

# Howard Elementary School



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

## GRADES K-8

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Phone: (559) 674-8568 Fax: (559) 674-5883

Website: <http://howard.madera.k12.ca.us/>

**John Stafford**  
Superintendent

**Mark Beveridge**  
Principal

## 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 806 Academic Performance Index (API) in 2010, twice being a California Distinguished School, and once being a Distinguished Title I Achieving School.

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 30% full-time equivalent FTE vice principal, 19 classroom teachers, a Resource Specialist Program (RSP) teacher, and one 46% FTE resource teacher used primarily for reading interventions.

Support services are provided by the District. There is a school nurse at school twice a week, and a psychologist once 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 full-time and two part-time instructional aides. The school has two special educational aides, one secretary, two noon aides, one library media tech, 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).

## Professional Development

Howard School's professional development for instructional improvement includes:

- Reduced days once a week for staff development.
- 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 twice a month, the Instructional Leadership team meets monthly, COIs are ongoing in three-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," and "Focus Walk" elements.

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

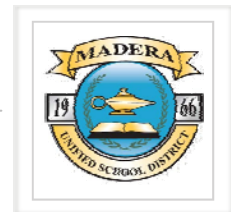
## The Mission of Madera USD

*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  
Madera, CA 93637  
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## MUSD Aims For...

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

## 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

**Note:** This data was most recently collected and verified in August 2010.



## 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	✧
✧ Not applicable.	

## 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 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			8/27/2010
Date of the Most Recent Completion of the Inspection Form			8/27/2010

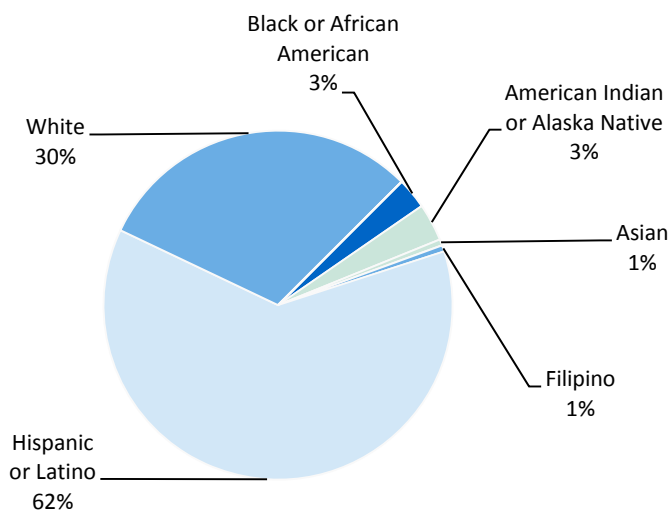
## Deficiencies and Repairs

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
Interior	Floor is uneven in Rooms A and B. <i>(No repairs planned at this time)</i>

## Enrollment and Demographics

The total enrollment at the school was 519 students for the 2009-10 school year.



## 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, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **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 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. Five of them function as a staff lounge, a library, a band-chorus room, and a Resource Specialty Program room, and a Response to Intervention room. All teaching rooms are equipped with computers, Promethean Boards, and TV/VCRs. Our library supports the classrooms with its books that are part of the Accelerated Reader program.

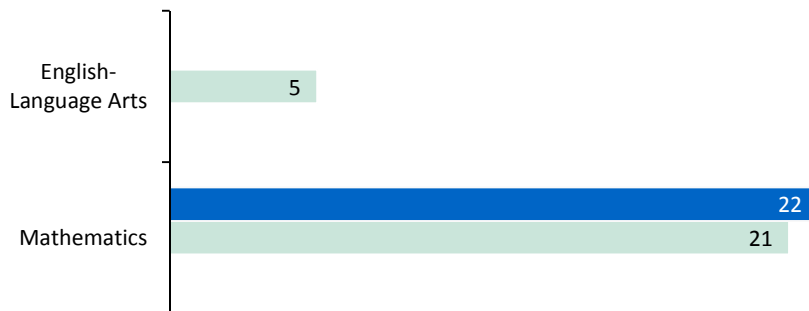
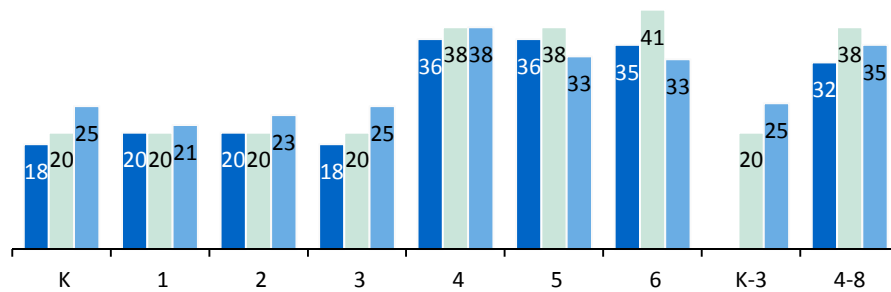
The office building includes the two administrative offices, a secretary reception area, one bathroom, and a small office workroom. An additional staff restroom was installed during the summer of 2010. In 2006, the whole school was painted and had wallboard installed in all of the non-portable classrooms.

*Continued on page 4*

## Class Size

07-08 08-09 09-10

The bar graphs display the three-year data for average class size.



## Class Size Distribution — Number of Classrooms By Size

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			3				2	
1	3			2				3	
2	3			3				2	
3	3			2				2	
4			1			1			1
5			1			1			1
6			1			1		1	
K-3				2				1	
4-8		1	1			2			1
Subject	1-22			23-32			33+		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts				4					
Mathematics	1	1		2	1				

## School Facilities

*Continued from page 3*

The portables and regular rooms are in good condition. There is a day custodian and a night custodian who keep our facilities clean. Each classroom and the restrooms are cleaned every day. 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 for from the 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 2011.

A fence was installed around the perimeter of the school in the 2009-10 school year and was paid for from the 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.



## 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 during the 2009-10 school year 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 2010. It will again be updated in February 2011.

### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **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 below 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		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	50%	49%	51%	36%	39%	41%	46%	50%	52%
Mathematics	55%	58%	61%	35%	39%	40%	43%	46%	48%
Science	52%	48%	46%	35%	37%	42%	46%	50%	54%
History-Social Science	28%	30%	34%	27%	36%	36%	36%	41%	44%

### 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 2010 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	41%	40%	42%	36%
All Students at the School	51%	61%	46%	34%
Male	46%	62%	51%	38%
Female	56%	60%	40%	29%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	43%	58%	32%	26%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	70%	67%	76%	50%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	43%	58%	39%	26%
English Learners	19%	38%	8%	9%
Students with Disabilities	30%	44%	❖	❖
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 consists of several key tests, including 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 a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).





## Academic Performance Index

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

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf).

## API Ranks

API Ranks — Three Year Comparison

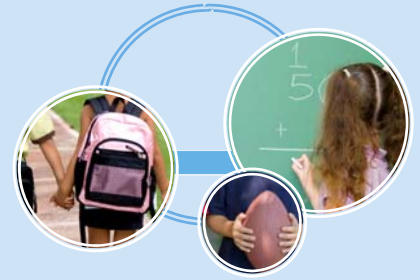
	2007	2008	2009
Statewide API Rank	5	6	6
Similar Schools API Rank	6	8	8

## API Growth by Student Group

API Growth by Student Group — Three Year Comparison

Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	39	10	5
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic of Latino	53	-3	8
Native Hawaiian or Pacific Islander	■	■	■
White	1	41	8
Two or More Races	■	■	■
Socioeconomically Disadvantaged	49	-13	19
English Learners	71	-5	-15
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.



## 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 rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools 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, the actual API change in points added or lost for the past three years.



## API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Howard ES	Madera USD	California
All Students	806	733	767
Black or African American	■	691	685
American Indian or Alaska Native	■	■	728
Asian	■	832	889
Filipino	■	■	851
Hispanic of Latino	782	723	715
Native Hawaiian or Pacific Islander	■	■	754
White	860	810	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	783	718	712
English Learners	731	695	691
Students with Disabilities	■	593	580

■ Data are reported only for numerically significant groups.

**API Testing Note:** Assessment data are 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 test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

## Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they 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). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://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 1	Year 3
Number of Schools Identified for Program Improvement	15	
Percent of Schools Identified for Program Improvement	56%	

## API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

## 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 State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test 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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

## Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	◆
Five of Six Standards	◆
Six of Six Standards	◆
Grade 7	
Four of Six Standards	◆
Five of Six Standards	◆
Six of Six Standards	◆
◆ Data not available from the state at the time of publication.	

## Adequate Yearly Progress

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	No	No	No
API	Yes		Yes	
Graduation Rate	✧		No	

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

## 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 (FTE)	0.00
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Counselor (Social Behavioral or Career Development)	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)	1.00
Other: Response to Intervention Teacher (RtI)	0.46

✧ Not applicable.

## Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in 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 made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).



## 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 are used 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 3.5 hours per day (46% FTE) support teacher, two 3.5 hours per day (46% FTE) instructional aides, and one 3.5 hours per day (46% FTE) library technician are currently funded with categorical funds.

Categorical funds are also used to provide extra support for students with an after-school tutoring program, and will fund a 2011 summer school program. Translation service for our non-English speaking parents is also provided during conferences to review student progress.

Categorical expenditures are also spent on the Gifted and Talented Education (GATE) program, extra language arts and mathematics materials, intervention materials, staff trainings, and technology that supports instruction.



## 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	09-10	07-08	08-09	09-10
With Full Credential	683	23	24	19
Without Full Credential	11	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		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	1	0
Total Teacher Misassignments	0	1	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 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://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%	0.0%
All Schools in District	95.8%	4.2%
High-Poverty Schools in District	95.8%	4.2%
Low-Poverty Schools in District	✧	✧

**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.

✧ Not applicable.

## 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 Rate		
Howard ES		
07-08	08-09	09-10
0.165	0.119	0.193
Madera USD		
07-08	08-09	09-10
0.153	0.182	0.162
Expulsion Rate		
Howard ES		
07-08	08-09	09-10
0.004	0.004	0.002
Madera USD		
07-08	08-09	09-10
0.009	0.017	0.009

## 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 Mark Beveridge, Principal, or Patricia Logsdon, Howard Community Club President, at (559) 674-8568.

## District Financial Data

District Salary Data		
Category	Madera USD	Similar Sized District
Beginning Teacher Salary	\$38,419	\$41,155
Mid-Range Teacher Salary	\$60,085	\$65,379
Highest Teacher Salary	\$73,983	\$85,049
Average Principal Salary (Elementary School)	\$100,493	\$106,453
Average Principal Salary (Middle School)	\$107,517	\$111,487
Average Principal Salary (High School)	\$114,667	\$121,513
Superintendent Salary	\$170,000	\$194,802
Teacher Salaries — Percent of Budget	40.2%	39.9%
Administrative Salaries — Percent of Budget	6.1%	5.1%

## 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	\$4,580
Expenditures Per Pupil From Restricted Sources	\$548
Expenditures Per Pupil From Unrestricted Sources	\$4,033
Annual Average Teacher Salary	\$62,342

## 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	\$4,033	\$62,342
Madera USD	\$4,766	\$54,773
California	\$5,681	\$66,478
School and District — Percent Difference	-18.2%	+12.1%
School and California — Percent Difference	-40.9%	-6.6%

## 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.



## Financial Data

The financial data displayed in the SARC is from the 2008-09 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](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).



## School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about 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.

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