

## SCHOOL ACCOUNTABILITY REPORT CARD

# HOOVER HIGH SCHOOL

Mr. Doug Williams  
Principal

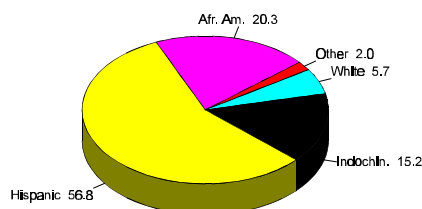
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MARCH 2001  
San Diego City Schools

## SCHOOL PROFILE

Hoover High is located in City Heights, a community that is racially mixed and has modest homes, apartments, and small businesses. Enrollment is 2,111. Non-or limited English-proficient (LEP) students comprise 47.9 percent of the school population. The school provides 197 students with special education services. Hoover is open to the community for evening adult education, high school diploma program, and for Saturday Education Enrichment Keys (SEEK) classes.

Student Racial/Ethnic Composition  
2000-01



Percentage of Total Enrollment

Hoover is involved in the City Heights Educational Pilot, a partnership with Hoover High, Rosa Parks Elementary, Clark Middle School, SDSU, and the Price Foundation. Our objective is to improve student achievement and create a K-16 learning environment.

## STUDENT LEARNING

### STUDENT ACHIEVEMENT

#### *How well do students do on tests?*

San Diego City Schools students in grades 2-11 take the Stanford Achievement Test, Ninth Edition (SAT 9), to measure their academic progress in basic skills as part of the state Standardized

### MISSION AND GOALS

*The mission of San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom.*

San Diego City Schools' Institute for Learning focuses on instruction and learning. The Institute helps schools improve student achievement by improving instruction. Teachers and administrators engage in ongoing professional development in literacy and mathematics instruction.

In Spring 2000, the district introduced the *Blueprint for Student Success in a Standards-Based System*, a comprehensive plan focusing the entire district on teaching and learning for all students.

The *Blueprint* established districtwide assessments and performance expectations in literacy and mathematics to ensure that district students are held to the same standards and receive support if they fall below grade level. *Blueprint for Student Success* strategies of prevention, intervention, and retention/acceleration are directed toward providing all students with the best teaching, the richest learning environment, and time and support to meet high standards.

Hoover's mission is to provide effective instructional and counseling programs so all students may reach their full potential. In support of district goals, Hoover emphasizes the following:

- Improved literacy and communication

### REPORT CARD MEETING INFORMATION

**Date:** May 10, 2001

**Time:** 7 p.m.

**Place:** Hoover Media Center

All public schools in California must provide information about themselves to the public through a School Accountability Report Card. This report card examines Hoover High's policies, programs, and progress. At a Site Advisory Council meeting on May 10 at 7 p.m. parents can discuss the report card and ask questions.

More information about all areas covered in this report card is available at Hoover High. We invite parents to come to Hoover High to look at these materials, to meet their children's teachers, and to expand their involvement in their children's education.

skills

- Primary language instruction
- Academic preparation and counseling
- Training for teachers in the use of methodologies and new technologies
- Volunteer programs from parents, Hoover alumni, and the community
- Orientation for new students.

Testing and Reporting (STAR) Program. Spanish-speaking English learners enrolled in a California school less than 12 months or enrolled in a California school for more than 12 months and receiving language arts instruction in Spanish are also tested on the Spanish Assessment of Basic Education, Second Edition

(SABE/2), a Spanish Language Achievement Test measuring the same skill areas.

Hoover students scored below the district average in both total reading and total math on the SAT 9 test. For the past two years scores in reading, language, and math have increased steadily. African-American, and to a lesser degree, Hispanic

students have not performed as well on these tests as their peers. We continue to focus on these students who have not been as successful academically. Parents may see student scores in the counselor's office.

**College Enrollment.** Hoover works hard to increase the number of graduates enrolling in colleges and universities. Students are encouraged and provided opportunities to co-enroll in classes at San Diego State University and Miramar College. The number of students taking the PSAT and SAT tests has increased from 113 in 1987 to 178 in 2000. About 59 percent of graduating seniors enroll in postsecondary schools in 2000. Last year 85 students took Advanced Placement tests in physics, history, English, and foreign language. The Advancement Via Individual Determination (AVID) program has served as a demonstration site and awarded as an AVID Certified School with Distinction.

## SCHOOL-TO-CAREER TRANSITION

### *How are students prepared for the world of work?*

As part of the new restructuring effort, Hoover will transition from the concept of career stands to career paths. By the end of the tenth grade, all Hoover students select a sequence of elective classes to comprise a career path. Career paths will include Communications and Business, Science, Math and Engineering, Liberal Studies and the Arts. Students move into these career paths through portfolio development; career interest tests; planning with counselors, teachers and parents; career awareness activities; community service and volunteerism; and participation in introductory courses.

In addition to occupational courses, each career path has classes which integrate career-related research, projects, and work exploration.

## TEACHING QUALITY

### TEACHING ASSIGNMENTS

#### *Do we have qualified teachers?*

Hoover High School has 106 credentialed teachers. The staff is enthusiastic, well educated, and experienced, with 53 holding a bachelor's degree, 50 a master's degree, and three a doctoral degree. All teachers are credentialed to teach in their subject areas or are in the process of completing their credential requirements.

### ATTENDANCE/DROPOUTS

#### *What is Hoover doing to lower absentee and dropout rates?*

Hoover has four student advocates, a health center staff and an attendance office staff to counsel students, make phone calls, and visit homes. Our tardy/truancy policy helps identify students with attendance problems.

Decreasing the rate of absences is a schoolwide goal. Parents can help by calling the attendance office every time their child is absent. The staff reviews attendance patterns on a monthly basis to counter negative attendance trends. Approaches to keep our students in school include:

- The High School Diploma Program
- A General Educational Development (GED) preparation class
- Student Mentor Program
- Contract Independent Study
- Saturday Education Enrichment Keys (SEEK) Extension.
- High school proficiency programs
- Tutoring, Saturday School, and detention
- Building Roads to Intervene in Truants Education BRITE) a pilot program with the District Attorney's office
- Motivational programs for low-achieving groups
- Pathways Programs for at-risk students who can work in an independent setting.

Attendance		
Year	Number of Absences	% Actual Attendance
1995-96	23,319	92.1
1996-97	21,894	92.9
1997-98	20,922	93.5
1998-99	20,707	93.6
1999-00	20,463	93.9

### DISCIPLINE AND CLIMATE FOR LEARNING

#### *Is this school a good place to learn?*

Although Hoover shares problems common to large urban high schools, it has a well-ordered climate for learning. The discipline policy is clearly communicated to students and is consistently enforced by school personnel. Hoover provides a good climate for learning by:

- Fostering a strong sense of community and academic pride
- Implementing a peer court and peer mediation
- Recognizing and appreciating staff and students for their efforts
- Synergy, an after-school activities program
- Operating over 53 campus clubs and organizations for students, many of which emphasize academics, plus 26 interscholastic athletic teams which encourage academic achievement
- Suspending students who engage in physical violence
- Holding Saturday school and detention for students who violate the tardy and truancy policies
- Providing student support groups
- Communicating to all students Hoover's policies on honesty, drugs, and Zero Tolerance (weapons). Each policy requires a signed student contract.
- Sponsoring Student of the Month Awards.

Suspensions and Expulsions		
Year	Suspension Rate*	Expulsions
1995-96	21.5	9
1996-97	21.4	16
1997-98	17.1	29
1998-99	15.0	25
1999-00	14.9	10

\* Suspensions per 100 Students.

### TEACHER/ADMINISTRATOR EVALUATION

#### *How are teachers and administrators evaluated?*

The principal and vice principals formally evaluate tenured teachers every two years. Temporary and probationary teachers are evaluated yearly. All teachers are observed frequently. If a teacher's performance is not effective, the principal identifies areas requiring improvement and develops a pro-

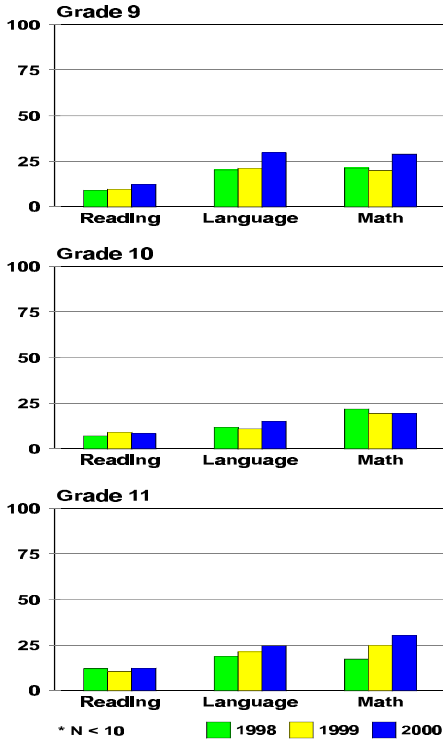
gram for improvement with the teacher.

The principal and vice principals are evaluated every year: the principal by a central office supervisor and the vice principals by the principal.

If you are concerned about a teacher, administrator, or other staff member, there are steps that you can take. You should discuss your concerns with the principal. You may call the district Support Systems office for assistance after you have talked to the principal.

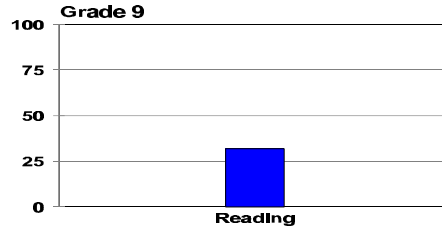
## SAT 9 Results

Pct. scoring at or above 50th percentile



## District Assessments

Pct. scoring near, at, or above grade level

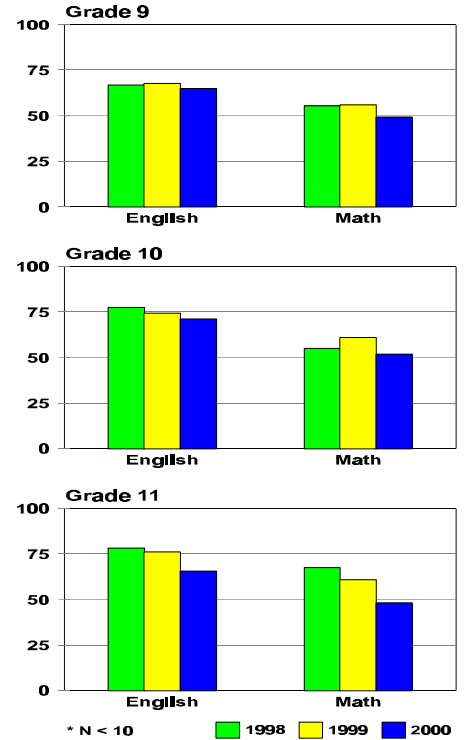


Grade 10 Not Tested

Grade 11 Not Tested

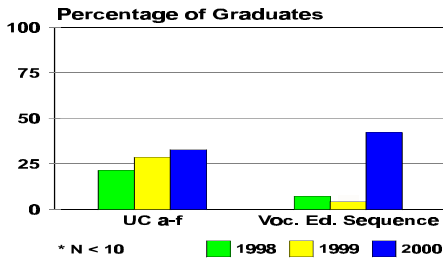
## Grade Results

Pct. achieving at or above C



## Advanced Course Completion

Pct. Grads Completing Course Requirements

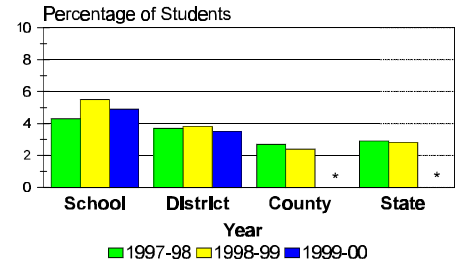


## ACADEMIC PERFORMANCE INDEX

The Academic Performance Index (API), the cornerstone of California's accountability system, measures the academic performance and growth of schools. The index, ranging from 200 to 1000, indicates a school's performance level. The statewide API goal for all schools is 800. Annual interim targets are set for each school. API scores are calculated on the basis of SAT 9 test performance for each school and for the school's numerically significant subgroups

## One-Year Dropout Rate

Pct. students, grades 9-12



## SAT Participation and Scores

Year	Pct. Seniors Tested	Mean Scores	
		Verbal	Math
1997-98	39.7	365	398
1998-99	37.5	364	411
1999-00	36.8	354	443

## 2000 API Summary

Category	Result
Schoolwide API	469
Growth from Prior Year	25
State Decile Rank	1
African American API	423
Asian API (incl. Indochinese)	519
Filipino API	—
Hispanic API	452
White API	—
Economically Disadvantaged API	469
Met All Targets?	Yes

**Class Size Distribution,  
1998–99**

Subject Area	1–10	11–20	21–30	31–40	41 +
Art				7	
Computer Ed.		1	7		
Drama/Theater			1	1	
English	1	23	22	13	
Foreign Lang.		2	1		
Health Ed.		4	8	2	
Mathematics	2	22	27	12	
Music		3	1		
Physical Ed.		1	14	4	11
Science		2	16	11	
Social Science		19	35	8	
Vocational Ed.		1	12	3	
Special Ed.	5	12	1		
ESL	3	12	18		
Rdg Imprmnt		5	5	2	

**Class Size Distribution,  
1990–2000**

Subject Area	1–10	11–20	21–30	31–40	41 +
Art				6	
Computer Ed.			3	3	
Drama/Theater			2		
English		19	13	15	
Foreign Lang.	3	1	4	3	1
Mathematics	2	10	20	14	
Music					1
Physical Ed.	1	2	2	5	11
Science	9	6	12	9	
Social Science	2	1	8	10	2
Vocational Ed.	4	6			
Special Ed.	16	5	2		
ESL		2	8	3	

**Class Size Distribution,  
2000–01**

Subject Area	1–10	11–20	21–30	31–40	41 +
Art			7	11	
Computer Ed.	2	1		10	
Drama/Theater	6	1	5	1	
English	2	17	47	23	2
Foreign Lang.	1	10	6	1	
Mathematics		7	23	40	2
Music		1	3		1
Physical Ed.			2	5	20
Science	1	3	11	14	1
Social Science	5	12	12	18	
Vocational Ed.	5	13	10	18	
Athletics	4	6	3	1	1
Special Ed.	15	16	4		

**Teacher Credentialing Data**

Year	Number of Classroom Teachers				Working Outside Subject Area of Credential
	Total	With Appropriate Credential	With Emergency Credential	Without Credential	
1998–99	84	54	1	1	28
1999–00	93	65	0	0	28
2000–01	88	56	0	0	32

## ■ SUBSTITUTES

### *Do we have qualified substitutes?*

The district has a pool of substitute teachers available for assignment when a classroom teacher is absent. By state law, credentialed teachers may substitute at any grade level and in any subject. We try to place substitute teachers in their area of expertise.

## ■ INSTRUCTIONAL AND LEADERSHIP QUALITY

### *How good is it?*

Hoover's instructional program uses the California state framework as its guideline.

Hoover has a very active team structure made up of our Instructional Support team (IST) and our Site Governance Team (SGT), whose meetings are attended by students, teachers, parents, and administrators. Teachers and administrators meet frequently in school improvement committees and share decisions about instructional policies. Results include:

- Development of the Junior Academy and English Learner Gateways emphasize a team approach to instruction
- Development of four school-to-career paths at grades 11 and 12 which emphasize Communications and Business, Science, Math and Engineering, Liberal Studies and the Arts
- A strong emphasis and continuing efforts on improving student reading
- An emphasis on technology in the classroom and by individual students
- A 20-minute daily reading period
- Support for English Learners by providing primary language instruction in social studies for Hispanic students.

In spite of our support programs, we need to increase the number of students who take classes required by four-year colleges and universities, improve reading skills as measured by district achievement testing, and reduce the number of students failing classes.

All content areas are studying how to improve literacy instruction through the San Diego Literacy Framework.

## ■ INSTRUCTIONAL TIME

### *How much time is there for instruction?*

All district schools meet or exceed state requirements for annual instructional minutes. Hoover will have five minimum days this year. Two will be used for final exams and two will be used for

Instructional Minutes, 2000-01		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
9-12	68,334	64,800

senior exhibitions. We will also have 27 modified days for staff development.

## ■ TRAINING AND CURRICULUM IMPROVEMENT

### *How do Hoover teachers upgrade their teaching skills?*

Because of special money for teacher training, Hoover has set aside time for staff development in learning new teaching techniques and planning curriculum. Another example of teacher training is two Literacy Series, a program unique to Hoover that provides support in teaching literacy across all curricular areas. Reading and literacy continue to be a focus during staff development days.

No staff development days are held on school days. For the last two years there have been three staff development days held before the school year began. Two years ago there were two such staff development days.

Our school administrators attend monthly instructional conferences to receive training on specific areas of the San Diego Literacy Framework. They use the information learned to help guide staff development for teachers at Hoover. Teachers are provided opportunities to study and improve instructional practice through grade level/department meetings, visitations to other classrooms to observe instruction, participation in study groups, and direct training on specific instructional strategies.

## ■ COUNSELING AND SUPPORT SERVICES

### *What support does Hoover offer students?*

Hoover has a full-time counseling staff of five counselors, one career technician, one guidance aide, one district counselor, and two work experience counselors. Staffed to meet the various language needs, the guidance center provides support in academics, careers, and personal counseling. Systems to monitor student progress, financial aid workshops, and college/scholarship information are also provided. Each in-school counselor has a grade level responsibility.

The head counselor and the student

## REPORT CARD COMMITTEE

*Administrators, parents, teachers, students, and staff members of the Instructional Support Team and the School Governance Team developed this report card.*

study team assist students experiencing problems with academic credit, attendance, or health related issues to select alternative educational programs. The career technician assists students with college and career planning. For additional medical and social services students may be referred, with parent permission, to the Hoover Health Center.

## ■ TEXTBOOKS AND INSTRUCTIONAL MATERIALS

### *How current are our materials?*

The media center has a complete library, instructional media lab, audiovisual distribution center, and a mini-theater. Reference materials are being updated with computerized encyclopedias and indexes. For each of the prior three years Hoover has allocated funds along with state funding to update library and textbook material.

The district adopts textbooks and instructional materials each year based on a six- to eight-year cycle implemented by the state. This year, senior high school teachers and students are using newly adopted textbooks and materials in AP English, Advanced English, English Literature, Advanced Biology, AP Biology, Biology, Keyboarding and Computer Literacy, Clothing and Design, Family Studies, graphic arts, photography, Latin, Pilipino, Applied Math, Applied Science, Functional Social Studies, AP Art Studio, Beginning Guitar, Jazz Ensemble, Music Appreciation, and chorus.

State funds specifically designated for library materials and equipment were provided again this year to update our library media collections. We have been able to renew our library collection with current, appealing, and challenging materials, including fiction, non-fiction, multimedia, and reference materials, to meet the curriculum and literacy needs of our students.

## ■ SCHOOL FACILITIES AND SAFETY

### *How safe and clean is Hoover?*

All district schools have developed a comprehensive school safety plan that meets state requirements. The safety plan

includes disaster procedures, procedures for safe entry and exit of pupils, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, any school dress codes, and school discipline policies.

Hoover has a full-time school police officer and four full-time and three part-time school supervision assistants. It is our goal to provide a safe environment for

students. Violence is not tolerated and offenders are punished by suspension. Students report they feel safer and more secure than in previous years. The district-wide zero tolerance policy for weapons and violence is strictly enforced. Custodians continue to keep our school clean. Graffiti are removed immediately and students caught vandalizing school property are prosecuted.

## INTEGRATION AND DIVERSITY

### RACE AND HUMAN RELATIONS

#### *Do students get along with each other?*

Hoover is a culturally diverse school. This provides students opportunities to develop the skills needed for racial harmony and human understanding. Special

education students attend regular classes with support from special education teachers. Every attempt is made to include them into the regular program. Hoover's Associated Student Body (ASB), representative of the student population, provides activities of interest to all students. There are problems that

## SHARED DECISION-MAKING

### COMMUNITY INVOLVEMENT

#### *How are parents and community involved in Hoover?*

The Instructional Support Team and the Site Advisory Council, whose members include parents, students, teachers, administration, and a representative of the community, make major policy decisions and suggest instruction improvement.

Volunteers are also an important part of our school. Parents and community

members serve on the school advisory council, advises the principal in matters of state and federal programs such as Title I, bilingual education, and the Gifted and Talented Education program.

The SEEK program offers Saturday classes to students and parents from Hoover. Hoover communicates with parents through the *Hoover Link*, a newsletter which is mailed home monthly.

The Hoover Foundation provides volunteers and financial support The Hoover

### CLASS SIZE

#### *Are classes too large?*

Efforts are being made to cut class size in Grade 9 English classes to 20.

Hoover High's class sizes for the last three years are shown on page 4. Additional funding has been allocated to support lowering ESL class size.

still need to be addressed. Students tend to gravitate toward their own ethnic groups in classrooms and on campus. Also, students must learn non-violent ways of resolving conflict. Although gangs are still a concern, gang-related incidents continue to decline for the fourth straight year.

Parent Center, located on campus focuses on greater parent support and involvement. The Cardinal Club supports our athletic programs.

Teachers and staff serve on a variety of committees. They are: school site advisory council, technology, instructional support, climate, literacy, Leadership Team, and race/human relations. Hoover maintains active partnerships with Qualcomm, Rotary, and Pro Kids Golf Academy.

## FINANCES

### EXPENDITURES AND SERVICES OFFERED

#### *Where does it all go?*

Each school receives an instructional budget based on enrollment and programs and on formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

The adjoining budget chart shows the major areas of district funding for Hoover High and other district high schools. It includes all monies budgeted from the general fund except those for transportation, maintenance and operations, district administration, and central support.

School Budget, 1999–2000		
Budget Category	Dollars per Pupil*	
	School	S. H. Avg.
General Operations	3,431	3,679
Special Education	315	365
Integration	97	138
Gifted and Talented	3	49
Special Projects	952	548
Total	4,799	4,779

**General Operations**—services, materials, and support to the general education program

**Special Education**—programs offering students with special needs appropriate, individualized education

**Integration**—the district's voluntary integration effort to counter the racial/ethnic isolation of pupils

**Gifted and Talented**—specialized learning assistance for students with great ability, achievement, or potential

**Special Projects**—monies from agencies (e.g., federal, state) earmarked for specific services

\* Based on total student enrollment.

Salary and Budget Data, Teachers and Administrators, 1998–99		
Position	Unified Districts (20,000+ ADA)	San Diego (129,630 ADA)
	Annual Salary (\$)	
Beginning Teacher	31,680	29,663
Midrange Teacher	49,481	45,074
Highest Teacher	59,895	60,311
School Principal Avg.	78,145	81,184
Superintendent	137,350	185,000
Salary Category	Pct. of Budget <sup>†</sup>	Pct. of Budget <sup>†</sup>
Administrative	4.8	4.0
Teacher	43.7	41.4

<sup>†</sup> Percentage of general fund expenditures. Does not include benefits.