

District Fact Sheet, 2006–2007



Glendale Unified School District

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TEACHERS

TEACHER FACTS	DISTRICT AVERAGE	STATE AVERAGE
Full credential holders	98%	95%
Intern credential holders	2%	4%
Emergency permit holders	1%	4%
Waiver permit holders	0%	0%
Average years of teaching experience	15.2	12.7
Teachers with 1-2 years experience	3%	12%

SOURCE: October 2006 CBEDS data, California Dept. of Education

Our district employs a higher percentage of fully-credentialed teachers than the average district in the state. We do not employ any teachers holding credential waivers. Compared to the average district in the state, we have a smaller percentage of new teachers.

STUDENTS

STUDENT FACTS	DISTRICT AVERAGE	STATE AVERAGE
English learners	24%	25%
Low-income students	41%	51%
Special education students	9%	10%
Compensatory education students (Title I)	59%	52%

SOURCE: October 2006 CBEDS data, California Dept. of Education

The percentage of English learners and special education students in our district is comparable to the average statewide. Compared to the state average, we have fewer low-income students. The lower income designation is based on families requesting free or reduced-price lunches. A family of four qualifies if their annual income is under \$37,000.

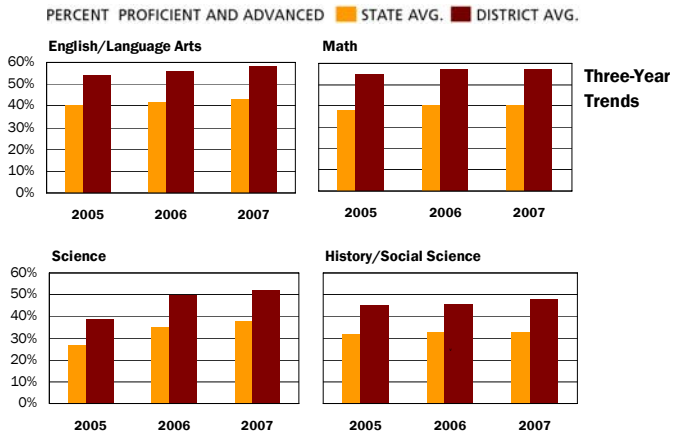
RESOURCES

RESOURCE FACTS	DISTRICT AVERAGE	STATE AVERAGE
Students per teacher	21.5	21.0
Students per administrator	347.5	251.7
Students per computer	4.8	4.4
Enrollment per elementary school	625	535
Enrollment per middle school	1,169	893
Enrollment per high school	2,412	1,535

SOURCE: October 2006 CBEDS data, California Dept. of Education

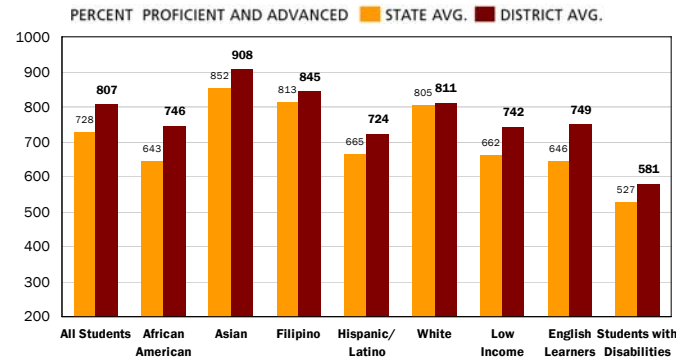
These ratios of teachers, classified staff and administrators per student offer a relative measure of the district's human resources. In our district, the ratio of teachers to students is about the same as the state average. However, we employ fewer administrators than the average district in the state. The average enrollment in our schools reveals whether our schools at each level are larger or smaller than the average school in the state.

CALIFORNIA STANDARDS TESTS



SOURCE: The scores for the California Standards Tests are from the spring 2007 test cycle.

ACADEMIC PERFORMANCE INDEX (API)



SOURCE: API based on spring 2007 test cycle. NOTE: only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

The API is California's way of measuring academic progress. It summarizes all test results with a single number. The district's API was 807 in the 2006-07 school year. This is higher than the API for the average district in the state. All of our student subgroups also posted API scores higher than the state average.

ADEQUATE YEARLY PROGRESS (AYP)

District Level

Did the district meet all AYP criteria?	Yes
What percent of the district goals were met?	100%
Did the district meet its participation rate goals?	Yes
Did the district meet its test score goals?	Yes
Did the district meet its API goal?	Yes
Did the district meet its graduation rate goal?	Yes

The federal law known as NCLB measures the academic success of schools and districts based on their API, graduation rates, and student participation rates and scores on standardized tests.

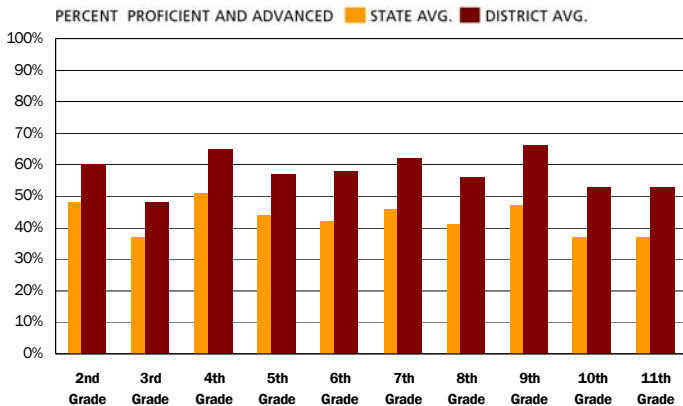


CALIFORNIA STANDARDS TESTS

Districtwide results of the English/language arts and mathematics portions of the California Standards Tests are summarized here for the spring 2007 test cycle. Note that in most cases, students take tests based on their grade level. The exceptions are for students in grades seven through eleven in math. Those students take subject-specific tests based on the courses that they have completed or are in the process of completing. To read more about the California standards for English/language arts or mathematics, visit the CDE's Web site.

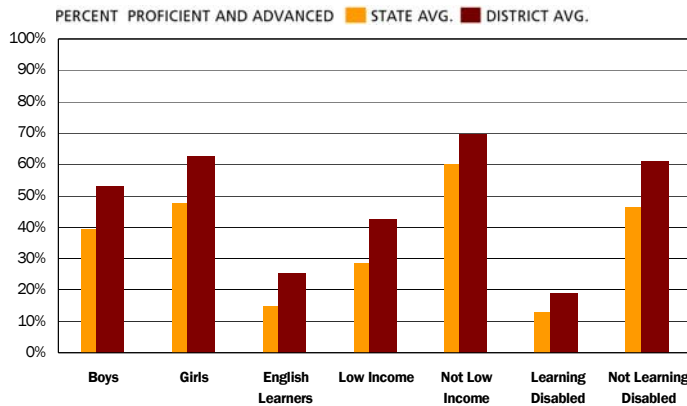
English/Language Arts

Results by Grade Level for Proficient and Advanced Students



The graph above shows how our students scored in English/language arts by grade compared with their peers statewide. At all ten grade levels, a higher percentage of our students scored proficient or advanced than did students statewide. Students in ninth grade scored proficient or advanced at the highest rates. Ninth graders also exceeded the state average by the widest margin, 19 percentage points.

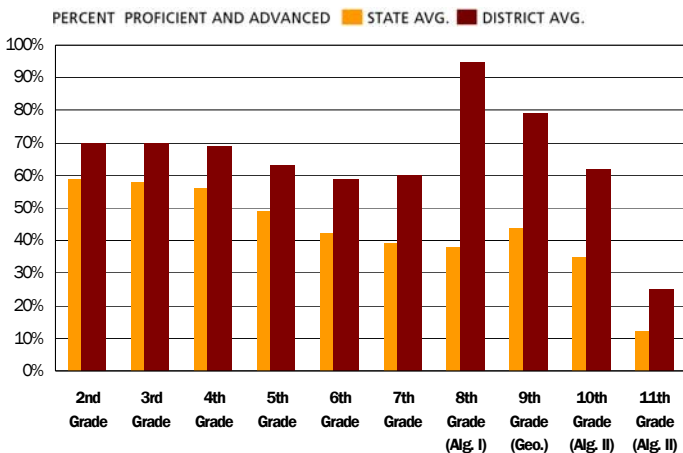
Results by Subgroups of Proficient and Advanced Students



Here we analyze all grade-level tests for English/language arts as a whole. Our students' results are compared in detail to the results of similar students statewide. In all subgroups, students in our district performed better than their peers around the state. Not-low-income students scored proficient or advanced at the highest rate overall. Girls and students in the not-learning-disabled subgroup exceeded the state average by the widest margin, 15 percent.

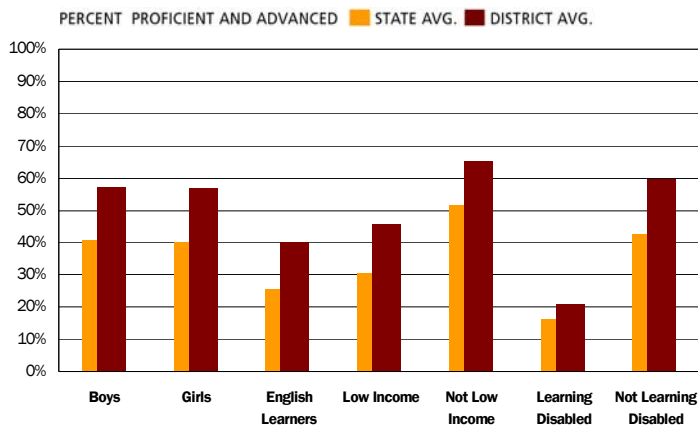
Math

Results by Grade Level for Proficient and Advanced Students



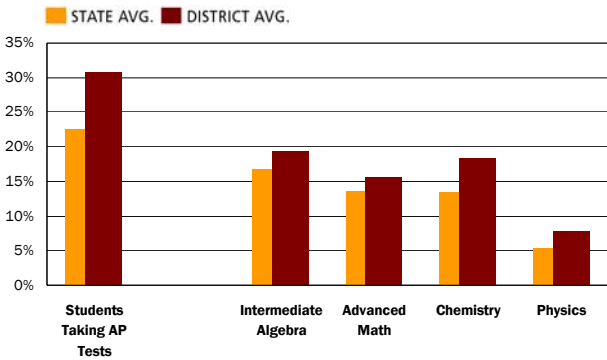
Our students' results in mathematics are shown in the graph above. At all grade levels, students in our district scored proficient or advanced at higher levels than their peers in the state. Our eighth grade algebra students reached the highest levels of proficiency. Please note that because there is no required course of study in math for students in grades eight through eleven, we're showing results for specific mathematics subjects. For this reason, district-level math results will be less comparable starting in eighth grade.

Results by Subgroups of Proficient and Advanced Students



When all math course tests are analyzed as a whole, students in all seven subgroups posted results that surpassed the state average. Students in the not-low-income subgroup scored proficient or advanced at the highest rate. Scores for students in the not-learning-disabled subgroup surpassed the state average by the widest margin. Note that in the graph above, we've included all of our students' results on all math course tests.

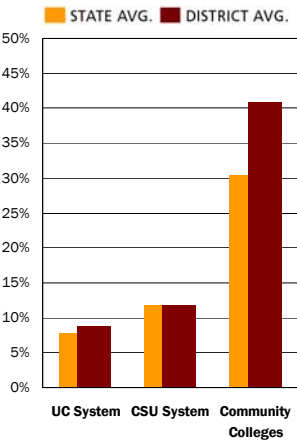
ADVANCED COURSE ENROLLMENT



Student enrollment in advanced courses is a strong indicator of our students' readiness for college. Here we show Advanced Placement (AP) test-taking along with advanced math and science course-taking patterns. Like honors courses, AP courses are more challenging. Colleges often accept AP courses as the equivalent of college courses, and some take this into account when making admission decisions.

Compared to their peers in the state, students in our district are taking more AP tests. Our students are also taking advanced math and science courses at rates higher than the state average.

COLLEGE ENTRANCE EXAMS AND ENROLLMENT IN PUBLIC COLLEGES IN CALIFORNIA

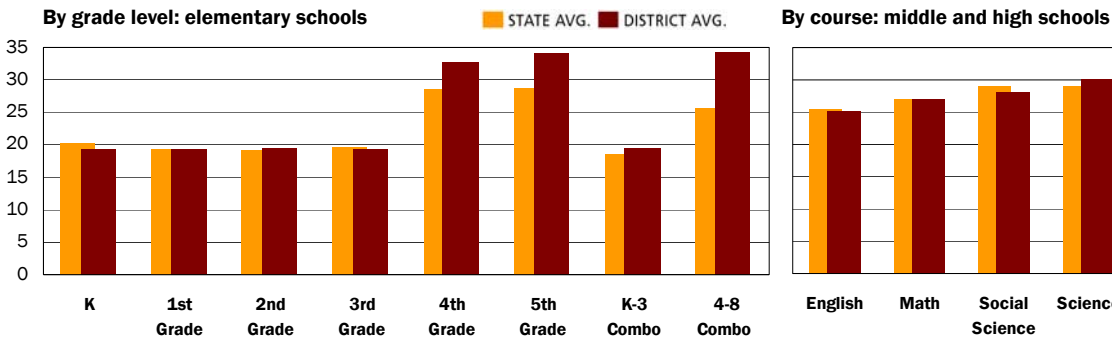


	DISTRICT	STATE
Students Enrolled in College, Class of 2006		
UC Enrollments	9%	8%
CSU Enrollments	12%	12%
Community College Enrollments	41%	30%
COLLEGE ENTRANCE EXAM		
SAT Participation Rate	43%	37%
SAT Verbal Average Score	507	493
SAT Math Average Score	557	513
SAT Writing Average Score	516	491

Where do our students go after they graduate from high school? Sixty-two percent enroll in the public colleges or universities in California. Although this data does not include private colleges in California or college enrollment outside our state, it is indicative of the college-going rate districtwide.

The college entrance exam known as the SAT is a second indicator of our success at preparing students for college. A higher percentage of our seniors took the SAT than did students in other high schools around the state. In addition, our students' scores on all three portions of the test were higher than those of their peers statewide.

AVERAGE CLASS SIZE



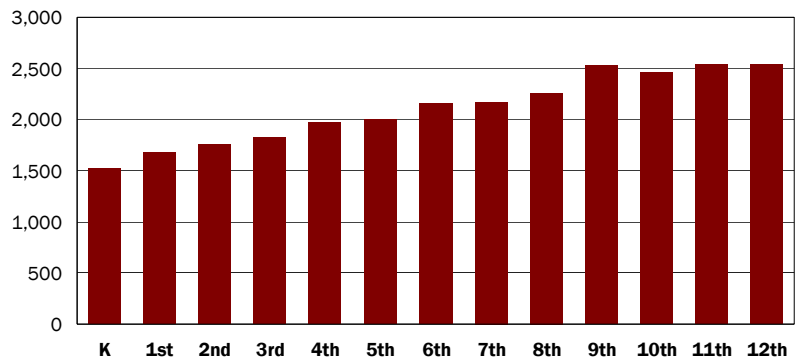
Our elementary school class sizes generally mirror averages around the state, with the exception of our grade four through eight combination classes, which are larger than average. Our core courses in middle and high school are also comparable to the state average.

ENROLLMENT BY GRADE LEVEL

Key District Facts

GRADE LEVEL	SCHOOLS	STUDENTS	DISTRICT AVG. STUDENTS PER SITE	STATE AVG. STUDENTS PER SITE
Elementary	20	12,490	625	535
Middle	4	4,676	1,169	893
High School	4	9,647	2,412	1,535
Alternative	1	102	102	217
Special Education	1	265	265	218
Continuation	1	235	235	138
Community Day	1	5	5	32

Enrollment by Grade Level



SCHOOLS WORTH NOTING

SCHOOL	CALIFORNIA DISTINGUISHED SCHOOL AWARD (2003-2007)	ACHIEVING SCHOOL TITLE I AWARD (2007)	NATIONAL BLUE RIBBON SCHOOL (2000-2007)	API IS 800 OR HIGHER	API GROWTH OF 30+ POINTS IN ONE YEAR
ELEMENTARY SCHOOLS					
Balboa Elementary		✓		✓	
Columbus Elementary	✓	✓			
Dunsmore Elementary				✓	
Franklin (Benjamin) Elementary	✓			✓	✓
Fremont (John C.) Elementary	✓			✓	
Glenoaks Elementary				✓	
John Marshall Elementary	✓	✓			
Keppel (Mark) Elementary				✓	
La Crescenta Elementary				✓	
Lincoln (Abraham) Elementary				✓	
Monte Vista Elementary	✓		✓	✓	
Mountain Avenue Elementary	✓		✓	✓	
Thomas Jefferson Elementary	✓			✓	
Valley View Elementary	✓		✓	✓	
Verdugo Woodlands Elementary	✓			✓	
White (R. D.) Elementary			✓	✓	
MIDDLE SCHOOLS					
Rosemont Middle	✓			✓	
Toll (Eleanor J.) Middle			✓		
Wilson (Woodrow) Middle		✓		✓	
HIGH SCHOOLS					
Clark (Anderson W.) Magnet High	✓		✓	✓	
Crescenta Valley Senior High	✓		✓	✓	