

# School Accountability Report Card

## School Year 2003-2004

Published during 2004/2005

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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680 18th Avenue, San Francisco, CA 94121

Ms Robin Sharp, Principal

Phone: 415-750-8460

FAX: 415-750-8462

**Enrollment:** 392  
**Grades Served:** K-5  
**email:**  
[sch435@muse.sfusd.edu](mailto: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](http://www.sfusd.edu)

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**Notes regarding the source and currency of data:** Data included in this SARC are consistent with State Board of Education guidelines which are available at the California Department of Education website, <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years. The narrative was collected from schools in the Fall of 2004. Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

### Principal's Introduction

Since my placement at Argonne Year Round Elementary School in July 2000, I have loved calling Argonne "my favorite school." Argonne has a wonderful community of families who care about each other and our students. Argonne has an experienced, dedicated group of teachers who work hard to make their curriculum relevant and interesting for their students. Our teachers make the connections that students need to understand the content standards. Argonne continues to be active after school hours with three after school programs and other classes students can take. The Argonne halls are beautiful with the creative work of our children. Please come and visit. Robin Sharp, Principal

### 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;
- 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:** Tina Pasquinzo

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

Organized opportunities for parental involvement:

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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** Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

### Student Enrollment by Grade Level

Grade Level	Enrollment	Grade Level	Enrollment
<b>K</b>	71	<b>9</b>	0
<b>1</b>	62	<b>10</b>	0
<b>2</b>	69	<b>11</b>	0
<b>3</b>	67	<b>12</b>	0
<b>4</b>	61	Ungraded Secondary	0
<b>5</b>	62		
<b>6</b>	0		
<b>7</b>	0		
<b>8</b>	0		
Ungraded Elementary	0	Total Enrollment	392

**Student Enrollment by Ethnic Group** Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	27	6.9
American Indian or Alaska Native	0	0.0
Asian-American	222	56.6
Filipino-American	7	1.8
Hispanic or Latino	15	3.8
Pacific Islander	0	0.0
White (Not Hispanic)	88	22.4
Other	33	8.4
<b>Total</b>	<b>392</b>	

## II. School Safety and Climate for Learning

### School Safety Plan

**Date of Last Review/Update:** 9/15/2003

**Date Last Reviewed with Staff:** 9/15/2003

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/events celebrating the cultural diversity of our student body and city throughout the school year.
5. Argonne has implemented an anti-bullying program and another program to increase awareness of personal social responsibility.
6. All fourth and fifth grade students participate in a schoolwide volunteer program.

### 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 school has a wonderful arts enrichment program which includes dance and movement, visual, and performing arts. This is the second 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, Social Skills Group 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		
	2001/02	2002/03	2003/04	2002	2003	2004
<b>Suspensions (number)</b>	1	1	0	1,722	2,428	2,645
<b>Suspensions (rate)</b>	0.26%	0.27%	0.00%	2.94%	4.17%	4.58%
<b>Expulsions (number)</b>			0	60	47	39
<b>Expulsions (rate)</b>			0.00%	.10%	.08%	.07%

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.

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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).

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All of Argonne's classrooms are bright and spacious. Kindergarten students have their own playground 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.

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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.

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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.

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Our custodians clean the building and grounds daily. Our students take part in a recycling and composting program so our yard is left quite clean after our lunch period. Buildings 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.

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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.

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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, science and history/social science in grades 9-11, and a norm-referenced test which tests reading, language and mathematics in Grades 2-11, spelling in Grades 2-8, and science in Grades 9-11.

#### 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. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education website at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

#### CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English/ Language Arts	58	56	55	35	38	40	32	35	36
Mathematics	59	66	65	34	39	40	31	35	34
Science			31	32	28	27	30	27	25
History/ Social Science				32	32	35	28	28	29

#### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English/ Language Arts	20		57				64
Mathematics	25		71				67
Science			36				42
History/ Social Science							

## CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students with Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English/ Language Arts	49	62	41	47	61	22	58	
Mathematics	67	63	66	65	65	33	68	
Science	28	34	21	23	36		33	
History/ Social Science								

## Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, 6th Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent 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. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education website at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, asterisks appear in any cell when the number of students tested is 10 or less.*

### NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	72	58	60	48	45	46	45	43	43
Mathematics	80	74	70	63	57	58	55	50	51

### NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	20		57				78
Mathematics	20		78				66

## NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students with Disabilities		Migrant Education Services
				Yes	No	Yes	No	
<b>Reading</b>	52	68	44	50	66	33	62	
<b>Mathematics</b>	69	71	72	70	71	33	73	

## California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education website at <http://www.cde.ca.gov/ta/tg/pf/> *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
<b>5</b>	<b>14.8</b>	<b>20.7</b>	<b>9.4</b>	26.3	30.0	22.7	24.8	26.7	22.9
<b>7</b>				38.1	42.6	33.8	29.1	31.3	27.0
<b>9</b>				22.9	24.2	21.7	26.3	25.3	27.2

## 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. The growth target for a school at or above 800 is to remain at or above 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 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. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged subgroups.) Growth targets, equal to 80% of the school's target, are also set for each of the subgroups. Each subgroup must meet its target for the school to be eligible for awards.

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

**Statewide Rank:** Schools receiving a base 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:** Schools also receive a ranking that compares that 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.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

*"A" means the school scored at or above the statewide performance target of 800.*

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

	API Base Data				API Growth Data		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
<b>Percentage Tested</b>	99	99	99	<b>Percentage Tested</b>	99	99	100
<b>Base API Score</b>	819	816	829	<b>Growth API Score</b>	823	820	831
<b>Growth Target</b>	A	A	A	<b>Actual Growth</b>	4	4	2
<b>Statewide Rank</b>	9	9	9				
<b>Similar Schools Rank</b>	5	4	4				

**API Subgroups - Racial/Ethnic Groups** Note: # indicates that no growth target was assigned in that year.

	API Base Data				API Growth Data		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
<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>	841	837	851	<b>Growth API Score</b>	852	843	854
<b>Growth Target</b>	A	A	A	<b>Actual Growth</b>	11	6	3
<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>	854	846	854	<b>Growth API Score</b>	850	845	859
<b>Growth Target</b>	A	A	A	<b>Actual Growth</b>	-4	-1	5

**API Subgroups - Socioeconomically Disadvantaged**

	API Base Data				API Growth Data		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
<b>Base API Score</b>	799	788	784	<b>Growth API Score</b>	795	778	818
<b>Growth Target</b>	1	1	1	<b>Actual Growth</b>	-4	-10	34

## Awards and Interventions Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

### Federal Intervention Program

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Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	<b>School</b>	<b>District</b>
<b>Year Identified for Program Improvement</b>		
<b>Year in Program Improvement</b>		
<b>Year Exited Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>		33
<b>Percent of Schools Identified for Program Improvement</b>		29.7%

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act requires that all students perform at or above the proficient level on the State's standards based assessment by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "yes" in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school's or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking to the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
<b>All Students</b>		Yes	Yes		Yes	Yes
Subgroups						
<b>All Students</b>		Yes	Yes		Yes	Yes
<b>African American (not of Hispanic origin)</b>		N/A	N/A		No	Yes
<b>American Indian or Alaska Native</b>		N/A	N/A		Yes	Yes
<b>Asian</b>		Yes	Yes		Yes	Yes
<b>Filipino</b>		N/A	N/A		Yes	Yes
<b>Hispanic or Latino</b>		N/A	N/A		Yes	Yes
<b>Pacific Islander</b>		N/A	N/A		Yes	Yes
<b>White (not of Hispanic origin)</b>		Yes	Yes		Yes	Yes
<b>Socioeconomically Disadvantaged</b>		Yes	Yes		Yes	Yes
<b>English Language Learners</b>		Yes	Yes		Yes	Yes
<b>Students with Disabilities</b>		N/A	N/A		No	Yes

## IV. School Completion (Secondary Schools only)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, 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 CAHSEE.

*These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.*

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include:

- grade 9-12 enrollment
- the number of dropouts, and
- the one-year dropout rate as reported by CBEDS

The formula for the one-year dropout rate is (Grades 9-12 dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2002				2003				2004			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
<b>K</b>	20.0	3			19.7	3			20.0	3		
<b>1</b>	20.0	3			20.0	3			18.0	4		
<b>2</b>	19.5	2			19.0	3			19.3	4		
<b>3</b>	19.7	3			19.7	3			19.7	3		
<b>4</b>	28.0		3		23.0		1		31.0		3	
<b>5</b>	27.5		2		26.3		4		30.0		1	
<b>6</b>												
<b>K-3</b>												
<b>3-4</b>												
<b>4-8</b>												
<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	2002				2003				2004			
	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. Data reported are the number of students in each grade level that are in a class size reduction classroom.

Grade Level	Percentage of Pupils Participating		
	2002	2003	2004
<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

**Academic Courses Not Taught by NCLB Compliant Teachers**

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be “highly qualified” not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have:

1. a bachelor’s degree,
2. a state credential or an Intern Certificate/Credential for no more than three years, and
3. demonstrated subject matter competence for each core subject to be taught by the teacher.

More information on teacher qualifications required under NCLB can be found at the California Department of Education’s website at <http://www.cde.ca.gov/nclb/sr/tq/> .

**Percent of classes in core content areas not taught by NCLB compliant teachers as above:**

**This school:**

**SFUSD:      All schools      High-poverty schools      Low-poverty schools**

**Teacher Credentials**

Data reported are the number of teachers (full- and part-time) as reported by CBEDS. Each teacher is counted as “1”. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	<b>2002</b>	<b>2003</b>	<b>2004</b>
<b>Total Number of Teachers</b>	17	18	19
<b>Teachers with Full Credential</b> (fully credentialed and teaching in subject area)	17	18	19
<b>Teaching Outside Subject Area</b> (fully credentialed but teaching outside subject area)			
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)			
<b>Pre-Internship</b>			
<b>Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)			
<b>Teachers with Waivers</b> (do not have credential and do not qualify for Emergency Permit)			

**Professional Qualifications of Teachers**

It is the goal of the district that every teacher hold either a California credential or an Intern credential and be highly qualified as defined by the No Child Left Behind legislation. The district has reduced the number of teachers working without a credential by over 70% since 2001.

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 interviews all teacher candidates. Many of Argonne’s teachers serve as master teachers for students in the teaching programs of our local universities.

## Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
<b>Misassignments of Teachers of English Learners</b>			
<b>Total Misassignments of Any Teachers</b>			

## Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
<b>Doctorate</b>		1.3
<b>Master's Degree plus 30 or more semester hours</b>		0.1
<b>Master's Degree</b>	47.4	23.5
<b>Bachelor's Degree plus 30 or more semester hours</b>	42.1	61.3
<b>Bachelor's Degree</b>	10.5	13.4
<b>Less than Bachelor's Degree</b>		0.2

## Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
<b>Vacant Teacher Positions</b>			

## 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 has conducted 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. Most of our substitutes are retired teachers or former student teachers at our school.

## 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 equal 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 focusing on implementing the new Houghton-Mifflin reading adoption. We are focusing on reading comprehension strategies to help our students better understand the both fictional and nonfictional text. 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. Each month teachers are collecting writing samples in a specific genre from each student. We are planning events in our library for students to share their writing with an audience. In mathematics, our teachers are focusing on the schoolwide implementation of the number sense strand, 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. Teachers use the district's standards-based curriculum. All teachers turn in quarterly curriculum plans showing the 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 academic plan which guides our instructional program. The Linking Council (SSC) monitors the implementation of our 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.

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 and paraprofessionals. We use the new reading adoption materials to support these students in language arts.

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 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. 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. We have bi-monthly Learning Differences evenings for parents/guardians. During these evenings we show a video from Dr. Mel Levine's "Developing Minds" videos and have discussions on how we can use the information to help our children learn.

Summary of overall achievement by subgroups.

## Professional Development

*Number of Staff Development Days: 2001-2002 = 3 2002-2003 = 3 2003-2004 = 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.

For 2003/2004 there are three weeks of centrally coordinated Professional Development Institutes. These week-long, afterschool/Saturday institutes offer professional development in standards, best practices, assessment and diversity. A week-long institute in August offered professional development to all new teachers.

Additional opportunities on special topics designed to ensure standards based instruction are offered by various district departments. All teachers are expected to maintain an individual professional growth plan that is approved by their professional advisor and is aligned with identified professional and school areas of need.

Argonne teachers regularly attend inservices and conferences on specific content areas and/or teaching practices related to interdisciplinary instruction, English language acquisition, or technology. A team of teachers attended the Northern California Math Conference in December. Our whole school professional development time this year will be spent on the new language arts adoption and in assessing students' understanding of the reading 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.

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 listed above 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

## Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K-12, inclusive); and science laboratory equipment (for grades 9-12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials	
	1:1	Fewer books than students
Reading/Language Arts		
Mathematics		
Science		
History/Social Science		
Foreign Language		
Health		
Science Laboratory Equipment (Grades 9-12)		

## Instructional Minutes (School Year 2003-2004)

Grade Level 1 through 8	State Requirement	Instructional Minutes Offered by Argonne ES	
K	36,000	45,750	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
1	50,400	50,850	
2	50,400	50,850	
3	50,400	2,400	
4	54,000	54,300	
5	54,000	54,300	
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 in grades K through 8:

- 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.

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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.

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Parent and student surveys given by the Parent Teacher Organization 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.

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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.

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## **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. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB

### **Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission**

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

### **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 2002-2003)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,310	\$36,856
Mid-Range Teacher Salary	\$55,213	\$58,263
Highest Teacher Salary	\$70,407	\$72,665
Average Principal Salary (Elementary)	\$89,885	\$94,774
Average Principal Salary (Middle)	\$94,152	\$98,934
Average Principal Salary (Secondary)	\$98,209	\$106,858
Superintendent Salary	\$219,143	\$177,295
Percentage of Budget for Teachers' Salaries	36.9 %	41.6 %
Percentage of Budget for Administrative Payrolls	5.2 %	5.1 %

### Expenditures (Fiscal Year 2002-2003)

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)
\$413,093,628	\$7,485	\$6,882	\$6,822

## Types of Services Funded

Argonne ES

Arts Education Collaborative  
Beginning Teacher Support and Assessment  
Conflict Resolution Program  
Junior Achievement  
Mathematics Implementation Initiative  
Science & Health Education Partnership