

School Accountability Report Card

Reporting for school year 2007-2008 • Published in 2008-2009

Anne Darling Elementary Grades K-5

SAN JOSÉ UNIFIED SCHOOL DISTRICT

855 Lenzen Avenue
San José, CA 95126
(408) 535-6000

Superintendent

Don Iglesias

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Dr. William J. Erlendson
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Principal

Patsy Storie

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Grades K-5

333 North 33rd Street ▼ San José, CA 95133
Phone: (408) 535-6209 ▼ Fax: (408) 535-6334

Trustee Area 1

Jorge González, Board Member

Principal's Comments

The Anne Darling learning community is committed to academic and social success for every student. As a community committed to creating socially responsible citizens, Anne Darling Elementary School students will be empowered with academic skills, interpersonal and intrapersonal skills, and a love of learning. We believe that every child has the right to experience academic success.

Our school staff and community are committed to actively supporting our students in becoming critical thinkers and lifelong learners. We believe in the power of collaboration, while respecting the variety of cultures, language, and attitudes within our community. As part of a collaborative learning community, we believe parents, teachers, and students must work together to insure academic success for every student.

Using Houghton Mifflin as the core Language Arts curriculum, we continue to work towards the goal of all students reading on grade level. Anne Darling has received a Reading First grant, which provides teachers with training on how to teach reading. English Language Learners are given extra help with English in the Academic Language Acquisition (ALA) classes we have at each grade level.

Principal's Experience

Patsy Storie came to Anne Darling as the principal in 2007. Prior to becoming principal at Anne Darling, she served as the Manager for the Early Education Department in SJUSD for five years. She has over ten years of direct classroom teaching experience at the elementary level and has extensive experience in the area of emergent literacy and early learning management and program development.

Major Achievements

- Anne Darling Elementary School made consistent progress for the past 4 years towards academic growth targets.
- The school's API increased 22 points in 2007-2008.
- The kindergarten classes of 2007-2008 received SILVHER certificates from the Silicon Valley Higher Education Roundtable, which will give them the opportunity for admission to one of the participating colleges when they complete high school.
- Anne Darling Elementary School is a recipient of a High Priority Schools Grant and a QEIA-identified school, which supports future class size reduction in grades 3 through 5 and increases levels of professional development for staff.
- Anne Darling Elementary School provided additional support for students through a morning program focusing on the goal of academic progress for every student. Students in the program received additional instructional time in a small group setting.

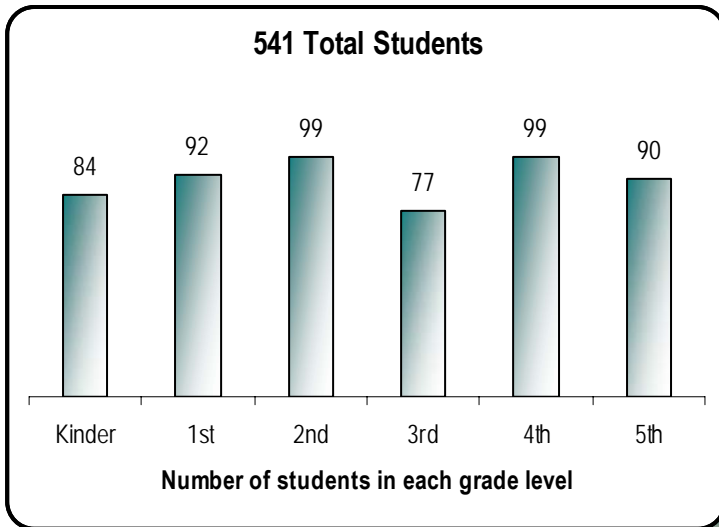
Parental Involvement

Anne Darling parents are involved in the school community in a variety of ways. Through the Los Dichos and ABC programs, parent volunteers go into classrooms and read to students. The parents then do an activity based on the story that they have read together. Our Los Dichos parents read books in the parent's primary language about their culture. Our ABC volunteers read books that focus primarily on anti-bullying. Both programs are supported through Project Cornerstone.

Anne Darling also has a PTA that works to raise money for a variety of student activities, including field trips. Ana Frias is Anne Darling's Parent Liaison and can be reached at 535-6209.

Demographics

The chart and table below show the number of students enrolled in each grade level and the percent of students enrolled who are identified as being in a particular group during the 2007-2008 school year.



African American	0.18%
American Indian or Alaska Native	0.55%
Asian	4.62%
Filipino	0.37%
Hispanic or Latino	84.66%
Pacific Islander	0.18%
White (Not Hispanic)	7.95%
Multiple or No Response	1.48%
Socioeconomically disadvantaged	90%
English Learners	72%
Students with disabilities	8%



Class Size

Average Class Size and Class Size Distribution

Grade	2005-2006			2006-2007			2007-2008		
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms	
		1-20	21-32		33+	1-20		21-32	33+
K	20.0	4		17.6	5		21.0	1.0	3.0
1	20.0	3		19.0	4		19.3	4.0	
2	19.6	5		19.0	4		20.0	4.0	
3	30.0		2	30.0		3	24.5		2.0
4	31.0		1	27.0		3	24.3	1.0	3.0
5	28.3		3	25.0		3	30.3		3.0
6									
K-3	18.0	2		21.0		1	20.5	1.0	1.0
3-4	28.0		1						
4-8	29.5		2	25.0		1			
Other									

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Climate for Learning

Safety

Date safety plan updated: **October, 2008**

Date safety plan last reviewed with staff: **October, 2008**

Students are supervised before school, beginning at 7:30 a.m. We have "Valet Service" to help ease the traffic congestion before and after school. We have paid yard supervisors before school, at recess and lunchtime. Anyone coming on campus is required to sign in at the office.

Homework

Homework is given to all students Monday through Thursday. Each student is expected to read at least 20 minutes each night. Other homework is an extension of what has been taught in class. The homework is intended to be done as independent practice. Students should be able to complete it with minimal direct parent supervision.

Discipline

The parents and the staff have developed Anne Darling's discipline policy. It is explained to students at the beginning of the school year and sent home to parents along with the SJUSD Student and Parent Information Handbook. Discipline is based on a progressive discipline model. Our DOP counselor works with students and families to support both social and academic success for our students here at Anne Darling. In addition, a team meets regularly to provide additional support for students within the school environment. The goal of the discipline structure at Anne Darling is to promote respect, responsibility, and caring among students.

Suspensions and Expulsions—3 year comparison

	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Rate of Suspensions	14.8%	6.0%	7.0%	13.2%	12.6%	13.6%
Rate of Expulsions	0.0%	0.0%	0.0%	0.3%	0.2%	0.2%
This table displays the rate of suspensions and expulsions (total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.						

Facilities

Anne Darling originally opened in 1930. The current site was constructed in 1972. The school is currently undergoing extensive renovation. New kindergarten buildings were completed the summer of 2006. Primary grade classrooms were reconfigured for the 2006-2007 school year. A new two-story classroom building and cafeteria were opened during the 2007-2008 school year. The new two-story classroom building includes new student bathrooms. Primary bathrooms were also renovated as part of the site modernization during summer, 2008. An artificial turf athletic field and site landscaping were also part of this phase of the project. A new media center and administration building is scheduled for completion during the 2008-2009 school year. The existing admin building will be demolished and the area will become a new blacktop area for foursquare, basketball and tetherball. The school has a full-time custodian. A night crew comes through daily to clean classrooms and a maintenance crew comes through to do the yard weekly.

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

Date of Inspection—September 23, 2008	Good	Fair	Poor	Repair needed and action taken or planned
Gas leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (Interior and Exterior)	✓			
Interior Surfaces (walls, floors and ceilings)	✓			Floor needs to be stripped in B9. Hole on raceway to ceiling. Work orders processed 10/08
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			Cover strip needed for extension cord on the floor in girls restroom. Work order processed 10/08
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Roofs	✓			
Playground/School Grounds	✓			
Overall cleanliness	✓			

Overall Summary of School Facility Good Repair Status

Facility Condition	Exemplary	Good	Fair	Poor
	✓			

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	27	31	30	1496
Without Full Credential	3	0	0	68
Teaching Outside Subject Area of Competence	3	0	1	5

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.



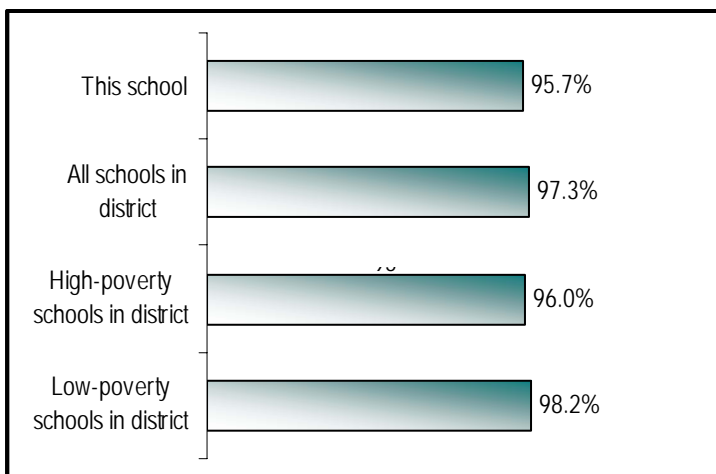
Teacher Misassignments and Vacant Teacher Positions

Indicator	2006-2007	2007-2008	2008-2009
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	1

- Teacher misassignments (teachers assigned without proper legal authorization)
- **Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.**
- Vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Core Academic Classes 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". In general, NCLB requires that each teacher must have:

- A bachelor's degree
- A state credential or an Intern Certificate/Credential for no more than three years
- Demonstrated subject matter competence for each core subject to be taught by the teacher.

This chart displays the percent of classes in core academic subjects taught by NCLB compliant teachers. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Evaluating/Improving Teachers

Our teacher evaluation process is outlined in the San Jose Teachers Association contract and is designed to support teachers and to provide ongoing professional development. It focuses on the standards for student learning and our goal of increasing student achievement. New teachers have BTSA mentors or peer mentors to provide them with support.

Professional Development

Each Tuesday, Anne Darling has an early release day so teachers can participate in collaborative planning and staff development activities. During this time, teachers work together as a grade level to analyze data and to plan standards-based instruction based on the information. Teachers work with our Reading First coaches on strategies to use during language arts. There are also three Districtwide staff development days held throughout the year. In addition, teachers attended Reading First and other trainings related to the curriculum they are teaching during the summer.

Professional development is provided in a variety of ways: Tuesday workshops, Reading First conferences, Staff Development Days, AB466 Institutes, District trainings, and workshops.

Teachers are supported by Reading First coaches, Title I Resource Teacher, English Language Program Coordinator, the school principal and district resource staff.

Substitute Teachers

We have been fortunate to have qualified substitutes when needed. Our Resource Staff assists substitutes when they are on campus so they can maintain the regular schedule and to provide continuity with curriculum standards.

Academic Counselors

Anne Darling has 1.0 FTE for its 541 Students.

Curriculum

Reading and Writing

Anne Darling uses the state adopted Houghton Mifflin Language Arts curriculum. We have a Reading First grant with Language Arts instruction for 210 minutes per day in grades K-3. Writing occurs on a daily basis across the curriculum. Teachers receive training in Language Arts through the Reading First Grant K-3 and AB 466 for 4-5.

Math

Anne Darling's mathematics curriculum follows the State framework and is defined by six strands: probability and statistics, numbers and operations, geometry and measurement, function and algebra, mathematical reasoning, and mathematical communication. Preparation for real-world math is a priority when selecting curriculum. Our 2002 adoption is from Harcourt Brace, a State-approved curriculum. Basic skills are taught through concrete hands-on experiences and use of manipulatives.

Science

Science instruction follows the State framework and benchmarked District standards. The focus is on the development of essential understanding of major science concepts, themes, and methodologies for all children. Fifth graders attend Walden West Science Camp for an outdoor science experience.

Social Studies

Anne Darling's social studies program follows the California State Framework so each successive grade is in alignment with previously taught concepts. The curriculum integrates knowledge of literature, math, science, art, and music. Supplementary texts, audio/visual aides, and other materials, such as periodicals and first person accounts, are used to address specific social studies concepts.

Textbooks

All Anne Darling students use the adopted District textbooks. New textbooks are selected from State approved lists that have been piloted by all grade levels throughout the District. In addition, each classroom has supplemental texts for specific subject areas. In addition, every classroom has an up-to-date class library so that students can read a variety of literature each day with specific emphasis on mathematics, social studies/history, and science. Additional reading materials have been purchased to support Accelerated Reading.

Students have access to all the current state adopted textbooks. In addition, we have purchased supplemental materials for classroom use in the core subject areas.

Percent of Pupils Who Lack Sufficient Textbooks and Instructional Materials in Core Curriculum Areas				
Reading/Language Arts	0%		Science	0%
Mathematics	0%		History-Social Science	0%
Foreign Language	0%		Health	0%
Visual and Performing Arts			Science Laboratory Equipment (grade 9-12)	0%
A list of textbooks and adoption dates is available at: http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf				

Specialized Programs

GATE

GATE students are identified in 2nd grade. Our teachers use differentiation in how they teach students in their classroom so identified GATE students' needs are met in the classroom on a daily basis.

Special Ed

A half-time resource specialist and full-time speech and language specialists assist special education students.

We also utilize a Student Study Team to provide support for students through their regular education classroom. The team includes family members, the classroom teacher, resource teachers, counselor, and an administrator. The team meets to strategize ways to support students who are experiencing a variety of issues that interfere with academic success.

At-risk students

Students who are below grade level are identified and provided with additional support in reading and math either during the school day, before or after school.

English language learners

We have ALA (Academic Language Acquisition) classes that provide instruction in Spanish and we implement an English Language Development program on a daily basis. We also have SEI (Structured English Immersion) classes where instruction is in English. In addition, our ALA Resource Teacher and ELP Coordinator provide support for English Language Learners and staff.

Students with disabilities

Students who are identified with learning disabilities have Individualized Education Plans (IEP's) to address the additional support needed to be successful in school.

After-school programs

Anne Darling has a variety of after-school programs. We have a multicultural Portuguese program where students learn the Portuguese language, dances, and other aspects of the culture. During 2007-08, the program was offered three days per week.

LEARNS is an After-school program that provides assistance with homework and enrichment activities five days per week.

Tutoring

Tutorworks, Extreme Learning, and Education Station are supplemental educational service providers who work with Title I students who are below grade level after school.

School Finances (Fiscal Year 2006-2007)

Expenditures Per Pupil and School Site Teacher Salaries

Level	Total Expenditures per Pupil	Restricted (supplemental) expenditures per pupil	Unrestricted (basic) expenditures per pupil	Average Teacher Salary
School Site	\$10,649	\$4,995	\$5,654	\$67,641
District	\$9,107	\$3,912	\$5,195	\$65,633
Percent Difference - School Site and District	16.93%	27.68%	8.84%	3.06%
State			\$5,300	\$65,008
Percent Different - School Site and State			6.68%	4.05%

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web Page at <http://www.cde.ca.gov/ds/fd/cs/>.

Types of Services Funded

San José Unified School District spent an average of \$8,553 per student in the 2005–2006 school year, compared to \$7,860 per student spent on average by all unified districts in the state. Total operating expenses for the 2005–2006 year were \$255,329,802. Additional details about San Jose Unified's expenditures can be found on the Ed-Data web site (www.ed-data.k12.ca.us).

These expenses are for costs related to educational services to students as well as directly related support costs, such as utilities, custodial and maintenance costs. Included also are central support costs related to such activities as hiring, purchasing and accounting. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA).

Comparison of District and State Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificates Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,584	\$40,721
Mid-Range Teacher Salary	\$70,360	\$65,190
Highest Teacher Salary	\$85,510	\$84,151
Average Principal Salary (Elementary)	\$87,838	\$104,476
Average Principal Salary (Middle)	\$101,285	\$108,527
Average Principal Salary (High)	\$108,876	\$119,210
Superintendent Salary	\$228,660	\$210,769
Percent of Budget for Teacher Salaries	37.7%	39.9%
Percent of Budget for Administrative Salaries	5.1%	5.5%

Student Performance

California Standards Test (CST)

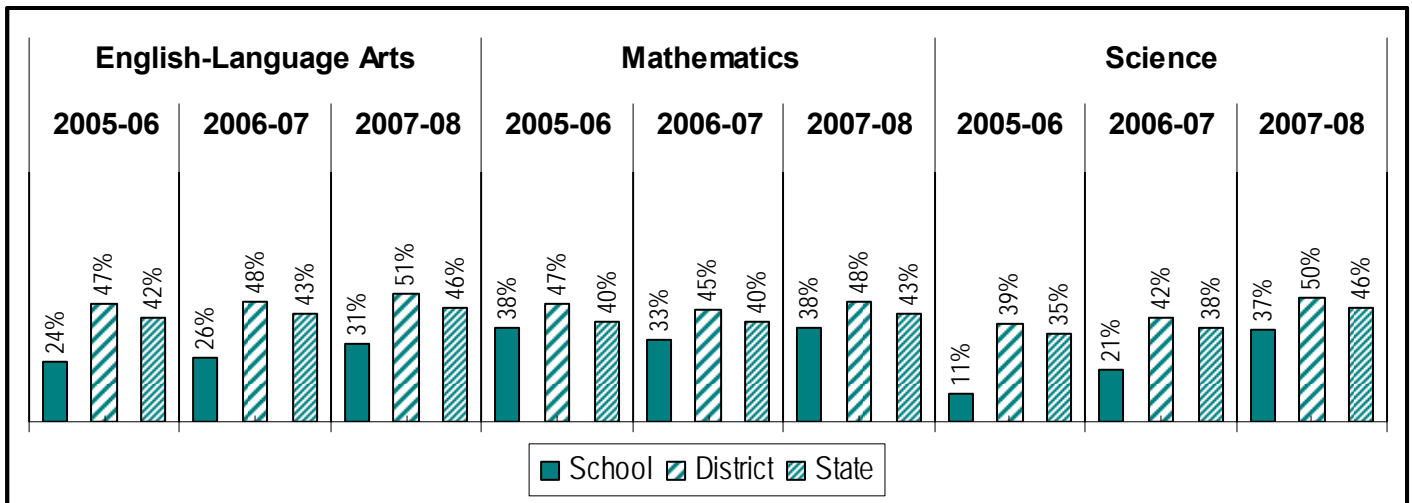
The California Standards Tests (CST) show how well students are doing in relation to the State content standards and are reported as performance levels. Students are tested in the following areas:

- English and Language Arts—Grades 2-11
- Mathematics—Grades 2—11
- Science—Grades 5, 8, 9, 10 and 11
- History and Social Science—Grades 8, 10 and 11

Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliverately or inadvertently make public the score or performance of any individual student.*

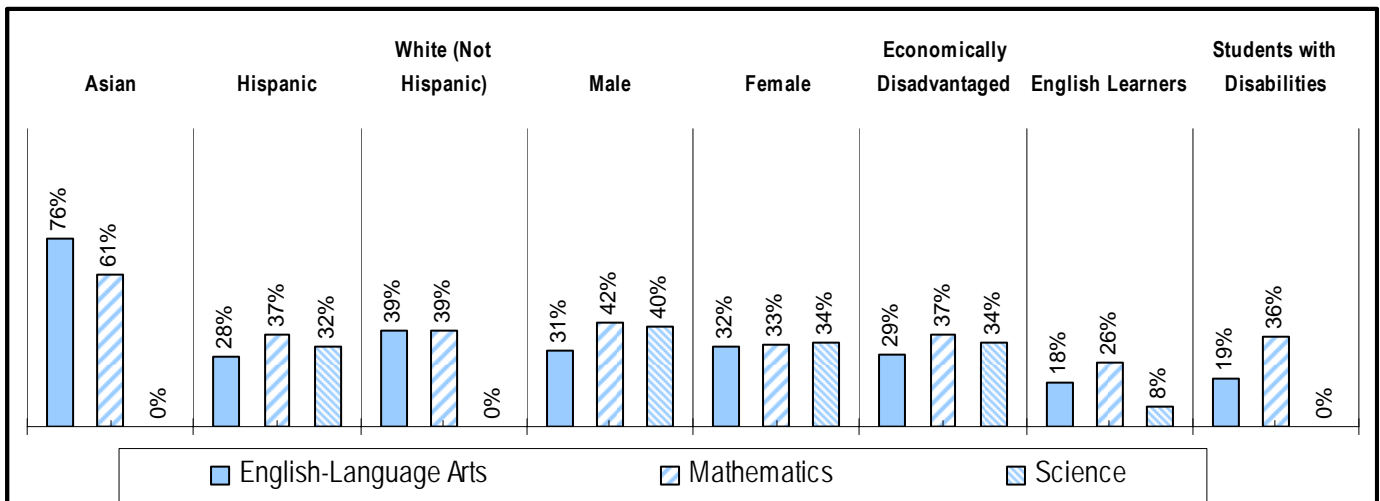
California Standards Test (CST) All Students—Three-Year Comparison

Percent of students achieving at the proficient or advanced level



California Standards Test (CST) by Student Group—Most Recent Year

Percent of students at the proficient or advanced level



Academic Performance Index (API)

The **Academic Performance Index (API)** is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000 with a statewide target of 800. Detailed information about the API can be found at the CDE API Web Page at <http://www.cde.ca.gov/ta/ac/ap/>

API Ranks

This table displays the school's similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10% of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10% of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	2	2	2
Similar Schools	2	1	1

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

	Actual API Change			API Score
	2005-06	2006-07	2007-08	2008
All students at this school	1	19	22	694
Hispanic or Latino	5	20	24	676
White (Not Hispanic)				
Socioeconomically disadvantaged	-5	29	25	686
English Learners	15	21	13	650
Students with Disabilities				

Adequate Yearly Progress (AYP)

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	n/a	Yes
This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.		

Federal Intervention Program (School Year 2008-09)

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement Implementation	2003-2004	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	n/a	6
Percent of Schools Currently in Program Improvement	n/a	11.5%
Detailed information about PI identification can be found at the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/ .		

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

California Physical Fitness Test

Grade Level	Percent of Students Scoring in the Healthy Zone in all 6 fitness standards
5	18.8%

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays the percent of students at this school meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period.

Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pf/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

San José Unified School District

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

San José Unified's SARCs are prepared by the Office of Public Engagement.

(408) 535-6650 ▼ Fax (408) 535-2302

<http://www.sjUSD.org>

Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.