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.
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

<table>
<thead>
<tr>
<th></th>
<th>97/98</th>
<th>98/99</th>
<th>99/00</th>
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<tbody>
<tr>
<td><strong>Verbal</strong></td>
<td></td>
<td></td>
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<tr>
<td>Andrew Hill SAT</td>
<td>434</td>
<td>417</td>
<td>424</td>
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<tr>
<td>District Average</td>
<td>463</td>
<td>459</td>
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<tr>
<td>County Average</td>
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</tr>
<tr>
<td>State Average</td>
<td>491</td>
<td>492</td>
<td>492</td>
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<tr>
<td><strong>Math</strong></td>
<td>97/98</td>
<td>98/99</td>
<td>99/00</td>
</tr>
<tr>
<td>Andrew Hill SAT</td>
<td>472</td>
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<tr>
<td>District Average</td>
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<td>494</td>
<td>502</td>
</tr>
<tr>
<td>County Average</td>
<td>557</td>
<td>552</td>
<td>558</td>
</tr>
<tr>
<td>State Average</td>
<td>516</td>
<td>513</td>
<td>517</td>
</tr>
<tr>
<td><strong>% of Test Takers</strong></td>
<td>97/98</td>
<td>98/99</td>
<td>99/00</td>
</tr>
<tr>
<td>Andrew Hill SAT</td>
<td>38%</td>
<td>44%</td>
<td>35%</td>
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<tr>
<td>District Average</td>
<td>34%</td>
<td>39%</td>
<td>38%</td>
</tr>
<tr>
<td>County Average</td>
<td>47%</td>
<td>49%</td>
<td>46%</td>
</tr>
<tr>
<td>State Average</td>
<td>41%</td>
<td>40%</td>
<td>36%</td>
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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.
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.

<table>
<thead>
<tr>
<th>Salary Position</th>
<th>State-Wide Average</th>
<th>State-Wide Range</th>
<th>ESUHSD Average</th>
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<tr>
<td>Beginning Teacher's Salary</td>
<td>$30,652</td>
<td>$27,309-$37,130</td>
<td>$35,000</td>
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<td>Midrange Teacher's Salary</td>
<td>$50,676</td>
<td>$41,540-$59,852</td>
<td>$55,542</td>
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<tr>
<td>Highest Teacher's Salary</td>
<td>$60,962</td>
<td>$53,428-$69,300</td>
<td>$68,349</td>
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<tr>
<td>School-Site Principal's Salary</td>
<td>$86,783</td>
<td>$68,065-$109,091</td>
<td>$80,336</td>
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<tr>
<td>District Superintendent's Salary</td>
<td>$117,436</td>
<td>$90,436-$138,395</td>
<td>$121,033</td>
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</table>

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**

- Art ....................................... 29
- Business Education .................. 29
- Typing/Keyboard ....................... 40
- English .................................. 30
- Foreign Language ..................... 29
- Homemaking ............................ 29
- Industrial Education ................ 29
- Mathematics ........................... 32
- Performing Arts (Band, Choir, except for Drama) .... 30
- Physical Education ................... 42
- Reading Improvement & Development . 20

**Department/Class Size**

- Other .................................... 30
- Safety Education...................... 35
- Science .................................. 32
- Social Science .......................... 32
- **Additionally, the following classes average:**
  - ELD
  - Language Arts 1 & 2 ............... 20
  - Survival Skills ...................... 20
  - Language Arts 3 .................... 30
  - Bilingual/Sheltered ............... 25

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.
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.

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.

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.*

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 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.

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.

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. 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.

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
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.

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 inserviceing 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.

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