



East Side Union High School District

Independence High School School Accountability Report Card Summary

(The full SARC can be found on the East Side Union web site at 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	1032
Grade 10	1070
Grade 11	1018
Grade 12	930
Ungraded Secondary	26
Total	4076

Student Enrollment by Ethnic Group

African American	3.7%
American Indian or Alaska Native	.3%
Asian-American	33.5%
Filipino-American	17.7%
Hispanic	35.0%
Pacific Islander	1.0%
European American	8.8%

Student Populations Requiring Support

Percent of English Language Learners	28.5%
Percent of Special Education Students	9.0%
Percent qualifying for Title I Support (free and reduced lunch qualifiers)	26.4%

SCHOOL CONTACT INFORMATION

Independence High School
1776 Educational Park Dr.
San Jose, CA 95133-1703

Phone: 408.928.9500
Fax: 408.928.9515
Web: www.ih.esuhd.org

Principal: Ms. Cari Vaeth



SCHOOL DESCRIPTION

Independence High School is located in the east foothills of San Jose. It is the largest of eleven comprehensive high schools in the East Side Union High School District. The teaching staff includes 220 teaching faculty and 120 support personnel. The administration includes a principal, an associate principal and five villa principals. The student population is divided into five villas, each having its own principal, counselors and office staff. Two of these villas, Democracy and Eagle Halls, are dedicated to ninth graders. The other three villas, American, Bicentennial, and Constitution Halls, are designated for sophomores, juniors and seniors.

The mission of Independence High School is to provide a student-centered learning environment with access to all. It is a partnership of students, parents, staff and community members where everyone continues to be challenged; where the lessons of the past and the demands of the present create an atmosphere of tolerance, acceptance, and change leading to a sphere of tolerance, acceptance, and change leading to an enriched future for every individual and the community.

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	94	94	97
API Growth Score	600	621	626
Actual Growth	-22	21*	4

***Independence exceeded its API target in 2001 and received the Governor's Performance Award.**

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	23	33
10	na	29	27
11	na	26	29

Mathematics

Grade	2000	2001	2002
9	na	na	15
10	na	na	17
11	na	na	16

Science

Grade	2000	2001	2002
9	na	na	na
10	na	na	24
11	na	na	20

Social Science

Grade	2000	2001	2002
9	na	na	21
10	na	na	21
11	na	na	23

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	27	27	28
10	24	28	27
11	33	31	28

Mathematics

Grade	2000	2001	2002
9	56	56	66
10	47	49	50
11	53	51	52

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	937	956	930
Percent of 12th graders taking the test	42%	48%	40%
Average Verbal Score	458	454	453
Average Math Score	501	495	500

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
Fine & Performing Arts	2	4	58
Computer Science	1	2	67
Foreign Language	4	4	57
Mathematics	2	7	242
Science	2	3	78
Social Science	4	8	215

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.

Number of Students Enrolled in all courses	Number of Students Enrolled in courses required for UC or CSU
18,261*	12,782 or 70.0%

*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.

Total Number of Graduates	Number of Graduates who have passed the required courses for UC or CSU Admission
768	328 or 42.7%

LEADERSHIP

The staff of Independence High School values and actively participates in professional development as trainers and adult learners. Advances in curriculum and improved student achievement are the results of this staff's commitment to teaching to content standards and collaboration with each other. Staff development focused primarily upon the following:

- Curriculum-Efforts in all subject areas have been targeted at alignment of the instructional program with the state framework and content standards.
- Training-Staff participated in training to create standards based units of instruction.
- Student Support-Data is compiled every quarter and every semester to address and monitor the progress of under-performing students.
- Equal Access-All students are receiving the district's core curriculum as evidenced by samples of student work, teacher lesson plans, and formal and informal observations.

As a legacy of our designation as a Bay Area School Reform Collaborative (BASRC), the administration and teacher leaders of Independence have made the Cycle of Inquiry an integral part of our decision making process as it relates to making sure that all students have access to a quality academic program and to the opportunity to achieve academic success.

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
Total Number of Teachers	199	198	189
Full Credential (full credential and teaching in subject areas)	160	156	151
Emergency Credential (includes District interns, University internships, pre-interns and emergency permits)	47	39	33
Teachers with Waivers (does not have credential and does not qualify for an emergency permit)	2	6	7

SCHOOL CLIMATE AND SAFETY

POSITIVE LEARNING ENVIRONMENT

Student attendance at school is directly related to achievement and graduation. Parents should develop a process of monitoring the daily attendance of their students in all classes. The attendance office and villa office staffs notify the parents of chronically absent students by phone. Student absences are also noted for each class on the report cards. Letters are sent home when students have excessive absences or when phone contacts are unsuccessful. Home/School Liaison staff make home calls where necessary and assist parents in working with their students in developing regular attendance habits. On an average day at Independence, over 95% of the students attend school. Another 3% of the students have excused absences. If you have questions or concerns about the attendance of your student, you should immediately call the villa office for his or her attendance status.

Independence has a behavior code that was developed by staff and parents in accordance with district policy and educational codes. The plan is mailed to parents at the beginning of each school year and distributed to the students. The school offers a student support program that assists students in dealing with social and emotional issues so that they will experience greater success in school and throughout life.

Good citizenship, respect for one another and adherence to school rules are fundamental to the achievement of excellence. A safe and orderly campus is assured when parents, teachers, administrators, and students join together. Unacceptable behavior carries consequences. The school makes every effort to retain students in the educational system, while correcting misbehavior and truancy through programs such as Saturday school and alternative educational programs. Behavior that endangers students or staff is not tolerated and is handled through the district suspension and expulsion procedures.

FACILITIES

The school's janitorial and gardening staff keep the 102-acre facility clean and well maintained. Measure A funds have remodeled science classrooms and campus restrooms. New exterior lighting, fire and intrusion alarm and telephone systems have increased the safety for staff and students. Our athletic fields have been upgraded. Modernization of classrooms continues.

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
Suspension (number)	637	483	402
Suspension (rate)	15%	11%	9.9%

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
Expulsion (number)	20	9	2
Expulsion (rate)	.5%	.2%	.05%

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
Grade Enrollment	4353	4341	4076
Number of Dropouts	156	65	50
Dropout Rate	3.6%	1.5%	1.2%