



# SCHOOL ACCOUNTABILITY REPORT CARD

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



Dr. Carl A. Cohn, Superintendent

4100 Normal Street

San Diego, CA 92103

[www.sandi.net](http://www.sandi.net)

2850 Sixth Avenue, Suite 201  
 San Diego, CA 92103  
 Phone: (619) 574-0694  
 Fax: (619) 574-0861  
[office@sdccs.org](mailto:office@sdccs.org)  
[www.sdccs.org](http://www.sdccs.org)  
 Wendy Ranck-Buhr, Principal

# San Diego Cooperative Charter School

### At A Glance: 2004–05

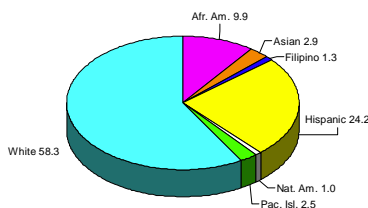
**School type:** Elementary  
**Schedule:** Traditional  
**Grade level:** K–7  
**Total enrollment:** 314  
**Total teachers:** 17  
**Per pupil expenditure:** \$6,557

### Principal's Statement

The San Diego Cooperative Charter School (SDCCS) opened in September 2002 by a group of dedicated parents and educators from a variety of professions and backgrounds. The school resides in newly remodeled classrooms in the Sixth Avenue Medical Building immediately adjacent to Balboa Park. Our classrooms are completely separate from the offices of other building tenants. Our school location allows our students to experience the rich resources of Balboa Park and downtown San Diego. Our school serves a diverse student population of over 300 students in Grades K–7 (2004–05 school year). We use a constructivist approach to learning that allows children to move from the unknown to the known with the guidance and support of their teachers. Students' daily instruction is provided by a group of dedicated and qualified teachers in small classes that are limited to 20 students per class at every grade level. Students at San Diego Cooperative Charter School also experience music, foreign language, and art instruction on a weekly basis.

The San Diego Cooperative Charter School supports a progressive, developmentally based, child-centered community for active and collaborative student learning, where shared values of family, diversity, relationship, creativity, and academic excellence flourish.

### Enrollment Breakdown



### Attendance

Year	Percent Attendance Over the Course of the Year
00–01	
01–02	
02–03	93.16
03–04	94.27
04–05	94.56

### 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.

The instructional program at San Diego Cooperative Charter focuses on a constructivist approach. Constructivism is an uncommon term for a common and well-respected education philosophy. Constructivism refers to the fact that as children (and adults) learn, they construct their understanding of a fact or concept based on knowledge they already hold.

### Business and Community Partners

SDCCS has received grant funding from The Walton Family Foundation.

SDCCS is also supported in part by generous donations from SDCCS families and numerous individual community members who support the mission of our school.

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

### 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 San Diego Cooperative are committed to obtaining community resources for our school and invite all constituencies to assist us in the education of our students.

We believe that with the coordinated support of parents, teachers, and the larger community, every child can become a skilled and confident learner. The parent of each student at SDCCS must enthusiastically agree to be an active participant in the school community and complete a school volunteer job that incorporates 54 hours of volunteer time per school year.

If you want to get involved, please contact Charlotte Deckhut at [office@sdccs.org](mailto:office@sdccs.org).

## 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](http://api.cde.ca.gov)).

	API Base Data				API Growth Data		
	2002	2003	2004		2002 to 2003	2003 to 2004	2004 to 2005
Percentage Tested		99	99	Percentage Tested	99	99	100
Base API Score		799	774	API (Growth) Score	802	777	771
Growth Target		1	1	Actual Growth		-22	-3
Statewide Decile Rank		8	7				
Similar Schools Decile Rank		7	1				

### 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 “–” 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	51.0	42.4	43.2	40.1	39.2	45.3	36	35	42	2	68.6	57.6	61.1	50.0	52.1	61.2	53	51	56
3	35.5	38.6	39.4	35.6	33.5	34.5	33	30	31	3	36.7	43.2	34.3	44.9	51.0	57.2	46	48	54
4	74.4	56.3	56.8	40.1	41.2	51.0	39	39	47	4	37.2	37.5	16.7	39.4	43.5	51.6	45	45	50
5	63.2	67.6	56.8	34.4	41.5	45.0	36	40	43	5	44.7	24.3	40.5	27.7	32.8	44.9	35	38	44
6		54.1	71.1	35.8	34.7	39.9	36	36	38	6		27.0	47.4	31.2	32.1	41.6	34	35	40
7			67.6	33.9	35.9	41.9	36	36	43	7			38.9	28.4	32.4	35.8	30	33	37

### Norm-Referenced Test (NRT): Reading and Mathematics

Percent of students scoring at or above the 50<sup>th</sup> 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	53.3	45.5	61.8	35.9	36.4	37.5	34	35	36	3	50.0	54.5	54.3	53.8	56.8	58.1	52	53	54
7			67.6	44.8	44.2	44.6	45	45	46	7			56.8	44.4	46.3	47.2	46	47	49

The complete SCHOOL ACCOUNTABILITY REPORT CARD (SARC) may be obtained from the school or from the Internet ([studata.sandi.net/research/sarcs/](http://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).