

Welcome To Cometville!

# MADISON ELEMENTARY SCHOOL

Redondo Beach, California

2200 MacKay Lane, Redondo Beach, CA 90278

2013-14 School Accountability Report Card ~ Published in 2013-14

## Redondo Beach Unified School District

### Principal

Mr. Drew Gamet

### Superintendent

Dr. Steven Keller

### Board of Education

Laura Emdee, President  
Brad Serkin, Vice-President  
Anita Avrick, Presiding Officer  
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Brad Waller, Member  
Eli Jarmel, Student Member

### RBUSD

#### MISSION STATEMENT

*We, in the Redondo Beach Unified School District, are dedicated to providing every student with the knowledge and skills necessary to succeed in a global society, today, and in the future.*

1401 Inglewood Avenue  
Redondo Beach, CA 90278  
310-379-5449  
www.rbusd.org

## School Description and Mission Statement

This section provides information about the schools goals and programs.

### School Description

Madison Elementary School is located in North Redondo Beach and serves children from kindergarten through fifth grade. Madison is a STEAM (Science, Technology, Engineering, Arts and Mathematics) focused elementary school which seeks to begin preparing students for college and careers in the 21st century.

### Mission Statement

Madison ES is a place where students, staff and community enjoy positive and safe surroundings, where diversity, creativity and meaningful learning is valued, where students learn to make good choices, and where all strive to reach their highest potential as a lifelong learner and contributing citizens in the 21<sup>st</sup> century.

### Vision Statement

The vision of Madison Elementary is to be a leader in the South Bay in providing a quality and well-rounded education for all of its students.

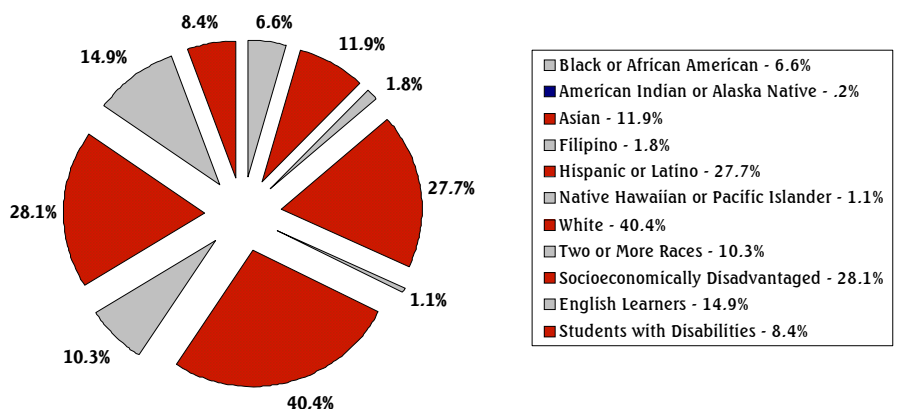
### Opportunities for Parental Involvement

Contact the main school office at (310) 798-8623 to see how can get involved. Other opportunities include School Site Council member, "Live Well Kids" Nutrition docents, Hands-on Art and Hands-on Science docents, room parent, and field trip chaperones.

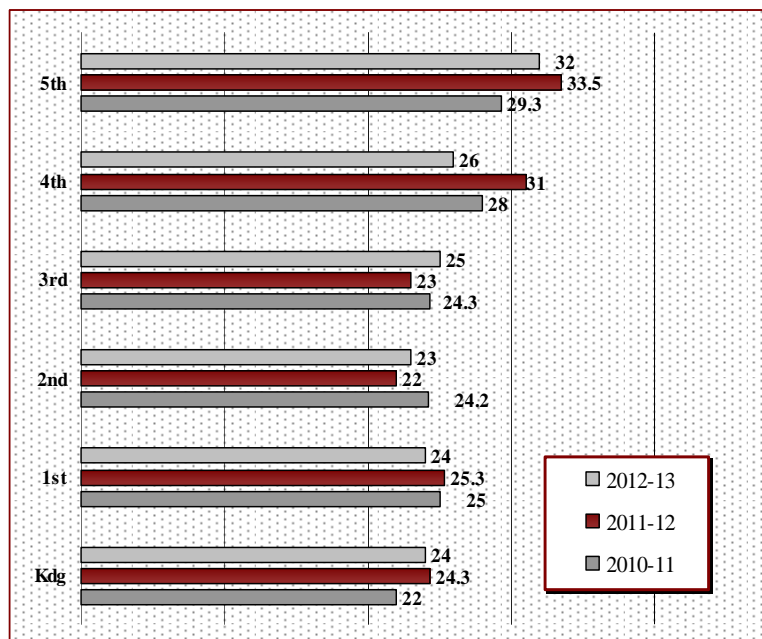
### Student Enrollment by Grade Level (2012-13)

Kdg	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
72	98	70	75	78	63	455

### Student Enrollment by Subgroup (2012-13)



## Average Class Size



## Class Size Distribution

Yr.	Grade Level	Number of Classes		
		1-20	21-32	33+
2010-11	K	2	1	
	1		4	
	2		5	
	3		3	
	4		2	
2011-12	K		3	
	1		4	
	2	5		
	3	3	2	
	4		2	
2012-13	K	1	2	
	1	1	3	
	2		3	
	3	1	2	
	4	1	2	

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions at the school and district levels for the most recent three-year period.

RATE	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	.93	0.7	.04	4.12	2.7	2.8
Expulsions	0.0	0.0	0.0	.11	.08	.07

## School Safety Plan

Madison School Safety is one of our highest priorities. Therefore, we have developed a safety plan that encompasses all aspects of school safety. All sites and the district office have completed new Emergency Plans aligned with the State Emergency Management System (SEMS). Both plans link communication, resources, services and facilities in an one, up-to-date plan. The Madison School Safety Plan will be revised at the beginning of each year for a period of three years, at which time it will be rewritten.

## School Facility Conditions and Planned Improvements

Madison Elementary School was modernized in 2006/2007 with funding from the \$52 million bond measure passed by the citizens of Redondo Beach. Utility hook-ups were upgraded as well as plumbing and other structural needs. All classrooms received a total make over including new cupboards, white boards, carpeting, sinks, drinking faucets, computer tables, new windows & new paint. These updated classrooms enable our students to learn in a safe and modern environment. Further construction to replace additional classroom space, as well as the addition of solar panels for generation of electricity is ongoing.

## School Facility Good Repair Status (School Year 2013-14)

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

Overall Rating (School Year 2012-13)	Exemplary
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## TEACHERS

### Teacher Credentials

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

Teachers	School			District 2012-13
	2010-11	2011-12	2012-13	
With Full Credential	22	23	21	376
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2012-13)

This table displays the % of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.



### Support Staff (School Year 2012-13)

The following is a list of support staff their fulltime equivalent. The average number of students per Academic Counselor is 455.

Academic Counselor	.6
Librarian	0
Psychologist	.5
Social Worker	0
Nurse	0
Health Aide	.6
Speech/Language/ Hearing Specialist	.5
Resource Specialist (non-teaching)	

### Professional Development

Madison teachers participate in workshops and in-service activities related to instructional strategies, standards-based instruction, assessment, and literacy instruction. Madison's teachers are also focused on using formative assessment to drive their instructional practices. The staff also participates in professional development relating to the Writer's Workshop approach to literacy.

## CURRICULUM AND INSTRUCTIONAL MATERIALS

### Quality, Currency, and Availability of Textbooks and Instructional Materials (2013-14)

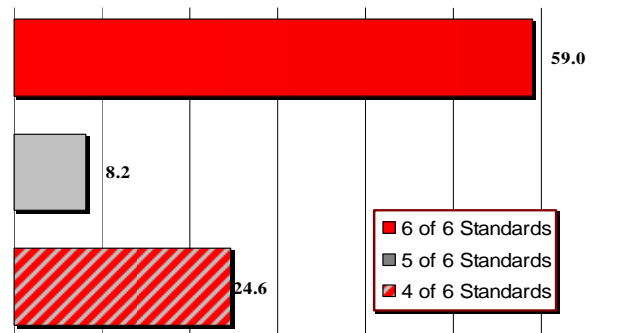
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. This information was received and approved by the Board of Education on September 24, 2013.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	% of Pupils Who Lack Their Own Assigned Textbooks & Instructional Materials
Reading/Language Arts	K-5 Houghton Mifflin Reading	0%
Mathematics	K-5 Houghton Mifflin Math	0%
Science	K-5 Houghton Mifflin Science	0%
History-Social Science	K-5 Harcourt Social Studies	0%

### California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page.

Percent of Fifth Grade Students Meeting Healthy Fitness Zones



## STUDENT PERFORMANCE

### Standardized Testing and Reporting Program

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

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

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

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy.

Subject	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language	69	78	79	74	78	78	54	56	55
Mathematics	76	81	81	67	69	67	50	51	50
Science	70	83	86	82	84	82	57	60	59
History-Social Science	n/a	n/a	n/a	70	72	74	48	49	49

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level for the most recent testing period. Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy.

Group	Percent of Students Scoring at Proficient or Advanced			
	English Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	78	67	82	74
All Students at the School	78	81	86	n/a
Male	79	83	90	n/a
Female	77	79	83	n/a
Black or African American	68	74	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	87	100	n/a	n/a
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	73	71	71	n/a
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a
White	81	85	92	n/a
Two or More Races	82	82	n/a	n/a
Socioeconomically Disadvantaged	70	71	71	n/a
English Learners	67	75	n/a	n/a
Students with Disabilities	57	61	n/a	n/a
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

## ACCOUNTABILITY

### 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 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\) Web page](#).

### API Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	8	9	9
Similar Schools	5	6	6

### Academic Performance Index Ranks

The statewide API rank ranges from one (lowest) to ten (highest). The schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

## Academic Performance Index

Growth by Student Group Three-Year Comparison	Group	Actual API Change		
		2010-11	2011-12	2012-13
<p>This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score.</p> <p>Note: "N/D" means that no data were available to the CDE or LEA to report.</p>	All Students at the School	-20	31	4
	Black or African American			
	American Indian or Alaska Native			
	Asian			
	Filipino			
	Hispanic or Latino	-18	18	35
	Native Hawaiian or Pacific Islander			
	White	-25	30	3
	Two or More Races			
	Socioeconomically Disadvantaged	-30	8	33
	English Learners			
	Students with Disabilities			

## Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	269	910	6,442	887	4,655,989	790
Black or African American	19	882	436	826	296,463	708
American Indian or Alaska Native	0		31	835	30,394	743
Asian	30	960	739	939	406,527	906
Filipino	5		179	919	121,054	867
Hispanic or Latino	76	865	1,458	830	2,438,951	744
Native Hawaiian or Pacific Islander	3		62	871	25,351	774
White	110	926	3,262	908	1,200,127	853
Two or More Races	26	937	275	892	125,025	824
Socioeconomically Disadvantaged	82	864	1,492	824	2,774,640	743
English Learners	43	870	613	805	1,482,316	721
Students with Disabilities	32	806	819	750	527,476	615

## Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
  - Percent proficient on the state's standards-based assessments in ELA and mathematics
  - API as an additional indicator
  - Graduation rate (for secondary schools)
- Detailed information about AYP can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

<b>AYP Overall and by Criteria (School Year 2012-13)</b>	<b>School</b>	<b>District</b>
<b>Overall</b>	No	No
<b>Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	No	No
<b>Percent Proficient - Mathematics</b>	Yes	No
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	n/a	Yes

“Yes” Met 2012 AYP Criteria “No” Did not Meet 2012 AYP Criteria

## Federal Intervention Program (2013-14)

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

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	Not In PI	In PI
<b>First Year of Program Improvement</b>		2013-14
<b>Year in Program Improvement</b>		Year 1
<b>Number of Schools Currently in Program Improvement</b>		2
<b>Percent of Schools Currently in Program Improvement</b>		50.0%

## SCHOOL FINANCES

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

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.

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental)</b>	<b>Expenditures Per Pupil (Basic)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	8460.47	2811.69	5648.78	72827.46
<b>District</b>			5361.19	71706.
<b>Percent Difference School Site and District</b>			5.4%	2.0%
<b>State</b>			5537.	61706.
<b>Percent Difference School Site and State</b>			1.6%	7.1%

## Teacher and Administrative Salaries (2011-12)

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. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits Web page](#).

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,290	\$40,928
Mid-Range Teacher Salary	\$70,589	\$64,449
Highest Teacher Salary	\$84,914	\$82,826
Average Principal Salary (Elementary)	\$102,682	\$102,640
Average Principal Salary (Middle)	\$107,964	\$109,253
Average Principal Salary (High)	\$114,058	\$118,527
Superintendent Salary	\$239,658	\$183,968
Percent of Budget for Teacher Salaries	43.0%	40.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

## Types of Services Funded (2012-13)

Madison receives funding for Title 1, EIA/LEP (Economics Impact Aid/ Limited English Proficient) and Title VI (library). School funds help support Madison's learning center for at-risk students during regular school hours, Comet Club intervention programs, instructional assistants to provide extra assistance for students and support the school's technology plan. Approximately 60% of the total district budget is spent in the classroom on instruction, books, supplies and equipment. Another 20% of the budget is spent at the school for support services such as the school nurse, food services, the library, guidance services, custodians and administrators. The remaining 20% covers district services such as business (including utilities), instructional support and personnel.

### Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#). For additional information about the school, parents and community members should contact the school principal or the district office.

### DataQuest

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

### Internet Access

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

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).