

Glendale Unified School District

Glendale Unified School District

“Excellence is Worth the Effort”

223 North Jackson Street
Glendale, CA 91206
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<http://www.gusd.net>

Board of Education 2004-05 School Year

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Superintendent

Dr. Stephen Hodgson
Chief Business & Financial Officer

Alice Petrossian
Assistant Superintendent
Educational Services
Elementary Education

(To be filled summer 2004)
Assistant Superintendent
Educational Services
Secondary Education

Cathleen McMullen
Assistant Superintendent
Human Resources

2002-2003 No Child Left Behind District Accountability Report Card

A District and Statewide Comparative Report of Student Progress and Proficiency

This report provides District and State level reporting of student proficiency and progress towards meeting established proficiency standards as required by the Federal No Child Left Behind Act. Detailed information about our schools is included in individual School Accountability Report Cards prepared for each school. You may obtain a School Accountability Report Card from the District or school offices or from the District's Internet website at www.gusd.net. This report combined with any of the individual school report cards fulfills Title I annual reporting requirements and California's Proposition 98 annual reporting mandates.

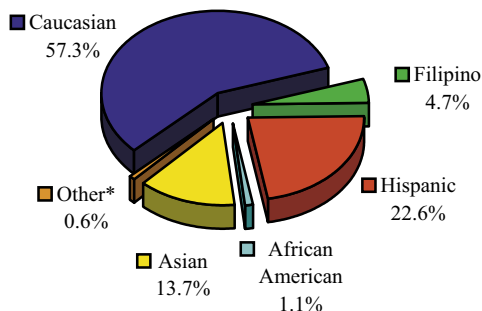
Title I Funding and School Status

Title I funding plays a critical role in the landmark education act popularly known as No Child Left Behind (NCLB). Title I resources are used to support additional teaching staff and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. Information regarding a school's Title I designation assists parents and the school community in understanding the impact NCLB will have on their child's school. Any school receiving Title I funding is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

There are two types of Title I status: Schoolwide and Targeted Assistance. Schoolwide Title I schools use Federal funds for schoolwide improvement of student achievement; Targeted Assistance schools use Federal funds to help students meeting program criteria. Glendale Unified School District has 16 Schoolwide Title I schools and two Targeted Assistance schools.

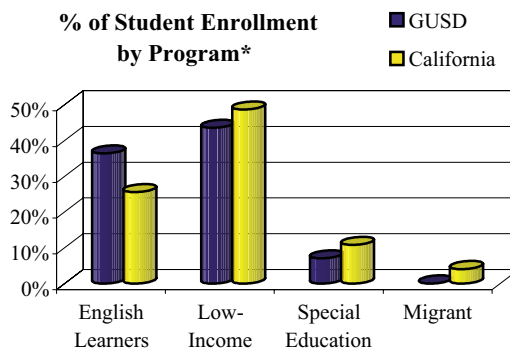
NCLB requires an annual evaluation of student performance schoolwide, districtwide, and by specific subgroups within the student population. A profile of the District's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of our educational program and to assist in interpreting information presented in this report. Enrollment information by school site can be found in each school's School Accountability Report Card.

% of Enrollment by Ethnic Group



*Other includes American Indian/Alaskan, Pacific Islander, and Multiple or No Response.

% of Student Enrollment by Program*



*Source: STAR testing enrollment.

Students with Limited English Proficiency*

2002-03	
Armenian	5,368
Spanish	3,264
Korean	1,098
Pilipino/Tagalog	349
Arabic	132
Russian	102
Farsi	71
Other	313
Total	10,697
% of Enrollment	36%
*38 languages represented.	

NCLB-Approved Standardized Test: California Standards Tests

The California Standards Tests (CST) assess student performance on the California Academic Content Standards adopted by the State Board of Education. Results from the CST's are used to identify the level of student mastery of the content standards tested and to assign proficiency levels of Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The State target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required, in accordance with NCLB guidelines, to report their CST results in comparison to the State average. In this report card, the percentage of Glendale Unified School District's students achieving Advanced and Proficient levels is reported. Individual school results are reported in each school's School Accountability Report Card and may be obtained at the school or District offices.

California Standards Test (CST)																														
2001, 2002, 2003																														
Combined % of Students Scoring at Advanced & Proficient Levels																														
ENGLISH/LANGUAGE ARTS - District and State Results																														
	2			3			4			5			6			7			8			9			10			11		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
All Students																														
GUSD	38	38	41	36	42	43	39	44	52	35	37	47	39	42	47	40	41	51	37	42	40	35	45	53	39	42	46	33	39	42
California	32	32	36	30	34	33	33	36	39	28	31	36	31	30	36	32	33	36	32	32	31	28	33	38	31	33	33	29	31	32
Subgroups*																														
Male																														
GUSD	35	35	38	33	38	40	35	39	47	31	33	39	36	39	44	38	38	44	32	37	36	30	40	48	33	37	42	30	35	37
California	29	29	30	28	31	29	30	33	37	26	28	36	28	28	29	28	30	31	29	28	30	25	28	43	27	28	33	26	28	30
Female																														
GUSD	41	42	45	38	46	47	44	48	57	39	43	53	43	44	51	43	43	56	42	45	45	40	50	58	44	48	51	35	43	46
California	34	35	40	33	36	37	35	40	43	31	33	39	33	32	38	35	37	40	36	37	35	33	36	42	36	38	38	32	35	37
English Learners (EL)																														
GUSD	22	24	31	19	26	28	11	16	27	4	7	13	6	7	10	4	7	12	5	5	10	3	6	13	2	5	10	5	4	7
California	12	14	19	9	12	13	7	10	15	4	6	9	4	4	6	3	5	5	3	3	4	2	3	6	2	3	4	2	3	3
Non EL																														
GUSD	59	57	58	60	62	63	60	67	72	55	55	68	60	61	66	57	54	67	50	56	52	48	58	69	52	56	59	44	51	54
California	42	41	45	40	44	42	43	46	49	37	39	44	39	38	45	38	41	44	38	39	38	34	39	46	37	39	41	34	36	38
SED^																														
GUSD	22	25	26	19	25	29	24	26	35	18	24	30	21	24	32	23	23	35	23	25	25	19	29	36	23	24	28	18	23	24
California	17	18	23	14	18	20	16	19	24	13	14	20	14	14	19	14	16	19	14	14	15	12	15	20	13	14	16	12	14	16
Non SED																														
GUSD	53	51	56	51	56	58	55	60	66	51	50	62	54	55	62	55	53	64	48	52	51	46	53	65	48	52	58	40	47	51
California	51	51	55	50	54	52	53	56	59	46	49	54	48	47	54	45	48	51	45	46	43	38	42	49	40	42	43	36	38	40
Special Education																														
GUSD	27	23	23	25	25	26	18	25	24	9	13	24	8	11	13	4	9	9	6	6	8	4	8	10	6	5	9	7	9	8
California	17	16	17	15	17	15	14	15	15	9	11	12	7	8	10	5	6	7	5	5	5	4	7	7	4	7	5	4	7	5
African American																														
GUSD		28			39			54			61			45			37			45			57			45			50	
California		23	28		23	23		24	27		17	23		16	22		18	20		17	17		18	23		19	19		17	19
Asian																														
GUSD		67			65			73			64			64			71			55			75			69			62	
California		54	62		55	56		56	62		48	56		48	55		51	55		48	49		48	58		48	59		45	48
Caucasian																														
GUSD		42			45			53			48			49			52			41			52			45			41	
California		50	54		53	52		56	59		49	54		48	56		51	54		50	47		50	57		49	50		45	46
Filipino																														
GUSD		51			52			64			62			56			61			51			67			65			58	
California		49	56		51	50		51	58		43	50		41	48		44	47		39	41		44	50		41	43		37	40
Hispanic																														
GUSD		25			29			34			27			30			34			23			38			28			22	
California		17	23		18	19		19	14		15	20		14	19		17	20		15	15		16	20		16	17		14	16
*Only subgroups with 10 or more valid scores are reported.																														
^SED - Socioeconomically Disadvantaged																														
STAR testing data unavailable from the California Department of Education.																														

The California Standards Tests are administered in the subject areas of English/language arts (grades 2-11), math (grades 2-11), science (grades 9-11), and social science (grades 8-11). English/language arts results are available for three years of testing. Math, science, and social science results are available for two years of testing. At the secondary level, students take end-of-course exams in each subject. The math results reported include the combined scores of all grade levels taking the tests. Summative results for end-of-course exams are only available for 2003. Only English/language arts and math results presented in this report. For additional course and grade level results, please visit the STAR web site: <http://star.cde.ca.gov/>.

Comparative school level results may be obtained in each school's School Accountability Report Card which is available at the school and District offices and at the District's website: <http://www.gusd.net>.

California Standards Test (CST)																	
2002, 2003																	
Combined % of Students Scoring at Advanced & Proficient Levels																	
MATHEMATICS - District and State Results																	
	Grade-Level Mathematics Standards							Subject-Area Mathematics Standards									
	2		3		4		5		6		7		General Math	Algebra I	Geometry	Algebra II	Summative H.S. Math
	02	03	02	03	02	03	02	03	02	03	02	03	02	03	03	03	03
All Students	02	03	02	03	02	03	02	03	02	03	02	03	03	03	03	03	03
GUSD	51	61	50	58	50	63	48	56	53	57	48	54	46	32	48	58	70
California	43	53	38	46	37	45	29	35	32	34	30	30	20	21	26	29	43
Subgroups*																	
Male																	
GUSD	52	63	51	59	49	62	50	55	54	56	48	52	44	32	52	61	75
California	45	54	39	47	38	46	30	35	33	35	29	29	20	21	28	32	47
Female																	
GUSD	52	61	50	56	52	64	46	58	52	57	47	54	48	34	45	56	67
California	41	51	36	43	37	46	28	35	32	34	29	30	20	22	24	26	40
English Learners (EL)																	
GUSD	40	53	39	46	31	47	21	32	25	29	21	26	33	18	39	61	54
California	27	37	22	30	18	29	10	15	11	11	9	8	9	9	11	19	24
Non EL																	
GUSD	67	75	65	72	67	77	63	72	70	70	59	65	52	41	49	58	73
California	52	61	46	53	46	53	37	42	39	42	35	36	25	24	29	30	44
SED^																	
GUSD	39	49	37	46	37	49	34	43	38	43	35	39	38	25	38	53	61
California	30	41	25	34	24	33	16	22	19	19	16	16	13	13	13	17	23
Non SED																	
GUSD	62	74	62	69	63	75	59	69	66	69	56	65	52	39	52	61	74
California	61	69	55	62	54	62	45	50	48	50	41	43	27	26	32	33	48
Special Education																	
GUSD	31	41	35	37	27	33	14	25	20	15	5	12	12	3	16		14
California	27	31	21	24	18	20	12	12	9	9	6	6	5	6	10	19	7
African American																	
GUSD	50	52	59	46	33	37	28	21	50								
California	29	37	23	29	22	29	15	19	15	17	13	12	10	9	8	11	13
Asian																	
GUSD	87	83	90	80	80	82	73	66	70	73	73	85					
California	66	75	65	73	65	74	56	64	61	63	59	60	39	48	48	50	65
Caucasian																	
GUSD	62	59	65	60	60	54	48	33	43	53	62						
California	61	71	55	61	53	61	44	49	48	52	43	44	33	30	35	32	47
Filipino																	
GUSD	66	67	74	67	58	62	60	36	45	55	73						
California	57	67	54	64	53	63	41	51	46	47	41	42	31	27	27	23	34
Hispanic																	
GUSD	47	39	41	32	33	33	27	16	42	51	50						
California	30	40	25	33	24	33	16	22	19	19	15	16	13	11	11	14	18

*Only subgroups with 10 or more valid scores are reported.

^SED - Socioeconomically Disadvantaged

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

STAR testing data unavailable from the California Department of Education.

Adequate Yearly Progress

The No Child Left Behind Act requires all students to perform at or above the proficient level on their state's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP) by meeting progressive Annual Measurable Objectives (AMOs) each year in order to meet the objective of 100% at-or-above proficiency rate by the year 2014 as required by NCLB. Beginning with spring 2003 test results, schools and districts must achieve the following:

Elementary Schools, Middle Schools, and Elementary School Districts: A 13.6% at-or-above proficiency rate in English/language arts and 16.0% in math on California Standards Tests (CST), a 95% or above participation rate on the CST (grades 2-8), and an Academic Performance Index (API) of 560 or one point of API growth each year.

High Schools and High School Districts: A 11.2% at-or-above proficiency rate in English/language arts and 9.6% in math on the California High School Exit Examination (CAHSEE), a 95% or above participation rate on the CAHSEE (grade 10), increasing the high school graduation rate by 0.2% every two years, and an Academic Performance Index (API) of 560 or one point of API growth each year.

Unified School Districts: A 12.0% at-or-above proficiency rate in English/language arts and 12.8% in math on the California Standards Tests (CST) and California High School Exit Examination (CAHSEE), a 95% or above participation rate on the CST and CAHSEE, increasing the high school graduation rate by 0.2% every two years, and an Academic Performance Index (API) of 560 or one point of API growth each year.

Beginning in the 2003 AYP reporting cycle, districts and schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement. Schools participating in Program Improvement are required to modify instructional programs and employ necessary strategies to ensure students reach Federal and State proficiency standards. No schools in the Glendale Unified School District have 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>.

Adequate Yearly Progress (AYP) 2003 Glendale Unified School District						
California Standards Tests (CST) and California High School Exit Exam (CAHSEE)						
Phase I:	% Participation Rate		% Proficient or Advanced			
	English/ Language Arts	Mathematics	English/ Language Arts	Mathematics		
Target	95%	95%	12.0%	12.8%		
Met Target? Yes or No						
All Students Subgroups*	Met	%	Met	%	Met	%
	Yes	98.9%	Yes	99.0%	Yes	49.5%
	Yes	98.9%	Yes	99.0%	Yes	59.5%
	Yes	98.4%	Yes	98.7%	Yes	38.2%
	Yes	98.4%	Yes	98.6%	Yes	33.0%
	Yes	97.7%	Yes	97.5%	Yes	23.6%
	Yes	97.7%	Yes	97.5%	Yes	27.2%
	Yes	99.4%	Yes	100.0%	Yes	47.4%
	Yes	99.4%	Yes	100.0%	Yes	48.8%
	Yes	99.4%	Yes	99.5%	Yes	69.2%
Yes	99.4%	Yes	99.5%	Yes	85.3%	
Yes	98.8%	Yes	98.9%	Yes	51.0%	
Yes	98.8%	Yes	98.9%	Yes	61.3%	
Yes	98.8%	Yes	98.9%	Yes	61.0%	
Yes	98.8%	Yes	98.9%	Yes	67.4%	
Yes	98.7%	Yes	98.9%	Yes	31.2%	
Yes	98.7%	Yes	98.9%	Yes	37.8%	
Phase II:						
Academic Performance Index (API)				Graduation Rate		
Target	560 or 1 point growth			82.8% or 0.2 increase		
Met Target? Yes or No						
Districtwide	Met	Score	Increase		Met	%
	Yes	767	33		Yes	94.7
^SED - Socioeconomically Disadvantaged *Only numerically significant subgroups are required to be reported.						

District and Schools Meeting AYP Criteria for 2003		Phases I & II
GUSD		Yes
Balboa Elementary*		Yes
Cerritos Elementary*		Yes
College View Center*		Yes
Columbus Elementary*		Yes
Dunsmore Elementary		Yes
Edison Elementary*		Yes
Franklin Elementary*		Yes
Fremont Elementary		Yes
Glenoaks Elementary		Yes
Jefferson Elementary*		Yes
Keppel Elementary*		Yes
La Crescenta Elementary		Yes
Lincoln Elementary		Yes
Mann Elementary*		Yes
Marshall Elementary*		Yes
Monte Vista Elementary		Yes
Mountain Avenue Elementary		Yes
Muir Elementary*		Yes
Valley View Elementary		Yes
Verdugo Woodlands Elementary		Yes
White Elementary*		Yes
Roosevelt Middle*		Yes
Rosemont Middle		No
Toll Middle*		Yes
Wilson Middle*		Yes
Clark Magnet High		Yes
Crescenta Valley High		Yes
Daily High*		No
Glendale High*		Yes
Hoover High*		Yes
Jewel City Community Day		Yes
*Title I Schools		
<i>Phase I is based on results of and participation rate in California Standards Tests and the California High School Exit Examination.</i>		
<i>Phase II is based on API Growth and Graduation Rates.</i>		
Program Improvement (PI) Schools		
Number of PI Schools in District		0
Percent of PI Schools in District		0%



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