



# East Side Union High School District

## W. C. Overfelt High School School Accountability Report Card Summary

(The full SARC can be found on the East Side Union web site at [www.esuhd.org](http://www.esuhd.org))  
June, 2003

### MESSAGE FROM THE PRINCIPAL

Dear Parents:

The information in this summary is designed to provide you with an overview of the school's direction and progress.

More detailed information can be found in the full School Accountability Report Card on the school's and district's websites. The data in this report is from the California Department of Education and information is only available through 2001-02.

I am pleased to report that our school is making progress.

### DEMOGRAPHIC INFORMATION

#### Student Enrollment by Grade Level

Grade 9 .....	446
Grade 10 .....	494
Grade 11 .....	455
Grade 12 .....	387
Ungraded Secondary .....	14
Total .....	1796

#### Student Enrollment by Ethnic Group

African American	2.4%
American Indian or Alaska Native	.1%
Asian-American	14.3%
Filipino-American	12.1%
Hispanic	66.6%
Pacific Islander	1.9%
European American	2.6%

#### Student Populations Requiring Support

Percent of English Language Learners	38.5%
Percent of Special Education Students	10.1%
Percent qualifying for Title I Support (free and reduced lunch qualifiers)	40.0%

### SCHOOL CONTACT INFORMATION

W. C. Overfelt High School  
1835 Cunningham Avenue  
San Jose, CA 95122

Phone: 408.347.5900  
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Web: <http://wo.esuhd.org>

**Principal:** Mr. Tim McDonough



### SCHOOL DESCRIPTION

The staff of Overfelt High School extend an open invitation to all parents and community members to come and visit the campus. We believe in providing a well-rounded educational experience for all students. Toward this effort, we provide 9th grade "acceleration to meet standards" courses in reading, language arts and math, as well as courses meeting California Standards and University of California A-G requirements, and Advanced Placement classes in Spanish, Calculus, Biology and English. Overfelt is a proud member of the "Bay Area School Reform Collaborative", BASRC. Using BASRC funding and a 7 period day student schedule, Overfelt staff meet weekly, collaboratively focusing on California standards and the incorporation of literacy strategies in all classrooms. Teachers now have information on each students' attendance each period of the day, grades for each class, state and local test results for each student—particularly in the areas of reading and math—to better plan for the needs of each student. Although Overfelt High School has not met its California state testing improvement target, API, scores have increased each year, with the 2002 scores being the highest in five years. Notable gains have been made by Limited English Proficient and socioeconomically disadvantaged students, as well as our large Hispanic population.

## Student Achievement

### ACADEMIC PERFORMANCE INDEX

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

API Growth Data	2000	2001	2002
Percentage Tested	100	93	95
API Growth Score	527	534	550
Actual Growth	4	-4	10

### CALIFORNIA STANDARDS

The California Standards Tests show how well students are doing in relation to the state content levels. The number represents the percentage of students scoring at the Proficient or Advanced level.

#### English Language Arts

Grade	2000	2001	2002
9	na	15	17
10	na	15	17
11	na	14	17

#### Mathematics

Grade	2000	2001	2002
9	na	na	5
10	na	na	7
11	na	na	8

#### Science

Grade	2000	2001	2002
9	na	na	6
10	na	na	14
11	na	na	9

#### Social Science

Grade	2000	2001	2002
9	na	na	11
10	na	na	9
11	na	na	22

### SAT 9 RESULTS

The Stanford Achievement Test, Version 9, is a statewide standardized test that has been administered for the past several years to 9th, 10th and 11th graders. It is used throughout the state to evaluate student performance. **Numbers reflect percentage of students scoring at or above the 50th percentile.**

#### Reading

Grade	2000	2001	2002
9	14	16	21
10	15	13	17
11	16	16	19

#### Mathematics

Grade	2000	2001	2002
9	49	42	50
10	39	38	40
11	42	39	44

### SCHOLASTIC APTITUDE TEST (SAT)

The Scholastic Aptitude Test is a voluntary test that measures verbal and mathematical reasoning abilities related to successful performance in college. Colleges use the information to recruit and select students.

	2000	2001	2002
Grade 12 Enrollment	439	405	387
Percent of 12th graders taking the test	31%	33%	33%
Average Verbal Score	422	408	420
Average Math Score	466	447	459

**Keep current on your student's grades and attendance through ParentCONNECTxp. This program allows parents online access to daily attendance and grades.**

**Contact your school to sign up.**

## ADVANCED PLACEMENT

The Advanced Placement classes give students an opportunity to take college level classes and exams while in high school. Students scoring a 3 or better on an AP exam receive college credit for the course.

Listed below are the AP courses and classes offered at the school and the number of students enrolled in those classes.

Subject	# of Courses	# of Classes	Enrollment
Foreign Language	2	4	106
Mathematics	1	1	21
Science	1	1	17

## COLLEGE PREPARATION

This chart indicates the number and percent of students who are enrolled in the courses required for entrance into a University of California and/or California State University.

<b>Number of Students Enrolled in all courses</b>	<b>Number of Students Enrolled in courses required for UC or CSU</b>
7,213*	4,621 or 64.1%

\*Students are counted more than once; if a student takes 5 courses that meet the UC requirements, he/she is counted 5 times.

This chart indicates the number and percent of graduates who have completed the courses required for entrance into a University of California and/or California State University with a C or better.

<b>Total Number of Graduates</b>	<b>Number of Graduates who have passed the required courses for UC or CSU Admission</b>
321	79 or 24.6%

## LEADERSHIP

As an II/USP and Bay Area School Reform Collaborative school, quality of the instructional program is regularly and routinely reviewed through formal reports and classroom observations as well as state and district test results.

Individualized counseling and student scheduling conferences provide for appropriate placements in core, special needs and Advanced Placement courses.

Teacher collaboration and training targeted standards and literacy strategies. These strategies are supported through specific programs or projects such as "Corrective Reading" and University of California "Subject A Writing Preparation" with teams of teachers meeting and reviewing student work. All teachers have received at least basic staff development in literacy through "Reciprocal Teaching Strategies." Data is routinely collected, entered into a sophisticated school data base and reported out to teachers at least three times a year. Teachers receive staff development training to understand and use data to improve student achievement. Teachers and other staff regularly request specific data regarding particular student groups. Data is used to inform students and parents about student progress.

## TEACHER CREDENTIAL INFORMATION

Part-time teachers are counted as 1. If a teacher works at two schools, he/she is only counted at one school.

	2000	2001	2002
<b>Total Number of Teachers</b>	94	100	93
<b>Full Credential</b> (full credential and teaching in subject areas)	80	81	72
<b>Emergency Credential</b> (includes District interns, University internships, pre-interns and emergency permits )	17	19	20
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an emergency permit)	0	0	1

## SCHOOL CLIMATE AND SAFETY

### POSITIVE LEARNING ENVIRONMENT

Overfelt has a written discipline plan that was developed by the Associate Principal of Administration and a committee of staff members. The plan is mailed home to parents at the beginning of each school year. The plan is also issued to each teacher at the beginning of each school year to be read and reviewed with their classes on the first day of school. It is then posted in each class for reference. Student planners also include information on support and disciplinary expectations. Teachers receive personal administrative visits any time a concern arises. Special programs have been developed by the school Discipline Team and Multi-Service Team to encourage appropriate student behavior: Link Crew Peers, Health Clinic Counseling, and County Social Workers assistance. The before and after school detentions are designed to help correct student misbehavior and truancy problems. County and community guest speakers have been welcomed on campus to talk to students regarding concerns and problems when the need arises. Conflict management and mediation program trainings for students and services to students and families are available. Staff and students are trained by the APA as conflict mediators to assist other students to resolve conflicts in order to prevent suspension and reduce conflicts on campus.

Overfelt has implemented an anti-graffiti policy which states that graffiti is not allowed on backpacks or clothing while on campus. Overfelt also has a student dress code that ensures that students dress appropriately for school.

### FACILITIES

W.C. Overfelt High School was built in 1962 and is the third oldest school in the District. With the assistance of Measure A Funds, W.C. Overfelt High School has modernized sections of the campus and the landscaping. Measure G funds will provide modernization of all classroom areas.

### SUSPENSIONS

The number of suspensions is the total number of incidents that result in a suspension. The rate of suspensions is the number divided by the school's enrollment.

	2000	2001	2002
<b>Suspension</b> (number)	251	157	198
<b>Suspension</b> (rate)	13%	8%	11%

### EXPULSIONS

The number of expulsions is the total number of incidents that result in an expulsion. The rate of expulsions is the number divided by the school's enrollment.

	2000	2001	2002
<b>Expulsion</b> (number)	8	1	1
<b>Expulsion</b> (rate)	.4%	.1%	.1%

### DROPOUT RATE

Data reported regarding progress over the most recent three-year period toward reducing dropout rates include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100.

	2000	2001	2002
<b>Grade Enrollment</b>	1970	1906	1796
<b>Number of Dropouts</b>	137	181	31
<b>Dropout Rate</b>	7.0%	9.5%	1.7%