

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Herbert Hoover Middle

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Grades 6-8



Principal

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Board of Education

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This school is in Trustee Area 2.



Principal's Comments

VISION

THE HERBERT HOOVER ACADEMICS /
VISUAL, PERFORMING AND TECHNICAL
ARTS MAGNET MIDDLE SCHOOL
PROVIDES AN EDUCATIONAL
ENVIRONMENT THAT FACILITATES
ACADEMIC AND PERSONAL SUCCESS
THROUGH INTERACTION OF STUDENTS,
STAFF, AND COMMUNITY

Hoover is committed to high academic expectations and excellence for all students. The school climate fosters mutual respect, self-discipline, school pride and safety. The clearly defined discipline policy is consistently enforced, and is based upon mutual respect and accountability. Students will have equal access to an integrated Academic, Visual, and Performing Arts curriculum.

The 2008-2009 academic year has been an exciting year for Hoover Middle School. Based on our data, we have two focus areas: Improve Student Achievement and Improve School Climate. We are also increasing the use of technology as part of the daily instruction with the use of Educational Program for Gifted Youth (EPGY). Several laptop carts and two ActivBoards have been purchased to increase the integration of technology by classroom teachers across the curriculum.

Hoover Middle School had an outstanding year of recruitment as we welcomed 1087 students from all over the city, who wished to pursue their interests in the visual, performing, and technical arts. Every student at Hoover Middle School has the opportunity to participate in a wide range of electives at the Beginning, Intermediate, or Advanced levels in Drama, Band, Dance, Vocal Music, Orchestra, and Visual Arts, including Digital Video and Adobe Youth Voices.

In addition to our tremendous selection of electives, and our rigorous core program, we offer extra classes in Spanish, Foreign Language, and Leadership.

We are a school that honors our students and our school's long and rich history as we work together to find ways to prepare our students for their futures!

Principal's Experience

Suzanne Barbarasch is the current principal. She has been in education since 1983, with experience as a classroom teacher, an assistant principal, and a principal in Massachusetts and in California. Almost all of her experience is at the middle school level. Dorothy Kennedy was the principal in 2007-2008.

Major Achievements

- Hoover Middle School increased use of technology in the classroom with the implementation of wireless mobile computer lab, as well as the enhancement of multimedia teaching stations in classrooms by purchasing Elmo document readers and speakers for teachers.
- Implementation of the Federal Magnet Schools Assistance Program grant for 2007-2010. Teachers were surveyed on technology needs and received training in equipment and software.
- Hoover's Site Council completed a thorough review of all school programs resulting in a new Single Plan for Improved Student Achievement.
- Hoover's PTSA raised \$16,675 to benefit the Hoover community.
- Increased student participation in before and after school activities with open gym and open computer lab in the mornings.
- Provided additional academic and social/emotional support through the Gear Up!, Breakthrough, and TRiO Programs, as well as through implementation of an Advisory Program. Gear Up! And Breakthrough sponsored field trips to area colleges.

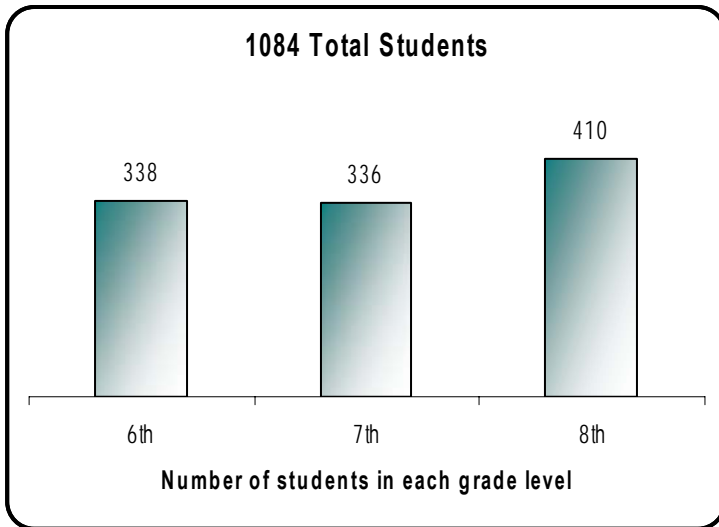
Parental Involvement

Hoover's PTSA sponsors a variety of activities involving parents and students throughout the school year, including: emergency supplies, field trips, and classroom materials. They also provide additional funding for instrumental music, vocal music, and drama programs. PTSA brings in over \$16,000 of additional funds per year to the school. Monthly open meetings for parents are held in our Parent Center with translation available in Spanish,

Hoover has a Site English Language Advisory Council (SELAC) that holds open, monthly meetings, to discuss school programs, as well as parent and student opportunities. Hoover parents represent the school at the District level meetings (DELAC) on a monthly basis. The Hoover parent newsletter is mailed home monthly in English and Spanish, informing parents of staffing updates, school activities, event calendars, Districtwide events and information, and it is also heavily used as a means to recognize and honor student achievement. For further information on our parent volunteer program, please contact our Parent/Community Liaison at 408-535-6274 Ext. 619.

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	3.41 %
American Indian or Alaska Native	0.65 %
Asian	4.15 %
Filipino	2.12 %
Hispanic or Latino	77.31 %
Pacific Islander	0.74 %
White (Not Hispanic)	10.24 %
Multiple or No Response	1.38 %
Socioeconomically disadvantaged	68.00 %
English Learners	35.00 %
Students with disabilities	11.00 %



Class Size

Average Class Size and Class Size Distribution

Subject	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+
English	20.1	32	22	5	28.8	13	11	18	26.6	20	15	11
Mathematics	15.5	54	11		29.7	4	22	9	29.6	6	15	16
Science	17.2	39	16	1	31.5	3	9	18	32.3	1	5	18
Social Science	18.8	41	25	6	29.7	8	11	19	28.3	10	16	11

This table displays, by subject area, 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: August 2008

Date safety plan last reviewed with staff: August 2008 and April 2009

Hoover's Safe School Plan is reviewed and updated annually by a staff team. The key elements of the plan are: personal characteristics of students and staff, the school's physical environment, leadership and organizational process and the school's culture.

At Hoover Middle School, our mission is to help all students discover, develop, and enjoy their unique talents; to encourage them to reach their goals; to create an intellectual curiosity and a love for learning; and most of all, to teach them to be kind, considerate human beings. Through a proactive administration and staff that provides a quick response to all students' needs, Hoover Middle School offers a safe and caring environment that enriches students' education through the consistent application of rules, consequences, and positive recognition.

Hoover began implementation of Positive Behavior Intervention and Support (PBIS) to teach common language around and expectations for student behavior. Students receive recognition for respectful and responsible behavior in classrooms, the hallways, the quad, at performances, etc.

Four administrators, four full time campus supervisors and before and after school bus monitors provide physical supervision of the campus, before during and after the school day. School uniforms allow supervising adults to identify non-student body visitors at a glance. All visitors to the campus are required to sign-in at the office and wear a visitor's sticker as evidence of having a legitimate purpose to be on campus.

In accordance with District guidelines, the Hoover staff has developed a Disaster/Emergency Preparedness plan. Students and staff participate in monthly emergency evacuation drills. Students receive safety instruction as needed. Two-way communication in all classrooms and hand-held walkie-talkies for our administrators, campus assistants, and officers help keep our school safe.

Homework

Homework, which may take an average of 20-30 minutes per class per night to complete, is assigned as needed. Most teachers assign homework Monday - Thursday. Usually weekend homework is related to long-term assignments or preparation for exams. All students receive a Hoover Binder Reminder for the recording of homework and classroom assignments. It is expected that homework will be turned in on time for full credit.

Hoover Middle School's Homework Center is open before and after school to students who need assistance in any subject. It is open every morning from 7:00-8:00 A.M., as well as Monday, Wednesday and Thursdays from 3:00-4:00 P.M. in the Library Media Center. The Homework Center is staffed by Hoover teachers, paraprofessionals, and volunteers. Computers are available, as well as a late activity bus for students who participate in the afternoon program.

Discipline

The Hoover Middle School staff is a caring, dedicated, and cohesive team that believes they can and do make a difference in students' lives. The school climate is positive with clear standards that exist for personal and social behavior, which are reinforced on a daily basis. Positive rewards are given regularly by teachers during class time and at assemblies.

Schoolwide assemblies and class time are spent reviewing the school discipline policy and the District Handbook. School pride is emphasized throughout Hoover. Recognition is given to students through a variety of programs including: PBIS cards, Student of the Month/Most Improved Student, Cornerstone Recognitions, Student Council, Honor Roll, Special Assemblies, and Awards Events.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	42.5%	42.2%	38.7%	12.6%	13.6%	11.8%
Rate of Expulsions	0.4%	0.4%	0.9%	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

Hoover is a large campus with two main buildings. The original building, referred to as Historic Hoover, opened in 1931 and served students until 1971. This building was retrofitted for earthquake safety and was reopened for classroom use in 1999. The other main building is 30+ years old.

A crew of four custodians cleans the buildings daily. A grounds man working two days per week maintains the landscaping. Hoover Middle School prides itself on the cleanliness of its campus. Maintenance of the grounds and campus buildings is a high priority.

Beginning in January 1997, Hoover Middle School started a major modernization program with the final improvements complete in the summer of 2006. This project, funded by a bond initiative (Measure C), included new air-conditioning, heaters, roofing, flooring, paint, new staff room, and upgraded electrical systems. Replacement of the roof on Historic Hoover took place in the summer of 2009.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Each area/classroom of the school is inspected. A "deficiency" is counted for each occurrence of a condition. Descriptions of similar deficiencies are combined rather than to list by classroom.

System Inspected	Exemplary	Good	Fair	Poor	Repair needed and action taken or planned
Systems Gas leaks, Mechanical/HVAC, Sewer		✓			There were 3 deficiencies in this area. Vents need dusting in conference room and principal's office. Room 131 was stuffy — a/c not working correctly.
Interior Interior surfaces	✓				
Cleanliness Overall cleanliness, Pest/Vermin Infestation	✓				
Electrical			✓		There were 5 deficiencies in this area. Cover on light fixture missing in Rm 60. Banks of lights out in 117, 122, nurse's office, media center.
Restrooms/Fountains Restrooms, Sinks/Fountains	✓				
Safety Fire safety, Hazardous Materials		✓			There were 4 deficiencies in this area. Four fire extinguishers were past due for inspection.
Structural Structural Damage, Roofs	✓				
External Playground/School grounds, Windows/Doors/ Gates/Fences	✓				

Overall Summary of School Facility Good Repair Status as of September 8, 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	51	50	52	1503
Without Full Credential	3	2	1	77
Teaching Outside Subject Area of Competence	6	0	0	0

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.



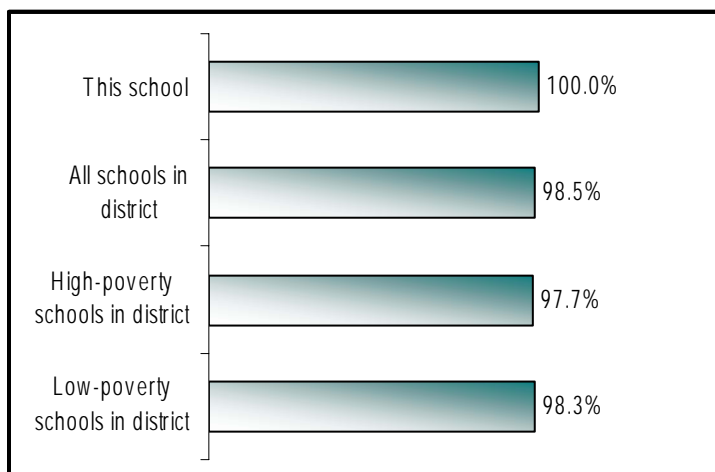
Teacher Misassignments and Vacant Teacher Positions

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

- Teacher misassignments (teachers assigned without proper legal authorization)
- Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.**
- Vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Core Academic Classes Taught by NCLB Compliant Teachers



The **No Child Left Behind Act (NCLB)** requires that all teachers teaching in core academic subjects are to be "highly qualified". In general, NCLB requires that each teacher must have:

- A bachelor's degree
- A state credential or an Intern Certificate/Credential for no more than three years
- Demonstrated subject matter competence for each core subject to be taught by the teacher.

This chart displays the percent of classes in core academic classes taught by No Child Left Behind (NCLB) compliant teachers in the following areas:

- Teachers at this school
- Teachers in the District
- High poverty schools (student participation of 75% or more in free and reduced meals program)
- Low poverty schools (student participation of 25% or less in the free and reduced meals program)

More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Evaluating/Improving Teachers

Hoover Middle School administrators use the San Jose Unified School District teacher evaluation system to evaluate classroom teachers. The evaluation system is designed to support teachers and guide ongoing professional growth. The process uses evaluation instruments, which guide teachers on the use of research-based teaching practices that optimize student learning, and focus on the knowledge, skills, and attitudes, which our teaching staff must demonstrate. The evaluation system is carefully aligned with the focused work of our district. It supports a standard's based model for teaching and is aligned to the California Standards for the Teaching Profession.

Permanent teachers are evaluated every other year. Probationary and temporary teachers are evaluated yearly.

The focus of our school community is teacher preparation to help students attain proficiency in academic content and performance standards. At Hoover, teachers have an integral part in decisions that affect curriculum selection, instructional practices, staff development opportunities, and direction for the future of our programs and trainings.

Professional Development

Hoover Middle School staff members participate in ongoing staff development both on and off campus. Teachers receive staff development in diversity, differentiated instruction, Strategic Schooling, site-specific data analysis, schoolwide "Step-Up To Writing", classroom organization and management (COMP), strategies for reading in the content areas, and Full Inclusion. All staff development incorporates schoolwide issues and specific classroom strategies, which can be implemented to support student achievement. The staff is recognized for embracing curricular innovations and research-based strategies and programs that address students' diverse learning styles and special talents.

New teachers have regular meetings with mentor teachers, BTSA and PAR coaches, and administrators who provide information and training as needed. Hoover has part time resource teachers who also assist beginning teachers. New teachers are provided with release time to pursue ongoing professional development support and to observe the classrooms of more experienced teachers. All teachers are provided with release time as needed/requested.

Professional development is provided through a variety of means. Three professional development days are built into the school calendar. In addition, regular after school sessions are scheduled, release days for curricular areas teams are provided, and on-site coaching is available. Teachers can also attend off site conferences and workshops. Opportunities for professional development are also offered by the SJUSD, during the day, after school and on weekends.

Teachers are supported through on site resource teachers in LA, Math, science, and ELD/SDAIE coaches using an in-class coaching model. Administrators support teachers through the evaluation process. Support for student performance data analysis and reporting is conducted in curricular area meetings, during schoolwide staff development days and at staff meetings.

Substitute Teachers

Substitute teachers are able to receive information regarding their assignments prior to substituting, per an automated phone system. When a substitute arrives on campus, lesson plans are left by the teacher and available at the front office. Substitute teachers receive a packet of information regarding school policies and procedures, phone numbers, and school schedules. Long-term substitutes are integrated into the school staff, asked to join staff and department meetings to become better informed of our school's direction and procedures. Substitutes are usually available and it is seldom that a qualified substitute cannot be provided.

Support Staff

Hoover has 2.0 FTE Counselors and 0.8 FTE speech/language/hearing specialist. They are supported by YWCA interns.

Curriculum

Reading and Writing

Hoover provides numerous opportunities for reading and writing across the curriculum. All curricular areas participate in staff development that supports Language Arts, Reading, or Writing. There is ongoing training in Step-Up-To-Writing available for all staff. These schoolwide efforts are evident in student work and reflected through our teachers' focus in the classroom. A range of instructional strategies, differentiated instruction, and project based learning are widely used in all classrooms. There are three classes per grade level using Language! to accelerate students' achievement in reading. Fifty students participated in Saturday writing workshops.

Math

The focus of the core Mathematics curriculum at Hoover Middle School is the development of essential mathematical understandings. Hoover offers a well-balanced approach in the area of mathematics. Throughout the year, teachers assess student products and performance formally and informally. Teachers differentiate in the classroom to meet the wide range of student achievement. Teachers and students can work on improving individual skill levels through classroom instruction, as well as through technology by using software programs such as Accelerated Math, Larson's Math and EPGY.

Science

All students must take a full year of science with a focus on Earth Science in sixth grade, Life Science in seventh grade, and Physical Science in eighth grade. Hoover Middle School students focus on an understanding of earth, life, and physical science and using scientific tools and technologies in our natural world. Students make sense of new science information by connecting it to what they know or have experienced. They use technology/multimedia to enhance projects and make presentations to peers and community through our annual Arts on the Green.

Social Studies

Social Studies is part of the Core program for sixth through eighth graders. We have expanded and integrated the historical contributions of cultural and ethnic groups with hands-on activities, which enhance the program and include simulations, debates, special projects, and service learning at the eighth grade level. Sixth graders participated in a trip to the Rosicrucian Museum, seventh to a DaVinci Exhibit at the Museum of Technology, and eighth to Washington, D.C., Sacramento and/or Donner Pass.


Textbooks

Hoover Middle School uses state adopted textbooks that follow the state standards for all core curricular areas. Many staff members maintain personal libraries in their classrooms, allowing all students access to literature from all literature genres. Textbooks currently in use were adopted in the following years: Social Studies 2007, Science 2008, Math 2002, and Language Arts 2003.

All students have access to state adopted materials in Math, Language Arts, Science, and Social Studies. Students are expected to replace lost and damaged books.

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

Per San Jose Unified School District guidelines for middle schools, all students are assigned to heterogeneous classes. GATE students' academic achievement is part of the responsibility of all classroom teachers in the core subjects. Rigor and high expectations for reaching academic standards at high levels are the basis for all teaching endeavors. Projects and project-based learning offer vehicles that promote differentiated instruction for all students. Hoover prefers to approach the gifted learner in a whole-school manner, by offering a variety of elective classes. Ongoing teacher training on research-based practices and differentiated instruction help prepare our teachers to meet a wide range of student needs.

Special Ed

Needs of Special Education students are met, based on IEP goals, by credentialed special education teachers, instructional associates and regular education teachers as appropriate.

At-risk students

At-risk students are identified through the SAP process, SSTs, and/or the retention process. Academic supports are available through the Homework Center, 7th period intensive instruction classes, Saturday academies, teacher tutorials, and specific programs for categorically funded students. Grade level advisors, the SB825 Outreach consultant, and the Consent Decree Activities Resource Teacher monitor these students

English language learners

Hoover Middle School provides ELD classes at every grade level and core subject areas. All students who have a home language other than English are assessed and those identified as Limited English Proficient are placed in the appropriate educational setting with highly qualified teachers.

Students with disabilities

Students with disabilities are served through the special education program. Students are served in either a RSP or SDC setting. Each student has a case manager that oversees the student's progress and communicates with parents and other staff members about the student.

After-school programs

After-school programs are numerous at Hoover. For 2006-2007, Hoover and After School All Stars is offering a 3 hour/day, 5 days a week comprehensive after school academic and enrichment program. This program offers over an hour of academic tutoring, which ties into a two-hour enrichment program. Enrichment classes include cooking, dancing, art, RC car building, music, fitness training, and athletics. The Homework Center, 7th period support classes, and teacher tutorials take place almost daily. Sports programs, Folkloric Dance, and VPA classes regularly schedule practices and performances. Intensive Instruction classes are available for students in Language Arts and Mathematics.

Tutoring

The Breakthrough Program offers tutoring to students enrolled in its program. Classroom teachers are available before and after school as needed. Gear Up! and TRiO offered tutoring students in grade seven.

Peer tutoring

Peer tutoring is available in the Homework Center after school. High school students tutor middle school students.

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	\$10,470	\$4,671	\$5,799	\$69,528
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	10.18%	15.48%	6.25%	-0.31%
State			\$5,512	\$65,905
Percent Different - School Site and State			5.21%	5.50%

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	26	31	29	48	51	54	43	46	50
Mathematics	23	23	23	46	48	50	40	43	46
Science	23	31	27	42	50	52	38	46	50
History Social-Science	21	20	19	39	43	49	33	36	41

California Standards Test (CST) by Student Group—Most Recent Year

Group	English-Language Arts	Mathematics	Science	History-Social Science
African American	27	16	31	8
American Indian or Alaska Native	*	*	*	*
Asian	55	55	50	45
Filipino	64	59	*	*
Hispanic or Latino	24	18	21	14
White (not Hispanic)	53	41	62	46
Male	24	24	28	20
Female	34	21	26	19
Economically Disadvantaged	22	18	21	13
English Learners	5	7	8	2
Students with Disabilities	6	4	9	6
Students Receiving Migrant Education Services	16	13	5	9

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	3	2	2
Similar Schools	2	2	1

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All students at this school	-6	11	-14	642
Hispanic or Latino	-5	15	-11	611
White (Not Hispanic)	-5			
Socioeconomically disadvantaged	4	22	-19	606
English Learners	-3	21	-12	566
Students with Disabilities	-2	-5		

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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	No	Yes
Graduation Rate	N/A	Yes
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.		

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
7	13.6	15.1	11.4

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.