

# R. D. White Elementary School

**ADDRESS:** 744 East Doran St., Glendale, CA 91206 **PHONE:** (818) 241-2164

**PRINCIPAL:** Suzanne Risse **GRADE RANGE:** K–5 **SCHEDULE:** Traditional

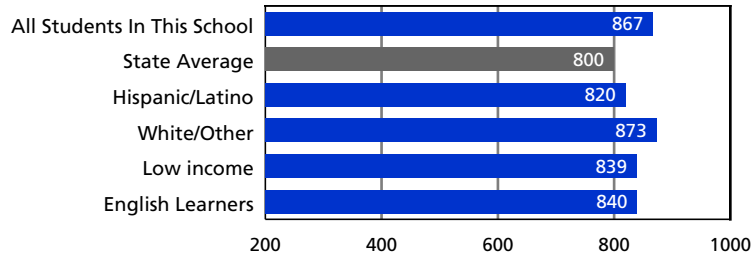
## CALIFORNIA ACCOUNTABILITY

The state’s education officials decide how schools are doing by looking at students’ test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school’s Academic Performance Index.

<b>Academic Performance Index</b>	<b>867</b>
<b>Growth attained from prior year</b>	<b>+7</b>
<b>Met schoolwide growth targets</b>	<b>Yes</b>
<b>Met growth targets for all groups of students</b>	<b>Yes</b>

### API, Spring 2010

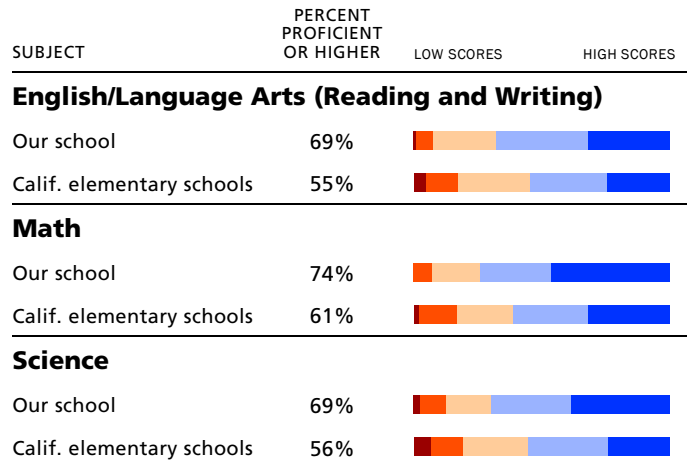
The API is California’s way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school’s API was 867, compared with 800 for the average elementary school (shown in gray below). The state expects schools to attain an API of 800 eventually. We also keep track of the APIs for each major subgroup of students in our school. Their APIs are shown in blue in the graph below.



### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You’ll find students’ test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):  
 ■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the California Standards Tests are from the spring 2010 test cycle. State averages represent elementary schools only.

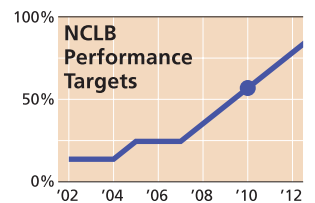
## FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

<b>Made Adequate Yearly Progress (AYP) in English/language arts and math</b>	<b>Yes</b>
<b>Is the school on the Program Improvement (PI) list?</b>	<b>No</b>
<b>Number of AYP targets met</b>	<b>21</b>
<b>Number of AYP targets school was required to meet</b>	<b>21</b>

SOURCE: API growth score and AYP from the 2010 test cycle. API and AYP current as of September 2010.

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learners) also had to meet this mark for the school to make AYP.



Please go to <http://gusd.net/> for more information about this school, including our School Accountability Report Card, or visit us at the school office.