



FLORENCE MARKOFER ELEMENTARY

9759 Tralee Way
Elk Grove, CA 95624
(916) 686-7714

Board of Education
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Hours of Operation

Our office is open from 7:45 a.m. to 4:00 p.m., Monday through Friday, and we operate on a four track, year-round schedule. Parents are always welcome to visit the school and office. The office staff is happy to assist parents with registering and enrolling their children or providing general information about the school.

School Highlights and Awards

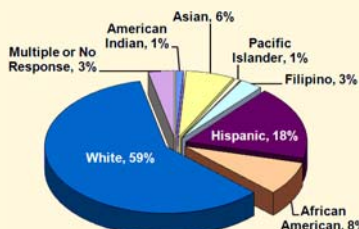
- An achievement of 813 as measured by the Academic Performance Index (API)
- Increase on the API of 18 points - 2007 school year
- Increase on the API of 14 points - 2006 school year
- Award Winning Oral Language Fair School

Student Demographics

	School	District
Enrollment	693	61,573
English Learners	51	10,241
Languages Spoken	11	72
Students of Poverty	244	29,915
GATE	4	3,784

SOURCE: Enrollment: 2008 CBEDS, California Dept. of Education; Students of Poverty and GATE: October 2008, EGUSD; English Learners and Languages Spoken: March 2008, EGUSD

Population by Ethnicity



SOURCE: 2008 CBEDS, California Dept. of Education

Introduction from the Board

Thank you for your interest and commitment to your child's education, and your continuing partnership in teaching and learning. In order to best serve our community, we have created this condensed version of the full School Accountability Report Card (SARC) with the mission of presenting information about each of our schools in a clear, parent friendly format. If you are interested in viewing the full SARC report for your child's school, you will find it at the district website: www.egusd.net.

A Message From the Principal

We are committed to each student's school success.

Florence Markofer Elementary provides an outstanding, educational experience for children. We provide a safe campus, a positive learning environment, and a rigorous instructional program. These all lead to students acquiring skills they need to be successful in school and in life.

Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential.

Our success in implementing the district's mission can be evidenced through our school's special strengths, including:

- An outstanding team of teachers
- A commitment to reading/language arts and mathematics in all grades
- Many programs for students before and after school

Parent support and involvement are important aspects of the success of Florence Markofer Elementary. The Florence Markofer Elementary School parent community is outstanding. Parents are welcome to serve as classroom volunteers, PTA members, and chaperones on field trips. Parents also support student success at home by providing space, time and encouragement for daily homework, and by sending a clear message that education and regular school attendance are important to the family. Our slogan of "Attendance Matters, It's Your Job," rings true as our goal is to increase average daily attendance here at Florence Markofer Elementary School.

The safety of our students is this school's first priority and our discipline policy is strictly enforced. We emphasize cooperation and responsible, respectful behavior. With positive supervision, our students feel comfortable, safe, and secure. All adults visiting campus are required to check in at the school office.

Please visit our website at: www.egusd.net/markofer/ for more information about our school and district.

At the January 20, 2009 Board Meeting, the Board of Education approved the conversion of our school schedule from a year-round to a traditional calendar for the 2009-2010 school year.

Eric Murchison, Principal
Florence Markofer Elementary School

Parental Involvement

Parents are our true partners in teaching and learning. There are a number of ways to become involved with your child's education. Our school has an active and involved Parent/Teacher Association (PTA). We have Back to School Night, Open House, and parent conferences during the school year. Parents can also become involved at our school by volunteering in the classroom and by joining the PTA or School Site Council. We have Family Nights once a month. For more information on parent involvement opportunities, you may contact your child's teacher or the PTA at 686-7714.

Teacher Credentials and Misassignments

Teacher Credentials		2007-2008
Total Number of Teachers		39
Total Full Credentials		39

SOURCE: 2007-2008 CBEDS, California Dept. of Education

Teacher Misassignments and Vacancies		2008-2009
Misassignments of Teachers of English Learners		0
Misassignments Due to Subject Matter Competency		0
Teacher Vacancies		0

SOURCE: 2008-2009, EGUSD

In the 2008-2009 school year, over 99 percent of the district's teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned. Our district is working to remedy these misassignments by providing training opportunities for teachers to earn these authorizations and providing ongoing professional development in strategies to help EL students.

In subjects with a shortage, a fully credentialed teacher is sometimes asked to teach outside of their subject matter competency area until an appropriately credentialed teacher can be hired. In these cases, teachers are counted as misassigned.

Vacancies are defined as a position to which a permanent teacher has not been assigned by the beginning of the course. Most vacancies in our district are in subject areas where qualified teachers are in shortage.

School Facility Conditions and Planned Improvement

Our school and district take great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Included is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school has 33 classrooms including a kindergarten complex, a multipurpose room, a library, and an administration building. The main campus was built in 1965. Additions were constructed in 1968 and 1972. Modernization of our campus will be completed in the 2008-2009 school year. This includes two buildings of 20 classrooms, an updated blacktop and field, as well as enhancements to the kindergarten playground. This school year, our school will receive three new heating ventilation and air conditioning units for the kindergarten, administration, and main building (Rooms 1-9).

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district Facilities Department. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

There are no corrective actions necessary at this time.

School Facility Good Repair Status

Date of facilities inspection: 6/15/07

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Gas Leaks	x			None
Mechanical Systems	x			None
Windows/Doors/Gates (int. and ext.)	x			None
Interior Walls, Floors, and Ceilings	x			None
Hazardous Materials (int. and ext.)	x			None
Structural Damage	x			None
Fire Safety	x			None
Electrical (interior and exterior)	x			None
Pest/Vermin Infestation	x			None
Drinking Fountains (int. and ext.)	x			None
Restrooms	x			None
Sewer	x			None
Playground/School Grounds	x			None
Roofs	x			None
Overall Cleanliness	x			None

	Exemplary	Good	Fair	Poor
Overall Summary		x		

SOURCE: 2008-2009, EGUSD

Class Size

In Elk Grove schools, our research shows that small class sizes lead to higher student engagement and academic achievement. It has been a top priority in our district to reduce class sizes over the last several years. We have reduced class size to 20 to 1 in Kindergarten through 3rd grade, and 26 to 1 in 4th through 6th grades. At the secondary level, certain core classes, such as Algebra I and 9th grade English, have reduced class sizes.

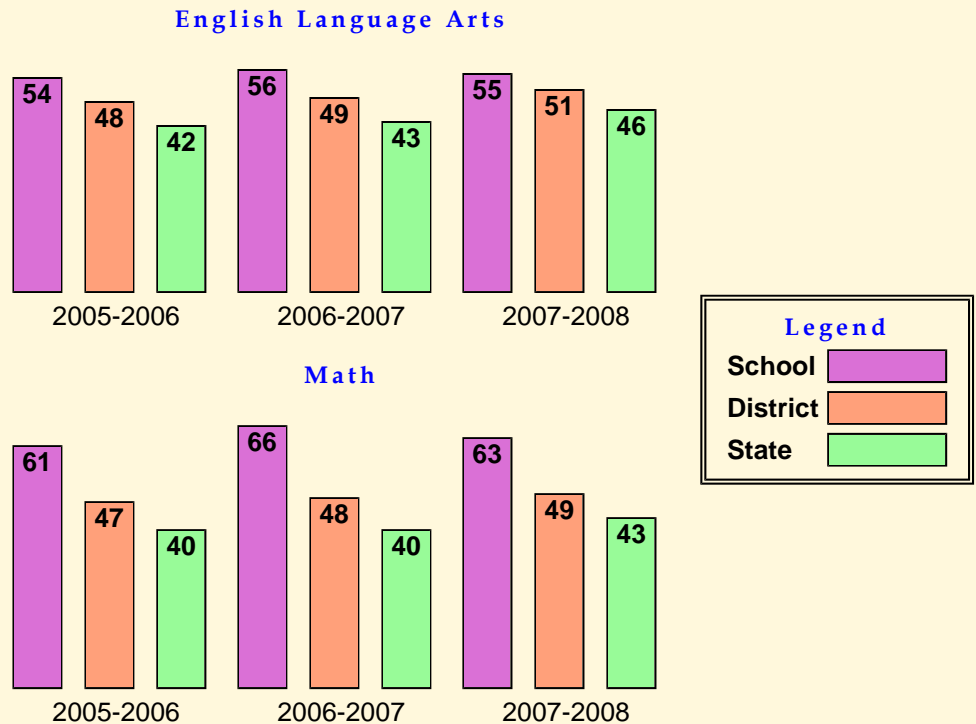
School Average	
Kindergarten	19.8
Grade 1	20.0
Grade 2	20.0
Grade 3	20.0
Grade 4	24.8
Grade 5	26.0
Grade 6	25.8

SOURCE: 2008 CBEDS, California Dept. of Education

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area.

Data reported are the percent of students scoring at the Proficient or Advanced levels.



SOURCE: Spring 2008, California Dept. of Education

Academic Performance Index (API)

The Academic Performance Index is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Each year a school's API is required to increase a minimum of 5% until they meet the 800 target overall and for significant subgroups. Schools across the state are ranked into ten categories, from one (lowest) to ten (highest), which is referred to as their statewide rank. In addition, each school is compared to 100 statistically matched similar schools and ranked against this group. This ranking is also ranked into ten categories, from one to ten. These ranks are published when the Base API is released each March.

Growth Score	813
Statewide Rank	8
Similar Schools Rank	8

SOURCE: 2007-2008, California Dept. of Education

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups.

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. In the 2008-2009 school year, there are no Program Improvement schools in our district.

Overall AYP Status Met	Yes
Program Improvement	N/A

SOURCE: 2007-2008, California Dept. of Education

Professional Development

Our school and district offer a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. For 2008-2009, our school has a professional development emphasis in writing. Through our district's Trainer of Trainers program, a team of teachers attends training four times per year on best teaching practices and returns to the school to share the information they learned with the whole staff. In addition, our school utilizes two minimum days so that teachers can receive staff development twice during the school year. Teachers use this time to collaboratively review student work, make determinations about students' strengths and weaknesses, and plan subsequent instruction to meet students' needs.

Our teachers also take part in a district math professional development program for teachers of grades 3-7 that is intended to increase students' conceptual understanding of mathematics. Additionally, special education teachers have numerous opportunities to learn how to best meet the needs of students with learning disabilities.

New teachers who have been teaching fewer than two years are supported by the district's beginning teacher support program. They meet weekly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Finally, the district offers a variety of classes for support staff. Instructional aides, school secretaries, office clerks, and custodians may take classes that relate to their work such as learning new computer skills and learning to work more efficiently and in ergonomically correct ways.

School Safety Plan

At Florence Markofer Elementary, we believe that our students and staff should feel safe at all times. Our school and district are committed to providing a safe and secure environment for learning. Our staff reviewed and updated our Comprehensive Safe School Plan in January 2009. An "Emergency Handbook", outlining a plan of action for emergencies, is kept in the school office. Various emergency drills are conducted throughout the school year. Random, periodic school safety inspections are conducted by the County of Sacramento. The district's Police Services Department works closely with our school site to provide a safe and secure environment for all students and staff.

Specialized Programs

At Florence Markofer Elementary School, we have highly qualified staff members to assist students with special learning needs. Each teacher is the primary intervention specialist in their classroom. Our Learning Center assists not only special education students, but also general education students who need additional support to meet the standards. Bilingual Teaching Associates help our English Learners access the core curriculum. Our Mustang Success Homework Club is offered twice a week after school for intermediate-aged students. Gifted and Talented Education (GATE) and Accelerated students participate in accelerated instruction during school and may attend our after school extended day program.

Average Salaries

Data reported are the district's average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409.

Teachers	EGUSD 50,000+ ADA	State Average 20,000+ ADA
Beginning	\$40,047	\$40,721
Midrange	\$59,384	\$65,190
Highest	\$82,031	\$84,151
Principals		
Elementary	\$109,155	\$104,476
Middle	\$109,139	\$108,527
High	\$120,324	\$119,210
District Superintendent	\$221,536	\$210,769
Share of budget used for		
Teachers' salaries	45.4%	39.9%
Administrative salaries	4.7%	5.5%

SOURCE: FY 2006-2007, California Dept. of Education

District Administration

Steven M. Ladd, Ed.D.
Superintendent
Xavier De La Torre, Ed.D.
Associate Superintendent,
Human Resources
Nancy Lucia
Associate Superintendent,
Education Services
Richard Odegaard
Associate Superintendent,
Finance & School Support
Christina Penna
Associate Superintendent,
Secondary Education
Robert Pierce
Associate Superintendent,
Facilities
L. Steven Winlock, Ed.D.
Associate Superintendent,
Elementary Education

Average Daily Attendance

	Percent
School	95.75%
District	95.37%

SOURCE: 2007-2008, EGUSD

Discipline

	School	District
Suspensions	36	12,551
Expulsions	0	224

SOURCE: 2007-2008, California Dept. of Education

Elk Grove Unified School District

This school is administered by the Elk Grove Unified School District, which covers over 320 square miles in southern Sacramento County.

Total Students (Oct 2008)	61,573
Elementary Schools	39
Middle Schools	9
High Schools	9
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1