

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Gardner Academy

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Grades K-5



Principal

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Board of Education

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This school is in Trustee Area 3.



Gardner Academy Professional Development School Vision

Gateway to College

Gardner is a community of learners where children aspire to higher learning to further their knowledge of themselves and the world around them.

Academic success

Academic success is the goal at Gardner where students are working at their highest potential to meet and exceed grade level standard.

Rigorous, relevant, & reflective curricula

Where students are active participants in constructing their own learning. Gardner students are challenged, understand the purpose of their learning, and are able to articulate their successes as well as become problem solvers.

Data Driven Instruction

The Gardner School Community uses student data to identify students' needs and drive instruction. Teachers promote high academic achievement through conscious collaboration with each other with the support of SJSU, Partners SI, observation, and reflection

Nurturing the Whole Child

The Gardner school community nurtures the whole child with positive academic social and cultural experiences through the arts, technology, sports, and citizenship to become self-directed learners.

Equity

Equity at Gardner is demonstrated by culturally competent teachers, students, and community members who act, think, feel, and experience others' world views. The school has policies, resources, and structure in place that enables its members to work effectively in the context of a multifaceted community.

Relationships and Respect

Every member of the Gardner community is part of the connection that makes the school and neighborhood and safe and clean place to live and learn. We foster respect for each other and ourselves. We respect our environment and our learning community.

Gardner Academy has been reconstituted as a Professional Development School in the 2005/2006 school year. The teaching staff is committed to student achievement.

Gardner Academy is about continuous improvement. Gardner Academy students, teachers, administration, and parents all work towards providing Gardner students the necessary opportunities to achieve continuous academic and social success.

Gardner Academy provides a diversified educational program to meet the needs of students. Students participate in one of two academic strands: Two-Way Bilingual Immersion and Structured English. In the Two Way Immersion program option, students and staff are committed to the goals of bilingualism and biliteracy. The Structured English Immersion program provides students opportunities to move into English fluency as quickly as possible. English only teachers modify their instruction to make it comprehensible for their English learners and use strategies that teach both content and language. English and Spanish speaking students are learning to read and write in their primary language with guidance from our dedicated, well-trained staff.

Principal's Experience

Janis Hubbs is the current principal at Gardner and has been at Gardner for the last four years. Prior to this assignment, Janis was principal of Grant Academy for four years, assistant principal at Washington School for three years, bilingual resource teacher for six years, and bilingual classroom teacher for eighteen years.

Major Achievements

At Gardner Academy, we continue to make great strides in student academic achievement.

- Achieved and surpassed API target by 48 points which made 182 point gains in the last four years since the school's reconstitution
- SB65 grant renewed
- Increased daily attendance to 98.1 percent
- Double-digit growth for English Language Arts (made it to "Safe Harbor") and Math California Standards Test (exceeding California AYP targets)
- The AYP gains were the third highest gains in Santa Clara County
- Spanish Standards Test scores higher than SJUSD, Santa Clara County, and State of California scores for 2nd -4th grade in ELA and Math
- CELDT AMAO II and III targets met and exceeded.

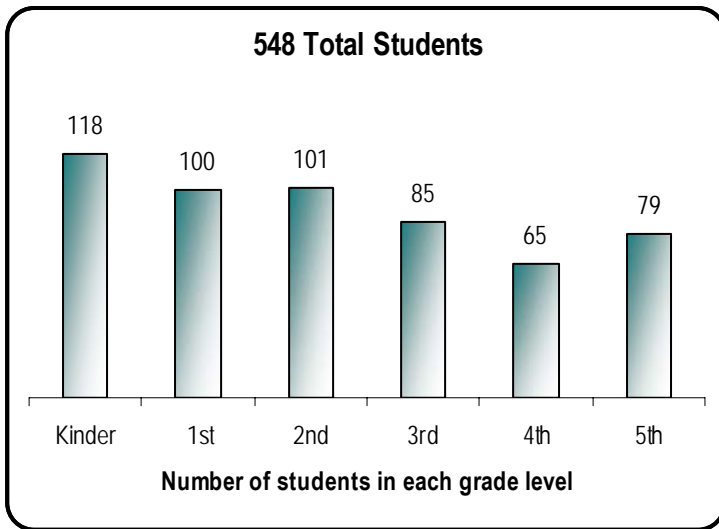
Parental Involvement

Gardner Academy is fortunate to have a Parent Outreach Coordinator, Luanne Solares. Mrs. Solares can be contacted at (408) 535-6225 and she is in Room 1 at Gardner Academy.

Family Literacy Nights and Family Math Nights provide parents with knowledge about the reading, writing, and math programs, strategies used by the teachers and give parents ideas and techniques for working with their children at home. At Family Literacy Nights and Family Math Nights, parents become familiar with the standards and the high expectations we have for all Gardner students. Parents also have the opportunity to attend workshops in assisting children with homework, nutrition and parenting skills. Parents participate in Back to School Night, parent/teacher conferences, Open House, School Site Council/Site English Learner Advisory Committee, Gifted and Talented Education, and the HABLEMOS parent group. Parent volunteers participate in the Los Dichos program under the leadership of our Parent Outreach Coordinator.

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.



Group	Percentage
African American	4.56 %
American Indian or Alaska Native	0.73 %
Asian	1.28 %
Filipino	0.91 %
Hispanic or Latino	85.95 %
Pacific Islander	0.18 %
White (Not Hispanic)	4.56 %
Multiple or No Response	1.82 %
Socioeconomically disadvantaged	85.00 %
English Learners	68.00 %
Students with disabilities	6.00 %



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			20.0	5			20.0	6		
1	20.0	3	1		18.8	5			19.8	5		
2	16.0	4			18.3	4			17.4	5		
3	23.3		3		24.0	1	2		25.3		3	
4	28.5		2		30.5		2		29.0		2	
5	26.0		2		31.0		1		31.0		2	
6												
K-3	20.0	1			17.0	1			20.0	1		
3-4												
4-8	23.0		1		26.5		2		28.0		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: Fall of 2008

Date safety plan last reviewed with staff: Fall, 2008

- Gardner Academy has adopted the Lifeskills Curriculum used in all classrooms.
- Students and staff participate in monthly fire drills and quarterly disaster drills.
- All classrooms and offices are equipped with emergency backpacks.
- Staff is trained on lockdown Code Red emergency plans.
- A full time yard duty person supervises the campus all day for students' safety

Homework

Kindergartens through fifth graders are assigned homework Monday through Thursday. All students are required to read for at least 20-30 minutes per night with parents signing off their homework form. Homework consists of writing, spelling, math, reading, and reports, when applicable.

Discipline

At times, it is necessary to suspend or expel students who break certain school rules. The number of suspensions and expulsions for the year is reported here. In 2007 /2008, Gardner had 60 suspensions. These suspensions included students who chose to not adhere to our zero tolerance policy when it comes to specific types of offenses. These numbers reflect both our rules and how strictly we enforce them. This number also reflects students with multiple suspensions during the year. Gardner is a school of 467 students.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	
Rate of Suspensions	9.7%	11.9%	4.7%	12.6%	13.6%	11.8%
Rate of Expulsions	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

The current Gardner site opened in 1978. The school is maintained on a regular basis. Modernization took place during the summer of 2003. However, a fire destroyed the main building in November 2003. The new building was under construction in 2005/2006. The building was completed in March 2006. A new Cafeteria/Multi-Purpose building, parking lot with drop-off area, and artificial turf was completed by fall, 2007. Gardner students and staff have a high regard for the appearance of the school, and student volunteers take responsibility for keeping the school campus clean. Our HABLEMOS parent group sponsors two clean-up days a year.

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
Systems Gas leaks, Mechanical/HVAC, Sewer		✓			There was 1 deficiency in this area. There is a lack of ventilation in the outdoor restrooms.
Interior Interior surfaces	✓				
Cleanliness Overall cleanliness, Pest/Vermin Infestation	✓				
Electrical	✓				
Restrooms/Fountains Restrooms, Sinks/Fountains	✓				
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs		✓			There was 1 deficiency in this area. Possible roof leak in B4.
External Playground/School grounds, Windows/Doors/ Gates/Fences		✓			There was 1 deficiency in this area. Plastic covering handle is broken on play equipment in main playground.

Overall Summary of School Facility Good Repair Status as of July 17, 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	28	28	29	1503
Without Full Credential	1	0	0	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.



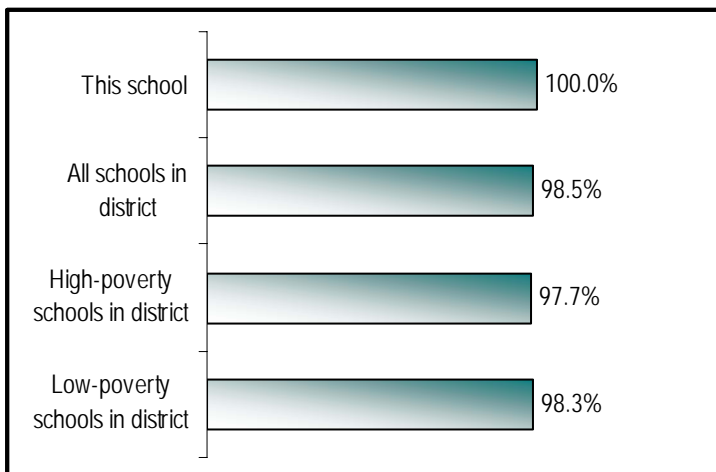
Teacher Misassignments and Vacant Teacher Positions

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/>.

Teacher and Staff Information

Evaluating/Improving Teachers

All teachers are evaluated according to the agreement between with the San Jose Teachers Association and the District.

Teachers who are on temporary or probationary status are evaluated once a year. Teachers on permanent status are evaluated every other year.

The principal also conducts frequent classroom walk-throughs to support and coach teachers. New teachers participate in the BTSA Mentor program as well as receive support and mentoring from the resource staff at Gardner.

Professional Development

There are three staff development days a year that focus on Math, Language Arts, and English Language Development and on looking at student work to determine how to increase learning for all students. In addition, the teachers at Gardner participate in monthly meetings to extend their knowledge and attend seminars during the summer focused on the latest research.

As part of our Reading First Grant requirements, teachers attended the AB466 Language Arts (LA) training and Guided Language Acquisition Design (GLAD) training. The Reading First coaches also attend several LA workshops in which they learn best teaching practices. Teachers also participated in the AB466 Math training and portfolio.

With this knowledge, the coaches do demonstration lessons in the classrooms, coach teachers, and gather student data to modify instruction. Teachers are also supported through teacher/principal meetings and coaching, and grade level team meetings to review and analyze student performance data.

A Reading First Coach, Math Coach, and English Language Coordinator offer staff development in their content areas.

Substitute Teachers

We have been fortunate to have qualified substitutes when needed. When we cannot find a substitute for a class, the principal, or other resource teachers will teach the class. Substitute teachers release classroom teachers monthly for Professional Development time.

Curriculum

Reading and Writing

The Gardner reading program is based on the Houghton Mifflin district adopted series and the Reading First Program. Reading activities include the entire continuum of Language Arts. Differentiation occurs during Universal Access time. Writing activities include interactive writing, shared writing, guided writing, and independent writing. Step Up to Writing training has been offered to our staff school wide. Teachers use this method as well as other proven writing techniques such as Writer's Workshop. All teachers through Alternate Rankings, Developmental Reading Assessments, Accelerated Reader, 6 Benchmark assessments yearly, OARS, Performance Based assessments, and student work samples monitor students' progress on a regular basis.

Math

The Gardner 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, a state-approved curriculum. Basic skills are taught through concrete hands-on experiences and use of manipulatives. Open-ended problems involving all strands of mathematics challenge students to try new approaches and search for more than one answer. Students regularly write about their thinking in math journals while working towards clarity and coherence. Math is integrated throughout the curriculum at all grade levels. Students are assessed regularly with the district math benchmarks 6 times a year and with the math performance based assessments 3 times a year.

Science

Science instruction follows the state framework and benchmarked district standards. Our focus is on the development of essential understanding of major science concepts, themes, and methodologies for all children. Fifth graders attend Camp Campbell Science Camp for an outdoor science week.

Social Studies

Our social studies program follows the California State Framework to prepare our students for each succeeding grade and middle school. The curriculum's rich program integrates knowledge of literature, math, science, art, and music. Content areas foster historic, geographic, economic, sociopolitical, and cultural literacies, and include civil rights, values, and responsibilities. Children have the chance to learn through a wide variety of different modalities, including coordinated computer programs that use challenging problem-solving games or writing programs. Cooperative learning encourages interaction and collaboration.

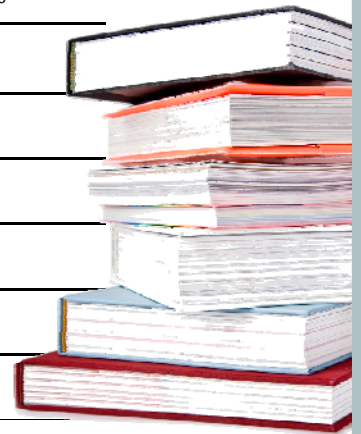
Textbooks

New textbooks are selected from state approved lists that have been piloted by all grade levels throughout the district. Additional reading materials are purchased to support programs such as leveled reading and Accelerated Reading.

All students have equal access to all core subject areas. Textbooks and other instructional materials are current and in good condition.

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

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



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

Specialized Programs

GATE

The Gardner GATE program follows the SJUSD practice of using various differentiation strategies in the classrooms, so that students are challenged appropriately. In addition, a weekly session in the computer lab gives the students an opportunity to work with their intellectual peers from other classrooms and grades. The focus is higher-level thinking, mathematics, creative writing, and internet research.

Special Ed

A part-time resource specialist and part-time speech and language specialist assist special education students. We have Student Success Teams made up of teachers, resource teachers, and a counselor. The teams meet with the families of children who may need speech therapy, who have a suspected learning disability, attendance difficulties or whose behavior interrupts learning. A full time counselor and part time nurse are available to students. At-risk students

Gardner students are provided standards based, differentiated curriculum. Target students are provided an extended day and extended year program. The COST team monitors these students throughout the year. Teachers meet in grade level teams to discuss and analyze student data and identify essential standards for reteaching. Voyager and Pasaporte Interventions are offered for at-risk students. A reading specialist teaches the Language! reading program to 4th/5th grade students who are two or more grade levels behind in their reading skills. A full-time counselor is also available.

English language learners

At Gardner, we have implemented a K-5 ELD program. Every student is leveled according to their CELDT score and instructed in a focused ELD program incorporating GLAD strategies. Teachers collaborate on GLAD units to develop English academic language and discuss student progress. Teachers implement English in my Pocket, and Avenues curriculum. An extended year of two weeks is devoted to English Language Learners learning English through hands-on science lessons. After school tutoring services are in place for ELL students.

Students with disabilities

Gardner has a part-time resource specialist who services students in their primary language according to their IEP.

Gardner has a part-time Speech and Language Specialist.

After-school programs

After school programs include:

- Homework Club
- Small group tutoring in math and/or LA by certificated teachers
- AfterSchool Allstars
- Supplemental Educational Services for targeted students
- Student Mariachi Group and Folklorico Group

Tutoring

Tutoring is provided by Resource Teachers and Dedicated Substitute teachers as well as classroom teachers after school

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	\$10,357	\$4,677	\$5,680	\$64,835
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	8.99%	15.62%	4.07%	-7.03%
State			\$5,512	\$65,905
Percent Different - School Site and State			3.05%	-1.62%

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).

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 2006-07)

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	21	26	38	48	51	54	43	46	50
Mathematics	40	44	58	46	48	50	40	43	46
Science	12	28	29	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	50	57	*
American Indian or Alaska Native	*	*	
Asian	*	*	*
Filipino	*	*	
Hispanic or Latino	37	59	27
White (not Hispanic)	45	73	*
Male	38	62	43
Female	38	55	19
Economically Disadvantaged	36	57	27
English Learners	31	56	12
Students with Disabilities	0	6	*
Students Receiving Migrant Education Services	37	63	*

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	2
Similar Schools	1	1	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			Growth API Score
	2006-07	2007-08	2008-09	2009
All students at this school	49	27	48	745
Hispanic or Latino	51	28	51	742
White (Not Hispanic)				
Socioeconomically disadvantaged	38	33	46	735
English Learners	42	32	64	737
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>		

Federal Intervention Program (School Year 2009-2010)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	1998-1999	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 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 Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.4	22.1	28.6

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/tq/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

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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.