

## School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

# Anne Darling Elementary

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San José, CA 95133

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Grades K-5



*Principal*

Patsy Storie  
Patsy\_Storie@sjusd.org

## *San José Unified School District*

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Don Iglesias

### **Assistant Superintendents**

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**This school is in Trustee Area 1.**



## Principal's Comments

The Anne Darling learning community is committed to academic and social success for every student. We believe that every child has the right to experience academic success. Anne Darling Elementary School students will be empowered with academic skills, interpersonal and intrapersonal skills, and a love of learning.

Our school staff and community are committed to actively supporting our students as lifelong learners. We believe in the power of collaboration, while respecting the variety of cultures, language, ethnicity and attitudes within our community. As part of a collaborative learning community, we believe parents, teachers, and students must work as a team to insure academic success for every student.

Teachers work in collaborative grade level teams to ensure that classroom instruction is standards-based, and that students are moving towards proficiency. Using Houghton Mifflin as the core Language Arts curriculum, we continue to work towards the goal of all students reading at, or above, grade level. All English Learners at the school site are supported by our English Language Development program. The Academic Language Acquisition (ALA) classes support students in ALA classrooms in primary language as they develop their English Language skills and move toward academic proficiency. A new standards-based mathematics curriculum (Envision) is being implemented K-5 this school year. Additional academic and social support is provided through several after-school programs (SES, LEARNS), and there is intervention support provided before school and during the school day for students who are below grade level.

## Principal's Experience

Patsy Storie came to Anne Darling as the principal in 2007. Prior to becoming principal at Anne Darling, she served as the Manager for the Early Education Department in SJUSD for five years. She has over ten years of direct classroom teaching experience at the elementary level and has extensive experience in the areas of early literacy and program development.

## Major Achievements

- Anne Darling Elementary School is a QEIA-identified school, which supports class size reduction in grades K through 5 and increases professional development opportunities for staff. ("QEIA" stands for Quality Education Improvement Act.)
- Extensive modernization of the school site has been completed. A new 2-story classroom building has replaced old portables, and all classrooms have either been replaced or renovated as part of the modernization. The new admin building includes an expanded library and new computer lab to support student learning.
- The kindergarten class of 2008-2009 received SiVHER certificates from the Silicon Valley Higher Education Roundtable, which gives them the opportunity for admission to one of the participating colleges if they meet eligibility requirements for that local college or university.

## Parental Involvement

Anne Darling parents are involved in the school community in a variety of ways. Through the Los Dichos and ABC programs, parent volunteers go into classrooms and read to students. The parents then do an activity with the students, based on the story they read. Our Los Dichos parents read books in the parent's primary language. Our ABC volunteers read books that focus primarily on anti-bullying. Both programs are supported through Project Cornerstone.

Regular parent "Coffee with the Principal" meetings are another way for parents to provide input, and to learn more about the school and key school-wide topics of interest. Parent participation and leadership is also supported by Project Inspire, which provides a series of on-site workshops that develop parents' understanding of their role as part of the school team, how schools work and how to best support student success.

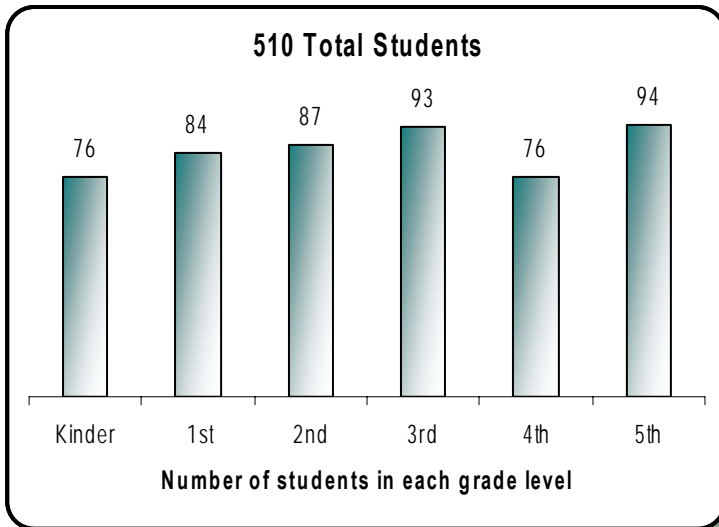
Parents are an important part of the School Site Council (SSC), which has a key role in the development, implementation and monitoring of the school plan (SPSA—Single Plan for Student Achievement.) Title I parent meetings are held to inform parents about the programs at the school site that support student success with Title I identified funding.

Parents of English learners are invited to become part of the SELAC (Site English Learners Advisory Council). A representative of this group also participates in the district level group or DELAC. The purpose of these groups is to provide parent input and feedback on programs and support for English learners at the site and district level.

Anne Darling has a PTA that works support all students at Anne Darling by raising money for a variety of student activities, including field trips. Ana Frias is Anne Darling's Parent Liaison and can be reached at 535-6209.

## Demographics

The chart and table 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 during the 2008-2009 school year.



African American	0.20 %
American Indian or Alaska Native	0.59 %
Asian	4.12 %
Filipino	0.20 %
Hispanic or Latino	86.67 %
Pacific Islander	0.20 %
White (Not Hispanic)	6.47 %
Multiple or No Response	1.57 %
Socioeconomically disadvantaged	87.00 %
English Learners	64.00 %
Students with disabilities	9.00 %



## Class Size

### Average Class Size and Class Size Distribution

Grade	2006-2007			2007-2008			2008-2009		
	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+
K	17.6	5		21.0	1	3	20.0	3	
1	19.0	4		19.3	4		20.0	4	
2	19.0	4		20.0	4		19.3	4	
3	30.0		3	24.5		2	18.0	4	
4	27.0		3	24.3	1	3	20.0	2	1
5	25.0		3	30.3		3	20.0	4	
6									
K-3	21.0		1	20.5	1	1	20.0	2	
3-4							18.0	1	
4-8	25.0		1				22.0		1
Other									

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).

## Climate for Learning

### Safety

Date safety plan updated: October, 2009

Date safety plan last reviewed with staff: October, 2009

Before-school supervision starts at 8:00 am. There are paid yard duty supervisors before school, at recess and lunchtime. The school site uses a “pull-up and drop off” process to help ensure students’ safety at arrival and dismissal times. Anyone coming on campus during the school day is required to sign in at the office. Drills are conducted regularly, and procedures are in place in case of accidents, fire, or other emergency situations.

### Homework

Homework is given to all students Monday through Thursday. Homework is an extension and/or reinforcement of what has been taught in class. It is intended to be independent practice. Students should be able to complete it with minimal direct parent supervision. In addition, each student is expected to read a minimum of 20 minutes each night.

### Discipline

Anne Darling’s discipline policy is explained to students at the beginning of the school year and sent home to parents with the SJUSD Student and Parent Information Handbook. Discipline is based on a progressive discipline model. Our DOP counselor works with students and families to support both social and academic success for our students at Anne Darling. In addition, a “COST” team meets regularly to provide additional support for students within the school environment. The goal of the discipline structure at Anne Darling is to promote respect, responsibility, and caring among students. The school has been identified to participate in a Positive Behavior Intervention System in the coming school year (2009-2010).

#### Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
<b>Rate of Suspensions</b>	6.0%	7.0%	4.5%	12.6%	13.6%	11.8%
<b>Rate of Expulsions</b>	0.0%	0.0%	0.0%	0.2%	0.2%	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.						

### Facilities

Anne Darling originally opened in 1930. The last site renovation was in 1972. Extensive renovation and construction has been completed this year as part of an overall site modernization. New kindergarten buildings were completed during the summer of 2006. Primary grade classrooms were reconfigured for the 2006-2007 school year. A new two-story classroom building and cafeteria were opened during the 2007-2008 school year. The new two-story classroom building includes new student bathrooms. Primary bathrooms were also renovated as part of the site modernization during summer, 2008. An artificial turf soccer field and site landscaping were also part of this phase of the project. A new media center and administration building was completed during the 2008-2009 school year. There is a new blacktop area for foursquare, basketball and tetherball. The school has a full-time custodian. A night crew comes to the site daily to clean classrooms, and a grounds crew maintains the yard and outdoor area weekly.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Each area/classroom of the school is inspected. A "deficiency" is counted for each occurrence of a condition. Descriptions of similar deficiencies are combined rather than to list by classroom.

System Inspected	Exemplary	Good	Fair	Poor	Repair needed and action taken or planned
<b>Systems</b> Gas leaks, Mechanical/HVAC, Sewer	✓				
<b>Interior</b> Interior surfaces	✓				
<b>Cleanliness</b> Overall cleanliness, Pest/Vermin Infestation	✓				
<b>Electrical</b>	✓				
<b>Restrooms/Fountains</b> Restrooms, Sinks/Fountains	✓				
<b>Safety</b> Fire safety, Hazardous Materials		✓			There was 1 deficiency in this area. There was no tag on fire extinguished in back kitchen of cafeteria.
<b>Structural</b> Structural Damage, Roofs	✓				
<b>External</b> Playground/School grounds, Windows/Doors/ Gates/Fences	✓				

### Overall Summary of School Facility Good Repair Status as of August 25, 2009.

Facility Condition	Exemplary	Good	Fair	Poor
	✓			

## Teacher and Staff Information

### Teacher Credentials

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	31	30	25	1503
Without Full Credential	0	0	5	77
Teaching Outside Subject Area of Competence	0	1	0	0

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.



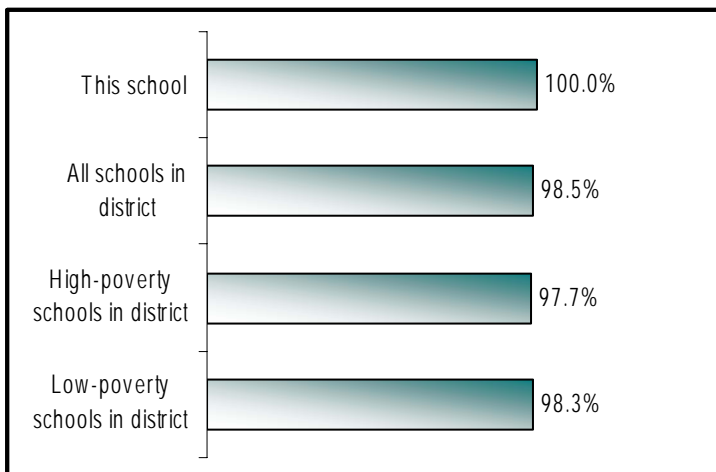
### Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-2008	2008-2009	2009-2010
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	1	0

- 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 displays the percent of classes in core academic classes taught by No Child Left Behind (NCLB) compliant teachers in the following areas:

- Teachers at this school
- Teachers in the District
- High poverty schools (student participation of 75% or more in free and reduced meals program)
- Low poverty schools (student participation of 25% or less in the free and reduced meals program)

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/>.

## Teacher and Staff Information

### Evaluating/Improving Teachers

Our teacher evaluation process is outlined in the San Jose Teachers Association contract. It is designed to support teachers' development and professional growth. The process reflects the California Standards for the Teaching Profession, standards-based instruction, and classroom teaching practices. New teachers have BTSAs mentors or peer mentors to provide them with support.

### Professional Development

Each Tuesday, Anne Darling has an early release day so teachers can participate in collaborative planning and staff development activities. During this time, teachers work together as a grade level to analyze data and to plan standards-based instruction based on student learning data. Teachers work with coaches on instructional strategies and the implementation of core curriculum. There are also district-wide staff development days held throughout the year. In addition, teachers at Anne Darling attended QEIA and other trainings related to effective small group instruction strategies and curriculum implementation in the area of Language Arts.

Professional development is provided in a variety of ways: Tuesday Grade Level Collaboration, Staff Development Days, AB466 Institutes, Site and District trainings, workshops and coaching. Teachers are supported by site coaches, the Title I Resource Teacher, English Language Program Coordinator, the school principal and district resource staff.

### Substitute Teachers

We have been fortunate to have qualified substitutes when needed. Our Resource Staff assists substitutes when they are on campus so they can maintain the regular schedule and to provide continuity with curriculum standards.

### Academic Counselors

Anne Darling has a full-time DOP (Drop-out Prevention) counselor. The counselor supports student learning by working with students and families if there are barriers to a student's learning, such as poor attendance, that interfere with a student's progress at school.

## Curriculum

### Reading and Writing

Anne Darling uses the state adopted Houghton Mifflin Language Arts curriculum. Identified cluster areas within the Language Arts framework are Word Analysis and Vocabulary Development, Reading Comprehension, Literary Response and Analysis, Written and Oral Conventions, and Writing Strategies. Writing occurs on a daily basis across the curriculum. During the 2008-09 school year, teachers received training in Language Arts through the Reading First Grant in gr K-3 and AB 466 for gr 4-5. They also received additional training on instructional strategies through QEIA. Student progress in Language Arts is monitored by the use of benchmarks and ongoing assessments during the year.

### Math

Anne Darling's mathematics curriculum follows the State framework and is defined by six strands: probability and statistics, numbers and operations, geometry and measurement, function and algebra, mathematical reasoning, and mathematical communication. Preparation for real-world math is a priority when selecting curriculum. Our 2002 adoption is from Harcourt Brace, a State-approved curriculum. Basic skills are taught through concrete hands-on experiences and use of manipulatives. Student progress in Math is monitored by the use of benchmarks and ongoing assessments during the year.

### Science

Science instruction follows the State framework and benchmarked District standards. The focus is on the development of essential understanding of major science concepts, themes, and methodologies for all children. Fifth graders attend Walden West Science Camp for an outdoor science experience.

### Social Studies

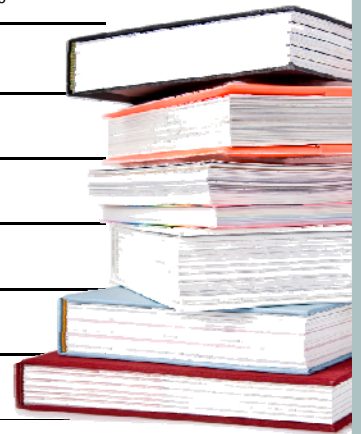
Anne Darling's social studies program follows the California State Framework so each successive grade is in alignment with previously taught concepts. The curriculum integrates knowledge of literature, math, science, art, and music. Supplementary texts, audio/visual aides, and other materials, such as periodicals and first person accounts, are used to address specific social studies concepts across the grades.

### Textbooks

All Anne Darling students use the adopted District textbooks. New textbooks are selected from state approved lists that have been piloted by all grade levels throughout the District. In addition, each classroom has supplemental texts for specific subject areas. Students have access to all the current state adopted textbooks. In addition, we have purchased supplemental materials for classroom use in the core subject areas. Every room also has a classroom library so students can read a variety of literature during the instructional day. Additional classroom and library reading materials have been purchased to support Accelerated Reading.

#### PERCENT OF PUPILS WHO LACK SUFFICIENT TEXTBOOKS AND INSTRUCTIONAL MATERIALS IN CORE CURRICULUM AREAS

<b>Reading/Language Arts</b>	0%
<b>Mathematics</b>	0%
<b>Foreign Language</b>	0%
<b>Science</b>	0%
<b>History-Social Science</b>	0%
<b>Health</b>	0%
<b>Science Laboratory Equipment (grade 9-12)</b>	0%



A list of textbooks and adoption dates is available at:  
[http://www.sjUSD.org/schools/documentation/downloads/Textbook\\_listing.pdf](http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf)

## Specialized Programs

### GATE

GATE students are identified in 2nd grade. Our teachers use differentiation in how they teach students in their classroom so identified GATE students' needs are met in the classroom on a daily basis.

### Special Ed

A half-time resource specialist and 2 part-time speech and language specialists assist special education students.

We utilize a Student Study Team to provide support for students in their regular education classroom. The team includes family members, the classroom teacher, resource teachers, counselor, and an administrator. The team meets to strategize ways to support students who are experiencing a variety of issues that interfere with academic success.

### At-risk students

Students who are below grade level are identified and provided with additional support in reading and math either during the school day, before or after school.

### English language learners

We have ALA (Academic Language Acquisition) classes that provide instruction in Spanish, and we implement an English Language Development program on a daily basis. We also have SEI (Structured English Immersion) classes where instruction is in English. In addition, our ALA Resource Teacher and ELP Coordinator provide support for English Learners and site staff.

### Students with disabilities

Students who are identified with specific disabilities have Individualized Education Plans ("IEP"s) to define and address the additional support they need to be successful in school.

### After-school programs

LEARNS is an after-school program that provides assistance with homework and enrichment activities five days per week. Students are expected to participate in the program from the end of their school day until 6:00, when the program ends.

### Tutoring

Title I funding provides tutoring services (called SES, Supplemental Educational Services) for qualifying students. Supplemental educational service providers work after school with Title I students who are below grade level.

## School Finances (Fiscal Year 2007-08)

### Expenditures Per Pupil and School Site Teacher Salaries

Level	Total Expenditures per Pupil	Restricted (supplemental) expenditures per pupil	Unrestricted (basic) expenditures per pupil	Average Teacher Salary
School Site	\$11,185	\$5,512	\$5,673	\$70,911
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	17.70%	36.27%	3.94%	1.68%
State			\$5,512	\$65,905
Percent Different - School Site and State			2.92%	7.60%

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 can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web Page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Types of Services Funded

San José Unified School District spent an average of \$9,784 per student in the 2007-08 school year, compared to \$9,045 per student spent on average by all unified districts in the state. Total operating expenses for the 2007-08 year were \$292,027,676. Additional details about San José Unified's expenditures can be found on the Ed-Data web site ([www.ed-data.k12.ca.us](http://www.ed-data.k12.ca.us)).

These expenses are for costs related to educational services to students as well as directly related support costs, such as utilities, custodial and maintenance costs. Included also are central support costs related to such activities as hiring, purchasing and accounting. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA).

### Comparison of District and State Teacher and Administrative Salaries (Fiscal Year 2007-08)

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 on the Certificates Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,165	\$42,065
Mid-Range Teacher Salary	\$74,634	\$67,109
Highest Teacher Salary	\$90,708	\$86,293
Average Principal Salary (Elementary)	\$110,863	\$107,115
Average Principal Salary (Middle)	\$114,513	\$112,279
Average Principal Salary (High)	\$123,169	\$122,532
Superintendent Salary	\$251,999	\$216,356
Percent of Budget for Teacher Salaries	37.80 %	39.40 %
Percent of Budget for Administrative Salaries	5.40 %	5.50 %

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen.

Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

**Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.**

### National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

### National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Language Learners	Students with Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

## Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

**The California Standards Tests (CST)** show 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, 10 and 11

**The CAPA and CMA** are alternative assessments for special education students with Individual Educational Plans.

Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at [ <http://star.cde.ca.gov> ] <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at [ <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf> ] <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>.

*NOTE: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

Percent of students achieving at the proficient or advanced level

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	26	31	31	48	51	54	43	46	50
Mathematics	33	38	41	46	48	50	40	43	46
Science	21	37	17	42	50	52	38	46	50

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

Percent of students at the proficient or advanced level

Group	English-Language Arts	Mathematics	Science
Asian	57	64	*
Hispanic or Latino	28	39	14
White (not Hispanic)	38	50	*
Male	32	46	16
Female	28	35	19
Economically Disadvantaged	29	39	15
English Learners	19	32	4
Students with Disabilities	10	29	9

## 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 API Web Page at <http://www.cde.ca.gov/ta/ac/ap/>

### API Ranks

This table displays the school's similar schools API ranks. These ranks are published when the Base API is released each March. 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% of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10% 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	2006	2007	2008
Statewide	2	2	2
Similar Schools	1	1	1

### 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			Growth API Score
	2006-07	2007-08	2008-09	2009
All students at this school	19	22	-32	663
Hispanic or Latino	20	24	-33	644
White (Not Hispanic)				
Socioeconomically disadvantaged	29	25	-33	654
English Learners	21	13	-23	628
Students with Disabilities				

### 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 AYP Web page 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	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes
<p>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.</p>		

## Federal Intervention Program (School Year 2009-10)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2003-2004	2009-2010
Year in Program Improvement	Year 5	Year 1
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	21.2
Detailed information about PI identification can be found at the CDE AYP Web page at <a href="http://www.cde.ca.gov/ta/ac/ay/">http://www.cde.ca.gov/ta/ac/ay/</a> .		

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 Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.6	16.1	10.8

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the 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 on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

*Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that*

## San José Unified School District

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 on the SARC Web page 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.

San José Unified's SARCs are prepared by the Office of Public Engagement.

**(408) 535-6650** ▼ Fax (408) 535-2302

<http://www.sjUSD.org>

### Data and Access

#### DataQuest

*DataQuest* is an online data tool located 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).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.