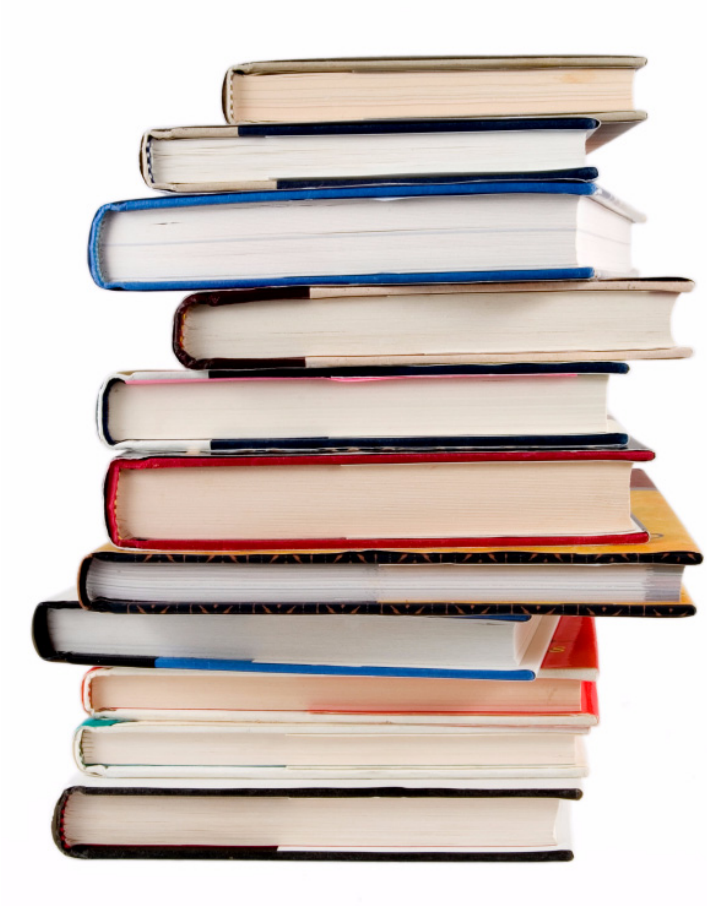
Herbert Hoover High School

School Accountability Report Card, 2010–2011
Glendale Unified School District



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

Published by
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 2010–2011 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.

Please note that words that appear in a smaller, bold typeface are links in the online version of this report to more information. You can find a list of those linked words and their Web page URLs at:

http://www.schoolwisepress.com/sarc/links_2011_en.html

Reports about other schools are available on the **California Department of Education Web site.** Internet access is available in local libraries.

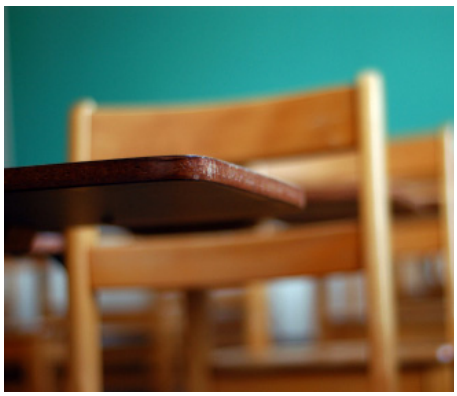
If you have any questions related to this report, or would like to request a hardcopy version, please contact our school office.

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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Principal's Message

Hoover High School has held itself to high standards since its' inception in 1929. There is a spirit 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, students, and family 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 Public Safety Academy, a comprehensive athletic department, a Business Academy and a strong focus on community service. We place academics and critical thinking 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 three points to 776 this year and intend on rising to 801 by the 2012-2013 school year. (Our goal is to grow 25 points, or "a quarter.") 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 and Purple Circle. 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
776
County Average: 716
State Average: 744

Student enrollment
2,040
County Average: 1,342
State Average: 1,143

Teachers
78

Students per teacher
26

School Expenditures

A combination of state, federal, and local funding is used to cover all aspects of our instructional program.

State and federal funds are labeled categorical funds and 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, Literacy class, sheltered core sections, AVID instruction, CAHSEE interventions, classroom instructional aides, supplemental materials, field trips, and communication with our feeder middle schools to assist with students' transition to high school and professional development for teachers. In the 2010-2011 school year we put an emphasis on technology and updated all of our classrooms with an array of technological resources to diversify the way our students access the curriculum.

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.

Strong PTSA and Purple Circle Foundation support is evident in many of our schools' supplemental activities including athletics and the arts.

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 with staff members. The School Safety Plan was revised in March of 2011. Key elements of the plan include 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 Public Safety Academy. 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. Some of these programs include Auto Shop, Retail Marketing, and Computer Literacy.

Hoover is also applying for two California Partnership grants: one to fund the Public Safety Academy and one to fund an Arts Academy. These academies are already being supported at the site level as all of the arts teachers on campus are also working professionals in the arts industry and the Public Safety Academy instructors are a retired Police Officer and a Fire Captain.

Buildings

Hoover High School, originally constructed in 1929, the current building situated on 18.6 acres and is comprised of 111 classrooms, two musical classrooms, a library, and six computer labs. In addition to classrooms, Hoover High School houses two gymnasiums, a fitness room, a swimming pool, a football field, a baseball field, a softball field, regulation tennis courts, outside handball and basketball courts, boys and girls locker rooms and team rooms, an auditorium, a cafeteria, and administrative offices. The Student Services floor of Building 1 is comprised of the administrative, attendance, counseling, health, and psychologist offices as well as the career center and three conference rooms.

Outside communal areas consist of an upper and lower quad and a our new Rally Quad amphitheatre. Many of these facilities were renovated using Measure K bond funds. Renovations to the campus which began in September of 2007 are now completed. In April of 2011, the residents of Glendale passed another bond, Measure. The first, jump start projects, that have already been completed on that bond, include the rewiring of all computer labs on our campus.

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. Some organizations that parents can join are the PTSA, Purple Circle/Alumni Association, Korean Parent Club, Latinos Unidos, English Learners Advisory Committee (ELAC), WASC focus groups, Hoover Groove Visual And Performing Arts (VAPA) Booster Club, and various athletic booster clubs.

Parents are welcome on our campus at all times. We have specific events, such as Back to School Night and Open House, where our faculty shares what is happening on our campus. In addition to these, Hoover High School has created a 9th grade Parent Night; Latino, Armenian and Korean Parent Nights (held Monthly for our largest ethnic populations); College Financial Aid Night; and "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. We also routinely invite our parents to chaperone school dances and you will find our parents manning the athletic concession stands year round.

Hoover High School's governing body, the School Site Council, is comprised of parents, students and faculty that determine the needs of the school. The members of this committee are voted on and reside over a portion of the monetary expenditures that are used by the school.

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) 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 776 (out of 1000). This is an increase of 3 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.

CALIFORNIA
API
ACADEMIC PERFORMANCE INDEX

Met schoolwide growth target	**No**
Met growth target for prior school year	**Yes**
API score	**776**
Growth attained from prior year	**+3**
Met subgroup* growth targets	**No**

SOURCE: API based on spring 2011 test cycle. Growth scores alone are displayed and are current as of November 2011.

*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.

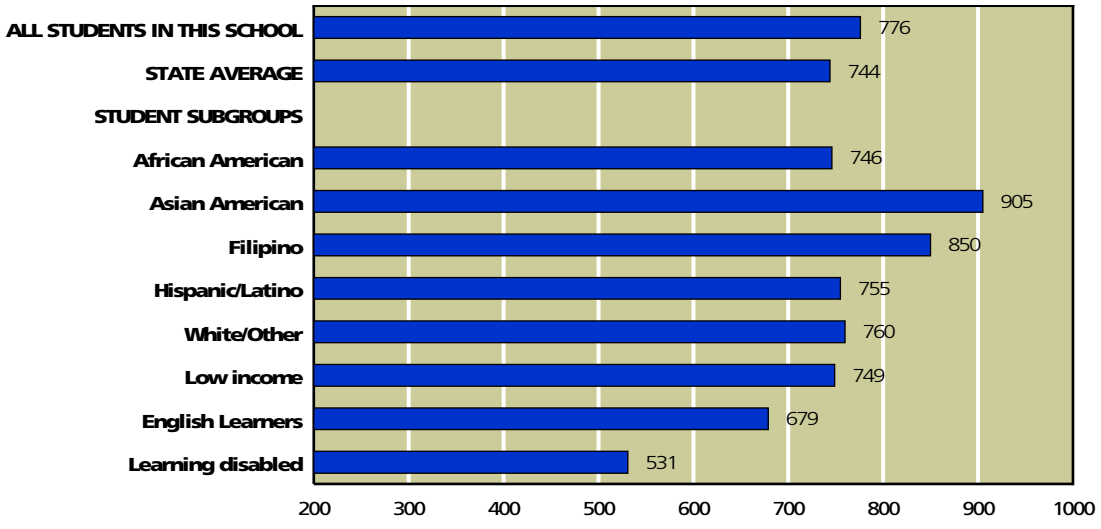
API RANKINGS: Based on our 2009–2010 test results, we started the 2010–2011 school year with a base API of 773. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all high schools in California, our school ranked 7 out of 10.

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 2010–2011 school year. Just for reference, 32 percent of high schools statewide met their growth targets.

API, Spring 2011



SOURCE: API based on spring 2011 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 17 out of 22 criteria for yearly progress. Because we fell short in five areas, 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) and the California Alternate Performance Assessment (CAPA): 66.7 percent on the English/language arts test and 66.1 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 710 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE or CAPA. Fourth, the graduation rate for the class of 2010 must be higher than 90 percent (or satisfy alternate improvement criteria).

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
AYP
ADEQUATE YEARLY PROGRESS

Met AYP	**No**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**No**
Met schoolwide API for AYP	**Yes**
Met graduation rate	**Yes**
Program Improvement school in 2011	**Yes**

SOURCE: AYP is based on the Accountability Progress Report of November 2011. A school can be in Program Improvement based on students' test results in the 2010–2011 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 OR CAPA?	DID 66.7% ATTAIN PROFICIENCY ON THE CAHSEE OR CAPA?	DID 95% OF STUDENTS TAKE THE CAHSEE OR CAPA?	DID 66.1% ATTAIN PROFICIENCY ON THE CAHSEE OR CAPA?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of November 2011, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2010–2011 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

FEDERAL INTERVENTION PROGRAM **PI** PROGRAM IMPROVEMENT	
In PI since	**2010**
Stage of PI	**2 of 5**
Change in 2011	**Moved one stage lower (did not make AYP)**

SOURCE: PI status is based on the Accountability Progress Report of November 2011. A school can be in Program Improvement based on students' test results in the 2010–2011 school year or earlier.

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

Hoover has been in Program Improvement (PI) since 2010. In 2011, the school moved one stage lower in the program, from stage (year) 1 to 2. There are five stages in total. In California, 112 high schools were in stage 2 of PI as of November 2011.

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.

YEAR	PI STAGE	SUMMARY OF EVENTS FOR THIS YEAR	AYP GOALS NOT MET ■ AYP GOALS MET ■
2009	**Not in PI**	Hoover met 20 of the 22 criteria for Adequate Yearly Progress established by the federal law known as No Child Left Behind (NCLB).	
2010	**1**	We met 20 of the 22 criteria for Adequate Yearly Progress, causing the school to enter the first stage of Program Improvement.	
2011	**2**	We met 17 of the 22 criteria for Adequate Yearly Progress. As a result, the school moved to stage 2 of Program Improvement.	

SOURCE: PI status is based on the Accountability Progress Report of November 2011. A school can be in Program Improvement based on students' test results in the 2010–2011 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) 2 of PI, parents of students have two options. 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. Their children are also entitled to free tutoring. Details about the district's list of approved tutoring providers are available from the district office. More information about both options is available on the **US Department of Education Web site**.

SCHOOL: The school staff is hard at work improving classroom teaching. The school may set aside ten percent of its Title I (federal) funding to help teachers improve.

DISTRICT: The district is providing coaching to teachers and helping the school's staff revise its 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**

TESTED SUBJECT	2010–2011 LOW SCORES	2010–2011 HIGH SCORES	2009–2010 LOW SCORES	2009–2010 HIGH SCORES	2008–2009 LOW SCORES	2008–2009 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		51%		51%		48%
Average high school Percent Proficient or higher		52%		50%		47%
GEOMETRY						
Our school Percent Proficient or higher		37%		44%		44%
Average high school Percent Proficient or higher		27%		24%		24%
US HISTORY						
Our school Percent Proficient or higher		54%		47%		46%
Average high school Percent Proficient or higher		51%		48%		47%
BIOLOGY						
Our school Percent Proficient or higher		56%		43%		48%
Average high school Percent Proficient or higher		50%		47%		43%
LIFE SCIENCE (TENTH GRADE)						
Our school Percent Proficient or higher		61%		57%		60%
Average high school Percent Proficient or higher		52%		48%		46%

SOURCE: The scores for the CST are from the spring 2011 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 56 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 62 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 and the tenth grade life science test. For math, we've selected two courses: 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%	97%	**SCHOOLWIDE AVERAGE:** About one percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		47%	95%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		52%	95%	

Subgroup Test Scores

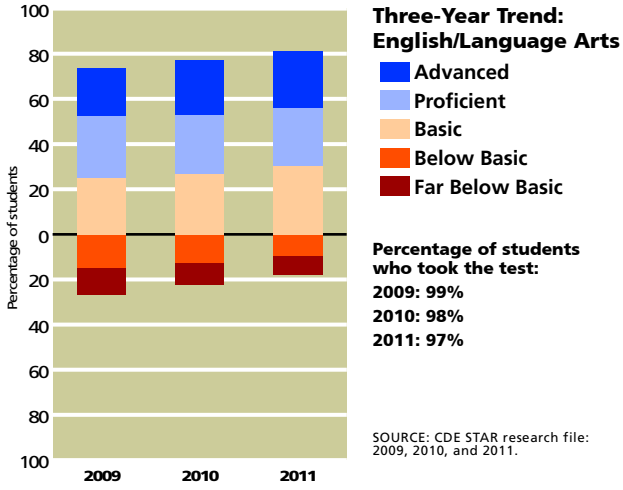
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		47%	759	**GENDER:** About nine percent more girls than boys at our school scored Proficient or Advanced.
Girls		56%	689	
English proficient		64%	1,052	**ENGLISH PROFICIENCY:** 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%	386	
Low income		44%	865	**INCOME:** About 18 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		62%	583	
Learning disabled		9%	97	**LEARNING DISABILITIES:** 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		55%	1,351	
African American	DATA STATISTICALLY UNRELIABLE	N/S	26	**ETHNICITY:** 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		68%	106	
Filipino		74%	110	
Hispanic/Latino		46%	352	
White/Other		48%	835	

SOURCE: The scores for the CST are from the spring 2011 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
SCHOOLWIDE AVERAGE		24%	44%	**SCHOOLWIDE AVERAGE:** About three percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		19%	28%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		21%	29%	

Subgroup Test Scores

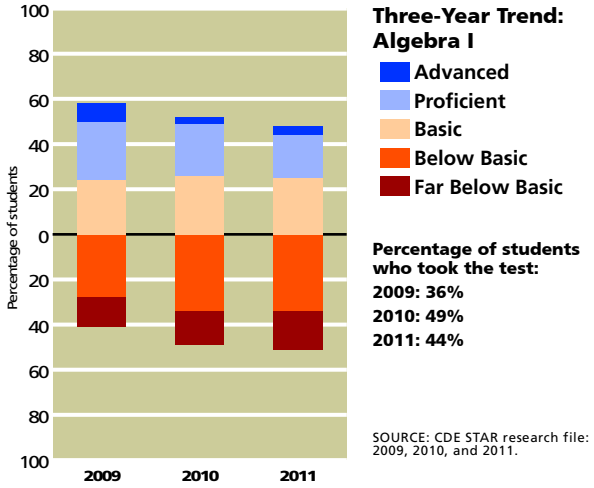
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		24%	367	**GENDER:** About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls		23%	288	
English proficient		27%	394	**ENGLISH PROFICIENCY:** 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%	253	
Low income		23%	457	**INCOME:** About two percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		25%	198	
Learning disabled		12%	60	**LEARNING DISABILITIES:** 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		25%	595	
African American	DATA STATISTICALLY UNRELIABLE	N/S	11	**ETHNICITY:** 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	DATA STATISTICALLY UNRELIABLE	N/S	23	
Filipino		21%	33	
Hispanic/Latino		16%	192	
White/Other		26%	387	

SOURCE: The scores for the CST are from the spring 2011 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 44 percent of our students took the algebra CST, compared with 29 percent of all high school students statewide. To read more about California's **math standards**, visit the CDE's Web site.



SOURCE: CDE STAR research file: 2009, 2010, and 2011.

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
SCHOOLWIDE AVERAGE		37%	29%	**SCHOOLWIDE AVERAGE:** About ten percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		23%	25%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		27%	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
Boys		37%	216	**GENDER:** About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls		38%	221	
English proficient		41%	334	**ENGLISH PROFICIENCY:** 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		25%	102	
Low income		38%	239	**INCOME:** About the same percentage of students from lower-income families scored Proficient or Advanced as our other students.
Not low income		37%	198	
Learning disabled	DATA STATISTICALLY UNRELIABLE	N/S	14	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled		38%	423	
Asian American	DATA STATISTICALLY UNRELIABLE	N/S	29	**ETHNICITY:** 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.
Filipino		48%	40	
Hispanic/Latino		31%	99	
White/Other		35%	254	

SOURCE: The scores for the CST are from the spring 2011 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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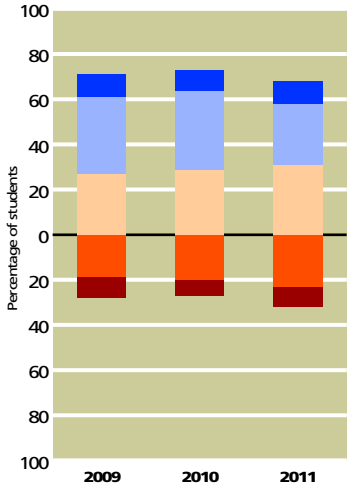
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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 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 29 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.



Three-Year Trend: Geometry

Advanced
Proficient
Basic
Below Basic
Far Below Basic

Percentage of students who took the test:
2009: 22%
2010: 24%
2011: 29%

SOURCE: CDE STAR research file: 2009, 2010, and 2011.

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
SCHOOLWIDE AVERAGE		54%	96%	**SCHOOLWIDE AVERAGE:** About three percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		48%	96%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		51%	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		60%	238	**GENDER:** About 13 percent more boys than girls at our school scored Proficient or Advanced.
Girls		47%	212	
English proficient		64%	332	**ENGLISH PROFICIENCY:** 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		25%	118	
Low income		46%	245	**INCOME:** About 17 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		63%	205	
Learning disabled	DATA STATISTICALLY UNRELIABLE	N/S	29	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled		56%	421	
Asian American		74%	34	**ETHNICITY:** 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.
Filipino		67%	36	
Hispanic/Latino		60%	101	
White/Other		47%	269	

SOURCE: The scores for the CST are from the spring 2011 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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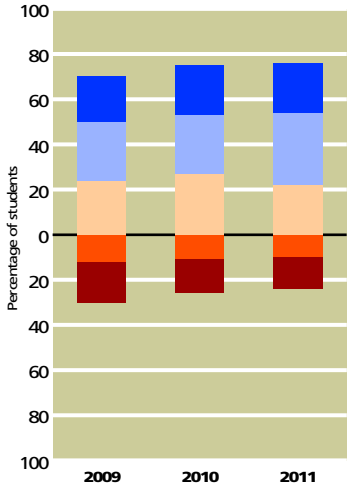
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our 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.



Three-Year Trend: US History

Advanced
Proficient
Basic
Below Basic
Far Below Basic

Percentage of students who took the test:
2009: 98%
2010: 99%
2011: 96%

SOURCE: CDE STAR research file: 2009, 2010, and 2011.

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
SCHOOLWIDE AVERAGE		56%	46%	**SCHOOLWIDE AVERAGE:** About six percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		44%	38%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		50%	37%	

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		55%	336	**GENDER:** About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls		56%	347	
English proficient		70%	476	**ENGLISH PROFICIENCY:** 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		23%	202	
Low income		49%	419	**INCOME:** About 17 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		66%	264	
Learning disabled		21%	39	**LEARNING DISABILITIES:** 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		58%	644	
Asian American		79%	61	**ETHNICITY:** 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.
Filipino		60%	43	
Hispanic/Latino		49%	158	
White/Other		54%	404	

SOURCE: The scores for the CST are from the spring 2011 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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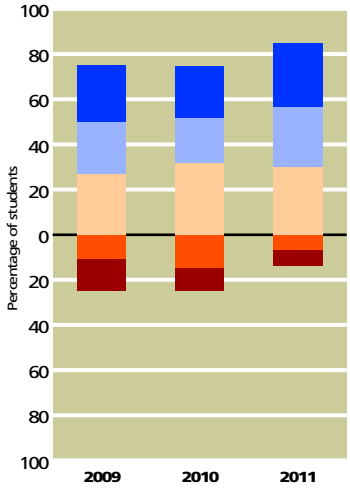
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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 46 percent of our students took the biology CST, compared with 37 percent of all high school students statewide. To read more about the **California standards for science** visit the CDE's Web site.



Three-Year Trend: Biology

Advanced
Proficient
Basic
Below Basic
Far Below Basic

Percentage of students who took the test:
2009: 54%
2010: 51%
2011: 46%

SOURCE: CDE STAR research file: 2009, 2010, and 2011.

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
SCHOOLWIDE AVERAGE		61%	97%	**SCHOOLWIDE AVERAGE:** About nine percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		46%	94%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		52%	94%	

Subgroup Test Scores

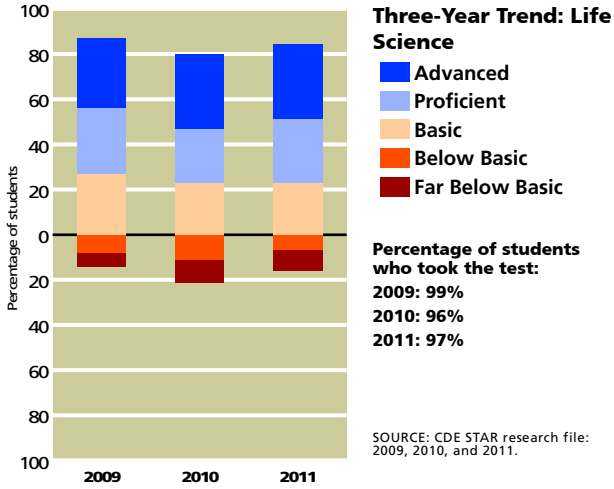
BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		60%	251	**GENDER:** About two percent more girls than boys at our school scored Proficient or Advanced.
Girls		62%	261	
English proficient		73%	366	**ENGLISH PROFICIENCY:** 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		31%	143	
Low income		55%	306	**INCOME:** About 14 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		69%	206	
Learning disabled		23%	30	**LEARNING DISABILITIES:** 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		63%	482	
Asian American		89%	36	**ETHNICITY:** 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.
Filipino		77%	48	
Hispanic/Latino		54%	137	
White/Other		57%	275	

SOURCE: The scores for the CST are from the spring 2011 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.



SOURCE: CDE STAR research file: 2009, 2010, and 2011.

STUDENTS

Students' English Language Skills

At Hoover, 75 percent of students were considered to be proficient in English, compared with 91 percent of high school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	75%	93%	91%
English Learners	25%	7%	9%

SOURCE: Language Census for school year 2010–2011. County and state averages represent high schools only.

Languages Spoken at Home by English Learners, 2010–2011

Please note that this table describes the home languages of just the 512 students classified as English Learners. At Hoover, the language these students most often speak at home is Armenian. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	21%	83%	81%
Vietnamese	0%	1%	2%
Cantonese	0%	2%	2%
Hmong	0%	0%	2%
Filipino/Tagalog	5%	2%	2%
Korean	3%	2%	1%
Khmer/Cambodian	0%	1%	1%
All other	71%	9%	9%

SOURCE: Language Census for school year 2010–2011. County and state averages represent high schools only.

Ethnicity

Most students at Hoover identify themselves as White. In fact, there are about two times as many White 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 "two or more races" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	2%	9%	7%
Asian American/ Pacific Islander	15%	11%	12%
Hispanic/Latino	25%	61%	48%
White	58%	16%	29%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2010. 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 2010-2011 school year. At Hoover, 56 percent of the students qualified for this program, compared with 50 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	56%	62%	50%
Parents with some college	60%	47%	57%
Parents with college degree	43%	26%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2010–2011 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 60 percent of the students at Hoover have attended college and 43 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 67 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. The average class size of all courses at Hoover varies from a low of 28 students to a high of 32. Our average class size schoolwide is 30 students. The average class size for high schools in the state is 22 students.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	28	21	25
History	30	21	27
Math	31	21	25
Science	32	25	28

SOURCE: California Department of Education, SARC Research File. State and county averages represent high schools only.

LEADERSHIP, TEACHERS, AND STAFF

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	6%	N/A	0%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	0%	N/A	N/A
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	90%	N/A	N/A
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	10%	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) for some of the data reported in the SARC is unavailable.

"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.

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. About ten percent of our teachers were working without full credentials.

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 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.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	6%
Schools with more than 40% of students from lower-income homes	Schools whose core courses are not taught by "highly qualified" teachers	7%
Schools with less than 25% of students from lower-income homes	Schools whose core courses are not taught by "highly qualified" teachers	5%

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

Specialized Resource Staff

The table to the right lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part time at our school and some may work at more than one school in our district. 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: Our school has five full-time equivalent academic counselors, which is equivalent to one counselor for every 385 students. Just for reference, California districts employed about one academic counselor for every 414 high school students in the state. More information about **counseling and student support** is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Academic counselors	5.3
Behavioral/career counselors	0.0
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
SAT participation rate	Percentage of seniors who took the test	30%	41%	37%
SAT critical reading	Average score of juniors and seniors who took the SAT critical reading test	508	478	498
SAT math	Average score of juniors and seniors who took the SAT math test	552	496	517
SAT writing	Average score of juniors and seniors who took the SAT writing test	514	480	497

SOURCE: SAT test data provided by the College Board for the 2009–2010 school year. County and state averages represent high schools only.

In the 2009–2010 academic year, 30 percent of Hoover students took the SAT, compared with 37 percent of high school students in California.

Hoover students' average score was 508 on the critical reading portion of the SAT, compared with 498 for students throughout the state. Hoover students' average score was 552 on the math portion of the SAT, compared with 517 for students throughout the state. Hoover students' average score was 514 on the writing portion of the SAT, compared with 497 for students throughout the state.

College Preparation and Attendance

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
2010 graduates meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	35%	45%	39%

SOURCE: Enrollment in UC/CSU qualifying courses comes from CALPADS, October 2010. County and state averages represent high schools only.

In the 2009–2010 school year, 35 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 39 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.

Advanced Placement Courses Offered

High school students can enroll in courses that are more challenging in their junior and senior years, including **Advanced Placement** (AP) courses. These courses are intended to be the most rigorous and challenging courses available. Most colleges regard AP courses as the equivalent of a college course.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Enrollment in AP courses	Percentage of AP course enrollments out of total course enrollments	7%	5%	5%

SOURCE: This information provided by the California Department of Education.

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.

Students who take AP courses and pass the AP exams with scores of 3 or higher may qualify for college credit. Our high school offers 27 different courses that you'll see listed in the table.

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

AP COURSES OFFERED	NUMBER OF COURSES
Fine and Performing Arts	1
Computer Science	0
English	5
Foreign Language	3
Mathematics	4
Science	4
Social Science	10
Total	27

SOURCE: This information is provided by the California Department of Education.

AP Exam Results, 2009–2010

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Completion of AP courses	Percentage of juniors and seniors who completed AP courses and took the final exams	35%	30%	28%
Number of AP exams taken	Average number of AP exams each of these students took in 2009–2010	2.2	1.8	1.8
AP test results	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	50%	53%	58%

SOURCE: AP exam data provided by the College Board for the 2009–2010 school year.

Here at Hoover, 35 percent of juniors and seniors took AP exams. In California, 28 percent of juniors and seniors in the average high school took AP exams. On average, those students took 2.2 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.

	PERCENTAGE OF TENTH GRADE STUDENTS SCORING PROFICIENT OR ADVANCED ON THE CAHSEE		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
English/language arts			
2010–2011	63%	74%	59%
2009–2010	56%	68%	54%
2008–2009	49%	64%	52%
Math			
2010–2011	65%	75%	56%
2009–2010	70%	74%	54%
2008–2009	62%	73%	53%

SOURCE: California Department of Education, SARC research file.

The table that follows shows how specific groups of tenth grade students scored on the exit exam in the 2010–2011 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.

	ENGLISH/LANGUAGE ARTS			MATH		
CAHSEE RESULTS BY SUBGROUP	NOT PROFICIENT	PROFICIENT	ADVANCED	NOT PROFICIENT	PROFICIENT	ADVANCED
Tenth graders	37%	26%	37%	35%	39%	27%
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	17%	25%	58%	8%	31%	61%
Filipino	16%	24%	60%	26%	38%	36%
Hispanic or Latino	46%	28%	26%	52%	33%	14%
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	39%	24%	36%	32%	41%	27%
Two or more races	N/A	N/A	N/A	N/A	N/A	N/A
Male	41%	26%	33%	35%	39%	25%
Female	33%	25%	42%	34%	38%	28%
Socioeconomically disadvantaged	45%	24%	31%	41%	37%	23%
English Learners	75%	15%	10%	57%	27%	16%
Students with disabilities	84%	13%	3%	80%	20%	0%
Students receiving migrant education services	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 2009–2010 school year or a student who hasn't re-enrolled in school for the 2010–2011 year by October 2010.

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.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate (one year)			
2009–2010	2%	4%	3%
2008–2009	3%	5%	4%
2007–2008	3%	5%	3%
Graduation rate (four year)			
2009–2010	91%	80%	86%
2008–2009	90%	78%	84%
2007–2008	91%	80%	86%

SOURCE: Dropout data comes from CALPADS, October 2010. County and state averages represent high schools only.

This tracking system needs to be in place for the students' full four years in high school to be completely accurate. As a result, the accuracy of this data will be much more reliable beginning with the graduating class of 2012.

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). 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.

High School Completion

This table shows the percentage of seniors in the graduating class of 2011 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 2010.

Students can retake all or part of the CAHSEE up to two times in grade 11 and at least three times and up to five times in grade 12.* 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 2010 and 2011**, and additional detail by gender, ethnicity, and English language fluency, are available on the CDE Web site.

	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2011)	
STUDENT GROUPS	OUR SCHOOL	DISTRICT AVERAGE
All Students	90.7	
African American	1.9	
American Indian or Alaska Native	.4	
Asian	10.7	
Filipino	6.2	
Hispanic or Latino	19.8	
Pacific Islander	0	
White (not Hispanic)	52	
Two or More Races	N/A	
Socioeconomically Disadvantaged	45.6	
English Learners	17.4	
Students with Disabilities	5.6	

*See **http://www.cde.ca.gov/ta/tg/hs/cahseeqajune2010.asp#Q6** for more information about the CAHSEE.

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
Number of students participating in CTE courses	396
Percentage of students completing a CTE program and earning a high school diploma	20%
Percentage of CTE courses coordinated with colleges	0%

Programs and Courses

COURSE	AGENCY OFFERING COURSE	OFFERED THROUGH ROC/ROP?	SATISFIES GRADUATION REQUIREMENTS?	PART OF A-G CURRICULUM?
Photography	School	No	Yes	Yes
Commercial Multi Media	School	No	Yes	Yes
Cinematography	School	Yes	Yes	Yes
Technical Theater	School	No	Yes	No
Stage Arts 1-4	School	Yes	Yes	Yes
Business technology	School	Yes	Yes	No
Foods 1, 2	School	Yes	Yes	No
Retail Marketing	ROP	Yes	Yes	No
Computer Literacy	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

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
Automotive	Bob Adams
Employment Development	Carolyn Anderson
Transportation	Lucy Burghdorf
Dept. Rehabilitation	Michelle Navarro
Employment Development	Sandra Greenstein
Police Department	Capt. Gregory Fish
Student resources	Allie Akobian
City government	Aykin Isayan
Youth Employment	Karine Grigoryan
Manufacturing	Debie Kukta
Chamber of Commerce	Jean Maluccio
Youth Development	Linda Maxwell
Entertainment	Joan McCarthy
Employment Development	Judith Sernas
Parent	Svetik Safaryan
Education Consultant	Emma Sanchez Glenny
Fire Department	Chief Harold Scoggins
Education	Dr. Cuauhtemoc Avila
Community College	Jan Swinton
Child Care	Dr. Kelly King
Elected School Board	Joylene Wagner
Workability/Disabled Youth	Linda Lindley

Adequacy of Key Resources 2011–2012

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2011–2012. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.

This section also contains information about 2010–2011 staff development days, and, for high schools, percentages of seniors who met our district's graduation requirements.

TEACHERS

Teacher Vacancies

KEY FACTOR	2009–2010	2010–2011	2011–2012
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
Total number of classes at the start of the year	385	418	433
Number of classes that lacked a permanently assigned teacher within the first 20 days of school	0	0	0
TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR			
Number of classes where the permanently assigned teacher left during the year	1	4	0
Number of those classes where you replaced the absent teacher with a single new teacher	1	2	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	2009–2010	2010–2011	2011–2012
Teacher Misassignments	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
Teacher Misassignments in Classes that Include English Learners	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	18	3	0
Other Employee Misassignments	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 we set aside for the past three years for their continuing education and professional development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2010–2011	3.00
2009–2010	3.00
2008–2009	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.

All of our textbooks are the most recently approved by the State Board of Education or our Local Governing Agency:

This information was collected on 11/15/2011.

NOTES:

		ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
TAUGHT AT OUR SCHOOL?	SUBJECT	STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
☒	**English**	☒	☒	☒	100%
☒	**Math**	☒	☒	☒	100%
☒	**Science**	☒	☒	☒	100%
☒	**Social Science**	☒	☒	☒	100%
☒	**Foreign Languages**	☒	☒	☒	100%
☒	**Health**	☒	☒	☒	100%
☒	**Visual/Performing Arts**	☒	☒	☒	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 Litrature: American Literture	McDougal Littell	2003
Edge: Reading, Writing, and Language	Hampton-Brown	2010
MATH		
Algebra 1: Concepts, Skills, and Problem Solving	Glencoe/McGraw Hilll	2008
Geometry	Glencoe/McGraw Hill	2008
California Algebra 2	Holt, Rinchart & Winston	2008
Calculus	Thompson	2008
SCIENCE		
California Biology	Prentice Hall	2007
California Earth Science	Holt	2007
California Physics	Holt	2007
Chemistry: Matter & Change	Glencoe/McGraw Hill	2007
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 on 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 11/15/11.

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?
Biology 1,2	☒	☒
Biology 3,4 (AP)	☒	☒
Physiology 1, 2	☒	☒
Earth Science	☒	☒
Earth & Space Science	☒	☒
Chemistry 1,2	☒	☒
Chemistry 3,4 (AP)	☒	☒
Physics	☒	☒

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 03/11/2011 by Edward Zung.
The most recent facilities inspection occurred on 1/4/2011.

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

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

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

SCHOOL FINANCES, 2009–2010

We are required by the California Dept. of Education to report financial data from the 2009–2010 school year. 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).

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:

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

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL-TO-DISTRICT VARIANCE	STATE AVERAGE	SCHOOL-TO-STATE VARIANCE
Unrestricted funds ($/student)	$4,127	$4,059	2%	$5,513	-25%
Restricted funds ($/student)	$1,662	$1,684	-1%	$2,939	-43%
Total ($/student)	$5,789	$5,744	1%	$8,452	-32%

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
Salary ($/certificated staff)	$73,751	$73,624	0%	$71,246	4%
Benefits ($/certificated staff)	$22,985	$22,954	0%	$16,062	43%
Total ($/certificated staff)	$96,735	$96,578	0%	$87,308	11%

* 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 additional information about students, teachers, student performance, accountability, and district expenditures.

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	2,040
Black/African American	2%
American Indian or Alaska Native	0%
Asian	7%
Filipino	7%
Hispanic or Latino	25%
Pacific Islander	0%
White (not Hispanic)	58%
Two or more races	1%
Ethnicity not reported	0%
Socioeconomically disadvantaged	62%
English Learners	49%
Students with disabilities	8%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2010. 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	491
Grade 10	550
Grade 11	503
Grade 12	496

SOURCE: CALPADS, October 2010.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2008–2009	2009–2010	2010–2011
English	26	85	28
History	30	82	30
Math	26	96	31
Science	30	79	32

SOURCE: CALPADS, October 2010. 2009–2010 data provided by the school district.

Average Class Size by Core Course, Detail

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

	2008–2009			2009–2010			2010–2011		
SUBJECT	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	45	27	34	9	8	6	27	25	35
History	8	24	29	9	6	3	5	23	20
Math	33	19	29	8	6	2	9	21	28
Science	11	14	32	9	7	4	3	12	33

SOURCE: CALPADS, October 2010. 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	25%	23%	29%

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information is from the 2010–2011 school year.

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.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2010–2011	12	8	N/A
2009–2010	12	9	15
2008–2009	14	9	15
Expulsions per 100 students			
2010–2011	0	0	N/A
2009–2010	0	0	1
2008–2009	0	0	1

SOURCE: Data is from the Consolidated Application published by the California Department of Education. The numbers above are a ratio of suspension or expulsion events, per 100 students enrolled. District and state averages represent high schools only.

During the 2010–2011 school year, we had 250 suspension incidents. We had four 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.

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.

	SCHOOL			DISTRICT
TEACHERS	2008–2009	2009–2010	2010–2011	2010–2011
With Full Credential	93	85	N/A	N/A
Without Full Credential	4	4	N/A	N/A
Teaching out of field	11	N/A	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.

	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
SUBJECT	**2009**	**2010**	**2011**	**2009**	**2010**	**2011**	**2009**	**2010**	**2011**
English/ language arts	48%	50%	51%	63%	66%	68%	49%	52%	54%
History/social science	43%	44%	46%	57%	60%	63%	41%	44%	48%
Mathematics	38%	38%	35%	60%	63%	64%	46%	48%	50%
Science	59%	57%	61%	65%	68%	72%	50%	54%	57%

SOURCE: STAR results, spring 2011 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.

	STUDENTS SCORING PROFICIENT OR ADVANCED			
STUDENT SUBGROUP	**ENGLISH/LANGUAGE ARTS 2010–2011**	**HISTORY/ SOCIAL SCIENCE 2010–2011**	**MATHEMATICS 2010–2011**	**SCIENCE 2010–2011**
African American	60%	42%	30%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	68%	70%	69%	89%
Filipino	74%	57%	43%	77%
Hispanic or Latino	45%	46%	25%	54%
Pacific Islander or Native Hawaiian	N/A	N/A	N/A	N/A
White (not Hispanic)	48%	41%	35%	57%
Two or more races	41%	75%	22%	N/A
Boys	47%	52%	35%	60%
Girls	55%	40%	36%	62%
Socioeconomically disadvantaged	44%	39%	33%	55%
English Learners	18%	21%	22%	31%
Students with disabilities	18%	18%	17%	23%
Receives migrant education services	N/A	N/A	N/A	N/A

SOURCE: STAR results, spring 2011 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	2008–2009	2009–2010	2010–2011
Statewide rank	7	7	7
Similar-schools rank	8	9	9

SOURCE: The API Base Report from December 2011.

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.

	ACTUAL API CHANGE			API
SUBGROUP	2008–2009	2009–2010	2010–2011	2010–2011
All students at the school	+5	+10	+3	776
Black/African American	N/A	N/A	+18	746
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	+23	-2	+20	905
Filipino	N/A	N/A	+2	850
Hispanic or Latino	+1	+16	+26	755
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+4	+13	-9	760
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	-1	+23	+16	749
English Learners	+16	-35	-1	679
Students with disabilities	+69	-28	-2	531

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2011.

API Scores by Subgroup

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

	SCHOOL		DISTRICT		STATE	
SUBGROUP	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API
All students	1,394	776	19,281	851	4,683,676	778
Black/African American	23	746	255	801	317,856	696
American Indian or Alaska Native	2	N/A	39	817	33,774	733
Asian	94	905	2,427	944	398,869	898
Filipino	105	850	1,298	893	123,245	859
Hispanic or Latino	356	755	4,284	778	2,406,749	729
Pacific Islander	2	N/A	20	913	26,953	764
White (non Hispanic)	803	760	10,852	854	1,258,831	845
Two or more races	9	N/A	98	900	76,766	836
Socioeconomically disadvantaged	845	749	8,953	798	2,731,843	726
English Learners	658	679	7,814	771	1,521,844	707
Students with disabilities	134	531	1,862	661	521,815	595

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2011.

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 710 or growth of at least one point
(d) the graduation rate for the graduating class must be higher than 90 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 2011.

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	1 of 3
The year the district entered PI	2011
Number of schools currently in PI	11
Percentage of schools currently in PI	34%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in December 2011.

DISTRICT EXPENDITURES

According to the CDE, "State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2010–11 data in most cases. Therefore, 2009–10 data are used for report cards prepared during 2011–12."

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
FISCAL YEAR 2009–2010			
Total expenses	$212,092,576	N/A	N/A
Expenses per student	$8,325	$8,543	$8,452
FISCAL YEAR 2008–2009			
Total expenses	$217,571,164	N/A	N/A
Expenses per student	$8,471	$8,823	$8,736

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2009–2010

This table reports the salaries of teachers and administrators in our district for the 2009–2010 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	$42,017
Midrange teacher's salary	$65,170	$67,294
Highest-paid teacher's salary	$88,157	$86,776
Average principal's salary (high school)	$130,744	$123,331
Superintendent's salary	$286,847	$226,417
Percentage of budget for teachers' salaries	41%	38%
Percentage of budget for administrators' salaries	5%	5%

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
Dropout rate (one-year)			
2009–2010	2%	2%	3%
2008–2009	3%	2%	4%
2007–2008	3%	2%	3%
Graduation rate (four-year)			
2009–2010	91%	95%	86%
2008–2009	90%	95%	84%
2007–2008	91%	94%	86%

SOURCE: CALPADS, October 2010. District and state averages represent high schools only.

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

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	71%	74%	65%
Percentage of graduates from class of 2010 who completed all courses required for UC/CSU admission	35%	50%	39%

SOURCE: CALPADS, October 2010, for the class of 2010. 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 critical reading, math, and writing scores of those students.

KEY FACTOR	2007–2008	2008–2009	2009–2010
Percentage of seniors taking the SAT	39%	29%	30%
Average critical reading score	483	505	508
Average math score	526	550	552
Average writing score	492	516	514

SOURCE: Original data from the College Board, for the class of 2010, 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.

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