



School Accountability Report Card **Reported Using Data from the 2010–11 School Year** *Published During 2011–12*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school administration team.

Please note: Mardan is a private, state-certified non-public special education school, serving district-placed students as well as those from the private sector. Although included in much of our general data, the private students are not subject to the testing and data reporting requirements of those students who are publicly funded.

I. Data and Access

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
School Name	Mardan School	District Name	N/A (NPS)
Street	1 Osborn	Phone Number	
City, State, Zip	Irvine, CA 92604	Web Site	www.mardanschool.org
Phone Number	(949) 733-1500	Superintendent	
Principal	David Eisenman	E-mail Address	
E-mail Address	contactus@mardanschool.org	CDS Code	N/A

School Description and Mission Statement (School Year 2010–11)

The Mardan School is a private, non-profit special education day school. The school is operated by The Mardan Foundation of Educational Therapy, Inc. which is governed by a volunteer Board of Trustees, comprised of professionals, business people and community leaders from throughout Orange County. The Mardan School was founded in 1962 by David Eisenman, who continues as the school's Executive Director.

The purpose of the Mardan School program is to offer a day school setting that can meet the educational, social, and emotional needs of Pre-Kindergarten through 12th grade students who have learning disabilities, behavior, and/or social-emotional problems. Mardan School is a structured, carefully supervised school environment, which provides a rich academic program that meets or exceeds California state academic standards, and provides therapeutic supports and remediation for students with special learning needs. The goal of the Mardan School program is to provide these children with enough enhancements of basic academic skills, self-confidence, and coping strategies so that they can return successfully to less restrictive private or public school programs.

Opportunities for Parental Involvement (School Year 2010–11)

Parents are invited to participate in Back-to-School Night held in September to meet with teaching staff and learn about the classroom program presented by their child's teacher. Parents are also invited to the Talent Show and Awards Night at the end of the year. Throughout the year, there may be opportunities to support field trips and participate in fundraising activities. Potential volunteer opportunities are communicated via our website and e-mails.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	5	Grade 8	8
Grade 1	3	Ungraded Elementary	
Grade 2	6	Grade 9	8
Grade 3	2	Grade 10	4
Grade 4	7	Grade 11	5
Grade 5	3	Grade 12	5
Grade 6	5	Ungraded Secondary	
Grade 7	6	Total Enrollment	68

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	0%
American Indian or Alaska Native	2%
Asian	4%
Filipino	0%
Hispanic or Latino	10%
Native Hawaiian or Pacific Islander	0%
White	74%
Two or More Races	10%
Socioeconomically Disadvantaged	Not tracked
English Learners	3%
Students with Disabilities	90%

Average Class Size and Class Size Distribution

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K-2	7	2			9	2			5	2		
2-3	10	1			9	1			10	1		
4-8	10	3			10	3			10	3		
9-12	10	3			10	3			11	2		

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

III. School Climate

School Safety Plan (School Year 2010–11)

Mardan School has comprehensive Safety and Emergency Response Plans. The plans are evaluated yearly and amended, as needed, by the school safety committee. The coordinator of the school Emergency Response Plan is also a member of the Orange County Emergency Management Organization (OCOMO), organized through the OC Department of Education. The Emergency Response procedures address such contingencies as: 1. Accidents, 2. Armed Student, 3. Bomb Threat, 4. Earthquake, 5. Fire or Explosion, 6. Flood or Heavy Rains, 7. Gang Fight/Neighborhood Incident, 8. Hazardous Material Spill, 9. Homicide or Attempted Homicide, 10. Hostage Situation, 11. Intruders on Campus, 12. Kidnapping/Lost Children, 13. Lockdown Procedures, 14. Shooting, 15. Suicide/Death. The school's Policy and Procedures Manual also addresses school safety elements such as: Child Abuse Reporting Procedures, Policies for Suspension and Expulsion, Sexual Harassment Policies, School Dress Code Policy, and School Discipline rules and procedures.

The entire staff is regularly trained in disaster preparedness, and staff and classrooms regularly practice fire, earthquake, and emergency disaster drills.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	2	3	4	N/A		
Expulsions	0	0	0	N/A		

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Mardan School is housed in a beautiful custom-built school campus facility in the center of Irvine, CA. This facility houses 12 classrooms, a large resource center/computer lab, a full-size gymnasium, student kitchen, industrial arts room, nurses office, counseling and meeting rooms, and various administration/ clerical and support staff offices and work areas. Mardan moved into the new facilities in January 1990, and has maintained a regular schedule of conscientious maintenance since that time. The school employs a full-time custodian as well as contracts for additional cleaning and maintenance services as needed. Mardan is committed to maintaining the facility to the highest standards, providing a clean, bright, and safe environment that positively supports the teaching and learning that takes place.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓				
Interior: Interior Surfaces	✓				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	✓				
Electrical: Electrical	✓				
Restrooms/Fountains: Restrooms, Sinks/Fountains	✓				
Safety: Fire Safety, Hazardous Materials	✓				
Structural: Structural Damage, Roofs	✓				
External: Playground/School Grounds, Windows/Doors/Gates/Fences	✓				
Overall Rating	✓				

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	14	14	12	n/a
Without Full Credential	0	0	0	n/a
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core

academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	N/A	N/A

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.4	n/a
Resource Center Coordinator (Librarian)	1	
Clinical Psychologist	0.4	
Speech/Language/Hearing Specialist	0.4	
Floating/Resource Support	1.6	
Other		

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	<i>All textbooks were selected from the CDE list for adopted curriculum. There is a sufficient quantity for each student to have his/her own materials in all areas.</i>	0%
Mathematics		0%
Science		0%
History-Social Science		0%
Foreign Language		0%
Health		0%
Visual and Performing Arts		0%
Science Laboratory Equipment (grades 9-12)		n/a

VIII. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State testing results are not currently reported at the non-public school level, only at the students' districts.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	School		
	2008-09	2009-10	2011-12
English-Language Arts	100%	100%	100%
Mathematics	100%	100%	100%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	100%		
Students with Disabilities	100%		

Career Technical Education Programs (School Year 2010–11)

Mardan students in secondary grades who are or about to turn 16, work with their teachers and counseling staff to develop Individual Transition Plans. Upper secondary classes incorporate units that address helping students identify interests, explore career options, and practice skills such as filling out applications, writing resumes, and interviewing. Post-secondary education options are also explored, and students participate in field trips to community college campuses to meet with admissions and support counselors. Mardan also works closely with district personnel to explore options a district-placed student may have for additional career counseling, access to ROP classes, or Workability programs within the district.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

All teaching and program staff attend regularly scheduled meetings and in-services designed to address instructional, behavioral, and therapeutic strategies and approaches endorsed by the school. Teachers are sponsored to attend outside workshops and seminars on relevant topics, and encouraged to share new knowledge and ideas at the staff meetings. Guest speakers who are experts in their particular field are also invited to share their knowledge and insights with the teaching staff in both formal presentations and informal discussion formats. Particular teachers may attain Mentor Teacher status, and as part of their responsibilities work to mentor and guide newer teaching staff.

Regular staff meetings occurred biweekly for the most recent three-year period (21 school days annually), with at least one of the meetings each month devoted to training on a specific topic. In addition, 2 full in-service days and 3 minimum days that allowed 2-hour in-service meetings were scheduled. During the 2010-11 school year, staff underwent ProACT (Professional Assault Crisis Training) which focuses upon dealing with and de-escalation of crisis situations with students. Two Mardan staff members are certified as ProACT trainers, and hold Basic Training (16 hours) and Restraint Certification Training (4 hours) sessions to train the rest of the staff.