



MARK KEPPEL ELEMENTARY SCHOOL

A California Distinguished School

730 Glenwood Road, Glendale, CA 91202 • (818) 244-2113 / FAX: (818) 507-6542 • Kindergarten through Sixth Grade

Mary Mason, Principal • Chad Blatchley, Assistant Principal

www.gusd.net

2003-2004 School Accountability Report Card

Principal's Message

As your principal, I want you to know that Mark Keppel Elementary School is a very special place. The students who attend Mark Keppel Elementary School receive a strong academic program provided by dedicated professional teachers, who care about their students, not only academically, but also personally. Students are expected to come to school every morning ready to learn. This requires a good night's sleep, breakfast, and a clean body dressed in a Mark Keppel Elementary School uniform. Students have nothing to fear. The environment is clean, safe, and student centered.

Mark Keppel Elementary School offers outstanding technological, instrumental, choral, and library programs. I encourage parents to become active participants in the Parent Teacher Association (PTA), the foundation Make Keppel Special (MKS), volunteer in the classroom, and join the School Site Council (SSC). This is OUR school, and we need to make it the best school possible for the students who attend Mark Keppel Elementary School. The State of California also recognized the wonderful learning environment here at Mark Keppel Elementary School by recognizing us as a California Distinguished School in May 2002.

My door is always open to all students, parents, and teachers. I am here to serve the Mark Keppel Elementary School community for the Glendale Unified School District. I do this with an open mind and a sincere devotion to the education of Mark Keppel Elementary School students.

-- Mary Mason
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 agree that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its many 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.

Mark Keppel Elementary School, which opened in 1930, is located in the northern section of the city of Glendale and serves students in kindergarten through sixth grade. Students from Mark Keppel Elementary School will move on to Toll Middle School and Hoover High School. Students are known as the Mark Keppel Cougars and their school colors are navy blue and white.

Operating on a year-round calendar system, the educational programs at Mark Keppel are tailored to meet the needs of a changing school population. For the 2003-2004 school year, the student population of 1,034 included 37 percent English Language Learners and 40 percent eligible for free or reduced-priced meals.

Mission Statement

Mark Keppel Elementary School, a safe, stimulating, and challenging academic environment, ensures that all students will reach their full cognitive and social potential by providing a foundation that fosters critical thinking, cooperative and independent learning, uses technology, and promotes a life-long love of learning and respect for all.

Student Enrollment by Ethnic Group	
2003-04	
	Percentage
African American	1.5
American Indian	0.1
Asian	17.5
Caucasian	60.8
Filipino	5.8
Hispanic	13.6
Pacific Islander	0.2
Other	0.4

Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Mark Keppel Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Mark Keppel Elementary School'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					
	Mark Keppel Elementary			GUSD		
	2001	2002	2003	2001	2002	2003
Suspension (#)	11	13	17	3425	5489	4903
Suspension (%)	0.97%	1.19%	1.64%	11.59%	18.45%	16.66%
Expulsion (#)	0	1	0	40	46	65
Expulsion (%)	0.00%	0.09%	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:

- STAR After-School Program
- Chess program
- Student Council
- After-school programs
- Study Skills Class program
- Drill Team

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:

- Perfect Attendance
- Math Field Day
- Math League Day
- Spelling Bee
- Presidential Academic Achievement Awards (6th Grade)

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. In addition to regular classroom assignments, students receive bimonthly writing prompts that are aligned to state standards. Included in the take-home projects are checklists identifying the standards taught in each lesson so that parents can monitor the progress their children are making in mastering each standard.

Academic Support

Mark Keppel Elementary School 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 Glendale Preparatory Academy, a districtwide program that provides additional learning opportunities for students having difficulty achieving grade level performance.

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 daily by office staff. Parents are advised of absences through phone calls home. 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 Mark Keppel was 95.86%.

Class Size

Mark Keppel Elementary School maintained a schoolwide average class size of 24 students and a pupil-to-teacher ratio of 22:1 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. Mark Keppel 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	20	18	18	6	8	7	0	0	0	0	0	0
1st	20	19	19	7	7	7	0	0	0	0	0	0
2nd	20	19	19	7	8	7	0	0	0	0	0	0
3rd	18	18	19	8	8	8	0	0	0	0	0	0
4th	30	29	33	0	0	0	4	4	1	0	1	3
5th	33	33	33	0	0	0	2	1	2	3	4	3
6th	36	32	36	0	0	0	0	5	0	6	1	5
K-3	18	0	0	4	0	0	0	0	0	0	0	0
4th-8th	26	0	0	1	0	0	2	0	0	1	0	0

School Facilities

Mark Keppel Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities, built in 1930, sit on 5.5 acres and include 41 classrooms, a library, a computer lab, an auditorium, and a multipurpose room which is shared with adjacent Toll Middle School. At the time this report was published in April 2005, 100% of restrooms were in good working condition.

Measure K funds are making it possible for Mark Keppel Elementary School to undergo a complete modernization. The project, expected to be completed in April 2005, will include upgrades in all classrooms, restrooms, the library, and administrative offices.

These improvements are in addition to ongoing maintenance and improvements that are part of the district's scheduled maintenance program. The maintenance schedule ensures that all classroom and facilities are well maintained and provide a suitable learning environment. On a daily basis, Mark Keppel Elementary School 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 Mark Keppel Elementary School met/exceeded state requirements as specified in the California Education Code. For the 2003-2004 school year, Mark Keppel Elementary School offered 178 days of instruction comprised of 717 regular days and 7 minimum days for tracks A and D, and 170 regular days and 8 minimum days for tracks B and C. Minimum days are used for Back to School Night, Open House, track changes, report card preparation, and the last day of school. Each Thursday 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 grade level, and once for a full faculty meeting. The other banking days may be used for staff development, ad hoc meetings, or classroom 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	Mathematics	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

The school's library, staffed by a part-time library assistant, is stocked with thousands of books that are available for students to check out, including books in Armenian and Korean in addition to English. The library is automated using the Spectrum tracking software system. Computers in the library are connected to the Internet so students are able to access resources and information online. Students visit the library on a weekly basis and receive instruction on research techniques and library usage. The library contains a collection of videos and audiotapes for classroom use that tie into curricular areas of study. Mark Keppel Elementary School uses the Accelerated Reader literacy program. The school's library and each classroom library contain books that work with the program's computer-based testing and monitoring system that allows students to work at their own pace.

Computer Resources			
	2001-02	2002-03	2003-04
Computers	80	80	80
Students per computer	14.6	13.6	12.9
Classrooms connected to Internet	37	37	37

Each classroom at Mark Keppel Elementary School contains an average of 3-5 computers. Computer skills and concepts prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule to enhance instruction in reading comprehension skills and mathematical proficiency.

Curriculum Development

Throughout Glendale Unified School District, 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 Mark Keppel 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 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math. CAT/6 results 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, Mark Keppel Elementary School 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	
Mark Keppel Elementary	
School Overall	69.8%
School (Boys)	57.9%
School (Girls)	80.2%
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, Mark Keppel Elementary School had 48 fully credentialed teachers.

Teacher Credential Status			
	02	03	04
Fully Credentialed	43	47	48
Emergency Credentials	9	5	1
Interns	1	1	1
Waivers	0	0	0
Total Teachers	53	52	49
Average Years Teaching	11.9	12.1	14.7
Average Years in District	10.2	10.2	12.9
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 Mark Keppel 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. Mark Keppel Elementary School was the recipient of an Elementary Counselor grant, which will be used to provide interest and academic counseling. 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
Health Clerk	1	1
Nurse	1	0.2
Psychologist	1	0.6
Resource Specialist	2	2
Special Day Class Teacher	2	2
Speech/Language Specialist	2	1.2
Teacher Specialist	2	2

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 Mark Keppel is a responsibility shared between district administration, the principal, the assistant principal, instructional staff, students, and parents. The Principal Advisory Committee, the Literacy Team, and the Technology Team, all comprised of teachers, classified staff, and administrators, meet 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 Teacher Association
- Principal Advisory Committee
- Literacy Team
- Technology Team
- Safety Committee
- Sixth Grade Committee
- Make Keppel Special School Foundation
- Individual Education Plan (IEP) Teams

Community Involvement

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

- Parent Teacher Association
- Make Keppel Special School Foundation
- Boy Scouts - Learning for Life
- Kenneth Village Merchants Association

Contact Information

Parents who wish to participate in Mark Keppel Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Principal Mary Mason at (818) 244-2113.

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, Mark Keppel 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. Mark Keppel Elementary School 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, 37% of core academic classes at Mark Keppel Elementary 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, 88.6% of core academic classes at Mark Keppel Elementary 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		
	Mark Keppel Elementary	GUSD
Doctorate	0.0%	1.1%
Master's Degree +30*	53.1%	49.8%
Master's Degree	0.0%	0.3%
Bachelor's Degree +30*	42.9%	41.5%
Bachelor's Degree	4.1%	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, Mark Keppel Elementary School 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. Mark Keppel Elementary School meets specific criteria for federal Title I schoolwide eligibility. As a schoolwide Title I school, Mark Keppel Elementary School uses Title I funds to increase 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

For English learners, Mark Keppel Elementary School uses the Into English program for English Language Development. Off-track intersession programs are available to provide additional opportunities for students to increase their English acquisition. Most teachers at Mark Keppel Elementary School have received special training to effectively teach students who are learning English as a second language.

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. Mark Keppel Elementary School provides weekly enrichment classes for GATE students one morning each week.

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 a resource specialist, speech language therapist, or enrolling 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.

Mark Keppel Elementary School 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 writing.

Mark Keppel Elementary School's staff participates in district and school inservices 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. Mark Keppel Elementary School 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 Mark Keppel Elementary School. 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. A mock disaster drill was exercised in June 2004. Campus safety patrol, teachers, and administrators 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. Mark Keppel Elementary School reviews the plan annually; the plan was last updated and reviewed with school staff in the spring of 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																															
Mark Keppel Elementary	55	54	40	46	44	42	48	52	65	59	70	65	63	70	68	61	61	74	80	75											
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	60	63	44	50	55	48	47	52	69	63	66	63	59	69	68	59	61	74	83	79											
Males	51	45	36	44	32	36	49	51	60	56	73	67	67	70	70	64	61	75	76	70											
Socioeconomic Status																															
Non SED	64	64	52	54	52	43	56	62	73	65	81	72	68	75	73	58	66	83	84	78											
SED^	40	44	26	35	31	42	36	33	53	51	53	58	57	62	61	65	53	59	75	71											
Language Fluency																															
English Learners	47	43	33	26	17	11	13	15	19	8	62	59	58	51	57	36	34	50	62	48											
Non English Learners	67	72	52	62	64	53	67	61	82	68	83	74	69	84	77	69	75	81	87	79											
Special Programs																															
ESEA Title 1 Targeted	54	41	45	48	65	70	63	69	60	80																					
Indian Education																															
Migrant Education																															
Special Education	23	42	25	20	*	*	*	18	*	*	67	42	33	47	*	*	*	36	*	*											
Title 1	54	46	42	52	59	65	70	61	74	75																					
Ethnicity																															
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*											
American Indian																															
Asian	63	56	48	61	47	56	57	70	69	66	86	83	71	94	83	72	75	93	92	86											
Caucasian	47	53	40	39	44	40	43	43	66	58	68	66	61	65	66	62	58	69	79	72											
Filipino	73	*	*	64	*	*	*	*	75	64	*	*	82	*	*	*	*	*	92												
Hispanic or Latino	60	50	30	46	36	41	59	64	50	54	58	43	61	54	45	44	52	55	63	68											
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.

ESEA Title 1 Targeted	46	62
ESEA Title 1 Targeted	46	65
ESEA Title 1 Targeted	49	61
ESEA Title 1 Targeted	51	64
ESEA Title 1 Targeted	52	59

California Standards Test (CST)

2002, 2003, 2004

Combined % of Students Scoring at Proficient and Advanced Levels

Mark Keppel Elementary

Subject Year	Language Arts			Math Standards			Science (5th)		
	02	03	04	02	03	04	02	03	04
Second Grade									
All Students	38	46	40	50	62	60			
Females	42	47	51	52	57	63			
Males	32	46	28	47	65	57			
English Learners	31	37	28	44	53	51			
Non English Learners	46	60	59	56	76	74			
R-FEP†	**		*	**		*			
SED^	29	23	26	38	40	47			
Non SED	43	61	53	56	76	72			
Title 1			40			60			
Special Education		23	17		58	33			
African American	**		*	**		*			
Asian	50	74	56	67	89	78			
Caucasian	36	36	38	50	56	59			
Filipino	**	64	*	**	64	*			
Hispanic or Latino	29	32	29	25	46	50			
Third Grade									
All Students	48	52	45	58	58	65			
Females	49	56	51	56	53	60			
Males	48	47	40	62	63	68			
English Learners	41	43	19	56	56	44			
Non English Learners	59	64	66	62	61	81			
R-FEP†		*	83		*	100			
SED^	38	43	27	56	56	50			
Non SED	54	59	57	59	60	75			
Title 1			45			65			
Special Education		25	20		25	47			
African American		*	*		*	*			
Asian	76	57	76	80	81	94			
Caucasian	43	46	37	54	53	57			
Filipino	**	*	55	**	*	82			
Hispanic or Latino	14	61	32	29	54	50			
Fourth Grade									
All Students	47	50	51	55	64	58			
Females	52	60	59	57	66	56			
Males	41	39	41	54	61	59			
English Learners	9	24	14	30	49	47			
Non English Learners	63	70	63	66	74	61			
R-FEP†	64	88	66	66	96	75			
SED^	24	37	51	38	52	64			
Non SED	58	58	51	64	71	54			
Title 1			51			58			
Special Education		*	*		*	*			

African American	**		*	**		*	
Asian	46	64	67	75	92	72	
Caucasian	43	48	52	53	57	61	
Filipino	**	*	*	**	*	*	
Hispanic or Latino	52	27	41	36	27	44	
Pacific Islander			*			*	
Fifth Grade							
All Students	40	47	56	54	65	70	43
Females	48	52	60	55	65	73	42
Males	29	41	52	52	66	68	44
English Learners	6	9	15	22	41	44	6
Non English Learners	52	66	67	65	78	78	53
R-FEP†	55	66	69	73	83	81	56
SED^	30	35	43	45	56	53	28
Non SED	47	54	64	59	71	80	51
Title 1			56			71	43
Special Education		*	18		*	27	18
African American	**	*	*	**	*	*	*
Asian	54	57	65	83	86	95	65
Caucasian	40	39	51	50	63	62	34
Filipino	**	*	*	**	*	*	*
Hispanic or Latino	13	50	64	27	45	55	36
Sixth Grade							
All Students	40	49	46	60	61	57	
Females	38	52	49	54	63	55	
Males	44	45	42	67	58	60	
English Learners	4	8	12	39	35	28	
Non English Learners	61	64	51	73	71	62	
R-FEP†	55	54	41	78	73	56	
SED^	22	38	35	46	53	43	
Non SED	51	57	54	68	67	67	
Title 1			46			57	
Special Education	9	*	*	18	*	*	
African American	**	*	*	**	*	*	
American Indian	**			**			
Asian	50	51	48	91	74	72	
Caucasian	41	50	44	60	60	57	
Filipino	**	*	75	**	*	83	
Hispanic or Latino	10	31	36	9	44	36	
† 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	97	Percent Tested	100	100	100	
API Score	788	778	811	API Growth Score	781	801	815	
Growth Target	1	1	A	Actual Growth	-7	23	4	
Statewide Rank	8	8	8	Eligible for Awards	No	Yes	No	
Similar Schools Rank	7	5	7	Eligible for II/USP	No	No	No	
Subgroups								
Socioeconomically Disadvantaged								
Base API Score	729	715	752	API Growth Score	715	740	762	
Growth Target	1	1	1	Actual Growth	-14	25	10	
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	869	856	878	API Growth Score	859	869	906	
Growth Target	A	A	A	Actual Growth	-10	13	28	
Caucasian								
Base API Score	780	768	794	API Growth Score	774	784	798	
Growth Target	1	1	1	Actual Growth	-6	16	4	
Filipino								
Base API Score				API Growth Score				
Growth Target				Actual Growth				
Hispanic								
Base API Score			785	API Growth Score			756	
Growth Target			1	Actual Growth			-29	
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															
		Mark Keppel Elementary								GUSD							
Year Ending Target	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced				
	03		04		03		04		03		04		03		04		
	95%	95%	95%	95%	13.6%	13.6%	13.6%	13.6%	95%	95%	95%	95%	12.0%	12.0%	12.0%	12.0%	
		Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%

Subgroups

All Students	Yes	100	Yes	99	Yes	50.4	Yes	48.9	Yes	99	Yes	99	Yes	49.5	Yes	51.1
English Learners	Yes	100	Yes	99	Yes	40.2	Yes	36.8	Yes	98	Yes	99	Yes	38.2	Yes	33.5
SED^	Yes	99	Yes	100	Yes	38.0	Yes	36.3	Yes	98	Yes	99	Yes	33.0	Yes	34.4
Migrant Education			Yes	100			Yes	66.1			Yes	99			Yes	72.3
Special Education	*	100	*	99	*	44.0	*	23.7	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	*	*	*	*	*	*	*	*	*	97	*	100	*	34.6	*	31.2
Asian	Yes	100	Yes	100	Yes	62.8	Yes	66.1	Yes	99	Yes	99	Yes	69.2	Yes	72.3
Filipino	*	100	*	100	*	69.4	*	58.6	Yes	99	Yes	99	Yes	61.0	Yes	60.8
Caucasian	Yes	100	Yes	99	Yes	46.2	Yes	45.2	Yes	99	Yes	99	Yes	51.0	Yes	53.1
Hispanic or Latino	Yes	99	Yes	100	Yes	46.6	*	39.5	Yes	99	Yes	99	Yes	31.2	Yes	31.7
Pacific Islander	*	*	*	100	*	*	*	*	*	94	*	100	*	53.3	*	64.0

Math

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

Subgroups

All Students	Yes	99	Yes	99	Yes	63.7	Yes	63.5	Yes	99	Yes	99	Yes	59.5	Yes	60.1
English Learners	Yes	100	Yes	99	Yes	59.3	Yes	57.0	Yes	99	Yes	99	Yes	52.5	Yes	49.1
SED^	Yes	99	Yes	100	Yes	53.2	Yes	51.5	Yes	99	Yes	99	Yes	46.0	Yes	46.3
Migrant Education			Yes	100			Yes	85.8			Yes	99			Yes	86.3
Special Education	*	99	*	99	*	48.6	*	38.9	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	*	*	*	*	*	*	*	*	*	94	*	100	*	32.0	*	31.2
Asian	Yes	100	Yes	100	Yes	85.1	Yes	85.8	Yes	100	Yes	99	Yes	85.3	Yes	86.3
Filipino	*	100	*	100	*	69.4	*	71.7	Yes	99	Yes	99	Yes	67.4	Yes	66.7
Caucasian	Yes	99	Yes	99	Yes	59.9	Yes	60.3	Yes	99	Yes	99	Yes	61.3	Yes	62.1
Hispanic or Latino	Yes	98	Yes	100	Yes	49.0	*	46.8	Yes	99	Yes	99	Yes	37.8	Yes	38.8
Pacific Islander	*	*	*	100	*	*	*	*	*	97	*	100	*	74.1	*	60.0

Academic Performance Index (API)

		Mark Keppel Elementary								GUSD						
Target	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		
Scores	Yes	801	Yes	815	Yes	767	Yes	767	Yes	767	Yes	779				

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