

# School Accountability Report Card

Reported for School Year 2005-06

Published During 2006-07

## Anderson (Leroy) Elementary

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
School Name	Anderson (Leroy) Elementary	District Name	Moreland Elementary
Street	4000 Rhoda Dr.	Phone Number	408-874-2901
City, State, Zip	San Jose, CA 95117-3225	Web Site	<a href="http://www.moreland.k12.ca.us">www.moreland.k12.ca.us</a>
Phone Number	408-874-3105	Superintendent	Glen Ishiwata
Principal	Destiny Laczowski	E-mail Address	<a href="mailto:gishiwata@moreland.k12.ca.us">gishiwata@moreland.k12.ca.us</a>
E-mail Address	<a href="mailto:dlaczowski@moreland.k12.ca.us">dlaczowski@moreland.k12.ca.us</a>		

### School Description and Mission Statement

This section provides information about the school's goals and programs.

A K-5 Title 1 school, Anderson Village is situated in a community significantly different from its surrounding, affluent West San Jose neighborhoods. Sixty-six percent of our students are English Language Learners. Seventy-six percent of our students qualify for free and/or reduced lunch. The majority of our 413 students live in high density, multiple-unit housing. Overcrowded living conditions magnify the problems brought about by illiteracy, poverty, gangs, substance abuse, and broken families. In the last several years, Anderson Village's population has decreased and at the same time become increasingly less diverse. This staff works extremely hard to meet each child's academic needs, as well as advocating for their health, emotional, and social needs.

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## The Anderson Village Vision

Anderson Village will be a community of learners where high expectations reign in a nurturing and joyful environment. Students will thrive academically and socially as a result of the powerful connections among actively engaged parents, staff, and wider community. Children will benefit from a highly trained staff and an enriched curriculum that engages all types of learners and supports the development of the whole child.

## The Anderson Village Mission

The Anderson School Staff is dedicated to providing a safe, productive learning environment and developing the whole child by teaching academic competence and modeling effective social skills. We actively seek to strengthen the bond between students, parents, and staff resulting in the ability of all students to reach their full potential in being responsible citizens and life long learners.

## Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parent and community involvement is encouraged and appreciated at Anderson Village. Volunteering in classrooms, being a part of the Home and School Club, School Site Council, English Language Advisory Committee, or helping out at the many annual functions are just some of the many ways to participate at our school. Whether it is working with students, updating our community bulletin board reflecting all our events, organizing fundraisers, copying the parent newsletter, or binding student written books, these projects are an important part of building our community at Anderson.

## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	74	Grade 4	69
Grade 1	72	Grade 5	76
Grade 2	76	Total Enrollment	426
Grade 3	59		

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	4.0%	White (Not Hispanic)	8.9%
American Indian or Alaska Native	0.2%	Multiple or No Response	4.9%
Asian	6.6%	Economically Disadvantaged	72.5%
Filipino	0.9%	English Learners	65.0%
Hispanic or Latino	73.9%	Students With Disabilities	6.0%
Pacific Islander	0.5%		

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## Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04				2004-05			2005-06		
	Number of Classrooms				Number of Classrooms			Number of Classrooms		
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32
K	20.0	1	--	--	19.5	2	--	19.7	3	--
1	20.0	2	--	--	19.5	2	--	19.0	3	--
2	19.7	3	--	--	18.5	2	--	20.3	1	2
3	19.4	5	--	--	20.0	3	--	20.3	2	1
4	28.5	--	2	--	24.0	--	3	24.0	1	1
5	32.5	--	1	1	29.0	--	2	22.7	--	3
K-3	20.0	1	--	--	19.0	1	--	21.5	--	2
4-8	--	--	--	--	--	--	--	13.0	1	--

## Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100.0	100.0	100.0
1	100.0	100.0	100.0
2	100.0	100.0	100.0
3	100.0	100.0	100.0

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## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

Students and staff routinely practice fire, earthquake, stranger on campus and emergency situation drills. All visitors are required to register in our school office before entering the school campus. All personnel are alert to the presence of unauthorized visitors to the campus and approach them to direct them to the office.

As a safety committee, we revised our safety plan and reviewed these changes with the staff. We are working with the local community and San Jose Police Department to make this campus a safer place.

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Our Character Counts program teaches character development using six pillars. These pillars are caring, responsibility, trustworthy, citizenship, fairness, and respect. We focus on one pillar each month which is emphasized in our performing arts classes and assemblies. Students who demonstrate one of the pillars of character can receive a Character Counts slip. After collecting five slips, students are recognized at our Wednesday flag salute.

Teachers can nominate two students from their classrooms for Student of the Month. These nominations are based on academic or social progress, responsible behavior, or showing good character.

We have implemented a conflict management program, through the Cornerstone Project, which places our 4th and 5th grade students in leadership roles where they help monitor behavior and guide students through the Peace Path. Our Peace Path assists students in using I-messages to resolve problems through communication.

The ABC book program selects read alouds that promote a positive school climate. Board members volunteer time to read the selections to all our classes and discuss the theme and its application to school with the students.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	0.0351	0.0468	0.0000	0.0300	0.0300	0.0050
Expulsions	0.0000	0.0000	0.0000	0.0200	0.0500	0.0000

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## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The school is checked routinely for hazardous situations. All hazardous materials have been identified and are monitored by a certified lab. A central work order system is in place to monitor the condition of the school and emergency situations/repairs have high priority. In September, a facilities inspection was completed and passed by the county under the William's Settlement.

We are working with local community groups and city officials to ensure the integrity our buildings and grounds and keep Anderson a safe place to teach and learn.

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility In Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	x		
Mechanical Systems	x		
Windows/Doors/Gates (interior and exterior)	x		
Interior Surfaces (walls, floors, and ceilings)	x		
Hazardous Materials (interior and exterior)	x		
Structural Damage	x		
Fire Safety	x		
Electrical (interior and exterior)	x		
Pest/Vermin Infestation	x		
Drinking Fountains (inside and outside)	x		
Restrooms	x		
Sewer	x		
Playground/School Grounds	x		
Other			

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	20	20	24	215
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area	0	0	0	--

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## 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 (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	98.0%	2.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

## Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

The District maintains a pool of credentialed substitute teachers to call upon when teachers are absent. The District pays substitutes \$105 per day. Long term substitute rates for those who are in the same classroom for more than 20 days is \$127. Our District is always looking for qualified teachers interested in substitute teaching positions.

## Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

The principal and vice principal are responsible for all teacher evaluations. We meet in the fall of each year to write goals for student learning. Permanent teachers are formally evaluated every other year; evaluation includes two classroom observations and a formal written evaluation. Temporary and probationary teachers receive four classroom observations and two written evaluations per year. New teachers have a BTSA mentor who works with them to assure they are successful.

## V. Support Staff

### Academic Counselors and Other Support Staff

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.

**No Data Available**

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## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

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	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin, A Legacy of Literacy (2003)	8/24/06 - 1 textbook per student
Mathematics	McGraw-Hill, Mathematics (2002)	8/24/06 - 1 textbook per student
Science	Harcourt Brace, Harcourt Science (2001)	8/24/06 - 1 textbook per student
History-Social Science	Houghton Mifflin (2006)	8/24/06 - 1 textbook per student
Foreign Language	--	n/a
Health	--	n/a
Science Laboratory Equipment (grades 9-12)	--	n/a

## VII. 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 <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Expenditures Per Pupil (Basic)	Average Teacher Salary
District	--	\$55,822.00
State	\$4,743.00	\$56,471.00

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

The many services funded include: English Language Learners (ELL) program tutors, reading intervention teacher, small group instruction aides, special education services, GATE, homework center, and staff development. The Moreland Educational Foundation also helps fund the instrumental music program. The school receives Title I funds and School Improvement money. These funds are used to directly improve instruction by funding literacy initiatives, providing appropriate resources, and a full-time literacy coach. Our Title 1 bilingual clerk is our community liaison with the Hispanic families and translates all school notices to Spanish. The school improvement funds have been used to support the library and computer lab by funding the library media specialist and computer instructional aide.

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## Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent 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 <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,676.00	\$37,797.00
Mid-Range Teacher Salary	\$57,335.00	\$57,601.00
Highest Teacher Salary	\$77,223.00	\$71,233.00
Average Principal Salary (Elementary)	\$91,371.00	\$88,676.00
Average Principal Salary (Middle)	\$107,675.00	\$91,944.00
Average Principal Salary (High)	--	\$81,156.00
Superintendent Salary	\$159,543.00	\$127,179.00
Percent of Budget for Teacher Salaries	44.5%	42.1%
Percent of Budget for Administrative Salaries	6.3%	5.8%

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	19%	21%	22%	57%	60%	63%	36%	40%	42%
Mathematics	23%	27%	22%	55%	59%	62%	34%	38%	40%
Science	10%	11%	6%	50%	54%	50%	25%	27%	35%
History-Social Science	--	--	--	53%	48%	44%	29%	32%	33%

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## CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	7%	13%	--
American Indian or Alaska Native	--	--	--
Asian	43%	57%	--
Filipino	--	--	--
Hispanic or Latino	16%	17%	2%
Pacific Islander	--	--	--
White (Not Hispanic)	48%	36%	--
Male	14%	22%	8%
Female	29%	22%	3%
Economically Disadvantaged	18%	17%	2%
English Learners	11%	18%	0%
Students With Disabilities	13%	13%	--

## Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

## NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	20%	20%	18%	61%	59%	60%	43%	41%	42%
Mathematics	38%	45%	41%	69%	70%	73%	51%	52%	53%

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## NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	14%	31%
White (Not Hispanic)	--	--
Male	12%	25%
Female	24%	56%
Economically Disadvantaged	18%	32%
English Learners	16%	31%
Students With Disabilities	--	--

## Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
K	33.7	0	13	36	0	0	58.6	0	0
1	45.2	0	30	36	0	0	75	0	0
2	48.3	0	20	47	0	0	63.3	0	27
3	40.0	0	26	24	0	15	34.8	0	40
4	61.0	0	13	10	0	28	61.5	0	41
5	55.5	0	12	34	0	16	57.0	0	30

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent 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 <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	8.3%

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## IX. Accountability

### Academic Performance Index

The Academic Performance Index (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 target of 800. Detailed information about the API can be found at the CDE Web site at <http://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 comparable to the lowest performing 10 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	2003-04	2004-05	2005-06
Statewide Rank (from 2005 API Base Report)	3	2	2
Similar Schools	5	2	2

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			2006 API Growth Score (from 2006 API Growth Report)
	2003-04	2004-05	2005-06	2006
All Students	-31	11	-43	602
Hispanic or Latino	-31	19	-30	580
White (Not Hispanic)	-34	--	--	--
Economically Disadvantaged	-29	27	-43	577
English Learners	--	--	-57	560

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

We are currently in our third year of program improvement. We have created a DSLT, composed of our superintendent, assistant superintendent, principal, vice principal, and teachers. The staff was involved by providing feedback through the APS. For our corrective action, we chose to restructure the internal organization of the school, through adding a literacy block and flexing students among teachers to meet their instructional needs and brought in a new administrative team. We are continuing to increase communication and work closely with district office to improve student achievement and move out of program improvement

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## Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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)

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

## AYP Overall and by Criteria

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	No	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	Yes
Percent Proficient - Mathematics	No	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

## Federal Intervention Program

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 (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 <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2004-2005	--
Year in Program Improvement	Year 3	--
Number of Schools Currently in Program Improvement	--	1
Percent of Schools Currently in Program Improvement	--	12.5%

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## XI. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Our balanced literacy program consists of a three hour block of time with one hour for each component. The first component is the core language arts adopted curriculum, Houghton Mifflin. Teachers teach the standards and assist students in accessing grade level material. Students are assessed based on our Houghton Mifflin timeline which targets and emphasizes our areas of need based on state and local assessments. Students who do not meet proficient levels will be retaught concepts in small group settings. The second component is instructional reading. Teachers use their ROLA scores to place students in flexible small groups and guide their instruction for these groups. They meet with them in guided process reading groups using text that is at the instructional level of those students to teach them decoding and comprehension skills. During this time students who are not meeting with the teacher are working on literacy centers which are standards-based and determined by weekly benchmark assessments. Students are assessed every 4-6 weeks to gauge their progress and allow for movement among the groups. The third component is writing. Each grade level has specified genres and skills to teach the students. They use modeled and shared writing to demonstrate the "think alouds" that are involved in creating a piece of writing. Students are given monthly writing prompts which are scored using a district rubric/checklist. These prompts are discussed at grade level meetings for develop actions to address areas of need.

Teachers will be trained on and utilized EduSoft as a way of monitoring student progress and creating small group instruction that is meaningful and tailored to the students' needs. One hour a day is dedicated to mathematics instruction emphasizing computation skills, problem-solving strategies, and assisting students in learning appropriate grade level math concepts.

Our state of the art computer lab ensures access to computers for all students. A computer lab instructional aide is available to support teachers and students in utilizing the lab effectively.

Teachers integrate social studies and science into the literature and math curriculum. Students are taught through many different learning modalities which helps them to be successful.

All students participate in a formal PE program with specialists from Rhythm and Moves, a contract agency. Instruction is aligned with the PE framework and emphasizes the development of healthy habits and a fit lifestyle. Students participate in structured games, fitness activities, self-assessment, and physical fitness testing. Teachers supplement their PE time with grade level appropriate activities that align with PE standards.

The Performing Arts Teacher carefully coordinates the drama, music and dance program with the classroom teachers' lesson plans. Students showcase the skills they have learned during the performances throughout the year. In addition, fourth and fifth grade students have the opportunity to participate in the district instrumental music program. These opportunities allow students to explore their talents and abilities.

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## Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Staff development is an important part of our dedication to meet the needs of all students. This year our area of focus is language arts. Grade level teams have been provided release time to meet with administration and our literacy coach to plan their three hour literacy block and discuss best practices. These teams will have follow release time to observe classrooms at other sites and discuss what they can incorporate into their teaching. Our literacy coach is following up with teams for planning, modeling lessons, and co-teaching. We've held an initial balanced literacy training focused on ROLA and guided reading. Our design team is creating a professional development plan that is based on our state and local data for our site. This plan addresses specific grade level and teacher needs and utilizes expertise on our staff. To further their knowledge on best practices, cross grade level teachers will participate in book studies focused on reading comprehension and grade level appropriate literacy centers.

Grade level representatives will attend Sheltered Instruction Observational Protocol training this fall to learn and refine practices that help English Language Learners be successful.

We will utilize staff development days, staff meetings, and release days to provide time for our professional development.

The district math coach has observed instruction at all grade levels and will provide assistance throughout the year. This assistance will be in the form of modeling lessons, planning time, and coaching on local math assessments.

Periodic district grade level meetings help assure that our standards-based instruction is consistent across the district. Weekly grade level meetings at Anderson, help teachers refine and improve programs to assure alignment to the standards and needs of each student.

## Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	40,500	36,000
1	53,390	50,400
2	53,390	50,400
3	53,390	50,400
4	54,700	54,000
5	54,700	54,000

## Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

At the K-5 level, there are a total number of 2 minimum days throughout the school year.