

# School Accountability Report Card

Reporting for school year 2009-2010

Published in 2010-2011

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

*855 Lenzen Avenue  
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### Superintendent

Vincent C. Matthews, Ed. D.

### Assistant Superintendents

Dr. William J. Erlendson  
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**This school is in Trustee Area 4.**



## Principal Comments

At Terrell our mission is to believe in, and support the academic and social skill development of every child. Our work is to prepare our students for middle school, high school and beyond. We focus on the whole child, through standards based instruction, building assets, self confidence, and the desire to be a life long learner. We celebrate our diversity, and believe that our students will be successful members of society with skills and knowledge to make a difference.

The highly qualified staff at Terrell is committed to: 1) creating and supporting a safe, caring school environment 2) student achievement through setting and reaching academic goals 3) the development of a Terrell school community where all partners are actively involved in the education of its children.

Terrell's Highlights:

- for 11 years, all Terrell's student groups have met AYP targets
- an English Learner Instructional Coach & a Title 1 Resource Teacher
- full time DOP Counselor
- School wide AR Program
- implementation of Thinking Maps school wide
- expanded use of technology in the classroom
- strong, supportive PTA & active SELAC & SSC
- Monet's Garden – run by our very own Art Angels
- ABC Parents & Los Dichos (Cornerstone Programs)
- YMCA After School Programs

Terrell shares the District's Mission Statement: "all students will meet or exceed state and district academic and Lifelong Learning Standards."

## Principal's Experience

In July 2009, Lynn Hyssop became the 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. In 2008, Lynn was an Assistant Principal at Willow Glen Middle School. Lynn has been an educator for 35 years. Twenty-two years were in Canada, and the past 13 years with San Jose Unified School District.

## Major Achievements

- All groups made the Federal Annual Yearly Progress (AYP) targets in both ELA and Math.
- Scored 827 on State Level Academic Performance Index (API). This is a 30 point increase.
- School wide % at Proficient/Advanced in ELA 63%
- School wide % at Proficient/Advanced in math 60%
- Certificate of Achievement for meeting and exceeding both Title III AMAO, I and II for 6 consecutive years 2004-2010.
- Accelerated Reader: Terrell students read 58,860,637 words for the school year 2009-2010.
- Higher than district and state percentage of Reclassifications for ELL students at 17.9%.

## Parent Involvement

At Terrell, we continue to work towards maximizing Developmental Asset #6: "Parent Involvement in Schooling" –parents are actively involved in helping a young person succeed in school." Enhancing communication between school and families is a goal at Terrell. We believe that active, involved adults help to create a successful school.

Parents have many opportunities to become involved at Terrell during the school day and after school. Our Parent Liaison gives leadership to this important aspect of Terrell Elementary.

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

Reading with students

Assisting with clerical help and preparing materials

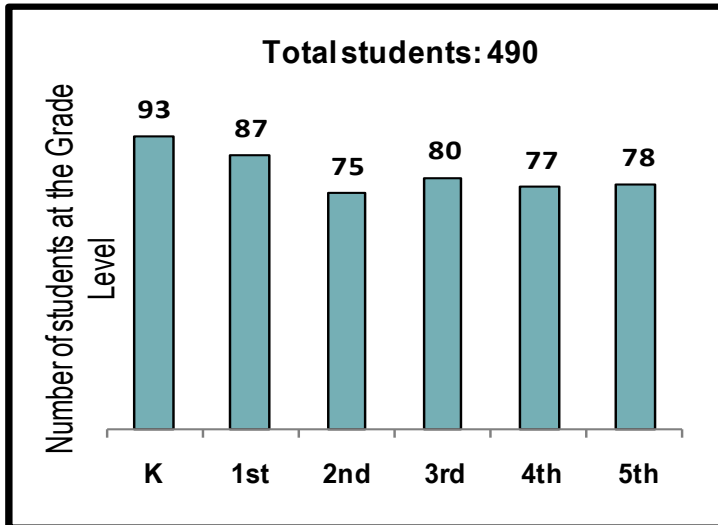
Participating in various programs such as ABC parents, Los Dichos and FunVisors.

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

## 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 2009-2010 school year.



African American	11.63 %
American Indian or Alaska Native	0.41 %
Asian	11.84 %
Filipino	3.47 %
Hispanic or Latino	40.41 %
Pacific Islander	0.61 %
White (Not Hispanic)	27.55 %
Multiple or No Response	0 %
Socioeconomically disadvantaged	55.00 %
English Learners	21.00 %
Students with disabilities	12.00 %



## Class Size

### Average Class Size and Class Size Distribution

Grade	2007-2008				2008-2009				2009-10			
	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	19.3	4			19.7	3			27		3	
1	20.0	4			19.8	4			27		3	
2	18.8	4			19.4	5			24.7		3	
3	29.3		3		29.5		2		24.7		3	
4	30.7		3		31.0		2		30.0		2	
5	28.7		3		31.0		2		29.5		2	
6												
K-3	20.0	2			20.0	1			9	1		
3-4					30.0		2		9	1		
4-8					31.0		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).

student achievement plan and the Categorical budget.

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

## 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 2009.

### 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 , Responsibility and Personal Best.

Suspensions and Expulsions—3 year comparison

	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Rate of Suspensions</b>	4.3%	12.5%	1.84%	13.6%	11.8%	5.17%
<b>Rate of Expulsions</b>	0.0%	0.0%	0.0%	0.2%	0.2%	0.19%
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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		✓			There were 2 deficiencies in this area. They were all for the need to clean AC/Heating vents.
<b>Interior:</b> Interior Surfaces			✓		There were 7 deficiencies in this area. Wall fabric torn, floor tiles cracked, hole in wall, paint peeling under white board, and a missing ceiling tile.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	✓				There was 1 deficiency in this area. Yellow stain in tile in Rm 29.
<b>Electrical:</b> Electrical				✓	There were 14 deficiencies in this area. They were for the need to replace burned out light bulbs and a wall outlet loose.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	✓				
<b>Safety:</b> Fire Safety, Hazardous Materials	✓				There was 1 deficiency in this area. No extinguisher in K-2
<b>Structural:</b> Structural Damage, Roofs	✓				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	✓				

### Overall Summary of School Facility Good Repair Status as of August 21, 2010

Facility Condition	Exemplary	Good	Fair	Poor
		✓		

## Teacher and Staff Information

### Teacher Credentials

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	30	28	20	1360
Without Full Credential	0	0	1	59
Teaching Outside Subject Area of Competence	0	0	0	2

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.



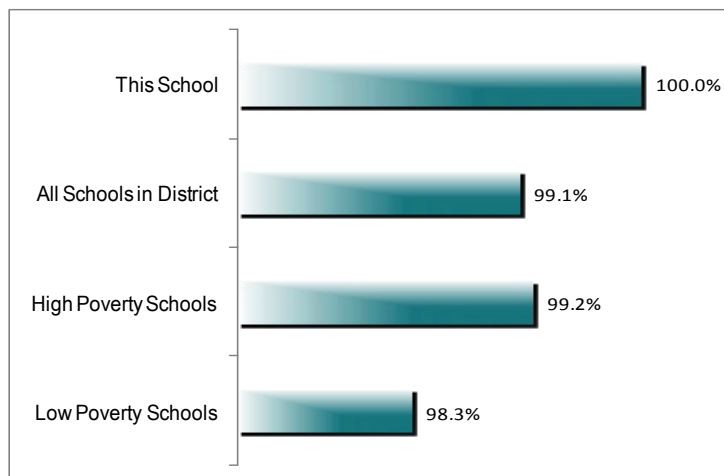
### Teacher Misassignments and Vacant Teacher Positions

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 make 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. At the end of each marking period, an AR awards assembly is held. Students are recognized for their achievement and a luncheon is provided honoring these students.

LANGUAGE! program is offered as an intervention for students in grades 4 and 5 identified at risk on their CST scores.

VOYAGER: a strategic intervention which provides early and immediate support to students who are not making adequate progress in core reading. Students will be selected to participate in this after-school intervention in Grades K-3.

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 K-5. 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. Our third graders visit the Campbell Historical Museum to learn about local history.

## 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.. Fifth grade students also have the added opportunity to attend science camp for one week at Walden West in Saratoga. Through comprehensive lessons that adhere to 5<sup>th</sup> grade standards, students learn about the varied habitats and wildlife in the Santa Cruz Mountains. In addition, individual fifth grade science projects are presented at our Spring Open House.

A non-profit organization, Art Angels, is committed to the staff and students of Terrell Elementary. The group gives students art instruction throughout the year as part of their school day. Art Angels has also developed a “Monet’s Garden” on our school grounds. In this special location, art classes and community events take place.

## 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.

QUALITY, CURRENCY, AND AVAILABILITY OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS		
	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/ Language Arts	0%	No
Mathematics	0%	Yes
Foreign Language	0%	Yes
Science	0%	Yes
History-Social Science	0%	Yes
Health	0%	K-5 Yes 6-8 No
Science Labora- tory Equipment (grade 9-12)	0%	Yes

A list of textbooks and adoption dates is available at:  
[http://www.sjUSD.org/schools/documentation/downloads/Textbook\\_listing.pdf](http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf)

## 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 97<sup>th</sup> 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 (95%) 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. Fourth and fifth grade classroom teachers 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. K-3 ELs are grouped for daily ELD instruction.

## Special Education

A Special Education Specialist and a full-time instructional associate provide resource assistance to students who have been assessed and are eligible for Special Education services with 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 as well as participating in activities with their general education peers.

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

Speech Therapy, Occupational Therapy and Adaptive Physical Education services are provided to qualifying students.

## Extracurricular Activities

With the sponsorship of the City of San Jose, our Homework Center provides 4<sup>th</sup> and 5<sup>th</sup> 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 2008-2009)

### 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	11,910.68	6,558.38	5,352.30	67,946.01
District	9,302.70	4,038.27	5,264.43	66,170.00
Percent Difference - School Site and District	28.03%	62.41%	1.67%	2.68%
State			5,681.00	68,179.00
Percent Different - School Site and State			-5.79%	-0.33%

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 \$9,303 per student in the 2008-09 school year, compared to \$8,825 per student spent on average by all unified districts in the state. Total operating expenses for the 2008-2009 year were \$279,871,911. Additional details about San José Unified's expenditures can be found on the Ed-Data web site ([www.ed-data.k12.ca.us](http://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 2008-09)

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	\$42,969	\$42,377
Mid-Range Teacher Salary	\$71,000	\$67,667
Highest Teacher Salary	\$86,290	\$87,102
Average Principal Salary (Elementary)	\$106,935	\$108,894
Average Principal Salary (Middle)	\$111,600	\$113,713
Average Principal Salary (High)	\$134,522	\$124,531
Superintendent Salary	\$245,309	\$223,323
Percent of Budget for Teacher Salaries	37.10 %	40.20 %
Percent of Budget for Administrative Salaries	5.40 %	5.50 %

## 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>. Program information regarding the STAR Program can be found at <http://starsamplequestions.org/welcome.html>

*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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	51	54	62	51	54	56	46	50	52
Mathematics	55	54	60	48	50	51	43	46	48
Science	62	60	62	50	52	57	46	50	54

## 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	History-Social Science
All Students in the LEA	57	52	57	50
All Students at the School	62	60	61	
Male	59	55	56	
Female	66	66	71	
African American	57	51	*	
American Indian or Alaska Native	*	*	*	
Asian	65	75	62	
Filipino	71	57	*	
Hispanic or Latino	58	54	57	
Native Hawaiian or Pacific Islander	*	*		
White (not Hispanic)	71	67	69	
Two or More Races				
Socioeconomically Disadvantaged	53	56	52	
English Learners	45	46	25	
Students with Disabilities	49	51	*	
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	2007	2008	2009
Statewide	7	7	6
Similar Schools	5	6	2

### 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
	2007-08	2008-09	2009-10	2010
All students at this school	15	-11	30	827
Asian				
Hispanic or Latino	-16	2	67	808
White (Not Hispanic)	38	-8	-10	856
Socioeconomically disadvantaged	20	-4	24	801
English Learners	22	-4	34	797
Students with Disabilities				

### Adequate Yearly Progress (AYP)

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes
<p>This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.</p>		

## Federal Intervention Program (School Year 2010-11)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2009-2010
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	13
Percent of Schools Currently in Program Improvement	N/A	25
Detailed information about PI identification can be found at the CDE AYP Web page at <a href="http://www.cde.ca.gov/ta/ac/ay/">http://www.cde.ca.gov/ta/ac/ay/</a> .		

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 (2009-2010)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7	23.6	23.6

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*

## San José Unified School District

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

San José Unified's SARCs are prepared by the Office of Educational Accountability  
**(408) 535-6194** ▼ Fax (408) 535-2308

<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.