

School Fact Sheet, 2003–2004

VALLEJO CITY UNIFIED SCHOOL DISTRICT

Hogan High School

ADDRESS: 850 Rosewood St., Vallejo, CA 94591 **PHONE:** (707) 556-8510

PRINCIPAL: Mike Santos **GRADE RANGE:** 9-12 **SCHEDULE:** Traditional

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	79	65	58
Students per teacher	25	22	24
Average years of teaching experience	11	14	13
Teachers with one or two years of teaching experience	27%	14%	13%
Full credential holders	87%	87%	88%
Trainee credential holders	6%	4%	6%
Emergency permit holders	5%	8%	6%

SOURCE: 2003 CBEDS data, California Dept. of Education. County and state averages represent high schools only. Because teachers can hold more than one type of credential, percentages rarely sum to 100 percent.

Our teachers bring an average of 11 years of teaching experience to their classes. About 87 percent have a full credential. Statewide, about 88 percent of high school teachers hold this credential.

Average Class Sizes

CORE COURSE	OUR SCHOOL	COUNTY AVG	STATE AVG
English	29	27	26
History/social science	32	30	31
Math	30	28	28
Science	26	28	30

SOURCE: 2003 CBEDS data, California Dept. of Education. County and state averages represent high schools only.

Average class sizes at our school vary across core courses from a low of 26 students to a high of 32 students. Our average class size schoolwide is 30 students. The average class size for other high schools in the state is 29 students.

Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	1,943	1,333	1,375
English learners	8%	7%	16%
Low-income students	24%	22%	33%
Students whose parents attended/graduated college	54%	69%	61%

SOURCE: 2003 CBEDS data, California Dept. of Education. County and state averages represent high schools only.

The factors above may affect students' performance in school. Most of the 158 students at our school whose native language is not English speak Spanish at home.

COLLEGE PREPARATION

Four factors indicate how effectively we prepare students for college: whether students are taking the courses required for college admission, whether the school offers Advanced Placement (AP) courses, where students ultimately enroll in the state's public college system, and the percent of students who graduate.

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
AP courses taken and passed	3%	10%	22%
Students meeting UC or CSU course requirements	39%	30%	36%
Students attending UC	3%	6%	8%
Students attending CSU	7%	11%	11%
Students attending community colleges	39%	33%	30%
Graduation rate	81%	90%	90%

SOURCE: 2003 CBEDS data, California Dept. of Education. California Post-Secondary Education Commission. County and state averages represent high schools only.

ACADEMIC PERFORMANCE

California Standards Tests

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

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

STUDENT SUBGROUP	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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English/Language Arts (Reading and Writing)

Our school	28%	
Calif. high schools	37%	

Geometry

Our school	7%	
Calif. high schools	22%	

U.S. History

Our school	28%	
Calif. high schools	35%	

Biology

Our school	16%	
Calif. high schools	31%	

SOURCE: The scores for the California Standards Tests are from the spring 2004 test cycle. State average represents high schools only.

MEASURES OF ACADEMIC PROGRESS

Academic Performance Index (API)

This is California's way of rating schools. The API is based on student test scores, and it rates schools on a scale from 200 to 1000. The state expects schools to obtain an API of 800.

Underperforming schools have APIs falling in the bottom half of all schools in the state and are eligible for state-funded programs to improve student achievement. Our school's API was 625, compared with 670 for the average high school.

Adequate Yearly Progress (AYP)

This is a federal measure that requires schools to meet test score goals schoolwide and for subgroups* of students. If just one group of students fails to meet its goals, the school does not make AYP. Program Improvement schools did not make AYP for two or more years in a row in the same subject and must provide student transfers to higher-performing schools and tutoring services.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	No	Met AYP	No
Met growth target for prior school year	Yes	Met schoolwide participation rate	No
API score	625	Met schoolwide test score goals	Yes
Growth attained from prior year	+2	Met subgroup* participation rate	No
Met subgroup* growth targets	No	Met subgroup* test score goals	Yes
Governor's Performance Award	No	Met schoolwide API for AYP	Yes
Underperforming school†	Yes	Met graduation rate	Yes
		Program Improvement school	No

SOURCE: API growth score, spring 2004 test cycle. Rankings are released in February 2005.

* Includes English learners, special education students, low-income students, and ethnic groups that must meet separate API and AYP goals.

N/A - Data were not available or not reported; the number of valid test scores was too small for statistical significance; the school or district is changing the testing data and a new API will be released in 2005; or the school participates in an alternative accountability program.

† - Includes schools participating in the Immediate Intervention Underperforming Schools Program and the High Priority Schools Grant Program.

