

School Accountability Report Card

Reporting for school year 2010-2011

Published in 2011-2012

San José Unified School District

Anne Darling Elementary

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

Grades K-5



Principal

Rigo Elenes
Rigo_Elenes,@sjusd.org



San José Unified School District

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

Superintendent

Vincent Matthews, Ed. D.

Assistant Superintendents

Jason D. Willis
Chris D. Funk

Board of Education

Jorge González Trustee Area 1
Richard Garcia Trustee Area 2
Pamela Foley Trustee Area 3
Veronica Lewis Trustee Area 4
Leslie Reynolds Trustee Area 5

This school is in Trustee Area 1

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) 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.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may 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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Anne Darling Elementary	District Name	San Jose Unified
Street	333 North 33rd St.	Phone Number	(408) 535-6000
City, State, Zip	San Jose, CA, 95133-1634	Web Site	www.sjUSD.org
Phone Number	(408) 535-6209	Superintendent	Vincent Matthews
Principal	Rigo Elenes, Principal	E-mail Address	vincent_matthews@sjUSD.org
E-mail Address	rigo_elenes@sjUSD.org	CDS Code	43696666048433

School Description and Mission Statement (School Year 2010–11)

Opportunities for Parental Involvement (School Year 2010–11)

Monthly “Coffee with the Principal Meetings” are an excellent way for all parents to provide ongoing input and to learn more about the school and key school wide topics of interest. Parent participation and leadership is also supported by the Parent project “Inspire” which provides a series of on-site workshops that develop parents’ understanding of their role as part of the school team, how schools operate, and how to best support their children to succeed at school.

Parents play a pivotal role as part of the SSC (School Site Council) which has a key role in the development, implementation and monitoring of the Single Plan for Student Achievement (SPSA). Title I meetings are held annually to inform parents about the programs at the school site that support student success through Title I funding.

Parents of English Language Learners are encouraged to become part of the Site English Learners’ Advisory Committee (SELAC). A representative of the group is elected to participate in the District level group or DELAC. The purpose of these groups is to provide parental input and feedback on programs that support English Language Learners at the site and District levels.

Anne Darling’s Parent Teacher Association (PTA) works tirelessly to raise money to fund a variety of extracurricular student activities, including field trips. Ana Frias, Anne Darling’s parent liaison works closely with the PTA and staff on a daily basis. Ms. Frias can be reached during school hours at (408) 535-6209.

High-leverage Strategies	Data	Achievements	Next Steps
1. Collaboration as a Professional Learning Community	Met every Tuesday from 1:00-3:00. Leadership Team read “Whatever it Takes” by DuFour	Teachers voluntarily worked outside of contractual hours in order to plan and collaborate in a PLC. Teachers started implementation of consistent protocol/procedures for collaborations including setting team norms, creating the mini-quizzes, 5-day planner, and deciding on the high priority standards.	As a PLC we will: <ul style="list-style-type: none"> emphasize a results-oriented cycle of inquiry, which includes: collaboration, teaching, assessment, and analysis & reflection. Start year again reviewing norms, protocols & procedures to improve communication. Continue sharing mission, goals, and priorities. Distribute PLC plan books to have weekly reading and discussions around PLC.
			We will:

<p>2. High Priority Standards Instruction through Direct Instruction</p>	<p>100% of teachers were collaborating to decide on a high priority standard every week with their grade level teams in ELA and math.</p>	<p>Distribution of roles and responsibilities.</p> <p>Built capacity among teachers.</p> <p>In-depth knowledge of the curriculum.</p> <p>Learn from each other's strengths.</p>	<ul style="list-style-type: none"> • Continue focus on high priority standards, but also address the other standards. • Have more grade levels map out the high priority standards for the year. • Differentiate daily within the Guided Practice and Collaborative part of the D.I. lesson.
<p>3. Mini-assessments/ Formative assessments</p>	<p>100% of all teachers were turning in mini-assessment results each week.</p> <p>100% of teachers were collaborating to administer these.</p>	<p>Teamwork</p> <p>Building capacity and content knowledge</p> <p>Sharing information/knowledge and expertise to plan instructional practices with the goal of the mini assessments in mind.</p>	<p>We will:</p> <ul style="list-style-type: none"> • Continue to work on formative rather than summative assessments. • Keep the work that was already accomplished this year, so that next year can be focused on further developing the DI 5-day planner rather than selecting standards and assessments.
<p>4. A.R./ Independent Reading and STAR computer testing and tracking</p>	<p>Started with only 2 students, grew to 118 students who received AR awards.</p> <p>School wide Reading Logs</p> <p>Classroom A.R. and ZPD Trackers.</p>	<p>The majority of teachers actively supported AR in their classroom by allowing students to take weekly tests at specified times.</p> <p>Most teachers had AR trackers posted.</p> <p>Students were motivated to become independent readers.</p>	<p>We will:</p> <ul style="list-style-type: none"> • Obtain 100% participation by all classrooms (Grades 1-5) using AR . • Schedule AR (STAR) tests 4 times a year and DRA 3 times a year.
<p>High-leverage Strategies</p>	<p>Data</p>	<p>Achievements</p>	<p>Next Steps</p>
<p>5. Parent Involvement SSC/SELAC/ PTA</p> <p>Monthly Coffee with Principal</p>	<p>SELAC: Meetings grew to 30-60 families in attendance each month.</p> <p>COFFEE: 20-35 parents showed up for the monthly meetings.</p>	<p>SELAC:</p> <ul style="list-style-type: none"> • Grade level teacher presentations / student performances. • CST Test chats with parents and then individual 2nd through 5th grade students. • Improved parent communication and connection with teachers and school. 	<p>COFFEE: Introduce support staff, such as coaches, counselor, nurse, custodian, attendance clerk, etc.</p> <p>SSC/SELAC: Keep as is. Have a Family Game/Reading/Math Night.</p> <p>Schedule PTA at a different time than SSC/SELAC meetings</p>

<p>6. Awards Assembly/ Student Recognition</p>	<p>Nine assemblies for student recognition throughout the year with great parent participation.</p> <p>100s of students who received various awards.</p>	<p>Parent participation in celebrating students' successes.</p> <p>Over 50% of the school had perfect attendance each month.</p> <p>Students were recognized for their specific accomplishments.</p>	<p>Student selection must be supported by assessment data to motivate and celebrate their desire to continue improving.</p>
<p>7.ELD -Leveled instruction - Reclassification -P.D./ Collaboratives -ELIC</p>	<p>34 students were reclassified.</p> <p>ELD block consistently implemented school wide.</p>	<p>Doubled rate of reclassification.</p> <p>ELD block with students leveled according to CELDT (speaking) level.</p>	<p>ELD needs to continue as a mandated 60 minute daily instructional block.</p>
<p>8. Interventions Imagine Learning Voyager Afterschool Interventions DRA/ Guided Reading Title I/Sm Groups</p>	<p>Imagine Learning: 100% participation rate for students before and after school. (43 students were served)</p> <p>DRA: all teachers trained. 75% of K-5 students were tested.</p> <p>Interventions: 28 teachers participated, about 280 students were served.</p>	<p>Teamwork of K/1 teachers supporting the upper grade teachers for after school interventions.</p> <p>Clearer understanding of reading levels.</p> <p>Students benefited by targeted instruction in small intervention groups.</p> <p>School wide cultural change to a positive perception of interventions.</p>	<p>Teachers need to have scheduled dates for DRA test 3 times in the year.</p> <p>Each teacher will complete their own DRA.</p>
<p>9. Coaching</p>	<p>Each coach worked with 9-10 teachers.</p>	<p>Teachers have a better understanding of Direct Instruction and how to implement the model within a lesson.</p>	<p>Cycles need to be fully completed with teachers.</p>

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	90	Grade 8	0
Grade 1	100	Ungraded Elementary	0
Grade 2	85	Grade 9	0
Grade 3	90	Grade 10	0
Grade 4	85	Grade 11	0
Grade 5	87	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	537

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	0.7%
American Indian or Alaska Native	0.2%
Asian	5.4%
Filipino	0.9%
Hispanic or Latino	83.2%
Native Hawaiian or Pacific Islander	0.6%
White	7.4%
Two or More Races	0.4%
Socioeconomically Disadvantaged	86.4%
English Learners	72.4%
Students with Disabilities	8.2%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	3	0	0	19.5	4	0	0	19.3	4	0	0
1	20.0	4	0	0	19.3	3	0	0	19.0	4	0	0
2	19.3	4	0	0	18.0	4	0	0	18.3	4	0	0
3	18.0	4	0	0	19.0	4	0	0	18.8	4	0	0
4	20.0	2	1	0	19.6	4	0	0	22.0	4	0	0
5	20.0	4	0	0	20.0	4	0	0	18.8	4	0	0
6												
Other	20.0	3	1	0	19.7	3	0	0	19.0	4	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

III. School Climate

School Safety Plan (School Year 2010–11)

Safety

Before-school supervision starts at 7:30 am. There are paid yard duty supervisors before school, at recess and lunchtime. The school site uses a "pull-up and drop off" process to help ensure students' safety at arrival and dismissal times. Anyone coming on campus during the school day is required to sign in at the office. Drills are conducted regularly, and procedures are in place in case of accidents, fire, or other emergency situations.

The current safety plan was updated throughout 2010-11. The School Leadership Team reviewed the Safety Plan at a meeting in November, followed by a review and approval by the staff members.

Homework

Students are given homework Monday through Thursday each week. Homework is a review and reinforcement of their classroom instruction. It is intended to be independent student practice. Students should be able to complete their homework with minimal parent supervision. In addition, each student is expected to read independently every night, with the following guidelines: K-1 Students-20 minutes, 2nd -

3rd grade students- 30 minutes, 4th-5th grade students 45 minutes. Students are required to turn in reading logs to their teacher each week with the parent signatures, indicating that parents witness their child reading each night.

Discipline

Anne Darling’s discipline policy is explained to students at the beginning of the school year and sent home to parents 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 at Anne Darling. In addition, a “COST” team meets regularly to provide support for students within the school environment. The goal of the discipline structure at Anne Darling is to promote respect, responsibility, and safety among students. The school has been participating in Positive Behavior Intervention System since 2009-10.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	4.5%	2.66%	7.4%	11.8%	5.17%	10.8%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.19%	0.3%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Anne Darling originally opened in 1930. The last site renovation was in 1972. Extensive renovation and construction has been completed as part of an overall site modernization. New kindergarten buildings were completed during 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 soccer field and site landscaping were also part of this phase of the project. A new media center and administration building was completed during the 2008-2009 school year. There is a new blacktop area for foursquare, basketball and tetherball. The school has a full-time custodian. A night crew comes to the site daily to clean classrooms, and a grounds crew maintains the yard and outdoor area weekly.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			x	There were 5 deficiencies in this area. Deficiencies were for AC/Heating vents needing to be clean.
Interior: Interior Surfaces			x	There were 5 deficiencies in this area. They included dirty floors and dirty restrooms.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			x	There were 3 deficiencies in this area. They included the need to clean light fixtures and rest rooms.
Electrical: Electrical			x	There were 3 deficiencies in this area. They were for light and/or banks out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		x		
Safety: Fire Safety, Hazardous Materials		x		
Structural: Structural Damage, Roofs			x	There was 1 deficiency in this area. Turf from main playground needs to be patched in 4 areas (ripped).
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		x		
Overall Rating			x	Summer cleaning going on/Elevator permit

pending

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
With Full Credential	25	24	28	1464
Without Full Credential	5	4	2	58
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	94.01%	5.99%
High-Poverty Schools in District	94.08%	5.92%
Low-Poverty Schools in District	92.02%	7.98%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff and Specialized Programs

Academic Counselors and Specialized Programs (School Year 2010-11)

Counselors

Anne Darling has a full-time DOP (Drop-out Prevention) counselor. The counselor supports student learning by working with students and families if there are barriers to a student's learning, such as poor attendance, that interfere with a student's academic progress at school.

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 1 full time speech and language specialist, assist special education students in fulfilling the requirements of their Individualized Education Plans (IEP).

A Student Study Team (SST) is in place to provide support for students experiencing various challenges in the general education classroom. The team consists of parents, guardians, classroom teacher, resource teachers, the counselor, the nurse, the psychologist and the principal. The team meets to identify strategies to best support the academic success of the students who are experiencing challenges academically or socially.

At-risk students

Students who are below grade level, as identified by their CST scores are provided intervention during the day during Universal Access, Math Intervention, and after school intervention programs. In addition, students who perform 1-2 years below grade level in Language Arts, are provided with a replacement Language Arts curriculum, Language! For 2 hours each day.

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 Learners and site staff.

Students with disabilities

Students who are identified with specific disabilities have Individualized Education Plans (IEPs) to define and address the additional support they need to be successful in school.

After-school programs

CORAL is an after-school program that provides assistance with homework and enrichment activities five days per week. Students are expected to participate in the program from the end of their school day until 6:00, when the program ends.

Tutoring

Title I funding provides tutoring services (called SES, Supplemental Educational Services) for qualifying students. Supplemental educational service providers work after school with Title I students who are below grade level.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Curriculum

Reading and Writing

Anne Darling uses the state adopted Houghton Mifflin Language Arts curriculum. Identified cluster areas within the Language Arts framework are Word Analysis and Vocabulary Development, Reading

Comprehension, Literary Response and Analysis, Written and Oral Conventions, and Writing Strategies. Writing occurs on a daily basis across the curriculum. During the 2009-10 school year, teachers received training in Language Arts through the Reading First Grant in grades K-3 and AB 466 for grades 4-5. They also received additional training on instructional strategies through QEIA. Student progress in Language Arts is monitored by the use of interim and weekly mini-assessments during the year.

Math

Anne Darling’s math curriculum by Pearson Education, Inc., is standards-based, and was adopted in 2009-10. The State Framework identifies the following strands: Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, Data and Probability, and Mathematical Reasoning. Student progress is monitored by classroom grade level math trackers, weekly mini assessments, topic cumulative tests, interim assessments, and CST scores. Furthermore, Direct Instruction is used to plan lessons, including strategies for immediate intervention, reteaching, and challenging students according to their individual needs.

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 the week long 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 across the grades.

Technology

Students have access to computer technology on a daily basis, with 3 to 4 desktop computers available in every classroom. In addition, students go to the computer lab each week, which is equipped with 30 computers, to develop their literacy in technology and 21st century skills. Teachers are also provided with a document camera, projector, and laptop which access the wireless internet to allow them to incorporate various online resources to enhance instruction.

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. 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. Every room also has a classroom library so students can read a variety of literature during the instructional day. Additional classroom and library reading materials have been purchased to support Accelerated Reading.

A list of textbooks and adoption dates is available at:
http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf

Year and month in which data were collected: <u>Sept 2011</u>		
Core Curriculum Area	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	No	0%
Mathematics	Yes	0%
Science	Yes	0%
History-Social Science	Yes	0%
Foreign Language	Yes	0%
Health	Yes	0%
Science Laboratory Equipment (grades 9-12)	Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures	Expenditures Per Pupil (Supplemental /	Expenditures Per Pupil (Basic /	Average Teacher
-------	--------------------	--	---------------------------------	-----------------

	Per Pupil	Restricted)	Unrestricted)	Salary
School Site	\$10,612	\$4190	\$6422	\$66,439
District			\$6048	\$67,256
Percent Difference – School Site and District			+6.2%	-1.2%
State			\$5,455	\$69,207
Percent Difference – School Site and State			+17.7%	-4.0%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2009-10)

San José Unified School District spent an average of \$9,225 per student in the 2009-10 school year, compared to \$8,545 per student spent on average by all unified districts in the state. Total operating expenses for the 2009-10 year were \$281,302,275. Additional details about San José 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).

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,436	\$42,017
Mid-Range Teacher Salary	\$71,772	\$67,294
Highest Teacher Salary	\$87,228	\$86,776
Average Principal Salary (Elementary)	\$108,331	\$108,534
Average Principal Salary (Middle)	\$111,511	\$112,893
Average Principal Salary (High)	\$119,913	\$123,331
Superintendent Salary	\$241,743	\$226,417
Percent of Budget for Teacher Salaries	34.00%	38.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

Note: For detailed information on salaries, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	31%	40%	49%	54%	56%	57%	49%	52%	54%
Mathematics	41%	53%	67%	50%	51%	53%	46%	48%	50%
Science	17%	40%	39%	52%	57%	60%	50%	54%	57%
History-Social Science	0%	0%	0%	49%	50%	51%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	57%	53%	60%	51%
All Students at the School	49%	67%	39%	0%
Male	43%	66%	44%	0%
Female	55%	68%	34%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	46%	65%	38%	0%
Native Hawaiian or Pacific Islander				
White	60%	72%	0%	0%
Two or More Races	82%	88%	0%	0%
Socioeconomically Disadvantaged	47%	67%	40%	0%
English Learners	41%	65%	18%	0%
Students with Disabilities	16%	34%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only.

This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test

results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	38.20%	30.30%	9.20%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent 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 ten 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	2008	2009	2010
Statewide	2	1	2
Similar Schools	2	1	4

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	-32	79	51
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-33	85	51
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	-33	80	52
English Learners	-23	103	61
Students with Disabilities			

Note: “N/D” means that no data were available to the CDE or LEA to report. “B” means the school did not have a valid API Base and there is no Growth or target information. “C” means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	318	793	23,642	798	4,683,676	778
Black or African American	2		738	758	317,856	696
American Indian or Alaska Native	1		166	786	33,774	733
Asian	6		2,205	941	398,869	898
Filipino	0		374	850	123,245	859
Hispanic or Latino	269	780	11,980	716	2,406,749	729
Native Hawaiian or Pacific Islander	0		7		26,953	764
White	23	817	6,455	878	1,258,831	845
Two or More Races	0		153	787	76,766	836
Socioeconomically Disadvantaged	287	786	11,520	712	2,731,843	726
English Learners	241	792	8,287	701	1,521,844	707
Students with Disabilities	33	573	2,265	583	521,815	595

Adequate Yearly Progress

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

- Participation rate on the state’s standards-based assessments in 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)

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

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

Federal Intervention Program (School Year 2011–12)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI

First Year of Program Improvement
Year in Program Improvement
Number of Schools Currently in Program Improvement
Percent of Schools Currently in Program Improvement

2009-2010
Year 3
16
30.8%

Note: Cells shaded in black do not require data.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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 weekly mini-assessments and other student data. Teachers work with coaches on instructional strategies and the implementation of core curriculum. There are also 3 district-wide staff development days held throughout the year. In addition, teachers at Anne Darling attended QEIA and other trainings related to effective small group instruction strategies and curriculum implementation in the area of Language Arts.

Professional development is provided in a variety of ways: Tuesday Grade Level Collaboration, Staff Development Days, Site and District trainings, workshops and coaching.

Teachers are supported by the Title I Intervention Specialist, English Language Instructional coach, the Language Arts Coach, the Math Coach, the school principal and district resource staff. They model lessons, coach, and provide feedback to teachers. The principal also supports teachers by providing frequent feedback on individual instructional practices. During weekly grade level meetings, teachers collaborate to analyze weekly and interim assessment data, plan interventions, and develop structured lesson plans based on the Direct Instruction model.

Anne Darling
Elementary

San Jose Unified

School Accountability Report Card,
2010-2011

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org