School Accountability Report Card
School Year 2001-2002

School Information		District Information	
School Name	Hill (Andrew P.) High	District Name	East Side Union High
Principal	Bruce Shimizu	Superintendent	Joe Coto
Street	3200 Senter Road	Street	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95111-1332	City, State, Zip	San Jose, CA 95133-1316
Phone Number	408 347-4100	Phone Number	408 347-5000
FAX Number	408 347-4115	FAX Number	408 347-5045
Web Site	www.andrewhill.org	Web Site	www.esuhsd.org
Email Address	shimizub@esuhsd.org	Email Address	guerinl@esuhsd.org
CDS Code	43-69427-4332995	SARC Contact	Lorraine Guerin

School Description and Mission Statement

DESCRIPTION: To academi-cally prepare students for the rigorous demands of the 21st Century, Andrew P. Hill High School, "A California Distinguished School," offers students the following educational advantages: schoolwide internet access (World Wide Web), a 2,000 square foot clinic and two-story Science/Medical Health Professions complex, newly modernized and air conditioned classrooms, a Falcon Family Student Support Team, a comprehensive student activities program, an outstanding teaching staff and a California Distinguished School Instructional Program...everything parents could want to prepare their 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 Program to major occupational opportunities in the medical and health professions.

MISSION: All students who enter Andrew Hill High School will graduate with the ability to gain admission to and benefit from post-secondary education while acquiring an appreciation for people of all languages, cultures and creeds in an environment that supports ethical and moral responsibility to oneself and the society in which we live.

Expected Schoolwide Learning Results

Problem Solving

• 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.

Opportunities for Parental Involvement

Contact Person Name	Ozelle Oshiro	Contact Person Phone Number	408 347-4288

Parent Programs Highlights 2001-2002

Andrew Hill has had a significant number of parent support activities during the 2001-2002 school year. The following is a brief summary of these activities. Many are ongoing and others are events specifically designated for Andrew Hill parents:

Guidance Department — Parental services were provided on an ongoing basis. These included, but were not limited to, (1) individual parent conferences, (2) assistance to parents in evaluating student academic and testing performances, (3) discussions with parents on behavior and attendance issues and (4) support to parents and students on career counseling and referrals to schools, colleges and universities. Of significant note were the Vietnamese Parent Conferences held in October 2001, February 2002 and March 2002. These conference were attended by a total of 357 parents and students and included topics such as the role of parents in their children's education, parenting and academic coaching, reading programs, Jose Valdes Math Institute, the District Summer School Program, SAT 9 Testing, and Parent Association Activities.

Student Support Services - The focal point of parental services were a series of weekly meetings for Spanish speaking parents held from October 2001 through May 2002. These meetings averaged an attendance of 12 parents and involved discussions of school interests to the parents who attended. These included, but were not limited to student safety and welfare issues, academic and behavior issues, school policies and procedures and college planning. Many Andrew Hill administrators and staff personnel were invited and served as keynote speakers.

Administration and Administration Support Staff - The Back to School Night was a major parental support program providing parents with access to the teachers. International Night provided social and cultural interaction support to parents. The Honors Night provided parents with self —empowerment, social esteem and a recognition of their success in supporting their student's achievement and academic growth. There were periodic meetings of Vietnamese parents facilitated by Mr. Minh Duc Chau. These meeting were tailored to the specific academic, social and cultural needs of Andrew Hill Vietnamese

families. There were also individual parent conferences conducted by the Student Advisors and Community Liaisons. In additional, there were structures that included parents as partners such as the School Site Council, District Advisory Council representation and the Principal's Newsletter. Of noteworthy were the parent education classes conducted at the Andrew Hill school site by the Parent Institute for Quality Education (PIQE). These were a series of classes taught over an eight week period that provided training to parents in topics such as Adolescence, Growth and Family, Building Relationship with Adolescents, Positive Communications and Self Esteem, Obstacles that Hinder Success in School, How the School System Works and The Road to the University. Seventy (70) parents completed the PIQE program.

I. Demographic Information

Student Enrollment, by Grade Level

Grade Level	Enrollment
Grade 9	509
Grade 10	498
Grade 11	467
Grade 12	514
Ungraded Secondary	
Total	1988

Student Enrollment, by Ethnic Group
The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	102	5.1	Hispanic or Latino	1,025	51.6
American Indian or Alaska Native	5	0.3	Pacific Islander	9	0.5
Asian-American	623	31.3	White (Not Hispanic)	123	6.2
Filipino-American	100	5.0	Other	1	0.1

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	August 2001	Date Last Discussed with Staff	September 2001

Reviewed and updated each year in August and reviewed with staff at the beginning of each school year.

School Programs and Practices that Promote a Positive Learning Environment

The campus operates as a closed facility during the school day under regulations adopted by the Board of Trustees, Students are not permitted to leave school except by permission of their parent, and outsiders are not permitted on campus unless they heave 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.

Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2000	**2001**	**2002**	**2000**	**2001**	**2002**
Suspensions (number)	206	147	117	2549	2101	2109
Suspensions (rate)	9.6%	7.4%	5.9%	10%	9%	9%
Expulsions (number)	5	2	5	74	31	31
Expulsions (rate)	.2%	.1%	.25%	.3%	.1%	.1%

School Facilities

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

III. Academic Data

Standardized Testing and Reporting (STAR)
Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only). *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

California Standards Tests (CST)
The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - English Language Arts
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	20	25	---	27	32	---	28	33
10	---	17	22	---	27	30	---	31	33
11	---	19	18	---	24	28	---	29	31

CST - Mathematics
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---	11	---	---	17	---	---	21
10	---	---	10	---	---	15	---	---	21

11	---	---	6	---	---	13	---	---	18

CST - Science
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---	7	---	---	7	---	---	22
10	---	---	28	---	---	22	---	---	26
11	---	---	18	---	---	18	---	---	25

CST - History/Social Science
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---	17	---	---	22	---	---	24
10	---	---	18	---	---	19	---	---	24
11	---	---	19	---	---	23	---	---	31

CST - Subgroups - English Language Arts
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	18	31	4	40	26	26	
10	19	24	1		16	27	
11	15	22	2		13	22	

CST - Subgroups - Mathematics
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically	Migrant Education

Level						Disadvantaged	Services
9	9	13	5	13	9	14	
10	10	9	9		7	14	
11	4	8	9		5	6	

CST - Subgroups - Science
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	15	18	4	25	16	19	
10	21	15	1		14	21	
11	18	21	6		19	20	

CST - Subgroups - History/Social Science
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	15	18	4	25	16	19	
10	21	15	1		14	21	
11	18	21	6		19	20	

CST - Racial/Ethnic Groups - English Language Arts
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	21		39	36	15		35	
10	13		39	35	10		21	
11	18		26	67	9		24	

CST - Racial/Ethnic Groups - Mathematics
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	7		24	16	1		6	
10			27		1			
11			14		1			

CST - Racial/Ethnic Groups - Science
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9			16					
10			50	33	17		33	
11			30		6			

CST - Racial/Ethnic Groups - History/Social Science
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	5		25	24	11		24	
10	11		33	24	9		12	
11	21		30	50	10		16	

Stanford 9 (SAT 9)
Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

SAT 9 - Reading
Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	17	17	22	30	32	33	35	35	34
10	15	15	21	26	28	31	34	34	34
11	21	18	19	29	29	30	36	37	37

SAT 9 - Mathematics
Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	46	47	49	57	56	60	51	51	52
10	40	37	43	46	47	50	46	45	46
11	42	42	40	48	47	48	47	46	47

SAT 9 - Subgroups - Reading
Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	15	28	2	34	23	21	40
10	20	23	3	30	20	23	
11	17	21	3	26	15	22	

SAT 9 - Subgroups - Mathematics
Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	49	49	31	61	50	48	
10	43	42	22	54	43	44	
11	41	39	27	47	41	39	

SAT 9 - Racial/Ethnic Groups - Reading
Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	26		30	24	15		39	
10	6		37	24	12		26	
11	18		28	62	10		23	

SAT 9 - Racial/Ethnic Groups - Mathematics
Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	25		76	68	33		55	
10	22		76	60	23		35	
11	21		61	67	27		48	

California Fitness Test
Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)
Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5							22.2	23.4	21.5
7							25.9	27.3	25.0
9	41.9	46.5	36.9	23.4	20.2	27.0	22.7	21.0	24.6

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.
Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.
Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for

each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education Web site or by speaking with the school principal

School Wide API

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	99	93	95	Percentage Tested	93	95	97
API Base Score	552	548	562	API Growth Score	547	550	577
Growth Target	12	13	12	Actual Growth	-5	2	15
Statewide Rank	3	3	3				
Similar Schools Rank	5	4	6				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

Asian-American				Asian-American			
API Base Score	627	625	641	API Growth Score	621	630	685
Growth Target	10	10	10	Actual Growth	-6	5	44
Filipino-American				Filipino-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	469	468	480	API Growth Score	459	465	496
Growth Target	10	10	10	Actual Growth	-10	-3	16
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
API Base Score	473	517	531	API Growth Score	516	517	560
Growth Target	10	10	10	Actual Growth	43	0	29

API-Based Awards and Intervention Programs
California program data are based on API growth data from the previous academic year.
***The II/USP Program was not funded for the year 2002.

California Programs				Federal Programs			
	2000	2001	2002		2000	2001	2002
Eligible for Governor's	NO	NO	N/R	Recognition for			

Performance Award				Achievement (Title 1)			
Eligible for II/USP	YES	YES	***	Identified for Program Improvement (Title 1)			
Applied for II/USP $	YES	YES	***	Exited Title 1 Program Improvement			
Received II/USP $	YES	YES	***				

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)
Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

These data are not required to be reported until 2004 when they can be reported for the entire potential graduating class. When implemented, the data shall be disaggregated by special education status, English language learners, socioeconomic status, gender and ethnic group.

Dropout Rate and Graduation Rate
Data reported regarding progress over the most recent three-year period toward reducing dropout rates include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
Enrollment (9-12)	2189	2154	2099	24259	24577	24282	1659030	1703492	1735576
Number of Dropouts	102	44	44	1098	840	601	46470	47282	47899
Dropout Rate	4.7	2.0	2.1	4.5	3.4	2.5	2.8	2.8	2.8

V. Class Size

Average Teaching Load and Teaching Load Distribution
Data reported are the average class size and the number of classrooms for each range of students, by subject area, as reported by CBEDS.

Subject	2000				2001				2002			
	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+

English	22.87	49	47	1	22.90	39	55	0	23.18	39	44	2
Mathematics	25.65	20	49	3	25.21	30	41	6	25.49	18	44	1
Science	24.58	19	47	1	25.93	16	43	2	26.67	12	32	2
Social Science	28.65	5	25	22	27.92	9	36	6	26.90	12	37	2

VI. Teacher and Staff Information

Teacher Credential Information
Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2000	2001	2002
Total Number of Teachers	99	104	97
Full Credential (full credential and teaching in subject area)	83	75	81
Teaching Outside Subject Area (full credential but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	22	33	22
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	5	4	2

Teacher Evaluations

All teachers and staff are regularly evaluated. Classified staff members are evaluated by their immediate supervisors and certificated staff members are evaluated by the principal and associate principals. Formal written evaluations are required for permanent teachers every other year. Probationary and temporary teachers are evaluated annually. The principal, who is evaluated by the superintendent, evaluates the performance of the associate principals

Substitute Teachers

The East Side Union High School District has developed a large pool of qualified substitute teachers. When teachers are absent for illness or personal emergencies or need to participate in special professional training activities, substitute teachers are sent to cover classes.

However, to maintain the quality of the instructional program, every effort is made to minimize teacher absences.

Counselors and Other Support Staff
Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is

working 100% full time. Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	6
Librarian	1
Psychologist	1
Social Worker	*
Nurse	**
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

* Andrew Hill has a social worker from the county on the campus to assist students and families in need.
** There are two nurses in the district who serve all schools.

Academic Counselors
Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
6	331.33

VII. Curriculum and Instruction

School Instruction and Leadership

Andrew Hill, with the support of state and federal funds (SB 1882, Title I, EIA, GATE, Perkins, 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 (including portfolios). Additional specific trainings have been and are being offered in Bilingual and Sheltered certification, Advanced Placement, Integrated Science (FAST), Integrated Mathematics and Equity 2000. Specific curriculum projects have included Puente, AVID (Advancement Via Individual Determination), Medical Office Management, Language Arts 3/9 literature based writing program, Army ROTC, and our 2+2 Tech program. The addition of a full-time Staff Development Coordinator has accelerated and expand staff development activities.

Professional Development

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.

Quality and Currency of Textbooks and Other Instructional Materials

All students are provided textbooks for courses which require them with the average cost of a new textbook exceeding $55.00 to $60.00. Students who have five academic classes may have texts and supplementary books with a total value in excess of $275.

The approval and adoption of texts is an ongoing process facilitated through the Instructional Policies Committee which meets monthly. New approved texts are phased into the schools over several years to replace outdated texts. Supplementary materials are also provided through Title One, GATE, Perkins, and EIA funding. Of specific and immediate need are texts and materials for bilingual and sheltered core classes.

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

Instructional Minutes
The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	65,510	64,800
10	65,510	64,800
11	65,510	64,800
12	65,510	64,800

Total Number of Minimum Days

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered
The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an

opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for Fine and Performing Arts includes AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts			
Computer Science	1	1	26
English			
Foreign Language	3	6	149
Mathematics	2	4	114
Science	3	6	140
Social Science			

Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)
The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Number of Pupils Enrolled in all Courses	Number of Pupils Enrolled In Courses Required For UC and/or CSU Admission	Percentage of Pupils Enrolled In Courses Required For UC and/or CSU Admission
7508	4990	66.5

Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission
The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) **total graduates** for the most recent year.

Number of Graduates	Number of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission	Percentage of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission
340	90	26.5

SAT I Reasoning Test
Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

	School	District	State

	2000	2001	2002	2000	2001	2002	2000	2001	2002
Grade 12 Enrollment	463	459	514	5632	5693	5590	347813	357789	365907
Percentage of Grade 12 Enrollment Taking Test	35	39	40	38	40	40	36	37	37
Average Verbal Score	424	436	422	459	462	453	492	492	490
Average Math Score	477	486	475	502	500	494	517	516	516

College Admission Test Preparation Course Program

Andrew Hill currently has two SAT PREP programs—the Kaplan SAT PREP has 48 Juniors enrolled. The UCEAOPO Saturday College also has an SAT PREP has 30 Juniors in the program.

Degree to Which Students are Prepared to Enter Workforce

The Medical and Health Professions magnet is the most successful in the district. Each year students from within and outside of the district vie for placement in the Magnet Program. Recent expansion of ties with Stanford University have brought onto the site professors and graduate students from the Stanford medical school who provide direct student instruction and staff development and inservicing for Andrew Hill and Sylvandale Middle School staff. Magnet students have on line access to mentors at Stanford and are developing on-line pen pals. Job shadowing opportunities are provided through the Santa Clara Valley Medical Association, Stanford University, and the San Jose Medical Center.
The AVID, Puente, and ROTC programs have provided specialized curricular programs to various underrepresented student groups. Each program has as a goal the preparation of students to achieve and to be prepared to access post high school employment and educational opportunities.

Within recent years, Andrew Hill graduates have enrolled in many prestigious post secondary institutions such as Yale, Harvard, Stanford, Cornell, M.I.T., Vassar, University of California, and Santa Clara University. Andrew Hill is proud of the quality of instruction provided by its caring and professional staff. The administration and staff share a strong commitment to provide opportunities for student success. In partnership with the students, parents, and community, Andrew Hill will continue to restructure itself into a competency based community centered health professions magnet.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2000-2001)
Statewide data categories used for comparison are determined by type (Elementary, High, and Unified) and enrollment. The statewide average for principals is aggregated by district. There is no statewide average calculated for Common Administration Districts. (Note: 2001-02 data was not available at this time.)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	38833	35124
Mid-Range Teacher Salary	62560	57212

Highest Teacher Salary	77200	71349
Average Principal Salary (High)	102401	99782
Superintendent Salary	199132	138750
Percentage of Budget for Teacher Salaries	39.01	38.23
Percentage of Budget for Administrative Salaries	5.33	5.12

Expenditures (Fiscal Year 2000-2001) (Note: 2001-02 data was not available at this time.)

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
$173,933,670	$7,385	$6,534	$6,360

Types of Services Funded

In 2001-2002, the East Side Union High School District received $200 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended $8,375 per student. 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