

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Hercules High School	District Name	West Contra Costa Unified School District
Street	1900 Refugio Valley Road	Phone Number	(510) 231-1100
City, State, Zip	Hercules, CA 94547	Web Site	www.wccusd.k12.ca.us
Phone Number	(510) 231-1429	Superintendent	Bruce Harter
Principal	Dr. Guy Zakrevsky	E-mail Address	bharter@wccusd.net
E-mail Address	gzakrevsky@wccusd.net	CDS Code	

School Description and Mission Statement

This section provides information about the school's goals and programs.

HMHS' greatest strength is our inclusive environment providing each student with a challenging curriculum focused on achievement through academic success, interpersonal growth, and community involvement. RESPECT for each individual drives the instructional strategies and learning opportunities ensuring educational equity for all.

Our school is further characterized with a Safe and Orderly learning environment. High expectations are held for staff and students regarding 2-way respect between staff and students.

Our school is progressing rapidly in becoming a true school of excellence. Many of our students go on to higher education, with 89% of students continuing their education after graduation.

Our school has over 20 Advanced Placement courses, with over 600 enrollees (this is a high number for a school of only 1200 students).

Our school's diversity of both ethnicity and socio-economic demographics is a model for social interactions - where we all function and "get along" in a diverse environment. Approximately 31 languages are spoken at the homes of students.

Hercules Middle/High School is a community thriving on RESPECT (a goal of the school's ESRLs - Expected Schoolwide Learning Results) for all. At the end of the 2004-05 school year, the school received a 6-year WASC accreditation.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

VOLUNTEER PROGRAM: Hercules Middle/High School offers opportunities to parents and other community members to volunteer as aides in many school programs. There are other opportunities for parent involvement through groups such as: Sports Boosters, Music Boosters, Safety Committee, GATE Committee (Talented and Gifted), African-American Parent Association, and the HCP (our version of a PTA).

Additionally, the School Site Council (SSC): The role of the SSC is to give parents, faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. Every secondary school has a School Site Council composed of parents, community members, the principal, teachers, and students (Education Code Section 52852) .

Student Enrollment by Grade Level

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

Grade Level	Number of Students
Grade 9	344
Grade 10	290
Grade 11	293
Grade 12	218
Total Enrollment	1146

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	25 %	White (not Hispanic)	9.86 %
American Indian or Alaska Native	0.26 %	Multiple or No Response	4.8 %
Asian	22.86 %	Socioeconomically Disadvantaged	21 %
Filipino	21 %	English Learners	8 %
Hispanic or Latino	15 %	Students with Disabilities	7 %
Pacific Islander	1.22 %		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.8	9	29	12	29	6	37	12	26	16	29	5
Mathematics	32.3	1	15	17	34.4	2	10	28	31	5	7	26
Science	29.7	3	10	8	28.7	1	14	5	29	7	8	15
Social Science	31.8	2	18	25	34.7	2	13	27	31	4	17	20

II. School Climate

School Safety Plan

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

Hercules Middle/High School has a coordinated safety plan that is defined by the SEMS state policies. The schools staff, as well as, parents, community members, and other stakeholders participate as members on the District SEMS team. The school has a clearly defined discipline policy that is contained in the Student Agenda/Planners. Students obtain these at the beginning of the school year.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	37.2	49.3	0.08	44.4	34.8	0.29
Expulsions	0.2	0.1	0.01	0.1	0	0.01

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Hercules Middle/High School rests on approximately 75 acres of land. The collection of gray block buildings runs nearly 1.25 miles along Refugio Valley Road. The middle-level and high school-level sides of the campus are separated by the Administration and Library complex. The school will be having extensive landscaping and painting done during the summer of 2006. WCCUSD personnel maintain the facility and grounds.

The high school has eight "pods," which house twenty-two classrooms. (Pods are buildings with four classrooms and a utility area in the center.) There are also twenty portable classrooms. Classrooms are equipped with a phone, TV, and a VCR/DVD. Every teacher has access to a computer (with Internet access). All staff have email accounts, and parents can communicate via this medium. The high school facility includes: a gym (with lockers), multi-purpose room, (which is also the cafeteria), a 100-seat Theatre, music rooms, two computer labs, a severely handicapped special education classroom, a visually impaired special education classroom, and a faculty lounge. Athletic fields include: a football field with stands, baseball diamond, outdoor basketball courts. An elevator, located at the high school level parking lot provides handicap access to the campus.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. The table displays the results of the school site inspection completed in 2007.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	
Mechanical Systems	[X]	[]	[]	
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	
Interior Surfaces (walls, floors, and ceilings)	[X]	[]	[]	
Hazardous Materials (interior and exterior)	[X]	[]	[]	
Structural Damage	[X]	[]	[]	
Fire Safety	[X]	[]	[]	
Electrical (interior and exterior)	[X]	[]	[]	
Pest/Vermin Infestation	[X]	[]	[]	
Drinking Fountains (inside and outside)	[X]	[]	[]	
Restrooms	[]	[X]	[]	Floor repairs to be completed by 4/30/08
Sewer	[X]	[]	[]	
Playground/School Grounds	[X]	[]	[]	
Roofs	[X]	[]	[]	
Overall Cleanliness	[X]	[]	[]	

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[]	[X]	[]	[]

IV. Teachers

Professional Development

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

Quality instruction and instructional leadership are at the heart of the district's achievement improvement efforts. To ensure this, the Curriculum and Instruction Department engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning.

Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas and related areas that support student achievement.

Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	48	52	50	1451
Without Full Credential	5	1	4	179
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	91.5%	8.5%
All Schools in District	84%	16%
High-Poverty Schools in District	89%	11%
Low-Poverty Schools in District	92.8%	7.2%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	573
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. This information was collected in March 2008.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Selected Novels for Each Grade Level. Prentice Hall Literature: Timeless Voices – Gold (English 1); Prentice Hall Literature, Timeless Voices – Platinum (English 2); Prentice Hall Literature – Ruby (English 3) ELD: High Point Reading Intervention: READ 180.	0%
Mathematics	Prentice Hall, Algebra 1 and Addison Wesley, Algebra (Algebra 1); Merrill, Algebra 2 with Trigonometry (Algebra 2); Glencoe, Geometry; Glencoe, Advanced Mathematical Concepts (Math Analysis); Houghton Mifflin, Calculus Merril Calculus	0%
Science	Cambridge Physics Outlet (CPO)High School Chemistry: Prentice Hall Chemistry High School Biology: McDougal Littel Biology Prentice Hall: Biology Pearson Ed: Biology (AP class) Prentice Hall: Exploring Physical Science (AP) Prentice Hall: Environmental Science (AP class)	0%
History-Social Science	High School World History: McDougal Littell High School US History: McDougal Littell High School Economics: McDougal Littell Economics 2007 edition	0%

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Foreign Language	Glencoe, McGraw-Hill: French 1: Bon Voyage Glencoe: French 2: Bon Voyage Prentice-Hall Spanish 1: Realidades I McDougal-Littell: Spanish. 2: Realidades II Glencoe: French 3: En Voyage McDougal-Littell: Spanish 3. Bravo! 3 Prentice-Hall: Latin: Ecce Romani Mirai, Cheng & Tsui: Japanese: Level 1 University of Hawaii: Japanese: 2 Learn Japanese University of Hawaii: Japanese: 3 Learn Japanese Holt, Rinehart: German: Komm Mit	0%
Health	Glencoe/McGraw-Hill: Teen Health Course	0%
Science Laboratory Equipment (grades 9-12)	Laboratory equipment is provided to meet the needs of all high school classes in science	0%

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,219	\$2,688	\$7,907	\$50,912
District	---	---	\$8,159	\$51,959
Percent Difference – School Site and District	---	---	-3.09%	2.85%
State	---	---	\$4,943	\$60,032
Percent Difference – School Site and State	---	---	5.13%	-14.90%

Types of Services Funded

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

Programs and services available at Hercules High School include:

- Special Ed-E
- Arts & Music Block Grant
- A/M/PE- Drama/Theatre
- A/M/PE- Dance
- LEP EIA
- Gifted & Talented Ed-E

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,509	\$38,937
Mid-Range Teacher Salary	\$52,059	\$61,080
Highest Teacher Salary	\$68,363	\$76,443
Average Principal Salary (Elementary)	\$82,784	\$99,694

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$86,923	\$103,687
Average Principal Salary (High)	\$98,007	\$112,983
Superintendent Salary	\$201,793	\$195,054
Percent of Budget for Teacher Salaries	35.6 %	40.1 %
Percent of Budget for Administrative Salaries	5.0 %	5.4 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	48	47	50	30	31	33	40	42	43
Mathematics	19	14	14	28	30	31	38	40	40
Science	29	33	38	17	24	27	27	35	38
History-Social Science	42	37	36	22	21	22	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	28	2	14	20
American Indian or Alaska Native	*	*	*	*
Asian	61	27	50	49
Filipino	63	16	41	44
Hispanic or Latino	38	7	25	22
Pacific Islander	*	*	*	*
White (not Hispanic)	68	23	67	58
Male	44	13	34	38
Female	55	14	43	36
Economically Disadvantaged	34	5	31	27
English Learners	6	3	4	9
Students with Disabilities	12	2	25	8
Students Receiving Migrant Education Services				

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	57.1	37.0	49.0	62.9	42.9	51.1	67.0	39.7	48.6
Mathematics	49.2	33.6	45.2	49.8	32.8	46.8	51.3	36.6	49.9

CAHSEE Results by Student Group – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	33	29.2	37.9	48.7	30	21.3
Male	42.8	28.3	29	51.5	30.1	18.4
Female	22.2	30.2	47.6	45.7	29.9	24.4
African American	58.8	19.6	21.6	80.4	17.6	2
American Indian or Alaska Native	*	*	*	*	*	*
Asian	16.7	39.4	43.9	22.7	34.8	42.4
Filipino	23	26.2	50.8	45.9	34.4	19.7
Hispanic or Latino	45.2	35.7	19	73.2	14.6	12.2
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	13.8	24.1	62.1	17.2	51.7	31
English Learners	57.1	20	22.9	57.1	25.7	17.1
Socioeconomically Disadvantaged	41.8	30.9	27.3	63	31.5	5.6
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	52.9	41.2	5.9	82.4	17.6	0

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
9	17

IX. Accountability

Academic Performance Index

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

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2004-05	2005-06	2006-07
Statewide	6	6	6
Similar Schools	8	5	4

API Changes by Student Group – Three-Year Comparison

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

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	31	-15	13	715
African American	41	-43	3	575
American Indian or Alaska Native				
Asian	18	-12	28	806
Filipino	35	-6	19	774
Hispanic or Latino		-19	-10	638
Pacific Islander				
White (not Hispanic)	23			
Socioeconomically Disadvantaged	125	-17	19	635
English Learners	N/A			
Students with Disabilities	N/A			

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes

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

Federal Intervention Program

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 (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	18
Percent of Schools Currently in Program Improvement	N/A	28.1

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	0.4			2	2	3	3	3	4
Graduation Rate	87.6	93.7	97.4	75	80	80	85	85	83

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students	0.95	0.81	N/A
African American	0.96	0.74	N/A
American Indian or Alaska Native	0	1.00	N/A
Asian	0.98	0.92	N/A
Filipino	0.94	0.89	N/A
Hispanic or Latino	0.89	0.76	N/A
Pacific Islander	0.75	0.85	N/A
White (not Hispanic)	0.96	0.89	N/A
Socioeconomically Disadvantaged	0.94	0.73	N/A
English Learners	0.94	0.67	N/A
Students with Disabilities	0.94	0.53	N/A

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of pupils	206
Percent of pupils completing a CTE program and earning a high school diploma	6%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	60%

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	85.1
Graduates Who Completed All Courses Required for UC/CSU Admission	26.1

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science	1	N/A
Social Science	3	N/A
All courses	5	5