

# Glendale Unified School District

## 2004-2005 NCLB Annual Report

### A District and State-wide 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 Annual School Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices, or by visiting our web site at [www.gusd.net](http://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 school-wide improvement of student achievement; Targeted Assistance schools use federal funds to help only those students meeting program criteria. Glendale Unified School District has 17 schools that receive Title I funding.

NCLB requires an annual evaluation of student performance both school-wide 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 the school's educational program. Enrollment information by school site can be found in each school's Annual School Report Card.

#### Student Enrollment by Ethnic Group 2004-05

	Percentage
African American	1.1%
American Indian	0.2%
Asian	13.5%
Caucasian	56.3%
Filipino	5.5%
Hispanic	22.5%
Pacific Islander	0.1%
Multiple or No Response	0.9%

#### Enrollment By Program 2004-05

	GUSD	California
English Learners	27.4%	24.5%
Low-income	43.6%	51.6%
Special Education	8.1%	9.9%

#### 2004-05 Board of Education

Mary Boger, President  
Chakib Sambar, Vice President  
Pam Ellis, Clerk  
Greg Krikorian, Member  
Joylene Wagner, Member

#### District Administration

Dr. Michael F. Escalante  
Superintendent

Dr. Stephen Hodgson  
Chief Business and Financial Officer

Alice Petrossian  
Assistant Superintendent  
Educational Services,  
Elementary Education

Dr. Gregory Franklin  
Assistant Superintendent  
Educational Services,  
Secondary Education

Cathleen McMullen  
Assistant Superintendent,  
Human Resources

#### District Office

223 North Jackson Street  
Glendale, CA 91206  
(818) 241-3111  
Fax (818) 546-2101



## 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 Annual School Report Card and may be obtained at the school or district offices.

California Standards Test (CST)																														
2003, 2004, 2005																														
Combined % of Students Scoring at Proficient and Advanced Levels																														
Language Arts (Grades 2-11)																														
Year Ending	GUSD			California			GUSD			California			GUSD			California														
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05												
Grade Level	Grade 2			Grade 3			Grade 4			Grade 5			Grade 6																	
All Students	41	43	50	36	36	42	43	40	39	33	30	31	52	51	57	39	40	47	47	57	57	36	40	43	47	50	56	36	36	38
Females	45	46	53	40	39	45	47	45	43	37	33	35	57	55	63	43	43	52	53	60	60	39	44	46	51	56	61	38	39	41
Males	38	39	48	33	32	39	40	34	35	30	28	29	47	47	51	35	36	44	39	52	55	31	36	39	44	45	51	33	33	35
English Learners	31	32	37	19	18	23	28	20	17	13	11	12	27	19	28	15	15	19	13	21	16	9	12	13	10	16	20	6	6	7
Non English Learners	58	57	65	47	45	53	63	61	54	44	41	43	72	72	77	50	51	60	68	69	74	45	51	54	66	59	65	46	45	48
SED^	26	30	36	23	22	28	29	24	22	20	17	17	35	34	41	24	25	32	30	40	40	20	24	28	32	35	38	19	20	22
Non SED	56	54	63	55	54	62	58	55	55	53	49	52	66	66	72	59	60	69	62	69	74	54	60	64	62	64	71	54	54	58
Special Education	23	26	28	17	16	19	26	19	17	15	14	13	24	24	22	14	16	19	24	20	24	10	14	15	13	17	14	8	9	10
Migrant Education				12	13	16				10	10	10				13	16	20				11	16	17				11	11	15
African American	28	24	48	28	27	34	39	14	31	23	20	22	54	27	23	27	27	35	61	43	44	23	28	30	45	58	39	22	23	24
American Indian				34	31	39				30	26	27				34	35	43				32	34	39				32	31	32
Asian	67	69	69	61	60	66	65	68	60	56	54	54	73	71	78	61	64	71	64	77	77	56	63	67	64	69	76	55	59	60
Caucasian	42	46	54	54	53	61	45	42	42	52	48	51	53	54	60	59	59	68	48	58	59	54	60	63	49	52	59	56	56	58
Filipino	51	56	58	56	54	61	52	47	49	50	46	46	64	58	68	58	57	66	62	68	68	50	58	60	56	68	61	48	52	53
Hispanic or Latino	25	21	31	23	22	28	29	21	18	19	17	17	34	33	38	24	25	32	27	36	41	20	25	27	30	30	37	19	20	22
Pacific Islander				37	35	45				31	28	29				39	37	49				32	38	40				32	31	34

  

Year Ending	GUSD			California			GUSD			California			GUSD			California														
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05												
Grade Level	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11																	
All Students	51	51	60	36	36	43	40	46	52	30	33	39	53	50	61	38	37	43	46	51	50	33	35	36	42	44	48	32	32	36
Females	56	56	66	40	42	49	45	49	56	35	37	43	58	53	65	42	41	48	51	56	55	38	40	41	46	48	52	37	35	39
Males	44	45	53	32	32	38	36	43	48	27	29	34	48	47	57	34	32	38	42	46	47	30	31	32	37	40	45	29	29	33
English Learners	12	14	19	5	5	9	10	10	16	4	3	6	13	16	24	6	4	7	10	11	16	4	4	3	7	12	10	3	3	4
Non English Learners	67	61	69	43	46	53	52	56	61	37	40	47	69	60	69	45	44	51	59	61	60	39	42	43	54	52	59	37	38	41
SED^	35	36	45	19	20	28	25	28	37	15	18	22	36	32	42	19	20	26	28	34	34	16	18	20	24	29	31	16	17	21
Non SED	64	62	73	51	52	60	51	60	65	43	46	55	65	60	73	49	48	56	58	60	61	43	45	49	51	52	58	40	39	46
Special Education	9	11	15	6	8	10	8	7	8	5	6	8	10	11	13	6	6	8	9	7	9	5	5	5	8	9	7	4	5	5
Migrant Education				12	13	19				9	12	15				12	14	18				9	11	11				8	11	12
African American	37	40	70	20	22	29	45	35	48	17	19	24	57	42	47	23	23	27	45	48	47	19	21	22	50	53	38	19	17	21
American Indian				30	33	37				25	27	35				34	33	39				28	30	32				27	27	31
Asian	71	68	81	54	59	66	55	69	68	49	53	58	75	67	84	58	57	64	69	69	66	49	53	56	62	65	65	48	47	53
Caucasian	52	52	61	54	55	61	41	47	55	47	51	58	52	51	61	57	56	61	45	51	52	50	53	53	41	43	47	46	46	50
Filipino	61	58	74	47	52	61	51	54	59	41	45	51	67	60	73	50	50	60	65	58	59	43	46	48	58	54	57	40	40	44
Hispanic or Latino	34	35	42	20	22	28	23	26	35	15	18	23	38	31	42	20	21	26	28	35	32	17	19	20	22	28	35	16	17	21
Pacific Islander				30	33	40				23	26	33				30	30	37				26	28	28				23	24	26

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. In some cases, no students were tested within the grade level and/or subgroup.

The California Standards Tests are administered in the subject areas of English/language arts (grades 2-11), math (grades 2-11), science (grades 5 and 9-11), and social science (grades 8-11). At the secondary level (grades 8-11), students take end-of-course exams in each subject; scores are reported by subject test taken. For detailed 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 Annual School Report Card which is available at the school and district offices or on the district's web page at [www.gusd.net](http://www.gusd.net).

California Standards Test (CST)																		
2003, 2004, 2005																		
Combined % of Students Scoring at Proficient and Advanced Levels																		
Math Standards (Grades 2-7)																		
Year Ending	GUSD			California			GUSD			California			GUSD			California		
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05
Grade Level	Grade 2						Grade 3						Grade 4					
All Students	61	62	66	53	51	56	58	57	66	46	48	54	63	60	59	45	45	50
Females	61	61	65	51	50	55	56	57	66	43	47	54	64	59	61	46	45	51
Males	63	63	68	54	52	58	59	57	66	47	50	56	62	59	57	46	45	50
English Learners	53	54	58	37	38	43	46	42	51	30	32	40	47	36	37	29	26	32
Non English Learners	75	72	77	61	59	65	72	72	77	53	57	63	77	75	74	54	54	59
SED^	49	52	55	41	40	45	46	43	54	34	36	44	49	46	44	33	32	38
Non SED	74	71	76	70	68	73	69	70	78	62	65	71	75	72	73	62	61	67
Special Education	41	37	38	31	29	33	37	30	39	23	26	29	33	31	23	20	20	22
Migrant Education				31	33	37				25	28	35				25	25	32
African American	50	48	56	37	37	42	52	23	53	29	32	39	59	36	23	28	28	34
American Indian				50	46	54				39	42	48				37	38	43
Asian	87	85	88	74	77	79	83	89	88	72	75	81	90	89	86	74	74	79
Caucasian	62	66	69	71	67	73	59	59	67	61	64	70	65	62	62	61	61	65
Filipino	66	70	74	67	68	72	67	68	77	64	67	74	74	65	69	63	64	70
Hispanic or Latino	47	41	49	40	39	44	39	37	48	33	36	43	41	37	36	33	33	38
Pacific Islander				52	50	56				45	47	54				45	44	51

  

Year Ending	GUSD			California			GUSD			California			GUSD			California		
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05
Grade Level	Grade 5						Grade 6						Grade 7					
All Students	56	61	64	35	38	44	57	56	62	34	35	40	54	55	60	30	33	37
Females	58	61	64	35	38	45	57	55	63	34	34	39	54	54	60	30	32	37
Males	55	60	65	35	36	43	56	57	61	35	36	41	52	55	59	29	33	37
English Learners	32	37	35	15	17	22	29	31	30	10	11	13	26	28	31	8	10	11
Non English Learners	72	69	76	42	45	53	70	62	69	42	43	48	65	61	66	36	39	44
SED^	43	47	51	22	25	32	43	41	46	19	22	26	39	43	46	16	20	23
Non SED	69	72	77	50	53	61	69	68	75	51	51	57	65	64	71	43	45	51
Special Education	25	23	28	12	13	17	15	16	17	9	10	11	12	13	11	6	7	8
Migrant Education				15	18	25				15	16	21				12	15	19
African American	46	46	44	20	22	28	33	55	47	16	17	22	37	28	51	12	14	19
American Indian				28	28	34				28	28	32				21	26	29
Asian	80	86	89	63	67	74	80	84	88	63	66	69	82	82	88	60	64	69
Caucasian	60	64	68	49	51	58	60	58	65	52	51	58	54	56	61	44	48	52
Filipino	67	66	74	51	54	63	58	67	69	47	49	56	62	55	71	42	47	52
Hispanic or Latino	32	38	42	22	25	33	33	32	37	19	21	26	33	34	36	16	18	23
Pacific Islander				31	34	45				31	31	35				26	29	33

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. In some cases, no students were tested within the grade level and/or subgroup.

**California Standards Test (CST)**  
**2003, 2004, 2005**  
**Combined % of Students Scoring at Proficient and Advanced Levels**  
**Subject Area Math (Grades 10 and 11)**

Subject Area Year Ending Grade Level	GUSD												California											
	Algebra I			Geometry			Algebra II			Summative H.S. Math			Algebra I			Geometry			Algebra II			Summative H.S. Math		
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05
	Grade 10																							
All Students	19	11	13	44	39	41	69	60	64	79	91	91	8	6	7	17	15	17	41	33	36	41	59	62
Females	20	10	13	37	38	37	68	56	61	76	91	93	8	6	6	16	13	14	38	29	33	41	53	57
Males	18	13	13	50	42	45	70	66	66	82	91	89	8	6	7	20	17	19	44	37	40	42	64	68
English Learners	16	11	8	47	38	42	80	73	63				5	3	4	9	8	8	27	24	22	14	44	43
Non English Learners	21	12	15	43	40	40	68	60	64	83	92	91	9	7	8	19	16	18	41	33	36	44	60	64
SED^	18	9	12	38	31	33	63	54	56	54	87	90	6	5	5	10	8	9	25	21	23	16	37	46
Non SED	20	13	15	45	44	46	71	62	66	86	91	92	9	7	8	21	18	22	45	36	41	51	63	67
Special Education	3	4	4			28							3	2	2	8	7	6	29	24	25	2	28	39
Migrant Education													6	5	5	6	5	8	17	14	16	4	19	26
African American	9	17											4	3	4	5	4	6	18	14	15	9	24	31
American Indian													11	6	8	17	15	17	37	25	26	12	41	62
Asian	39	29	30	58	56	53	76	66	66	94	92	96	19	14	17	32	31	32	57	50	54	73	72	75
Caucasian	21	11	14	42	39	43	66	60	64	61	93	89	12	9	10	25	21	25	45	36	41	46	59	64
Filipino	11	15	12	42	34	36	68	66	56				13	8	10	18	16	19	34	28	31	41	46	48
Hispanic or Latino	11	7	9	37	31	26	68	47	65				6	4	5	9	7	8	21	16	18	9	28	33
Pacific Islander													8	7	8	14	12	14	36	25	26	17	52	54

Subject Area Year Ending Grade Level	GUSD												California											
	Algebra I			Geometry			Algebra II			Summative H.S. Math			Algebra I			Geometry			Algebra II			Summative H.S. Math		
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05
	Grade 11																							
All Students	14	6	8	22	19	24	41	30	29	68	65	74	6	4	4	8	5	7	15	10	12	44	39	43
Females	17	6	6	20	18	20	39	27	26	63	62	73	6	4	4	5	4	6	13	9	10	40	33	38
Males	12	6	9	24	21	27	43	35	34	74	69	74	6	4	5	9	7	9	16	11	14	49	44	48
English Learners	14	3	9	23	25	18	49	40	28	58	66	78	5	3	3	6	4	5	13	9	9	31	29	31
Non English Learners	14	8	7	21	19	25	40	30	29	70	65	73	6	4	5	8	5	8	15	10	12	45	39	43
SED^	16	4	6	22	21	20	35	23	26	63	56	67	5	3	4	5	4	5	10	7	8	27	23	29
Non SED	12	9	9	22	19	26	43	34	30	70	67	75	6	4	5	9	7	9	16	11	13	49	42	47
Special Education	1	1	5	0	0	6							2	1	1	3	2	2	10	7	7	12	31	29
Migrant Education													4	3	3	4	4	6	5	4	4	11	14	21
African American													3	2	2	2	2	2	5	4	5	16	16	16
American Indian													6	4	6	10	5	8	15	9	12	34	33	34
Asian	33	12	18	38	30	43	54	52	34	82	77	84	15	10	12	12	11	14	26	21	23	62	57	62
Caucasian	14	5	8	18	18	22	39	28	27	62	58	70	8	5	6	11	9	11	17	12	14	47	41	45
Filipino	26	16	11	21	28	18	24	26	27	69	75	60	8	6	6	7	7	8	11	9	11	33	26	31
Hispanic or Latino	10	5	6	28	21	21	35	14	28	50	43	61	5	3	3	4	3	4	9	4	6	20	17	21
Pacific Islander													7	4	6	7	5	6	12	8	9	33	27	28

<sup>^</sup>SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. In some cases, no students were tested within the grade level and/or subgroup.

**California Standards Test (CST)**  
**2003, 2004, 2005**  
**Combined % of Students Scoring at Proficient and Advanced Levels**  
**Subject Area Math (Grades 8 and 9)**

Subject Area Year Ending Grade Level	GUSD			California			GUSD			California																				
	General			General			General			General																				
	Math			Algebra I			Math			Algebra I																				
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05															
	<b>Grade 8</b>						<b>Grade 9</b>																							
All Students	48	45	54	89	82	89	20	24	24	38	39	35	28	34	37	28	32	39	73	76	73	14	13	14	19	15	16	47	43	47
Females	49	44	51	88	80	89	20	24	23	38	39	34	18	33	34	29	32	39	72	73	68	14	12	14	19	14	16	44	41	44
Males	45	46	56	89	86	90	20	24	23	39	39	35	34	35	40	27	33	37	74	79	79	15	13	14	19	15	17	50	47	51
English Learners	34	29	34	90	70	70	7	10	8	14	16	10	5	21	17	17	28	34	83	68	56	6	5	5	9	6	7	25	24	18
Non English Learner	55	50	60	89	84	91	24	29	28	42	42	39	33	42	45	36	34	39	72	76	76	17	15	18	21	17	19	48	44	48
SED^	39	35	46	85	76	86	11	14	15	19	22	19	11	29	32	20	23	30	58	69	59	9	9	10	11	9	11	26	25	27
Non SED	55	54	63	90	86	90	29	34	32	48	47	45	33	39	42	36	40	45	78	78	78	18	17	19	23	18	22	54	50	56
Special Education	10	11	15				4	7	6	13	16	12	16	6	7	2	6	9				3	3	4	7	4	4	29	32	24
Migrant Education							9	12	12	14	17	14										8	8	8	9	8	10	20	23	21
African American	26	40	37				10	12	11	15	17	14				24	25					7	6	7	8	6	7	19	18	20
American Indian							18	23	23	28	28	26										13	12	15	14	16	16	43	40	40
Asian	75	71	79	93	86	92	38	45	44	65	67	65	51	61	53	64	61	80	84	84	23	22	21	38	33	37	64	61	65	
Caucasian	50	47	55	89	83	90	32	37	37	49	49	47	34	37	38	30	33	40	71	76	72	23	21	22	27	22	26	56	52	58
Filipino	59	52	61	90	79	90	29	35	34	39	42	42	55	24	34	32	36	71	54	64	23	20	23	23	20	23	45	39	46	
Hispanic or Latino	30	32	42	81	79	80	11	14	13	18	20	17	11	22	35	15	18	24	72	67	54	9	9	10	11	8	9	24	23	25
Pacific Islander							17	23	22	30	30	27										13	12	14	15	14	15	38	33	39

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. In some cases, no students were tested within the grade level and/or subgroup.

**California Standards Test (CST)**  
**2003, 2004, 2005**  
**Combined % of Students Scoring at Proficient and Advanced Levels**  
**Subject Area Social Science (Grades 8, 10, and 11)**

Subject Area Year Ending Grade Level	GUSD			California														
	Social Science			Social Science														
	World History			World History														
	U.S. History			U.S. History														
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05			
	<b>Grade 8</b>			<b>Grade 10</b>			<b>Grade 11</b>			<b>Grade 8</b>			<b>Grade 10</b>			<b>Grade 11</b>		
All Students	37	42	44	37	39	42	41	45	49	27	28	31	27	27	31	34	32	37
Females	36	39	42	34	36	38	39	43	50	26	26	30	23	25	28	32	31	36
Males	38	46	47	41	43	45	44	47	47	28	29	33	30	31	34	36	34	37
English Learners	10	12	13	14	14	16	10	16	17	4	5	5	5	5	6	6	6	7
Non English Learners	48	50	52	46	47	48	53	52	58	33	33	37	31	32	36	39	37	41
SED^	23	26	30	23	24	25	26	30	35	14	14	17	13	15	18	18	19	23
Non SED	47	54	56	47	48	52	49	53	57	38	38	44	34	35	40	40	40	45
Special Education	13	10	16	17	9	11	9	16	16	7	7	9	6	6	7	8	8	8
Migrant Education										8	9	11	8	10	12	11	14	15
African American	39	32	40	35	34	37	50	54	69	15	14	17	12	13	15	20	19	22
American Indian										23	21	28	21	22	26	29	28	30
Asian	56	66	62	60	60	62	62	68	67	48	51	54	44	47	52	49	49	56
Caucasian	36	39	44	36	38	43	39	42	47	41	41	47	39	40	44	46	44	48
Filipino	52	60	54	46	48	45	52	58	61	38	40	42	33	36	40	40	40	46
Hispanic or Latino	24	27	30	23	25	26	26	31	36	13	14	17	13	15	17	19	19	23
Pacific Islander										22	23	27	20	21	22	26	25	26

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. In some cases, no students were tested within the grade level and/or subgroup.

**California Standards Test (CST)**  
**2004, 2005**  
**Combined % of Students Scoring at Proficient and Advanced Levels**  
**Subject Area Science (Grade 5)**

Year Ending Grade Level	GUSD		California	
	04	05	04	05
	<b>Grade 5</b>			
All Students	35	41	24	28
Females	33	38	22	26
Males	38	43	26	32
English Learners	9	9	4	6
Non English Learners	45	54	31	37
SED^	18	23	11	14
Non SED	50	57	41	48
Special Education	18	17	10	12
Migrant Education			6	7
African American	26	28	12	16
American Indian			22	26
Asian	58	61	43	50
Caucasian	38	42	42	49
Filipino	41	48	33	41
Hispanic or Latino	17	26	11	14
Pacific Islander			18	24

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. In some cases, no students were tested within the grade level and/or subgroup.

**California Standards Test (CST)**  
**2003, 2004, 2005**  
**Combined % of Students Scoring at Proficient and Advanced Levels**

**Subject Area Science (Grades 9-11)**

Subject Area Year Ending Grade Level	GUSD						California																	
	Biology		Chemistry		Earth Science		Physics		Biology		Chemistry		Earth Science		Physics									
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05						
<b>Grade 9</b>																								
All Students	54	39	56	69	88	92	16	15	24	25	27	39	46	40	42	42	41	32	24	25	26	10	11	14
Females	51	37	57		89	86	12	9	16	9	12	22	43	38	40	37	38	29	19	20	22	7	9	11
Males	58	41	56				20	20	30	34	37	48	48	41	43	46	44	36	28	29	30	13	13	17
English Learners	21	13	27				6	11	14	20	13	36	8	6	7	11	9	2	4	4	6	1	1	1
Non English Learners	58	43	60	73	88	96	27	19	28	25	28	38	51	44	46	44	44	37	29	29	30	11	13	16
SED^	35	21	34				12	9	19	13	21	34	22	18	22	16	13	13	11	13	14	3	3	6
Non SED	62	46	66	65	87	90	22	22	30	30	30	40	57	50	53	47	49	41	31	33	35	14	14	20
Special Education	8	16	11				8	5	11				12	10	9	32	15	6	7	8	8	2	1	3
Migrant Education													14	15	13		0		6	10	10	2	1	2
African American	66		50										19	16	18	10	8	5	10	12	12	1	2	3
American Indian													39	32	36		19	31	21	24	27	10	9	15
Asian	69	53	76		92	100	25	10	59	31	28	52	68	62	65	62	64	54	30	35	36	19	19	27
Caucasian	51	37	55	83	85		12	17	23	21	27	34	62	54	57	50	51	48	39	39	41	19	19	24
Filipino	72	47	54					41	23	29		51	53	45	49	27	32	27	29	34	33	7	9	16
Hispanic or Latino	41	27	35				23	9	18	24	24		22	19	21	14	12	10	11	13	14	2	3	5
Pacific Islander													35	27	32	24	7	8	15	19	19	3	5	6
<b>Grade 10</b>																								
All Students	35	28	34	43	43	42	15	10	18	57	43		32	26	27	39	36	33	14	16	16	23	22	26
Females	30	30	35	39	37	35	13	4	11				30	25	26	33	31	28	11	12	13	17	18	19
Males	39	27	35	48	52	51	17	14	22		46		33	27	28	46	42	40	16	19	20	28	26	32
English Learners	14	10	18	36	26	18	7	3	6				7	5	5	12	8	7	3	3	3	3	3	3
Non English Learners	42	34	40	43	44	44	25	16	23	61	47		36	30	31	41	37	35	17	20	20	26	25	30
SED^	15	16	22	34	30	29	11	6	13		38		17	14	15	19	17	16	8	9	10	6	6	9
Non SED	47	35	44	46	48	47	20	15	23		48		39	33	36	45	41	41	18	20	23	30	30	36
Special Education	19	8	8				5	6	15				10	6	6	26	15	12	5	6	6	5	3	6
Migrant Education													10	9	10	11	17	13	3	4	5	2	2	4
African American		31											16	13	14	15	11	10	7	8	8	4	4	6
American Indian													33	26	26	30	34	28	14	14	21	26	28	24
Asian	70	44	57	52	50	49	19	12	20				42	38	42	54	52	51	18	20	21	43	43	48
Caucasian	29	28	36	43	43	42	14	12	19		34		47	40	41	49	45	44	25	28	28	33	32	38
Filipino	59	34	39	38	38	46			34				39	33	35	29	28	28	18	20	22	20	23	33
Hispanic or Latino	18	17	16	26	33	25	19	7	13				16	13	14	17	15	14	8	8	10	6	7	7
Pacific Islander													25	20	18	27	22	18	8	11	13	12	14	16
<b>Grade 11</b>																								
All Students	34	34	37	27	24	28	15	14	19	50	46	51	34	30	30	25	23	22	19	20	21	39	41	40
Females	34	37	40	21	21	24	10	9	17	35	28	35	35	31	31	20	19	18	16	17	17	29	33	31
Males	34	32	32	34	29	34	17	17	20	58	56	58	34	28	29	30	27	28	21	22	25	47	47	47
English Learners	11	9	11	16	26	18	4	2	6	32	22	10	7	5	6	8	6	6	4	4	5	12	10	9
Non English Learners	49	41	47	28	25	29	25	20	25	52	49	56	41	35	35	27	25	25	23	24	25	41	42	42
SED^	17	18	21	18	14	20	9	10	10	40	39	36	18	16	16	13	12	12	10	13	13	19	20	21
Non SED	45	43	47	31	29	31	21	19	28	54	49	59	43	36	39	30	28	28	24	25	29	43	46	47
Special Education	8	2	5				12	9	14				9	8	7	15	11	10	7	6	7	15	13	13
Migrant Education													10	9	9	8	8	7	3	7	8	6	11	11
African American			50										18	14	14	10	8	8	9	9	12	13	15	14
American Indian													36	26	25	27	20	24	19	21	26	31	33	40
Asian	58	69	67	43	39	36		13	31	66	58	79	55	52	53	38	35	37	20	20	33	49	53	52
Caucasian	30	27	33	26	21	28	14	17	20	47	40	42	50	43	44	35	33	32	30	33	34	47	50	51
Filipino	53	47	52	17	32	25	20	0			50		43	38	39	20	21	21	26	24	23	31	33	35
Hispanic or Latino	22	21	16	13	18	18	14	8	14	33	60	36	18	15	16	10	9	9	9	12	13	18	18	18
Pacific Islander													23	19	22	17	15	17	21	12	14	35	35	24

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. In some cases, no students were tested within the grade level and/or subgroup.

## 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). This refers to steadily increasing the percentage of students who achieve state standards of academic proficiency from year to year. AYP requires the evaluation and reporting of all students' academic progress, including students in significant subgroups such as English language learners, socioeconomically disadvantaged students, students with disabilities, and other ethnic populations.

In California, results of how students perform on state testing help determine whether a school or district demonstrates Adequate Yearly Progress (AYP). Schools and districts must meet 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. Schools and districts must achieve the following:

**Elementary and Middle Schools:** A 24.4% at-or-above proficiency rate in English/language arts and 26.5% for math on California Standards Tests (CSTs), a 95% or above participation rate on the CSTs (grades 2-8), and an API of 560 or one point of API growth each year.

**High Schools:** A 22.3% at-or-above proficiency rate in English/language arts and 20.9% for 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, and an API of 560 or one point of API growth each year.

**Unified School Districts:** A 23.0% at-or-above proficiency rate in English/language arts and 23.7% for 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, and an API of 560 or one point of API growth each year.

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.

District and Schools Meeting AYP Criteria		
	2004	2005
<b>GUSD</b>	<b>Yes</b>	<b>Yes</b>
Balboa ES	Yes	Yes
Cerritos ES	Yes	No
Clark HS	Yes	Yes
College View School	No	Yes
Columbus ES	Yes	Yes
Crescenta Valley HS	Yes	Yes
Daily HS	Yes	Yes
Dunsmore	Yes	Yes
Edison ES	Yes	No
Franklin ES	Yes	Yes
Fremont ES	Yes	Yes
Glendale HS	Yes	Yes
Glenoaks ES	Yes	Yes
Hoover HS	Yes	Yes
Jefferson ES	Yes	Yes
Keppel ES	Yes	Yes
La Crescenta ES	Yes	Yes
Lincoln ES	Yes	Yes
Mann ES	Yes	No
Marshall ES	Yes	Yes
Monte Vista ES	Yes	Yes
Mountain Avenue ES	Yes	Yes
Muir ES	Yes	Yes
Roosevelt MS	Yes	Yes
Rosemont MS	Yes	Yes
Toll MS	Yes	Yes
Valley View ES	Yes	Yes
Verdugo Woodlands ES	Yes	Yes
White ES	Yes	Yes
Wilson MS	Yes	Yes
<b>Number of PI Schools in District</b>	0	0
<b>Percent of PI Schools in District</b>	0%	0%

Adequate Yearly Progress				
California Standards Test (CST) and California High School Exit Examination (CAHSEE)				
English/Language Arts				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
<b>Target</b>	95%		23.0%	
	Met	Met	Met	Met
<b>Subgroups</b>				
<b>All Students</b>	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes
SED <sup>^</sup>	Yes	Yes	Yes	Yes
Migrant Education	Yes	Yes	Yes	Yes
Special Education	Yes	Yes	Yes	Yes
African American	Yes	Yes	Yes	Yes
Asian	Yes	Yes	Yes	Yes
Filipino	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
<b>Target</b>	95%		23.7%	
	Met	Met	Met	Met
<b>Subgroups</b>				
<b>All Students</b>	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes
SED <sup>^</sup>	Yes	Yes	Yes	Yes
Migrant Education	Yes	Yes	Yes	Yes
Special Education	Yes	Yes	Yes	Yes
African American	Yes	Yes	Yes	Yes
Asian	Yes	Yes	Yes	Yes
Filipino	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes
Academic Performance Index (API)				
	04		05	
<b>Target</b>	Minimum score of 560 or 1 point increase			
	Met	Score	Met	Score
<b>Scores</b>	Yes	779	Yes	794
Graduation Rate				
	04		05	
<b>Target</b>	Rate of 82.8 or increase in rate of at least 0.1 over 1 year or increase of at least 0.2 over 2 years			
	Met		Met	
<b>Rates</b>	Yes		Yes	

<sup>^</sup>SED - Socioeconomically Disadvantaged

## California High School Exit Exam

The California High School Exit Examination (CAHSEE) is a state-mandated test that measures a student's ability in reading, writing, and math. Beginning in the 2005-06 school year, students must pass both the English/Language Arts and Mathematics portions of the examination, as well as meet district requirements, in order to receive a high school diploma. The test is administered every spring to students in the tenth grade. The adjacent table illustrates district-wide cumulative results compared to other students in the state who took the test. The number of students tested includes repeat test takers who may have taken the exam multiple times during the school year. To maintain confidentiality, the percentage of English Learners who passed the math portion is not disclosed.

## Teacher Qualifications

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, the district had 1,291 fully credentialed teachers.

### NCLB-Compliant Teachers

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, 89.1 percent of core academic classes in Glendale Unified School District were taught by NCLB-compliant teachers.

Under the recently adopted federal No Child Left Behind Act, parents have the right to know the professional qualifications of their child's classroom teacher which include:

- Whether the State of California has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the teacher is teaching under an emergency permit or other provisional status by which state licensing criteria have been waived.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any instructional assistants provide services to the student and, if they do, their qualifications.

Parents who wish to receive this information may contact the district's Human Resources Office at (818) 241-3111.

### Teacher Education Levels 2004-05

	GUSD
Doctorate	0.7%
Master's Degree +30*	49.1%
Master's Degree	0.5%
Bachelor's Degree +30*	39.7%
Bachelor's Degree	9.9%
Less Than Bachelor's	0.0%

\*Indicates additional hours above and beyond degree.

### California HS Exit Exam Cumulative Results

	English/Language Arts		Math	
	Students	% Passing	Students	% Passing
<b>All Students</b>	3,210	75	3,029	79
Females	1,486	79	1,459	80
Males	1,724	72	1,570	78
English Learners	902	50	766	60
SED^	1,293	64	1,201	68
Special Education	333	35	282	33
African American	21	71	24	58
Asian	438	84	391	95
Caucasian	1,883	77	1,757	84
Filipino	165	87	162	86
Hispanic	687	61	682	57

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. In some cases, no students were tested within the grade level and/or subgroup.

### Teacher Credential Status

	03	04	05
Fully Credentialed	1,278	1,272	1,291
Emergency Credentials	107	58	5
Interns	49	29	38
Waivers	13	10	1
<b>Total Teachers</b>	<b>1,419</b>	<b>1,353</b>	<b>1,335</b>
Working Outside Subject	0	50	50
Average Years Teaching	13	14	14
Average Years in District	11	12	13

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.

### Misassignments/Vacancies

	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	163	*
Vacant Teacher Positions	0	0	*

\*2005-06 data unavailable at the time of publication

### Highly Qualified Teachers

	% of Courses Taught By Highly Qualified Teachers
Glendale Unified School District	89.1%
High-Poverty Schools in District	82.4%
Low-Poverty Schools in District	89.5%