

Summary

San José Unified School District

Of the
2008-2009
School Accountability
Report Card

Published in 2009-2010

Gardner

Grades K-5
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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	548
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 %



Grade	Enrollment	Average Class Size
K	118	19.8
1	100	20.0
2	101	16.0
3	85	23.3
4	65	28.5
5	79	26.0

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	38%
Mathematics	58%
Science	29%
Social Science	n/a

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	745
Change from prior year	48
Met growth target	Yes
Statewide rank	2
Similar schools rank	2

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	n/a



Teacher Qualifications

Total teachers at this school	29
Teachers with full credential	29
Teachers without full credential	0
Teachers teaching outside subject areas of competence	0
Teacher misassignments	0
Vacant teacher positions	0
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	\$10,357	8.99% higher than District Average
Unrestricted (basic) expenditures per pupil	\$5,680	
Restricted (supplemental) expenditures per pupil	\$4,677	
Average teacher's salary at this school	\$64,835	7.03% lower than District Average

Facilities

Results of a facility inspection conducted on 7/17/09 rated this school's condition as **GOOD.**

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.

Program Improvement

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		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

All 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.



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



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