



EDISON ELEMENTARY SCHOOL

435 S. Pacific Avenue, Glendale, CA 91204 • (818) 241-1807 • Kindergarten through Sixth Grade
Linda Conover, Principal • Adriana Pestonji, Assistant Principal
www.gusd.net

2003-2004 School Accountability Report Card

Principal's Message

As a principal, I have the unique privilege of introducing you to the Annual School Accountability Report Card for Thomas Edison Elementary School. Whether student, parent, staff, or community member, the data contained within these pages will prove useful in informing you about our school and community, including but not limited to: demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget, and facility enhancement.

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. However, we view this as not only a means of complying with state law, but an opportunity to publish the accomplishments we take great pride in sharing, and set forth goals and focal points for future endeavors that will be paramount in determining the effectiveness of next year's programs and activities.

-- Linda Conover
Principal

Community & School Profile

The city of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only eight miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors concur that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its multitude of local attractions are motivating factors for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit causes, and city developments.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. The district serves approximately 29,433 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

Edison Elementary School, which is approaching its 90th anniversary, opened a brand new facility in summer 2003. A joint venture with the city of Glendale, the "Edison Pacific Project," as it is referred to, also boasts a new library-community center and revitalized park. The Pacific Community Center will sponsor after school and off-track activities for all students in Glendale. Services available to parents and the community include computer access, "Read Alouds," ESL classes, parent education, and workshops. Title VII funding will provide the family-parent center with two community representatives offering workshops, classes and resources with the additional assistance of volunteers. Parks and Recreation will sponsor "Time for Tots," concerts, and education in recreational arts and activities. A program called "LINKS" will hold before and after school programs offering enrichment activities including art, drama, sports, and homework club. Hours of operation are 6:00-7:45 am, and 2:06-6:00 pm. All services and activities are free to Edison Elementary students. Edison Elementary is located in the center of the city of Glendale and serves students in kindergarten through sixth grade. Students from Edison will move on to Roosevelt Middle School and Hoover High School. Students are known as the Eagles and their school colors are blue and white.

Operating on a year-round calendar system, the educational programs at Edison are tailored to meet the needs of a changing school population. For the 2003-2004 school year, the student population of 874 included 60 percent English Language Learners and 81.2 percent eligible for free or reduced-priced meals.

Mission Statement

Thomas Edison Elementary School, a cohesive community with a committed, caring staff in a diverse neighborhood, will meet the needs of all students by equipping them physically, emotionally, and academically to become healthy, self-confident, and independent learners through a student-centered, multicultural, integrated, cooperative program within a safe and secure environment.

Objectives:

- All students will demonstrate academic creative skills to ensure success at the next grade level.
- Students will demonstrate positive self-esteem, social responsibility, and pride in home, school, and community.

Strategies:

- We will develop and implement staff development programs that support our mission and objectives.
- We will develop a clean, safe, productive, and positive learning environment.
- We will establish communication among district, staff, students, parents, and community.
- We will develop and implement programs to ensure that the special needs of all students are met.

Student Enrollment by Ethnic Group	
2003-04	
	Percentage
African American	1.3
American Indian	0.1
Asian	3.4
Caucasian	36.7
Filipino	7.2
Hispanic	50.9
Pacific Islander	0.0
Other	0.3

Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Edison are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Edison's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.

Suspensions & Expulsions						
	Edison Elementary			GUSD		
	2001	2002	2003	2001	2002	2003
Suspension (#)	89	68	103	3425	5489	4903
Suspension (%)	9.66%	7.85%	11.78%	11.59%	18.45%	16.66%
Expulsion (#)	0	1	0	40	46	65
Expulsion (%)	0.00%	0.12%	0.00%	0.14%	0.15%	0.22%

Building a positive self-image, as well as respect for others, is important to a student's success. The District supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such as abusing alcohol and dangerous drugs. In addition to sponsoring programs to eliminate bullying, resolve conflicts, and promote peace on its campuses, the district participates in the Glendale Character and Ethics Project. This character education program provides a strong link between the schools and the community. The project highlights one "guiding word" per month, such as respect, honesty, self-discipline, citizenship, and responsibility. The Glendale Character and Ethics Project teaches children to consider the consequences of their actions and encourages them to choose behaviors that benefit themselves and others. Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include:

- Line Dancing
- Armenian School
- Math Club
- Homework Club
- Chorus
- Orchestra
- Honors Chorus
- Seven 4-week Drama Student Workshops by resident Drama Coach/Artist (co-funded by Title I and Title VII funds)

To build self-esteem and recognize student achievement, certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Attendance Awards
- Eagle Power Awards
- Effort Awards
- Tutor Awards
- Student of the Month
- Outstanding Effort Award

Homework is a fundamental part of the learning process that helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments on time and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities.

Academic Support

Edison offers assistance and specialized instruction to students with special needs. Teachers receive assistance in developing research-based intervention strategies for at-risk students so that all students have the opportunity to meet rigorous standards. After school intervention programs enhance students’ understanding and mastery of core subject matter. Students in grades four through six may participate in the Summit Club, which pairs at-risk students with adult mentors.

School Enrollment & Attendance

The District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial support from the state for the education of students they serve based on how many students attend school each day. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school.

Absence reports are reviewed regularly by the attendance clerk. Parents are advised of absences through phone calls and conferences with the assistant principal. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the School Attendance Review Board (SARB). During the 2003-2004 school year, the actual attendance rate for all grade levels for Edison was 96.10%.

Class Size

Edison Elementary maintained a schoolwide average class size of 24 students and a pupil-to-teacher ratio of 20:1 for the 2003-2004 school year. The pupil-to-teacher ratio varies by grade level and subject area.

In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Edison has implemented CSR in 100% of all K-3 classrooms for the past three years.

		Class Size Distribution											
		Average			Classrooms Containing:								
		Class Size			1-20			21-32			33+		
		02	03	04	02	03	04	02	03	04	02	03	04
K		19	16	20	6	5	5	0	0	0	0	0	0
1st		19	19	18	7	5	3	0	0	0	0	0	0
2nd		19	19	20	5	6	5	0	0	0	0	0	0
3rd		17	17	20	6	7	7	0	0	0	0	0	0
4th		30	32	31	0	0	0	4	3	3	0	1	0
5th		30	31	32	0	0	0	3	4	2	0	0	2
6th		30	28	34	0	0	0	5	3	0	0	0	4
K-3		15	18	19	6	3	3	0	0	1	0	0	0
3rd-4th		20	0	0	1	0	0	0	0	0	0	0	0
4th-8th		20	30	0	1	0	0	1	1	0	0	0	0

School Facilities

Edison provides a safe, clean environment for students, staff, and volunteers. The new facilities sit on nearly four acres of the 9.5-acre Edison School/Pacific Park Complex and include 34 classrooms, three specialty rooms, arts and science room, a family center, and administrative offices. During school hours, students will have access to the complex's shared-use facilities including a library, gymnasium with indoor/outdoor stage, arts and science room, and athletic fields. The new facilities were funded in large part by Measure K. At the time of publication in April 2005 100% of the restrooms were fully functional.

The district's scheduled maintenance program ensures that all classrooms and facilities are well maintained and provide a suitable learning environment. On a daily basis, Edison has four custodians on duty to ensure school facilities remain clean and safe.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1). This includes 1) Gas Leaks; 2) Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3) Electrical Power Failure; 4) Major sewer line stoppage; 5) Major pest or vermin infestation; 6) Broken windows or exterior doors/gates that will not lock or pose a security threat; 7) Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff; and 8) Structural damage creating a hazardous or uninhabitable condition. At the time of this publication, the school has not experienced any emergency facility needs.

Cleaning Process and Schedule

Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service that emergency repairs are given the highest priority.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems.

Instructional Time (includes Minimum days)

During the 2003-2004 school year, all instructional minutes and days offered at Edison exceeded state requirements as specified in the California Education Code. For the 2003-2004 school year, Edison offered 180 days of instruction comprised of 173 regular days and 7 minimum days for tracks A, C, and D, and 172 regular days and 8 minimum days for track B. Minimum days are used for Back to School Night, Open House, the last day of school, and track changes. Each Friday is a "Banking Day." Students arrive at school an hour later in the morning. Each month "Banking Days" allow teachers additional time to meet once by track, once by grade level, and once for a full faculty meeting. The fourth "Banking Day" each month is used for instructional planning.

Annual instructional Minutes for the 2003-04 school year are as follows:

Kindergarten (36,000 minimum requirement):

Tracks A, C = 36,110

Tracks B, D = 36,639

Grades 1-3 (50,400 minimum requirement):

Track A = 50,530

Tracks B, C = 50,514

Track D = 50,610

Grades 4-6 (54,000 minimum requirement):

Track A = 54,100

Tracks B, C = 54,063

Track D = 54,180

Instructional Materials

All textbooks and instructional materials used within the Glendale Unified School District are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The district follows the State Board of Education's eight-year adoption cycle for

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
6	Language Arts	McDougal Littell	2002
6	Science	Holt, Rinehart & Winston: Earth Science	2000
K-5	Language Arts	Houghton Mifflin	2002
K-5	Science	Harcourt Brace: Harcourt Science	2001
K-6	History/Social Studies	McGraw Hills: Adventures in Time and Place	2000
K-6	Mathematcis	Everyday Learning Corp: Everyday Mathematics, Revi	2001

core content materials. The district held a Public Hearing on January 11, 2005, and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English language learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments.

Library & Computer Resources

Edison Elementary shares its new library-community center, Pacific Park Branch Public Library, with the city of Glendale; therefore it is significantly larger than a traditional elementary school library. Students will have access to the library through a separate entrance, and the children's section of the library includes a story room and outdoor reading garden. It will be open to students Monday through Friday until 2:30 p.m. The library is stocked with thousands of books that are available for students to check out, including books in Armenian, Korean, and Spanish in addition to English. The library is automated with a computerized catalog and delivery service that provides access to over 600,000 items in the library system. Computers in the library are connected to the Internet so students are able to access resources and information online.

Computer Resources			
	2001-02	2002-03	2003-04
Computers	168	170	203
Students per computer	5.6	5.1	4.3
Classrooms connected to Internet	0	40	35

Each classroom at Edison will be equipped with computers connected to the Internet. Lower grades will have an average of three computers per class, while classrooms for grades four and five contain up to five computers. All classrooms are also equipped with 36-inch televisions, VCRs, and DVD players. The library's computers will serve as the school's computer lab during non-public hours. Students will visit the computer lab weekly with their classes. Computer skills and concepts prepare students for technological growth and opportunities. Students will receive computer-assisted instruction on a regular schedule to enhance instruction in reading comprehension skills and mathematical proficiency.

Curriculum Development

Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. District and school representatives conduct a formal review of each school's program by looking at how well students perform on district benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

When districtwide curriculum changes are planned, committees form with district and school representatives to oversee planning and implementation. These steering committees establish the long-range plan and objectives and create a timeline for implementation. Each committee reviews curriculum content to verify that new programs are consistent with Board policy. Curriculum committees make certain that curriculum is well-articulated among grade levels, with content specialists identifying and correcting gaps to ensure continuity. The committees recommend textbooks for adoption and develop the districtwide curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. At grade level and faculty meetings, and meetings of the school's Leadership Team and School Site Council, members of the school community continually evaluate the school's success in meeting curricular objectives.

Local Measures

Various measures of student achievement are used as an ongoing part of the quality instructional program at Edison Elementary School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements required by the State of California, the school and the district administer other assessments to determine the progress of each student. These include:

- Kindergarten - District-developed Kindergarten inventory, report card grades
- 1st-6th Grade - District Math and Writing Benchmarks, report card grades

Annually, the district evaluates the results of these assessments, and state testing, to determine whether each student is meeting the district's grade level standards.

CAT/6

The CAT/6 is a norm referenced test that assesses student ability in the areas of reading/language arts, spelling, and mathematics. CAT/6 scores compare students' results with scores in the same grade from a national sample. Percentile rankings range from 1 to 99, with 50 being average. CAT/6 scores are available at the end of this report.

California Standards Test

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. In this report card, the percentage of students achieving Advanced and Proficient levels is reported. CST results are available at the end of this report.

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on CAT/6 and California Standards Tests results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. API results are available at the end of this report.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires all students to perform at or above the proficient level on the State's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This means annually increasing the percentage of students achieving academic proficiency. AYP requires evaluating and reporting all students' academic progress, including students in subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement.

In California, AYP is determined by: California Standards Tests (CST) for grades 2-8, California High School Exit Exam (CAHSEE) for tenth grade students, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2002-03 school year, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English Language Arts and 16.0% for Mathematics on CST, a participation rate of 95% or greater on CST, and an API of 560 or one point of API growth. These standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. AYP results are available at the end of this report.

Physical Fitness

In the spring of each year, Edison Elementary is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

Percentage of Students in Healthy Fitness Zone	
Spring 2003-04 Test Results	
5th Grade	
Edison Elementary	
School Overall	42.7%
School (Boys)	29.0%
School (Girls)	55.1%
Glendale Unified	
GUSD Overall	50.7%
GUSD (Boys)	40.9%
GUSD (Girls)	60.3%
California	
State Overall	24.8%
State (Boys)	22.9%
State (Girls)	26.7%

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. For the 2003-04 school year, Edison Elementary had 38 fully credentialed teachers.

Teacher Credential Status			
	02	03	04
Fully Credentialed	39	40	38
Emergency Credentials	7	3	3
Interns	4	7	3
Waivers	0	0	0
Total Teachers	50	46	43
Average Years Teaching	9.6	8.5	10.7
Average Years in District	8.5	7.5	10.2
Working Outside Subject	0	0	0
Vacant Teacher Positions	-	-	0
Misassignments of Teachers	-	-	0
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.			

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal and assistant principal. These administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation criteria in the Glendale Unified School District Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and Maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students

- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

Substitute Teachers

The District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a bachelor’s degree and have successfully passed the California Basic Educational Skills Test. Prior to a substitute’s first assignment in the district, he/she attends a three-hour training session on district policies and expectations. A pool of over 300 qualified substitutes is available to Glendale’s schools.

Counseling & Support Staff

It is the goal of Edison Elementary School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. The principal coordinates counseling and support services.

The district offers a variety of programs, training, activities, and services to provide for students’ emotional, physical, and academic needs. In addition to counseling services provided by the district or through community-based organizations, the district participates in the state’s Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the district office and Toll Middle School, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Counselor	1	0.3
Health Aide	1	1
Nurse	1	0.6
Psychologist	1	0.7
Resource Specialist	2	2
Special Day Class Teacher	2	2
Speech Therapist	1	1

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five district high schools will be participating in the three-year program.

School Leadership

Leadership at Edison is a responsibility shared between district administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. The school’s Leadership Team comprised of teachers, classified staff, parents, and administrators, meets monthly to share decision-making on instructional programs, school policy, budget recommendations, and to advise the School Site Council.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students’ needs and comply with district goals. These committees include:

- School Site Council
- Parent Swing Club
- Title I Advisory Council
- Advisory Council
- Migrant Parent Advisory Council
- Student Council
- Individual Education Plan (IEP) Teams
- Title VII Advisory Council
- Family Center

Community Involvement

Parents and the community are very supportive of the educational program at Edison. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- United Methodist Church of Glendale
- Albertson's
- Trader Joe's

Contact Information

Parents who wish to participate in Edison's leadership teams, school committees, school activities, or become volunteers may contact Principal Linda Conover at (818) 241-1807.

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary data available for comparison was for the 2002-03 school year. For comparison purposes, the State Department of Education has provided average salary data from unified school districts having greater than 20,000 average daily attendance throughout the state.

Average Salary Information		
Teachers - Principal - Superintendent		
2002-03		
	GUSD	State Average
Beginning Teachers	\$37,236	\$36,856
Mid-Range Teachers	\$57,164	\$58,263
Highest Teachers	\$73,765	\$72,665
Average Salary	\$54,935	\$55,740
Elementary Principals	\$93,336	\$100,189
Middle School Principals	\$99,311	\$100,189
High School Principals	\$103,733	\$100,189
Shared Principal / Superintendent		
Superintendent	\$186,402	\$177,295
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.56%	41.55%
Administrative Salaries	5.55%	5.12%

Federal Awards & Interventions

As a school receiving Title I federal funding, Edison Elementary School is affected by the accountability program established by No Child Left Behind. Title I schools that do not achieve Adequate Yearly Progress for two consecutive years may be identified for federal Program Improvement. Edison Elementary has met AYP criteria; therefore it has not been identified for Program Improvement. More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/nclb/> and <http://www.nclb.gov>.

Federal Awards & Intervention Programs			
	2002	2003	2004
Recognition for Achievement (Title I)	NO	NO	NO
Identified for Program Improvement	NO	NO	NO
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a
Schools in the District Identified for Program Improvement			
Number of Schools	1	0	0
Percent of Schools	3%	0%	0%

NCLB-Compliant Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as “Highly Qualified” no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. At the start of the 2003-04 school year, 53.8% of core academic classes at Edison School were taught by NCLB-compliant teachers. Glendale Unified School District had 53.2% of core academic classes at all schools taught by NCLB-compliant teachers. In the high poverty schools, 49.5% of core classes were taught by NCLB-compliant teachers and 51.6% of core classes were taught by NCLB-compliant teachers in low poverty schools throughout the district.

As more teachers completed the process to show subject area competence, these numbers increased districtwide. At the start of the 2004-05 school year, 89.2% of core academic classes at Edison School were taught by NCLB-compliant teachers. Glendale Unified School District had 89.1% of core academic classes at all schools taught by NCLB-compliant teachers.

Teacher Education Levels		
2003-04		
	Edison Elementary	GUSD
Doctorate	2.3%	1.1%
Master's Degree +30*	53.5%	49.8%
Master's Degree	0.0%	0.3%
Bachelor's Degree +30*	34.9%	41.5%
Bachelor's Degree	9.3%	10.3%
Less Than Bachelor's	0.0%	0.2%
None Reported	0.0%	0.0%

*Indicates additional hours above and beyond degree.

Individualized Instruction

Glendale Unified School District’s emphasis is on a well-balanced and rigorous core curriculum at all grade levels. The district’s goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, Edison Elementary is able to offer programs to meet the individual needs of its students.

No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. Edison Elementary meets specific criteria for federal Title I schoolwide eligibility. As a schoolwide Title I school, Edison uses Title I funds to increase the achievement of all students. Information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs.

English Language Learners

Edison offers alternatives to English Language Learners. Recent immigrants are assisted through the Newcomer’s Academy, whose goal is to quickly transition students with English-speaking students by offering specialized vocabulary and cultural assistance. Differentiated instruction is offered based on students’ levels of English acquisition.

Edison is in the third year of implementing Project Aguila, a dual-language immersion program. Project Aguila is designed for students to gain proficiency in both English and Spanish by offering a challenging and rigorous academic program in which Spanish is used as the primary language of instruction. The project is aligned with the district’s core curriculum and offers a unique opportunity for both native English-speaking children and Spanish-speaking children. Participants are expected to make a seven-year commitment to the program, which begins with K-1st grade, expanding yearly.

GATE

The District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The district’s Gifted and Talented Education (GATE) program is offered to students in grades four through six who have been recognized as capable of attaining high levels of achievement by their teachers and identified through state testing programs. Students in the GATE program receive differentiated instruction in their classrooms and may participate in district-sponsored GATE activities. Edison provides additional after school activities for GATE students.

Special Education

The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems areas, placement, and program implementation. The director of special education administers the program and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include working with one of the school's two resource specialists, the speech therapist, or enrollment in a Special Day Class. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

Professional Development

The District provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. The district schedules three staff development days annually.

Edison Elementary prepares a staff development plan that is aligned with district strategic targets and which uses a variety of resources to assist teachers in refining instructional practice. During the 2003-04 school year, staff development focused on "Write Traits" writing strategies for students K-5th grade, which focuses on improving writing ability and writing conventions through six traits. A five-year grant under the federal Title VII bilingual education program has allowed Edison to provide a Program Specialist and Curriculum Coach to facilitate programs for English Language Learners. These staff members lead monthly discussions about research and strategies for increasing the reading comprehension skills of all students, with a focus on English Language Learners.

Edison Elementary staff participates in district and school in-services that are based on research and established learning theories. Staff members build teaching skills and content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. Edison Elementary further supports teachers and paraprofessionals by participating in several district programs.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Paraprofessional Teacher Training Program (PTTP) offers assistance to educational assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern program.

Safe School Plan

Safety of students and staff is a primary concern of Edison. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis throughout the school year. Staff members and parent volunteers monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Edison reviews the plan annually; the plan was last updated and reviewed with school staff in March 2004. An updated copy of the plan is available to the public at the school and at the district office.

Expenditures & Services Funded

For the 2003-04 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,639 to educate each student (based on 2003-04 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2003-04 school year, the district received approximately \$2,166 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Special Education
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Materials
- Tenth Grade Counseling
- Educational Technology Assistance Grants
- Year-Round School Incentive
- Class Size Reduction
- Peer Assistance and Review

Current Expense of Education Per Student*		
2003-04		
Glendale Unified \$6,639	Statewide Average	
	All Unified School Districts \$6,987	All Districts \$6,919
Note: The California Department of Education does not release audited financial results until the spring of the following fiscal year. In order to provide valid, comparative data, all districts throughout the State use only audited J-200 financial information to comply with SARC reporting requirements.		
*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.		

CAT/6 Norm Referenced Test

2004-05

% At or Above 50th Percentile

Subject Area	Reading								Math																						
	2 03	2 04	2 05	3 03	3 04	3 05	4 03	4 04	4 05	5 03	5 04	5 05	6 03	6 04	6 05	2 03	2 04	2 05	3 03	3 04	3 05	4 03	4 04	4 05	5 03	5 04	5 05	6 03	6 04	6 05	
All Students																															
Edison Elementary	34	41		18	23		26	26		27	30		41	51		59	44		43	44		46	44		54	52		62	54		
GUSD	52	54		39	40		44	45		45	50		57	59		62	66		64	63		62	59		62	67		72	72		
California	46	47		34	35		35	36		40	41		45	46		57	59		52	54		48	49		49	50		51	53		
Subgroups																															
Gender																															
Females	38	37		16	29		32	29		28	33		45	54		55	32		37	44		44	42		54	52		63	58		
Males	30	46		19	18		18	24		25	26		37	48		65	59		48	45		48	47		54	52		62	51		
Socioeconomic Status																															
Non SED	65	57		28	16		52	45		46	39		48	56		81	57		59	61		71	52		71	65		62	56		
SED^	25	38		15	26		21	20		23	28		38	49		53	41		38	39		41	42		50	50		63	54		
Language Fluency																															
English Learners	34	36		15	23		17	3		4	4		20	21		58	42		37	40		39	25		31	23		45	30		
Non English Learners	38	59		27	27		57	56		64	47		65	66		67	52		61	60		71	69		91	72		85	67		
Special Programs																															
ESEA Title 1 Targeted																															
Indian Education																															
Migrant Education																															
Special Education	6	15		0	7		11	14		0	13		14	0		19	23		13	21		17	36		0	13		29	0		
Title 1	35	41		18	23		26	26		27	30		41	51		59	44		43	44		46	44		54	52		62	54		
Ethnicity																															
African American	*	*		*			*			*	*		*	*		*	*		*	*		*	*		*	*		*	*		
American Indian		*									*						*			*								*			
Asian	*	*		*	*		*	*		*	*		*	*		*	*		*	*		*	*		*	*		*	*		
Caucasian	32	49		26	27		30	33		32	31		44	48		62	52		48	43		50	58		57	67		61	61		
Filipino	*	*		*	*		*	55		*	*		*	*		*	*		*	*		*	64		*	*		*	*		
Hispanic or Latino	27	31		8	18		19	12		15	25		31	49		50	38		30	37		39	29		39	37		58	41		
Pacific Islander																															

† R-FEP - Redesignated – Fluent English Proficient

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)

2002, 2003, 2004

Combined % of Students Scoring at Proficient and Advanced Levels

Edison Elementary

Subject Year	Language Arts			Math Standards			Science (5th)		
	02	03	04	02	03	04	02	03	04
Second Grade									
All Students	20	22	20	35	46	42			
Females	21	19	15	36	38	33			
Males	20	26	25	33	55	52			
English Learners	13	17	18	31	42	41			
Non English Learners	45	46	26	49	63	44			
R-FEP†	**		*	**		*			
SED^	16	14	17	32	38	40			
Non SED	38	52	30	46	74	48			
Title 1		23	20		46	42			
Special Education		0	0	27	25	8			
African American		*	*		*	*			
American Indian			*			*			
Asian	**	*	*	**	*	*			
Caucasian	29	20	24	51	44	57			
Filipino	**	*	*	**	*	*			
Hispanic or Latino	7	16	12	15	41	28			
Third Grade									
All Students	28	24	23	27	39	43			
Females	32	22	25	30	36	39			
Males	21	26	21	24	42	45			
English Learners	16	17	20	19	33	40			
Non English Learners	71	45	33	59	58	50			
R-FEP†	**	*	*	**	*	*			
SED^	24	18	21	25	37	40			
Non SED	50	48	32	41	48	48			
Title 1		24	23		40	42			
Special Education	23	0	14	36	13	29			
African American	**		*	**		*			
Asian	**	*	*	**	*	*			
Caucasian	38	33	29	27	52	45			
Filipino	**	*	*	**	*	*			
Hispanic or Latino	18	10	15	23	21	36			
Fourth Grade									
All Students	25	33	35	34	47	41			
Females	29	39	33	36	48	40			
Males	20	27	37	32	45	42			
English Learners	8	23	9	20	41	20			
Non English Learners	69	71	67	74	68	67			
R-FEP†	82	*	73	88	*	80			
SED^	18	29	30	28	40	36			
Non SED	52	57	52	56	81	55			
Title 1		34	35		47	41			
Special Education	0	11	29	0	22	36			
African American	**	*		**	*				
Asian	**	*	*	**	*	*			
Caucasian	26	41	47	39	55	58			
Filipino	**	*	64	**	*	73			

Hispanic or Latino	15	24	17	21	36	19	
Fifth Grade							
All Students	25	27	34	45	45	51	12
Females	25	31	35	51	45	55	12
Males	24	24	33	39	46	46	11
English Learners	8	7	4	22	28	19	0
Non English Learners	48	62	54	77	75	72	19
R-FEP†	41	68	50	83	86	70	9
SED^	17	23	33	42	42	49	10
Non SED	61	50	39	61	63	61	17
Title 1		27	34		46	51	12
Special Education	15	6	13	8	0	13	0
African American	**	*	*	**	*	*	*
American Indian	**			**			
Asian	**	*	*	**	*	*	*
Caucasian	36	32	39	56	52	63	12
Filipino	**	*	*	**	*	*	*
Hispanic or Latino	11	15	24	32	30	32	6
Sixth Grade							
All Students	18	29	30	29	44	34	
Females	19	34	36	31	54	36	
Males	17	23	23	28	33	33	
English Learners	4	8	4	15	29	11	
Non English Learners	33	54	43	45	62	47	
R-FEP†	31	55	43	48	70	50	
SED^	16	26	25	27	41	30	
Non SED	27	36	44	43	54	50	
Title 1		28	29		44	35	
Special Education	11	7	0	21	14	0	
African American		*	*		*	*	
American Indian		*			*		
Asian	**	*	*	**	*	*	
Caucasian	27	38	25	38	47	36	
Filipino	**	*	*	**	*	*	
Hispanic or Latino	9	11	23	23	36	23	
† R-FEP - Redesignated – Fluent English Proficient							
^SED - Socioeconomically Disadvantaged							
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.							
No students tested at grade level.							
**2002 data for Migrant Education, Title I, R-FEP, and ethnic subgroups unavailable from the California Department of Education.							

API School Results

Base		Growth					
All Students	2001	2002	2003	2002	2003	2004	
Percent Tested	96	97	100	Percent Tested	99	100	100
API Score	618	666	700	API Growth Score	659	698	700
Growth Target	9	7	5	Actual Growth	41	32	0
Statewide Rank	4	4	4	Eligible for Awards	Yes	Yes	No
Similar Schools Rank	6	8	7	Eligible for II/USP	No	No	Yes
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	592	644	674	API Growth Score	635	672	679
Growth Target	7	6	4	Actual Growth	43	28	5
African American							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
American Indian							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Asian							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Caucasian							
Base API Score	674	724	742	API Growth Score	724	738	735
Growth Target	7	6	4	Actual Growth	50	14	-7
Filipino							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic							
Base API Score	552	603	635	API Growth Score	591	635	637
Growth Target	7	6	4	Actual Growth	39	32	2
Pacific Islander							
Base API Score				API Growth Score			
Growth Target				Actual Growth			

***Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.**

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Adequate Yearly Progress

California Standards Test (CST)																
English/Language Arts																
Year Ending Target	Edison Elementary								GUSD							
	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	95%		95%		13.6%		13.6%		95%		95%		12.0%		12.0%	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%

Subgroups

All Students	Yes	100	Yes	99	Yes	27.9	Yes	29.0	Yes	99	Yes	99	Yes	49.5	Yes	51.1
English Learners	Yes	100	Yes	99	Yes	23.8	Yes	22.9	Yes	98	Yes	99	Yes	38.2	Yes	33.5
SED^	Yes	100	Yes	99	Yes	22.5	Yes	25.3	Yes	98	Yes	99	Yes	33.0	Yes	34.4
Migrant Education			*	100			*	77.2			Yes	99			Yes	72.3
Special Education	*	100	*	100	*	5.0	*	11.5	Yes	98	Yes	99	Yes	23.6	Yes	21.0
African American	*	100	*	100	*	*	*	*	Yes	99	Yes	99	Yes	47.4	Yes	39.8
American Indian	*	100	*	100	*	*	*	*	*	97	*	100	*	34.6	*	31.2
Asian	*	100	*	100	*	58.8	*	77.2	Yes	99	Yes	99	Yes	69.2	Yes	72.3
Filipino	*	100	*	100	*	62.1	*	61.5	Yes	99	Yes	99	Yes	61.0	Yes	60.8
Caucasian	Yes	99	Yes	98	Yes	35.1	Yes	33.7	Yes	99	Yes	99	Yes	51.0	Yes	53.1
Hispanic or Latino	Yes	100	Yes	99	Yes	15.6	Yes	18.2	Yes	99	Yes	99	Yes	31.2	Yes	31.7
Pacific Islander	*	*	*	*	*	*	*	*	*	94	*	100	*	53.3	*	64.0

Math

Year Ending Target	Edison Elementary								GUSD							
	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	95%		95%		16.0%		16.0%		95%		95%		12.8%		12.8%	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%

Subgroups

All Students	Yes	100	Yes	99	Yes	44.9	Yes	43.4	Yes	99	Yes	99	Yes	59.5	Yes	60.1
English Learners	Yes	100	Yes	99	Yes	42.8	Yes	39.2	Yes	99	Yes	99	Yes	52.5	Yes	49.1
SED^	Yes	100	Yes	99	Yes	40.1	Yes	39.5	Yes	99	Yes	99	Yes	46.0	Yes	46.3
Migrant Education			*	100			*	100.0			Yes	99			Yes	86.3
Special Education	*	100	*	100	*	15.0	*	17.3	Yes	98	Yes	99	Yes	27.2	Yes	25.2
African American	*	100	*	100	*	*	*	*	Yes	100	Yes	99	Yes	48.8	Yes	43.0
American Indian	*	100	*	100	*	*	*	*	*	94	*	100	*	32.0	*	31.2
Asian	*	100	*	100	*	76.4	*	100.0	Yes	100	Yes	99	Yes	85.3	Yes	86.3
Filipino	*	100	*	100	*	83.7	*	74.3	Yes	99	Yes	99	Yes	67.4	Yes	66.7
Caucasian	Yes	100	Yes	98	Yes	52.2	Yes	52.9	Yes	99	Yes	99	Yes	61.3	Yes	62.1
Hispanic or Latino	Yes	100	Yes	99	Yes	32.6	Yes	28.5	Yes	99	Yes	99	Yes	37.8	Yes	38.8
Pacific Islander	*	*	*	*	*	*	*	*	*	97	*	100	*	74.1	*	60.0

Academic Performance Index (API)

Target	Edison Elementary								GUSD							
	03				04				03				04			
	Minimum score of 560 or 1 point increase															
	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score
Scores	Yes	698	Yes	700	Yes	767	Yes	779								

^SED = Socioeconomically Disadvantaged
***Only numerically significant subgroups are required to be reported**