



# Glendale Senior High School

School Accountability Report Card, 2007–2008  
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 2007–2008 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average high school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

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

[http://www.schoolwisepress.com/sarc/links\\_2008\\_en.html](http://www.schoolwisepress.com/sarc/links_2008_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

1440 East Broadway  
Glendale, CA 91205  
Principal: Dr. Deb Rinder  
Phone: (818) 242-3161

## How to Contact Our District

223 North Jackson St.  
Glendale, CA 91206  
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Published by  
**SCHOOL WISE PRESS**  
385 Ashton Ave., Ste. 200  
San Francisco, CA 94112  
Phone: (415) 337-7971  
[www.schoolwisepress.com](http://www.schoolwisepress.com)

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## » Principal's Message

For over a century, Glendale High School has served to promote academic excellence and career preparation for all students. The learning of every student is optimized as staff members use data to drive pedagogical decisions. Faculty members exhibit expertise in their subject areas through carefully constructed lesson plans, a keen focus on standards-based instruction and assessment of student mastery in all content areas.

In an effort to individualize and personalize our interactions with students and their families, Glendale High has created “alpha centers.” There are five alpha centers which are broken down by students’ last names and include one assistant principal, one or two counselors, and two clerks. The needs of the “whole” child are met through this “one stop shop” format.

Glendale High School has developed a schoolwide instructional focus to engender greater academic achievement for every student. All GHS students will show growth in the ability to think critically through a focus on nonfiction writing, using the following as measures: annual California Standards Tests (CST) scores, course grades, and through content-specific writing prompts.

We met all but our Hispanic subgroup growth targets in the 2007–2008 school year. Our objective in the coming year is to nurture the academic, personal, social, and emotional growth of every one of our pupils.

We are committed to creating and providing a positive learning environment to support our mission: “We are a community of learners dedicated to excellence.”

Dr. Deb Rinder, PRINCIPAL

### Grade range and calendar

**9–12**

TRADITIONAL

### Academic Performance Index

**739**

County Average: 692  
State Average: 710

### Student enrollment

**3,123**

County Average: 1,686  
State Average: 1,246

### Teachers

**126**

County Average: 72  
State Average: 54

### Students per teacher

**25**

County Average: 24  
State Average: 23

### Students per computer

**3**

County Average: 4  
State Average: 4

## School Expenditures

A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTSA and school foundation support is evident in many of our 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.

Resources are allocated to support student achievement and include activities such as: after-school tutoring, instructional support, and reduced class size in English Language Development classes.

## Safety

All school entrances are closed during the day except for the main walk-in entrance. All visitors must check in with security personnel at the main entrance, show identification, and state the purpose for their visit. Approved visitors are asked to sign in, are given a visitor's badge, and are directed to their destination.

Overall student safety is ensured through a comprehensive school safety plan that includes emergency procedures for major disasters and a day-to-day supervision plan that accounts for all students at all times. Students are monitored by their assigned teachers or office staff members during instructional time and by a team of administrators and support staff before school, during snack and lunch time, after school, and at extracurricular activities. Teachers are encouraged to meet and greet students at the door as they arrive to class in an effort to increase supervision between classes. The comprehensive school safety plan was last revised with names of new personnel in October of 2007. The day-to-day supervision section was revised in August of 2007 and has undergone minor adjustments during the school year as warranted.

The elements of the comprehensive school safety plan include standard protocol for major disasters, an evacuation plan, a list and location of emergency supplies, and a list of personnel assignments and responsibilities. The day-to-day supervision plan includes personnel assignment areas, schedules, and procedural protocol. All staff members have copies of the plan and updates are communicated to them as they are made via email, special committee meetings, daily announcements, and personal conversations.

## Buildings

The majority of the buildings on campus were constructed in 1967–1969. The exceptions are the pool, which was built in 1955, the stadium, built in 1975, and J building, which was built in 1994.

In general, the buildings are in good condition. In 2006–2007, the condenser pump for the central chiller system was rebuilt. Flooring in some of the bungalows has been replaced, as has the filter system and piping, tile, and sections of the decking in the pool area. In the north gym the floor was refinished and the waterproof surface outside the foyer was removed and replaced. In 2007–2008, we replaced the roofs on two buildings, repaved the parking lot at the corner of Verdugo and Broadway, and converted room 258 into a demonstration classroom for the Bistro Program.

In preparation for modernization which begins in 2008–2009, 11 bungalows were refurbished.

## Parent Involvement

There are a variety of opportunities for parents to become involved with the school, ranging from participating in the PTSA and/or becoming a member of either the School Site Council (SSC), English Language Advisory Committee (ELAC), the district ELAC, GATE or Special Education. Parents are also welcome to chaperone at dances or attend one of many events that take place at Glendale High School. Dr. Monica Makiewicz is our contact person for parent involvement and can be reached at 818-242-3161 Ext. 1602.

**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 a 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.

Glendale’s API was 739 (out of 1000). This is an increase of 6 points compared to last year’s API. About 98 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

**API RANKINGS:** Based on our 2006–2007 test results, we started the 2007–2008 school year with an API base score of 733. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all high schools in California, our school ranked 7 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 7 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 groups, English Learners, special education students, 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.

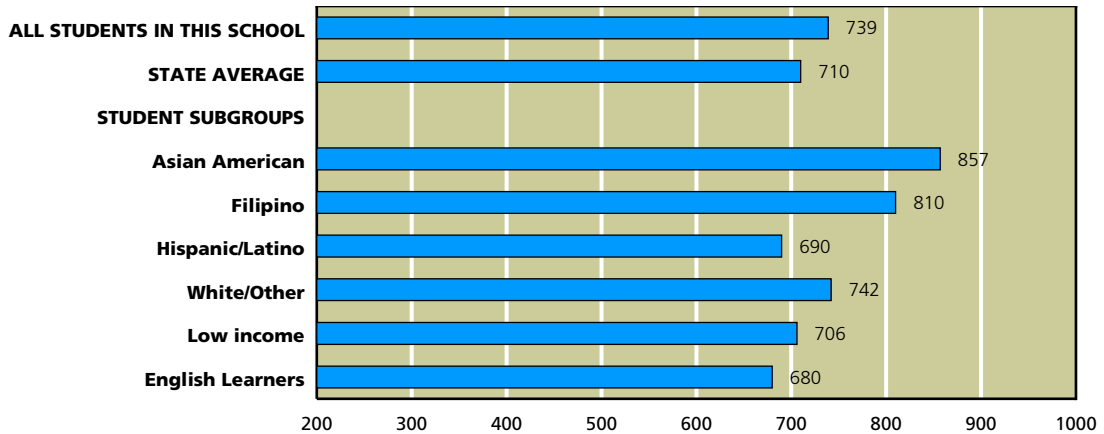
We did not meet some or all of our assigned growth targets during the 2007–2008 school year. Just for reference, 40 percent of high schools statewide met their growth targets.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>Yes</b>
<b>Met growth target for prior school year</b>	<b>Yes</b>
<b>API score</b>	<b>739</b>
<b>Growth attained from prior year</b>	<b>+6</b>
<b>Met subgroup* growth targets</b>	<b>No</b>
<b>Underperforming school</b>	<b>No</b>

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

\*Ethnic groups, English Learners, special ed students, 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 2008**



SOURCE: API based on spring 2008 test cycle. State average represents high schools only.  
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

### Adequate Yearly Progress

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

We met all 22 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above Proficient levels on the California High School Exit Exam (CAHSEE): 33.4 percent on the English/language arts test and 32.2 percent on the math test. All significant ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 620 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate for the class of 2007 must be higher than 83 percent (or satisfy alternate improvement criteria).

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

FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>Yes</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>Yes</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Met graduation rate</b>	<b>Yes</b>
<b>Program Improvement school in 2008</b>	<b>No</b>

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

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

### Adequate Yearly Progress, Detail by Subgroup

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

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 33.4% ATTAIN PROFICIENCY ON THE CAHSEE?	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 32.2% ATTAIN PROFICIENCY ON THE CAHSEE?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>SUBGROUPS OF STUDENTS</b>				
<b>Low income</b>	●	●	●	●
<b>Students learning English</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
<b>Hispanic/Latino</b>	●	●	●	●
<b>White/Other</b>	●	●	●	●

SOURCE: AYP release of November 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2007–2008 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

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

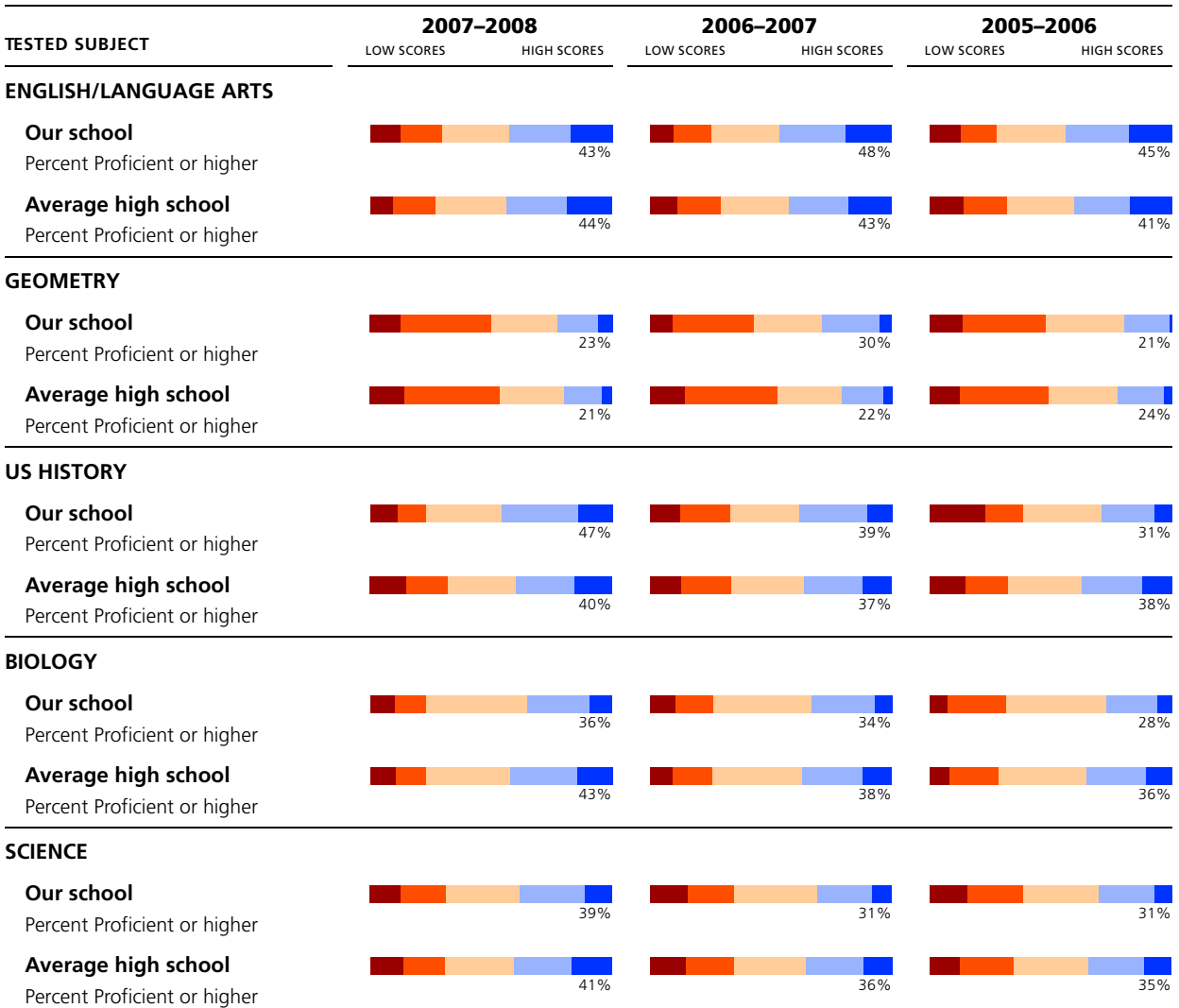
## STUDENT ACHIEVEMENT

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

### California Standards Tests

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

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



SOURCE: The scores for the CST are from the spring 2008 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

## Frequently Asked Questions About Standardized Tests

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

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

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

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** Experts consider California’s standards to be among the most clear and rigorous in the country. Just 47 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 56 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 CST. 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 for understanding how to [compare test scores](#).

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



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

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			43%	97%	<b>SCHOOLWIDE AVERAGE:</b> About one percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			40%	96%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			44%	97%	

**Subgroup Test Scores**

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

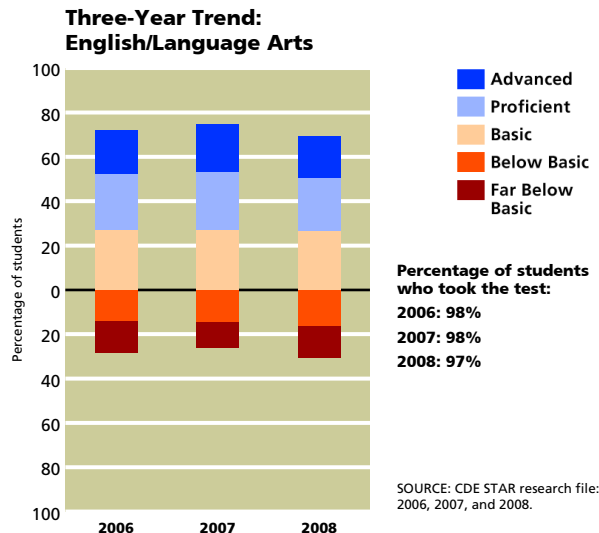
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			36%	1,081	<b>GENDER:</b> About 13 percent more girls than boys at our school scored Proficient or Advanced.
<b>Girls</b>			49%	1,156	
<b>English proficient</b>			51%	1,797	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			9%	439	
<b>Low income</b>			34%	1,234	<b>INCOME:</b> About 19 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			53%	1,003	
<b>Learning disabled</b>			2%	169	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			46%	2,068	
<b>African American</b>			52%	35	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Asian American</b>			66%	131	
<b>Filipino</b>			59%	228	
<b>Hispanic/Latino</b>			34%	668	
<b>White/Other</b>			42%	1,157	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

You can read the California standards for **English/language arts** on the CDE's Web site.



### Algebra I

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			25%	31%	<b>SCHOOLWIDE AVERAGE:</b> About ten percent more students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			13%	31%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			15%	32%	

### Subgroup Test Scores

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

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

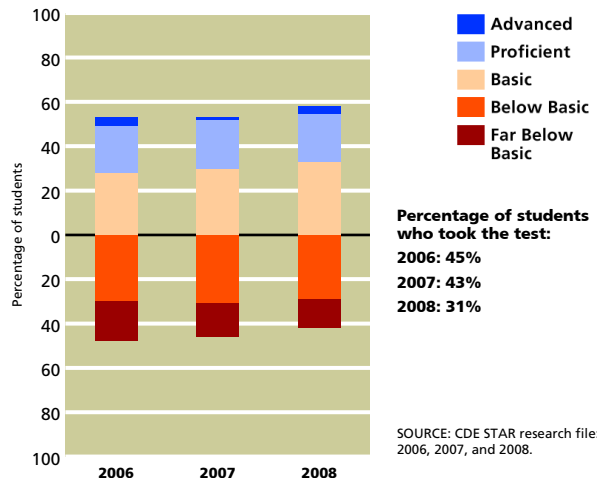
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			26%	363	<b>GENDER:</b> About the same percentage of boys and girls at our school scored Proficient or Advanced.
<b>Girls</b>			25%	355	
<b>English proficient</b>			30%	521	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			13%	196	
<b>Low income</b>			24%	440	<b>INCOME:</b> About three percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			27%	278	
<b>Learning disabled</b>			5%	59	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			27%	659	
<b>African American</b>	DATA STATISTICALLY UNRELIABLE		N/S	13	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Asian American</b>	DATA STATISTICALLY UNRELIABLE		N/S	25	
<b>Filipino</b>			31%	71	
<b>Hispanic/Latino</b>			19%	234	
<b>White/Other</b>			27%	367	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

About 31 percent of our students took the algebra CST, compared to 32 percent of all high school students statewide. To read more about the **math standards for grades eight through twelve**, as well as the California standards for **algebra**, visit the CDE's Web site.

Three-Year Trend: Algebra I



### Geometry

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			23%	33%	<b>SCHOOLWIDE AVERAGE:</b> About two percent more students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			17%	25%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			21%	25%	

### Subgroup Test Scores

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

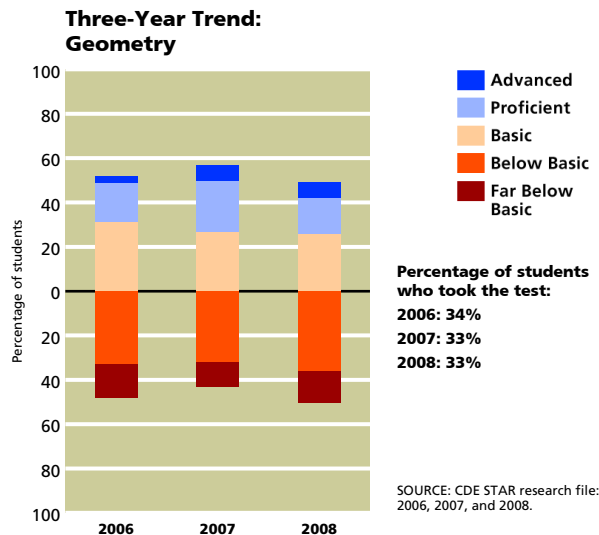
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			23%	354	<b>GENDER:</b> The same percentage of boys and girls at our school scored Proficient or Advanced.
<b>Girls</b>			23%	398	
<b>English proficient</b>			27%	618	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			7%	134	
<b>Low income</b>			19%	426	<b>INCOME:</b> About ten percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			29%	326	
<b>Learning disabled</b>			0%	46	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			25%	706	
<b>Asian American</b>			63%	41	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Filipino</b>			39%	72	
<b>Hispanic/Latino</b>			18%	252	
<b>White/Other</b>			19%	374	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

About 33 percent of our students took the geometry CST, compared to 25 percent of all high school students statewide. To read more about the **math standards for all grades**, as well as the California standards for **geometry**, visit the CDE's Web site.



**US History**

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			47%	98%	<b>SCHOOLWIDE AVERAGE:</b> About seven percent more students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			37%	94%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			40%	95%	

**Subgroup Test Scores**

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

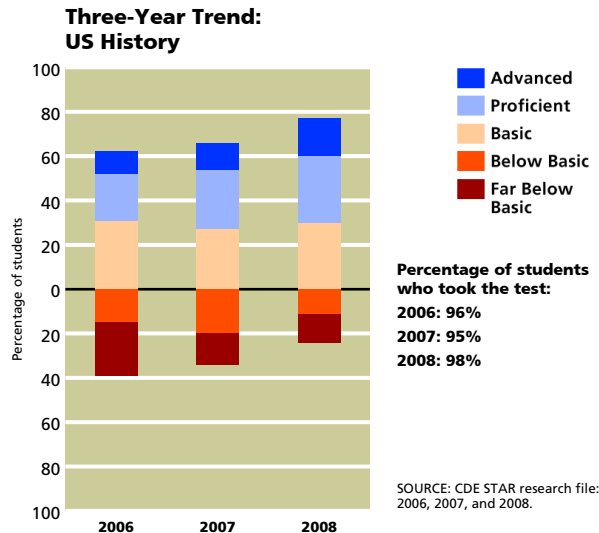
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			53%	320	<b>GENDER:</b> About 11 percent more boys than girls at our school scored Proficient or Advanced.
<b>Girls</b>			42%	385	
<b>English proficient</b>			53%	575	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			19%	130	
<b>Low income</b>			40%	351	<b>INCOME:</b> About 13 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			53%	354	
<b>Learning disabled</b>			12%	49	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			49%	656	
<b>Asian American</b>			69%	48	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Filipino</b>			55%	64	
<b>Hispanic/Latino</b>			41%	191	
<b>White/Other</b>			45%	384	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

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



**Biology**

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			36%	52%	<b>SCHOOLWIDE AVERAGE:</b> About seven percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			37%	36%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			43%	36%	

**Subgroup Test Scores**

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

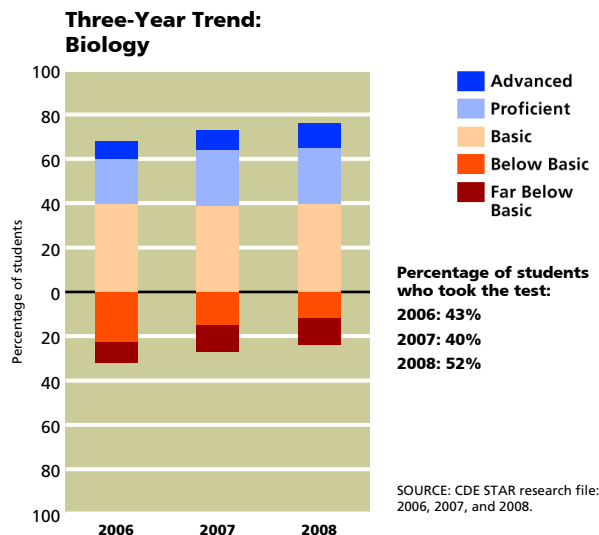
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			36%	561	<b>GENDER:</b> About the same percentage of boys and girls at our school scored Proficient or Advanced.
<b>Girls</b>			35%	641	
<b>English proficient</b>			42%	960	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			10%	241	
<b>Low income</b>			26%	664	<b>INCOME:</b> About 22 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			48%	538	
<b>Learning disabled</b>			10%	52	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			37%	1,150	
<b>African American</b>	DATA STATISTICALLY UNRELIABLE		N/S	17	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Asian American</b>			68%	81	
<b>Filipino</b>			46%	125	
<b>Hispanic/Latino</b>			28%	357	
<b>White/Other</b>			34%	615	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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

About 52 percent of our students took the biology CST, compared to 36 percent of all high school students statewide. To read more about the California standards for **biology/life sciences**, **physics**, **chemistry**, and **earth sciences**, visit the CDE's Web site.



### Life Science (Tenth Grade)

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

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

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			39%	97%	<b>SCHOOLWIDE AVERAGE:</b> About two percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
<b>AVERAGE HIGH SCHOOL IN THE COUNTY</b>			37%	94%	
<b>AVERAGE HIGH SCHOOL IN CALIFORNIA</b>			41%	95%	

### Subgroup Test Scores

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

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

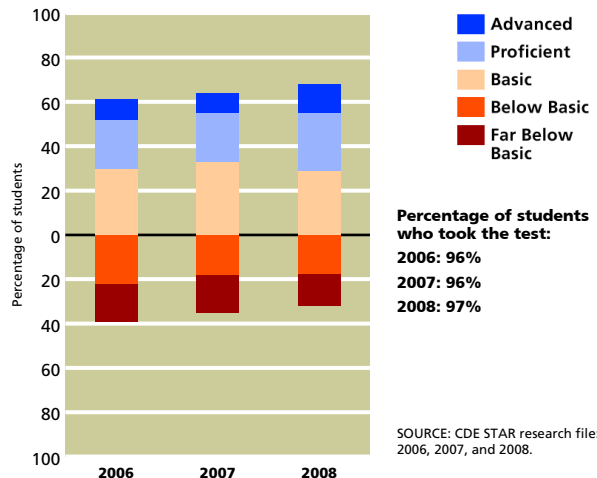
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			38%	395	<b>GENDER:</b> About three percent more girls than boys at our school scored Proficient or Advanced.
<b>Girls</b>			41%	383	
<b>English proficient</b>			46%	613	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
<b>English Learners</b>			14%	164	
<b>Low income</b>			32%	455	<b>INCOME:</b> About 19 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
<b>Not low income</b>			51%	323	
<b>Learning disabled</b>			5%	57	<b>LEARNING DISABILITIES:</b> Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
<b>Not learning disabled</b>			42%	721	
<b>African American</b>	DATA STATISTICALLY UNRELIABLE		N/S	14	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>Asian American</b>			54%	41	
<b>Filipino</b>			58%	81	
<b>Hispanic/Latino</b>			33%	236	
<b>White/Other</b>			38%	398	

SOURCE: The scores for the CST are from the spring 2008 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our tenth grade students’ scores on the mandatory life science test 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 [science standards](#) on the CDE’s Web site and find more information about the standards for [chemistry](#), [earth science](#), and [physics](#). Please note that some students taking this test may not have taken any science course in the ninth or tenth grade. In high school, science courses are electives.

Three-Year Trend: Science



**STUDENTS**

**Students’ English Language Skills**

At Glendale, 83 percent of students were considered to be proficient in English, compared to 85 percent of high school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	83%	82%	85%
English Learners	17%	18%	15%

SOURCE: Language Census for school year 2007–2008. County and state averages represent high schools only.

**Languages Spoken at Home by English Learners**

Please note that this table describes the home languages of just the 526 students classified as English Learners. At Glendale, the language these students most often speak at home is Armenian. 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	26%	88%	84%
Vietnamese	0%	1%	2%
Cantonese	0%	1%	1%
Hmong	0%	0%	2%
Filipino/Tagalog	8%	1%	2%
Korean	2%	2%	1%
Khmer/Cambodian	0%	1%	1%
All other	64%	6%	7%

SOURCE: Language Census for school year 2007–2008. County and state averages represent high schools only.

**Ethnicity**

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

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	2%	10%	8%
Asian American/Pacific Islander	16%	12%	12%
Hispanic/Latino	29%	59%	44%
White/European American/Other	54%	19%	35%

SOURCE: CBEDS census of October 2007. County and state averages represent high schools only.

**Family Income and Education**

The **free or reduced-price meal** subsidy goes to students whose families earned less than \$38,203 a year (based on a family of four) in the 2007–2008 school year. At Glendale, 50 percent of the students qualified for this program, compared to 42 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	50%	52%	42%
Parents with some college	54%	48%	56%
Parents with college degree	38%	28%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2007–2008 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent high schools only.

The parents of 54 percent of the students at Glendale have attended college, and 38 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 68 percent of our students provided this information.

**CLIMATE FOR LEARNING**

**Average Class Sizes**

The average class size at Glendale varies from a low of 26 students to a high of 32. Our average class size schoolwide is 29 students. The average class size for high schools in the state is 28 students. This table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZES OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	26	25	25
History	31	30	29
Math	26	28	27
Science	32	30	29

SOURCE: CBEDS census, October 2007. County and state averages represent high schools only.

**Discipline**

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

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Suspensions per 100 students</b>			
2007–2008	11	10	17
2006–2007	10	10	17
2005–2006	19	16	16
<b>Expulsions per 100 students</b>			
2007–2008	0	0	1
2006–2007	1	0	1
2005–2006	0	0	1

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

During the 2007–2008 school year, we had 341 suspension incidents. We had nine 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. Please note that multiple incidents may involve the same student.

**Computers**

We have 932 computers available for student use, which means that, on average, there is one computer for every three students. There are 138 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	3	4	4
Internet-connected classrooms	138	67	61

SOURCE: CBEDS census of October 2007. County and state averages represent high schools only.



**LEADERSHIP, TEACHERS, AND STAFF**

**Teacher Experience and Education**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Teaching experience</b>	Average years of teaching experience	15	12	12
<b>Newer teachers</b>	Percentage of teachers with one or two years of teaching experience	7%	16%	14%
<b>Teachers holding an MA degree or higher</b>	Percentage of teachers with a master's degree or higher from a graduate school	57%	42%	39%
<b>Teachers holding a BA degree alone</b>	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	43%	58%	61%

SOURCE: Professional Assignment Information Form (PAIF), October 2007, completed by teachers during the CBEDS census. County and state averages represent high schools only.

About seven percent of our teachers have fewer than three years of teaching experience, which is below the average for new teachers in other high schools in California. Our teachers have, on average, 15 years of experience. About 43 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 57 percent have completed a master's degree or higher.

**Credentials Held by Our Teachers**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	96%	88%	93%
<b>Trainee credential holders</b>	Percentage of staff holding an internship credential	2%	8%	5%
<b>Emergency permit holders</b>	Percentage of staff holding an emergency permit	3%	9%	5%
<b>Teachers with waivers</b>	Lowest level of accreditation, used by districts when they have no other option	1%	0%	1%

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent high schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 96 percent of the faculty at Glendale hold a full credential. This number is close to the average for all high schools in the state. About two percent of the faculty at Glendale hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, five percent of high school teachers throughout the state hold trainee credentials. About three percent of our faculty hold an emergency permit. Very few high school teachers hold this authorization statewide (just five percent). All of the faculty at Glendale hold the secondary (single-subject) credential. This number is the same as the average for high schools in California. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

**Indicators of Teachers Who May Be Underprepared**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	8%	N/A	0%
<b>Out-of-field teaching: courses</b>	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	11%	13%	13%
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	4%	12%	7%

SOURCE: Professional Assignment Information Form (PAIF) of October 2007. Data on NCLB standards is from the California Department of Education, SARC research file.

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

**TEACHING OUT OF FIELD:** When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an [out-of-field](#) section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table. About 11 percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 13 percent of core courses taught by such high school teachers statewide.

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

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

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>English</b>	Percentage of English courses taught by a teacher lacking the appropriate subject area authorization	20%	11%	11%
<b>Math</b>	Percentage of math courses taught by a teacher lacking the appropriate subject area authorization	18%	11%	11%
<b>Science</b>	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	5%	13%	15%
<b>Social Science</b>	Percentage of social science courses taught by a teacher lacking the appropriate subject area authorization	4%	16%	15%

SOURCE: PAIF, October 2007. This is completed by teachers during the CBEDS census. County and state averages represent high schools only.

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

**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 standards. 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

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
<b>Districtwide</b>	Percentage of core courses not taught by “highly qualified” teachers (HQT)	6%	8%
<b>Schools with the most low-income students</b>	First quartile of schools whose core courses are not taught by “highly qualified” teachers	0%	5%
<b>Schools with the fewest low-income students</b>	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	4%	11%

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

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

The average percentage of courses in our district not taught by a “highly qualified” teacher is six percent, compared to eight percent statewide. For schools with the highest percentage of low-income students, this factor is zero percent, compared to five percent statewide. For schools with the lowest percentage of low-income students, this factor is four percent, compared to 11 percent statewide.

**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.

**ACADEMIC GUIDANCE COUNSELORS:** Our school has seven full-time equivalent academic counselors, which is equivalent to one counselor for every 446 students. Just for reference, California districts employed about one academic counselor for every 489 high school students in the state. More information about [counseling and student support](#) is available on the CDE Web site.

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

SOURCE: CBEDS census, October 2007.

**PREPARATION FOR COLLEGE AND THE WORKFORCE**

**SAT College Entrance Exam**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>SAT participation rate</b>	Percentage of seniors who took the test	33%	46%	41%
<b>SAT verbal</b>	Average score of juniors and seniors who took the SAT verbal test	481	472	493
<b>SAT math</b>	Average score of juniors and seniors who took the SAT math test	529	492	513
<b>SAT writing</b>	Average score of juniors and seniors who took the SAT writing test	491	474	491

SOURCE: SAT test data provided by the College Board for the 2006–2007 school year. County and state averages represent high schools only.

In the 2006–2007 academic year, 33 percent of Glendale students took the SAT, compared to 41 percent of high school students in California.

Glendale students’ average score was 481 on the verbal portion of the SAT, compared to 493 for students throughout the state. Glendale students’ average score was 529 on the math portion of the SAT, compared to 513 for students throughout the state. Glendale students’ average score was 491 on the writing portion of the SAT, compared to 491 for students throughout the state.

**College Preparation and Attendance**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Students meeting UC or CSU course requirements</b>	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	31%	42%	38%
<b>Students attending UC</b>	Percentage of graduates who actually attended any campus of the UC system	5%	9%	8%
<b>Students attending CSU</b>	Percentage of graduates who actually attended any campus of the CSU system	10%	13%	13%
<b>Students attending community colleges</b>	Percentage of graduates who actually attended any campus of the California community college system	56%	35%	31%

SOURCE: College attendance data is from the California Postsecondary Education Commission for the graduating class of 2007. Enrollment in UC/CSU qualifying courses comes from the Professional Assignment Information Form report of October 2007. County and state averages represent high schools only.

In the 2006–2007 school year, 31 percent of Glendale’s graduates passed courses required for admission to the University of California (UC) or the California State University (CSU) system, compared to 38 percent of students statewide. This number is, in part, an indicator of whether the school is offering the classes required for admission to the UC or CSU systems. The courses that the [California State University](#) system requires applicants to take in high school, which are referred to as the A–G course requirements, can be reviewed on the CSU’s official Web site. The [University of California](#) has a similar set of courses required.

Our [college attendance](#) data is limited to public colleges in California. Out of Glendale’s 2007 graduating class, about 71 percent went on to enroll in some part of the California public college system, compared to 52 percent of students throughout the state. Here’s the detail: five percent of the graduating class went to UC campuses; ten percent went to CSU campuses; and 56 percent went to two-year colleges in the community college system.

### Advanced Placement and International Baccalaureate Courses Offered

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

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Enrollment in AP courses</b>	Percentage of AP course enrollments out of total course enrollments	4%	4%	4%

SOURCE: CBEDS PAIF, October 2007.

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

Students who take IB courses as part of the IB program, or AP courses and pass the AP exams with scores of 3 or higher, may qualify for college credit. Our high school offers 14 different courses that you’ll see listed in the table.

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

AP AND IB COURSES OFFERED	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
<b>Fine and Performing Arts</b>	1	1	15
<b>Computer Science</b>	0	0	0
<b>English</b>	1	4	115
<b>Foreign Language</b>	3	4	97
<b>Mathematics</b>	2	4	113
<b>Science</b>	3	6	171
<b>Social Science</b>	4	8	233
<b>Total</b>	14	27	744

SOURCE: CBEDS PAIF, October 2007.

### AP Exam Results, 2006–2007

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Completion of AP courses</b>	Percentage of juniors and seniors who completed AP courses and took the final exams for possible college credit	21%	28%	25%
<b>Number of AP exams taken</b>	Average number of AP exams each of these students took in 2006–2007	1.5	1.8	1.8
<b>AP test results</b>	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	50%	53%	57%

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

Here at Glendale, 21 percent of juniors and seniors took AP exams. In California, 25 percent of juniors and seniors in the average high school took AP exams. On average, those students took 1.5 AP exams, compared to 1.8 for students in the average high school in California.

### California High School Exit Examination

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

Answers to [frequently asked questions](#) about the exit exam can be found on the CDE Web site. Additional information about the [exit exam results](#) is also available there. The table to the

	PERCENTAGE OF TENTH GRADE STUDENTS SCORING PROFICIENT OR ADVANCED ON THE CAHSEE		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>English/language arts</b>			
2007–2008	59%	71%	53%
2006–2007	56%	65%	49%
2005–2006	57%	68%	51%
<b>Math</b>			
2007–2008	62%	74%	51%
2006–2007	62%	74%	50%
2005–2006	63%	71%	47%

SOURCE: California Department of Education, SARC research file.

right shows how specific groups of tenth grade students scored on the exit exam in the 2007–2008 school year. The English/language arts portion of the exam measures whether a student has mastered reading and writing skills at the ninth or tenth grade level, including vocabulary, writing, writing conventions, informational reading, and reading literature. The math portion of the exam includes arithmetic, statistics, data analysis, probability, number sense, measurement, and geometry at sixth and seventh grade levels. It also tests whether a student has mastered algebra, a subject that most students study in the eighth or ninth grade.

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

CAHSEE RESULTS BY SUBGROUP	ENGLISH/LANGUAGE ARTS			MATH		
	NOT PROFICIENT	PROFICIENT	ADVANCED	NOT PROFICIENT	PROFICIENT	ADVANCED
<b>Tenth graders</b>	41%	48%	11%	38%	39%	23%
<b>African American</b>	46%	39%	15%	69%	15%	15%
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	21%	66%	13%	14%	41%	46%
<b>Filipino</b>	23%	63%	15%	28%	41%	31%
<b>Hispanic or Latino</b>	52%	45%	4%	54%	33%	13%
<b>Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>White (not Hispanic)</b>	41%	45%	14%	32%	43%	25%
<b>Male</b>	50%	42%	8%	38%	41%	20%
<b>Female</b>	32%	54%	15%	37%	37%	26%
<b>Socioeconomically disadvantaged</b>	49%	44%	7%	45%	39%	16%
<b>English Learners</b>	56%	42%	3%	48%	39%	14%
<b>Students with disabilities</b>	88%	13%	0%	83%	16%	2%
<b>Students receiving migrant education services</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

**Dropouts and Graduates**

**DROPOUT RATE:** Our dropout rate for the prior three years appears in the accompanying table. We define a **dropout** as any student who left school before completing the 2006–2007 school year or a student who hasn’t re-enrolled in our school for the 2007–2008 year by October 2007.

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

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Dropout rate (one year)</b>			
2006–2007	2%	5%	4%
2005–2006	2%	4%	3%
2004–2005	2%	3%	2%
<b>Graduation rate (four year)</b>			
2006–2007	90%	81%	86%
2005–2006	90%	80%	87%
2004–2005	93%	82%	88%

SOURCE: Dropout data comes from the CBEDS census of October 2007. County and state averages represent high schools only.

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

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of November 2008. The CDE may release additional or revised data for the 2007–2008 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 2007 census); Language Census (March 2008); California Achievement Test and California Standards Tests (spring 2008 test cycle); Academic Performance Index (October 2008 growth score release); Adequate Yearly Progress (November 2008).

**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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**CAREER TECHNICAL EDUCATION**

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students.

KEY FACTOR	OUR SCHOOL
Number of students participating in CTE courses	1478
Percentage of students completing a CTE program and earning a high school diploma	27%
Percentage of CTE courses coordinated with colleges	100%

**Programs and Courses**

COURSE	AGENCY OFFERING COURSE	OFFERED THROUGH ROC/ROP?	SATISFIES GRADUATION REQUIREMENTS?	PART OF A-G CURRICULUM?
Building/Remodeling	ROP	Yes	Yes	No
Cosmetology	ROP	Yes	Yes	No
Computer Application	ROP	Yes	Yes	No
Restaurant Occupations	ROP	Yes	Yes	No
Culinary Arts	ROP	Yes	Yes	No
Retail Marketing	ROP	Yes	Yes	No
Water Safety/Life Guard	ROP	Yes	Yes	No
Wood Manufacturing	ROP	Yes	Yes	No
Technical Cabinetry 1-8	ROP	Yes	Yes	No
Construction	ROP	Yes	Yes	No
Legal Occupations	ROP	Yes	Yes	No
Photography	School		Yes	No
Commercial Multi Media	School		Yes	No
Technical Theater	School		Yes	No
Computer applications	School		Yes	No
Foods 1, 2	School		Yes	No
Gourmet Foreign Foods	School		Yes	No
Child development	School		Yes	No
Gourmet foods	School		Yes	No
Cosmetology	School		Yes	No
Construction	School		Yes	No

**Advisors**

If you'd like more information about the programs our school offers in career technical education, please speak with our staff. More information about career technical education policy is available on the [CDE Web site](#).

FIELD OR INDUSTRY	COMMITTEE MEMBERS
<b>Automotive</b>	Bob Adams
<b>Employment Development</b>	Carolyn Anderson
<b>Transportation</b>	Lucy Burghdorf
<b>Dept. Rehabilitation</b>	Robert DeBoisblanc
<b>Employment Development</b>	Bob Driffill
<b>Police Department</b>	Capt. Gregory Fish
<b>Student resources</b>	Alex Garcia
<b>City government</b>	Brady Griffin
<b>Youth Employment</b>	Aylin Isayan
<b>Manufacturing</b>	Debie Kukta
<b>Chamber of Commerce</b>	Jean Maluccio
<b>Dept. Rehabilitation</b>	Kathryn Matsumoto
<b>Youth Development</b>	Linda Maxwell
<b>Entertainment</b>	Joan McCarthy
<b>Employment Development</b>	Linda Patton-Finch
<b>Parent</b>	Svetik Safaryan
<b>Education Consultant</b>	Emma Sanchez Glenny
<b>Fire Department</b>	Harold Scoggins
<b>Education</b>	Mike Seaton
<b>Community College</b>	Jan Swinton
<b>Child Care</b>	Eleanor Torres
<b>Youth Employment</b>	Evelyn Van Orden
<b>Elected School Board</b>	Joylene Wagner

### High School Completion

This table shows the percentage of seniors in the graduating class of 2008 who met our district’s graduation requirements and also passed the California High School Exit Examination (CAHSEE). We present the results for students schoolwide followed by the results for different groups of students.

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

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

STUDENT GROUPS	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2008)	
	OUR SCHOOL	DISTRICT AVERAGE
All Students	78%	80%
African American	33%	52%
American Indian or Alaska Native		40%
Asian	79%	81%
Filipino	74%	78%
Hispanic or Latino	74%	63%
Pacific Islander		
White (not Hispanic)	83%	86%
Socioeconomically Disadvantaged		
English Learners		
Students with Disabilities		



## » Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2008–2009. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.

This section also contains information about 2006–2007 staff development days, and, for high schools, percentages of seniors who met our district's graduation requirements.



**TEACHERS**

**Teacher Vacancies**

KEY FACTOR	2006–2007	2007–2008	2008–2009
<b>TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR</b>			
Total number of classes at the start of the year	461	470	611
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
<b>TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR</b>			
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

**NOTES:**

There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school’s and our district’s responsibility to fill that teacher’s vacancy with a qualified, full-time, and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

**Teacher Misassignments**

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching. Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2006–2007	2007–2008	2008–2009
<b>Teacher Misassignments</b>	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
<b>Teacher Misassignments in Classes that Include English Learners</b>	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	38	38	33
<b>Other Employee Misassignments</b>	Total number of service area placements of employees without the required credentials	0	0	0

**NOTES:.**

**Staff Development**

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2007–2008	3.00
2006–2007	3.00
2005–2006	3.00

**TEXTBOOKS**

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

TAUGHT AT OUR SCHOOL?	SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
		STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
<input checked="" type="checkbox"/>	English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	Math	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	Science	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	Social Science	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	Foreign Languages	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	Health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
<input checked="" type="checkbox"/>	Visual/Performing Arts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%

This information was collected on .

NOTES:



## Textbooks in Use

Here are some of the textbooks we use for our core courses.

SUBJECT AND TITLE	PUBLISHER	YEAR PUBLISHED
<b>ENGLISH/LANGUAGE ARTS</b>		
English: Holt Literature & Language	Holt, Rinehart & Winston	2002
American Lit & Comp: The Language of Literature: American Lit	McDougal Littell	2002
various, depending on course	McDougal Littell	2003
<b>MATH</b>		
Algebra 1: Structure & Method	McDougal Littell	2001
Geometry by Jurgensen	MdCougall Littell	2000
Trigonometry by Lial, Hornsby & Schneider	Pearson Addison Wesley	2008
Calculus: Singel Variable Calculus with Vector Functions	Thompson	2008
<b>SCIENCE</b>		
California Biology	HOlt	2007
INtroduction to the Human Body, Tortora & Grabowski	Wiley & Sons	2007
Chemistry: Maatter & Change	Glencoe	2007
California Physics	Holt	2002
<b>SOCIAL SCIENCE</b>		
World History: California World History	Prentice Hall	2007
US History: California American Anthem	Holt, Rinehart & Winston	2007
Macgruder's American Government	Prentice Hall	2006
Economics: Principles & Practices	Glencoe/McGraw Hill	2005

**SCIENCE LABS**

Many science courses require that students conduct experiments. This gives our students a chance to practice the scientific method, in effect, learning science by doing science. Those courses are what we call lab courses, and, of course, they require equipment and materials. The purpose of the Williams legislation is to inform citizens if our schools have the proper equipment, and enough of it, for students to succeed. This legislation only requires high schools to provide this information.

Please note that there is no state standard for equipping science labs. The next best authority we have to rely upon is the policy of our own school board. So you'll see in our report whether our school board has voted to approve a standard for equipping our science labs. If you have further questions about the condition of our science labs, we recommend you speak with your child's science teacher directly.

COURSE TITLE	DID THE DISTRICT ADOPT ANY RESOLUTIONS TO DEFINE "SUFFICIENCY"?	IS THERE A SUFFICIENT SUPPLY OF MATERIALS AND EQUIPMENT TO CONDUCT THE LABS?
Bioscience	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Biology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Physiology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Geoscience	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Chemistry	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Physics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Environmental Science	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AP Biology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AP Chemistry	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AP Physics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Notes**

This report was completed on .

**FACILITIES**

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we’ve answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	REPAIR NEEDED AND ACTION TAKEN OR PLANNED
<b>Overall Rating</b>	<b>Good</b>	Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 85 and 97 percent on the 15 categories of our evaluation.
<b>1. Gas Leaks</b>	<b>Good</b>	No apparent problems.
<b>2. Mechanical Problems (Heating, Ventilation, and Air Conditioning)</b>	<b>Good</b>	No apparent problems.
<b>3. Windows, Doors, Gates, Fences (Interior and Exterior)</b>	<b>Good</b>	No apparent problems.
<b>4. Interior Surfaces (Walls, Floors, and Ceilings)</b>	<b>Good</b>	No apparent problems.
<b>5. Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)</b>	<b>Good</b>	No apparent problems.
<b>6. Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)</b>	<b>Good</b>	No apparent problems.
<b>7. Fire Safety (Sprinkler Systems, Alarms, Extinguishers)</b>	<b>Good</b>	No apparent problems.
<b>8. Electrical Systems and Lighting</b>	<b>Good</b>	No apparent problems.
<b>9. Pest or Vermin Infestation</b>	<b>Good</b>	No apparent problems.
<b>10. Drinking Fountains (Inside and Out)</b>	<b>Good</b>	No apparent problems.
<b>11. Bathrooms</b>	<b>Good</b>	No apparent problems.
<b>12. Sewer System</b>	<b>Good</b>	No apparent problems.
<b>13. Roofs</b>	<b>Good</b>	No apparent problems.
<b>14. Playground/School Grounds</b>	<b>Good</b>	No apparent problems.
<b>15. Overall Cleanliness</b>	<b>N/A</b>	
<b>Other Deficiencies</b>	<b>N/A</b>	No apparent problems.

**INSPECTORS AND ADVISORS:** This report was completed on Thursday, June 26, 2008 by C Jeffress (Administrative Secretary). The facilities inspection occurred on Tuesday, April 15, 2008. There were no other inspectors used in the completion of this form. The Facilities Inspection Tool was completed on Thursday, April 17, 2008.

**SCHOOL FINANCES, 2006–2007**

We are required to report financial data from the 2006–2007 school year by the California Dept. of Education. More recent financial data is available on request from the district office.

**Spending per Student**

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 2,977 students during the 2006-2007 school year.

We’ve broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school’s spending varies from the district and state averages. For example, we calculate the school’s variance from the district average using this formula:

$$\frac{(\text{SCHOOL AMOUNT} - \text{DISTRICT AVERAGE})}{\text{DISTRICT AVERAGE}}$$

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds (\$/student)	\$3,950.00	\$4,201.00	6%	\$5,300	-25%
Restricted funds (\$/student)	\$661.00	\$764.00	13%	\$2,817	-77%
<b>Total (\$/student)</b>	<b>\$4,611.00</b>	<b>\$4,965.00</b>	<b>7%</b>	<b>\$8,117</b>	<b>-43%</b>

**Compensation per Teacher**

To make comparisons possible across schools and districts of varying sizes, we report our compensation per full-time equivalent (FTE) teacher. A teacher who works full-time counts as 1.0 FTE teacher. A teacher who works only half-time counts as 0.5 FTE. We had 112 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salary	\$63,939.00	\$64,195.00	4%	\$62,157	3%
Benefits	\$17,817.00	\$19,258.00	5	\$17,426	2%
<b>Total</b>	<b>\$81,756.00</b>	<b>\$83,453.00</b>	<b>2%</b>	<b>\$79,583</b>	<b>3%</b>

## » 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.



**STUDENTS AND TEACHERS**

**Student Enrollment by Ethnicity and Other Characteristics**

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

GROUP	ENROLLMENT
Number of students	3,123
African American	2%
American Indian or Alaska Native	0%
Asian	6%
Filipino	10%
Hispanic or Latino	29%
Pacific Islander	0%
White (not Hispanic)	52%
Multiple or no response	1%
Socioeconomically disadvantaged	52%
English Learners	20%
Students with disabilities	8%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2007. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

**Student Enrollment by Grade Level**

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

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	744
Grade 10	821
Grade 11	804
Grade 12	754

SOURCE: CBEDS, October 2007.

**Average Class Size by Core Course**

The average class size by core courses.

SUBJECT	2005–2006	2006–2007	2007–2008
English	26	27	26
History	32	31	31
Math	26	26	26
Science	31	31	32

SOURCE: CBEDS, October 2007.

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

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

SUBJECT	2005–2006			2006–2007			2007–2008		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	63	26	58	61	25	57	67	15	60
History	8	25	50	14	20	53	15	11	51
Math	56	16	46	55	16	44	50	22	39
Science	10	18	48	8	27	37	9	17	51

SOURCE: CBEDS, October 2007.

### 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
	2005–2006	2006–2007	2007–2008	2007–2008
<b>With Full Credential</b>	123	123	117	1,215
<b>Without Full Credential</b>	8	4	5	29

SOURCE: CBEDS, October 2007, Professional Assignment Information Form (PAIF) section.

### 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 below shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our 2007–2008 results are compared to other students’ results in the county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Boys in Fitness Zone</b>	55%	34%	37%
<b>Girls in Fitness Zone</b>	49%	32%	35%
<b>Fifth graders in Fitness Zone</b>	N/A	26%	29%
<b>Seventh graders in Fitness Zone</b>	N/A	28%	30%
<b>Ninth graders in Fitness Zone</b>	52%	33%	36%
<b>All students in Fitness Zone</b>	52%	33%	36%

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

**STUDENT PERFORMANCE**

**California Standards Tests**

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

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

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

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English/ language arts	45%	48%	43%	56%	58%	59%	42%	43%	46%
History/social science	30%	34%	41%	46%	48%	52%	33%	33%	36%
Mathematics	29%	31%	31%	57%	57%	58%	40%	40%	43%
Science	31%	31%	40%	50%	52%	62%	35%	38%	46%

SOURCE: California Standards Tests (CST) results, spring 2008 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 2007–2008	HISTORY/ SOCIAL SCIENCE 2007–2008	MATHEMATICS 2007–2008	SCIENCE 2007–2008
African American	49%	57%	27%	36%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	66%	64%	63%	54%
Filipino	59%	53%	41%	58%
Hispanic or Latino	34%	32%	20%	33%
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	42%	40%	31%	38%
Boys	36%	46%	30%	38%
Girls	49%	36%	31%	41%
Economically disadvantaged	35%	N/A	26%	32%
English Learners	9%	16%	13%	14%
Students with disabilities	2%	N/A	2%	5%
Students receiving migrant education services	N/A	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2008 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 in the lowest 10 percent of all high schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all high schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2005–2006	2006–2007	2007–2008
Statewide rank	7	6	7
Similar-schools rank	7	6	7

SOURCE: The API Base Report from August 2008.

**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. Note: "N/A" means that the student group is not numerically significant.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2005–2006	2006–2007	2007–2008	2007–2008
All students at the school	+4	+11	+6	739
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	-20	+20	857
Filipino	+20	-4	+12	810
Hispanic or Latino	+0	+24	-10	690
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+1	+12	+15	742
Economically disadvantaged	-25	+35	+14	706
English Learners	-2	+11	+17	680
Students with disabilities	-35	+43	+23	514

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

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

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

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

#### AYP for the District

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

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in November 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	0
Percentage of schools currently in PI	0%

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

**DISTRICT EXPENDITURES**

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](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2006–2007</b>			
Total expenses	\$208,246,634	N/A	N/A
Expenses per student	\$7,548	\$8,193	\$8,117
<b>FISCAL YEAR 2005–2006</b>			
Total expenses	\$206,005,343	N/A	N/A
Expenses per student	\$7,330	\$7,583	\$7,521

SOURCE: Fiscal Services Division, California Department of Education.

**District Salaries, 2006–2007**

This table reports the salaries of teachers and administrators in our district for the 2006–2007 school year. According to the CDE’s SARC Data Definitions, “State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2007–08 data in most cases. Therefore, 2006–07 data are used for report cards prepared during 2008–09.” 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	\$41,619	\$40,721
Midrange teacher’s salary	\$63,892	\$65,190
Highest-paid teacher’s salary	\$85,448	\$84,151
Average principal’s salary (high school)	\$126,198	\$119,210
Superintendent’s salary	\$222,210	\$210,769
Percentage of budget for teachers’ salaries	41%	40%
Percentage of budget for administrators’ salaries	5%	6%

SOURCE: School Accountability Report Card unit of the California Department of Education.

**SCHOOL COMPLETION AND PREPARATION FOR COLLEGE**

**Dropout Rate and Graduation Rate**

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

KEY FACTOR	SCHOOL	DISTRICT	STATE
<b>Dropout rate (one-year)</b>			
2006–2007	2%	1%	4%
2005–2006	2%	1%	3%
2004–2005	2%	1%	2%
<b>Graduation rate (four-year)</b>			
2006–2007	90%	95%	86%
2005–2006	90%	96%	87%
2004–2005	93%	96%	88%

SOURCE: CBEDS October 2005–2007.

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

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

KEY FACTOR	SCHOOL	DISTRICT	STATE
Percentage of students enrolled in courses required for UC/CSU admission	68%	73%	66%
Percentage of graduates from class of 2007 who completed all courses required for UC/CSU admission	31%	42%	38%

SOURCE: CBEDS, October 2007, for the class of 2007.

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

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

KEY FACTOR	2004–2005	2005–2006	2006–2007
Percentage of seniors taking the SAT	38%	27%	33%
Average verbal score	476	470	481
Average math score	522	516	529
Average writing score	N/A	485	491

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