Hercules High School
1900 Refugio Valley Rd.,
Hercules, CA 94547

WASC Self Study

Focus on Learning

2014-2015

2014-15 WASC Report

West Contra Costa Unified School District

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Hercules High School

1900 Refugio Valley
Hercules, CA 94547

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Table of Contents

Section # I: Introduction and Basic Student/Community Profile Data 8
Introduction and Basic Student/Community Profile Data 8
Background/The School Community 8
Hercules High School Accreditation History 9
Hercules High School Vision, Mission and Expected Student Learning Results 10
Student ESLR 10
School-wide Focus, 2014-15 11
Student Demographics 12
Enrollment by grade 12
Ethnic Trends, 2008 - 2015 13
Ethnic Breakdown, 2014-15 14
English Learners Classification 14
Primary Language Spoken at Home 15
Special Education (SPED) Population 15
Socioeconomic Disadvantage Enrollment 16
Parent Education Level 17
CLIMATE DATA 17
School Safety Plan 17
Average Daily Attendance Rate 19
Truancy Rate 19
Suspension & Expulsion Rates 20
Faculty/Staff Demographics 22
Staff Demographics 22
Security Staffing 23
ASB Clubs/Organizations: 23
Then nine newly establish clubs are listed below 24
Interscholastic Athletics 24
Athletics 26
Hercules High School Extended Learning Program 26

Special Academic Programs 27
Advanced Placement Policies 27
Current AP Enrollment 27
AP Enrollment by Ethnicity 28
Honors Courses Policies 29
Honors Courses by Ethnicity 29
Programs/Academies 29
California English Language Development Test (CELDT) 31
Enrollment by Language Proficiency 31
Student Achievement Data 34
State & Federal Accountability Systems 34
Academic Performance Index (API) 34
School Rankings: 42
Student Achievement Data: CST, EAP, CAHSEE, Graduation 42
California Standards Tests (CST) 42
Grade Level and Course Specific CST Results 44
Percentage of Students Scoring Proficient or Higher on CSTs: 44
California High School Exit Exam (CAHSEE) Combined Results—Grade 10 48
CAHSEE 4 Year Trend Pass Rates (English) 49
CAHSEE 4 Year Trend Pass Rates (Math) 50
CAHSEE 3 Year Trend Proficiency Rates 51
CAHSEE – Subgroup Performance 53
CAHSEE Performance Class of 2014 54
Advanced Placement Test Results 59
AP Comparison Scores –Hercules, California and Global 60
AP Summary Scores – 4 Year Trend 60
AP Summary Scores – 4 Year Trend 62
AP Enrollment by Ethnicity 62
AP Mathematics: Enrollment by Ethnicity 63
AP Science: Enrollment by Ethnicity 64
AP Social Science: Enrollment by Ethnicity 65

AP English: Enrollment by Ethnicity 66
CSU Early Assessment Program (EAP) 67
EAP English – 4 Year Trend 67
EAP Math – 4 Year Trend 68
Preliminary Scholastic Aptitude Test (PSAT) 69
PSAT Score Distribution 70
PSAT Composite Score - College & Career Readiness Benchmarks 71
Scholastic Aptitude Test (SAT) Results 72
Scholastic Aptitude Test (SAT) Results – 2013-14 72
SAT Reasoning Test – 3 Year Trend 73
SAT Reasoning Test: 7-Year Score Reports 73
SAT Writing Section Sub-scores 73
Number of Graduates Meeting UC/CSU Requirements 74
2014 A-G Completion Rates – 74
A-G Completion Rates – 3 year trend 74
Report Card Analysis – Core Academic Success Rate 76
Academic Success Rates 76
Core Academic Success Rates - 9th Grade 78
Core Academic Success Rates - 10th Grade 78
Core Academic Success Rates - 11th Grade 81
Core Academic Success Rates - 12th Grade 81
Student Achievement 81
Report Card Analysis – 2013-14 83
Physical Fitness Test (PFT) – 86
Graduation Rate & Drop Out Rate 86
Graduates by Ethnicity and Gender 87
Post-Secondary Education and Plans 89
Parent and Community Involvement 90
Parent Volunteer Program/Opportunities: 90
Perceptive Data 90
California Healthy Kids Survey (CHKS) 90

School Climate Index 93
Section II: Significant School Changes and Developments 95
Staffing 95
Collaboration Structure 96
Instructional Leadership Team 98
Common Core State Standards – Professional Development 100
Safety Plan 101
Safety Goals 101
2014-15 Safety Goals: 102
Emergency Preparedness/Emergency Drills 105
The National Incident Management System 106
Administrative Consequences Matrix/Progressive Discipline 106
Academic Environment 107
Electronic Devices 108
Photo ID/Lanyards 109
Hall Passes 110
Tardy Policy 111
Cognitive Behavioral Instruction 113
Technology 113
Communication 115
Impact on School: 116
Data Driven Decision Making 117
Department Focus 118
S.M.A.R.T Goals 118
District Benchmarks 118
Illuminate 118
Academic Intervention Program 119
College and Career Center 121
Rising Scholars 121
III: Follow-up and Progress Report Development Process 124
WASC Accreditation Status – 2014-15 124

WASC Leadership Team 124
WASC Re-Organization 125
WASC Collaboration – process to prepare report 127
Revised Vision & Mission Statement 130
Student Senate 131
School Site Council 131
Parent Group 132
Governing Board 133
IV: Progress on the Critical Areas for Follow-up within the Action Plan 135
Goal # 1: Increase College Readiness for all Students 136
Goal # 2: Increasing rrepresentation for underserved subgroups in advanced and AP classes. 136
Goal # 3: Creating and developing a culture of professional teacher collaboration and community 136
Goal # 4: Increasing communication between all stakeholders (district, administration, teachers, parents, staff, community members) 137
Critical Area # 1: 137
Integration of critical area #1 into school-wide action plan: Identified within Action Plan 139
Critical Area # 2: 139
Integration of critical area #2 into school-wide action plan: Identified within Action Plan 141
Critical Area # 3: 141
Integration of critical area #3 into school-wide action plan: Identified within Action Plan 143
Critical Area # 4: 143
Integration of critical area #4 into school-wide action plan: Identified within Action Plan 145
Critical Area # 5: 145
Integration of critical area #5 into school-wide action plan: Identified within Action Plan 146
Critical Area # 6: 146
Integration of critical area #6 into school-wide action plan: Identified within Action Plan 148
Critical Area # 7: 148
Integration of critical area #7 into school-wide action plan: Identified within Action Plan 149
Critical Area # 8: 149
Integration of critical area #8 into school-wide action plan: Identified within Action Plan 151

Critical Area # 9: 151
Integration of critical area #9 into school-wide action plan: Identified within Action Plan 154
V: Schoolwide Action Plan..... 154

Section # I: Introduction and Basic Student/Community Profile Data

Include the following:

- **A brief general description of the school, the school-wide student goals, the student demographics, and the faculty/staff demographics.**
- **A summary of the disaggregated and interpreted student achievement data since the last full self-study, and how it may have impacted the entire school and designated subgroups of students.**
- **The status of the school with respect to governing authority expectations, e.g., program improvement school, year three; Academic Performance Index (API); audit and resulting corrective action plan integrated into the single school plan.**

  ➔ **Note:** ***Utilize the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports.***

Introduction and Basic Student/Community Profile Data

Background/The School Community

Hercules High School is located in Hercules, California in the beautiful San Pablo Bay area midway between San Francisco and Napa. The City of Hercules is located along the Interstate 80 corridor, within thirty-minutes of San Francisco and sixty-minutes of Sacramento. The City maintains an abundance of open spaces and trails throughout the surrounding landscapes offering dazzling views of the bay from various locations within the city boundaries. Named after Hercules, the legendary Greek hero known for his strength, the town has thrived for over 100 years through three owners and five wars.

The town of Hercules was originally established as the California Powder Works company town in 1881. The potent and explosive black powder produced in Hercules was first used by Allied Forces in World War I. In 1917, after the U.S. had entered the war, the Hercules plant became the largest producer of TNT in the country. During the 1960s, the plant made the transition from the production of black powder to fertilizer. Due to the abundant open space and the lack of need for buffer zones associated with dynamite production, the company decided to create a new city on the land outside the plant. After two years of public meetings, a general plan for a city of 22,000 residents was adopted with a target date of the year 2000.

The city of Hercules has grown into a culturally rich community with a population hovering around 20,000 strong. Hercules has one of the largest populations of Filipino and Asian residents compared to other communities along the I-80 corridor. The largest make-up of the community

is Asian (Filipino and various Asian) representing a combined 42.7% of the population. The White population represents 28% of the whole and the African American residents are at 18%. The City of Hercules shares its border with two school districts. The majority of residents are within the West Contra Costa Unified School District boundary. West Contra Costa Unified School District is a K-12 district comprised of 64 schools, six of which are comprehensive high schools. The district serves approximately 30,500 students in grades K-12. Elementary schools serve K-6 and the secondary schools in the district serve either 7th and 8th, or 9th through 12th grade students. Hercules High School was originally established in 2001 as a Middle/High School serving 6th -11th grade students. Hercules celebrated its first graduating class in 2003. In late spring of 2014, the WCCUSD board approved a diversion from the established 6th -12th institution led by one administrative staff to a single middle school and a sole high school with separate administrative leadership. Hercules High School still shares a common address with Hercules Middle School. The two schools remain to be physically connected by an administrative complex and library buildings.

Hercules High School Accreditation History

West Contra Costa Unified School District utilizes the services of the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS/WASC) to verify that each of its schools educational programs provide high learning opportunities for all students as well as engaged in a process that continuously monitors school improvement focused on student achievement. Hercules Middle/High School (HMHS) was initially accredited in 2002 for grades 6th to 11th. The subsequent year, a substantial change accreditation was awarded for the addition of grade 12. A full self-study was completed in the spring of 2005 with HMHS being granted a six-year accreditation term. In April, 2011 the school performed a full self-study to renew their accreditation. In June of 2011, the school was granted a six year accreditation with a 2 day midterm visit in 2014. In April of 2014, the school produced a mid-term report to a visiting WASC committee and was granted a one year probationary accreditation through June 30th, 2015. Hercules High School is scheduled to submit a probationary mid-cycle review in preparation for a two-day visit in April of 2015. What follows is Hercules High Schools probationary year one progress report. This report encapsulates significant changes and improvements made, based on WASC visiting committee recommendations in the April, 2014 visiting committee report.

Hercules High School Vision, Mission and Expected Student Learning Results

In the Fall of 2014, the staff came together to review the school-wide focus and collaboratively created the school's first vision statement of record.

Vision Statement
Diverse 21st century scholars and leaders, with integrity and academic excellence.

In the Fall of 2014, the staff came together to review the school-wide focus. In the process the mission statement that was established in 2008 was reviewed and refined to align with the school's vision statement.

Mission Statement
All students will successfully demonstrate academic excellence in common core disciplines that enable them to be meaningful and responsible contributors to local, national and global communities.

Student ESLR

ESLR represents the most essential things that students should know and be able to do by the time they graduate. Each ESLR represents not only what students should know, but how they approach learning, and how they relate acquired knowledge to the world around them. Each ESLR is embedded in all courses and provides a focus and continuity for the students learning experience.

Graduates from Hercules High School will be:

1. **Critical Thinkers** who:

    1.1 have mastered fundamentals of language, history, math, science, foreign language, and the arts, and use them effectively to enrich their daily lives

    1.2 demonstrate the ability to collect, analyze, and organize resources and information

    1.3 effectively evaluate and analyze data from multiple sources to develop solutions to problems

    1.4 use logical decision-making processes

    1.5 demonstrate the ability to apply decisions or solutions to future situations by making predictions, connections, and/or recommendations

2. **Effective Engaged Communicators** who:

   2.1 organize thoughts and emotions, and express them in oral, written and artistic forms

   2.2 listen to, comprehend, and process information

   2.3 understand and follow directions

   2.4 read, write, speak, and listen analytically, thoughtfully, and reflectively

   2.5 use technology thoughtfully, critically, and appropriately as a tool of communication (e.g. correspondence, display of information, expression of ideas, creative self-expression)

   2.6 explore, develop, and demonstrate creative expression in a variety of forms

3. **Responsible Citizens** who:

   3.1 adopt and value ethical principles and attitudes (e.g. honesty, integrity, responsibility, compassion) and apply them to their daily lives

   3.2 recognize and value their responsibility to society and make positive contributions to their community (e.g. register to vote, care for the environment, drive responsibly, volunteer)

   3.3 respect cultural, physical, economic, intellectual, age, gender, religious and sexual diversity

   3.4 understand history, government, economics, legal systems and art forms from our own and other countries

   3.5 participate in community, social, civic, cultural, and philanthropic services

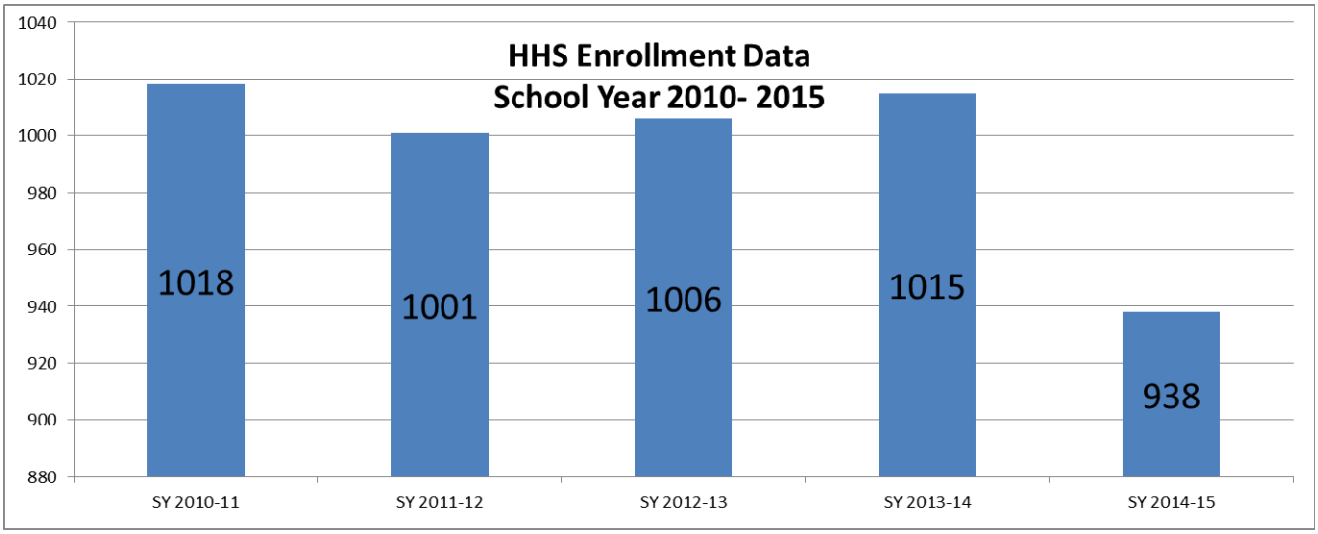
School-wide Focus, 2014-15

In August of 2015, the district supported the re-establishment of the Instructional Leadership Team (ILT) with a 2 day professional development academy sponsored by Pivot Learning. The objective of the Pivot Learning training was to re-establish an Instructional Leadership Team that was collaborative in nature, that utilized a shared decision making process and one that focused on student achievement with emphasis on teaching and learning utilizing 21st century skills. The tools developed in the summer training were applied in preparation for the first professional development day for all teachers that would officially kick off the 2014-15 school year. The first step was to determine and identify a rationale for change or re-direction. The administration team

led the staff through an activity that identified 20th century teaching styles and 21st century teaching styles. Each department identified their top three focus areas underneath the umbrella of 21st century teaching and learning and shared them with the whole staff. Site administration led the staff through a consensus model that identified commonalities within each department's focus. Through this process it was concluded that our school-wide focus would be Research and Evidence Based Writing. The ILT initiated planning professional development around supporting teacher implementation of the school-wide theme. ILT also led professional development sessions on identifying the extent teachers currently utilize the 4 C's as instructional strategies and how further professional development sessions could enhance student learning within the school-wide focus. As a school, we agreed to venture in the direction of implementing instructional rounds to support individual teacher's progress in successfully facilitating student learning.

Student Demographics

According to California Basic Educational Data System (CBEDS) data, Hercules High School's enrollment in the fall of 2014 was 939. Over the past 5 years the enrollment has hovered around one thousand students ranging from 1,018 in 2011 and 1,015 in 2014. The highest enrollment in in the short history of the school was 1,187 in 2007.



Enrollment by grade

Enrollment by grade throughout the years reflects a decrease as the same class of students' transition from their 9th grade year to their 12th grade year. In 2007 the 9th grade class was at 317 and 4 years later, that same cohort of students had dropped to 243; a drop of 74 students. In

2011-12 the 9th grade class started off at 296 and 4 years later that same cohort of students had dropped to 259; a drop of 37 students.

Enrollment by	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
9th	317	258	257	296	253	264	282	217
10th	309	298	250	253	295	239	252	277
11th	284	261	270	226	237	267	222	236
12th	277	290	231	243	216	235	259	209
TOTAL	**1187**	**1107**	**1008**	**1018**	**1001**	**1005**	**1015**	**939**

Source:PowerSchool, 10/10/2014

Ethnic Trends, 2008 - 2015

Hercules High School has an ethnically diverse student body that is reflective of the residents of the community. The table below shows the last 8 years of diversity at Hercules High School.

The African American had a high percentage of 28.3% in 2010 and a low of 21.8 in 2011. The current African American population represents 24.4% of the student body.

The Asian subgroup had a high of 21% in 2007 and a low of 17% in 2010. The current Asian population represents 18.2% of the student body.

The Filipino population was the highest percent in 2015 and the lowest percentage was in 2011 when it was at 19.6%. The current Filipino population represents 27.4% of the student body.

The Hispanic population was the highest in 2011 registering at 19.6% and the lowest range was in 2008 at 15.2%. The current Hispanic population represents 19.5% of the student body.

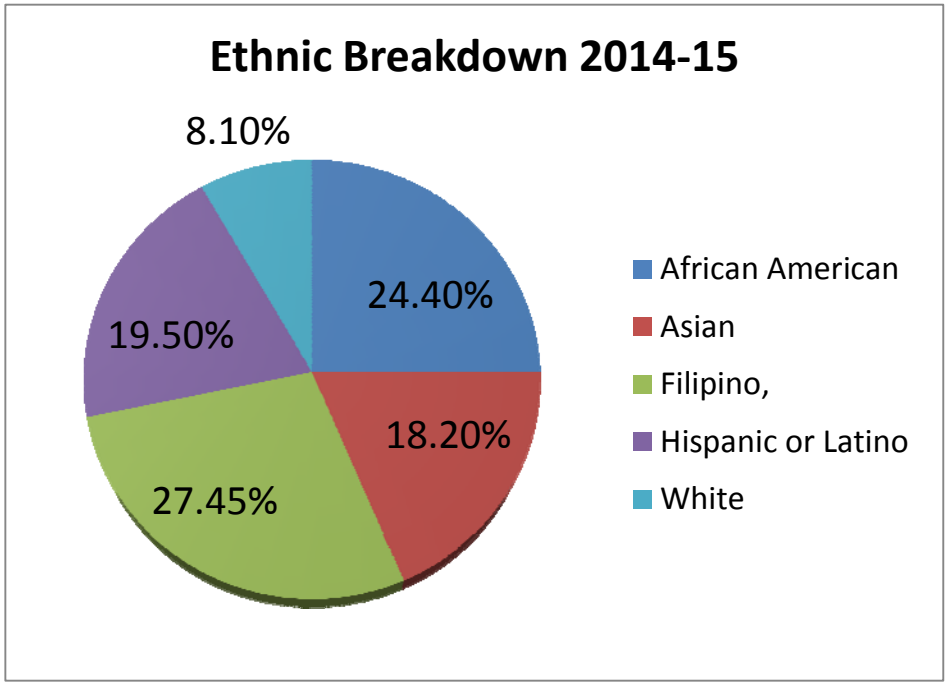
The White population was at the highest in 2012 at 10.3% and the lowest in 2011. The current white population represents 8.1% of the student body.

Hercules High School Ethnic Trends								
Ethnic Sub Group	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
African American	25.5%	26.8%	28.3%	21.8%	24.9%	24.7%	26.1%	24.4%
Asian	21.5%	20.2%	20.9%	17.6%	19.5%	19.1%	18.6%	18.2%
Filipino	20.8%	19.8%	20.7%	19.6%	24.7%	25.2%	27.4%	27.4%
Hispanic or Latino	15.2%	15.7%	18.2%	16.5%	19.6%	20.1%	17.6%	19.5%
White (Caucasian)	9.8%	10.1%	10.8%	9.4%	10.3%	9.0%	8.6%	8.1%

Source: PowerSchool, 10/10/2014

Ethnic Breakdown, 2014-15

The ethnic breakdown of the school depicts 4 ethnic groups, each representing more than 17 percent of the school population. The Filipino population represents the highest number of students at 27.45% of the student body. The next highest percentage is 24.40%, which is the African American (Black) population. The Asian population represents 18.2% while the Hispanic population is at 19.5% of the student body. The Caucasian (White) population represents 8.10% of all students.



English Learners Classification

English Learners are students who report a language other than English on Home Language Survey portion of WCCUSD enrollment process and who, on the basis of the state approved oral language and literacy assessment procedures have been determined to lack the English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs. The number of English Learners has dropped by 8% in last two years.

English Language Learner Classifications						
	EL1	EL2	EL3	EL4	EL5	TOTAL
2014-15	1	3	12	24	24	64
2013-14	1	4	9	21	45	80

Primary Language Spoken at Home

There is a wide variety of languages spoken in the homes amongst our English Learners. Spanish and Tagalog are the top two followed by a string of other languages that were identified by parents as the primary language spoken at home.

Home Languages of English Language Learners					
Language Spoken at Home	2009-10	2010-11	2011-12	2012-13	2013-14
Spanish	35	32	46	40	27
Filipino (Pilipino or Tagalog)	17	17	18	21	24
Vietnamese	4	4	7	10	9
Cantonese	5	4	5	6	5
Punjabi	10	7	9	5	4
Lao	1	2		1	3
Hindi	1	1	2	2	2
Arabic	1	1		1	1
Cebuano (Visayan)	1			1	1
Tigrinya					1
Other non-English languages	6	5	10	6	2
Portuguese	2	2	2		0
Mandarin (Putonghua)	2	2	1		1
TOTAL	85	77	100	93	80

Source: http://dq.cde.ca.gov/dataquest/

Special Education (SPED) Population

The special education population consists of a variety of programs geared to meet the needs of students with disabilities. Resource Specialist (RSP) students generally require specialized assistance less than 50% of the school day. Non Severely Handicapped (NSH) students require assistance more than 50% of the day. Students are placed in the least restrictive environment according to their Individual Educational Plan (IEP). Special Education content classes are aligned with the state standards but are taught using modifications and accommodations at a pace that meets the learning needs of each student. Severely Handicapped (SH) students usually have severe handicaps that they were born with it or may have been caused by chromosomal abnormalities, postnatal difficulties, gestational (prematurity), mal-development of the brain and or spinal cord , infections, genetic disorders, and/or injuries from accidents.

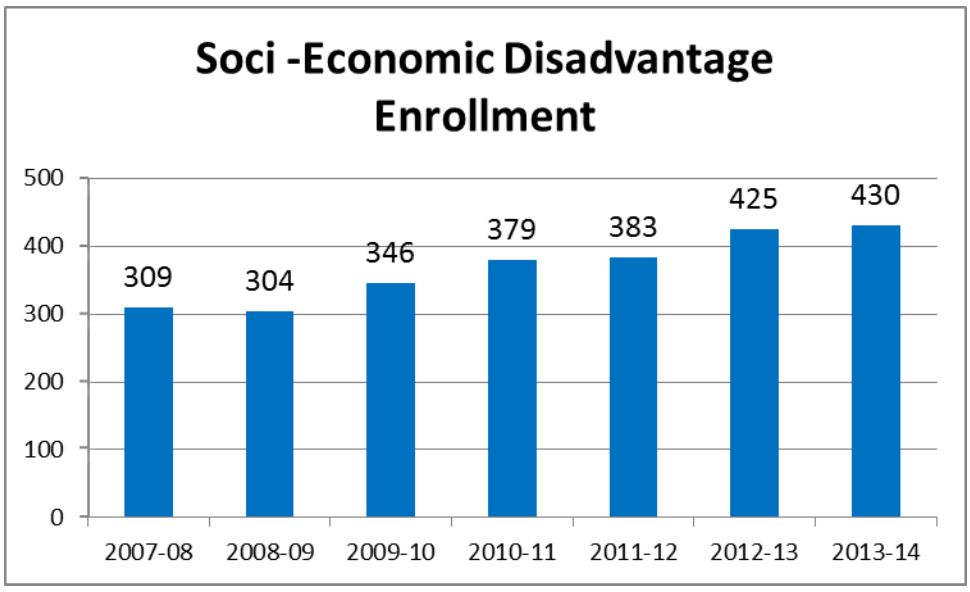
At Hercules we have 34 students in the NSH program, 42 in RSP and 10 students in SH classes.

Specialized Academic Instruction	2013-14	2014-2015
NSH Enrollment	32	34
RSP Enrollment	50	42
SH Enrollment	13	10

Source: PowerSchool Database 10/10/14

Socioeconomic Disadvantage Enrollment

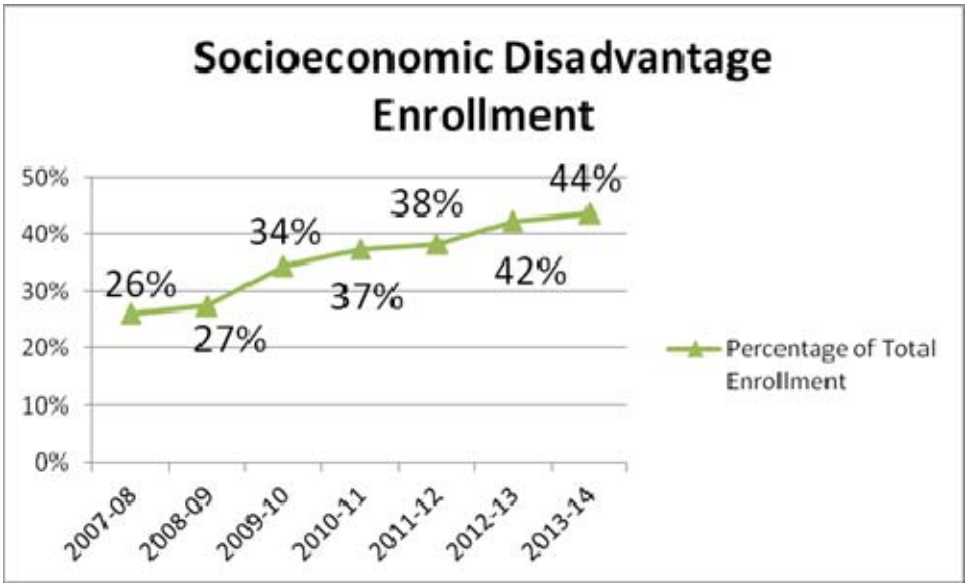
There are several different factors used to measure socioeconomic conditions. Common ways of assessing Socioeconomic Disadvantaged (SED) can include parents' educational level, social background, living conditions and social heritage. West Contra Costa Unified School District identifies SED students based on their eligibility in the Free/Reduced Lunch Program. The number of SED students (unduplicated count) constitutes one of the subgroups for Academic Performance Index (API) and Adequate Yearly Progress (AYP).



Source: http://dq.cde.ca.gov/dataquest/

The number of socioeconomically Disadvantaged (SED) students has increased from 26% of the total enrollment in 2007 to 44% of total enrollment in 2014. Low-income students are determined by the number of students enrolled in the free and reduced lunch program. For an entire school to qualify for Title 1 funds, at least 40% of students must enroll in the free and reduced lunch program. The basic principles of Title 1 state that schools with large

concentrations of low-income students will receive supplemental funds to assist in meeting student's educational goals.



Parent Education Level

The table below depicts the results taken from CALPADS that indicate the education level of a student's most educated parent.

Parent Education Level	2012-13	2013-14
CALPADS Records	87%	93%
Not a HS Grad	5%	5%
HS Grad	31%	30%
Some college	25%	26%
College	31%	32%
Grad School	8%	7%

56% of our parents have had some college level education with 31% earning a degree and 8% earning graduate level degrees.

CLIMATE DATA

School Safety Plan

California *Education Code* Section 32286 requires each school site to review and update its school safety plan by March 1 of each year. School safety plans must have policies that deal with crime, safety, child abuse reporting procedures, disaster preparedness, emergency shelters, discrimination, harassment, intimidation, bullying, hate crimes, toxic substances, and more.

In preparation to update the most recent school safety plan, it was found that the latest approved safety plan was in 2008. The process of updating the 2014-15 school safety plan involved developing a committee (site admin, SRO's, SCO's, staff, and parents) that reviewed the latest plans and made recommendations to upgrade the 2014-15 safety plan with the most effective measures to assure student and staff safety. The updated school safety plan will be presented to the School Site Council in February prior to the submission to the district office in compliance with the March 1st deadline set forward by the state.

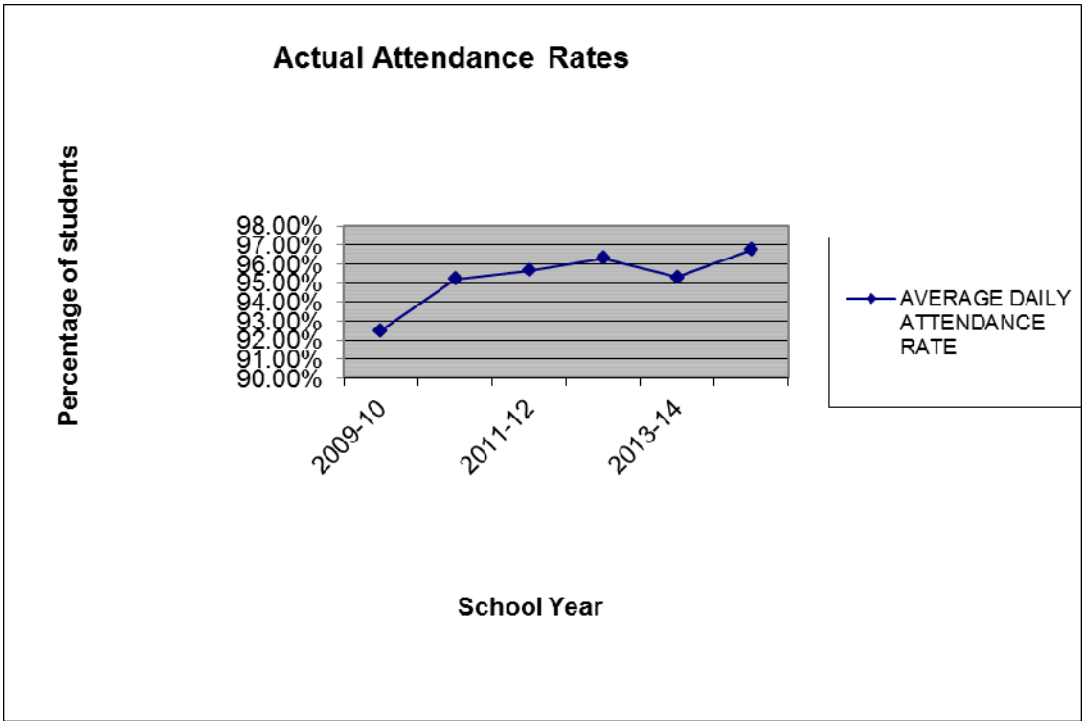
Many measures have been implemented in the 2014-15 school year to ensure student and staff safety throughout the school day. The following measures used to support student and staff safety are as follows: All visitors are required to check in at the main office, signs pointing visitors to the main office are posted throughout campus, security/student parking lot gates are locked 10 minutes after the start of 1st period, all students and staff are required to wear their photo ID's around their necks, prior to a student leaving campus during the regular school day, they must be checked out of school by their legal guardian or designated family representative, and 4 Campus Security Officers (CSO) and 2 School Resource Officers (SRO) patrol the campus monitoring all individuals who pass through.

In addition to the previously mentioned items, emergency preparedness drills are performed a minimum of 4 times per school year. We conduct 2 fire drills, 1 earthquake drill, and 1 lockdown drill per year. Unannounced drills are conducted as deemed necessary by the school safety/climate team. Professional development sessions are held to train teachers in evacuation and lock down procedures.

Average Daily Attendance Rate

The ADA (average daily attendance) rate for the school since 2008 has been above 92%. The attendance rate for our school is calculated by multiplying the total number of school days in the attendance period by the total number of students enrolled throughout that attendance period, minus the total number of absences that were recorded, divided by the perfect attendance figure. The three year average for Hercules is at 96.60% which includes 2011-2014.

AVERAGE DAILY ATTENDANCE RATE					
2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
92.50%	95.23%	95.67%	96.30%	95.33%	96.76%



Truancy Rate

The California Legislature defines truancy as an individual student who misses more than 30 minutes of instructional time without an excuse more than three times during the school year. The Truancy Rate is calculated by dividing the number of students with more than 5 unexcused absences by the number of students enrolled in the school, multiplied by 100 to create a percentage value. (*EC* Section 48260)

Attendance and truancies at Hercules High School are monitored closely in several ways. Parents are notified of student absences or truancies through mail, phone (automated dialer &/or personal phone calls), and online via PowerSchool. Parents receive a letter every time their student has more than 5 unexcused absences, a second letter home is generated out when students have 15 or more unexcused absences, and a third letter is posted when student(s) have reached 30 unexcused absences in addition to a scheduled parent conference with a school administrator. WCCUSD utilizes Blackboard Connect, an automated phone messaging system to communicate with parents whenever their child has an unverified absence.

The #'s below represent the number of truancy letters generated over the past three years.

School Year	# of Recorded Truants	Truancy Rate
2012-13	398	39.56%
2013-14	382	35.86%
2014-15	72	11/20/2014

In 2013 we had 398 incidents of reported truants and in 2014, we had 382. Thus far into 2014-15 school year we have issued 72 truancy letters. Starting with the 2014-15 school year we started to identify those individuals who had tardies of more than 30 minutes (Code L).

Suspension & Expulsion Rates

The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment multiplied by 100. The suspension rate in the last three years has dropped by 17.75%.

Rate	Hercules High School			WCCUSD		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	24.65	16	6.9	23.83	26.7	20.8
Expulsions	1.4	0.6	0	0.49	0.2	0.01

Below is a table that identifies each incident in the 2013-14 school year that resulted in suspensions. There were zero expulsions in 2013-14.

Suspension and Expulsion Report For 2013-14

EdCodeSection	Offense Description	Total Number of Offenses Involved in Suspensions
48900(a)(1)	Caused, Attempted, or Threatened Physical Injury	20
48900(a)(2)	Used Force or Violence	13
48900(c)	Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant	9
48900(j)	Obscene Acts, Profanity, and Vulgarity	2
48900(k)	Disruption, Defiance	8
48900(l)	Received Stolen Property	1
48900(o)	Harassment, Intimidation of a Witness	3
48900(r)	Bullying	1
48900.4	Harassment or Intimidation	1
48915(a)(1)	Caused Physical Injury	7
48915(a)(2)	Possession of a Knife or Dangerous Object	3
48915(a)(3)	Possession of Controlled Substance	3
Total # of Suspensions		71

Faculty/Staff Demographics

Hercules High School core academic subjects are taught by Highly Qualified Teachers, as required by No Child Left Behind (NCLB). All teachers have at least a bachelor's degree, an appropriate California teaching credential, and have demonstrated core academic subject area competence. In addition to our certificated staff, we have 3 administrators, 2 full time counselors, 3 specialized staff, 12 classified (instructional support) staff, and 6 security staff members.

Administrators	3
Counselors	2
Certificated (Teacher/Librarian)	47
Specialized staff (i.e. School Psychologist, Speech Therapist, etc.)	3
Classified staff	4
Security Staff (SRO & CSO)	6
TOTAL	65

Staff Demographics

Ethnic Breakdown of Certificated Staff

2014-15	American Indian or Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Other or Multi-Ethnic	TOTAL
Number of Teachers	0	4		10	3	8	25	8	59
Percent of Total	0%	6%	0%	17%	5%	14%	43%	13%	

Certificated Staff Ethnicity, Gender, and Years of Service (Fall 2014 CBEDS)

West Contra Costa School District recruits and employs the most qualified credentialed teachers available. For the 2014-15 school year, Hercules High School has 47 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Security Staffing

4 Campus Security Officers (CSO) and 2 School Resource Officers (SRO) are assigned to Hercules High School full time. Four CSOs are assigned to monitor, secure and respond to situations for the entire campus. Some of their duties include but not limited to the following: security clearance checks, lunch supervision, conflict mediation, and monitoring their designated areas. The 2 SR0s assist in campus supervision, disciplinary investigations that may be considered a criminal act, conflict mediation, social/emotional support of students who may be at risk to themselves, and assist school staff maintain a safe learning environment. All security staff personnel carry school issued radios to enhance communication with office staff, administration, and amongst themselves.

ASB Clubs/Organizations: (Co-Curricular Activities)

We believe that co-curricular activities are an integral part of the overall educational program offered at Hercules High School. Students are encouraged to participate in the school's co-curricular clubs and organizations. Students and staff form clubs as interest arises. Clubs that are currently active at Hercules High School are outlined in the table below. We currently have 34 clubs/organizations that have been approved by the Associated Student Body (ASB) of Hercules High school. Of the 34 clubs that are active, nine of them were established in 2014-15 school year.

Associated Student Body Clubs & Organizations	
Asian Culture Club	Junior States of America
AASU	Kiwins
Amnesty International	Korea America Student Association
Animal Rights	Latin American Culture Club
California Scholarship Federation	Latinas Unidas
Chinese Culture Club	Leo Club
Drama Club	Long city Boarders
EcoMigos	Math And Science Society
French Club	Mock Trial

Gay Straight Alliance	National Organization of Women
HS Yearbook	Positivity Club
Interact Club	Punjabi
Intramural Student Education Advisory	Robotics & Computer
Japanese Pop Culture Club	Softball Club
Japanese Sister Cities Club	Sound Science
Journalism	Student Educational Advisory Club
Jr. Statesman (JSA)	UNICEF

Then nine newly establish clubs are listed below.

Full club name	Established
Asian Culture Club	2014-15
EcoMigos	2014-15
Gay Straight Alliance	2014-15
Japanese Sister Cities Club	2014-15
Korea America Student Association	2014-15
Longcity Boarders	2014-15
National Organization of Women	2014-15
Student Educational Advisory Club	2014-15
Latinas Unidas	2014-15

Interscholastic Athletics (Extra-Curricular Activities)

Hercules High School competes in the TCAL for all sports. The TCAL is composed of Salesian, Albany, De Anza, El Cerrito, John Swett, Kennedy, Pinole Valley, Richmond, St. Joseph/Notre Dame, St. Mary's, St. Patrick'/St. Vincent High Schools. In the TCAL Hercules fields teams in Boys and Girls Cross Country, Tennis, Volleyball, Basketball, Soccer, Track & Field,

Swimming, Golf, Water Polo, Boys Football, Girls Softball, and Boys Baseball. In total there are 12 boy's teams and 12 girls' team.

Hercules Extra-Curricular Athletics	
Girls	Boys
Badminton	Badminton
Basketball	Baseball
Cheerleading	Basketball
Cross country	Cross country
Golf	Football
Soccer	Golf
Softball	Soccer
Swimming	Swimming
Tennis	Tennis
Track	Track
Volleyball	Volleyball
Water polo	Water polo

The current percentage of male participation in comparison to the overall student population is 33%. The current percentage of female participation in comparison to the overall student population is 24%.

HERCULES ATHLETIC PARTICIPATION		
	Male	**Female**
Winter	**70**	**52**
Spring	**160**	**110**
Fall	**105**	**85**
Total	**335**	**247**
Percentage of Total Enrollment	**33.00%**	**24.33%**

Athletics
All students are encouraged to participate in after-school athletics. The following is a list of athletic activities offered throughout the school year.

Fall	**Winter**	**Spring**
Cross Country (co-ed)	Basketball	Badminton
Football	Soccer	Baseball
Girls Golf	Cheerleading	Golf
Girls Tennis		Boys Tennis
Girls Volleyball		Boys Volleyball
Cheerleading		Softball
		Swimming
		Track & Field

Hercules High School Extended Learning Program
Hercules High School has grown its extended learning program to offer academic intervention courses through direct instruction, before and after school tutoring as well as credit recovery program (Cyber-High).

Homework Center offers the cafeteria and library as options for students to focus on their studies. We are working to staff both centers with teachers and peer tutors willing to assist students as needed in all subject areas. The library offers a place for students to be able to access the computers and utilize all the resources the library offers to support each student's academics.

Academic Intervention Program focuses on assisting students who earn a D or an F at the end of each progress report (midway through each quarter). Notice of intervention opportunities are sent out to students encouraging them to select a specified intervention class in the area they are struggling in. In order to enroll students must get the invitation letter signed by a parent and return it to the counseling office. The intervention classes are held during "A" period and after school.

- The goal of the academic intervention program is to support students that are struggling at the earliest opportunity so they have time to achieve a C or better in the class they earned a subpar performance grade. The intervention classes are

designed to provide direct instruction, re-teaching of missed concepts, assistance with current class work and prepare for tests and quizzes.

Special Academic Programs

Advanced Placement Policies

All HHS students may request to enroll in a more rigorous advanced placement (AP) course assignment. By selecting an AP course, a student is committing to that course for at least one complete semester. For the current school year, 2013-14, individual teachers stress the commitment and communicate expected work load through individual class syllabus. We are in the process of developing an AP agreement that is accepted by all AP teachers and communicated to students and parents for the 2015-16 school year.

The table below outlines the numbers of students that are enrolled in 2014-15 AP Courses as compared with the number of students enrolled in 2013-14 AP courses. The numbers reflect the number of "seats" or number of students enrolled per course.

Hercules High School AP enrollment per course		
AP Course	2013-14	2014-15
AP Biology	23	22
AP Calculus BC	54	17
AP Calculus AB	13	80
AP Chemistry		36
AP English Language	52	36
AP English Lit	47	32
AP Environmental Science	95	31
AP Govt & Pol US	87	77
AP Human Geography	61	61
AP Spanish Language	3	4
AP Statistics	38	30
AP Studio Art: 2 Design	32	31
AP US History	79	83
AP World Hist	88	98
Total	672	638

Current AP Enrollment

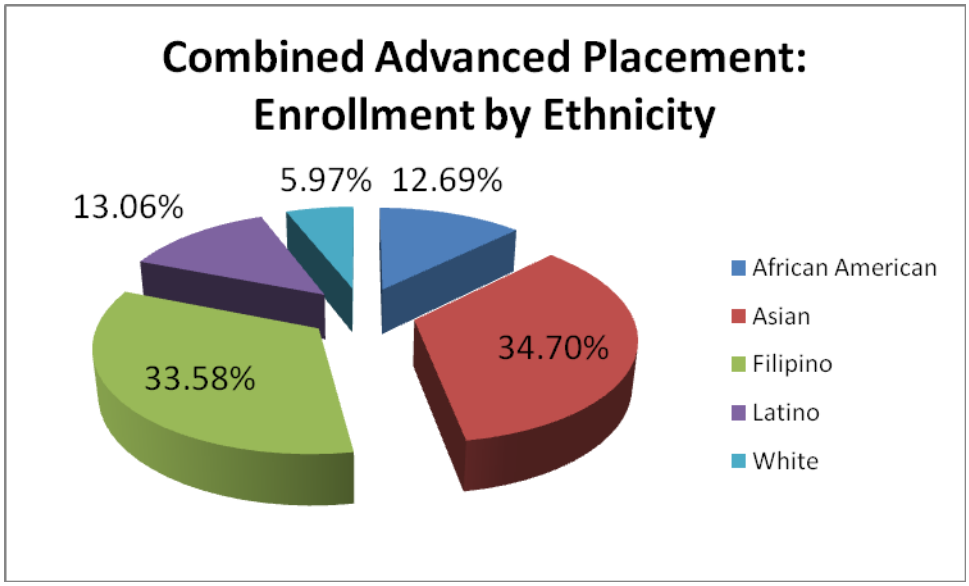
For the school year 2014-15, we have a total of 377 students enrolled in AP courses. Of the 377 students enrolled, 106 are 9th grade, 111 are 10th grade, 100 are 11th grade and 60 12th grade

students are currently enrolled in AP courses. Overall there are 377 students total in AP courses which equals 40% of the school's population.

Hercules High School AP Enrollment		
2014	# Enrolled	% of Class
9th Grade	106	51%
10th Grade	111	48%
11th Grade	100	36%
12th Grade	60	28%
Total	**377**	**40%**

AP Enrollment by Ethnicity

Students who enroll into AP courses are broken down by ethnicity as detailed in the pie graph below. The Filipino subgroup is the largest representation at 33.58%. The Asian subgroup is the next largest at 34.70% followed by the African American subgroup at 12.69% and the Hispanic subgroup at 13.06%



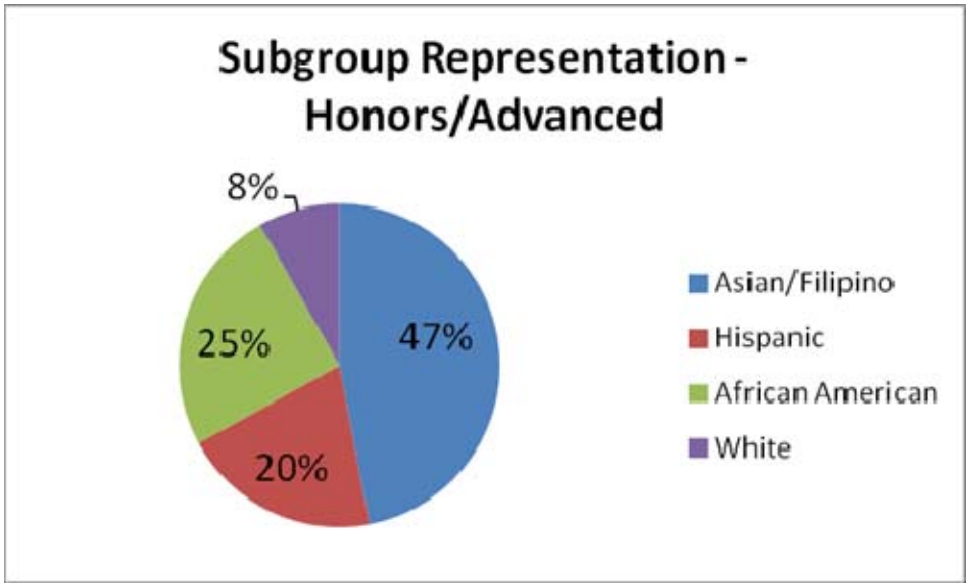
Honors Courses Policies

All HHS students may request to enroll in the more rigorous honors or advanced course assignment. By selecting an honors or advanced courses, a student is committing to that course for at least one complete semester. There are currently 468 students enrolled in honors or advanced classes.

Advanced/Honors	Enrollment
Honors Spanish 4	16
English 1 Advanced	120
English 2 Advanced	118
Honors English 3	66
Honors French 4	17
Honors Physics	65
Honors Pre-Calculus	66
TOTAL	468

Honors Courses by Ethnicity

The largest subgroup representation enrolled in Advanced and Honor courses is the Asian population representing 47% of the total population enrolled. The African American population represents 25% and the Hispanic population represents 20% of the total make up of Honors and Advanced courses.



Programs/Academies

In addition to general state funding, West Contra Costa Unified School District has received state and federal funding for the following academic programs:

Regional Occupational Program (ROP) Courses

ROP prepares students for employment through vocational/trade linked coursework as well as prepare students for college. If students are uncertain of their college major or career choice, ROP gives them a chance to explore a vocational/trade field. The Contra Costa County of Education has worked with UC/CSU to provide courses that are "A-G" approved. ROP courses provide "hands-on" experience taught by an instructor who has had experience in the industrial field of work. Any student is eligible to enroll in an ROP course, but most courses are reserved for 10^{th} – 12^{th} grade. We currently offer 8 sections of ROP for 10-12^{th} grade students.

Name of ROP Course	# of Sections
International Cuisine	1
Journalism/Publications	1
Bio Tech	2
Environmental Science AP	1
Culinary Arts	2
Computer Application	1
Total ROP Courses	8

Academy Hospitality International Tourism (AHIT)

Academies provide students with opportunities to explore career paths in an industry specific area of interest. Students must be a sophomore in order to be admitted into an academy. AHIT bridges academic learning and real-world career experiences by partnering with outside corporations, community based organizations and charities and offering culinary, hospitality and entrepreneurship classes in which students experience work-based learning including, cooking, preparing and serving lunches for teachers and staff around the district, events catering, planning and management at local Bay Area venues (Craneway Pavillion, Richmond Auditorium, Mira Vista Golf Club...) and participation in community events. Students can also participate in an optional student run company, developing business plans, products, sales and marketing campaigns and competing in local, state and national contests. 10th, 11th and 12th grade classes scaffold so that each course builds on the knowledge and skills gained in the previous classes. Multiple learning strategies and assessments (both summative and qualitative) are employed by all academy instructors. Academy instructors work as a team and form a community of practice,

collaborating on projects and lessons. Students receive state and national certifications that can be used to meet requirements for future employment and current internships and job shadows. At least two projects each year are integrated with one or more of the academic classes and are implemented through a joint, collaborative process. The Academy of Hospitality and International Tourism (AHIT) has a vision to provide students with sound and rigorous academic foundations and technical skills that prepare students for both college and career.

Academy of Hospitality International Tourism	
Course Name	Students Enrolled
International Cuisine	29
Culinary Arts	58
Hospitality	37
Total	124

California English Language Development Test (CELDT)

The purpose for the California English Language Development Test (CELDT) is to identify new students who are English learners, determine their level of proficiency in English and assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English.

Enrollment by Language Proficiency

Throughout the years from 2008 – 2013, there has been a decrease in the number of native speakers while at the same time there is small increase in the number of English Learners. The number of re-designated EL students has increased 6% within the last 6 years.

The diversity of the HHS student body is revealed by the number of languages spoken, and the number of students in the process of acquiring English fluency. The chart below shows a 5 year trend of language proficiency from 2008 to 2013. The five year trend shows a 7.8% drop in native English speakers to 55% of HHS students registering as native speakers in 2013. Students testing at English Learner levels have consistently ranged at 9% of the total student body over the last 5 years. Students performing as Fluent English Proficient (FEP) have increase 6

percentage points from 2008-2013. Students who were re-classified (R-FEP) was at 1.39% in 2013.

	2007-08		2008-09		2010-11		2011-12		2012-13	
School Enrollment	1187		1107		1008		1001		1006	
Native Speakers	752	63.35%	706	63.78%	695	68.95%	576	57.54%	558	55.47%
English Learners (ELs)	102	8.59%	89	8.04%	78	7.76%	100	9.99%	93	9.24%
FEP	330	27.80%	305	27.55%	227	22.59%	318	31.77%	341	33.90%
(RFEP) Since Prior Year	3	0.25%	7	0.63%	8	0.80%	7	0.70%	14	1.39%

Source: http://dq.cde.ca.gov/dataquest/

FEP students speaking Spanish at home constitutes 4% of the total population of Hercules. 2.1% of our FEP students speak Tagalog (Filipino language) and 1% speak Vietnamese. Hercules has more than 5 languages spoken on campus. Languages spoken on campus represent small percentages of: Spanish, Filipino, Vietnamese, Cantonese, Mandarin, Punjabi, and Lao.

	Spanish		**Filipino**		**Vietnamese**	
Languages Spoken at Home	**40**	**4.00%**	**21**	**2.10%**	**10**	**1.00%**

Source: http://dq.cde.ca.gov/dataquest/

All newly enrolled students whose primary language is not English must take the test within 30 calendar days after they are enrolled in a California public school to determine classification as Fluent-English Proficient (FEP) or English Learner (EL). If a student tests results categorize the student as an EL they must take the CELDT every year thereafter until they are reclassified as Fluent-English Proficient (R-FEP). CELDT is administered every fall to all English Learner students. Those students who meet the state criteria are re-designated as Fluent English Proficient (FEP). The EL program at Hercules enrolls 64 students for 2014-15 school year.

2015 CELDT Results by Prior Performance Level

There are 5 possible performance levels that can be earned on each domain of the CELDT and Overall: Beginning (1), Early Intermediate (2), Intermediate (3), Early Advanced (4), and Advanced (5). For example, a student could score a 4 (Early Advanced) in Listening, a 4 in Speaking, a 2 (Early Intermediate) in Reading, a 2 in Writing and a 3 (Intermediate) Overall. The common terminology for course placement is EL1 (Beginning), EL2 (Early Intermediate), EL3 (Intermediate) EL4 (Early Advanced), and EL5 (Advanced).

Prior Performance Level	Number of Students		Current Year Percent Beginning		Current Year Percent Early Intermediate		Current Year Percent Intermediate		Current Year Percent Early Advanced		Current Year Percent Advanced	
	#	%	#	%	#	%	#	%	#	%	#	%
Beginning	8	**9.88%**	4	**50.00%**	2	**25.00%**	2	**25.00%**		**0.00%**		**0.00%**
Early Intermediate	17	**20.99%**	1	**5.88%**	5	**29.41%**	10	**58.82%**	1	**5.88%**		**0.00%**
Intermediate	24	**29.63%**		**0.00%**	3	**12.50%**	8	**33.33%**	12	**50.00%**	1	**4.17%**
Early Advanced	22	**27.16%**		**0.00%**		**0.00%**	3	**13.64%**	11	**50.00%**	8	**36.36%**
Advanced	10	**12.35%**		**0.00%**		**0.00%**		**0.00%**	1	**10.00%**	9	**90.00%**
Total	**81**	**100.00%**	**5**	**6.17%**	**10**	**12.35%**	**23**	**28.40%**	25	**30.86%**	**18**	**22.22%**

Out of the 8 EL1 (Beginning) students 4 students tested at the same level, 2 students advanced to EL2 and 2 students advanced to EL3. Out of 17 EL2 (Intermediate) students one decreased to EL1 level, 5 remained at EL2 status, 10 advanced to EL3 and one placed at EL4 (Intermediate) level. Out of 24 EL3 students, 3 decreased a level, 8 students stayed at EL3, 12 advanced to EL4 and 1 performed at EL5 (Advanced). Among the 22 EL4 students, three tested below EL4 levels, 11 tested the same and 8 moved up to EL5 status. Out of the 10 EL5 students, one tested at EL4 levels and 9 remained the same

The table below identifies the current enrollment for the last two years in within our EL program.

English Language Learner Classifications						
	EL1	EL2	EL3	EL4	EL5	TOTAL
2014-15	1	3	12	24	24	64
2013-14	1	4	9	21		35

Source: http://dq.cde.ca.gov/dataquest/

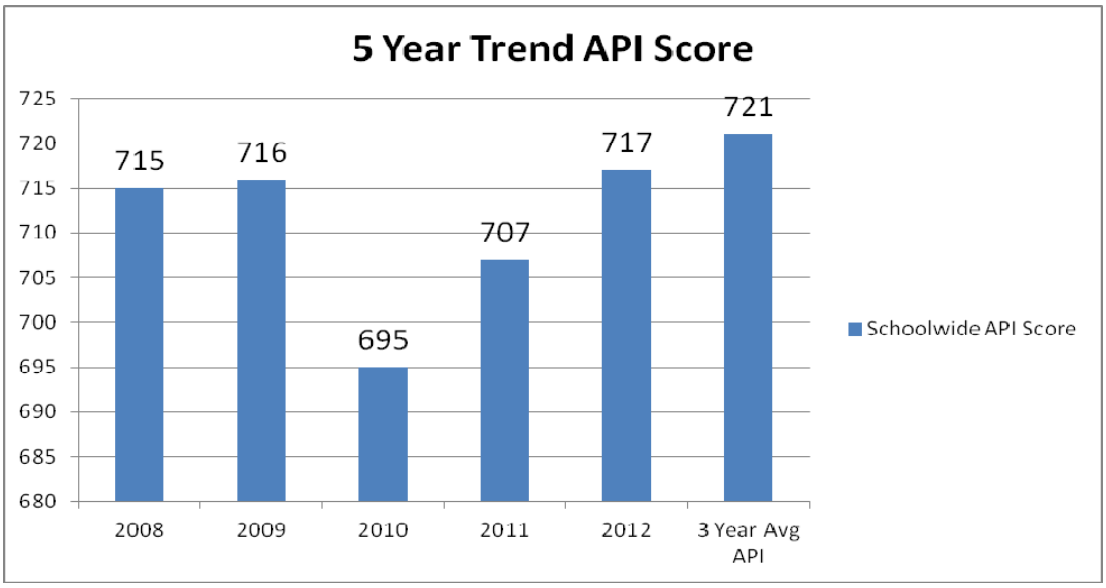
Student Achievement Data

In 2013, Assembly Bill (AB) 484 suspended the state's Standardized Testing and Reporting (STAR) program. This marked the transition to Smarter Balanced Assessment Consortium (SBAC), the new assessment tool aligned to the Common Core State Standards. Starting in the spring of 2015 the California Department of Education will implement the new California Assessment of Student Performance and Progress (CASPP). The California Assessment of Student Performance and Progress (CASPP) will include some CSTs for 10th grade as well as SBAC for the 11th grade students in English Language Arts (ELA) and Mathematics. In addition we also measure student success utilizing the California High School Exit Exam (CAHSEE), SAT/PSAT(college entrance exams), district benchmark assessments, graduation rates, and Ds & Fs list (core academic success rates) and others as identified. As part of our WASC self-study process, we first analyzed our students' achievement in terms of state and federal accountability systems. Second, we looked at our students' performance in relation to state standards which include CAHSEE results. Third, we examined our 12th grade students' success in meeting UC/CSU requirements. Lastly, we monitor core academic success rates, honor roll (above a 3.0) and students receiving Ds and Fs.

State & Federal Accountability Systems

Academic Performance Index (API)

In 1999, with the passage of the Public Schools Accountability Act, the state of California began assigning schools an Academic Performance Index (API). The API based a school's performance on statewide assessments across multiple content areas collected from annual STAR (Standardized Testing and Reporting) testing. The State Board of Education set the statewide API target at 800 out of a possible score of 1000. The Public Schools Accountability Act calls for schools to improve their performance each year by 5% of the difference between their API and the statewide target of 800. A school's base API score plus its growth target becomes that school's goal for its next growth API. The API ranges between 200 and 1000, with 800 as the statewide goal for all schools. Since the inception of the API Hercules High School has range from a low score of 695 to a high of 717. The three year average was calculated as 721 for 2013 school year.

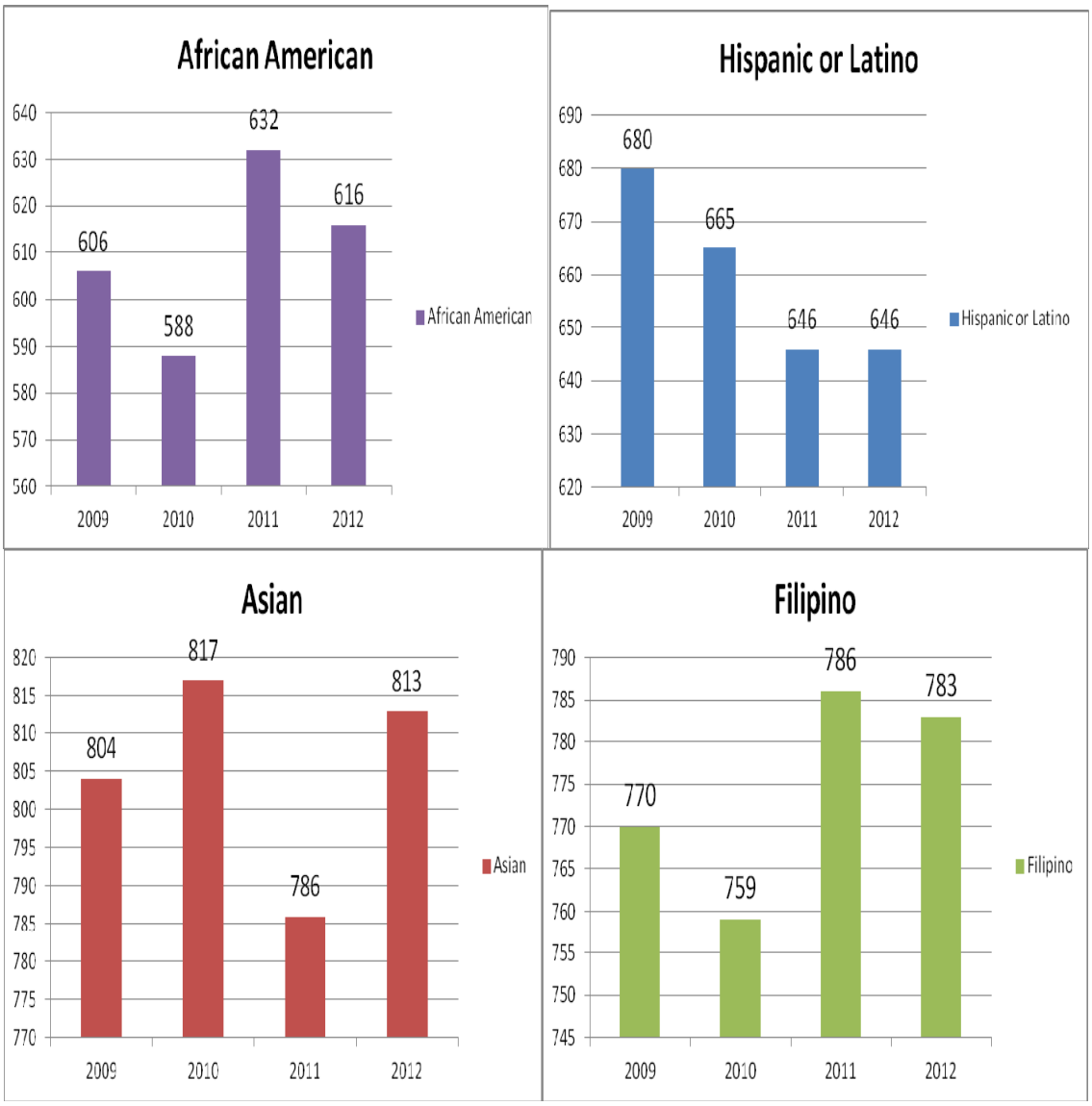


Source: http://dq.cde.ca.gov/dataquest/

Historical API Subgroup Performance (2009-2012)

Numerically significant subgroups are defined by the state as having at least 100 students in the group who have valid test scores. Subgroups include the following ethnic and socioeconomic categories: African American or Black (not of Hispanic origin), American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Pacific Islander and White (not of Hispanic origin), plus socioeconomically disadvantaged. Students are categorized as socioeconomically disadvantaged if they participate in the federal free and reduced-price lunch program.

The state goal for the API is 800. All student subgroups that score below 800 are assigned an API improvement target each year. Hercules High School did not meet all student subgroup API targets in 2013.



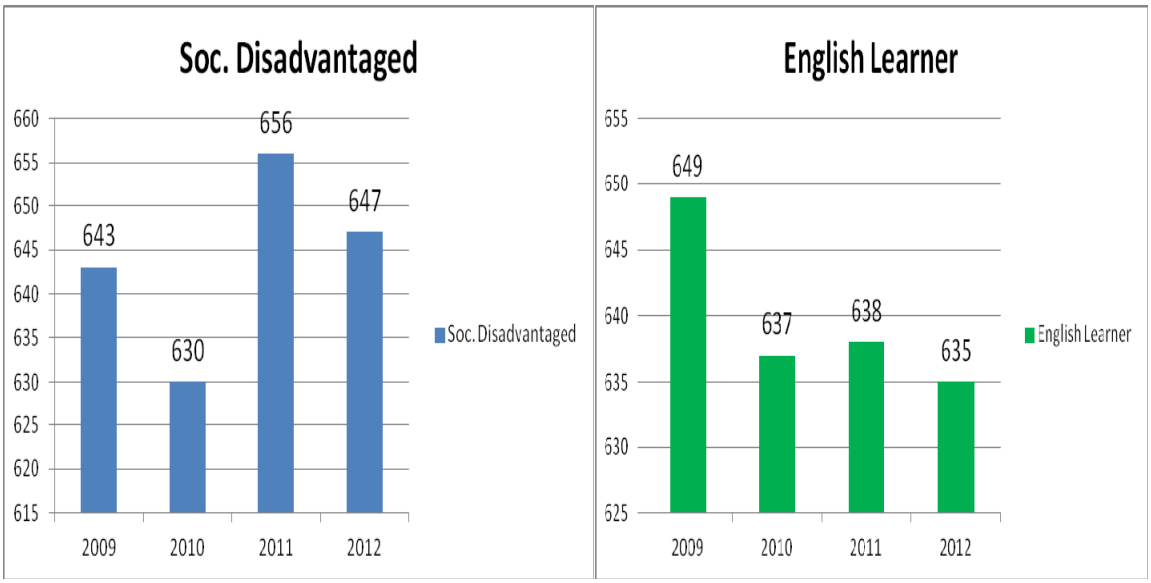
Source: http://dq.cde.ca.gov/dataquest/

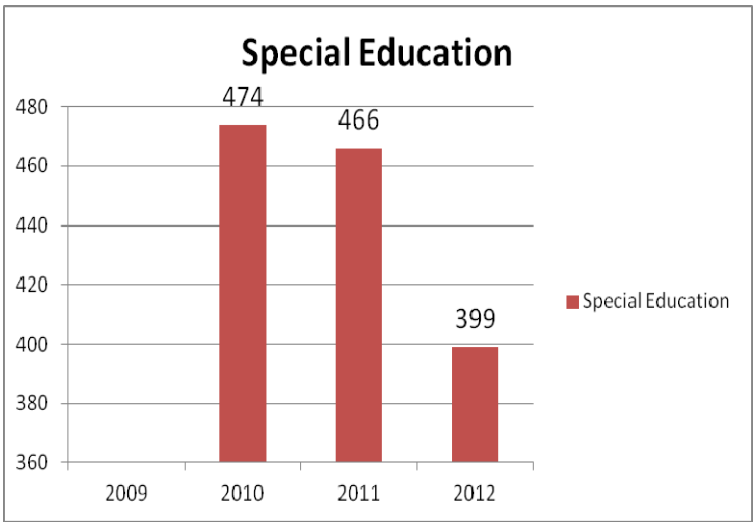
African American API scores have ranged from 606 in 2009 to 616 in 2012. Overall in the past 4 years, the API for African American students has fluctuated with a high of 632 in 2011 and a low of 588 in 2010. The target growth for the African American population in 2013 was calculated to be 612.

Hispanic/Latino API scores have ranged from 680 in 2009 to 646 in 2012. Overall in the past 4 years the API for Hispanic/Latino students have fluctuated with a high of 680 in 2009 and a low of 646 in 2012. The target growth for the Hispanic/Latino subgroup in 2013 was calculated to be 690.

Asian API scores have ranged from 804 in 2009 to 813 in 2012. Overall in the past 4 years, the API for Asian students have fluctuated with a high of 817 in 2010 and a low of 786 in 2011. The three year average for the Asian subgroup in 2013 was calculated to be 823.

Filipino API scores have ranged from770 in 2009 to 783 in 2012. Overall in the past 4 years, the API for Filipino students have fluctuated with a high of 786 in 2011 and a low of 759 in 2010. The three year growth for the Filipino population in 2013 was calculated to be 783.





The Socio Economic Disadvantage group API scores have ranged from 643 in 2009 to 647 in 2012 with an overall high in 2011 at 656. The three year average for the socioeconomically disadvantaged in 2013 was calculated to be 685.

The English Learner group API scores have ranged from 649 in 2009 to 635 in 2012 with an overall high in 2009 at 649. The three year average for the English Learner subgroup in 2013 was calculated to be 687.

The Special Education group API scores have ranged from 474 in 2010 to 399 in 2012 with an overall high in 2010 at 474. The three year average for the special education subgroup in 2013 was calculated to be 535.

3 Year Average API:

The CDE has produced a 3-Year Average API Report which includes a non-weighted average API and a weighted average API. A 3-Year Average API Report was produced if the following criteria were met:

1. The school had a valid API (i.e., the school received an API report) in each of the last three consecutive years;

2. The school had 11 or more valid scores in each of the last three consecutive years. (A valid score is when a student's assessment results are included in the calculation of the API.); and,

3. If the above criteria are met, the 3-Year Average API Report will also include any student group(s) that had 11 or more valid scores in each of the last three consecutive years.

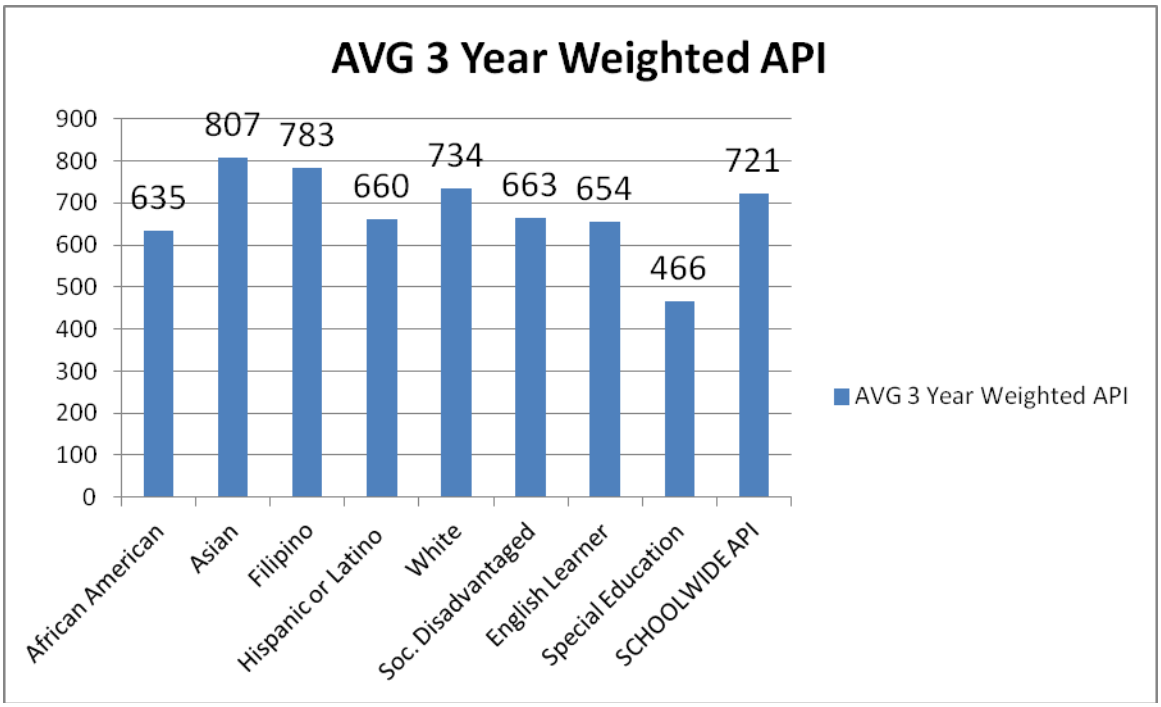
Weighted Average: The formula to calculate the weighted average is:

$$\frac{(2011\ API \times 2011\ Valid\ Scores) + (2012\ API \times 2012\ Valid\ Scores) + (2013\ API \times 2013\ Valid\ Scores)}{2011\ Valid\ Scores + 2012\ Valid\ Scores + 2013\ Valid\ Scores}$$

	2011		2012		2013		AVG 3 Year	
	# Tests	**API Score**	# Tests	**API Score**	# Tested	**API Growth Score**	Non Weighted API	Weighted API
African American	189	**632**	179	**616**	166	**656**	636	635
American Indian	2		2		n/a	**n/a**		
Asian	143	**786**	139	**813**	144	**823**	807	807
Filipino	169	**786**	194	**783**	187	**783**	783	783
Hispanic or Latino	144	**646**	142	**646**	143	**690**	660	660
Pacific Islander	6		6		n/a	**n/a**		
White	82	**699**	72	**753**	64	**755**	736	734
Soc. Disadvantaged	285	**656**	283	**647**	291	**685**	663	663
English Learner	155	**638**	120	**635**	138	**687**	653	654
Special Education	88	**466**	65	**399**	67	**535**	466	466
SCHOOLWIDE API	739	**707**	735	**717**	714	**738**	721	721

The three year API for the African American subgroup was recorded at 636. The Hispanic subgroup 3 year API score was 660. The three year average for the Asian, Filipino and White

were at 807, 783, and 736 respectively. Within the specialized population, students with disabilities scored a three year average of 535, the socioeconomically disadvantaged cohort was at 685 and the English Learners scored at a 687 API. The school wide three year running average was calculated to be 721.



In 2013 the state department of education report API scores in terms of a 3 Year Average. Hercules High School scored at 721 which was 17 points below the targeted growth API of 738. Of the subgroup populations, African American students scored at 635, Asian students scored at 807, Filipino students scored at 783, Hispanic students scored at 660, and White students scored at 734.

In the specialized populations, the socioeconomic disadvantaged students scored at 663, the EL students scored at 654, and the special education scored at 466.

In 2012, Senate Bill (SB) 1458, called for significant changes to the composition of the state's high school Academic Performance Index (API). In 2014, the California State Board of Education decided not to produce a Growth API for two years during the transition to the state's new Common Core standards and Smarter Balanced assessments. New API and STAR/California Standards Test (CST) data will not be available for 2013-14. Until results from the new Smarter Balanced assessments are available, the Department will calculate a 3-year average API in May 2014, as authorized by AB 484.

Annual Measurable Objectives (AMOs):
Under the federal No Child Left Behind Act (NCLB), schools must make "adequate yearly progress" (AYP) in several areas, based primarily on student performance and participation.

- ***Performance:*** Each year the percent of students in each subgroup scoring "proficient" or above in English/language Arts and Mathematics on standardized tests must meet or exceed target percentages known as "annual measurable objectives" (AMOs).
- ***Participation:*** The percent of students in each subgroup taking the tests must meet or exceed 95%.
- **Additional indicators** for AYP include scoring at certain levels on the Academic Performance Index (API) with an acceptable or improving graduation rate.

Adequate Yearly Progress (AYP)	2009-10	2010-11	2011-12	2012-13
Growth API	694	708	717	738
Met School-wide Growth API	Yes	Yes	Yes	Yes
ELA Proficient/Advanced - School wide	53.90%	55.40%	55.50%	62.70%
ELA Participation Rates	99.00%	98.00%	98.00%	98.00%
All Subgroups Met AMO's in ELA	No	No	No	Yes
Math Proficient/Advanced -School wide	51.20%	48.80%	54.90%	54.80%
Math Participation Rates	98.00%	98.00%	99.00%	99.00%
All Subgroups Met AMO's in Math	No	No	No	No
Graduation Rate	82.10%	89.80%	89.80%	94.10%
Made Graduation Rate Target	No	Yes	No	Yes

Source: California Department of Education, Policy and Evaluation Division

Proficiency levels are measured using the California Standards Tests (CST's) for elementary and middle schools and the California High School Exit Exam for high schools. Target percentages are known as "annual measurable objectives" (AMO's). The AMO's for high schools increased substantially in 2013, to 88.9% in English/language arts and 88.7% in mathematics. Schools with fewer than 100 valid scores have adjusted AMO's and must meet adjusted percent proficient

targets. The original NCLB legislation had a goal of 100% proficiency by the 2013-2014 school year. In 2012 the United States Department of Education (USDOE) granted states permission to freeze AMOs at the 2010-2011 level. This means that the tests that were administered last spring will be judged by the 2010-2011 AMOs instead of the stepped-up 2011-2012 AMOs.
The AMO targets for Grade 10, for 2013-14 were which were at the 2010-11 level:

- **88.9% in English Language Arts**
- **88.7% in Mathematics**.

Source: California Department of Education: Analysis, Measurement, and Accountability Reporting Division,

CAHSEE Math	% Proficient & Above - 2014		English Language Arts (ELA)	% Proficient & Above - 2014
All Students Tested	64%		All Students Tested	62%
Asian	77%		Asian	71%
Filipino	69%		Filipino	75%
Hispanic or Latino	57%		Hispanic or Latino	56%
Black or African American	52%		Black or African American	49%
White	63%		White	57%
English Learner Students	45%		English Learner Students	26%
Economically Disadvantaged Students	53%		Economically Disadvantaged Students	47%
Special Education	15%		Special Education	11%

Similar Schools Rank: 3 year trend
While our overall API score has been mostly improving over the past 4 years, we have not been keeping up with the state average, nor meeting our targets. Similar schools rank has dropped to 1 and the statewide rank has been fluctuating below 5 for the last three years.

School Year	2010	2011	2012	2013
Base API	716	707	717	738
Statewide Rank	5	3	3	4
Similar Schools Rank	3	3	1	1
Met School-wide Growth	Yes	Yes	Yes	No
Met Subgroup Growth	No	No	No	No

Source: http://dq.cde.ca.gov/dataquest/

School Rankings:
Schools have two rankings: (1) a statewide ranking that compares each school with all other schools in the state of the same type, and (2) a Similar Schools' ranking that compares each school with 100 others that have similar parent education level, poverty level, student ethnicity and other defining characteristics

Similar Schools Rank
The California Department of Education ranks all schools from 1 to 10 according to their Base API. A rank of 10 means that the school's API fell into the top 10% of all schools in the state at the same grade level. The most recent ranks are based on the results of standardized tests taken in spring 2012. The API Similar Schools' Rank compares the test score performance of schools with comparable demographic profiles using a scale of 1 to 10. A school with a low API but high Similar Schools Rank may be more effective than a school with low ranks all around..

Statewide Rank
Hercules statewide rank was a 5 in 2010 and dropped to a 3 in 2011 and 2012. A ranking of 3 reflects the school performance at the lower 30% of schools across the state of the same type. Hercules was also given a rank of 3 for similar schools' in 2010 and was ranked a 1 in 2012. A ranking of 1 reflects the schools' performance at the lower 10% of similar schools in terms of student population and demographics. In 2013 our state rank was a 4 out of 10 and the similar schools' rank dropped to 1 out of 10.

Student Achievement Data: CST, EAP, CAHSEE, Graduation

In 2012-2013 California used the California Standards Tests (CSTs) to test students in English Language Arts, Math and Science. The CSTs are standards-based tests, which mean they measure how well students are mastering specific skills defined for each grade by the state of California. The states' goal for each school is to have all students score at or above proficient on each test.

California Standards Tests (CST)
In the last 10 years all schools in the State of California participated in the Standardized Testing and Reporting (STAR). 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. Student results are posted into one of 5 categories: Advanced,

Proficient, Basic, Below Basic, and Far Below Basic. Scores in the Advanced and Proficient ranges serve as an early indication that a student is on track to attend a 4-year university. In California "proficient" has been defined as being on grade level. In test terms, this means that a student will be considered to be meeting or exceeding state standards if s/he scores as "proficient" or "advanced" on the California Standards Test in both Language Arts and Math. Scores in the Basic range or Below Basic indicate that, without some sort of change in academic performance, a student will not be accepted to a 4-year college or will struggle in college courses.

The table below lays out data collected from STAR assessment from 2010 to 2013. The STAR was not administered in 2013-14 school year.

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Hercules High School			WCCUSD			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English Language Arts	46	49	53	41	43	43	54	56	55
Mathematics	13	15	15	37	38	38	39	50	50
History-Social Science	35	36	36	28	30	32	48	49	49

Source: http://star.cde.ca.gov.

A three year average of the previous STAR results was calculated to obtain an average over a three year span. In English Language Arts 49.3% of Hercules High School students scored at the proficient or advanced level which was 1 percentage points below the state average. In Mathematics, 14.3% of Hercules High School scored above proficient which is 32 percentage points below the state average. In History-Social Science, 35.6% of Hercules High School students scored at proficient or advanced which was 13 percentage points below the state average.

Subject	Percent of Students Scoring at Proficient or Advanced		
	Hercules High School	WCCUSD	State
	Three Year Avg. (2010-13)	Three Year Avg. (2010-13)	Three Year Avg. (2010-13)
English Language Arts	49.33	42.33	48.13
Mathematics	14.33	37.67	46.33
History-Social Science	35.67	30.00	48.67

Source: http://star.cde.ca.gov.

Sub Group 2012-13	Percent of Students Scoring at Proficient or Advanced			
	English Language Arts	Mathematics	Science	History-Social Science
All Students	53	15	55	41
Male	47	15	58	44
Female	60	16	50	38
African American	38	7	37	29
Asian	60	33	82	50
Filipino	62	15	65	48
Hispanic/Latino	39	7	39	29
White	58	11	59	44
Socioeconomically Disadvantaged	42	10	46	34
English Learners	15	12	19	11
Students with Disabilities	23	8	N/A	N/A

Source: http://star.cde.ca.gov.

Grade Level and Course Specific CST Results
Percentage of Students Scoring Proficient or Higher on CSTs:

9th Grade CST -
In 2012-13 students who were above/proficient in Algebra I was at 4% and at 27% in Geometry. Freshman students in English Language Arts tested at 60% proficient/advanced. 49% of 9th grade students enrolled in Biology scored at proficient/advanced.

9th grade	2010-11		2011-12		2012-13	
	% prof. or above	Total tested	% prof. or above	Total tested	% prof. or above	Total tested
Algebra I	5%	128	7%	131	4%	121
Algebra II	54%	15	80%	20	42%	24
Biology	37%	253	48%	245	49%	240
ELA	53%	265	54%	247	60%	235
Geometry	19%	118	29%	94	27%	91

Source: http://star.cde.ca.gov.

Algebra I – 9th Grade
The state average for 9th grade students enrolled in Algebra I scoring Advanced/Proficient was at 25% in 2013. The three year average for 9th grade students enrolled in Algebra I scoring at Advanced/Proficient was at 4%, which is 21 percentage points below the state average. 121 students were tested in 2013.

Algebra II – 9th Grade
The state average for Algebra II among 9th grade students was 65% scoring at Advance/Proficient in 2013. The three year average for 9th grade students enrolled in Algebra II is 60%, which is 5 percentage points below the state average. 24 students were tested in 2013.

Geometry – 9th Grade
The state average for 9th grade students enrolled in Geometry scoring Advanced/Proficient was 45% in 2013. The three year average for 9th grade students enrolled in Geometry that scored at Advanced/Proficient is at 27% which is 18 percentage points below the state average. 91 students were tested in 2013.

Biology – 9th Grade
The state average for 9th grade students scoring advanced/proficient in Biology was 58% in 2013. The three year average for 9th grade students enrolled in Biology at Hercules is 49%, 9 percentage points below the state average. 240 students were tested in 2013.

English – 9th Grade
The state average for students scoring advance/proficient in English Language Arts was 62% in 2013. The three year average for 9th grade students in ELA is at 60%, two percentage points below the state average. 237 students were tested at this school in 2013.

10th Grade - CST
In 2012-13 students who were above/proficient in Algebra I was at 6% , Algebra II at 16%, and Geometry at 4%. Sophomore students in 2012-13 scored at 52% Advanced/Proficient in ELA. 55% of 10th grade students were at 55% proficient/advanced.

10th grade	2010-11		2011-12		2012-13	
	% prof. or above	Total tested	% prof. or above	Total tested	% prof. or above	Total tested
Algebra I	9%	46	4%	69	6%	63
Algebra II	11%	93	11%	105	16%	87
Biology	24%	83	35%	93	30%	76
Chemistry	24%	142	20%	147	31%	142

ELA	48%	235	53%	247	52%	265
Geometry	1%	86	5%	61	4%	56
Life Science	42%	240	55%	257	55%	233
Science	42%		55%		55%	233
Sum. Math	67%	12	60%	20	69%	19
World History	34%	246	34%	272	44%	232

Source: California Department of Education: Analysis, Measurement, and Accountability Reporting Division,

Algebra I – 10th Grade

The state average for 10th grade students enrolled in Algebra I was 13% in 2013. The three year average for 10th grade students enrolled in Algebra I at Hercules was 6%, 7% below the state average. 63 students were tested at this school in 2013.

Algebra II– 10th Grade

The state average for 10th grade students enrolled in Algebra II was 39% in 2013. The three year average for 11th grade students enrolled in Algebra II at Hercules is 16%. 87 students were tested in Algebra II in 2013.

Geometry – 10th Grade

The state average for students enrolled in Geometry scoring at Advanced and Proficient levels was 15% in 2013. The three year average for 11th grade students scoring at Proficient/Advanced levels at Hercules was 4%. 56 students were tested in 2013.

Summative Math – 10th Grade

The state average for 10th grade students enrolled in Summative Mathematics was 76% in 2013. The three year average for 10th grade students enrolled in Summative Math at Hercules is 69%. 19 10th grade students were tested in 2013.

Biology – 10th Grade

The state average for 10th grade students enrolled in Biology was 41% in 2013. The three year average for 10th grade students in Biology is 30%. 76 students were tested in 2013.

Chemistry – 10th Grade

The state average for 10th grade students enrolled in Chemistry scoring at Advanced/Proficient was 46% in 2013. The three year average for 10th grade students enrolled in Chemistry at Hercules whom scored at Advance/Proficient is 31%. 142 students were tested 2013

English Language Arts– 10th Grade

The state average for English Language Arts was 52% in 2013. 265 students were tested at this school in 2013.

Life Science– 10th Grade

The state average for 10th grade students scoring Advanced/Proficient in Life Science was 54% in 2013. The three year average for 10th grade students scoring Advanced/Proficient at Hercules was 55%. 233 students were tested in 2013.

The state average for 10th grade students enrolled in World History was 46% in 2013. The three year average for 10th grade students enrolled in World History at Hercules is 44%. 233 students were tested in 2013

11th Grade

In 2012-13 the 11th grade students scored 50% in ELA and 40% advanced/proficient in US History. 72 students participated in the Physics portion and scored at 56% proficient.

11th Grade	2010-11		2011-12		2012-13	
	% prof. or above	Total tested	% prof. or above	Total tested	% prof. or above	Total tested
Algebra I			14%		6%	16
Algebra II	0%	67	2%	63	4%	45
Biology	47%	51	54%	26	33%	21
Chemistry	1%	80	4%	68	15%	74
ELA	39%	235	53%	247	50%	265
Geometry	0%	52	2%	49	15%	38
Sum. Math	36%	82	24%	83	26%	98
Physics	70%	43	59%	78	56%	72
US History	36%	225	39%	225	40%	243

Source: California Department of Education: Analysis, Measurement, and Accountability Reporting Division,

Algebra II– 11th Grade

The state average for 11th grade students enrolled in Algebra II was 15% in 2013. The three year average for 11th grade students enrolled in Algebra II at Hercules is 4%. 45 students were tested in Algebra II in 2013.

Biology- 11th Grade

The state average for 11th grade students enrolled in Biology scoring at Advanced/Proficient was 51% in 2013. The three year average for 11th grade students scoring at Advanced/Proficient at Hercules was 33%. 21 students were tested in 2013.

Chemistry- 11th Grade

The state average for Chemistry was 32% in 2013. The three year for 11th grade students 74 students were tested at this school in 2013.

Geometry - 11th Grade

The state average for Geometry was 8% in 2013. 38 students were tested at this school in 2013.

English Language Arts - 11th Grade

The state average for English Language Arts was 48% in 2013. 229 students were tested at this school in 2013.

English Language Arts - 11th Grade CST's	2010-11	2011-12	2012-13	2013-14	**3 Year Avg.**
Advanced/Proficient	39%	42%	50%	61%	**51%**
Basic/Below/Far Below	60%	57%	50%	39%	**49%**

Summative Math- 11th Grade

The state average for High School (Summative) Mathematics (Grade 9-11) was 49% in 2013. 98 students were tested at this school in 2013.

Physics - 11th Grade

The state average for Physics was 58% in 2013. 72 students were tested at this school in 2013.

US History- 11th Grade

The state average for U.S. History was 50% in 2013. 243 students were tested at this school in 2013.

California High School Exit Exam (CAHSEE) Combined Results—Grade 10

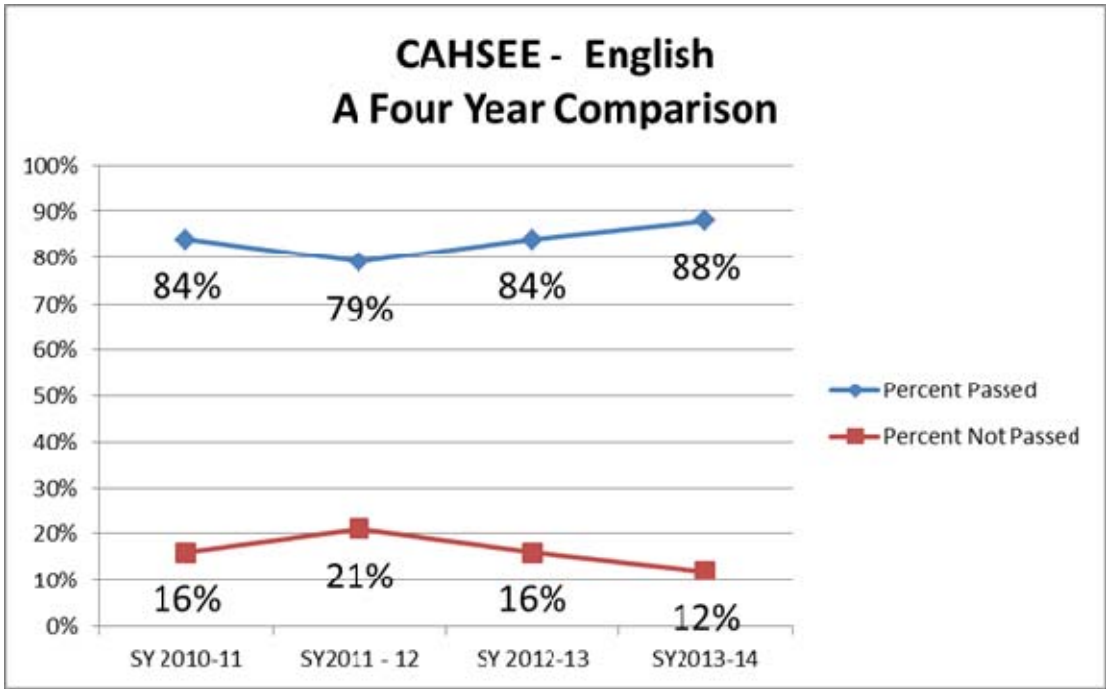
All California public school students must satisfy the CAHSEE requirement, as well as all other state and local requirements, in order to receive a high school diploma. The purpose of the test is to ensure that students graduate from high school with grade level skills in reading, writing, and math. The CAHSEE is a standards-based test, which means it measures how well students are mastering specific skills defined by the state of California. Students must pass both parts (Math & English) of the CAHSEE in order to graduate from high school. The first administration of the CAHSEE is usually during the first full week of February during their 10th grade year. Students who do not pass one or both parts of the CAHSEE in grade ten may take the parts not passed up to two times per school year in grade eleven and up to five times per school year in grade twelve.

The results for 10th grade students taking the test for the first time are identified by Census Results.

CAHSEE 4 Year Trend Pass Rates (English) – Census Results (10th grade)

CAHSEE - ELA					4year
CAHSEE Pass/Fail Rate	2010-11	2011-12	2012-13	2013-14	average
All Students Tested	247	275	241	244	**253**
Percent Passed	84%	79%	84%	88%	**83.67%**
Percent Not Passed	16%	21%	16%	12%	**16.33%**

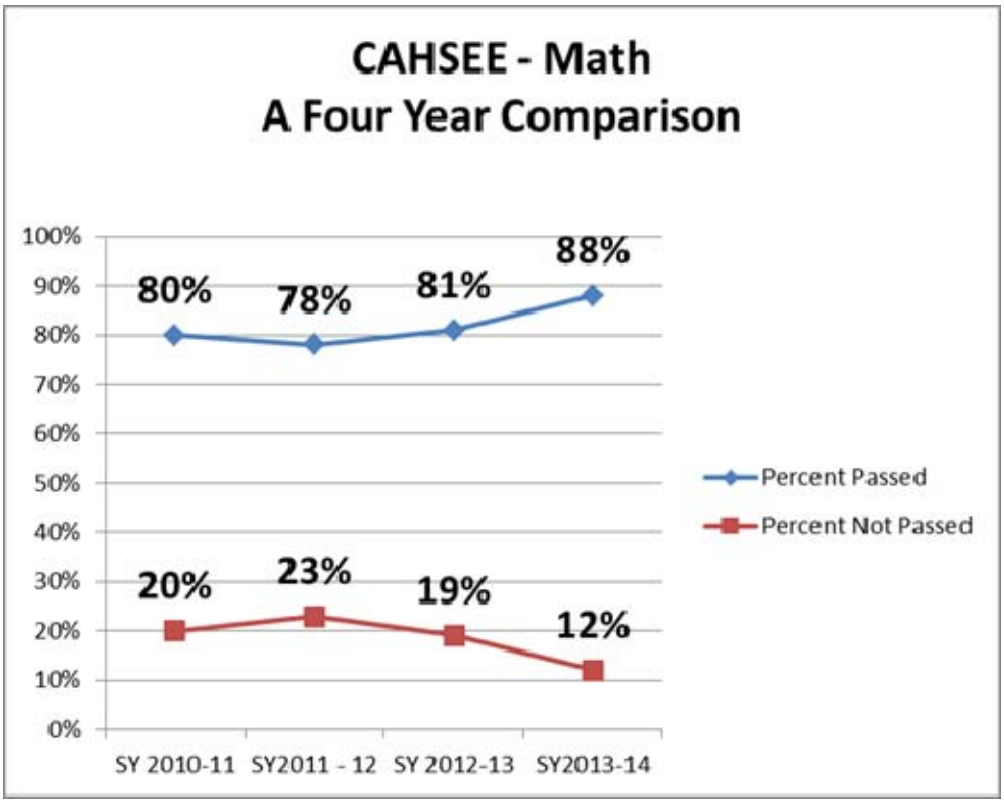
The four year average of students passing the CAHSEE English section is at 83.67% and 16% of our 10th grades on a 4 year average fail after their first attempt.



In 2011, 84% of the 10th grade class passed the English portion of the CAHSEE after the first administration. In 2014, 88% of our 10th grade class passed after the first administration. In 2011, 16% of our students failed the English portion of the CAHSEE after the first administration and 12% failed the English portion in 2014.

CAHSEE 4 Year Trend Pass Rates (Math) – Census Results (10th grade)

CAHSEE - MATH					4 year
CAHSEE Pass/Fail Rate	2010-11	2011-12	2012-13	2013-14	average
All Students Tested	249	280	250	262	**260**
Percent Passed	80%	78%	81%	88%	**81.75%**
Percent Not Passed	20%	23%	19%	12%	**18.50%**



In 2011, 80% of the 10th grade class passed the Math portion of the CAHSEE after the first administration. In 2014, 88% of our 10th grade class passed after the first administration. In 2011, 20% of our students failed the Math portion of the CAHSEE after the first administration and 12% failed the Math portion in 2014.

CAHSEE - MATH					4 year
CAHSEE Pass/Fail Rate	2010-11	2011-12	2012-13	2013-14	average
All Students Tested	249	280	250	262	**260**
Percent Passed	80%	78%	88%	88%	**83.50%**
Percent Not Passed	20%	23%	12%	12%	**16.75%**

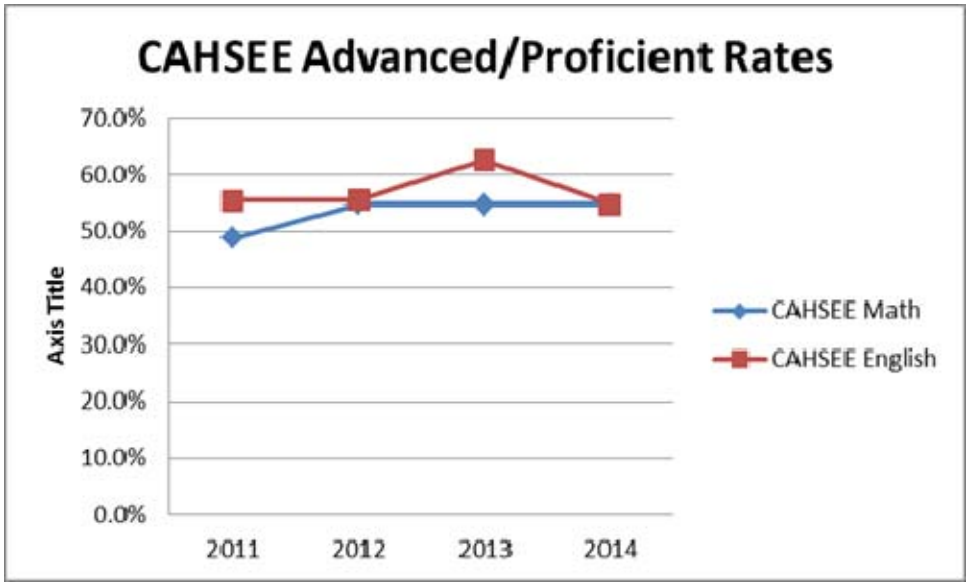
The four year average of students passing the CAHSEE Math section is at 83.50% and 16% of our 10th grades on a 4 year average fail after their first attempt at the Math portion.

CAHSEE 3 Year Trend Proficiency Rates

Proficiency rates gauge the level of performance by individual students. The CAHSEE performance level ranges from Advance, Proficient and Not Proficient. In order for a student to pass the exam, they need a composite score of 350 which is the low range of proficient. The maximum score of the exam is 450. A score within the proficiency is translated to be performing at grade level and a score of advanced is translated to be above grade level performance.

Advanced/Proficient - School Wide (3-Year Comparison)				
	2011	2012	2013	2014
CAHSEE Math	48.8%	54.9%	54.8%	54.8%
CAHSEE English	55.4%	55.5%	62.7%	54.8%

The three year average for Hercules High School for students scoring at proficient and advanced combined was 54.8% in Math and 54.8% in English for 2014 test administration.



In 2012 & 2013, 45% of sophomores tested in the basic/below basic range in the Math portion of the CAHSEE. The three year trend for students testing basic to below basic was at 47.17% of all 10th grade students participating in the CAHSEE Math Exam.

CAHSEE Math Performance - School Wide (3-Year Comparison)							
	2011		2012		2013		3 year average
	%	#	%	#	%	#	
Students at/above proficient	48.80%	118	54.90%	151	54.80%	125	52.83%
Students at basic and below	51.20%	124	45.10%	124	45%	103	47.17%

In 2013, 37% of sophomore students tested in the basic/below basic range in the English portion of the CAHSEE. The three year trend for students testing basic to below basic was at 42.13% of all 10th grade students participating in the CAHSEE English Exam.

CAHSEE ELA Performance - School Wide (3-Year Comparison)							
	2011		2012		2013		3 year average
	%	#	%	#	%	#	
Students at/above proficient	55.40%	134	55.50%	152	62.70%	143	57.87%
Students at basic and below	44.60%	108	44.50%	122	37.30%	85	42.13%

CAHSEE – Subgroup Performance

The different student groups are identified by the California Department of Education; if there are fewer than 10 students in a particular group in a school, the state doesn't report data for that particular group.

2010 - 11 School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
Hercules High School	# Tested	Math	249	20	32	27	94	124
Hercules High School	Passing	Math	199 (80%)	2 (10%)	19 (59%)	23 (85%)	69 (73%)	104 (84%)
Hercules High School	# Tested	ELA	247	19	32	27	95	123
Hercules High School	Passing	ELA	207 (84%)	5 (26%)	18 (56%)	27 (100%)	70 (74%)	111 (90%)

2011-12 School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
Hercules High School	# Tested	Math	280	36	36	33	107	160
Hercules High School	Passing	Math	217 (78%)	6 (17%)	21 (58%)	32 (97%)	69 (64%)	138 (86%)
Hercules High School	# Tested	ELA	275	37	35	33	105	157
Hercules High School	Passing	ELA	218 (79%)	6 (16%)	18 (51%)	32 (97%)	68 (65%)	138 (88%)

2012-13 School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
Hercules High	# Tested	Math	243	17	27	49	100	129
Hercules High	Passing	Math	197 (81%)	5 (29%)	16 (59%)	45 (92%)	69 (69%)	114 (88%)
Hercules High	# Tested	ELA	241	12	32	48	101	126
Hercules High	Passing	ELA	203 (84%)	4 (33%)	17 (53%)	47 (98%)	74 (73%)	117 (93%)

2013-14 School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
Hercules High	# Tested	Math	244	20	22	48	93	146
Hercules High	Passing	Math	219 (90%)	7 (35%)	16 (73%)	47 (98%)	81 (87%)	134 (92%)
Hercules High	# Tested	ELA	235	19	23	48	93	138
Hercules High	Passing	ELA	208 (89%)	5 (26%)	12 (52%)	48 (100%)	79 (85%)	127 (92%)

CAHSEE Performance Class of 2014

The CAHSEE is divided into two parts: English-language arts and mathematics. All questions on the CAHSEE are evaluated by committees of content experts, including California educators, teachers, and administrators, to ensure the questions' appropriateness for measuring the designated California academic content standards in English-language arts and mathematics. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language. The below charts break down the performance rates in several categories, identify pass rates and performance within each strand.

CAHSEE English – Performance Level

CAHSEE 2014 - ENGLISH	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	% Proficient & Above**
Schoolwide	235	208	89%	27	11%	62%
Male	130	113	87%	17	13%	58%
Female	105	95	90%	10	10%	67%
Asian	52	50	96%	2	4%	71%
Filipino	59	52	88%	7	12%	75%
Hispanic or Latino	45	38	84%	7	16%	56%
Black or African American	61	53	87%	8	13%	49%
White	14	12	86%	2	14%	57%
English Learner Students	23	12	52%	11	48%	26%
Special Education Program Participation	19	5	26%	14	74%	11%

The breakdown of ethnic subgroups depicts a variation of English pass rates and performance level. The African American population and the Hispanic pass rate in 2014 was 87% and 84% respectively. The combined proficient/advance performance level of 10th grade African American students was 49% and Hispanics combined performance level score was at 56%. In the same year, 96% of 10th grade Asian and 88% of Filipino students passed the CAHSEE at the first administration. The combined performance level for the Asian students was at 71% and Filipino students scored at 75% advanced/proficient.

The breakdown of students by academic programs in English reveals that 52% of 10th grade English Learner passed the CAHSEE at the first administration with a combined (proficient/advanced) performance level of 26%. In the same year, the 10th grade special education pass rate was at 26% with a combined (proficient/advanced) performance level of 11%.

CAHSEE English – Content Standards

The ELA part addresses state content standards through grade ten in reading and writing. The reading section includes the average percent correct in each of the following reading constructs or strands: Word Analysis (decoding & vocabulary), Reading Comprehension, Literary Response and Analysis (information and literary text).

CAHSEE 2014 - ENGLISH	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
All Students Tested	89%	79%	83%	74%	80%	2.4
Male	89%	77%	82%	72%	78%	2.3
Female	89%	81%	85%	77%	81%	2.5
Race/Ethnicity						
Asian	92%	82%	87%	78%	83%	2.5
Filipino	91%	79%	85%	76%	85%	2.5
Hispanic or Latino	87%	78%	82%	73%	78%	2.3
Black or African American	86%	78%	80%	72%	74%	2.3
White	94%	75%	78%	73%	76%	2.4
English Learner						
English Learner Students	74%	59%	70%	59%	74%	2
Special Education Program Participation	64%	54%	61%	45%	55%	2

The writing portion assesses writing strategies, applications, and the conventions of English (e.g. grammar, spelling, and punctuation). The writing section includes the average percent correct in each of the following writing constructs or strands: Writing Strategies, Writing Conventions, Writing Application – The writing application includes the total number of points awarded to the student essay. The student essay receives two scores that range from 1.0 (lowest) to 4.0 (highest). The writing application score counts for 20 percent of the total English–language arts score.

CAHSEE Math – Performance Level

CAHSEE 2014 - MATH	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	% Proficient & Above**
All Students Tested	244	219	90%	25	10%	64%
Male	133	119	89%	14	11%	68%
Female	111	100	90%	11	10%	58%
Asian	52	50	96%	2	4%	77%
Filipino	59	55	93%	4	7%	69%
Hispanic or Latino	49	41	84%	8	16%	57%
Black or African American	63	54	86%	9	14%	52%
White	16	14	88%	2	13%	63%
English Learner Students	22	16	73%	6	27%	45%
Special Education Program Participation	20	7	35%	13	65%	15%

The breakdown of ethnic subgroups depicts a variation of Math pass rates and performance level. The African American population and the Hispanic pass rate in 2014 was 86% and 84% respectively. The combined proficient/advance performance level of 10th grade African American students was 52% and Hispanics combined performance level score was at 57%. In the

same year, 96% of 10th grade Asian and 93% of Filipino students passed the CAHSEE at the first administration. The combined performance level for the Asian students was at 69% and Filipino students scored at 66% advanced/proficient.

The breakdown of students by academic programs in Math reveals that 73% of 10th grade English Learner passed the CAHSEE at the first administration with a combined (proficient/advanced) performance level of 45%. In the same year, the 10th grade special education pass rate was at 35% with a combined (proficient/advanced) performance level of 15%.

CAHSEE Math – Content Standards

The mathematics part of the CAHSEE addresses state standards in grades six, seven and Algebra I. The exam includes the following math strands: Probability & Statistics (data analysis), Number Sense, Mathematical Reasoning, Algebra & Functions, Measurement & Geometry, Algebra I. Students are also asked to demonstrate a strong foundation in computation and arithmetic, including working with decimals, fractions, and percents.

CAHSEE 2014 - MATH	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
All Students Tested	80%	78%	77%	76%	69%
Male	80%	80%	78%	77%	69%
Female	79%	75%	76%	75%	69%
Asian	85%	83%	83%	84%	77%
Filipino	82%	81%	82%	81%	72%
Hispanic or Latino	76%	71%	72%	71%	65%
Black or African American	76%	74%	72%	71%	63%
White	82%	81%	75%	73%	71%
English Learner Students	68%	62%	66%	68%	58%
Special Education Program Participation	55%	54%	52%	46%	44%

Advanced Placement Test Results

Hercules High School offers a series of AP courses. Successful completion of an AP courses is a measure that we can use to signify a student's readiness for college level work. We currently offer 15 sections of AP classes with a total occupancy of 638 seats.

The College Board, an organization that oversees the AP assessments, provides testing opportunities for students enrolled in AP courses during the month of May. The exams last between 2 to 3 hours, depending on the subject. The structure of each exam varies, again depending on the subject. Each test may consist of a combination of multiple–choice, free–response, essay and short answer questions. The exams are scored on a scale of 1 to 5, with a score of 5 being the highest. If a student scores a 3 or higher on the AP Exam, the chances are fairly good that they may receive a similar college credit as a result of passing the exam.

AP Comparison Scores –Hercules, California and Global

The table below outlines the AP scores by location and provides a comparison to how Hercules High School students perform on AP exams in comparison to students in California and across the globe.

AP Scores of Hercules HS students					
	2009	2010	2011	2012	2013
	Hercules High School				
Total AP Students	193	172	154	187	243
Number of Exams	328	298	281	336	378
AP Students with score	91	78	76	76	80
% of Total AP student	**47.20%**	**45.40%**	**49.40%**	**40.60%**	**32.90%**
	California				
Total AP Students	25,107	282,819	301,505	321,501	338,899
Number of Exams	481,161	518,476	555,057	594,959	635,616
AP Students with score	170,633	181,485	191,999	207,367	215,235
% of Total AP student	**64.40%**	**64.20%**	**63.70%**	**64.50%**	**63.50%**
	Global				
Total AP Students	1,698,133	1,855,310	1,982,133	2,106,843	2,225,674
Number of Exams	2,944,031	3,236,335	3,475,395	3,714,079	3,955,534
AP Students with score	1,038,383	1,116,959	1,193,662	1,295,051	1,354,808
% of Total AP student	**61.10%**	**60.20%**	**60.20%**	**61.50%**	**60.90%**

AP Summary Scores – 4 Year Trend

The table below outlines the AP scores by course and provide detail into the performance of students enrolled in each course for the 2014 school year. The average number of students scoring 3+ or above in all AP courses offered is 52.95%.

AP School Summary 2014									
Score	Eng Lang Comp	Eng Lit Comp	Euro Hist	Hum Geog	Psyc	US Gov Pol	US Hist	Worl Hist	
5				1		2	1		
4	13	3		6		3	11	1	
3	13	15	1	15		5	7	12	
2	21	20		7		13	16	29	
1	7			13	1	5	21	23	
Total	54	38	1	42	1	28	56	65	
% 3 or above	48.15%	47.37%	100.00%	52.38%	0.00%	35.71%	33.93%	20.00%	

AP School Summary 2014									
Score	Stu Art 2D	Calc AB	Calc BC	Stat	Biol	Env Sci	Phys B	Chin Lang	Span Lang
5		3	1	1					1
4	2	3	1	1		3			
3	3	4	1	2	3	2	1	1	1
2	1	2		4	6	3			
1		8	1	15	2	1			
Total	6	20	4	23	11	9	1	1	2
% 3 or above	83.33%	50.00%	75.00%	17.39%	27.27%	55.56%	100.00%	100.00%	100.00%
TOTAL # TESTED			362						

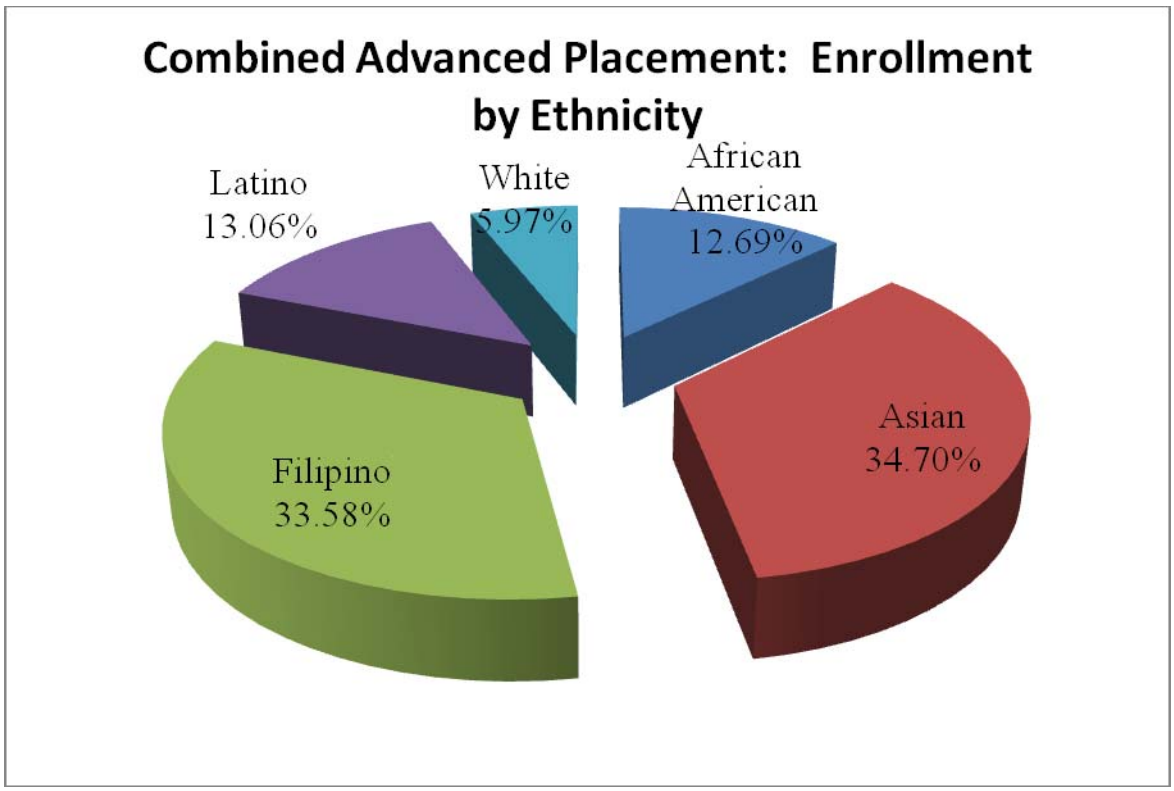
AP Summary Scores – 4 Year Trend

The table below displays the number of students receiving a 3+ and comparison numbers are provided for the State of California and Globally.

	2010	2011	2012	2013	2014
	Hercules High School				
Total AP Students	172	154	187	243	235
Number of Exams	298	281	336	378	362
AP Students with Scores 3+	78	76	76	80	95
% of Total AP Students with Scores 3+	45.3%	49.4%	40.6%	32.9%	40.4%
	California				
% of Total AP Students with Scores 3+	64.2%	63.7%	64.5%	63.5%	64.3%
	Global				
% of Total AP Students with Scores 3+	60.20%	60.20%	61.50%	60.90%	61.30%

AP Enrollment by Ethnicity

The pie chart displays the AP enrollment by ethnicity. The largest subgroup enrollment is the Asian population at 34.70%. The Filipino population represents 33.58% of the AP population followed by the Latino subgroup at 13.06%, the African American population at 12.69% and the White population at 5.97%.



AP Mathematics: Enrollment by Ethnicity

The table below represents the ethnic breakdown of students enrolled in AP math courses over a 3 year period of time.

Mathematics Advanced Placement: Enrollment by Ethnicity									
	AP Calculus AB			AP Calculus BC			AP Statistics		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
African American	1	5	9		2		7		4
Asian	23	22	27	8	8	11		13	7
Filipino	14	20	31	2	2	3	9	18	11
Latino	1	5	8			3	8	3	5
White	6	2	3		2		1	1	3
Total	45	54	78	10	14	17	25	35	30

Mathematics Advanced Placement: Enrollment by Ethnicity				Combined Enrollment	Percent Enrolled
African American	9		4	13	10.40%
Asian	27	11	7	45	36.00%
Filipino	31	3	11	45	36.00%
Latino	8	3	5	16	12.80%
White	3		3	3	2.40%
Total	78	17	30	125	

AP Science: Enrollment by Ethnicity

The table below represents the ethnic breakdown of students enrolled in AP science courses over a 3 year period of time.

Science Advanced Placement: Enrollment by Ethnicity									
	AP Biology			AP Chemistry			AP Environmental Science		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
African American	2	1		1	NA	2	NA	5	5
Asian	11	9	8	19	NA	22	NA	33	4
Filipino	1	4	9	6	NA	4	NA	31	12
Latino	2	5		1	NA	1	NA	6	6
White			2	2	NA	2	NA	8	2
Total	16	19	19	29	0	31	0	83	29

Science Advanced Placement: Enrollment by Ethnicity				Combined Enrollment	Percent Enrolled
African American		2	5	7	8.86%
Asian	8	22	4	34	43.04%
Filipino	9	4	12	25	31.65%
Latino		1	6	7	8.86%
White	2	2	2	6	7.59%
Total	19	31	29	79	

AP Social Science: Enrollment by Ethnicity

The table below represents the ethnic breakdown of students enrolled in AP social science courses over a 3 year period of time.

Social Science Advanced Placement: Enrollment by Ethnicity									
	AP World History			AP US History			AP American		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
African American	14	15	13	9	5	20	5	13	10
Asian	21	28	26	22	26	28	22	28	25
Filipino	18	21	36	22	31	25	22	33	27
Latino	17	16	12	4	10	14	6	7	10
White	6	7	11	7	3	8	8	6	3
Total	76	87	98	64	75	95	63	87	75

Social Science Advanced Placement: Enrollment by Ethnicity				Combined Enrollment	Percent Enrolled
African American	13	20	10	43	25.29%
Asian	26	28	25	79	46.47%
Filipino	36	25	27	88	51.76%
Latino	12	14	10	36	21.18%
White	11	8	3	22	12.94%
Total	98	95	75	170	

AP English: Enrollment by Ethnicity

The table below represents the ethnic breakdown of students enrolled in AP English courses over a 3 year period of time.

English Advanced Placement: Enrollment by Ethnicity						
	AP English			AP English Lit		
	2013	2014	2015	2013	2014	2015
African American	6	3	3	NA	9	2
Asian	17	22	12	NA	17	16
Filipino	12	16	13	NA	14	9
Latino		8	7	NA	1	4
White	3	2		NA	5	1
Total	38	51	35	0	46	32

English Advanced Placement: Enrollment by Ethnicity				Combined Enrollment	Percent Enrolled
African American	3	2		5	7.46%
Asian	12	16		28	41.79%
Filipino	13	9		22	32.84%
Latino	7	4		11	16.42%
White		1		1	1.49%
Total	35	32	0	67	

CSU Early Assessment Program (EAP)

The EAP is a collaborative effort between the CSU, California Department of Education, and the California State Board of Education. The goal is to ensure that the state's college-bound high school seniors are college ready and have mastered the content skills in English and Mathematics. EAP assessments assist students in determining their level of readiness for entry collegiate course work. If a student tests "Ready for College" they will be able to enroll for-credit courses at CSU and participating Community Colleges. If a student scores at the "Conditional" level, they have demonstrated readiness but will need to take an upper level math course their senior year. If a student scores at the "Not Yet Demonstrating Readiness" they will be required to take a placement test upon acceptance into CSU or a participating Community College.

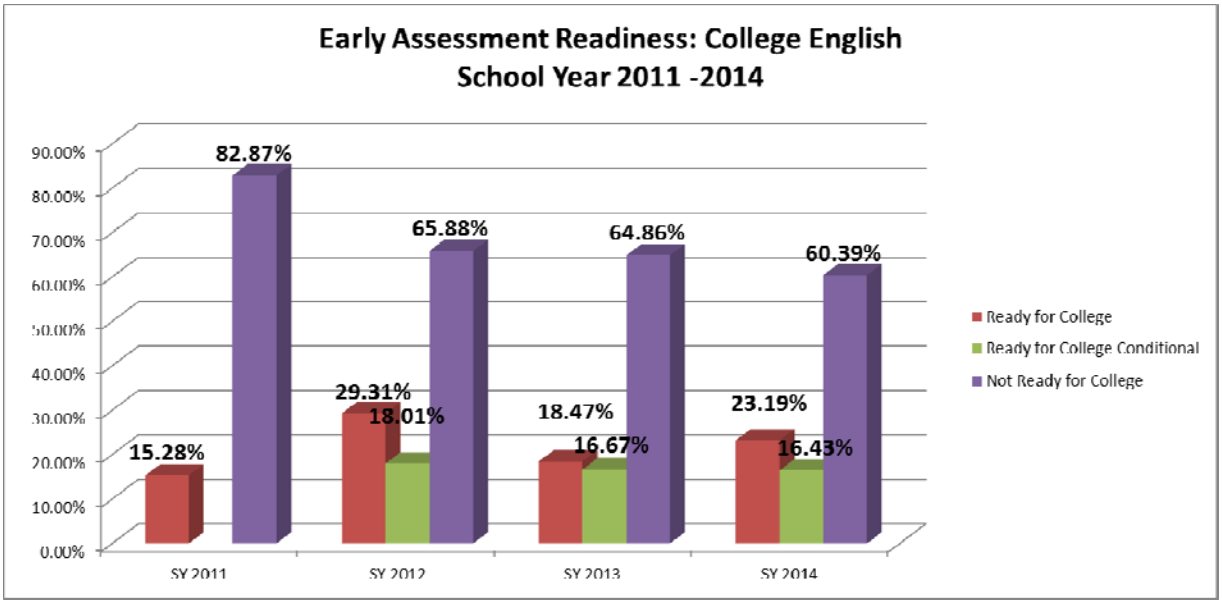
EAP English – 4 Year Trend

The table below represents a 4 year trend of students who took the EAP English test and their score in reference to college readiness. In the past 4 years 21.56% of 11th grade students who completed the EAP English exam were identified as "Ready for College". In the same four years

68.5% of students completing the EAP English exam were identified as “Not Ready for College”.

Early Assessment of Readiness for College English					
	SY 2011	SY 2012	SY 2013	SY 2014	4 Year Trend
Students Tested	216	211	222	207	214
Ready for College	15.28%	29.31%	18.47%	23.19%	21.56%
Ready for College Conditional	N/A	18.01%	16.67%	16.43%	17.03%
Not Ready for College	82.87%	65.88%	64.86%	60.39%	68.50%

The bar graph below details the number of students who tested in specified categories of: Ready for College, Conditionally ready for college, or not ready for college.

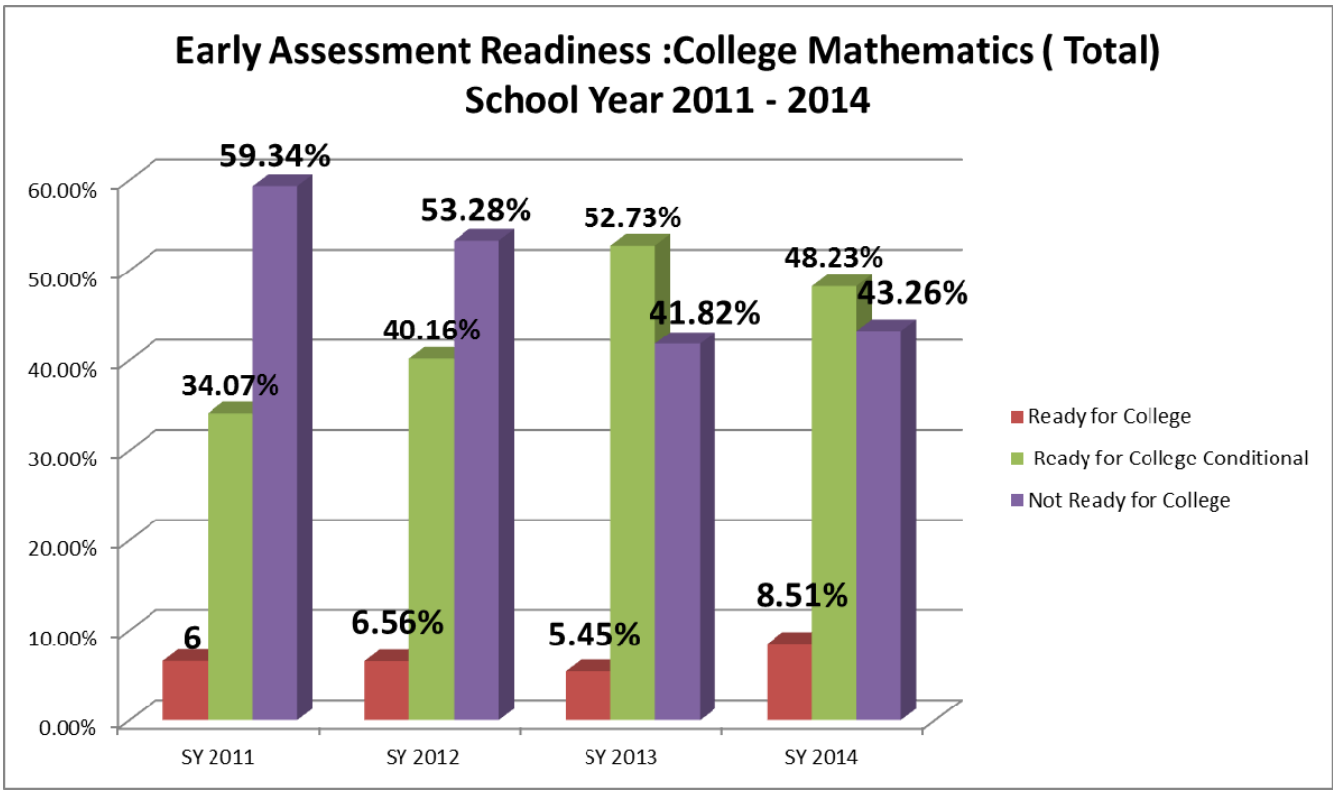


EAP Math – 4 Year Trend

The table below represents a 4 year trend of students who took the EAP Math test and their score in reference to college readiness. In the past 4 years 6.78% of 11th grade students who completed the EAP Math exam were identified as “Ready for College”. In the same four years 49.42% of students completing the EAP English exam were identified as “Not Ready for College”.

Early Assessment of Readiness for College: Mathematics (Total)					
	SY 2011	SY 2012	SY 2013	SY 2014	4 Year Trend
Students Tested	91	122	110	141	116
Ready for College	6.59%	6.56%	5.45%	8.51%	6.78%
Ready for College Conditional	34.07%	40.16%	52.73%	48.23%	43.80%
Not Ready for College	59.34%	53.28%	41.82%	43.26%	49.42%

The bar graph below details the number of students who tested in specified categories of : Ready for College, Conditionally ready for college, or not ready for college.



Preliminary Scholastic Aptitude Test (PSAT)

The Preliminary Scholastic Aptitude Test , similar to the Scholastic Aptitude Test (SAT) is a predictor of how students perform in comparison to the nation and state. The PSAT is broken down into three sections (critical reading, writing skills, and mathematics). PSAT critical reading, mathematics, and writing skills questions are designed to be the same type as those on the SAT.

PSAT Score Distribution

Test score distribution show results of typical scores in comparison to the mean of the school and the mean of the nation and state scores. The table below shows PSAT results for the 11th grade class in 2014 (Class of 2015). In the area of Critical Reading, Hercules High School is 3.5 below the national and 2.6 below the state mean scores. In Mathematics, Hercules High School is 3.5 below the national and 2.5 below the state. In Writing Skills, Hercules High School is 2.9 below the national average and 2.5 below the state average.

PSAT SCORE DISTRIBUTION - 11th grade (2014)			
Group	Critical Reading	Mathematics	Writing Skills
Hercules High School	43.1	44.3	42.2
State	45.7	46.8	44.7
Nation	46.6	47.8	45.3

The table below shows test results for the 10th grade class in 2014 (Class of 2016). In the area of Critical Reading, Hercules High School is 2.8 below the national and 1.3 below the state mean scores. In Mathematics, Hercules High School is 3.6 below the national and 2.3 below the state. In Writing Skills, Hercules High School is 2.2 below the national average and 1.2 below the state average.

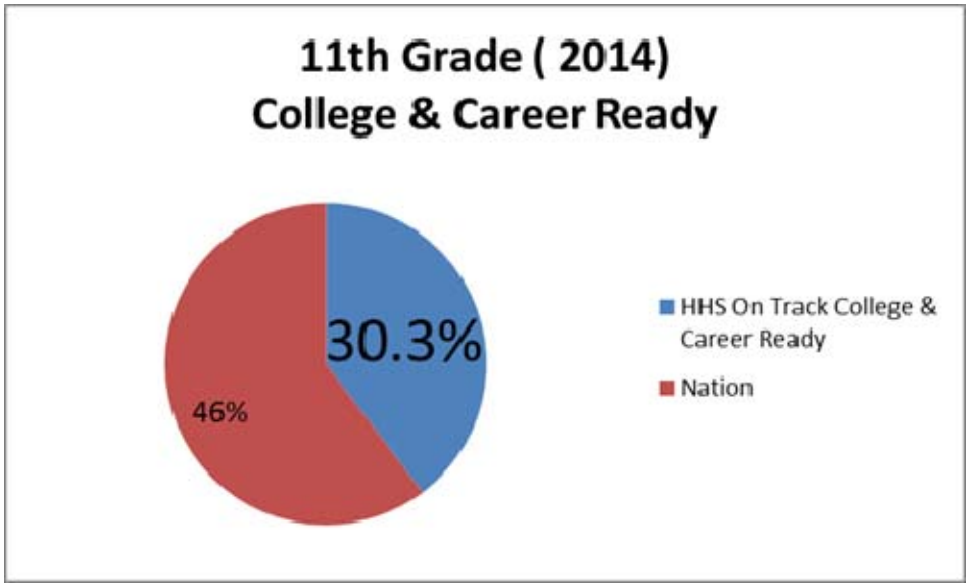
PSAT SCORE DISTRIBUTION - 10th grade (2014)			
Group	Critical Reading	Mathematics	Writing Skills
Hercules High School	39.1	39.2	38.4
State	40.4	41.5	39.6
Nation	41.9	42.8	40.6

The table below shows test results for the 9th grade class in 2014 (Class of 2017). In the area of Critical Reading, Hercules High School is 2.9 below the national and 2.1 below the state mean scores. In Mathematics, Hercules High School is 4 below the national and 3.5 below the state. In Writing Skills, Hercules High School is 3.2 below the national average and 3.0 below the state average.

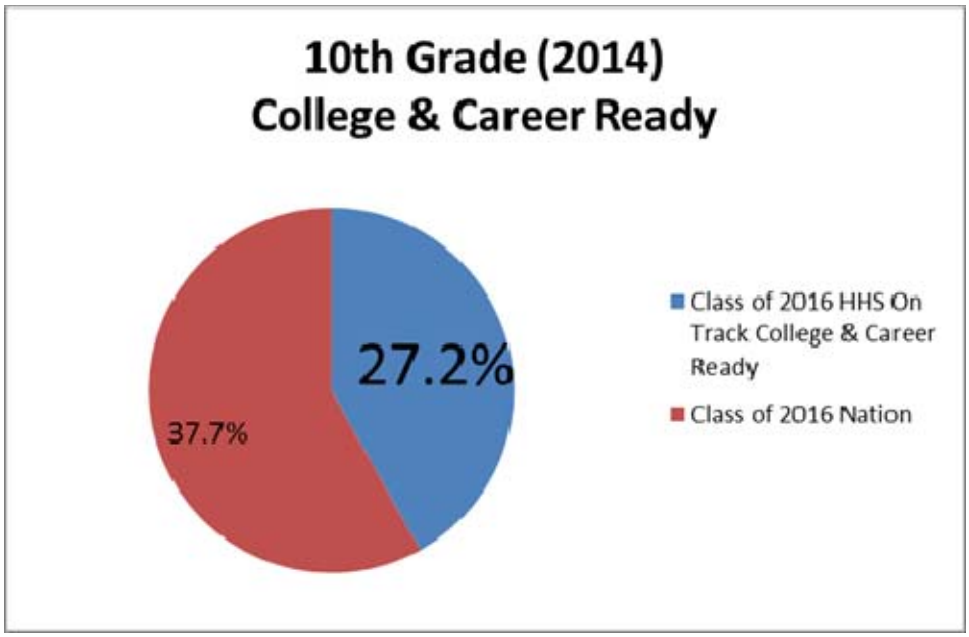
PSAT SCORE DISTRIBUTION - 9th grade (2014)			
Group	Critical Reading	Mathematics	Writing Skills
Hercules High School	37.4	37.2	36.1
State	39.5	40.7	39.1
Nation	40.3	41.2	39.3

PSAT Composite Score - College & Career Readiness Benchmarks

The PSAT college and career readiness benchmark represent the scores that a student should meet or exceed to be considered on track to be college and career ready. PSAT determines college readiness by the number of students that have met the PSAT composite score. According to the composite score the class of 2015 (11th grade –2014) composite score, 30.3% of Hercules High School is on track to be College and Career Ready.



According to the composite score the class of 2016 (10th grade – 2014) composite score, 27.2% of Hercules High School is on track to be College and Career Ready.



Scholastic Aptitude Test (SAT) Results

SAT scores are reported on a scale from 200-800, with additional sub-scores reported for the essay (ranging from 2-12) and for multiple-choice writing questions (on a 20-80 scale). SAT scores compare individual performance with the performance of other students who took the test that same year. The SAT is not designed as an indicator of student achievement, but rather as an aid for predicting how well students will do in college. Counselors can use these reports to guide students as they make decisions about taking high school courses, applying to college, and choosing a major. Colleges and universities can use these reports to make admissions and placement decisions. For example, if you scored close to the mean or average — about 500 on SAT critical reading and 500 on SAT mathematics — admissions staff would know that you scored as well as about half of the students who took the test nationally

Scholastic Aptitude Test (SAT) Results – 2013-14

SAT average scores are calculated based on the most recent SAT scores of all students in that particular graduating class. Average scores are calculated annually based on the most recent SAT scores of all students of a particular graduating class.

SAT Overall Average 2013-14	Critical Reading Average	Math Average	Writing Average
Hercules High (2012-13)	465	478	471
Hercules High (2013-14)	435	442	452
State (2013-14)	498	510	496
National (2013-14)	497	513	487

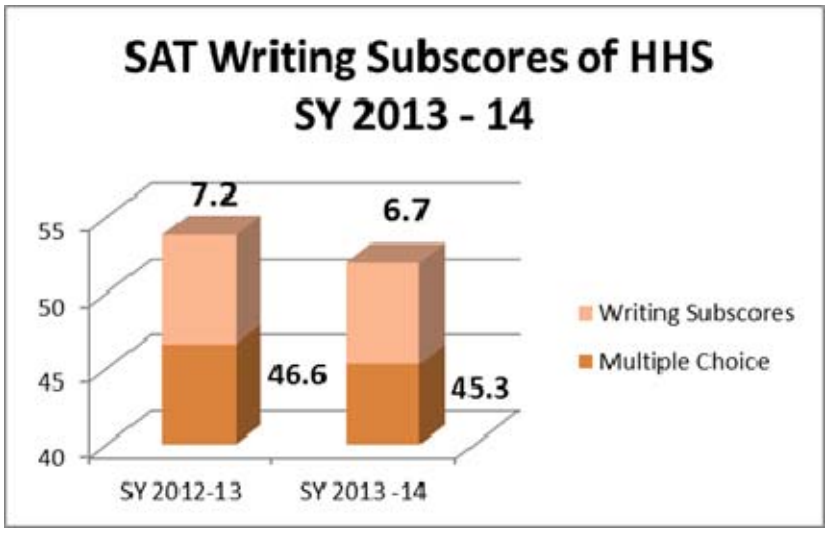
SAT Reasoning Test – 3 Year Trend
In the last three years the average scores in

SAT Average 3 Year Trend	2011-12	2012-13	2013-14	3 Year Trend
Critical Reading Average	486	465	435	462
Math Average	503	478	442	474
Writing Average	487	471	452	470

SAT Reasoning Test: 7-Year Score Reports

School Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Critical Reading Average	488	479	490	473	486	465	435
Math Average	500	484	497	478	503	478	442
Writing Average	491	481	498	476	487	471	452

SAT Writing Section Sub-scores
The raw scores for the multiple-choice writing section are converted to scaled scores that are reported on a 20-80 scale. Every SAT contains a 25-minute essay. The essay sub-score is reported on a 2-12 scale. Each essay is independently scored from 1 to 6 by two readers. These readers' scores are combined to produce the 2-12 scale. The multiple-choice writing section counts for approximately 70 percent, and the essay counts for approximately 30 percent of your total raw score, which is used to calculate your 200-800 score.



The chart above graphs the writing sub-scores for past two school years. The writing sub-scores for 2013 averaged 7.2 out of 12 and the writing sub scores for 2013-14 averaged 6.7 out of 12.

The multiple choice portion of the writing section in 2013 scores at 46.6 out of 80 and the 2014 results scored 45.3 out of 80.

Number of Graduates Meeting UC/CSU Requirements

The University of California (UC) and California State University (CSU) require entering freshmen to complete certain courses in high school. The UC/CSU systems require that students pass all "A-G Courses" with a grade of "C" or higher. These courses are called the "A-G" because of the letter each subject area is assigned: "A" is for History/Social Science, "B" is for English, and so on. To receive "A-G" credit, a high school course must be certified through the UC course approval process. At the current time West Contra Costa allows grades of D or higher in required courses to count towards graduation.

2014 A-G Completion Rates –

The A-G pass rate for 2013-14 school year is 43.6% of our graduating seniors in 2014 successfully completed all A-G courses with a "C" or better.

A-G Completion Rates – 3 year trend

The following is a table that identifies subgroups and gender specific data in terms of percentages that successfully complete "A-G courses" with a "C" or better. In 2011, 42.7% of the total graduating class successfully completed all A-G requirements.

Academic Year	Number of graduates	% Passed Course Requirements
2011	220	42.70%
2012	210	38.10%
2013	225	46.20%
Average	218.33	42.3%

In 2013, 46.2% of the total graduating class of 2013 successfully completed all A-G requirements needed to successfully transition into a UC/CSU academic institution.

Schoolwide Subgroup	12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance					
	2011		2012		2013	
	# of Grads	UC/CSU Completed Courses	# of Grads	UC/CSU Completed Courses	# of Grads	UC/CSU Completed Courses
Asian	28	53.6%	43	51.2%	45	64.4%
Filipino	22	40.9%	48	45.8%	57	54.4%
Hispanic	27	29.6%	44	31.8%	44	59.1%
African American	29	34.5%	50	26.0%	56	37.5%
White	12	33.3%	22	40.9%	18	44.4%
Total	220	42.7%	210	38.1%	225	46.2%

The following table identifies students in the County, District and State that complete "A-G courses" with a "C" or better.

Schoolwide Subgroup	12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance					
	County - 2013		District - 2013		State - 2013	
	# of Grads	UC/CSU Completed Courses	# of Grads	UC/CSU Completed Courses	# of Grads	UC/CSU Completed Courses
Asian	242	57.4%	1276	71.4%	41,897	67.7%
Filipino	125	58.4%	517	54.0%	13,186	54.4%
Hispanic	778	35.5%	3,156	30.4%	199,033	29.1%
African American	359	27.6%	1122	22.9%	27,072	29.2%
White	199	45.7%	199	45.7%	125,499	47.1%
Total	1727	39.6%	11672	47.3%	422,177	39.0%

UC/CSU A-G GENDER BREAKDOWN	12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance					
	Asian		Filipino		Hispanic	
	Female	Male	Female	Male	Female	Male
2012-13	85.7%	54.8%	59.3%	50.0%	40.9%	18.2%
2011-12	46.7%	53.6%	48.0%	43.5%	30.0%	33.3%
2010-11	64.7%	36.4%	43.8%	33.3%	38.5%	21.4%
3 Year Avg	65.7%	48.3%	50.4%	42.3%	36.5%	24.3%

UC/CSU A-G GENDER BREAKDOWN	12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance					
	African American		White		TOTAL	
	Female	Male	Female	Male	Female	Male
2012-13	66.7%	15.6%	57.1%	36.4%	59.8%	35.9%
2011-12	32.0%	20.0%	66.7%	23.1%	40.2%	36.3%
2010-11	42.9%	12.5%	33.3%	33.3%	46.4%	37.9%
3 Year Avg	47.2%	16.0%	52.4%	30.9%	48.8%	36.7%

Report Card Analysis – Core Academic Success Rate

Academic Success Rates

Academic success rates are calculated quarterly by department and specific courses. In order to comply with A-G requirements for successful college entry, students need to pass each course taken in high school with a C or better. In addition to the A-G requirement, students need to obtain a C or better as a pre-requisite to get into upper level high school courses. At the end of the 1st semester, 2014-15 four departments had a 90% success rate or better, three had between the range of 80-89%, and three had success rates in the 70 percent range. Academy of Hospitality and International Tourism was the sole department that had 100% of all students enrolled in their courses pass with a "C" or better. The data was arranged by all students (9-12) enrolled in departmental courses. Courses that were configured were those courses with a single grade enrollment. Courses that had a mixed grade are represented as department and may not necessarily show in the grade breakdown tables.

1st Semester, 2014 - Department Success Rates							
Department Name	A's	B's	C's	D's	F's	Success Rate	Total Students
AHIT	62.10%	25.00%	12.90%	0.00%	0.00%	100.00%	124
EL (1-4)	17.78%	31.11%	22.22%	22.22%	6.67%	71.11%	45
English	30.74%	35.41%	19.83%	8.31%	5.71%	85.98%	963
Math	30.02%	32.93%	24.33%	7.87%	4.72%	87.29%	826
PE (ALL)	82.38%	10.19%	3.97%	1.21%	2.25%	96.55%	579
Science	27.37%	26.98%	23.99%	12.45%	9.21%	78.34%	771
Social Science	26.28%	34.72%	21.37%	5.02%	0.85%	82.37%	936
SPED (NSH/RSP)	24.85%	20.00%	28.48%	16.36%	10.30%	73.33%	165
VAPA	74.25%	20.23%	4.60%	0.00%	0.92%	99.08%	435
WL (All Lang)	41.88%	30.93%	20.49%	4.77%	1.93%	93.30%	776

Core Academic Success Rates - 9th Grade

Six of the fifteen identified 9th grade courses scored above a 90% success rate. 9th grade students enrolled in Alg2/Trig, Art, Orchestra and French had a 100% success in achieving a grade of "C" or higher. 9th grade EL and SPED students received "C's" or better at a rate of 81% and 83% respectively. Sixty percent of 9th grade students received a "C" or better in English I. Biology and Algebra 1 had a success rate at 77% and 73% respectively.

1st Semester, 2014 - 9th Grade							
Course Name	A's	B's	C's	D's	F's	Success Rate	Total
Algebra I	11.70%	28.72%	32.98%	13.83%	12.77%	73.40%	94
Alg2/Trig	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	6
AP Hum Geog	41.67%	43.33%	11.67%	3.33%	0.00%	96.67%	60
ART	87.50%	12.50%	0.00%	0.00%	0.00%	100.00%	24
Biology	23.00%	25.50%	28.50%	10.00%	13.00%	77.00%	200
EL	25.00%	56.25%	0.00%	6.25%	12.50%	81.25%	16
Engl I Adv	60.87%	33.04%	5.22%	0.87%	0.00%	99.13%	115
English	6.10%	21.95%	32.93%	14.63%	24.39%	60.98%	82
Found Geog	44.29%	32.14%	19.29%	4.29%	0.00%	95.71%	140
French	67.50%	22.50%	10.00%	0.00%	0.00%	100.00%	40
Geometry	55.56%	30.00%	12.22%	0.00%	2.22%	97.78%	90
Ochrestra	88.10%	11.90%	0.00%	0.00%	0.00%	100.00%	42
Phys. Ed	86.85%	8.92%	0.94%	0.47%	2.82%	96.71%	213
Spanish 1	58.59%	18.18%	15.15%	5.05%	3.03%	91.92%	99
SPED	22.22%	25.93%	35.19%	7.41%	9.26%	83.33%	54

Core Academic Success Rates - 10th Grade

Nine of the fifteen identified 10th grade courses scored above a 90% success rate. Tenth grade students in Special Education had a 74% success rate while Algebra I had a 55% success rate. Sixty six percent of 10th grade students passed Biology with a "C" or better during the 1st semester. Sixty seven percent of students in English 2 earned a "C" or better at the end of the 1st semester, 2014.

1st Semester, 2014 - 10th Grade							
Course Name	A's	B's	C's	D's	F's	Success Rate	Total
Algebra I	1.64%	19.67%	34.43%	19.67%	24.59%	55.74%	61
AHIT	83.78%	10.81%	5.41%	0.00%	0.00%	100.00%	37
Alg2/Trig	31.43%	47.14%	15.71%	5.71%	0.00%	94.29%	70
Algebra II	32.35%	47.06%	14.71%	5.88%	0.00%	94.12%	34
AP World Hist	48.45%	37.11%	12.37%	2.06%	0.00%	97.94%	97
Biology	7.00%	19.00%	40.00%	17.00%	17.00%	66.00%	100
Chemistry	26.67%	28.67%	18.00%	20.00%	6.67%	73.33%	150
Eng II Adv	41.88%	33.33%	19.66%	5.13%	0.00%	94.87%	117
English 2	12.33%	21.23%	34.25%	15.75%	16.44%	67.81%	146
French	60.94%	25.00%	9.38%	4.69%	0.00%	95.31%	64
Geometry	15.85%	28.05%	43.90%	8.54%	3.66%	87.80%	82
Phys. Ed	76.47%	12.87%	6.25%	2.21%	2.21%	95.59%	272
Spanish (all)	28.22%	38.04%	24.54%	5.52%	3.68%	90.80%	163
SPED	22.00%	24.00%	28.00%	18.00%	8.00%	74.00%	50
World History	25.75%	36.53%	30.54%	4.79%	2.40%	92.81%	167

1st Semester, 2014 - 11th Grade							
Course Name	A's	B's	C's	D's	F's	Success Rate	Total
Alg2/Trig	0.00%	30.77%	38.46%	23.08%	7.69%	69.23%	13
Algebra II	19.61%	56.86%	21.57%	1.96%	0.00%	98.04%	51
AP Calculus AB	65.71%	31.43%	2.86%	0.00%	0.00%	100.00%	35
AP English Lang	28.57%	48.57%	20.00%	2.86%	0.00%	97.14%	35
AP US History	2.08%	67.71%	26.04%	3.13%	1.04%	95.83%	96
Chemistry	8.14%	18.60%	29.07%	25.58%	18.60%	55.81%	86
Culinary Arts (AHIT)	69.64%	17.86%	12.50%	0.00%	0.00%	100.00%	56
EL	0.00%	30.00%	40.00%	30.00%	0.00%	70.00%	10
English 3	40.65%	39.02%	9.76%	6.50%	4.07%	89.43%	123
English Honors	33.33%	50.00%	13.64%	1.52%	1.52%	96.97%	66
French (All)	71.21%	22.73%	6.06%	0.00%	0.00%	100.00%	66
Geometry	10.87%	23.91%	36.96%	21.74%	6.52%	71.74%	46
Physics Honors	45.76%	44.07%	8.47%	1.69%	0.00%	98.31%	59
Pre-Calculus Honors	70.59%	23.53%	3.92%	1.96%	0.00%	98.04%	51
Spanish (all)	34.62%	29.81%	25.00%	10.58%	0.00%	89.42%	104
SPED	28.13%	6.25%	25.00%	28.13%	12.50%	59.38%	32
US History	6.20%	51.16%	36.43%	6.20%	0.00%	93.80%	129

Core Academic Success Rates - 11th Grade

Ten of the seventeen identified 11th grade courses had a success rate at or above 90%. Special Education had a 59% success rate, Chemistry had a 55% success rate and 11th grade students in Alg2/Trig had a 69% success rate.

1st Semester, 2014 - 12th Grade							
Course Name	A's	B's	C's	D's	F's	Success Rate	Total
African American Lit	28.57%	48.98%	14.29%	6.12%	2.04%	91.84%	49
Alg2/Trig (all)	3.03%	51.52%	33.33%	9.09%	3.03%	87.88%	33
American Govt	22.89%	19.28%	32.53%	19.28%	6.02%	74.70%	83
AP Calcululs AB/BC	52.63%	36.84%	10.53%	0.00%	0.00%	100.00%	57
AP Chemistry	59.09%	22.73%	18.18%	0.00%	0.00%	100.00%	22
AP Eng Lit	46.88%	43.75%	6.25%	3.13%	0.00%	96.88%	32
AP Gov	28.00%	40.00%	28.00%	4.00%	0.00%	96.00%	75
CSU Exp Read	14.93%	34.33%	29.85%	16.42%	4.48%	79.10%	67
Economics	37.50%	27.08%	29.17%	4.17%	2.08%	93.75%	48
EL	28.57%	0.00%	42.86%	28.57%	0.00%	71.43%	7
English 4	28.97%	42.06%	19.63%	8.41%	0.93%	90.65%	107
Geometry	10.00%	20.00%	30.00%	30.00%	10.00%	60.00%	20
Int Cuisine	28.57%	50.00%	21.43%	0.00%	0.00%	100.00%	28
Psychology	43.24%	29.73%	24.32%	2.70%	0.00%	97.30%	37
Spanish (all)	19.35%	54.84%	19.35%	3.23%	3.23%	93.55%	31

Core Academic Success Rates - 12th Grade

Nine of the fifteen identified 12th grade courses had above a 90% success rate after the 1st semester, 2014. Of the twenty students in Geometry, 60% were receiving a "C" or better. 11th grade students enrolled in EL and American Government had a success rate of 71 and 74% respectively.

Student Achievement

Each quarter (9 weeks), Hercules High School acknowledges those students who have earned a 3.0 or above. In addition, Semester lists are configured to identify students who have maintained a 3.0 or above for the combined 1st two quarters of the school year (19 weeks). WCCUSD sets the academic criteria for two separate lists: honor roll and principal's list. Both lists signify above average student performance. The honor roll list is determined by students earning a 3.0-3.49 with no grades below a "C". The principal's list is determined by students earning a 3.5 or above with no grades below a "C". Out of 937 students, 547 students achieved a 3.0 or higher

for the 1st semester. Of the 164 students who were listed on the honor roll, 34 were 9th grade, 54 were 10th grade, 36 were 11th grade and 40 of the 164 were in 12th grade. The total number of students who had a 3.5 or above was 383. Of the 383 students who were listed on the principal's list, 89 were 9th grade students, 91 were 10th grade students, 110 were 11th grade students and 93 were 12th grade students.

Grade	Academic Recognition	Total # of Students	% of Grade
9	Honor Roll	34	15.45%
9	Principals List	89	36.82%
10	Honor Roll	54	20.73%
10	Principals List	91	32.00%
11	Honor Roll	36	19.83%
11	Principals List	110	44.83%
12	Honor Roll	40	18.18%
12	Principals List	93	42.58%
Total # of Academic Scholar		547	57.37%

Academic Recognition		Total # of Students	% of Student Body
Total Honor Roll		164	17.52%
Total Principal's List		383	40.92%
Honor Roll/Principal's List	9th grade	123	52.27%
	10th grade	145	52.73%
	11th grade	146	64.66%
	12th grade	133	60.77%
	HONORS LIST = 3.0 - 3.49		
	PRINCIPAL'S LIST = 3.5 - 4 plus		

Report Card Analysis – 2013-14

Students receiving a passing grade (A, B, or C) at the end of their first semester of 2013-14 school Year.

Core Academic Area - S1 2013, 9th Grade						
Core Academic Area	A's	B's	C's	D's	F's	Success Rate
Algebra (S1 '14)	8.62%	28.45%	18.10%	18.97%	25.86%	55.17%
AP Geography (S1 '14)	15.52%	44.83%	29.31%	8.62%	1.72%	89.66%
Biology (S1 '14)	12.64%	27.14%	26.02%	18.22%	15.99%	65.80%
English I (S1 '14)	12.23%	26.62%	30.22%	15.11%	15.83%	69.06%
English I Adv (S1 '14)	66.99%	23.30%	5.83%	1.94%	1.94%	96.12%
Found Cul Geo (S1 '14)	29.25%	19.34%	28.77%	12.26%	10.38%	77.36%
Geometry (S1 '14)	22.94%	50.46%	22.02%	3.67%	0.92%	95.41%
PE Core	72.92%	13.72%	7.58%	1.81%	3.25%	94.22%
World Language	53.48%	29.95%	8.56%	5.35%	2.67%	91.98%

Source: Powerschool - WCCUSD

9th Grade 2nd Semester 2014 - Final Grades									
Course Name	A's	B's	C's	D's	F's	Success Rate	Total	Grade	Total
Algebra 1 (S2'14)	6.85%	17.81%	29.45%	13.70%	29.45%	54.11%	146	9	97.26%
Algebra II (S2'14)	66.67%	11.11%	22.22%	0.00%	0.00%	100.00%	9	9	100.00%
English I (S2 '14)	23.18%	33.77%	20.53%	5.96%	16.56%	77.48%	151	9	100.00%
English 1 ADV (S2'14)	52.68%	38.39%	6.25%	2.68%	0.00%	97.32%	112	9	100.00%
Biology (S2 '14)	10.95%	19.71%	30.29%	17.88%	21.17%	60.95%	274	9	100.00%
Found Cul Geography	28.17%	24.41%	24.88%	12.68%	9.86%	77.46%	213	9	100.00%
French (S2 '14)	61.54%	26.92%	3.85%	7.69%	0.00%	92.31%	52	9	100.00%
Geometry	23.33%	35.00%	30.00%	9.17%	2.50%	88.33%	120	9	100.00%
PE Core Prgm	71.64%	16.73%	6.55%	1.09%	4.00%	94.91%	275	9	100.00%
Spanish I	29.55%	28.79%	22.73%	9.09%	9.85%	81.06%	132	9	100.00%

Source: Powerschool - WCCUSD

Core Academic Area - S1 2013, 10th Grade						
Core Academic Area	A's	B's	C's	D's	F's	Success Rate
Algebra (S1 '14)	3.51%	12.28%	28.07%	31.58%	24.56%	43.86%
Algebra II /Trig (S1 '14)	32.53%	44.58%	20.48%	1.20%	1.20%	97.59%
AP Biology (S1 '14)	62.50%	25.00%	6.25%	0.00%	6.25%	93.75%
AP World Hist (S1'14)	18.39%	52.87%	26.44%	2.30%	0.00%	97.70%
Biology (S1'14)	3.75%	15.00%	40.00%	30.00%	11.25%	85.00%

Chemistry	34.78%	31.16%	15.94%	9.42%	8.70%	81.88%
English II (S1 '14)	7.09%	31.91%	31.21%	17.73%	12.06%	70.21%
English II Adv (S1 '14)	41.24%	39.18%	14.43%	5.15%	0.00%	94.85%
Geometry (S1 '14)	16.22%	28.38%	32.43%	17.57%	5.41%	77.03%
PE Ind (S1'14)	57.55%	24.06%	13.68%	3.77%	0.94%	95.28%
World Language	41.55%	28.99%	20.77%	5.31%	3.38%	91.30%
World History (S1'14)	23.65%	31.08%	17.57%	8.78%	18.92%	72.30%

Source: Powerschool - WCCUSD

10th Grade 2nd Semester 2014 - Final Grades									
Course Name	A's	B's	C's	D's	F's	Success Rate	Total	Grade	Total
Algebra I (S2'14)	1.92%	7.69%	19.23%	30.77%	40.38%	28.85%	52	10	100.00%
Algebra II (S2'14)	16.67%	50.00%	27.78%	5.56%	0.00%	94.44%	18	10	100.00%
Alg. II Trig (S2'14)	53.03%	25.76%	15.15%	4.55%	1.52%	93.94%	66	10	100.00%
AP Biology (S2 '14)	53.33%	26.67%	20.00%	0.00%	0.00%	100.00%	15	10	100.00%
AP World History	52.33%	37.21%	10.47%	0.00%	0.00%	100.00%	86	10	100.00%
Biology (S1'14)	1.33%	12.00%	29.33%	22.67%	34.67%	42.67%	75	10	100.00%
English II (S1'14)	9.02%	23.31%	29.32%	18.80%	19.55%	61.65%	133	10	100.00%
English II ADV	56.57%	29.29%	11.11%	3.03%	0.00%	96.97%	99	10	100.00%
French 1 (S1'14)	35.00%	30.00%	20.00%	10.00%	5.00%	85.00%	20	10	100.00%
French 2 (S1'14)	75.56%	15.56%	6.67%	0.00%	2.22%	97.78%	45	10	100.00%
Geometry	7.14%	37.14%	28.57%	10.00%	17.14%	72.86%	70	10	100.00%
PE Core Prgm	70.00%	20.00%	0.00%	0.00%	10.00%	90.00%	20	10	100.00%
PE Ind Sprt	64.93%	18.01%	10.90%	3.32%	2.84%	93.84%	211	10	100.00%
Spanish I	11.36%	9.09%	15.91%	29.55%	34.09%	36.36%	44	10	100.00%
Spanish II	32.47%	27.27%	31.17%	6.49%	2.60%	90.91%	77	10	100.00%
Chemistry	37.50%	28.68%	17.65%	10.29%	5.88%	83.82%	136	10	100.00%
World History	39.86%	30.07%	14.69%	9.09%	6.29%	84.62%	143	10	100.00%

Source: Powerschool - WCCUSD

Core Academic Area - S1 2013, 11th Grade						
Core Academic Area	A's	B's	C's	D's	F's	Success Rate
African Amer Lit	7.14%	42.86%	42.86%	0.00%	7.14%	92.86%
Algebra (S1 '14)	0.00%	33.33%	11.11%	44.44%	11.11%	44.44%
Algebra II /Trig (S1 '14)	6.38%	34.04%	38.30%	17.02%	4.26%	78.72%
AP Eng Lang (S1 '14)	38.30%	36.17%	19.15%	4.26%	2.13%	93.62%
AP US Hist (S1'14)	15.58%	58.44%	20.78%	2.60%	2.60%	94.81%
Biology (S1'14)	0.00%	25.00%	0.00%	0.00%	75.00%	25.00%
Chemistry	9.57%	22.34%	29.79%	27.66%	10.64%	61.70%
English 3 (S1 '14)	15.15%	28.28%	38.38%	12.12%	6.06%	81.82%
English 3 H (S1 '14)	11.48%	44.26%	29.51%	11.48%	3.28%	85.25%
Geometry (S1 '14)	9.62%	15.38%	28.85%	36.54%	9.62%	53.85%
Physics (S1'14)	47.89%	38.03%	12.68%	1.41%	0.00%	98.59%

Pre Calculus	21.74%	49.28%	23.19%	5.80%	3.38%	94.20%
US Hist (S1'14)	8.96%	22.39%	36.57%	16.42%	15.67%	67.91%
World Languages	34.35%	25.95%	27.48%	9.16%	3.05%	87.79%

Source: Powerschool - WCCUSD

11th Grade 2nd Semester 2014 - Final Grades									
Course Name	A's	B's	C's	D's	F's	uccess Rat	Total	Grade	Total
Algebra II (S2'14)	9.38%	37.50%	28.13%	9.38%	15.63%	75.00%	32	11	100.00%
Algebra II Trig (S2'14)	6.67%	20.00%	40.00%	26.67%	6.67%	66.67%	15	11	100.00%
American Lit A (S2'14)	7.14%	35.71%	28.57%	14.29%	14.29%	71.43%	14	11	100.00%
AP English Lang (S2'14)	34.04%	51.06%	14.89%	0.00%	0.00%	100.00%	47	11	100.00%
AP US History (S2'14)	16.00%	40.00%	28.00%	14.67%	1.33%	84.00%	75	11	100.00%
Biology (S2'14)	0.00%	0.00%	12.50%	25.00%	62.50%	12.50%	8	11	100.00%
Chemistry (S2'14)	9.64%	19.28%	25.30%	32.53%	13.25%	54.22%	83	11	100.00%
English Honors (S2'14)	11.11%	33.33%	41.27%	11.11%	3.17%	85.71%	63	11	
English 3 (S2'14)	15.05%	21.51%	35.48%	18.28%	12.90%	72.04%	93	11	103.23%
Env Science (S2'14)	84.21%	10.53%	5.26%			100.00%	19	11	100.00%
Geometry (S2'14)	6.00%	8.00%	30.00%	26.00%	28.00%	44.00%	50	11	98.00%
Physics Hon (S2'14)	62.96%	24.07%	11.11%	1.85%	0.00%	98.15%	54	11	100.00%
Physics (S2'14)	26.32%	47.37%	26.32%			100.00%	19	11	100.00%
Pre -Calculus (S2'14)	27.94%	44.12%	20.59%	5.88%	1.47%	92.65%	68	11	100.00%
Spanish 1-4 (S2'14)	20.00%	27.78%	28.89%	15.56%	7.78%	76.67%	90	11	100.00%
US History	7.46%	19.40%	42.54%	17.16%	13.43%	69.40%	134	11	100.00%

Source: Powerschool - WCCUSD

Core Academic Area - S1 2013, 12th Grade						
Core Academic Area	A's	B's	C's	D's	F's	Success Rate
African Amer Lit	12.20%	34.15%	34.15%	14.63%	4.88%	80.49%
Algebra II /Trig (S1 '14)	14.71%	23.53%	44.12%	17.65%	0.00%	82.35%
Amer Govt (S1 '14)	32.43%	21.62%	18.02%	10.81%	17.12%	82.88%
AP Calculus (S1'14)	59.57%	34.04%	6.38%	0.00%	0.00%	100.00%
AP Eng Lit (S1'14)	17.39%	54.35%	21.74%	6.52%	0.00%	93.48%
AP Government (S1'14)	32.18%	29.89%	26.44%	10.34%	1.15%	88.51%
AP Statistics (S1 '14)	25.81%	54.84%	19.35%	0.00%	0.00%	100.00%
Chemistry (S1 '14)	3.85%	7.69%	38.46%	30.77%	19.23%	50.00%
CSU Expo (S1 '14)	12.33%	39.73%	21.92%	16.44%	9.59%	73.97%
Economics (S1'14)	65.85%	17.07%	14.63%	0.00%	2.44%	97.56%
English 4 (S1'14)	32.74%	34.51%	22.12%	7.96%	2.65%	89.38%
Env Science (S1'14)	42.86%	35.71%	17.14%	4.29%	0.00%	100.00%
World Languages	34.04%	31.91%	27.66%	4.26%	2.13%	100.00%
Geometry (S1'14)	14.81%	14.81%	40.74%	22.22%	7.41%	70.37%

Source: Powerschool - WCCUSD

Physical Fitness Test (PFT) –
Students in 9th grade are required to take the PFT, whether or not they are enrolled in a physical education class. The Physical Fitness Test is composed of six fitness areas, with a number of test options provided for most areas:

California Physical Fitness Test Results			
9th Grade	Four of Six Standards	Five of Six Standards	Six of Six Standards
2013-14	19.0%	30.8%	30.4%
2012-13	18.7%	20.2%	35.3%
2011-12	22.2%	21.4%	38.5%
2010-11	14.4%	30.2%	39.3%

Students must pass five of the six strands tested for successful completion of this exam. If a student does not pass the exam he/she will continue to be tested on a yearly basis. The fitness tests consists of six strands in the following areas: Aerobic Capacity, Abdominal Strength and Endurance, Upper Body Strength and Endurance, Composition, Extensor Strength and Flexibility, Flexibility

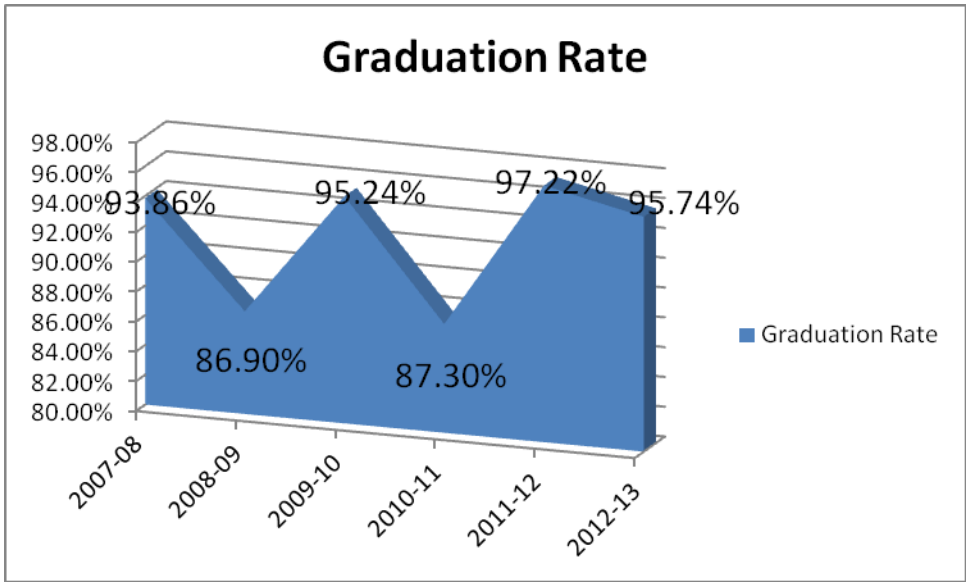
Graduation Rate & Drop Out Rate
Graduation rate in the State of California is calculated using the number of students who earned a high school diploma or passed the California High School Proficiency Exam (CHSPE). The state counts the initial 9th grade enrollment of the current graduating class, plus students who transfer in, minus students who transfer out or who are no longer tracked or documented.

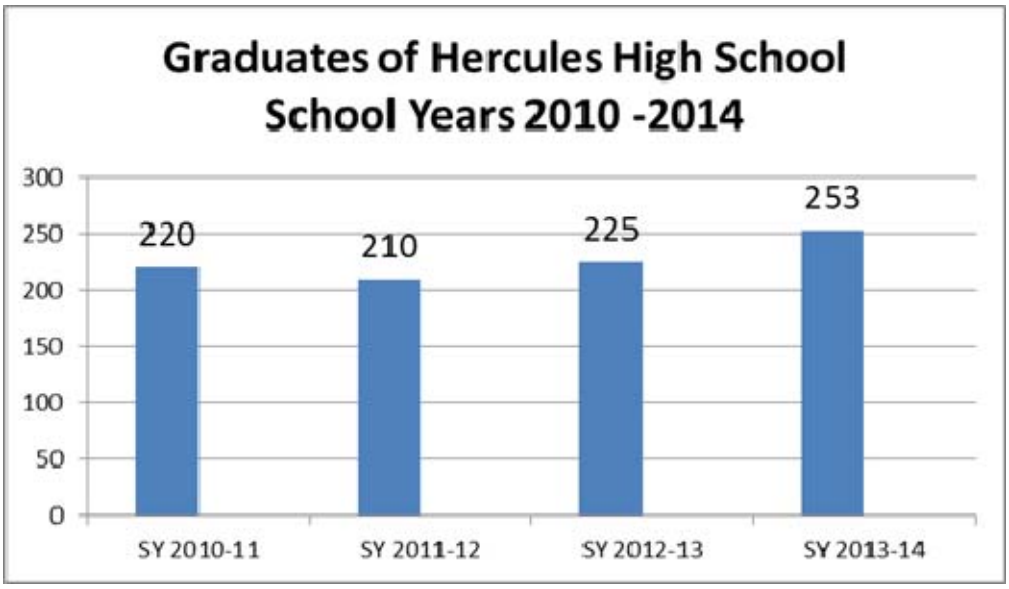
The Dropout Rate in the State of California is the number of students who withdraw from public education prior to successfully completion all requirements needed to graduate high school or successfully passing the CHSPE.

Over the past three school years, there has been a decline in the percentage of Hercules High School students who are dropping out and an increase of those graduating. In the past three years (2011-2013) there has been 5.89% increase in the graduation rate. Within the same time frame there has been a 4.7% decrease in the number of students dropping out.

Indicator	Hercules High School			WCCUSD			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	7.3	4.1	2.6	18.1	18.2	13.3	14.7	13.1	11.4
Graduation Rate	89.84	94.12	95.73	76.99	75.72	79.88	77.14	78.87	80.44

The chart below shows an up and down graph from 2007 to 2013 with the highest percentage at 95.24% and the lowest graduation rate at 86.90%.





Graduates by Ethnicity and Gender

The three year graduation rates among the ethnic sub groups have varied from 82.7% to 97.21% The lowest subgroup was our students with disabilities with a three year average of 82.7%. The highest subgroup three year average was the Filipino population with a three year graduation rate at 96.3%.

Sgub Group Graduation Rates	Asian	Filipino	Latino	Afr. American	White	Socio Economic	English Learners	Students with Disabilities
Class of 2013	97.83	96.61	91.67	96.55	85.71	86.36	84	96.7
Class of 2012	95.6	97.9	95.6	92.6	91.7	91.7	95.7	78.3
Class of 2011	98.2	94.4	77.1	83.6	96.6	90	85.2	73.3
Three Year Average	**97.21**	**96.30**	**88.12**	**90.92**	**91.34**	**89.35**	**88.30**	**82.77**

Sub Group Graduates 2013	Graduating Class of 2013		
	School	District	State
All Students	95.74	80.48	84.56
Black or African American	96.55	73.72	75.9
Asian	97.83	92.72	92.94
Filipino	96.61	91.24	92.2
Hispanic or Latino	91.67	77.11	80.83
White	85.71	88.44	90.15
Socioeconomially Disadvantaged	86.36	62.26	60.31
English Learners	84	61.71	53.68
Students with Disabilities	96.7	77.61	82.58

Cohort Outcome Summary Report by Race/Ethnicity						
School Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Hispanic or Latino of Any Race	36	37	33	27	44	44
American Indian or Alaska Native, Not Hispani	1	0	0	0	1	1
Asian, Not Hispanic	68	64	68	28	43	46
Pacific Islander, Not Hispanic	4	2	2	0	2	2
Filipino, Not Hispanic	70	68	66	22	48	67
African American, Not Hispanic	66	60	64	29	60	66
White, not Hispanic	29	26	18	12	22	18
Multiple Responses	7	0				
Not Reported		18		102		2
Total Students Graduated	260	262	220	220	210	226
Graduation Rate	93.86%	86.90%	95.24%	87.30%	97.22%	95.74%
Total 12th Grade Students	277	260	231	252	216	236

Post-Secondary Education and Plans

At the end of each year, our academic counselors provide each senior with a survey to poll their post-secondary plans. The results of the Senior Student Survey revealed that nearly 32% of students wanted to attend a four-year university. An additional 49% saw themselves attending Community College. Nearly 10% of our seniors was unsure of what they wanted to do after high school. The remaining 3% believed they were headed directly to work, or the military.

2014 HHS Graduates – Where Did They Go?

UCs	Community Colleges	CSUs	Out of State Colleges
Berkeley – 7	Berkeley City – 3		Dominican University – 1
UCLA – 2	Butte CC - 1	Bakersfield - 1	Harvard - 1
Davis – 7	Contra Costa - 47	East Bay – 6	Holy Names University – 1
Irvine – 1	Diablo Valley - 48	San Francisco – 10	Langston University - 1
San Diego – 4	Laney - 5	San Jose – 3	Lewis & Clark – 1
Santa Barbara – 1	San Francisco - 1	Cal Poly San Luis Obispo – 1	Linfield College - 1
Santa Cruz – 3	Skyline – 1	Cal Poly Pomona - 2	Los Medanos College 1
Total for UCs = 25	Sacramento City - 1	Fresno – 1	Loyola University – 1
	Santa Monica – 3	Fullerton – 1	Santa Clara U - 1
	Sierra City – 1	Long Beach – 2	St. Mary's College – 3
	Solano - 3	Monterey Bay - 2	University of Hawaii - 1
	Miscellaneous -	Total CSUs = 29	University of Oregon – 1
	Total = 113		Total for Private Colleges = 14

Military	Tech/Trade Schools	No Response - 28	Work
Air Force - 2	Academy of Art - 1		Total = 8
Army - 3	Parsons - 1		
Marine Corps - 2	Rhode Island School of Design – 1		
Navy -3	Expression College – 1		
Total for Military= 8	La Verne – 1		
	Le Cordon Blue – 1		
	Total for Tech/Trade Schools = 6		

2014 Exit Survey -	
2 year Post Secondary	49%
4 year Post Secondary	32%
Military	3%
Work	3%
No Response	10%
Total Participating	255

Parent and Community Involvement

Hercules High School has established a group of parents in seeking a process to assist the school in broadening a parent involvement program that offers a variety of special interest committees. Our mission is to build a parent network that serves to create a welcoming environment where all families can identify their partnership path, establish comprehensive family partnership program that optimize communication, develop parent leadership and establish partnerships with community stakeholders. Our objective is to strengthen the partnership between the school and community through enhanced opportunities for parents to be involved.

Parent Volunteer Program/Opportunities:

Hercules 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, and School Safety/Climate Committee. Currently we are in the process of organizing a Parent Teacher Organization (PTO).

Additionally, the School Site Council (SSC) allows parents faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements.

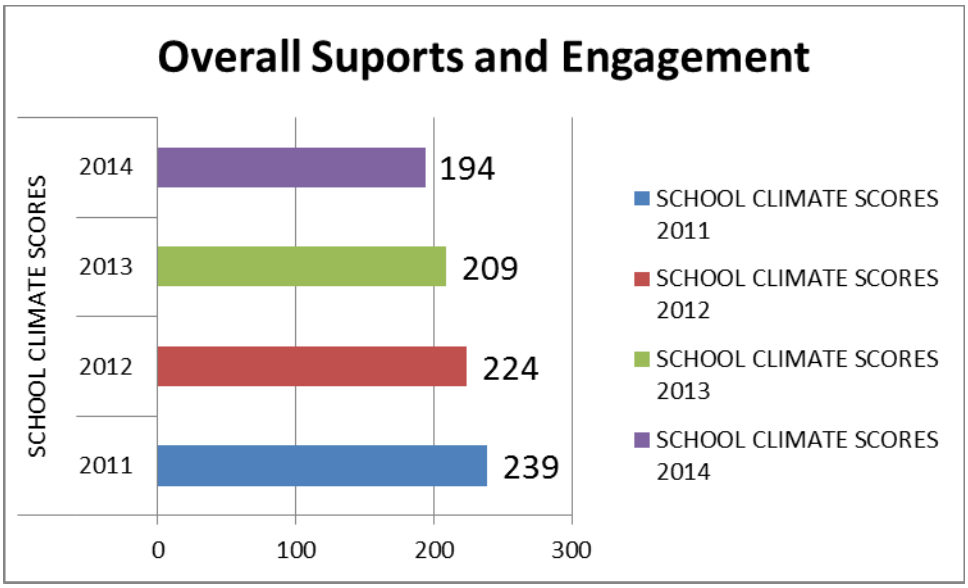
Perceptive Data

California Healthy Kids Survey (CHKS)

The California Health Kids Survey (CHKS) is an anonymous, confidential survey of youth resiliency, protective factors and risk behaviors. WestEd, a federally funded educational research organization administers CHKS for the California Department of Education. The CHKS is part of a comprehensive data-driven decision making process on improving school climate and student learning environment for overall school improvements. At the heart of the CHKS is a research-

based core module that provides valid indicators to promote student engagement and achievement, safety, positive development, health and overall well-being. The CHKS is the nation's largest most comprehensive youth risk behavior and resilience data collection services. The survey is intended to be a tool that enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school connectedness, protective factors and school violence. The survey is administered to 9th and 11th grade students. As defined by a WestEd study, a positive school climate includes caring relationships between teachers and students, physical and emotional safety, and academic and emotional supports that help students succeed. The goal of a positive school climate is "a sense of belonging, competence and autonomy" for both students and staff.

In 2010, the Department of Education, Office of Safe and Drug-Free Schools established a Safe and Supportive Schools (S3) grant to support statewide measurement of conditions for learning (known as school climate) as well as target programmatic interventions to improve those conditions. The intent of the S3 grant is to address school safety, bullying, substance abuse, positive relationships, student engagement, and other learning support. The CHKS results and truancy data were used to calculate a school climate index (SCI). The SCI is a global measure of conditions for learning based on CHKS responses and truancy incidence data. SCI scores range from 100 to 500, with higher scores representing more positive school climate.
Over the last 4 years students have revealed that the level of support and engagement has decreased which is measured by a 45 percent decrease (from 239 to 194) in SCI score since 2011. SCI scores can range from 100 to 500, with higher scores representing positive change. The data utilized to measure this domain was through the collection of student responses in the CHKS.


Overall Suports and Engagement
SCHOOL CLIMATE SCORES
2014
2013
2012
2011
194
209
224
239
0
100
200
300
SCHOOL CLIMATE SCORES 2011
SCHOOL CLIMATE SCORES 2012
SCHOOL CLIMATE SCORES 2013
SCHOOL CLIMATE SCORES 2014