

# HERBERT HOOVER HIGH SCHOOL

## School Accountability Report Card

### Reported Using Data from the 2011–12 School Year

*Published During 2012–13*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

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

### Internet Access

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

## II. About This School

### Contact Information (School Year 2012–13)

School		District	
School Name	Herbert Hoover High	District Name	Glendale Unified
Street	651 Glenwood Rd.	Phone Number	(818) 241-3111
City, State, Zip	Glendale, CA, 91202-1552	Web Site	www.gusd.net
Phone Number	(818) 242-6801	Superintendent	Dr. Richard Sheehan
Principal	Dr. Jennifer Earl, Principal	E-mail Address	dsheehan@gusd.net
E-mail Address	jearl@gusd.net	CDS Code	19645681934082

## School Description and Mission Statement (School Year 2011–12)

Hoover High School, a partnership of students, parents, teachers, staff and the community, graduates lifelong learners who are self-sufficient, ethical, and globally responsible, by providing comprehensive traditional, state-of-the-art and academic programs.

## Opportunities for Parental Involvement (School Year 2011–12)

Parents and community are very supportive of the educational programs at Hoover High School. Hoover has many times been bestowed a Parent Involvement School of Excellence award, which is awarded by the National PTAA. National PTA's Parent Involvement School of Excellence certification recognizes schools that uphold the highest standards in parent involvement and is a reflection of the community's belief that we are upholding the highest standards with our students. Parents take an active role in our school by sitting on and actively participating in site Instructional Leadership Committee, and chaperoning field trips. Numerous programs and activities are enriched by the generous contributions made by the PTSA, Purple Circle, Korean Parent Club, Latinos Unidos, Armenian Parent Group, Hoover Professional Development Team, English Learners Advisory Committee (ELAC), Visual and Performing Arts (VAPA), Public Service Academy (PSA) and various booster clubs.

Parents who wish to participate in Hoover Hi School's leadership teams, school committees, and school activities or become volunteers may contact the school at (818) 242-6801.

## Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	464
Grade 3		Grade 10	514
Grade 4		Grade 11	510
Grade 5		Grade 12	459
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	1,947

## Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	1.7%
American Indian or Alaska Native	0.2%
Asian	7.3%
Filipino	8.0%
Hispanic or Latino	24.8%
Native Hawaiian or Pacific Islander	0.1%
White	57.3%
Two or More Races	0.6%
Socioeconomically Disadvantaged	59.9%

English Learners	47.0%
Students with Disabilities	8.2%

### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.9	9	8	6	27.6	27	25	35	25.8	30	37	20
Mathematics	24	8	6	2	30.5	9	21	28	29.6	10	26	28
Science	29	9	7	4	32.3	3	12	33	31.3	5	13	30
Social Science	24.7	9	6	3	29.7	5	23	20	30.1	7	11	24

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## III. School Climate

### School Safety Plan (School Year 2011–12)

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 administration and the school resource officer. The School Safety Plan was revised in February of 2011. Key elements of the plan include, student bullying, 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.

### Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	44	12	12	24	6	6
Expulsions	0	0	0	0	0	0

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2012–13)

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

### School Facility Good Repair Status (School Year 2012–13) as of: 1/25/13

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces		X			Broken floor tiles, broken counter top tile/work order processed
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
<b>Overall Rating</b>		X			

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
<b>With Full Credential</b>	85	78	86	1,110
<b>Without Full Credential</b>	4	2	0	1
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	N/A	0	2	44

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	3	1	0
Total Teacher Misassignments*	3	1	0
Vacant Teacher Positions	2	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	99.45%	0.55%
High-Poverty Schools in District	99.77%	0.23%
Low-Poverty Schools in District	98.69%	1.31%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	475
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)	1	
Library Media Services Staff (paraprofessional)		
Psychologist		
Social Worker		
Nurse		

Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)		
Other		

Note: Cells shaded in black do not require data.

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected: November 2012**

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Holt – Literature & Language/2003 McDougal Littell -American Liter & Comp: The Language of Literature/2003 McDougal Littell – The Language of Lit World Lit/2003	Yes	0%
Mathematics	Glenco/McGraw Hill – Pre-Algebra CA Edition/2006 Glencoe – Algebra/2008 Glencoe/McGraw Hill – Algebra I CA Concepts & Skills/2008 Holt – Algebra II CA/2008 Glencoe/McGraw Hill – Geometry Concepts & Skills/2008 Pearson/Addison Wesley – Trigonometry by Lial, Hornsby & Schneider/2008 Thompson – Calculus:Single Variable Calculus w/Vector Functions/2008 Pearson/Addison Wesley – Intro Stats by DeVeaux/Belleman,Bock/2008 W. H. Freeman & Co.- The Practice of Statistics Yates, Moore & Starnes/2009	Yes	0%
Science	Holt – California Biology/2007 Pearson/Prentice – Biology, California Edition/2007 Wiley & Sons – Introduction to the Human Body/2007 Wiley – Physiology/2007 Holt – Geoscience: Earth Science/2007 Glencoe – Chemistry:Matter & Change, CA Edition/2007 McDougall Littell – Earth Science/2007 Wiley – Anatomy & Physiology from	Yes	0%

	Science to Life/2007 Thomson – College Physics/2007		
<b>History-Social Science</b>	Prentice Hall – California World History/The Modern World/2006 Holt, Rinehart & Winston – California American Anthem/Modern American/2006 Prentice/Pearson – Macgruder’s American Government/2006 Glencoe/McGraw Hill – Economics: Principals and Practices/2006 Pearson/Longman – AP Government in America/People,Politics,Policy/2006 Pearson Prentice Hall – AP Western Heritage Since 1300/2006 Houghton Mifflin – AP American Pageant/2006	Yes	0%
<b>Foreign Language</b>	Western Prelacy of the Apostolic Church – Our Language Armenian/2004 McDougal Littell – California En Espanol/2005 Glenco – bon Voyage/2005 Longman – Ecc Romani/2000	Yes	0%
<b>Health</b>	Holt – Lifetime Health/2005	Yes	0%
<b>Visual and Performing Arts</b>			0%
<b>Science Laboratory Equipment (grades 9-12)</b>			0%

### VIII. School Finances

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,650	\$1,042	\$4,609	\$73,091
District			\$4,101	\$70,145
Percent Difference – School Site and District			12%	4%
State			\$5,455	\$68,835
Percent Difference – School Site and State			-16%	6%

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted**

expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2011–12)

A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTSA and Purple Circle school foundation support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhances programs in visual and performing arts, science and technology, and health and fitness. Categorical funds are used for a variety of purposes including funding the Guidance class to help orient freshman to high school, systemic intervention programs for struggling students, credit recovery programs such as APEX, English Language Development block periods, classroom instructional aides, supplemental materials, field trips, communication with our feeder middle schools to assist with students' transition to high school and professional development for teachers.

### Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,451	\$41,455
Mid-Range Teacher Salary	\$65,170	\$66,043
Highest Teacher Salary	\$88,157	\$85,397
Average Principal Salary (Elementary)	\$106,154	\$106,714
Average Principal Salary (Middle)	\$118,692	\$111,101
Average Principal Salary (High)	\$128,189	\$121,754
Superintendent Salary	\$259,000	\$223,357
Percent of Budget for Teacher Salaries	41.00%	39.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.



- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	50%	51%	53%	66%	68%	71%	52%	54%	56%
Mathematics	38%	35%	37%	63%	64%	67%	48%	50%	51%
Science	57%	61%	58%	68%	72%	73%	54%	57%	60%
History-Social Science	44%	46%	43%	60%	63%	61%	44%	48%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	71%	67%	73%	61%
All Students at the School	53%	37%	58%	43%
Male	49%	35%	58%	47%
Female	58%	38%	57%	38%
Black or African American	68%	25%	75%	44%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	73%	66%	73%	62%
Filipino	71%	42%	72%	61%
Hispanic or Latino	49%	29%	55%	38%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	49%	36%	56%	39%
Two or More Races	55%	27%	0%	0%

<b>Socioeconomically Disadvantaged</b>	46%	34%	53%	38%
<b>English Learners</b>	20%	25%	28%	16%
<b>Students with Disabilities</b>	35%	17%	39%	24%
<b>Students Receiving Migrant Education Services</b>				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
<b>English-Language Arts</b>	56%	63%	60%	68%	74%	71%	54%	59%	56%
<b>Mathematics</b>	70%	65%	67%	74%	75%	79%	54%	56%	58%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
<b>All Students in the LEA</b>	29%	26%	45%	21%	39%	40%
<b>All Students at the School</b>	40%	28%	32%	33%	39%	27%
<b>Male</b>	47%	28%	25%	32%	41%	27%
<b>Female</b>	30%	28%	42%	35%	38%	28%
<b>Black or African American</b>	25%	25%	50%	33%	42%	25%
<b>American Indian or Alaska Native</b>						
<b>Asian</b>	24%	24%	53%	18%	32%	50%

<b>Filipino</b>	24%	41%	34%	38%	34%	28%
<b>Hispanic or Latino</b>	47%	24%	29%	55%	27%	18%
<b>Native Hawaiian or Pacific Islander</b>						
<b>White</b>	40%	29%	30%	26%	46%	28%
<b>Two or More Races</b>						
<b>Socioeconomically Disadvantaged</b>	44%	25%	30%	38%	37%	25%
<b>English Learners</b>	76%	15%	8%	52%	39%	8%
<b>Students with Disabilities</b>	83%	14%	3%	86%	14%	0%
<b>Students Receiving Migrant Education Services</b>						

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	24.20%	17.60%	37.10%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	7	7	7
Similar Schools	9	9	8

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	10	3	-2
Black or African American			
American Indian or Alaska Native			
Asian	-2		
Filipino		2	-6
Hispanic or Latino	16	26	-16
Native Hawaiian or Pacific Islander			
White	13	-9	5
Two or More Races			
Socioeconomically Disadvantaged	23	16	-1
English Learners	-35	-1	1
Students with Disabilities	-28	-2	47

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,372	774	19,456	858	4,664,264	788
Black or African American	25	780	238	836	313,201	710
American Indian or Alaska Native	3		41	840	31,606	742
Asian	105	877	2,376	946	404,670	905
Filipino	112	844	1,308	895	124,824	869
Hispanic or Latino	335	739	4,395	790	2,425,230	740
Native Hawaiian or Pacific Islander	1		21	888	26,563	775

White	783	765	10,834	862	1,221,860	853
Two or More Races	8		204	921	88,428	849
Socioeconomically Disadvantaged	842	748	9,348	808	2,779,680	737
English Learners	624	680	7,710	783	1,530,297	716
Students with Disabilities	115	579	1,684	658	530,935	607

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

#### Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	No	No

### Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2011-2012
Year in Program Improvement	Year 3	Year 2
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		37.5%

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

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

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate		7.9	7.0		7.9	6.7		16.6	14.4
Graduation Rate		84.59	87.85		85.54	87.61		74.72	76.26

Note: Cells shaded in black do not require data.

## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	89%	90%	N/D
Black or African American	1%	1%	N/D
American Indian or Alaska Native	0%	0%	N/D
Asian	17%	22%	N/D
Filipino	0%	0%	N/D
Hispanic or Latino	22%	19%	N/D
Native Hawaiian or Pacific Islander	0%	0%	N/D
White	59%	57%	N/D
Two or More Races	0%	0%	N/D
Socioeconomically Disadvantaged	54%	85%	N/D
English Learners	43%	79%	N/D
Students with Disabilities	6%	72%	N/D

Note: “N/D” means that no data were available to the CDE or LEA to report.

## Career Technical Education Programs (School Year 2011–12)

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 Service 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. Hoover is applying for California Partnership grants to fund an Arts Academy in the coming years.

## Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	610
Percent of pupils completing a CTE program and earning a high school diploma	16.4%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

## Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	72.5%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	31.2%

### Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	5	
Fine and Performing Arts	1	
Foreign Language	4	
Mathematics	3	
Science	4	
Social Science	12	
<b>All courses</b>	<b>29</b>	<b>7.5%</b>

Note: Cells shaded in black do not require data. \*Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

### Professional Development

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

3 school days are dedicated for staff development.