



# Crescenta Valley Senior High School

School Accountability Report Card, 2006–2007  
Glendale Unified School District

» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

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Glendale Unified School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average high school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

[http://www.schoolwisepress.com/sarc/links\\_2007\\_en.html](http://www.schoolwisepress.com/sarc/links_2007_en.html)

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

## How to Contact Our School

2900 Community Ave.  
La Crescenta, CA 91214  
Principal: Linda Evans  
Phone: (818) 249-5871

## How to Contact Our District

223 North Jackson St.  
Glendale, CA 91206  
Phone: (818) 241-3111 ext. 218  
<http://www.gusd.net>



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# Crescenta Valley Senior High School

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## » Principal's Message

We are very proud of Crescenta Valley High School. It is our belief that our school exemplifies excellence. This belief was validated in 1999 and again in 2005 when the school was designated a California Distinguished School. In 2000 Crescenta Valley was chosen as a National Blue Ribbon Award recipient. During the 2005–2006 school year Crescent Valley received the Los Angeles Music Center's BRAVO award as the outstanding visual and performing arts school in the county.

The challenge we face is assuring that all of our students master California Content Standards and that all of our students graduate from high school prepared to enter a four-year college. Research tells us that preparing all students to meet the entry requirements for a four-year college prepares students to succeed in any postsecondary endeavor.

Linda Evans, PRINCIPAL

### Grade range and calendar

**9-12**

TRADITIONAL

### Academic Performance Index

**861**

County Average: 674  
State Average: 697

### Student enrollment

**3,003**

County Average: 1,823  
State Average: 1,277

### Teachers

**119**

County Average: 76  
State Average: 55

### Students per teacher

**25**

County Average: 24  
State Average: 23

### Students per computer

**7**

County Average: 4  
State Average: 4

## Major Achievements

In the fall of 2006 a visiting team from the Western Association of Schools and Colleges spent three days reviewing the academic and co-curricular program of the school. Crescenta Valley was awarded the best accreditation term possible, a six-year clear term. In addition, the number of Advanced Placement (AP) tests and the number of test takers both grew. In 2007, 786 students took 1575 exams with a 73 percent pass rate. According to the Newsweek Challenge Index, Crescenta Valley ranks well within the top five percent of the nation's high schools based on the number of AP tests given. More students are reaching mastery in core academic subjects as indicated by our California Academic Performance Index (API) of 861 (800 is the state target). Based on scores students earned on both state tests and AP exams in 2007, US News and World Report named Crescenta Valley a Silver Medal School, ranking the school in the top three percent of the nation's high schools. Service learning is a valued tradition at Crescenta Valley; 283 graduating seniors wore the Service Learning Medallion at graduation signifying 100 hours of service. The graduating seniors donated a record total of 58,517 hours of service to the community.

## Focus for Improvement

- In the 2007–2008 school year, we will continue to prepare all students to meet the four-year college entrance requirements. The staff development focus in 2007–2008 is on developing within each academic department common formative assessments that are given during the learning process. Teachers then review results and reteach material prior to a major assessment, such as a unit exam or a state test. Research indicates that formative assessment and reteaching enables more students to reach mastery of standards.
- Due to an increase in state funding for counseling, each school guidance counselor is responsible for 400 students, down from 600 students in prior years. This program began in the spring of 2007. The goal for the 2007–2008 school year is for the guidance counselor to meet with each student and his parent/guardian. School counselors are planning additional outreach efforts to ensure that all students and parents understand that engaging in a rigorous academic program in high school leads to future success. We know that this increase in communication will positively impact student achievement.

**MEASURES OF PROGRESS**

**Academic Performance Index**

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Crescenta Valley’s API was 861 (out of 1000). This is an increase of 3 points compared to last year’s API. About 99 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

**API RANKINGS:** Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 858. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all high schools in California, our school ranked 10 out of 10.

**SIMILAR SCHOOL RANKINGS:** We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 8 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

**API GROWTH TARGETS:** Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

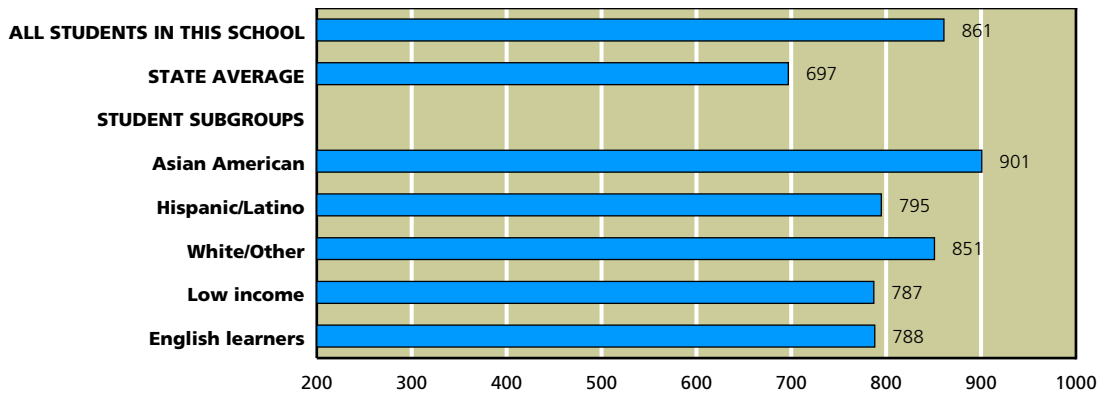
We met our assigned growth targets during the 2006–2007 school year. Just for reference, 27 percent of high schools statewide met their growth targets.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>Yes</b>
<b>Met growth target for prior school year</b>	<b>Yes</b>
<b>API score</b>	<b>861</b>
<b>Growth attained from prior year</b>	<b>+3</b>
<b>Met subgroup* growth targets</b>	<b>Yes</b>
<b>Underperforming school</b>	<b>No</b>

SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of March 2008.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

**API, Spring 2007**



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

### Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

We met all 14 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above Proficient levels on the California High School Exit Exam (CAHSEE): 22.3 percent on the English/language arts test and 20.9 percent on the math test. All significant ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate for the class of 2006 must be higher than 82.9 percent (or satisfy alternate improvement criteria).

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>Yes</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>Yes</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Met graduation rate</b>	<b>Yes</b>
<b>Program Improvement School in 2007</b>	<b>No</b>

SOURCE: AYP is based on the Accountability Progress Report of March 2008. A school can be in Program Improvement based on students’ test results in the 2006–2007 school year or earlier.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

### Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 22.3% ATTAIN PROFICIENCY ON THE CAHSEE?	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 20.9% ATTAIN PROFICIENCY ON THE CAHSEE?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
Asian American	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of March 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average high school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

TESTED SUBJECT	2006–2007		2005–2006		2004–2005	
	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES
<b>ENGLISH/LANGUAGE ARTS</b>						
<b>Our school</b>						
Percent Proficient or higher	75%		73%		72%	
<b>Average high school</b>						
Percent Proficient or higher	43%		41%		40%	
<b>GEOMETRY</b>						
<b>Our school</b>						
Percent Proficient or higher	55%		54%		58%	
<b>Average high school</b>						
Percent Proficient or higher	22%		23%		24%	
<b>US HISTORY</b>						
<b>Our school</b>						
Percent Proficient or higher	65%		70%		71%	
<b>Average high school</b>						
Percent Proficient or higher	37%		38%		39%	
<b>BIOLOGY</b>						
<b>Our school</b>						
Percent Proficient or higher	72%		75%		69%	
<b>Average high school</b>						
Percent Proficient or higher	38%		36%		33%	
<b>SCIENCE</b>						
<b>Our school</b>					NO DATA AVAILABLE N/A	
Percent Proficient or higher	74%		71%		NO DATA AVAILABLE N/A	
<b>Average high school</b>					NO DATA AVAILABLE N/A	
Percent Proficient or higher	36%		35%		NO DATA AVAILABLE N/A	

SOURCE: The scores for the CST are from the spring 2007 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

## Frequently Asked Questions About Standardized Tests

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

**WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY?** When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** Experts consider California’s standards to be among the most clear and rigorous in the country. Just 45 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

**ARE ALL STUDENTS’ SCORES INCLUDED?** No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

**CAN I REVIEW SAMPLE TEST QUESTIONS?** Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

**WHY ARE ONLY SOME OF THE TEST RESULTS PRESENT?** California’s test program includes many tests not mentioned in this report. For brevity’s sake, we’re reporting six CST tests usually taken by the largest number of students. We select at least one test from each core subject. For science, we’ve selected biology (an elective) and the tenth grade life science test. For math, we’ve selected two courses, both of them electives: Algebra I, which students take if they haven’t studied and passed it in eighth grade; and Geometry, often the most popular math course because it follows Algebra I. In social studies, we’ve selected US History, which is taken by all juniors (eleventh graders). English/language arts summarizes the results of students in grades nine through eleven.

### English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			75%	99%	<b>SCHOOLWIDE AVERAGE:</b> About 32 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			38%	96%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			43%	97%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

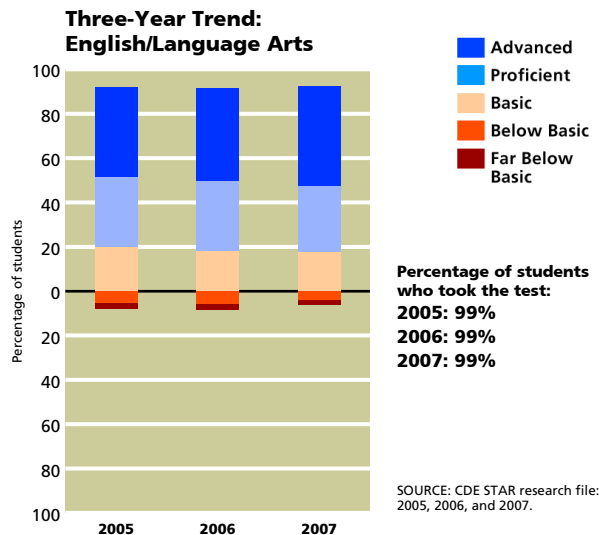
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			71%	1,085	<b>GENDER:</b> About eight percent more girls than boys at our school scored Proficient or Advanced.
Girls			79%	1,129	
English proficient			79%	2,048	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			33%	166	
Low income			53%	177	<b>INCOME:</b> About 24 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			77%	2,036	
Learning disabled			23%	120	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			78%	2,094	
Asian American			81%	711	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino			79%	61	
Hispanic/Latino			61%	183	
White/Other			74%	1,224	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



### Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			48%	24%	<b>SCHOOLWIDE AVERAGE:</b> About 34 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			12%	32%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			14%	32%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

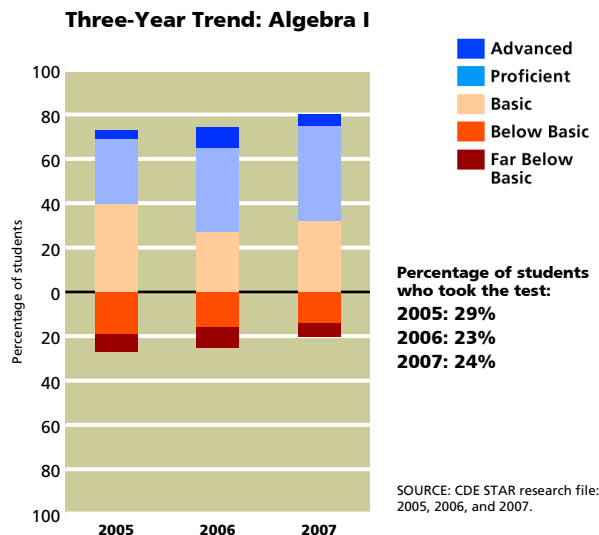
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			44%	291	<b>GENDER:</b> About eight percent more girls than boys at our school scored Proficient or Advanced.
Girls			52%	253	
English proficient			48%	493	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			43%	51	
Low income			25%	56	<b>INCOME:</b> About 25 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			50%	487	
Learning disabled			6%	47	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			52%	497	
African American	DATA STATISTICALLY UNRELIABLE		N/S	12	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Asian American			63%	115	
Filipino	DATA STATISTICALLY UNRELIABLE		N/S	16	
Hispanic/Latino			30%	58	
White/Other			46%	338	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took algebra is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 24 percent of our students took the algebra CST, compared to 32 percent of all high school students statewide. To read more about the **math standards for grades eight through twelve**, as well as the California standards for **algebra**, visit the CDE's Web site.



### Geometry

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			55%	27%	<b>SCHOOLWIDE AVERAGE:</b> About 33 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			17%	25%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			22%	24%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

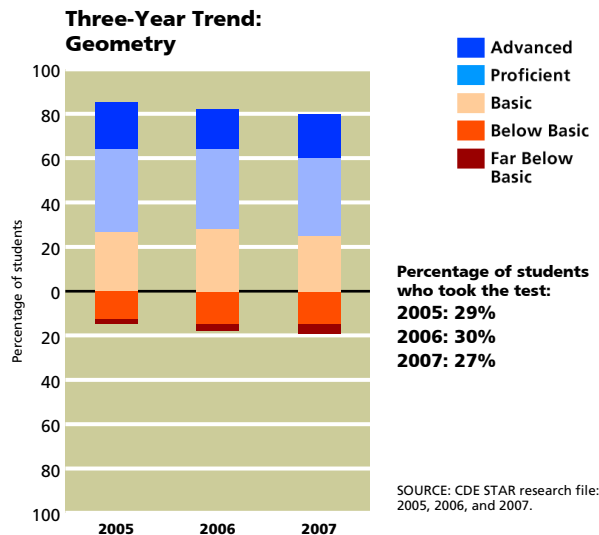
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			58%	294	<b>GENDER:</b> About five percent more boys than girls at our school scored Proficient or Advanced.
Girls			53%	302	
English proficient			56%	540	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			50%	56	
Low income			58%	36	<b>INCOME:</b> About three percent more students from lower-income families scored Proficient or Advanced than our other students.
Not low income			55%	560	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	24	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			58%	572	
Asian American			72%	190	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino	DATA STATISTICALLY UNRELIABLE		N/S	21	
Hispanic/Latino			25%	53	
White/Other			51%	323	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
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The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took geometry is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 27 percent of our students took the geometry CST, compared to 24 percent of all high school students statewide. To read more about the **math standards for all grades**, as well as the California standards for **geometry**, visit the CDE's Web site.



### US History

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			65%	99%	<b>SCHOOLWIDE AVERAGE:</b> About 28 percent more students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			34%	93%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			37%	94%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			68%	348	<b>GENDER:</b> About five percent more boys than girls at our school scored Proficient or Advanced.
<b>Girls</b>			63%	369	
<b>English proficient</b>			68%	680	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
<b>English learners</b>			19%	37	
<b>Low income</b>			47%	51	<b>INCOME:</b> About 20 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			67%	666	
<b>Learning disabled</b>			33%	42	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			67%	675	
<b>Asian American</b>			72%	224	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Filipino</b>	DATA STATISTICALLY UNRELIABLE		N/S	18	
<b>Hispanic/Latino</b>			54%	59	
<b>White/Other</b>			64%	405	

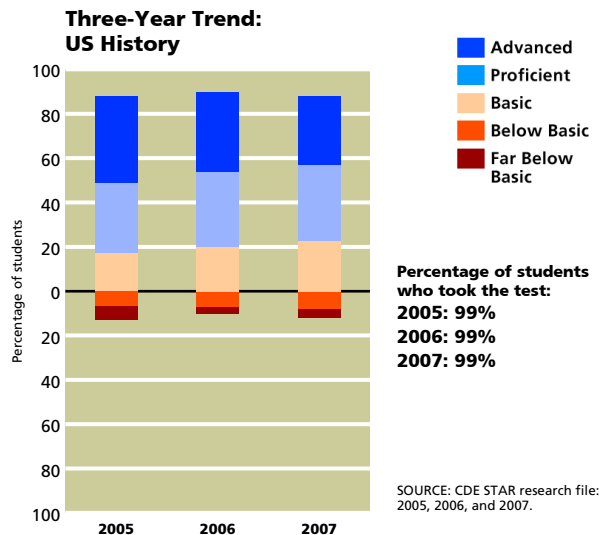
SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eleventh grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the eleventh grade **US history standards**, visit the CDE's Web site.



### Biology

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			72%	46%	<b>SCHOOLWIDE AVERAGE:</b> About 34 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			32%	34%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			38%	34%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

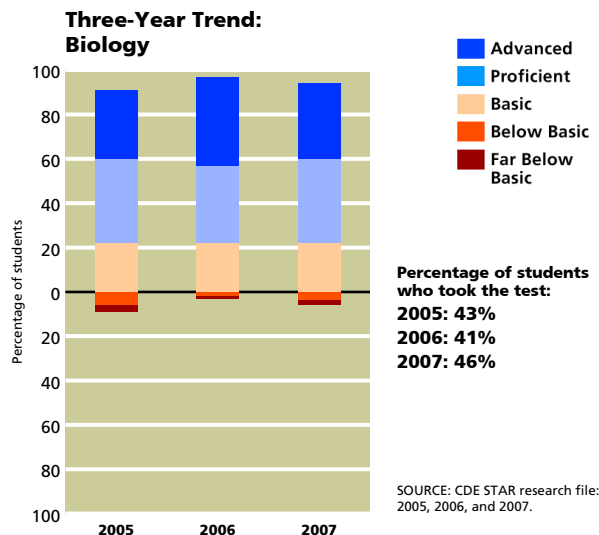
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			69%	485	<b>GENDER:</b> About six percent more girls than boys at our school scored Proficient or Advanced.
Girls			75%	546	
English proficient			75%	963	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			34%	68	
Low income			59%	70	<b>INCOME:</b> About 14 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			73%	960	
Learning disabled			27%	55	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			75%	976	
African American	DATA STATISTICALLY UNRELIABLE		N/S	13	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Asian American			76%	358	
Filipino			67%	30	
Hispanic/Latino			61%	70	
White/Other			72%	552	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who took biology is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 46 percent of our students took the biology CST, compared to 34 percent of all high school students statewide. To read more about the California standards for **biology/life sciences**, **physics**, **chemistry**, and **earth sciences**, visit the CDE's Web site.



**Science**

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			74%	99%	<b>SCHOOLWIDE AVERAGE:</b> About 38 percent more students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			31%	93%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			36%	94%	

**Subgroup Test Scores**

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			76%	361	<b>GENDER:</b> About four percent more boys than girls at our school scored Proficient or Advanced.
<b>Girls</b>			72%	361	
<b>English proficient</b>			77%	664	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
<b>English learners</b>			33%	58	
<b>Low income</b>			67%	55	<b>INCOME:</b> About seven percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			74%	666	
<b>Learning disabled</b>			37%	38	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			76%	684	
<b>Asian American</b>			76%	227	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Filipino</b>	DATA STATISTICALLY UNRELIABLE		N/S	21	
<b>Hispanic/Latino</b>			62%	59	
<b>White/Other</b>			75%	404	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

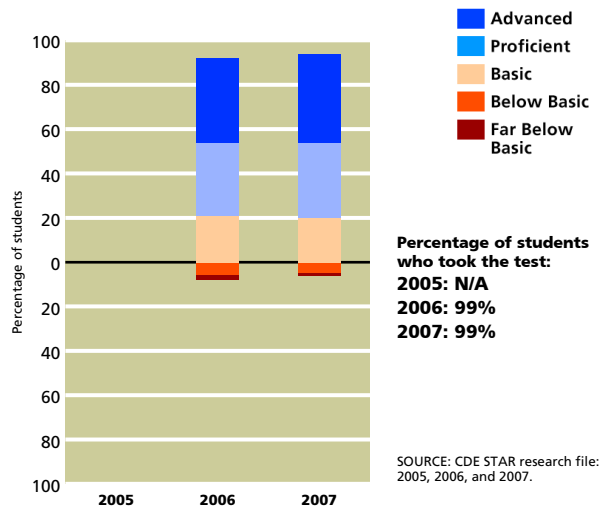
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

This was the second year that mandatory life science for tenth graders was included in the California Standards Tests. As a result, we have only two years of trend data to present. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [science standards](#) on the CDE’s Web site and find more information about the standards for [chemistry](#), [earth science](#), and [physics](#). Please note that some students taking this test may not have taken any science course in the ninth or tenth grade. In high school, science courses are electives.

**Two-Year Trend: Science**



SOURCE: CDE STAR research file: 2005, 2006, and 2007.

### **Other Measures of Student Achievement**

We use many means to assess student progress, including homework completion, quizzes, tests and final exams, research papers, essays, multimedia projects, oral exams or presentations, and teacher observation. We also analyze Standardized Testing and Reporting (STAR) test results to give a complete picture of student achievement and the quality of instruction.

**PREPARATION FOR COLLEGE AND THE WORKFORCE**

**SAT College Entrance Exam**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>SAT participation rate</b>	Percentage of seniors who took the test	67%	46%	41%
<b>SAT verbal</b>	Average score of juniors and seniors who took the SAT verbal test	528	472	493
<b>SAT math</b>	Average score of juniors and seniors who took the SAT math test	582	492	513
<b>SAT writing</b>	Average score of juniors and seniors who took the SAT writing test	536	474	491

SOURCE: SAT test data provided by the College Board for the 2005–2006 school year. County and state averages represent high schools only.

In the 2006–2007 academic year, 67 percent of Crescenta Valley students took the SAT, compared to 41 percent of high school students in California.

Crescenta Valley students’ average score was 528 on the verbal portion of the SAT, compared to 493 for students throughout the state. Crescenta Valley students’ average score was 582 on the math portion of the SAT, compared to 513 for students throughout the state. Crescenta Valley students’ average score was 536 on the writing portion of the SAT, compared to 491 for students throughout the state.

**College Preparation and Attendance**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Students meeting UC or CSU course requirements</b>	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	56%	41%	38%
<b>Students attending UC</b>	Percentage of graduates who actually attended any campus of the UC system	13%	9%	8%
<b>Students attending CSU</b>	Percentage of graduates who actually attended any campus of the CSU system	16%	13%	13%
<b>Students attending community colleges</b>	Percentage of graduates who actually attended any campus of the California community college system	43%	36%	31%

SOURCE: College attendance data is from the California Postsecondary Education Commission for the graduating class of 2006. Enrollment in UC/CSU qualifying courses comes from the Professional Assignment Information Form report of October 2006. County and state averages represent high schools only.

In the 2005–2006 school year, 56 percent of Crescenta Valley’s graduates passed courses required for admission to the University of California (UC) or the California State University (CSU) system, compared to 38 percent of students statewide. This number is, in part, an indicator of whether the school is offering the classes required for admission to the UC or CSU systems. The courses that the [California State University](#) system requires applicants to take in high school, which are referred to as the A–G course requirements, can be reviewed on the CSU’s official Web site. The [University of California](#) has a similar set of courses required.

Our [college attendance](#) data is limited to public colleges in California. Out of Crescenta Valley’s 2006 graduating class, about 71 percent went on to enroll in some part of the California public college system, compared to 52 percent of students throughout the state. Here’s the detail: 13 percent of the graduating class went to UC campuses; 16 percent went to CSU campuses; and 43 percent went to two-year colleges in the community college system.

### Advanced Placement and International Baccalaureate Courses Offered

High school students can enroll in courses that are more challenging in their junior and senior years. These include **honors** and **Advanced Placement (AP)** courses. Some schools also offer students the opportunity to participate in the **International Baccalaureate (IB)** Diploma Programme. IB courses are offered in just 82 high schools in California. The IB curriculum is modelled on educational systems from around the world. All IB students learn a second language. Some IB programs also stress community service. Honors, IB, and AP courses are intended to be the most rigorous and challenging courses available. Most colleges regard IB and AP courses as the equivalent of a college course.

The majority of comprehensive high schools offer AP courses, but the number of AP courses offered at any one school varies considerably. Unlike honors courses, AP courses and tests are designed by a national organization, the College Board, which charges fees to high schools for the rights to their material. The number of AP courses offered is one indicator of a school’s commitment to prepare its students for college. But students’ participation in those courses and their test results are, in part, a measure of student initiative. Please keep both of these considerations in mind as you review the facts below.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Enrollment in AP courses</b>	Percentage of AP course enrollments out of total course enrollments	11%	4%	4%
<b>Completion of AP courses</b>	Percentage of juniors and seniors who completed AP courses and took the final exams for possible college credit	53%	28%	25%
<b>Number of AP exams taken</b>	Average number of AP exams each of these students took in 2006–2007	2.0	1.8	1.8
<b>AP test results</b>	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	73%	53%	57%

SOURCE: AP exam data provided by the College Board for the 2006–2007 school year.

Here at Crescenta Valley, 53 percent of juniors and seniors took AP exams. In California, 25 percent of juniors and seniors in the average high school took AP exams. On average, those students took 2.0 AP exams, compared to 1.8 for students in the average high school in California.

Students who take IB courses as part of the IB program, or AP courses and pass the AP exams with scores of 3 or higher, may qualify for college credit. Our high school offers 16 different courses that you’ll see listed in the table.

More information about the **Advanced Placement program** is available from the College Board.

AP AND IB COURSES OFFERED	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
<b>Fine and Performing Arts</b>	1	1	23
<b>Computer Science</b>	1	1	23
<b>English</b>	2	12	407
<b>Foreign Language</b>	3	4	101
<b>Mathematics</b>	3	10	298
<b>Science</b>	4	10	324
<b>Social Science</b>	5	23	747
<b>Total</b>	16	61	1,923

SOURCE: CBEDS PAIF, October 2006.

### California High School Exit Examination

Students first take the California High School Exit Examination (CAHSEE) in the tenth grade. If they don't pass either the English/language arts or math portion, they can retake the test in the eleventh or twelfth grades. Here you'll see a three-year summary showing the percentage of tenth graders who scored Proficient or Advanced. (This should not be confused with the passing rate, which is set at a somewhat lower level.)

Answers to [frequently asked questions](#) about the exit exam can be found on the CDE Web site. Additional information about the [exit exam results](#) are also available there. The table below shows how specific groups of tenth

grade students scored on the exit exam in the 2006–2007 school year. The English/language arts portion of the exam measures whether a student has mastered reading and writing skills at the ninth or tenth grade level, including vocabulary, writing, writing conventions, informational reading, and reading literature. The math portion of the exam includes arithmetic, statistics, data analysis, probability, number sense, measurement, and geometry at sixth and seventh grade levels. It also tests whether a student has mastered algebra, a subject that most students study in the eighth or ninth grade.

Sample [questions and study guides](#) for the exit exam are available for students on the CDE Web site.

	PERCENTAGE OF TENTH GRADE STUDENTS SCORING PROFICIENT OR ADVANCED ON THE CAHSEE		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>English/language arts</b>			
2006–2007	79%	65%	49%
2005–2006	84%	68%	51%
2004–2005	79%	63%	49%
<b>Math</b>			
2006–2007	87%	74%	50%
2005–2006	85%	71%	47%
2004–2005	80%	67%	45%

SOURCE: California Department of Education, SARC research file.

**CAHSEE Results by Subject Area**

	ENGLISH/LANGUAGE ARTS			MATH		
	NOT PROFICIENT	PROFICIENT	ADVANCED	NOT PROFICIENT	PROFICIENT	ADVANCED
<b>Tenth graders</b>	21%	30%	49%	13%	34%	53%
<b>African American</b>	43%	57%	0%	43%	57%	0%
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	21%	29%	49%	5%	24%	72%
<b>Filipino</b>	11%	47%	42%	11%	42%	47%
<b>Hispanic or Latino</b>	30%	27%	43%	23%	47%	30%
<b>Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>White (not Hispanic)</b>	19%	30%	51%	16%	37%	47%
<b>Male</b>	27%	31%	43%	12%	33%	55%
<b>Female</b>	15%	30%	55%	15%	35%	50%
<b>Socioeconomically disadvantaged</b>	25%	39%	37%	26%	31%	43%
<b>English learners</b>	51%	29%	21%	21%	31%	48%
<b>Students with disabilities</b>	68%	22%	11%	54%	41%	5%
<b>Students receiving migrant education services</b>	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: California Department of Education, SARC research file. Scores are included only when 11 or more students are tested. When small numbers of students are tested, their average results are not very reliable.

**High School Completion**

This table shows the percentage of seniors in the graduating class of 2006 who met our district’s graduation requirements and also passed the California High School Exit Examination (CAHSEE). We present the results for students schoolwide followed by the results for different groups of students.

Students can retake all or part of the CAHSEE up to five times throughout their junior and senior years. School districts have been giving the CAHSEE since the 2001–2002 school year. However, 2005–2006 was the first year that passing the test was required for graduation.

More data about [CAHSEE results for the classes of 2007 and 2008](#), and additional detail by gender, ethnicity, and English language fluency, are available on the CDE Web site.

GROUP	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2006)		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>All Students</b>	94%	N/A	N/A
<b>African American</b>	83%	N/A	N/A
<b>American Indian or Alaska Native</b>	100%	N/A	N/A
<b>Asian</b>	96%	N/A	N/A
<b>Filipino</b>	100%	N/A	N/A
<b>Hispanic or Latino</b>	85%	N/A	N/A
<b>Pacific Islander</b>	N/A	N/A	N/A
<b>White (not Hispanic)</b>	94%	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A

SOURCE: This data comes from the school district office.

**Dropouts and Graduates**

**DROPOUT RATE:** Our dropout rate for the prior three years appears in the accompanying table. We define a **dropout** as any student who left school before completing the 2005–2006 school year or a student who hasn’t re-enrolled in our school for the 2006–2007 year by October 2006.

Identifying dropouts is difficult because many students who leave school unexpectedly don’t let us know why they’re leaving or where they’re going. As a result, we often have to trace their steps so we can determine whether they have really left school. This process is imprecise, at best.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Dropout rate (one year)</b>			
2005–2006	0%	4%	3%
2004–2005	0%	3%	2%
2003–2004	0%	4%	2%
<b>Graduation rate (four year)</b>			
2005–2006	100%	80%	87%
2004–2005	100%	82%	88%
2003–2004	100%	81%	89%

SOURCE: Dropout data comes from the CBEDS census of October 2006. County and state averages represent high schools only.

**GRADUATION RATE:** The **graduation rate** is an estimate of our school’s success at keeping students in school. It is also used in the No Child Left Behind Act to determine Adequate Yearly Progress and is part of California’s way of determining a high school’s Academic Performance Index (API). The **formula** provides only a rough estimate of the completion rate because the calculation relies on dropout counts, which are imprecise. The California Department of Education (CDE) cautions that this method is likely to produce an estimated graduation rate that is too high.

### Workforce Preparation

The campus College Career Center provides students with an array of opportunities that they can access with specialized computer software that focuses on their individual interests and skills. Guest speakers from a number of local businesses and a curriculum that fosters critical thinking, problem solving, leadership, and academic skills help students apply real-world concepts to ensure work readiness. We offer a work experience program as well as a robust Regional Occupational Program (ROP) that includes classes in the health, business, computers, multimedia, culinary, robotics, and marketing fields. Students may chose to participate in academy programs in health sciences, culinary arts, graphic design, and cosmetology. School personnel provide students with guidance counseling on career paths and courses of study. This year we have offered the PLAN to the tenth graders on a Saturday in December. This practice ACT score report includes an interest survey and aptitude test. The individual student report gives each student a World of Work Map that highlights individual career areas and occupations for each individual. The district sponsors an annual College Career Fair where more than 100 colleges and universities have exhibits. In addition, 30 to 40 career representatives share various aspects of their chosen fields, including basic skills needed, advanced education required, opportunities for advancement, and specific hiring practices.

Glendale Community College offers students an additional resource for work preparation through their curriculum that is open to high school students. The Verdugo School to Career Coalition, a consortium of education and business representatives, meets regularly to discuss and guide the acquisition of work-related programs and grant funding.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Career technical education (CTE)</b>	Percentage of students enrolled in a CTE course	10%	19%	26%

SOURCE: CBEDS census, October 2006. County and state averages represent high schools only.

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (formerly known as vocational education) are open to all students. The table above shows the percentage of our students who enrolled in a career technical education course at any time during the school year. We enrolled 291 students in career technical education courses.

More information about the programs our school offers in career technical education are available on our Accountability Web page, which you can access from our district Web site. In addition to a listing of [courses and programs](#), you will also find facts about the rate at which students completed these programs. Information about [career technical education](#) policy is available on the CDE Web site.

**STUDENTS**

**Students’ English Language Skills**

At Crescenta Valley, 94 percent of students were considered to be proficient in English, compared to 85 percent of high school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	94%	81%	85%
English learners	6%	19%	15%

SOURCE: Language Census for school year 2006–2007. County and state averages represent high schools only.

**Languages Spoken at Home by English Learners**

Please note that this table describes the home languages of just the 192 students classified as English learners. At Crescenta Valley, the language these students most often speak at home is Korean. In California it’s common to find English learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	8%	88%	83%
Vietnamese	1%	1%	2%
Cantonese	0%	1%	1%
Hmong	0%	0%	2%
Filipino/Tagalog	1%	1%	1%
Korean	65%	2%	1%
Khmer/Cambodian	0%	1%	1%
All other	25%	6%	9%

SOURCE: Language Census for school year 2006–2007. County and state averages represent high schools only.

**Ethnicity**

Most students at Crescenta Valley identify themselves as White/European American/Other. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	11%	8%
Asian American/Pacific Islander	33%	12%	12%
Latino/Hispanic	8%	57%	43%
White/European American/Other	58%	20%	37%

SOURCE: CBEDS census of October 2006. County and state averages represent high schools only.

**Family Income and Education**

The **free or reduced-price meal** subsidy goes to students whose families earned less than \$37,000 a year (based on a family of four) in the 2006–2007 school year. At Crescenta Valley, seven percent of the students qualified for this program, compared to 40 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	7%	53%	40%
Parents with some college	83%	50%	57%
Parents with college degree	62%	29%	33%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent high schools only.

The parents of 83 percent of the students at Crescenta Valley have attended college, and 62 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 70 percent of our students provided this information.

**CLIMATE FOR LEARNING**

**Average Class Sizes**

The average class size at Crescenta Valley varies from a low of 26 students to a high of 33. Our average class size schoolwide is 29 students. The average class size for high schools in the state is 28 students. This table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZE OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	26	25	26
History	30	31	30
Math	27	28	27
Science	33	31	29

SOURCE: CBEDS census, October 2006. County and state averages represent high schools only.

**Safety**

Safety of students and staff is of utmost concern of Crescenta Valley High School. Administrators, teachers, security personnel, and a School Resource Officer from Los Angeles County Sheriff’s Department ensure student safety by monitoring students at snack, lunch, and before and after school on campus as well as at various school-sponsored functions. While the school welcomes visits by parents, community members, and former students, anyone wishing to be on the campus during school hours must report to the main office, get approved by an administrator, and display a visitor’s pass while on the campus.

The Safe School/Safety Plan is updated and revised every spring by the school’s Safety Committee. The current plan was revised in 2007. Once revised, the Safe School Plan is presented to the School Site Council for approval and shared with staff, students, and community members. Key elements of the plan include disaster preparedness procedures, violence prevention programs, procedures for safe ingress and egress from school, drug prevention programs, health education programs, anger management programs, and attendance monitoring procedures.

Students and staff participate in monthly drills in preparation for real emergencies. These drills include fire drills; duck, cover, and hold; and disaster evacuation drills. Evacuation routes/maps for fire and disaster drills are reviewed and shared with students in each classroom and are posted in a prominent place in the classroom. Once a year, the school conducts a full disaster drill that simulates search and rescue of injured/trapped students and staff, first aid, crisis counseling, and releasing students to parents.

**Discipline**

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Suspensions per 100 students</b>			
2006–2007	6	10	16
2005–2006	6	16	16
2004–2005	9	21	15
<b>Expulsions per 100 students</b>			
2006–2007	0	0	1
2005–2006	0	0	1
2004–2005	0	0	1

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent high schools only.

During the 2006–2007 school year, we had 192 suspension incidents. We had three incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

**Homework**

Homework occupies an important place in the educational program if effectively administered. Homework reinforces classroom instruction, supports high expectations, motivates students toward self-direction, and strengthens the relationship of school and home in the learning process. Homework is an important part of every student’s instructional program. Accordingly, teachers assign homework regularly based on classroom instruction, and students are held accountable for completing it.

**Schedule**

Classes begin at 6:55 a.m. for those students with a zero period and classes end at 3 p.m. On the second Wednesday of the month, classes begin at 9 a.m. to allow time for a weekly staff meeting. Minimum days run from 7:13 a.m. to 12.27 p.m.

**Physical Fitness**

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Boys in Fitness Zone</b>	63%	26%	31%
<b>Girls in Fitness Zone</b>	77%	25%	30%
<b>Fifth graders in Fitness Zone</b>	N/A	29%	27%
<b>Seventh graders in Fitness Zone</b>	N/A	25%	28%
<b>Ninth graders in Fitness Zone</b>	70%	26%	31%
<b>All students in Fitness Zone</b>	70%	26%	30%

SOURCE: 2006–2007 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent high schools only.

## LEADERSHIP, TEACHERS, AND STAFF

### Leadership

Linda Evans, a graduate of Crescenta Valley High School (CVHS), taught English first at Rosemont Middle School for ten years and then transferred to CVHS where she taught English and served as a mentor teacher, English Department chairperson, and chair of the English Curriculum Council. In 1995 she was named the Dean of Students at CVHS, and in 1997 she became the assistant principal of curriculum and instruction. The Glendale Unified School District adopted the coprincipal model for the three comprehensive high schools in 1998. Linda Evans assumed the coprincipal position. In 2006, the GUSD returned to the single principal model and named Linda Evans principal.

Leadership is shared with a number of decision-making teams. Four administrators assist the principal, one associate principal, and three assistant principals. In addition, seven guidance counselors work with teachers, students, and parents. The administrators and the counselors meet weekly to discuss how to best move the school forward. In addition, the school has Standards Resource Teachers in English, social science, science, and math. They meet weekly with the principal to plan how best to move all students to mastery of the California Content Standards. The Instructional Leadership Team and chairs of all departments meet monthly to discuss schoolwide academic issues. Monthly faculty meetings provide an opportunity for all staff members to chart the direction of the school.

The faculty, student, parent, and community members of the School Site Council meet quarterly to discuss and approve budgets and school plans. In addition, the CV Cares committee composed of faculty, students, parents, and community members meets monthly to review student safety and health issues. The principal meets monthly with the PTSA board to review achievement data and answer questions on school policy. The faculty and staff work to be responsive to questions raised and suggestions offered by students, parents, and the community.

### Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Teaching experience</b>	Average years of teaching experience	14	12	13
<b>Newer teachers</b>	Percentage of teachers with one or two years of teaching experience	4%	17%	15%
<b>Teachers holding an MA degree or higher</b>	Percentage of teachers with a master's degree or higher from a graduate school	50%	41%	38%
<b>Teachers holding a BA degree alone</b>	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	50%	59%	62%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent high schools only.

About four percent of our teachers have less than three years of teaching experience, which is below the average for new teachers in other high schools in California. Our teachers have, on average, 14 years of experience. About 50 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 50 percent have completed a master's degree or higher.

### Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	95%	88%	92%
<b>Trainee credential holders</b>	Percentage of staff holding an internship credential	3%	9%	6%
<b>Emergency permit holders</b>	Percentage of staff holding an emergency permit	3%	12%	6%
<b>Teachers with waivers</b>	Lowest level of accreditation, used by districts when they have no other option	0%	0%	1%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent high schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 95 percent of the faculty at Crescenta Valley hold a full credential. This number is close to the average for all high schools in the state. About three percent of the faculty at Crescenta Valley hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, six percent of high school teachers throughout the state hold trainee credentials. About three percent of our faculty hold an emergency permit. Very few high school teachers hold this authorization statewide (just six percent). All of the faculty at Crescenta Valley hold the secondary (single-subject) credential. This number is the same as the average for high schools in California. You can find three years of data about teachers’ credentials in the Data Almanac that accompanies this report.

**Indicators of Teachers Who May Be Underprepared**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	6%	N/A	0%
<b>Out-of-field teaching: courses</b>	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	9%	12%	12%
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	5%	12%	8%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

**“HIGHLY QUALIFIED” TEACHERS:** The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “[highly qualified](#).” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the [High Objective Uniform State Standard of Evaluation](#) (HOUSSE) rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

**TEACHING OUT OF FIELD:** When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an [out-of-field](#) section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table. About nine percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 12 percent of core courses taught by such high school teachers statewide.

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About five percent of our teachers were working without full credentials, compared to eight percent of teachers in high schools statewide.

**Out-of-Field Teaching, Detail by Selected Subject Areas**

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>English</b>	Percentage of English courses taught by a teacher lacking the appropriate subject area authorization	9%	10%	10%
<b>Math</b>	Percentage of math courses taught by a teacher lacking the appropriate subject area authorization	9%	10%	11%
<b>Science</b>	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	8%	10%	13%
<b>Social Science</b>	Percentage of social science courses taught by a teacher lacking the appropriate subject area authorization	15%	19%	16%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent high schools only.

The table above shows the distribution of out-of-field teaching in each of the core subject areas.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2007–2008 school year.

**Districtwide Distribution of Teachers Who Are Not “Highly Qualified”**

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is seven percent, compared to five percent statewide. For schools with the lowest percentage of low-income students, this factor is seven percent, compared to three percent statewide.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
<b>Districtwide</b>	Percentage of core courses not taught by “highly qualified” teachers (HQT)	7%	5%
<b>Schools with the most low-income students</b>	First quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	5%
<b>Schools with the fewest low-income students</b>	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	7%	3%

SOURCE: Data is from the California Department of Education, SARC research file.

### Staff Development

In the fall of 2006 Crescenta Valley High School went through the Western Association of Schools and Colleges (WASC) accreditation process and was granted the best possible accreditation term, six-year with a brief written report after the third year. Prior to the report, the school staff, parents, community members, and students did a thorough study of the school’s academic and cocurricular program. Three action plans evolved, and the three staff development days during the 2006–2007 school year focused on the WASC accreditation and these plans. The core academic departments developed common assessments that enable teachers to adjust instruction so that all students master standards. Departments meet once a month on banking days. In the second action plan, a commitment was made to prepare all students for postsecondary education. The counselors made presentations to the faculty, parents, and students regarding the course of study that would enable a student to move directly from high school into a four-year college or university. The third action plan focused on the 40 Developmental Assets program, a research-based program that highlights the assets that young people need to promote positive behaviors and attitudes and to protect youth from high-risk behaviors. Clay Roberts, a known authority on the 40 Developmental Assets program, met with the staff and parents in March 2007.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	3.0
2005–2006	3.0
2004–2005	3.0

The Glendale Unified School District focus for the 2006–2007 school year was designed to encourage the implementation of Writing to Learn activities in all classrooms. All of the staff developments are based on research and designed to move all students toward mastery of California Content Standards and to prepare all students for a successful transition to postsecondary instruction. Standards Resource Teachers in English, math, and social science, department chairs, and administration supported teachers as they implemented new instructional methods.

Our administration, counselors, and teachers made presentations at national, state, and local educational conferences on implementing curriculum-based assessments and closing the achievement gap.

### Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	7.0
Librarians	1.0
Psychologists	1.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2006.

**ACADEMIC GUIDANCE COUNSELORS:** Our school has seven full-time equivalent academic counselors, which is equivalent to one counselor for every 429 students. Just for reference, California districts employed about one academic counselor for every 484 high school students in the state. More information about [counseling and student support](#) is available on the CDE Web site.

## Specialized Programs and Staff

We offer academic support for struggling students in our Peer Tutoring, Literacy for Success, and Algebra Support classes. For seniors to meet the geometry graduation requirement, we offer a class geared to their needs. We also offer three-semester Algebra 1, Geometry, and Algebra 2 classes for those who struggle in mathematics. The math curriculum in these classes moves at a slower pace. Teachers also provide ongoing tutoring and daily make-up opportunities. Math Club and Key Club provide tutoring at lunch and after school for any student. Crescenta Valley High School offers advanced, honors, and AP courses in math, English, social sciences, science, foreign language, and visual and performing arts.

To encourage students to strive for excellence, we offer the following informational evening meetings: Incoming Ninth Grade Parents' Night; testing information; specific information per grade-level meetings; honors and AP offerings; college and university night with representatives from the local community college, UC, CSU, and independent universities; and financial aid workshops.

The counselors meet with all students at least twice per year. One of those meetings is with a parent/guardian. We offer extracurricular activities that include a very strong athletics program with over 20 varsity sports teams; the Bravo Award-winning visual and performing arts programs; the Air Force JROTC and drill program; and the Science and Medical Academy, which provides hands-on experience in the medicine and science at several hospitals and research facilities and at the Jet Propulsion Laboratory.

To meet the emotional needs of our students we offer counseling groups for grief, new students, girls, anger management, and smoking cessation. Individual counseling is offered through Verdugo Mental Health Services and the Korean Youth and Community Center. Some of these services are provided through the CV Cares Grant (an antiviolence grant). Students with special needs are placed in the least restrictive environment through their IEP and 504 Plans. A full-time school psychologist is available to meet the needs of all students, but specifically those with special needs.

**GIFTED AND TALENTED EDUCATION (GATE):** The GATE program is offered to students in grades nine through twelve who have been recognized as capable of attaining high levels of achievement. Students are identified based on standard tests and teacher recommendation. Crescenta Valley High School offers honors classes and a variety of AP courses for GATE students in English, mathematics, social science, science, foreign language, and art. Students have an opportunity to earn college credits while in high school depending on their scores on the AP exams. AP teachers participate in AP workshops before teaching specific classes and often attend training classes to better serve their students. The progress of all identified GATE students is evaluated annually.

**SPECIAL EDUCATION PROGRAM:** We provide support for students with special needs through the district's Special Education Program, which includes three onsite Special Day Class teachers and seven Resource Specialist Program teachers. An RSP teacher, a classroom teacher, school administrators, and the psychologist meet to develop an Individualized Education Program (IEP). The IEP defines the individualized instruction a special needs student will receive. Instruction is provided in the least restrictive environment possible and students are mainstreamed into regular classrooms whenever appropriate.

**ENGLISH LEARNER PROGRAM:** The focus of our English Language Development (ELD) instruction is to help English learners develop the reading, writing, listening, and speaking skills necessary to graduate from high school eligible for admission to a university. ELD students will achieve proficiency as measured on the California Standards Tests, California English Language Development Test, and California High School Exit Exam and advance through the ELD program at least two semesters each year. Over 80 percent of our faculty are currently certified, or are in training, to provide instruction to English learners.

## CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

### Reading and Writing

A panel of scholars defined the English/language arts standards in 1999. According to these standards, high school students should be able to compare and analyze literature using the terminology of literary criticism. They should read and respond to significant works of literature that reflect or enhance their studies of history and social science. They should be able to write biographies, autobiographies, narratives, short stories, analytical essays, research reports, and business letters. To read more about California's [English/language arts standards](#), visit the CDE's Web site.

### Math

Students can begin taking algebra in the eighth grade, but many students take the course during high school. Through the study of algebra, our students develop an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. Educators consider students' success in algebra to be an indicator of how well they will do in future courses in high school and college. To read more about the state's [math standards](#), visit the CDE's Web site.

### Science

Our science program offers courses in physics, chemistry, biology, life sciences, and earth sciences. In all of these courses, students learn to apply the principles of investigation and experimentation. Many science courses are elective (but required for admission to public and private colleges). All students are required to study biology and life sciences. In this program, students learn principles of physiology, cell biology, genetics, ecology, and evolution. To read more about the California standards for [biology/life sciences](#), [physics](#), [chemistry](#), and [earth sciences](#), visit the CDE's Web site.

### Social Science

Our ninth grade students have no social studies requirements. In the [tenth grade](#), they study world history, from the late 18th century through the present, including the cause and course of the two world wars. Students in the [eleventh grade](#) study the major turning points in US history in the 20th century. Students in [twelfth grade](#) pursue a deeper understanding of the institutions of American government. In addition, our students will learn how to think from the perspectives of history and geography. They'll learn to research topics on their own, develop their own point of view, and interpret history.

### Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2007–2008 school year, and whether those [textbooks](#) covered the California Content Standards.

More facts about our science labs, called for by the recent Williams legislation of 2004, are available from the following link. What you will find is whether we had sufficient lab equipment and materials for our [science lab](#) courses during the 2007–2008 school year.

## RESOURCES

### Buildings

Crescenta Valley High School, originally constructed in 1946, is currently situated on 18 acres and comprised of 110 classrooms, a library, three computer labs, two gymnasiums, an auditorium, a cafeteria, a pool, basketball, handball, and tennis courts, field facilities, and administrative offices. A \$45 million renovation and renewal project, funded through Measure K, was completed in 2001. Students and staff now benefit from two new classroom buildings, a library-career-media center, and an additional gymnasium, as well as extensive upgrades to all existing classrooms and landscaping. The track and field have been renovated thanks to contributions from CVCAN, a local committee focusing on improving athletic needs, and Susan Osborne, a generous donor. Starting in the summer of 2008, the classroom buildings and library-career-media center will undergo renovation to repair some construction defects. The former auto shop now houses a robotics program.

Crescenta Valley High School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on keeping the campus clean and litter free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

For the 2007–2008 school year, Glendale Unified School District has budgeted \$3.5 million for the deferred maintenance program, which represents 0.57 percent of the district's general fund budget. As part of a five-year plan, Crescenta Valley High School is scheduled to receive plumbing upgrades, new floor covering, HVAC and boiler replacements, window, door, and wall replacements, asphalt seal coating, roofing repairs, and exterior painting between 2006 and 2010.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction](#) (OPSC), and were brought about by the legislation known as Williams. If you'd like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

### Library

The mission of the Crescenta Valley High School library is to promote active learning by assisting all students to access, evaluate, and utilize information. We endeavor to provide current and relevant materials and technology. We strive to support the school's curriculum, develop the skills and self-confidence of students, provide a comfortable and caring atmosphere, and foster a lifelong love of reading.

The Crescenta Valley High School library maintains a collection of approximately 16,000 books. The library houses a collection of 570 videos and DVDs for teachers to use in classrooms. In an average school year, the library checks out approximately 17,000 materials to students and teachers. Each year approximately 600 classes visit the library, as well as about 33,000 students who use the library on their own time.

**Computers**

We have 453 computers available for student use, which means that, on average, there is one computer for every seven students. There are 117 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Students per computer</b>	7	4	4
<b>Internet-connected classrooms</b>	117	79	60

SOURCE: CBEDS census of October 2006. County and state averages represent high schools only.

The use of technology has become more fully integrated into classroom instruction. The science department is currently using two SMART boards for instruction. The science department also has an ongoing collaboration with Occidental College to provide scientific instruments to use in experiments. Two mobile computer labs are available for student use in classrooms throughout the campus. The computer lab in the library and the career center are widely used by students and teachers throughout the school day. We now have 40 laptops and projectors available for teacher and student presentations. Yearbook and journalism classes submit their publications digitally. The robotics lab has been updated to include industry-standard equipment and software. Electronic Student Response systems are integrated in foreign language and science classrooms. In the Digital Photography program, students are acquiring industry entry-level skills. The use of technology in the Graphic Arts Program has resulted in an articulation agreement with the Pasadena City College Graphic Arts Program. The school’s director of technology working with the staff has formulated a plan for future technology purchases to assure that the school remains current. We have been assisted in our effort by the Glendale Unified School District Educational Technology and Instructional Services Department, and the PTSA, which has raised over \$100,000 to update and purchase technology.

**Parent Involvement**

Unique and special to Crescenta Valley High School are the numerous parent booster clubs and organizations that actively support student achievement, the visual and performing arts program, and athletics. These clubs are instrumental in fund-raising and providing support for students and staff. Parents actively participate in a wide variety of committees including Accreditation, Prom Plus, CV Cares, School Site Council, and the PTSA. According to a parent survey done for the accreditation process, 70 percent of parents attended a parent information night and 86 percent attended Back-to-School Night or Open House. The PTSA has raised over \$100,000 in the last three years. This money supports school activities, scholarships, and the purchase of technology. The School Site Council provides vital input developing school policies, prioritizing school needs, and reviewing student achievement data. The CV Cares Committee, which also includes staff, community representatives, parents, and students, meets monthly to review data on school safety and student health and determine the appropriate next steps. The involvement of parents is instrumental to the success of the school.

**DISTRICT EXPENDITURES**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2005–2006</b>			
Total expenses	\$206,005,343	N/A	N/A
Expenses per student	\$7,330	\$7,583	\$7,521
<b>FISCAL YEAR 2004–2005</b>			
Total expenses	\$203,558,533	N/A	N/A
Expenses per student	\$7,038	\$7,172	\$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$7,330 per student in the 2005–2006 school year, compared to an average of \$7,583 per student spent by similar (unified school district) districts in the state. Our total operating expenses for the 2005–2006 year were \$206,005,343. Facts about the 2006–2007 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the [Ed-Data Partnership’s Web site](#).

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA). More information is available on the [CDE’s Web site](#).

**District Salaries, 2005–2006**

This table reports the salaries of teachers and administrators in our district for the 2005–2006 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
<b>Beginning teacher’s salary</b>	\$39,599	\$38,937
<b>Midrange teacher’s salary</b>	\$60,792	\$61,080
<b>Highest-paid teacher’s salary</b>	\$78,447	\$76,443
<b>Average principal’s salary (high school)</b>	\$116,593	\$112,983
<b>Superintendent’s salary</b>	\$222,210	\$195,054
<b>Percentage of budget for teachers’ salaries</b>	41%	40%
<b>Percentage of budget for administrators’ salaries</b>	5%	5%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2005–2006, the Fiscal Services Division, CDE.

## SCHOOL EXPENDITURES

A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTSA and school foundation support is evident in many of Glendale Unified schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our [school's expenditures](#), along with the [average salaries of our teachers](#). You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of March 2008. The CDE may release additional or revised data for the 2006–2007 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 2007).

**DISCLAIMER:** School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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## » Data Almanac

This Data Almanac provides more detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text. We hope it provides information that will be useful to your school community.



**STUDENT AND TEACHERS**

**Student Enrollment by Ethnicity and Other Characteristics**

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	3,003
African American	1%
American Indian or Alaska Native	0%
Asian	30%
Filipino	2%
Hispanic or Latino	8%
Pacific Islander	0%
White (not Hispanic)	57%
Multiple or no response	1%
Socioeconomically disadvantaged	7%
English learners	7%
Students with disabilities	6%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2006. Data about students who are socioeconomically disadvantaged, English learners, and learning disabled come from the School Accountability Report Card unit of the California Department of Education.

**Student Enrollment by Grade Level**

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	778
Grade 10	756
Grade 11	751
Grade 12	718

SOURCE: CBEDS, October 2006.

**Average Class Size by Core Course**

The average class size by core courses.

SUBJECT	2004–2005	2005–2006	2006–2007
English	25	25	26
History	32	31	30
Math	27	28	27
Science	30	31	33

SOURCE: CBEDS, October 2006.

**Average Class Size by Core Course, Detail**

The number of classrooms that fall into each range of class sizes.

SUBJECT	2004–2005			2005–2006			2006–2007		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	63	24	38	60	22	41	58	22	43
History	11	16	52	12	17	51	16	20	51
Math	46	16	42	43	11	49	45	12	52
Science	10	22	39	9	20	50	8	5	64

SOURCE: CBEDS, October 2006.

### Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2004–2005	2005–2006	2006–2007	2006–2007
<b>With Full Credential</b>	109	110	111	1,239
<b>Without Full Credential</b>	6	6	6	28

SOURCE: CBEDS, October 2006, Professional Assignment Information Form (PAIF) section.

**STUDENT PERFORMANCE**

**California Standards Tests**

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts, mathematics, science, and history/social science in grades nine through eleven. Student scores are reported as performance levels.

**CST Results for All Students: Three-Year Comparison**

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English/ Language Arts	71%	73%	75%	54%	56%	58%	40%	42%	43%
History/Social Social	67%	69%	62%	45%	46%	48%	32%	33%	33%
Mathematics	53%	56%	56%	55%	57%	57%	38%	40%	40%
Science	61%	71%	74%	39%	50%	52%	27%	35%	38%

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**CST Results by Student Group: Most Recent Year**

The percentage of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/ LANGUAGE ARTS 2006–2007	HISTORY/ SOCIAL SCIENCE 2006–2007	MATHEMATICS 2006–2007	SCIENCE 2006–2007
African American	56%	18%	38%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	81%	67%	72%	76%
Filipino	79%	54%	52%	76%
Hispanic or Latino	61%	49%	33%	62%
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	74%	62%	51%	75%
Boys	71%	66%	57%	76%
Girls	79%	58%	55%	72%
Economically disadvantaged	53%	51%	45%	67%
English learners	33%	21%	51%	33%
Students with disabilities	23%	33%	9%	37%
Students receiving migrant education services	N/A	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**ACCOUNTABILITY**

**California Academic Performance Index (API)**

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

**API Ranks: Three-Year Comparison**

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all high schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all high schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2004–2005	2005–2006	2006–2007
Statewide rank	10	10	10
Similar-schools rank	9	8	8

SOURCE: The API Base Report from July 2007.

**API Changes by Student Group: Three-Year Comparison**

API changes for all students and student groups: the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2004–2005	2005–2006	2006–2007	2006–2007
All students at the school	-3	+11	+3	861
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	+6	+17	-3	901
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	-17	+40	+19	795
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	-4	+5	+3	851
Economically disadvantaged	-23	+9	+17	787
English learners	N/A	+25	+13	788
Students with disabilities	N/A	+9	+31	618

SOURCE: The API Growth Report as released in the Accountability Progress Report in March 2008.

### Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all four of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state’s tests; (b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests;
- (c) an API of at least 590 or growth of at least one point; and (d) the graduation rate for the graduating class must be higher than 82.9 percent (or satisfy alternate improvement criteria).

#### AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	Yes
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	Yes
Percent Proficient in mathematics	Yes
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in March 2008.

#### Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	2
Percentage of schools currently in PI	6%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in March 2008.

**SCHOOL COMPLETION AND PREPARATION FOR COLLEGE**

**Dropout Rate and Graduation Rate**

The dropout rate is an estimate of the percentage of all students who drop out before the end of the school year (one-year rate). Graduation rate is an estimate of the four-year completion rate for all students.

KEY FACTOR	SCHOOL	DISTRICT	STATE
<b>Dropout rate (one year)</b>			
2005–2006	0%	1%	3%
2004–2005	0%	1%	2%
2003–2004	0%	1%	2%
<b>Graduation rate (four year)</b>			
2005–2006	100%	96%	87%
2004–2005	100%	96%	88%
2003–2004	100%	98%	89%

SOURCE: CBEDS October 2004–2006.

**Courses Required for Admission to the University of California or California State University Systems**

Number and percentage of students enrolled in the A-G courses required for admission to the University of California (UC) or California State University (CSU).

KEY FACTOR	SCHOOL	DISTRICT	STATE
Percentage of students enrolled in courses required for UC/CSU admission	79%	72%	65%
Percentage of graduates from class of 2006 who completed all courses required for UC/CSU admission	56%	55%	38%

SOURCE: CBEDS, October 2005, for the class of 2005.

**College Entrance Exam Reasoning Test (SAT)**

The percentage of twelfth grade students (seniors) who voluntarily take the SAT Reasoning Test to apply to college, and the average verbal, math, and writing scores of those students.

KEY FACTOR	2004–2005	2005–2006	2006–2007
Percentage of seniors taking the SAT	66%	68%	67%
Average verbal score	533	535	528
Average math score	593	593	582
Average writing score	N/A	546	536

SOURCE: Original data from the College Board, for the Class of 2007, and republished by the California Department of Education. To protect student privacy, scores are not shown when the number of students tested is fewer than 11. The College Board first introduced the writing test in 2005–2006.

**TEXTBOOKS**

**Textbook Adoption List (TABLE O)**

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Algebra 1, Structure and Method by Brown & Dolciani	Algebra 1	2000	2003
Algebra 2 by Hall & Fabricant	Algebra 2	2000	2003
Algebra 2 and Trigonometry, Structure and Method, Book 2	Algebra 2/Trig	2000	2003
Macgruder's American Government	American Government	2006	2006
The Language of Literature: American Literature	American Lit & Comp.	2002	2003
Biology by Miller & Levine	Biology 1-2	2007	2007
Biology, 7th Edition by Campbell & Reece	Biology 3-4 (AP)	2005	2007
Calculus, 6th Edition, Calculus, A New Horizon, Volume 3, Calculus, 4th Edition by J. Stewart	Calculus AB (AP)	1999	2003
Chemistry: Matter & Change by Zumdahl	Chemistry 1-2	2007	2007
Chemistry, 7th Edition by Zumdahl, Chemistry by Brady	Chemistry 3-4 (AP)	2007	2007
Conceptual Physics by Hewitt	Conceptual Physics 1-2	2007	2007
Earth Science by Spaulding & Namowitz	Earth & Space Science	2005	2007
Economics: Principles and Practices	Economics	2005	2006
Holt Literature & Language	English	2002	2003
Holt Literature & Language	English	2002	2003
Environmental Science, Earth as a Living Planet 5th Edition by Botkin & Keller	Environmental Science (AP)	2005	2007
Geometry by Jurgensen	Geometry	2000	2003
Geometry, Concepts and Skills by Larson	Geometry Concepts	2003	2003
Earth Science by Allison, DeGaetano & Pasachoff	Geoscience 1-2	2007	2007
Lifetime Health	Health	2005	2005
Basic Algebra Algebra 1, Concepts and Skills by Larson & Boswell	Introduction to Algebra	2001	2003
California Biology by Johnson & Raven	"Introduction to Biology 1-2		
Human Biology 1-2	"2007	2007	
Kinesiology Exercise Physiology Lab Manual by Adams	Kinesiology & Rehabilitation 1-2	2002	2007
Advanced Mathematical Concepts	Math Analysis	1994	2003
California Physics by Serway & Faughn	Physics 1-2	2002	2002
College Physics, 7th Edition by Serway and Faughn	Physics B 1-2 (AP)	2008	2007
Physics for Scientists & Engineers, 7th Edition by Serway & Jewett	Physics C 1-2 (AP)	2008	2007

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TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
<b>Introduction to the Human Body by Tortora &amp; Grabowski Human Anatomy &amp; Physiology Lab Manual by Marieb</b>	Physiology 1-2	2007	2007
<b>Anatomy &amp; Physiology, From Science to Life by Jenkins, Kemnitz &amp; Tortora Human Anatomy &amp; Physiology Lab Manual by Marieb</b>	Physiology 1-2 (Honors)	2007	2007
<b>Mathematics, Concepts and Skills, Course 2</b>	PreAlgebra	2001	2002
<b>The Practice of Statistics</b>	Statistics 1-2 (AP)	2003	2003
<b>Trigonometry, 4th Edition by Larson</b>	Trigonometry	1997	2993
<b>California American Anthem: Modern American History</b>	U.S. History 1-2	2007	2006
<b>California World History The Modern World</b>	World History 1-2	2007	2006

SOURCE: Textbook data is supplied by the district.