

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Horace Mann Elementary

An International Baccalaureate Primary Years Programme Candidate School

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Grades K-5



Principal

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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 2.

Principal's Comments

Vision:

By working together, we will create a better world through inquiry, intercultural understanding, and respect that will inspire hope for a better tomorrow.

Mission Statement:

To develop global leaders one child at a time.

Motto:

One School. One Community. Connected.

Horace Mann is an International Baccalaureate- Primary Years Program (PYP) Candidate school. The PYP is designed for students between the ages of 3 and 12. It is an international, transdisciplinary programme designed to foster the development of the whole child, not just in the classroom but also through other means of learning. The PYP focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional, and cultural needs in addition to academic welfare.

The PYP combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant and engaging educational framework for all children.

Horace Mann is building a strong tradition of success for students. Horace Mann School provides students with a strong academic program in an environment that is multiculturally and technologically rich. Horace Mann School was founded as a school dedicated to the development of the whole child. Our goal is to equip students from diverse communities with the attitudes, knowledge, and skills required to learn and become productive and responsible citizens. We believe in the statement, *"All students Can Learn: All Students Can Succeed."*

As a neighborhood school, we are proud to be a positive agent for change in our community, and know that building strong relationships between the school and the community is essential to our student's success. We are passionate about providing every one of our students with the knowledge and skills essential for their success, and supporting their development as lifelong learners.

In keeping with our school-wide focus on school wide continuous, reflective, improvement, Horace Mann staff, and students constantly examine their performance on District Benchmark and Performance Assessments, setting new goals to drive our increased future success.

Parent involvement is central to our success as a site, and Horace Mann is proud of its many outlets for parents to become connected to the school. Team Horace, SELAC, SSC, Los Dichos, ABC Program and the Horace Mann Foundation are just a few of the major parent groups that help us to fully support our students towards personal ongoing success.

At Horace Mann School, all of our stakeholders are committed to our motto of, "One School. One Community. Connected."

Principal's Experience

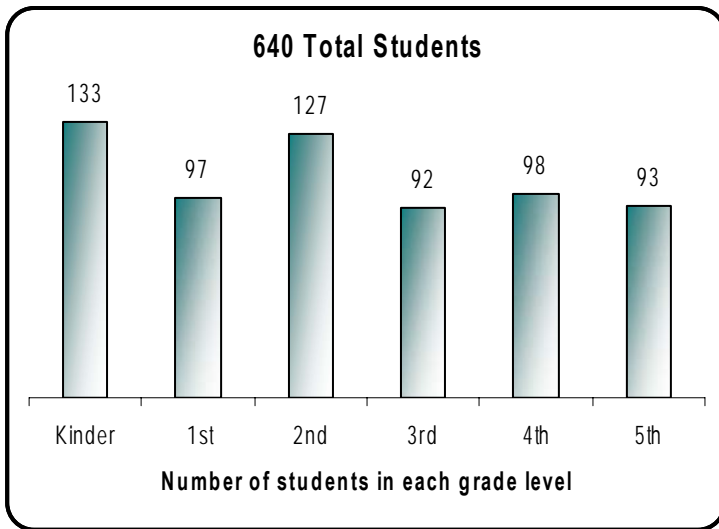
Mr. Juan D. Correa began his educational career at Horace Mann as a 2nd grade Bilingual Teacher. He is in his second year as Principal of Horace Mann. He is a strong advocate for children, and strives to ensure that the social, emotional, and academic needs of all students are met everyday. He has served as an educator for over 12 years.

Major Achievements

- International Baccalaureate Primary Year Program Candidate school
- International Baccalaureate Advocacy Group with neighboring feeder middle and high schools
- All Teachers have been trained in GLAD strategies
- Implementation of *Language B* a component of International Baccalaureate Primary Year Program
- \$35, 000 was raised in our 6th Annual Walk-A –Thon
- Teachers collaborate to update the PYP Planners using the Inquiry of Learning method
- All staff participates in IB-PYP authorized training during the year

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.



African American	3.13 %
American Indian or Alaska Native	0.47 %
Asian	7.97 %
Filipino	2.03 %
Hispanic or Latino	74.53 %
Pacific Islander	0.31 %
White (Not Hispanic)	7.34 %
Multiple or No Response	4.22 %
Socioeconomically disadvantaged	74.00 %
English Learners	54.00 %
Students with disabilities	12.00 %



Class Size

Average Class Size and Class Size Distribution

Grade	2006-2007				2007-2008				2008-2009			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.5	4			19.4	5			20.3	4	2	
1	18.5	4			19.3	6			18.3	4		
2	19.8	4	1		19.3	3			20.0	5		
3	30.0		1		28.3		3		28.5		2	
4	31.0		1		30.0		1		29.7		3	
5	31.0		2		30.0		2		29.0		3	
6												
K-3	18.0	1			18.0	2			18.7	3		
3-4	29.5		2		26.0		1		30.0		1	
4-8	30.0		1		31.0		1					
Other												

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Parental Involvement

Horace Mann School truly believes that the success of all students is driven by strong partnerships between all members of the community. Parents, students from local colleges and high schools, and community members all volunteer at the site.

Principal, Juan D. Correa, hosts biweekly Parent Coffees include teachers who come with a wealth of information for parents. Parents are given an opportunity to meet directly with the principal and teachers to ask questions, share concerns, and celebrate successes.

Horace Mann has an established School Site Council (SSC), which fully represents all stakeholders – from parents to teachers and classified staff and administration. In addition, the Site English Learner Advisory Committee (SELAC) supports the needs of English learners program at the site.

Horace Mann offers English Language Development (ELD) classes for parents, math classes, in addition to citizenship and parenting classes.

In partnership with Third Street Community Center, Horace Mann is able to offer parents and all community members a wide range of adult enrichment courses.

Parents are actively recruited to volunteer in their children’s classroom. Volunteerism depends on the individual parent, and parent volunteer training is offered each year to parents.

The parent group Los Dichos for our Spanish speaking parents and the ABC program for our English speaking parents, run in partnership with Project Cornerstone aims this parent group to involve parents in their children’s classroom through literacy.

For further information about our parent volunteer program, please contact Marcella Iglesias, Parent Liaison, at 535-6237.

Climate for Learning

Safety

Horace Mann’s safety plan was updated in October 2009 and was last reviewed with staff in November of 2009.

The Horace Mann staff has created and adopted “The Husky Way” school climate program and philosophy. “The Husky Way” promotes safety, productivity, and kindness in all students, parents, and staff members. Classes hold weekly class meetings to actively promote “The Husky Way.” Each Monday morning, the entire school community comes together to recite, “The Husky Way” pledge and to announce the week’s Husky Heroes – students who exemplify safety, kindness, and productivity in their classrooms. Students receive Husky Bucks in recognition of their good citizenship.

We believe that students should be recognized for their strengths and respected for their differences. Classroom environments are created to promote a community of learners. We believe that learning occurs best when teachers and students share responsibility in a nurturing environment.

Homework

Homework is assigned as practice of concepts covered in class. Reading is required every night for a minimum of 20 to 50 minutes.

The City of San Jose provides funding for an after school home work club administered by our classroom teachers in addition to Third Street Community Center is available on a daily basis to assist enrolled students with homework. The site based City program helps students to complete their homework in a well-organized and safe environment, and runs daily from 2:00 –5:30 pm. For Third Street Community Center days and hours, please contact them directly at 661-3097 The YWCA provides before and after school childcare services on a daily basis. This program is fee based; please contact them directly at 295-4011 x215 for rates and hours/days of operation. In addition, teachers volunteer to do after school intervention program that supports homework skills.

Discipline

Often, negative student behavior is an indicator of low academic achievement and maladaptive coping skills. At Horace Mann, we believe in a “Systems Approach” to supporting students and their families. Student and family support is provided and managed by our site’s two Coordinators of Student Services (CSS). In addition, both CSSs supervise and manage the SST (Student Study Team) process and the individual and group efforts of Social Work interns from the College of Social Work at San Jose State University. A Family Support Team (FST), a team of teachers, the school nurse, Social Work Interns, resource teachers, the school psychologist, the speech and language specialist, and the school principal meet weekly to discuss students’ academic, attendance, and behavioral issues.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	6.5%	9.9%	12.2%	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

Horace Mann returned to its original school site in the fall of 2003. Our new three-story building was built in partnership with the City of San Jose. The new building has 35 classrooms with Small Group Instruction (SGI) rooms between each pair of classrooms. It also has beautiful administration offices, a media center, and computer lab in addition to a multipurpose room with a stage. The playground has the latest in engaging playground equipment. The third floor rooftop playground is used to for outdoor science and social studies experiments. The school site has the capacity to house 600+ plus students in grades Preschool – 5th grade.

On September 23, 2009, Horace Mann was visited by the Williams Act team from the Santa Clara County of Education. I am pleased to say that we passed the book inventory visit and the physical plant visit.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair

System Inspected	Exemplary	Good	Fair	Poor	Repair needed and action taken or planned
Systems Gas leaks, Mechanical/HVAC, Sewer	✓				
Interior Interior surfaces	✓				
Cleanliness Overall cleanliness, Pest/Vermin Infestation	✓				
Electrical	✓				
Restrooms/Fountains Restrooms, Sinks/Fountains	✓				
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs	✓				
External Playground/School grounds, Windows/Doors/ Gates/Fences	✓				

Overall Summary of School Facility Good Repair Status as of August 31, 2009

Facility Condition	Exemplary	Good	Fair	Poor
	✓			

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	28	27	31	1503
Without Full Credential	1	2	2	77
Teaching Outside Subject Area of Competence	0	0	0	0

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



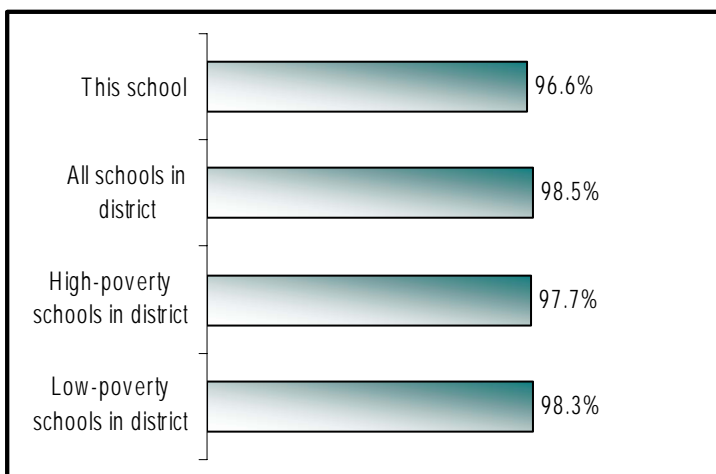
Teacher Misassignments and Vacant Teacher Positions

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

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

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

Core Academic Classes Taught by NCLB Compliant Teachers



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

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

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

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

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

Evaluating/Improving Teachers

All temporary and probationary teachers are evaluated yearly. Permanent teachers are evaluated every other year. All evaluations are conducted by the principal and focus on best practices and efficacy of instruction. The principal conducts 'one on ones' with all teachers two times a year to examine instructional programs, identify successes, and investigate and address areas for improvement. Teachers know that their needs and areas for improvement will be addressed not only by the principal, but by the Leadership and Resource Team as well.

Professional Development

Professional Development at Horace Mann is based on teacher need assessments and focuses on developing and supporting effective teaching Professional Development activities including supporting the development of English Language Learners, continuous improvement in instructional strategies, methodology, and curricular expertise - all necessary to serve a diverse student population. All new teachers are provided with mentors and coaches to ensure they are fully supported and connected to our learning community. In all cases, Horace Mann strives to provide teachers with all of the support they need to develop into effective educators.

Professional Development is delivered via a variety of methods depending on teacher and trainer availability. Site run and developed trainings are given after school and on Saturdays. Development delivered by the school district and outside agencies is offered on weekends, after school, and during the school day, depending on the length and focus of the training being offered.

Substitute Teachers

At Horace Mann, substitute teachers are considered "guest teachers". They frequently comment on students' focus and good behavior as well as the consistency of school wide routines and expectations. Horace Mann does not have an issue securing substitute teachers when teachers attend district trainings.

Support Staff

Horace Mann has 1.0 FTE Academic Counselors and 1.0 FTE Speech/Language/Hearing Specialist.

Curriculum

At the heart of the PYP philosophy is a commitment to structured inquiry as the leading vehicle for learning. Six transdisciplinary themes provide the framework for the exploration of knowledge. Teachers and students are guided by these themes as they design curricular units for exploration and study. Students explore subject areas through these themes, often in ways that transcend conventional subject boundaries. In the process, they develop an understanding of important concepts, acquire essential skills and knowledge, develop particular attitudes and learn to take socially responsible action.

Reading and Writing

Horace Mann School places a strong emphasis on Language Arts, particularly reading and writing. All teachers use the state adopted Houghton Mifflin Language Arts curriculum. The Houghton Mifflin Language Arts curriculum is supported by our school wide use of 'Step Up to Writing,' a research based writing program adopted district wide. All teaching staff receives ongoing training in the "Step Up To Writing" program. Additionally, Horace Mann uses the Accelerated Reader (AR) program to excite and engage students in reading and advance their proficiency.

Math

The Harcourt Brace math program is used school wide, and is closely aligned to the California State Standards for mathematics. This core curriculum area continues to be a strength for all students at Horace Mann School.

Science

Incorporating GLAD strategies, teachers use the comprehensive state and district standards as the focus of science instruction. The use of in class labs and visuals, as well as technology results in a well-developed science program at the site.

Social Studies

Horace Mann uses the state and district adopted Social Studies program to instruct in alignment with the state and district standards. Supplementary texts, audiovisual aides, periodicals, and first person accounts develop social studies concepts. In keeping with the PYP and GLAD models, field trips are used to enhance grade level topics and further students understanding of the social studies curriculum.

Textbooks

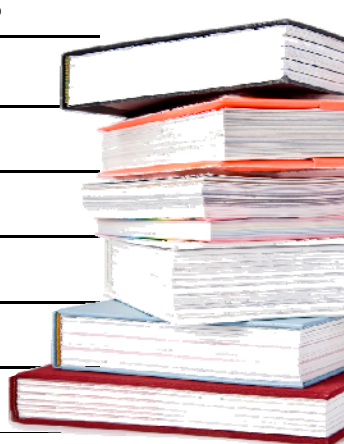
Horace Mann School, in alignment with SJUSD, is committed to the regular adoption of major subject area textbooks that are aligned with the California State Standards. All students have individual copies of adopted textbooks; all teachers have complete sets of teaching guides and support materials and receive training on all new adoptions.

Students visit the library weekly as a class, and are able to come daily as needed. The collection of over 10,000 titles contains both English and Spanish books, is kept up-to-date by a part time media clerk as well as community and parent volunteers. Students are taught how to select books based on reading ability as well as interest level. Checkout and inventory is computer controlled.

Horace Mann is a leader in the use of technology in education at the elementary school level. The traditional computer lab has been replaced with mobile computer laptop carts and desktop computers in classrooms that request them. Every teacher is provided with an LCD projector in addition to a laptop computer used to prepare lesson plans or classroom presentations. Horace Mann School is equipped with a wireless network that can be accessed campus wide. At the annual Summer Institute for teachers, ongoing in-service is provided in the area of technology.

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

GATE students are identified via an annual district test. Differentiation teaching strategies are implemented to engage GATE students in the regular education classroom. With the implementation of the International Baccalaureate Primary Years Program (PYP), units of inquiry will be used in all classrooms to fully engage and excite the minds of all students, GATE and otherwise.

Special Ed

Horace Mann has a Special Day Class for upper grade students. An RSP program is available to assist individual students who require additional assistance in core academic areas. A full time Speech Therapist is on site.

At-risk students

Academic interventions provided to students may include: extended day, targeted instruction, tutoring, homework support and supervision as well as supplemental instruction provided by Resource Teachers as well as outside agencies. The FST team meets regularly to discuss and address the needs of low-performing students.

Students who are at risk emotionally are also part of the SST/FST process. In addition, Horace Mann provides services to these students via BSW (Bachelor in Social Work) Interns, the Bill Wilson Center/Center for Living with Dying (small group and individual therapy), and a referral process is in place to connect families and students with community organizations.

Horace Mann School is committed to the idea that all students can be successful and should receive any support necessary to achieve academic *and* social success.

English language learners

Horace Mann has eight ALA (Academic Language Acquisition) classes for English Learner (EL) Spanish speaking students. This program teaches EL/ALA students core academic subjects in their primary language until 3rd grade. Beginning in 3rd grade, EL/ALA students begin their formal transition into English Language Arts. All students in the ALA program have a parental exception waiver on file at the site.

Parents of EL students, who decide not to place their student in the ALA program, are enrolled in the Structured English Immersion (SEI) program. In this classroom environment, EL students are taught core subjects in English using SDAIE strategies.

An integral part the success of EL students in both ALA and SEI programs at Horace Mann is the English Language Development (ELD) component of instruction. In grades K-3, ELD is delivered through the District adopted Avenues program. EL students are grouped across grade level, ensuring that students are instructed at their language proficiency level. For grades 4 and 5, ELD is imbedded into the daily English/Language Arts block. Teachers also utilize GLAD strategies throughout the day to instruct students.

Horace Mann, in conjunction with the District's Parent Education Office, also offers ESL classes for parents to support their second language acquisition.

Students with disabilities

Students with learning disabilities are served and assisted by the RSP teacher, members of the Resource Team, and the site's full time Speech-Language Therapist. Occupational therapy is provided to all qualifying students.

After-school programs

A variety of site based and off site after-school programs are offered to Horace Mann students. The After School Allstars provides a comprehensive on site after school program that includes homework support, sports, and enrichment activities. Students enrolled in the City program who qualify for Supplemental Educational Service (SES) programs are also served through Extreme Learning and Tutor Works, based on parent ballot.

Boys and Girls Club, Playworks, Third Street Community Center, and the YWCA after school care program also offer after school programs to Horace Mann students.

Tutoring

Housed on the Horace Mann campus, Reading Partners provides one on one tutoring to students identified as reading below grade level. Students are referred to Reading Partners by their classroom teacher, and are given intense support in mastery of the California State Standards in Reading.

Peer tutoring

Playworks has implemented a *Junior Coach Program* where 4th and 5th grade students act as mentors for the younger students during lunch recess. The students meet once a week to review strategies they use and to review any concerns that arise from their interaction with 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	\$9,802	\$4,433	\$5,370	\$63,227
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	3.15%	9.59%	-1.61%	-9.34%
State			\$5,512	\$65,905
Percent Different - School Site and State			-2.58%	-4.06%

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	33	34	42	48	51	54	43	46	50
Mathematics	57	45	49	46	48	50	40	43	46
Science	19	27	43	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	72	81	*
Filipino	*	*	*
Hispanic or Latino	34	42	37
White (not Hispanic)	88	77	*
Male	38	47	43
Female	47	52	43
Economically Disadvantaged	34	43	35
English Learners	29	39	22
Students with Disabilities	18	24	46
Students Receiving Migrant Education Services	18	42	18

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	3	3
Similar Schools	4	6	4

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	29	-12	11	727
Hispanic or Latino	40	-31	-7	689
White (Not Hispanic)				
Socioeconomically disadvantaged	36	-18	-8	689
English Learners	58	-43	-18	670
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	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	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	In PI	In PI
First Year of Program Improvement Implementation	2009-2010	2009-2010
Year in Program Improvement	Year 1	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	22.1	34.9	17.4

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.