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Contents

What Is a School Accountability Report Card (SARC)?

Since November 1988, state law has required all public schools to prepare and distribute a SARC. The purpose of the report card is to provide parents and the community with important information about a school. A SARC can be an effective way for a school to report its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Most of the data in this SARC are from the 2005–06 school year or the two preceding years (2003–04 and 2004–05). Graduation, dropout, and fiscal data are from 2004–05. Single-year column headings in tables refer to the ending school year for that particular period. When no year is specified, data are from the most recent year available.

Data included in this SARC (available at the California Department of Education Web site at *www.cde.ca.gov/ta/ac/sa/definitions06.asp*) are consistent with State Board of Education guidelines

Additional copies of this SARC may be obtained from the school office or from the district's SARC Web site at *studata.sandi.net/research/sarcs/*.

Marvin Elementary School

School Description and Mission Statement

Marvin Elementary is nestled in Allied Gardens, a community of single-family dwellings. One-third of our students attend our school through the Voluntary Ethnic Enrollment Program (VEEP) or School Choice program.

We have 20 total classes, made up of 17 regular education and 3 special day (special education), in 16 permanent classrooms and 5 portable buildings. There are three Gifted and Talented Education (GATE) program cluster classes and one seminar class in Grades 3–5.

All children receive a comprehensive education by an experienced teacher, with several actually having attended Marvin themselves as children. Marvin staff and students are focused on teaching and learning. Teachers participate in regular professional development to increase their skills to challenge, encourage, and focus instruction on the state standards and the needs of our students. Children are learning to think more deeply and to set learning goals for themselves.

All students are provided technology instruction with a focus on science by a full-time computer lab teacher in our library/media center. Our school library and science lab are also used to supplement our science emphasis. We have a very active Parent Teacher Foundation (PTF) that supports enrichment activities throughout the school. The all-school science fair and other after-school programs (science, aerobics, karate, Spanish language) offer additional instruction to our children. Marvin Elementary is a wonderful place to learn and grow.

Opportunities for Parent Involvement

We are committed to communicating with and engaging parents as partners in their children's education. The district has adopted *Parent Communications and Involvement Standards*, which clearly describe expectations for parent communications and involvement at the district, school, classroom, and home levels. We are also committed to obtaining community resources for our school and invite all members of our community to assist us in the education of our students.

Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

Many parents are committed to helping at the school, as evidenced by our large, active Parent Teacher Foundation (PTF) membership and the number of parents attending the Site Governance Council meetings. The PTF raises funds for individual classrooms, to support the school's computer lab, and to help us meet other technology needs. The PTF also purchases books for the library, sponsors assemblies, organizes the variety show, and helps enrich the lives of our students in many other ways. Marvin has more than 80 parent and community volunteers who provide support in classrooms, the computer lab, and the library, and who serve as individual tutors for students needing extra help or encouragement. Marvin's Web site, monthly newsletter, marquee, and calendar keep parents informed of the activities at our school. Most school bulletins and letters to parents are translated into Spanish to keep our Spanish-speaking parents informed.

If you want to get involved, please contact Terry Piper at (619) 583-1355.

ABOUT THIS SCHOOL

Student Enrollment by Grade Level

Grade Level	Enrollment on September 30, 2005
Ungraded Elementary	2
Kindergarten	48
1	45
2	82
3	71
4	74
5	75
TOTAL	397

Student Enrollment by Group

Racial/Ethnic Subgroup	Number of Students	Percentage of Enrollment
African American	35	8.8
Asian	9	2.3
Filipino	8	2.0
Hispanic	134	33.8
Indochinese	8	2.0
Native American	6	1.5
Pacific Islander	2	0.5
White (Not Hispanic)	195	49.1
Socioeconomically Disadvantaged	146	36.8
English Learners	73	18.4
Students with Disabilities	72	18.1

* As of May 2006

Average Class Size and Class Size Distribution

This table displays the average class size for each grade level and the number of classrooms that fall into each class size category.

Grade Level	2004 Avg. Class Size	2004 Number of Classrooms 1–20	2004 Number of Classrooms 21–32	2004 Number of Classrooms 33+	2005 Avg. Class Size	2005 Number of Classrooms 1–20	2005 Number of Classrooms 21–32	2005 Number of Classrooms 33+	2006 Avg. Class Size	2006 Number of Classrooms 1–20	2006 Number of Classrooms 21–32	2006 Number of Classrooms 33+
K	18	4			19	3			20	3		
1	19	4			18	5			18	3		
2	21	1	3		19	3			18	4		
3	19	3			19	3			19	3		
4	23		2		31		2		33		1	1
5	28		2		29		2		32		1	1
K–3									12	2		
3–4	16	1										
4–8	22		1									

Participation in the Class Size Reduction Program

California's Class Size Reduction program, which began in 1996, provides funding to participating school districts that decrease the size of K–3 classrooms to 20 or fewer students per certificated teacher. This table displays the percentage of students in Grades K–3 who were assigned to a classroom that participated in the Class Size Reduction program.

Grade Level	Percentage of Pupils Participating 2004	2005	2006
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

SCHOOL CLIMATE

School Safety Plan

Last Review/Update: January 12, 2006   **Last Discussed with Staff:**   January 12, 2006

Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. This plan meets the state requirements described in California Education Code Sections 35294–35297. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, specific school-building security procedures are implemented by the school staff. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

To promote school safety, we ensure that procedures for student emergencies are reviewed by staff, parents, and students.

School Discipline Practices

An important goal of Marvin Elementary is to keep students in school. Marvin's attendance continues to be above the district's average. Marvin has an attendance clerk three hours per day, five days a week, who monitors student attendance, excuses, and tardiness.

The discipline program, developed jointly by staff and parents, is firm, fair, and consistently enforced. We encourage a positive climate throughout the school and use a multifaceted approach to meet the guidance needs of students. We maintain a healthy school environment by recognizing the good things students do.

Time-outs and reward time also help students make positive changes or maintain appropriate behavior.

Instructional study team meetings provide regular opportunities for teachers, support personnel, and parents to share information about a student's progress and to plan support services for students.

Suspensions and Expulsions

The following table shows the numbers and rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school's enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school's enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates.

		2004		2005		2006	
		School	District	School	District	School	District
Suspensions	Number	1	12,174	0	14,103	5	14,418
	Rate per 100 students	0.25	2.74	0.00	2.92	1.26	3.30
Expulsions	Number	0	429	0	545	0	611
	Rate per 100 students	0.00	<0.05	0.00	0.08	0.00	0.06

Attendance

Percentage Actual Attendance indicates the total number of days students attended divided by the total number of days students were enrolled, multiplied by 100.

	2004	2005	2006
Percentage Actual Attendance	95.46	95.92	94.55

SCHOOL FACILITIES

School Facility Conditions and Improvements

Our school has received upgrades thanks to Proposition MM, the $1.51 billion bond measure that is funding modernization of 161 existing schools and construction of 12 new and 3 rebuilt schools throughout San Diego. At our school, improvements included a new library/media center, a new lunch-court shelter, interior and exterior painting, carpeting of all classrooms, improved access for the physically disabled, technology and electrical upgrades, new window blinds, playground equipment, paving, roofing, heating and cooling systems, and new irrigation around the school. The community and staff speak highly about the overall cleanliness of the school. We have few incidents of vandalism and graffiti.

All classrooms and support areas focus on the instructional program to directly support teaching and learning.

School Facility Good-Repair Status

This table displays the results of the most recently completed school-site inspection to determine the facility's good-repair status. The data are not comparable with previous years' summaries, which cited only "emergency needs."

Inspection Date: 10/11/2006

Item Inspected	In Good Repair? Yes	In Good Repair? No	Repair Needed and Action Taken or Planned
Gas leaks	✓		
Mechanical systems	✓		
Windows/doors/gates (interior and exterior)	✓		
Interior surfaces (walls, floors, and ceilings)	✓		
Hazardous materials (interior and exterior)	✓		
Structural damage	✓		
Fire safety	✓		
Electrical (interior and exterior)	✓		
Pest/vermin infestation	✓		
Drinking fountains (inside and out)	✓		
Restrooms	✓		
Sewer	✓		
Playground/school grounds		✓	Repair of asphalt, Scheduled for 07/08
Other	✓		

TEACHERS

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools.

Number of Teachers	School 2004	School 2005	School 2006	District 2006
Full credential and teaching in subject area	25	20	22	5,351
Full credential but teaching outside subject area	0	1	1	516
Without full credential	0	1	1	625
Total	**25**	**22**	**24**	**6,492**

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (long-term vacancies for which there was no teacher assigned by the 20th school day of each semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2007, the most current data are reported.

	2005 Semester 1	2005 Semester 2	2006 Semester 1	2006 Semester 2	2007 Semester 1	2007 Semester 2
Misassignments of Teachers of English Learners	0	0	0	0	0	N/A
Total Teacher Misassignments	0	0	0	0	0	N/A
Vacant Teacher Positions	0	0	0	0	0	N/A

Core Academic Courses Taught by No Child Left Behind (NCLB)-Compliant Teachers (2006)

The NCLB Act requires all teachers of core academic subjects to be "highly qualified" no 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.

This table displays the percentage of classes in core academic subjects taught by NCLB-compliant and non-NCLB-compliant teachers at the school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at *www.cde.ca.gov/nclb/sr/tq/*.

Location of Classes	Percentage of Classes in Core Academic Subjects	
	Taught by NCLB-Compliant Teachers	Taught by Non-NCLB-Compliant Teachers
This School	100.	0.0
All Schools in District	82.0	18.0
High-Poverty Schools in District	79.0	21.0
Low-Poverty Schools in District	87.0	13.0

Substitute Teacher Availability

The district maintains a pool of almost 3,000 substitute teachers available for assignment when a classroom teacher is absent. The Human Resources Services Division aggressively recruits additional substitutes throughout the year to ensure that an adequate, qualified pool is available to cover for teacher illnesses, as well as for planned absences for professional development. Recruitment efforts include an online application process available at any time, as well as working closely with principals and teacher union representatives to develop and implement strategies for attracting and retaining quality substitute teachers.

We try to place substitute teachers according to their areas of expertise, although by state law credentialed teachers may substitute at any grade level and in any subject.

Teacher Evaluation Process

School site administrators (principals and vice principals) formally evaluate tenured teachers every two years based on guidelines set forth in the California Education Code and the teachers' contract. Temporary and probationary teachers are evaluated annually in a similar manner. Site administrators visit classrooms frequently to observe teachers' instructional practice.

Evaluation criteria for classroom teachers include:
- Progress of pupils toward established standards
- Instructional techniques and strategies
- Adherence to curricular objectives
- Establishment and maintenance of a suitable learning environment
- Performance of non-instructional duties and responsibilities, including supervisory and advisory duties

Evaluation results are shared with the teacher and are forwarded to the school's area superintendent for review. All evaluations are confidential and kept in the district's personnel file for that teacher.

Permanent teachers who have "unsatisfactory" in any of the first four areas of their evaluation and an overall evaluation of "less than effective" must participate in the district's Peer Assistance and Review (PAR) program. As program participants, they are assigned a consulting teacher who assists them with improving their teaching practice. The consulting and participating teachers meet regularly and discuss plans for assistance, which includes classroom observations, verbal and written feedback, in-the-moment coaching, demonstration of effective instructional strategies, and any other support as appropriate.

SUPPORT STAFF

Academic Counselors and Other Support Staff (2006)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	N/A
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (paraprofessional)	0.0	
Psychologist	0.4	
Social Worker	0.0	
Nurse	0.0	
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (Non-Teaching)	1.0	
Resource Teacher	1.0	

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, and Availability of Textbooks and Instructional Materials (2006)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides sufficient, standards-aligned textbooks and/or other instructional materials for all students in the subject areas of reading/language arts, mathematics, science, history–social science, world languages, and health. The adopted textbooks for these subjects are listed in the following table. Science laboratory equipment is available to students enrolled in science laboratory courses in Grades 9–12.	0
Mathematics		0
Science		0
History–Social Science		0
World Language		0
Health		0
Science Laboratory Equipment (Grades 9-12)		0

List of Textbooks and Instructional Materials Used in Core Subject Areas (2006)

All textbooks and instructional materials come from state or district lists.

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Adoption Year
English Language Arts	K–6		*A Legacy of Literacy,* Houghton Mifflin	2002–03
Health	K–3		*Primary Health Kits*, Wright Group/McGraw-Hill	1997–98
Mathematics	K–6		*Harcourt Math,* Harcourt School Publishers	2002–03
Science	K–5		*Harcourt Science,* Harcourt School Publishers	2000–01
History–Social Science	K–6		*Adventures in Time and Place,* Macmillan McGraw-Hill	1999–00
Health	4–6		*Health: Lessons in Character Kits,* Young People's Press	1997–98
Science	6		*Holt Science and Technology: Earth Science* (with *Foss Kits* 1995–96), Holt, Rinehart, and Winston	2003–04

Note: Adoptions prior to school year 1999–2000 are "pre-standards" (these textbooks and/or materials were adopted before content standards and standards-based materials were adopted by the State Board of Education).

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004–05)

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 and teacher salaries can be found at the CDE Web site at *www.cde.ca.gov/ds/fd/ec/* and *www.cde.ca.gov/ds/fd/cs/.*

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$6,013	$1,390	$4,623	$58,744
District	—	—	$5,273	$53,948
Percentage Difference: School Site and District	—	—	-12.3	8.9
State	—	—	$4,743	$57,560
Percentage Difference: School Site and State	—	—	-2.5	2.1

Types of Services Funded

The district's general fund includes monies for:
- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Targeted Instructional Improvement Program—staff salaries, staff benefits, services, materials, and support for low-achieving students
- School-Based Coordinated Program—staff salaries, staff benefits, services, materials, and support for our lowest performing schools
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

Teacher and Administrative Salaries (Fiscal Year 2004–05)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage 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 at the CDE Web site at *www.cde.ca.gov/ds/fd/cs/* and *www.cde.ca.gov/ta/ac/ sa/salaries0405.asp*.

	District Amount	Statewide Average for Districts in Same Category
Beginning Teacher Salary	$34,517	$37,540
Mid-Range Teacher Salary	$52,449	$59,426
Highest Teacher Salary	$70,179	$73,925
Average Principal Salary (Elementary School Level)	$94,629	$96,377
Average Principal Salary (Middle School Level)	$96,936	$100,144
Average Principal Salary (High School Level)	$99,557	$109,130
Superintendent Salary	$199,500	$185,251
Percentage of Budget for Teachers' Salaries	37.6%	40.9%
Percentage of Budget for Administrative Salaries	4.8%	5.3%

STUDENT PERFORMANCE

Standardized Testing and Reporting (STAR)

Through the California STAR Program, students in Grades 2–11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). To protect student privacy, "—" is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category. Data for migrant education services are not available.

California Standards Tests (CST)

The CST shows how well students are doing in relation to state content standards. The CST tests English language arts and mathematics (Grades 2–11), grade-level science (Grades 5, 8, and 10), end-of-course science (Grades 9, 10, and 11), and history–social science (Grades 8, 10, and 11). Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels have met state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Statewide data are rounded to the nearest percentage point. Detailed information regarding CST and CAPA results can be found at the CDE Web site at *star.cde.ca.gov*.

Percentage of students achieving the Proficient or Advanced levels (meeting or exceeding state standards):

CST – English Language Arts

Grade Level	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
2	56.1	61.4	52.2	39.2	45.3	49.1	35	42	47
3	44.3	39.7	56.1	33.5	34.5	38.8	30	31	36
4	54.0	68.2	63.8	41.2	51.0	52.3	39	47	49
5	50.0	69.8	65.2	41.5	45.0	45.3	40	43	43

CST – Mathematics

Grade Level	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
2	70.2	80.7	73.9	52.1	61.2	62.4	51	56	59
3	60.7	76.2	86.2	51.0	57.2	61.1	48	54	58
4	57.1	63.6	61.8	43.5	51.6	54.9	45	50	54
5	53.4	55.6	69.6	32.8	44.9	50.9	38	44	48

CST – Grade-Level Science

Grade Level	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
5	39.7	71.4	60.9	21.8	28.5	32.9	24	28	32

2006 CST Subgroups – English Language Arts

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
2	56.4	46.7	42.9	54.5	26.1	65.2	—	55.0
3	62.5	50.0	—	62.5	29.4	65.3	—	55.9
4	66.7	61.1	52.9	67.3	57.1	68.3	—	70.5
5	60.6	69.4	—	66.7	57.7	69.8	—	66.1

2006 CST Subgroups – Mathematics

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
2	79.5	66.7	50.0	80.0	52.2	84.8	—	78.3
3	90.6	81.8	—	87.3	70.6	91.7	—	86.2
4	63.6	60.0	47.1	66.7	51.9	68.3	—	68.3
5	66.7	72.2	—	73.0	57.7	76.7	—	72.6

2006 CST Subgroups – Grade-Level Science

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
5	66.7	55.6	—	66.7	42.3	72.1	—	61.3

2006 CST Racial/Ethnic Groups – English Language Arts

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
2	—	—	—	47.8	—	—	—	53.3
3	—	—	—	42.1	—	—	—	60.0
4	—	—	—	50.0	—	—	—	71.9
5	—	—	—	57.1	—	—	—	71.8

2006 CST Racial/Ethnic Groups – Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
2	—	—	—	60.9	—	—	—	90.0
3	—	—	—	84.2	—	—	—	89.7
4	—	—	—	39.3	—	—	—	75.0
5	—	—	—	61.9	—	—	—	79.5

2006 CST Racial/Ethnic Groups – Grade-Level Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
5	—	—	—	38.1	—	—	—	79.5

Norm-Referenced Test (NRT)

Prior to 2005, the California Achievement Test, Sixth Edition (CAT/6), the norm-referenced test (NRT) currently adopted by the State Board of Education, tested reading, language arts, and mathematics in Grades 2–11, spelling in Grades 2–8, and science in Grades 9–11. Beginning in 2005, the NRT tests reading, language arts, mathematics, and spelling in Grades 3 and 7 only and no longer test science in any grade. Only reading and mathematics data are required to be reported in the SARC. Detailed information for language arts and spelling, as well as subgroup performance for all tests, can be found at the CDE Web site at *star.cde.ca.gov*.

The following tables show the percentage of students at each grade level scoring at or above the 50th percentile (the national average) on the reading and mathematics portions of the CAT/6:

NRT – Reading

Grade Level	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
3	65.6	55.6	63.6	36.4	37.5	39.1	35	36	37

NRT – Mathematics

Grade Level	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
3	73.8	77.8	66.2	56.8	58.1	58.9	53	54	55

2006 NRT Subgroups – Reading

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
3	62.5	64.7	—	73.2	35.3	73.5	—	62.7

2006 NRT Subgroups – Mathematics

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
3	71.9	60.6	—	72.7	41.2	75.0	—	65.5

2006 NRT Racial/Ethnic Groups – Reading

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
3	—	—	—	36.8	—	—		75.0

2006 NRT Racial/Ethnic Groups – Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
3	—	—	—	47.4	—	—		76.9

Local Assessment Results

The Developmental Reading Assessment (DRA) is used to identify students in Grades K–3 who are reading below grade level and need support. It is administered during a one-on-one conference in which a student reads specially selected texts to the teacher. The DRA is administered three to four times a year to determine a student's instructional reading level and to document progress over time. Data reported are for all students—English language proficient and English learners. Since district standard cut points (i.e., the places where students score at different levels) have changed over time, last year's cut points are used across all reported years. As a result, data reported for earlier years below may not be consistent with data reported in previous SARCs or with data reported online using each year's cut points.

The Stanford Diagnostic Reading Test (SDRT) was used prior to the 2004–05 school year to identify students in Grades 4–10 who were reading below grade level and needed support and intervention. The SDRT was administered in a group setting and assessed vocabulary, comprehension, and scanning skills. For students reading significantly below grade level on the SDRT, the Analytical Reading Inventory (ARI) (Grades 4–8) and Informal Reading Inventory (IRI) (Grades 9–10) were used to reevaluate students and identify appropriate supports and interventions. Data reported are for English-speaking students.

The Degrees of Reading Power (DRP) test took the place of the SDRT starting in the 2004–05 school year. DRP tests are group-administered measures of how well students understand the surface meaning of what they read. They measure the process of reading rather than products of reading, such as main idea and author purpose. The tests are administered in the fall and spring to students in Grades 4–8.

The District Mathematics Test (DMT) is given to students in Grades 5 near the end of the school year. It assesses grade-level mathematics skills and is tied to state content standards. The results are used to identify students in need of additional mathematics support. The DMT score and the end-of-year mathematics grade determine the student's performance level and guide placement decisions in mathematics courses for the following year. Different tests are given to fifth and sixth graders.

To protect student privacy, "—" is used in the following table instead of the percentage when the number of students tested is 10 or less in that category. There is no district-mandated writing test.

Percentage of students meeting or exceeding district grade-level expectations:

Grade Level	Reading			Mathematics		
	2004	2005	2006	2004	2005	2006
K	84.5	82.5	86.0	*No district-mandated mathematics test for these grade levels*		
1	74.6	73.0	41.7			
2	90.5	82.5	68.4			
3	71.6	74.6	73.0			
4	78.9	85.7	80.8			
5	85.4	83.6	87.9	50.0	49.2	63.4

California Physical Fitness Test Results (2006)

The California Physical Fitness Test is administered to students in Grades 5, 7, and 9 only. This table displays by grade level the percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at *www.cde.ca.gov/ta/tg/pf/*.

Grade Level	Percentage of Students Meeting Fitness Standards
5	21.1

ACCOUNTABILITY

Academic Performance Index (API)

The 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 API performance target of 800. Detailed information about the API can be found at the CDE Web site at *www.cde.ca.gov/ta/ac/ap/*.

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school's academic performance is in the highest 10 percent of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	8	8	9
Similar Schools	7	6	2

API Changes by Student Group—Three-Year Comparison

This table displays by student group the actual API changes (growth) in points added or lost for the past three years, and the most recent API score (growth). Note: a blank means that the student group is not numerically significant, "B" means the school did not have a valid 2005 API Base and will not have any growth or target information, and "C" means the school had significant demographic changes and will not have any growth or target information.

Group	Actual API Change			API Score
	2004	2005	2006	2006
All Students at the School	5	32	6	849
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	13	69	-17	792
Indochinese				
Pacific Islander				
White	6	21	12	891
Socioeconomically Disadvantaged	-24	52	-17	769
English Learners	—	—		
Students with Disabilities	—	—		

State Award and Intervention Programs

Although the California Education Code currently includes state intervention and awards programs, the programs were not funded for the period addressed by this report.

Adequate Yearly Progress (AYP)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:
- At minimum of a 95 percent participation rate on the state's standards-based assessments in English language arts (ELA) and mathematics
- A certain percentage of students who scored proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator (i.e., the school must show growth of at least one point for 2005–06 or have a 2006 API Growth score of at least 590)
- Graduation rate (for secondary schools only, the school must have a 2006 graduation rate of at least 82.9, show improvement in the graduation rate from 2005 to 2006 of at least 0.1, OR show improvement in the average two-year graduation rate of at least 0.2)

Detailed information about AYP, including participation rates and percentage proficient results by student group, can be found at the CDE Web site at *www.cde.ca.gov/ta/ac/ay/*.

AYP Overall and by Criteria (2006)

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.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate—English Language Arts	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percentage Proficient—English Language Arts	Yes	Yes
Percentage Proficient—Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools receiving Title I funding enter federal 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. Detailed information about PI identification can be found at the CDE Web site at *www.cde.ca.gov/ta/ac/ay/*.

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	N/A	—
Year in Program Improvement	N/A	—
Number of Schools Currently in Program Improvement	—	52
Percentage of Schools Currently in Program Improvement	—	27.4

SCHOOL COMPLETION AND POSTSECONDARY PREPARATION (SECONDARY SCHOOLS)

THIS SECTION DOES NOT APPLY TO THIS SCHOOL

INSTRUCTIONAL PLANNING AND SCHEDULING

School Instruction and Leadership

Instruction and instructional leadership are at the heart of the district's achievement efforts. Area/assistant superintendents train, coach, support, and evaluate principals. They also provide professional development for principals in a variety of ways (for example, instructional conferences, study groups, and frequent school visits to provide coaching for individual principals). The principals, in turn, provide support to teachers at their sites through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations.

The 2005–06 school year marks Mr. Derwae's fourth year as principal of Marvin Elementary School and his thirtieth year in the field of education. He has been a classroom teacher, resource teacher, vice principal, and principal. He has worked in the San Diego Unified School District for 20 years, spending the last 11 years as an administrator.

Marvin Elementary has a School Governance Council (SGC) composed of parents, teachers, and other staff, which advises the principal on issues ranging from improving the instructional program to meet the needs of all students to budgetary issues.

Our focus is on literacy and mathematics, with all students receiving a three-hour literacy block and a minimum of an hour in mathematics instruction on a daily basis. Science, social studies, and the fine arts are integrated into the curriculum throughout the day. We have an additional focus on science in our science lab. In addition to our regular education classes, we have classes that meet the needs of our students with special

needs. We offer classes for our Gifted and Talented Education (GATE) students, as well as three classes for special education Progressive Alternative Curriculum Environment (PACE) students. English learners receive specialized instruction to meet their language needs. We have two childcare programs, the "6 to 6" Extended School Day Program and one hosted by Social Advocates for Youth (SAY), to help working parents and to supplement, support, and enrich students.

Careful evaluation of all test results—standardized and non-standardized—has led teachers to focus attention on California-adopted standards and the specific needs of students. Their work with the site-based peer coach/staff developer and their study of educational literature is an important part of the teachers' ongoing professional development.

We have parent-teacher conferences twice a year, at which time parents are informed of their children's progress. A monthly newsletter informs parents and the community about school activities and the progress we are making towards meeting state academic standards.

Professional Development

The district's five Area Superintendents, the Assistant Superintendent for High Schools, and the Executive Director, Office of Secondary School Innovation provide direction for the focus of professional development in the district. The Curriculum and Instruction Division supports this direction through ongoing professional development to improve teaching and learning in the areas of literacy, mathematics, science, history–social science, visual and performing arts, physical education, health, educational technology, and Gifted and Talented Education. Sites conduct large and small group staff conferences and provide job-embedded professional development at the school site to further improve instructional practice.

The Director of Leadership Development and the Executive Director of Teacher Preparation and Student Support coordinate additional professional growth opportunities for administrators and teachers who are along a continuum from aspiring and new to experienced.

Instructional Minutes (2006)

The California Education Code establishes a set number of instructional minutes per year for each grade level. The table below shows the number of instructional minutes offered compared to the state requirement.

Grade Level	Instructional Minutes	
	Offered	Required
K	58,125	36,000
1	55,425	50,400
2	55,425	50,400
3	55,425	50,400
4	55,425	54,000
5	55,425	54,000

Minimum Days in School Year

In 2005–06, Marvin Elementary had 41 minimum or shortened days for students. The extra time on those days was used for staff development, parent conferences, and teacher planning.