

School Accountability Report Card

School Year 2001-2002

SFUSD #435

CA ID #6040737

Argonne Elementary School
680 18th Avenue, San Francisco, CA 94121

Phone: 415-750-8460

FAX: 415-750-8462

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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

Enrollment: 378
Grades Served: K-5
email:
sch435@muse.sfusd.edu

School web site can be accessed through the SFUSD home page.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Dr. Arlene Ackerman
Address: 555 Franklin St., San Francisco, CA 94102
Web Site: www.sfusd.edu

SARC Contact: Ritu Khanna, Director
Research, Planning & Accountability
email: sarc@muse.sfusd.edu
Phone: 415-241-6454
Fax: 415-241-6035

All narrative was collected from schools in the fall of 2002 and represents the current program.

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. Teachers apply Howard Gardner's multiple intelligences theory to a variety of 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. Our students celebrate likenesses and differences in the people who surround them and show wonder and delight in their own ethnic and cultural heritage.

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 are made up of parents and teachers that 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.

Student Enrollment by Grade Level

| Grade Level | Enrollment | Grade Level | Enrollment |
|---------------------|------------|--------------------|------------|
| K | 60 | 9 | 0 |
| 1 | 60 | 10 | 0 |
| 2 | 59 | 11 | 0 |
| 3 | 60 | 12 | 0 |
| 4 | 71 | Ungraded Secondary | 0 |
| 5 | 68 | | |
| 6 | 0 | | |
| 7 | 0 | | |
| 8 | 0 | Total Enrollment | 378 |
| Ungraded Elementary | 0 | Adult | 0 |

Student Enrollment by Ethnic Group

| Racial/Ethnic Category | Number of Students | Percentage of Students |
|----------------------------------|--------------------|------------------------|
| African-American | 31 | 8.2 |
| American Indian or Alaska Native | 1 | 0.3 |
| Asian-American | 199 | 52.6 |
| Filipino-American | 10 | 2.6 |
| Hispanic or Latino | 19 | 5.0 |
| Pacific Islander | 1 | 0.3 |
| White (Not Hispanic) | 100 | 26.5 |
| Other | 17 | 4.5 |
| Total | 378 | |

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 Systems (CBEDS) total enrollment.

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 8/22/2002

Date Last Reviewed with Staff: 10/21/2002

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, Tour Escorts, 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 intelligences 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 we have implemented the Arts in Action program in which parent volunteers are trained in an art curriculum that they teach to our classes. All fourth and fifth grade students go to the Marin Headlands Institute for an overnight outdoor education trip. To provide additional support for student achievement and self-esteem, we have a Reading Team, Math Team and Student Success Team (SST). Fourth and fifth grade students can participate in kickball games with 9 other elementary schools. After school, students may choose to participate in Academic Chess, Piano Keyboarding, and Dance.

Suspensions and Expulsions

| | School | | | District | | |
|-----------------------------|-----------|---------|---------|----------|-------|-------|
| | 1999/2000 | 2000/01 | 2001/02 | 2000 | 2001 | 2002 |
| Suspensions (number) | 5 | | 1 | 1,935 | 1,791 | 1,722 |
| Suspensions (rate) | 1.3% | 0.0% | 0.3% | 3.2% | 3.0% | 2.9% |
| Expulsions (number) | | | | | | |
| Expulsions (rate) | | | | | | |

In order to provide a healthy climate, we have regulations consistent with the Student Behavior handbook. Students are suspended for violations of those regulations. The following programs 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. In addition, all students, parents, and teachers sign a school compact agreeing to the school behavior standards.

School Facilities

Safety, cleanliness and adequacy of school facilities.

Argonne is housed in a beautiful new building. We have a multipurpose 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.

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. All computers in our lab also have internet access. 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 the 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). *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

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. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

The tables in this section report the percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

CST - Schoolwide - English Language Arts

| Grade Level | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| 2 | n/a | 47 | 42 | n/a | 37 | 33 | n/a | 32 | 32 |
| 3 | n/a | 53 | 60 | n/a | 31 | 37 | n/a | 30 | 34 |
| 4 | n/a | 66 | 73 | n/a | 34 | 39 | n/a | 33 | 36 |
| 5 | n/a | 59 | 57 | n/a | 28 | 32 | n/a | 28 | 31 |
| 6 | n/a | | | n/a | 28 | 30 | n/a | 31 | 30 |
| 7 | n/a | | | n/a | 33 | 33 | n/a | 32 | 33 |
| 8 | n/a | | | n/a | 30 | 32 | n/a | 32 | 32 |
| 9 | n/a | | | n/a | 33 | 37 | n/a | 28 | 33 |
| 10 | n/a | | | n/a | 35 | 39 | n/a | 31 | 33 |
| 11 | n/a | | | n/a | 35 | 38 | n/a | 29 | 31 |

CST - Schoolwide - Mathematics

| Grade Level | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| 2 | n/a | n/a | 64 | n/a | n/a | 43 | n/a | n/a | 43 |
| 3 | n/a | n/a | 53 | n/a | n/a | 41 | n/a | n/a | 38 |
| 4 | n/a | n/a | 59 | n/a | n/a | 36 | n/a | n/a | 37 |
| 5 | n/a | n/a | 60 | n/a | n/a | 32 | n/a | n/a | 29 |
| 6 | n/a | n/a | | n/a | n/a | 35 | n/a | n/a | 32 |
| 7 | n/a | n/a | | n/a | n/a | 32 | n/a | n/a | 29 |
| 8 | n/a | n/a | | n/a | n/a | 36 | n/a | n/a | 26 |
| 9 | n/a | n/a | | n/a | n/a | 29 | n/a | n/a | 22 |
| 10 | n/a | n/a | | n/a | n/a | 32 | n/a | n/a | 21 |
| 11 | n/a | n/a | | n/a | n/a | 27 | n/a | n/a | 18 |

CST - Schoolwide - Science

| Grade Level | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| 9 | n/a | n/a | | n/a | n/a | 42 | n/a | n/a | 33 |
| 10 | n/a | n/a | | n/a | n/a | 32 | n/a | n/a | 31 |
| 11 | n/a | n/a | | n/a | n/a | 27 | n/a | n/a | 28 |

CST - Schoolwide - Social Science

| Grade Level | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| 9 | n/a | n/a | | n/a | n/a | 28 | n/a | n/a | 24 |
| 10 | n/a | n/a | | n/a | n/a | 27 | n/a | n/a | 24 |
| 11 | n/a | n/a | | n/a | n/a | 36 | n/a | n/a | 32 |

California Standards Test - Subgroups

CST - Subgroups - English Language Arts

| Grade Level | Male | Female | English Learners | Not-English Learners | Socio-economically Disadvantaged | Not Socio-economically Disadvantaged | Migrant Education Services |
|-------------|------|--------|------------------|----------------------|----------------------------------|--------------------------------------|----------------------------|
| 2 | 40 | 45 | 38 | 45 | 13 | 53 | |
| 3 | 55 | 65 | 62 | 59 | 50 | 64 | |
| 4 | 68 | 78 | 75 | 72 | 74 | 72 | |
| 5 | 43 | 70 | 33 | 60 | 63 | 55 | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |

CST - Subgroups - Mathematics

| Grade Level | Male | Female | English Learners | Not-English Learners | Socio-economically Disadvantaged | Not Socio-economically Disadvantaged | Migrant Education Services |
|-------------|------|--------|------------------|----------------------|----------------------------------|--------------------------------------|----------------------------|
| 2 | 67 | 62 | 62 | 66 | 50 | 70 | |
| 3 | 52 | 54 | 48 | 56 | 44 | 56 | |
| 4 | 63 | 55 | 47 | 63 | 63 | 57 | |
| 5 | 57 | 64 | 67 | 60 | 81 | 53 | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |

CST - Racial/Ethnic groups - Science

| Grade Level | African American | American Indian or Alaska Native | Asian American | Filipino American | Hispanic or Latino | Pacific Islander | White (not Hispanic) | Other |
|-------------|------------------|----------------------------------|----------------|-------------------|--------------------|------------------|----------------------|-------|
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |

CST - Racial/Ethnic groups - Social Science

| Grade Level | African American | American Indian or Alaska Native | Asian American | Filipino American | Hispanic or Latino | Pacific Islander | White (not Hispanic) | Other |
|-------------|------------------|----------------------------------|----------------|-------------------|--------------------|------------------|----------------------|-------|
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |

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.

Stanford 9 - Reading

| Grade Level | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| 2 | 72 | 75 | 66 | 58 | 54 | 55 | 49 | 51 | 53 |
| 3 | 71 | 79 | 65 | 45 | 46 | 50 | 44 | 46 | 47 |
| 4 | 68 | 80 | 82 | 50 | 51 | 53 | 45 | 47 | 49 |
| 5 | 61 | 73 | 74 | 46 | 47 | 51 | 44 | 45 | 46 |
| 6 | | | | 46 | 45 | 49 | 46 | 47 | 48 |
| 7 | | | | 50 | 48 | 49 | 46 | 48 | 48 |
| 8 | | | | 51 | 48 | 49 | 49 | 50 | 49 |
| 9 | | | | 42 | 40 | 40 | 35 | 35 | 34 |
| 10 | | | | 39 | 37 | 40 | 34 | 34 | 34 |
| 11 | | | | 43 | 40 | 41 | 36 | 37 | 37 |

Stanford 9 - Mathematics

| Grade Level | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| 2 | 57 | 73 | 83 | 64 | 60 | 64 | 57 | 58 | 62 |
| 3 | 66 | 70 | 70 | 61 | 61 | 61 | 56 | 59 | 62 |
| 4 | 74 | 85 | 76 | 56 | 58 | 61 | 51 | 54 | 58 |
| 5 | 71 | 91 | 89 | 58 | 60 | 63 | 50 | 54 | 57 |
| 6 | | | | 58 | 59 | 62 | 55 | 57 | 60 |
| 7 | | | | 57 | 57 | 58 | 48 | 50 | 52 |
| 8 | | | | 59 | 57 | 59 | 48 | 49 | 50 |
| 9 | | | | 67 | 65 | 66 | 51 | 51 | 52 |
| 10 | | | | 60 | 59 | 65 | 46 | 45 | 46 |
| 11 | | | | 64 | 60 | 63 | 47 | 46 | 47 |

Stanford 9 - Subgroups

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.

Stanford 9 - Subgroups - Reading

| Grade Level | Male | Female | English Learners | Not-English Learners | Socio-economically Disadvantaged | Not Socio-economically Disadvantaged | Migrant Education Services |
|-------------|------|--------|------------------|----------------------|----------------------------------|--------------------------------------|----------------------------|
| 2 | 72 | 59 | 57 | 70 | 15 | 81 | |
| 3 | 55 | 77 | 67 | 65 | 36 | 75 | |
| 4 | 80 | 85 | 76 | 84 | 76 | 84 | |
| 5 | 67 | 81 | | 79 | 67 | 77 | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |

Stanford 9 - Racial/Ethnic groups - Mathematics

| Grade Level | African American | American Indian or Alaska Native | Asian American | Filipino American | Hispanic or Latino | Pacific Islander | White (not Hispanic) | Other |
|-------------|------------------|----------------------------------|----------------|-------------------|--------------------|------------------|----------------------|-------|
| 2 | | | 80 | | | | 92 | |
| 3 | | | 82 | | | | 72 | |
| 4 | | | 81 | | | | 79 | |
| 5 | | | 97 | | | | 90 | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |

Local Assessment

(Percentage of Students Meeting or Exceeding the District Standard)

| Grade Level | Reading | | | Writing | | | Mathematics | | |
|-------------|---------|------|------|---------|-------|-------|-------------|-------|-------|
| | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 | 2000 | 2001 | 2002 |
| K | | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | 83.6% | 90.8% | 91.2% |
| 4 | | | | 72.2% | 75.0% | 56.9% | | | |
| 5 | | | | | | | | | |
| 6 | | | | | | | | | |
| 7 | | | | | | | | | |
| 8 | | | | | | | | | |
| 9 | | | | | | | | | |
| 10 | | | | | | | | | |
| 11 | | | | | | | | | |

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. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

| Grade Level | School | | | District | | | State | | |
|-------------|--------|------|--------|----------|------|--------|-------|------|--------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| 5 | 0.0 | 0.0 | 0.0 | 14.4 | 17.1 | 11.9 | 22.2 | 23.4 | 21.5 |
| 7 | | | | 24.0 | 25.8 | 22.3 | 25.9 | 27.3 | 25.0 |
| 9 | | | | 21.1 | 20.5 | 21.6 | 22.7 | 21.0 | 24.6 |

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 |
| Percentage Tested | 94 | 99 | 94 | Percentage Tested | 99 | 99 | 750 |
| Base API Score | 781 | 819 | 781 | Growth API Score | 831 | 823 | 3 |
| Growth Target | 1 | A | 31 | Actual Growth | 50 | 4 | 8 |
| Statewide Rank | 8 | 9 | No | Eligible for Awards | Yes | | 2 |
| Similar Schools Rank | 3 | 5 | | Eligible for II/USP | | | |

API Subgroups - Racial/Ethnic Groups 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 |
| African American | | | | African American | | | |
| Base API Score | | | | Growth API Score | | | |
| Growth Target | | | | Actual Growth | | | |
| American Indian or Alaska Native | | | | American Indian or Alaska Native | | | |
| Base API Score | | | | Growth API Score | | | |
| Growth Target | | | | Actual Growth | | | |
| Asian-American | | | | Asian-American | | | |
| Base API Score | 771 | 811 | 841 | Growth API Score | 811 | 853 | 852 |
| Growth Target | 2 | # | A | Actual Growth | 40 | 42 | 11 |
| Filipino-American | | | | Filipino-American | | | |
| Base API Score | | | | Growth API Score | | | |
| Growth Target | | | | Actual Growth | | | |
| Hispanic or Latino | | | | Hispanic or Latino | | | |
| Base API Score | | | | Growth API Score | | | |
| Growth Target | | | | Actual Growth | | | |
| Pacific Islander | | | | Pacific Islander | | | |
| Base API Score | | | | Growth API Score | | | |
| Growth Target | | | | Actual Growth | | | |
| White (Not Hispanic) | | | | White (Not Hispanic) | | | |
| Base API Score | 790 | 805 | 854 | Growth API Score | 805 | 869 | 850 |
| Growth Target | 2 | # | A | Actual Growth | 15 | 64 | -4 |

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 |
| Base API Score | 708 | 750 | 799 | Growth API Score | 750 | 808 | 795 |
| Growth Target | 2 | 1 | 1 | Actual Growth | 42 | 58 | -4 |

API Based Awards and Interventions Programs

| California Programs | | | | Federal Programs | | | |
|---|------|------|------|--|------|------|------|
| | 2000 | 2001 | 2002 | | 2000 | 2001 | 2002 |
| Eligible for Governor's performance award | NO | YES | NO | Recognition for Achievement (Title I) | | | |
| Eligible for II/USP | NO | NO | *** | Identified for Program Improvement (Title 1) | | | |
| Applied for II/USP \$ | NO | NO | *** | Exited Title 1 Program Improvement | | | |
| Received II/USP \$ | NO | NO | *** | | | | |

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 | 2000 | | | | 2001 | | | | 2002 | | | |
|--------------|-------|------|-------|-----|-------|------|-------|-----|-------|------|-------|-----|
| | Avg | 1-20 | 21-32 | 33+ | Avg | 1-20 | 21-32 | 33+ | Avg | 1-20 | 21-32 | 33+ |
| K | 20.00 | 3 | | | 20.00 | 3 | | | 20.00 | 3 | | |
| 1 | 20.00 | 3 | | | 19.67 | 3 | | | 20.00 | 3 | | |
| 2 | 20.00 | 3 | | | 20.00 | 3 | | | 19.50 | 2 | | |
| 3 | 19.33 | 3 | | | 17.00 | 3 | | | 19.67 | 3 | | |
| 4 | 28.50 | | 4 | | 30.00 | | 1 | | 28.00 | | 3 | |
| 5 | | | | | 29.50 | | 4 | | 27.50 | | 2 | |
| 6 | | | | | | | | | | | | |
| K-3 | 20.00 | 3 | | | 20.00 | 3 | | | 20.00 | 3 | | |
| 3-4 | 20.00 | 3 | | | 19.67 | 3 | | | 20.00 | 3 | | |
| 4-8 | 20.00 | 3 | | | 20.00 | 3 | | | 19.50 | 2 | | |
| Other | 19.33 | 3 | | | 17.00 | 3 | | | 19.67 | 3 | | |

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 | 2000 | | | | 2001 | | | | 2002 | | | |
|--------------------------|------|------|-------|-----|------|------|-------|-----|------|------|-------|-----|
| | Avg | 1-20 | 21-32 | 33+ | Avg | 1-20 | 21-32 | 33+ | Avg | 1-20 | 21-32 | 33+ |
| English | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | |
| Science | | | | | | | | | | | | |
| Social Science | | | | | | | | | | | | |

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 | | |
|-------------|------------------------------------|------|------|
| | 2000 | 2001 | 2002 |
| K | 99.3 | 99.3 | 99.3 |
| 1 | 99.3 | 99.3 | 99.3 |
| 2 | 99.3 | 99.3 | 99.3 |
| 3 | 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.

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.

| | 2000 | 2001 | 2002 |
|---|------|------|------|
| Total Number of Teachers | 19 | 18 | 17 |
| Full Credential (fully credentialed and teaching in subject area) | 18 | 18 | 17 |
| Teaching Outside Subject Area (fully credentialed but teaching outside subject area) | | | |
| Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits) | 1 | | |
| Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit) | | | |

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 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:

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.

Elementary: 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.

Middle/High: The District staffing ratio for counselors in middle and high schools is based on enrollment and is computed as follows:

| <i>Middle</i> | Students : Counselors | <i>High</i> | Students : Counselors |
|---------------|-----------------------|-------------|-----------------------|
| | 0-650 : 1 | | 0-501 : 1 |
| | 650-901 : 1.5 | | 501-751 : 1.5 |
| | over 901 : 2 | | 751-1001 : 2 |
| | | | 1001-1251 : 2.5 |
| | | | 1251-1501 : 3 |
| | | | 1501-1751 : 3.5 |
| | | | 1751-2001 : 4 |
| | | | 2001-2251 : 4.5 |
| | | | over 2251 : 5 |

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 | |

(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 students to measure their understanding of nonfictional text and critical analysis. Our third through fifth grade teachers are receiving professional development and coaching from ECR to particularly help accelerate the reading levels of our struggling readers and to help all students to use the strategies necessary to comprehend and analyze nonfictional text. Each month teachers are collecting a writing sample in a specific genre from each student. These writing samples are scored in grade level groups or some by the principal. In mathematics, our teachers are focusing on the implementation of the new math adoption and providing additional support in 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 many 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.

All teachers know in August how each of their students scored on the standardized tests. 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. 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 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.

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.

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.

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.

Summary of overall achievement by subgroups.

Professional Development

Number of Staff Development Days: 1999-2000 = 3 2000-2001 = 3 2001-2002 = 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 full days for professional development during the academic year.

Additionally, in 2001/2002 there were five weeks of centrally coordinated Professional Development Institutes. These week-long, afterschool/Saturday institutes offered professional development in standards, best practices, assessment and diversity.

Argonne teachers regularly attend inservices and conferences on specific content areas and/or teaching practices related to interdisciplinary instruction, English language acquisition, or technology. Teachers are encouraged to attend professional conferences and workshops. A team of Argonne teachers attended the International Reading Association conference last year. Another team will attend the Northern California Math Conference in December. Other teachers will attend Beyond Diversity in January. Much of our whole school professional development time this year will be spent on the new math adoption, alignment of math standards in our curriculum, and in assessing students' understanding of these standards. Our third through fifth grade teachers are taking part in lifting up the struggling reader with ECR. Kindergarten through second grade teachers are learning new strategies to improve their guided reading lessons. 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.

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 1 through 8 | State Requirement | Instructional Minutes Offered by Argonne ES | |
|----------------------------|----------------------|--|---|
| K | 36,000 | 43,515 | State Requirement for High School: 64,800 |
| 1 | 50,400 | 50,715 | Instructional Minutes offered: |
| 2 | 50,400 | 50,715 | 9 |
| 3 | 50,400 | 50,715 | 10 |
| 4 | 54,000 | 54,120 | 11 |
| 5 | 54,000 | 54,120 | 12 |
| 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

Any additional minimum days at this school and reasons:

Some schools "bank" additional instructional time to be used for professional development.

Banked minutes at this school:

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 2000-2001)

| | SFUSD | State Average for Districts in Same Category |
|--|----------|--|
| Beginning Teacher Salary | \$38,000 | \$35,490 |
| Mid-Range Teacher Salary | \$52,048 | \$56,244 |
| Highest Teacher Salary | \$64,326 | \$69,568 |
| Average Principal Salary (Elementary) | \$81,972 | \$93,094 |
| Average Principal Salary (Middle) | \$87,235 | |
| Average Principal Salary (Secondary) | 92134 | |
| Superintendent Salary | 197000 | 160607 |
| Percentage of Budget for Teachers' Salaries | 37.93 | 42.73 |
| Percentage of Budget for Administrative Payrolls | 10.26 | 5.00 |

Expenditures (Fiscal Year 2000-2001)

| District | | State Average for Districts in Same Category | State Average for all Districts |
|---------------|---------------------------|--|---------------------------------|
| Total Dollars | Dollars per Student (ADA) | Dollars per Student (ADA) | Dollars per Student (ADA) |
| \$369,469,996 | \$6,457 | \$6,412 | \$6,360 |

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