

# Herbert Hoover High School

School Accountability Report Card, 2009–2010  
Glendale Unified School District



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.



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**SCHOOL WISE PRESS**

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This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2009–2010 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average high school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

[http://www.schoolwisepress.com/sarc/links\\_2010\\_en.html](http://www.schoolwisepress.com/sarc/links_2010_en.html)

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

## How to Contact Our School

651 Glenwood Rd.  
Glendale, CA 91202  
Principal: Dr. Jennifer Earl  
Phone: (818) 242-6801

## How to Contact Our District

223 North Jackson St.  
Glendale, CA 91206  
Phone: (818) 241-3111  
<http://gusd.net/>



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# Herbert Hoover High School

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Glendale Unified School District



## » Principal's Message

Hoover High School is a school that has held itself to high standards since its inception in 1929. There is a spirit and energy at Hoover that one only gets acquainted with if they are lucky enough to be on our campus during any given school day. The faculty, staff, students and volunteers at our school create a family that is committed to each other and keep this spirit thriving. All are welcome to visit Hoover to experience the exceptional things the Hoover family accomplishes in and out of the classroom.

We offer over 30 clubs, a superior Arts Academy, 20–24 Advanced Placement offerings, a Police and Fire Academy, a comprehensive athletic department, a Business Academy and a strong focus on community service. We place academics first. Hoover focuses on setting our expectations high and considering how to challenge the students and ourselves next. Hoover is focusing on a continual rise in our API score. We grew 11 points to 772 this year and intend on rising to 800 by the 2012–2013 school year. Our teachers are focusing on improving Critical Reading and increasing fluency in Academic Language this year. We put a strong focus on the freshmen so they learn our standards for student involvement, behavior and academics and offer extra support to those we feel need a fresh start in high school. We expect all students to have a plan and do all we can to support them in achieving the goals in that plan.

We invite the community to visit our campus, join our support organizations and even attend meetings like PTSA. The more members of our community focused on the needs of our students, the more success we will achieve. At Hoover, the foundations of our beliefs are rooted in the family and maintaining the success of all students while we continue to raise rigor. We remember that getting involved at Hoover with clubs and sports and serving the community will keep us whole and give us an opportunity to apply our learning. Hoover High School is committed to the academic and social well being of our students and continues to find ways to serve this need.

Dr. Jennifer Earl, PRINCIPAL

### Grade range and calendar

**9–12**

TRADITIONAL

### Academic Performance Index

**772**

County Average: N/A  
State Average: 728

### Student enrollment

**2,097**

County Average: N/A  
State Average: N/A

### Teachers

**90**

County Average: N/A  
State Average: N/A

### Students per teacher

**23**

County Average: N/A  
State Average: N/A

### PLEASE NOTE:

Comparative data (county average and state averages) in some sections of this report are unavailable due to problems the Department of Education had with data collection last year.

## School Expenditures

A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTSA and Purple Circle school foundation support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

Categorical funds are used for a variety of purposes including funding the Guidance class to help orient freshman to high school, systemic intervention programs for struggling students, credit recovery programs such as APEX, English Language Development block periods, classroom instructional aides, supplemental materials, field trips, communication with our feeder middle schools to assist with students' transition to high school and professional development for teachers. This year we are adding an emphasis on updating our technology instructional resources in all classrooms on campus.

## Safety

Safety of students and staff is a primary concern of Hoover High School. Administrators, teachers, and security staff monitor students at breaks, lunch and before and after school. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours must notify school staff in advance. All visitors to the campus must report to the front office, sign in and obtain a visitor's pass. The pass must be displayed at all times.

The School Safety Plan is evaluated and revised each spring by members of the Site Safety Committee; all revisions are shared immediately with staff members. The School Safety Plan was revised in February of 2010. Key elements of the plan include Student Resource Center, Hoover High School Violence Prevention Grant, child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, lockdown, and earthquake drills are conducted on a regular basis throughout the school year.

## Career Technical Education

Hoover High School has a number of programs designed to prepare students for the world of work. Of particular note are the BETA academy which emphasizes business and includes a Virtual Enterprise class, and the Police and Fire Academy. Hoover High School is home to the only Auto Shop in the school district. These programs are open to all students.

Hoover also offers a wide range of Regional Occupation Program (ROP) courses both during and after school hours for students to obtain specific career related skills. Hoover is applying for California Partnership grants to fund an Arts Academy in the coming years.

## Buildings

Hoover High School, originally constructed in 1929, is currently situated on 18.6 acres and is comprised of 111 classrooms, a library, three computer labs, two gymnasiums, a fitness room, a swimming pool, an auditorium, a cafeteria, a redesigned connecting quad and courtyard, a cafeteria, administrative offices, playing fields and ball courts. The renovations to the campus which began in September of 2007 are now completed. The Student Services floor is comprised of the administrative, attendance, counseling, health, psychologist offices as well as the career center and 3 conference rooms. The new Rally Quad is an amphitheatre, which is now joined to the lower quad through a tunnel and unites our student body.

## Parent Involvement

Parents and community are very supportive of the educational programs at Hoover High School. Hoover has been bestowed again with the on-going honor of being named a Parent Involvement School of Excellence, which is awarded by the National PTA. National PTA's Parent Involvement School of Excellence certification recognizes schools that uphold the highest standards in parent involvement and is a reflection of the community's belief that we are upholding the highest standards with our students. Parents take an active role in our school by sitting on and actively participating in site Instructional Leadership Committee, and chaperoning dances and field trips. Numerous programs and activities are enriched by the generous contributions made by the PTSA, Purple Circle/Alumni Association, Korean Parent Club, Latinos Unidos, Hoover Family Club, Hoover Leadership Council, Leadership Team, English Learners Advisory Committee (ELAC), Hoover Groove Visual And Performing Arts (VAPA) Booster Club, the Parental Achievement Academy, and football Boosters.

This year we have added a monthly “tea with the Principal” to share the great programs Hoover has to offer and to give parents and community members an opportunity to ask questions and provide input.

Parents who wish to participate in Hoover High School’s leadership teams, school committees, and school activities or become volunteers may contact the school office at (818) 242-6801 or visit the school’s website at <http://hooverhs.org>. The district’s website ([www.gusd.net](http://www.gusd.net)) also provides resources and information for parents, students and community members.

**MEASURES OF PROGRESS**

**Academic Performance Index**

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school’s API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Hoover’s API was 772 (out of 1000). This is an increase of 10 points compared with last year’s API. About 99 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

**API RANKINGS:** Based on our 2008–2009 test results, we started the 2009–2010 school year with a base API of 762. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all high schools in California, our school ranked 7 out of 10.

**SIMILAR SCHOOL RANKINGS:** We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 9 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

**API GROWTH TARGETS:** Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

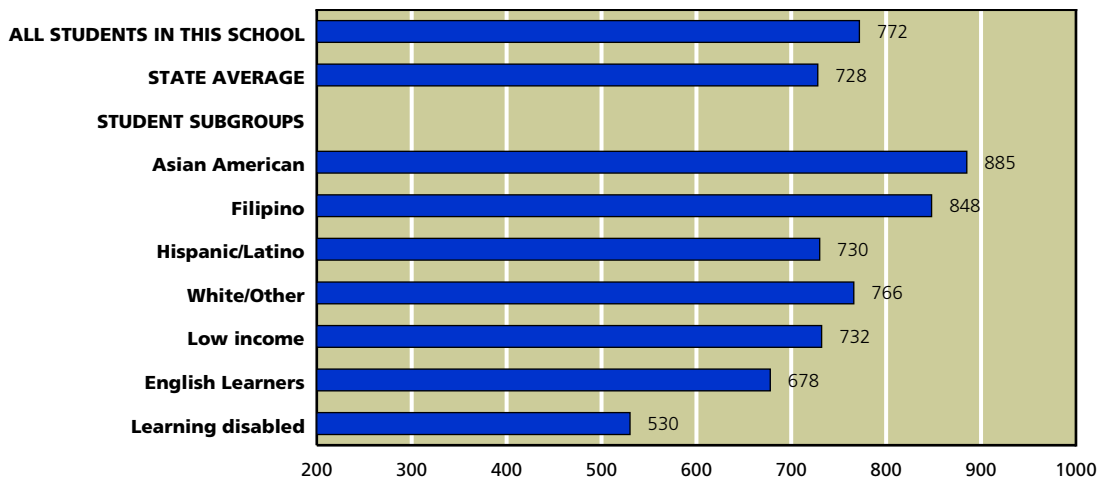
We did not meet some or all of our assigned growth targets during the 2009–2010 school year. Just for reference, 32 percent of high schools statewide met their growth targets.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>Yes</b>
<b>Met growth target for prior school year</b>	<b>Yes</b>
<b>API score</b>	<b>772</b>
<b>Growth attained from prior year</b>	<b>+10</b>
<b>Met subgroup* growth targets</b>	<b>No</b>

SOURCE: API based on spring 2010 test cycle. Growth scores alone are displayed and are current as of December 2010.

\*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals.  
R/P - Results pending due to challenge by school.  
N/A - Results not available.

**API, Spring 2010**



SOURCE: API based on spring 2010 test cycle. State average represents high schools only.  
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

### Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met 21 out of 22 criteria for yearly progress. Because we fell short in one area, we did not make AYP. Our school is also on the federal watchlist known as Program Improvement (PI). See the next page for background on this matter and an explanation of the consequences.

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above Proficient levels on the California High School Exit Exam (CAHSEE): 55.6 percent on the English/language arts test and 54.8 percent on the math test. All significant ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 650 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate for the class of 2009 must be at least 90 percent (or satisfy alternate improvement criteria). This is higher than was required by the CDE in prior years.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>No</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>No</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Met graduation rate</b>	<b>N/A</b>
<b>Program Improvement school in 2010</b>	<b>Yes</b>

SOURCE: AYP is based on the Accountability Progress Report of December 2010. A school can be in Program Improvement based on students' test results in the 2009–2010 school year or earlier.

\*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. *R/P* - Results pending due to challenge by school. *N/A* - Results not available.

### Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 55.6% ATTAIN PROFICIENCY ON THE CAHSEE?	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 54.8% ATTAIN PROFICIENCY ON THE CAHSEE?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>SUBGROUPS OF STUDENTS</b>				
<b>Low income</b>	●	—	●	●
<b>Students learning English</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
<b>Hispanic/Latino</b>	●	—	●	—
<b>White/Other</b>	●	●	●	●

SOURCE: AYP release of October 2010, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2009–2010 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

### Program Improvement, a Federal Intervention Program

#### A BRIEF HISTORY OF OUR SCHOOL’S PLACEMENT IN PROGRAM IMPROVEMENT:

**IMPROVEMENT:** Hoover was placed on the list of schools needing improvement (also known as Program Improvement, or PI) for the first time in 2010. In California, 137 high schools were in stage 1 of PI as of December 2010.

**THE STAGES OF PROGRAM IMPROVEMENT:** Program Improvement is a five-stage process for monitoring, improving, and, if necessary, reorganizing any school that receives federal money under the Title I section of No Child Left Behind (NCLB). Schools in PI get extra attention from their district office to help them improve.

When a school misses even one of its goals for Adequate Yearly Progress, it is at risk of entering PI. If a school misses the same AYP goals two years in a row, it enters stage 1 of PI. Each subsequent year that a school misses any of its AYP goals, it goes one stage deeper into the process. Each stage results in increasingly severe consequences. The first stage gives parents the right to choose another school. In the second stage, students have the right to free tutoring in addition to the option to change schools. The last three stages can result in a change of staff and leadership, the conversion of the school to charter status, transferring the school to another district, or even the school’s closure.

FEDERAL INTERVENTION PROGRAM	
<b>PI</b>	
PROGRAM IMPROVEMENT	
In PI since	<b>2010</b>
Stage of PI	<b>1 of 5</b>
Change in 2010	<b>Entered PI</b>

SOURCE: PI status is based on the Accountability Progress Report of February 2010. A school can be in Program Improvement based on students’ test results in the 2009–2010 school year or earlier.

YEAR	PI STAGE	SUMMARY OF EVENTS FOR THIS YEAR	AYP GOALS NOT MET <span style="color:red">■</span> AYP GOALS MET <span style="color:green">■</span>
2009	<b>Not in PI</b>	Hoover met 20 of the 22 criteria for Adequate Yearly Progress established by the federal law known as No Child Left Behind (NCLB).	<span style="color:red">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span>
2010	<b>1</b>	We met 21 of the 22 criteria for Adequate Yearly Progress, causing the school to enter the first stage of Program Improvement.	<span style="color:red">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span> <span style="color:green">■</span>

SOURCE: PI status is based on the Accountability Progress Report of October 2010. A school can be in Program Improvement based on students’ test results in the 2009–2010 school year or earlier. Some schools were in Program Improvement prior to the passage of No Child Left Behind, when the definition of PI was significantly modified.

### CONSEQUENCES

**PARENTS:** Because Hoover is in stage (year) 1 of PI, parents of students have just one option. They can enroll their children in different schools in the district. To see the list of these schools, parents can contact either the principal or the district office staff.

**SCHOOL:** The school’s staff is revising its improvement plan. The staff is also using as much as ten percent of the school’s Title I (federal) funds for coaching teachers.

**DISTRICT:** The district is establishing a peer review group to evaluate the school’s annual improvement plan.



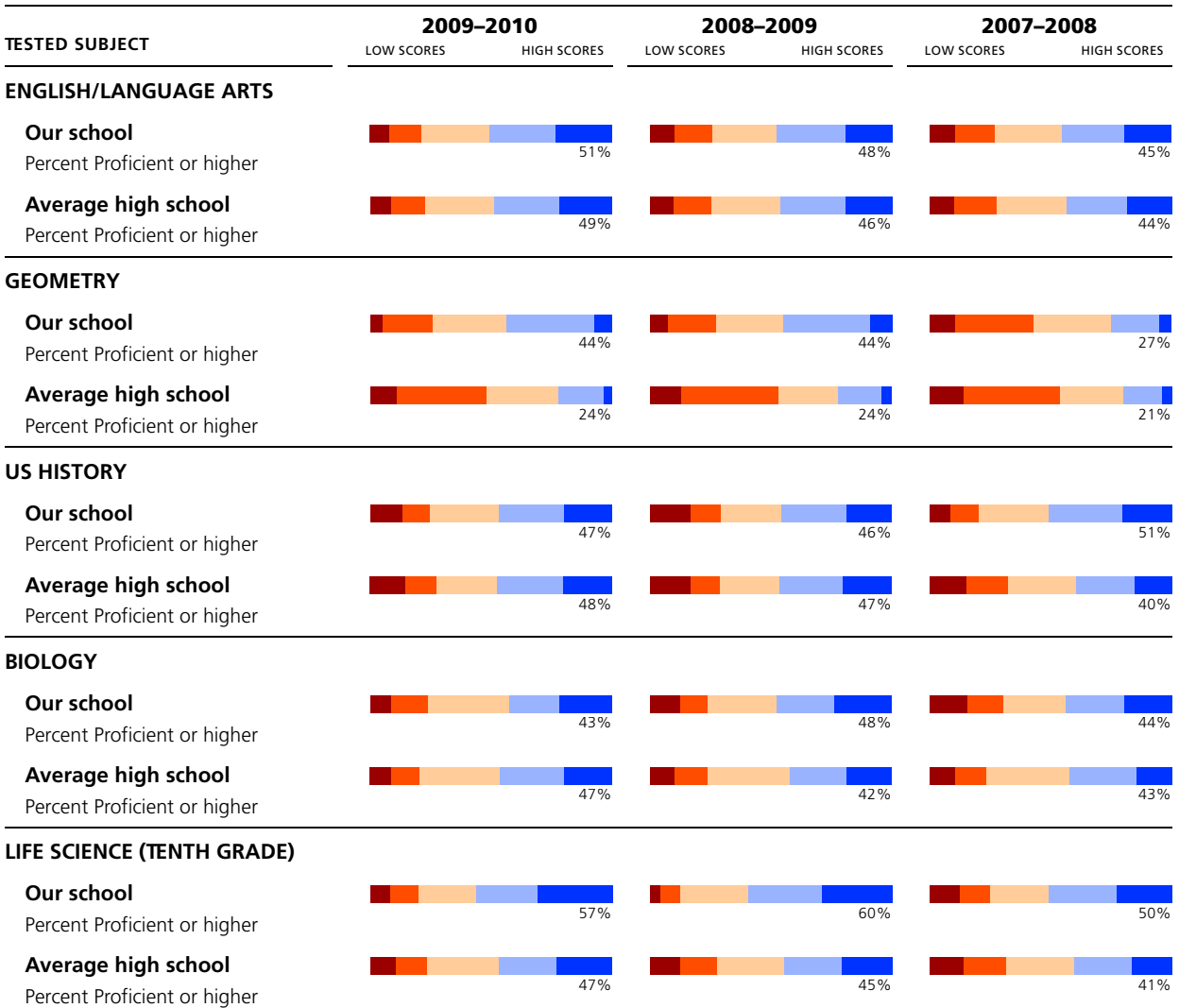
## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average high school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2010 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

## Frequently Asked Questions About Standardized Tests

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** Experts consider California's standards to be among the most clear and rigorous in the country. Just 55 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 61 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

**ARE ALL STUDENTS' SCORES INCLUDED?** No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

**CAN I REVIEW SAMPLE TEST QUESTIONS?** Sample test questions for the CST are on the [CDE's Web site](#). These are actual questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You'll also find a [guide](#) to navigating the STAR Web site as well as help for understanding how to [compare test scores](#).

**WHY ARE ONLY SOME OF THE TEST RESULTS PRESENT?** California's test program includes many tests not mentioned in this report. For brevity's sake, we're reporting six CST tests usually taken by the largest number of students. We select at least one test from each core subject. For science, we've selected biology (an elective) and the tenth grade life science test. For math, we've selected two courses, both of them electives: Algebra I, which students take if they haven't studied and passed it in eighth grade; and Geometry. In social studies, we've selected US History, which is taken by all juniors (eleventh graders). English/language arts summarizes the results of students in grades nine through eleven.

### English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			51%	98%	<b>SCHOOLWIDE AVERAGE:</b> About two percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			45%	96%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			49%	96%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

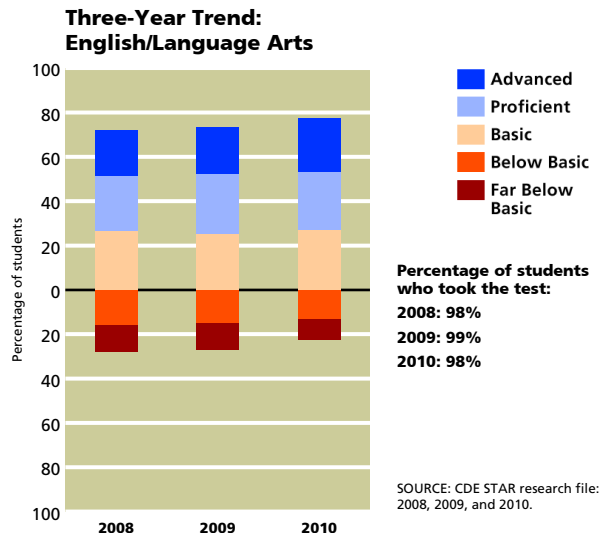
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			45%	762	<b>GENDER:</b> About 12 percent more girls than boys at our school scored Proficient or Advanced.
Girls			57%	715	
English proficient			64%	1,054	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			18%	423	
Low income			41%	851	<b>INCOME:</b> About 23 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			64%	627	
Learning disabled			6%	85	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			53%	1,393	
African American	DATA STATISTICALLY UNRELIABLE		N/S	29	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Asian American			71%	117	
Filipino			68%	110	
Hispanic/Latino			45%	356	
White/Other			48%	853	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



### Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			25%	49%	<b>SCHOOLWIDE AVERAGE:</b> About six percent more students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			18%	30%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			19%	30%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

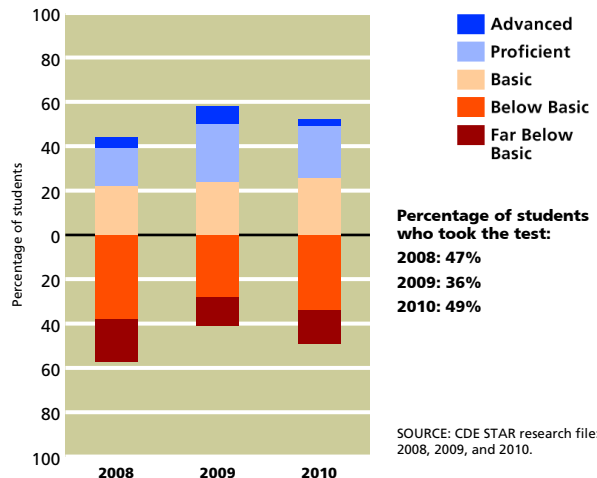
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			23%	407	<b>GENDER:</b> About five percent more girls than boys at our school scored Proficient or Advanced.
<b>Girls</b>			28%	338	
<b>English proficient</b>			27%	449	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			23%	296	
<b>Low income</b>			24%	503	<b>INCOME:</b> About five percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			29%	242	
<b>Learning disabled</b>			4%	54	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			27%	691	
<b>African American</b>	DATA STATISTICALLY UNRELIABLE		N/S	16	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Asian American</b>	DATA STATISTICALLY UNRELIABLE		N/S	24	
<b>Filipino</b>			40%	42	
<b>Hispanic/Latino</b>			16%	222	
<b>White/Other</b>			29%	437	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took algebra is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 49 percent of our students took the algebra CST, compared with 30 percent of all high school students statewide. To read more about California's **math standards**, visit the CDE's Web site.

Three-Year Trend: Algebra I



### Geometry

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			44%	24%	<b>SCHOOLWIDE AVERAGE:</b> About 20 percent more students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			19%	26%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			24%	26%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

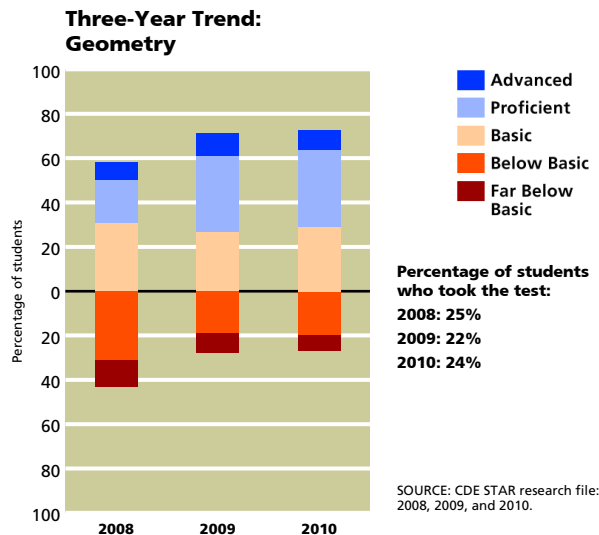
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			38%	175	<b>GENDER:</b> About 11 percent more girls than boys at our school scored Proficient or Advanced.
<b>Girls</b>			49%	193	
<b>English proficient</b>			45%	282	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			40%	86	
<b>Low income</b>			39%	198	<b>INCOME:</b> About 11 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			50%	170	
<b>Learning disabled</b>	DATA STATISTICALLY UNRELIABLE		N/S	20	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
<b>Not learning disabled</b>			46%	348	
<b>Asian American</b>	DATA STATISTICALLY UNRELIABLE		N/S	23	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Filipino</b>			63%	32	
<b>Hispanic/Latino</b>			40%	84	
<b>White/Other</b>			41%	216	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took geometry is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 24 percent of our students took the geometry CST, compared with 26 percent of all high school students statewide. To read more about the **math standards for all grades**, visit the CDE's Web site.



### US History

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			47%	99%	<b>SCHOOLWIDE AVERAGE:</b> About one percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			44%	95%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			48%	95%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

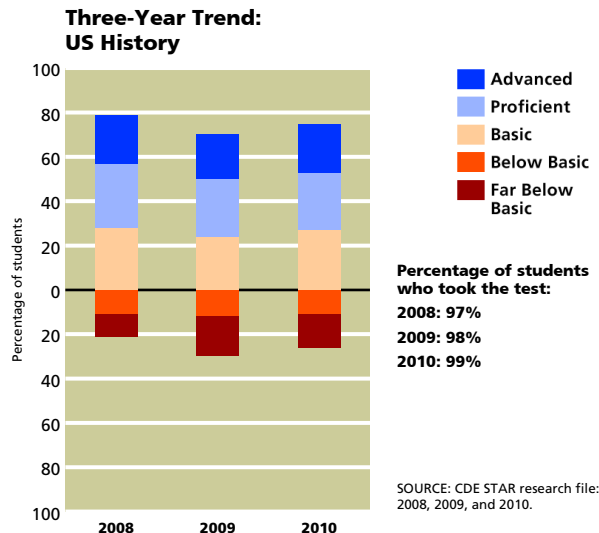
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			49%	243	<b>GENDER:</b> About four percent more boys than girls at our school scored Proficient or Advanced.
<b>Girls</b>			45%	220	
<b>English proficient</b>			58%	339	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			18%	124	
<b>Low income</b>			37%	256	<b>INCOME:</b> About 23 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			60%	207	
<b>Learning disabled</b>	DATA STATISTICALLY UNRELIABLE		N/S	27	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
<b>Not learning disabled</b>			49%	436	
<b>African American</b>	DATA STATISTICALLY UNRELIABLE		N/S	11	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Asian American</b>			74%	47	
<b>Filipino</b>			62%	34	
<b>Hispanic/Latino</b>			49%	100	
<b>White/Other</b>			41%	267	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eleventh grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the eleventh grade [US history standards](#), visit the CDE's Web site.



**Biology**

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			43%	51%	<b>SCHOOLWIDE AVERAGE:</b> About four percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			42%	37%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			47%	36%	

**Subgroup Test Scores**

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

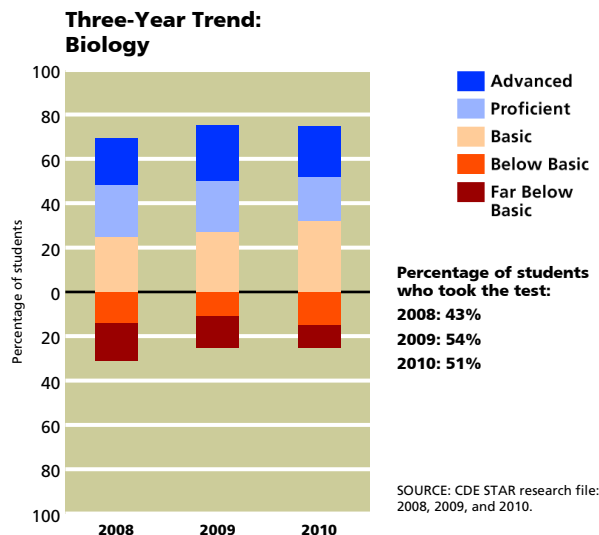
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			40%	405	<b>GENDER:</b> About seven percent more girls than boys at our school scored Proficient or Advanced.
<b>Girls</b>			47%	372	
<b>English proficient</b>			56%	514	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			18%	262	
<b>Low income</b>			34%	464	<b>INCOME:</b> About 22 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			56%	313	
<b>Learning disabled</b>			12%	50	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			45%	727	
<b>African American</b>	DATA STATISTICALLY UNRELIABLE		N/S	19	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Asian American</b>			79%	61	
<b>Filipino</b>			69%	58	
<b>Hispanic/Latino</b>			37%	188	
<b>White/Other</b>			37%	444	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
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 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took biology is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 51 percent of our students took the biology CST, compared with 36 percent of all high school students statewide. To read more about the [California standards for science](#) visit the CDE's Web site.



### Life Science (Tenth Grade)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			57%	96%	<b>SCHOOLWIDE AVERAGE:</b> About ten percent more students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			43%	95%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			47%	95%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

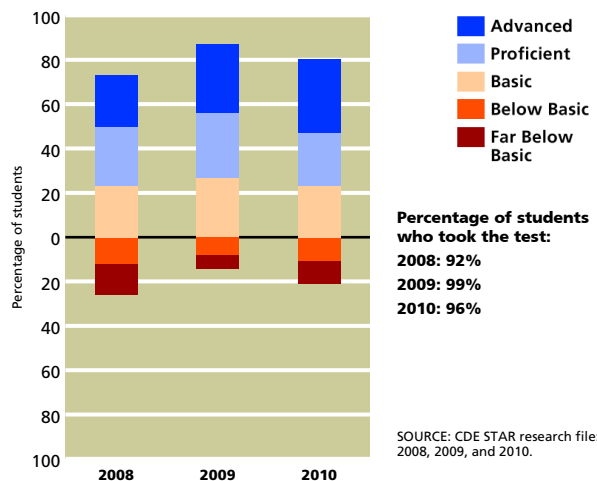
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			58%	257	<b>GENDER:</b> About three percent more boys than girls at our school scored Proficient or Advanced.
<b>Girls</b>			55%	221	
<b>English proficient</b>			69%	336	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			27%	142	
<b>Low income</b>			49%	266	<b>INCOME:</b> About 17 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			66%	213	
<b>Learning disabled</b>			18%	33	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			60%	446	
<b>Asian American</b>			78%	32	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Filipino</b>			70%	37	
<b>Hispanic/Latino</b>			53%	113	
<b>White/Other</b>			55%	286	

SOURCE: The scores for the CST are from the spring 2010 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our tenth grade students' scores on the mandatory life science test have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **science standards** on the CDE's Web site. Please note that some students taking this test may not have taken any science course in the ninth or tenth grade. In high school, science courses are electives.

Three-Year Trend: Life Science





**STUDENTS**

**Ethnicity**

Most students at Hoover identify themselves as White/European American/Other. In fact, there are about two times as many White/European American/Other students as Hispanic/Latino students, the second-largest ethnic group at Hoover. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>African American</b>	1%	9%	7%
<b>Asian American/ Pacific Islander</b>	15%	11%	12%
<b>Hispanic/Latino</b>	25%	60%	47%
<b>White/European American/ Other</b>	59%	19%	33%

SOURCE: CBEDS census of October 2009. County and state averages represent high schools only.

**Family Income and Education**

The **free or reduced-price meal** subsidy goes to students whose families earned less than \$40,793 a year (based on a family of four) in the 2009-2010 school year. At Hoover, 53 percent of the students qualified for this program, compared with 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Low-income indicator</b>	53%	N/A	56%
<b>Parents with some college</b>	48%	48%	56%
<b>Parents with college degree</b>	31%	27%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2009–2010 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 48 percent of the students at Hoover have attended college and 31 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 62 percent of our students provided this information.

**CLIMATE FOR LEARNING**

**Average Class Sizes**

The table at the right shows average class sizes for core courses. For more information on our average class sizes, please contact the school directly.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>English</b>	N/A	N/A	N/A
<b>History</b>	N/A	N/A	N/A
<b>Math</b>	N/A	N/A	N/A
<b>Science</b>	N/A	N/A	N/A

SOURCE: This information provided by the school district.

**LEADERSHIP, TEACHERS, AND STAFF**

**Indicators of Teachers Who May Be Underprepared**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	2%	N/A	0%
<b>Out-of-field teaching: courses</b>	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	6%	N/A	N/A
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	96%	N/A	N/A
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	4%	N/A	N/A

SOURCE: Data on NCLB standards is from the California Department of Education, SARC research file. Information on teachers lacking a full credential provided by the school district.

PLEASE NOTE: Comparative data (county average and state averages) from some of the data reported in the SARC is unavailable due to problems the California Department of Education had with data collection last year.

**“HIGHLY QUALIFIED” TEACHERS:** The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “highly qualified.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

**TEACHING OUT OF FIELD:** When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an **out-of-field** section. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table.

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves.

**Districtwide Distribution of Teachers Who Are Not “Highly Qualified”**

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. About 70 percent of the state’s schools are in this category. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
<b>Districtwide</b>	Percentage of core courses not taught by “highly qualified” teachers (HQT)	7%
<b>Schools with more than 40% of students from lower-income homes</b>	Schools whose core courses are not taught by “highly qualified” teachers	13%
<b>Schools with less than 25% of students from lower-income homes</b>	Schools whose core courses are not taught by “highly qualified” teachers	5%

SOURCE: Data is from the California Department of Education, SARC research file.

considered by the CDE to be a school with lower concentrations of low-income students. About 19 percent of the state’s schools are in this category.

The average percentage of courses in our district not taught by a “highly qualified” teacher is six percent, compared with one percent statewide. For schools with the highest percentage of low-income students, this factor is 13 percent, compared with zero percent statewide. For schools with the lowest percentage of low-income students, this factor is five percent, compared with zero percent statewide.

**Specialized Resource Staff**

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

**ACADEMIC GUIDANCE COUNSELORS:** More information about [counseling and student support](#) is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Counselors	5.3
Librarians and media staff	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: Data provided by the school district.

**PREPARATION FOR COLLEGE AND THE WORKFORCE**

**SAT College Entrance Exam**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>SAT participation rate</b>	Percentage of seniors who took the test	29%	43%	38%
<b>SAT verbal</b>	Average score of juniors and seniors who took the SAT verbal test	505	474	495
<b>SAT math</b>	Average score of juniors and seniors who took the SAT math test	550	488	513
<b>SAT writing</b>	Average score of juniors and seniors who took the SAT writing test	516	475	494

SOURCE: SAT test data provided by the College Board for the 2008–2009 school year. County and state averages represent high schools only.

In the 2008–2009 academic year, 29 percent of Hoover students took the SAT, compared with 38 percent of high school students in California.

Hoover students’ average score was 505 on the verbal portion of the SAT, compared with 495 for students throughout the state. Hoover students’ average score was 550 on the math portion of the SAT, compared with 513 for students throughout the state. Hoover students’ average score was 516 on the writing portion of the SAT, compared with 494 for students throughout the state.

**College Preparation and Attendance**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>2009 graduates meeting UC or CSU course requirements</b>	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	33%	43%	37%
<b>Students attending UC</b>	Percentage of graduates who actually attended any campus of the UC system	6%	8%	7%
<b>Students attending CSU</b>	Percentage of graduates who actually attended any campus of the CSU system	5%	13%	12%
<b>Students attending community colleges</b>	Percentage of graduates who actually attended any campus of the California community college system	54%	32%	29%

SOURCE: College attendance data is from the California Postsecondary Education Commission for the graduating class of 2009. Enrollment in UC/CSU qualifying courses comes from the CBEDS census of October 2009. County and state averages represent high schools only.

In the 2008–2009 school year, 33 percent of Hoover’s graduates passed courses required for admission to the University of California (UC) or the California State University (CSU) system, compared with 37 percent of students statewide. This number is, in part, an indicator of whether the school is offering the classes required for admission to the UC or CSU systems. The courses that the [California State University](#) system requires applicants to take in high school, which are referred to as the A–G course requirements, can be reviewed on the CSU’s official Web site. The [University of California](#) has the same set of courses required.

Our [college attendance](#) data is limited to public colleges in California. Out of Hoover’s 2009 graduating class, about 65 percent went on to enroll in some part of the California public college system, compared with 49 percent of students throughout the state. Here’s the detail: six percent of the graduating class went to UC campuses; five percent went to CSU campuses; and 54 percent went to two-year colleges in the community college system.

### Advanced Placement and International Baccalaureate Courses Offered

High school students can enroll in courses that are more challenging in their junior and senior years, including **Advanced Placement (AP)** courses. Some schools also offer students the opportunity to participate in the **International Baccalaureate (IB)** Diploma Programme. IB courses are offered in just 92 high schools in California. The IB curriculum is modelled on educational systems from around the world. All IB students learn a second language. Some IB programs also stress community service. Honors, IB, and AP courses are intended to be the most rigorous and challenging courses available. Most colleges regard IB and AP courses as the equivalent of a college course.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Enrollment in AP courses</b>	Percentage of AP course enrollments out of total course enrollments	N/A	N/A	N/A

SOURCE: This information provided by the school district.

The majority of comprehensive high schools offer AP courses, but the number of AP courses offered at any one school varies considerably. Unlike honors courses, AP courses and tests are designed by a national organization, the College Board, which charges fees to high schools for the rights to their material. The number of AP courses offered is one indicator of a school’s commitment to prepare its students for college, but students’ participation in those courses and their test results are, in part, a measure of student initiative. Please keep both of these considerations in mind as you review the facts below.

Students who take IB courses as part of the IB program, or AP courses and pass the AP exams with scores of 3 or higher, may qualify for college credit. Our high school offers no AP or IB courses.

More information about the **Advanced Placement program** is available from the College Board.

AP AND IB COURSES OFFERED	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
<b>Fine and Performing Arts</b>	0	0	0
<b>Computer Science</b>	0	0	0
<b>English</b>	0	0	0
<b>Foreign Language</b>	0	0	0
<b>Mathematics</b>	0	0	0
<b>Science</b>	0	0	0
<b>Social Science</b>	0	0	0
<b>Total</b>	0	0	0

SOURCE: This information provided by the school district.

### AP Exam Results, 2008–2009

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Completion of AP courses</b>	Percentage of juniors and seniors who completed AP courses and took the final exams	35%	30%	27%
<b>Number of AP exams taken</b>	Average number of AP exams each of these students took in 2008–2009	2.1	1.8	1.8
<b>AP test results</b>	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	46%	53%	58%

SOURCE: AP exam data provided by the College Board for the 2008–2009 school year.

Here at Hoover, 35 percent of juniors and seniors took AP exams. In California, 27 percent of juniors and seniors in the average high school took AP exams. On average, those students took 2.1 AP exams, compared with 1.8 for students in the average high school in California.

### California High School Exit Examination

Students first take the California High School Exit Examination (CAHSEE) in the tenth grade. If they don't pass either the English/language arts or math portion, they can retake the test in the eleventh or twelfth grades. Here you'll see a three-year summary showing the percentage of tenth graders who scored Proficient or Advanced. (This should not be confused with the passing rate, which is set at a somewhat lower level.)

Answers to [frequently asked questions](#) about the exit exam can be found on the CDE Web site. Additional information about the [exit exam results](#) is also available there. The table to the

right shows how specific groups of tenth grade students scored on the exit exam in the 2009–2010 school year. The English/language arts portion of the exam measures whether a student has mastered reading and writing skills at the ninth or tenth grade level, including vocabulary, writing, writing conventions, informational reading, and reading literature. The math portion of the exam includes arithmetic, statistics, data analysis, probability, number sense, measurement, and geometry at sixth and seventh grade levels. It also tests whether a student has mastered algebra, a subject that most students study in the eighth or ninth grade.

Sample [questions and study guides](#) for the exit exam are available for students on the CDE Web site.

	PERCENTAGE OF TENTH GRADE STUDENTS SCORING PROFICIENT OR ADVANCED ON THE CAHSEE		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>English/language arts</b>			
2009–2010	58%	69%	54%
2008–2009	N/A	67%	52%
2007–2008	60%	71%	53%
<b>Math</b>			
2009–2010	71%	75%	53%
2008–2009	N/A	76%	53%
2007–2008	66%	74%	51%

SOURCE: California Department of Education, SARC research file.

CAHSEE RESULTS BY SUBGROUP	ENGLISH/LANGUAGE ARTS			MATH		
	NOT PROFICIENT	PROFICIENT	ADVANCED	NOT PROFICIENT	PROFICIENT	ADVANCED
<b>Tenth graders</b>	42%	23%	35%	30%	43%	28%
<b>African American</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	35%	24%	41%	10%	28%	62%
<b>Filipino</b>	27%	22%	51%	16%	46%	38%
<b>Hispanic or Latino</b>	49%	26%	26%	48%	36%	16%
<b>Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>White (not Hispanic)</b>	42%	22%	36%	25%	45%	30%
<b>Male</b>	49%	25%	26%	30%	40%	30%
<b>Female</b>	35%	20%	45%	29%	46%	25%
<b>Socioeconomically disadvantaged</b>	51%	22%	27%	35%	43%	22%
<b>English Learners</b>	71%	20%	9%	44%	41%	15%
<b>Students with disabilities</b>	94%	6%	0%	85%	15%	0%
<b>Students receiving migrant education services</b>	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: California Department of Education, SARC research file. Scores are included only when 11 or more students are tested. When small numbers of students are tested, their average results are not very reliable.

**Dropouts and Graduates**

**DROPOUT RATE:** Our dropout rate for the prior three years appears in the accompanying table. We define a **dropout** as any student who left school before completing the 2008–2009 school year or a student who hasn’t re-enrolled in our school for the 2009–2010 year by October 2009.

Identifying dropouts has been difficult because students often do not let a school know why they are leaving or where they are going. Districts have begun to use Statewide Student Identifiers (SSID), which will increase their ability to find students who stop

coming to school. This system also helps districts identify students who were considered a dropout at a school they left but in fact were enrolled in a different district. The data also allows the CDE to identify students reported by a school district as transferring to another California school district but who cannot be found enrolled elsewhere. These students are now properly counted as dropouts rather than transfers.

It will take a couple of years for the data to be completely accurate, because we need to track students from the time they enter high school. Once this tracking system has been in place for four years, our information will be much more accurate.

**GRADUATION RATE:** The **graduation rate** is an estimate of our school’s success at keeping students in school. It is also used in the No Child Left Behind Act to determine Adequate Yearly Progress (AYP) and is part of California’s way of determining a high school’s Academic Performance Index (API). The **formula** provides only a rough estimate of the completion rate because the calculation relies on dropout counts, which are imprecise. The California Department of Education (CDE) cautions that this method is likely to produce an estimated graduation rate that is too high.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Dropout rate (one year)</b>			
2008–2009	3%	5%	4%
2007–2008	3%	5%	4%
2006–2007	1%	5%	4%
<b>Graduation rate (four year)</b>			
2008–2009	90%	79%	83%
2007–2008	91%	82%	85%
2006–2007	95%	80%	85%

SOURCE: Dropout data comes from the CBEDS census of October 2009. County and state averages represent high schools only.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of December 2010. The CDE may release additional or revised data for the 2009–2010 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2009 census); Language Census (March 2010); California Standards Tests (spring 2010 test cycle); Academic Performance Index (November 2010 growth score release); Adequate Yearly Progress (October 2010).

**DISCLAIMER:** School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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### High School Completion

This table shows the percentage of seniors in the graduating class of 2010 who met our district’s graduation requirements and also passed the California High School Exit Examination (CAHSEE). We present the results for all students, followed by the results for different groups of students.

These percentages are derived by dividing the number of twelfth grade students who met all graduation requirements and passed both portions of the CAHSEE by the number of students who were enrolled in the twelfth grade as of October 2009.

Students can retake all or part of the CAHSEE up to three times in their junior year and up to five times in their senior year. School districts have been giving the CAHSEE since the 2001–2002 school year. However, 2005–2006 was the first year that passing the test was required for graduation.

More data about [CAHSEE results for the classes of 2009 and 2010](#), and additional detail by gender, ethnicity, and English language fluency, are available on the CDE Web site.

STUDENT GROUPS	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2010)	
	OUR SCHOOL	DISTRICT AVERAGE
<b>All Students</b>	94%	92
<b>African American</b>	100%	87
<b>American Indian or Alaska Native</b>	100%	100
<b>Asian</b>	100%	93
<b>Filipino</b>	94%	89
<b>Hispanic or Latino</b>	97%	89
<b>Pacific Islander</b>	n/a	
<b>White (not Hispanic)</b>	91%	91
<b>Two or More Races</b>	n/a	
<b>Socioeconomically Disadvantaged</b>	90%	83
<b>English Learners</b>	84%	67
<b>Students with Disabilities</b>	83%	66

### Career Technical Education

Some high schools offer 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.

KEY FACTOR	OUR SCHOOL
<b>Number of students participating in CTE courses</b>	561
<b>Percentage of students completing a CTE program and earning a high school diploma</b>	20%
<b>Percentage of CTE courses coordinated with colleges</b>	0%

## Programs and Courses

COURSE	AGENCY OFFERING COURSE	OFFERED THROUGH ROC/ROP?	SATISFIES GRADUATION REQUIREMENTS?	PART OF A-G CURRICULUM?
Photography	School	No	Yes	No
Commercial Multi Media	School	No	Yes	No
Cinematography	School	Yes	Yes	No
Technical Theater	School	No	Yes	No
Stage Arts 1-4	School	Yes	Yes	No
Business technology	School	Yes	Yes	No
Foods 1, 2	School	Yes	Yes	No
Auto Mechanics	School	Yes	Yes	No
Auto Specialization	ROP	Yes	Yes	No
Business Technology	ROP	Yes	Yes	No
Desktop Publishing/Graphic Art	ROP	Yes	Yes	No
Culinary Arts	ROP	Yes	Yes	No
Foods	ROP	Yes	Yes	No
Keyboarding	ROP	Yes	Yes	No
Public Safety	ROP	Yes	Yes	No
Computer Literacy	ROP	Yes	Yes	No
Retail Marketing	ROP	Yes	Yes	No

## Advisors

If you'd like more information about the programs our school offers in career technical education, please speak with our staff. More information about career technical education policy is available on the [CDE Web site](#).

FIELD OR INDUSTRY	COMMITTEE MEMBERS
<b>Automotive</b>	Bob Adams
<b>Employment Development</b>	Carolyn Anderson
<b>Transportation</b>	Lucy Burghdorf
<b>Dept. Rehabilitation</b>	Michelle Navarro
<b>Employment Development</b>	Sandra Greenstein
<b>Police Department</b>	Capt. Gregory Fish
<b>Student resources</b>	Alex Garcia
<b>City government</b>	Aykin Isayan
<b>Youth Employment</b>	Karine Grigoryan
<b>Manufacturing</b>	Debie Kukta
<b>Chamber of Commerce</b>	Jean Maluccio
<b>Youth Development</b>	Linda Maxwell
<b>Entertainment</b>	Joan McCarthy
<b>Employment Development</b>	Judith Sernas
<b>Parent</b>	Svetik Safaryan
<b>Education Consultant</b>	Emma Sanchez Glenn
<b>Fire Department</b>	Chief Harold Scoggins
<b>Education</b>	Dr. Alejandro Rojas
<b>Community College</b>	Jan Swinton
<b>Child Care</b>	Anita Tetrault
<b>Elected School Board</b>	Joylene Wagner
<b>Workability/Disabled Youth</b>	Linda Lindley



## » Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2010–2011. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.

This section also contains information about 2009–2010 staff development days, and, for high schools, percentages of seniors who met our district's graduation requirements.



**TEACHERS**

Teacher Vacancies

KEY FACTOR	2008–2009	2009–2010	2010–2011
<b>TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR</b>			
Total number of classes at the start of the year	465	385	405
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
<b>TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR</b>			
Number of classes where the permanently assigned teacher left during the year	0	1	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	1	0

**NOTES:**

There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school’s and our district’s responsibility to fill that teacher’s vacancy with a qualified, full-time, and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching. Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2008–2009	2009–2010	2010–2011
<b>Teacher Misassignments</b>	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
<b>Teacher Misassignments in Classes that Include English Learners</b>	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	21	18	4
<b>Other Employee Misassignments</b>	Total number of service area placements of employees without the required credentials	0	0	0

**NOTES:**

## Staff Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
<b>2009–2010</b>	3.00
<b>2008–2009</b>	3.00
<b>2007–2008</b>	3.00

**TEXTBOOKS**

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

This information was collected on .

**NOTES:** All of our textbooks are the most recently approved by the State Board of Ed or our Local Governing Agency.

TAUGHT AT OUR SCHOOL?	SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
		STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
<input checked="" type="checkbox"/>	English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	Math	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	Science	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	Social Science	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	Foreign Languages	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	Health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	Visual/Performing Arts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%



## Textbooks in Use

Here are some of the textbooks we use for our core courses.

SUBJECT AND TITLE	PUBLISHER	YEAR ADOPTED
ENGLISH/LANGUAGE ARTS		
Holt Literature & Language	Holt, Rinehart & Winston	2003
The Language of Literature: American Literature	McDougal Littell	2003
MATH		
Basic Algebra	McDougal Littell	2003
Algebra 1, Concepts & Skills	McDougal Littell	2008
Algebra	Glencoe	2008
Geometry	McDougal Littell	2008
SCIENCE		
California Biology	Holt	2007
Introduction to the Human Body	Wiley & Sons	2007
California Physics	Holt	2007
Chemistry: Matter & Change	Glencoe	2002
SOCIAL SCIENCE		
World History: California World History	Prentice Hall	2006
Economics: Principles & Practices	Glencoe/McGraw Hill	2006
American Government : Macgruders Am. Govt.	Prentice Hall	2006
US History: California American Anthem, Modern American History	Holt, Rinehart & Winston	2006

**SCIENCE LABS**

Many science courses require that students conduct experiments. This gives our students a chance to practice the scientific method, in effect, learning science by doing science. Those courses are what we call lab courses, and, of course, they require equipment and materials. The purpose of the Williams legislation is to inform citizens if our schools have the proper equipment, and enough of it, for students to succeed. This legislation only requires high schools to provide this information.

Please note that there is no state standard for equipping science labs. The next best authority we have to rely upon is the policy of our own school board. So you'll see in our report whether our school board has voted to approve a standard for equipping our science labs. If you have further questions about the condition of our science labs, we recommend you speak with your child's science teacher directly.

This report was completed on .

**NOTES:**

COURSE TITLE	DID THE DISTRICT ADOPT ANY RESOLUTIONS TO DEFINE "SUFFICIENCY"?	IS THERE A SUFFICIENT SUPPLY OF MATERIALS AND EQUIPMENT TO CONDUCT THE LABS?
<b>Introduction to Biology</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Bioscience</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Human Biology</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Biology 1,2</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Biology 3,4 (AP)</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Physiology 1, 2</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Geoscience 1,2</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Earth &amp; Space Science</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Chemistry 1,2</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Chemistry 3,4</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**FACILITIES**

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we’ve answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

**INSPECTORS AND ADVISORS:** This report was completed on 12/14/2010 by Richard Carroll. The most recent facilities inspection occurred on 01/19/2009.

**ADDITIONAL INSPECTORS:** There were no other inspectors used in the completion of this form.

AREA	RATING	REPAIR NEEDED AND ACTION TAKEN OR PLANNED
<b>Overall Rating</b>	<b>Exemplary</b>	No apparent problems
<b>A. Systems</b>	<b>Good</b>	
<b>1. Gas</b>		No apparent problems
<b>2. Mechanical/HVAC</b>		No apparent problems
<b>3. Sewer</b>		No apparent problems
<b>B. Interior Surfaces</b>	<b>Good</b>	
<b>1. Interior Surfaces</b>		No apparent problems
<b>C. Cleanliness</b>	<b>Good</b>	
<b>1. Overall cleanliness</b>		No apparent problems
<b>2. Pest/Vermin</b>		No apparent problems
<b>D. Electrical Components</b>	<b>Good</b>	
<b>1. Electrical Components</b>		No apparent problems
<b>E. Restrooms/Fountains</b>	<b>Good</b>	
<b>1. Restrooms</b>		No apparent problems
<b>2. Drinking Fountains</b>		No apparent problems
<b>F. Safety</b>	<b>Good</b>	
<b>1. Fire Safety</b>		No apparent problems
<b>2. Hazardous Materials</b>		No apparent problems

AREA	RATING	REPAIR NEEDED AND ACTION TAKEN OR PLANNED
<b>G. Structural</b>	<b>Good</b>	
<b>1. Structural Damage</b>		No apparent problems
<b>2. Roofs/Gutters</b>		No apparent problems
<b>H. External</b>	<b>Good</b>	
<b>1. Windows/Doors/Gates/Fences</b>		No apparent problems
<b>2. Playgrounds/School Grounds</b>		No apparent problems

## SCHOOL FINANCES, 2008–2009

We are required to report financial data from the 2008–2009 school year by the California Dept. of Education. More recent financial data is available on request from the district office.

### Spending per Student

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA) for the 2008–2009 school year.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages. For example, we calculate the school's variance from the district average using this formula:

$$\frac{(\text{SCHOOL AMOUNT} - \text{DISTRICT AVERAGE})}{\text{DISTRICT AVERAGE}}$$

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL-TO-DISTRICT VARIANCE	STATE AVERAGE	SCHOOL-TO-STATE VARIANCE
<b>Unrestricted funds (\$/student)</b>	\$4,831	\$4,373	10.47%	\$5,653	-14.54%
<b>Restricted funds (\$/student)</b>	\$1,060	\$1,323	-19.88%	\$3,083	-65.62%
<b>Total (\$/student)</b>	\$5,891	\$5,695	3.44%	\$8,736	-32.57%

### Compensation for Staff with Teaching Credentials

To make comparisons possible across schools and districts of varying sizes, we report our compensation per full-time equivalent (FTE) certificated staff.\* A teacher/administrator/pupil services person who works full-time counts as 1.0 FTE. Those who work only half-time count as 0.5 FTE.

CERTIFICATED STAFF*	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL-TO-DISTRICT VARIANCE	STATE AVERAGE	SCHOOL-TO-STATE VARIANCE
<b>Salary (\$/certificated staff)</b>	\$74,288	\$72,194	2.90%	\$72,020	3.15%
<b>Benefits (\$/certificated staff)</b>	\$21,553	\$21,162	1.85%	\$15,548	38.62%
<b>Total (\$/certificated staff)</b>	\$95,841	\$93,357	2.66%	\$87,568	9.45%

\* A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute, or temporary teachers and most administrators.



## » Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card as well as data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.



**STUDENTS AND TEACHERS**

**Student Enrollment by Ethnicity and Other Characteristics**

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	2,097
Black/African American	1%
American Indian or Alaska Native	0%
Asian	8%
Filipino	7%
Hispanic or Latino	25%
Pacific Islander	0%
White (not Hispanic)	57%
Two or more races	1%
Socioeconomically disadvantaged	55%
English Learners	29%
Students with disabilities	7%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2009. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

**Student Enrollment by Grade Level**

Number of students enrolled in each grade level at our school.

GRADE LEVEL	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
Grade 9	525
Grade 10	517
Grade 11	496
Grade 12	559

SOURCE: CBEDS, October 2009.

**Average Class Size by Core Course**

The average class size by core courses.

SUBJECT	2007–2008	2008–2009	2009–2010
English	27	26	85
History	33	30	82
Math	27	26	96
Science	31	30	79

SOURCE: CBEDS, October 2009. Data for 2009–2010 provided by the school district.

**Average Class Size by Core Course, Detail**

The number of classrooms that fall into each range of class sizes.

SUBJECT	2007–2008			2008–2009			2009–2010		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	45	31	34	45	27	34	9	8	6
History	5	11	46	8	24	29	9	6	3
Math	34	13	34	33	19	29	8	6	2
Science	7	11	39	11	14	32	9	7	4

SOURCE: CBEDS, October 2009. Data for 2009–2010 provided by the school district.



### Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table shows the percentage of students at our school who scored within the “healthy fitness zone” on four, five, and all six tests. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

GRADE LEVEL	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
	FOUR OF SIX STANDARDS	FIVE OF SIX STANDARDS	SIX OF SIX STANDARDS
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	13%	26%	51%

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information was the most recent available, for the 2008–2009 school year. Data is reported by Educational Data Systems.

### Suspensions and Expulsions

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2009–2010 school year, we had 247 suspension incidents. We had five incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Suspensions per 100 students</b>			
2009–2010	12	9	16
2008–2009	14	9	16
2007–2008	14	10	17
<b>Expulsions per 100 students</b>			
2009–2010	0	0	1
2008–2009	0	0	1
2007–2008	0	0	1

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent high schools only.

### Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district. We also present three years' of data about the number of teachers who lacked the appropriate subject-area authorization for one or more classes they taught.

TEACHERS	SCHOOL			DISTRICT
	2007–2008	2008–2009	2009–2010	2009–2010
<b>With Full Credential</b>	95	93	85	1,121
<b>Without Full Credential</b>	3	4	4	16
<b>Teaching out of field</b>	10	11	N/A	N/A

SOURCE: Information provided by the school district.

**STUDENT PERFORMANCE**

**California Standardized Testing and Reporting Program**

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts, mathematics, science, and history/social science in grades nine through eleven. Student scores are reported as performance levels. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

**STAR Test Results for All Students: Three-Year Comparison**

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/ language arts	46%	48%	50%	59%	63%	66%	46%	50%	52%
History/social science	41%	43%	44%	52%	57%	60%	36%	41%	44%
Mathematics	30%	38%	38%	58%	60%	63%	43%	46%	48%
Science	50%	59%	57%	62%	64%	68%	46%	50%	54%

SOURCE: STAR results, spring 2010 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**STAR Test Results by Student Subgroup: Most Recent Year**

The percentage of students, by subgroup, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT SUBGROUP	STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/LANGUAGE ARTS 2009–2010	HISTORY/ SOCIAL SCIENCE 2009–2010	MATHEMATICS 2009–2010	SCIENCE 2009–2010
African American	45%	40%	10%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	70%	65%	65%	78%
Filipino	68%	54%	50%	70%
Hispanic or Latino	45%	43%	25%	53%
Pacific Islander or Native Hawaiian	N/A	N/A	N/A	N/A
White (not Hispanic)	48%	40%	39%	55%
Two or more races	N/A	N/A	N/A	N/A
Boys	45%	46%	36%	58%
Girls	57%	41%	40%	55%
Socioeconomically disadvantaged	41%	34%	32%	49%
English Learners	18%	18%	28%	27%
Students with disabilities	12%	13%	12%	18%
Receives migrant education services	N/A	N/A	N/A	N/A

SOURCE: STAR results, spring 2010 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**ACCOUNTABILITY**

**California Academic Performance Index (API)**

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

**API Ranks: Three-Year Comparison**

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all high schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all high schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2007–2008	2008–2009	2009–2010
Statewide rank	8	7	7
Similar-schools rank	8	8	9

SOURCE: The API Base Report from December 2010.

**API Changes by Subgroup: Three-Year Comparison**

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

SUBGROUP	ACTUAL API CHANGE			API
	2007–2008	2008–2009	2009–2010	2009–2010
All students at the school	+8	+5	+10	772
Black/African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	+23	+23	-2	885
Filipino	N/A	N/A	N/A	848
Hispanic or Latino	+20	+1	+17	730
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	-1	+4	+12	766
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	+2	-1	+22	732
English Learners	+9	+16	-35	678
Students with disabilities	+20	+69	-28	530

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2010.

### API Scores by Subgroup

This table includes Academic Performance Index results for our school, our district, and the state.

SUBGROUP	SCHOOL	DISTRICT	STATE
All students	772	842	767
Black/African American	N/A	788	686
American Indian or Alaska Native	N/A	N/A	728
Asian	885	935	890
Filipino	848	877	851
Hispanic or Latino	730	771	715
Pacific Islander	N/A	N/A	753
White (non Hispanic)	766	844	838
Socioeconomically disadvantaged	732	785	712
English Learners	678	761	692
Students with disabilities	530	646	580
Two or more races	N/A	N/A	807

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2010.

### Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all four of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state’s tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests
- (c) an API of at least 680 or growth of at least one point
- (d) the graduation rate for the graduating class must be higher than 83.2 percent (or satisfy alternate improvement criteria).

#### AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in December 2010.

#### Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	4
Percentage of schools currently in PI	13%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in December 2010.

**DISTRICT EXPENDITURES**

According to the CDE’s SARC Data Definitions, “State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2009–10 data in most cases. Therefore, 2008–09 data are used for report cards prepared during 2010–11.”

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA). More information is available on the [CDE’s Web site](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2008–2009</b>			
Total expenses	\$217,571,164	N/A	N/A
Expenses per student	\$8,471	\$8,823	\$8,736
<b>FISCAL YEAR 2007–2008</b>			
Total expenses	\$225,716,392	N/A	N/A
Expenses per student	\$8,270	\$8,680	\$8,594

SOURCE: Fiscal Services Division, California Department of Education.

**District Salaries, 2008–2009**

This table reports the salaries of teachers and administrators in our district for the 2008–2009 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$42,451	\$42,377
Midrange teacher’s salary	\$65,170	\$67,667
Highest-paid teacher’s salary	\$88,157	\$87,102
Average principal’s salary (high school)	\$130,504	\$124,531
Superintendent’s salary	\$273,188	\$223,323
Percentage of budget for teachers’ salaries	42%	40%
Percentage of budget for administrators’ salaries	5%	6%

SOURCE: School Accountability Report Card unit of the California Department of Education.

**SCHOOL COMPLETION AND PREPARATION FOR COLLEGE**

**Dropout Rate and Graduation Rate**

The dropout rate is an estimate of the percentage of all students who drop out before the end of the school year (one-year rate). Graduation rate is an estimate of the four-year completion rate for all students.

KEY FACTOR	SCHOOL	DISTRICT	STATE
<b>Dropout rate (one-year)</b>			
2008–2009	3%	2%	4%
2007–2008	3%	2%	4%
2006–2007	1%	1%	4%
<b>Graduation rate (four-year)</b>			
2008–2009	90%	95%	83%
2007–2008	91%	94%	85%
2006–2007	95%	95%	85%

SOURCE: CBEDS October 2007–2009. District and state averages represent high schools only.

**Courses Required for Admission to the University of California or California State University Systems**

Number and percentage of students enrolled in the A-G courses required for admission to the University of California (UC) or California State University (CSU).

KEY FACTOR	SCHOOL	DISTRICT	STATE
Percentage of students enrolled in courses required for UC/CSU admission	N/A	N/A	N/A
Percentage of graduates from class of 2009 who completed all courses required for UC/CSU admission	33%	44%	37%

SOURCE: CBEDS, October 2009, for the class of 2009. District and state averages represent high schools only.

**College Entrance Exam Reasoning Test (SAT)**

The percentage of twelfth grade students (seniors) who voluntarily take the SAT Reasoning Test to apply to college, and the average verbal, math, and writing scores of those students.

KEY FACTOR	2006–2007	2007–2008	2008–2009
Percentage of seniors taking the SAT	39%	39%	29%
Average critical reading score	486	483	505
Average math score	533	526	550
Average writing score	489	492	516

SOURCE: Original data from the College Board, for the class of 2009, and republished by the California Department of Education. To protect student privacy, scores are not shown when the number of students tested is fewer than 11. The College Board first introduced the writing test in 2005–2006.