



Horace Mann 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.

Horace Mann Elementary School

School Accountability Report Card, 2006–2007
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 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

501 East Acacia Ave.
Glendale, CA 91205
Principal: Rosa Alonso
Phone: (818) 246-2421

How to Contact Our District

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



» Contents

ONLINE USERS: CLICK ON A TITLE TO JUMP TO THAT SECTION

- 1 Principal's Message**
- 3 Measures of Progress**
- 6 Student Achievement**
- 13 Students**
- 14 Climate for Learning**
- 16 Leadership, Teachers, and Staff**
- 20 Curriculum and Textbooks**
- 21 Resources**
- 22 District Expenditures**
- 23 School Expenditures**



Published by
SCHOOL WISE PRESS
385 Ashton Ave., Ste. 200
San Francisco, CA 94112
Phone: (415) 337-7971
www.schoolwisepress.com

©2007 Publishing 20/20

Horace Mann Elementary School

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

» Principal's Message

Horace Mann Elementary is a year-round school that is committed to providing all students with a high-quality instructional program. We are currently working on improving reading comprehension through our emphasis on standards-based instruction and implementation of research-based strategies. Our teachers use the weekly banking days to work in grade-level teams and plan lessons that focus on the reading comprehension standards. They not only discuss how to teach the standards, but also determine how students will demonstrate proficiency in those standards. During the 2006–2007 school year all teachers received staff development on using our research-based practices, Question Answer Relationship and Reciprocal Teaching, to help students reach mastery in the grade-level standards. We are very proud of our staff development as well as the commitment of our staff to help our students reach academic excellence.

Rosa Alonso, PRINCIPAL

Grade range and calendar

K-5

YEAR-ROUND

Academic Performance Index

772

County Average: 751
State Average: 763

Student enrollment

833

County Average: 637
State Average: 531

Teachers

43

County Average: 32
State Average: 26

Students per teacher

20

County Average: 20
State Average: 20

Students per computer

10

County Average: 4
State Average: 5

Major Achievements

- Horace Mann School has made strong strides in academic achievement as demonstrated by our Academic Performance Index (API) growth of 68 points in just two years. Our growth results from a team philosophy of working hard together to help our students win the game of learning. Our team includes administrators, support staff, teachers, students, classroom aides, office staff, custodial staff and parents. Each person on this team does his part and each team member is crucial in helping all of our students reach academic success. Our focus on standards-based instruction, analyzing our results, implementing our best practices for the purpose of having students reach grade-level standards, and maximizing our instructional time with our students are the areas that all team members strive to perfect.
- Each school day begins with a morning assembly where the students are reminded of how they need to do their best every day in school. Once a week a special guest reads a quote from a famous person in history, and the students reflect on how they too are responsible for making a difference in their lives. “Make it a great day or not, the choice is yours.” The students are encouraged to set yearly and weekly academic goals, and students are expected to reflect on how they did on their goals in their daily planner. All students reaching high academic reading and behavioral targets are recognized during a monthly student body assembly that parents are invited to attend.

Focus for Improvement

- In our upcoming school year, our focus on fluency, comprehension, and literary analysis will continue. We will also continue to sharpen our best practices, including the use of engagement, Reciprocal Teaching, Question Answer Relationship, and making sure that every lesson is standards-aligned and that students understand the grade-level standards.
- Our staff development will include time for teachers to collaborate on understanding the standards and how best to teach them, as well as how students will demonstrate proficiency. We will continue to revisit Reciprocal Teaching and Question Answer Relationship through demonstration lessons that will include modeling of engagement and standards. Teachers will also be encouraged to visit other classrooms at our school as well as other schools for the purpose of looking for examples of how others implement a strong standards-aligned program.
- To address the continued concern with our various subgroups, we will target specific students throughout the year. Teachers will make personal contacts with those students and their parents throughout the year and provide positive and specific feedback about their academic accomplishments.

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.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	772
Growth attained from prior year	+26
Met subgroup* growth targets	Yes
Underperforming school	No

Horace Mann’s API was 772 (out of 1000). This is an increase of 26 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 746. 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 5 out of 10.

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

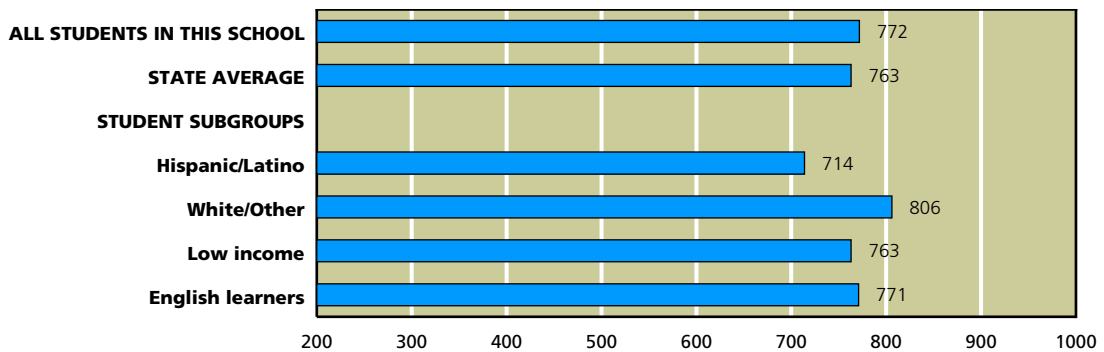
*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

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, 51 percent of elementary schools statewide met their growth targets.

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. Our school is also on the federal watchlist known as Program Improvement (PI). See the next page for background on this matter and an explanation of the consequences.

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	Yes

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				
Low income	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●
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.

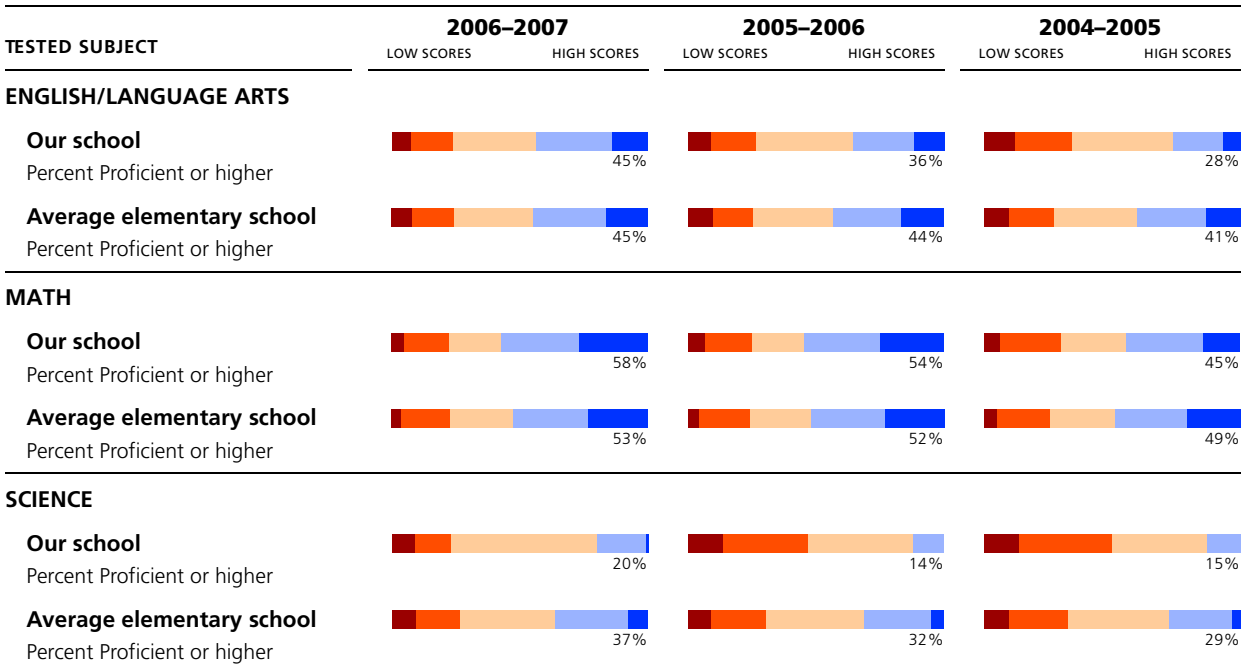
STUDENT ACHIEVEMENT

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 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			45%	98%	SCHOOLWIDE AVERAGE: The same percentage of students at our school scored Proficient or Advanced as did students 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):

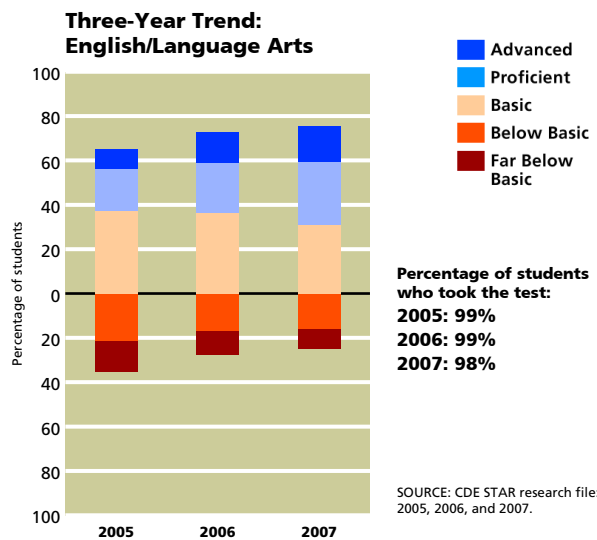
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			38%	297	GENDER: About 13 percent more girls than boys at our school scored Proficient or Advanced.
Girls			51%	270	
English proficient			58%	317	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			26%	250	
Low income			42%	471	INCOME: About 15 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			57%	96	
Learning disabled			11%	65	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			49%	502	
Filipino			67%	41	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			33%	243	
White/Other			49%	259	

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			58%	98%	SCHOOLWIDE AVERAGE: About five 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):

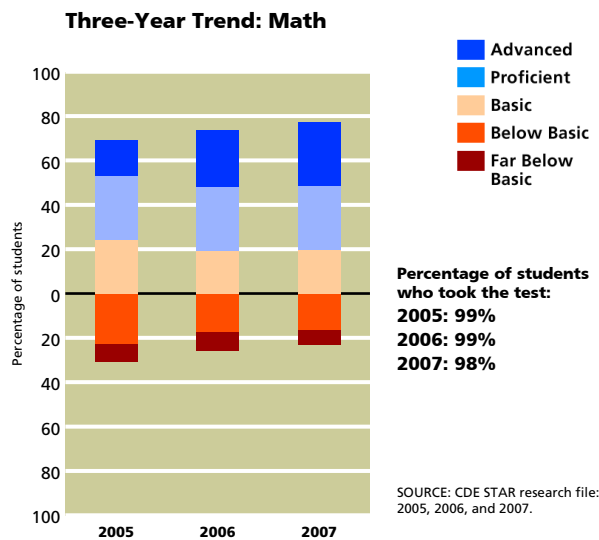
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			55%	297	GENDER: About six percent more girls than boys at our school scored Proficient or Advanced.
Girls			61%	269	
English proficient			68%	317	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			44%	249	
Low income			55%	470	INCOME: About 15 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			70%	96	
Learning disabled			18%	65	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			62%	501	
Filipino			81%	41	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			40%	242	
White/Other			68%	259	

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 [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			20%	98%	SCHOOLWIDE AVERAGE: About 17 percent fewer 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):

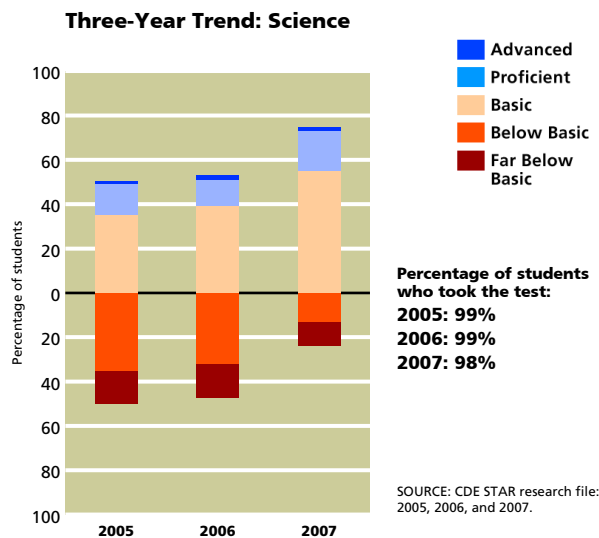
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			21%	89	GENDER: About two percent more boys than girls at our school scored Proficient or Advanced.
Girls			19%	77	
English proficient			24%	137	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	29	
Low income			17%	138	INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE		N/S	28	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	17	LEARNING DISABILITIES: 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			23%	149	
Hispanic/Latino			13%	69	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.
White/Other			22%	85	

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).

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)	9%	12%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	27%	33%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	14%	17%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	46%	42%	46%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	28%	28%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	56%	53%	56%

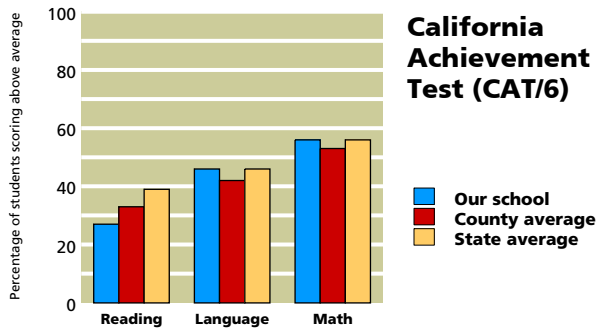
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, 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 Horace Mann, 27 percent of students scored at or above average in reading (compared to 39 percent statewide); 46 percent scored at or above average in language (compared to 46 percent statewide); and 56 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 math.

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 Horace Mann, nine percent of students scored at the top in reading (compared to 15 percent statewide); 14 percent scored at the top in language (compared to 19 percent statewide); and 28 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 Horace Mann, 44 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	44%	62%	68%
English learners	56%	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 469 students classified as English learners. At Horace Mann, the language these students most often speak at home is Spanish. 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	53%	89%	85%
Vietnamese	0%	1%	2%
Cantonese	0%	2%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	5%	1%	1%
Korean	1%	1%	1%
Khmer/Cambodian	0%	0%	0%
All other	41%	6%	9%

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

Ethnicity

Most students at Horace Mann identify themselves as Latino/Hispanic or 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%	9%	7%
Asian American/Pacific Islander	9%	10%	11%
Latino/Hispanic	47%	64%	50%
White/European American/Other	43%	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 Horace Mann, 85 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	85%	67%	56%
Parents with some college	33%	47%	54%
Parents with college degree	26%	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 33 percent of the students at Horace Mann have attended college, and 26 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 66 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 Horace Mann varies across grade levels from a low of 19 students to a high of 32. Our average class size schoolwide is 22 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	19	20	20
First grade	20	19	19
Second grade	20	19	19
Third grade	20	19	20
Fourth grade	30	28	29
Fifth grade	32	28	29

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

Safety

At Horace Mann Elementary, we follow a safety plan that is reviewed yearly. It is revised based on any incidents that have occurred. We have a closed campus. There is only one entrance to the school, which is through the main office. Any person visiting the campus is required to wear a visitor’s badge.

We have been undergoing a modernization plan, which included adding surveillance cameras at various points throughout the school. The campus is closely monitored during and after school.

We have an emergency plan in place as well. This plan includes command posts for all teachers and staff in the event of an emergency. All staff members are trained for a specific role to play during an emergency.

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	12	6	5
2005–2006	3	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 101 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

Our school day starts at 8:15 a.m. for all students. Primary grades get out at 2:22 p.m. and upper grades get out at 2:43 p.m. Afterschool programs start as soon as school is out. All programs end by 3:45 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
Boys in Fitness Zone	38%	22%	25%
Girls in Fitness Zone	42%	28%	30%
Fifth graders in Fitness Zone	40%	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	40%	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

Rosa Alonso has been the principal of Horace Mann for three years. She was previously an assistant principal at this school for seven years, and was principal at another school for three years. She has held other positions in the educational field, including being a teacher specialist for seven years, and has worked as a classroom teacher for six years.

At Horace Mann, we have an Instructional Leadership Team (ILT), which is made up of two teachers from each grade level. Their main purpose is to help improve instruction. They analyze data and look at the best teaching practices. They ask the question, “How do we improve our achievement?” We also have a School Site Council (SSC) for parents and teachers. The SSC looks at teacher instruction, policies, and the school budget. They analyze how we are serving our students.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	14	13	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	2%	9%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master’s degree or higher from a graduate school	64%	38%	33%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	36%	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 two 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, 14 years of experience. About 36 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 64 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	98%	97%	97%
Trainee credential holders	Percentage of staff holding an internship credential	5%	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.

About 98 percent of the faculty at Horace Mann hold a full credential. This number is close to the average for all elementary schools in the state. About five percent of the faculty at Horace Mann hold 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 95 percent of the faculty at Horace Mann 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	2%	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. About two percent of our teachers were 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 strength of our school is the frequent and ongoing professional development we provide for our teachers and assistants. Our kindergarten through third grade teachers participate in training provided through our Research First grant to learn research-based ways to teach reading. They participate in over 120 hours of training each year. All teachers participate in weekly banking meetings to discuss specific topics including standards-based instruction, data analysis, and strategies to improve reading comprehension. We select topics based on data analysis and a survey given to teachers at the end of the school year. Our classroom assistants also have a monthly staff development meeting. We also participate in a districtwide school leadership and improvement training called Focus on Results.

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

We hold faculty meetings where we discuss data analysis and articulation between grade levels. We are fortunate to have a reading coach who not only is a primary staff developer, but also goes into classrooms and provides model lessons, feedback, and coaching to teachers.

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	1.0
Psychologists	0.6
Social workers	0.0
Nurses	0.6
Speech/language/hearing specialists	0.8
Resource specialists	2.0

SOURCE: CBEDS census, October 2006.

Specialized Programs and Staff

Classroom assistants provide one to two hours of extra support in small groups in the classroom in order to reinforce concepts taught by the teacher. We have several intervention programs at Horace Mann to help students improve in reading, writing, or math. During students' off-track time we offer a program that focuses on learning letters, sounds, high-frequency words, and reading fluency for selected first graders. We focus on reading comprehension and fluency for second and third graders during intersession. Selected fourth and fifth grade students work on fluency, comprehension, and vocabulary. During math intersession, fourth and fifth grade students work on number-sense skills, computation, fractions, and decimals using the Accelerated Math program. Several programs are offered after school to promote reading (grade one Story Time), fluency (grades two and three Reading Success), and comprehension (grades four and five Question Answer Relation ship).

GIFTED AND TALENTED EDUCATION (GATE): High-achieving and gifted students in kindergarten through grade five receive differentiated (customized) instruction in flexible guided reading groups using leveled reading materials in addition to the core adopted material. 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.

At our school, GATE students are encouraged to do an extra ten hours of in-school community service. During these ten hours, our GATE students help our other students in various ways.

SPECIAL EDUCATION PROGRAM: We currently have two Special Day Classes, a primary and an upper grade classroom. We have two full-time Resource Specialist Program teachers. Our main goal is to make sure all special education students have access to the core curriculum. They are given extra support by teachers and resource specialists. Special education students are given access to Read Naturally, a computer program that specializes in improving reading comprehension and developing fluency. Special education students are mainstreamed appropriately according to their Individual Education Program (IEP).

ENGLISH LEARNER PROGRAM: Of our total student body, 56 percent of students are English learners. We have been using Hampton Brown as an instructional tool. We focus on instructing our English learners to develop the English language first, and then move them towards understanding and analyzing text. We have 12 teachers that hold a Bilingual Cross-cultural Language and Academic Development certificate (BCLAD) and support our primary language students. We have six bilingual assistants to support students in the classroom. All of our teachers hold their Cross-cultural Language and Academic Development certificates (CLAD).

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

We have almost finished our modernization plan. The plan called for making improvements to most of our buildings and updating our library. Our rest rooms and classrooms were modernized, and a new administration building was built. We are looking into upgrading our air conditioning systems throughout the school.

Our custodian closely monitors site maintenance through weekly inspections. Any problems are addressed quickly.

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

Currently, we are using a temporary library because our main library is under construction. Students have access to the library after school. All classes have scheduled weekly visits for 45 to 60 minutes, depending on grade level. Students check out books according to their level. Classrooms also schedule regular visits to the computer lab. Our computer lab contains 34 computers and a SMART board, and we use a variety of programs and Web sites to support what the students are learning in their classrooms. Students take Accelerated Reader tests in the lab, and teachers help students learn technology standards during their visits to the lab.

Computers

We have 86 computers available for student use, which means that, on average, there is one computer for every ten students. There are 33 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	10	4	5
Internet-connected classrooms	33	33	30

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

Parent Involvement

There are various opportunities for parents to get involved at Horace Mann Elementary. All parents are invited to monthly Coffee With the Principal meetings. There is usually a specific topic to discuss, though all questions and comments are welcome. For kindergarten parents, we have Tea with the Teachers, where parents get together with teachers to learn methods for helping their child at home with homework.

Parents receive weekly newsletters from their child's teacher, as well as monthly newsletters from the principal. We use the School Connects phone system to alert parents of events that are going on at school. We use this system about once every other week. Parents are encouraged to volunteer in classrooms and on field trips and to join the School Site Council (SCC), which is an important component for parent involvement. Here, parents are involved in policy making, and help decide how to spend school money. To find out more, call our contact person for parent involvement, Chris Burt, at (818) 246-2421.

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.

rev20080409_19-64568-6013767e/16380

» 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	833
African American	1%
American Indian or Alaska Native	0%
Asian	3%
Filipino	6%
Hispanic or Latino	47%
Pacific Islander	0%
White (not Hispanic)	42%
Multiple or no response	1%
Socioeconomically disadvantaged	82%
English learners	45%
Students with disabilities	13%

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	124
Grade 1	134
Grade 2	133
Grade 3	127
Grade 4	148
Grade 5	167
Grade 6	0
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	20	20	19
Grade 1	19	19	20
Grade 2	19	19	20
Grade 3	20	20	20
Grade 4	31	33	30
Grade 5	34	32	32
Grade 6	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	12	19	20
Combined 3–4	N/A	N/A	N/A
Combined 4–8	21	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	7	0	0	6	0	0	6	0	0
Grade 1	8	0	0	7	0	0	7	0	0
Grade 2	8	0	0	6	0	0	6	0	0
Grade 3	8	0	0	7	0	0	6	0	0
Grade 4	0	4	1	0	2	3	0	4	0
Grade 5	0	1	3	0	5	0	0	2	3
Grade 6	0	0	0	0	0	0	0	0	0
Combined K–3	2	0	0	3	0	0	2	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	50	48	43	1,239
Without Full Credential	1	0	1	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	27%	36%	44%	54%	56%	58%	40%	42%	43%
Mathematics	45%	55%	57%	55%	57%	57%	38%	40%	40%
Science	15%	14%	20%	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	81%	N/A	N/A
Filipino	66%	80%	N/A
Hispanic or Latino	33%	40%	13%
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	49%	68%	22%
Boys	38%	55%	21%
Girls	51%	61%	19%
Economically disadvantaged	42%	55%	17%
English Learners	26%	44%	3%
Students with disabilities	11%	18%	0%
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	21%	37%	27%	49%	52%	53%	41%	42%	42%
Mathematics	45%	56%	56%	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	N/A	N/A
Filipino	43%	57%
Hispanic or Latino	19%	49%
Pacific Islander	N/A	N/A
White (not Hispanic)	32%	63%
Boys	22%	47%
Girls	33%	67%
Economically disadvantaged	20%	52%
English learners	7%	36%
Students with disabilities	15%	20%
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	4	4	5
Similar-schools rank	5	3	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	+12	+42	+26	772
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	-7	+34	+43	714
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+22	+53	+16	806
Economically disadvantaged	+18	+41	+32	763
English learners	N/A	+48	+28	771
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.