# School Accountability Report Card

## Reported for School Year 2008-09 Published During 2009-10

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 on the California Department of Education (CDE) SARC Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2009-10)

This section provides the schools contact information.

| School | | District | |
|---|---|---|---|
| School Name | Andrew P. Hill High | District Name | East Side Union High |
| Street | 3200 Senter Rd. | Phone Number | 408-347-5000 |
| City, State, Zip | San Jose , CA 95111-1332 | Web Site | www.esuhsd.org |
| Phone Number | 408-347-4100 | Superintendent | Dan Moser |
| Principal | Bettina Lopez | E-mail Address | moserd@esuhsd.org |
| E-mail Address | lopezb@esuhsd.org | CDS Code | 43- 69427- 4332995 |

# School Description and Mission Statement (School Year 2008-09)

Andrew P. Hill High School was one of the first school's to open in the East Side Union High School District, as such, the school has a very dedicated and committed extended community that participates whole-heartedly within the school community.

The diversity within our student population promotes the acceptance of the cultures, beliefs, and ideas of all students. Our staff is committed to supporting all students in planning for their future.

# Opportunities for Parental Involvement (School Year 2008-09)

Andrew P. Hill is committed to including parents in the decision making process at the school site. The Andrew Hill School Site Council is the main governance body on campus which consists of one Administrative staff member, thirteen faculty staff members, six parent/community members, and six elected student members. This body is responsible for allocating categorical funds at the school site which are aligned the school goals as identified in the Single School Plan. The Council's primary function is in supporting socio-economically disadvantaged students, special needs students, and English Language Learners at the school site. The contact person for this group is the site Principal who can be reached at (408) 347-4100. The *ELAC Advisory Committee*.is another governance body of elected parent and elected student members who support English Learners at the school site. The contact person for this organization is the Associate Principal of Educational Development who can be reached at (408)347-4130.

In addition to the School Site Council, the school site has made an extended effort in promoting parental involvement on campus through the various parent organizations. Each of the parent organizations meet regularly on campus as they focus in interest areas specifically identified by their members. The *Falcon PTO* is the umbrella parent organization that supports all Andrew Hill parent groups. This organization supports school based events, fundraisers, and is concerned with preserving the history of the alumni of the school. The PTO President is Ms. Sandy Sherman who can be reached at 347-4100. The Andrew Hill **African American Parent Organization** strives to promote the involvement of African American Parents whose children are struggling academically. The organization instills the belief in promoting cultural pride and offering opportunities for youth leadership. The contact person for this organization is Ms. Janet Gwananji who can be reached at (408)347-4100. *Padres Latino's* is the parent organization which represents Spanish speaking parents and their students. The focus of the group is to assist parents in navigating the school in order to support their students while they attend Andrew P. Hill High School. Freshmen parents are encouraged to participate in Parent Empowerment classes in order to assist them in becoming advocates and leaders within the school. The group meets on campus on a monthly basis, the contact person for this organization is Ms. Yesenia Marquez who can be reached at (408)347-4167. The *Vietnamese Parent Group* serves Vietnamese Speaking families at the school site. The focus of the organization is assisting parents in monitoring a four year educational plan for their students. This parent group is committed to serving the Vietnamese community within the area. The contact person for this group is Mr. Tien Pham who can be reached at (408)347-4168.

The Falcon Athletic Booster Parent Club supports all of the athletic programs at the school site.

# Student Enrollment by Grade Level (School Year 2008-09)

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

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 0 |
| Grade 1 | 0 |
| Grade 2 | 0 |
| Grade 3 | 0 |
| Grade 4 | 0 |
| Grade 5 | 0 |
| Grade 6 | 0 |
| Grade 7 | 0 |
| Grade 8 | 0 |
| Ungraded Elementary | 0 |
| Grade 9 | 646 |
| Grade 10 | 581 |
| Grade 11 | 574 |
| Grade 12 | 470 |
| Ungraded Secondary | 0 |
| Total Enrollment | 2271 |

# Student Enrollment by Group (School Year 2008-09)

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 |
|---|---|
| African American | 2.99 % |
| American Indian or Alaska Native | 0.18 % |
| Asian | 30.21 % |
| Filipino | 4.54 % |
| Hispanic or Latino | 57.68 % |
| Pacific Islander | 0.53 % |
| White (not Hispanic) | 3.65 % |
| Multiple or No Response | 0.22 % |
| Socioeconomically Disadvantaged | 51.00 % |
| English Learners | 26.00 % |
| Students with Disabilities | 8.00 % |

## 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 | 2006-07 | | | | 2007-08 | | | | 2008-09 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 25.0 | 35 | 42 | 6 | 25.8 | 22 | 52 | 7 | 26.1 | 29 | 61 | 6 |
| Mathematics | 25.4 | 31 | 36 | 12 | 26.4 | 16 | 61 | 4 | 24.3 | 45 | 46 | 10 |
| Science | 29.0 | 4 | 57 | 10 | 29.3 | 5 | 44 | 16 | 28.5 | 9 | 37 | 10 |
| Social Science | 30.2 | 2 | 28 | 19 | 29.2 | 9 | 31 | 16 | 28.9 | 4 | 50 | 12 |

# III. School Climate

## School Safety Plan (School Year 2008-09)

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

Andrew Hill High last reviewed the School Safety Plan with the Andrew Hill Safety team  The Safety Team Committee submitted the School Safety Plan for 09-10 to the School Site Council for review and submission to the East Side Union High School District Board for approval.

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 goals for the 2009-2010 School Safety Plan are; T

1) Reduce the number of referrals reporting incidents of Defiance, Insubordination, Harassment, and Intimidation/Bullying by 25%.
2) Reduce the number of referrals reporting Truancy and Tardiness by 50%.

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.

The 2006-2007 Andrew Hill High School Site Safety Plan has a comprehensive, enforceable, and continuous:  The process for our Behavior policy, Rules and regulations, Protocols for safety/emergency drills, Tardy policy, Attendance policy, Referral process are also aligned with those of East Side Union High School District Policy.  Additionally, Andrew Hill High School has for the past ten years implemented a Common Dress Policy on site.

The Andrew P. Hill Safety Team regularly attends the SJC Mayor's Gang Task Force and the Region 8 Safety Meetings along with community agencies and local feeder schools.

The Student Multi-Services resources available on site are in partnership with local community based organizations.  These resources vary depending on the need of our student population.  Andrew Hill is committed to serving the whole student.

# 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 | | |
|---|---|---|---|---|---|---|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| Suspensions | 42.4 | 41.2 | 39.7 | 21.7 | 30.0 | 16.9 |
| Expulsions | 1.0 | 0.0 | 0.2 | 0.4 | 0.1 | 0.1 |

# IV. School Facilities

## School Facility Conditions and Planned Improvements (School Year 2009-10)

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.

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.

Age Of School Buildings

The main school campus was constructed in 1956.   In previous years portable buildings have been added to accommodate increased student population and diverse program needs.  In total we have added thirteen portables that serve as classrooms throughout each period of every school day.

In addition, our newest building facility is the Science building.  This is a two story facility equipped with a presentation hall that seats approximately one hundred students.  The building includes nine science lab classrooms, and a large teacher office with working desk areas and collaborative teacher meeting facilities. Presently, the school site is outgrowing the facility and is in need of additional science classroom space.

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.

The renovation included the modernization of the athletic stadium and field.  The school site has a fully functioning gated stadium with the addition of night time stadium lights added to the facility, new bleachers, a press box, a ticket booth, and an upgraded track and field.

A newly constructed Child Care Center is now located on the south side of the campus. The center includes a pick up/drop off area, enclosed playground facilities, and a modernized Child Care facility that serves the community. Andrew Hill students assist by enrolling in an Early Childhood Development course while Childcare students are also served by the Health Care Center on campus.

In late February of 2008 the new "C" building will open on campus. The building includes fifteen fully equipped classrooms, collaboration rooms, resource rooms, conference rooms, offices spaces, and a computer lab. The two story structure will have wireless access as does the rest of the school campus. The building is located at the front of the school and the construction will include beautification at the front entrance of the school campus, which include decorative fencing at the entrance of the school.

In addition, as part of the 2008 renovation schedule, the cafeteria will be remodeled and updated. The completion of this work is scheduled for May. The renovation includes a newly configured service area, new flooring and kitchen equipment, and an extended kitchen area.

Maintenance Projects

The 100 building is part of the original campus construction which is a curb site facility that serves as a main entrance to the school. This facility is a two story enclosed structure that houses classrooms for various departments. In the summer of 2007 minor aesthetic maintenance served to upgrade the physical appearance of the facilities.

Measure E projects pending:

The Andrew Hill Measure E Committee has submitted recommendations to the Andrew Hill School Site Council for proposed projects given Measure E funds. The Andrew Hill School Site Council submitted the proposed recommendations to the East Side Union High School District Board.

Pending site projects include the addition of classroom spaces that would include Science Lab classrooms and Art classrooms as a priority. The school will be updating facilities to meet Title IX requirements which include a Varsity Room for Girl's Athletics.

## School Facility Good Repair Status (School Year 2009-10)

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

| Item Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| | Good | Fair | Poor | |
| Gas Leaks | x | | | |
| Mechanical Systems | 90% | 10% | | H.V.A.C. unit was replaced in the boy's team room |
| Windows/Doors/Gates (interior and exterior) | 80% | 10% | 10% | We replace door in APA office. Other doors that need replacement 102, 100 building entry, music building and exterior locker room doors. Doors will be replaced when funding is available. |
| Interior Surfaces (walls, floors, and ceilings) | 80% | 10% | 10% | Cafeteria floor needs replacing. Was replaced in December of 2009. Walls need painting in cafeteria. Was painted in summer 2009. More painting and floor replacement will be done when funds are available. |
| Hazardous Materials (interior and exterior) | 90% | 10% | | |
| Structural Damage | 90% | 10% | | Dry rot in portables. Will be repair by December. |

| | X | | |
|---|---|---|---|
| Fire Safety | X | | |
| Electrical (interior and exterior) | X | | |
| Pest/Vermin Infestation | | x | We have a pest control company spray annually |
| Drinking Fountains (inside and outside) | | x | We work on drinking fountains three to four times a year |
| Restrooms | X | | |
| Sewer | X | | |
| Playground/School Grounds | X | | |
| Other / Athletic Fields | X | | School was painted summer 2008. Soccer field was reseeded in summer 2009 |
| **Overall Rating** | X | | |

# V. 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 on the CDE DataQuest Web page.

| | School | | | District |
|---|---|---|---|---|
| **Teachers** | **2006-07** | **2007-08** | **2008-09** | **2008-09** |
| With Full Credential | 90 | 91 | 90 | 1089 |
| Without Full Credential | 9 | 9 | 14 | 149 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | N/A |

## 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 | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | 0 | 0 | 3 |
| Total Teacher Misassignments | 0 | 0 | 3 |
| Vacant Teacher Positions | 0 | 0 | 0 |

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools

are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|---|---|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 94.6 | 5.4 |
| All Schools in District | 95.2 | 4.8 |
| High-Poverty Schools in District | 94.4 | 5.6 |
| Low-Poverty Schools in District | | |

# VI. Support Staff

## Academic Counselors and Other Support Staff (School Year 2008-09)

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 | 4.2 | 545 |
| Library Media Teacher (Librarian) | 1.0 | N/A |
| Psychologist | | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | | N/A |
| Resource Specialist (non-teaching) | | N/A |
| Other | 1.0 | |

# VII. Curriculum and Instructional Materials

# Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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 AND TEXTBOOK IN USE BY COURSE | PUBLISHER | YEAR PUBLISHED | PERCENT OF PUPILS WHO LACK THEIR OWN ASSIGNED TEXTBOOKS, INSTRUCTIONAL MATERIALS OR SCIENCE LAB EQUIPMENT |
|---|---|---|---|
| **ENGLISH/LANGUAGE ARTS** | | | |
| English 1 – "The Language of Literature Ninth Grade" | McDougal Littell | 2002 | 0 |
| English 2 – "The Language of Literature" Grade 10 | McDougal Littell | 2002 | 0 |
| English 3 – "Timeless Voices Timeless Themes Am. Experience" | Prentice Hall | 2000 | 0 |
| English 4 – "The Language of Literature World Literature" | McDougal Littell | 2002 | 0 |
| **MATH** | | | |
| Algebra I – "Algebra 1" | McDougal Littell | 2007 | 0 |
| Geometry – "Geometry" | McDougal Littell | 2007 | 0 |
| Algebra II – "Algebra 2" | McDougal Littell | 2007 | 0 |
| Math Analysis – "Precalculus With Limits" | Houghton Mifflin | 2001 | 0 |
| **SCIENCE** | | | |
| Integrated Science 1 – "Spectrum Physical Approach/Science/Explorations" | Holt | 2001,03,04 | 0 |
| Biology – "Biology: Web of Life; Holt Biology" | Holt | 1998,99,2004 | 0 |
| Chemistry – "Chemistry: Connections to our Changing World" | Prentice-Hall | 2000,02 | 0 |
| Physics – "Conceptual Physics" | Addison-Wesley | 1992, 99, 02, 06 | 0 |
| **SOCIAL SCIENCE** | | | |

| World History – "Modern World History" | McDougal-Littell | 2003 | 0 |
| US History – "The American Vision" | Glencoe/McGraw Hill | 2006 | 0 |
| American Government – "Magruder's American Government" | Prentice Hall | 1997 | 0 |
| American Government – "We The People" | Center for Civic Education | 2002 | 0 |

| CURRICULUM AREA | QUALITY, CURRENCY, AND AVAILABILITY OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS | PERCENT OF PUPILS WHO LACK THEIR OWN ASSIGNED TEXTBOOKS, INSTRUCTIONAL MATERIALS OR SCIENCE LAB EQUIPMENT |
| --- | --- | --- |
| FOREIGN LANGUAGE | Textbooks and Instructional Materials in use are standards aligned and officially adopted | 0 |
| HEALTH SCIENCES | Textbooks and Instructional Materials in use are standards aligned and officially adopted | 0 |
| VISUAL AND PERFORMING ARTS | Textbooks and Instructional Materials in use are standards aligned and officially adopted | 0 |
| SCIENCE LABORATORY EQUIPMENT | Science labs are adequately equipped | 0 |

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
| --- | --- | --- | --- | --- |

| | | | | |
|---|---|---|---|---|
| School Site | $7,389 | $2,073 | $5,316 | $78,044 |
| District | N/A | N/A | $6,106 | $76,369 |
| Percent Difference – School Site and District | N/A | N/A | -15% | 2% |
| State | N/A | N/A | $5,512 | $68,332 |
| Percent Difference – School Site and State | N/A | N/A | -4% | 12% |

## Types of Services Funded (Fiscal Year 2008-09)

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

AVID

A Pre-College program which supports under represented students in achieving admission to a four year university. The AVID core class emphasizes student advancement via individual determination and supports students with organization, note-taking, preparing for post secondary admission and tutoring services in various subject areas.

Falcon Homework Center

Sponsors a morning ELD Computer Lab for students twice a week where students can complete their homework and have open access to our computer lab. The Falcon Homework Center also provides tutoring assistance three evenings a week. The Valdez program provides peer tutors in various math courses while the National Hispanic University tutors support students in all other subject areas.

Falcon Wings Center

The center of our Student Services programs and resources. All students are welcome and can self refer or be referred for services by a staff member. Services include group and individual sessions facilitated by our social worker interns or our community based organizations.

English Learner Classroom Support

Andrew Hill has two bilingual educators that support English Learners in core subject area classrooms. Para educators support Spanish Speaking and Vietnamese speaking students in their mainstream classes by assisting the subject area teacher.

Andrew Hill In-House Suspension Program

Supports staff in maintaining a safe learning environment at the school site. Assigned students complete a course curriculum while in In-House Suspension. The Falcon In-House Suspension program operates during the school day on Tuesday, Wednesday, and Fridays. Students may also be referred to the After-School Detention program as assigned by Advisors.

Leadership: Conflict Mediation (Bullying)

Student peers facilitate sessions with students to resolve conflict on campus. The students are trained peer leaders who support the Safety Team in maintaining a safe campus climate. Students are enrolled in the Leadership class and receive elective credit for taking the course.

Theory of Knowledge

An IB course for 11th grade students enrolled in the IB certificate or diploma program. The course is an IB requirement that promotes critical thinking and problem solving.

CAHSEE Math Preparation

Students use an interactive  web-based program in order to prepare for the Math portion of the California High School Exit Exam.  The after school program targets 11th and 12th graders who need additional support.

Falcon Professional Development Series

Supports Andrew Hill teachers in effectively implementing researched based instructional strategies in their classroom.   Teachers have the opportunity to collaborate in order to align practices.

Falcon New Teacher Series

A part of the Andrew Hill Professional Development program that supports teacher instruction.  This series provides support for new teachers to the Andrew Hill campus.  The instructional practices of this series focus on the California Standards of the Teaching Profession for Classroom Management and Creating an Effective Classroom Environment.

Andrew Hill Parent Programs

Assist the Parent Programs at the school site in navigating the school site, providing leadership training, facilitating collaboration, implementing school wide change.  Andrew Hill Parent Programs include the Falcon PTO and African-American Parent group while  Padres Latinos and the Vietnamese Parent groups are conducted in their home languages.

## Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page.

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $48,434 | $42,810 |
| Mid-Range Teacher Salary | $79,527 | $69,375 |
| Highest Teacher Salary | $98,141 | $89,104 |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | | $120,314 |
| Average Principal Salary (High) | $122,625 | $126,901 |
| Superintendent Salary | $238,000 | $198,563 |
| Percent of Budget for Teacher Salaries | 37.90 % | 37.30 % |
| Percent of Budget for Administrative Salaries | 4.30 % | 5.20 % |

# IX. Student Performance

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent

them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modifiedachievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## Standardized Testing and Reporting 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 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| English-Language Arts | 38 | 35 | 38 | 43 | 44 | 47 | 43 | 46 | 50 |
| Mathematics | 15 | 17 | 18 | 23 | 23 | 26 | 40 | 43 | 46 |
| Science | 24 | 38 | 36 | 37 | 44 | 45 | 38 | 46 | 50 |
| History-Social Science | 27 | 27 | 32 | 30 | 34 | 39 | 33 | 36 | 41 |

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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 | 33 | 7 | 11 | 24 |
| American Indian or Alaska Native | * | * | * | * |
| Asian | 61 | 36 | 61 | 51 |
| Filipino | 51 | 15 | 67 | 40 |
| Hispanic or Latino | 24 | 8 | 21 | 22 |
| Pacific Islander | * | * | * | * |
| White (not Hispanic) | 52 | 27 | 55 | 40 |
| Male | 30 | 17 | 34 | 34 |
| Female | 45 | 19 | 38 | 32 |
| Economically Disadvantaged | 34 | 16 | 34 | 29 |

| | | | | |
|---|---|---|---|---|
| English Learners | 8 | 9 | 8 | 6 |
| Students with Disabilities | 5 | 5 | 6 | 7 |
| Students Receiving Migrant Education Services | 19 | 8 | 33 | 19 |

## California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

| Subject | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| English-Language Arts | 37.1 | 45.4 | 42.6 | 51.9 | 55.1 | 55.1 | 48.6 | 52.9 | 52.0 |
| Mathematics | 41.1 | 51.7 | 46.2 | 55.1 | 59.6 | 59.6 | 49.9 | 51.3 | 53.3 |

## California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

| Group | English | | | Mathematics | | |
|---|---|---|---|---|---|---|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students | 54.6 | 34.3 | 11.1 | 48.3 | 29.5 | 22.1 |
| Male | 60.9 | 33.0 | 6.1 | 47.9 | 32.7 | 19.4 |
| Female | 48.4 | 35.5 | 16.0 | 48.8 | 26.3 | 24.9 |
| African American | 52.9 | 35.3 | 11.8 | 47.1 | 41.2 | 11.8 |
| American Indian or Alaska Native | * | * | * | * | * | * |
| Asian | 30.1 | 49.1 | 20.9 | 17.6 | 32.7 | 49.7 |
| Filipino | 32.0 | 44.0 | 24.0 | 28.0 | 40.0 | 32.0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Hispanic or Latino | 68.1 | 27.7 | 4.1 | 64.9 | 27.1 | 8.0 |
| Pacific Islander | * | * | * | * | * | * |
| White (not Hispanic) | 55.6 | 11.1 | 33.3 | 52.6 | 21.1 | 26.3 |
| English Learners | 73.7 | 24.9 | 1.4 | 61.1 | 29.5 | 9.4 |
| Socioeconomically Disadvantaged | 62.3 | 29.4 | 8.3 | 54.8 | 26.4 | 18.8 |
| Students Receiving Migrant Education Services | 82.4 | 11.8 | 5.9 | 55.6 | 33.3 | 11.1 |
| Students with Disabilities | 97.5 | 2.5 | 0.0 | 95.3 | 4.7 | 0.0 |

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing (PFT) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

| Grade Level | Percent of Students Meeting Healthy Fitness Zones | | |
|---|---|---|---|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 0.0 | 0.0 | 0.0 |
| 7 | 0.0 | 0.0 | 0.0 |
| 9 | 9.4 | 24.6 | 56.9 |

# X. 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 on the CDE Academic Performance Index (API) Web page.

## Academic Performance Index Ranks – Three-Year Comparison

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

| API Rank | 2006 | 2007 | 2008 |
|---|---|---|---|

| | | | |
|---|---|---|---|
| Statewide | 3 | 3 | 4 |
| Similar Schools | 2 | 2 | 2 |

**"N/A"** means a number is not applicable or not available due to missing data.

**"B"** means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

**"C"** means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

**" * "** means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

# Academic Performance Index Growth 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 | | | Growth API Score |
|---|---|---|---|---|
| | 2006-07 | 2007-08 | 2008-09 | 2009 |
| All Students at the School | 12 | 13 | 8 | 684 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | 18 | 27 | 5 | 798 |
| Filipino | | | | |
| Hispanic or Latino | 15 | 8 | -1 | 606 |
| Pacific Islander | | | | |
| White (not Hispanic) | | | | |
| Socioeconomically Disadvantaged | 23 | 1 | 20 | 668 |
| English Learners | -25 | 3 | -2 | 602 |
| Students with Disabilities | | -7 | 8 | 403 |

**"N/A"** means a number is not applicable or not available due to missing data.

**"*"** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

# 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 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 on the CDE Adequate Yearly Progress (AYP) Web page.

## Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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 | Yes | No |
| Percent Proficient - English-Language Arts | No | No |
| Percent Proficient - Mathematics | No | No |
| API | Yes | Yes |
| Graduation Rate | Yes | Yes |

**"Yes"**                          Met 2009 AYP Criteria
**"No"**                           Did not Meet 2009 AYP Criteria

## Federal Intervention Program (School Year 2009-10)

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 (ELA 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 on the CDE Adequate Yearly Progress (AYP) Web page.

| Indicator | School | District |
|---|---|---|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2007-2008 | 2004-2005 |
| Year in Program Improvement | Year 3 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 7 |
| Percent of Schools Currently in Program Improvement | N/A | 31.8 |

## XI. School Completion and Postsecondary Preparation

# Admission Requirements for California Public Universities

## University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page (Outside Source).

## California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the Undergraduate Admission & Requirements Web page (Outside Source).

## Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page.

| Indicator | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| Dropout Rate (1-year) | 4.8 | 6.5 | 4.7 | 7.0 | 5.1 | 5.2 | 3.5 | 4.4 | 3.9 |
| Graduation Rate | 68.6 | 67.6 | 72.5 | 77.0 | 76.1 | 77.6 | 83.4 | 80.6 | 80.2 |

## Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

| Group | Graduating Class of 2009 | | |
|---|---|---|---|
| | School | District | State |
| All Students | 77 | 82 | N/A |
| African American | 69 | 80 | N/A |
| American Indian or Alaska Native | 100 | 71 | N/A |
| Asian | 86 | 92 | N/A |
| Filipino | 82 | 89 | N/A |
| Hispanic or Latino | 70 | 71 | N/A |
| Pacific Islander | N/A | 89 | N/A |
| White (not Hispanic) | 86 | 89 | N/A |
| Socioeconomically Disadvantaged | 78 | 77 | N/A |

| English Learners | 49 | 48 | N/A |
|---|---|---|---|
| Students with Disabilities | 38 | 45 | N/A |

## Career Technical Education Programs (School Year 2008-09)

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.

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students.

Courses/Programs include:

| **Biotechnology** | Intro to Biotech |
|---|---|
| | Intro to Biotech AP |
| | Biotechnology |
| | P-Chemistry A/P |
| | P-chemistry |
| **Health & Human Services** | P-Chemistry |
| | Chemistry in Communities |
| | Elements of Nursing |
| | Physiology |
| | Health Occupations |
| | Health & Careers (Elements/Nursing) |
| **Multi Media** | Multimedia 1 |
| | Digital Video & Multimedia |
| | Multimedia 2 |

## Career Technical Education Participation (School Year 2008-09)

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

| Measure | CTE Program Participation |
|---|---|
| Number of the school's pupils participating in CTE | 288 |
| Percent of the school's pupils completing a CTE program and earning a high school diploma | 16% |
| Percent of school's 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 (School Year 2007-08)

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 in, and completion, of courses required for UC/CSU admission can be found on the CDE Web page.

| UC/CSU Course Measure | Percent |
|---|---|
| Students Enrolled in Courses Required for UC/CSU Admission | 69.4 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 33.6 |

## Advanced Placement Courses (School Year 2008-09)

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 on the CDE Web page.

| Subject | Number of AP Courses Offered | Percent of Students In AP Courses |
|---|---|---|
| Computer Science | | N/A |
| English | | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | 2 | N/A |
| Mathematics | 2 | N/A |
| Science | 2 | N/A |
| Social Science | 1 | N/A |
| All courses | 7 | 4.2 |

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Although 2 annual full release days are provided to teachers for professional development, many other opportunities to improve practice occur throughout the school year and summer break. Our school 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. BTSA and new teacher orientation meetings support new instructors. The school has created and successfully implemented 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 achievement of all students.

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.

# XIII. National Assessment of Educational Progress

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page.

## National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

| Subject and Grade Level | Average Scale Score | | State Percent at Achievement Level | | |
| --- | --- | --- | --- | --- | --- |
| | State | National | Basic | Proficient | Advanced |
| Reading 2007, Grade 4 | 209 | 220 | 30 | 18 | 5 |
| Reading 2007, Grade 8 | 251 | 261 | 41 | 20 | 2 |
| Mathematics 2009, Grade 4 | 232 | 239 | 41 | 25 | 5 |
| Mathematics 2009, Grade 8 | 270 | 282 | 36 | 18 | 5 |

# National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

| Subject and Grade Level | State Participation Rate | | National Participation Rate | |
| --- | --- | --- | --- | --- |
| | Students With Disabilities | English Language Learners | Students With Disabilities | English Language Learners |
| Reading 2007, Grade 4 | 74 | 93 | 65 | 80 |
| Reading 2007, Grade 8 | 78 | 92 | 66 | 77 |
| Mathematics 2009, Grade 4 | 79 | 96 | 84 | 94 |
| Mathematics 2009, Grade 8 | 85 | 96 | 78 | 92 |