

# School Accountability Report Card Reported for School Year 2005-06

*Published During 2006-07*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Andrew P. Hill High	<b>District Name</b>	East Side Union High
<b>Street</b>	3200 Senter Rd.	<b>Phone Number</b>	408-347-5010
<b>City, State, Zip</b>	San Jose, CA 95111-1332	<b>Web Site</b>	<a href="http://www.esuhsd.org">http://www.esuhsd.org</a>
<b>Phone Number</b>	408-347-4110	<b>Superintendent</b>	Bob Nunez
<b>Principal</b>	Dan Moser	<b>E-mail Address</b>	nunezb@esuhsd.org
<b>E-mail Address</b>	moserd@esuhsd.org	---	---

### School Description and Mission Statement

This section provides information about the school's goals and programs.

**Vision:** To academically prepare students for the rigorous demands of the 21<sup>st</sup> Century.

**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 School-Wide Learning Results**

##### **Problem Solving**

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

##### **Communication**

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

##### **Basic Knowledge**

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

**Socialization and Direction**

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

**Personal Traits**

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

Located in the heart of Silicon Valley, Andrew Hill, a comprehensive ninth through twelfth grade public high school, houses 2,079 students. Of this number, 57.7% are Hispanic, 30.1% are Asian, 4.2% are Filipino, 3.8% are White, 3.4% are African American, 0.4% are Pacific Islander, and 0.4% are American Indian. In addition, 29.7% of our students are Limited English Proficient (LEP), another 22.9% of our students have been reclassified as RFEP, and 44.1% are Fluent English Proficient (FEP). Because Andrew Hill is located in a child poverty zone, 56.9% of the students participate in the Free and Reduced Lunch Program.

A California Distinguished School, Andrew Hill High School is one of eleven comprehensive high schools, four small but necessary schools, and one continuation high school in the East Side Union High School District. The current attendance area is primarily composed of multiple dwelling families of low income, and the average educational background of its parents is a high school education. Although our students speak fifteen primary languages and come from a variety of socio-economic backgrounds, they interact harmoniously, and they share common goals of academic, personal, and social success.

The rich cultural diversity on this campus not only inspires much of the school's ongoing academic development, innovation, and community participation, but it also creates a family/community atmosphere that permeates every aspect of Andrew Hill High School. As an outgrowth of this community spirit, Andrew Hill students, parents, staff, community partners, business partners, and post-secondary partners not only support Andrew Hill activities, but they also routinely participate as equal partners in the planning, assessing, budgeting, and decision-making processes. Thus, in essence, Andrew Hill is a community collaborative.

**Opportunities for Parental Involvement**

This section provides information about opportunities for parents to become involved with school activities.

<b>Contact Person Name:</b> Dan Moser	<b>Contact Person Phone Number:</b> 408-347-4110
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Andrew Hill values and includes all stakeholders in all facets of the educational process. To encourage parent participation, Andrew Hill maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including the results of the school evaluation process, school data, and school programs are also available to parents on the school's website and in the Principal's Newsletter, which is written in English, Spanish, and Vietnamese. In addition, to ensure ongoing communication, Andrew Hill utilizes the district's Parent Connect website and school web site to provide parents with immediate access to their students' grades, attendance, test scores, school programs, and activities as well as to facilitate parent communication with staff members. Because parent and

community participation is essential to student achievement, Andrew Hill High School provides a number of parent involvement opportunities. In order to empower parents to help their students to achieve, the Andrew Hill guidance department offers ongoing services to parents. These services include, but are not limited to: (1) individual parent conferences, (2) assistance to parents in evaluating student academic and testing performances, (3) discussions with parents regarding strategies for behavior and attendance issues and (4) support to parents and students regarding career counseling and referrals to schools, colleges and universities. To further assist parents to become advocates for their children, Andrew Hill parents participated in site-based and district sponsored Latino, African American, and Vietnamese Parent Conferences; Parent Empowerment Conferences; District English Language Learner Advisory Committee; District Safety Committee; District Bond Oversight Committee; District Boundaries Committee; GATE Parent Advisory Committee; and a wide variety of AdHoc committees. In addition, Andrew Hill has dynamic parent leaders on its School Site Council, Parent-Teacher-Student Association, and School Safety Committee. Needless to say, parents are definitely welcome on the Andrew Hill campus and are routinely invited to participate in leadership, volunteer, and participatory roles in all school functions.

### Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	546
Grade 3	0	Grade 10	587
Grade 4	0	Grade 11	500
Grade 5	0	Grade 12	446
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	2079

### Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	3.4	White (not Hispanic)	3.8
American Indian or Alaska Native	0.4	Multiple or No Response	0.0
Asian	30.1	Socioeconomically Disadvantaged	56.3
Filipino	4.2	English Learners	32.0
Hispanic or Latino	57.7	Students with Disabilities	7.0
Pacific Islander	0.4	---	---

## Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04			2004-05			2005-06					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	23.5	47	42	3	23.7	42	42	6	24.5	45	25	15
Mathematics	25.2	24	25	6	25.4	25	34	9	26.7	23	18	22
Science	28.6	5	36	7	28.3	2	38	10	31.4	2	22	28
Social Science	29.7	1	36	7	30.2	1	28	15	30.4	4	21	21

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

<b><i>Date of Last Review/Update:</i></b> March 2006	<b><i>Date Last Discussed with Staff:</i></b> April 2006
<p>Andrew Hill has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. This plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed by the Andrew Hill Safety Committee and reviewed by the District Safety Committee before it is presented to the East Side Union High School District Board of Trustees for adoption. The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed and the results are communicated to all staff.</p> <p>The 2005-2006 Andrew Hill High School Site Safety Plan has a comprehensive, enforceable, and continuous:</p> <ul style="list-style-type: none"> <li>◆ Behavior policy</li> <li>◆ Rules and regulations</li> <li>◆ Dress code policy</li> <li>◆ Protocols for safety/emergency drills</li> <li>◆ Tardy policy</li> <li>◆ Attendance policy</li> <li>◆ Referral process</li> <li>◆ Partnership with community agencies, City of San Jose, San Jose Police Department, and other agencies and groups that offer support services</li> <li>◆ Safety team</li> <li>◆ Multi-service team</li> </ul>	

## School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

In order to meet the diverse needs of all of our students, Andrew Hill offers a multitude of school programs and practices that promote a positive learning environment. Not only do counselors, staff, and teachers provide ongoing personalized assistance to all students, but Andrew Hill also offers the following programs and services: Camp EveryTown, Cultural Assemblies, Community Partnerships, Smaller Learning Communities, International Baccalaureate Program, Health/Medical Professions Magnet, Biotechnology Career Academy, AVID, Army Junior ROTC, Puente Project, University and College Opportunity Program, Advanced Placement Program, Falcon Family Student Support Program, Opportunity Program, Tobacco Use Prevention Education Program, Peer Tutoring, Career Center, Tutor Center, Conflict Mediation, Multi-Service Team, Anti-Bullying Program, and MSW Interns.

In order to develop and reinforce positive character traits, Andrew Hill clearly delineates expectations for student behavior at the school and in the community in its Parent/Student Handbook, which is mailed to all families and reviewed by all teachers so that students understand and are held accountable for ethical behavior. Included in the handbook is Andrew Hill's Sexual Harassment Policy, Anti-discrimination Policy, Family Educational rights & Policy Act, Guide for Grading, discipline Chart (indicating rule infraction consequences to ensure uniform adherence to the rules), District Policies Pertaining to Student Behavior, and Andrew Hill's vision, mission, and ESLRs. Moreover, all teachers incorporate their expectations for positive character traits in their "green sheets", model appropriate behaviors, and integrate character education into their curricula. In addition to the above mentioned character development resources, teachers design lessons that require students to create a vision for their future. Students are expected to establish goals, create options, and take responsibility for pursuing their goals in a global society. As part of a global society, students learn to be responsible individuals, citizens, and global partners by donating their time to improve the welfare of others (e.g., CSF, NHS, and community service; Christmas Food Drive; peer counseling, etc.)

To further ensure student safety, the campus operates as a "closed campus" during the school day under regulations adopted by the Board of Trustees. Students are not permitted to leave school except with permission from their parent/guardian, and outsiders are not permitted on campus unless they have proper business with the school, register in the office, and wear a visitor's badge. This practice ensures optimum opportunities 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.

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. The common dress 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 and the I.D. card policies help our staff to discern our students from intruders.

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>Suspensions</b>	19.7%	14.5%	21.2%	11.2%	7.9%	17.6%
<b>Expulsions</b>	0.1%	0.48%	0.14%	0.2%	0.18%	0.15%

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

#### **Overview**

The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

#### **Age of School Buildings**

Although the main school campus was constructed in 1956, portable buildings have been added to accommodate increased student population and diverse program needs.

#### **Maintenance and Repair**

District maintenance and facilities staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### **Cleaning Process and Schedule**

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### **Deferred Maintenance Budget**

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

#### **Modernization Projects**

During the 2005-2006 school year, local Measure A and Measure G funds and state matching funds were used to renovate existing facilities. Plans have been approved to replace the Child Care Center and replace the 100 Building.

## School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)		X	Door in 102 needed to be replaced. Will be completed by 08/18/07
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at

<http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	82	86	89	1033
Without Full Credential	12	12	4	143
Teaching Outside Subject Area of Competence	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at

<http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	93.3	6.7
All Schools in District	87.0	13.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	87.0	13.0

### Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Finding and hiring qualified and effective substitute teachers is a critical problem for all East Side Union High School District schools. The current system is not effective or adequate to meet the needs of the local schools. The need for substitutes varies depending on the day of the week or the time of the year. Absences for illness, personal necessity leave, and professional development activities are all reasons that necessitate substitute teachers. When the need for substitutes exceeds the supply, the regular classroom teachers and administrators are called upon to fill in for the colleagues during their preparation period. Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Consequently, every effort is made to minimize teacher absences.

All substitutes have a minimum of a Bachelor's Degree, have passed the California Basic Skills Test (CBEST), and hold the required credential to provide this service.

## Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

All teachers and staff are regularly evaluated. Formal teacher and staff evaluations are completed in accordance to District and bargaining unit regulations. First year teachers are evaluated at least twice during the school year, and all temporary and probationary teachers are evaluated annually. All tenured teachers are evaluated every other year. In addition, drop in observations are made at the discretion of school administrators. The overall purpose of the class visits and evaluations is to reinforce good teaching practices and to assist teachers who may need improvement. The Administration promotes an open door policy and maintains a good rapport with the teaching staff.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.3	630.0
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (paraprofessional)	1.0	---
Psychologist	0.8	---
Social Worker	0.0	---
Nurse	0.17	---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist (non-teaching)	0.0	---
Other	2.0	---

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Publisher & Publication Date	School Board Approval Date	Aligned with California State Content Standards	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
<b>Reading/Language Arts</b>				
English 1 – “The Language of Literature Ninth Grade”	McDougal Littell 2002	4/2004	Yes	0%
English 2 – “The Language of Literature 4 <sup>th</sup> Course”	McDougal Littell 2002	3/2005	Yes	0%
English 3 – “Timeless Voices Timeless Themes Am. Experience”	Prentice Hall/ 2000	6/2001	Yes	0%
English 4 – “The Language & Literature of The World”	McDougal Littell/2000	6/2002	Yes	0%
Composition & Literature – “Literature and Language Arts Third Course”	Holt/2003	6/2006	Yes	0%
<b>Mathematics</b>				
Algebra I – “E & A Algebra 1”	McDougal Littell/ 1998	6/1998	Yes	0%
Geometry – “Geometry”	McDougal Littell/ 2007	6/2006	Yes	0%
Algebra II – “E & A Algebra 2”	McDougal Littell/ 1998	6/1998	Yes	0%
Math Analysis – “Precalculus With Limits”	Houghton Mifflin/ 2001	6/2001	Yes	0%
Calculus – “Calculus”	Houghton Mifflin/ 1998	6/2001	Yes	0%
<b>History-Social Science</b>				
World History – “Modern World History”	McDougal-Littell/ 2003	5/2001	Yes	0%
US History – “The American Vision”	Glencoe/McGraw Hill/ 2006	7/2006	Yes	0%
American Government – “Magruder’s American Government”	Prentice Hall/1997	6/1998	Yes	0%
American Government – “We The People”	Center for Civic	5/1990	Yes	0%

	Education/2002			
Economics – “Holt Economics”	Holt/2003	11/2002	Yes	0%
Economics – “Junior Achievement”	Junior Achievement Corp.	6/1986	Yes	0%
<b>Science</b>				
Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations”	Holt/2001,03,04	2/2001	Yes	0%
Biology – “Biology: Web of Life; Holt Biology”	Holt/1998,99,2004	5/1998	Yes	0%
Chemistry – “Chemistry: Connections to our Changing World”	Prentice-Hall/2000,02	3/2000	Yes	0%
Physics – “Conceptual Physics”	Addison-Wesley/1992, 99, 02, 06	5/1993	Yes	0%
<b>Foreign Language</b>				
Spanish 1, 2, 3, – Series “Realidades 1, 2, 3”	Prentice Hall/2004	5/2004	Yes	0%
French 1, 2, 3, – Series “Discovering French 1, 2, 3”	McDougal Little/2004	5/1994	Yes	0%
Spanish Speakers 2 – “Sendas Literarias 1”	Pearson Prentice Hall/1995	5/1995	Yes	0%
Spanish Speakers Lang AP- “Sendas Literarias 2”	Pearson Prentice/2001	5/1998	Yes	0%
Spanish Speakers Lit AP – “Abriendo Puertas tomo 1 & Abriendo Puertas tomo 2”	McDougal Little/2003	5/95	Yes	0%
Vietnamese Speakers 1, 2, 3, 4 – Series “Vietnamese Language Level 1, 2, 3, 4”	District created textbook	N/A	Yes	0%
<b>English Language Development</b>				
ELD Levels 1, 2, 3 – “Shining Star” Series (Keys to Learning thru Level C)	Pearson-Longman/2003	5/2004	Yes	0%
<b>Science Supplies and Lab Equipment</b>				
Each school received sufficient funds to purchase science supplies and lab equipment to meet deficiencies stated during Williams Settlement visitations.				

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,320	\$1,445	\$5,875	\$70,315
District	---	---	\$6,074	\$67,720
Percent Difference - School Site and District	---	---	\$1,132	\$2,595
State	---	---	\$4,743	\$60,037
Percent Difference - School Site and State	---	---	\$1,132	\$10,278

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

In addition to receiving a General Fund budget that provides for the normal day to day operational expenses of the school, Andrew Hill High School received state, federal, and private funds that provided supplemental funding for identified and specific needs of the school. The school's general fund and categorical budget provided for supplemental services and programs in the following areas:

- ◆ EIA (counseling, assessment and instructional services for second language learners)
- ◆ GATE (gifted and talented education)
- ◆ Title II (improvement of teacher quality, staff development)
- ◆ Professional Development funds to provide ongoing job-embedded professional development
- ◆ California Partnership Academies (provide services and programs to identified academy staff and students)
- ◆ Safe School Initiative (support for programs that ensure school safety)
- ◆ AP Challenge Grant (provide support for students enrolled in AP courses)
- ◆ Ed Tech (provide support to maintain school web page)
- ◆ School Safety (State monies to provide equipment, personnel and programs that ensure school safety)
- ◆ MAA (provide funds to employ social work interns in the Healthy Start Mental Health facility)
- ◆ SB813 Counseling (provide supplemental counseling for targeted 10th grade at risk students)
- ◆ Learning Handicapped
- ◆ Speech & Hearing Therapy
- ◆ Psychological Testing
- ◆ Adaptive Physical Education
- ◆ Migrant Education
- ◆ 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

### Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at

<http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$44,393	\$37,671
<b>Mid-Range Teacher Salary</b>	\$75,604	\$63,121
<b>Highest Teacher Salary</b>	\$89,953	\$78,630
<b>Average Principal Salary (High)</b>	\$107,889	\$111,909
<b>Superintendent Salary</b>	\$236,920	\$163,061
<b>Percent of Budget for Teacher Salaries</b>	38.6	37.8
<b>Percent of Budget for Administrative Salaries</b>	4.6	5.2

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
<b>English-Language Arts</b>	24	30	33	33	38	39	36	40	42
<b>Mathematics</b>	12	15	14	16	19	22	34	38	40
<b>Science</b>	21	21	31	20	23	36	25	27	35
<b>History-Social Science</b>	27	28	26	27	31	30	29	32	33

### CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	40	6	21	24
American Indian or Alaska Native	*	*	*	*
Asian	48	27	44	38
Filipino	54	16	56	39
Hispanic or Latino	21	6	20	17
Pacific Islander	*	*	*	*
White (Not Hispanic)	51	7	44	42
Male	27	12	28	26
Female	39	15	33	25
Economically Disadvantaged	27	13	27	21
English Learners	5	6	7	5
Students with Disabilities	5	1	2	6
Students Receiving Migrant Education Services	17	13	20	14

### Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	39			47			43	41	42
Mathematics	46			53			51	52	53

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE 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	Percent of Students Meeting Fitness Standards
5	NA
7	NA
9	57.1%

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	3	4	4
Similar Schools	1	4	2

### API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	30	21	4	658
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	15	8	11	759
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	32	31	-2	591
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	42	1	-13	631
English Learners	--	--	13	634
Students with Disabilities	--	--	N/A	N/A

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Andrew P. Hill High School is not an underperforming school requiring state intervention.

### Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	No	No
Participation Rate - Mathematics	No	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	No	No

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	11.8

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	2.9	4.7	5.8	3.0	4.0	7.5	3.2	3.3	3.1
Graduation Rate	90.7	82.1	75.4	89.6	86.6	80.5	86.7	85.3	84.9

### Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	N/A	98%	---
African American	N/A	98%	---
American Indian or Alaska Native	N/A	N/A	---
Asian	96%	98%	---
Filipino	N/A	99%	---
Hispanic or Latino	99%	96%	---
Pacific Islander	N/A	95%	---
White (not Hispanic)	N/A	100%	---
Socioeconomically Disadvantaged	96%	95%	---
English Learners	87%	83%	---
Students with Disabilities	N/A	100%	---

### Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Technology is integrated in most curriculum areas to enhance instruction and provide opportunities for students to participate in project-based assignments that not only add depth and complexity to lessons, but also provide them with the skills necessary to compete for jobs in a technology-based society. Students acquire and improve their computer skills through the many opportunities available to them in their classrooms and in campus computer labs.

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; Tech Prep; Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs, and Partnership Academies.

The Andrew Hill Medical and Health Professions Magnet nearly 14 years old continues to be a highly wanted and successful Magnet Program. Each year, students from within and outside of the district vie for entrance into this exemplary program. To ensure rigor and relevance, Andrew Hill has established a valuable partnership with Stanford University to bring professors and graduate students from the Stanford medical school to provide direct student instruction to Andrew Hill students and staff development for Andrew Hill School staff. Magnet students also have access to on-line mentors at Stanford and take advantage of job shadowing opportunities that are provided through the Santa Clara Valley Medical Association, Stanford University, and the San Jose Medical Center.

The AVID, Puente, and ROTC programs also provide specialized curricular programs to all students, with a special emphasis on underrepresented student groups. With a goal of preparing students to achieve and to be prepared to access post secondary employment and educational opportunities, these programs provide structured environments that integrate strong academic instruction with workplace skills. 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 multiple opportunities for student success. In partnership with the students, parents, and community, Andrew Hill continues to restructure itself into a competency-based, community centered comprehensive high school.

## Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	720
Percent of pupils completing a CTE program and earning a high school diploma	96.8%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

## Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	72.6
Graduates Who Completed All Courses Required for UC/CSU Admission	13.6

## Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	1	---
Fine and Performing Arts	2	---
Foreign Language	2	---
Mathematics	3	---
Science	3	---
Social Science	1	---
All courses	12	4.2

## College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Andrew Hill High School provides college admission test preparation through a collaborative effort with Gear Up, the San Jose State Dissemination Grant, the College Board, and other community agencies. In addition, the school's guidance department and teachers provide students with necessary college admission test preparation.

## SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE 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.*

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	36.7	33.5	40.1
Average Verbal Score	439	447	443
Average Math Score	485	495	480
Average Writing Score	---	---	441

## X. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

With a goal of closing the achievement gap, Andrew Hill teachers have dedicated a large part of their collaboration time to integrating technology into the curriculum, the development and implementation of Graduation Competencies (Oral and Written Communication and Service Learning), the development of authentic performance-based assessments (including portfolios). To support the needs of all learners, additional specific trainings have been and are being offered in CLAD, BCLAD, and SDAIE certification, Advanced Placement, Integrated Science (FAST) and Algebra I.

To further support all students to succeed as well as to add relevancy to the curriculum, Andrew Hill has instituted innovative programs and systems that have resulted in increased academic achievement over the last three years. Not only has Andrew Hill implemented block scheduling, but the school provides a variety of programs that prepare students for postsecondary education, training, or immediate entry into the workplace. These exemplary programs include, but are not limited to, the International Baccalaureate Program, Puente Project, University of California Outreach, AVID, Nursing Academy, Biotech Academy, Army JROTC Program, and the Multimedia Academy.

Because Andrew Hill is committed to supporting all students to achieve our standards, we regularly collect data regarding students' academic achievement and survey all stakeholders to determine their needs, satisfaction, and input regarding current services and programs. Based upon the collected data, a team of representative stakeholders, including students, teachers, parents, community, and social service agencies personnel regularly examine the causes, consequences, and interrelationships between these needs so that we can design strategies that address the endogenous needs of all of our students. Predicated upon these multiple data sources, we have modified curriculum and instructional strategies to address the needs of all students. School wide strategies include academic, social and emotional support for students who are at-risk and our special needs students; linguistically and culturally responsive academic support for our Limited English Proficiency and diverse student population; IEP-specific strategies to support the needs of our special needs students; health, mental health, and social support for our low- income youth; and enhanced programs for our gifted and talented (GATE) population.

Led by dedicated teacher leaders and administrators, Andrew Hill High School has developed

strategies for improving student success that include:

- ◆ Increase Advanced Placement and International Baccalaureate opportunities,
- ◆ Allocate resources effectively to support student success,
- ◆ Expand community partnerships to provide services to students,
- ◆ Programs to increase the number of students eligible for post-secondary education.

The administrative leadership team consists of David Riley, Principal, Kirsten King, Associate Principal of Educational Development, and Marla Bressani, Associate Principal of Attendance and Student Services. However, the entire staff, students, parents, and community are valued partners in the governance and decision-making processes. Because Andrew Hill is a community collaborative, it offers its families, staff, students, and community a wide variety of options for contributing to the success of the school. Not only do parents and community representatives serve on School Site Council, but they also represent Andrew Hill on the District Advisory Committee, the District English Learner Advisory Committee, District Safety Committee, and District Bond Oversight Committee. Moreover, Andrew Hill's governance structure invites and values the multidimensional input provided by its stakeholders.

In order to ensure a cycle of continuous improvement, Andrew Hill has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement and is implementing data-driven instruction by making data readily available to all teachers. The District invested in a data management system, called the "Cruncher". Easily accessible and simple to use, the Cruncher allows teachers to access their students' performance data so that they can compare it to school-wide, district, state and national data to ascertain student performance and guide their efforts to individualize instruction, provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction. The Cruncher also allows administrators to assess the effectiveness of curriculum and support intervention programs. In addition, Cruncher information regarding criterion-referenced test performance (STAR, SAT, CAHSEE, ACT, CELDT, AP tests, etc.), dropout data, college entrance and success data, district assessments (Northwest Evaluation Association—NWEA) and writing samples, suspension, referral, and attendance data, student work samples, authentic assessment data from project-based, inquiry-based, work-based, open-ended, and portfolio assignments, qualitative data to ascertain stakeholder satisfaction, observations of student performance, and technology proficiency assessments are used to measure whether all students are meeting the standards.

## **Professional Development**

This section provides information about the program for training the school's teachers and other professional staff.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Andrew Hill has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. BTSAs and new teacher orientation meetings support new instructors. The school has created a collaboration model for professional development. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the academic achievement of all students.

To support its professional development program, 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 designed to support the following school goals: technology integration, standards-based instruction, and literacy. Because Andrew Hill has instituted a block schedule, the professional development coordinator had the flexibility to offer different classes during the school day. Besides being conducive to increased student learning, this schedule allows teachers to participate in professional development opportunities during their preparation periods. Cognizant of the impact of an effective professional development program on student achievement, Andrew Hill formed partnerships with four universities to offer on-site classes to our staff in the afternoons and evenings. These programs and classes include two Master's Degree 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.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. For example, in English, teachers are examining student work to ascertain effective standards-based instructional strategies, while in Physical Education, teachers are reviewing the *FitnessGram* data to establish effective instruction strategies for physical fitness instruction. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.

### Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
<b>K</b>	--	36,000
<b>1</b>	--	50,400
<b>2</b>	--	50,400
<b>3</b>	--	50,400
<b>4</b>	--	54,000
<b>5</b>	--	54,000
<b>6</b>	--	54,000
<b>7</b>	--	54,000
<b>8</b>	--	54,000
<b>9</b>	66,950	64,800
<b>10</b>	66,950	64,800
<b>11</b>	66,950	64,800
<b>12</b>	66,950	64,800

### **Minimum Days in School Year**

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Students were in attendance for 180 days. Three days were designated as minimum days or early release days. One minimum day was to allow teachers to prepare for Back-to-School Night and two minimum days were prior to Thanksgiving and the Christmas Holidays.