

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Reed Elementary

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Grades K-5



Principal

Bonnie Thurston
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2001-2002

San José Unified School District

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Superintendent

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Assistant Superintendents

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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 4.



Principal's Comments

Reed's Mission statement and motto are:
*Reed School's positive environment develops
Lifelong Learning Skills so that students become
productive, successful members of society.*
Reed School: Where EVERY child matters!

Reed Elementary School is a very special elementary school. For fifty years this pristine, quiet neighborhood school has provided an educational environment that has engaged students to be productive and successful. In 2001-2002 Reed was named a California Distinguished School because it met the high level criteria for a Distinguished School. English Language Arts, Math, Science and Social Studies continue to be Reed's curricular emphasis while integrating writing, technology, and the arts through all curriculum areas. Our goal is to continue to increase student achievement as measured by the California State Standardized Testing and Reporting System (STAR), and monitored through the year by the District Benchmark Assessments. Reed School teaches to the District and State standards and sets high expectations for all students. There is clear evidence that our students develop a solid foundation in reading, writing, and mathematics, utilizing reasoning and problem-solving techniques. High-quality instruction is specific to students' age and ability. Reed's policies, programs, and practices help children become life-long learners and responsible members of society.

Principal's Experience

Bonnie Thurston was the newly assigned Reed Principal for school year 2008-2009, joining San Jose Unified School District as an experienced Comprehensive School Improvement Leader, Professional Development Trainer and Intervention Specialist from the Live Oak School District in Santa Cruz, CA. Mrs. Thurston came to Reed with 36 years of experience in education, the last sixteen years are years of experience in the area of school improvement and literacy leadership.

Major Achievements

Reed School is very proud to have been named a California Distinguished School. Reed continued to make progress on the 2008-2009 California Standards Test. Reed's Academic Progress Index (API) was 853, making a 10 point gain. Reed met the targets schoolwide, and met two of three significant subgroup targets and met all Adequate Yearly Progress (AYP), which included 17 criteria. The staff and students are to be commended for their hard work and outstanding efforts to improve student achievement.

- Further Implementation of the Accelerated Reading Program
- Improved Technology Lab
- Targeted Interventions for Subgroup Populations
- Increased Effectiveness of Universal Access within the Language Arts Core Curriculum
- Expanded Classroom Strategies for Gifted Students
- Piloting of Cornerstone Asset Building Program for Social Development

Parental Involvement

Reed School has numerous programs that inform parents and provide avenues for participation. Parents are involved in the PTA, School Site Council, School English Language Advisory Committee, Parents of Gate Students, volunteers for Arts Vista and as helpers in the classrooms.

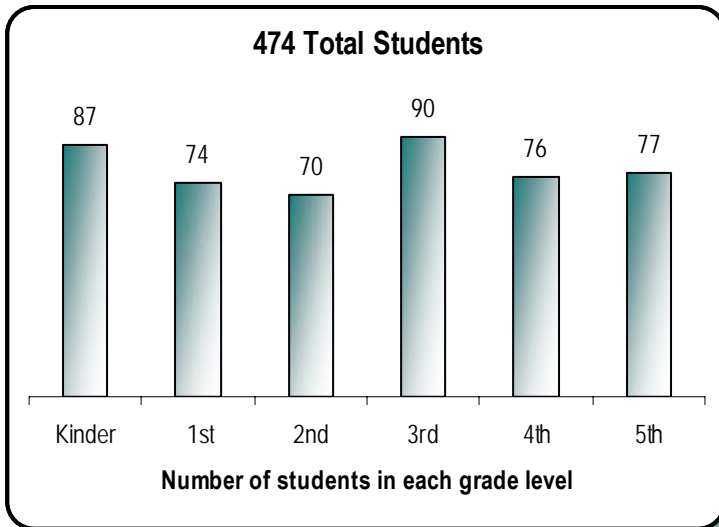
Through the PTA, parents volunteered over 12,000 hours during the 2008-2009 school year. Parents also donated over \$74,000 through fundraising. This money was used to fund assemblies, the Music program for K-5, and the support of classroom programs.

For further information on our parent volunteer program, please contact the principal, Bonnie Thurston at (408) 535-6247.

Climate for Learning

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	3.59 %
American Indian or Alaska Native	0.21 %
Asian	8.44 %
Filipino	2.11 %
Hispanic or Latino	36.29 %
Pacific Islander	1.05 %
White (Not Hispanic)	44.30 %
Multiple or No Response	4.01 %
Socioeconomically disadvantaged	28.00 %
English Learners	12.00 %
Students with disabilities	12.00 %



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	19.5	4			20.0	4			20.0	4		
1	19.3	3			19.0	4			20.0	3		
2	20.0	4			20.0	4			19.3	3		
3	30.0		2		30.0		2		30.0		3	
4	29.0		1		30.5		2		29.5		2	
5	29.5		2		29.0		2		31.0		2	
6												
K-3	20.0	1							20.0	2		
3-4	28.0		1		30.0		1					
4-8	30.0		1						30.0		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).

Safety

Reed's School Safety Plan is updated every school year with input from staff and parents. The staff reviewed the Safety Plan in August of 2008 and updated the final Safety Plan in October of 2008.

Staff members monitor students thirty minutes before school, during recess and while waiting for busses. An adult oversees our Safety Patrol crossing guards who cross other students each morning and after school. Student Conflict Managers help their peers solve problems at lunch recess. We hold monthly fire drills and earthquake/disaster drills four times a year. The School Safety Plan is revised yearly. The staff has been trained in Code Red a procedure that instructs staff of what to do during a major emergency.

Homework

Our homework policy is reflected in the District handbook as well as the Reed Handbook. Kindergarten through second grade students have 20 - 30 minutes a day of homework. Grades three through five can have homework assignments of 30 -60 minutes. Homework assignments are given Monday through Thursday. Reading assignments may include parents reading with their child. Children in grades 2-5 can receive homework assistance from the Homework Club three days a week before school begins.

Discipline

The Reed staff focuses on reinforcing and teaching for positive behavior. District and school policies are outlined in the Parent Handbook. A copy is provided to each parent at the beginning of the school year along with the District Behavior Handbook.

The Reed School Behavior/Courtesy Plan is designed to foster courtesy, respect, responsibility, and pride. Positive behavior is recognized in a variety of ways, including Positive Play Day, classroom rewards, and Bobcat tickets to "spend" in the Bobcat Store, which is open two times a month. Each student is valued in a nonjudgmental and noncompetitive environment. Reed pledges to be PeaceBuilders by pledging every morning as a full student body, studying the PeaceBuilder curriculum and using the PeaceBuilder language as a common language. In 2008-2009 Reed researched the Cornerstone curriculum, identified a coordinator, piloted the program in classrooms and prepared to launch a school wide program for year 2009-2010.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	5.8%	7.1%	1.5%	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

Reed Elementary School was built in the 1959-1960 school year and we will celebrate the 50th anniversary in 2009-2010. The PTA and the District completed installation of our new playground equipment in 1997. The PTA bought additional new playground equipment in 2002 for 1st and 2nd grades. We received a grant from the City of San José in 2004, which was used to purchase playground and fitness equipment that is used by all students. In 2006 all the blacktop area was resurfaced.

Many classrooms at Reed School were renovated during the summer of 2005 from funds generated by the Measure F bond. The office, cafeteria, rest rooms, and all classrooms received air conditioning, new flooring, new casework, and paint. The exterior of the school was painted. The student and adult restrooms were remodeled in 2004. In the summer of 2008 the office received new furniture. In the spring of 2009 plans were underway for an additional phase of Measure F, to replace the portable buildings along Glacier. A full time custodian maintains the classrooms, restrooms, and grounds. A nightly cleaning crew vacuums and mops.

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 5 deficiencies in this area. 4 deficiencies were for the need to clean AC/heating vents and the other was for a missing vent cover in Room DK4.
Interior Interior surfaces				✓	There were 12 deficiencies in this area. Baseboard missing in Room A6, ceiling tile missing in preschool rest-room, bent ceiling tile in Room E12, ceiling tile missing in Room E1A and E4, window blinds need to be installed in Room D5 and D4, ceiling tiles missing in Room D1 and DK3.
Cleanliness Overall cleanliness, Pest/Vermin Infestation		✓			There was 1 deficiency in this area. Window ledges in Room C2 need to be cleaned.
Electrical				✓	There were 15 deficiencies in this area. They all were for the need to replace burned out light bulbs or repair entire banks of lights.
Restrooms/Fountains Restrooms, Sinks/Fountains		✓			There were 6 deficiencies in this area. There was a bad taste in the water in 4 classrooms, plumbing not complete in Room #12 and a sink plug in boys restroom does not work.
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs		✓			There were 5 deficiencies in this area. There is a missing bolt on paneling in kinder playground, steering wheel on large playground needs to be adjusted to proper height, rain gutter needs repair outside room D5, rain gutters blocked outside Room E3,.
External Playground/School grounds, Windows/Doors/Gates/Fences		✓			There were 3 deficiencies in this area. Window latch broken in Rm E1C, E2, D4.

Overall Summary of School Facility Good Repair Status as of September 1, 2009

Facility Condition	Exemplary	Good	Fair	Poor
			✓	

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2006-07	2007-08	2008-2009	2008-09
With Full Credential	22	22	24	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.



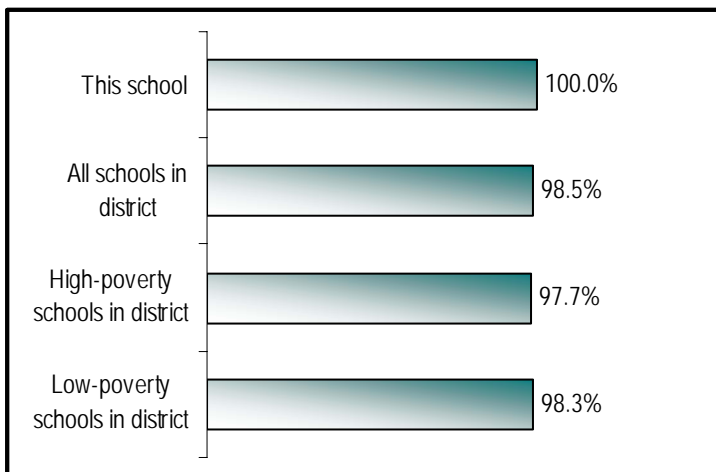
Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-2008	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

The principal meets individually with teachers to discuss goals and review test scores. Class visits and walk-throughs take place on a regular basis and are ongoing throughout the year. All new teachers are given a mentor by the District. Teachers are evaluated every other year as outlined in the teachers bargaining unit contract and through district wide procedures. All teachers are formally evaluated using the District Teacher's Evaluation Document (TED) which reviews the Teaching Standards.

Professional Development

Teachers and the administrator participate in three professional development days per year. During these days, our staff might receive training in specific skill area such as writing instruction, technology, and/or differentiation techniques. Data and specific areas of need guide the staff to determine the staff development needed to improve student achievement. The primary area of focus during the 2008-2009 school year was language arts and differentiation. District speakers were invited to facilitate and lead the training in Accelerated Reader, Universal Access and Strategies to Engage and Extend Student Learning.

Teachers were supported through out the school year with follow up discussions at staff meetings and grade level meetings. Teachers were supported at one to one discussions with the principal.

Substitute Teachers

We are fortunate to have a group of retired teachers from our school and from nearby schools serving as substitutes. Reed also has the benefit of having many parents who are qualified credentialed teachers taking time off to raise their children who substitute for us. When a substitute cannot be found for a class, the principal or Reed's DOP Counselor serve as the substitute.

Support Staff

In 2008-2009 our Drop-Out Prevention counselor was a .6 staff member. We have a Health Clerk, 5 days per week, 6 hours per day, and a School nurse is on campus one day per week. Reed has 10 hours of Library Media staff and an Instructional Associate in the Computer Lab. Our Technology Support is our Computer Lab IA who supports our technology for an additional 10 hours per week.

Curriculum

Reading and Writing

K-5 teachers use the Houghton Mifflin Reading series, various core literature titles as designated by the District, leveled reading books, and the Accelerated Reading program as our incentive program. The *Avenues* series is used for English Language Development.

Reed school uses the Step Up To Writing and Writing Tools program that focuses on paragraph essay development, writing conventions and various types of genres. Writing performance based assessments are given three times a year to monitor student progress.

Math

We use the Harcourt Math series for grades K-5. Students receive a consumable and a non-consumable pupil textbook. Teachers use a variety of materials to assist students develop math skills using visual aids and manipulatives. Students learn the concepts of number operations, probability, and statistics. Each unit ends with a unit review and a unit test that teachers use to monitor progress. A last math series based on the State Standards, was adopted for the 2002-2003 school year. A new series will be implemented in 2009-2010. Math performance based assessments are given three times a year to monitor student progress.

Science

Reed implements the Scott Foresman Science Program. Our school also uses the FOSS Science for hands-on science activities and Growing Healthy Kits an Anti-Tobacco curriculum. Students develop an understanding and apply the concepts of physical, life, earth, and space sciences. Our goal is that students have the opportunity to use scientific tools and technologies, be able to understand and conduct scientific information and processes, and understand how science affects their surroundings.

Fifth graders have the opportunity and are encouraged to attend Camp Campbell Outdoor Science Camp for four days and three nights.

Social Studies

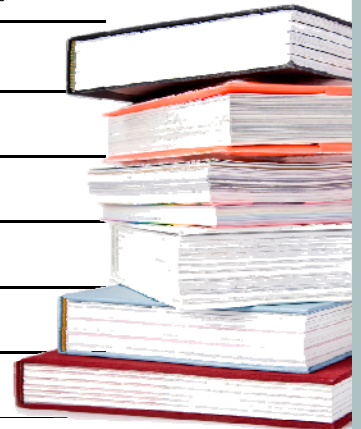
Our school uses the Harcourt Brace Social Studies in grades K-5. Supplementary texts and audio visual aids are also used. Each teacher incorporates historical, geographic, economic, cultural, and civic values appropriate for their grade level in order to address social studies concepts. The fifth graders participate in a Law Related course as part of their social studies curriculum. A schoolwide International Day Assembly is performed by students for their parents at the end of the year. Students sing songs and perform dances from other countries after learning key information about the country. One of our teachers received a diversity award for this cultural performance.

Textbooks

Each student is assigned core curriculum textbooks that are aligned with the State standards and are provided for every student in the subject areas of Language Arts, Mathematics, Science, and Social Studies. Generally, materials are adopted every seven years on a rotating schedule. New science materials were in the classrooms in the 2008-2009 school year. New math materials were adopted and will be implemented in the 2009-2010 school year.

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' needs are addressed by their classroom teacher. Their teacher provides students accelerated and differentiated curriculum and projects. The GATE Parent group advises School Site Council, which then determines the use of GATE funds in the Single Plan for Student Achievement. In the spring of 2009 all teachers of GATE students revisited powerful strategies for GATE students in a series of professional development trainings. Reed also piloted a student group program for GATE students as a project based learning experience.

Special Ed

Reed has a full-time Resource Specialist Program Teacher (RSP) with a full-time Aide and a full-time Speech Language Program (SLP) teacher. Reed has two Special Education classes with trained specialized staff who teach children identified with special needs. One is a Severely Handicap Pre-school and the other is a partnership SJUSD has with Eastfield Ming Quant (EMQ) Mental Health agency that serves students identified as Emotionally Disturbed in a K-5 grade setting. The District has assigned an Occupational Therapist to be at our school one day per week. A District Psychologist is also assigned to Reed one day per week.

At-risk students

At-risk students are identified early on and monitored through the year. Teachers are encouraged to bring at-risk students to our Student Success Team (SST), which is a collaboration of teachers and parents who collectively offer researched based intervention strategies to make the student successful. An Action Plan is developed and a timeline is set for the Action Plan to be implemented. The Action Plan is revisited in six-week periods until the student is successful.

English language learners

Reed's English Language Learners receive support from an instructional associate under the direction of the Principal and the child's classroom teacher. All English Language Learners receive daily English language instruction and immersion.

Students with disabilities

Students with disabilities receive services as outlined in their Individualized Education Plan (IEP) or their 504 plan. Our facilities have accommodations for students with physical disabilities.

After-school programs

Reed School has a YMCA located on campus for childcare before and after school. They provide childcare and recreational activities. Students can also participate in various after school fee based activities such as chess and art classes.

Tutoring

Reed School has a three-day a week "Before School Homework Club" for students in grades second through fifth, who need assistance in academics. Students must be referred by their teachers to participate in the program.

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	\$9,266	\$3,405	\$5,861	\$74,044
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	-2.49%	-15.82%	7.38%	6.17%
State			\$5,512	\$65,905
Percent Different - School Site and State			6.33%	12.35%

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	62	62	65	48	51	54	43	46	50
Mathematics	64	74	71	46	48	50	40	43	46
Science	42	54	41	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	54	69	*
American Indian or Alaska Native	*	*	
Asian	81	81	*
Filipino	*	*	
Hispanic or Latino	50	59	17
White (not Hispanic)	73	78	49
Male	60	73	51
Female	72	69	20
Economically Disadvantaged	45	59	19
English Learners	32	59	*
Students with Disabilities	29	47	33
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	8	8	8
Similar Schools	2	2	3

API Changes by Student Group -- Three Year Comparison

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

	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All students at this school	17	21	10	853
Hispanic or Latino	-22	28	0	797
White (Not Hispanic)	38	6	31	877
Socioeconomically disadvantaged	6	46	28	774
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
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
5	24.4	30.8	30.8

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/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.