



MARSHALL ELEMENTARY SCHOOL

A California Distinguished School

1201 E. Broadway, Glendale, CA 91205-1407 • (818) 249-1863 • Kindergarten through Sixth Grade

Lynn Marso, Principal

www.gusd.net

2003-2004 School Accountability Report Card

Principal's Message

I'd like to welcome you to the John Marshall Elementary School Annual School Accountability Report Card and thank you for taking the time to explore it. As principal, I could not be more proud of the school over which I preside, and am honored to have the opportunity to share the basis of such pride with you. The opportunity to do so has presented itself in the form of compliance with state legislation, more specifically Proposition 98, which identifies the School Accountability Report Card as a required component that every school in California must issue. The purpose of this report card is to afford you further insight into the quality educational program we offer.

It is the belief of John Marshall Elementary School that students can and will excel in an environment that is tailored to their evolving needs, and conducive to all facets of the learning process. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social eminence. We strive to provide students with not only the stimulation and encouragement to accomplish such feats, but the means to do so as well.

We are very proud of our many accomplishments at John Marshall Elementary School. Our Academic Performance Index (API) continues to climb. Our primary goal continues to be to improve student writing. We also will continue to focus our attention on standards-based instruction and continue API gains.

In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together we will continue to improve our effectiveness in edifying students of today, preparing them to become productive citizens of tomorrow. It is in light of this fact that we welcome any suggestions, ideas, or comments you may have.

Thank you for assisting John Marshall Elementary School in making our students' experiences here not only memorable, but also enjoyable.

-- Lynn Marso
Principal

Community & School Profile

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

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

Marshall Elementary School, which opened in 1935, is located in the heart of Glendale and serves students in kindergarten through sixth grade. Students from Marshall will move on to Wilson Middle School and Glendale High School. Students are known as the Tigers and their school colors are red and white. During the 2001-02 school year, Marshall was recognized as a California Distinguished School.

Operating on a year-round calendar system, the educational programs at Marshall are tailored to meet the needs of a changing school population. For the 2003-2004 school year, the student population of 712 included 56 percent English Language Learners and 79 percent eligible for free or reduced-priced meals.

Mission Statement

The mission statement of John Marshall Elementary School, a culturally diverse and caring community with a dedicated, nurturing staff, will ensure that all students will be achieving their full potential and will be responsible, respectful, and healthy members of the community through a student-focused, meaning-centered environment, which will encourage life-long learning.

Student Enrollment by Ethnic Group	
2003-04	
	Percentage
African American	2.1
American Indian	0.1
Asian	3.7
Caucasian	58.6
Filipino	5.9
Hispanic	29.4
Pacific Islander	0.0
Other	0.3

Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Marshall are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Marshall'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						
	Marshall Elementary			GUSD		
	2001	2002	2003	2001	2002	2003
Suspension (#)	27	39	36	3425	5489	4903
Suspension (%)	3.37%	5.10%	5.06%	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:

- Student Council
- LINKS After-School Program
- Math League
- Orchestra
- Chorus
- Newspaper Club
- Drama
- After-School Sports
- Armenian School
- Chess Club

To build self-esteem and recognize student achievement, certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include: Perfect Attendance, Student of the Month, Academic Excellence (Monthly), Off-track Student Helper, Greatest Improvement (Monthly), Cafeteria Helper, and Terrific Tigers (Student Expectation Awards).

Homework is a fundamental part of the learning process that helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each

teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments on time and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities.

Academic Support

Marshall Elementary School offers assistance and specialized instruction to students with special needs. Teachers receive assistance in developing research-based intervention strategies for at-risk students so that all students have the opportunity to meet rigorous standards. After school intervention programs enhance students' understanding and mastery of core subject matter. Students in grades four through six may participate in the Glendale Preparatory, a districtwide program that provides additional learning opportunities for students having difficulty achieving grade level performance.

School Enrollment & Attendance

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

Absence reports are reviewed regularly by the office clerk. Parents are advised of absences through phone calls and written communications. 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 Marshall Elementary School was 95.61%.

Class Size

Marshall Elementary School maintained a schoolwide average class size of 24 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. Marshall 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	18	19	20	5	4	4	0	0	0	0	0	0
1st	19	19	20	5	5	6	0	0	0	0	0	0
2nd	20	19	20	5	6	5	0	0	0	0	0	0
3rd	18	18	20	5	6	5	0	0	0	0	0	0
4th	32	27	34	0	0	0	3	5	0	1	0	3
5th	32	31	33	0	0	0	4	4	1	0	0	2
6th	35	30	30	0	0	0	0	4	3	3	0	0
K-3	17	0	0	3	0	0	0	0	0	0	0	0
4th-8th	21	28	32	1	0	0	0	1	1	1	0	0

School Facilities

Marshall Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities, originally built in 1935 but added to and updated many times over the years, sit on 3.46 acres and include 30 classrooms, a library, a computer lab, a cafeteria, an auditorium, administrative offices, a kindergarten play yard, first grade playground, grassy fields and a main playground for all grades. Marshall's next phase of Measure K improvement is scheduled to take place in 2005.

The district's scheduled maintenance program ensures that all classroom and facilities are well-maintained and provide a suitable learning environment. On a daily basis, Marshall has three full-time and one part-time 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 Marshall exceeded state requirements as specified in the California Education Code. For the 2003-2004 school year, Marshall offered 180 days of instruction comprised of 174 regular days and 6 minimum days for track A, and 173 regular days and 7 minimum days for tracks B, C, and D. Minimum days are used for Back to School Night, track changes, and report card preparation. Each Wednesday is a "Banking Day." Students are dismissed an hour earlier in the afternoon. 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 can be used for ad hoc meetings or classroom planning.

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

Kindergarten (36,000 minimum requirement):

Tracks A, C = 36,110

Tracks B, D = 36,639

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

Track A = 50,530

Tracks B, C = 50,514

Track D = 50,610

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

Track A = 54,100

Tracks B, C = 54,063

Track D = 54,180

Instructional Materials

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

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.

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

Library & Computer Resources

The school's library, staffed by a full-time library technician, is stocked with thousands of books that are available for students to check out, including books in Spanish, Armenian, and Korean in addition to English. The library is automated using the Spectrum tracking software system. Computers in the library are connected to the Internet so students are able to access resources and information online. Students visit the library on a weekly basis and receive instruction on research techniques and library usage. The Title I office contains a collection of videos and books-on-tape for classroom use that tie into curricular areas of study.

Computer Resources			
	2001-02	2002-03	2003-04
Computers	60	84	84
Students per computer	13.5	9.1	8.5
Classrooms connected to Internet	2	0	36

Each classroom at Marshall 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 in the classroom and in the school's 34-workstation computer lab to enhance instruction in reading comprehension skills and mathematical proficiency.

Curriculum Development

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

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

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

Local Measures

Various measures of student achievement are used as an ongoing part of the quality instructional program at Marshall 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, Marshall 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	
Marshall Elementary	
School Overall	58.3%
School (Boys)	62.5%
School (Girls)	55.2%
Glendale Unified	
GUSD Overall	50.7%
GUSD (Boys)	40.9%
GUSD (Girls)	60.3%
California	
State Overall	24.8%
State (Boys)	22.9%
State (Girls)	26.7%

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. For the 2003-04 school year, Marshall Elementary School had 32 fully credentialed teachers.

Teacher Credential Status			
	02	03	04
Fully Credentialed	32	35	32
Emergency Credentials	7	5	1
Interns	0	2	2
Waivers	0	0	0
Total Teachers	39	40	35
Average Years Teaching	9.3	9.6	11.7
Average Years in District	7.6	8.4	10.6
Working Outside Subject	0	0	0
Vacant Teacher Positions	-	-	0
Misassignments of Teachers	-	-	0

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

Teacher Evaluation

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

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

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and Maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

Substitute Teachers

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

Counseling & Support Staff

It is the goal of Marshall 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.

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	0.4
Health Aide	1	1
Nurse	1	0.2
Psychologist	1	0.4
Resource Specialist	1	1
Special Day Class Teacher	2	2
Speech/Language Specialist	1	0.8

School Leadership

Leadership at Marshall Elementary School 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
- Student Council
- Parent Teacher Association
- GATE Parent Advisory Committee
- Steering Committee
- Technology Committee
- Safety Committee

Community Involvement

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

- School Site Council
- Parent Teacher Association
- Parent Volunteers

Contact Information

Parents who wish to participate in Marshall's leadership teams, school committees, school activities, or become volunteers may contact Principal Lynn Marso at (818) 242-6834.

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, Marshall 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. John Marshall has 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	YES	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, 44.1% of core academic classes at Marshall 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, 90.3% of core academic classes at Marshall 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		
	Marshall Elementary	GUSD
Doctorate	0.0%	1.1%
Master's Degree +30*	42.9%	49.8%
Master's Degree	0.0%	0.3%
Bachelor's Degree +30*	40.0%	41.5%
Bachelor's Degree	17.1%	10.3%
Less Than Bachelor's	0.0%	0.2%
None Reported	0.0%	0.0%

*Indicates additional hours above and beyond degree.

Individualized Instruction

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. The district's goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, Marshall 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. Balboa meets specific criteria for federal Title I schoolwide eligibility. As a Schoolwide Title I school, John Marshall Elementary uses 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 Marshall Elementary School has a large population of English Language Learners, all teachers have specialized training in teaching students learning English as a second language. English Language acquisition is taught in the regular classroom setting, but a pull-out program is available to student requiring additional assistance.

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. Marshall 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 a resource specialist, speech/language therapist, or enrolling in a Special Day Class. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

Professional Development

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

Marshall 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 2003-2004 school year, staff development focused on a new Houghton Mifflin Reading textbook adoption in Language Arts.

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 Marshall 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, campus supervisors, and lunch aides 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. Marshall reviews the plan annually; the plan was last updated and reviewed with school staff in November 2004. An updated copy of the plan is available to the public at the school and at the district office.

Expenditures & Services Funded

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

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

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

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

CAT/6 Norm Referenced Test

2004-05

% At or Above 50th Percentile

Subject Area	Reading								Math																						
	2 03	2 04	2 05	3 03	3 04	3 05	4 03	4 04	4 05	5 03	5 04	5 05	6 03	6 04	6 05	2 03	2 04	2 05	3 03	3 04	3 05	4 03	4 04	4 05	5 03	5 04	5 05	6 03	6 04	6 05	
All Students																															
Marshall Elementary	32	44		29	19		32	28		36	42		43	50		44	51		59	42		59	47		59	64		59	55		
GUSD	52	54		39	40		44	45		45	50		57	59		62	66		64	63		62	59		62	67		72	72		
California	46	47		34	35		35	36		40	41		45	46		57	59		52	54		48	49		49	50		51	53		
Subgroups																															
Gender																															
Females	43	60		40	22		35	35		36	45		52	52		44	52		55	39		53	42		63	62		71	57		
Males	16	26		20	13		27	22		37	38		36	47		44	50		63	47		67	51		54	66		49	53		
Socioeconomic Status																															
Non SED	44	43		33	35		35	43		55	73		63	68		56	50		86	35		65	61		83	86		68	64		
SED^	30	44		28	15		31	24		30	35		35	43		42	51		52	44		58	43		51	58		56	52		
Language Fluency																															
English Learners	30	43		20	11		21	7		16	15		20	24		40	53		53	39		47	25		34	41		42	41		
Non English Learners	42	47		56	45		49	53		57	51		59	59		63	41		78	55		79	72		83	71		72	60		
Special Programs																															
ESEA Title 1 Targeted																															
Indian Education																															
Migrant Education																															
Special Education	9	*		*	0		*	*		18	*		22	*		9	*		*	14		*	*		27	*		28	*		
Title 1	32	44		29	19		32	28		36	42		44	50		44	51		59	42		59	47		59	64		60	55		
Ethnicity																															
African American		*		*	*		*	*		*	*		*	*		*	*		*	*		*	*		*	*		*	*		
American Indian		*								*						*						*			*						
Asian	*	*		*	*		*	*		*	*		55	*		*	*		*	*		*	*		*	*		55	*		
Caucasian	38	48		22	23		28	23		36	41		43	47		48	63		62	48		58	48		63	70		69	61		
Filipino	*	*		*	*		*	*		*	*		*	*		*	*		*	*		*	*		*	*		*	*		
Hispanic or Latino	17	29		28	11		30	30		29	33		34	48		31	35		53	33		54	37		39	48		37	41		
Pacific Islander																															

† R-FEP - Redesignated – Fluent English Proficient

^SED - Socioeconomically Disadvantaged

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

California Standards Test (CST)

2002, 2003, 2004

Combined % of Students Scoring at Proficient and Advanced Levels

Marshall Elementary

Subject Year	Language Arts			Math Standards			Science (5th)		
	02	03	04	02	03	04	02	03	04
Second Grade									
All Students	25	13	25	44	44	47			
Females	32	17	32	38	48	50			
Males	19	7	17	49	40	44			
English Learners	17	10	25	37	43	47			
Non English Learners	52	26	24	65	53	47			
R-FEP†		*			*				
SED^	19	11	27	37	45	47			
Non SED	37	22	17	59	39	46			
Title 1		13	25		44	47			
Special Education		0	*		0	*			
African American	**		*	**		*			
American Indian			*			*			
Asian	**	*	*	**	*	*			
Caucasian	22	17	32	46	48	54			
Filipino	**	*	*	**	*	*			
Hispanic or Latino	16	0	10	27	34	32			
Third Grade									
All Students	37	30	16	53	51	30			
Females	41	34	17	55	45	25			
Males	32	27	13	50	55	37			
English Learners	22	20	9	45	47	21			
Non English Learners	69	59	41	68	59	59			
R-FEP†	**	*	*	**	*	*			
SED^	33	26	14	56	45	28			
Non SED	45	48	24	45	71	35			
Title 1		30	16		50	29			
Special Education		*	0		*	7			
African American	**	*	*	**	*	*			
Asian	**	*	*	**	*	*			
Caucasian	28	27	19	55	51	35			
Filipino	**	*	*	**	*	*			
Hispanic or Latino	32	31	7	41	47	19			
Fourth Grade									
All Students	28	41	31	43	59	44			
Females	29	47	33	45	56	33			
Males	27	35	29	40	61	53			
English Learners	6	24	7	22	53	29			
Non English Learners	59	70	60	70	67	62			
R-FEP†	61	75	64	81	75	72			
SED^	22	38	28	35	58	40			
Non SED	41	57	43	60	61	57			
Title 1		41	31		59	44			
Special Education		*	*		*	*			
African American	**	*	*	**	*	*			
American Indian	**			**					
Asian	**	*	*	**	*	*			
Caucasian	25	39	32	44	58	45			

Filipino	**	*	*	**	*	*	
Hispanic or Latino	19	35	27	28	51	27	
Fifth Grade							
All Students	27	42	53	40	52	57	24
Females	38	45	61	44	50	59	21
Males	16	37	43	37	53	53	30
English Learners	4	11	11	17	25	37	7
Non English Learners	49	72	66	63	78	63	30
R-FEP†	55	81	64	77	81	63	25
SED^	23	35	43	40	45	51	15
Non SED	34	62	95	40	72	82	64
Title 1		41	53		51	57	25
Special Education		18	*		18	*	*
African American	**	*	*	**	*	*	*
American Indian		*			*		
Asian	31	*	*	46	*	*	*
Caucasian	27	43	57	45	55	63	27
Filipino	**	*	*	**	*	*	*
Hispanic or Latino	19	29	33	26	32	33	12
Sixth Grade							
All Students	23	29	41	37	41	33	
Females	26	38	48	43	53	33	
Males	20	21	32	29	30	34	
English Learners	3	0	24	21	22	21	
Non English Learners	39	49	47	49	54	38	
R-FEP†	43	52	47	51	68	41	
SED^	20	23	35	34	37	29	
Non SED	32	42	57	45	50	46	
Title 1		29	41		41	34	
Special Education		17	*		22	*	
African American	**	*	*	**	*	*	
Asian	**	27	*	**	55	*	
Caucasian	18	26	43	38	42	39	
Filipino	**	*	*	**	*	*	
Hispanic or Latino	29	29	30	26	34	26	
† 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	99	98	Percent Tested	99	99	99
API Score	689	700	737	API Growth Score	694	733	727
Growth Target	6	5	3	Actual Growth	5	33	-10
Statewide Rank	5	6	6	Eligible for Awards	No	Yes	No
Similar Schools Rank	8	8	8	Eligible for II/USP	No	No	No
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	666	672	716	API Growth Score	664	711	705
Growth Target	5	4	2	Actual Growth	-2	39	-11
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	691	697	742	API Growth Score	692	736	750
Growth Target	5	4	2	Actual Growth	1	39	8
Filipino							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic							
Base API Score	628	653	691	API Growth Score	639	689	649
Growth Target	5	4	2	Actual Growth	11	36	-42
Pacific Islander							
Base API Score				API Growth Score			
Growth Target				Actual Growth			

***Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.**
Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Adequate Yearly Progress

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

Subgroups

All Students	Yes	99	Yes	99	Yes	32.1	Yes	34.6	Yes	99	Yes	99	Yes	49.5	Yes	51.1
English Learners	Yes	100	Yes	99	Yes	29.2	Yes	26.2	Yes	98	Yes	99	Yes	38.2	Yes	33.5
SED^	Yes	99	Yes	99	Yes	27.8	Yes	30.0	Yes	98	Yes	99	Yes	33.0	Yes	34.4
Migrant Education			*	94			*	64.2			Yes	99			Yes	72.3
Special Education	*	97	*	99	*	18.0	*	3.9	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	*	94	*	47.0	*	64.2	Yes	99	Yes	99	Yes	69.2	Yes	72.3
Filipino	*	100	*	100	*	52.0	*	57.6	Yes	99	Yes	99	Yes	61.0	Yes	60.8
Caucasian	Yes	100	Yes	100	Yes	30.7	Yes	37.2	Yes	99	Yes	99	Yes	51.0	Yes	53.1
Hispanic or Latino	Yes	99	Yes	99	Yes	27.0	Yes	22.0	Yes	99	Yes	99	Yes	31.2	Yes	31.7
Pacific Islander	*	*	*	*	*	*	*	*	*	94	*	100	*	53.3	*	64.0

Math

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

Subgroups

All Students	Yes	99	Yes	99	Yes	49.9	Yes	44.3	Yes	99	Yes	99	Yes	59.5	Yes	60.1
English Learners	Yes	100	Yes	100	Yes	49.7	Yes	39.1	Yes	99	Yes	99	Yes	52.5	Yes	49.1
SED^	Yes	99	Yes	99	Yes	46.9	Yes	41.2	Yes	99	Yes	99	Yes	46.0	Yes	46.3
Migrant Education			*	100			*	78.5			Yes	99			Yes	86.3
Special Education	*	97	*	99	*	24.5	*	11.7	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	*	67.6	*	78.5	Yes	100	Yes	99	Yes	85.3	Yes	86.3
Filipino	*	100	*	100	*	60.0	*	57.6	Yes	99	Yes	99	Yes	67.4	Yes	66.7
Caucasian	Yes	100	Yes	100	Yes	51.2	Yes	48.0	Yes	99	Yes	99	Yes	61.3	Yes	62.1
Hispanic or Latino	Yes	99	Yes	99	Yes	41.9	Yes	30.1	Yes	99	Yes	99	Yes	37.8	Yes	38.8
Pacific Islander	*	*	*	*	*	*	*	*	*	97	*	100	*	74.1	*	60.0

Academic Performance Index (API)

Target	Marshall Elementary								GUSD							
	03				04				03				04			
	Minimum score of 560 or 1 point increase															
	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score
Scores	Yes	733	Yes	727	Yes	767	Yes	779								

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