



John C. Fremont Elementary 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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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 elementary 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

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

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Glendale, CA 91208
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Phone: (818) 249-3241

How to Contact Our District

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» Principal's Message

In the 2006–2007 school year our students continued to make great strides in all areas. It is the belief of everyone at John C. Fremont Elementary School that students can and will excel in an environment that is tailored to their evolving needs. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social eminence. We strive to provide students not only the stimulation and encouragement to accomplish such feats, but the means to do so as well.

Cynthia Livingston, PRINCIPAL

Grade range and calendar

K-6

TRADITIONAL

Academic Performance Index

868

County Average: 751

State Average: 763

Student enrollment

628

County Average: 637

State Average: 531

Teachers

29

County Average: 32

State Average: 26

Students per teacher

22

County Average: 20

State Average: 20

Students per computer

8

County Average: 4

State Average: 5

Major Achievements

- Our sixth graders are required to give ten hours of community service prior to promotion to middle school. Last year the sixth graders gave over 3,500 hours to our local community. Our K-Kids, in partnership with the Glendale Kiwanis Club, worked at the Special Olympics, Foothills Community Clean-Up, Adopt-a-Block, and Glendale Relay for Life. Our students won many awards, including first prize for the Glendale Rose Float Association essay contest; third place, second place, and grand prize for the Daily News Writing Contest sponsored by Tilley's; first prize in the "Imagine This" Agriculture in the Classroom essay contest; and grand prize in the Clean and Beautiful Glendale poster contest. One of our students won the Los Angeles Dodgers Geography contest.
- Our school has been named by Los Angeles Magazine as one of 60 Great Elementary Schools in the State.
- Janie Roach, a second grade teacher, received the Del Monte Award for Excellence in Teaching in 2007.

Focus for Improvement

- Our schoolwide academic goal is to improve our students' ability to write proficiently. Throughout our school you will see our Write on Target pencil logo. Writing is seen everywhere at our school – in hallways and on classroom bulletin boards, and displayed by featured writers in our school library. Students all want to be Write on Target so they can wear the Write on Target T-shirt on the playground, have pizza with our principal, or have Target Dog sit on their desks.
- We assess our students using monthly writing prompts, which are scored analytically to assist the teachers in targeting instructional strategies to help their students to proficiency. Using our best practices, such as Thinking Maps, Write from the Beginning rubrics and mini lessons, Modeled Writing, and Mountain Language, we want 100 percent of our students able to write at a proficient level. Beginning at Back-to-School Night parents will receive information about our schoolwide writing program and ways to assist their children towards success in writing.

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.

Fremont’s API was 868 (out of 1000). This is an increase of 9 points compared to last year’s API. All 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 859. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 9 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 6 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.

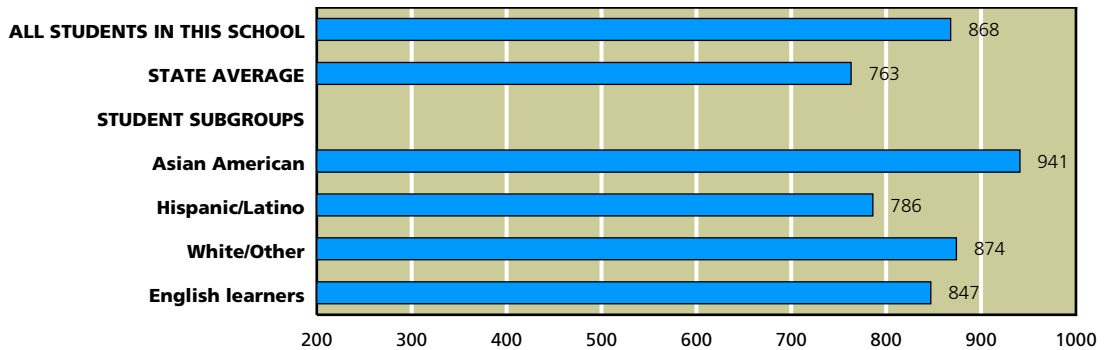
We met our assigned growth targets during the 2006–2007 school year. Just for reference, 51 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	868
Growth attained from prior year	+9
Met subgroup* growth targets	Yes
Underperforming school	No

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 elementary 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 21 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

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 AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Program Improvement School in 2007	No

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 CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
Asian American	●	●	●	●
Hispanic/Latino	●	●	●	●
White/Other	●	●	●	●

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.

SOURCE: AYP release of March 2008, CDE.

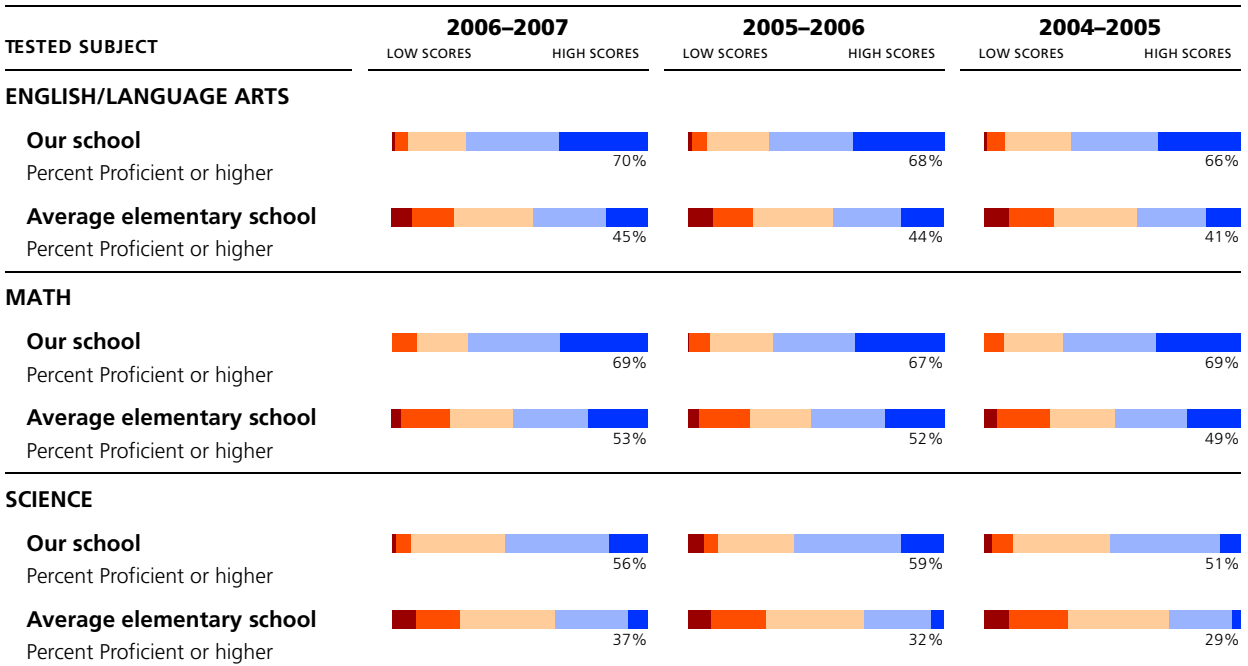
STUDENT ACHIEVEMENT

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 elementary 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



SOURCE: The scores for the CST are from the spring 2007 test cycle. State average represents elementary 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](#).

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			70%	98%	SCHOOLWIDE AVERAGE: About 25 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			42%	99%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			45%	99%	

Subgroup Test Scores

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

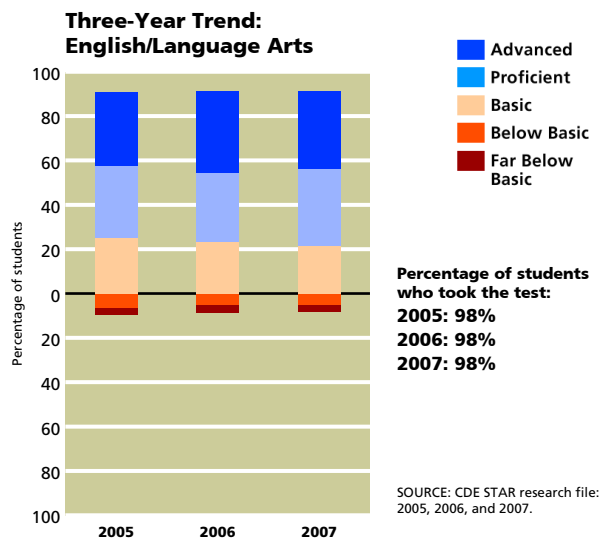
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			67%	222	GENDER: About six percent more girls than boys at our school scored Proficient or Advanced.
Girls			73%	239	
English proficient			77%	345	ENGLISH PROFICIENCY: 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			49%	116	
Low income			46%	65	INCOME: About 27 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			73%	396	
Learning disabled			41%	44	LEARNING DISABILITIES: 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			72%	417	
Asian American			79%	92	ETHNICITY: 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.
Hispanic/Latino			58%	69	
White/Other			71%	278	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary 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.



Math

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			69%	98%	SCHOOLWIDE AVERAGE: About 16 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			52%	95%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			53%	96%	

Subgroup Test Scores

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

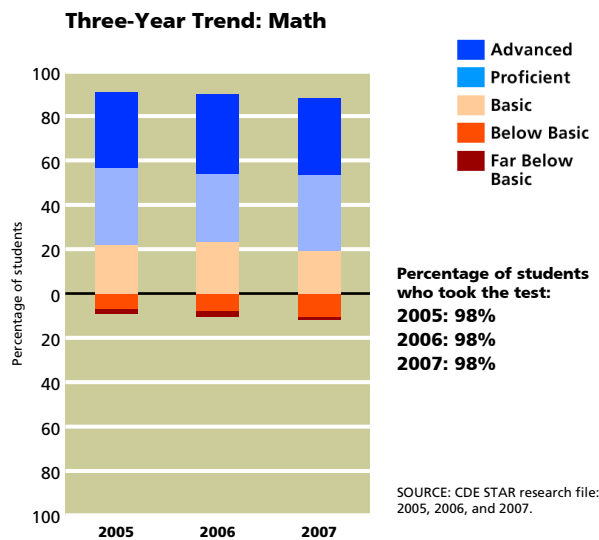
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			73%	222	GENDER: About seven percent more boys than girls at our school scored Proficient or Advanced.
Girls			66%	239	
English proficient			71%	345	ENGLISH PROFICIENCY: 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			64%	116	
Low income			46%	65	INCOME: About 27 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			73%	396	
Learning disabled			41%	44	LEARNING DISABILITIES: 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			71%	417	
Asian American			95%	92	ETHNICITY: 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.
Hispanic/Latino			38%	69	
White/Other			70%	278	

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You can read the [math standards](#) on 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
SCHOOLWIDE AVERAGE			56%	96%	SCHOOLWIDE AVERAGE: About 19 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			34%	99%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			37%	99%	

Subgroup Test Scores

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

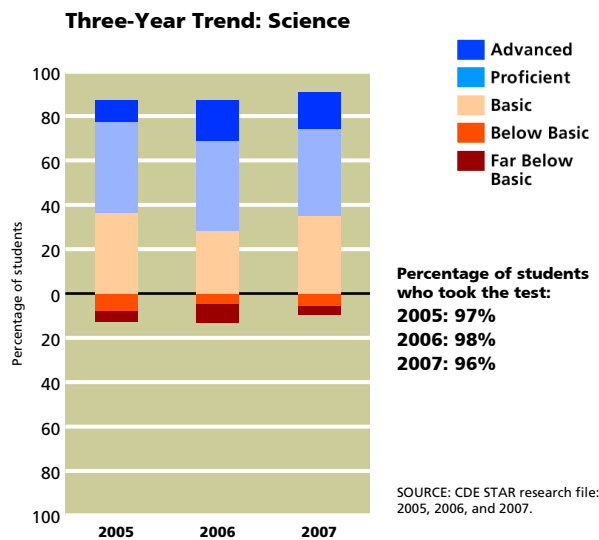
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			65%	46	GENDER: About 17 percent more boys than girls at our school scored Proficient or Advanced.
Girls			48%	62	
English proficient			60%	85	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was too small to be statistically significant.
English learners	DATA STATISTICALLY UNRELIABLE		N/S	23	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	14	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was too small to be statistically significant.
Not low income			57%	94	
Learning disabled	NO DATA AVAILABLE		N/A	7	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			55%	101	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	18	ETHNICITY: 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.
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	15	
White/Other			56%	68	

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 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).

The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the **science standards** by going to the CDE’s Web site.



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2007, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	20%	12%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	48%	33%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	33%	17%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	71%	42%	46%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	43%	28%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	67%	53%	56%

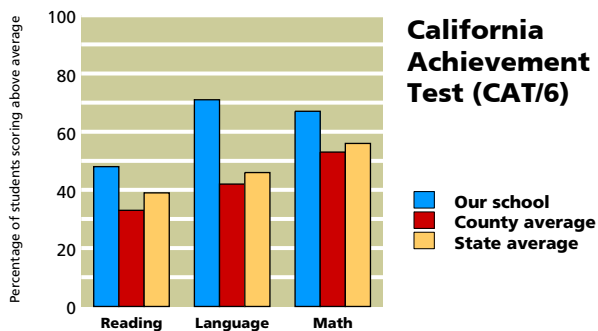
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
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.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Fremont, 48 percent of students scored at or above average in reading (compared to 39 percent statewide); 71 percent scored at or above average in language (compared to 46 percent statewide); and 67 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was language.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Fremont, 20 percent of students scored at the top in reading (compared to 15 percent statewide); 33 percent scored at the top in language (compared to 19 percent statewide); and 43 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2007 test cycle. County and state averages represent elementary schools only.

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.

STUDENTS

Students’ English Language Skills

At Fremont, 76 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	76%	62%	68%
English learners	24%	38%	32%

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

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 150 students classified as English learners. At Fremont, the languages these students most often speak at home are Armenian or 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	17%	89%	85%
Vietnamese	0%	1%	2%
Cantonese	0%	2%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	2%	1%	1%
Korean	37%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	44%	6%	9%

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

Ethnicity

Most students at Fremont identify themselves as White/European American/Other. In fact, there are about three times as many White/European American/Other students as Asian/Pacific Islander students, the second-largest ethnic group at Fremont. 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%	9%	7%
Asian American/Pacific Islander	21%	10%	11%
Latino/Hispanic	13%	64%	50%
White/European American/Other	66%	17%	32%

SOURCE: CBEDS census of October 2006. County and state averages represent elementary 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 Fremont, 12 percent of the students qualified for this program, compared to 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	12%	67%	56%
Parents with some college	75%	47%	54%
Parents with college degree	61%	26%	30%

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 elementary schools only.

The parents of 75 percent of the students at Fremont have attended college, and 61 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 73 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school’s class sizes, like those of most elementary schools, differ across grades.

The average class size at Fremont varies across grade levels from a low of 19 students to a high of 36. Our average class size schoolwide is 24 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	20	20	20
First grade	20	19	19
Second grade	20	19	19
Third grade	19	19	20
Fourth grade	29	28	29
Fifth grade	36	28	29
Sixth grade	35	30	29

SOURCE: CBED5 census, October 2006. County and state averages represent elementary schools only.

Safety

Safety of students and staff is a primary concern of Fremont Elementary School. Administrators, teachers, noon aides, instructional assistants, and parent volunteers supervise students at breaks, lunch, and before and after school. All visitors to the campus must report to the front office, sign in, and obtain a visitor’s pass, which must be displayed at all times.

The School Site Safety Plan is evaluated and revised annually by members of the Site Safety Committee, and all revisions are shared immediately with staff members. Key elements of the plan include child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy.

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
Suspensions per 100 students			
2006–2007	5	6	5
2005–2006	1	4	5
2004–2005	2	4	5
Expulsions per 100 students			
2006–2007	0	0	2
2005–2006	0	0	0
2004–2005	0	0	0

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 elementary schools only.

During the 2006–2007 school year, we had 31 suspension incidents. We had no 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

During the 2006–2007 school year, Fremont Elementary offered 180 days of instruction, comprised of 175 regular days and five minimum days. Minimum days are scheduled for report card preparation, parent-teacher conferences and the last day of instruction. Additionally, each Wednesday is set aside as a “banking day.” Banking days are shortened by one hour in order to allow time for staff development, faculty meetings, and grade-level meetings. All instructional time offered during the 2006–2007 school year exceeded the annual minute requirements specified in the California Education Code.

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
Boys in Fitness Zone	60%	22%	25%
Girls in Fitness Zone	81%	28%	30%
Fifth graders in Fitness Zone	72%	25%	27%
Seventh graders in Fitness Zone	N/A	27%	29%
Ninth graders in Fitness Zone	N/A	29%	23%
All students in Fitness Zone	72%	25%	27%

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 elementary schools only.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Leadership at Fremont elementary is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Principal Cynthia Livingston, EdD has assumed primary leadership duties at our school for the past 12 years. Prior to this position, Dr. Livingston served as an assistant principal, teacher specialist, and classroom teacher. She has a total of 29 years of experience as an educator.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students’ needs and comply with district goals. Opportunities for involvement include the Leadership Team, Focus on Results Team, PTA, School Site Council, Parents and Community for Fremont, and Sixth Grade Committee. The Leadership Team is comprised of the principal, assistant principal, teacher specialist, teacher representatives at each grade level, and classified staff representative. The Leadership Team serves to work through school issues that involve budget, discipline, curriculum, and other school programs and activities. Meetings are held monthly.

The Focus on Results Team is a committee consisting of all interested teachers who meet twice monthly to plan and implement programs to support our schoolwide focus, Write on Target, to have all Fremont students show measurable growth in their ability to write proficiently.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	18	13	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	3%	9%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	59%	38%	33%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	41%	62%	67%

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

About three percent of our teachers have less than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, 18 years of experience. About 41 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 59 percent have completed a master’s degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	97%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	3%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	5%	3%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

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

All of the faculty at Fremont hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Fremont holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just three percent). About 93 percent of the faculty at Fremont hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. 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
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	N/A	N/A	0%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	3%	3%

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.

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. None of our teachers was working without full credentials, compared to three percent of teachers in elementary schools statewide.

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.

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

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

Staff Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state’s evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year. The principal, who has been trained and certified for competency to perform teacher evaluations, conducts all evaluations. Evaluations are based on the California Standards for the Teaching Profession.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	N/A
2005–2006	N/A
2004–2005	3.0

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored two staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. During the 2006–2007 school year, staff development topics at Fremont Elementary School were primarily focused on Write From the Beginning, Thinking Maps, Modeled Writing, and Mountain Language.

For additional support in their profession, teachers may enlist the services of the district’s Peer Assistance and Review program, and/or the Beginning Teacher Support and Assessment facilitator. The Paraprofessional Teacher Training Program provides support to educational assistants interested in pursuing a teaching career.

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	0.0
Librarians	0.0
Psychologists	0.2
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	1.0
Resource specialists	1.0

SOURCE: CBEDS census, October 2006.

Specialized Programs and Staff

In addition to academics, the staff at Fremont Elementary School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of onsite counseling and has procedures in place to ensure that students receive the services they need. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals.

The district participates in the state's Healthy Start, Healthy Families, and Healthy Kids programs. These programs are coordinated through the Healthy Start and Family Resource Center at the Pacific Avenue Education Center (440 West Lomita, Glendale, CA 91204), and serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals. The Healthy Start and Family Resource Center also administers Project Access to Education, assisting homeless families to enroll their children in school, overcome obstacles that might keep their child from attending school, and allow their child to stay in one school while the family transitions into a more stable environment.

The Pacific Community Center offers numerous services to parents and the community including Read Alouds, English Language Development classes, computer access, parent education, and workshops. Title V funding provides the family-parent center with two community representatives offering workshops, classes, and resources with the additional assistance of volunteers.

Students in grades one through six may participate in the Glendale Summer Academy, which provides additional learning opportunities for students having difficulty achieving grade-level performance in reading. They are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include afterschool programs; Math Club; Chess Club; science classes; K-Kids (Community Service); Improvisation Classes; and Armenian, Korean, Spanish, and Chinese Culture and Language.

To build self-esteem and recognize student achievement, certificates, buttons, flags, and various other awards are given to students at assemblies and special presentations throughout the school year for academics, attendance and behavior, and writing recognition. We present awards such as Citizen of the Month, the Presidential Fitness Award, Lunchtime with Livingston, and Spirit Flags. We provide a Summer Readers' Program, PAW Power (Reading incentive), and Principal's Exemplary Recognition Time.

GIFTED AND TALENTED EDUCATION (GATE): High-achieving and gifted students in kindergarten through grade six receive differentiated (customized) instruction in flexible guided reading groups using leveled (developmentally appropriate) reading materials. Specialized computer software such as the STAR Reading Assessment program and Accelerated Reader allow high-achieving students to read ahead of their grade level. Kindergarten through sixth grade teachers participate in professional development provided by GATE consultants for differentiated instruction, higher level questioning, and tiered lesson planning. Formal identification of gifted students for the GATE program begins in grade four and consists of teacher recommendations and individual performance on state tests. We provide differentiated instruction, cooperative learning, and cluster groupings in self-contained classrooms during the school day. GATE students also participate in extracurricular activities provided by the school and district, including GATE Breakfasts, the California Math League Contest, Invention Convention, Math Field Day, and other enrichment activities planned by individual school sites.

GATE students at Fremont Elementary are invited to participate in various enrichment classes in 90-minute increments on Wednesdays. These classes cover a variety of topics during the year. Special interest classes and workshops provide an excellent opportunity for gifted children to pursue a subject in depth.

SPECIAL EDUCATION PROGRAM: The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation. The Director of Special Education administers the program and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. A team consisting of the parents, school administrator, general education teacher, psychologist, and special education teacher develops an Individualized Education Plan (IEP) that defines the instruction a child will receive. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based on the guidelines set forth in each student's IEP.

The Resource Specialist Program is designed for those students who have a particular learning disability which may be affecting their achievement in one or more academic areas and which may require special interventions for less than half of the school day. The Special Day Class is designed for those students whose learning disability affects their overall academic achievement and requires special intervention for more than 50 percent of the school day. These children are regularly mainstreamed into the general education program with the assistance of special education personnel. The Speech and Language Program is designed for those students who demonstrate a significant delay or disorder in one or more of the following areas: articulation, language, voice, or fluency.

ENGLISH LEARNER PROGRAM: An English Language Development (ELD) program is offered to students with limited English proficiency. Teachers use a variety of instructional strategies to ensure that students learn English as quickly as possible while continuing to acquire information in content areas such as history/social science and science. English learners are integrated with fluent English students throughout the day while being given instructional opportunities to meet individual needs.

The Newcomers Academy offers assistance to English learners. English learners receive sheltered, core instruction in all content areas, including ELD, based on their level of English acquisition. English learners are identified and placed using the California English Language Development Test. Fremont’s Literacy Lab offers a variety of supplementary, developmentally appropriate reading materials for our staff to use with classroom reading groups, as well as a collection of videos and audiotapes for classroom use. Our Literacy Lab Coordinator, provides additional reading skills instruction for students needing reading comprehension support. The students are seen twice a week in small-group sessions.

Glendale Unified School District recruits and employs only the most qualified credentialed teachers. During the 2006–2007 school year, Fremont Elementary School staffed 29 fully certificated teachers who met all credential requirements in accordance with the State of California guidelines.

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

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for [English/language arts](#) on the CDE's Web site.

Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. You can read the [math standards](#) on the CDE's Web site.

Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the [science standards](#) on the CDE's Web site.

Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the [social studies standards](#), see the CDE's Web site.

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.

RESOURCES

Buildings

Originally constructed in 1926, Fremont Elementary is currently situated on 3.62 acres and comprises 29 classrooms, a library, one computer lab, a literacy lab, a cafeteria, an auditorium, an outdoor lunch area, grassy play areas, a blacktop playground, and administrative offices. The school recently renovated the administration building, expanded the playground, and upgraded playground equipment.

Fremont Elementary 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 an emphasis on classrooms and rest rooms. The students and the staff help keep 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.

A scheduled maintenance program is administered by our custodial staff on a regular basis, with heavy maintenance occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Glendale Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2006–2007 school year, Glendale Unified School District has budgeted \$1,238,000 for the deferred maintenance program, which represents 0.57 percent of the district’s general fund budget. As part of a five-year plan, Fremont Elementary is scheduled to receive exterior light replacements, tile floor coverings, asphalt paving, and water line and roofing repairs 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

Every class visits the library for 30 minutes weekly where our librarian reads a grade-appropriate story and assists students in checking out books. Many books have been added recently, funded by a generous grant from the Gwendolyn Sexton Foundation. Books are chosen for our collection by teachers and using critical recommendations supporting our curriculum and promoting an interest in fine children’s literature.

Additionally, PAC sponsors the Adopt-A-Book Program, in which Fremont families may choose a new library book to purchase. The book is then donated to the library with the name of the donor written inside the book. This is a wonderful way to celebrate a special occasion. The library offers a network of state-of-the-art computers and educational software. It is Internet ready. The librarian is available 20 hours per week to help teachers and students use the library for student reports, classroom and grade-level projects, and reading selections.

Computers

We have 75 computers available for student use, which means that, on average, there is one computer for every eight students. There are 30 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	8	4	5
Internet-connected classrooms	30	33	30

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

Computer skills and concepts prepare students for technological growth and opportunities. Each classroom has a minimum of two computers. The computer lab contains 40 Internet-connected workstations. Regularly used software programs enhance instruction in reading comprehension, mathematical proficiency, and computer literacy.

Parent Involvement

Parents and the community are very supportive of the educational programs at Fremont Elementary School. Numerous programs and activities are enriched by the generous contributions made by the PTA, Parents and Community for Fremont, The Creative Source, Gwendolyn Sexton Foundation, Mobil Oil, State Farm, Washington Mutual, and LA Dodgers.

Parents are encouraged to support their children's homework efforts by checking the daily assignments sheet and providing a suitable study area and the necessary materials to complete assignments, establishing a specific homework time and monitoring afterschool activities to allow sufficient time for homework, and praising their children's efforts. If questions arise about the assignments, parents should ask questions or work through an example rather than provide the answers. Parents should check completed assignments and encourage their children to correct mistakes.

Room representatives are the most important link between the activities of the school, the PTA, and the parents. A room representative assists with field trips, recruits parent volunteers, and helps with other activities and events as needed.

The Fremont School Site Council is composed of ten members: the principal, five parents elected by parents, and four staff members elected by school staff. The School Site Council meets four times each year. Its purpose is to help develop, recommend, and implement the School Plan. All meetings of the School Site Council are open, and interested parents are encouraged to attend. Meeting dates and times are printed in the weekly Fremont Dateline.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2005–2006			
Total expenses	\$206,005,343	N/A	N/A
Expenses per student	\$7,330	\$7,583	\$7,521
FISCAL YEAR 2004–2005			
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
Beginning teacher’s salary	\$39,599	\$38,937
Midrange teacher’s salary	\$60,792	\$61,080
Highest-paid teacher’s salary	\$78,447	\$76,443
Average principal’s salary (elementary school)	\$107,120	\$99,694
Superintendent’s salary	\$222,210	\$195,054
Percentage of budget for teachers’ salaries	41%	40%
Percentage of budget for administrators’ salaries	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 PTA 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	628
African American	1%
American Indian or Alaska Native	0%
Asian	19%
Filipino	1%
Hispanic or Latino	13%
Pacific Islander	0%
White (not Hispanic)	59%
Multiple or no response	7%
Socioeconomically disadvantaged	12%
English learners	25%
Students with disabilities	11%

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	81
Grade 1	85
Grade 2	80
Grade 3	75
Grade 4	90
Grade 5	110
Grade 6	107
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2006.

Average Class Size by Grade Level

GRADE LEVEL	2004–2005	2005–2006	2006–2007
Kindergarten	19	18	20
Grade 1	20	19	20
Grade 2	20	19	20
Grade 3	20	20	19
Grade 4	31	36	29
Grade 5	33	32	36
Grade 6	33	34	35
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	20	N/A	N/A
Combined 3–4	N/A	N/A	N/A
Combined 4–8	N/A	N/A	N/A
Other	N/A	N/A	N/A

SOURCE: CBEDS, October 2006.

Average Class Size by Grade Level, Detail

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

GRADE LEVEL	2004–2005			2005–2006			2006–2007		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	3	0	0	4	0	0	4	0	0
Grade 1	3	0	0	4	0	0	4	0	0
Grade 2	3	0	0	4	0	0	4	0	0
Grade 3	5	0	0	4	0	0	4	0	0
Grade 4	0	3	0	0	0	3	0	3	0
Grade 5	0	1	2	0	1	2	0	0	3
Grade 6	0	1	2	0	0	3	0	0	3
Combined K–3	1	0	0	0	0	0	0	0	0
Combined 3–4	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0

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
With Full Credential	28	29	29	1,239
Without Full Credential	0	0	0	28

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

STUDENT PERFORMANCE

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five.

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	65%	68%	70%	54%	56%	58%	40%	42%	43%
Mathematics	69%	67%	69%	55%	57%	57%	38%	40%	40%
Science	51%	59%	56%	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	MATHEMATICS 2006–2007	SCIENCE 2006–2007
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	79%	95%	67%
Filipino	N/A	N/A	N/A
Hispanic or Latino	58%	38%	40%
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	71%	70%	56%
Boys	67%	73%	65%
Girls	73%	66%	48%
Economically disadvantaged	49%	46%	43%
English Learners	49%	64%	39%
Students with disabilities	48%	48%	N/A
Students receiving migrant education services	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.

California Achievement Test, Sixth Edition (CAT/6)

The California Achievement Test, Sixth Edition (CAT/6), a national, norm-referenced test, shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. It is taken only by third and seventh graders. We report only reading and math below. The results are reported as the percentage of students scoring at or above the national average (the 50th percentile).

CAT/6 Test Results for Third Grade Students: Three-Year Comparison

The percentage of students scoring at or above the national average in reading and mathematics 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
Reading	58%	57%	48%	49%	52%	53%	41%	42%	42%
Mathematics	80%	72%	67%	67%	70%	69%	52%	53%	53%

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CAT/6 Test Results for Third Grade Students by Group: Most Recent Year

The percentage of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

STUDENT GROUP	PERCENT PROFICIENT OR ADVANCED	
	READING 2006–2007	MATHEMATICS 2006–2007
African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	54%	85%
Filipino	N/A	N/A
Hispanic or Latino	46%	46%
Pacific Islander	N/A	N/A
White (not Hispanic)	49%	71%
Boys	47%	65%
Girls	49%	68%
Economically disadvantaged	14%	36%
English learners	31%	62%
Students with disabilities	45%	55%
Students receiving migrant education services	N/A	N/A

SOURCE: The California Achievement Test, Sixth Edition, 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 elementary 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 elementary 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	9	9	9
Similar-schools rank	4	5	6

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	+11	+4	+9	868
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	+28	+8	+2	941
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	+10	786
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+6	+8	+11	874
Economically disadvantaged	N/A	N/A	N/A	N/A
English learners	N/A	+7	+21	847
Students with disabilities	N/A	N/A	N/A	N/A

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 three 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 state’s English/language arts and mathematics tests; and (c) an API of at least 590 or growth of at least one point.

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.

TEXTBOOKS

Textbook Adoption List (TABLE O)

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Reading - California	English - Language Arts	2003	2003
The Language of Literature	English/Reading	2002	2003
California Vistas	History/Social Studies	2007	2006
Reflections: California Series	History/Social Studies	2007	2006
World History: Ancient Civilizations, CA Edition	History/Social Studies	2006	2006
Everyday Mathematics	Mathematics	1997-2001	1997
"California Earth Science"			
Focus on Earth Science	Science	2008	2007
California Science	Science	2008	2007

SOURCE: Textbook data is supplied by the district.