

School Accountability Report Card Reported for School Year 2003-2004

Published During 2004-2005

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 <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Hill (Andrew P.) High	District Name	East Side Union High
Principal	Dr. Ana Lomas (interim)	Superintendent	Dr. Esperanza Zendejas
Street	3200 Senter Rd.	Street	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95111-1332	City, State, Zip	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 teen 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

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

Communication

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

Basic Knowledge

- ï Students will demonstrate competency in all curricular areas.

- ï Students will be able to use a variety of technologies as tools for learning and working.

- ï Students will use organizational skills to produce a finished product.

Socialization and Direction

- ï Students will be able to work individually and cooperatively.

- ï Students will respect diversity.

- ï Students will be active members in their community.

- ï Students will explore future career, education, and family opportunities.

Personal Traits

- ï Students will explore ethical decision-making.

- ï Students will be aware of action and consequence.

- ï Students will demonstrate personal responsibility, goal setting and self-discipline.

- ï Students will be aware of healthy life habits.

Opportunities for Parental Involvement

Contact Person Name	Tim Nguyen	Contact Person Phone Number	408-347-4140
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The following is a brief summary of parent-focused activities during 2004-05. Many are ongoing and others are events specifically designated for Andrew Hill parents: Guidance Department ó 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 2004, and March 2005. 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, the District Summer School Program, STAR and CAHSEE Testing, and the Parent Teacher Organization. The focal point of parental services was the Parent Empowerment Conference held on January 2005. The conference had a series of workshops suggested by the Parent Teacher Organization. These included: student safety and welfare issues, academic and behavior issues, school policies and procedures, financial aid application and college planning. Andrew Hill administrators and staff were invited and served as workshop facilitators. The superintendent and the president of Evergreen Valley College were invited to be 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 óempowerment, 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. Tien Pham. 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.

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 Level	Enrollment
Kindergarten	0	Grade 9	554
Grade 1	0	Grade 10	475
Grade 2	0	Grade 11	499
Grade 3	0	Grade 12	458
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	1986

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
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African-American	68	3.4	Hispanic or Latino	1,117	56.2
American Indian or Alaska Native	8	0.4	Pacific Islander	7	0.4
Asian	582	29.3	White (Not Hispanic)	111	5.6
Filipino	93	4.7	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	March 2004	Date Last Discussed with Staff	March 2004

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		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	117	173	392	2109	2621	
Rate of Suspensions	5.9%	9%	19.7%	9%	11.2%	
Number of Expulsions	5	3	2	31	47	
Rate of Expulsions	.25%	.1%	.1%	1%	.2%	

School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure

good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

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 60ís. 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 todayís 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 Boysí and Girlsí 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 iGí funds, modernization projects at Andrew Hill will continue. The athletic field, with a new artificial track and football field station is in place with landscaping and state-of-the-art lighting and a press box to be constructed in the next phase. The 100 building is scheduled to be demolished, and construction on a new multi-classroom building should begin within the 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) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT 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. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA 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 standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	22	21	24	30	31	33	32	35	36

Mathematics	10	11	12	15	17	16	31	35	34
Science	28	23	21	31	21	20	30	27	25
History-Social Science	19	22	27	21	25	27	28	28	29

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	25		38	39	15		36
Mathematics	10		27	19	4		9
Science	20		33	35	11		22
History-Social Science	24		40	38	18		28

CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	19	30	4	24	24	3	26	16
Mathematics	12	13	8	15	10	1	13	4
Science	20	21	6	21	20	0	22	14
History-Social Science	26	28	10	29	24	4	29	16

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, 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. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	39	39	---	46	47	---	43	43
Mathematics	---	47	46	---	51	53	---	50	51

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)
Reading	27		53	56	30		54
Mathematics	40		75	62	30		44

NRT - Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	31	47	15	39	39	7	42	25
Mathematics	45	47	31	51	41	8	50	26

Local Assessment

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

Grade Level	Reading			Writing			Mathematics		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
K			13.6%			14.1%			52.1%
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
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/ta/tg/pf/>. *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
5							24.8	26.7	22.9
7							29.1	31.3	27.0
9	46.1	51.7	40.1	28.1	26.7	29.5	26.3	25.3	27.2

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/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	95	97	94	Percent Tested	97	94	100
API Base Score	562	579	599	API Growth Score	577	595	629
Growth Target	12	11	10	Actual Growth			
Statewide Rank	3	3	3				
Similar Schools Rank	6	4	1				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score	641	689	716	API Growth Score	685	699	731
Growth Target	10	9	8	Actual Growth	44	10	15
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

Hispanic or Latino				Hispanic or Latino			
API Base Score	480	500	528	API Growth Score	496	528	560
Growth Target	10	9	8	Actual Growth	16	28	32
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	531	560	595	API Growth Score	560	590	637
Growth Target	10	9	8	Actual Growth	29	30	42

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement	2001-2002	---
Year in Program Improvement		---
Year Exited Program Improvement	2002-2003	---
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Identified for Program Improvement	---	5.6

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. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students

in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	Yes	---	No	No
All Students	---	No	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	Yes	Yes
American Indian or Alaska Native	---	n/a	n/a	---	n/a	n/a
Asian	---	No	Yes	---	Yes	Yes
Filipino	---	n/a	n/a	---	Yes	Yes
Hispanic or Latino	---	No	Yes	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	n/a	n/a
White (not Hispanic)	---	n/a	n/a	---	Yes	Yes
Socioeconomically Disadvantaged	---	Yes	Yes	---	Yes	Yes
English Learners	---	No	Yes	---	Yes	Yes
Students with Disabilities	---	n/a	n/a	---	No	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		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Enrollment (9-12)	2099	1988	1923	2428 2	2366 4	2433 2	173557 6	177241 7	183066 4
Number of Dropouts	44	50	56	601	438	737	47899	48210	58493
Dropout Rate (1-year)	2.1	2.5	2.9	2.5	1.9	3.0	2.8	2.7	3.2
Graduation Rate	83.1	83.9	90.7	82.6	83.8	89.6	86.7	87.0	86.7

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 size category (i.e., number of students), by grade level, as reported by CBEDS.

No data are available for this section

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	2002				2003				2004			
	Avg	Count	Avg	Count	Avg	Count	Avg	Count	Avg	Count	Avg	Count
English	23.2	39	44	2	23.1	48	42	1	23.5	47	42	3
Mathematics	25.3	18	41		26.3	20	47	3	25.2	24	25	6
Science	27.2	8	30	2	26.6	8	30	4	28.6	5	36	7
Social Science	26.9	12	37	2	26.8	10	34	8	28.6	4	36	7

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002	2003	2004
K			
1			
2			
3			

VI. Teacher and Staff Information

Core Academic Courses Not 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" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. 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/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	5.2	---
All Schools in District	---	14.0
High-Poverty Schools in District	---	51.7
Low-Poverty Schools in District	---	15.3

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. 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.

	2002	2003	2004

Total Teachers	97	97	94
Teachers with Full Credential	81	83	82
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	2	0	5
Pre-Internship	0	1	3
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	20	14	9
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	2	1	1

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners	---	---	0
Total Teacher Misassignments	---	---	0

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	1.1	1.5
Master's Degree plus 30 or more semester hours	19.1	16.7
Master's Degree	10.6	15.5
Bachelor's Degree plus 30 or more semester hours	51.1	50.5
Bachelor's Degree	17.0	15.6
Less than Bachelor's Degree	1.1	0.2

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	---	---	1

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 equal one FTE.

Title	FTE
Counselor	3.8
Librarian	1.0
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.2
Other	3.0

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 equal 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
3.8	522.6

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, and Eisenhower) 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) and Algebra I. Specific curriculum projects have included The International Baccalaureate Program, Puente, UCO, AVID (Advancement Via Individual Determination), the Nursing Academy, the Biotech Academy, Army ROTC and the addition of the Multimedia Academy in the fall of 2005.

Professional Development

Andrew P. Hill High School has a part 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 masterís programs (Counseling and Instructional Technology), and three teacher credential courses: Mainstreaming, Health, and Emerging Technologies. Andrew Hill High School is also the only school in our district to offer an onsite Doctoral program in Education Leadership.

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.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	
Mathematics	
Science	
History/Social Science	
Foreign Language	
Health	
Science Laboratory Equipment (grades 9-12)	

Instructional Minutes

The California *Education Code* establishes a 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
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000

6		54,000
7		54,000
8		54,000
9	66,690	64,800
10	66,690	64,800
11	66,690	64,800
12	66,690	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180	180 days
10	180	180 days
11	180	180 days
12	180	180 days

Total Number of Minimum Days

9

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			
Computer Science			
English	1	1	32
Foreign Language	3	6	149
Mathematics	2	4	133
Science	3	6	164
Social Science	1	1	29

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 (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

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
7919	5392	68.1

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
342	82	24.0

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

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment	514	422	458	5590	5952	5927	365,907	385,181	395,194
Percent of Grade 12 Enrollment Taking Test	40.5	39.3	36.7	40.2	38.2	34.5	37.3	36.7	35.2
Average Verbal Score	422	421	439	453	460	469	490	494	496
Average Math Score	475	463	485	493	498	506	516	518	519

College Admission Test Preparation Course Program

Andrew Hill instituted two SAT PREP programs designed to coincide with the two spring SAT test dates. Seventy 11th graders have completed the SAT PREP class for the May test. In Addition, there are 40 students who will complete an SAT PREP class for the June test. These programs are a coordinated effort between Gear-Up, the San Jose State Dissemination Grant and the Andrew Hill guidance Office.

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 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level.

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

IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

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. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,151	\$37,434
Mid-Range Teacher Salary	\$65,037	\$61,368
Highest Teacher Salary	\$83,384	\$77,698
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$95,819
Average Principal Salary (High)	\$119,531	\$108,194
Superintendent Salary	\$221,642	\$154,991
Percent of Budget for Teacher Salaries	38.0	38.4
Percent of Budget for Administrative Salaries	5.0	5.3

Expenditures (Fiscal Year 2002-2003)

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/ds/fd/ec/>.

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)
\$183,626,468	\$7,626	\$6,977	\$6,822

Types of Services Funded

In 2004-2005, 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. 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:

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