

## **School Accountability Report Card**

### **School Year 2001-2002**

SFUSD #435

CA ID #6040737

**Argonne Elementary School**

**680 18th Avenue, San Francisco, CA 94121**

**Ms Robin Sharp, Principal**

**Phone: 415-750-8460**

**FAX: 415-750-8462**

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### Argonne Elementary School

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Phone: 415-750-8460

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**Enrollment:** 397  
**Grades Served:** K-5

**email:** [sch435@muse.sfusd.edu](mailto:sch435@muse.sfusd.edu)

**Web Site:**  
[www.sfusd.edu/schwww/sch435/](http://www.sfusd.edu/schwww/sch435/)

#### SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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**Address:** 555 Franklin St., San Francisco, CA 94102  
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### 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.

## Vision Statement

We envision Argonne students who:

- desire and have the ability to utilize their minds in a critical, creative manner, neither fearful to experiment with new ideas nor afraid to make a mistake;
- possess a wealth of knowledge and an array of skills and are able to utilize all available resources to enhance thinking and learning, responsibly following where curiosity and passion lead;
- transfer knowledge, skills, and resources to new situations;
- feel deep connections with family, school, peers, and the community at large;
- celebrate likenesses and differences in the people who surround them and show wonder and delight in their own ethnic and cultural heritage;
- utilize democratic principles in developing ways to work and play, never ignoring anyone's rights and being responsible for their own actions;
- have total confidence in self intellectually, culturally, socially, and physically, easily becoming excited about solving a problem or dealing with a challenge, willing to question their own and others' assumptions and building on the combined vision.

## Opportunities for Parental Involvement

**Contact Person Name:** Robin Sharp

**Contact Person Phone Number:** 750-8460

Organized opportunities for parental involvement:

The Argonne governance model allows for families to be involved in all of the operations and programs of the school. The Argonne Council of Empowerment (ACE) is a parent/ teacher organization. ACE Committees made up of parents and teachers meet regularly to create and maintain the support systems that provide Argonne students with a meaningful school experience. The Linking Council (SSC) of elected parents, staff and teachers meets monthly to act on suggestions of the working committees, provide fiscal oversight, and oversee the site plan. Parents volunteer in classrooms, go on field trips, organize and attend school events (School Picnic, May Festival, Family Gym Nights, and other evening presentations). Volunteer opportunities for parents are printed regularly in the school newsletter.

## I. Demographic Information

**Student Enrollment** The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

<b>Racial/Ethnic Category</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
African-American	32	8.1
American Indian or Alaska Native	1	0.3
Asian-American	217	54.7
Filipino-American	9	2.3
Hispanic or Latino	19	4.8
Pacific Islander	0	
White (Not Hispanic)	112	28.2
Other	7	1.8

## II. School Safety and Climate for Learning

### School Safety Plan

**Date of Last Review/Update:** 8/27/2001  
**Date Last Reviewed with Staff:** 10/15/2001

Key elements of School Safety Plan:

1. To ensure a safe, secure school learning environment.
2. To implement tobacco, drug and violence prevention programs mandated by district.
3. To develop a program for self-esteem building and kindness to others.
4. To provide a variety of activities during and after school for students to get to know each other and have fun.

### School Programs and Practices that Promote a Positive Learning Environment

All teachers have been trained in the conflict management program "Talk It Out". There are many opportunities for students to participate in leadership activities. We have a Student Council, Talk It Out Managers, Recycling Monitors, and a Student Advisory Committee. In addition, adults lead games at recess and lunch for both younger and older students. The library is open during recesses and lunch. Our multiple intelligence focus helps each student develop their own special talents. Our school has a wonderful arts enrichment program which includes dance and movement, visual, and performing arts. This year each class will take part in the Poets in the Schools program. To provide additional support for student achievement and self-esteem, we have a Reading Team, Math Team and Student Success Team (SST). After school, students may choose to participate in Academic Chess, Piano Keyboarding, and Dance.

## Suspensions and Expulsions

	School			District		
	1999	2000	2001	1999	2000	2001
<b>Suspensions (number)</b>	3	5		1,712	1,935	1,791
<b>Suspensions (rate)</b>	0.8%	1.3%	0.0%	2.8%	3.2%	3.0%
<b>Expulsions (number)</b>				66	57	90
<b>Expulsions (rate)</b>				0.1%	0.1%	0.2%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Argonne ES, no student was suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: In order to communicate general behavior expectations, the SFUSD Student Behavior Handbook is distributed annually. We also begin each year emphasizing the building of positive relationships and teaching the peaceful resolution of conflict.

## School Facilities

Safety, cleanliness and adequacy of school facilities.

Argonne is housed in a beautiful new building. We have a multi-purpose room, computer room and library. Our custodians keep the building quite clean. The building has numerous stairways making students' leaving the building for fire drills or emergencies go smoothly. There is also a community kitchen to support Argonne's social events.

Degree to which school buildings and grounds provide adequate space for teaching and learning (classroom space, playground space, staff space).

All of Argonne's classrooms are bright and spacious. Kindergarten students have their own play ground area. In addition, we have a second floor play space and a third floor roof garden. Students' work decorates the halls making Argonne an inviting place to learn. There are three childcare programs located in our building.

Condition of restrooms, floors, walls, roof, plumbing and electrical systems.

All of the above are in excellent condition, and the facility is maintained well. The door latches on our cupboards in all the rooms are substandard and often need repair.

Suitability of the facility as a learning environment including, but not limited to, lighting, heating, cooling and noise negation; the condition of the school's fire alarm system; and the condition of the school's technology infrastructure.

Although we are one of SFUSD's newer facilities, our heating system which is controlled by computer, has never worked properly. Some rooms are too cold and others too warm and others are both in the same day. All of our classrooms have a connection to the internet. We are in the process of expanding our internet access both in the classroom and computer lab. Our fire alarm system is adequate.

Efforts to keep the buildings and grounds clean, free of litter and graffiti, etc.

Our custodians clean the building and grounds daily. Our students take part in a recycling and compost program so our yard is left quite clean after our lunch period. Building and Grounds' painters come quite quickly to paint over the little graffiti that our school gets.

Efforts to ensure the school facilities are in good repair and safe for students and staff.

Our custodians maintain the facility well. There is an on-line request line to the district's department of Facilities and Planning for other repair needs. All staff members report items needing repair or possible safety hazards immediately to School Secretary or Principal. There is also an annual district maintenance team that repairs lower priority items remaining on the site's maintenance log.

Success of these efforts.

We are pleased with most of these efforts. We continue to work with the district to improve our heating system.

### III. Academic Data

#### California Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11 and Science and History/Social Science in grades 9-11, and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (Grades 2-11), Spelling (Grades 2-8), and Science and History/Social Science (Grades 9-11 only).

#### California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

#### English Language Arts

Percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

##### Schoolwide

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2			47			37			32
3			53			31			30
4			66			34			33
5			59			28			28
6						28			31
7						33			32
8						30			32

#### ELA Subgroups (More than 10 Students Per Grade Level with Test Results)

Percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	43	51	42	50	36	54	
3	57	50	38	61	48	58	
4	55	74	57	69	59	70	
5	50	69	17	78	57	61	
6							
7							
8							

### ELA Racial/Ethnic groups

(More than 10 Students Per Grade Level with Test Results)

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2								
3								
4								
5								
6								
7								
8								

### Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

#### Reading

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	73	72	75	55	58	54	44	49	51
3	62	71	79	42	45	46	41	44	46
4	57	68	80	43	50	51	41	45	47
5	69	61	73	44	46	47	42	44	45
6	0			45	46	45	44	46	47
7	0			50	50	48	44	46	48
8	0			49	51	48	47	49	50

#### Mathematics

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	77	57	73	60	64	60	49	57	58
3	61	66	70	55	61	61	48	56	59
4	61	74	85	51	56	58	44	51	54
5	65	71	91	54	58	60	45	50	54
6				56	58	59	50	55	57
7				54	57	57	45	48	50
8				54	59	57	45	48	49

**Subgroups** (More than 10 Students Per Grade Level with Test Results)

Data are provided for current year only (if there are more than 10 students in the subgroup per grade level at the school site with test results). These subgroups include: gender, race/ethnicity, English Learners/Non-English Learners, Socioeconomically Disadvantaged /Non-Socioeconomically Disadvantaged, and Migrant Education.

**Reading**

(Percentage of Students Scoring at or Above the 50th percentile)

<b>Grade Level</b>	<b>Male</b>	<b>Female</b>	<b>English Learners</b>	<b>Not-English Learners</b>	<b>Socio-economically Disadvantaged</b>	<b>Not Socio-economically Disadvantaged</b>	<b>Migrant Education Services</b>
2	67	83	74	75	68	78	
3	81	77	69	81	62	86	
4	71	88	64	87	77	84	
5	68	78	27	92	59	83	
6							
7							
8							

**Mathematics**

(Percentage of Students Scoring at or Above the 50th percentile)

<b>Grade Level</b>	<b>Male</b>	<b>Female</b>	<b>English Learners</b>	<b>Not-English Learners</b>	<b>Socio-economically Disadvantaged</b>	<b>Not Socio-economically Disadvantaged</b>	<b>Migrant Education Services</b>
2	70	76	79	70	73	73	
3	70	70	75	69	67	72	
4	82	88	86	87	91	84	
5	89	92	86	92	93	89	
6							
7							
8							



### California Fitness Test (Percentage of Students Meeting Fitness Standards)

The percentage of students in grades 5, 7, and 9, as appropriate, who scored in the healthy fitness zone on all six fitness standards on the California Fitness Test.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	6.3	10.3	2.4	23.4	24.8	22.0	21.4	22.0	21.0
7				30.1	33.7	26.7	25.2	26.0	24.5

### SAT I (Secondary schools only)

The SAT I Reasoning Test, formally known as the Scholastic Assessment Test, is one of the tests available from The College Board that students voluntarily take for college entrance. The SAT I is designed to assess many of the skills that are important to a student's success in college. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

### Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5% of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

**Subgroup APIs and Targets:** In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

**Percentage Tested:** In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

**Statewide Rank:** Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

APE criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal.

**Schoolwide API** Note: # indicates that no growth target was assigned in that year.

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
<b>Percentage Tested</b>	93	94		<b>Percentage Tested</b>	94	99	
<b>Base API Score</b>	750	781		<b>Growth API Score</b>	781	831	
<b>Growth Target</b>	3	1		<b>Actual Growth</b>	31	50	
<b>Statewide Rank</b>	8	8		<b>Eligible for Awards</b>	No	Yes	
<b>Similar Schools Rank</b>	2	3		<b>Eligible for II/USP</b>			

**API Subgroups - Racial/Ethnic Groups**

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
<b>African American</b>				<b>African American</b>			
<b>Base API Score</b>				<b>Growth API Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
<b>Base API Score</b>				<b>Growth API Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Asian-American</b>				<b>Asian-American</b>			
<b>Base API Score</b>	771	811		<b>Growth API Score</b>	811	853	
<b>Growth Target</b>	2	#		<b>Actual Growth</b>	40	42	
<b>Filipino-American</b>				<b>Filipino-American</b>			
<b>Base API Score</b>				<b>Growth API Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
<b>Base API Score</b>				<b>Growth API Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
<b>Base API Score</b>				<b>Growth API Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
<b>Base API Score</b>	790	805		<b>Growth API Score</b>	805	869	
<b>Growth Target</b>	2	#		<b>Actual Growth</b>	15	64	

**API Subgroups - Socioeconomically Disadvantaged**

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
<b>Base API Score</b>	708	750		<b>Growth API Score</b>	750	808	
<b>Growth Target</b>	2	1		<b>Actual Growth</b>	42	58	

## IV. School Completion (Secondary Schools only)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

*To be implemented upon approval of the High School Exit Exam process by the California State Board of Education.*

### Dropout Rate and Graduation

Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is: (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

Grade	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
<b>K</b>	20.0	1			20.0	3			20.0	3		
<b>1</b>					20.0	3			19.7	3		
<b>2</b>	20.0	1			20.0	3			20.0	3		
<b>3</b>	19.5	2			19.3	3			17.0	3		
<b>4</b>					28.5		4		30.0		1	
<b>5</b>									29.5		4	
<b>6</b>												
<b>K-3</b>	20.0	1			20.0	1						
<b>3-4</b>												
<b>4-8</b>					28.5		4					
<b>Other</b>												

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

Grades 6 - 12 Subject	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
<b>English</b>												
<b>Mathematics</b>												
<b>Science</b>												
<b>Social Science</b>												

### Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades 1 through 3. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Grade Level	Percentage of Pupils Participating		
	1999	2000	2001
<b>K</b>	99.3	99.3	99.3
<b>1</b>	99.3	99.3	99.3
<b>2</b>	99.3	99.3	99.3
<b>3</b>	99.3	99.3	99.3

## VI. Teacher and Staff Information

### Teacher Credential Information

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

Out of 3,279 teachers in the District, 162 are teaching with emergency credentials and 55 with program waivers.

All teachers have the appropriate credentials and provide quality instruction. Teachers meet regularly to plan and implement strategies determined by research to be best practices. A committee of parents and teaching staff interview all teacher candidates. Many of Argonne's teachers serve as master teachers for students in the teaching programs of our local universities.

	1999	2000	2001
<b>Total Number of Teachers</b>	19	19	18
<b>Full Credential</b> (fully credentialed and teaching in subject area)	18	18	18
<b>Teaching Outside Subject Area</b> (fully credentialed but teaching outside subject area)	0	0	0
<b>Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	0	1	0
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

### Teacher Evaluations

Teacher evaluation procedures and the criteria on which they are based:

San Francisco Unified School District's teacher evaluation system is currently under revision. The District is conducting a pilot in 30 schools of a new evaluation system, based upon the *San Francisco Teaching Standards*, which are a modification of the *California Standards for the Teaching Profession*. This pilot includes teacher self-assessment, professional growth plans and objectives, and guided reflection. There are protocols for pre-observation and post-observation conferences. Administrators are trained in evidence-based observation, focusing on specific areas of teacher practice, as well as in reflective questioning and coaching strategies. All of this is an effort to make teacher evaluation a professional growth-oriented process in the SFUSD. For teachers who are not performing at a satisfactory level, the District has a Peer Assistance & Review (PAR) program whereby those teachers receive up to a year of intensive coaching support to significantly improve practice and remain employed in the SFUSD.

### Substitute Teachers

Impact upon program of quality or availability of substitute teachers:

During the 2000-2001 school year, the Argonne ES teacher attendance rate was 84%. Argonne is fortunate to have a cadre of substitute teachers who enjoy a partnering relationship during the school year. We consistently attract qualified substitute coverage.

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

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 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.

Staff Category	FTE
Counselor	
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (Non-Teaching)	
Other (specify)	
Other (specify)	

K-8 school counselors  
for grades 6-8 only.

## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor

## VII. Curriculum and Instruction

### School Instruction and Leadership

Curriculum improvement programs and opportunities for improvement.

This year in literacy all grade levels are designing reading comprehension assessments to be given to their students to measure student performance/ understanding in the areas of nonfictional text and critical analysis. All teachers will participate in professional development activities to help teach our students, particularly our struggling readers, how to use the strategies necessary to comprehend and analyze nonfictional text critically. In mathematics, our teachers are focusing on mathematical problem solving and expressing mathematical thought in writing. Teachers are also learning new strategies to differentiate the curriculum to provide extra support for our low achieving students while adding new challenges for our high potential/GATE students.

School and district efforts to align the instructional program with the state frameworks and content standards.

All staff has participated in inservices on the alignment of standards with the curriculum. Teachers have copies of the standards. All grade levels meet in teams to plan integrated units of study that focus on specific standards Teachers also work together to develop and give assessments that measure our students' understanding of the standards. All teachers turn in quarterly curriculum plans showing which standards they plan to teach and how. Ongoing teacher evaluations focus on standard-based instruction.

School leadership team at the school site, its role in ensuring the quality of the instructional program and support of teachers in improving instruction .

Argonne has a strong parent/teacher governance system. Each year our school community is involved at various levels in developing our school site plan which guides our instructional program. The Linking Council (SSC) monitors the implementation of our site plan monthly. Our ABC Committee, which is made up of teachers and parents, takes on jobs that support the work of the teachers in and out of the classroom. Argonne also has a leadership team consisting of the principal and 3 teachers representing the different grade levels. This team plans our professional development at staff meetings and on professional development days. Teachers are given release time to work on grade level assessments and scoring.

How the school staff monitors the progress of underperforming students/student groups.

Disaggregated data analysis is done in the fall. All teachers know how each of their students scored on the SAT9 test. Teachers determine the areas on the test that our students scored lower and need additional help. Our Reading Team of reading consultants assesses students recommended by classroom teachers and provides one on one or small group instruction to those students. This year we are also implementing a Math Team to provide a similar service for our students having difficulty in math. Our school has an active Student Success Team (SST) that meets frequently to work with teachers and parents to help students succeed academically and emotionally. Classroom and grade level assessments are ongoing to make sure that our students are making sufficient progress. Teachers focus on our lower achieving students to provide them with the help to accelerate their progress. Some students have IEP's which are monitored by our resource teacher.

Supports and interventions that are available to assist special needs students.

Argonne is part of the district's Inclusion Program. The district funds a part-time inclusion teacher and additional paraprofessionals to assist these students. We have a psychologist on site one day a week to assist us in creating learning systems that work best with our special needs students. The district has also provided teachers with opportunities to visit other district classrooms with exemplary teachers working with students with similar needs. Our paraprofessionals also offer additional assistance to the classroom teachers. The district provides us with a speech teacher who comes to the school two days during the week.

Procedures for assessment of the progress of subgroups such as English Learners, Title I students, and numerically significant API subgroups.

School site assessment data is disaggregated to determine the academic achievement level of each subgroup and compared proportionally with all of our students. This is done with all district and state assessments and also with whole grade level school assessments. All English Learners take the new CELDT assessment.

Efforts to ensure equal access to the core curriculum for all students, including students with lower skills, English Learners, and the placement of individuals with exceptional needs in the least restrictive environment.

Classroom teachers ensure that all students have access to the core curriculum. English Learners are placed in classrooms with teachers trained in using English language development strategies. Special Education students are provided with the support from our resource/inclusion teacher.

Summary of overall achievement by subgroups.

Argonne Elementary exceeded its API growth target in all subgroups. Our students classified as socially disadvantaged improved 55 points over the target of 751 to 806. We have been recognized by the state in meeting all of their criteria.

## Professional Development

*Number of Staff Development Days: 1998-99 = 8    1999-2000 = 3    2000-2001 = 3*

Professional development is a part of every school site plan and a major component of instructional support departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies, and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school has three days for site-determined professional development.

Argonne teachers regularly attend inservices and conferences on specific content areas and/or teaching practices related to interdisciplinary instruction, English language acquisition, or technology. Our teachers are committed to professional development, either through individual plans or inquiry study groups. Most of the teaching staff hold certificates for teaching English Language Learners. Most of our whole school's professional development time this year is spent on the alignment of math and literacy standards in our curriculum and in assessing students' understanding of these standards. Teachers are also learning new ways to integrate technology into the work done by students.

## Quality and Currency of Textbooks and Other Instructional Materials

Condition of textbooks and other instructional materials. Include information on supply, quality, and currency.

District textbook adoptions meet our basic needs. We use all of the most recent district textbooks and/or materials. Our textbooks are in good shape. Teachers receive a very small amount of money to supplement these materials.

School educational technology program.

This is the first year our computer lab has been fully operational. Argonne has a paraprofessional computer lab teacher. All first through fifth grade students receive instruction in the lab weekly. Every classroom has computers that the students use for math and reading skill building, word processing, and curriculum support. Older students make multimedia presentations. Our technology committee is developing standards and benchmarks for each of our grade levels.

Additional technology resources.

All classrooms are equipped with televisions and VCRs. Teachers use both video and digital cameras.

1. Number of Computers Used for Instructionally Related Purposes	91
2. Number of Computers with CD-ROM (must be less than or equal to 1)	86
3. Number of Classrooms with Internet Access	19
4. Number of Classrooms with Wide Area Network (WAN) Access	0

Indicate whether or not textbooks meet state standards and have been adopted by the State Board of Education (SBE).

Our district adopts only state approved textbooks. After the adoption, our district supplies these textbooks to our school.

Report the ratio of textbooks to pupils.

1:1

**Instructional Minutes (School Year 2000-2001)**

Grade Level	State Requirement	Instructional Minutes Offered by this School
K	36,000	43,650
1	50,400	50,850
2	50,400	50,900
3	50,400	50,900
4	54,000	55,250
5	54,000	55,250
6	54,000	
7	54,000	
8	54,000	

**Total Number of Minimum Days**

Number of days and reasons

In all San Francisco Unified District schools:

- 10 minimum days make time for parent/teacher conferences during Fall and Spring Parent Conference Weeks
- 3 minimum days per year make time for teachers to take part in professional development during Professional Development Institutes

Some schools “bank” additional instructional time to be used for professional development:

## Degree to Which Students Are Prepared to Enter Workforce

How the school's instructional programs foster the acquisition and growth of work readiness skills on the part of the school's students.

All students at Argonne take part in integrated units of study in which their classroom work is connected to the world outside of school. Frequent field trips in the city and outside of the city help students see the work people in the real world do. Teachers bring in people from the larger community to present activities or speak to the classes about their work. In addition to our focus on the academic areas, Argonne has instituted a "Talk It Out" conflict management program to help students learn to solve their own problems. Students learn to collaborate in a variety of school projects.

How the school measures the success of its efforts to prepare students for the work force.

Parent and student surveys given both by the district and school show their satisfaction with our efforts. We frequently hear from our families about the success of our graduates in both middle school and high school.

How the school makes special efforts to help special student populations in their preparation to enter the work force.

All of our students receive an academic program to meet their needs. Students are given many opportunities and responsibilities at school in our school service jobs. Some of the whole school service jobs are Talk It Out Managers, Recycling Monitors, Student Council, Telephone Receptionist, School Tour Escorts, and Student Advisory Council. Students are also assigned classroom jobs. Through our many field trips students have the opportunity to learn about many different occupations that they might be interested in thinking about for their future.

## **VIII. Post Secondary Preparation (Secondary Schools only)**

### **Advanced Placement/International Baccalaureate Courses Offered**

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for fine and performing arts includes AP Art and AP Music, and the data for social Science includes IB Humanities.

### **Percentage of Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)**

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

### **Percentage of Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission**

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

## IX. Fiscal and Expenditure Data

### Average Salaries (Fiscal Year 1999-2000)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher's Salary	\$31,172	\$32,678
Mid-Range Teacher's Salary	\$45,769	\$50,891
Highest Teacher's Salary	\$56,246	\$62,446
Principal's Average Salary	\$74,662	\$82,126
Superintendent's Salary	\$170,000	\$144,995
% of Budget for Teacher's Salaries	38.80	42.90
% of Budget for Administrators	10.10	4.90

### Expenditures

SFUSD Total Dollars	SFUSD Dollars per Student (ADA)	State Average for Districts in Same Category Dollars per Student (ADA)	State Average for all Districts Dollars per Student (ADA)
\$346,938,419	\$5,943	\$5,758	\$5,705

## **Types of Services Funded**

After School Learning  
Arts Education Collaborative  
Bay Area School Reform Collaborative (BASRC)  
Beginning Teacher Support & Assessment (BTSA)  
City Science  
Conflict Resolution Program  
Galef--Different Ways of Knowing  
Linking San Francisco  
NSF--Urban Systemic Program (Priority 6)  
Technology Literacy Grants