



SCHOOL ACCOUNTABILITY REPORT CARD

Short Version, Issued Spring 2006 for Academic Year 2004–05



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Robin Stern, Principal

Hearst Elementary School

At A Glance: 2004–05

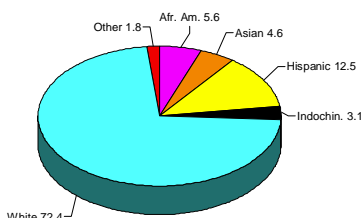
School type: Elementary
Schedule: Traditional
Grade level: K–5
Total enrollment: 391
Total teachers: 18
Per pupil expenditure: \$4,338

Principal's Statement

Congratulations to Hearst Elementary School for serving the Del Cerro community for 46 years. At our school, we strive to provide a safe and nurturing environment where children can grow and learn. We have a wonderful, supportive community and business partners who, together with our excellent staff, commit to all students reaching and exceeding grade-level standards. To meet students' needs, teachers use research-based best-teaching practices to deliver a powerful curriculum. We also pride ourselves on our continuous professional development. We know that the power of student achievement lies in the power of our teaching, and we strive to perfect our craft. Our academic focus has been on writing and mathematics. We understand fully the importance of our students being able to communicate effectively in writing and being prepared for algebra and advanced mathematics. Therefore, our professional training continues to focus on these two areas.

We are pleased to be able to offer a fine arts program that greatly enhances the regular curriculum. In 2005–06, we expanded the choral music program, funded completely by our Hearst Foundation, to include upper-grade students. This program provides an additional 30 minutes of music education. The choral program enhances the instrumental program that currently exists for fourth and fifth graders. In addition, we have adopted a simple recorder program for our K–3 students. Our Art Corps program is a volunteer-led visual arts program for students in all grades.

Enrollment Breakdown



Attendance

Year	Percent Attendance Over the Course of the Year
00–01	95.72
01–02	95.85
02–03	96.01
03–04	95.12
04–05	95.52

Instruction and Curriculum

San Diego City Schools' Office of the Deputy Superintendent oversees all district efforts to improve student achievement by supporting teaching and learning in the classroom. Since 1998, the district has been implementing a series of reforms aimed at ensuring that all students are provided effective teaching, high-quality instructional materials, rich learning environments, and additional time and support to reach state academic standards, should they need it.

Our entire staff and individual grade-level teams work together to design and implement the standards-based curriculum reflecting the district's focus and addressing the needs of our students.

At Hearst Elementary, we continue to focus on:

- Increasing the achievement of our English learners.
- Continuing to support teaching and learning in the classroom, with a focus on writing and mathematics instruction.
- Ensuring rigorous curriculum for all learners so that everyone will reach grade-level standards.

Business and Community Partners

Grantville-Allied Gardens Kiwanis Club
Vineyard Bank
Douglas Grossmark, D.D.S.
San Diego Police Department (SDPD) Air Support Unit
Hearst Foundation

Opportunities for Parent and Community Involvement

There are many opportunities for parents 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 also encourage parents to support their children at home by discussing their education expectations and creating a positive homework and learning environment.

We at Hearst Elementary are committed to obtaining community resources for our school and invite all constituencies to assist us in the education of our students.

Hearst Elementary parents and community members have many opportunities to make a difference in the lives of our children. Our parents are actively involved in the Parent Teacher Association (PTA) and other decision-making groups, such as the School Site Council, Site Governance Team, English Learner Advisory Committee, and the Hearst Foundation.

If you want to get involved, please contact David Schwartz at (619) 589-2440.

Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.

ACADEMIC DATA

Academic Performance Index (API)

The API ranges from 200 to 1000 and indicates a school's performance level. It is based on scores from the state norm-referenced test, the California Standards Test (CST), and the California High School Exit Exam (CAHSEE). The statewide API goal for all schools is 800. Scores that were at or above this target are indicated by a “#” in the following table. Annual improvement targets are set for each school. Schools that meet their growth targets may receive performance awards. Schools that do not meet their growth targets may receive assistance through the Immediate Intervention/Underperforming Schools Program (II/USP). For more information, visit the state Web site (api.cde.ca.gov).

	API Base Data				API Growth Data		
	2002	2003	2004		2002 to 2003	2003 to 2004	2004 to 2005
Percentage Tested	98	100	100	Percentage Tested	100	100	100
Base API Score	855	875	859	API (Growth) Score	868	866	904
Growth Target	#	#	#	Actual Growth	13	-9	45
Statewide Decile Rank	10	10	9				
Similar Schools Decile Rank	8	5	8				

Standardized Testing and Reporting (STAR) Program

Through the California STAR Program, students in Grades 2–11 are tested annually in various subjects. The California Standards Tests (CST) include English language arts and mathematics (Grades 2–11), science (Grades 5, 9, 10, and 11), and history-social science (Grades 8, 10, and 11). Prior to 2005, the norm-referenced test (NRT) tested reading/language arts and mathematics (Grades 2–11), spelling (Grades 2–8), and science (Grades 9–11). Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in Grades 3 and 7 only, and no longer test science in any grade. 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.

California Standards Test (CST): English Language Arts and Mathematics

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

Gr	ENGLISH LANGUAGE ARTS									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005		2003	2004	2005	2003	2004	2005	2003	2004	2005
2	76.3	69.2	84.4	40.1	39.2	45.3	36	35	42	2	86.4	84.6	90.6	50.0	52.1	61.2	53	51	56
3	76.9	72.5	79.3	35.6	33.5	34.5	33	30	31	3	64.6	77.5	87.9	44.9	51.0	57.2	46	48	54
4	50.8	70.1	78.7	40.1	41.2	51.0	39	39	47	4	49.2	58.2	82.7	39.4	43.5	51.6	45	45	50
5	77.9	56.9	71.0	34.4	41.5	45.0	36	40	43	5	77.9	47.2	62.3	27.7	32.8	44.9	35	38	44

Norm-Referenced Test (NRT): Reading and Mathematics

Percent of students scoring at or above the 50th percentile (the national average):

Gr	READING									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005		2003	2004	2005	2003	2004	2005	2003	2004	2005
3	72.3	75.0	70.7	35.9	36.4	37.5	34	35	36	3	73.8	90.0	89.7	53.8	56.8	58.1	52	53	54

The complete SCHOOL ACCOUNTABILITY REPORT CARD (SARC) may be obtained from the school or from the Internet (studata.sandi.net/research/sarcs/). The complete SARC is roughly 18 pages long and provides information on enrollment, parent and community involvement, school safety and climate for learning, academic performance, class size, teachers and staffing, curriculum and instruction, and school finance. In addition, SARCs for secondary schools include dropout data and post-secondary preparation information (i.e., Advanced Placement/International Baccalaureate and University of California/California State University-required course enrollments, SAT scores, college test preparation course program, and degree to which students are prepared to enter the workforce).