

East Side Union High School District presents...
A Report to the Andrew Hill Community
1997-1998
School • Accountability • Report Card

Andrew Hill High School 3200 Senter Road San Jose, CA 95111 (408) 227-8800; FAX (408) 225-8011
Principal: Mr. Bruce Shimizu Email: <http://ahnet.esuhd.org> Superintendent: Mr. Joe Coto
Board of Trustees: Patricia Martinez-Roach, David Cortese, Craig Mann, J. Manuel Herrera, Jeff Ota

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 FACILITIES and SAFETY

Andrew Hill is one of the older schools in the 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 and 200 wings have been completely modernized with new electrical, internet wiring (8 lines per classroom), coaxial cabling, new heating and ventilation systems, and learning walls in each instructional area. The 400 hall also houses a student support and guidance facility with offices for all of the on-site service providers. The modernization of the 400 and 200 halls also resulted in additional departmental office and storage space, and space for three computer lab facilities.

PURPOSE: The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November, 1988. Local school boards must issue a report card for each school under their jurisdiction. The report card provides parents and community members with information about the school—its resources, its successes, and the areas where it needs improvement.

TRADUCIDOS: Sequiere una copia de este documento traducido en español, por favor llame a este numero 227-8800.

DỊCH THUẬT: Nếu quý vị cần bản tường trình này bằng tiếng Việt, xin gọi số 227-8800—Nguyet Dinh

The new science complex is completed and it is providing Andrew Hill with state of the art science labs, a 100 seat college style lecture facility, a 2,000 square foot health clinic and laboratory, and 12 more 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. Computers will be brought on line in stage 3 of our Internet Connectivity days. Equipment including a large screen television, a presentation board and additional computers and printers, and chairs have been added.

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 Operational Grant application submitted jointly with Sylvandale Middle School.



LOCATION

Andrew Hill is a 40 year old comprehensive high school serving a diverse ethnic and cultural population of some 2,072 students. It is the second oldest of the ten comprehensive high schools in the East Side Union High School District, and is located at the intersection of Capitol Expressway and Senter Road at 3200 Senter Road, San Jose, CA 95111.

Superintendent Joe Coto
East Side Union High School District
830 North Capitol Avenue
San Jose, CA 95133

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CLASS SIZE and TEACHING LOADS

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

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

The average department class size is as follows:

DEPARTMENT/CLASS SIZE	DEPARTMENT/CLASS SIZE
Art29	Safety Education 35
Business Education29	Science..... 32
Typing/Keyboard.....40	Integ Science I..... 25
English 1/9/LA III25	Social Science..... 34
Foreign Language29	<i>Additionally, the following classes</i>
Homemaking.....29	<i>average:</i>
Industrial Education.....29	ELD
Mathematics32	Language Arts 1&2 20
Algebra I 25	Survival Skills 20
Performing Arts (Band, Choir, except for Drama).....30	Language Arts 3 30
Physical Education42	Language Arts 3/9..... 25
Reading	Bilingual/Sheltered 25
Improvement & Development 20	
Other 30	

TRAINING and CURRICULUM IMPROVEMENT

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



The emphasis in the past three years has been on the integration of technology into the instructional programs, the development and implementation of Graduation Competencies (Oral and Written Communication and Service Learning), the integration of curriculum and the development of authentic performance based assessments (including portfolios). Additional specific training 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.

TEACHERS' ASSIGNMENTS

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 authorization, appropriate special credentials are obtained. For the school year of 1997-98, there were approximately 10 teachers requiring special credentials throughout the district.

TEACHER EVALUATION and PROFESSIONAL IMPROVEMENT

All teachers and staff are regularly evaluated. Teachers are observed and assisted by administrators, peer coaches, and mentor teachers (colleagues trained in improving the delivery of instruction). The Principal and Associate Principals are required to provide formal evaluations for permanent teachers every other year. Temporary and probationary teachers are evaluated annually. The Principal also evaluates the Associate Principals. The Principal, in turn, is evaluated by the Superintendent.

Teachers participate in staff development programs offered by the district and Andrew Hill High School. In addition, many take advantage of local college and university classes, and workshops offered by the Santa Clara County Office of Education.

Mentor teachers and Subject Area Coordinators support teacher improvement and curriculum development.

TEXTBOOKS and INSTRUCTIONAL MATERIALS

All students are provided textbooks for courses which require them with the average cost of a new textbook exceeding \$35.00. Students who have five academic classes may have texts and supplementary books with a total value in excess of \$200.



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

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.

Each of the modernized classes in the 200 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 20 Puente computer stations, the 25 station Programming Lab, the 30 station CAD Lab, and the new 42 station Keyboarding 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.

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.

QUALITY OF INSTRUCTION and LEADERSHIP

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 "FAST" approach in 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 "FAST" science program brings real life hands on activities into the science classroom. Andrew Hill teachers are nationally recognized speakers and trainers for this program.

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 goal of the Valdes Summer Mathematics institute is to prepare 6th, 7th, and 8th grade students to enter high school at the level of Algebra I or higher. The educated prediction is that with their growth in mathematics will be a commensurate rise in English and other academic skills. During the summer of 1996 over 1,000 students participated in the Institute on the campuses of Santa Clara University, San Jose State University, San Jose City College, Evergreen Valley College, and Mission College. Support for this unique program is a joint venture between the East Side Union High School District, the state of California, The Packard Foundation, Sun Microsystems, the Community Foundation and the various feeder districts which send students to Andrew Hill.

The AVID, Puente, and ROTC programs have provided specialized curricular

programs to various under represented 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.

The development and implementation of Graduation Competencies lies at the heart of Andrew Hill's restructuring efforts. The class of 1999 is piloting the Oral and Written Communication Graduation Competency. Student portfolios will provide authentic examples of students' ability to achieve and master this competency prior to graduation. Work continues on the development of successive competencies. The next to be piloted is the Service Learning Competency.

Over the past several years we have brought onto campus supplemental academic and social support services. These include full and part time social, mental health, and drug and alcohol workers. Our MST has expanded to include community and on site service providers. Students are referred to the MST for academic and social problems, assessed, assigned a case manager, and a plan is developed jointly with the student, the parent(s) and the service providers outlining the specific responsibilities of each party.

Over the past several years the students of Andrew Hill have had the highest or second highest GPA in the district. This brings a tremendous sense of pride to the students, parents, staff, and community. We share with our community a commitment to provide the most appropriate educational program for each student. This requires a broad curriculum that serves the special education student, the limited English student, the at-risk student, the vocational student, and the academically gifted student. Throughout these offerings, there is an emphasis on maintaining the student in the least restrictive environment, and providing opportunity for academic and personal growth. Our programs serve students in need of severe remediation through those capable of advanced placement and college level work.

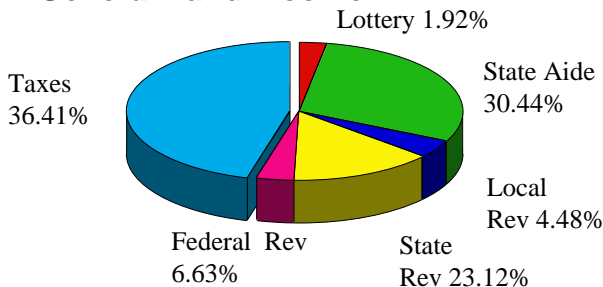
Within recent years, Andrew Hill graduates have enrolled in many prestigious post secondary institutions such as Yale, Harvard, Stanford, Cornell, M.I.T., Vassar, University of California, and Santa Clara University. Andrew Hill is proud of the quality of instruction provided by its caring and professional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

EXPENDITURES and SERVICES OFFERED

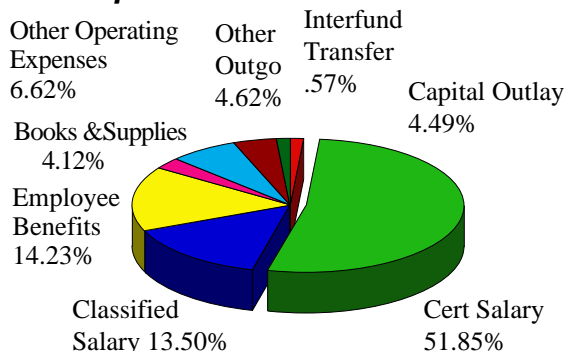
In 1997-98, the East Side Union High School District received \$146 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$6,464 per student. The graphs below illustrate district income and 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 workforce or further their education. Included are Integrated Career Programs (ICP's); Work Experience; Central County Occupational Center, which includes Regional Occupational

—General Fund Income—



—District Expenditures—



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:

- Limited English Proficient/ELD
- 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
- UCO
- 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

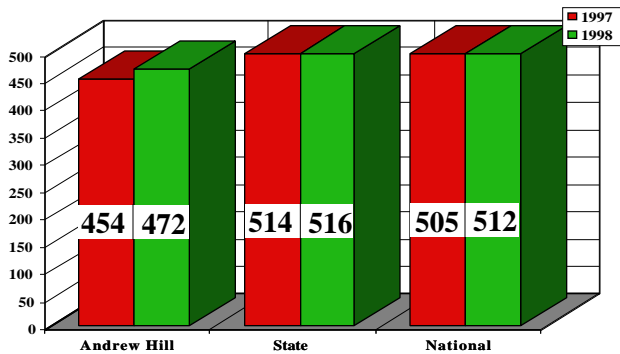
—Compensation / Salary—

Many things affect employee salary. 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
Beginning Teacher's Salary	\$27,896	\$25,531-\$34,662	\$29,577
Midrange Teacher's Salary	\$45,863	\$36,805-\$57,996	\$48,018
Highest Teacher's Salary	\$55,196	\$50,523-\$66,667	\$57,528
School-Site Principal's Salary	\$79,461	\$69,202-\$96,993	\$82,764
District Superintendent's Salary	\$106,594	\$82,082-\$126,719	\$110,165

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 MATH SCALE SCORES



The College Board reports the average scale scores of students who gave permission to release those scores to their schools. In the mathematics section of the SAT, the Andrew Hill students who gave permission to have their scores reported to their school averaged a scale score of 472 in 1998. This represents an increase of 18 points from the previous year. The graph above compares the mean mathematics scores for Andrew Hill attained in 1997 and 1998 with those attained by students across the state and across the nation.

COUNSELING and STUDENT SUPPORT SERVICES: 1997-1998

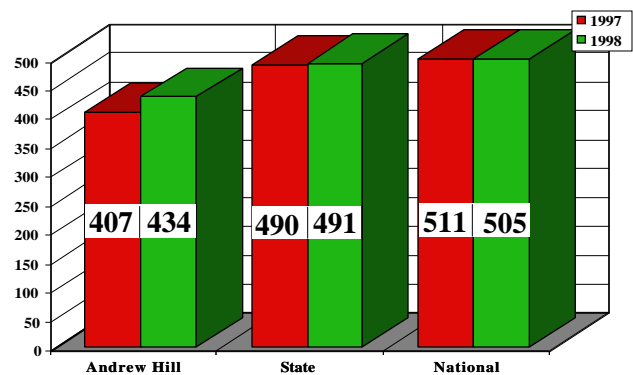
Counseling and Student Support Services for students at Andrew Hill are provided through the efforts of full and part-time counselors, a health clerk, a part-time psychologist, a part-time speech and hearing specialist, a Career Center technician, a Student Activities bank clerk, a full-time librarian 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, a part-time drug and alcohol worker, and two MSW interns 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 we are bringing all support and intervention services into a single cohesive and coherent system wherein we attempt 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).

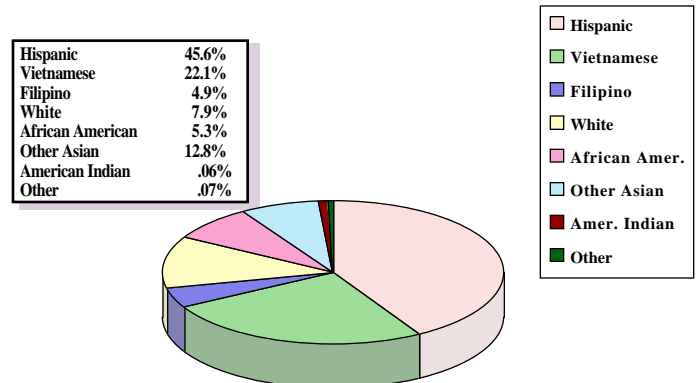
Additional instructional support services are offered through an extensive program of adult instructional aides, college and high school students working as instructional assistants, and community and business volunteers who provide in class, after school, evening, Saturday instructional and tutorial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

SCHOLASTIC APTITUDE TEST VERBAL SCALE SCORES



In 1998, Andrew Hill students volunteering their scores averaged a verbal scale score of 434, an increase of 27 points under the scores reported for their counterparts the previous year. The graph above compares the mean verbal scores for Andrew Hill attained in 1997 and 1998 with those attained by students across the state and across the nation.

STUDENT POPULATION



The student enrollment at Andrew Hill was 2,072 (10/97). The ethnic composition of the student population is illustrated above. Thirty three percent of the students are limited-English-proficient. These students receive language instruction in English-as-a-Second Language (ELD). Seven percent of our students are special education students who are mainstreamed and participate in regular activities.

ATTENDANCE and DROPOUT RATES

During the past three years, the average daily attendance rate at Andrew Hill has remained consistently high. During the 1997-98 school year, the attendance rate was over 87%. This percentage includes those students who are absent for legitimate purposes such as illness and other medical reasons. Andrew Hill's Attendance Office Staff notifies parents by phone and mail of students' absences on a daily basis. Absences are also noted on the report cards sent home every six weeks. The home-school Liaison makes home visits when students miss excessive days of school and when phone contacts were unsuccessful. Also on the report cards are grades of (F+) which denote that the student is failing classes due to excessive absences.



The number of students who left school during the 1997-98 school year without a transcript request was 65. This represented a dropout rate of 3%. The total number of students suspended during the 1997-98 school year was 312, and the number of students expelled was 3.