

Glendale Unified School District

"Excellence is Worth the Effort"

Herbert Hoover High School

2004-2005 School Accountability Report Card

651 Glenwood Road, Glendale, CA 91202-1552

(818) 242-6801

Ninth through Twelfth Grade

<http://hooverhs.org>

School Administration

Kevin Welsh
Principal

Deborah Baroi
Associate Principal

Hagop Eulmessekian
Assistant Principal

Tammie Hollis-Jackson
Assistant Principal

Lena Kortoshian
Assistant Principal



2004-05 Board of Education

Mary Boger, President
Chakib Sambar, Vice President
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District Administration

Dr. Michael F. Escalante
Superintendent

Alice Petrossian
Assistant Superintendent
Educational Services, Elementary Education

Dr. Gregory Franklin
Assistant Superintendent
Educational Services, Secondary Education



Principal's Message

At Hoover this year we will continue to sustain the demonstrated growth which has seen a documented 146 point increase in our API (Academic Performance Index) since 1999, from an API base of 606 to a current growth of 752. This data-based academic progress indicates that Hoover High School is not resting on its academic laurels, but continues to improve student learning. This year we will also see ongoing implementation of our Standards-Based Instructional Program with a corollary emphasis on assessing its progress. Our teachers and staff continue to examine student work, analyze data, and use assessment from multiple sources so that we can continue to make appropriate instructional adjustments.

We are continuing to emphasize one of our themes of student connectedness by taking a complete, careful, and comprehensive review of all of our intervention programs that we offer so that our students can be successful.

I am pleased to inform you that all of our goals are aligned and connected to the WASC (Western Association of Schools and Colleges) Focus on Learning criteria. The WASC Accrediting Commission Team will be visiting Hoover High School in March 2006 to review our Self-Study which has been ongoing for the past three years since our outstanding mid-year report in 2003.

Hoover High School returned to the leadership model of a sole Principal, which was implemented at the start of the 2005-06 school year. Our Superintendent, Dr. Michael Escalante, invited me to select a core team of teacher to participate in an ongoing instructional leadership process known as Focus on Results. This process will be a major instructional focus of mine this year and is dedicated to finding result-oriented solutions to the challenge of educating students at high levels. We have now formed an Instructional Leadership Team (ILT) whose purpose is to assist all staff to develop, identify, and implement a lucid and targeted Schoolwide Instructional Focus that clearly states what Hoover High School does: excellently, expertly, better than anyone else, for each classroom, for every student. The ILT is solely focused on student achievement and is a model of the Professional Learning Committee. The ILT will strengthen professional relationships by building internal teacher capacity to guide all staff in producing more concrete solutions.

School 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.

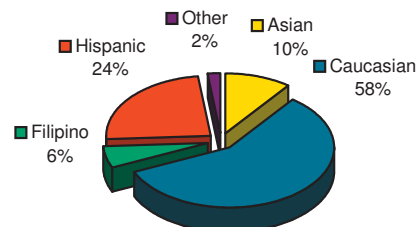
School Vision Statement

Hoover High School is a Professional Learning Community that prepares each student for success in college, the workplace, and life.

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.

% of Student Enrollment by Ethnicity



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 nearly 29,000 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 High School unveiled its new website in February 2005. The site is an exciting new tool that will help increase communication among students, parents, and the community. Teachers can post homework assignments on the site, students and administrators will update daily events, and parents and alumni will be able to access a direct link to sports schedules and other school activities.

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 and a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Glendale'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.

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. In addition to sponsoring programs to eliminate bullying, resolve conflicts, and promote peace on its campuses, the District participates in the Glendale Character and Ethics Project. This character education program provides a strong link between the schools and the community. The project highlights one "guiding word" per month, such as respect, honesty, self-discipline, citizenship, and responsibility. The Glendale Character and Ethics Project teaches children to consider the consequences of their actions and encourages them to choose behaviors that benefit themselves and others.

The "Suspensions and Expulsions" table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Hoover HS			GUSD		
	2003	2004	2005	2003	2004	2005
Suspension (#)	1956	1625	1302	5489	4903	4882
Suspension (%)	72.31	60.86	50.70	18.65	17.01	16.94
Expulsion (#)	7	11	7	46	65	56
Expulsion (%)	0.26	0.41	0.27	0.16	0.23	0.19

Extracurricular and Enrichment Activities

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, Art Club, ASB, AVID, Best Buddies, Ceramics Club, Cinema Club, CSF, Dance Company, Debate Club, Drama Club, Drill Team, FBLA, Filipino Club, Friends of the Library, French Club, Gay/Straight Alliance, Greenery Spot, Hoopster Club, Interact Club, International Club, Jazz Ensemble, Key Club, Korean Club, Latin Club, Orchestra, Pep Team, Sign Language Club, Spanish Club, Spirit Club, Stage Crew, and Tennis 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.

School Enrollment & Attendance

School-wide enrollment at the beginning of the 2004-05 school year was 2,568 students. Regular attendance at Hoover High School 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.

Dropout & Graduation Rates

Intervention programs that promote attendance and reduce dropout rates include:

Teacher Intervention: Clear presentation of expectations, Verbal warnings, Notes and phone calls home, Parent Conferences, 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, 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	555
Graduation Rate (%)	96.0	93.1	97.2
Dropouts (#)	19	38	14
Dropout Rate (%)	0.7	1.4	0.5

Class Size

Hoover High School maintained a schoolwide average class size of 28 students in the 2004-05 school year. The "Teaching Load Distribution" table illustrates the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Teaching Load Distribution											
	Average Class Size	Classrooms containing:										
		1-22			23-32			33+				
		03	04	05	03	04	05	03	04	05		
English	26	27	26	63	51	55	25	39	32	53	44	40
Math	27	27	26	43	42	43	16	22	17	38	32	33
Science	31	30	31	10	11	6	10	10	27	41	39	32
Social Science	30	31	30	15	10	13	9	12	14	47	47	40

The California Morgan-Hart Class Size Reduction Act provides funding to reduce class sizes in ninth grade English and one other core class. Average class size can be no more than 20:1 per certificated teacher and no more than 22 pupils enrolled in any participating class. The majority of students in participating classes must be identified as Grade 9 students. One hundred percent of ninth grade English and Math classrooms participated in CSR for the past three years.

Instructional Time

During the 2004-05 school year, all instructional minute requirements at Hoover High School either met or exceeded State requirements. The California Education Code requires that students in grades nine through twelve receive a minimum of 64,800 minutes of instructional time. Hoover High School offered 65,182 minutes of instructional time. For the 2004-05 school year, Glendale 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.

Textbooks & Instructional Materials

Glendale Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the instructional program. Glendale Unified School District held a Public Hearing on August 16, 2005, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been selected from the State's most recent list of standards-based materials. Teachers participate in the selection process to ensure that the textbooks support the District curriculum and content standards. Prior to adoption, all materials are on display for 30 days at the District office to be evaluated by parents and community members.

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
9-12	Language Arts	Holt, Rinehart, & Winston	2003
9-12	Language Arts	Longman	2003
11	Language Arts	Prentice Hall	2002
11-12	Language Arts	McDougal Littell	2004
9-12	Math	McDougal Littell	2003
9-12	Math	Houghton Mifflin	2001
9-12	Math	McDougal Littell	2003
11-12	Math	Houghton Mifflin	2000
11-12	Math	John Wiley & Sons	2000
11-12	Math	ITP	2000
10	History	Harper Collins	2000
10	History	Prentice Hall	2001
10-11	History	Glencoe-McGraw Hill	1999
10-11	History	AGS	1999
9-12	Science	Scott Foresman	2000
9-12	Science	Prentice Hall	2000
9-12	Science	McGraw Hill	2001
10-12	Science	Addison Wesley	2000
11-12	Science	Houghton Mifflin	2000
9-12	Science	Prentice Hall	2000
9-12	Science	McDougal Littell	2005
11-12	Science	Prentice Hall	2000

School Facilities & Safety

Originally built in 1929 and rebuilt in 1969, Hoover High School is situated on 18.63 acres. School facilities encompass more than 392,000 square feet and consist of 111 classrooms, a library, two gymnasiums, an auditorium, a cafeteria, administrative offices, playing fields, ball courts, a swimming pool, a courtyard, and a cafe. Measure K program funds will make it possible to move and upgrade the textbook room and modernize and expand all school facilities, including the swimming pool. The project is set to begin in the 2006-07 school year. The facility strongly supports teaching and learning through its ample classroom and athletic facilities space. Facility information was current as of October 24, 2005.

Safety

Hoover High School has a closed campus. All visitors are required to sign-in at the school's office and to wear visitor badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. During lunch, snack, and before and after school, school staff supervise students and school grounds, including the cafeteria, to ensure a safe and orderly environment.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement 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 child abuse reporting procedures, teacher notification of dangerous

pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. School and district personnel evaluate the plan annually and update the plan as needed. The plan was updated and reviewed with school staff in March 2005. A copy of the plan is available to the public at the District office.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. 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 and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order. As of October 24, 2005, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gyms, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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, interior or exterior painting, and floor systems. For the 2004-05 school year, the District budgeted \$1,050,000 for the deferred maintenance program. This represents 0.5% of the District's general fund budget.

Deferred Maintenance Projects

For the 2005-06 school year, the District's governing board approved deferred maintenance projects for this school that will result in a new chiller unit, new boiler and related equipment, and new pool plumbing. The District's complete deferred maintenance plan is available at the District office.

School Facility Conditions			
Facilities information current as of: October 24, 2005			
Interim Evaluation Instrument Guidelines	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Hoover High School. 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.

No Child Left Behind

The Federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet State academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 22.3% of high school students must be proficient in English and 20.9% must be proficient in Math.
- At least 95% of students must take State standards tests.
- Schools must show improvement in the Academic Performance Index (API).

Schools receiving Title I funds that do not meet the AYP standards face several consequences. Students may receive additional tutoring or school staff may be replaced. Students would also be allowed to transfer to other schools within their district that meet AYP and the former school would be required to provide transportation to the new site. After two consecutive years of failing to meet AYP in a particular subgroup, the school may be identified for Title I Program Improvement (PI). Schools can be categorized as a PI school for a maximum of five years before the State takes drastic measures to improve the performance of the school. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). Hoover High School met all of the 2005 AYP criteria.

More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the State has set 800 as the API score that schools should strive to meet. 2005 API growth scores were unavailable at the time of publication.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is

Adequate Yearly Progress

California High School Exit Examination (CAHSEE)				
English/Language Arts				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		22.3%	
All Students	Met	Met	Met	Met
English Learners	Yes	Yes	Yes	Yes
SED [^]	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes
Math				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		20.9%	
All Students	Met	Met	Met	Met
English Learners	Yes	Yes	Yes	Yes
SED [^]	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes

[^]SED = Socioeconomically Disadvantaged

API School Results

	Base			Growth		
	2002	2003	2004	2003	2004	2005
All Students						
Percent Tested	97	99	99	Percent Tested	99	99
API Score	665	708	728	API Growth Score	693	714
Growth Target	7	5	4	Actual Growth	28	6
Statewide Rank	6	7	8	Eligible for Awards	Not funded	
Similar Schools Rank	8	9	10	Eligible for II/USP		

Subgroups

Socioeconomically Disadvantaged

Base API Score	617	664	678	API Growth Score	650	661
Growth Target	6	4	3	Actual Growth	33	-3

Asian

Base API Score	800	813	811	API Growth Score	794	798
Growth Target	*	*	*	Actual Growth	-6	-15

Caucasian

Base API Score	661	705	727	API Growth Score	688	714
Growth Target	6	4	3	Actual Growth	27	9

Hispanic

Base API Score	600	649	668	API Growth Score	637	650
Growth Target	6	4	3	Actual Growth	37	1

***Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.**

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.

ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Federal Awards & Intervention Programs

	2003	2004	2005
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

California High School Exit Exam

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 both 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 two 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 in that area again. Administration of the test initiated in the 2001-02 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.

California Standards Tests (CST)

The California Standards Tests (CST) is administered to all students in the spring to determine student performance in relation to the State content standards. Student scores are reported as performance levels: Advanced (exceeds State standards), Proficient (meets State standards), Basic (approaching State standards), Below Basic (below State standards), and Far Below Basic (well below State standards). Students scoring at the Proficient or Advanced level meet State standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

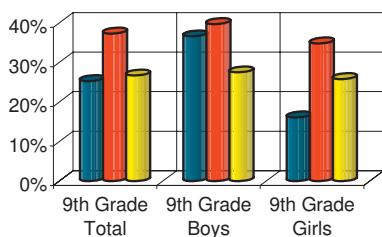
California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) is a standardized test that compares a student or group of students with a "norm" group from around the country. Reading and Math results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to District and State level results. All students in grades two through eight are tested in reading, spelling, written expression, and language arts. Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

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).

% of Students in Healthy Fitness Zone 2004-05



California Standards Test (CST)

2003, 2004, 2005

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Algebra I			Geometry			Algebra II		
	03	04	05	03	04	05	03	04	05	03	04	05
Ninth Grade												
All Students	44	36	50	29	54	69	74	70	66	90	79	96
Females	49	40	53	29	50	69	74	64	64	94	83	92
Males	40	31	46	27	61	70	73	80	68	85		100
English Learners	5	10	16	18	52	69						
Non English Learners	66	50	62	36	54	69	74	68	67	90	83	96
SED [^]	36	26	36	25	44	69	69	73	62			
Special Education	14	2	0	0	9							
Asian	59	46	75	48	68	88	64	89	67	92		
Caucasian	44	36	50	28	56	72	72	63	67		73	93
Filipino	75	67	57	47	50	67						
Hispanic or Latino	31	23	39	18	39	57	82					
Tenth Grade												
All Students	35	40	40	20	12	18	31	56	48	59	44	53
Females	41	44	44	22	14	18	19	52	42	57	32	48
Males	30	34	35	18	10	18	48	58	59	61	62	60
English Learners	6	10	11	20	12	11	52	61	56			
Non English Learners	53	49	49	21	12	21	26	52	47	58	43	55
SED [^]	26	31	26	21	9	16	32	57	40	62	42	22
Special Education	3	8	0	3	0	4						
Asian	55	54	41	47	35	29	43	63	67	70	38	56
Caucasian	35	40	40	21	11	18	32	58	52	55	41	49
Filipino	67	58	61	25	17	17			57			
Hispanic or Latino	22	27	31	13	10	15	24	50	22	73	42	
Eleventh Grade												
All Students	30	36	41	15	4	7	15	19	32	27	26	23
Females	36	40	43	17	4	7	10	16	33	24	22	22
Males	24	32	39	14	4	6	21	24	32	30	32	24
English Learners	6	11	9	11	1	7	19	31	32	40	53	30
Non English Learners	42	44	51	20	6	6	13	15	33	25	19	21
SED [^]	23	29	32	15	2	5	14	19	36	32	25	22
Special Education	2	3	6	0	0	8						
Asian	46	43	56				42	45	67	42	48	25
Caucasian	27	38	40	13	5	7	14	16	29	23	25	20
Filipino	66	47	64				17				27	23
Hispanic or Latino	21	24	31	10	3	6	7	12	33	36	12	

[^]SED - Socioeconomically Disadvantaged

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

CAT/6 Norm Referenced Test

2003, 2004

% At or Above 50th Percentile

Subject Area	Reading						Math					
	9		10		11		9		10		11	
	03	04	03	04	03	04	03	04	03	04	03	04
All Students												
Hoover HS	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
Subgroups												
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
SED [^]	46	38	47	48	41	52	56	51	64	70	53	63
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
Special Education	8	4	9	17	7	7	10	4	14	23	4	7
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

[^]SED - Socioeconomically Disadvantaged

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. The GEAR UP program monitors, guides, and assists students in the Class of 2008 with college preparation.

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). The most recent data available is from the 2003-04 school year.

Total Graduates	Graduates with UC/CSU Required Courses	UC/CSU Course Enrollment *	Total Course Enrollments *
555	148	10,046	15,620
	26.7%	64.3%	

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

Scholastic Aptitude Test (SAT)

Each year, students have the opportunity to participate in the 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. A FEAR UP grant provides funding to allow all tenth graders to take the PSAT. SAT Preparation workshops are available to all students after school and on Saturdays. All workshops are free or available for a nominal fee. All students also receive an SAT Prep handbook to help with studying for the test.

	SAT I Test Results		
	2002-03	2003-04	2004-05
Grade 12 Enrollment			
Hoover HS	643	685	612
GUSD	2,635	2,622	2,569
California	385,181	395,194	409,576
%Seniors Tested			
Hoover HS	41.2%	36.4%	38.9%
GUSD	39.8%	40.8%	43.9%
California	36.7%	35.2%	35.7%
Average Verbal			
Hoover HS	470	470	491
GUSD	497	494	505
California	494	496	500
Average Math			
Hoover HS	525	520	535
GUSD	546	548	557
California	518	519	522
Average Total			
Hoover HS	995	990	1,026
GUSD	1,043	1,042	1,062
California	1,012	1,015	1,022

Advanced Placement Classes

Hoover High School offers 29 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.

	Advanced Placement Classes	
	# Classes	Enrollment
Art	1	29
Music	1	1
English	6	143
Foreign Language	6	125
Mathematics	4	117
Science	4	117
Social Science	6	185
Totals	28	717

Work Force Preparation

It is the goal of Hoover High School 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. The "Career/Technical Education" chart reflects districtwide data.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)			
CTE Participants	Secondary CTE Students (Enrolled in second and/or succeeding courses of a sequence)		
	Total Course Enrollment = 1939	Number of Concentrators	Number of Completers
1603		47	3%
Grade 12 CTE Students			
Number of Completers		Number Earning Diploma	Graduation Rate
	26	23	88%

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 High School's website provides a variety of resources and information for parents, staff, students, and community members.

Hoover High School offers a variety of career-path related classes in the following career clusters: BETA - Business Engineering and Technology Academy, Construction, Design, Communication, and Art, Education, Repair and Mechanics, Sales, Science and Technical, Social Science, Transportation, and VAPA - Visual and Performing Arts Academy.

Hoover High School 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, and 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 High School were able to work with Junior Achievement to teach economics to local elementary school students.

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, Hoover High School had 108 fully credentialed teachers.

Teacher Credential Status			
	03	04	05
Fully Credentialed	101	98	108
Emergency Credentials	11	5	1
Interns	2	5	8
Waivers	0	1	0
Total Teachers	114	109	114
Average Years Teaching	14.0	15.0	14.4
Average Years in District	12.0	12.9	12.1
Working Outside Subject	0	4	4

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.

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester.

Misassignments/Vacancies			
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	28	*
Vacant Teacher Positions	0	0	*

**2005-06 data was not available at the time of publication*

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by 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 2004-05 school year, 91.3% of core academic classes at Hoover High School were taught by NCLB-compliant teachers. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Teacher Education Levels 2004-05	
	Hoover HS
Doctorate	0.9%
Master's Degree +30*	48.2%
Master's Degree	2.6%
Bachelor's Degree +30*	34.2%
Bachelor's Degree	14.0%
Less Than Bachelor's	0.0%
None Reported	0.0%

**Indicates additional hours above and beyond degree.*

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.

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 2004-05 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, and literary strategies with focus on vocabulary.

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. The AB75 Principal Training Program is available to site administrators.

Counseling & Other Support Services

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 academic counselor to pupil ratio is 1:1284.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Academic Counselor	2	2.0
Career Academic Counselor	1	1.0
Health Clerk	1	1.0
Nurse	1	0.2
Personal/Social Counselor	1	1.0
Psychologist	1	1.0
Special Education Teacher	9	6.0
Speech/Language Specialist	1	1.0
Substance Abuse Counselor	1	1.0

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 the Pacific Avenue Center, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

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.

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.

For students learning English, 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. English Language Learners are tested with the CELDT annually to measure progress.

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 High School provides Advanced Placement courses for GATE and other interested students.

The District's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation. The director of special education administers the program and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

School Leadership

Leadership at Hoover High School is a responsibility shared among district administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. Principal Kevin Welsh has led the school for nine years, backed by more than 34 years in education. 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. These committees include: Parent Teacher Student Association (PTSA), Leadership Council, Instructional Leadership Team, Alumni Association, Armenian Parent Club, Latino Student Initiative, Latinos Unidos, English Language Advisory Committee (ELAC), Hoover Family Club, Instructional Cabinet, and Literacy Team.

Community Involvement

Parents and the community are very supportive of the educational program at Balboa Elementary School. Numerous programs and activities are enriched by the generous contributions made by the following organizations: PTSA, Alumni Association, Armenian Parent Club, Korean Parent Club, Latinos Unidos, Hoover Family Club, Hoover Leadership Council, Instructional Leadership Team, ELAC, Instructional Cabinet, and Literacy Team.

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2003-04 school year.

In 2003-04, Glendale Unified School District spent an average of \$6,639 to educate each student (based on 2003-04 audited financial statements). The figures shown in the "Current Expense of Education Per Student" table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Current Expense of Education Per Student*		
2003-04		
Statewide Average		
GUSD	All Unified School Districts	All Districts
\$6,639	\$6,987	\$6,919

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund State funding, Glendale Unified School 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:

- Applied Technology Education Act
- Class Size Reduction
- Economic Impact Aid
- Educational Technology Assistance Grants
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review Program
- Safe and Drug Free Schools Program
- School Improvement Program
- Special Education
- Tenth Grade Counseling
- Title I Program
- Year-round School Incentive

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having more than 20,000 average daily attendance throughout the State.

Average Salary Information		
Teachers - Principal - Superintendent		
2003-04		
	GUSD	State Average
Beginning Teachers	\$37,236	\$37,061
Mid-Range Teachers	\$57,164	\$58,294
Highest Teachers	\$73,765	\$72,876
Elementary Principals	\$93,497	\$94,471
Middle School Principals	\$99,311	\$98,940
High School Principals	\$104,304	\$107,418
Superintendent	\$174,000	\$179,061
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.1%	5.1%

Contact Information

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