

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Graystone Elementary

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San José, CA 95120

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Grades K-5



Principal

Priscilla Spencer
Priscilla_Spencer@sjusd.org



1999-2000



1991-1992
2000-2001

San José Unified School District

855 Lenzen Avenue
San José, CA 95126
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Superintendent

Don Iglesias

Assistant Superintendents

Dr. William J. Erlendson
Chris D. Funk

Board of Education

Jorge González Trustee Area 1
Richard Garcia Trustee Area 2
Pamela Foley Trustee Area 3
Veronica Lewis Trustee Area 4
Leslie Reynolds Trustee Area 5

This school is in Trustee Area 5.



Principal's Comments

MISSION

Graystone is a place that provides:

- a challenging curriculum that accommodates learning styles and needs of all students from remedial to accelerated
- an environment that is safe, comfortable, nurturing and positive
- an appreciation and sharing of cultural awareness and ethnic diversity
- a faculty that is supportive, cooperative and open to new ideas and change
- an opportunity for parents, teachers and community to work together for the well being of all students

VISION

The vision of Graystone coincides with that of the district that states; "All students can learn; all students can succeed."

The staff at Graystone Elementary School strives to make that a reality.

Other goals include:

- To improve student performance as measured by district and state assessments.
- To establish an atmosphere that will support and encourage each student's academic, personal, and social growth.

Graystone Elementary School is committed to challenging and expanding the world of students. Our school has been awarded the National Blue Ribbon of Excellence in 1991 and 2001. An early literacy program, hands-on science, an early introduction to computers and the Accelerated Reading and Math Programs along with a strong, standards-based curriculum are used to prepare students to compete in the 21st century.

During the 2008-2009 school year, our staff development activities centered around two areas in which our teachers expressed needs: "Writing Strategies" and "Differentiating the Curriculum". These professional development opportunities assisted our staff in better meeting the needs of all students. The dedication of our staff and the support of our Graystone Community provide an atmosphere that expects excellence and encourages the academic, personal, cultural, and social growth of all students.

Several programs at Graystone promote students' life-long learning skills: Roots and Wings (our self-esteem program), Art Vistas (art appreciation), Conflict Managers, PeaceBuilders and the Project Cornerstone Asset Building Program.

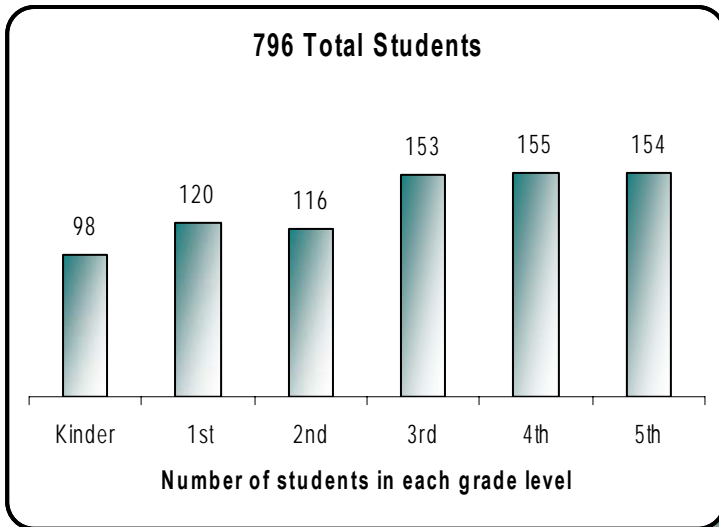
Principals' Experience

During the 2008-2009 school year, Dave Beymer was the principal at Graystone. Mr. Beymer had been a school administrator for over 25 years with the last 13 years as an elementary school principal. Mr. Beymer's previous school gained over 200 points in the API. Besides almost a decade of elementary experience, he served for 12 years as a high school assistant principal after being a special education teacher for 5 years.

New to Graystone for the 2009-10 school year is principal Priscilla Spencer who spent the last 13 years in the Moreland School District. Mrs. Spencer taught K/1 for seven years, worked as a curriculum specialist and was the principal of a high performing elementary school for four years in Moreland before joining the San Jose Unified School District. She is thrilled to be a part of the skilled professional Graystone team.

Demographics

The chart and table below show the number of students enrolled in each grade level and the percent age of students enrolled who are identified as being in a particular group during the 2008-2009 school year.



African American	0.25 %
American Indian or Alaska Native	0%
Asian	43.22 %
Filipino	0.50 %
Hispanic or Latino	7.79 %
Pacific Islander	0.63 %
White (Not Hispanic)	45.48 %
Multiple or No Response	2.14 %
Socioeconomically disadvantaged	3.00 %
English Learners	7.00 %
Students with disabilities	7.00 %



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	18.8	5		19.3	6		19.8	5	
1	20.0	7		20.0	4		20.0	6	
2	19.9	7		20.0	6		19.2	6	
3	29.5		4	29.8		5	30.8		4
4	31.0		4	29.6		5	31.0		5
5	31.0		5	31.0		5	30.8		5
6									
K-3				20.0	1				
3-4	30.0		1						
4-8									
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).

Major Achievements

- Graystone's Academic Performance Index for the 2008-09 STAR testing was 838.
- Graystone met or exceeded the Adequate Yearly Progress targets in ELA & Math.
- Graystone met or exceeded the Title III Annual Measurable Achievement Objective I (AMAO I) for three consecutive years.
- Graystone scored in the top 5% of schools in California on the CST and in the top 10% of schools in California overall.
- Leadership Training was provided to over forty 4th and 5th grade students through Project Cornerstone.

Parental Involvement

Our hard-working Home and School Club raised over \$75,000 during our fall membership drive. Thirty dollars per student was given back to each classroom. Additional funds are used to provide rewards for students, books and materials for the library and new technology. Funds are also set aside for the "Save Our Programs Project". Funding is provided for science, music, art, computer labs and to employ a library events coordinator. The Home and School Club has a very extensive webpage that includes organizational information and contact email addresses. For more information about parent involvement, contact our office at 535-6317 and they will help you contact our Home and School Club representatives.

Climate for Learning

Safety

The school safety plan is updated and reviewed by the staff each fall. Last year, this was addressed and updated at a staff meeting on September 23rd, 2008. The plan has provisions for earthquake, fire and other disasters. Monthly fire drills are held and our school participates in all district coordinated drills.

The staff monitors school grounds for 15 minutes before the start of school and immediately after dismissal. Our well-trained Safety Patrol is made up of fourth and fifth graders who assist all student and parents cross the streets near our school every morning and afternoon.

Homework

The teachers at Graystone follow the District Homework Policy as set out in the District Parent Handbook. Homework is assigned to students Monday through Friday. Teachers give at least one writing assignment daily and all students are required to read at least 20 minutes per night as part of their homework. Practice sheets are provided to help build students' basic skills in math and reading comprehension. Students in Kindergarten receive a weekly homework contract to be turned in on Friday. Assignments are altered to meet the needs of students who are struggling and enriched for those who are above grade level.

Discipline

Graystone staff members update the school discipline plan yearly. The plan is reviewed with the students and sent home to parents. Playground rules along with before and after school procedures are also reviewed. In addition to clear rules and consequences and the practice of progressive discipline, Graystone has a number of positive reinforcements which include "Blue Slips" for helpful behavior, "Blue Slip" drawings, good attendance awards, Lunch with the Principal and "Brag Time", as well as individual classroom incentives.

Graystone has an extensive Peace Builders program based on the Project Cornerstone philosophy of positive reinforcement and the achievement of essential developmental assets. In addition, the school is an "Anti-Bully Zone" school and has a comprehensive student leadership program. Students are trained each fall to be "upstanders" and positive role models. Other leadership opportunities for students exist through our Student Council. This group makes announcements every morning, organizes community service projects such as a canned food drive, a Halloween costume drive, a winter warmth donation drive and plans school spirit days.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	0.1%	0.4%	1.4%	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

Staff members at Graystone School work hard to provide a safe, clean and positive environment for learning. We are very proactive in keeping our campus free of trash. Students have developed a pride in their school that seems to minimize vandalism. Our Graystone custodian and the night cleaning crew do an excellent job of keeping our classrooms, bathrooms, cafeteria, kitchen and office areas clean and neat. Groundskeepers are on site weekly to keep the grounds in good condition.

Graystone was renovated during the summer of 2002. At that time, a new roof, air conditioner and heater were installed. Also, all buildings were painted inside and out. Due to the size of our school, sixteen portables are used to help alleviate overcrowding. Student restrooms were renovated during the summer of 2006 and cafeteria renovation was completed in the summer of 2007. This past summer, full walls were erected in all of the pod classrooms in the main building. This has helped to cut down on the noise inside the building and limit distractions for students.

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 were 26 deficiencies in this area. They included the need to clean the AC/Heat vents, check HVAC in Room D15 for excessive noise
Interior Interior surfaces		✓			There was deficiency in this area for no paper towel or soap dispenser in Unified Arts.
Cleanliness Overall cleanliness, Pest/Vermin Infestation	✓				
Electrical			✓		There were 13 deficiencies in this area. They were for banks that need repair and/or lightbulbs that need to be replaced.
Restrooms/Fountains Restrooms, Sinks/Fountains		✓			There were 3 deficiencies in this area. Drinking fountains outside boys restrooms in A and B wing need to be cleaned and the drinking fountain outside girls restroom in D wing needs to be cleaned.
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs	✓				
External Playground/School grounds, Windows/Doors/Gates/Fences		✓			There was 1 deficiency in this area. The outside door to COC G37 is hard to close. It needs to be repaired.

Overall Summary of School Facility Good Repair Status as of August 27, 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	35	33	31	1503
Without Full Credential	0	0	1	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.



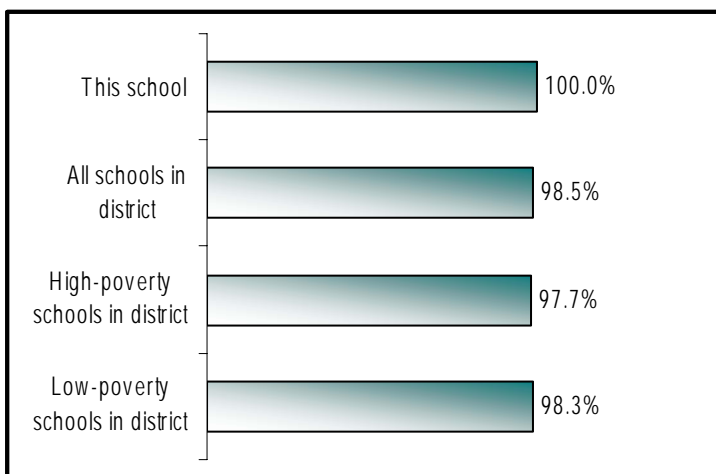
Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-08	2008-09	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

The teachers at Graystone are all hired to fit into the community and teaching style of the school. Teachers set group and individual goals for each year. District-wide procedures are followed to evaluate temporary teachers every year and permanent teachers every other year. Some highly experienced teachers are put on a five year plan as allowed by their contract and are then evaluated every five years unless there is a specific concern about their performance or a change in their assignment. New teachers are given a site mentor to assist them with grade level curriculum, classroom management, and school culture. All teachers are provided with the opportunity to attend conferences and workshops to assist them with learning and developing new skills.

Professional Development

Teachers and administrators at Graystone participated in three staff development days per year over the past few years. However, due to budget constraints during the 2008-09 school year, one of these days became a furlough day for all staff members. During the staff development days, our staff might share specific skills, attend conferences, discuss new curriculum or technology, or work on analyzing test data to better assist our students. Graystone has an early out Tuesday schedule allowing for more extensive staff development and grade level meetings.

The majority of professional development takes place during our regularly scheduled staff meetings and on other days after school. Teachers who attend workshops share the information they have learned at the workshops with other staff members. Technology training is offered as needed when new procedures/policies are instituted by the district.

The principal meets with grade level representatives monthly and with entire grade levels, as needed. New teachers also meet with the principal on a regular basis and are supported by onsite BTSA mentors.

Parts of Faculty Meetings are devoted to staff development and sharing of information from our Language Arts, Math, and GATE liaisons. Teachers that attend conferences will report what they learned either in grade level meetings or to the teaching staff as a whole.

Teachers are trained in the use of Edusoft to access data and are taught how to generate practice questions for benchmark tests. Our two technology people provide assistance and training on an as needed basis both at staff meetings and individually. Teachers received training in the effective use of grade level meeting time. New teachers are coached through the District's BTSA program and with one-on-one site coaches.

Substitute Teachers

We are fortunate to have a group of parents that have passed the CBEST and qualify to substitute. When we cannot find a substitute for a class the Principal or Assistant Principal steps in to teach or other teachers at that particular grade level divide the class and incorporate the students into their classrooms.

Curriculum

Reading and Writing

All classrooms use the Houghton Mifflin series for reading and language arts. This program includes stories by famous children's authors to teach a particular phonemic skill, theme or writing concept. The program focuses on spelling rules, comprehension, vocabulary, literary terms, and various types of writing. Primary teachers use leveled readers to enable them to reach all levels of learners. Most of the teachers have been trained in "Step Up to Writing" and "The Write Tools" training. This has improved the writing skills of our students. Even our Kindergartners are writing complete sentences by the end of the year. Benchmark testing is used to show growth and identify areas of need in English Language Arts for our school, each class as well as for individual students..

Math

In the 2008-09 school year, we used the Harcourt Math series, which teaches the state standards for Kindergarten through fifth grade students. Kindergartners using a big book, first and second graders have a workbook and third through fifth have a hard covered book. Lessons use visuals and manipulatives. Each unit ends with a unit review and a unit test that teachers use to track progress and skills that need to be retaught.

In addition, Accelerated Math is incorporated into the math program for all students in grades 2-5. First graders that have mastered the basic facts are also tested and use the AM program. In first to fifth grades, we use "50 in a minute computation tests" to focus students on mastering the basic facts of addition, subtraction, multiplication, and division. Benchmark assessments are used to inform our instruction in math.

Our district used teacher input to adopt a new math program. Our district will gather input from the teachers in order to use a new math program. The Envision math program is being implemented in the 2009-10 school year.

Science

Graystone uses Scott Foresman science as the basic curriculum for science instruction. In addition, hands-on experiments are used as another major method of teaching scientific concepts. We are fortunate to have parents that enjoy science and are willing to teach the hands-on lessons in the science lab for first through fifth graders. The science experiments that students perform in the lab are closely matched to support the classroom instruction. Kindergartners have their science lessons and labs in their classrooms. Each third to fifth grade class takes part in a dissecting lesson. Our students have dissected owl pellets, cow's eyes, livers, hearts, and lungs.

Social Studies

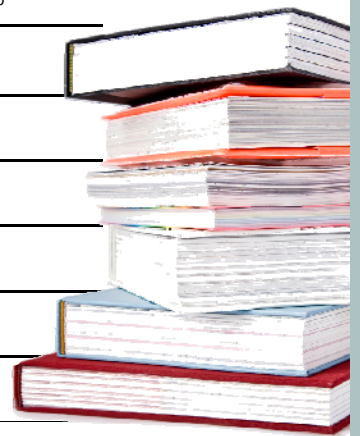
We use the Harcourt Social Studies series. It is aligned to the state and district standards. Supplementary texts and materials such as periodicals, videos, and speakers are also used in the classroom. Third graders visit the Peralto Museum, fourth graders visit the state capitol, Sutter's mine and a mission and fifth graders take part in Colonial Days.

Textbooks

Our science books were adopted in 2000-2001 to align with the state education standards. We adopted new social studies books in 2001-2002 and new math books in 2002-2003. There was a new social studies adoption for 2007-08. We have a sufficient number of books for all students in every area. The school ensures that all students are well supplied with current texts and instructional materials.

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

Graystone follows the State Guidelines for meeting the needs of Gifted and Talented Education students. GATE instruction is delivered within the regular classroom. Teachers provide differentiated lessons to challenge the different levels of ability of students. An assembly for all students that meets GATE standards is provided each spring.

Special Ed

Students qualifying for Special Education work with the Resource Specialist Program (RSP) teacher, Speech and Language Pathology (SLP) teacher and/or physical therapy teacher to comply with the students' Individualized Educational Programs (IEPs). Graystone does not have a Special Day Class (SDC) program, so students qualifying for SDC are referred to another San Jose Unified School District school site. All IEPs and 504 Plans are revised on a yearly basis.

At-risk students

At-risk students are identified by December 1st of each year. Tutoring, Homework Center and a Reading Specialist are available to support the identified students. A Student Study Team made up of teachers, Resource Specialist, and administrators meet on a regular basis to review information regarding individual students' needs. The team meets with families of children who may need assistance with class work or modified assignments. Intervention plans are written to assist classroom teachers and students to succeed.

English language learners

Teachers are trained in SEI, CLAD, SAIDE techniques, and use those specialized techniques in working with our English Language Learner population. An English Language Development tutor works with students one-on-one or in a small group to assist them.

Students with disabilities

Students who qualify for the Resource Specialist Program go to the resource room on a regular schedule to work with the RSP teacher according to the time specified in their IEPs. The RSP teacher works closely with the regular classroom teacher. At times, the RSP teacher "pushes in" to classrooms to assist students there. Identified students also receive speech and Occupational Therapy services. When appropriate, students receive a Section 504 Plan. Progress on student goals is monitored on an ongoing basis.

After-school programs

During the 2008-09 school year, the school offered the Homework Center, Language Arts and math tutoring, Mad Scientist classes, Karate, Girl and Boy Scouts and Kids' Club as after school programs.

Tutoring

The school offers help to students through access to a reading specialist as well as language arts and math tutoring four times per week. Fifth grade and Kindergarten classes establish buddy systems for cross-age tutoring.

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	\$8,031	\$2,664	\$5,367	\$69,915
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	-15.49%	-34.14%	-1.67%	0.25%
State			\$5,512	\$65,905
Percent Different - School Site and State			-2.63%	6.08%

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 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	83	85	88	48	51	54	43	46	50
Mathematics	86	87	92	46	48	50	40	43	46
Science	70	88	92	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	94	96	96
Filipino	*	*	
Hispanic or Latino	62	75	*
White (not Hispanic)	87	91	92
Male	84	91	91
Female	92	93	92
Economically Disadvantaged	60	95	*
English Learners	69	81	*
Students with Disabilities	69	79	*
Students Receiving Migrant Education Services			

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	10	10	10
Similar Schools	4	3	3

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	-5	11	14	952
Asian	-14	10	7	989
White (Not Hispanic)	2	11	21	939
Socioeconomically disadvantaged				
English Learners				
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 2009-10)

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	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	11.8	43.4	38.8

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/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.

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<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.