

School Fact Sheet, 2005–2006

TUSTIN UNIFIED SCHOOL DISTRICT

Hillview Continuation High School

ADDRESS: 19061 Foothill Blvd., Santa Ana, CA 92705-2275 **PHONE:** (714) 730-7356

PRINCIPAL: Andrew Hernandez **GRADE RANGE:** 9–12 **SCHEDULE:** Traditional

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	CONTINUATION HIGH		
	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	9	15	7
Students per teacher	20	20	19
Average years of teaching experience	15	14	15
Teachers with one or two years of teaching experience	10%	17%	12%
Full credential holders	90%	95%	93%
Trainee credential holders	0%	1%	4%
Emergency permit holders	10%	3%	4%

SOURCE: 2005 CBEDS data, California Dept. of Education. County and state averages represent continuation high schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 15 years of teaching experience to their classes. About 90 percent have a full credential. Statewide about 93 percent of continuation high school teachers hold this credential.

Average Class Sizes

CORE COURSE	CONTINUATION HIGH		
	OUR SCHOOL	COUNTY AVG	STATE AVG
English	22	17	18
History/social science	22	18	18
Math	23	11	17
Science	21	16	18

SOURCE: 2005 CBEDS data, California Dept. of Education. County and state averages represent continuation high schools only.

The average class size of core courses varies at our school from a low of 21 students to a high of 23 students. Our average class size for all classes schoolwide is 21 students. The average class size schoolwide for other continuation high schools in the state is 17 students.

Students

KEY FACTOR	CONTINUATION HIGH		
	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	184	300	134
English learners	41%	31%	21%
Low-income students	27%	34%	48%
Students whose parents attended/graduated college	30%	40%	40%

SOURCE: 2005 CBEDS data, California Dept. of Education. County and state averages represent continuation high schools only.

The factors above may affect students' performance in school. Most of the 76 students at our school designated as English learners speak Spanish at home.

COLLEGE PREPARATION

Two factors indicate how effectively we prepare students for college: whether students are taking the courses required for college admission, and where students ultimately enroll in the state's public college system.

KEY FACTOR	CONTINUATION HIGH		
	OUR SCHOOL	COUNTY AVG	STATE AVG
Students meeting UC or CSU course requirements	0%	0%	2%
Students attending UC	N/A	N/A	2%
Students attending CSU	N/A	N/A	5%
Students attending community colleges	22%	33%	20%

SOURCE: 2005 CBEDS data, California Dept. of Education, California Postsecondary Education Commission. County and state averages represent continuation high schools only.

Information in this report changes throughout the year. This data was taken from the California Department of Education in September 2006. A complete annual accountability report is available from our school or district office, and on our district Web site: <http://www.tustin.k12.ca.us>

ACADEMIC PERFORMANCE

California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES			HIGH SCORES	
		FAR BELOW BASIC	BELOW BASIC	BASIC	PROFICIENT	ADVANCED

English/Language Arts (Reading and Writing)

Our school	11%					
Calif. continuation high schools	7%					

Algebra

Our school	5%					
Calif. continuation high schools	3%					

US History

Our school	4%					
Calif. continuation high schools	5%					

Science

Our school	9%					
Calif. continuation high schools	4%					

SOURCE: The scores for the California Standards Tests are from the spring 2006 test cycle. State averages represent continuation high schools only.

MEASURES OF ACADEMIC PROGRESS

ACADEMIC PERFORMANCE INDEX (API): This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 649, compared with 531 for the average continuation high school. The state expects schools to attain an API of 800 eventually. Many continuation high schools account for their results using the [Alternative School Accountability Model \(ASAM\)](#). If you see "N/A" in the tables below, ours may be an ASAM school.

ADEQUATE YEARLY PROGRESS (AYP): This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups* of students. We met all six criteria for yearly progress, according to the US Dept. of Education. As a result, we succeeded at making Adequate Yearly Progress. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	N/A	Met AYP	Yes
Met growth target for prior school year	N/A	Met schoolwide test participation rate	Yes
API score	649	Met schoolwide test score goals	Yes
Growth attained from prior year	+185	Met subgroup* test participation rate	N/A
Met subgroup* growth targets	N/A	Met subgroup* test score goals	N/A
Underperforming school†	No	Met API for AYP	Yes
		Met graduation rate	Yes
		Program Improvement school	No

SOURCE: API growth score, 2006 test cycle. API and AYP current as of September 2006.
 *—Numerically significant groups, such as English learners and ethnic groups, with separate API and AYP goals.
 N/A—Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.
 †—Includes schools in these programs: Immediate Intervention/Underperforming Schools and High Priority Schools Grant.



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rev20060921_30-73643-3032919/1927