

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Hammer Montessori at Galarza Elementary

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Grades K-5



Principal

Susana Parades
Susana_Parades@sjusd.org



CDE Honorable Mention
2003-2004

San José Unified School District

855 Lenzen Avenue
San José, CA 95126
(408) 535-6000

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 3.



Principal's Comments

This year we continue our goal of bringing together the two schools, which occupy the Ernesto Galarza site, into one community. Hammer Montessori @ Galarza has trained staff members who are committed to putting children first. They work together to provide an instructional program in ELA, Math, Science, and Social Studies while embedding the Montessori philosophy. They use the many resources at our school to support the students and parents. The use of technology is integrated through out the curriculum. The Hammer Montessori staff and community work together to ensure student success and academic achievement as well as promoting life long learning.

Vision

“TWO SCHOOLS, ONE COMMUNITY” “PUTTING CHILDREN FIRST”
“VISION, PASSION, PURPOSE”

Mission

The mission of Hammer Montessori is to facilitate an educational environment, which promotes independent and self-directed learning by the way of the Montessori philosophy. To that end, we nurture: a child-centered learning environment, a responsive prepared environment, a focus on independent progress and development, hands on and active learning, multi-ability grouping, and cooperation and collaboration where our students value global understanding, service to others, and universal values. We value parent participation and encourage all families to become involved. Family nights, parent education classes, interactive homework assignments, and PTA encourage families to support the instructional environment and promote a passion for learning.

School Goals:

- The use of current instructional curriculum and best practices strategies
- Embed the Montessori Philosophy into the curriculum
- Provide a positive schools climate and culture
- The use of data to drive all decisions
- Create an effective teaching community
- Expand our Parent and teacher partnership
- The continual pursuit of professional development and growth
- Meet or exceed AYP/API targets.

Principal's Experience

Susana Ornelas- Paredes came to Hammer as the principal in the fall of 2007. Prior to that, she worked for two years as the Assistant Principal at Allen at Steinbeck. While there, she successfully merged the Randol and Allen communities. She has also worked as an ELP Coordinator at the site and district levels. Mrs. Ornelas-Paredes has more than 10 years of direct classroom teaching experience at the elementary level in Bilingual Education and ELD. During her time at Hammer Montessori she has successfully merged the two schools that share the campus into one community. Mrs. Ornelas- Paredes has been a strong advocate for the Montessori program.

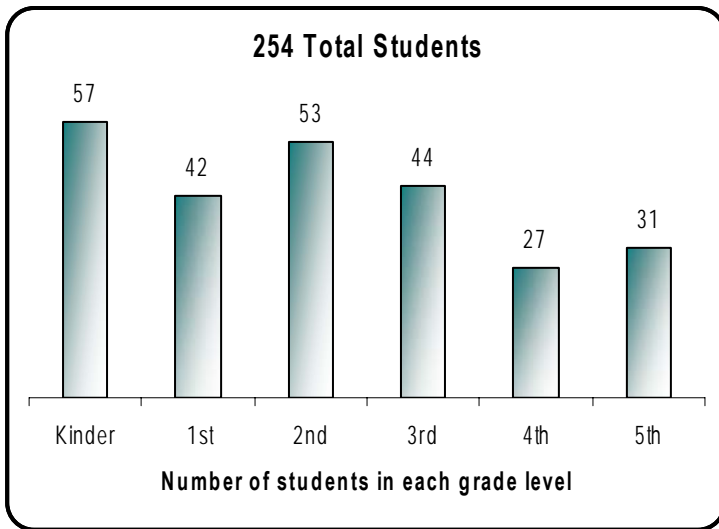
Art Gonzalez came to Galarza last year as the Assistant Principal in the fall of 2008. Prior to this he worked as the AP at Graystone Elementary and was the ELP coordinator for Allen at Steinbeck. Art has more than ten years experience as a classroom teacher, and is GLAD trained. Mr. Gonzalez has taken professional development classes to learn more about the Montessori program.

Major Achievements

- Met AYP for School, and all significant sub groups
- Implemented the Art Vista Program
- API of 830
- Established Hammer Montessori Funds
- Award of Gardening Grant, Garden Committee established
- In the process of securing accreditation through the International Montessori council (IMC).

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.



| Student Enrollment by group | |
|----------------------------------|---------|
| African American | 10.24 % |
| American Indian or Alaska Native | 0.79 % |
| Asian | 12.99 % |
| Filipino | 1.18 % |
| Hispanic or Latino | 42.91 % |
| Pacific Islander | 0.79 % |
| White (Not Hispanic) | 26.77 % |
| Multiple or No Response | 4.33 % |
| Socioeconomically disadvantaged | 38.00 % |
| English Learners | 14.00 % |
| Students with disabilities | 14.00 % |



Class Size

Average Class Size and Class Size Distribution

| Grade | 2006-2007 | | | | 2007-2008 | | | | 2008-2009 | | | |
|-------|------------|----------------------|-------|-----|------------|----------------------|-------|-----|------------|----------------------|-------|-----|
| | Avg. Class | Number of Classrooms | | | Avg. Class | Number of Classrooms | | | Avg. Class | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 19.7 | 3 | | | 17.5 | 2 | | | 19.3 | 3 | | |
| 1 | 19.0 | 2 | | | 17.5 | 2 | | | | | | |
| 2 | 20.0 | 1 | | | 17.0 | 2 | | | 17.0 | 1 | | |
| 3 | 26.0 | | 1 | | 30.0 | | 1 | | 22.0 | | 1 | |
| 4 | | | | | 28.0 | | 1 | | | | | |
| 5 | 25.0 | | 1 | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| K-3 | 19.5 | 2 | | | 17.7 | 3 | | | 19.8 | 4 | | |
| 3-4 | 27.0 | | 1 | | | | | | 26.0 | | 1 | |
| 4-8 | 25.0 | | 1 | | 27.0 | | 1 | | 26.0 | | 2 | |
| 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).

Parental Involvement

Parents are involved in the governance of Hammer Montessori by participating in monthly School Site Council (SSC) and School English Language Advisory Council (SELAC) meetings. Parents of GATE students meet three times a year to discuss programs and vote on the GATE budget. Parent volunteers work in the classroom, coordinate classroom projects, chaperone field trips and assist with special activities. Our PTA holds monthly meetings regarding school programs and provides monetary support services for all students. PTA sponsors our annual Walk-A Thon. At the monthly “Principal’s Coffee,” parents are informed and updated on current school activities. Parents are also encouraged to participate in on-going workshops. Montessori demonstrations are also offered. If you are interested in becoming more involved at your child’s school, you may contact the school regarding your interests or concerns. For further information, please contact our parent liaison, Diana Borrego at 408 535-6671.

Climate for Learning

Safety

Date safety plan updated: October 2008

Date safety plan last reviewed with staff: November 2008

By the end of each September, Safety Plans are reviewed annually. The key element in the plan is student safety as well as their respect for one another. Staff members reviewed literature and visited other campuses in search of a ways to uniformly promote a behavior plan that would encourage all students to show respect and, as a result, feel safe.

Providing a safe, clean, and secure learning environment is important to the Hammer faculty and community. A school-wide behavior management plan is in place with school and classroom behavioral expectations that are reinforced throughout the year. Yard Duty personnel and bus supervisors are hired to supervise students from the bus area before school. After school, students are also supervised in the valet area, which is located at the front of the school. In addition, students are supervised in the Bus Zone as well. Hammer’s Emergency Response Team (HERT) is a model for others in the District, with over 90% of the staff trained in First Aid and CPR. A well supplied, secured storage area houses emergency supplies. Regular preparedness and safety drills are conducted in accordance with district guidelines.

Homework

Homework is assigned, based on the expectations at specific grade levels and in specific classrooms. It is assigned to provide additional practice of new and previously learned concepts, and may include both long and short-term projects. Homework is also used as a way to involve parents in the schooling and to keep them abreast of classroom academics.

Discipline

Hammer Montessori has a school-wide behavior management plan to promote a positive learning environment and respect of the individual. Individual classroom standards reinforce positive behavior as well as specific consequences for inappropriate behavior. We believe that students who have positive self-esteem and have opportunities to be connected to their school environment, through service, perform better academically and socially. We also understand there is always a reason for a student’s misbehavior. Through discussion with the student, the teacher, the parent, and the counselor, we work to get at the root of the problem to eliminate the negative behavior.

Suspensions and Expulsions—3 year comparison

| | School | | | District | | |
|---|---------|---------|---------|----------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| Rate of Suspensions | 3.9% | 10.7% | 7.9% | 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. | | | | | | |

Each student has a specific role and responsibility in maintaining the classroom environment. School wide, students participate in a variety of programs, including Expect/Respect Workshop, Student Leadership, Cross-Age tutoring, and Reading Buddies.

Facilities

The 2003-2004 school year found Hammer Montessori School in a different location. We now share the beauty of a five- year old site with Galarza Elementary School in SJUSD. The two-story, 'closed' environment provides a safe learning atmosphere for all students and staff. Fixtures, appliances, and facilities are all new and in working condition. One daytime custodian is responsible for the cleanliness of all student bathrooms, the cafeteria, and the emptying of trash throughout the school. A district coordinated 'night-crew' is assigned for two hours daily to vacuum stairways, maintain the office, health office, staff room and adult bathrooms. A weekly grounds crew is present to weed, rake, water and complete general yard work.

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 | h | | ✓ | | There were 21 deficiencies in this area. All deficiencies were for the |
| Interior Interior surfaces | | | ✓ | | There were 17 deficiencies in this area. The deficiencies included the need to clean walls and rid ceilings of paper wads; carpets need cleaning in 2 classrooms, staples need to be removed from walls in Room 116 and 209, floors need cleaning in staff and boys restrooms. |
| Cleanliness Overall cleanliness, Pest/Vermin Infestation | | ✓ | | | There were 8 deficiencies in this area. They included the need to clean walls and hallways and to better maintain |
| Electrical | | | | ✓ | There were 23 deficiencies in this area. All were for the need to replace burned out lightbulbs. |
| Restrooms/Fountains Restrooms, Sinks/Fountains | | ✓ | | | There were 2 deficiencies in this area. The drinking fountain in the kinder playground needs to be cleaned and all sinks in the main building need to be cleaned. |
| Safety Fire safety, Hazardous Materials | ✓ | | | | |
| Structural Structural Damage, Roofs | | ✓ | | | There were 2 deficiencies in this area. The overhangs outside Room 100 |
| External Playground/School grounds, Windows/Doors/ Gates/Fences | ✓ | | | | |

Overall Summary of School Facility Good Repair Status as of July 22, 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 | 15 | 14 | 14 | 1503 |
| Without Full Credential | 0 | 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.



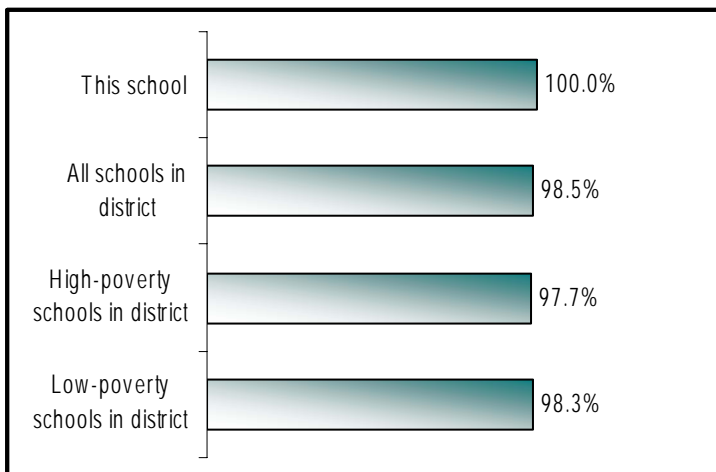
Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2007-08 | 2008-09 | 2009-10 |
|--|---------|---------|---------|
| 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 is 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

In accordance with the SJTA teacher's contract, temporary and probationary teachers are assessed twice a year, while permanent teachers are assessed every other year. Evaluations are based on the District protocol that is aligned to the California Standards for the Teaching Profession, with different expectancies analyzed on a four-level rubric. Each teacher who is evaluated will have a pre/post conference. The evaluations are sent to human resources.

To determine the classroom goals, our teachers set grade level goals as well as individual goals based on student work and State test data. This is done on the one to one with site administrators in mid October. The teachers will meet with the site administrators three more times through out the school year (January, April and late may) to review their goals and make changes as necessary. We take our preparation as professionals very seriously by setting aside time after school to attend trainings in math and writing. Our District gives a mentor all new teachers. In the Montessori setting, we also evaluate to ensure the Montessori philosophy is being upheld to its highest standard.

Professional Development

The district allots six days of staff development throughout the year. In the beginning of the yea, meetings are reserved for analysis of test scores and student achievement from the previous year. This is the time to realign our goals with current student needs. One Staff development day in the fall is reserved for Parent Teacher conferences and one in the spring focuses on multicultural aspects of education. Other days are used for additional focus on the improving the academic needs of our students. Professional speakers are invited and grade level teaming/planning is always integrated. Our staff regularly initiates on-going Montessori professional development on a monthly basis. Staff collaborates on an on-going basis as well as visiting other schools and/or attends district trainings. These trainings have included Observation Surveys, Running Records, Step Up to Writing, Multiple Intelligences, CLAD, and SDAIE. In addition, the Hammer staff has been extensively trained in First Aid and CPR. All classroom teachers have completed extensive Montessori training and credentialing.

Substitute Teachers

Hammer Montessori is able to send teachers to conferences and meetings because of the pool of excellent substitutes. We are grateful to many San Jose Unified retired teachers and currently credentialed parents who provide consistency and warmth in the absence of regular classroom teachers.

Curriculum

Reading and Writing

Our Montessori teachers are trained in early literacy strategies with an emphasis on intervention techniques, such as running records, shared/ guided reading, anecdotal records, observation survey, rubrics, and alternate rankings. The Houghton-Mifflin District adoption is used as our basal text. We also use many supplementary materials that include core literature books at each grade level, grammar resources, leveled books, Accelerated Reader and other sequenced Montessori materials. Students review daily using Strategic Schooling strategies based on problem solving and state standards. Teachers engage students in the strategies of the Step Up To Writing program, which includes pre-writing, drafting, revising, editing, and post-writing activities.

Math

Hammer Montessori math 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. Hands-on Montessori materials are integrated extensively into the District adopted core curriculum to provide concrete experiences and to facilitate acquisition of basic skills. Students review daily using Strategic Schooling strategies based on problem solving and state standards. They test themselves regularly for speed and accuracy using Math Facts in a Flash (a web-based program.) Grades 3-5 use the Accelerated Math Program to reinforce concepts taught in their classrooms. Math is integrated throughout the curriculum at all grade levels.

Science

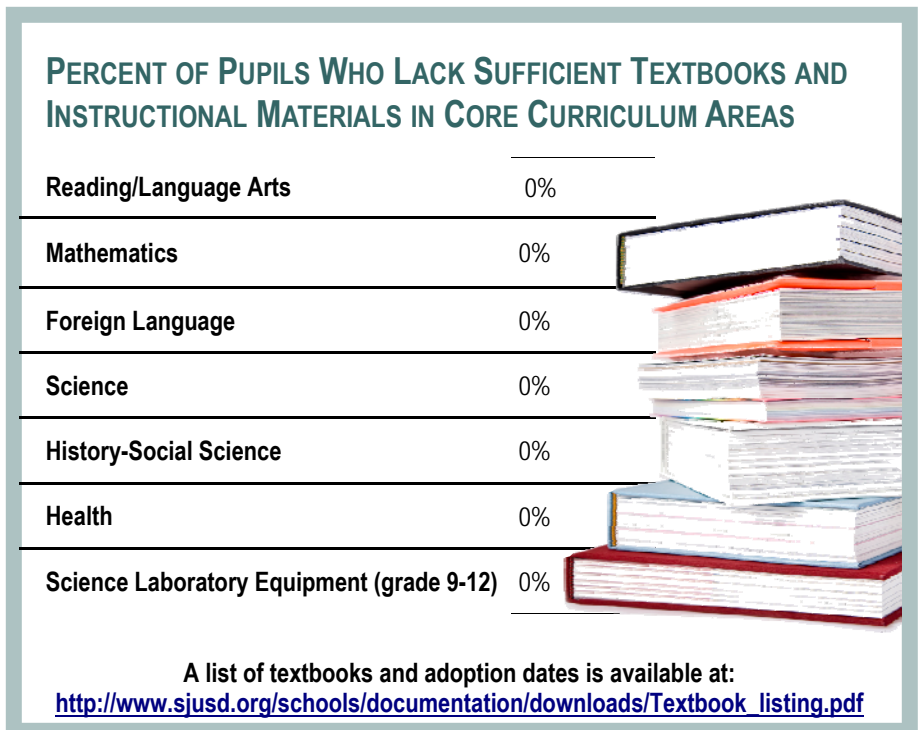
Montessori Science materials are integrated into the State framework and benchmarked District standards. Beginning in kindergarten and continuing through fifth grade, students learn scientific processes and relate these to the world around them. A complete array of FOSS Science kits, developed by the Lawrence Hall of Science provides additional depth and understanding. All fifth graders attend Camp Campbell for a week of Outdoor Science School. An annual Science Fair, originally begun as a fifth grade project requirement, is now a school wide event. Students in grades 1st-5th also have the opportunity to attend a six-week science workshop. The workshops are geared to each grade levels needs and interests.

Social Studies

The Social Studies program integrates Montessori cultural materials and philosophy into the California State Framework. The blended curriculum integrates literature, math, science, art, and music. We focus on the relationship of the child to the bigger concept of time and place in history. Children research historical characters and prepare presentations and displays for events such as Colonial Days, and Gold Rush Days. Cooperative learning and multi-age grouping encourages interaction and collaboration.

Textbooks

New textbooks are selected from State approved lists that have been piloted by all grade levels throughout the District. All students have access to textbooks and supplementary text materials for class and/or home use in order to complete assigned projects. Additional materials such as leveled books and Accelerated Reading titles and Montessori manipulatives help supplement the core curriculum. The Harcourt Brace Math Series was adopted in 2002/2003. The Houghton Mifflin reading Series was adopted in 2003/2004. All students have access to the core curriculum, including texts and other supplemental materials.



Specialized Programs

GATE

In the spring, all second grade students are screened for the Gifted and Talented Education program using the Ravens 3 Matrix. Students new to the district, as well as current fifth grade students with previous 'borderline' results are screened in the fall. Site GATE coordinators, along with parents and district GATE personnel, work to get the eligible students qualified. Montessori Curriculum by design is differentiated at all levels to provide GATE students with opportunities for challenging, self-guided work. Hands-on projects allow students to explore topics at greater depth and complexity. Students in grades 3-5 had the opportunity to attend Math and Creative Writing Workshops.

Special Ed

Through the Student Study Team process and by way of academic testing, students may be eligible for special education services for speech, reading, language arts, and/or math. All special education services provided at Hammer are 'pull-out' programs: the majority of time is spent in a regular classroom setting with same-ability pull-out groups working with the Resource Teacher for blocks of one – two hours daily. All progress and goals are monitored in accordance with the individual IEPs.

At-risk students

Students are identified based on academic or social performance as well as outside mitigating factors. Initially, students are taken through the Student Study Team process to help develop a plan whereby the student's needs are addressed. Follow up meetings are held monthly to review the plan and adjust, as needed. Interventions may include sessions with a counselor, buddy teachers, peer tutoring, or other outside services. Monitoring is done along the timeline of the Student Study Team process.

English language learners

English learners are provided full access to the balanced core curriculum in English. Sheltered language techniques are imbedded in classroom instruction. Specific time is scheduled daily for instruction of content and language skills.

Students with disabilities

Hammer School works with the district office to align services for those with disabilities. Currently, our disabled students are provided with a 1:1 aide who works with them throughout the day, according to the needs outlined on the individual IEPs.

After-school programs

After-school programs are supported through a grant from the City of San Jose. Our program provides extended day enrichment services to groups of students needing additional assistance in Reading, Writing, and/or Math. Groups are kept small (6-10 students) and are taught by credential classroom teachers. Additionally after school homework assistance, childcare and enrichment activities are provided through a partnership with the YMCA.

Peer tutoring

Peer tutoring is implemented in a variety of ways and for a variety of reasons. Upper and lower grade teachers will partner their classes for Peer Tutoring in Reading. Kinder teachers invite fifth grade students into the classroom to read to their students. Students needing a boost in self-esteem and sense of belonging, will return to their previous year's teachers and assist in the classroom with student work. Montessori education believes in combination classrooms where peer tutoring is a natural process between grade levels.

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 | \$10,111 | \$3,798 | \$6,313 | \$74,684 |
| District | \$9,503 | \$4,045 | \$5,458 | \$69,741 |
| Percent Difference - School Site and District | 6.40% | -6.11% | 15.67% | 7.09% |
| State | | | \$5,512 | \$65,905 |
| Percent Different - School Site and State | | | 14.53% | 13.32% |

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 | 55 | 59 | 59 | 48 | 51 | 54 | 43 | 46 | 50 |
| Mathematics | 60 | 61 | 66 | 46 | 48 | 50 | 40 | 43 | 46 |
| Science | 60 | 84 | 70 | 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 | 53 | 65 | * |
| American Indian or Alaska Native | * | * | * |
| Asian | 83 | 94 | * |
| Filipino | * | * | |
| Hispanic or Latino | 45 | 55 | 57 |
| White (not Hispanic) | 78 | 75 | * |
| Male | 54 | 64 | 61 |
| Female | 65 | 70 | 83 |
| Economically Disadvantaged | 43 | 53 | 54 |
| English Learners | 27 | 36 | * |
| Students with Disabilities | 14 | 27 | * |
| 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 | 6 | 7 | 8 |
| Similar Schools | 3 | 1 | 8 |

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 | 15 | 41 | -3 | 830 |
| Hispanic or Latino | 21 | 63 | -7 | 778 |
| White (Not Hispanic) | | | | |
| Socioeconomically disadvantaged | | | -21 | 775 |
| 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 | 16.7 | 33.3 | 33.3 |

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/pfi/>.

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.

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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.