



# Montalvin Manor Elementary School

300 Christine Dr., San Pablo, CA 94806 **PHONE:** (510) 223-6230

**PRINCIPAL:** Iris Travis-Dillahunty **GRADE LEVELS:** K-6 **SCHEDULE:** Normal

## Principal's Comments

Montalvin Manor Elementary School is making strides in many ways. We decreased our 4th grade classes from 33 to 29 this school year. We have planned weekly meeting times with grade level staff, the curriculum guide, and the principal to assist teachers in bridging the gap between accountability and student achievement. Grade level strategies and material are discussed, plans developed, and test scores checked and referred to frequently in order to enhance both staff and student body performance. Even though we are making advances yearly, we are still designated as an "underperforming school" based on last year's spring testing. Our staff is emphasizing reading skills in all grades. We are asking students to read and study more with parent assistance. Montalvin Manor staff welcomes all parents, grandparents, and family members to volunteer in our classrooms, library, playground, and afterschool program.

## Teachers and Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Students	358	532	582
Teachers	18	28	31
Students per teacher	20	19	19

### Teachers, 2000-2001

Teachers have varying levels of experience and credentials. The teacher shortage has required almost all schools to hire some teachers lacking full credentials.

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Average years teaching experience	14	13	12
Male teachers	21%	11%	16%
Elementary credential holders	94%	93%	92%
Trainee credential holders	24%	3%	2%
Emergency permit holders	0%	8%	10%

### Average Class Sizes, 2000-2001

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	20	21	19
First grade	20	19	19
Second grade	20	19	19
Third grade	20	19	19
Fourth grade	29	28	29
Fifth grade	32	29	29

### Students, 2000-2001

Students bring different literacy skills to school. We provide information on the three factors below because they may affect how well students perform in school.

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Students still learning English	33%	29%	32%
Students qualifying for free/reduced-price lunch	86%	34%	54%
Students whose parents attended/graduated college	16%	65%	55%

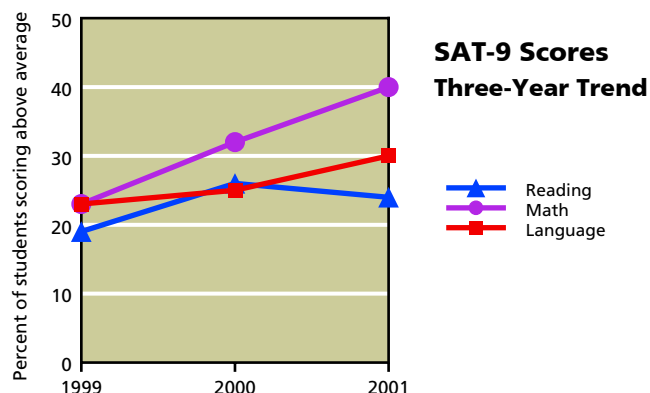
## How Students Are Achieving

### Academic Performance Index, Spring 2001

The Academic Performance Index (API) is a way of comparing schools based on their students' test scores. Scores are based on a scale from 200 to 1,000.

YEAR 2001 API	GROWTH ATTAINED	MET TARGET GROWTH	BONUS AWARDED	UNDERPERFORMING SCHOOL
555	+43	Yes	Yes	Yes

### Stanford-9 (SAT-9) Test, Spring 2001

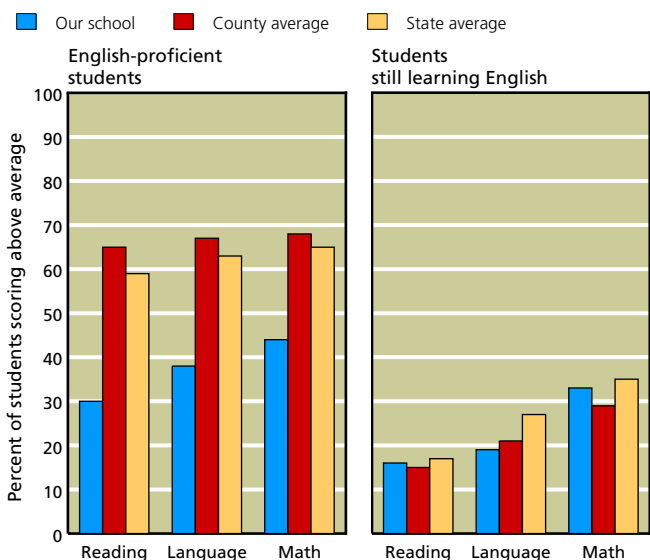


Almost all students in grades two through six took the Stanford-9 (SAT-9) test in the spring of 2001. The resulting scores measure how well students performed compared to other students. The results below indicate what percent of students scored above average (50th percentile or higher).

SUBJECT	PERCENT OF STUDENTS SCORING ABOVE AVERAGE		
	OUR SCHOOL	COUNTY AVG	STATE AVG
Reading	24%	59%	48%
Language	30%	61%	53%
Math	40%	63%	57%

The test scores of students who are English-proficient, and those who are still learning English differ dramatically. Below you'll see the scores of each subgroup separated.

### SAT-9 Scores By English-language proficiency



## Resources

**TEXTBOOKS:** We use these textbooks for the core curricula:

TITLE	SUBJECT AREA	YEAR OF PUBLICATION	ENOUGH FOR EACH STUDENT?
Harcourt Brace	Reading	1997	Yes
Harcourt Brace	Math	2001	Yes
FOSS	Science	1993	Yes
Harcourt Brace	Social studies	2000	Yes

**LIBRARY:** In September of 2000 we moved our library to a larger area. As of May 2001 the elementary school library contained 4,202 volumes of books and an automated checking system. In June 2001 the afterschool program added another \$6,000 worth of books (approx. 300) to our library. Our library is not available only to our students, but also to our community through our 21st century grant.

**COMPUTERS:** During the 2000–2001 school year, our school was wired for the Internet. Our school also has a computer lab of 34 computers. Our six older student classes (one of which is a special education class) have two complete computer systems plus printers. At our primary level, each class K–3 has at least one Internet-ready computer. Teachers use the computers to enhance academic curriculum. We are always looking for volunteers and donations.

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Students per computer	18	6	7
Internet-connected classrooms	2	27	18

**BUILDINGS:** The school was originally built for 462 students in 1956. Within the last two years we have had a soccer field put in and extra lighting installed for night safety during meetings and the afterschool program. We are looking forward to a new school being built in the next two years. Our present school is aesthetically hindered due to a mold infestation a year ago. The staff has made the best of the situation.

## Climate for Learning

**HOMEWORK:** Homework is a big part of Montalvin Manor's academic focus. For those students having difficulty, there is an Afterschool Homework Club. Homework is assigned daily in grades 1–6 and weekly in Pre-K and kindergarten.

**ATTENDANCE:** The attendance rates of students are indicators of how connected they are to the school.

KEY FACTOR	OUR SCHOOL	DISTRICT AVG
Students	94%	94%

**DISCIPLINE:** All new enrollees and parents meet with the principal and are informed of district and school rules and regulations. Staff members handle minor infractions. The principal deals with major infractions, which are few. Lion Pride awards and prizes are issued by staff members if a child is caught demonstrating Lifeskills. Other incentives and awards are issued monthly.

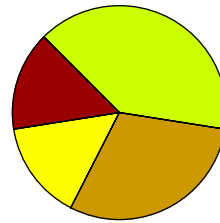
Note that suspensions and expulsions reflect both how strict our rules are, and how strictly we enforce them. We do not count in-school suspensions.

DISCIPLINE FACTOR	OUR SCHOOL	DISTRICT AVG
Suspensions per 100 students	21	11
Expulsions per 100 students	0	0

**SAFETY:** Our school holds monthly fire, earthquake, and disaster drills twice a year. The principal or designee is on duty 15 minutes prior to the opening of school and approximately five to ten minutes after school assisting with traffic.

## How We Spend Our Time

Time spent in each subject differs at each grade level. We use fifth grade as a typical example.



**Fifth-Grade Classroom Time**  
Portion of time spent per subject

■ Reading/writing  
■ Math  
■ Science  
■ Social studies

**SCHEDULE:** The school year is 180 days. Our current school year began Aug. 28 and will end on June 14. Parents can drop off children from 8 to 8:30 a.m. The regular school day ends at 2:43 p.m. and the children can be picked up anytime afterwards, preferably before 3 p.m. Children who are in the afterschool program can be picked up at 6 p.m. in the cafeteria. During the school day the lower grades follow the district schedule. The intermediate grades follow a schedule that focuses on academic performance and includes two 50-minute periods two times a week. The first period is math and the second is literature. Students are placed in these blocks based on SAT-9 scores and classroom performance.

## Specialized Programs

Some students are in specialized programs for some part of the day. The percent of students in each program follows.

PROGRAM	OUR SCHOOL	DISTRICT AVG
English as a Second Language	34%	27%
Gifted/Talented (GATE)	0%	2%
Special Education	12%	11%

## Major Achievements

- We are in the process of reducing the percentage of students scoring in the lowest quartile in reading on the SAT-9 test. We have exceeded our expected academic performance index goals by an average of 40 points for two years running.
- Our parents are attending “Parent Sessions” every other month to develop the ability to help their children increase their academic skills.
- We have expanded our excellent afterschool program that involves, as one component, Pacific Academy students tutoring our students in literacy.

## Focus For Improvement

- Work on comprehension and writing skills in grades 2–6 and mark progress by collecting samples of students' work three times a year.
- Increase actual participation in the “Parent Sessions” being held every other month.
- Use our afterschool program to support students having academic problems in both reading and math, as well as those having difficulties with homework.

## Keeping You Informed

This report provides information about how well our school is doing—where it is succeeding and where there is room for improvement. While it cannot tell you everything about our results, the report is a good starting point for discussions with teachers and principals. For more information, or a full-length version of this report, please contact the school.

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**NOTES ON SOURCES:** Student and teacher data, 2000–2001 school year. SAT-9 data, spring 2001. API, October 2001.



PUBLISHED BY SCHOOL WISE PRESS  
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