

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Terrell Elementary

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Grades K-5



Principal

Lynn Hyssop
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1999-2000
2005-2006

San José Unified School District

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Superintendent

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Board of Education

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Leslie Reynolds Trustee Area 5

This school is in Trustee Area 4.



Principal Comments

Spring marks the 10th year all Terrell's student groups exceeded AYP targets set by Federal expectations on the California Standards Tests. Terrell's API (the State report card) had a dramatic increase from 798 to 809! Students, their parents and our staff form powerful partnerships to achieve this level of academic success. Motivated, goal-oriented students, involved parents, strong instructional practice and programs/instructional strategies such as our school-wide Accelerated Reader & Math, Thinking Maps, academic field trips and assemblies, expanded use of technology in the classrooms, our iMac lab, and our expanded science lab curriculum provide exciting and challenging learning opportunities to support student success.

Principal's Experience

Anita Sunseri retired in June of 2009, after seven years as principal of Terrell Elementary. She was the principal for the 2008-2009 school year represented in this SARC Report

In July 2009, Lynn Hyssop became the new principal of Terrell. Prior to this principalship, Lynn spent several years in SJUSD as a teacher at Hester Elementary, and a Title I teacher at Willow Glen Elementary. Last year, Lynn was an Assistant Principal at Willow Glen Middle School. Lynn has been an educator for 34 years. Twenty-two years were in Canada, and the past 12 years with San Jose Unified School District.

Major Achievements

- Scored 809 on State Level Academic Performance Index (API), an increase of 15 points
- All groups made the Federal Annual Yearly Progress (ATP) targets:
 - School wide % at Proficient/Advanced in ELA 54.5%
 - School wide % at Proficient/Advanced in math 54.5%
- API-Certificate of Achievement for meeting and exceeding both Title III AMAO, I and II for 5 consecutive years 2004-2009
- Accelerated Reader: Terrell students read 24,449,331 words for the school year 2008-2009
- Attendance has increased to 96.43% with a yearly increase of more than .23%
- Higher than district and state percentage of Reclassifications for ELL students at 19.4%

Parent Involvement

Parents have many opportunities to become involved at Terrell during the school day and after school.

Many parents volunteer during the school day in the classrooms by:

- Reading with students
- Providing 1:1 assistance to students in reading and math
- Assisting with clerical help and preparing materials
- Participating in various programs such as ABC parents and Los Diches

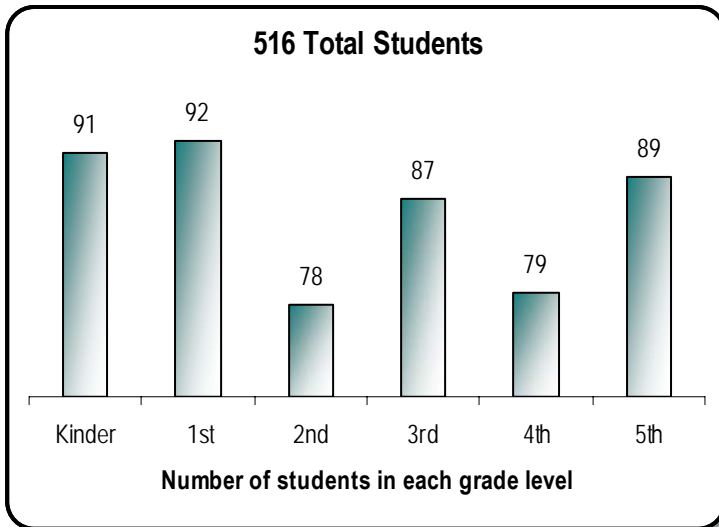
Parents are welcomed to attend SELAC and the Principal Coffee meetings held once a month on campus.

After school hours, parents are encouraged to attend PTA meetings and join one of the various committees that support our students and our school.

School Site Council (SSC) gives parents the opportunity to be involved in the operation of the school. SSC approves the school's annual student achievement plan and the Categorical budget.

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	13.37 %
American Indian or Alaska Native	0.58 %
Asian	13.18 %
Filipino	2.91 %
Hispanic or Latino	42.83 %
Pacific Islander	0.78 %
White (Not Hispanic)	23.26 %
Multiple or No Response	3.10 %
Socioeconomically disadvantaged	49.00 %
English Learners	18.00 %
Students with disabilities	11.00 %



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	20.0	4			19.3	4			19.7	3		
1	19.5	4			20.0	4			19.8	4		
2	20.0	3			18.8	4			19.4	5		
3	28.8		4		29.3		3		29.5		2	
4	28.3		3		30.7		3		31.0		2	
5	29.3		3		28.7		3		31.0		2	
6												
K-3	20.0	1			20.0	2			20.0	1		
3-4									30.0		2	
4-8									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).

Climate for Learning

Safety

At Terrell, the safety and the welfare of each student is of the utmost importance. To that end the school grounds are monitored before and after school as well as during recesses by playground supervisors. A crossing guard assists students crossing Pearl Avenue before and after school. Our school parking lots are also monitored for safety before and after school during student drop off and pick up.

Monthly fire drills are held to prepare students in the event of an emergency. The school participates in district-wide disaster drills that are coordinated with district personnel for assistance when necessary. The school safety plan was updated and reviewed with staff in October 2008.

Homework

The homework policy as outlined in the Student Parent Information Handbook is used as a guideline for our teachers when assigning homework. Each grade level is assigned homework Monday through Thursday using the number of minutes outlined in the handbook.

Discipline

Terrell Elementary is a welcoming school. The staff and parents help to create a warm, nurturing environment that encourages students to be the best they can be. A committee of parents and teachers has developed a discipline policy that outlines the school rules and possible consequences. These are regularly reviewed with students during the Monday Flag Assembly. The overall goal at Terrell Elementary is to create a safe, caring environment that is inclusive and promotes academic success. All staff members are involved in, and support student development at our school. Terrell's key words are Respect and Responsibility.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	1.6%	4.3%	12.5%	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

Students and staff take pride in the way our school looks and work to keep it looking great. Each class participates in a recycling program for paper, cans and bottles, which is coordinated by the upper grade classes.

The buildings and facilities are in good repair, clean and adequate for the needs of both the students and staff. The grounds surrounding Terrell are shared with Terrell City Park and provide a green environment for all who attend Terrell.

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 9 deficiencies in this area. They were all for the need to clean AC/Heating vents.
Interior Interior surfaces		✓			There was 2 deficiencies in this area. Cobwebs need to be cleaned in Room 13 and 2 ceiling tiles need to be replaced in Room 27.
Cleanliness Overall cleanliness, Pest/Vermin Infestation	✓				
Electrical				✓	There were 22 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 4 deficiencies in this area. Drinking fountains need to be cleaned, sink drips in Room 31,
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs	✓				
External Playground/School grounds, Windows/Doors/ Gates/Fences		✓			There were 2 deficiencies in this area. Steering wheel loose by stairs in kinder playground, door drags in Room 14C.

Overall Summary of School Facility Good Repair Status as of August 28, 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	30	30	28	1503
Without Full Credential	1	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.



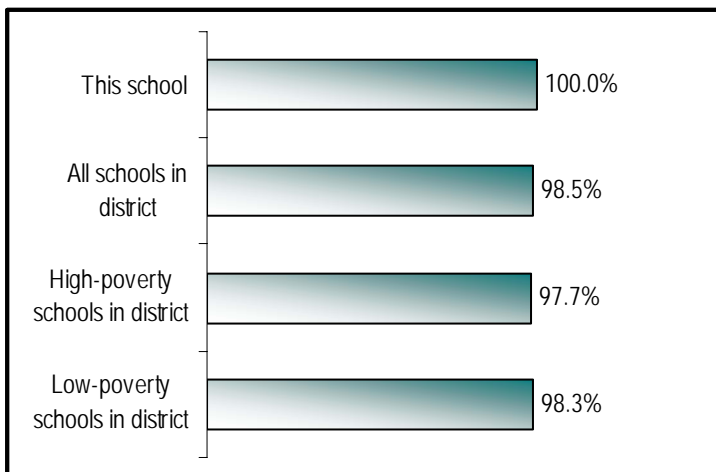
Teacher Misassignments and Vacant Teacher Positions

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

Our teachers are highly qualified and credentialed with most having master's degrees in the area of education.

Teachers are evaluated on a rotating basis every two years by the school principal using criterion defined by the SJTA contract and district wide procedure. The evaluation process includes formal observations, principal conference and an observation summary. Teachers identified as needing assistance are assigned a mentor and provided with the opportunity for training. This is also defined by SJTA contract and district procedure.

Professional Development

Teachers and administrators meet throughout the school year to address specific topics such as assessment, skill development, curriculum changes and/or use of technology in the classroom.

Annually, 6 days are put aside by the district for staff development/in-service days. Teachers are also encouraged to attend after school hour workshops and conferences offered by the district.

Substitute Teachers

Terrell draws from a pool of highly qualified substitute teachers, many of whom have recently retired from our staff. These substitute teachers are familiar with the existing programs and are able to continue the established instructional programs in the classroom teacher's absence.

Curriculum

Language Arts

Language Arts lessons based on California Standards are taught in grades K-5. All our teachers have been trained in the assessment and instruction of necessary skills to makes students successful readers. Students are grouped by ability during Language Arts activities with each student's needs addressed by either the classroom or resource teacher. In addition, teachers are able to differentiate lessons within the classroom to meet the needs of all students through universal access practices. Core textbooks and level literature books are used for instruction. Student skills are monitored and modifications are made as needed. Each student who has reached a specific reading level participates in the Accelerated Reading Program. This program rewards students at various levels of reading comprehension and skill. Each semester at an awards assembly, students are recognized for their achievement and a luncheon is provided honoring these students.

Step Up to Writing is a disciplined structured program that makes writing standards accessible to each student. Students at Terrell are able to develop skills in a methodical way that gives them the skills to help them become good writers throughout their educational careers.

Mathematics

Math lessons are taught based on California Standards in grades kindergarten through fifth grade. These lessons incorporate adopted textbook materials, manipulatives and computer generated programs to teach students necessary math concepts and fluency. Teachers are able to differentiate lessons to meet the needs of all the students using universal access practices and Accelerated Math. Universal access is used by the teacher to provide small group intensive tutoring, while Accelerated Math reinforces skills and allows student to work at their own ability level and succeed at his/her personal best.

Social Studies

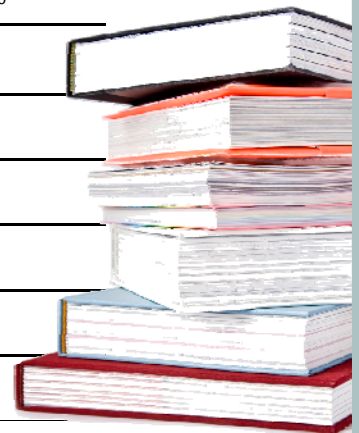
History, civics and geography are taught based upon California Standards. Using district adopted textbooks, library resources and the Internet, students at all grade levels integrate reading, writing and even math in many of the Social Studies activities. Local field trips give students a way to connect what they have read at school with real life experiences. Our fifth grade students traveled to City Hall and spent a day with officials seeing how the city operates and our fourth graders visit the San Jose Historical Museum and bring back their newly gained knowledge to reenact the events surrounding the Gold Rush.

Science

At Terrell, science instruction is based upon California Standards. Individual concepts are introduced through classroom discussion, demonstrations and hands on experiences at each grade level using the newly adopted state series. In addition to the thematic units presented in the classroom, students weekly have the opportunity to participate in lessons provided our Life Lab. Our Life Lab was developed through a community effort and gives the students the opportunity to learn about the environment and how important it is for all of us. Fifth grade students also have the added opportunity to attend science camp for one week at Walden West in Saratoga. Here the students learn about the varied habitats and wildlife in the Santa Cruz Mountains. Individual fifth grade science projects are presented at our Spring Open House.

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

Textbooks

All students at Terrell have access to all textbooks and instructional materials in each core subjects. These textbooks are in good condition and in ample quantity.

Specialized Programs

A team of resource teachers works with students to develop skills necessary for success at school and encourage each student to do his/her personal best.

Early Literacy Program

An Early Literacy Specialist provides instruction, assessment and leadership for the reading program at Terrell. This resource teacher works with small groups of at-risk students to strengthen their reading skills as well as working with teachers to increase their knowledge and use of effective reading strategies in their classroom.

COST

The Coordination of Services Team meets twice a month to identify services needed to address academic and behavioral concerns of at-risk students.

The goal of COST is to support these students and their families by connecting them with appropriate school and/or community services. The team is typically comprised of the school's counselor, nurse, principal, resource teachers and special education support staff.

GATE

All second grade students are tested for GATE. Students who score in the 97th percentile or above are identified as gifted. Terrell teachers are highly trained in strategies determined to meet the needs of our gifted students. For the 2008-2009 school year, 77 % of our gifted students tested Proficient or Advanced on the CSTs in both English Language Arts and Math.

Title I

Our school qualifies for additional funding from the Federal Government based upon the number of students who receive free or reduced-cost lunches. Terrell's Title 1 money is used to fund three highly qualified resource teachers. These teachers work with small groups of students providing intensive instruction in the areas of language arts. Title I monies are also used to support Parent Education and Parent Involvement.

Project Cornerstone

Terrell is proud to be a "Cornerstone School". For five years, parents and teachers have participated in this community-based program encouraging students to do their personal best. We have ABC parents readers/leader and/or Los Dichos de la Casa reader/leaders in all our general education classrooms weekly heightening student awareness of the importance of respect and feeling safe at school.

Attendance Program

The school counselor, attendance registrar and the school nurse work together with students and their families to develop good school attendance habits and provide support for parents whose children have attendance challenges. This is evident in Terrell's decreased tardiness and increase in attendance over the past year. Students are recognized as a class for good attendance each Monday during a school-wide assembly. Classes who maintain a high attendance percentage (98%) over a six-week period are rewarded with a golden flag and a special treat/activity. Students who have perfect attendance for the school year attend a special party and group activity.

ELD Program

Terrell is an SEI (Structured English Immersion) school. Each teacher on staff is trained in EL methodology to meet the needs of the English Language Learner. Each individual classroom teacher address linguistic needs of the EL students with a program based upon test scores and individual progress. The English Language Instructional Coach (ELIC) assists the classroom teacher in the design of the individual programs. The coach also oversees SELAC (School English Learners Advisory Committee). Our monthly SELAC meetings provide a smooth transition between home and school for our non-English speaking families offering a forum for discussion and education.

Special Education

A Special Education Specialist and a fulltime instructional associate provide students who have been assessed and are eligible for Special Education with individualized instruction in both the general education classroom and pullout program.

Two Special Day Classes provide specialized instruction for students with severe disabilities in grades K-5. These students receive services in their special education classroom.

Our preschool classes are part of SJUSD autistic program in collaboration with Morgan Center. These two classes provide services to students with autism in a 1:1 environment following structured schedule.

In addition to classroom instruction, Speech Therapy, Occupational Therapy and Adaptive Physical Education are also provided to qualifying students.

Extracurricular Activities

With the sponsorship of the City of San Jose, our Homework Center provides 4th and 5th grade students assistance with homework and other schoolwork. This center operates Monday, Wednesday and Thursday after school under the direction of one of our fifth grade teachers at no cost to parents.

The YMCA offers a three-hour after school program providing homework assistance, curriculum enrichment in Language Arts and Math based on the pacing calendar, and a fitness program "Fit for Life". Participation in this program is by teacher referral and is free to parents.

Terrell Tiger chorus provides students the opportunity to sing and perform together. The chorus practices before school and performs for the student body and twice a year for the parents.

"Art Angels" brings the love of art and creativity to the classroom. Students engage in a variety of art activities that provide the opportunity for all students to succeed. The school mural in the quad is the most recent example of our students' fine work. Student work is also displayed at our Open House each spring.

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	\$10,821	\$5,100	\$5,720	\$72,415
District	\$9,107	\$3,912	\$5,195	\$65,633
Percent Difference - School Site and District	18.82%	30.37%	10.11%	10.33%
State			\$5,512	\$65,905
Percent Different - School Site and State			3.77%	9.88%

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).

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.

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.

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	53	51	54	48	51	54	43	46	50
Mathematics	55	55	54	46	48	50	40	43	46
Science	33	62	60	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	46	37	*
American Indian or Alaska Native	*	*	*
Asian	73	80	71
Filipino	*	*	*
Hispanic or Latino	41	44	43
White (not Hispanic)	73	69	86
Male	50	49	56
Female	58	59	63
Economically Disadvantaged	46	47	54
English Learners	37	39	29
Students with Disabilities	25	28	*
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	7	7	7
Similar Schools	7	5	6

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	7	15	-11	709
Asian	-15			
Hispanic or Latino	13	-16	2	742
White (Not Hispanic)	-4	38	-8	876
Socioeconomically disadvantaged	20	20	-4	778
English Learners	-8	22	-4	764
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	15.5	28.6	36.9

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.