

# School Accountability Report Card Reported for School Year 2002-2003

*Published During 2003-2004*

**Notes regarding the source and currency of data:**

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
<b>School Name</b>	Hill (Andrew P.) High	<b>District Name</b>	East Side Union High
<b>Principal</b>	Bruce Shimizu, Ed.D.	<b>Superintendent</b>	Esperanza Zendejas, Ed.D.
<b>Street</b>	3200 Senter Road	<b>Street</b>	830 N. Capitol Ave.
<b>City, State, Zip</b>	San Jose, CA 95111-1332	<b>City, State, Zip</b>	San Jose, CA 95133-1316
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## School Description and Mission Statement

**DESCRIPTION:** To academically prepare students for the rigorous demands of the 21st Century, Andrew P. Hill High School, "A California Distinguished School," offers students the following educational advantages: schoolwide internet access (World Wide Web), a 2,000 square foot clinic and two-story Science/Medical Health Professions complex, newly modernized and air conditioned classrooms, a Falcon Family Student Support Team, a comprehensive student activities program, an outstanding teaching staff and a California Distinguished School Instructional Program...everything parents could want to prepare their child for a post high school career or college/university enrollment.

Although Andrew Hill was built in 1956, thanks to District Measure A funds, most of the school has been renovated. The classrooms and computer labs have been enhanced to meet today's technology standards. The state of the art Science/Medical/Health Professions complex provides students with an enriched learning environment that prepares them academically for college and exposes students in the Health/Medical Program to major occupational opportunities in the medical and health professions.

**MISSION:** All students who enter Andrew Hill High School will graduate with the ability to gain admission to and benefit from post-secondary education while acquiring an appreciation for people of all languages, cultures and creeds in an environment that supports ethical and moral responsibility to oneself and the society in which we live.

### Expected Schoolwide Learning Results

**Problem Solving**

- Students will be able to identify, define, and solve problems using a variety of methods.

**Communication**

- Students will be able to communicate ideas and concepts in oral and written English.

#### Basic Knowledge

- Students will demonstrate competency in all curricular areas.
- Students will be able to use a variety of technologies as tools for learning and working.
- Students will use organizational skills to produce a finished product.

#### Socialization and Direction

- Students will be able to work individually and cooperatively.
- Students will respect diversity.
- Students will be active members in their community.
- Students will explore future career, education, and family opportunities.

#### Personal Traits

- Students will explore ethical decision-making.
- Students will be aware of action and consequence.
- Students will demonstrate personal responsibility, goal setting and self-discipline.
- Students will be aware of healthy life habits.

### Opportunities for Parental Involvement

<b>Contact Person Name</b>	<b>Tim Nguyen</b>	<b>Contact Person Phone Number</b>	<b>408.347.4140</b>
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#### Parent Programs Highlights 2001-2002

Andrew Hill has had a significant number of parent support activities during the 2001-2002 school year. The following is a brief summary of these activities. Many are ongoing and others are events specifically designated for Andrew Hill parents:

Guidance Department — Parental services were provided on an ongoing basis. These included, but were not limited to, (1) individual parent conferences, (2) assistance to parents in evaluating student academic and testing performances, (3) discussions with parents on behavior and attendance issues and (4) support to parents and students on career counseling and referrals to schools, colleges and universities. Of significant note were the Vietnamese Parent Conferences held in October 2002, February 2003 and March 2003. These conference were attended by a total of 372 parents and students and included topics such as the role of parents in their children's education, parenting and academic coaching, reading programs, Jose Valdes Math Institute, the District Summer School Program, CAT 6 Testing, and Parent Teacher Organization.

Student Support Services - The focal point of parental services were a series of weekly meetings for Spanish speaking parents held from October 2001 through May 2002. These meetings averaged an attendance of 12 parents and involved discussions of school interests to the parents who attended. These included, but were not limited to student safety and welfare issues, academic and behavior issues, school policies and procedures and college planning. Many Andrew Hill administrators and staff personnel were invited and served as keynote speakers.

Administration and Administration Support Staff - The Back to School Night was a major parental support program providing parents with access to the teachers. International Night provided social and cultural interaction support to parents. The Honors Night provided parents with self —empowerment, social esteem and a recognition of their success in supporting their student's achievement and academic growth. There were periodic meetings of Vietnamese parents facilitated by Mr. Minh Duc Chau. These meeting were tailored to the specific academic, social and cultural needs of Andrew Hill Vietnamese families. There were also individual parent conferences conducted by the Student Advisors and Community Liaisons. In additional, there were structures that included parents as partners such as the School Site Council, District Advisory Council representation and the Principal's Newsletter.

## I. Demographic Information

## Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	493
Grade 10	511
Grade 11	497
Grade 12	422
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>1923</b>

## Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	82	4.3	Hispanic or Latino	1,043	54.2
American Indian or Alaska Native	5	0.3	Pacific Islander	10	0.5
Asian	582	30.3	White (Not Hispanic)	116	6.0
Filipino	84	4.4	Multiple or No Response	1	0.1

## II. School Safety and Climate for Learning

### School Safety Plan

<b>Date of Last Review/Update</b>	<b>May 2003</b>	<b>Date Last Discussed with Staff</b>	<b>August 2003</b>
Reviewed and updated each year in August and reviewed with staff at the beginning of each school year.			

### School Programs and Practices that Promote a Positive Learning Environment

The campus operates as a closed facility during the school day under regulations adopted by the Board of Trustees. Students are not permitted to leave school except by permission of their parent, and outsiders are not permitted on campus unless they have proper business with the school. This practice ensures optimum opportunity for learning without concern for outside interference. When violations of school rules and policies occur, those involved are dealt with fairly and firmly, and appropriate discipline or legal action is taken. The school has in place a school safety plan (Andrew Hill Action Plan) which brings together the school resources (liaisons, advisors, MST service providers), city and county services (police and probation) and community resources, Asian Americans for Community Involvement (AACI) to address school and community safety issues and concerns. The school received a Community Police Partnership Grant to add extra support and activities for students.

To help promote a positive learning environment, Andrew Hill has adopted a common dress policy. Students are expected to wear the uniform clothing described in the common dress policy, unless they have obtained a waiver. This policy has promoted pride and a sense of success in our students. It has also promoted a safer learning environment. Gang colors and the incidence of gang violence, as well as theft of expensive clothing, is almost a non-issue at Andrew Hill. The identification card policy also helps to create a safe and positive learning environment. Students are expected to wear their picture I.D. card on an Andrew Hill lanyard at all times while on campus. Both the common dress policy and the I.D. card policy help our staff identify our students from intruders.

## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2001	2002	2003	2001	2002	2003
<b>Number of Suspensions</b>	147	117	173	2101	2109	2621
<b>Rate of Suspensions</b>	9.6%	5.9%	9.0%	9%	9%	11.2%
<b>Number of Expulsions</b>	2	5	3	31	31	47
<b>Rate of Expulsions</b>	.1%	.25%	.1%	1%	1%	.2%

## School Facilities

Andrew Hill is one of the older schools in East Side Union High School District, having been built over a span of years from 1956 through the early 60's. The facility is well maintained by a site-based custodial staff as well as specialized personnel through the district. Portable classrooms have been added to permit increased enrollment and facilities have been renovated to accommodate specialized curriculum needs. Major renovation of the school is continuing over the next few years to upgrade classrooms relative to today's curriculum and to modernize specialized facilities to enhance their use by students and the community. The 400, 300 and 200 wings have been completely modernized with new electrical, internet wiring (8 lines per classroom), coaxial cabling, new heating and ventilation systems, and a student support and guidance facility with offices for all of the on-site service providers. The modernization of the 400, 300 and 200 halls also resulted in additional department office and storage space and space for three computer lab facilities.

The new science complex provides Andrew Hill with a 100 seat college style lecture facility, a 2,000 square foot health clinic and laboratory and 9 modernized classrooms. The Boys' and Girls' locker room facilities have undergone a face lift including new lockers, new heating and air conditioning, new lavatory facilities, and new paint.

The new Parent and Staff Productivity Center which also houses the Reproduction Center is open and operational. We have added a training center in this facility that allows staff to be trained on site, therefore, providing more access to computers and software. Using Measure "G" funds, modernization projects at Andrew Hill will continue. The athletic field, with a new artificial track and football field station is slated to be constructed soon. The 100 building is scheduled to be torn down, and construction on a new multi-classroom building should begin within the new year. Approval has been given for the construction of a theater which will seat 300-400 people. The architects are in the process of drawing designs for these facilities and modernization projects for Andrew Hill High School.

## III. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
<b>English Language Arts</b>									
<b>Proficient or Advanced</b>	19	22	21	26	30	31	30	32	35
<b>Not Tested</b>	12	11	3	8	10	2	6	8	1
<b>Mathematics</b>									
<b>Proficient or Advanced</b>		10	11		15	17		31	35
<b>Not Tested</b>	---	---	---	---	---	---	---	---	---
<b>Science</b>									
<b>Proficient or Advanced</b>		28	23		31	21		30	27
<b>Not Tested</b>	---	---	---	---	---	---	---	---	---
<b>History/Social Science</b>									
<b>Proficient or Advanced</b>		19	22		21	25		28	28
<b>Not Tested</b>	---	---	---	---	---	---	---	---	---

### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
<b>English Language Arts</b>							
<b>Proficient or Advanced</b>	16		36	33	12		23
<b>Not Tested</b>	9		2	6	3		2
<b>Mathematics</b>							
<b>Proficient or Advanced</b>	0		25	8	3		6
<b>Not Tested</b>	---	---	---	---	---	---	---
<b>Science</b>							
<b>Proficient or Advanced</b>	14		35	26	13		28
<b>Not Tested</b>	---	---	---	---	---	---	---
<b>History/Social Science</b>							

<b>Proficient or Advanced</b>	11		35	34	13		22
<b>Not Tested</b>	---	---	---	---	---	---	---

### CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
<b>English Language Arts</b>								
<b>Proficient or Advanced</b>	18	25	3	21	23	3	22	
<b>Not Tested</b>	3	2	3	3	3	7	3	
<b>Mathematics</b>								
<b>Proficient or Advanced</b>	11	10	8	13	8	2	11	
<b>Not Tested</b>	---	---	---	---	---	---	---	---
<b>Science</b>								
<b>Proficient or Advanced</b>	24	21	7	23	22	6	23	
<b>Not Tested</b>	---	---	---	---	---	---	---	---
<b>History/Social Science</b>								
<b>Proficient or Advanced</b>	22	22	2	21	23	4	23	
<b>Not Tested</b>	---	---	---	---	---	---	---	---

### Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
<b>Reading</b>	17	21	39	29	31	46	44	45	43
<b>Mathematics</b>	42	44	47	50	53	51	53	55	50

### NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
<b>Reading</b>	29		58	58	26		43

Mathematics	22		73	66	30		39
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### NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	34	43	10	37	41	6	41	
Mathematics	47	46	29	48	45	9	49	

### Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
9		30%	26%					56%	33%
10		38%	30%					40%	30%
11									
12									

### California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>.

*Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	38.1	40.9	35.7	23.5	20.9	25.9	24.8	23.3	26.2

### Academic Performance Index (API)

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.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

### Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	93	95	97	Percent Tested	95	97	94
API Base Score	548	562	579	API Growth Score	550	577	595
Growth Target	13	12	11	Actual Growth	2	15	16
Statewide Rank	3	3	3				
Similar Schools Rank	4	6	4				

### API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
<b>African-American</b>				<b>African-American</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score	625	641	689	API Growth Score	630	685	699
Growth Target	10	10	9	Actual Growth	5	44	10
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score	468	480	500	API Growth Score	465	496	528
Growth Target	10	10	9	Actual Growth	-3	16	28
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			

<b>API Base Score</b>				<b>API Growth Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			

### API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
<b>API Base Score</b>	517	531	560	<b>API Growth Score</b>	517	560	590
<b>Growth Target</b>	10	10	9	<b>Actual Growth</b>	0	29	30

### Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District				
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003	
<b>Recognition for Achievement (Title 1)</b>	No	No	No	<b>Number of Schools Identified for Program Improvement</b>	4	0	0	
<b>Identified for Program Improvement (Title 1)</b>	Yes	No	No	<b>Percent of Schools Identified for Program Improvement</b>	25.0	0.0	0.0	
<b>Exited Title 1 Program Improvement</b>	No	No	Yes					
<b>Years Identified for Program Improvement</b>	1	2						
California Programs	2001	2002	2003					
<b>Eligible for Governor's Performance Award</b>	No	Yes	Yes					
<b>Eligible for II/USP</b>	No	---	---					
<b>Applied for II/USP Funding</b>	No	---	---					
<b>Received II/USP Funding</b>	No	---	---					

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements.

Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP).

Detailed information about AYP can be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
<b>All Students</b>	---	---	No	---	---	Yes
<b>African American</b>	---	---	N/A	---	---	Yes
<b>American Indian or Alaska Native</b>	---	---	N/A	---	---	N/A
<b>Asian</b>	---	---	No	---	---	Yes

<b>Filipino</b>	---	---	N/A	---	---	Yes
<b>Hispanic or Latino</b>	---	---	No	---	---	Yes
<b>Pacific Islander</b>	---	---	N/A	---	---	N/A
<b>White (not Hispanic)</b>	---	---	N/A	---	---	Yes
<b>Socioeconomically Disadvantaged</b>	---	---	Yes	---	---	Yes
<b>English Learners</b>	---	---	No	---	---	Yes
<b>Students with Disabilities</b>	---	---	N/A	---	---	No

## IV. School Completion (Secondary Schools)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.*

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
<b>Enrollment (9-12)</b>	2154	2099	1988	24577	24282	23664	1703492	1735576	1772417
<b>Number of Dropouts</b>	44	44	50	840	601	438	47282	47899	48454
<b>Dropout Rate (1-year)</b>	2.0	2.1	2.5	3.4	2.5	1.9	2.8	2.8	2.7
<b>Graduation Rate</b>	88.4	83.1	83.9	82.5	82.6	83.8	85.9	86.7	86.9

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Class size in the East Side Union High School District varies by subject from an average of twenty or less in reading classes, ELD, and 9<sup>th</sup> grade Opportunity classes to forty-two or less in physical education. The specific class size by subject area is established by a contractual agreement between the East Side teachers' Association and the school district.

It is each school's responsibility to monitor class size at that site and to maintain class averages at or below the agreed upon numbers. Where class size exceeds the subject average, a monetary penalty is assessed against the school district.

The typical teaching load for a full-time teacher is five classes plus a preparation period, with one to three subject level preparations. Teachers with less than a full-time contract have a proportionately lower

teaching load.

Instructional Aides for ELD are provided through State and Federal Supplementary Funds to assist in Math, Sheltered Science, Sheltered world History, Sheltered Keyboarding and various ELD courses, Instructional Aides are provided through Special Education funds for all special Education classes. The district participates in the federal and state class size reduction programs enabling all ninth grade English classes to be loaded at a ratio of 20 to 1 and 9<sup>th</sup> grade math and science at 20 to 1 or 25 to 1.

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

Subject	2001				2002				2003			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.90	39	55		23.18	39	44	2	23.09	48	42	1
Mathematics	25.15	29	36	6	25.29	18	41		26.33	20	47	3
Science	26.41	11	43	2	27.18	8	30	2	26.55	8	30	4
Social Science	27.92	9	36	6	26.90	12	37	2	26.79	10	34	8

## VI. Teacher and Staff Information

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
<b>Total Teachers</b>	104	97	97
<b>Teachers with Full Credential</b> (full credential and teaching in subject area)	75	81	83
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)			
<b>Teachers with Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	33	22	15
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	4	2	1

### Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

*The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.*

### Professional Qualifications of Teachers

## Teacher Evaluations

All teachers and staff are regularly evaluated. Classified staff members are evaluated by their immediate supervisors and certificated staff members are evaluated by the principal and associate principals. Formal written evaluations are required for permanent teachers every other year. Probationary and temporary teachers are evaluated annually. The principal, who is evaluated by the superintendent, evaluates the performance of the associate principals.

## Substitute Teachers

The East Side Union High School District has developed a large pool of qualified substitute teachers. When teachers are absent for illness or personal emergencies or need to participate in special professional training activities, substitute teachers are sent to cover classes.

However, to maintain the quality of the instructional program, every effort is made to minimize teacher absences.

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	6
Librarian	1
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
6	331.33

## VII. Curriculum and Instruction

### School Instruction and Leadership

Andrew Hill, with the support of state and federal funds (SB 1882, Title I, EIA, GATE, Perkins, Eisenhower, IIUSP) offers a program of staff development activities designed to enhance the skills of both certificated and classified staff in working effectively with students.

The emphasis in the past three years has been on the integration of technology into the instructional programs, the development and implementation of Graduation Competencies (Oral and Written Communication and Service Learning), the integration of curriculum and the development of authentic performance based assessments (including portfolios). Additional specific trainings have been and are being offered in Bilingual and Sheltered certification, Advanced Placement, Integrated Science (FAST), Integrated Mathematics and Equity 2000. Specific curriculum projects have included Puente, AVID (Advancement Via Individual Determination), Medical Office Management, Language Arts 3/9 literature based writing program, Army ROTC, and our 2+2 Tech program. The addition of a full-time Staff Development Coordinator has accelerated and expand staff development activities.

### Professional Development

Andrew P. Hill High School has a full time professional development coordinator whose job is to provide on-going staff support throughout the summer and school year. All professional development instruction is directed to support school goals: Technology integration, standards instruction, and literacy. Twenty different classes were offered during the school day, taking advantage of the three, 100-minute block schedule periods each day. This schedule allows teachers to receive instruction during their preparation periods. Andrew Hill has also formed partnerships with four universities who offer on-site classes to our staff in the afternoons and evenings. These programs and classes include two master's programs (Counseling and Instructional Technology), and three teacher credential courses: Mainstreaming, Health, and Emerging Technologies.

### Quality and Currency of Textbooks and Other Instructional Materials

All students are provided textbooks for courses which require them with the average cost of a new textbook exceeding \$55.00 to \$60.00. Students who have five academic classes may have texts and supplementary books with a total value in excess of \$275.

The approval and adoption of texts is an ongoing process facilitated through the Instructional Policies Committee which meets monthly. New approved texts are phased into the schools over several years to replace outdated texts. Supplementary materials are also provided through Title One, GATE, Perkins, and EIA funding. Of specific and immediate need are texts and materials for bilingual and sheltered core classes.

Textbook losses continue to be a serious district problem that students, parents and teachers must address every year.

### Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	66,690	64,800
10	66,690	64,800
11	66,690	64,800
12	66,690	64,800

### Total Number of Minimum Days

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## VIII. Postsecondary Preparation (Secondary Schools)

## Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts	1		
Computer Science			
English	2	3	84
Foreign Language	3	7	164
Mathematics	2	3	95
Science	4	6	158
Social Science	2	2	65

## Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission by the total number of students enrolled in all courses.

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
7508	4990	66.5

## Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
374	91	24.3

## SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ope/research/sat/>.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Grade 12 Enrollment	459	514	422	5693	5590	5952	357789	365907	385181
Percent of Grade 12 Enrollment Taking Test	39.00	40.47	39.30	39.91	40.21	38.17	36.66	37.26	36.63
Average Verbal Score	436	422	421	462	453	460	492	490	494
Average Math Score	486	475	463	500	494	498	516	516	518

## College Admission Test Preparation Course Program

Andrew Hill currently has two SAT PREP programs—the Kaplan SAT PREP has 48 Juniors enrolled. The UCEAOPO Saturday College also has an SAT PREP has 30 Juniors in the program.

## Degree to Which Students are Prepared to Enter Workforce

The Medical and Health Professions magnet is the most successful in the district. Each year students from within and outside of the district vie for placement in the Magnet Program. Recent expansion of ties with Stanford University have brought onto the site professors and graduate students from the Stanford medical school who provide direct student instruction and staff development and inservicing for Andrew Hill and Sylvandale Middle School staff. Magnet students have on-line access to mentors at Stanford and are developing on-line pen pals. Job shadowing opportunities are provided through the Santa Clara Valley Medical Association, Stanford University, and the San Jose Medical Center.

The AVID, Puente, and ROTC programs have provided specialized curricular programs to various underrepresented student groups. Each program has as a goal the preparation of students to achieve and to be prepared to access post high school employment and educational opportunities.

Within recent years, Andrew Hill graduates have enrolled in many prestigious post secondary institutions such as Yale, Harvard, Stanford, Cornell, M.I.T., Vassar, University of California, and Santa Clara University. Andrew Hill is proud of the quality of instruction provided by its caring and professional staff.

The administration and staff share a strong commitment to provide opportunities for student success. In partnership with the students, parents, and community, Andrew Hill will continue to restructure itself into a competency based community centered health professions magnet.

## Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students			
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

## IX. Fiscal and Expenditure Data

### Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	40336	36493
Mid-Range Teacher Salary	63749	59875
Highest Teacher Salary	81733	73992
Average Principal Salary (High)	116652	
Superintendent Salary	216285	149543
Percent of Budget for Teacher Salaries	38.52	38.56

<b>Percent of Budget for Administrative Salaries</b>	5.21	5.48
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**Expenditures (Fiscal Year 2001-2002)**

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$176,840,149	\$7,524	\$6,969	\$6,719

**Types of Services Funded**

In 2001-2002, the East Side Union High School District received \$200 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$8,375 per student. The graphs below illustrate district income and expenditures.

A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare them to enter the work force or further their education. Included are Integrated Career Programs (ICP's); Tech Prep; Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; New Ways Workers; Partnership Academies and Job Placement Center.

Andrew Hill received supplemental state, federal, and private funds to provide assistance to students with special needs through the following programs:

- English Language Learners (ELL)
- Gifted and Talented Education
- Learning Handicapped
- Speech & Hearing Therapy
- Psychological Testing
- Adaptive Physical Education
- Migrant Education
- Adult Education Classes
- At Risk
- University College Opportunity
- Upward Bound
- MESA Program (Math/Engineering/Science Achievement)
- ROP (Regional Occupational Program) & CCOC (Central County Occupational Center)
- WEEP (Work Experience Exploratory Program)
- Federal & State Funded Compensatory Education Programs (Title 1)
- Medical/Health Professions Magnet
- Valdes Math Institute
- STYLE Tutoring