



# MANN ELEMENTARY SCHOOL

501 East Acacia Avenue, Glendale, CA 91205 • (818) 246-2421 • Kindergarten through Sixth Grade  
Kim Bishop, Principal • Cynthia McCarty, Assistant Principal  
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2003-2004 School Accountability Report Card

## Principal's Message

As principal of Horace Mann Elementary School, I would like to welcome you to our school's Annual Accountability Report Card and to thank you for taking the time to explore it. Whether you are a parent, student, staff member, community member, or alumnus of our school, the data contained within these pages should be useful in informing you about our school's demographics, achievements, progress evaluation, discipline, budget, and facility enhancements.

This report complies with State of California requirements under Proposition 98 to issue an annual school accountability report card for each school. However, we view this as not only a means of complying, but an opportunity to publish the accomplishments we take great pride in sharing and to share with you our vision and plans to further enhance the quality program offered to each of our students.

We view the responsibility for developing and maintaining a high-quality education program as a joint partnership among staff, parents, community, and students. Our commitment to this team effort is renewed annually as we reflect together on our successes and challenges. In light of this fact, our annual report card provides a picture of our school that we hope will inform the public and serve as a foundation for your open communication in the form of suggestions, comments, or questions. Together we will strive to work for the benefit of our youngsters at Horace Mann Elementary School as they move toward becoming enlightened and productive citizens of tomorrow.

-- Kim Bishop  
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 29,500 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.

Mann Elementary School, which opened in 1938, is located in the city of Glendale and serves 1,192 students in kindergarten through sixth grade. Students from Mann Elementary School will move on to Roosevelt Middle School and Glendale High School. Operating on a year-round calendar system, the educational programs at Mann are tailored to meet the needs of a changing school population.

## Mission Statement

With a vision toward the future and a commitment to excellence, Horace Mann Elementary School provides all students with quality instruction focused on achieving the high academic standards necessary to succeed in the ever-changing world.

Through our site strategic planning process, the Mann 2005 Planning Team has identified the following targets for student achievement:

- All students will meet or exceed grade level standards.
- Horace Mann Elementary School will demonstrate yearly progress toward meeting designated grade level standards.

Based on the Spring 2004 assessment results, Horace Mann Elementary School targets for the 2003-2004 school year were:

- Language Arts: 55% of students assessed will meet or exceed the Multiple Measures criteria.
- Math: 59% of students assessed will meet or exceed the Multiple Measures criteria.
- API: Mann's 2002 API score was 660, an increase of 38 points. The 2004 target is 680.

Our Site Strategic Plan, Mann 2005, defines the strategies we will use to reach our annual targets stated above.

| Student Enrollment by Ethnic Group<br>2003-04 |            |
|---|------------|
|   | Percentage |
| African American                              | 0.9        |
| American Indian                               | 0.2        |
| Asian   | 2.5        |
| Caucasian                                     | 45.3       |
| Filipino                                      | 4.3        |
| Hispanic                                      | 46.5       |
| Pacific Islander                              | 0.0        |
| Other   | 0.3        |

## Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Mann Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Mann 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 |       |       |        |        |        |
|----------------|--------------------------|-------|-------|--------|--------|--------|
|                | Mann Elementary          |       |       | GUSD   |        |        |
|                | 2001                     | 2002  | 2003  | 2001   | 2002   | 2003   |
| Suspension (#) | 40                       | 36    | 42    | 3425   | 5489   | 4903   |
| Suspension (%) | 3.06%                    | 2.84% | 3.52% | 11.59% | 18.45% | 16.66% |
| Expulsion (#)  | 0                        | 0     | 0     | 40     | 46     | 65     |
| Expulsion (%)  | 0.00%                    | 0.00% | 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:

- Before/After School activities -- Math, Writing, Poetry, Dance, Chorus, Ballet Folklorico, Sports, Art, Gifted and Talented Education, Armenian School Clubs
- Student Council sponsored activities -- Spirit Days, fund-raisers, family events
- Off-Track Student Volunteers -- Fourth and Fifth grade students who meet specific academic and behavioral criteria serve as off-track volunteers in a primary grade classroom
- Community sponsored activities -- Scouts, Little League, AYSO Soccer, basketball leagues, art, dance
- Recreational After School (RAP) Program
- Chorus (Grades 3-5)
- Instrumental Music (Grades 3-5)

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:

- Gold Slips
- Gold Referrals
- Popsicle Coupons
- Monthly awards for academic and behavioral success and/or improvements

## Academic Support

Mann 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. The Read 180 program assists struggling readers in grades four through five. For third graders, the Reaching Up! reading intervention program provides additional assistance in literacy skills. Reaching Up! focuses on letter recognition, vocabulary building, and helping students develop confidence in their reading abilities. Students in grades four through five may participate in the Glendale Preparatory Academy, a district wide 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 regularly by office staff. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the School Attendance Review Board (SARB). During the 2003-04 school year, the actual attendance rate for all grade levels for Mann was 95.94%.

## Class Size

Mann Elementary School maintained a schoolwide average class size of 23 students and a pupil-to-teacher ratio of 21:1 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. Mann Elementary has implemented CSR in 100% of all K-3 classrooms for the past three years.

| Class Size Distribution |            |    |    |                        |    |    |       |    |    |     |    |    |
|-------------------------|------------|----|----|------------------------|----|----|-------|----|----|-----|----|----|
|                         | Average    |    |    | Classrooms Containing: |    |    |       |    |    |     |    |    |
|                         | Class Size |    |    | 1-20                   |    |    | 21-32 |    |    | 33+ |    |    |
|                         | 02         | 03 | 04 | 02                     | 03 | 04 | 02    | 03 | 04 | 02  | 03 | 04 |
| K                       | 19         | 18 | 19 | 9                      | 9  | 8  | 0     | 0  | 0  | 0   | 0  | 0  |
| 1st                     | 20         | 20 | 20 | 8                      | 8  | 8  | 1     | 0  | 0  | 0   | 0  | 0  |
| 2nd                     | 19         | 19 | 20 | 10                     | 9  | 8  | 0     | 0  | 0  | 0   | 0  | 0  |
| 3rd                     | 19         | 19 | 20 | 9                      | 9  | 9  | 0     | 0  | 0  | 0   | 0  | 0  |
| 4th                     | 31         | 29 | 33 | 0                      | 0  | 0  | 6     | 6  | 2  | 1   | 0  | 3  |
| 5th                     | 32         | 30 | 32 | 0                      | 0  | 0  | 4     | 7  | 2  | 3   | 0  | 3  |
| 6th                     | 32         | 31 | 32 | 0                      | 0  | 0  | 4     | 4  | 4  | 2   | 2  | 1  |
| K-3                     | 18         | 20 | 17 | 1                      | 1  | 1  | 0     | 0  | 0  | 0   | 0  | 0  |
| 4th-8th                 | 9          | 9  | 16 | 2                      | 2  | 2  | 0     | 0  | 1  | 0   | 0  | 0  |

## School Facilities

Mann Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities, built in 1938, sit on 4.22 acres and include 46 classrooms, a library, a cafeteria, an auditorium, a teacher resource center, administrative offices, grassy fields, and blacktop playground.

This school year, the Measure K project is making it possible for Mann to improve the facilities of the school. Renovation of the administrative offices and modernization of the classrooms continued for the 2003-2004 school year.

These improvements are in addition to ongoing maintenance and improvements that are part of the district's scheduled maintenance program. The maintenance schedule, which included roof repairs and new flooring for 2003-2004 ensures that all classroom and facilities are well maintained and provide a suitable learning environment. On a daily basis, Mann has three custodians on duty to ensure school facilities remain clean and safe. At the time this report was published in April 2005, 100% of restrooms were in good working order.

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 Mann Elementary School exceeded state requirements as specified in the California Education Code. For the 2003-2004 school year, Mann offered 180 days of instruction comprised of 173 regular days and 7 minimum days for tracks A and D, and 172 regular days and 8 minimum days for tracks B and C. Minimum days are used for Back to School Night, track changes, and report card preparation. 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 by grade level monthly, conduct staff meetings twice monthly, and use the fourth "Banking Day" each month for 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 Spanish 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 resource room contains a collection of videos and audiotapes for classroom use that tie into curricular areas of study. Mann Elementary School uses Accelerated Reader, a computer-based program that allows students to select books geared to their reading level from the library to read, then tests them on their literacy skills and tracks their progress. The library is supplemented by twice monthly visits from a book mobile.

| Computer Resources               |         |         |         |
|----------------------------------|---------|---------|---------|
|                                  | 2001-02 | 2002-03 | 2003-04 |
| Computers                        | 146     | 115     | 105     |
| Students per computer            | 9.1     | 11.0    | 11.4    |
| Classrooms connected to Internet | 0       | 30      | 45      |

Each classroom at Mann Elementary School contains an average of three computers. Computer skills and concepts prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule to enhance instruction.

## 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 Mann 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, Mann 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                                      |       |
| <b>Mann Elementary</b>                         |       |
| School Overall                                 | 33.7% |
| School (Boys)                                  | 24.0% |
| School (Girls)                                 | 46.1% |
| <b>Glendale Unified</b>                        |       |
| GUSD Overall                                   | 50.7% |
| GUSD (Boys)                                    | 40.9% |
| GUSD (Girls)                                   | 60.3% |
| <b>California</b>                              |       |
| 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, Mann Elementary School had 56 fully credentialed teachers.

| Teacher Credential Status   |           |           |           |
|---|-----------|-----------|-----------|
|   | 02        | 03        | 04        |
| Fully Credentialed  | 50        | 58        | 56        |
| Emergency Credentials   | 13        | 4         | 2         |
| Interns   | 2         | 4         | 1         |
| Waivers   | 0         | 0         | 0         |
| <b>Total Teachers</b>   | <b>65</b> | <b>65</b> | <b>59</b> |
| Average Years Teaching  | 8.8       | 9.6       | 11.4      |
| Average Years in District   | 7.2       | 8.0       | 9.9       |
| Working Outside Subject   | 0         | 0         | 0         |
| Vacant Teacher Positions  | -         | -         | 0         |
| Misassignments of Teachers  | -         | -         | 0         |
| <b>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.</b> |           |           |           |

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

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

| Counseling & Support Services Staff |                 |                      |
|-------------------------------------|-----------------|----------------------|
| Title                               | Number of Staff | Full Time Equivalent |
| Care Counselor                      | 1               | 0.4                  |
| Nurse                               | 1               | 1                    |
| Psychologist                        | 1               | 1                    |
| Special Day Class Teacher           | 2               | 2                    |
| Speech/Language Specialist          | 1               | 1                    |

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

## School Leadership

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

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

- School Site Council
- Mann Leadership Team
- Individual Education Plan (IEP) Teams

## Contact Information

Parents who wish to participate in Mann Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Principal Kim Bishop at (818) 246-2421.

## 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, Mann 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. Mann Elementary met all AYP criteria, and therefore 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, 70.2% of core academic classes at Mann 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, 91.3% of core academic classes at Mann 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  |                 |       |
|  | Mann Elementary | GUSD  |
| Doctorate  | 1.7%            | 1.1%  |
| Master's Degree +30*                                 | 40.7%           | 49.8% |
| Master's Degree                                      | 0.0%            | 0.3%  |
| Bachelor's Degree +30*                               | 42.4%           | 41.5% |
| Bachelor's Degree                                    | 15.3%           | 10.3% |
| Less Than Bachelor's                                 | 0.0%            | 0.2%  |
| None Reported  | 0.0%            | 0.0%  |
| *Indicates additional hours above and beyond degree. |                 |       |

## **Individualized Instruction**

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. The district's goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, Mann 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. Mann Elementary meets specific criteria for federal Title I schoolwide eligibility. As a schoolwide Title I school, Mann Elementary uses Title I funds to increase the achievement of all students. Information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs.

## **English Language Learners**

Because Mann Elementary School has a large population of English Language Learners, all teachers have specialized training in teach students learning English as a second language. English Language Development is taught in the regular classroom setting.

## **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. Mann provides additional after school activities for GATE students.

## **Special Education**

The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems areas, placement, and program implementation. The director of special education administers the program and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include working with the psychologist, resource specialist, or 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.

Mann 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 reading comprehension strategies, cultural diversity training, and "Write...From the Beginning." "Write...from the Beginning" is a developmental writing program that is implemented schoolwide to focus on training students for successful writing beyond the elementary grades.

Mann Elementary School's staff participates in district and school in-services that are based on research and established learning theories. Staff members build teaching skills and content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. Mann 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 Mann 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. Teachers, noon aides, 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. Mann reviews the plan annually; the plan was last updated and reviewed with school staff in the fall 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  |   |                          |
|  | Statewide Average                       |                          |
| Glendale Unified<br>\$6,639  | All Unified School Districts<br>\$6,987 | All Districts<br>\$6,919 |
| <b>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.</b> |   |                          |
| <b>*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.</b>   |   |                          |

**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 |
| <b>All Students</b>   |         |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Mann Elementary   | 38      | 34   |      | 26   | 22   |      | 27   | 31   |      | 22   | 26   |      | 51   | 37   |      | 45   | 59   |      | 50   | 43   |      | 47   | 40   |      | 33   | 51   |      | 58   | 45   |      |
| 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   |      |
| <b>Subgroups</b>  |         |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| <b>Gender</b>   |         |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Females   | 39      | 38   |      | 26   | 23   |      | 31   | 35   |      | 26   | 29   |      | 54   | 40   |      | 40   | 58   |      | 49   | 40   |      | 43   | 39   |      | 33   | 50   |      | 58   | 47   |      |
| Males   | 38      | 30   |      | 26   | 22   |      | 23   | 24   |      | 18   | 24   |      | 46   | 34   |      | 49   | 61   |      | 51   | 46   |      | 50   | 40   |      | 34   | 52   |      | 57   | 43   |      |
| <b>Socioeconomic Status</b>   |         |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Non SED   | 38      | 41   |      | 39   | 33   |      | 30   | 33   |      | 24   | 30   |      | 68   | 39   |      | 56   | 69   |      | 55   | 64   |      | 53   | 36   |      | 35   | 55   |      | 73   | 46   |      |
| SED^  | 38      | 33   |      | 22   | 19   |      | 26   | 30   |      | 22   | 25   |      | 47   | 36   |      | 42   | 57   |      | 48   | 39   |      | 46   | 41   |      | 33   | 50   |      | 54   | 45   |      |
| <b>Language Fluency</b>   |         |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| English Learners  | 35      | 34   |      | 20   | 16   |      | 13   | 14   |      | 8    | 7    |      | 20   | 11   |      | 45   | 61   |      | 45   | 35   |      | 31   | 17   |      | 18   | 31   |      | 33   | 29   |      |
| Non English Learners  | 56      | 38   |      | 50   | 41   |      | 46   | 49   |      | 41   | 35   |      | 77   | 43   |      | 48   | 44   |      | 67   | 73   |      | 70   | 63   |      | 53   | 61   |      | 79   | 49   |      |
| <b>Special Programs</b>   |         |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| ESEA Title 1 Targeted   |         |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Indian Education  |         |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Migrant Education   |         |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Special Education   | *       | 0    |      | *    | 8    |      | 11   | 8    |      | 22   | 9    |      | 8    | 14   |      | *    | 36   |      | *    | 31   |      | 21   | 17   |      | 17   | 14   |      | 0    | 14   |      |
| Title 1   | 39      | 34   |      | 26   | 22   |      | 27   | 31   |      | 22   | 26   |      | 51   | 37   |      | 45   | 59   |      | 50   | 44   |      | 47   | 40   |      | 33   | 51   |      | 58   | 45   |      |
| <b>Ethnicity</b>  |         |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| African American  |         | *    |      | *    |      |      | *    | *    |      | *    | *    |      | *    | *    |      | *    | *    |      | *    | *    |      | *    | *    |      | *    | *    |      | *    | *    |      |
| American Indian   | *       |      |      | *    |      |      |      |      |      |      |      |      |      |      |      | *    |      |      | *    |      |      |      |      |      |      |      |      |      |      |      |
| Asian   | *       | *    |      | *    | *    |      | *    | *    |      | *    | *    |      | 73   | *    |      | *    | *    |      | *    | *    |      | *    | *    |      | *    | *    |      | 91   | *    |      |
| Caucasian   | 39      | 34   |      | 25   | 23   |      | 27   | 30   |      | 20   | 24   |      | 58   | 40   |      | 51   | 66   |      | 54   | 46   |      | 51   | 47   |      | 40   | 52   |      | 67   | 54   |      |
| Filipino  | *       | *    |      | *    | *    |      | 50   | *    |      | *    | 27   |      | *    |      |      | *    | *    |      | *    | *    |      | 57   | *    |      | *    | 73   |      | *    |      |      |
| Hispanic or Latino  | 32      | 31   |      | 24   | 15   |      | 20   | 26   |      | 22   | 28   |      | 40   | 31   |      | 34   | 48   |      | 40   | 34   |      | 40   | 28   |      | 26   | 45   |      | 43   | 35   |      |
| Pacific Islander  |         |      |      |      |      |      | *    |      |      |      |      |      |      |      |      |      |      |      |      |      |      | *    |      |      |      |      |      |      |      |      |
| † R-FEP - Redesignated – Fluent English Proficient  |         |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| ^SED - Socioeconomically Disadvantaged  |         |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. |         |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |

**California Standards Test (CST)**

**2002, 2003, 2004**

**Combined % of Students Scoring at Proficient and Advanced Levels**

**Mann Elementary**

| Subject<br>Year      | Language Arts |    |    | Math Standards |    |     | Science (5th) |    |    |
|----------------------|---------------|----|----|----------------|----|-----|---------------|----|----|
|                      | 02            | 03 | 04 | 02             | 03 | 04  | 02            | 03 | 04 |
| <b>Second Grade</b>  |               |    |    |                |    |     |               |    |    |
| All Students         | 25            | 29 | 28 | 33             | 45 | 50  |               |    |    |
| Females              | 27            | 24 | 32 | 29             | 39 | 49  |               |    |    |
| Males                | 23            | 32 | 23 | 38             | 50 | 50  |               |    |    |
| English Learners     | 20            | 26 | 27 | 32             | 45 | 50  |               |    |    |
| Non English Learners | 45            | 40 | 38 | 42             | 44 | 50  |               |    |    |
| R-FEP†               | **            |    | *  | **             |    | *   |               |    |    |
| SED^                 | 24            | 26 | 26 | 35             | 42 | 47  |               |    |    |
| Non SED              | 27            | 38 | 38 | 27             | 56 | 63  |               |    |    |
| Title 1              |               | 28 | 28 |                | 45 | 50  |               |    |    |
| Special Education    |               | *  | 0  |                | *  | 18  |               |    |    |
| African American     | **            |    | *  | **             |    | *   |               |    |    |
| American Indian      |               | *  |    |                | *  |     |               |    |    |
| Asian                | **            | *  | *  | **             | *  | *   |               |    |    |
| Caucasian            | 28            | 34 | 34 | 33             | 51 | 60  |               |    |    |
| Filipino             | **            | *  | *  | **             | *  | *   |               |    |    |
| Hispanic or Latino   | 16            | 20 | 16 | 26             | 34 | 33  |               |    |    |
| <b>Third Grade</b>   |               |    |    |                |    |     |               |    |    |
| All Students         | 27            | 30 | 23 | 34             | 38 | 34  |               |    |    |
| Females              | 33            | 33 | 21 | 34             | 36 | 32  |               |    |    |
| Males                | 22            | 26 | 24 | 34             | 41 | 37  |               |    |    |
| English Learners     | 17            | 25 | 15 | 26             | 32 | 27  |               |    |    |
| Non English Learners | 60            | 47 | 49 | 65             | 61 | 59  |               |    |    |
| R-FEP†               | 79            | *  | 86 | 93             | *  | 100 |               |    |    |
| SED^                 | 24            | 27 | 19 | 35             | 35 | 30  |               |    |    |
| Non SED              | 35            | 39 | 36 | 35             | 47 | 55  |               |    |    |
| Title 1              |               | 30 | 23 |                | 38 | 34  |               |    |    |
| Special Education    | 18            | *  | 8  | 16             | *  | 23  |               |    |    |
| African American     | **            | *  |    | **             | *  |     |               |    |    |
| American Indian      |               |    | *  |                |    | *   |               |    |    |
| Asian                | **            | *  | *  | **             | *  | *   |               |    |    |
| Caucasian            | 30            | 33 | 22 | 42             | 43 | 33  |               |    |    |
| Filipino             | **            | *  | *  | **             | *  | *   |               |    |    |
| Hispanic or Latino   | 19            | 20 | 16 | 22             | 28 | 28  |               |    |    |
| Pacific Islander     | **            |    |    | **             |    |     |               |    |    |
| <b>Fourth Grade</b>  |               |    |    |                |    |     |               |    |    |
| All Students         | 23            | 34 | 31 | 35             | 47 | 39  |               |    |    |
| Females              | 31            | 39 | 32 | 34             | 48 | 37  |               |    |    |
| Males                | 14            | 30 | 29 | 36             | 46 | 42  |               |    |    |
| English Learners     | 14            | 13 | 6  | 26             | 33 | 19  |               |    |    |
| Non English Learners | 45            | 63 | 56 | 56             | 66 | 60  |               |    |    |
| R-FEP†               | 57            | 70 | 62 | 64             | 72 | 62  |               |    |    |
| SED^                 | 23            | 32 | 29 | 35             | 45 | 39  |               |    |    |
| Non SED              | 24            | 43 | 39 | 34             | 53 | 39  |               |    |    |
| Title 1              |               | 34 | 31 |                | 47 | 39  |               |    |    |
| Special Education    | 12            | 16 | 17 | 25             | 16 | 17  |               |    |    |
| African American     | **            | *  | *  | **             | *  | *   |               |    |    |
| Asian                | **            | *  | *  | **             | *  | *   |               |    |    |

|  |    |    |    |    |    |    |    |
|--|----|----|----|----|----|----|----|
| Caucasian  | 29 | 33 | 33 | 42 | 54 | 44 |    |
| Filipino   | ** | 71 | *  | ** | 71 | *  |    |
| Hispanic or Latino   | 15 | 27 | 23 | 25 | 32 | 30 |    |
| Pacific Islander   | ** | *  |    | ** | *  |    |    |
| <b>Fifth Grade</b>   |    |    |    |    |    |    |    |
| All Students   | 22 | 22 | 29 | 26 | 25 | 35 | 11 |
| Females  | 22 | 28 | 30 | 20 | 27 | 38 | 9  |
| Males  | 23 | 15 | 29 | 35 | 23 | 32 | 13 |
| English Learners   | 2  | 6  | 5  | 8  | 14 | 15 | 2  |
| Non English Learners   | 42 | 42 | 41 | 44 | 39 | 44 | 15 |
| R-FEP†   | 47 | 43 | 38 | 50 | 42 | 42 | 11 |
| SED^   | 21 | 20 | 27 | 20 | 27 | 32 | 9  |
| Non SED  | 24 | 32 | 39 | 41 | 19 | 43 | 16 |
| Title 1  |    | 22 | 30 |    | 25 | 35 | 11 |
| Special Education  |    | 17 | 9  |    | 13 | 5  | 0  |
| African American   | ** | *  | *  | ** | *  | *  | *  |
| Asian  | 15 | *  | *  | 62 | *  | *  | *  |
| Caucasian  | 26 | 25 | 28 | 33 | 32 | 39 | 10 |
| Filipino   | ** | *  | 64 | ** | *  | 55 | 36 |
| Hispanic or Latino   | 16 | 16 | 24 | 13 | 18 | 24 | 6  |
| <b>Sixth Grade</b>   |    |    |    |    |    |    |    |
| All Students   | 24 | 31 | 20 | 35 | 36 | 27 |    |
| Females  | 27 | 31 | 28 | 33 | 38 | 25 |    |
| Males  | 20 | 31 | 12 | 37 | 33 | 30 |    |
| English Learners   | 4  | 7  | 6  | 15 | 12 | 9  |    |
| Non English Learners   | 49 | 51 | 24 | 61 | 56 | 32 |    |
| R-FEP†   | 52 | 53 | 22 | 67 | 63 | 33 |    |
| SED^   | 21 | 27 | 18 | 32 | 33 | 26 |    |
| Non SED  | 32 | 46 | 27 | 43 | 49 | 32 |    |
| Title 1  |    | 31 | 20 |    | 36 | 27 |    |
| Special Education  | 0  | 0  | 5  | 11 | 0  | 5  |    |
| African American   | ** | *  | *  | ** | *  | *  |    |
| Asian  | ** | 45 | *  | ** | 73 | *  |    |
| Caucasian  | 22 | 33 | 22 | 36 | 45 | 33 |    |
| Filipino   | ** | *  |    | ** | *  |    |    |
| Hispanic or Latino   | 17 | 25 | 18 | 27 | 20 | 20 |    |
| 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.                                |    |    |    |    |    |    |    |
| 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   | 97   | 97     | 99   | Percent Tested      | 99   | 99   | 100 |
| API Score  | 626  | 669    | 700  | API Growth Score    | 660  | 694  | 689 |
| Growth Target  | 9    | 7      | 5    | Actual Growth       | 34   | 25   | -11 |
| Statewide Rank   | 4    | 4      | 4    | Eligible for Awards | Yes  | Yes  | No  |
| Similar Schools Rank   | 7    | 8      | 6    | Eligible for II/USP | No   | No   | Yes |
| Subgroups  |      |        |      |                     |      |      |     |
| Socioeconomically Disadvantaged  |      |        |      |                     |      |      |     |
| Base API Score   | 613  | 657    | 686  | API Growth Score    | 647  | 681  | 672 |
| Growth Target  | 7    | 6      | 4    | Actual Growth       | 34   | 24   | -14 |
| African American   |      |        |      |                     |      |      |     |
| Base API Score   |      |        |      | API Growth Score    |      |      |     |
| Growth Target  |      |        |      | Actual Growth       |      |      |     |
| American Indian  |      |        |      |                     |      |      |     |
| Base API Score   |      |        |      | API Growth Score    |      |      |     |
| Growth Target  |      |        |      | Actual Growth       |      |      |     |
| Asian  |      |        |      |                     |      |      |     |
| Base API Score   |      |        |      | API Growth Score    |      |      |     |
| Growth Target  |      |        |      | Actual Growth       |      |      |     |
| Caucasian  |      |        |      |                     |      |      |     |
| Base API Score   | 659  | 683    | 720  | API Growth Score    | 677  | 715  | 711 |
| Growth Target  | 7    | 6      | 4    | Actual Growth       | 18   | 32   | -9  |
| Filipino   |      |        |      |                     |      |      |     |
| Base API Score   |      |        |      | API Growth Score    |      |      |     |
| Growth Target  |      |        |      | Actual Growth       |      |      |     |
| Hispanic   |      |        |      |                     |      |      |     |
| Base API Score   | 567  | 628    | 656  | API Growth Score    | 615  | 650  | 640 |
| Growth Target  | 7    | 6      | 4    | Actual Growth       | 48   | 22   | -16 |
| Pacific Islander   |      |        |      |                     |      |      |     |
| Base API Score   |      |        |      | API Growth Score    |      |      |     |
| Growth Target  |      |        |      | Actual Growth       |      |      |     |
| <p><b>*Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.</b></p> <p><b>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.</b></p> |      |        |      |                     |      |      |     |

**Adequate Yearly Progress**

|                       |                    | California Standards Test (CST) |     |     |                         |       |       |       |                    |      |     |                         |       |       |  |
|-----------------------|--------------------|---------------------------------|-----|-----|-------------------------|-------|-------|-------|--------------------|------|-----|-------------------------|-------|-------|--|
|                       |                    | English/Language Arts           |     |     |                         |       |       |       |                    |      |     |                         |       |       |  |
|                       |                    | Mann Elementary                 |     |     |                         |       |       |       |                    | GUSD |     |                         |       |       |  |
| Year Ending<br>Target | Participation Rate |                                 |     |     | % Proficient & Advanced |       |       |       | Participation Rate |      |     | % Proficient & Advanced |       |       |  |
|                       | 03                 |                                 | 04  |     | 03                      |       | 04    |       | 03                 |      | 04  | 03                      |       | 04    |  |
|                       | Met                | %                               | Met | %   | Met                     | %     | Met   | %     | Met                | %    | Met | %                       | Met   | %     |  |
|                       | 95%                | 95%                             | 95% | 95% | 13.6%                   | 13.6% | 13.6% | 13.6% | 95%                | 95%  | 95% | 95%                     | 12.0% | 12.0% |  |

|                    |     | Subgroups |     |     |     |      |     |      |     |    |     |     |     |      |     |      |
|--------------------|-----|-----------|-----|-----|-----|------|-----|------|-----|----|-----|-----|-----|------|-----|------|
| All Students       | Yes | 100       | Yes | 100 | Yes | 29.1 | Yes | 27.0 | Yes | 99 | Yes | 99  | Yes | 49.5 | Yes | 51.1 |
| English Learners   | Yes | 100       | Yes | 100 | Yes | 27.2 | Yes | 22.5 | Yes | 98 | Yes | 99  | Yes | 38.2 | Yes | 33.5 |
| SED^               | Yes | 100       | Yes | 100 | Yes | 26.4 | Yes | 23.3 | Yes | 98 | Yes | 99  | Yes | 33.0 | Yes | 34.4 |
| Migrant Education  |     |           | *   | 100 |     |      | *   | 52.3 |     |    | Yes | 99  |     |      | Yes | 72.3 |
| Special Education  | *   | 97        | *   | 100 | *   | 18.6 | *   | 9.0  | Yes | 98 | Yes | 99  | Yes | 23.6 | Yes | 21.0 |
| African American   | *   | 100       | *   | 100 | *   | *    | *   | *    | Yes | 99 | Yes | 99  | Yes | 47.4 | Yes | 39.8 |
| American Indian    | *   | 100       | *   | 100 | *   | *    | *   | *    | *   | 97 | *   | 100 | *   | 34.6 | *   | 31.2 |
| Asian              | *   | 100       | *   | 100 | *   | 48.2 | *   | 52.3 | Yes | 99 | Yes | 99  | Yes | 69.2 | Yes | 72.3 |
| Filipino           | *   | 100       | *   | 100 | *   | 67.6 | *   | 72.4 | Yes | 99 | Yes | 99  | Yes | 61.0 | Yes | 60.8 |
| Caucasian          | Yes | 100       | Yes | 100 | Yes | 31.6 | Yes | 28.7 | Yes | 99 | Yes | 99  | Yes | 51.0 | Yes | 53.1 |
| Hispanic or Latino | Yes | 100       | Yes | 100 | Yes | 21.4 | Yes | 20.2 | Yes | 99 | Yes | 99  | Yes | 31.2 | Yes | 31.7 |
| Pacific Islander   | *   | 100       | *   | *   | *   | *    | *   | *    | *   | 94 | *   | 100 | *   | 53.3 | *   | 64.0 |

|                       |                    | Math            |     |     |                         |       |       |       |                    |      |     |                         |       |       |  |
|-----------------------|--------------------|-----------------|-----|-----|-------------------------|-------|-------|-------|--------------------|------|-----|-------------------------|-------|-------|--|
|                       |                    | Mann Elementary |     |     |                         |       |       |       |                    | GUSD |     |                         |       |       |  |
| Year Ending<br>Target | Participation Rate |                 |     |     | % Proficient & Advanced |       |       |       | Participation Rate |      |     | % Proficient & Advanced |       |       |  |
|                       | 03                 |                 | 04  |     | 03                      |       | 04    |       | 03                 |      | 04  | 03                      |       | 04    |  |
|                       | Met                | %               | Met | %   | Met                     | %     | Met   | %     | Met                | %    | Met | %                       | Met   | %     |  |
|                       | 95%                | 95%             | 95% | 95% | 16.0%                   | 16.0% | 16.0% | 16.0% | 95%                | 95%  | 95% | 95%                     | 12.8% | 12.8% |  |

|                    |     | Subgroups |     |     |     |      |     |      |     |     |     |     |     |      |     |      |
|--------------------|-----|-----------|-----|-----|-----|------|-----|------|-----|-----|-----|-----|-----|------|-----|------|
| All Students       | Yes | 100       | Yes | 100 | Yes | 37.9 | Yes | 37.7 | Yes | 99  | Yes | 99  | Yes | 59.5 | Yes | 60.1 |
| English Learners   | Yes | 100       | Yes | 100 | Yes | 36.9 | Yes | 34.4 | Yes | 99  | Yes | 99  | Yes | 52.5 | Yes | 49.1 |
| SED^               | Yes | 100       | Yes | 100 | Yes | 35.6 | Yes | 34.3 | Yes | 99  | Yes | 99  | Yes | 46.0 | Yes | 46.3 |
| Migrant Education  |     |           | *   | 100 |     |      | *   | 76.1 |     |     | Yes | 99  |     |      | Yes | 86.3 |
| Special Education  | *   | 97        | *   | 100 | *   | 20.0 | *   | 12.9 | 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    | *   | 100       | *   | 100 | *   | *    | *   | *    | *   | 94  | *   | 100 | *   | 32.0 | *   | 31.2 |
| Asian              | *   | 100       | *   | 100 | *   | 68.9 | *   | 76.1 | Yes | 100 | Yes | 99  | Yes | 85.3 | Yes | 86.3 |
| Filipino           | *   | 100       | *   | 100 | *   | 61.7 | *   | 68.9 | Yes | 99  | Yes | 99  | Yes | 67.4 | Yes | 66.7 |
| Caucasian          | Yes | 100       | Yes | 100 | Yes | 45.2 | Yes | 42.5 | Yes | 99  | Yes | 99  | Yes | 61.3 | Yes | 62.1 |
| Hispanic or Latino | Yes | 99        | Yes | 100 | Yes | 26.6 | Yes | 28.1 | Yes | 99  | Yes | 99  | Yes | 37.8 | Yes | 38.8 |
| Pacific Islander   | *   | 100       | *   | *   | *   | *    | *   | *    | *   | 97  | *   | 100 | *   | 74.1 | *   | 60.0 |

|        |  | Academic Performance Index (API) |     |       |     |       |      |       |     |       |    |  |
|--------|--|----------------------------------|-----|-------|-----|-------|------|-------|-----|-------|----|--|
|        |  | Mann Elementary                  |     |       |     |       | GUSD |       |     |       |    |  |
| Target | 03                                       |                                  | 04  |       | 03  |       | 04   |       | 03  |       | 04 |  |
|        | Minimum score of 560 or 1 point increase |                                  |     |       |     |       |      |       |     |       |    |  |
|        | Met                                      | Score                            | Met | Score | Met | Score | Met  | Score | Met | Score |    |  |
| Scores | Yes                                      | 694                              | Yes | 689   | Yes | 767   | Yes  | 779   | Yes | 779   |    |  |

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