

SAN JOSÉ UNIFIED SCHOOL DISTRICT

School Accountability Report Card

Reporting for school year 2006-2007 • Published in 2007-2008



Herbert Hoover Middle School

Grades 6-8

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Principal's Comments

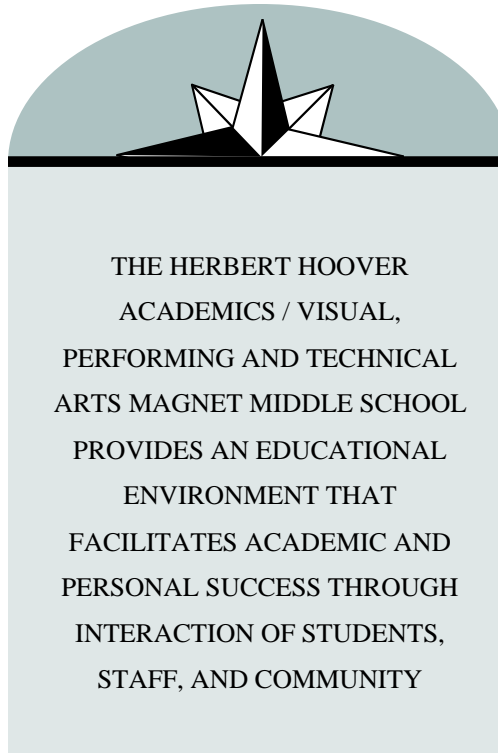
Hoover is committed to high academic expectations and excellence for all students. The school climate fosters mutual respect, self-discipline, school pride and safety. The clearly defined discipline policy is consistently enforced, and is based upon mutual respect and accountability. Students will have equal access to an integrated Academic, Visual, and Performing Arts curriculum.

The 2006-07 academic year has been an exciting year for Hoover Middle School. Based on our data, we have two focus areas: Improve Student Achievement and Improve School Climate. We are also increasing the use of technology as part of the daily instruction with the use of Rosetta Stone for our English Learners, Bridges to Algebra for algebra readiness, and Criterion online writing for all students. Several laptop carts have been purchased to increase the integration of technology by classroom teachers across the curriculum.

Hoover Middle School had an outstanding year of recruitment as we welcomed 1271 students from all over the city, who wished to pursue their interests in the visual, performing, and technical arts. Every student at Hoover Middle School has the opportunity to participate in a wide range of electives at the Beginning, Intermediate, or Advanced levels in Drama, Band, Dance, Vocal Music, Orchestra, and Visual Arts, including Computer Arts and Illustration, and Computer Graphic Design and Digital Music.

Principal's Experience

Dorothy Kennedy is the principal. She has been in education since 1970, with experience as a classroom teacher in grades pre-K through 8th grade, an assistant principal in elementary and middle school, and an elementary, and middle school principal.



THE HERBERT HOOVER
ACADEMICS / VISUAL,
PERFORMING AND TECHNICAL
ARTS MAGNET MIDDLE SCHOOL
PROVIDES AN EDUCATIONAL
ENVIRONMENT THAT
FACILITATES ACADEMIC AND
PERSONAL SUCCESS THROUGH
INTERACTION OF STUDENTS,
STAFF, AND COMMUNITY

In addition to our tremendous selection of electives, and our rigorous core program, we offer extra classes in Spanish, Foreign Language, and Leadership.

We are a school that honors our students and our school's long and rich history as we work together to find ways to prepare our students for their futures!



Principal

Dorothy Kennedy
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Major Achievements

- Hoover Middle School increased use of technology in the classroom with the implementation of wireless mobile computer lab, as well as multimedia teaching station in classrooms.
- Hoover was awarded a Federal Magnet Schools Assistance Program grant for 2007-2010.
- Hoover's staff completed a thorough review of all school programs resulting in a new Single Plan for Improved Student Achievement.
- Hoover's PTSA raised over \$25,000 in its annual Jog -A- Thon fundraiser.
- Increased student participation in after school activities with After School All Stars.

Parental Involvement

Hoover's PTSA sponsors a variety of activities involving parents and students throughout the school year, including: dances, field trips, recruitment activities and a Jog-A-Thon. They also provide additional funding for instrumental music, vocal music, and drama programs. PTSA brings in over \$25,000 of additional funds per year to the school. Monthly open meetings for parents are held in our school Library/Media Center with translation available in Spanish,

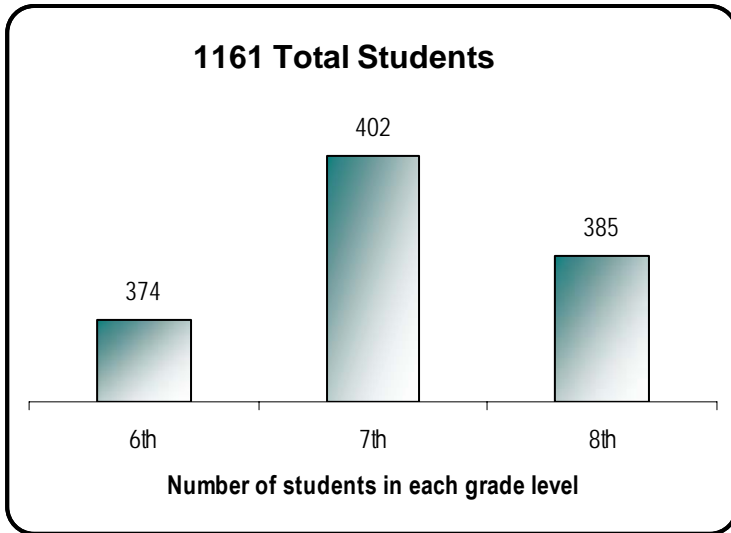
Hoover has a Site English Language Advisory Council (SELAC) that holds open, monthly meetings, to discuss school programs, as well as parent and student opportunities. Hoover parents represent the school at the District level meetings (DELAC) on a monthly basis.

The Hoover parent newsletter is mailed home monthly in English and Spanish, informing parents of staffing updates, school activities, event calendars, Districtwide events and information, and it is also heavily used as a means to recognize and honor student achievement.

For further information on our parent volunteer program, please contact our Parent/Community Liaison at 408-535-6274 Ext. 610.

Demographics

The chart and tables below show the number of students enrolled in each grade level and the percent of students enrolled who are identified as being in a particular group.



Student Enrollment by group	
African American	3.78%
American Indian or Alaska Native	0.95%
Asian	3.27%
Filipino	2.58%
Hispanic or Latino	78.38%
Pacific Islander	0.6%
White (Not Hispanic)	9.82%
Multiple or No Response	0.6%
Socioeconomically disadvantaged	66%
English Learners	91%
Students with disabilities	11%



Class Size

Average Class Size and Class Size Distribution

Subject	2004-2005			2005-2006			2006-2007					
	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+
English	27.2	10	31	9	27.7	6	41	7	20.1	32	22	5
Mathematics	29.3	3	17	11	27.6	7	27	11	15.5	54	11	
Science	27.8	5	15	4	31.6	1	10	12	187.2	39	16	1
Social Science	28.4	5	26	8	29.3	3	28	11	18.8	41	25	6

Climate for Learning

Safety

Date safety plan updated: August 2006

Date safety plan last reviewed with staff: August 2006

Hoover's Safe School Plan is reviewed and updated annually by a staff team. The key elements of the plan are: personal characteristics of students and staff, the school's physical environment, leadership and organizational process and the school's culture.

At Hoover Middle School, our mission is to help all students discover, develop, and enjoy their unique talents; to encourage them to reach their goals; to create an intellectual curiosity and a love for learning; and most of all, to teach them to be kind, considerate human beings. Through a proactive administration and staff that provides a quick response to all students' needs, Hoover Middle School offers a safe and caring environment that enriches students' education through the consistent application of rules, consequences, and positive recognition.

The consequences for not following school/classroom rules range from a warning for minor infractions to possible suspension and beyond. On Campus Supervision (OCS) is also available at our school, it is a one period detention center where students are sent by the teacher when the student is disruptive or refuses to follow the teacher's direction.

Four and one half administrators, three full time campus supervisors and before and after school bus monitors provide physical supervision of the campus, before during and after the school day. School uniforms allow supervising adults to identify non-student body visitors at a glance. All visitors to the campus are required to sign-in at the office and wear a visitor's sticker as evidence of having a legitimate purpose to be on campus.

In accordance with District guidelines, the Hoover staff has developed a Disaster/Emergency Preparedness plan. Students and staff participate in monthly emergency evacuation drills. Students receive safety instruction as needed. Two-way communication in all classrooms and hand-held walkie-talkies for our administrators, campus assistants, and officers help keep our school safe.

Homework

Homework, which may take an average of 20-30 minutes per class per night to complete, is assigned as needed. Most teachers assign homework Monday - Thursday. Usually weekend homework is related to long-term assignments or preparation for exams. All students receive a Hoover Binder Reminder for the recording of homework and classroom assignments. It is expected that homework will be turned in on time for full credit.

Hoover Middle School's Homework Center is open before and after school to students who need assistance in any subject. It is open every morning from 7:00-8:00 A.M., as well as Monday, Wednesday and Thursdays from 3:00-4:00 P.M. in the Library Media Center. The Homework Center is staffed by Hoover teachers, paraprofessionals, and volunteers. Computers are available, as well as a late activity bus for students who participate in the afternoon program.

Discipline

The Hoover Middle School staff is a caring, dedicated, and cohesive team that believes they can and do make a difference in students' lives. The school climate is positive with clear standards that exist for personal and social behavior, which are reinforced on a daily basis. Positive rewards are given regularly by teachers during class time and at assemblies. Schoolwide assemblies and class time are spent reviewing the school discipline policy and the District Handbook. School pride is emphasized throughout Hoover. Recognition is given to students through a variety of programs including: Hawk Hurrahs, Student of the Month/Most Improved Student, Cornerstone Recognitions, Student Council, Honors Night, Honor Roll, Special Assemblies, and Awards Events.

Suspensions and Expulsions—3 year comparison

	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Rate of Suspensions	30.9%	44.1%	42.5%	18%	13.2%	12.6%
Rate of Expulsions	0.3%	1.0%	0.4%	0.2%	0.3%	0.2%
This table displays the rate of suspensions and expulsions (total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.						

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Facilities

Hoover is large campus with two main buildings. The original building, referred to as Historic Hoover, opened in 1931 and served students until 1971. This building was retrofitted for earthquake safety and was reopened for classroom use in 1999. The other main building is 30+ years old.

A crew of four custodians cleans the buildings daily. A grounds man working two days per week maintains the landscaping. Hoover Middle School prides itself on the cleanliness of its campus. Maintenance of the grounds and campus buildings is a high priority.

Beginning in January 1997, Hoover Middle School started a major modernization program with the final improvements complete in the summer of 2006. This project, funded by a bond initiative (Measure C), included new air-conditioning, heaters, roofing, flooring, paint, new staff room, and upgraded electrical systems.

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

Date of Inspection—August 8, 2007	Good	Fair	Poor	Repair needed and action taken or planned
Gas leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (Interior and Exterior)	✓			
Interior Surfaces (walls, floors and ceilings)			✓	Many cracked ceiling tile
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation		✓		Patio has holes caused by squirrels
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Overall cleanliness	✓			

Overall Summary of School Facility Good Repair Status

Facility Condition	Exemplary	Good	Fair	Poor
		✓		

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	55	55	51	1533
Without Full Credential	1	3	3	68
Teaching Outside Subject Area of Competence	0	0	6	37
<p>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.</p>				

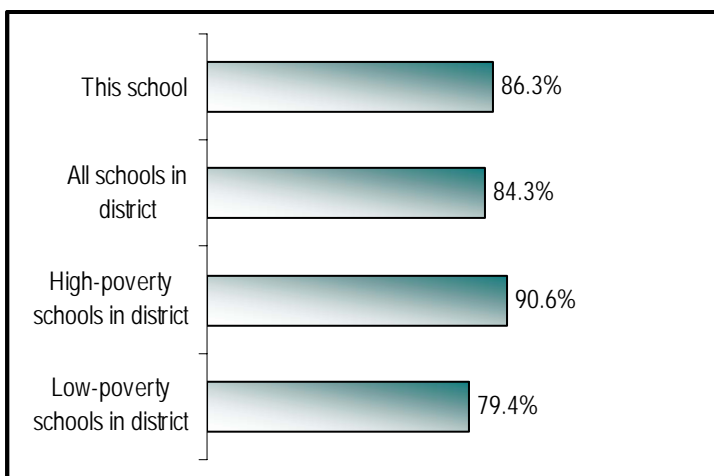


Teacher Misassignments and Vacant Teacher Positions

Indicator	2005-2006	2006-2007	2007-2008
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	6	0
Vacant Teacher Positions	0	0	0
<ul style="list-style-type: none"> Teacher misassignments (teachers assigned without proper legal authorization) Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners. 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). 			

Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Core Academic Classes Taught by NCLB Compliant Teachers



The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified". In general, NCLB requires that each teacher must have:

- A bachelor's degree
- A state credential or an Intern Certificate/Credential for no more than three years
- Demonstrated subject matter competence for each core subject to be taught by the teacher.

This chart shows the percentage of teachers who are NCLB compliant. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Evaluating/Improving Teachers

Hoover Middle School administrators use the San Jose Unified School District teacher evaluation system to evaluate classroom teachers. The evaluation system is designed to support teachers and guide ongoing professional growth. The process uses evaluation instruments, which guide teachers on the use of research-based teaching practices that optimize student learning, and focus on the knowledge, skills, and attitudes, which our teaching staff must demonstrate. The evaluation system is carefully aligned with the focused work of our district. It supports a standard's based model for teaching and is aligned to the California Standards for the Teaching Profession.

Permanent teachers are evaluated every other year. Probationary and temporary teachers are evaluated yearly.

The focus of our school community is teacher preparation to help students attain proficiency in academic content and performance standards. At Hoover, teachers have an integral part in decisions that affect curriculum selection, instructional practices, staff development opportunities, and direction for the future of our programs and trainings.

Staff Development

Hoover Middle School staff members participate in ongoing staff development both on and off campus. Teachers receive staff development in diversity, differentiated instruction, Strategic Schooling, site-specific data analysis, schoolwide "Step-Up To Writing", classroom organization and management (COMP), strategies for reading in the content areas, and Full Inclusion. All staff development incorporates schoolwide issues and specific classroom strategies, which can be implemented to support student achievement. The staff is recognized for embracing curricular innovations and research-based strategies and programs that address students' diverse learning styles and special talents.

New teachers have regular meetings with mentor teachers, BTSA and PAR coaches, and administrators who provide information and training as needed. Hoover has part time resource teachers who also assist beginning teachers. New teachers are provided with release time to pursue ongoing professional development support and to observe the classrooms of more experienced teachers. All teachers are provided with release time as needed/requested.

Professional development is provided through a variety of means. Three professional development days are built into the school calendar. In addition, regular after school sessions are scheduled, release days for curricular areas teams are provided, and on-site coaching is available. Teachers can also attend off site conferences and workshops. Opportunities for professional development are also offered by the SJUSD, during the day, after school and on weekends.

Teachers are supported through on site resource teachers in LA, Math, and ELD/SDAIE coaches using an in-class coaching model. Administrators support teachers through the evaluation process. Support for student performance data analysis and reporting is conducted in curricular area meetings, during schoolwide staff development days and at staff meetings.

Teacher Assignment

Hoover Middle School teachers, as part of a team, take part in the interviews for new teachers. Hoover strives to recruit dedicated new teachers who are already well grounded in the fundamentals of teaching. In the spring, the administrative team, along with teacher input and recommendations, work together to develop a master schedule for the following year. Teaching assignments are based on teaching expertise, credential status, curricular needs, special programs, and teacher preference.

Substitute Teachers.

Substitute teachers are able to receive information regarding their assignments prior to substituting, per an automated phone system. When a substitute arrives on campus, lesson plans are left by the teacher and available at the front office. Substitute teachers receive a packet of information regarding school policies and procedures, phone numbers, and school schedules. Long-term substitutes are integrated into the school staff, asked to join staff and department meetings to become better informed of our school's direction and procedures. Substitutes are usually available and it is seldom that a qualified substitute cannot be provided.

Leadership Team

Hoover's leadership team is called Rep Council. A representative from each curricular area, technology, and administrators meet monthly. Rep Council's function is to bring forth concerns and ideas for improvement from staff. On some items action is taken at the monthly meeting and on broader based concerns or suggestions for change, subgroups are formed which then bring recommendations for action to the entire staff.

Specialized Staff

Hoover has three full-time resource specialists. In addition, there are full time and three half time intern counselors, an academic advisor (3 hours/day), a nurse (3 days/week) and a speech and language specialist (4 days/week).

Curriculum

Reading and Writing

Hoover provides numerous opportunities for reading and writing across the curriculum. All curricular areas participate in staff development that supports Language Arts, Reading, or Writing. There is ongoing training in Step-Up-To-Writing available for all staff. These schoolwide efforts are evident in student work and reflected through our teachers' focus in the classroom. A range of instructional strategies, differentiated instruction, and project based learning are widely used in all classrooms. All students have access in their Language Arts classes to practice writing using the online writing tool, Criterion. There are two classes per grade level using Language! to accelerate students' achievement in reading.

Math

The focus of the core Mathematics curriculum at Hoover Middle School is the development of essential mathematical understandings. Hoover offers a well-balanced approach in the area of mathematics. Throughout the year, teachers assess student products and performance formally and informally. Teachers differentiate in the classroom to meet the wide range of student achievement. Teachers and students can work on improving individual skill levels through classroom instruction, as well as through technology by using software programs such as Accelerated Math, Bridges to Algebra and Larson's Math.

Science

All students must take a full year of science with a focus on Earth Science in sixth grade, Life Science in seventh grade, and Physical Science in eighth grade. Hoover Middle School students focus on an understanding of earth, life, and physical science and using scientific tools and technologies in our natural world. Students make sense of new science information by connecting it to what they know or have experienced. They use technology/multimedia to enhance projects and make presentations to peers and community through our annual Science Fair.

Social Studies

Social Studies is part of the Core program for sixth through eighth graders. We have expanded and integrated the historical contributions of cultural and ethnic groups with hands-on activities, which enhance the program and include simulations, debates, special projects, and service learning at the eighth grade level.

Textbooks

Hoover Middle School uses state adopted textbooks that follow the state standards for all core curricular areas. Many staff members maintain personal libraries in their classrooms, allowing all students access to literature from all literature genres. Textbooks currently in use were adopted in the following years: Social Studies 2000, Science 2001, Math 2002, and Language Arts 2003.

All students have access to state adopted materials in Math, Language Arts, Science, and Social Studies. Students are expected to replace lost and damaged.

Percent of Pupils Who Lack Sufficient Textbooks and Instructional Materials in Core Curriculum Areas				
Reading/Language Arts	0%		Science	0%
Mathematics	0%		History-Social Science	0%
Foreign Language	0%		Health	0%
A list of textbooks and adoption dates is available at: http://www.sjUSD.org/pdf/staff/Instructional_Material/Textbook_listing.pdf				

Specialized Programs

GATE

Per San Jose Unified School District guidelines for middle schools, all students are assigned to heterogeneous classes. GATE students' academic achievement is part of the responsibility of all classroom teachers in the core subjects. Rigor and high expectations for reaching academic standards at high levels are the basis for all teaching endeavors. Projects and project-based learning offer vehicles that promote differentiated instruction for all students. Hoover prefers to approach the gifted learner in a whole-school manner, by offering a variety of elective classes. Ongoing teacher training on research-based practices and differentiated instruction help prepare our teachers to meet a wide range of student needs.

Special Ed

Needs of Special Education students are met, based on IEP goals, by credentialed special education teachers, instructional associates and regular education teachers as appropriate.

At-risk students

At-risk students are identified through the SAP process, SSTs, and/or the retention process. Academic supports are available through the Homework Center, 7th period classes, teacher tutorials, and specific programs for categorically funded students. Grade level advisors, the SB825 Outreach consultant, and the Consent Decree Activities Resource Teacher monitor these students

English language learners

Hoover Middle School provides ELD classes at every grade level and core subject areas. All students who have a home language other than English are assessed and those identified as Limited English Proficient are placed in the appropriate educational setting with highly qualified teachers.

Students with disabilities

Students with disabilities are served through the special education program. Students are served in either a RSP or SDC setting. Each student has a case manager that oversees the student's progress and communicates with parents and other staff members about the student.

After-school programs

After-school programs are numerous at Hoover. For 2006-2007, Hoover and After School All Stars is offering a 3 hour/day, 5 days a week comprehensive after school academic and enrichment program. This program offers over an hour of academic tutoring, which ties into a two-hour enrichment program. Enrichment classes include cooking, dancing, art, RC car building, music, fitness training, and athletics. The Homework Center, 7th period support classes, and teacher tutorials take place almost daily. Sports programs, Folkloric Dance, and VPA classes regularly schedule practices and performances. Intensive Instruction classes are available for students in Language Arts and Mathematics.

Tutoring

The Breakthrough Program offers tutoring to students enrolled in its program. Classroom teachers are available before and after school as needed.

Peer tutoring

Peer tutoring is available in the Homework Center after school. High school students tutor middle school students.

School Finances (Fiscal Year 2005-2006)

Expenditures Per Pupil and School Site Teacher Salaries

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,364	\$3,800	\$4,564	\$62,450
District	\$8,349	\$3,693	\$4,656	\$62,078
Percent Difference - School Site and District	0.18%	2.90%	-1.98%	0.60%
State			\$4,943	\$60,032
Percent Different - School Site and State			-7.67%	4.03%

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 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/>.

Types of Services Funded

A focus for the 2006-2007 school years is a schoolwide visioning process to invigorate our instructional program. Funding for student programs and materials is provided by Categorical, Desegregation, and PTSA monies.

Comparison of District and State Teacher and Administrative Salaries (Fiscal Year 2005-06)

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 can 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	\$40,087	\$38,937
Mid-Range Teacher Salary	\$66,234	\$61,080
Highest Teacher Salary	\$80,496	\$76,443
Average Principal Salary (Elementary)	\$87,838	\$99,694
Average Principal Salary (Middle)	\$92,167	\$103,687
Average Principal Salary (High)	\$99,074	\$112,983
Superintendent Salary	\$222,000	\$195,054
Percent of Budget for Teacher Salaries	39.03%	40.13%
Percent of Budget for Administrative Salaries	5.129%	5.379%

Student Performance

California Standards Test (CST)

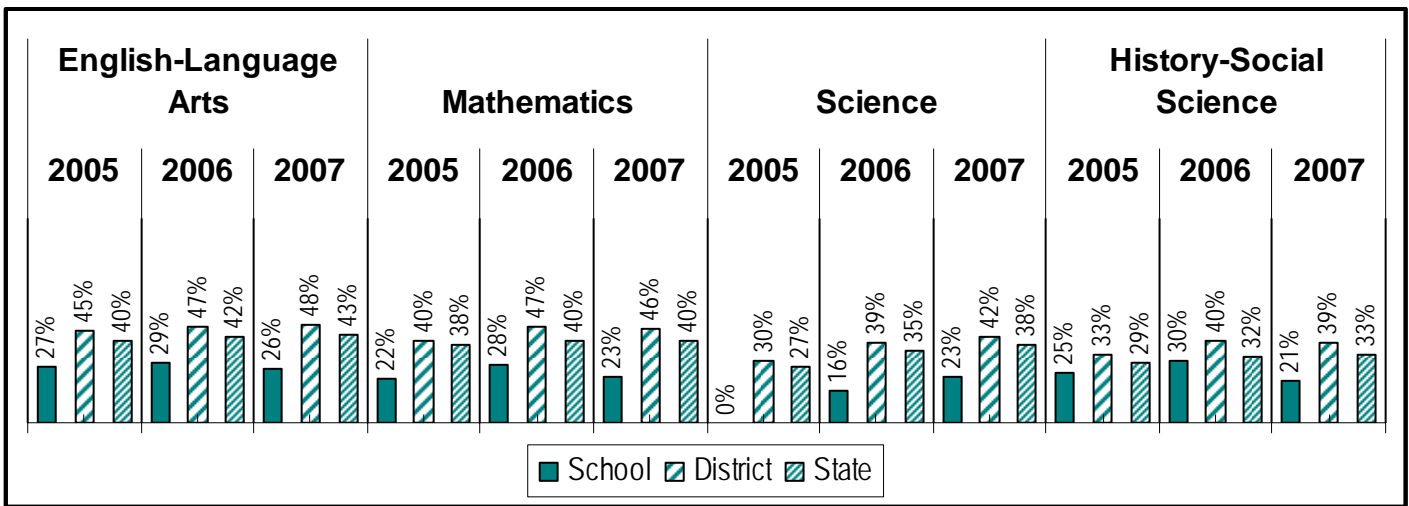
The California Standards Test (CST) shows how well students are doing in relation to the State content standards and are reported as performance levels. Students are tested in the following areas:

- English and Language Arts—Grades 2-11
- Mathematics—Grades 2—11
- Science—Grades 5, 8, 9, 10 and 11
- History and Social Science—Grades 8, 9, 10 and 11

Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. 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.

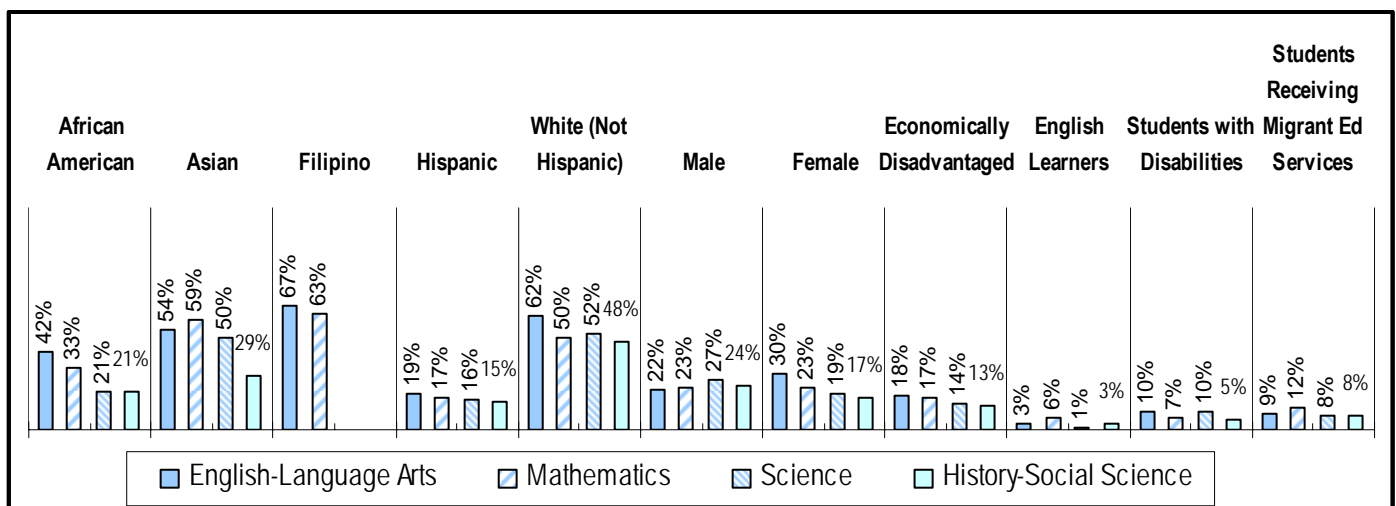
California Standards Test (CST) All Students—Three-Year Comparison

Percent of students achieving at the proficient or advanced level



California Standards Test (CST) by Student Group—Most Recent Year

Percent of students at the proficient or advanced level



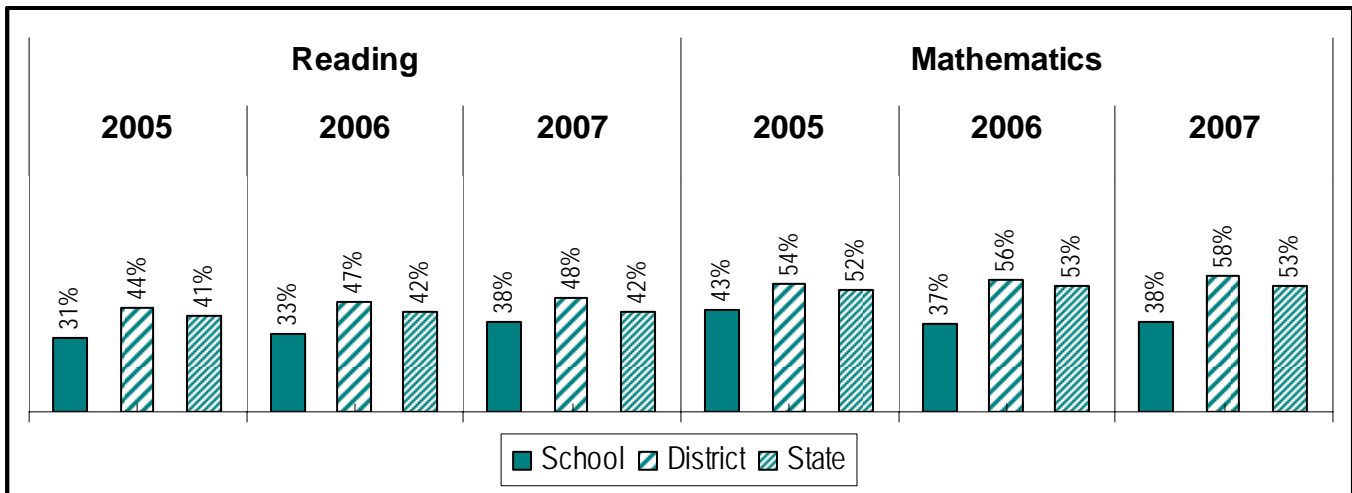
Norm-Referenced Test (NRT)

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: 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.

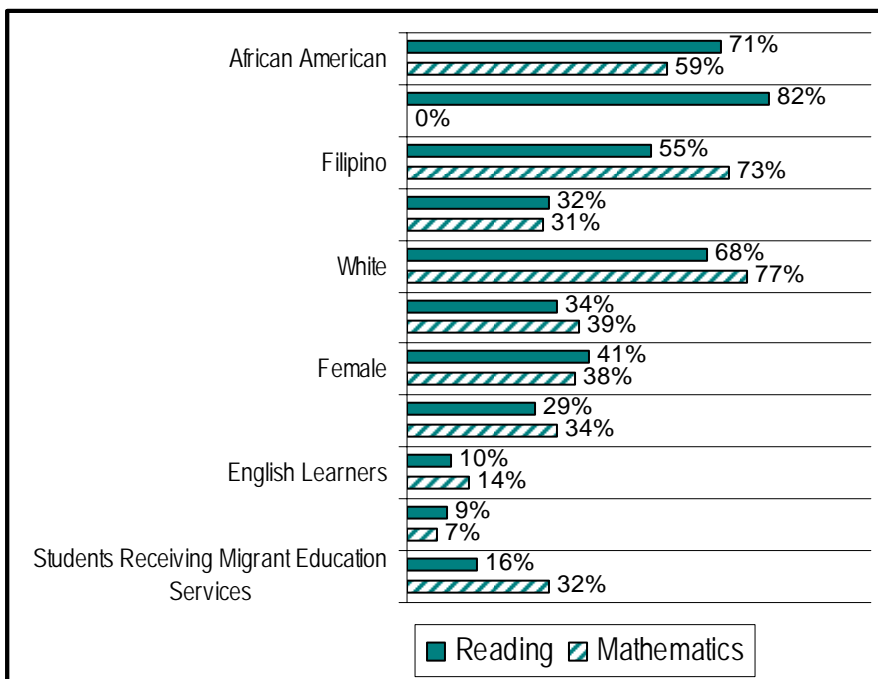
Norm-Reference Test (NRT) All Students—Three-Year Comparison

Percent of students scoring at or above the national average (50th percentile) in reading and mathematics



Norm-Reference Test (NRT) by Group—Most recent year

Percent of students scoring at or above the national average (50th percentile) in reading and mathematics



Academic Performance Index (API)

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 Website at <http://www.cde.ca.gov/ta/ac/ap/>

API Ranks

Schools are ranked in two ways based on their API scores. They are ranked as to how they compare to all elementary schools in the state and how they rank compared to 100 statistically matched schools. A rank of 1 means the school has an API score in the lowest 10 percent in the comparison group and a score of 10 means that the school has an API score in the highest 10 percent of the comparison group.

API Rank	2004	2005	2006
Statewide	3	3	3
Similar Schools	2	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.

	Actual API Change			API Score
	2004	2005	2006	2007
All students at this school	16	-7	-6	645
Hispanic or Latino	21	-10	-5	607
White (not Hispanic)	31	46	-5	802
Socioeconomically disadvantaged	11	-10	4	603
English Learners	n/a	-21	-3	558
Students with Disabilities	n/a	-24	-2	449

Adequate Yearly Progress (AYP)

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 Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	Yes
API	Yes	Yes
Graduation Rate	n/a	Yes
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.		

Federal Intervention Program

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement Implementation		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		7
Percent of Schools Currently in Program Improvement		13.5%
Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ .		

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.

California Physical Fitness Test

Grade Level	Percent of Students Scoring in the Healthy Zone in all 6 fitness standards
5	0%

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays the percent of students at this school meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period.

Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can 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.

San José Unified School District

Superintendent

Don Iglesias

Assistant Superintendents

Dr. William J. Erlendson

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Notes regarding the source and currency of data

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.

The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should contact the school principal or the district office.