

Executive Summary School Accountability Report Card, 2011-12

For Havens Elementary School

Address: 323 Highland Avenue, Piedmont, CA 94611
Principal: Teresa Susman

Phone: (510) 594-2680
Grade Span: K - 5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2011-12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school Principal or the District Office.

About This School

The Havens School community believes that every child should be challenged to grow academically and socially. Each child should also develop healthy self-esteem, an appreciation for the rights, gifts, and talents of their fellow students, and an appreciation for the diversity of the world around us.

The Havens School community is located in Piedmont, a city of about 10,000 residents nestled in the hills above the San Francisco Bay Area. The original school opened in 1901, and has continuously been modernized and renovated to accommodate the growing student population. During the 2009-2010 school year the Havens School in Piedmont was demolished and rebuilt. We temporarily relocated to a school site in Emeryville, CA. For the 2010-11 school year we moved into our beautiful new school campus in Piedmont. The educational programs at the school are tailored to be both relevant and challenging. Havens School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

Havens School is committed to providing a strong instructional program for all students to ensure excellence in education. During the 2011-12 school year, 496 students in Kindergarten through fifth grade were served by Havens School, which operates on a traditional schedule. The student population consists of 9% students with disabilities, 4% English Learners, and 0.2% socio-economically disadvantaged.

Student Enrollment

| Group | Enrollment |
|----------------------------------|------------|
| Number of students | 496 |
| African American | 1.2% |
| American Indian or Alaska Native | 0% |
| Asian | 13.9% |
| Filipino | 0.6% |
| Hispanic or Latino | 3.2% |
| Pacific Islander | 0% |
| White (not Hispanic) | 74.4% |
| Multiple or No Response | 6.7% |
| Socio-economically Disadvantaged | 0.2% |
| English Learners | 4% |
| Students with Disabilities | 9% |

Teachers

| Indicator | Teachers |
|---------------------------------------------------------|----------|
| Teachers with full credential | 37 |
| Teachers without full credential | 0 |
| Teachers Teaching Outside Subject Area of Competence | 4 |
| Mis-assignments of Teachers of English Learners | 0 |
| Total Teacher Mis-assignments | 0 |

School Facilities

Summary of Most Recent Site Inspection

During the 2010-11 school year the old Havens School was demolished and rebuilt. The new school is built to the highest seismic and fire safety standards.

Repairs Needed

A scheduled maintenance program is administered by Havens School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Piedmont Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Corrective Actions taken or Planned

None needed

Curriculum and Instructional Materials

| Core Curriculum Areas | Pupils Who Lack Textbooks and Instructional Materials |
|----------------------------|-------------------------------------------------------|
| Reading/Language Arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History-Social Science | 0% |
| Foreign Language | 0% |
| Health | 0% |
| Visual and Performing Arts | 0% |

School Finances

| Level | Expenditures Per Pupil (Unrestricted Sources Only) |
|-------------|----------------------------------------------------|
| School Site | \$11,786 |
| District | \$11,786 |
| State | \$8,458 |

Student Performance

| Subject | Students Proficient And Above On California Standard Tests | | | |
|-----------------------|------------------------------------------------------------|-----|-----|-----|
| | Grade 2 | 3 | 4 | 5 |
| English-Language Arts | 90% | 88% | 91% | 92% |
| Mathematics | 92% | 92% | 87% | 92% |
| Science | | | | 98% |

Academic Progress

| Indicator | Result |
|-----------------------------------------------------|--------|
| 2012 API Growth Score (from 2012 API Growth Report) | 951 |
| Statewide Rank (from 2011 API Base Report) | 10 |
| 2011-12 Program Improvement Status (PI Year) | n/a |

School Accountability Report Card Reported for School Year 2011-12 *Published During 2012-13*

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. Data and Access

Ed-Data Partnership Web Site

Ed-data is a partnership of the CDE, EdSource, And the Fiscal Crisis and Management Assistance Team (FCAMT that provides extension financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool on the CDE Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners.

II. About This School

Contact Information (School Year 2011-12)

| School | | District | |
|-------------------------|----------------------------------------------------------------------------|-----------------------|----------------------------------------------------------------------------------|
| School Name | Havens Elementary | District Name | Piedmont Unified School District |
| Street | 323 Highland Ave. | Phone Number | (510) 594-2600 |
| City, State, Zip | Piedmont, California 94611 | Web Site | www.piedmont.k12.ca.us/havens |
| Phone Number | (510) 594-2680 | Superintendent | Constance Hubbard |
| Principal | Teresa Susman | E-mail Address | chubbard@piedmont.k12.ca.us |
| E-mail Address | tsusman@piedmont.k12.ca.us | | |

School Description and Mission Statement

The Havens School community is located in Piedmont, a city of about 10,000 residents, nestled in the hills above the San Francisco Bay Area. The original school opened in 1901 and has continuously been modernized and renovated to accommodate the growing student population. During the 2009-2010 school year the Havens School in Piedmont was demolished and rebuilt. We temporarily relocated to a school site in Emeryville, CA. We moved back to our beautiful new campus in Piedmont for the 2010-11 school year. The educational programs at the school are tailored to be both relevant and challenging. Havens School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

The Havens School community believes that every child should be challenged to grow academically and socially. Each child should also develop healthy self-esteem, an appreciation for the rights, gifts, and talents of their fellow students, and an appreciation for the diversity of the world around us.

Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Havens School. Numerous programs and activities are enriched by the generous contributions made by the Havens Parents Club, School Parcel Taxes and Bond Measures, Piedmont Educational Foundation, CHIME, PRAISE, and PAINTS.

Student Enrollment by Grade Level

| Grade Level | Number of Students |
|--------------|--------------------|
| Kindergarten | 74 |
| Grade 1 | 70 |
| Grade 2 | 95 |
| Grade 3 | 79 |
| Grade 4 | 88 |
| Grade 5 | 90 |

Student Enrollment by Group

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|----------------------------------|-----------------------------|
| African American | 1.2 | White (not Hispanic) | 74.4 |
| American Indian or Alaska Native | 0 | Multiple or No Response | 6.7 |
| Asian | 13.9 | Socio-economically Disadvantaged | 0.2 |
| Filipino | 0.6 | English Learners | 4 |
| Hispanic or Latino | 3.2 | Students with Disabilities | 9 |
| Pacific Islander | 0 | | 0 |

Average Class Size and Class Size Distribution

For 2011-12 Havens School maintained a school-wide average class size of 21 students. The table below 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 | 2009-10 | | | | 2010-11 | | | | 2011-12 | | | |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 23 | 0 | 3.5 | 0 | 21 | 1 | 2 | 0 | 21.4 | 0.5 | 3 | 0 |
| 1 | 20 | 3 | 0 | 0 | 22 | 0 | 4 | 0 | 23 | 0 | 3 | 0 |
| 2 | 20.5 | 4 | 0 | 0 | 22.6 | 0 | 3 | 0 | 21.75 | 1 | 4 | 0 |
| 3 | 19 | 3.5 | 0 | 0 | 22.25 | 0 | 4 | 0 | 22.5 | 1 | 3 | 0 |
| 4 | 26 | 0 | 3.5 | 0 | 27 | 0 | 3 | 0 | 22.25 | 0 | 4 | 0 |
| 5 | 26 | 0 | 3 | 0 | 24.25 | 0 | 4 | 0 | 25.5 | 0 | 4 | 0 |

III. School Climate

School Safety Plan

*The **Comprehensive School Safety Plan** provides each student a safe physical environment by providing well-maintained buildings, a safe campus and safe ingress and egress to and from school. The Principal, faculty and staff provide campus security. The safety plan address emergency preparedness through well communicated plans, regularly scheduled drills, and guidelines for student behavior that are consistently monitored and reinforced. In order to create a school environment that is a safe, kind, respectful place for learning, our entire school community embraces the Lifelong Guidelines and **LIFESKILLS**. We continually strive to ensure that Havens School is an emotionally nurturing environment.*

School Discipline Practices

Havens School makes every effort to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

*Through the **LIFESKILLS** Program, students at Havens School are guided by consistent parameters, expectations, and social outcomes that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school and a warm, friendly classroom environment which demonstrates that good discipline is a solid foundation on which to build an effective school. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientations and weekly newsletters.*

Suspensions and Expulsions

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

| Rate | School | | | District | | |
|--------------------|---------|---------|---------|----------|---------|---------|
| | 2009-10 | 2010-11 | 2011-12 | 2009-10 | 2010-11 | 2011-12 |
| Suspensions | 0 | 1 | 0 | 35 1.5% | 37 1.5% | 39 1.5% |
| Expulsions | 0 | 0 | 0 | 0 | 0 | 0 |

IV. School Facilities

School Facility Conditions and Improvements (School Year 2011-12)

The new Havens School was built during the 2009-2010 school year to the highest seismic and fire safety standards. We began the 2010-2011 school year in the new school.

School Facility Good Repair Status (School Year 2011-12)

This table displays the results of the most recently completed school site inspection to determine the **current Havens School campus** good repair status.

| Systems Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--------------------------------------------------------------------------|---------------|------|------|-------------------------------------------|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin/Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms/Sinks, Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playgrounds/School Grounds, Windows/Doors, Gates/Fences | X | | | |
| Overall Rating | X | | | |

V. Teachers

Teacher Credentials

The table below displays the number of teachers assigned to Havens 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 |
|----------------------------------------------------|---------|---------|---------|----------|
| | 2009-10 | 2010-11 | 2011-12 | 2011-12 |
| With Full Credential | 33 | 33 | 37 | 197 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 4 | 20 |

Teacher Mis-assignments and Vacant Teacher Positions

This table displays the number of teacher mis-assignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions.

| Indicator | 2009-10 | 2010-11 | 2011-12 |
|--------------------------------------------------------|---------|---------|---------|
| Mis-assignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Mis-assignments | 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 Havens School and at all 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% |
| All Schools in District | 100% | 0% |
| High-Poverty Schools in District | n/a | n/a |
| Low-Poverty Schools in District | n/a | n/a |

VI. Support Staff

Academic Counselors and Other Support Staff

The table below displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to Havens 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.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|-------------------------------------------------|----------------------------------|---------------------------------------------------|
| Academic Counselor | .7 | 496 |
| Library Media Teacher (Librarian) | 1.0 | |
| Library Media Services Staff (paraprofessional) | .75 | |
| Reading Resource Teachers | 1.6 | |
| Resource Specialist Teachers | 1.8 | |
| Vocal/Music Teacher | .45 | |
| Instrumental Music Teacher | 1.6 Shared among 3 schools | |
| Art Enrichment Teacher | .7 | |
| Science Enrichment Teacher | .8 | |
| Speech/Language Pathologists | 1.8 | |
| Inclusion Aides | 4 | |

* **Psychologist** and **Nurse** are shared among all District Schools.

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials 2011-12

Textbooks/Instructional Materials

A Public Hearing was held in October, 2011 to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects) for use in the classroom and to take home, if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. 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. **All textbooks at Havens School were in adequate supply and in fair to excellent condition. The school and District place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials.**

| Subject | Publisher | Grade Level | Year Adopted | Percent of Pupils Who Lack Textbooks and Instructional Materials |
|----------------------------|------------------|----------------------------------|--------------|------------------------------------------------------------------|
| Language Arts | Houghton Mifflin | K-5 th | 2002 | 0% |
| Math | Everyday Math | K-3 rd | 2008 | 0% |
| | | 4 th -5 th | | 0% |
| Social Science | Harcourt Brace | K-5 th | 2001 | 0% |
| Science | Houghton Mifflin | K-2 nd | 2001 | 0% |
| | Harcourt Brace | 3 rd -5 th | 2001 | 0% |
| Health | No Text | | | |
| Visual and Performing Arts | No Text | | | |

Library Resources

Havens School Library is stocked with over 15,500 books, as well as a large collection of video and audio tapes, books on tape, and art prints, all of which are available for check-out. The library is staffed by 2 part time teacher librarians and two part time library assistants. Each classroom visits the library at regularly scheduled times during the week. Computer resources within the library are connected to the Internet so students are able to access resources and information online.

Technology Resources

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule, and each classroom at Havens School contains a minimum of one Internet connected computer. Software programs develop critical thinking skills, technological skills and mathematical proficiency, and include Microsoft Word and Kid Pix.

Homework

Havens School feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for grades one through five in major subject areas. Each teacher determines the appropriate level of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to review homework assignments with their child.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries

This table displays a comparison of the school's per pupil expenditures from unrestricted 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 | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | \$11,786 | \$5,033 | \$6,753 | \$72,710 |
| District | \$11,786 | \$4,649 | \$6,973 | \$72,710 |
| Percent Difference – School Site and District | 0% | 0% | 0% | 0% |
| State | \$8,717 | n/a | n/a | n/a |
| Percent Difference – School Site and State | 28.3% | n/a | n/a | n/a |

Types of Services Funded

This section lists the programs and supplemental services funded through either categorical or other sources that are available at Havens School and the District.

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| Home-to School Transportation | Instructional Materials |
| Peer Assistance and Review | 10 th Grade Counseling |
| EIA | Gifted and Talented Pupils |
| Class Size Reduction, K-3 & 9 | Federal, ECIA/ESEA/IASA |
| School Improvement Plan | Special Education Master Plan |
| Federal, Drug/Alcohol/Tobacco Funds | Federal, Special Education, Entitlement per UDC |
| Federal, Special Education, Discretionary Funds | TUPE |
| Title I, Part A – Basic Grant | Title II, Parts A & D – Teacher Quality & Technology |
| Title IV, Safe and Drug Free Schools and Communities | Title V, Innovative Strategies |
| Title III, Funding passes through the Acalanes Union High School District LEA, a consortium of districts of which Piedmont Unified is a member. | |

Teacher and Administrative Salaries

The table below 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 the District's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average For Districts In Same Category |
|------------------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$43,260 | \$39,856 |
| Mid-Range Teacher Salary | \$65,227 | \$61,849 |
| Highest Teacher Salary | \$86,277 | \$80,180 |
| Average Principal Salary | \$116,309 | \$104,247 |
| Superintendent Salary | \$207,000 | \$167,000 |
| Percent of Budget for Teacher Salaries | 54.1% | n/a |
| Percent of Budget for Administrative Salaries | 6% | n/a |

IX. Student Performance

Standardized Testing and Reporting Program

The California Standards Tests (CST's) show how well students are doing in relation to the state content standards. The CST's 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, 9, 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>. Program information regarding the STAR program can be found in the Explaining 2012 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/document/starpkt5intrpts.pdf> ***Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.**

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Combined % of Students at Proficient and Advanced Level

Language Arts

| Grades | 2 | | | 3 | | | 4 | | | 5 | | |
|------------------|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|-----------|
| | 10 | 11 | 12 | 10 | 11 | 12 | 10 | 11 | 12 | 10 | 11 | 12 |
| | All Students | | | | | | | | | | | |
| Havens ES | 85 | 90 | 90 | 87 | 85 | 88 | 94 | 95 | 91 | 96 | 87 | 92 |
| PUSD | 90 | 89 | 90 | 83 | 87 | 87 | 95 | 95 | 94 | 91 | 89 | 96 |
| California | 53 | 56 | 58 | 44 | 46 | 48 | 63 | 64 | 67 | 58 | 59 | 63 |
| | Females | | | | | | | | | | | |
| Havens ES | 88 | 80 | 92 | 88 | 84 | 84 | 90 | 98 | 91 | 97 | 93 | 91 |
| PUSD | 94 | 87 | 92 | 81 | 89 | 90 | 92 | 97 | 96 | 99 | 93 | 94 |
| California | 57 | 60 | 62 | 46 | 49 | 50 | 65 | 68 | 71 | 59 | 63 | 56 |
| | Males | | | | | | | | | | | |
| Havens ES | 83 | 97 | 87 | 85 | 85 | 93 | 80 | 93 | 90 | 95 | 83 | 93 |
| PUSD | 83 | 91 | 87 | 86 | 84 | 85 | 85 | 93 | 90 | 96 | 85 | 97 |
| California | 49 | 53 | 54 | 43 | 43 | 45 | 60 | 62 | 64 | 55 | 56 | 59 |
| | Asian | | | | | | | | | | | |
| Havens ES | 85 | * | 83 | * | 73 | 82 | 84 | * | 86 | 100 | 90 | 93 |
| PUSD | 91 | 96 | 79 | 88 | 83 | 87 | 91 | 97 | 93 | 100 | 99 | 97 |
| California | 78 | 79 | 81 | 67 | 69 | 71 | 82 | 83 | 85 | 79 | 81 | 82 |
| | Caucasian | | | | | | | | | | | |
| Havens ES | 86 | 89 | 92 | 90 | 88 | 90 | 84 | 95 | 91 | 95 | 86 | 94 |
| PUSD | 90 | 89 | 92 | 85 | 87 | 88 | 87 | 96 | 93 | 97 | 89 | 96 |
| California | 68 | 70 | 73 | 61 | 64 | 66 | 79 | 80 | 82 | 75 | 73 | 79 |

Math

| Grades | 2 | | | 3 | | | 4 | | | 5 | | |
|------------------|---------------------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| | 10 | 11 | 12 | 10 | 11 | 12 | 10 | 11 | 12 | 10 | 11 | 12 |
| | All Students | | | | | | | | | | | |
| Havens ES | 88 | 97 | 92 | 93 | 94 | 92 | 85 | 89 | 87 | 93 | 88 | 92 |
| PUSD | 91 | 96 | 92 | 87 | 94 | 95 | 94 | 92 | 89 | 92 | 91 | 96 |
| California | 62 | 66 | 64 | 65 | 68 | 69 | 68 | 71 | 71 | 60 | 63 | 65 |
| | Females | | | | | | | | | | | |
| Havens ES | 85 | 93 | 92 | 97 | 93 | 87 | 90 | 85 | 87 | 91 | 95 | 93 |
| PUSD | 92 | 94 | 92 | 93 | 96 | 90 | 93 | 91 | 96 | 94 | 94 | 94 |
| California | 62 | 66 | 64 | 64 | 68 | 69 | 69 | 71 | 71 | 62 | 64 | 66 |
| | Males | | | | | | | | | | | |
| Havens | 93 | 100 | 91 | 88 | 95 | 98 | 79 | 93 | 88 | 95 | 84 | 91 |
| PUSD | 93 | 97 | 91 | 94 | 92 | 94 | 86 | 93 | 87 | 97 | 87 | 96 |
| California | 62 | 66 | 64 | 66 | 69 | 71 | 68 | 71 | 70 | 69 | 62 | 64 |
| | Asian | | | | | | | | | | | |
| Havens ES | 85 | * | 83 | * | 93 | 82 | 84 | * | 86 | 93 | 81 | 100 |
| PUSD | 94 | 95 | 89 | 97 | 97 | 87 | 91 | 98 | 92 | 97 | 94 | 100 |
| California | 84 | 86 | 85 | 87 | 88 | 89 | 90 | 91 | 90 | 85 | 87 | 87 |
| | Caucasian | | | | | | | | | | | |
| Havens ES | 89 | 98 | 94 | 94 | 96 | 94 | 83 | 90 | 87 | 93 | 90 | 93 |
| PUSD | 93 | 95 | 91 | 93 | 94 | 94 | 89 | 92 | 87 | 94 | 92 | 96 |
| California | 76 | 78 | 77 | 78 | 80 | 81 | 79 | 81 | 80 | 72 | 73 | 75 |

Science – Grade 5 Only

| Grade 5 | 10 | 11 | 12 |
|------------------|-----------|-----------|-----------|
| Havens ES | 88 | 95 | 98 |
| Females | 89 | 98 | 100 |
| Males | 100 | 93 | 96 |
| Asian | 90 | 95 | 100 |
| Caucasian | 94 | 94 | 97 |
| PUSD | 94 | 94 | 97 |
| California | 55 | 58 | 60 |

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/>.

| Grade Level | Average Percent of Students Meeting 6 of 6 Fitness Standards |
|-------------|--------------------------------------------------------------|
| 5 | 68.9% |

X. 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

The table below displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The state - wide API rank ranges from 1 to 10. A state - wide 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."

| API Rank | 2009 | 2010 | 2011 |
|-----------------|------|------|------|
| Statewide | 10 | 10 | 10 |
| Similar Schools | 6 | 4 | 6 |

API Changes by Student Group – Three-Year Comparison

This table displays by student group the Havens School's 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 | | | API Score |
|----------------------------|-------------------|---------|---------|-----------|
| | 2009-10 | 2010-11 | 2011-12 | 2012 |
| All Students at the School | +11 | +15 | 0 | 951 |
| Asian | n/a | -2 | 0 | -2 |
| Caucasian | +12 | +19 | +2 | +19 |

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 Havens 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 | Yes | No |
| Participation Rate - English-Language Arts | Yes | Yes |
| Participation Rate - Mathematics | Yes | Yes |
| Percent Proficient - English-Language Arts | Yes | Yes |
| Percent Proficient - Mathematics | Yes | Yes |
| API | Yes | Yes |

XI. Instructional Planning and Scheduling

School Instruction and Leadership

Leadership at Havens School is a responsibility shared between the District administration, the Principal, instructional staff, students, and parents. For the past 20 years, primary leadership duties have been assumed by Principal Tery Susman. Prior to her tenure at the school Ms. Susman was vice principal at a middle school for three years and a middle school counselor for seven years. In addition, Ms. Susman spent seven years as a classroom teacher.

The School Site Council, consisting of staff and parents, is a local site governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Professional Development

Staff members build teaching skills and concepts throughout the year by participating in conferences and workshops. For the past four years, the District has annually offered three staff development days where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development topics for 2011-12 focused on differentiated instruction and English Language Arts program review.

Instructional Minutes

For the 2011-12 school year, the Havens School offered 174 days of instruction for grades K-5th. This school year the three elementary schools instituted a common planning time (CPT) schedule where all 1-5 grade children were dismissed at 1:45 every Monday. We instituted 2 full days for conferences in the fall and spring.

| Grade Level | Instructional Minutes | |
|-------------|-----------------------|---------------------|
| | Offered | State Requirement * |
| K | 35,670 | 36,000 |
| 1 | 51,255 | 50,400 |
| 2 | 51,255 | 50,400 |
| 3 | 51,710 | 50,400 |
| 4 | 53,130, | 54,000 |
| 5 | 53,130 | 54,000 |

- Based on no furlough days