



# HERBERT HOOVER HIGH SCHOOL

651 Glenwood Road, Glendale, California 91202-1552 • (818) 242-6801/(818) 247-8825 Fax • Ninth through Twelfth Grade  
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## 2003-2004 School Accountability Report Card

### Principal's Message

At Hoover this year we will continue our emphasis on the implementation of Standards-based instruction with an emphasis on assessing its progress. By examining student work and analyzing data and assessment from multiple sources, i.e. standardized test results, teacher-made tests, Advanced Placement Tests, teachers will continue making adjustments to their instruction to improve student learning. We will also emphasize the student connectedness by continuing our work with our many intervention programs and models to help our students experience and feel a connection to any adult or program at Hoover High School.

Our schoolwide goals are aligned and connected to the WASC Focus on Learning criteria and the Glendale Unified School District's Blue Print for the high-performing high schools.

Staff Development will focus on Explicit Directed Instruction, Literacy across the curriculum, with special emphasis on writing. We have also included "On Course" development training.

We encourage you as parents to get actively involved with the education of your students and we hope that you join our PTSA and get involved in leadership roles in different school activities. We ask that you communicate all your questions and concerns directly first to the teachers, counselors, and then to the administrative staff. Students are encouraged to do the same.

### Community & School Profile

The city of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only eight miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors agree that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its many local attractions are motivating factors for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit causes, and city developments.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. The district serves approximately 29,433 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

Hoover has celebrated its 75th anniversary in May of 2004. The school has developed an Alumni Association with the goal of reuniting former Tornado friends and classmates while strengthening the alumni bond with current students.

### Mission Statement

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

Student Enrollment by Ethnic Group	
2003-04	
	Percentage
African American	1.1
American Indian	0.1
Asian	10.3
Caucasian	60.0
Filipino	5.2
Hispanic	23.0
Pacific Islander	0.1
Other	0.2

## Discipline & Climate for Learning

Students at Hoover High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Hoover's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks.

	Suspensions & Expulsions					
	Hoover High			GUSD		
	2001	2002	2003	2001	2002	2003
Suspension (#)	664	1956	1625	3425	5489	4903
Suspension (%)	24.91%	72.31%	60.86%	11.59%	18.45%	16.66%
Expulsion (#)	7	7	11	40	46	65
Expulsion (%)	0.26%	0.26%	0.41%	0.14%	0.15%	0.22%

Building a positive self-image, as well as respect for others, is important to a student's success. The District supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such as abusing alcohol and dangerous drugs. The district participates in the Glendale Character and Ethics Project, a character education program that provides a strong link between the schools and the community. The project highlights one "guiding word" per month, including respect, honesty, self-discipline, citizenship, and responsibility. Glendale Character and Ethics teaches students to consider the consequences of their actions, encouraging them to choose behaviors that benefit themselves and others.

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: Armenian Club, FBLA, Key Club, Art Club, Filipino Club, Korean Club, ASB, French Club, Latin Club, AVID, Friends of the Library, Orchestra, Best Buddies, Gay/Straight Alliance, Pep Team, Ceramics Club, Greenery Spot, Sign Language Club, Cinema Club, Hoopster Club, Spanish Club, CSF, Interact Club, Spirit Club, Dance Company, International Club, Stage Crew, Drama Club, Jazz Ensemble, Tennis Club, Drill Team, and Debate Club.

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other high schools in the area. Hoover High School students have the opportunity to participate in over a dozen different sports.

Hoover High School feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Before and after school, tutoring is provided to assist students with homework.

## Academic Support

Hoover High School offers assistance and specialized instruction to students with special needs. The school uses research-based programs to provide targeted assistance to students falling below grade level. At-risk students may participate in remediation classes in lieu of electives, or Extended Day courses. Intervention programs give students the opportunity to enhance their understanding and mastery of core subject matter.

## School Enrollment & Attendance

Regular attendance at Hoover is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2003-2004 school year, the actual attendance rate for all grade levels for Hoover High School was 96.40%.

# Dropout & Graduation Rates

Intervention programs that promote attendance and reduce dropout rates include:

## Teacher Intervention

- Clear presentation of expectations
- Verbal warnings
- Notes and phone call home
- Administration referral

## School Administration Intervention

- Tardy Sweeps
- Counseling Office Domains
- Student conference
- School Psychologist
- Phone call home
- AVID
- Five-day letter
- Counseling
- Parent conference
- CAHSEE Preparation
- Ten-day letter
- Athletics/Team Sports
- Student Support Services referral
- Appeals
- Project PLUS (9th grade)
- Five-step discipline plan

## District Intervention

- Twenty-day letter
- Student interview
- Parent/home visit
- Weekly/monthly attendance monitoring

Graduation & Dropout Rates			
	01-02	02-03	03-04
Graduates (#)	484	510	
Graduation Rate (%)	97.8%	96.0%	93.1%
Dropouts (#)	19	38	0
Dropout Rate (%)	0.70%	1.40%	0.00%

## Class Size

Hoover High School maintained a schoolwide average class size of 29 students and a pupil-to-teacher ratio of 24:1 for the 2003-2004 school year. The pupil-to-teacher ratio varies by grade level and subject area.

Teaching Load Distribution												
	Classrooms containing:											
	Average Class Size			1-22 Students			22-32 Students			33+ Students		
	02	03	04	02	03	04	02	03	04	02	03	04
English	27	26	26	45	63	51	36	25	39	43	53	44
Math	28	26	26	30	43	42	16	16	22	39	38	32
Science	33	31	30	4	10	11	9	10	10	45	41	39
Social Science	31	29	30	3	15	10	31	9	12	29	47	47

## School Facilities

Hoover provides a safe, clean environment for students, staff, and volunteers. Original facilities opened in 1929 and were completely rebuilt in 1969. The campus includes 111 classrooms, playing fields, ball courts, a swimming pool, a courtyard, two gymnasiums, a cafe, a cafeteria, an auditorium, a library, and administrative offices. Facilities encompass more than 392,000 square feet of the 18.63-acre site. At the time this report was published in April 2005, 100% of the restrooms were in good, working order.

Measure K program funds made it possible to move and upgrade the textbook room, and modernization and expansion of all school facilities will be ongoing until the projected completion date of 2006.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1). This includes 1) Gas Leaks; 2) Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3) Electrical Power Failure; 4) Major sewer line stoppage; 5) Major pest or vermin infestation; 6) Broken windows or exterior doors/gates that will not lock or pose a security threat; 7) Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff; and 8) Structural damage creating a hazardous or uninhabitable condition. At the time of this publication, the school has not experienced any emergency facility needs.

### Cleaning Process and Schedule

Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service that emergency repairs are given the highest priority.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems.

## Instructional Time (includes Minimum days)

During the 2003-2004 school year, all instructional time requirements at Hoover High School exceeded state requirements. The California Education Code requires students in grades nine through twelve to receive a minimum of 64,800 minutes of instructional time. Hoover offered 65,541 minutes of instructional time. For the 2003-2004 school year, Hoover offered 180 days of instruction comprised of 157 regular days, 4 minimum days, and 19 modified days. Minimum and modified days allow for enhanced staff development and planning opportunities which are paramount in maintaining a high level of instruction and stimulating growth on all levels.

## Instructional Materials

All textbooks and instructional materials used within the Glendale Unified School District are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The district follows the State Board of Education's eight-year adoption cycle for core content materials. The district held a Public Hearing on January 11, 2005, and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English language learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments.

## Library & Computer Resources

The school's library is stocked with thousands of books that are available for students to check out. Due to the recent technological updates and increase in supply of electronic resources, the library is now officially called a 'Library Media Center'. The library receives six newspapers, including Armenian and Spanish subscriptions. The school's library contains a large collection of videos and audiotapes for classroom use that tie into curricular areas of study. Computers in the library are connected to the Internet so

students are able to access resources and information on-line. Computer skills and concepts are integrated throughout standard curriculum. Students receive computer-assisted instruction on a regular schedule in the school's two computer labs. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency.

Computer Resources			
	2001-02	2002-03	2003-04
Computers	553	448	483
Students per computer	4.9	6.0	5.5
Classrooms connected to Internet	110	110	111

Our library media center is the hub or our educational support and technology. The full-time credentialed Library Media Teacher and the full-time Library Assistant oversee a collection of over 24, 000 print and not print resources that support the school's curriculum and programs. Students use the library before school, during snack, lunch and after school. A master library plan was created in 1999 and is revised annually. From Funds from the California Public School Library Act, Assembly Bill 862, the library has replaced hundreds of outdated, worn out items. Staff and students use the library's books, videos, DVDs, audiocassettes, slides and electronic resources in their instruction. Students may borrow all media types but are not required to use videos in the library. There is also a professional development collection for faculty and staff.

The library has 22 desktops and 10 laptops that connect to the district's WAN and the Internet. From these, students can search for books, access programs such as MS office, Adobe PhotoShop, Choices, Career software, and MasterPlots. Current plans include to installing ELD/foreign language software onto the library's computers to enable students to have a language lab.

Since 1999, circulation has increased from 5339 to 12-29. The Library Media Teacher uses email and the Hoover Library News newsletter to inform staff and students of new resources, web sites and suggested readings. The Library Media Teacher provides and orientation of the library to all 9th graders and also teaches information literacy lessons that relate to specific classes' subject. The library is fully accessible to special needs students. During a typical week, 23 classes use the library.

## Curriculum Development

Throughout Glendale Unified School District, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. District and school representatives conduct a formal review of each school's program by looking at how well students perform on district benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

When districtwide curriculum changes are planned, committees form with district and school representatives to oversee planning and implementation. These steering committees establish the long-range plan and objectives and create a timeline for implementation. Each committee reviews curriculum content to verify that new programs are consistent with Board policy. Curriculum committees make certain that curriculum is well-articulated among grade levels, with content specialists identifying and correcting gaps to ensure continuity. The committees recommend textbooks for adoption and develop the districtwide curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. At grade level and faculty meetings, and meetings of the school's Leadership Team and School Site Council, members of the school community continually evaluate the school's success in meeting curricular objectives.

## Advanced Placement Classes

Hoover High School offers 23 advanced placement courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. The following table illustrates the number of AP courses offered at Hoover during the 2003-2004 school year, by subject.

Advanced Placement Classes		
	# Classes	Enrollment
Computer Science	1	33
English	4	123
Foreign Language	4	100
Mathematics	4	115
Science	4	110
Social Science	6	196

## Advanced Placement Exam

Advanced Placement Exam						
	Enrollment		Students Taking AP Exam	Number of Exams With a Score of		
	11th	12th		3	4	5
2001-02	651	632	305	155	84	38
2002-03	706	643	281	160	135	55
2003-04	681	685	259	162	106	68

## College Preparation

Hoover High School offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by the school and Glendale Community College. The AVID (Advancement Via Individual Determination) program offered at Hoover emphasizes college and university entrance preparation.

The three main components of AVID are academic instruction, tutorial support, and motivational activities. The purpose of AVID in edifying the 'whole student' is fulfilled by combining the six most important elements of education: students, curriculum, faculty, tutors, parents, and community. AVID eligibility is determined by grades, STAR scores, and student desire.

UC/CSU			
Total Graduates	Graduates with UC/CSU Required Courses	UC/CSU Course Enrollment *	Total Course Enrollments *
510	181	8380	15987
	35.5%	52.4%	

\* Duplicated Count (one student can be enrolled in several courses).

Students at Hoover High School are encouraged to take the required courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than 'C' per semester. The chart illustrates the proportion of UC/CSU required courses taken and successfully completed in relation to the number of course enrollment (sum of total enrollment in all classes). Total enrollment for the 2003-2004 school year was 2,670.

## Vocational Education

It is the goal of Hoover that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Career Counselors expose students to a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities. Hoover's website provides a variety of resources and information for parents, staff, students, and community members.

Hoover offers a variety of career-path related classes in the following career clusters:

- Manufacturing
- Business Professional/Office
- Sales

- Transportation
- Agriculture
- Personal Service
- Health Academy
- Social Science
- Science and Technical
- Construction
- Design, Communication, Art
- Education
- Repair and Mechanics
- Visual & Performing Arts

Hoover encourages juniors, seniors, and students who are age 16 or older to participate in the diverse opportunities provided by ROP (Regional Occupational Program) classes through the county of Los Angeles. Students are able to attain Career Preparation credits toward graduation through ROP participation. A list of ROP classes offered in Los Angeles County is available at the school, district, and county offices.

The Verdugo School-to-Career Advisory Committee is a consortium of business leaders and educators serving Glendale, La Canada, Burbank. Grants from this group fund work-related programs at local schools. The goal is to provide students with the skills employers are seeking in their workforce. Using surveys and evaluations, Glendale Unified School District monitors the success of the programs and reports to the Verdugo School-to-Career Advisory board of directors. Through this partnership, seniors at Hoover were able to work with Junior Achievement to teach economics to local elementary school students.

## Local Measures

Various measures of student achievement are used as an ongoing part of the quality instructional program at Hoover. These assessments measure student progress, as well as the effectiveness of the instructional program. These assessments, which include student performance on state standardized testing, performance on district administered Language Arts tests, and report card grades allow teachers to determine which students are meeting or exceeding the district’s grade level standards.

## SAT-1

Each year, students have the opportunity to participate in the PSAT and SAT testing. This instrument is designed to assess many of the skills that are important to a student’s success in college and their general educational development.

SAT I Test Results					
	Grade 12 Enrollment	%Seniors Tested	Average Verbal	Average Math	Average Total
<b>Hoover High</b>					
2001-02	632	47.8%	459	509	968
2002-03	643	41.2%	470	525	995
2003-04	685	36.4%	470	520	990
<b>Glendale Unified</b>					
2001-02	2,538	39.8%	493	547	1,040
2002-03	2,635	39.8%	497	546	1,043
2003-04	2,622	40.8%	494	548	1,042
<b>California</b>					
2001-02	365,907	37.3%	490	516	1,006
2002-03	385,181	36.7%	494	518	1,012
2003-04	395,194	35.2%	496	519	1,015

## CAT/6

The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math. CAT/6 scores are available at the end of this report.

## California Standards Test

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. In this report card, the percentage of students achieving Advanced and Proficient levels is reported. CST results are available at the end of this report.

## Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on CAT/6 and California Standards Tests results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. API results are available at the end of this report.

## Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires all students to perform at or above the proficient level on the State's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This means annually increasing the percentage of students achieving academic proficiency. AYP requires evaluating and reporting all students' academic progress, including students in subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement.

In California, AYP is determined by: California Standards Tests (CST) for grades 2-8, California High School Exit Exam (CAHSEE) for tenth grade students, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2002-03 school year, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English Language Arts and 16.0% for Mathematics on CST, a participation rate of 95% or greater on CST, and an API of 560 or one point of API growth. These standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. AYP results are available at the end of this report.

## Physical Fitness

In the spring of each year, Hoover High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

Percentage of Students in Healthy Fitness Zone	
Spring 2003-04 Test Results	
9th Grade	
<b>Hoover High</b>	
School Overall	18.4%
School (Boys)	22.6%
School (Girls)	14.3%
<b>Glendale Unified</b>	
GUSD Overall	28.6%
GUSD (Boys)	28.0%
GUSD (Girls)	29.2%
<b>California</b>	
State Overall	26.3%
State (Boys)	27.2%
State (Girls)	25.3%

## Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. For the 2003-04 school year, Herbert Hoover High School had 98 fully credentialed teachers.

Teacher Credential Status			
	02	03	04
Fully Credentialed	103	101	98
Emergency Credentials	13	11	5
Interns	0	2	5
Waivers	1	0	1
<b>Total Teachers</b>	<b>117</b>	<b>114</b>	<b>109</b>
Average Years Teaching	13.3	14.0	15.0
Average Years in District	11.5	12.0	12.9
Working Outside Subject	0	0	4
Vacant Teacher Positions	-	-	0
Misassignments of Teachers	-	-	0
<b>Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.</b>			

## Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal and assistant principal. These administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation criteria in the Glendale Unified School District Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction

- Creating and Maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

## Substitute Teachers

The District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a bachelor’s degree and have successfully passed the California Basic Educational Skills Test. Prior to a substitute’s first assignment in the district, he/she attends a three-hour training session on district policies and expectations. A pool of over 300 qualified substitutes is available to Glendale’s schools.

## Counseling & Support Staff

It is the goal of Hoover High School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. The principal coordinates counseling and support services.

The district offers a variety of programs, training, activities, and services to provide for students’ emotional, physical, and academic needs. In addition to counseling services provided by the district or through community-based organizations, the district participates in the state’s Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the district office and Toll Middle School, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Academic Counselor	2	2
Career Academic Counselor	1	1
Health Clerk	1	1
Nurse	1	0.2
Personal/Social Counselor	1	1
Psychologist	1	1
Special Education Teacher	9	6
Speech/Language Specialist	4	4
Substance Abuse Counselor	1	1

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five district high schools will be participating in the three-year program.

## School Leadership

Leadership at Hoover is a responsibility shared between district administration, the co-principals, the assistant principals, instructional staff, students, parents, and community members. The Hoover High School Leadership Council, consisting of school administrators, staff, parents, and students, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and categorical budgets relative to the goals of the school.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students’ needs and comply with district goals.

- PTSA (Parent Teacher Student Association)
- Alumni Association
- Armenian Parent Club
- Korean Parent Club
- Latino Student Initiative
- Hoover Leadership Council
- Latinos Unidos
- ELAC (English Language Advisory Committee)
- Hoover Family Club

- Instructional Cabinet
- Literacy Team

## Community Involvement

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- PTSA (Parent Teacher Student Association)
- Alumni Association
- Armenian Parent Club
- Korean Parent Club
- Hoover Leadership Council
- Latinos Unidos
- ELAC (English Language Advisory Committee)
- Hoover Family Club
- Instructional Cabinet
- Literacy Team

## Contact Information

Parents who wish to participate in Hoover High School's leadership teams, school committees, school activities, or become volunteers may contact Hasmik Danielian, Co-Principal, or Kevin Welsh, Co-Principal, at (818) 242-6801.

## Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary data available for comparison was for the 2002-03 school year. For comparison purposes, the State Department of Education has provided average salary data from unified school districts having greater than 20,000 average daily attendance throughout the state.

<b>Average Salary Information</b>		
<b>Teachers - Principal - Superintendent</b>		
<b>2002-03</b>		
	<b>GUSD</b>	<b>State Average</b>
Beginning Teachers	\$37,236	\$36,856
Mid-Range Teachers	\$57,164	\$58,263
Highest Teachers	\$73,765	\$72,665
Average Salary	\$54,935	\$55,740
Elementary Principals	\$93,336	\$100,189
Middle School Principals	\$99,311	\$100,189
High School Principals	\$103,733	\$100,189
Shared Principal / Superintendent	\$186,402	\$177,295
<b>Salaries as a Percentage of Total Budget</b>		
Teacher Salaries	44.56%	41.55%
Administrative Salaries	5.55%	5.12%

## Federal Awards & Interventions

As a school receiving Title I federal funding, Herbert Hoover High School is affected by the accountability program established by No Child Left Behind. Title I schools that do not achieve Adequate Yearly Progress for two consecutive years may be identified for federal Program Improvement. Hoover met all AYP criteria; therefore, it has not been identified for Program Improvement. More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/nclb/> and <http://www.nclb.gov>.

Federal Awards & Intervention Programs			
	2002	2003	2004
Recognition for Achievement (Title I)	NO	NO	NO
Identified for Program Improvement	NO	NO	NO
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a
Schools in the District Identified for Program Improvement			
Number of Schools	1	0	0
Percent of Schools	3%	0%	0%

## NCLB-Compliant Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. At the start of the 2003-04 school year, 67.2% of core academic classes at Hoover High School were taught by NCLB-compliant teachers. Glendale Unified School District had 53.2% of core academic classes at all schools taught by NCLB-compliant teachers. In the high poverty schools, 49.5% of core classes were taught by NCLB-compliant teachers and 51.6% of core classes were taught by NCLB-compliant teachers in low poverty schools throughout the district.

As more teachers completed the process to show subject area competence, these numbers increased districtwide. At the start of the 2004-05 school year, 91.3% of core academic classes at Hoover High School were taught by NCLB-compliant teachers. Glendale Unified School District had 89.1% of core academic classes at all schools taught by NCLB-compliant teachers.

Teacher Education Levels		
2003-04		
	Hoover High	GUSD
Doctorate	0.0%	1.1%
Master's Degree +30*	51.4%	49.8%
Master's Degree	0.9%	0.3%
Bachelor's Degree +30*	36.7%	41.5%
Bachelor's Degree	11.0%	10.3%
Less Than Bachelor's	0.0%	0.2%
None Reported	0.0%	0.0%

**\*Indicates additional hours above and beyond degree.**

## Individualized Instruction

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. The district's goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, Hoover High School is able to offer programs to meet the individual needs of its students.

## No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. Balboa meets specific criteria for federal Title I schoolwide eligibility. Hoover Senior High School uses Title I funds to increase the achievement of all students. Information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs.

## English Language Learners

For English learning students, a teacher specialist at Hoover High School makes assessments to ensure placement in an English Language Development (ELD) class best suited to each student's level of English acquisition, and monitors student progress so students may be re-designated as their English mastery improves. Outside of ELD classes, students may work with instructional assistants or participate in tutoring programs for core content areas.

## **GATE**

The District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students capable of high levels of achievement. Students in the GATE program receive differentiated instruction in their classrooms. In addition to district-sponsored GATE activities, Hoover provides Advanced Placement courses for GATE and other interested students.

## **Special Education**

The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems areas, placement, and program implementation. The director of special education administers the program of the district and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is available to answer any questions and provide support to the principal and teachers. All work together to ensure that the needs of special students are being met.

## **CAHSEE**

The California High School Exit Exam (CAHSEE) is a State-mandated test to measure student abilities in math and language arts. Starting with the Class of 2006, every student must pass all three components of the CAHSEE in order to graduate from high school. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the three portions of the test during their sophomore, junior, and senior years. Once a student passes a portion of the test, he/she will not have to test again. Administration of the test initiated in the 2001-2002 school year. Proficiency scores from the test are currently being used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this card.

## **Professional Development**

The District provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. The district schedules three staff development days annually.

Hoover High School prepares a staff development plan that is aligned with district strategic targets and which uses a variety of resources to assist teachers in refining instructional practice. During the 2003-04 school year, staff development focused on literacy, CAHSEE, and using testing data to map curriculum and implement standards-based instructional and assessment programs, explicit directed instruction, literary strategies with focus on vocabulary, and Holt training for 9th and 10th graders on new textbook adoptions.

Hoover High School's staff participates in district and school in-services that are based on research and established learning theories. Staff members build teaching skills and content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. Hoover High School further supports teachers and paraprofessionals by participating in several district programs.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Paraprofessional Teacher Training Program (PTTP) offers assistance to educational assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern program.

## **Safe School Plan**

A Comprehensive School Safety Plan was developed by the school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following: child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies.

School and district personnel evaluate the plan annually and update the plan as needed. The plan was updated and submitted for Board approval in the spring of 2003 and reviewed with school staff at the beginning of the 2003-04 school year. A copy of the plan is available to the public at the district office.

## Expenditures & Services Funded

For the 2003-04 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,639 to educate each student (based on 2003-04 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2003-04 school year, the district received approximately \$2,166 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Special Education
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Materials
- Tenth Grade Counseling
- Educational Technology Assistance Grants
- Year-Round School Incentive
- Class Size Reduction
- Peer Assistance and Review

Current Expense of Education Per Student*		
2003-04		
Glendale Unified \$6,639	Statewide Average	
	All Unified School Districts \$6,987	All Districts \$6,919
<b>Note: The California Department of Education does not release audited financial results until the spring of the following fiscal year. In order to provide valid, comparative data, all districts throughout the State use only audited J-200 financial information to comply with SARC reporting requirements.</b>		
<b>*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.</b>		

**CAT/6 Norm Referenced Test**

**2004-05**

**% At or Above 50th Percentile**

Subject Area	Reading									Math								
	9 03	9 04	9 05	10 03	10 04	10 05	11 03	11 04	11 05	9 03	9 04	8 05	10 03	10 04	10 05	11 03	11 04	11 05
<b>All Students</b>																		
Hoover High	53	48		54	58		50	58		61	61		70	74		58	70	
GUSD	63	62		64	65		57	62		67	70		74	75		62	69	
California	50	48		49	49		47	47		46	46		51	52		46	46	
<b>Subgroups</b>																		
<b>Gender</b>																		
Females	59	56		58	61		55	64		60	64		71	72		61	72	
Males	45	40		49	55		44	52		62	58		69	75		56	67	
<b>Socioeconomic Status</b>																		
Non SED	59	58		61	67		57	64		66	71		76	77		62	75	
SED^	46	38		47	48		41	52		56	51		64	70		53	63	
<b>Language Fluency</b>																		
English Learners	15	19		17	23		21	31		32	37		45	61		33	58	
Non English Learners	73	65		74	70		64	67		77	75		84	78		71	74	
<b>Special Programs</b>																		
ESEA Title 1 Targeted																		
Indian Education																		
Migrant Education																		
Special Education	8	4		9	17		7	7		10	4		14	23		4	7	
Title 1	53	48		54	58		50	58		61	61		70	74		58	70	
<b>Ethnicity</b>																		
African American	*	*		*	*		*	*		*	*		*	*		*	*	
American Indian	*			*			*			*			*			*		
Asian	67	72		71	65		64	68		75	83		91	83		83	90	
Caucasian	51	45		53	61		47	57		62	65		71	78		58	72	
Filipino	81	84		79	79		80	79		84	79		90	82		77	88	
Hispanic or Latino	44	37		43	43		42	52		48	41		53	59		41	49	
Pacific Islander	*	*		*	*		*			*	*		*	*		*		

† R-FEP - Redesignated – Fluent English Proficient

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

**California Standards Test (CST)**

**2002, 2003, 2004**

**Combined % of Students Scoring at Proficient and Advanced Levels**

**Hoover High**

Subject Year	Language Arts			Summative H.S. Math			Social Science			World History			U.S. History		
	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04
<b>Ninth Grade</b>															
All Students	34	44	36												
Females	39	49	40												
Males	28	40	31												
English Learners	2	5	10												
Non English Learners	49	66	50												
R-FEP†	47	62	49												
SED^	28	36	26												
Non SED	40	53	45												
Title 1		44	36												
Special Education	0	14	2												
African American	**	*	*												
American Indian	**	*													
Asian	67	59	46												
Caucasian	33	44	36												
Filipino	61	75	67												
Hispanic or Latino	19	31	23												
Pacific Islander	**	*													
<b>Tenth Grade</b>															
All Students	30	35	40	**	78	92				23	27	31			
Females	37	41	44	**	73	87				17	25	26			
Males	22	30	34	**	82	100				29	27	35			
English Learners	5	6	10		*						9	15			
Non English Learners	44	53	49	**	81	92				31	36	36			
R-FEP†	42	51	41	**	71	94				29	35	27			
SED^	24	26	31	**	*	*				21	21	23			
Non SED	35	46	46		83	95					31	37			
Title 1		35	39		77	92					26	31			
Special Education	2	3	8								6	10			
African American	**	*	*							**	*	*			
American Indian	**	*								**	*				
Asian	52	55	54	**	*	100				35	46	48			
Caucasian	29	35	40	**	64	*				21	25	29			
Filipino	53	67	58		*	*				53	43	58			
Hispanic or Latino	20	22	27	**	*	*				18	16	20			
Pacific Islander	**	*	*							**	*	*			
<b>Eleventh Grade</b>															
All Students	32	30	36	73	74	62							39	36	40
Females	36	36	40	67	72	52							40	34	40
Males	28	24	32	82	77	74							37	37	40
English Learners	5	6	11		*	*								13	18
Non English Learners	46	42	44	80	74	62							55	47	47
R-FEP†	43	42	40	68	70	57							52	45	42
SED^	24	23	29	68	83	58							28	30	34
Non SED	39	36	42		69	63								41	45
Title 1		30	36		74	61								36	40
Special Education	4	2	3											2	10
African American	**	*	*			*							**	*	*

American Indian	**		*				**	*
Asian	52	46	43	84	71	72	57	52 53
Caucasian	33	27	38	67	69	56	36	32 35
Filipino	41	66	47	**	*	*	56	60 71
Hispanic or Latino	18	21	24	**	*	*	33	29 41
Pacific Islander		*						*

† R-FEP - Redesignated – Fluent English Proficient

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

No students tested at grade level.

\*\*2002 data for Migrant Education, Title I, R-FEP, and ethnic subgroups unavailable from the California Department of Education.

## API School Results

		Base			Growth			
All Students	2001	2002	2003		2002	2003	2004	
Percent Tested	97	97	99	Percent Tested	99	99	99	
API Score	632	665	708	API Growth Score	626	693	714	
Growth Target	8	7	5	Actual Growth	-6	28	6	
Statewide Rank	5	6	7	Eligible for Awards	No	No	No	
Similar Schools Rank	7	8	9	Eligible for II/USP	No	No	No	
Subgroups								
Socioeconomically Disadvantaged								
Base API Score	582	617	664	API Growth Score	574	650	661	
Growth Target	6	6	4	Actual Growth	-8	33	-3	
African American								
Base API Score				API Growth Score				
Growth Target				Actual Growth				
American Indian								
Base API Score				API Growth Score				
Growth Target				Actual Growth				
Asian								
Base API Score	771	800	813	API Growth Score	791	794	798	
Growth Target	6	A	A	Actual Growth	20	-6	-15	
Caucasian								
Base API Score	633	661	705	API Growth Score	622	688	714	
Growth Target	6	6	4	Actual Growth	-11	27	9	
Filipino								
Base API Score				API Growth Score			835	
Growth Target				Actual Growth				
Hispanic								
Base API Score	556	600	649	API Growth Score	553	637	650	
Growth Target	6	6	4	Actual Growth	-3	37	1	
Pacific Islander								
Base API Score				API Growth Score				
Growth Target				Actual Growth				
<p><b>*Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.</b></p> <p><b>Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.</b></p>								

**Adequate Yearly Progress**

	<b>California High School Exit Examination (CAHSEE)</b>															
	<b>English/Language Arts</b>															
	<u>Hoover High</u>								<u>GUSD</u>							
Year Ending Target	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	95%		95%		11.2%		11.2%		95%		95%		11.2%		11.2%	
	<b>Met</b>	<b>%</b>	<b>Met</b>	<b>%</b>	<b>Met</b>	<b>%</b>	<b>Met</b>	<b>%</b>	<b>Met</b>	<b>%</b>	<b>Met</b>	<b>%</b>	<b>Met</b>	<b>%</b>	<b>Met</b>	<b>%</b>

**Subgroups**

All Students	Yes	96	Yes	99	Yes	52.3	Yes	52.3	Yes	99	Yes	99	Yes	49.5	Yes	51.1
English Learners	No	93	Yes	99	Yes	46.9	Yes	35.9	Yes	98	Yes	99	Yes	38.2	Yes	33.5
SED^	No	93	Yes	98	Yes	41.3	Yes	41.2	Yes	98	Yes	99	Yes	33.0	Yes	34.4
Migrant Education			*	99			*	66.0			Yes	99			Yes	72.3
Special Education	*	98	*	86	*	2.5	*	21.4	Yes	98	Yes	99	Yes	23.6	Yes	21.0
African American	*	88	*	89	*	*	*	*	Yes	99	Yes	99	Yes	47.4	Yes	39.8
American Indian	*	100	*	*	*	*	*	*	*	97	*	100	*	34.6	*	31.2
Asian	*	93	*	99	*	69.0	*	66.0	Yes	99	Yes	99	Yes	69.2	Yes	72.3
Filipino	*	97	*	100	*	74.0	*	82.7	Yes	99	Yes	99	Yes	61.0	Yes	60.8
Caucasian	Yes	97	Yes	99	Yes	53.3	Yes	54.1	Yes	99	Yes	99	Yes	51.0	Yes	53.1
Hispanic or Latino	No	93	Yes	100	Yes	38.2	Yes	35.8	Yes	99	Yes	99	Yes	31.2	Yes	31.7
Pacific Islander	*	0	*	100	*	*	*	*	*	94	*	100	*	53.3	*	64.0

**Math**

	<u>Hoover High</u>								<u>GUSD</u>							
Year Ending Target	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	95%		95%		9.6%		9.6%		95%		95%		9.6%		9.6%	
	<b>Met</b>	<b>%</b>	<b>Met</b>	<b>%</b>	<b>Met</b>	<b>%</b>	<b>Met</b>	<b>%</b>	<b>Met</b>	<b>%</b>	<b>Met</b>	<b>%</b>	<b>Met</b>	<b>%</b>	<b>Met</b>	<b>%</b>

**Subgroups**

All Students	Yes	98	Yes	99	Yes	54.2	Yes	59.4	Yes	99	Yes	99	Yes	59.5	Yes	60.1
English Learners	Yes	97	Yes	98	Yes	52.1	Yes	49.4	Yes	99	Yes	99	Yes	52.5	Yes	49.1
SED^	Yes	96	Yes	98	Yes	46.2	Yes	49.1	Yes	99	Yes	99	Yes	46.0	Yes	46.3
Migrant Education			*	99			*	84.9			Yes	99			Yes	86.3
Special Education	*	95	*	81	*	5.1	*	30.7	Yes	98	Yes	99	Yes	27.2	Yes	25.2
African American	*	100	*	89	*	*	*	*	Yes	100	Yes	99	Yes	48.8	Yes	43.0
American Indian	*	100	*	*	*	*	*	*	*	94	*	100	*	32.0	*	31.2
Asian	*	97	*	99	*	87.5	*	84.9	Yes	100	Yes	99	Yes	85.3	Yes	86.3
Filipino	*	100	*	97	*	64.2	*	71.4	Yes	99	Yes	99	Yes	67.4	Yes	66.7
Caucasian	Yes	99	Yes	99	Yes	55.9	Yes	62.7	Yes	99	Yes	99	Yes	61.3	Yes	62.1
Hispanic or Latino	Yes	96	Yes	99	Yes	32.8	Yes	41.2	Yes	99	Yes	99	Yes	37.8	Yes	38.8
Pacific Islander	*	100	*	100	*	*	*	*	*	97	*	100	*	74.1	*	60.0

**Academic Performance Index (API)**

	<u>Hoover High</u>								<u>GUSD</u>							
Target	<b>03</b>				<b>04</b>				<b>03</b>				<b>04</b>			
	<b>Minimum score of 560 or 1 point increase</b>															
Scores	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score
	Yes	693	Yes	714	Yes	767	Yes	779	Yes	779	Yes	779	Yes	779	Yes	779

**Graduation Rate**

	<u>Hoover High</u>								<u>GUSD</u>							
Target	<b>03</b>				<b>04</b>				<b>03</b>				<b>04</b>			
	<b>82.8% or 0.2% increase over a two-year period</b>															
Scores	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
	Yes	96.0	Yes	93.1	Yes	94.7	Yes	95.0	Yes	95.0	Yes	95.0	Yes	95.0	Yes	95.0

**^SED = Socioeconomically Disadvantaged**

**\*Only numerically significant subgroups are required to be reported**

**California HS Exit Exam**

**Schoolwide Cumulative Results**

	English/Language Arts		Math	
	<b># of Students Tested</b>	<b>% Passing</b>	<b># of Students Tested</b>	<b>% Passing</b>
All Students	639	79	630	86
Females	328	82	324	87
Males	311	76	306	85
English Learners	154	56	153	76
R-FEP†	312	83	307	89
SED^	317	72	310	85
Non SED	317	85	315	88
Special Education	13	38	10	0
African American	*	*	*	*
American Indian	*	*	*	*
Asian	59	83	59	97
Caucasian	380	81	377	89
Filipino	33	88	32	94
Hispanic or Latino	155	68	150	73
Pacific Islander	*	*	*	*
<b>California</b>				
All Students	449,804	75	447,010	74
Females	220,772	79	220,095	74
Males	228,630	70	226,511	73
English Learners	81,274	39	80,853	49
R-FEP†	48,372	87	48,609	83
SED^	180,678	60	179,542	61
Non SED	200,814	87	199,772	85
Special Education	39,425	30	35,109	30
African American	35,939	62	35,472	54
American Indian	4,090	73	4,016	69
Asian	42,336	85	42,234	91
Caucasian	163,083	88	161,670	87
Filipino	13,247	87	13,234	87
Hispanic or Latino	183,676	62	182,944	61
Pacific Islander	3,037	71	3,028	71