

Howard Elementary School

School Accountability Report Card



GRADES K-8

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Mark Beveridge, Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Principal's Message

Howard School is a kindergarten through eighth grade traditional school belonging to the Madera Unified School District and is proud of its 829 Academic Performance Index (API) in 2011, twice being a California Distinguished School, and once being a Distinguished Title I Achieving School. The 829 API in 2011 is the highest in Howard's history and was the highest in Madera Unified in 2011. Howard's 2012 goal is to achieve an 834 API and meet all of its Annual Yearly Progress (AYP) targets.

Howard is located approximately eight miles northwest of the city of Madera and houses approximately 540 students. Providing a safe, clean, and "Children First" friendly environment is important to the Howard School community of teachers, classroom assistants, custodial staff, administration, and parents. We encourage students to have pride in their school, achieve their learning goals, be driven by their aspirations, and contribute to the community.

The certified staff has a principal, a 60% vice principal, one Curriculum and Instruction teacher-coach, 20 classroom teachers, two Special Education teacher, and two part-time resource teacher used for reading interventions.

Support services are provided by the District. There is a nurse at school two days a week, and a psychologist one day a week. There is a technology coach that works with teachers two days per week. The music program consists of band, choir, and recorder playing. There is a P.E. specialist providing support to fourth through eighth grades.

The classified staff consists of one Kindergarten aide, two Special Education aides, one secretary, two noon aides, one library media technician, and one administrative assistant.

Extra effort is put into helping our English learners with the implementation of the District's English Language Development (ELD) program.

Please come and visit our school. We always welcome parent volunteers to help in the classroom and join our Howard Community Club (HCC).

School Mission Statement

The Howard School staff's is committed to provide a quality academic program to increase student achievement, in a safe, clean, friendly, and "Children First" school, so every student has the foundation for life long happiness and success.

School 2011-12 Goals Statement

- Achieve an API of 834 on the 2012 CST
- Meeting the A.Y.P. requirements school wide and in all subgroups
 - (2011-2012 A.Y.P. Goals - ELA: 78.4%; Math: 79.0%)
 - ("Safe Harbor" A.Y.P. Goals - Increasing number of non-proficient students 10%)
- Reach a similar school ranking of 10
- 56.0% of English learners advance one level on the CELDT (AMAO #1)
- 20.1% (<5) and 45.1 (>5) of ELs demonstrate English proficiency on CELDT (AMAO #2)
- 80% of all students achieve 80% on District Progress Assessment #3

The Mission of Madera USD

The Madera Unified School District will be widely recognized throughout California as a leader in education, where the futures of children are driven by their aspirations, not bound by their circumstances.

Madera Unified School District

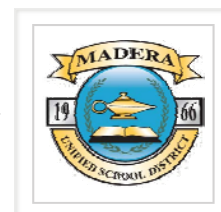
1902 Howard Road
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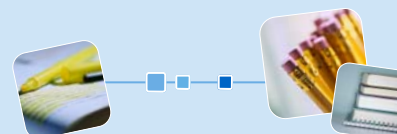
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Gustavo Balderas
Superintendent



In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



Howard Elementary School



Textbooks and Instructional Materials

Madera Unified School District places a high priority on ensuring that there are sufficient textbooks and instructional materials to support each school's instructional program. Textbook selection is done by District subject area committees coordinated by the Director of Curriculum, Instruction and Assessment. All K-8 textbooks and instructional material must be selected from the most recently approved State matrices. Since the State does not provide approved lists of instructional materials for grades 9-12, the District requires that all textbooks and instructional materials being recommended for purchase be aligned with State Standards. Textbook purchases are consistent with the content cycles of the curriculum frameworks as District IMF and other funding sources permit. The Governing Board gives final approval for all core textbook and instructional materials used by students in MUSD.

It is the intent of MUSD to purchase Standards-aligned textbooks each year with new adoption cycles per core area for grades K-12. However, many textbooks at the high school level fall outside the adoption cycles. The reason for this is as follows.

- These texts are still valuable instructional resources in use by teachers and students,
- All are correlated to the academic content standards for delivery of the curriculum, and
- Some may be in areas that do not have explicit academic core content standards (such as anatomy/physiology, electives, etc.).

Textbooks and Instructional Materials List

| Subject | Textbook | Adopted |
|------------------------|--|---------|
| Reading-Language Arts | <i>Reading: A Legacy of Literacy</i> , Houghton Mifflin (K-5) | 2003 |
| Reading-Language Arts | <i>Holt Literature and Language Arts, 2010</i> , Holt, Rinehart, and Winston (6) | 2009 |
| Mathematics | <i>California Math</i> , Houghton Mifflin (K-5) | 2008 |
| Mathematics | <i>California Mathematics</i> , Holt, Rinehart, and Winston (6) | 2008 |
| Science | <i>California Science</i> , Houghton Mifflin (K) | 2007 |
| Science | <i>California Science</i> , Macmillan/McGraw-Hill (1) | 2007 |
| Science | <i>California Science</i> , Macmillan/McGraw-Hill (2-5) | 2007 |
| Science | <i>California Science: Earth Science</i> , Holt, Rinehart, and Winston (6) | 2007 |
| History-Social Science | <i>History-Social Science for California: Learn and Work</i> , Pearson Scott Foresman (K) | 2006 |
| History-Social Science | <i>History-Social Science for California: Time and Place</i> , Pearson Scott Foresman (1) | 2006 |
| History-Social Science | <i>History-Social Science for California: Then and Now</i> , Pearson Scott Foresman (2) | 2006 |
| History-Social Science | <i>History-Social Science for California: Our Communities</i> , Pearson Scott Foresman (3) | 2006 |
| History-Social Science | <i>History-Social Science for California: Our California</i> , Pearson Scott Foresman (4) | 2006 |
| History-Social Science | <i>History-Social Science for California: Our Nation</i> , Pearson Scott Foresman (5) | 2006 |
| History-Social Science | <i>Holt California Social Studies</i> , Holt, Rinehart, & Winston (6) | 2006 |

Currency of Textbook Data

Currency of Textbook Data

| | |
|----------------------|---------|
| Data Collection Date | 06/2011 |
|----------------------|---------|

✧ Not applicable.

Availability of Textbooks and Instructional Materials

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

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

Quality of Textbooks

The following table outlines the criteria required for choosing the textbooks and instructional materials.

| Howard ES | |
|--|--------|
| Quality of Textbooks | Yes/No |
| Are the textbooks adopted from the most recent state-approved or local governing board approved list? | Yes |
| Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education? | Yes |
| Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home? | Yes |

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

School Facility Items Inspected

The tables show 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, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **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 |
| Overall Summary of Facility Conditions | | | Good |
| Date of the Most Recent School Site Inspection | | | 08/10/2011 |
| Date of the Most Recent Completion of the Inspection Form | | | 08/10/2011 |

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

| Deficiencies and Repairs | |
|--------------------------|---|
| Items Inspected | Deficiencies, Action Taken or Planned, and Date of Action |
| Cleanliness | Overall cleanliness was noted on several areas that will need to be addressed by site personnel |
| Structural | Floor is uneven in Room A and B—Work order submitted. |

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.

School Facilities

The original Howard School was at a different site. The current Howard School was built in 1953 with eight classrooms. It currently has 25 classrooms. Four of them function as a staff lounge, a library, a band-chorus room, and a Special Education Resource room. All teaching rooms are equipped with computers, and Promethean Boards. Our library supports the classrooms with its books that are part of the Accelerated Reader program.

The office building includes two administrative offices, a secretary reception area, one bathroom, and a small office workroom. An additional staff restroom was installed during the summer of 2010. In 2006, the whole school was painted and had wallboard installed in all of the non-portable classrooms.

The portables and regular rooms are in good condition. There is a full-time day custodian and a part-time night custodian who keep our facilities clean. Each classroom and the restrooms are cleaned every day, or on an every other day rotational basis. The District maintenance department maintains the buildings and grounds on a regular schedule.

A fence was installed around the perimeter of the school in the 2009-10 school year and was paid from the District's General Fund. The parking lot on the north side of the school was resurfaced, and the gravel parking lot on the east side of the school was surfaced during the 2010 summer. Howard Community Club "beautification" donations will be used to purchase trees, planters, bark, bushes, flowers, etc. to beautify the school during the spring of 2012.

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. For the 2011-12 school year, the District budgeted \$658,464 for the Deferred Maintenance Program. This represents 0.48% of the District's general fund budget.



Professional Development

Howard School's professional development for instructional improvement includes:

- Reduced days once a week for staff development
- One full-time coach/teacher that works directly with the teaching staff to support teachers with instruction and curriculum decisions
- Staff development time for unpacking the standards of the curriculum, fine-tuning instructional strategies, interpreting assessment data, intervention planning, and doing Cycles of Inquiry (COI) with common formative assessments (CFA) and District Progress Assessments (DPA).
- Staff development is determined with student assessment data and the State Standards in mind.
- Grade levels meet three times a month, the Instructional Leadership team meets monthly, COIs are ongoing in four-week intervals, and instructional strategies are a constant focus of COI and grade-level meetings.
- Instructional Strategies training and reflective practices focus on "Thinking Maps," "Write From the Beginning," "Explicit Direct Instruction (EDI)," "Marzano's Classroom Instruction that Works", English Language Learner instructional Strategies, and "Focus Walk" elements.

For the previous three school years, we had 34 days each year dedicated to staff and professional development.

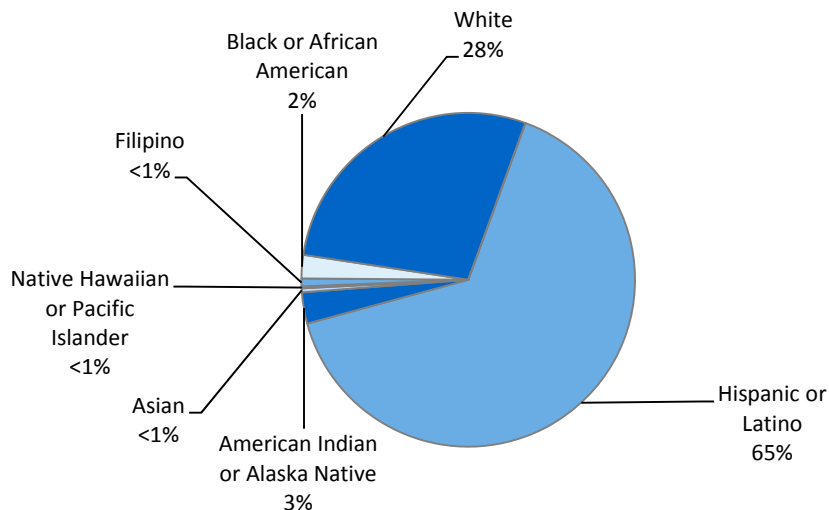
Suspensions and Expulsions

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 and Expulsion Rates | | | | | | |
|--------------------------------|-----------|-------|-------|------------|-------|-------|
| | Howard ES | | | Madera USD | | |
| | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 |
| Suspension Rate | 0.119 | 0.193 | 0.146 | 0.182 | 0.162 | 0.138 |
| Expulsion Rate | 0.004 | 0.002 | 0.000 | 0.017 | 0.009 | 0.004 |

Enrollment and Demographics

The total enrollment at the school was 529 students for the 2010-11 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

School Safety

The school staff monitors school grounds 30 minutes before the start of school, during all recesses, at lunch, and immediately after dismissal. A fence was added to the school in 2010 to make Howard a closed campus. All visitors must register with the office, where they receive a visitor's sticker to wear. We practice fire drills monthly and review annually what to do in case of an earthquake. We review our School Safety Plan every February and modify it as needed. We share the plan with the staff during a schoolwide staff meeting. The number of crime incidents against people and property has been very low at Howard School.

The School Safety Plan was most recently reviewed, updated, and discussed with the school faculty in February 2011. It will again be updated in February, 2012.



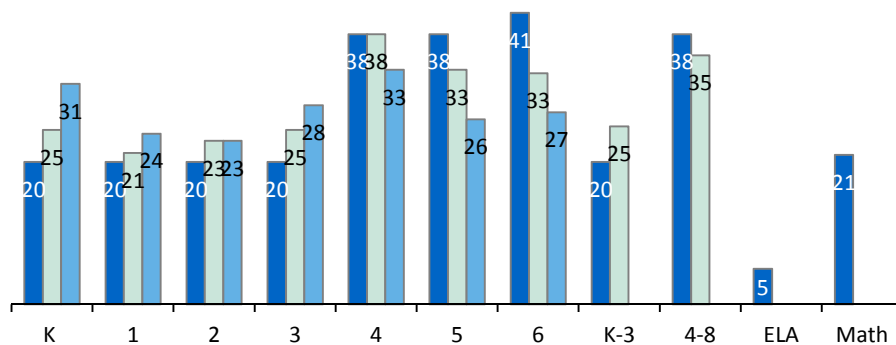
Student Enrollment by Group

| Howard ES | |
|--|-------|
| Socioeconomically Disadvantaged | 64.7% |
| English Learners | 28.2% |
| Students with Disabilities | 2.3% |

Class Size

08-09 09-10 10-11

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



Class Size Distribution — Number of Classrooms By Size

| Grade | 08-09 | | | 09-10 | | | 10-11 | | |
|-----------------------|-------|-------|-----|-------|-------|-----|-------|-------|-----|
| | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ |
| K | 3 | | | | 2 | | | 2 | |
| 1 | 2 | | | | 3 | | | 2 | |
| 2 | 3 | | | | 2 | | 2 | 1 | |
| 3 | 2 | | | | 2 | | | 2 | |
| 4 | | | 1 | | | 1 | | | 3 |
| 5 | | | 1 | | | 1 | | 2 | |
| 6 | | | 1 | | 1 | | | 2 | |
| K-3 | 2 | | | | 1 | | | | |
| 4-8 | | | 2 | | | 1 | | | |
| Subject | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ |
| English-Language Arts | 4 | | | | | | | | |
| Mathematics | 2 | 1 | | | | | | | |

Parental Involvement

Howard School has many ways for parents to get involved with the school and help students. Parents can join the School Site Council (SSC), which works with the principal to make financial decisions for special-purpose funds. Parents of English learners are important to our English Language Acquisition Committee (ELAC).

Parents organize volunteers through the HCC to help with special projects in the classroom and chaperone on field trips.

The HCC purchases instructional materials, provides scholarships, and organizes special assemblies and carnivals. The group pays for educational field trips, and outdoor education (camp) with fundraisers they organize.

To find out how you can volunteer and get involved at Howard School, please contact Tamara Nelson, the Howard Community Club President, at (559) 674-8568.

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 *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT 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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 5

| | |
|-----------------------|-----|
| Four of Six Standards | 26% |
| Five of Six Standards | 14% |
| Six of Six Standards | 20% |

Grade 7

| | |
|-----------------------|-------|
| Four of Six Standards | 17.5% |
| Five of Six Standards | 19% |
| Six of Six Standards | 39.7% |



STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **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 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

| | Howard ES | | | Madera USD | | | California | | |
|------------------------|-----------|-------|-------|------------|-------|-------|------------|-------|-------|
| | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 |
| English-Language Arts | 49% | 51% | 54% | 39% | 41% | 41% | 49% | 52% | 54% |
| Mathematics | 58% | 61% | 63% | 39% | 40% | 40% | 46% | 48% | 50% |
| Science | 48% | 46% | 57% | 37% | 42% | 44% | 50% | 54% | 57% |
| History-Social Science | 30% | 34% | 42% | 36% | 36% | 39% | 41% | 44% | 48% |

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 2011 Results | | | |
|---|-----------------------|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the District | 41% | 40% | 44% | 39% |
| All Students at the School | 54% | 63% | 57% | 42% |
| Male | 52% | 63% | 60% | 48% |
| Female | 56% | 64% | 54% | 36% |
| Black or African American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | 36% | 64% | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 50% | 58% | 51% | 34% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 64% | 73% | 65% | 61% |
| Two or More Races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically Disadvantaged | 50% | 61% | 50% | 34% |
| English Learners | 22% | 45% | 13% | ❖ |
| Students with Disabilities | 43% | 50% | ❖ | ❖ |
| Students Receiving Migrant Education Services | ❖ | ❖ | ❖ | ❖ |

❖ 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 aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: 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 more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



Academic Performance Index

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

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison

| | 2008 | 2009 | 2010 |
|--------------------------|------|------|------|
| Statewide API Rank | 6 | 6 | 6 |
| Similar Schools API Rank | 8 | 8 | 7 |

API Testing

Assessment data is 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 STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

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 API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API 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, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group — 2011 Growth API and Three Year Comparison

| Group | 2011 Growth API | | | | | | Howard ES — Actual API Change | | |
|-------------------------------------|--------------------|------------|--------------------|------------|--------------------|------------|-------------------------------|-------|-------|
| | Howard ES | | Madera USD | | California | | | | |
| | Number of Students | Growth API | Number of Students | Growth API | Number of Students | Growth API | 08-09 | 09-10 | 10-11 |
| All Students | 387 | 829 | 14,077 | 734 | 4,683,676 | 778 | 10 | 5 | 23 |
| Black or African American | 9 | ■ | 338 | 672 | 317,856 | 696 | ■ | ■ | ■ |
| American Indian or Alaska Native | 13 | 801 | 91 | 743 | 33,774 | 733 | ■ | ■ | ■ |
| Asian | 1 | ■ | 164 | 846 | 398,869 | 898 | ■ | ■ | ■ |
| Filipino | 3 | ■ | 33 | 856 | 123,245 | 859 | ■ | ■ | ■ |
| Hispanic or Latino | 235 | 812 | 11,895 | 724 | 2,406,749 | 729 | -3 | 8 | 30 |
| Native Hawaiian or Pacific Islander | 0 | ■ | 9 | ■ | 26,953 | 764 | ■ | ■ | ■ |
| White | 126 | 860 | 1,431 | 807 | 1,258,831 | 845 | 41 | 8 | 0 |
| Two or More Races | 0 | ■ | 40 | 809 | 76,766 | 836 | ■ | ■ | ■ |
| Socioeconomically Disadvantaged | 247 | 815 | 11,709 | 719 | 2,731,843 | 726 | -13 | 19 | 32 |
| English Learners | 110 | 784 | 7,430 | 698 | 1,521,844 | 707 | -5 | -15 | 53 |
| Students with Disabilities | 35 | 690 | 1,553 | 603 | 521,815 | 595 | ■ | ■ | ■ |

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these 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 met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

| Adequate Yearly Progress Criteria | | | | |
|-----------------------------------|-----------------------|-------------|-----------------------|-------------|
| | Howard ES | | Madera USD | |
| Met Overall AYP | No | | No | |
| AYP Criteria | English-Language Arts | Mathematics | English-Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | No | Yes | No | No |
| API | Yes | | Yes | |
| Graduation Rate | ✖ | | Yes | |

Federal Intervention Program

Districts and schools receiving Title I funding that 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) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

| Federal Intervention Program | | |
|---|-----------|------------|
| | Howard ES | Madera USD |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2010-2011 | 2004-2005 |
| Year in Program Improvement | Year 2 | Year 3 |
| Number of Schools Identified for Program Improvement | 20 | |
| Percent of Schools Identified for Program Improvement | 76.9% | |

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

"Madera Unified School District places a high priority on ensuring that there are sufficient textbooks and instructional materials to support each school's instructional program."

Types of Services Funded

Howard School receives State and Federal funds to help support targeted students in meeting State Standards in core subject areas. The SSC determines how to allocate these funds based on the needs of the school and its students. The site plan, approved by the SSC, drives the instructional programs and funding of the school.

One curriculum and instruction teacher -/coach, two part-time support teachers, and one part-time library technician are currently funded with categorical funds.

Categorical expenditures are also spent on extra language arts and mathematics materials, intervention materials, staff trainings, and technology that supports instruction.



MUSD Aims For...

- ... The Highest Student Achievement
- ... A Safe and Orderly Learning Environment
- ... Financially Sound and Effective Organization



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/>.

| Teacher Credential Information | | | | |
|---|------------|-----------|-------|-------|
| | Madera USD | Howard ES | | |
| Teachers | 10-11 | 08-09 | 09-10 | 10-11 |
| With Full Credential | 727 | 24 | 19 | 19 |
| Without Full Credential | 9 | 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 | | | |
|---|-----------|-------|-------|
| | Howard ES | | |
| | 09-10 | 10-11 | 11-12 |
| Teacher Misassignments of English Learners | 1 | 0 | 0 |
| Total Teacher Misassignments | 1 | 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 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit 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 |
| Howard ES | 100.0% | 0.00% |
| All Schools in District | 95.93% | 4.07% |
| High-Poverty Schools in District | 95.93% | 4.07% |
| Low-Poverty Schools in District | ✧ | ✧ |

✧ Not applicable.

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 and School Support Staff | |
|--|------|
| Academic Counselors: FTE and Ratio | |
| Number of Academic Counselors | 0.00 |
| Ratio of Students Per Academic Counselor | ✧ |
| Support Staff | FTE |
| Social/Behavioral or Career Development Counselors | 0.00 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 0.46 |
| Psychologist | 0.20 |
| Social Worker | 0.00 |
| Nurse | 0.40 |
| Speech/Language/Hearing Specialist | 1.00 |
| Resource Specialist (non-teaching) | 2.00 |
| Other | FTE |
| Curriculum and Instructional Teacher/Coach | 1.00 |
| Response to Intervention Support Teachers | 0.77 |
| Center Based Special Education Teachers | 2.00 |



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.

Financial Data

The financial data displayed in the SARC is from the 2009-10 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 and www.cde.ca.gov/ds/fd/ec.

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 | Madera USD | Similar Sized District |
| Beginning Teacher Salary | \$37,999 | \$41,035 |
| Mid-Range Teacher Salary | \$59,428 | \$65,412 |
| Highest Teacher Salary | \$73,174 | \$84,837 |
| Average Principal Salary (Elementary School) | \$95,951 | \$106,217 |
| Average Principal Salary (Middle School) | \$104,551 | \$111,763 |
| Average Principal Salary (High School) | \$113,427 | \$121,538 |
| Superintendent Salary | \$171,058 | \$197,275 |
| Teacher Salaries — Percent of Budget | 38% | 39% |
| Administrative Salaries — Percent of Budget | 6% | 5% |

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 |
| Howard ES | \$3,703 | \$62,392 |
| Madera USD | \$5,219 | \$60,399 |
| California | \$5,455 | \$67,667 |
| School and District — Percent Difference | -40.9% | +3.2% |
| School and California — Percent Difference | -47.3% | -8.5% |

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on 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. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.

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 | |
|--|----------|
| Howard ES | |
| Total Expenditures Per Pupil | \$4,943 |
| Expenditures Per Pupil From Restricted Sources | \$1,240 |
| Expenditures Per Pupil From Unrestricted Sources | \$3,703 |
| Annual Average Teacher Salary | \$62,392 |



"Howard School is a kindergarten through eighth grade traditional school belonging to the Madera Unified School District and is proud of its 829 Academic Performance Index (API) in 2011, twice being a California Distinguished School, and once being a Distinguished Title I Achieving School."

School Accountability Report Card

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