

## School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

# Empire Gardens Elementary

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Grades K-5



Principal

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## San José Unified School District

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### Superintendent

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This school is in Trustee Area 1.



## Principal's Comments

Empire Gardens Elementary School is focused on student achievement. One of our goals is to become a California Distinguished School. The highly qualified and dedicated Empire Gardens' staff is committed to raising student achievement by providing a safe, exciting, and rigorous learning environment for ALL students so that they become responsible, life long learners, prepared for college and the 21<sup>st</sup> century. Students thrive in a positive, safe and challenging learning environment as they develop socially responsible citizenship skills by making good decisions, being respectful, solving problems and being positive.

A comprehensive Academic Language Acquisition (ALA) Program is available for Spanish-speaking English language learners. We also have a partnership with Partners in School Innovation, a non-profit organization that works with schools to help them close the achievement gap through teacher collaboration, data analysis, and peer observations.

### Principal's Experience

This is Annabelle Kloezeman's first year as principal of Empire Gardens. Prior to that she was an administrator at Garfield School in Redwood City. She worked for over 25 years at Hoover Community School and Taft Elementary as a classroom teacher and EL curriculum specialist before becoming a principal at Empire Gardens in 2009. Carlos Acosta was the principal from 2005-2009.

### Major Achievements

#### CST Scores

##### English Language Arts

2007-2008 23% proficient or advanced

2008-2009 34% proficient or advanced

##### Mathematics

2007-2008 27% proficient or advanced

2008-2009 15% proficient or advanced

##### Science

2007-2008 14% proficient or advanced

2008-2009 15% proficient or advanced

#### API

56 point growth over 2008 Base for all students

54 point growth over 2008 Base for Hispanic or Latino Students

63 point growth over 2008 Base for Socio Economically Disadvantaged

61 point growth over 2008 for English Learners

#### AYP

Met all criteria

### Parental Involvement

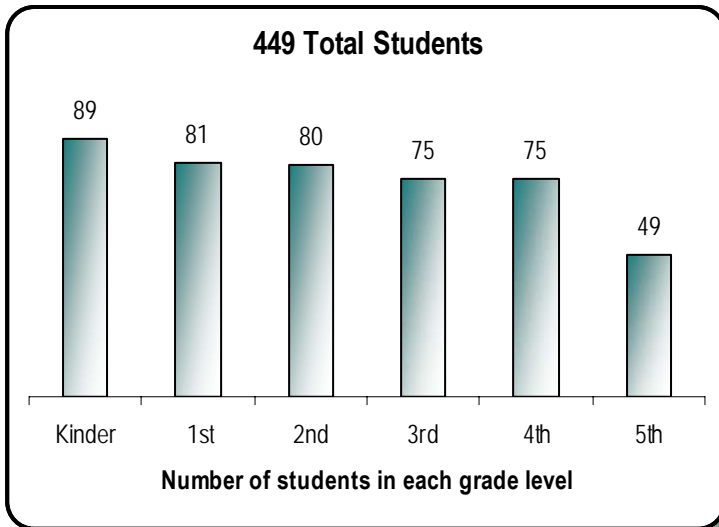
Parent involvement is critical to student success. Information for families regarding parenting skills, literacy, and computer technology was provided through workshops at the site. A weekly "Coffee with the Principal" takes place every other Monday. A very active parent group is on the rise and participates in: classrooms, fundraising and community activities such as the Harvest Festival, and other fundraisers that provide supplemental programs and materials for classroom and school wide use. Monthly School Site Council and English Language Learner Committee meetings inform parents regarding policies, information and school projects as well as provide parent education. Education includes workshops on parent-teacher conference preparation, standardized assessment information, family enrichment, study skills in math, reading and writing, home and school communication and summer enrichment activities.

The parent community successfully raises money each year for projects and activities such as the Science Camp for fifth grade students.

For further information about our parent volunteer program, please contact Frank Perez, the school's Outreach Consultant.

## 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	0.67 %
American Indian or Alaska Native	1.11 %
Asian	2.67 %
Filipino	2.23 %
Hispanic or Latino	88.42 %
Pacific Islander	0.45 %
White (Not Hispanic)	1.56 %
Multiple or No Response	2.90 %
Socioeconomically disadvantaged	89.00 %
English Learners	73.00 %
Students with disabilities	8.00 %



## 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+		1-20	21-32	33+
K	19.8	4			19.7	3			19.0	4		
1	19.3	4			16.8	4			19.0	3		
2	19.8	4			19.3	3			18.5	4		
3	28.0		2		29.5		2		30.0		2	
4	24.3	1	2		25.0		1		30.0		2	
5	26.5		2		23.5		2		23.0		1	
6												
K-3	19.0	1			16.7	3			19.5	2		
3-4					28.0		1		29.0		1	
4-8					23.0		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

Student safety is a high priority. Before and after school both teachers and support staff provide supervision. Close supervision is provided during recesses and lunch breaks. Supervision is also provided in the area for pick up/drop off of students. Monthly Fire Drills and District wide Disaster Drills are conducted to assure student safety in case of emergency. The staff was trained in emergency procedures. Staff was trained with the Peace Builders Program to ensure positive and safe interactions between students. Empire’s expectations that all students Be Respectful, Make Good Decisions, Solve Problems and Be positive is encouraged and recognized by awarding Dragon Tickets and during Good Citizen Assemblies.

### Homework

Empire Garden has an expanded homework center with collaboration with the City of San Jose Homework Center and After School All-Stars. Students in kindergarten through fifth grade receive nightly homework assignments. All students are asked to read 30 minutes daily as part of our reading program. Classroom teachers determine homework assignments based on practice needed to learn the state standards. Students are responsible for homework completion and return.

### Discipline

The School Discipline Plan is included in the Empire Gardens Handbook. Copies of the District’s Student and Parent Information Handbook are also provided for parents. The information in the handbooks describes school and district policies regarding behavior. These processes include: Dragon Tickets, and classroom rewards for appropriate behavior. The handbooks also describe the negative consequences, such as: detention recess, office referrals, and suspension guidelines. A violence prevention program called PeaceBuilders has been implemented at Empire Gardens since 2005. Students follow Empire Gardens’ five school- wide expectations: Be Respectful, Make Good Decisions, Solve Problems, and Be Positive.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08		2006-07	2007-08	
<b>Rate of Suspensions</b>	12.9%	16.7%	9.6%	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

Although Empire Gardens was first opened over 40 years ago, the Empire Garden school facility is five years new. It is a safe and clean environment for learning. Empire Gardens met all the Williams Act inspections for a safe, clean environment. Our new facilities include a multi-purpose room, a computer laboratory, a library, and two resource rooms. Our excellent custodian and a night crew do the school's maintenance on a regular basis. A driveway was added to ensure safety when students are picked up or dropped off. The site also includes a spacious parking lot with landscaping. During the 2005-06 school year, we added a new playground, basketball courts, and a volleyball court to our beautiful, clean campus. A soft artificial turf replaced a garden area in 2009.

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>		✓			There was 1 deficiency in this area. The electrical room in the cafeteria was cluttered.
<b>Restrooms/Fountains</b> Restrooms, Sinks/Fountains			✓		There were 3 deficiencies in this area. Handicap stall in upstairs boy restroom needs to be cleaned. Center water faucet not working in girls upstairs restroom. Toilet bowl has rings. Outdoor drinking fountains are stained.
<b>Safety</b> Fire safety, Hazardous Materials		✓			There was 1 deficiency in this area. Electrical room in cafeteria cluttered.
<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 28, 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	26	23	19	1503
Without Full Credential	1	1	2	77
Teaching Outside Subject Area of Competence	0	0	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.



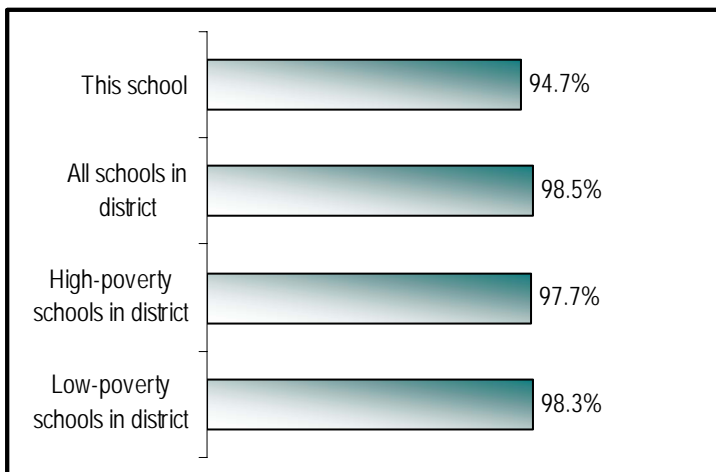
## Teacher Misassignments and Vacant Teacher Positions

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

## Evaluating/Improving Teachers

Securing and retaining highly skilled teachers is very important at Empire Gardens. To support teacher improvement, two staff members serve as mentor teachers to new teachers to the site. Many site-based trainings are provided for staff members throughout the year. Teachers may enroll in additional training such as District or privately sponsored workshops. They may also participate in the Peer Assistance and Review process. Permanent teachers are evaluated every other year. Temporary and probationary teachers are evaluated two times each year until they become permanent employees. The teacher evaluation procedures and criteria are defined in the bargaining unit contract.

The principal conducts the observations and evaluations and meets with the teachers on a regular basis.

## Professional Development

All staff members are committed to improving their instructional strategies so that all students learn. During the two Special Staff Development days, instruction is provided in: Reading and English Language Development strategies, techniques to improve math instruction, analysis of student data, and methods for improving student-writing skills. Staff members also attend trainings / conferences that support growth with instructional practices that improve the achievement of all students. In 2008 teachers were trained in a preview/review strategy that spirals through the California Standards. During the 2009-2010 year staff participated in the WRITE TOOLS coaching to improve writing. Teachers regularly receive training to improve their teaching craft during monthly one-hour trainings. We have three resource teachers assigned to coach teachers in the following areas: language arts, writing, math, and English Language Development (ELD). District coaches provide additional support and coaching. In 2005, we began a partnership with Partners in School Innovation. This organization works with schools like ours to help them close the achievement gap through data analysis and reflection of teacher practice.

## Substitute Teachers

We were fortunate to have qualified substitutes when needed. If necessary, the Principal or a site Resource Teacher would substitute for a class. All of these staff members are fully credentialed.

## Support Staff

Empire Gardens has 1.0 FTE Academic Counselor.

# Curriculum

## Reading and Writing

We use the Houghton Mifflin reading program, which is state-adopted and standards based. We follow a pacing calendar to deliver instruction, and students are given a benchmark test every six weeks to measure growth. In addition, students are given a performance-based assessment in writing three times a year to determine if students are progressing.

## Math

The District adopted math program (Scott Foresman), which teaches the State standards for kindergarten through fifth grade students was used at Empire Gardens. Every student received a consumable or non-consumable pupil textbook. Lessons used visuals and manipulatives (blocks, fraction pieces counting beads etc..) and workbook pages for reinforcement of math concepts.

## Science

Teachers use the State and District science standards when building their lessons and units. Many units are integrated and thematic. In addition, the District-adopted textbook series is available and used by the staff. "Hands On" learning is the preferred method of teaching science concepts, and supplemental science materials support this method.

## Social Studies

Using both the District adopted textbooks and District and State content standards, many social studies units are integrated with writing, science, and even math. Upper grade students are required to either do a project or report during the year to show they have mastered the subject matter. The use of the library and the Internet is encouraged to find needed information.


## Textbooks

Empire Gardens' curriculum includes all recently adopted District curriculum materials. Students also have access to hundreds of copies of trade books and books for the *Accelerated Reader Program*. We have enough books for all students in every area for every grade. New Social Studies textbooks were adopted in 2007-2008 and science textbooks were adopted in 2008-2009. A new math adoption was implemented in 2009-2010. The Reading program was adopted in 2003-04

All students have access to individual copies of all state adopted textbooks and all instructional materials that are current and in good condition

### 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

The needs of students identified as Gifted and Talented (GATE) are met through their participation in "Differentiation of the Curriculum" strategies for meeting the needs of diverse populations. Training is provided for teachers in these specific strategies.

### Special Ed

A part time Resource Specialist (RSP) works with those students identified with special needs. These students spend the majority of their day in the regular classroom, and work with the RSP for only a small portion of each day.

### At-risk students

At risk students receive services through the Student Study Team (SST) process. The SST team is made up of teachers, the counselor, an administrator, the parent, and the student. Areas of concern are identified and an action plan is developed. The counselor also monitors students with attendance problems. Additionally, monthly COST (Coordination of Services Team) meetings are held to review cases of students at risk.

### English language learners

Empire Gardens provides an Academic Language Acquisition (ALA) Program at all grade levels. Spanish speaking English Learners may opt for the ALA program through a signed Parental Exception Waiver indicating their preference for this educational option. English Learners may also choose Structured English Immersion (SEI) classrooms. Special Designed Academic Instruction in English (SDAIE) strategies are used in these classrooms. All classrooms provide English Language Development (ELD) activities as part of their daily schedule.

### Students with disabilities

An instructional associate may be provided to students with special needs who qualify for the services.

### After-school programs

A program is offered daily for 3 hours after school. One hour is dedicated to homework and the other two hours to recreational and/or educational activities.

### Tutoring

Many of our teachers provide tutoring to small groups after school.

### Peer tutoring

High school students assist students in the after school program.

## School Finances (Fiscal Year 2007-2008)

### 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	\$10,734	\$4,732	\$6,002	\$68,426
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	12.95%	16.98%	9.97%	-1.89%
State			\$5,512	\$65,905
Percent Different - School Site and State			8.89%	3.83%

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 %

# 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	22	23	34	48	51	54	43	46	50
Mathematics	35	27	39	46	48	50	40	43	46
Science	8	14	13	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
African American			
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	
Hispanic or Latino	33	39	8
White (not Hispanic)	*	*	
Male	27	40	16
Female	41	38	10
Economically Disadvantaged	34	38	14
English Learners	28	37	7
Students with Disabilities	9	18	*
Students Receiving Migrant Education Services	47	53	*

## 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	1	1	1
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	13	-19	56	680
Hispanic or Latino	8	-16	54	668
White (Not Hispanic)				
Socioeconomically disadvantaged	8	-22	63	678
English Learners	15	-15	61	671
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	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	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>		

## 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.

## 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	10.6	8.5	0.0

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.