



SCHOOL ACCOUNTABILITY REPORT CARD

Short Version, Issued Spring 2009 for Academic Year 2007-08

Dr. Terry Grier, Superintendent

4100 Normal Street

San Diego, CA 92103

www.sandi.net



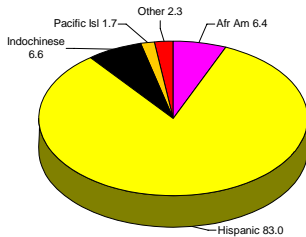
Horton Elementary School

5050 Guymon St
 San Diego, CA 92102-3734
 Phone: (619) 264-0171
 Fax: (619) 262-8023
rmcculloch@sandi.net
www.sandi.net/comm/schools/elem/horton.html
 Robin McCulloch, Principal

At A Glance: 2007-08

School type: Elementary
Schedule: Year-round
Grade level: K-6
Total enrollment: 577
Total teachers: 33
Per-pupil expenditure (06-07): \$7,620

Enrollment Breakdown



Attendance

Year	Percent Attendance Over the Course of the Year
03-04	94.78
04-05	94.67
05-06	94.77
06-07	95.22
07-08	95.16

Business and Community Partners

Scripps Whittier Institute for Diabetes and Obesity Prevention
 Malcolm X Public Library
 The Learning Grove
 Center for Information Dominance (Navy Partnership)
 Jacobs Center for Innovation

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

Principal's Statement

Horton Elementary School sits on a hill above Market Street and the Euclid trolley stop. We operate on a single-track, year-round school calendar with an enrollment of some 600 students in the 2007-08 school year. Our students range from pre-kindergarten through grade 6.

Teachers and administration have worked very hard on making our literacy and mathematics instruction meet individual student's needs. We are also reforming our English language development instruction, providing every student with concrete growth in English language acquisition. We believe this work will improve our student achievement. Every teacher has worked hard to make our learning environment support students' learning. Our student support services in health and guidance have focused on improving fitness (both mental and physical) and making habits support a healthy lifestyle. We have also implemented a character education program to help students develop into positive role models.

Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted California State Board of Education-approved academic standards and curriculum frameworks for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

Students study standards-based reading, writing, math, social studies, and science. They practice the use of academic English. Extra instructional time is provided through extended day and intercession programs for identified students. "Push-in" instruction is provided to students needing additional instructional support. Administrators work together with staff members to develop strategies and a plan of action to assist students who are working below grade level. We rely on parent support for home learning as well.

Opportunities for Parent Involvement

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 also encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

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

Parents can be involved in school governance through participation in our School Site Council, Site Governance Team, and English Learner Advisory Committee. Our full-time parent academic liaison (PAL) conducts daily training for groups of parents to support their children learning at home. We also have family literacy and math days, during which hundreds of parents visit their children's classrooms to observe and support the teaching and learning.

If you want to get involved, please contact Margarita Bacigalupo, parent academic liaison, at (619) 264-0171, ext. 4018.

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			District
	2005-06	2006-07	2007-08	2007-08
Full credential and teaching in subject area	39	37	33	6,392
Full credential but teaching outside subject area	1	0	0	177
Without full credential	3	1	0	756
Total	43	38	33	7,325

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/.

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	2005-06	2006-07	2007-08
Statewide	2	2	2
Similar Schools	6	8	6

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), grade-level science (Grades 5, 8, and 10), end-of-course science (Grades 9, 10, and 11), and history–social science (Grades 8, 9, 10, and 11). 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 Tests (CST): English Language Arts and Mathematics

Percentage of students achieving at the proficient or advanced levels (meeting or exceeding state standards):

Gr	ENGLISH LANGUAGE ARTS									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08		05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
2	21.6	31.8	26.2	49.0	49.9	49.5	47	48	48	2	42.3	40.0	39.8	62.3	61.3	62.4	59	59	59
3	17.4	28.4	21.9	38.8	39.5	40.8	36	37	38	3	43.0	45.2	46.6	61.1	60.6	62.4	58	58	61
4	29.8	35.2	36.6	52.3	53.1	56.9	49	51	55	4	53.8	56.3	59.2	54.9	56.5	61.1	54	56	61
5	22.4	24.1	35.3	45.5	46.5	49.3	43	44	48	5	41.8	41.4	52.9	50.9	49.4	52.3	48	49	51
6	13.5	22.8	31.3	43.7	44.5	49.2	41	42	47	6	17.0	32.9	34.3	43.2	43.2	45.9	41	42	44

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 14 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., enrollment in courses that meet University of California or California State University entrance requirements, as well as Advanced Placement or International Baccalaureate programs; college test-preparation courses; and the degree to which students are prepared to enter the workforce).