

Summary

Of the
2008-2009
School Accountability
Report Card

Published in 2009-2010

San José Unified School District

Downtown College Prep

Grades 9-12
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This summary of the School Accountability Report Card (SARC) is intended to provide a quick snapshot of this school.

The data presented are reported for the 2008-2009 school year, except the School Finances that are reported for the 2007-2008 school year.

Please refer to this school's full SARC for a detailed profile of this school and how it compares to the District and to the State.

<http://www.sjUSD.org>

Enrollment and Class Size

Total Students	426
African American	1.17 %
American Indian or Alaska Native	0.47 %
Asian	0.94 %
Filipino	0.23 %
Hispanic or Latino	96.01 %
Pacific Islander	%
White (Not Hispanic)	1.17 %
Multiple or No Response	%
Socioeconomically disadvantaged	69.00 %
English Learners	42.00 %
Students with disabilities	7.00 %



Grade	Enrollment	Subject	Avg. Class Size
9	131		
10	119	English	21.8
11	81	Mathematics	23.2
12	95	Science	23.1
		Social Science	23.5

Testing and Accountability

California Standards Test

The California Standards Tests (CST) are a series of tests given to all students to determine how well they are performing in relation to the State content standards.

Percent of students scoring proficient and above	
English-Language Arts	29%
Mathematics	14%
Science	39%
Social Science	34%

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 20 to 1,000 with a statewide target of 800.

2009 Growth API	681
Change from prior year	-1
Met growth target	No
Statewide rank	4
Similar schools rank	7

Adequate Yearly Progress

The Federal No Child Left Behind (NCLB) program requires that all schools and districts meet Adequate Yearly Progress (AYP) targets.

Met Overall AYP	Yes
Met English Language Arts proficiency target	Yes
Met Mathematics proficiency target	Yes
Met API target of 620	Yes
Met Graduation Rate target	Yes



Teacher Qualifications

Total teachers at this school	21
Teachers with full credential	18
Teachers without full credential	3
Teachers teaching outside subject areas of competence	0
Teacher misassignments	0
Vacant teacher positions	1
Core classes taught by NCLB compliant teachers	100.0%

Expenditures per Pupil and Teacher Salaries

District Averages

- ◆ Expenditures per pupil are \$9,503.
- ◆ Average teacher's salary is \$69,741.

Expenditures per pupil at this school	\$10,141	6.71% higher than District Average
Unrestricted (basic) expenditures per pupil	\$7,396	
Restricted (supplemental) expenditures per pupil	\$2,745	
Average teacher's salary at this school	\$50,776	27.19% lower than District Average

Results of a facility inspection conducted on 9/5/09 rated this school's condition as **GOOD.**

Facilities

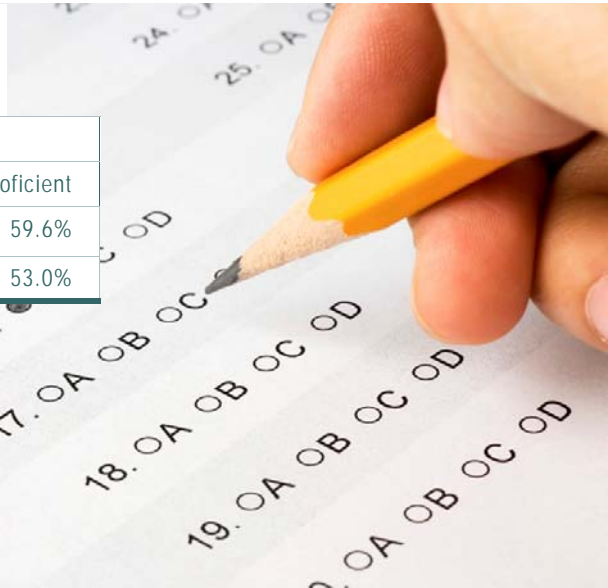
DCP moved to a completely remodeled beautiful facility in December of 2005. The building includes state of the art science labs, photo labs, conference rooms, multi-purpose room, a state-of-the-art computer lab, offices, and 20 classrooms for our student population of 400. We have just recently purchased more outside benches, picnic tables, trashcans and we are going green with motion-

activated lights in all the rooms. Our lunches also reflect our efforts to be environmentally conscious. We use Revolution Foods and they serve organic, whole grain, fresh meals, and all napkins and utensils are recycled.

The bathrooms are monitored hourly and stay in a very clean and orderly state. If a mess is made or if there is a plumbing or other facilities situation that arises it is dealt with immediately.

The grounds are maintained by the SJUSD gardeners and the fields, trees, shrubs etc. are all well cared for.

California High School Exit Exam



2008-2009 Grade 10 results			
	Advanced	Proficient	Not Proficient
All students English/Language Arts	13.8%	26.6%	59.6%
All student Mathematics	7.0%	40.0%	53.0%

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly

Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Completion of High School Graduation Requirements

Graduating Class of 2009—District Wide

All Students	70.0%
African American	70.2%
American Indian or Alaska Native	68.0%
Asian	92.4%
Filipino	78.7%
Hispanic or Latino	55.7%
Pacific Islander	58.8%
White (not Hispanic)	82.5%
Socioeconomically Disadvantaged	65.8%
English Learners	32.4%
Students with Disabilities	42.3%

Districtwide completion rate for the graduating class of 2009 was 70%.



Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2008-09 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption.

n/a means that the student group is not numerically significant (less than 10).

Program Improvement

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2009-2010
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		21.2%
Detailed information about PI identification can be found at the CDE AYP Web page 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.

Textbooks

DCP has purchased current textbooks for Algebra I, Algebra II, Geometry, Spanish I, Spanish II, Spanish III, World History, U.S. History, Biology, Chemistry. English teachers have identified the core texts for each grade level, and those books have been purchased and are a part of the DCP collection. Art teachers

identify core texts to use for each art class and materials are purchased to supplement the art program.



A list of textbooks and adoption dates is available at:
http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf



San José Unified School District

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Please refer to this school's full-length SARC report at <http://www.sjUSD.org> for detailed information.