%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. Argonne's attendance rate is excellent. Most students choose to attend all of the extended days offered. Our attendance is monitored carefully and our mobility rate is low.

Student Achievement

SAT9 (Spring 1998, 1999 & 2000)

	1998	1999	2000
Reading	43	44	48
Math	52	54	59

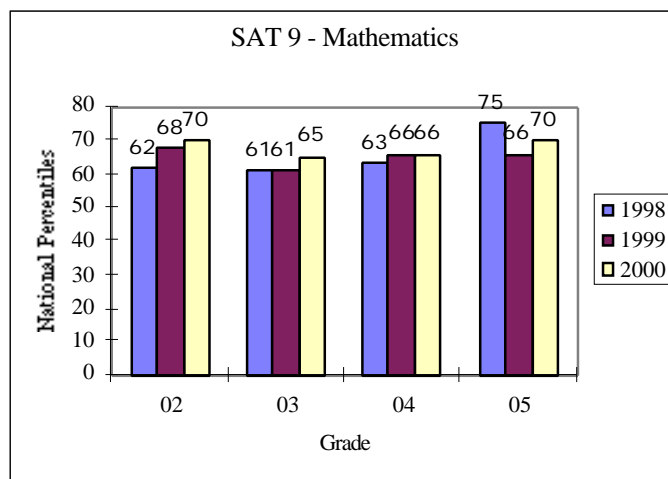
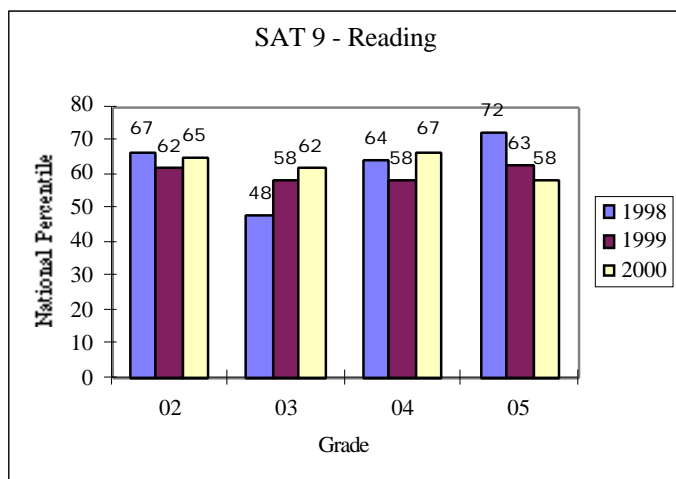
*Unmatched performance data

Portions of the Stanford Achievement Test 9 (SAT9) are used by this District to measure individual student progress and proficiency standards.

Academic Performance Index

	Statewide	Similar Schools
2000 Rank	8	3

Details about the API program including an explanation of the nature and purpose of the various components can be found on the web at "www.cde.ca.gov/psaa/api"



Ethnic/Gender Diversity

Ethnic/Gender Representation (Percents)

	Total	AA%	AI%	C%	F%	J%	K%	L%	ONW%	OW%	Male%	Female%
Students	397	8.1	0.3	37.8	2.3	2.8	0.3	4.8	13.9	28.2	49.9	50.1
Certificated	19	0.0	0.0	15.8	5.3	0.0	0.0	0.0	0.0	78.9	15.8	84.2
Classified	3	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	66.7	33.3
Paraprofessional	8	12.5	0.0	25.0	0.0	12.5	0.0	12.5	12.5	25.0	12.5	87.5

The Argonne community is committed to ethnic and cultural diversity in its staff and student body, as well as its governing committees. This commitment recognizes the richness of experience that can be brought to a school community in which diversity is valued. The Argonne community believes this commitment is an important validation of our children's future in a pluralistic society.

Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle and District priorities. In 1997-98, there were district-wide adoptions of K-8 English Language Arts, K-5 Spanish Language Arts, 9-12 Spanish, economics, biology, biotechnology and physics instructional materials and in 1999-2000 there was an adoption for K-8 History/Social Science. Content and performance standards for English Language Arts, mathematics, and science are being implemented.

The Argonne staff understands that implementation of the meaningful curriculum exceeds the limitations of one adopted text devoted to one discipline. The Argonne instructional team is committed to supplementing the textbooks/materials provided through district and state monies. With help from the entire Argonne community, students are provided with an ever growing print library and technological resources. These enhancements are acquired by utilizing Argonne community-raised funds, grants, and participation in special projects such as the yearly Book Fair.

School Facilities and Safety

Current Conditions

Argonne now occupies a newly built facility. In addition to bright, spacious classrooms, the school plant offers a library, computer lab, a music room, a multi-purpose room, a community kitchen to support Argonne social events, three childcare programs, a small roof garden, and a parent center. Kindergarten students have their own play yard.

Planned Improvements

Our new facility is one of the best secured and provides a well designed emergency plan for our students and staff.

Needed Improvements

Parent/Community Involvement

Our governance allows for families to be involved in all the operations and programs of the school. The Argonne Council of Empowerment, ACE, is chartered as a parent teacher organization. It acts on all major decisions by survey, panel participation, or community meetings. Each of its working councils has parent and teacher members. Under the guidance of Argonne's English Language Advisory Council (ELAC) our Cantonese speaking Outreach Consultant guides discussions on topics of importance to participating parents. Russian translation is also available. An active group of parents/guardians volunteer regularly on site, from their workplace, or from home.

For further information about our school or if you have questions about this document, please feel free to call us.

Si necesita información sobre nuestra escuela o si tiene alguna pregunta sobre este prospecto, llámenos.

Nếu muốn biết thêm chi tiết về trường học hoặc về tập tài liệu này, xin quý vị gọi điện thoại cho chúng tôi.

Kung kailangan ang karagdagang impormasyon tungkol sa ating paaralan O gustong magtanong tungkol sa mga kailangang dokumento, maaari kayon tumawag sa amin.

Если у Вас есть вопросы, или нужна дополнительная информация, пожалуйста позвоните по телефону.

如果你們需要任何有關學校的資料或有任何關於此文件的問題，請打電話與我們聯絡。

San Francisco Unified School District

555 Franklin Street

San Francisco, CA 94102

Attn: Argonne Year Round Alternative School1