

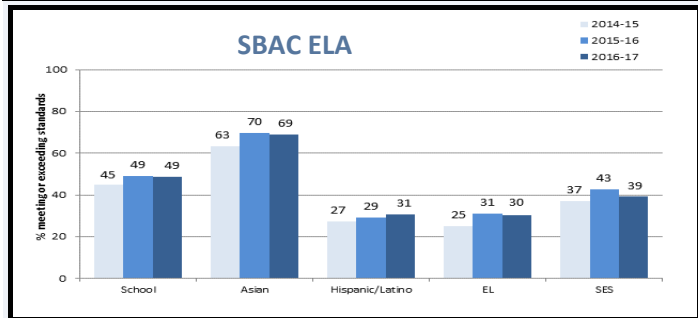
2016-17 School Accountability Highlights

Monroe ES

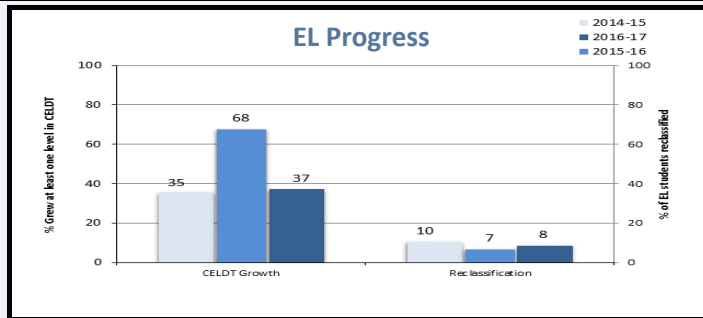
Demographics (% of School Count)

Year (Fall)	School Count	African American	American Indian	Asian	Declined to State	Filipino	Hispanic/Latino	Multi Racial	Pacific Islander	White	English Learner	Special Ed.	SES
2014-15	513	2.1	0.0	32.9	2.5	1.9	51.5	2.3	0.4	6.2	65.9	8.2	76.2
2015-16	512	1.4	0.0	33.8	3.9	2.1	50.0	2.9	0.6	5.3	53.1	6.6	77.3
2016-17	556	1.3	0.0	32.2	6.1	2.3	50.7	3.1	0.2	4.1	54.5	7.6	68.7

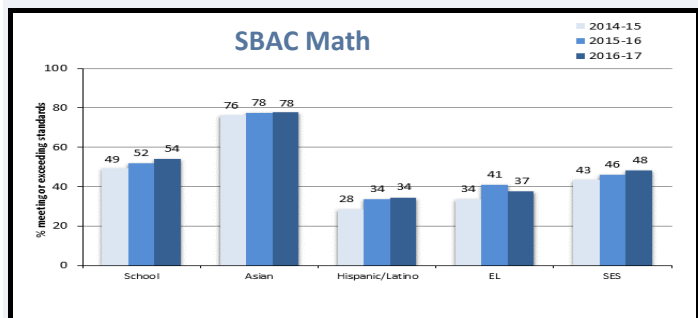
Academic Indicators



SBAC ELA: All students in grades 3-8 and 11 are assessed annually on grade level standards in English/language arts in April/May.

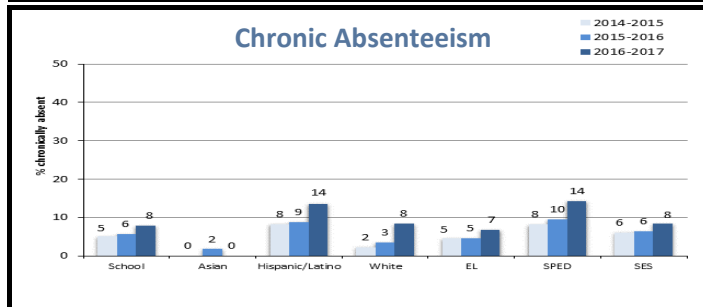


The English Learner Progress Indicator (ELPI) replaces the former Annual Measurable Achievement Objectives (AMAOs). ELs who advance at least one overall CELDT performance level from prior year to current year (or remain at or above level 4 – Early Advanced) are considered to have made progress. Students who meet the criteria to be reclassified as “Fluent English Proficient” are also considered to have made progress.



SBAC Math: All students in grades 3-8 and 11 are assessed annually on grade level standards in Mathematics in April/May.

Behavior Indicators



A student is considered to be chronically absent if that student has an attendance rate of less than or equal to 90% (based on daily attendance code, excused and unexcused absences only, no tardy codes are included). The number of chronically absent students is then aggregated to the school level to determine the number and proportion of chronically absent students for each school.

2016-17 Survey Results

SEL Survey was open to students in grades 4-12. Change from 2015-16 is indicated by arrow.
CC Survey was open to students in grades 4-12, all staff, and all families.

Social-Emotional Learning Survey

Growth Mindset

57 ^{▲5}
% favorable

Students with a fixed mindset believe that their intelligence and talents are fixed at a certain level. By contrast, those with a growth mindset believe that their abilities can be developed through effort.

Self-Efficacy

52 ^{▲2}
% favorable

Students with strong self-efficacy have confidence in their ability to succeed and to exert control over their own motivation, behavior, and environment.

Self-Management

69 ^{▲3}
% favorable

Self-management refers to a student's ability to regulate his/her emotions, thoughts, and behaviors effectively. Students with strong self-management skills arrive to class prepared, pay attention, follow directions, allow others to speak without interruption, and work independently with focus.

Social Awareness

61 ^{▼3}
% favorable

Social awareness is the ability to take the perspective of and empathize with others from diverse backgrounds and cultures. Social awareness is prerequisite for interacting effectively with peers and authority figures.

Culture Climate Survey

Climate of Support for Academic Learning (% favorable)

Family **91**
Student **77**
Staff **89**

Climate of Support for Academic Learning: Students and teachers feel that there is a climate conducive to learning and that teachers use supportive practices, such as: encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive dialog and questioning and academic challenge.

Knowledge & Fairness of Discipline & Rules (% favorable)

Family **90**
Student **73**
Staff **83**

Knowledge and Fairness of Discipline, Rules and Norms: Clearly communicated rules and expectations about student and adult behavior, especially regarding physical violence, verbal abuse or harassment, and teasing; clear and consistent enforcement and norms for adult intervention.

Safety (% favorable)

Family **94**
Student **57**
Staff **72**

Sense of Safety: Students and adults report feeling safe from verbal abuse, teasing, or exclusion by others in the school.

Sense of Belonging (School Connectedness) (% favorable)

Family **95**
Student **72**
Staff **60**

Sense of Belonging (school connectedness): A positive sense of being accepted, valued, and included, by others (teacher and peers) in all school settings. Students and parents report feeling welcome at the school.