

# Monroe Elementary School

## Monroe Elementary School District



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

### GRADES K-8

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**Shelley Manser**  
Superintendent/Principal

### Principal's Message

It is the mission of the Monroe Elementary School District to ensure a safe and challenging learning environment in which highly qualified educators, with parent and community support, focus on students' mastery of academic skills necessary for continued educational growth.

### Parental Involvement

Parents and community members are very supportive of the educational programs in the Monroe Elementary School District. The All Parents Association brings together existing parent groups: Parents Club, School Site Council (SSC), and Migrant Advisory Committee. Together they assist the school through fundraising, special activities, volunteering in classrooms, serving as chaperones, as well as providing input and oversight of State and federal program applications, reports, and requirements.

For more information on how to become involved, please contact Shelley Manser, Principal, at (559) 834-2895.

### School Safety

Safety of students and staff is a primary concern of Monroe Elementary School. The school ensures compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are held regularly throughout the year. The School Safety Committee is made up of staff, the School Site Council, the principal, and a representative of the Fresno County Sheriff's Department. The Monroe School Safety Plan is updated annually and was last reviewed, revised, discussed with the staff and presented to the Board of Trustees in February 2010.

### Professional Development

Monroe Elementary School District strongly supports a quality instructional program. The curriculum is continually assessed and aligned with State Frameworks for all subject areas. There is a high interest in professional growth as evidenced by staff members attending in-services and workshops. Leadership and responsibility are shared among all staff members. The members of the Monroe Elementary School Board of Trustees have consistently supported the staff and administration in their endeavors to maintain quality instruction and an atmosphere advantageous to learning through a staff development.

Our teachers are contracted for 185 school days. Over the past five years, we have provided five professional development days each year. Our teachers have attended the San Joaquin Valley Writing Project, Unpacking the Standards, Edusoft database management and use, Accelerated Reader, Curriculum Mapping, Use of Instructional technology, Interwrite technology training, Achieving Results: teaching with a purpose, rigor, and engagement, and adopted curriculum in-services. Beginning teachers are also required to participate in a two-year BTSA program. Monroe Elementary School supports and encourages all staff to focus on individual professional growth as needed.

***"Parents and community members are very supportive of the educational programs in the Monroe Elementary School District."***



### Monroe Elementary School District

#### Board of Trustees

Steve Spate, Clerk

Steve Wells, Trustee

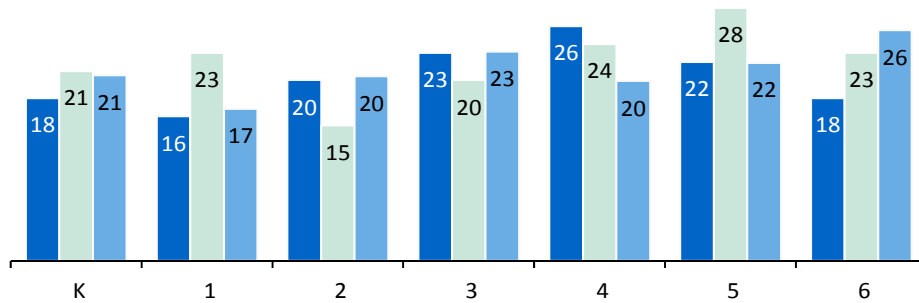
Lee Sarkisian, Trustee



**Class Size**

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.

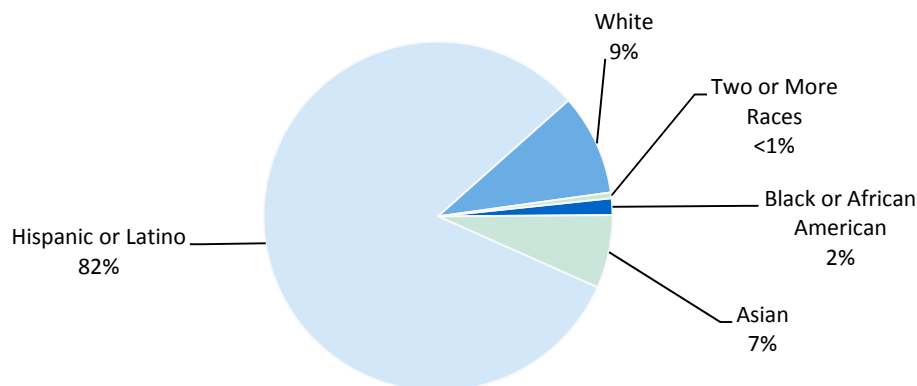


**Class Size Distribution — Number of Classrooms By Size**

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1				1		1		
1	2				1		1		
2	1			2			1		
3		1		1				1	
4		1			1		1		
5		1			1			1	
6	1				1			1	

**Enrollment and Demographics**

The total enrollment at the school was 192 students for the 2009-10 school year.



**Public Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 at a workstation, and the ability to print documents.



*“Monroe Elementary School supports and encourages all staff to focus on individual professional growth as needed.”*



### Textbooks and Instructional Materials

Monroe Elementary School follows the State’s seven-year textbook adoption cycle by subject areas. A committee is selected to view adopted textbooks at the County Office of Education or through individual publishers. If possible, the committee members visit places that are already using or piloting the new textbooks. All Monroe students are assigned textbooks for use during school and at home. All students in visual and performing arts classes (which include beginning band and advanced band) have access to the appropriate textbooks and instructional materials.

The February budget package, as amended in July, provides that the State Board of Education (SBE) shall not adopt instructional materials or develop curriculum frameworks until 2013–14.

Between 2008–09 and 2012–13, Local Educational Agencies (LEAs) are required to provide sufficient instructional materials for all students. When purchasing instructional materials LEAs must buy Standards-aligned instructional materials, and in the case of kindergarten through grade eight, LEAs must purchase instructional materials that were State-adopted prior to July 1, 2008, unless the LEA purchased materials adopted after July 1, 2008.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
Reading/Language Arts	Houghton Mifflin (K-5)	2004-05
Reading/Language Arts	Prentice Hall (6-8)	2004-05
Mathematics	Sadlier (K-2)	2004-05
Mathematics	Harcourt (3-5)	2004-05
Mathematics	McDougal Littell (6-8)	2004-05
Science	Scott Foresman (K-5)	2007-08
Science	Pearson Prentice Hall (6-8)	2007-08
History	Peason Scott Foresman (K-5)	2006-07
History	Pearson Prentice Hall (6-8)	2006-07

Note: This data was most recently collected and verified in January 2011.

### Adequate Yearly Progress

Adequate Yearly Progress Criteria

	Monroe ES		Monroe ESD	
Met Overall AYP	No		No	
<b>AYP Criteria</b>	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

### Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Monroe ES	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%



### Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

### School Facility Items Inspected

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Structural:** Structural Condition, Roofs
- **Electrical:** Electrical Systems (interior and exterior)
- **External:** Windows/Doors/Gates/ Fences, Playgrounds/School Grounds

### School Facility Good Repair Status

This inspection determines the school facility’s good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
<b>Overall Summary of Facility Conditions</b>			Good
<b>Date of the Most Recent School Site Inspection</b>			07/06/2010
<b>Date of the Most Recent Completion of the Inspection Form</b>			07/06/2010

**Note:** At the time of this school facility inspection, no deficiencies were found.

### School Facilities

Monroe Elementary School provides a safe, clean, and functional environment for K-8 students, staff, and volunteers. School facilities were built in 1970 and two portables were added in 1995-96. A team of three custodians ensures that the facilities are well maintained, and the District administers a scheduled maintenance program.

Playground equipment is inspected on a regular basis to ensure students’ safety and an annual safety inspection is conducted each year. Fire extinguishers are available in every classroom and area, are inspected each month, and are professionally maintained annually. Grounds are free from litter and trash removal is scheduled to prevent a buildup of trash on the site. The Organization of Self Insured Schools conducts an annual safety inspection of facilities and grounds, prioritizing hazards it deems may provide a health and/or safety hazard. The District conducts a facilities and grounds inspection as required by the Williams Settlement requirements.

The District participates in the State School Deferred Maintenance Program, which provides state-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Pursuant to Senate Bill (SB) X3 4, Section 15, Local Educational Agencies (LEA) are allowed the flexibility to use funding received under various categorical programs for any educational purpose. Deferred Maintenance Program (DMP) funds have been included as part of this flexibility option.

*“Monroe Elementary School provides a safe, clean, and functional environment for K-8 students, staff, and volunteers.”*



### Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school’s total enrollment) for the most recent three-year period.

Suspension Rate			
Monroe ES			
07-08	08-09	09-10	
0.047	0.030	0.057	
Monroe ESD			
07-08	08-09	09-10	
0.047	0.030	0.057	
Expulsion Rate			
Monroe ES			
07-08	08-09	09-10	
0.000	0.000	0.000	
Monroe ESD			
07-08	08-09	09-10	
0.000	0.000	0.000	

### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Monroe ES			Monroe ESD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	41%	52%	55%	41%	52%	55%	46%	50%	52%
Mathematics	46%	50%	49%	46%	50%	49%	43%	46%	48%
Science	39%	42%	26%	39%	42%	26%	46%	50%	54%
History-Social Science	11%	31%	21%	11%	31%	21%	36%	41%	44%

### STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2010 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	55%	49%	26%	21%
All Students at the School	55%	49%	26%	21%
Male	46%	45%	26%	❖
Female	63%	52%	27%	❖
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	73%	73%	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	51%	50%	26%	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	65%	35%	❖	❖
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	53%	47%	22%	15%
English Learners	15%	32%	❖	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	41%	48%	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Program

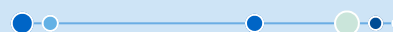
The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf).





### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf).

### API Ranks

API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	4	5	6
Similar Schools API Rank	9	9	10

### API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	24	37	-19
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	27	58	-27
Native Hawaiian or Pacific Islander	■	■	■
White	■	■	■
Two or More Races	■	■	■
Socioeconomically Disadvantaged	35	33	-20
English Learners	■	■	-43
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.



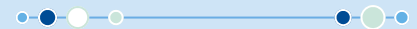
### API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.



### API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Monroe ES	Monroe ESD	California
All Students	783	783	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	781	781	715
Native Hawaiian or Pacific Islander	■	■	753
White	■	■	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	774	774	712
English Learners	747	747	692
Students with Disabilities	■	■	580

■ Data are reported only for numerically significant groups.

**API Testing Note:** Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Monroe ES	Monroe ESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

◇ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Percentage of Students Meeting Fitness Standards	
Grade 5	
Four of Six Standards	52.2%
Five of Six Standards	30.4%
Six of Six Standards	4.3%
Grade 7	
Four of Six Standards	88.3%
Five of Six Standards	76.5%
Six of Six Standards	47.1%

### Teacher Qualifications

Teacher Credential Information				
	Monroe ESD	Monroe ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	11	12	12	11
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

### 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). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Monroe ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Monroe ES	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	✧	✧

**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

### Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

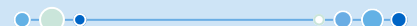


### Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors	
Number of Academic Counselors (FTE)	0.00
Ratio of Students Per Academic Counselor	✧

School Support Staff	
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.25
Psychologist	0.25
Social Worker	0.00
Nurse	Contract with FCOE for 5 Days
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0.50
Other	✧





### District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Monroe ESD	Similar Sized District
Beginning Teacher Salary	✱	\$38,905
Mid-Range Teacher Salary	✱	\$56,504
Highest Teacher Salary	✱	\$71,750
Average Principal Salary (Elementary School)	✱	\$92,053
Superintendent Salary	✱	\$111,055
Teacher Salaries — Percent of Budget	35.4%	37.9%
Administrative Salaries — Percent of Budget	10.5%	6.8%

✱ Single-site districts are not required to display this data. (*Education Code Section 41409.3*).

### School Financial Data

The following table displays the school’s average teacher salary and a breakdown of the school’s expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Monroe ES
Total Expenditures Per Pupil	\$5,570
Expenditures Per Pupil From Restricted Sources	\$982
Expenditures Per Pupil From Unrestricted Sources	\$4,588
Annual Average Teacher Salary	\$44,461

### Financial Data Comparison

The following table displays the school’s per pupil expenditures from unrestricted sources and the school’s average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Monroe ES	\$4,588	\$44,461
Monroe ESD	\$4,588	\$44,461
California	\$5,681	\$57,352
School and District — Percent Difference	◆	◆
School and California — Percent Difference	-23.8%	-29.0%

◆ Because Monroe Elementary School District is a single-site district, the percent difference does not apply.

### Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).



### Types of Services Funded

Programs and supplemental services that are provided at the school—either through categorical funds or other sources that support and assist students—include Migrant Education in-home tutoring, Monroe After-School Program (MAP), summer school (as budget permits), one on one Read Naturally Program targeting 3rd graders, Read 180 Program targeting 4th-8th graders, Early-Soar to Success Program targeting 2nd and 3rd graders and targeted intervention for K-8.

### School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.