



# Marguerite Montgomery Elementary School

School Accountability Report Card, 2006–2007  
Davis Joint Unified School District

» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

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Davis Joint Unified School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

[http://www.schoolwisepress.com/sarc/links\\_2007\\_en.html](http://www.schoolwisepress.com/sarc/links_2007_en.html)

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

## How to Contact Our School

1441 Danbury Drive  
Davis, CA 95616  
Principal: Carole Sacre, Interim  
Phone: (530) 759-2100

## How to Contact Our District

526 B St.  
Davis, CA 95616  
Phone: (530) 757-5300  
<http://www.djUSD.k12.ca.us/district>



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## » Principal's Message

At Marguerite Montgomery Elementary School (MME) we offer a Spanish Immersion Program for students in kindergarten through grade three in addition to our traditional academic programs. Spanish Immersion students transfer to Caesar Chavez Elementary School for fourth through sixth grades. We also offer two multiage classes for first through third graders. We have families from many different cultures and pride ourselves in this diversity and multiculturalism. PTA support enables us to provide vocal music instruction to all students, and we offer instrumental music instruction to students in grades four through six through a district program.

In 2006–2007 we started an oral language fair and a KIDZ ART program after school. Other afterschool programs include the Bridge tutoring program, a nature club for multiage classes, and a running club. Additionally, all sixth graders attend a weeklong Outdoor Education Program at Walker Creek. On our MME campus, we have a Make a Difference leadership group for fifth and sixth graders.

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 reach each student's potential.

Carole Sacre, Interim, PRINCIPAL

### Grade range and calendar

**K-6**

TRADITIONAL

### Academic Performance Index

**870**

County Average: 753  
State Average: 763

### Student enrollment

**508**

County Average: 453  
State Average: 531

### Teachers

**26**

County Average: 23  
State Average: 26

### Students per teacher

**20**

County Average: 20  
State Average: 20

### Students per computer

**3**

County Average: 4  
State Average: 5

**Major Achievements**

- Teachers and parents have worked together to assist students struggling in reading and English language acquisition. We spent several months during the spring evaluating our current intervention programs and planning improvements for the 2007–2008 school year. We have developed a partnership with the Davis Bridge Foundation, a nonprofit community group dedicated to improving the achievement of Hispanic/Latino students in Davis. Teachers work with University of California at Davis (UCD) tutors organized by the Davis Bridge Foundation to provide afterschool support for students who need extra assistance to meet academic goals. There is also a skill-based extra-help afterschool program for fourth to sixth graders taught by a member of our staff.
- Our staff has implemented a social skills curriculum to build a positive school climate. Our SSC supports the use of School and Library Improvement block grants (SLIP) and federal Title 1 funds for low-income students to retain a part-time counselor at our school to work with at-risk students. The counselor provides support for the general student body as well as parents.
- Teachers have received several grants, such as a take-home reading grant and two differentiation (individualization) grants, the Davis Art Center grant, and the Robert E. Willet grant.
- Our Academic Performance Index (API) rose 18 points last year. We are working hard to continue our progress overall and in our English learner subgroup especially.

**Focus for Improvement**

- Continue to define and implement the programs, activities, and traditions of a full neighborhood school.
- Build academic and social environments that will open doors to lifelong learning for every member of our school.
- Continue PTA sponsorship of community-building events, such as Family Game Nights and the Family Craft Fair, which are free to all members of our school community.
- Continue to emphasize academic achievement for all students.
- Meet the needs of English learners using Guided Language Acquisition Design strategies in our classrooms. All our teachers have extensive training in these strategies. We have also started monthly meetings with our Latino parents to provide support and to encourage more parent involvement.

**MEASURES OF PROGRESS**

**Academic Performance Index**

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Marguerite Montgomery’s API was 870 (out of 1000). This is an increase of 14 points compared to last year’s API. About 99 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

**API RANKINGS:** Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 856. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 9 out of 10.

**SIMILAR SCHOOL RANKINGS:** We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 5 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

**API GROWTH TARGETS:** Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

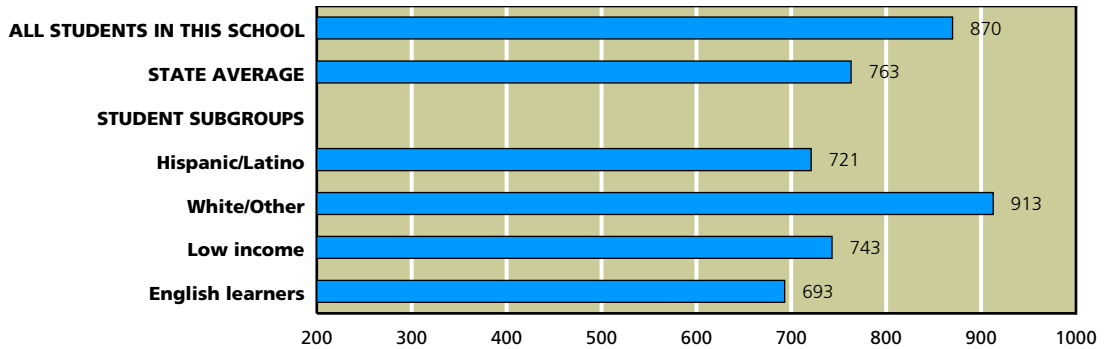
We did not meet some or all of our assigned growth targets during the 2006–2007 school year. Just for reference, 51 percent of elementary schools statewide met their growth targets.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>Yes</b>
<b>Met growth target for prior school year</b>	<b>Yes</b>
<b>API score</b>	<b>870</b>
<b>Growth attained from prior year</b>	<b>+14</b>
<b>Met subgroup* growth targets</b>	<b>No</b>
<b>Underperforming school</b>	<b>No</b>

SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of March 2008.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

**API, Spring 2007**



SOURCE: API based on spring 2007 test cycle. State average represents elementary schools only.  
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

### Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

We met all 21 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>Yes</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>Yes</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Program Improvement School in 2007</b>	<b>No</b>

SOURCE: AYP is based on the Accountability Progress Report of March 2008. A school can be in Program Improvement based on students’ test results in the 2006–2007 school year or earlier.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

### Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>SUBGROUPS OF STUDENTS</b>				
<b>Low income</b>	●	●	●	●
<b>Students learning English</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
<b>Hispanic/Latino</b>	●	●	●	●
<b>White/Other</b>	●	●	●	●

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

SOURCE: AYP release of March 2008, CDE.

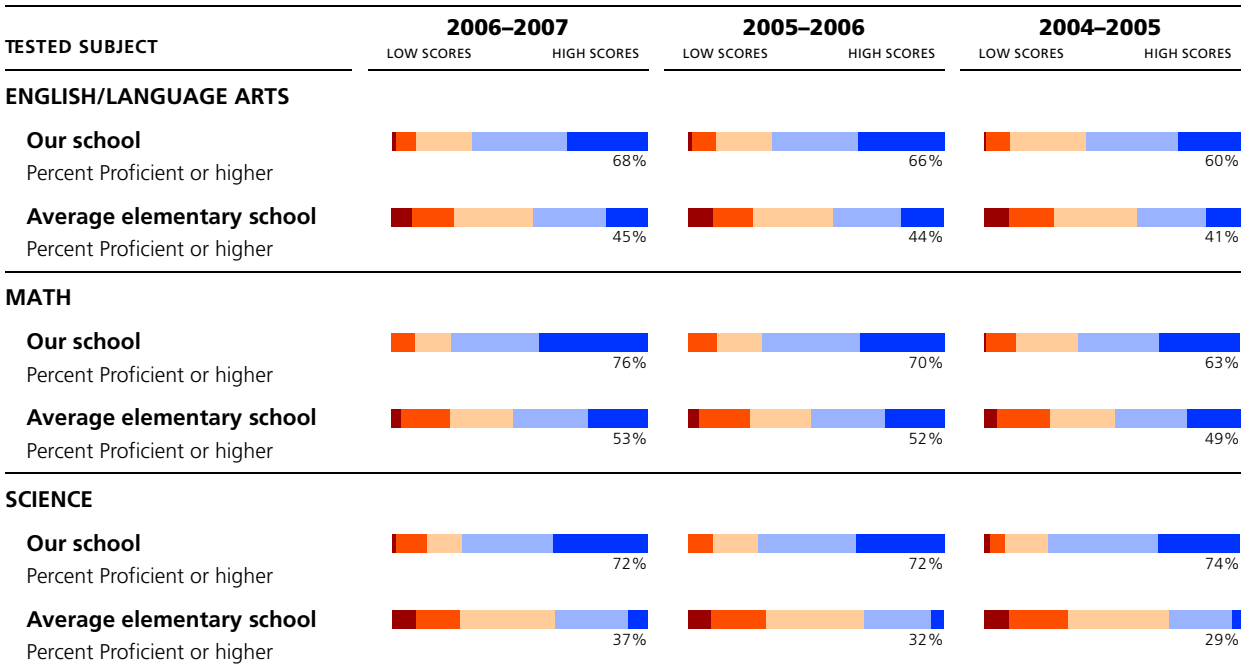
## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2007 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

## Frequently Asked Questions About Standardized Tests

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

**WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY?** When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** Experts consider California’s standards to be among the most clear and rigorous in the country. Just 45 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

**ARE ALL STUDENTS’ SCORES INCLUDED?** No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

**CAN I REVIEW SAMPLE TEST QUESTIONS?** Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

### English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			68%	99%	<b>SCHOOLWIDE AVERAGE:</b> About 23 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			49%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			45%	99%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

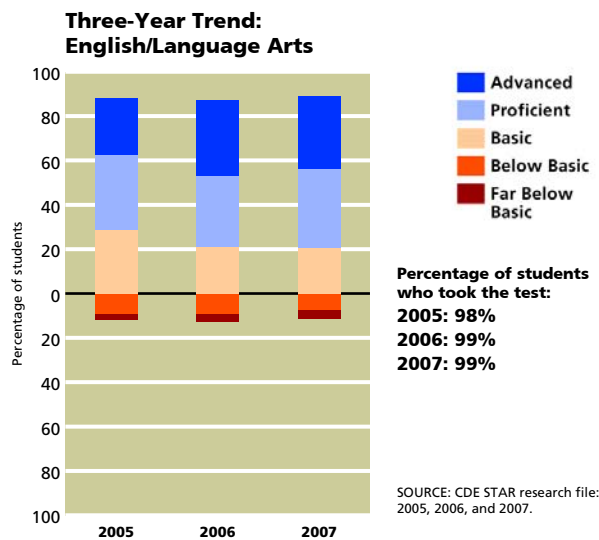
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			66%	165	<b>GENDER:</b> About four percent more girls than boys at our school scored Proficient or Advanced.
Girls			70%	183	
English proficient			77%	285	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			32%	63	
Low income			43%	92	<b>INCOME:</b> About 34 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			77%	256	
Learning disabled	NO DATA AVAILABLE		N/A	32	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			72%	316	
Asian American			36%	37	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			44%	58	
White/Other			78%	227	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



**Math**

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			76%	99%	<b>SCHOOLWIDE AVERAGE:</b> About 23 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			57%	97%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			53%	96%	

**Subgroup Test Scores**

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

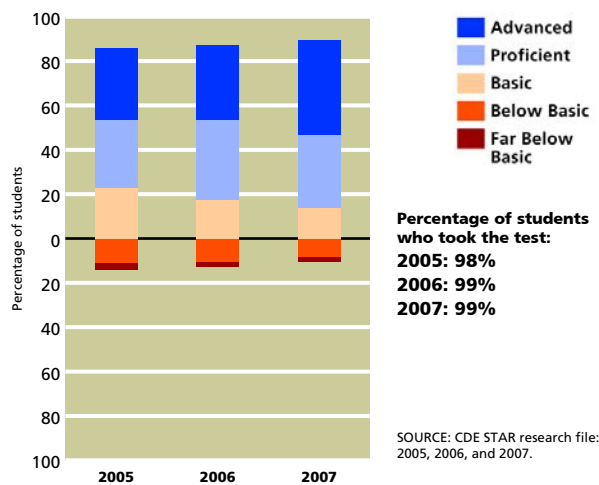
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			77%	165	<b>GENDER:</b> About three percent more boys than girls at our school scored Proficient or Advanced.
Girls			74%	182	
English proficient			81%	284	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			51%	63	
Low income			47%	91	<b>INCOME:</b> About 39 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			86%	256	
Learning disabled	NO DATA AVAILABLE		N/A	32	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			78%	315	
Asian American			64%	37	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Hispanic/Latino			25%	58	
White/Other			84%	226	

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You can read the [math standards](#) on the CDE's Web site.

**Three-Year Trend: Math**



**Science**

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			72%	100%	<b>SCHOOLWIDE AVERAGE:</b> About 35 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			40%	98%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			37%	99%	

**Subgroup Test Scores**

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

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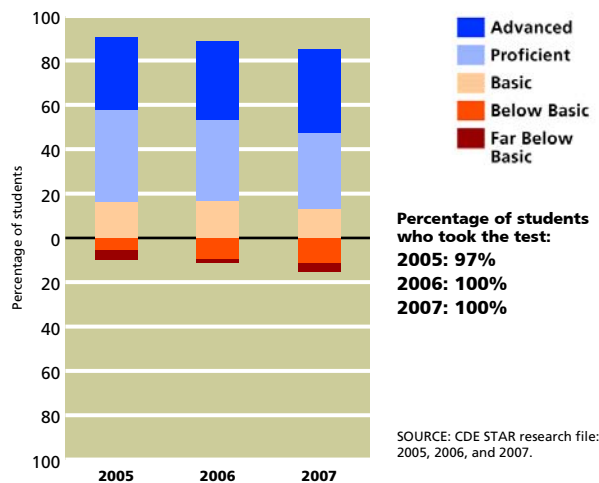
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>	DATA STATISTICALLY UNRELIABLE		N/S	27	<b>GENDER:</b> We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
<b>Girls</b>	DATA STATISTICALLY UNRELIABLE		N/S	27	
<b>English proficient</b>			83%	43	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English learners tested was too small to be statistically significant.
<b>English learners</b>	DATA STATISTICALLY UNRELIABLE		N/S	11	
<b>Low income</b>	DATA STATISTICALLY UNRELIABLE		N/S	17	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested from low-income families was too small to be statistically significant.
<b>Not low income</b>			92%	37	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	7	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			74%	47	
<b>Hispanic/Latino</b>	DATA STATISTICALLY UNRELIABLE		N/S	12	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>White/Other</b>			91%	33	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
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The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the **science standards** by going to the CDE’s Web site.

**Three-Year Trend: Science**



### California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2007, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>READING</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	41%	18%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	76%	43%	39%
<b>LANGUAGE</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	45%	21%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	73%	47%	46%
<b>MATH</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	47%	32%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	80%	59%	56%

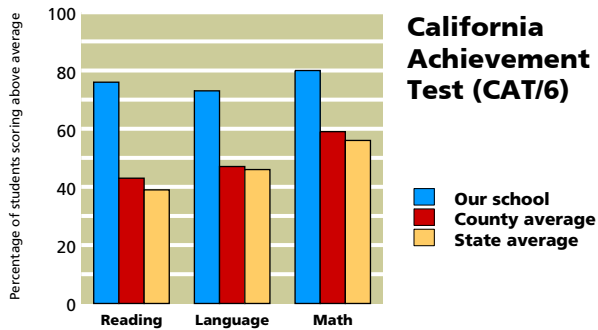
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

**STUDENTS SCORING ABOVE AVERAGE:** This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Marguerite Montgomery, 76 percent of students scored at or above average in reading (compared to 39 percent statewide); 73 percent scored at or above average in language (compared to 46 percent statewide); and 80 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was math.

**HIGH-SCORING STUDENTS:** This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Marguerite Montgomery, 41 percent of students scored at the top in reading (compared to 15 percent statewide); 45 percent scored at the top in language (compared to 19 percent statewide); and 47 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

### Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2007 test cycle. County and state averages represent elementary schools only.

### **Other Measures of Student Achievement**

In addition to our standardized state test results, our teachers evaluate students' skills in a variety of ways, including open-ended questioning and culminating projects. Teachers offer students multiple options for demonstrating their understanding of concepts and ideas.

We are on a trimester system, with three report card periods each school year. All students take district-mandated writing tests each trimester. Parent conferences take place in November and March, and we encourage parents to communicate with teachers informally and on a regular basis throughout the year.

Some special education students may take the California Alternative Performance Assessment instead of the state standardized tests. We use the California English Language Development Test to assess all students who are not yet proficient in English. We send home to parents the standardized test results for individual students, and grade-level results are available on our district Web site.

**STUDENTS**

**Students’ English Language Skills**

At Marguerite Montgomery, 80 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	80%	71%	68%
English learners	20%	29%	32%

SOURCE: Language Census for school year 2006–2007. County and state averages represent elementary schools only.

**Languages Spoken at Home by English Learners**

Please note that this table describes the home languages of just the 104 students classified as English learners. At Marguerite Montgomery, the language these students most often speak at home is Spanish. In California it’s common to find English learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	56%	80%	85%
Vietnamese	2%	0%	2%
Cantonese	0%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	0%	1%
Korean	12%	2%	1%
Khmer/Cambodian	0%	1%	0%
All other	30%	17%	9%

SOURCE: Language Census for school year 2006–2007. County and state averages represent elementary schools only.

**Ethnicity**

Most students at Marguerite Montgomery identify themselves as White/European American/Other. In fact, there are about three times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at Marguerite Montgomery. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	3%	4%	7%
Asian American/Pacific Islander	12%	10%	11%
Latino/Hispanic	19%	42%	50%
White/European American/Other	66%	45%	32%

SOURCE: CBEDS census of October 2006. County and state averages represent elementary schools only.

**Family Income and Education**

The free or reduced-price meal subsidy goes to students whose families earned less than \$37,000 a year (based on a family of four) in the 2006–2007 school year. At Marguerite Montgomery, 31 percent of the students qualified for this program, compared to 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	31%	51%	56%
Parents with some college	88%	63%	54%
Parents with college degree	75%	40%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 88 percent of the students at Marguerite Montgomery have attended college, and 75 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 59 percent of our students provided this information.

**CLIMATE FOR LEARNING**

**Average Class Sizes**

Because funding for class-size reduction was focused on the early grade levels, our school’s class sizes, like those of most elementary schools, differ across grades.

The average class size at Marguerite Montgomery varies across grade levels from a low of 19 students to a high of 30. Our average class size schoolwide is 22 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	19	19	20
First grade	20	20	19
Second grade	19	19	19
Third grade	20	19	20
Fourth grade	28	28	29
Fifth grade	30	28	29
Sixth grade	29	30	29

SOURCE: CBED5 census, October 2006. County and state averages represent elementary schools only.

**Safety**

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 avoid costly repairs. Each site has updated and implemented a districtwide 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.

**Discipline**

We offer a strong network of support services to meet our students’ needs. We strictly enforce the district’s antidiscrimination policy, which prohibits harassment of students and staff based on race, gender, disability, religion, or sexual orientation. The district is committed to the prevention of harmful behaviors and maintains a policy to address inappropriate behavior. At the beginning of each school year, we provide students and parents with packets containing information about their rights and the district’s policies. In working with students sent to the office, the principal calls the parents of all those involved if the issue is serious. The whole staff monitors student behavior throughout the course of the school year.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Suspensions per 100 students</b>			
2006–2007	1	2	5
2005–2006	1	2	5
2004–2005	0	3	5
<b>Expulsions per 100 students</b>			
2006–2007	0	0	2
2005–2006	0	0	0
2004–2005	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2006–2007 school year, we had four suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

**Homework**

The amount of time needed for students to satisfactorily complete grade-level homework will vary depending on several factors, including but not limited to the student’s age, prior academic achievement, capabilities, motivation, parent support, and type of curriculum in which the student is enrolled. As a general guideline, we do not expect the average daily short-term homework assigned to a typical student, Monday through Thursday, to exceed the times below. A teacher may provide students with a list of all assignments that will be due within a given week or more. The time limits take into account different levels of academic rigor. These times include family reading activities as well as long-term assignments. Short-term homework expected for kindergarten is ten minutes; for first grade, ten to 20 minutes; for grades two and three, 20 to 40 minutes; and for grades four to six, 40 to 75 minutes.

**Schedule**

The year typically begins during the last week in August and ends in mid-June. With the exception of kindergarten, classes begin at 8:30 a.m. Grades one through three end at 2:35 p.m.; grades four through six end at 3:05 p.m. Kindergarten runs from 8:15 a.m. to 11:35 a.m. and 11:50 a.m. to 3:10 p.m. Every Wednesday we dismiss all students at 1:30 p.m. to provide time for teachers to plan and collaborate. Science Prep is a special time allotted to fourth, fifth, and sixth grade students each week to work with the science specialist in a laboratory setting. In the lab, the students do hands-on, real-world science activities that are essential to making science meaningful and exciting.

We offer a variety of enrichment programs after school, including running club and leadership, KIDZ ART, Nature Club, Beginning Spanish, Make a Difference Club, and the Oral Language Fair.

**Physical Fitness**

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Boys in Fitness Zone</b>	41%	27%	25%
<b>Girls in Fitness Zone</b>	60%	32%	30%
<b>Fifth graders in Fitness Zone</b>	50%	29%	27%
<b>Seventh graders in Fitness Zone</b>	N/A	N/A	29%
<b>Ninth graders in Fitness Zone</b>	N/A	N/A	23%
<b>All students in Fitness Zone</b>	50%	29%	27%

SOURCE: 2006–2007 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent elementary schools only.

**LEADERSHIP, TEACHERS, AND STAFF**

**Leadership**

Carole Sacre is our interim principal for 2006–2007. She has 16 years of experience as a principal and 15 years of experience as a teacher and counselor. Nancy White was previously principal for three years.

Many groups help make decisions that affect our school. The school leadership team, with teachers from each grade level, meets monthly to discuss school concerns and future staff agenda items. Our SSC meets monthly. The council assesses Montgomery’s curriculum plan, oversees its SLIP budget, and provides an ongoing evaluation of the school program. Funding provides aide time, contributes to staff training, and also provides money for instructional supplies.

The School Climate Committee also meets monthly. This meeting allows for public comment, principal reports, and counselor reports. Parents and some staff attend.

Our PTA encourages and facilitates parent involvement, builds a sense of community, and supports Montgomery’s educational goals through many fund-raising efforts.

**Teacher Experience and Education**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Teaching experience</b>	Average years of teaching experience	15	13	13
<b>Newer teachers</b>	Percentage of teachers with one or two years of teaching experience	7%	10%	11%
<b>Teachers holding an MA degree or higher</b>	Percentage of teachers with a master’s degree or higher from a graduate school	30%	24%	33%
<b>Teachers holding a BA degree alone</b>	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	70%	76%	67%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About seven percent of our teachers have less than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, 15 years of experience. About 70 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 30 percent have completed a master’s degree or higher.

**Credentials Held by Our Teachers**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	98%	97%
<b>Trainee credential holders</b>	Percentage of staff holding an internship credential	0%	1%	2%
<b>Emergency permit holders</b>	Percentage of staff holding an emergency permit	0%	2%	3%
<b>Teachers with waivers</b>	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Marguerite Montgomery hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Marguerite Montgomery holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just three percent). All of the faculty at Marguerite Montgomery hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers’ credentials in the Data Almanac that accompanies this report.

**Indicators of Teachers Who May Be Underprepared**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	0%
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	0%	2%	3%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

**“HIGHLY QUALIFIED” TEACHERS:** The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “highly qualified.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials, compared to three percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about **misassigned teachers** and **teacher vacancies** in the 2007–2008 school year.

**Districtwide Distribution of Teachers Who Are Not “Highly Qualified”**

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is two percent, compared to five percent statewide. For schools with the lowest percentage of low-income students, this factor is two percent, compared to three percent statewide.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
<b>Districtwide</b>	Percentage of core courses not taught by “highly qualified” teachers (HQT)	2%	5%
<b>Schools with the most low-income students</b>	First quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	5%
<b>Schools with the fewest low-income students</b>	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	2%	3%

SOURCE: Data is from the California Department of Education, SARC research file.

**Staff Development**

We offer teachers and principals a wide variety of staff training opportunities. Teachers at each grade level meet to collaborate and set goals for student achievement. The district provides three days of paid time for teachers to attend staff training. Montgomery’s goals include improving instructional strategies for English learners, developing a positive school climate, and increasing student proficiency in math, writing, and reading. Districtwide workshops support staff development in writing. Teachers collaborate within their grade levels and visit each other’s classrooms to reinforce effective teaching strategies.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	3.0
2005–2006	3.0
2004–2005	3.0

**Evaluating and Improving Teachers**

Montgomery evaluates tenured teachers at least once every two years; we evaluate probationary and temporary teachers and support staff each year. We conduct evaluations according to the provisions of the teacher’s contract and evaluate teachers based on classroom observations conducted by the principal. Administrators prepare final evaluations in the spring. We pair beginning teachers with mentor teachers and enroll them in our support program for new teachers.

**Substitute Teachers**

The district makes every effort to replace an absent teacher with a qualified substitute. We use substitutes from an approved list provided by the district’s Human Resources department. We are fortunate to have a number of qualified substitute teachers in our community, many of whom are retired teachers. Teachers usually develop their own lists of preferred substitutes who are familiar with individual classroom routines. Teachers leave detailed lesson plans for our substitutes to follow and we experience a minimal loss of learning time.

**Specialized Resource Staff**

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	0.6
Librarians	0.5
Psychologists	0.3
Social workers	0.0
Nurses	0.1
Speech/language/hearing specialists	0.8
Resource specialists	1.0

SOURCE: CBEDS census, October 2006.

## Specialized Programs and Staff

Montgomery has a half-time counselor. A school psychologist is available one and a half days a week, and a speech and language therapist works with the students three days a week. A full-time reading teacher, teaching aides, and UCD interns provide students with reading support. Two teaching aides assist students struggling with math. We also have a teacher who provides extra math curriculum for our accelerated students.

Students entering kindergarten may participate in the Spanish Immersion program, through which they receive all academic instruction in Spanish until the middle of second grade. They may stay at Montgomery through the third grade before transferring to Cesar Chavez Elementary to complete the program through grade six.

**GIFTED AND TALENTED EDUCATION (GATE):** We screen all third graders for GATE eligibility. The district GATE program serves identified fourth through sixth grade students at regional school sites. GATE students may choose to remain in the neighborhood school program. Teachers provide them with differentiated curriculum to meet their needs, including open-ended assignments, grouping within and across classrooms, and individualized assignments. Students can also exercise leadership in various school programs, such as Make a Difference Club, and can develop skills in visual and performing arts by participating in our music programs and dramatic presentations.

**SPECIAL EDUCATION PROGRAM:** The special education team, which includes a Resource Specialist Program (RSP)/full inclusion teacher, a speech therapist, a school psychologist, an occupational therapist, an adaptive PE teacher, and a reading specialist, implements each identified student's Individualized Education Program (IEP). The RSP/full inclusion specialist plans ways to include severely disabled students in the regular classroom and makes decisions about alternative and supplemental programs.

Student Study Teams, which are composed of special education staff, the school counselor, the psychologist, the principal, and parents, meet regularly to discuss student needs. They may recommend that students be assessed for special education services.

**ENGLISH LEARNER PROGRAM:** We have a part-time bilingual (Spanish/English) teaching aide devoted to working with our English learners. Montgomery focuses our instruction on reading, writing, and speaking skills. We serve some students through a pullout program outside the classroom and some in the general education classroom. All our teachers are certified to teach English learners with Cross-cultural Language and Academic Development (CLAD) and Bilingual Cross-cultural Language and Academic Development (BCLAD) certificates.

We are evaluating our current practices in conjunction with UCD and preparing to implement a number of improvements based on researchers' recommendations for the 2007–2008 school year to accelerate English learner progress. We have hired a part-time bilingual person in the administration office to assist with concerns and communication with our Spanish-speaking parents.

## CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

### Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for [English/language arts](#) on the CDE's Web site.

### Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. You can read the [math standards](#) on the CDE's Web site.

### Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the [science standards](#) on the CDE's Web site.

### Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the [social studies standards](#), see the CDE's Web site.

### Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2007–2008 school year, and whether those [textbooks](#) covered the California Content Standards.

**RESOURCES**

**Buildings**

Montgomery is one of the newest schools in the district, with the final phase of construction completed in 2003. Parents and students have participated in the plan and execution of landscaping and gardens. Our facilities include a fully equipped science lab, a soundproof music room, a multipurpose room, and a library. Most of our classroom wings include smaller rooms for group work or independent study. The playground is expansive and adjacent to an open field. There are many student gardens in the wing courtyards and in larger areas.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction \(OPSC\)](#), and were brought about by the legislation known as Williams. If you'd like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

**Library**

The Montgomery library is an inviting hub for the school. We have one half-time library media teacher and two half-time library technicians who provide library services for students, staff, and parents and coordinate all library, textbook, technology, and curriculum resources. Our library has more than 8,000 books and is open 32.5 hours a week for checkout, story time, research, and library skills classes. All classes have scheduled weekly library visits and may visit the library at other times on request.

Library instruction includes development of information literacy through research skills, library use, exposure to literature and authors, and reading incentive programs. Students may independently visit the library before or after school or at lunch recess. Parents may also use the library before and after school.

**Computers**

We have 165 computers available for student use, which means that, on average, there is one computer for every three students. There are 25 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Students per computer</b>	3	4	5
<b>Internet-connected classrooms</b>	25	57	30

SOURCE: CBEDS census of October 2006. County and state averages represent elementary schools only.

Our PTA has provided our computer lab with new computers and a computer technician who works 9.5 hours a week. She maintains the computers and shows teachers how to use different kinds of software. We have placed our mobile computers in classrooms and now have three or more computers in each classroom. All teachers have access to email and the Internet. They use computers to keep attendance and correspond via email with parents and colleagues.

**Parent Involvement**

Montgomery has two parent leadership groups, the SSC and the PTA. The SSC evaluates the academic and social needs of students and sets annual program and budgetary priorities. The PTA works throughout the year to promote community building and volunteer opportunities. Parents actively participate in our classrooms and coordinate several social and fund-raising activities. The PTA and SSC meet monthly with the principal to discuss current school events and coordinate the efforts of parents and staff. To find out how to get involved, please contact our office.

**DISTRICT EXPENDITURES**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2005–2006</b>			
Total expenses	\$60,683,622	N/A	N/A
Expenses per student	\$7,300	\$7,583	\$7,521
<b>FISCAL YEAR 2004–2005</b>			
Total expenses	\$57,855,933	N/A	N/A
Expenses per student	\$6,888	\$7,172	\$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$7,300 per student in the 2005–2006 school year, compared to an average of \$7,583 per student spent by similar (unified school district) districts in the state. Our total operating expenses for the 2005–2006 year were \$60,683,622. Facts about the 2006–2007 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the [Ed-Data Partnership’s Web site](#).

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA). More information is available on the [CDE’s Web site](#).

**District Salaries, 2005–2006**

This table reports the salaries of teachers and administrators in our district for the 2005–2006 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
<b>Beginning teacher’s salary</b>	\$32,614	\$38,479
<b>Midrange teacher’s salary</b>	\$51,956	\$60,306
<b>Highest-paid teacher’s salary</b>	\$72,482	\$74,193
<b>Average principal’s salary (elementary school)</b>	\$83,562	\$92,985
<b>Superintendent’s salary</b>	\$150,762	\$155,314
<b>Percentage of budget for teachers’ salaries</b>	44%	41%
<b>Percentage of budget for administrators’ salaries</b>	6%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2005–2006, the Fiscal Services Division, CDE.

## SCHOOL EXPENDITURES

We have an extremely involved and energetic PTA that sponsors numerous activities to raise funds to supplement and enhance our school programs. Various local grants, such as those provided by the Davis Art Center, the Tandem Foundation, and the Bridge Foundation, help support Montgomery. The Yolo County Office of Education and our district office keep us informed about grant opportunities as they become available. Montgomery also receives supplemental federal and state funding to support specific categories of students, including funds to provide additional support for English learners.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our [school's expenditures](#), along with the [average salaries of our teachers](#). You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of March 2008. The CDE may release additional or revised data for the 2006–2007 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 2007).

**DISCLAIMER:** School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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## » Data Almanac

This Data Almanac provides more detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text. We hope it provides information that will be useful to your school community.



**STUDENT AND TEACHERS**

**Student Enrollment by Ethnicity and Other Characteristics**

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	508
African American	3%
American Indian or Alaska Native	1%
Asian	10%
Filipino	1%
Hispanic or Latino	19%
Pacific Islander	0%
White (not Hispanic)	61%
Multiple or no response	4%
Socioeconomically disadvantaged	26%
English learners	18%
Students with disabilities	10%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2006. Data about students who are socioeconomically disadvantaged, English learners, and learning disabled come from the School Accountability Report Card unit of the California Department of Education.

**Student Enrollment by Grade Level**

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	80
Grade 1	73
Grade 2	78
Grade 3	81
Grade 4	67
Grade 5	52
Grade 6	77
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2006.

### Average Class Size by Grade Level

GRADE LEVEL	2004–2005	2005–2006	2006–2007
Kindergarten	20	20	19
Grade 1	20	19	20
Grade 2	20	20	19
Grade 3	18	19	20
Grade 4	31	29	28
Grade 5	29	29	30
Grade 6	29	23	29
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	20	20	20
Combined 3–4	N/A	N/A	N/A
Combined 4–8	30	31	27
Other	N/A	N/A	N/A

SOURCE: CBEDS, October 2006.

### Average Class Size by Grade Level, Detail

The number of classrooms that fall into each range of class sizes.

GRADE LEVEL	2004–2005			2005–2006			2006–2007		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	3	0	0	3	0	0	5	0	0
Grade 1	3	0	0	3	0	0	3	0	0
Grade 2	3	0	0	3	0	0	4	0	0
Grade 3	3	0	0	3	0	0	2	0	0
Grade 4	0	3	0	0	2	0	0	2	0
Grade 5	0	2	0	0	2	0	0	1	0
Grade 6	0	2	0	0	3	0	0	1	0
Combined K–3	4	0	0	5	0	0	3	0	0
Combined 3–4	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0

SOURCE: CBEDS, October 2006.

### Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2004–2005	2005–2006	2006–2007	2006–2007
With Full Credential	27	27	27	458
Without Full Credential	0	0	0	8

SOURCE: CBEDS, October 2006, Professional Assignment Information Form (PAIF) section.

**STUDENT PERFORMANCE**

**California Standards Tests (CST)**

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five.

**CST Results for All Students: Three-Year Comparison**

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English/ Language Arts	60%	66%	68%	71%	72%	73%	40%	42%	43%
Mathematics	63%	70%	76%	65%	66%	66%	38%	40%	40%
Science	74%	72%	72%	61%	69%	73%	27%	35%	38%

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**CST Results by Student Group: Most Recent Year**

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

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED		
	ENGLISH/ LANGUAGE ARTS 2006–2007	MATHEMATICS 2006–2007	SCIENCE 2006–2007
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	46%	70%	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	41%	47%	42%
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	78%	84%	91%
Boys	66%	77%	78%
Girls	70%	74%	65%
Economically disadvantaged	43%	47%	25%
English Learners	29%	52%	27%
Students with disabilities	34%	50%	N/A
Students receiving migrant education services	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**California Achievement Test, Sixth Edition (CAT/6)**

The California Achievement Test, Sixth Edition (CAT/6), a national, norm-referenced test, shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. It is taken only by third and seventh graders. We report only reading and math below. The results are reported as the percentage of students scoring at or above the national average (the 50th percentile).

**CAT/6 Test Results for Third Grade Students: Three-Year Comparison**

The percentage of students scoring at or above the national average in reading and mathematics for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	71%	62%	76%	72%	73%	74%	41%	42%	42%
Mathematics	76%	77%	80%	77%	79%	77%	52%	53%	53%

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**CAT/6 Test Results for Third Grade Students by Group: Most Recent Year**

The percentage of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

STUDENT GROUP	PERCENT PROFICIENT OR ADVANCED	
	READING 2006–2007	MATHEMATICS 2006–2007
African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic or Latino	N/A	N/A
Pacific Islander	N/A	N/A
White (not Hispanic)	78%	85%
Boys	70%	79%
Girls	82%	82%
Economically disadvantaged	40%	53%
English learners	N/A	N/A
Students with disabilities	N/A	N/A
Students receiving migrant education services	N/A	N/A

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**ACCOUNTABILITY**

**California Academic Performance Index (API)**

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 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

**API Ranks: Three-Year Comparison**

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2004–2005	2005–2006	2006–2007
Statewide rank	8	9	9
Similar-schools rank	1	4	5

SOURCE: The API Base Report from July 2007.

**API Changes by Student Group: Three-Year Comparison**

API changes for all students and student groups: the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2004–2005	2005–2006	2006–2007	2006–2007
All students at the school	+33	+18	+14	870
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	+66	+10	+4	721
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+29	+15	+12	913
Economically disadvantaged	+66	+28	+12	743
English learners	N/A	-7	+16	693
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in March 2008.

### Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP): (a) a 95-percent participation rate on the state’s tests; (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests; and (c) an API of at least 590 or growth of at least one point.

#### AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	No
Percent Proficient in English/language arts	Yes
Percent Proficient in mathematics	Yes
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in March 2008.

#### Intervention Program: District Program Improvement (PI)

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 (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in March 2008.

**TEXTBOOKS**

**Textbook Adoption List (TABLE 0)**

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
HM Reading: A Legacy of Literature	Language Arts	2003	2003
Houghton Mifflin Lectura: Herencia y futuro	Language Arts	2003	2003
Mathematics by Houghton Mifflin	Math	2002	2002
McGraw-Hill Science	Science	2001	2002
Harcourt: Reflections: California Series	Social Studies	2006	2007

SOURCE: Textbook data is supplied by the district.