

Glendale Unified School District

"Excellence is Worth the Effort"

Marshall Elementary School

2004-2005 School Accountability Report Card

1201 East Broadway, Glendale, CA 91205

(818) 249-1863

Kindergarten through Sixth Grade

www.gusd.net

School Administration

Lynn Marso
Principal

Katherine Hurley
Assistant Principal



2004-05 Board of Education

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Chakib Sambar, Vice President
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Joylene Wagner, Member

District Administration

Dr. Michael F. Escalante
Superintendent

Alice Petrossian
Assistant Superintendent
Educational Services, Elementary Education

Dr. Gregory Franklin
Assistant Superintendent
Educational Services, Secondary Education



Principal's Message

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 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.

School 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. The school motto is "Dream It! Believe It! Achieve It!"

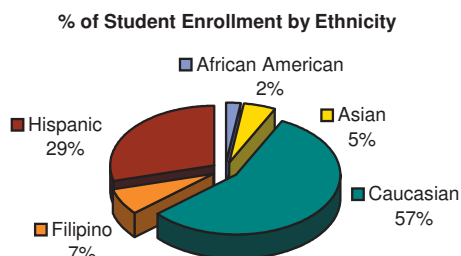
Community & School Profile

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

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. The District serves nearly 29,000 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

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.

The educational programs at Marshall Elementary School are tailored to meet the needs of a changing school population. In the 2005-06 school year, Marshall Elementary School transitioned from a year-round schedule to a traditional calendar.



Discipline & Climate for Learning

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

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

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

	Suspensions & Expulsions					
	Marshall ES			GUSD		
	2003	2004	2005	2003	2004	2005
Suspension (#)	39	36	38	5489	4903	4882
Suspension (%)	5.10	5.06	5.53	18.65	17.01	16.94
Expulsion (#)	0	0	0	46	65	56
Expulsion (%)	0.00	0.00	0.00	0.16	0.23	0.19

Extracurricular and Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include:

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

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:

- Academic Excellence (Monthly)
- Student of the Month
- Perfect Attendance
- Student Tutor
- Greatest Improvement (Monthly)
- Cafeteria Helper
- Terrific Tigers (Student Expectations Awards)

School Enrollment & Attendance

School-wide enrollment at the beginning of the 2004-05 school year was 687 students. The District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial support from the state for the education of students they serve based on how many students attend school each day. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Independent study is available for students who require extended leaves from school.

Class Size

Marshall Elementary School maintained a schoolwide average class size of 24 students in the 2004-05 school year. The "Class Size Distribution" table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	03	04	05	1-20		21-32		33+				
K	19	20	20	4	4	4	0	0	0	0	0	0
1st	19	20	19	5	6	5	0	0	0	0	0	0
2nd	19	20	19	6	5	5	0	0	0	0	0	0
3rd	18	20	20	6	5	5	0	0	0	0	0	0
4th	27	34	34	0	0	0	5	0	0	0	3	3
5th	31	33	35	0	0	0	4	1	0	0	2	3
6th	30	30	31	0	0	0	4	3	3	0	0	0
K-3	0	0	17	0	0	1	0	0	0	0	0	0
4th-6th	28	32	0	0	0	0	1	1	0	0	0	0

The California Class Size Reduction (CSR) program provides funding to reduce kindergarten through third grade classes to 20 students or less. For the past three years, 100% of all K-3 classrooms at Marshall Elementary School participated in CSR.

Instructional Time

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

Instructional Minutes By Grade Level - Average of All Four Tracks		
	Minutes Required	Actual Minutes
K	36,000	46,085
1st-3rd	50,400	50,729
4th-6th	54,000	54,247

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.

School Facilities & Safety

Marshall Elementary School was originally built in 1935 but the school has been added to and updated many times over the years. School facilities are situated on 3.77 acres and consist of 30 classrooms, a library, a computer lab, an auditorium, a cafeteria, administrative offices, a kindergarten play yard, grassy fields, and a main playground for all grades. Measure K made it possible to upgrade school facilities. The cafeteria has been completely modernized. A major project to renovate classrooms, restrooms, the auditorium, and the playground area began in November 2005. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of October 24, 2005.

Safety

Safety of students and staff is a primary concern of 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. During lunch, recesses, and before and after school, teachers, campus supervisors, and lunch aides supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Marshall Elementary School reviews the plan annually; the plan was last updated in May 2005 and reviewed with school staff in October 2005. An updated copy of the plan is available to the public at the school and at the District office.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order. As of October 24, 2005, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

Cleaning Process and Schedule

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

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2004-05 school year, the District budgeted \$1,050,000 for the deferred maintenance program. This represents 0.5% of the District's general fund budget.

Deferred Maintenance Projects

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

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

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at 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.

No Child Left Behind

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

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

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

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

Academic Performance Index

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

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

Adequate Yearly Progress				
California Standards Test (CST)				
English/Language Arts				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		24.4%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes
SED [^]	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes
Math				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		26.5%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes
SED [^]	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes

[^]SED = Socioeconomically Disadvantaged

API School Results						
	Base				Growth	
	2002	2003	2004		2003	2004
All Students						
Percent Tested	99	98	100	Percent Tested	99	99
API Score	700	737	729	API Growth Score	733	727
Growth Target	5	3	4	Actual Growth	33	-10
Statewide Rank	6	6	5	Eligible for Awards	Not funded	
Similar Schools Rank	8	8	7	Eligible for II/USP	Not funded	
Subgroups						
Socioeconomically Disadvantaged						
Base API Score	672	716	707	API Growth Score	711	705
Growth Target	4	2	3	Actual Growth	39	-11
Caucasian						
Base API Score	697	742	750	API Growth Score	736	750
Growth Target	4	2	3	Actual Growth	39	8
Hispanic						
Base API Score	653	691	650	API Growth Score	689	649
Growth Target	4	2	3	Actual Growth	36	-42

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

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

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

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

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

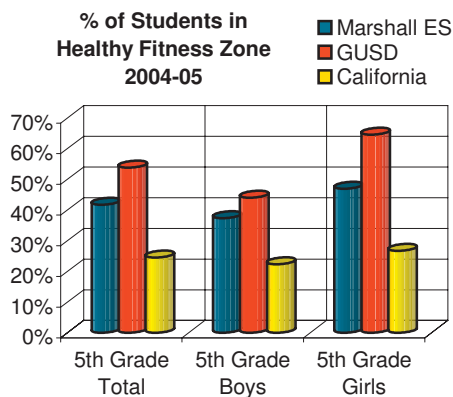
Federal Awards & Intervention Programs			
	2003	2004	2005
Recognition for Achievement (Title I)	Yes	No	No
Identified for Program Improvement	No	No	No
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a

California Standards Tests (CST)

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

Physical Fitness

In the spring of each year, 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).



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

	Language Arts			Math Standards			Science (5th)		
	03	04	05	03	04	05	03	04	05
Second Grade									
All Students	13	25	36	44	47	41			
Females	17	32	36	48	50	38			
Males	7	17	36	40	44	44			
English Learners	10	25	35	43	47	37			
Non English Learners	26	24	40	53	47	50			
SED^	11	27	36	45	47	36			
Special Education	0			0					
Caucasian	17	32	39	48	54	40			
Hispanic or Latino	0	10	21	34	32	33			
Third Grade									
All Students	30	16	41	51	30	63			
Females	34	17	45	45	25	65			
Males	27	13	34	55	37	61			
English Learners	20	9	20	47	21	50			
Non English Learners	59	41	60	59	59	75			
SED^	26	14	37	45	28	60			
Special Education		0	0		7	8			
Caucasian	27	19	50	51	35	73			
Hispanic or Latino	31	7	22	47	19	44			
Fourth Grade									
All Students	41	31	35	59	44	38			
Females	47	33	41	56	33	41			
Males	35	29	28	61	53	35			
English Learners	24	7	21	53	29	26			
Non English Learners	70	60	63	67	62	61			
SED^	38	28	32	58	40	36			
Special Education			0			6			
Caucasian	39	32	41	58	45	41			
Hispanic or Latino	35	27	7	51	27	26			
Fifth Grade									
All Students	42	53	44	52	57	55	24	20	
Females	45	61	46	50	59	54	21	20	
Males	37	43	42	53	53	56	30	20	
English Learners	11	11	11	25	37	33	7	2	
Non English Learners	72	66	68	78	63	71	30	33	
SED^	35	43	37	45	51	51	15	13	
Special Education	18			18					
Caucasian	43	57	46	55	63	65	27	14	
Hispanic or Latino	29	33	29	32	33	29	12	18	
Sixth Grade									
All Students	29	41	45	41	33	56			
Females	38	48	46	53	33	57			
Males	21	32	45	30	34	55			
English Learners	0	24	18	22	21	39			
Non English Learners	49	47	57	54	38	63			
SED^	23	35	42	37	29	53			
Special Education	17			22					
Caucasian	26	43	44	42	39	59			
Hispanic or Latino	29	30	50	34	26	50			

^SED - Socioeconomically Disadvantaged

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

California Achievement Test (CAT/6)

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

CAT/6 Norm Referenced Test 2003, 2004, 2005 % At or Above 50th Percentile																														
Subject Area Grade Level Year Ending	Reading						Math																							
	2		3		4		5		6		2		3		4		5		6											
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05									
All Students																														
Marshall Elementary	32	44		29	19	38	32	28		36	42		43	50		44	51		59	42	56	59	47		59	64		59	55	
GUSD	52	54		39	40	40	44	45		45	50		57	59		62	66		64	63	66	62	59		62	67		72	72	
California	46	47		34	35	36	35	36		40	41		45	46		57	59		52	54	55	48	49		49	50		51	53	
Subgroups																														
Females	43	60		40	22	47	35	35		36	45		52	52		44	52		55	39	58	53	42		63	62		71	57	
Males	16	26		20	13	24	27	22		37	38		36	47		44	50		63	47	54	67	51		54	66		49	53	
SED [^]	30	44		28	15	37	31	24		30	35		35	43		42	51		52	44	56	58	43		51	58		56	52	
English Learners	30	43		20	11	18	21	7		16	15		20	24		40	53		53	39	42	47	25		34	41		42	41	
Non English Learners	42	47		56	45	57	49	53		57	51		59	59		63	41		78	55	70	79	72		83	71		72	60	
Special Education	9			0	0					18			22			9			14	8					27			28		
Caucasian	38	48		22	23	45	28	23		36	41		43	47		48	63		62	48	63	58	48		63	70		69	61	
Hispanic or Latino	17	29		28	11	22	30	30		29	33		34	48		31	35		53	33	44	54	37		39	48		37	41	

[^]SED - Socioeconomically Disadvantaged
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, Marshall Elementary School had 33 fully credentialed teachers.

Teacher Credential Status	Teacher Credential Status		
	03	04	05
Fully Credentialed	35	32	33
Emergency Credentials	5	1	0
Interns	2	2	1
Waivers	0	0	0
Total Teachers	40	35	34
Average Years Teaching	9.6	11.7	12.9
Average Years in District	8.4	10.6	11.8

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

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

Misassignments/Vacancies	Misassignments/Vacancies		
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	1	*
Vacant Teacher Positions	0	0	*

**2005-06 data was unavailable at the time of publication*

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects. At the start of the 2004-05 school year, 90.3% of core academic classes at Marshall Elementary School were taught by NCLB-compliant teachers. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Teacher Education Levels	Teacher Education Levels	
	2004-05	Marshall ES
Doctorate		0.0%
Master's Degree +30*		55.9%
Master's Degree		0.0%
Bachelor's Degree +30*		32.4%
Bachelor's Degree		11.8%
Less Than Bachelor's		0.0%
None Reported		0.0%

**Indicates additional hours above and beyond degree.*

Teacher Evaluation

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

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

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

Substitute Teachers

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

Professional Development

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

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 2004-05 school year, staff development focused on Asset Building and continued growth in writing proficiency.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Paraprofessional Teacher Training Program (PTTP) offers assistance to educational assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern program. The AB75 Principal Training Program is available to site administrators.

Textbooks & Instructional Materials

Glendale Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the instructional program. Glendale Unified School District held a Public Hearing on August 16, 2005, and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been selected from the State's most recent list of standards-based materials. Teachers participate in the selection process to ensure that the textbooks support the District curriculum and content standards. Prior to adoption, all materials are on display for 30 days at the District Office to be evaluated by parents and community members.

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.

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

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.

Computer Resources			
	2002-03	2003-04	2004-05
Computers	84	84	129
Students per computer	9.1	8.5	5.3
Classrooms connected to Internet	0	36	32

Counseling & Other Support Services

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.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Counselor	1	As needed
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

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

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

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 Summer Academy, a districtwide program that provides additional learning opportunities for students having difficulty achieving grade level performance.

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. English Language Learners are tested with the California English Language Development Test (CELDT) annually to measure progress.

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 Elementary School provides additional activities for GATE students.

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

School Leadership

Leadership at Marshall Elementary School is a responsibility shared among district administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. Principal Lynn Marso has led the school for three years, backed by more than 25 years of educational experience. Working with her is Assistant Principal Katherine Hurley. The school's Leadership Team, comprised of teachers, classified staff, parents, and administrators, meets monthly to share decision-making on instructional programs, school policy, budget recommendations, and to advise the School Site Council.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. These committees include: School Site Council, Parent Teacher Association, Leadership Team, GATE Parent Advisory Committee, Technology Committee, and 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: Parent Teacher Association (PTA), School Site Council, and parent volunteers.

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2003-04 school year. In 2003-04, Glendale Unified School District spent an average of \$6,639 to educate each student (based on 2003-04 audited financial

statements). The figures shown in the "Current Expense of Education Per Student" table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Current Expense of Education Per Student*		
2003-04		
Statewide Average		
GUSD	All Unified School Districts	All Districts
\$6,639	\$6,987	\$6,919

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

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

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

Salary & Budget Comparison

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

Average Salary Information		
Teachers - Principal - Superintendent		
2003-04		
	GUSD	State Average
Beginning Teachers	\$37,236	\$37,061
Mid-Range Teachers	\$57,164	\$58,294
Highest Teachers	\$73,765	\$72,876
Elementary Principals	\$93,497	\$94,471
Middle School Principals	\$99,311	\$98,940
High School Principals	\$104,304	\$107,418
Superintendent	\$174,000	\$179,061

Salaries as a Percentage of Total Budget		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.1%	5.1%

Contact Information

Parents who wish to participate in Marshall Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Principal Lynn Marso at (818) 249-1863.