

# 1999-2000 School Accountability Report Card (SARC)

*This SARC is for the 1999-2000 school year. SARCs are published late due to the fact that some of the data is not released officially from the State until April of the following year.*



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# Andrew Hill High School

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Bruce Shimizu, Principal

## Mission Statement

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.

## School Goals

- Improve Graduation Rates
- Reduce the Dropout Rate and Improve Attendance
- College Promotion
- Improve Instruction in the Classroom
- Improve Academic Performance of Students
- Address the State's "Second to None" Initiative
- Improve Parent Involvement
- Provide a Safe Environment
- Improve Communications and Maintain Good Employee Morale
- Treat Students as Valued Customers/Clients (Customer Responsiveness)
- Ensure Success of At Risk Students
- Improve SAT-9 Scores
- Improve Literacy

## School Profile

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 new 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.

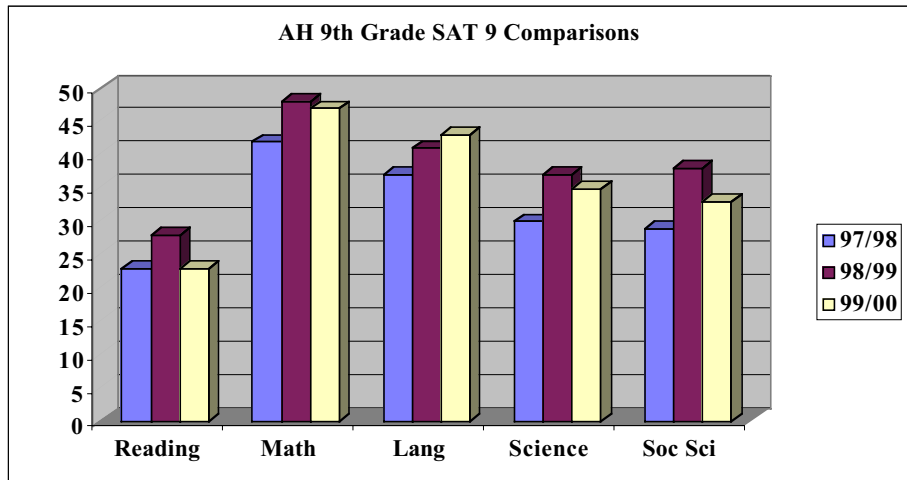
Although Andrew Hill was built in 1956, thanks to district Measure A funds, most of the school has been renovated. The classrooms and computer labs have been enhanced to meet today's technology standards. The state of the art Science/Medical/Health Professions complex provides students with an enriched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

## Ethnic Breakdown of Student Body 1999-2000

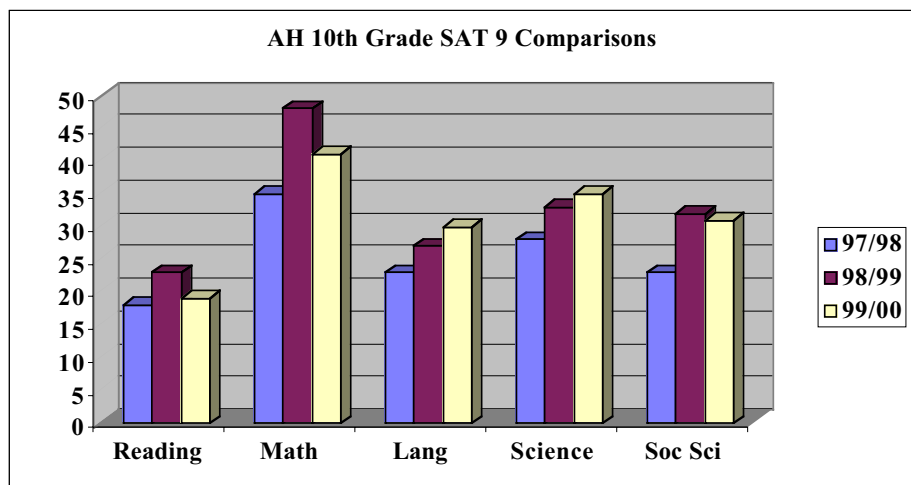
Hispanic	49.6%
Vietnamese	26.3%
Filipino	4.8%
White	6.8%
African American	5.3%
Other Asian	6.2%
American Indian	0.3%
Other	0.7%
<b>Total</b>	<b>100.0%</b>

### SAT9

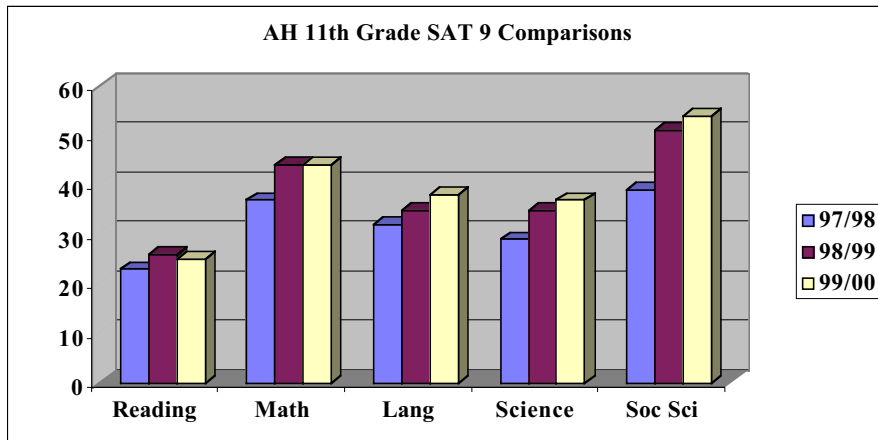
The State of California now requires schools to test all students using the Stanford Achievement Test version 9 (SAT-9). For grades 9-11, students are tested in reading, language, mathematics, science and history/social science. The SAT9 test is designed to compare student performance against a national sample of students at the same grade level.



Andrew Hill 9th graders performed slightly better in language when compared to the previous years 9th graders. In the area of reading, math, science and social science there were slight declines.



Andrew Hill 10th graders performed better in language and science when compared to the previous 10th grade scores. In the areas of reading, math and social science there were slight declines.



Andrew Hill 11th graders performed at the same level or better in all areas except reading when compared to the previous 11th grade scores.

Andrew Hill has been awarded an Immediate Intervention Under Performing School Grant to develop and implement a comprehensive plan to improve the school's Academic Performance Index (API). Andrew Hill's API for the 1999-2000 school year was 548. A 5% increase is targeted for next year.

The Scholastic Aptitude Test (SAT) is a voluntary 2 1/2 hour test that measures verbal and mathematical reasoning abilities related to successful performance in college. Colleges use the information to recruit and select students. The College Board reports the number of students from each school who took the test.

### Scholastic Aptitude Test (SAT) Scores

<i>Verbal</i>	<i>97/98</i>	<i>98/99</i>	<i>99/00</i>
Andrew Hill SAT	434	417	424
District Average	463	459	459
County Average	519	516	516
State Average	491	492	492
<i>Math</i>	<i>97/98</i>	<i>98/99</i>	<i>99/00</i>
Andrew Hill SAT	472	462	477
District Average	499	494	502
County Average	557	552	558
State Average	516	513	517
<i>% of Test Takers</i>	<i>97/98</i>	<i>98/99</i>	<i>99/00</i>
Andrew Hill SAT	38%	44%	35%
District Average	34%	39%	38%
County Average	47%	49%	46%
State Average	41%	40%	36%

The College Board reports the average scale scores of students who gave permission to release those scores to their schools. The chart above compares the mean mathematics and verbal scores for Andrew Hill students attained for the past three years with the mean of students in the district, the state and across the nation.

Since adopting our Common Dress Policy four years ago, Andrew Hill's attendance has consistently improved. The year before Common Dress, 1995-96, our attendance rate was 87.9%. Last year, 1999-2000, we reached a ten-year high of 94.5%. Andrew Hill's Attendance Office staff notifies parents by phone, personally and by autodialer, every day when a student has missed one or more classes. We have two home-school liaisons that make home visits when students miss excessive days of school and when phone contacts are unsuccessful. Also, on the report cards, grades of (F+) denote that the student is failing classes due to excessive absences.

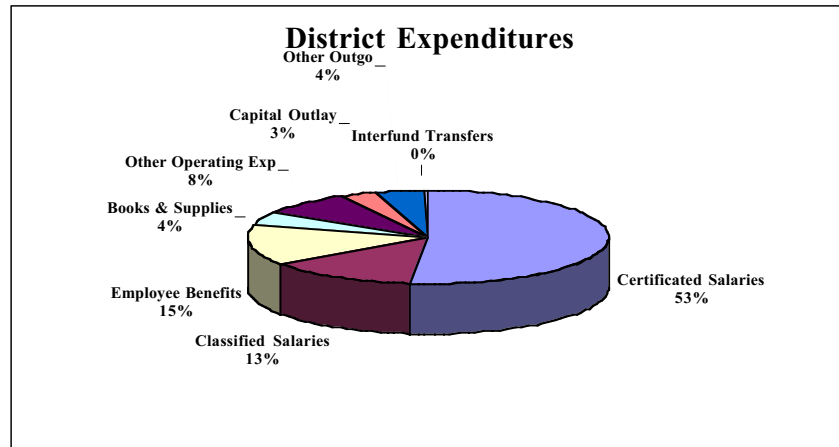
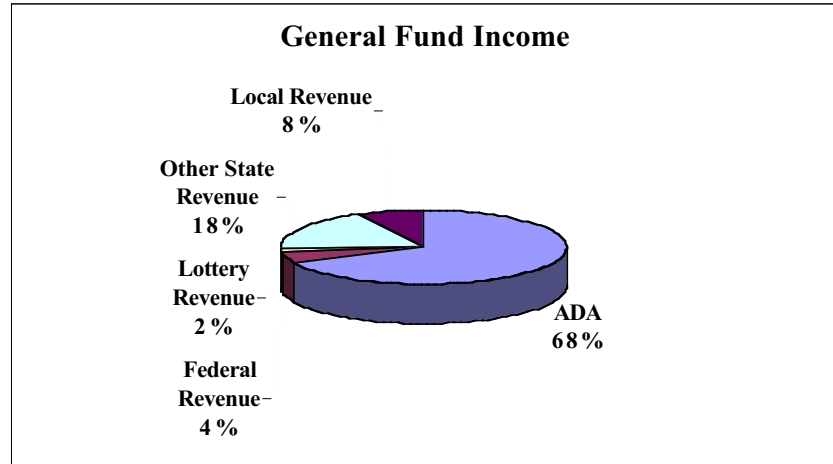
The dropout rate has been stable, with a percentage of 2.0%. This number may be slightly inflated as we have had numerous students transfer to other schools without requesting transcripts. Andrew Hill suspended 206 students, down considerably from the prior year and 5 students were expelled.

## Student Achievement

## School Attendance/ Dropout Rates/ Expulsions

## Expenditures and Services Offered

In 1999-2000, the East Side Union High School District received \$162 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$7,023 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

Many things affect employee salaries. Considerations that affect the salary of educators are: the size of the district and whether it serves only high school students, elementary students, or both. Below, we look at statewide averages, ranges and ESUHSD figures.

	STATE-WIDE AVERAGE	STATE-WIDE RANGE	ESUHSD AVERAGE
Beginning Teacher's Salary	\$30,652	\$27,309-\$37,130	\$35,000
Midrange Teacher's Salary	\$50,676	\$41,540-\$59,852	\$55,542
Highest Teacher's Salary	\$60,962	\$53,428-\$69,300	\$68,349
School-Site Principal's Salary	\$86,783	\$68,065-\$109,091	\$80,336
District Superintendent's Salary	\$117,436	\$90,436-\$138,395	\$121,033

Class size in the East Side Union High School District varies by subject from an average of twenty or less in reading classes, ELL, and 9th 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 ELL are provided through State and Federal Supplementary Funds to assist in Sheltered and Bilingual Math, Sheltered and Bilingual Science, Sheltered World History, Sheltered US History, Sheltered English and various ELD courses.

Instructional Aides are provided through Special Education funds for all Special Education classes.

The average department class size is as follows:

Department/Class Size	Department/Class Size
Art ..... 29	Other ..... 30
Business Education ..... 29	Safety Education ..... 35
Typing/Keyboard ..... 40	Science ..... 32
English ..... 30	Social Science ..... 32
Foreign Language ..... 29	<i>Additionally, the following classes</i>
Homemaking ..... 29	<i>average:</i>
Industrial Education ..... 29	ELD
Mathematics ..... 32	Language Arts 1 & 2 ..... 20
Performing Arts (Band,	Survival Skills ..... 20
Choir, except for Drama) ..... 30	Language Arts 3 ..... 30
Physical Education ..... 42	Bilingual/Sheltered ..... 25
Reading	
Improvement & Development . 20	

*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 9th grade math and science at 20 to 1 or 25 to 1.*

California law requires that teachers be assigned to classes only within their area of credential authorization. Where it is necessary to make assignments outside of current credential authorizations, appropriate special credentials are obtained. For the school year of 1999-2000, there were approximately 21 teachers requiring special credentials throughout the district.

## Compensation/ Salary

## Class Size and Teaching Loads

## Teacher Assignments

## Substitute Teachers

Finding and hiring qualified substitute teachers is a problem at all East Side high schools. The need for substitutes varies with the day of the week and the time of year. Coupled with teacher absences for illness and personal necessity, there are special professional growth activities that require teachers to be absent from their classes. These special activities may include teacher training workshops or subject area conferences. When the need for substitutes exceeds the supply, the regular classroom teachers are called upon to fill in for their colleagues during their preparation period. Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Every effort is made to minimize teacher absences.

## Teacher Evaluation and Teaching Loads

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.

## Textbooks/ Instructional Materials

All students are provided textbooks for courses which require them with the average cost of a new textbook exceeding \$40.00. Students who have five academic classes may have texts and supplementary books with a total value in excess of \$200. 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.*

## Technology

Each of the modernized classes in the 200, 300 and 400 halls has been equipped with a teacher computer station, three student computer stations, a television, a VCR, and an overhead projector. When the internet access connections are completed, each of these classes will have full internet access. The 50 station Language Arts Computer Lab, the 35 station Mathematics Computer Lab, the 40 station Medical Magnet Computer Lab, the 30 station Programming Lab, the 30 station Computer Applications Lab, and the 30 station Computer Graphic Design Lab provide students with the opportunity to become computer literate and for teachers to integrate computer technology and instruction into the base curriculum for all students. Andrew Hill has been designated as a Digital High School. Each teacher has an IMAC on their desks and more computers are being added to each classroom

## Counseling/ Student Services

Counseling and Student Support Services for students at Andrew Hill are provided through the efforts of six full time counselors, a health clerk, a part-time psychologist, a part-time speech and hearing specialist, a Career Center technician, a student activities bank clerk, a full-time librarian and part-time library technician, an assessment clerk, a counseling technician, a counseling clerk, a registrar, two community liaison staff, three student advisors, a full-time activities director, three full-time attendance staff, a fully staffed food services program, and multiple supplemental services through the district and other referral processes. Additional counseling support and intervention services are provided by a full-time MSW social worker, a full-time Mental Health worker, and a full-time drug and alcohol worker, all of whom work under the umbrella of the Multi Service Team Structure. The Student Assistance Program services over 450 students a year utilizing site certificated and classified staff. A health clinic staffed by a clerk, a physician assistant, and Kaiser interns, is operational five days a week through the auspices of the Good Samaritan Charitable Trust. The Peer Counseling project, TACCLE, ROP and ISP programs, Healthy Start Initiative, and AVID and Puente also provide targeted students with additional academic and personal services. Through an ongoing restructuring of the Guidance and Student Support Services, the

school is bringing all support and intervention services into a single cohesive and coherent system to meet the needs of our students, their families and the larger educational community (the students and families of Sylvandale Middle School and its feeder schools).

Additional instructional support services are offered through an extensive program of adult instructional aides, college and high school students working as instructional assistants, and community and business volunteers who provide in class, after school, evening and Saturday instructional and tutorial services in classroom, small group and one-on-one environments. Adult instructional aides provide supplemental assistance in the English Language Learners (ELL) classes and bilingual and sheltered core classes. Adult, college, and high school instructional assistants provide supplemental support in the Equity 2000 Algebra program, selected HCDE classes, and Opportunity classes. The Valdes Math Institute provides Saturday, after school and evening tutoring for all students.

**A**ndrew 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.

**T**he 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. School and community safety is also the focus of our Healthy Start Programs. The school received a Community Police Partnership Grant to add extra support and activities for students.

**A**ndrew Hill, with the support of state and federal funds (SB 1882, Title I, EIA, AGATE, 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

## **Safety, Cleanliness of School Facilities**

## **Classroom Discipline**

## **Staff and Curriculum Development**

## Quality of Instruction and Leadership

(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.

Andrew Hill High provides for the secondary educational needs of an ethnically and socioeconomically diverse community. The school has a history of success, both in academic and co-curricular programs. The school has taken a progressive leadership role in the use and development of innovative curriculum change. This is exemplified by the introduction of the standards instruction in mathematics and science, the Medical Health Professions Magnet program, the Jose Valdes Summer Mathematics Institute, the Avid, Puente, and Army ROTC curriculum programs, and the development of Graduation Competencies. The Student Assistance Program and Multi Service Team programs serve as district models for the delivery and integration of student support services.

## Work Force Preparation

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.

## Instructional Minutes

Andrew Hill High School exceeds the state requirement for instructional minutes and is currently piloting a alternative day 100 minute block period.

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