

Glendale Unified School District

"Excellence is Worth the Effort"

Edison Elementary School

2004-2005 School Accountability Report Card

435 South Pacific Avenue, Glendale, CA 91204

(818) 241-1807

Kindergarten through Sixth Grade

www.gusd.net

School Administration

Linda Conover
Principal

Adriana Pestonji
Assistant Principal



2004-05 Board of Education

Mary Boger, President
Chakib Sambar, Vice President
Pam Ellis, Clerk
Greg Krikorian, Member
Joylene Wagner, Member

District Administration

Dr. Michael F. Escalante
Superintendent

Alice Petrossian
Assistant Superintendent
Educational Services, Elementary Education

Dr. Gregory Franklin
Assistant Superintendent
Educational Services, Secondary Education



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.

School 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.

Community & School Profile

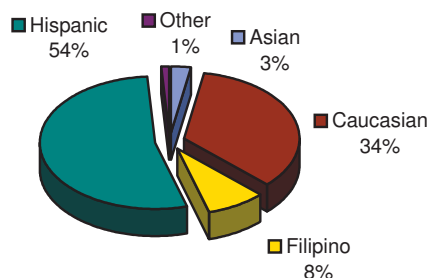
The city of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only eight miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born 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 nearly 29,000 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 2004-05 school year, the student population of 795 included 58.5 percent English Language Learners and 80.5 percent eligible for free or reduced-priced meals.

% of Student Enrollment by Ethnicity



Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Edison Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Edison 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.

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.

The “Suspensions and Expulsions” table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Edison ES			GUSD		
	2003	2004	2005	2003	2004	2005
Suspension (#)	68	103	171	5489	4903	4882
Suspension (%)	7.85	11.78	21.51	18.65	17.01	16.94
Expulsion (#)	0	0	0	46	65	56
Expulsion (%)	0.00	0.00	0.00	0.16	0.23	0.19

Extracurricular and Enrichment Activities

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:

- Armenian School
- Game Club
- GATE
- Homework Club
- Line Dancing
- Math Club

- Orchestra
- 10-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
- Outstanding Effort Award
- Student of the Month
- Tutor Awards

School Leadership

Leadership at Edison Elementary School is a responsibility shared among District administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. Principal Linda Conover has led the school for seven years, backed by more than 25 years of educational experience. 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 Sewing Club, Title I Advisory Council, Advisory Council, Migrant Parent Advisory Council, Student Council, Individual Education Plan (IEP) Teams, Title VII Advisory Council, and Family Center.

Community Involvement

Parents and the community are very supportive of the educational program at Edison Elementary School. Numerous programs and activities are enriched by the generous contributions made by the following organizations: Albertson’s, Herff Jones Photography, Trader Joe’s, and United Methodist Church of Glendale.

School Enrollment & Attendance

School-wide enrollment at the beginning of the 2004-05 school year was 795 students. 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. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. 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).

Class Size

Edison Elementary School maintained a schoolwide average class size of 23 students in the 2004-05 school year. The “Class Size Distribution” table on page 3 shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes. The California Class Size Reduction (CSR) program provides funding to reduce kindergarten through third grade classes to 20 students or less. For the past three years, 100% of all K-3 classrooms at Edison Elementary School participated in CSR.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20			21-32			33+		
	03	04	05	03	04	05	03	04	05	03	04	05
K	16	20	20	5	5	5	0	0	0	0	0	0
1st	19	18	20	5	3	5	0	0	0	0	0	0
2nd	19	20	19	6	5	4	0	0	0	0	0	0
3rd	17	20	20	7	7	5	0	0	0	0	0	0
4th	32	31	32	0	0	0	3	3	2	1	0	1
5th	31	32	31	0	0	0	4	2	3	0	2	0
6th	28	34	30	0	0	0	3	0	3	0	4	0
K-3	18	19	18	3	3	3	0	1	0	0	0	0
4th-6th	30	0	33	0	0	0	1	0	1	0	0	1

Instructional Time

During the 2004-05 school year, all instructional minutes and days offered at Edison Elementary School exceeded State requirements as specified in the California Education Code. For the 2004-05 school year, The minutes in the "Instructional Minutes" chart shows average minutes for all four school tracks. Each individual track exceeded State requirements.

	Instructional Minutes By Grade Level - Average of All Four Tracks	
	Minutes Required	Actual Minutes
K	36,000	40,996
1st-3rd	50,400	50,962
4th-6th	54,000	54,496

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.

School Facilities & Safety

Edison Elementary School's 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 facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of October 24, 2005.

Safety

Safety of students and staff is a primary concern of Edison 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. During lunch, recesses, and before and after school, staff members and parent volunteers supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. 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 Elementary School reviews the plan annually; the plan was last updated and reviewed with school staff in March 2005. An updated copy of the plan is available to the public at the school and at the District office.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. 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 and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order. As of October 24, 2005, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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, interior or exterior painting, and floor systems. For the 2004-05 school year, the District budgeted \$1,050,000 for the deferred maintenance program. This represents 0.5% of the District's general fund budget.

Deferred Maintenance Projects

For the 2005-06 school year, the District's governing board approved deferred maintenance projects for this school that will result in new carpeting or tile flooring, replacement of underground plumbing, and interior or exterior painting of school buildings. The District's complete deferred maintenance plan is available at the District office.

School Facility Conditions			
Facilities information current as of: October 24, 2005			
Interim Evaluation Instrument Guidelines	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

Student Achievement & Testing

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.

No Child Left Behind

The Federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet State academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 24.4% of elementary and middle school students must be proficient in English and 26.5% must be proficient in Math.
- At least 95% of students must take State standards tests.
- Schools must show improvement in the Academic Performance Index (API).

Schools receiving Title I funds that do not meet the AYP standards face several consequences. Students may receive additional tutoring or school staff may be replaced. Students would also be allowed to transfer to other schools within their district that meet AYP and the former school would be required to provide transportation to the new site. After two consecutive years of failing to meet AYP in a particular subgroup, the school may be identified for Title I Program Improvement (PI). Schools can be categorized as a PI school for a maximum of five years before the State takes drastic measures to improve the performance of the school. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). Edison Elementary School did not meet all of the 2005 AYP criteria.

More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the State has set 800 as the API score that schools should strive to meet. 2005 API growth scores were unavailable at the time of publication.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Adequate Yearly Progress

California Standards Test (CST)				
English/Language Arts				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		24.4%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	No
SED [^]	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	No
Math				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		26.5%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes
SED [^]	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes

[^]SED = Socioeconomically Disadvantaged

API School Results

	Base				Growth		
	2002	2003	2004		2003	2004	2005
All Students							
Percent Tested	97	100	99	Percent Tested	100	100	
API Score	666	700	701	API Growth Score	698	700	
Growth Target	7	5	5	Actual Growth	32	0	
Statewide Rank	4	4	4	Eligible for Awards	Not funded		
Similar Schools Rank	8	7	6	Eligible for II/USP			
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	644	674	680	API Growth Score	672	679	
Growth Target	6	4	4	Actual Growth	28	5	
Caucasian							
Base API Score	724	742	737	API Growth Score	738	735	
Growth Target	6	4	4	Actual Growth	14	-7	
Hispanic							
Base API Score	603	635	639	API Growth Score	635	637	
Growth Target	6	4	4	Actual Growth	32	2	

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.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Federal Awards & Intervention Programs

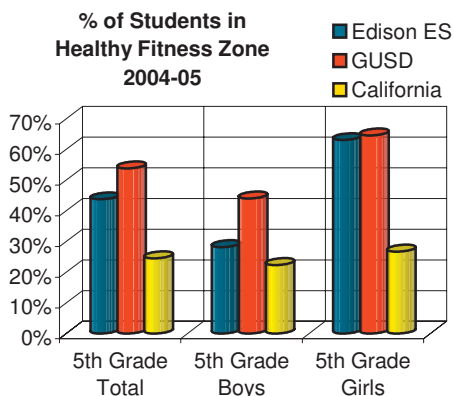
	2003	2004	2005
Recognition for Achievement (Title I)	NO	NO	NO
Identified for Program Improvement	NO	NO	NO
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a

California Standards Tests (CST)

The California Standards Tests (CST) is administered to all students in the spring to determine student performance in relation to the State content standards. Student scores are reported as performance levels: Advanced (exceeds State standards), Proficient (meets State standards), Basic (approaching State standards), Below Basic (below State standards), and Far Below Basic (well below State standards). Students scoring at the Proficient or Advanced level meet State standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

Physical Fitness

In the spring of each year, Edison 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).



California Standards Test (CST) 2003, 2004, 2005 Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Math Standards			Science (5th)		
	03	04	05	03	04	05	03	04	05
Second Grade									
All Students	22	20	24	46	42	50			
Females	19	15	24	38	33	47			
Males	26	25	24	55	52	53			
English Learners	17	18	20	42	41	47			
Non English Learners	46	26	44	63	44	67			
SED^	14	17	18	38	40	46			
Special Education	0	0		25	8				
Caucasian	20	24	25	44	57	61			
Hispanic or Latino	16	12	12	41	28	32			
Third Grade									
All Students	24	23	17	39	43	43			
Females	22	25	12	36	39	36			
Males	26	21	20	42	45	50			
English Learners	17	20	5	33	40	34			
Non English Learners	45	33	35	58	50	59			
SED^	18	21	11	37	40	38			
Special Education	0	14	6	13	29	18			
Caucasian	33	29	15	52	45	54			
Hispanic or Latino	10	15	10	21	36	33			
Fourth Grade									
All Students	33	35	34	47	41	37			
Females	39	33	40	48	40	43			
Males	27	37	25	45	42	29			
English Learners	23	9	14	41	20	22			
Non English Learners	71	67	65	68	67	61			
SED^	29	30	28	40	36	34			
Special Education	11	29		22	36				
Caucasian	41	47	41	55	58	48			
Hispanic or Latino	24	17	25	36	19	21			
Fifth Grade									
All Students	27	34	39	45	51	49	12	20	
Females	31	35	35	45	55	49	12	16	
Males	24	33	42	46	46	50	11	23	
English Learners	7	4	8	28	19	21	0	2	
Non English Learners	62	54	68	75	72	77	19	38	
SED^	23	33	29	42	49	42	10	16	
Special Education	6	13	25	0	13	25	0	0	
Caucasian	32	39	45	52	63	71	12	26	
Hispanic or Latino	15	24	28	30	32	29	6	14	
Sixth Grade									
All Students	29	30	36	44	34	40			
Females	34	36	45	54	36	42			
Males	23	23	27	33	33	39			
English Learners	8	4	7	29	11	9			
Non English Learners	54	43	54	62	47	60			
SED^	26	25	35	41	30	40			
Special Education	7	0	8	14	0	17			
Caucasian	38	25	38	47	36	46			
Hispanic or Latino	11	23	30	36	23	33			

^SED - Socioeconomically Disadvantaged

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

California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) is a standardized test that compares a student or group of students with a “norm” group from around the country. Reading and Math results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to District and State level results. All students in grades two through eight are tested in reading, spelling, written expression, and language arts. Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

CAT/6 Norm Referenced Test 2003, 2004, 2005 % At or Above 50th Percentile																						
Subject Area Grade Level Year Ending	Reading					Math																
	2	3	4	5	6	2	3	4	5	6												
	03	04	05	03	04	05	03	04	05	03	04	05										
All Students																						
Edison Elementary	34	41	18	23	20	26	26	27	30	41	51	59	44	43	44	48	46	44	54	52	62	54
GUSD	52	54	39	40	40	44	45	45	50	57	59	62	66	64	63	66	62	59	62	67	72	72
California	46	47	34	35	36	35	36	40	41	45	46	57	59	52	54	55	48	49	49	50	51	53
Subgroups																						
Females	38	37	16	29	14	32	29	28	33	45	54	55	32	37	44	36	44	42	54	52	63	58
Males	30	46	19	18	25	18	24	25	26	37	48	65	59	48	45	58	48	47	54	52	62	51
SED [^]	25	38	15	26	16	21	20	23	28	38	49	53	41	38	39	44	41	42	50	50	63	54
English Learners	34	36	15	23	12	17	3	4	4	20	21	58	42	37	40	34	39	25	31	23	45	30
Non English Learners	38	59	27	27	33	57	56	64	47	65	66	67	52	61	60	70	71	69	91	72	85	67
Special Education	6	15	0	7	6	11	14	0	13	14	0	19	23	13	21	18	17	36	0	13	29	0
Caucasian	32	49	26	27	18	30	33	32	31	44	48	62	52	48	43	56	50	58	57	67	61	61
Hispanic or Latino	27	31	8	18	16	19	12	15	25	31	49	50	38	30	37	36	39	29	39	37	58	41

[^]SED - Socioeconomically Disadvantaged

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

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, Edison Elementary School had 38 fully credentialed teachers.

Teacher Credential Status			
	03	04	05
Fully Credentialed	40	38	38
Emergency Credentials	3	3	0
Interns	7	3	2
Waivers	0	0	0
Total Teachers	46	43	39
Average Years Teaching	8.5	10.7	12.3
Average Years in District	7.5	10.2	11.7

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 misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

Misassignments/Vacancies			
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	3	*
Vacant Teacher Positions	0	0	*

*2005-06 data not available at the time of publication

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by 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 2004-05 school year, 89.2% of core academic classes at Edison Elementary School were taught by NCLB-compliant teachers. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Teacher Education Levels 2004-05	
	Edison ES
Doctorate	310.0%
Master's Degree +30*	53.4%
Master's Degree	0.8%
Bachelor's Degree +30*	32.8%
Bachelor's Degree	9.2%
Less Than Bachelor's	0.8%
None Reported	0.0%

*Indicates additional hours above and beyond degree.

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.

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 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 2004-05 school year, staff development focused on Effective Strategies for English Language Learners. 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.

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. The AB75 Principal Training Program is available to site administrators.

Counseling & Other Support Services

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 the Pacific Avenue Center, serve qualifying students and their

families throughout the District, providing medical and nutrition services along with a variety of other assistance and referrals.

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.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Counselor	1	0.3
Health Aide	1	1.0
Nurse	1	0.6
Psychologist	1	0.7
Resource Specialist	2	2.0
Special Day Class Teacher	2	2.0
Speech Therapist	1	1.0

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.

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

Edison Elementary School is in the fourth 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 four-year commitment to the program, which begins with K-1st grade, expanding yearly.

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 Elementary School provides additional after-school activities for GATE students.

The District’s Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problem 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. 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.

Textbooks & Instructional Materials

Glendale Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the instructional program. Glendale Unified School District held a Public Hearing on August 16, 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 learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been selected from the State's most recent list of standards-based materials. Teachers participate in the selection process to ensure that the textbooks support the District curriculum and content standards. Prior to adoption, all materials are on display for 30 days at the District Office to be evaluated by parents and community members.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year
K-5	Language Arts	Houghton Mifflin	2003
6	Language Arts	McDougal Littell	2003
K-6	Mathematics	Everyday Learning Corporation	2001
K-5	Science	Harcourt Brace	2001
6	Science	Holt, Rinehart & Winston	2000
K-6	Social Studies	McGraw-Hill	2000

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.

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 through six contain up to five computers. All classrooms are also equipped with 36-inch televisions, VCRs, and DVD players. Students have access to a state-of-the-art computer lab during school hours. Students visit the computer lab weekly with their classes. 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, mathematical proficiency, and computer literacy

Computer Resources

	2002-03	2003-04	2004-05
Computers	170	203	192
Students per computer	5.1	4.3	4.1
Classrooms connected to Internet	40	35	35

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2003-04 school year. In 2003-04, Glendale Unified School District spent an average of \$6,639 to educate each student (based on 2003-04 audited financial statements). The figures shown in the "Current Expense of Education Per Student" table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Current Expense of Education Per Student*

2003-04

GUSD	Statewide Average	
	All Unified School Districts	All Districts
\$6,639	\$6,987	\$6,919

*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.

In addition to general fund State funding, Glendale Unified School 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:

- Applied Technology Education Act
- Class Size Reduction
- Economic Impact Aid
- Educational Technology Assistance Grants
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review Program
- Safe and Drug Free Schools Program
- School Improvement Program
- Special Education
- Tenth Grade Counseling
- Title I Program
- Year-round School Incentive

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having more than 20,000 average daily attendance throughout the State.

Average Salary Information

Teachers - Principal - Superintendent
2003-04

	GUSD	State Average
Beginning Teachers	\$37,236	\$37,061
Mid-Range Teachers	\$57,164	\$58,294
Highest Teachers	\$73,765	\$72,876
Elementary Principals	\$93,497	\$94,471
Middle School Principals	\$99,311	\$98,940
High School Principals	\$104,304	\$107,418
Superintendent	\$174,000	\$179,061

Salaries as a Percentage of Total Budget

Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.1%	5.1%

Contact Information

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