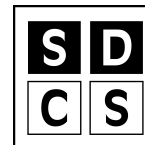


"The mission of San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom."

San Diego City Schools
 Alan D. Bersin, Superintendent
 4100 Normal Street
 San Diego, CA 92103

MARVIN ELEMENTARY SCHOOL



Excerpts from the SCHOOL ACCOUNTABILITY REPORT CARD

For additional copies, contact:
 SDCS Communications Office
 Telephone: (619) 725-5578
 Fax: (619) 725-5576
 E-mail: pio@mail.sandi.net
 Website: www.sandi.net

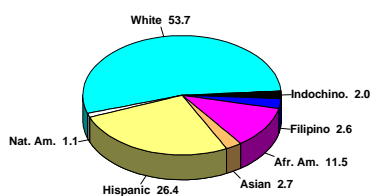
E. Jay Derwae, Principal
 5720 Brunswick Avenue, San Diego, CA 92120
 Telephone: (619) 583-1355, Fax: (619) 582-7853
 E-mail: marvelm@mail.sandi.net
 Website: www.sandi.net/marvin/

Spring 2003

AT A GLANCE 2001-02

| | |
|-------------------------------|------------|
| School type: | Elementary |
| Grade level: | K-5 |
| Total enrollment: | 451 |
| Total teachers: | 28 |
| Per pupil expenditure: | \$6,068 |

ENROLLMENT BREAKDOWN



Percentage of Total Enrollment

ATTENDANCE

| Year | Number of Absences | % Actual Attendance |
|-------|--------------------|---------------------|
| 97-98 | 2,831 | 95.48 |
| 98-99 | 4,229 | 94.58 |
| 99-00 | 4,084 | 94.82 |
| 00-01 | 4,642 | 94.35 |
| 01-02 | 3,863 | 95.19 |

BUSINESS AND COMMUNITY PARTNERS

Lake Murray Kiwanis

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

PRINCIPAL'S STATEMENT

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

There are 18 regular education and 2 special day (special education) classes in 16 permanent classrooms and 5 portable buildings, and 8 upper-grade classes that are part of our Gifted And Talented Education (GATE) cluster program.

All children receive a comprehensive education by an experienced staff, with several staff members having attended Marvin as children themselves. 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 students' needs. Children are learning to think more deeply and to set learning goals for themselves.

A full-time computer lab teacher provides technology instruction to all students in our new library/media center. Our school library is used to supplement recreational reading materials, and the part-time librarian encourages reading at home through incentive programs. We have a very active Parent-Teacher Foundation (PTF) that supports enrichment activities throughout the school. The all-school science fair, extended-day reading program, and other after-school programs (science, aerobics, karate, Spanish language instruction) offer additional instruction to our children. Marvin Elementary is a wonderful place to learn and grow!

CURRICULUM AND INSTRUCTION

San Diego City Schools' Institute for Learning organizes all of the district's efforts to improve student achievement by supporting teaching and learning in the classroom. Since 1998, the district has introduced a series of reform initiatives directed toward providing all students with effective teaching, high-quality instructional materials, rich learning environments, and additional time and support to reach state academic standards.

Careful evaluation of testing results, both standardized and those related to class work, has led teachers to focus attention on the California state 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. Twice a year we have scheduled parent-teacher conferences in which parents are informed of their children's progress. Through a monthly newsletter, *The Manuscript*, parents and the community are informed about activities occurring at the school and the progress we are making towards meeting state academic standards.

OPPORTUNITIES FOR PARENT AND COMMUNITY INVOLVEMENT

The district held its first Parent Congress for the 2002-03 school year on October 9. The Parent Congress is composed of a parent delegate from each school and is designed to provide information about student achievement, gather input from parents, and consult with them about educational issues. It meets four times a year.

Parents and community members are encouraged to become involved at Marvin Elementary School to provide academic support as volunteers in classrooms, the computer lab, and library, and by tutoring individual students. Additionally they are encouraged to support the school through work in the office, with the Parent-Teacher Foundation, on the site governance council, and with the Grass Field Committee.

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

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 Stanford Achievement Test (SAT 9). The statewide API goal for all schools is 800. 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 information, visit the state website (api.cde.ca.gov).

| | API Base Data | | | API Growth Data | | | |
|-----------------------------|---------------|------|------|-------------------|--------------|--------------|-----|
| | 1999 | 2000 | 2001 | 1999 to 2000 | 2000 to 2001 | 2001 to 2002 | |
| Percentage Tested | 91 | 100 | 100 | Percentage Tested | 100 | 100 | 99 |
| Base API Score | 726 | 761 | 749 | API (Growth) | 761 | 760 | 779 |
| Growth Target | 4 | 2 | 3 | Actual Growth | 35 | -1 | 30 |
| Statewide Decile Rank | 8 | 8 | 7 | | | | |
| Similar Schools Decile Rank | 9 | 10 | 9 | | | | |

“#” scored at or above the interim statewide performance target of 800

“*” not awards eligible due to adult testing irregularities

Standardized Testing and Reporting (STAR)

Students in grades 2–11 are tested annually through the California STAR program. The program includes the standards-based California Standards Test in English Language Arts and Mathematics (grades 2–11), and Science and History-Social Science (grades 9–11); the norm-referenced Stanford Achievement Test, Ninth Edition (SAT 9) in Reading, Language, and Mathematics (grades 2–11), Spelling (grades 2–8), and Science and History-Social Science (grades 9–11).

California Standards Test: English Language Arts and Mathematics

Percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| | ENGLISH LANGUAGE ARTS | | | | | | | | | MATHEMATICS | | | | | | | | | |
|----|-----------------------|-------|-------|----------|-------|-------|-------|-------|-------|-------------|-------|-------|----------|-------|-------|-------|-------|-------|-------|
| | School | | | District | | | State | | | School | | | District | | | State | | | |
| Gr | 99-00 | 00-01 | 01-02 | 99-00 | 00-01 | 01-02 | 99-00 | 00-01 | 01-02 | Gr | 99-00 | 00-01 | 01-02 | 99-00 | 00-01 | 01-02 | 99-00 | 00-01 | 01-02 |
| 2 | 54.8 | 49.2 | | 36.1 | 37.3 | | 32 | 32 | | 2 | 51.5 | | | 41.6 | | | | | 43 |
| 3 | 29.8 | 46.2 | | 33.4 | 37.7 | | 30 | 34 | | 3 | 46.3 | | | 36.4 | | | | | 38 |
| 4 | 56.1 | 45.9 | | 35.0 | 36.6 | | 33 | 36 | | 4 | 51.5 | | | 31.7 | | | | | 37 |
| 5 | 40.0 | 47.8 | | 30.7 | 32.1 | | 28 | 31 | | 5 | 43.5 | | | 22.8 | | | | | 29 |

Stanford Achievement Test, Ninth Edition (SAT 9): Reading and Mathematics

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

| | READING | | | | | | | | | MATHEMATICS | | | | | | | | | |
|----|---------|-------|-------|----------|-------|-------|-------|-------|-------|-------------|-------|-------|----------|-------|-------|-------|-------|-------|-------|
| | School | | | District | | | State | | | School | | | District | | | State | | | |
| Gr | 99-00 | 00-01 | 01-02 | 99-00 | 00-01 | 01-02 | 99-00 | 00-01 | 01-02 | Gr | 99-00 | 00-01 | 01-02 | 99-00 | 00-01 | 01-02 | 99-00 | 00-01 | 01-02 |
| 2 | 59.2 | 73.3 | 81.4 | 56.5 | 55.3 | 61.1 | 49 | 51 | 53 | 2 | 52.9 | 71.0 | 75.0 | 63.5 | 61.4 | 64.5 | 57 | 58 | 62 |
| 3 | 77.8 | 50.0 | 62.7 | 51.8 | 48.7 | 52.5 | 44 | 46 | 47 | 3 | 76.4 | 64.4 | 79.7 | 63.9 | 60.6 | 64.2 | 56 | 59 | 62 |
| 4 | 81.3 | 67.2 | 71.0 | 48.4 | 48.6 | 50.7 | 45 | 47 | 49 | 4 | 86.6 | 64.1 | 66.1 | 55.8 | 52.0 | 55.0 | 51 | 54 | 58 |
| 5 | 55.0 | 71.1 | 64.5 | 44.4 | 46.6 | 49.1 | 44 | 45 | 46 | 5 | 58.1 | 74.1 | 76.2 | 50.5 | 52.5 | 54.9 | 50 | 54 | 57 |

The complete SCHOOL ACCOUNTABILITY REPORT CARD (SARC) may be obtained from the school, the district Communications Office, or from the Internet (www.sandi.net/research/sarcs/). The complete SARC is roughly 16 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).