

2010-11
SCHOOL ACCOUNTABILITY REPORT CARD

**Marguerite Montgomery Elementary
School**

Davis Joint Unified District

Published During
2011-12

Principal:
Sally Plicka

Address:
1441 Danbury Dr.
Davis, California 95618

Phone:
(530) 759 2100

Email:
splicka@djud.net

Website:
www.djud.k12.ca.us/montgomery/



I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 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

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

This section provides information about the school, its programs and its goals.

In the Marguerite Montgomery Elementary School community we focus on learning for every student. Teachers, parents and administrators work collaboratively to ensure success and growth for each child. We spend significant time identifying what all students will learn and ensuring that this learning takes place. We partner with our diverse communities to provide active learning experiences through meaningful curriculum. PTA enables us to provide our students with enrichment activities including Art, music, drama and physical education. We have clubs and activities that engage students with the world around them including Make a Difference Club, Bridge tutoring program, running club and more. Additionally, all sixth graders attend a week long outdoor science camp. MME enjoys strong community support in a culture that is warm and welcoming. MME takes pride in its diversity of students and experiences. MME is a neighborhood school with a traditional program and a single strand of Spanish Immersion from kindergarten through 3rd grade. Our campus is well-maintained with ample open space, green areas, a play structure, and a network of student gardens.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Montgomery is fortunate to have an outstanding staff and an energetic group of students and parents working together to refine and improve our learning community. Our PTA, School Site Council (SSC), and English Learner Advisory Committee (ELAC) are active, involved, and informed groups. Our goal is to build academic and social environments that will open doors to lifelong learning for every member of our school in order to ensure that each student reaches their potential.

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

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	
Total Enrollment	0

Student Enrollment by Group (School Year 2010-11)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.7	White	45
American Indian or Alaska Native	1	Two or More Races	3.2
Asian	9.1	Socioeconomically Disadvantaged	42.3
Filipino	0.5	English Learners	35.4
Hispanic or Latino	34.6	Students with Disabilities	7.1
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2008-09			2009-10			2010-11					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K				21.3		3		24.5		2		
1				22		3		22.7		3		
2				20	3	1		24		3		
3				23		3		20	2	1		
4				24.5		2		28		2		
5				25.5		2		25		2		
6				29.5		2		25.5		2		
K-3												
3-4												
4-8												
Other												

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan.

Our school places strong emphasis on safety for both students and staff. We review emergency plans frequently and train annually in safety procedures and fire and earthquake drills. The district's careful use of resources ensures that students have access to clean and safe facilities. The district's facilities staff works within a scheduled preventative maintenance program to prevent costly repairs. Each site has updated and implemented a district wide crisis plan. Staff and hired yard supervisors monitor the school grounds for 20 minutes before and after school as well as at all recesses and at lunch time. Visitors must sign in at the office, where they receive a bright badge to wear throughout their stay. We consider a comfortable and caring environment to be part of school climate and are implementing a school-wide "Lifeskills" program as well as incentives and consequences for behavior. We hold monthly spirit assemblies, provide opportunities for our students so that they develop the characteristics that will prepare them to become responsible, contributing citizens. For instance, we have a student based recycling program, our students compost fruits and vegetables, and they plant, tend, harvest and eat from our "triangle" food garden. Our staff works to know every child by name as well as to know their individual strength. We want our school to be a place that nurtures our students and a place our children truly enjoy being.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	1.7	0.8	0.25	5.9	5.1	4.55
Expulsions	0	0	0	0.1	0.1	0.05

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)










This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our challenges are minor ones resulting from common wear and tear, and there are few of them.

Our school has an aesthetically pleasing environment that reflects our students' backgrounds in its public art. We want our school to be a child-centered and child-friendly in addition to it being safe and in good repair.

School Facility Good Repair Status. (School Year 2011-12)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Inspected On: 1/10/2012	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—		—	—	
Interior: Interior Surfaces	—		—	—	D5--Missing floor tile. Work order issued to correct 1-12-2012.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—		—	—	
Electrical: Electrical	—		—	—	F5, E1--Missing electrical covers. Work orders issued to correct 1-12-2012.
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

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
Teachers with Full Credential	25	26	23	439
Teachers without Full Credential	0	1	0	0
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on 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	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	77.29	22.71
High-Poverty Schools in District	95.08	4.92
Low-Poverty Schools in District	76.08	23.92

VI. Support Staff

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

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0.5	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.7	N/A
Resource Specialist (non - teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

Montgomery Elementary School is in compliance with meeting William's Settlement requirements.

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

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0	K-5 Houghton Mifflin, Houghton Mifflin Reading: A Legacy of Literacy, 2003, 6-8 Prentice Hall Literature: Timeless Voices, Timeless Themes, 2002
Mathematics	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0	K-5 Wright Group / McGraw Hill, Everyday Mathematics, 2007, 6-8 Glencoe / McGraw Hill, California Mathematics: Concepts, Skills, and Problem Solving, 2008
Science	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0	K-5 Delta Education, Full Option Science System (FOSS), 2007, 6-8 CPO Science, Focus on Earth, Life and Physical Science, 2006
History-Social Science	These text materials are aligned with state content standards and officially adopted for use in the classroom.	0	K-5 Harcourt, Reflections: California Series, 2006, 6-8 TCI, History Alive! Middle School Program, 2006
Foreign Language	N/A		N/A
Health	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A
Visual and Performing Arts	N/A		N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$8,993.00	\$2,820.00	\$6,173.00	\$64,871.00
District	N/A	N/A	\$6,287.00	\$65,683.00
Percent Difference - School Site and District	N/A	N/A	-1.81	-1.24
State	N/A	N/A	\$5,455.00	\$66,511.00
Percent Difference - School Site and State	N/A	N/A	13.16	-2.47

Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

In 2010-11 Montgomery received categorical funding and services through the following federal, state and local resources: Title I Part A Basic Grant; Title II Professional Development; Title III Limited English Proficient; Economic Impact Aid-Limited English Proficient; Davis Schools Foundation; Davis School Arts Foundation and parcel tax funding.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,081	\$41,284
Mid-Range Teacher Salary	\$55,886	\$65,173
Highest Teacher Salary	\$77,965	\$83,460
Average Principal Salary (Elementary)	\$100,355	\$102,834
Average Principal Salary (Middle)	\$106,819	\$108,953
Average Principal Salary (High)	\$113,477	\$118,384
Superintendent Salary	\$199,742	\$179,397
Percent of Budget for Teacher Salaries	42	40
Percent of Budget for Administrative Salaries	6	6

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs 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. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	65	64	66	75	75	75	49	52	54
Mathematics	71	70	68	66	69	68	46	48	50
Science	80	94	70	81	81	82	50	54	57
History-Social Science	0	0	0	75	71	76	41	44	48

Standardized Testing and Reporting Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	75	68	82	76
All Students at the School	66	68	70	0
Male	61	70	76	0
Female	71	66	65	0
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	83	83	0	0
Filipino	0	0	0	0
Hispanic or Latino	30	36	56	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	84	85	82	0
Two or More Races	80	87	0	0
Socioeconomically Disadvantaged	34	40	44	0
English Learners	32	40	38	0
Students with Disabilities	35	39	0	0
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.6	28.6	33.9
7	0	0	0
9	0	0	0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	9	8	8
Similar Schools	5	5	7

Academic Performance Index Growth by Student Group - Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-23	10	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-30	-1	-34
Native Hawaiian or Pacific Islander			
White	5	14	-9
Two or More Races			
Socioeconomically Disadvantaged	-72	15	-8
English Learners	-60	28	-11
Students with Disabilities			

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	LEA	State
All Students at the School	846	874	778
Black or African American		771	696
American Indian or Alaska Native		776	733
Asian	953	928	898
Filipino		899	859
Hispanic or Latino	675	746	729
Native Hawaiian or Pacific Islander		801	764
White	930	903	845
Two or More Races			836
Socioeconomically Disadvantaged	705	738	726
English Learners	707	752	707
Students with Disabilities	641	638	595

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2009-2010	
Year in Program Improvement	Year 3	
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	12.5

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.

Time is reserved weekly for staff collaboration through grade level PLC meetings under the direction of site administrator. Early released Wednesdays are used at least twice monthly for site based professional development and longer PLC meetings. Academic Conferences are held quarterly. Categorical dollars are used to support staff participation in professional development.