

City Heights Educational Pilot

Indicator 1: Student Achievement

SAT-9 ACHIEVEMENT TEST DATA Percent of Students Scoring at or Above 50 th Percentile Parks Elementary, Clark Middle, and Hoover Senior High Schools 1999-2002						
Year		Ethnicity	3 rd Grade	5 th Grade	8 th Grade	11 th Grade
2002	Reading	Asian	48	33	43	14
		Filipino	n/a	n/a	n/a	n/a
		Hispanic	26	21	26	17
		African American	35	n/a	31	17
		White	n/a	n/a	n/a	35
		Total	30	23	30	18
	Math	Asian	72	67	61	49
		Filipino	n/a	n/a	n/a	n/a
		Hispanic	48	32	34	26
		African American	59	n/a	18	15
		White	n/a	n/a	n/a	36
		Total	51	37	38	29
2001	Reading	Asian	37	32	33	6
		Filipino	n/a	n/a	n/a	n/a
		Hispanic	22	22	16	10
		African American	40	n/a	34	12
		White	n/a	n/a	n/a	25
		Total	26	26	22	10
	Math	Asian	61	64	44	39
		Filipino	n/a	n/a	n/a	n/a
		Hispanic	39	32	16	12
		African American	50	n/a	21	14
		White	n/a	n/a	n/a	26
		Total	43	38	22	20
2000	Reading	Asian	35	21	24	6
		Filipino	n/a	n/a	n/a	n/a
		Hispanic	16	12	21	12
		African American	9	n/a	27	10
		White	n/a	n/a	40	44
		Total	19	13	23	12
	Math	Asian	52	48	43	42
		Filipino	n/a	n/a	n/a	n/a
		Hispanic	30	25	16	25
		African American	25	10	19	24
		White	n/a	n/a	33	39
		Total	33	29	22	30
1999	Reading	Asian	40	36	33	4
		Filipino	n/a	n/a	n/a	n/a
		Hispanic	11	10	14	12
		African American	42	15	26	9
		White	n/a	n/a	36	39
		Total	18	15	22	10
	Math	Asian	48	41	42	44
		Filipino	n/a	n/a	n/a	n/a
		Hispanic	19	16	14	13
		African American	47	7	13	13
		White	n/a	n/a	27	61
		Total	26	20	22	25

* Achievement test scores in 3rd grade show consistent improvement in both reading and math. Also, the achievement gap in reading scores among Asian, Hispanic, and African American students appears to be narrowing with the greatest consistent gains being made by Hispanic students. In math, Asian, Hispanic, and African American students all made significant gains with the exception of African American students in 2000. The greatest overall gain was shown by the Hispanic students with an increase of 29 percentage points

over four years. Asian students showed a 24 point increase, and African American students showed a 12 point increase.

* In 5th grade, reading scores of Hispanic students showed a slight increase. Although Hispanic students in fifth grade experienced a significant increase in math scores, the scores of Asian students rose dramatically, further broadening the achievement gap between Asian and Hispanic students. There were not enough African American students taking the SAT-9 over the four years to make comparisons.

* While an increase is evident when comparing the 8th grade reading scores in 1999 to the scores of 2002, the progress toward the higher scores has not been consistent. Hispanic students made the greatest overall gain, but the achievement gap persists relatively unchanged. The 8th grade math scores show a slightly more consistent trend toward increased scores. Asian and Hispanic students improved at approximately the same rate.

* While 11th grade reading scores overall have shown a positive trend across the four years. Asian and African American students have shown steady increases in reading scores, with African American students slightly outperforming Asian students.

* In comparison to the State average, students have performed below the State average in both reading and math in grades 3rd, 5th, 8th, and 11th.

Indicator 2: Preparedness for College

Number of 12th Grade Graduates Completing all Courses Required for UC/CSU Entrance Hoover Senior High School 1997-2001												
Year	Asian		Filipino		Hispanic		African American		White		Total	
	# of Grads	Grads w/ UC/CSU Required Courses	# of Grads	Grads w/ UC/CSU Required Courses	# of Grads	Grads w/ UC/CSU Required Courses	# of Grads	Grads w/ UC/CSU Required Courses	# of Grads	Grads w/ UC/CSU Required Courses	# of Grads	Grads w/ UC/CSU Required Courses
2000-2001	73	41 56.2%	4	2 50%	126	30 23.8%	65	19 29.2%	16	3 18.8%	286	96 33.6%
1999-2000	92	47 51.1%	2	1 50%	108	26 24.1%	63	11 17.5%	18	8 44.4%	287	94 32.8%
1998-1999	75	38 50.7%	2	1 50%	131	28 21.4%	65	13 20.0%	8	1 12.5%	282	82 29.1%
1997-1998	68	31 45.6%	1	0 0%	146	19 13.0%	66	10 15.2%	23	5 21.7%	306	65 21.2%

- There has been a significant improvement in the percentages of graduates completing courses required for UC/CSU entrance.
- Hoover Senior High School had lower percentages of students completing courses required for UC/CSU entrance than the State averages for the 1997-2000 academic years. The State average for the year 1997-1998 was 36.6%, for the year 1998-1999 was 35.6%, for the year 1999-2000 was 34.8%, and for the year 2000-2001 was 34.6%. Nevertheless, the students at Hoover Senior High School have gained ground on this indicator.

Indicator 3: Attending UC/CSU/Community Colleges

College-Going Counts For Hoover Senior High School 1999 – 2001							
Year		Asian	Filipino	Hispanic	African American	White	All
2001	HS Graduates	74	4	126	65	16	286
	UC	4 (5%)	0	3 (2%)	4 (6%)	1 (6%)	12 (4%)
	CSU	15 (1%)	1 (25%)	8 (6%)	8(18%)	1 (6%)	36 (13%)
	CA Comm Colleges	39 (53%)	0	37 (29%)	13 (20%)	3 (19%)	107 (37%)
	Total College-Going	58 (78%)	1 (25%)	48 (38%)	25 (38%)	5 (31%)	155 (54%)
2000	HS Graduates	95	2	108	63	18	287
	UC	3 (3%)	0	3 (3%)	1 (2%)	3 (17%)	11 (4%)
	CSU	14 (1%)	0	5 (5%)	3 (5%)	0	25 (9%)
	CA Comm Colleges	45 (47%)	0	23 (21%)	17 (27%)	5 (28%)	102 (36%)
	Total College-Going	62 (65%)	0	31 (29%)	21 (33%)	8 (44%)	138 (48%)
1999	HS Graduates	75	2	131	65	8	282
	UC	7 (9%)	0	6 (5%)	1 (2%)	0	14 (5%)
	CSU	16 (21%)	0	13 (10%)	2 (3%)	0	33 (12%)
	CA Comm Colleges	26 (35%)	0	33 (25%)	24 (37%)	2 (25%)	96 (34%)
	Total College-Going	49 (65%)	0	52 (40%)	27 (42%)	2 (25%)	143 (50%)
1998	HS Graduates	69	1	146	66	23	306
	UC	5 (7%)	0	1 (1%)	2 (3%)	0	9 (3%)
	CSU	16 (23%)	0	13 (9%)	8 (12%)	3 (13%)	47 (15%)
	CA Comm Colleges	29 (42%)	0	36 (25%)	21 (32%)	5 (22%)	99 (32%)
	Total College-Going	50 (72%)	0	50 (34%)	41 (47%)	8 (22%)	155 (51%)

- No significant improvements have been made in the percentages of graduates attending UC/CSU/California Community Colleges (54% in 2001, 48% in 2000, 50% in 1999, 51% in 1998).
- Over 50% of high school graduates attended UC/CSU/California Community Colleges.
- Although 33.6% of high school graduates completed courses required for UC/CSU entrance in 2001, only one half of these students attended UC/CSU.