

Madison Elementary School



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

GRADES K-6

109 Stadium Road Madera, CA 93637

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John Stafford
Superintendent

Arora Chavez
Principal

Principal's Message

Welcome to James Madison Elementary School! At Madison we work hard to ensure that we provide the best educational experiences for our students in a healthy and safe environment. Our school made great progress in the 2010-11 school year to improve the quality of our program and the services we offer our students.

Our Language Star Program was in its third year of implementation in 2010-11. Teachers refined the many strategies for improving the English language development of our English language learners they had implemented the year before. Teachers at Madison School also continued with the refinement of our Professional Learning Community. Each grade level met regularly and studied student progress to identify areas of focus. They identified strategies and set goals for improvement. Finally, they came together to evaluate the students' learning and the effectiveness of their chosen strategies. This process helps us to focus on our students and the quality of teaching in every classroom.

Madison employs a group of credentialed support teachers and an Intervention Lab to assist teachers in providing intervention for students struggling with academics.

Our school also continued to refine our Character Counts efforts, educating children on the Six Pillars of Good Character. We also worked on improving student attendance through a weekly attendance program. These efforts helped us promote a safer, more secure environment for all of our students.

Parental Involvement

Madison provides a variety of opportunities for parental involvement and training. Many of our families are participating in the Parent Nurturing classes offered by the Madera Adult School as well as classes to help them get their GED. Other involvement opportunities for parents are our School Site Council (SSC) and English Language Advisory Committee (ELAC). These groups assist by providing input on budgetary and programmatic matters. Our parents also receive Connect Ed phone calls and other bulletins as needed. Madison also offers activities such as Back-to-School Night, Open House, our winter program, musical concerts, and parent-teacher conferences in an effort to improve parental involvement and student connectedness to school. Parents also have access to the internet on a computer located in the lobby area of our office. Parents are encouraged to come in and use the computer to access their children's grades and communicate with teachers via Standardscore. There is someone always available to train parents how to use this program. Our teachers are in frequent contact with their students' parents and strive to be accessible to them.

For more information on how to become involved, contact Maria Elizondo, Administrative Assistant, at (559) 675-4630.

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.

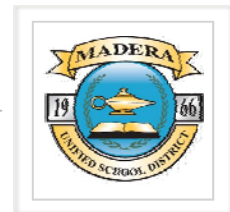
The Mission of Madera USD

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

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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 September 2010.

Availability of Textbooks and Instructional Materials

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

Madison 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.	

Types of Services Funded

There are a number of supplemental services that are provided to our students at Madison School via categorical and other types of funding. These services are as follows:

- Dropout Prevention/Motivation and Maintenance
- After-School Tutorial, School Site Services, County Club YES, Supplementary Educational Services
- Pearson SuccessMaker
- English Language Development coach
- Two credentialed support teachers
- Intervention lab
- Library Media tech
- Health clerk
- A Resource paraprofessional
- English Language Acquisition Program (ELAP)
- Class size Reduction, K-3
- Beginning Teacher Support and Assessment (BTSA)
- Peer Assistance and Review (PAR)

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	Fair
Interior	Fair	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Fair
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			6/24/2010
Date of the Most Recent Completion of the Inspection Form			6/24/2010

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	BB holes in windows in multiple areas. <i>(Repaired 10/04/2010-10/08/2010)</i>
Interior	Window trim needs to be repainted (CR8). <i>(Repaired 10/04/2010-10/08/2010)</i>
Interior	Ceiling tiles need to be replaced/repainted. <i>(Repaired 10/04/2010-10/08/2010)</i>
Electrical	Cover plate missing on light sensor. <i>(Repaired 10/04/2010-10/08/2010)</i>
Electrical	Corner AC cover plate missing. <i>(Repaired 10/04/2010-10/08/2010)</i>
Electrical	Light covers cracked. <i>(Repaired 10/04/2010-10/08/2010)</i>
Restrooms/Fountains	Partitions need paint. <i>(Repaired 10/04/2010-10/08/2010)</i>
External	Plexiglass on display cases need replacing. <i>(Repaired 10/04/2010-10/08/2010)</i>
External	Play pit standing platforms need resurfacing. <i>(Repaired 10/04/2010-10/08/2010)</i>

"At Madison we work hard to ensure that we provide the best educational experiences for our students in a healthy and safe environment."

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

Madison School has 31 classrooms, a multipurpose room, a library, a music room, a Lit Lab, two computer labs, a staff work room, and an administration building. The main campus was built in 1951. It consisted of the administration building, multipurpose room, kindergarten, and the two north classroom wings. A second phase was completed in 1953, which added the third wing to the south. The last phase was built in 1955, and consisted of the fourth wing on the very south.

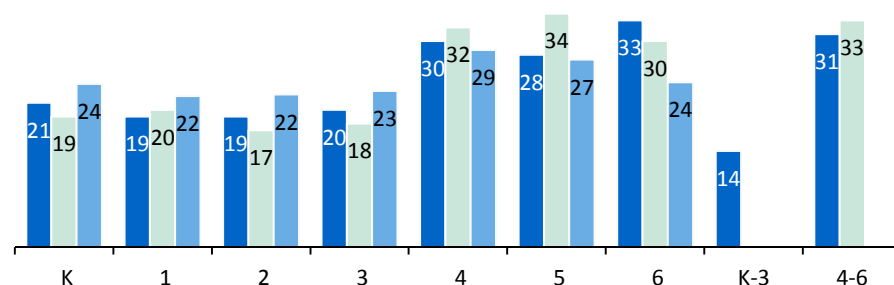
Since the school's reopening in 1997, we have added a total of 16 portables to accommodate our growing student body bringing the total of portable buildings on campus to 19. There are three sets of restrooms available to our students and one set available to our staff. Over the past ten years, we have added several seating areas in various parts of the campus.

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Class Size

07-08 08-09 09-10

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

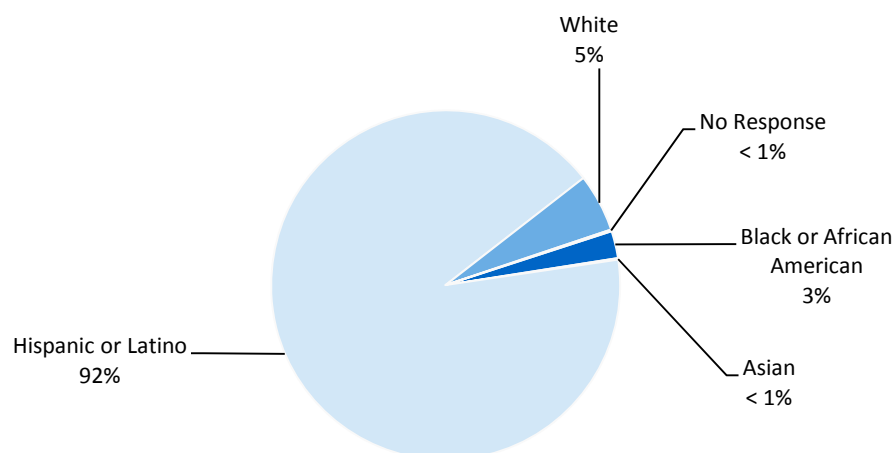


Class Size Distribution — Number of Classrooms By Size

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2	4		6				4	
1	6			6			1	3	
2	5			6				5	
3	5			5				4	
4		1	2		1	1		2	1
5		2				2		3	
6		2	1		2	1		3	
K-3	1								
4-6		1				1			

Enrollment and Demographics

The total enrollment at the school was 635 students for the 2009-10 school year.



School Facilities

Continued from page 3

A previous Parent Club raised money to buy benches and picnic tables. We have also planted numerous shade trees and added garden areas between the various wings to make the campus more attractive.

District maintenance staff ensures that repairs necessary to keep the school safe and in good working order are completed in a timely manner. Madera Unified has maintenance teams that routinely visit sites and make needed repairs. We use a work order process to ensure efficient repairs. Emergency repairs have the highest priority.

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/.

Percentage of Students Meeting Fitness Standards

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

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, and science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Madison 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	32%	37%	37%	36%	39%	41%	46%	50%	52%
Mathematics	42%	46%	38%	35%	39%	40%	43%	46%	48%
Science	22%	32%	19%	35%	37%	42%	46%	50%	54%

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels			
Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	41%	40%	42%
All Students at the School	37%	38%	19%
Male	34%	40%	31%
Female	39%	37%	7%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	35%	37%	17%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	75%	67%	❖
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	35%	36%	15%
English Learners	28%	36%	8%
Students with Disabilities	36%	39%	❖
Students Receiving Migrant Education Services	32%	39%	6%

❖ 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.



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 and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

API Ranks — Three Year Comparison

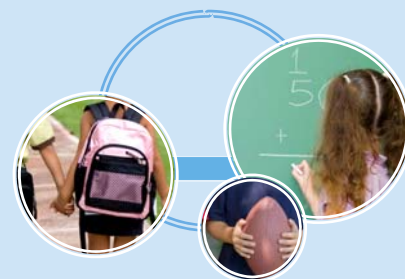
	2007	2008	2009
Statewide API Rank	4	3	3
Similar Schools API Rank	9	9	9

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	5	6	-23
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic of Latino	2	11	-31
Native Hawaiian or Pacific Islander	■	■	■
White	■	■	■
Two or More Races	■	■	■
Socioeconomically Disadvantaged	3	4	-27
English Learners	10	21	-23
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		
	Madison ES	Madera USD	California
All Students	714	733	767
Black or African American	■	691	685
American Indian or Alaska Native	■	■	728
Asian	■	832	889
Filipino	■	■	851
Hispanic of Latino	705	723	715
Native Hawaiian or Pacific Islander	■	■	754
White	■	810	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	709	718	712
English Learners	719	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/.

Federal Intervention Program		
	Madison ES	Madera USD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	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.



School Safety

Staff members monitor our school playground before and after school. During recess, our teachers also monitor the playground and ensure student safety. We post school rules, conflict resolution strategies, and Character Counts visuals throughout the school. Teachers review conflict resolution strategies with their students and we work with students on the Second Step program in every classroom at least once a week. James Madison School regularly undergoes a thorough safety evaluation as a result of Madera Unified School District's Crisis School Management Project and Madera County Office of Education's yearly monitoring of Williams Settlement requirements. Our District also provides a maintenance team that reviews safety issues on our campus monthly.

The School Safety Plan must be reviewed and updated every March by the School Safety Committee, faculty, and other stakeholders and was most recently updated in February 2010. We make needed revisions and review them with District personnel. This year's revisions are based on feedback received from parents, staff, and students on a schoolwide survey that we carried out recently.

The key elements of the plan include regular inspection and maintenance of the campus, emergency procedures, an emergency alarm system, a specific campus emergency plan, and a list of emergency phone numbers. The entire staff is trained on portions of the plan and various emergency procedures throughout the year.

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Madison 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)	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Counselor (Social Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	0.0

✧ 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/.

Professional Development

Staff development is addressed in our School Site Plan. Our focus is to improve instruction in English language arts, mathematics, and English language development via Cycles of Inquiry, targeted instruction, and strategic staff development.

Teachers at Madison have received training in Thinking Maps, Write From the Beginning, English Language Development (Language Star), and various areas of technology. At Madison, we continue our focus on the use of Cycles of Inquiry with the goal of improving our writing, English language arts, English language development, and mathematics programs.

Madison Teachers receive ongoing support from our Teacher on Special Assignment (TSA) in the area of English language development. Our TSA also provides support and demonstration lessons to help our teachers refine their use of the ELD strategies within Language Star Program. Madera Unified School District academic coaches also provide guidance and training in Explicit Direct Instruction to our fifth and sixth grade teachers on a weekly basis, including frequent classroom observations and demonstrations. Teachers who teach second and third grades also receive training on Pearson Success-maker in order to better utilize the program to meet our students' needs.

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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	Madison ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	683	38	37	23
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			
	Madison 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.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Madison 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.

Professional Development

Continued from page 8

Training in the use of Promethean Boards and other forms of technology is also provided in order to ensure that our teachers are able to effectively utilize these forms of technology to meet the needs of our learners.

Teachers are scheduled to observe each other during their English language development, English language arts, and mathematics instruction in order to better articulate with colleagues on effective instructional strategies. Grade levels are also given release days for common instructional planning in the areas of ELD, ELA, and mathematics. Release time is also provided for teachers to visit other sites as well in order to further develop and deepen their understanding of common instructional strategies within our District. Madison teachers also participate in various District staff development events.

For the previous three school years, we had eight 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 Rate		
Madison ES		
07-08	08-09	09-10
0.087	0.072	0.254
Madera USD		
07-08	08-09	09-10
0.153	0.182	0.162
Expulsion Rate		
Madison ES		
07-08	08-09	09-10
0.001	0.000	0.005
Madera USD		
07-08	08-09	09-10
0.009	0.017	0.009

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	
	Madison ES
Total Expenditures Per Pupil	\$5,629
Expenditures Per Pupil From Restricted Sources	\$870
Expenditures Per Pupil From Unrestricted Sources	\$4,759
Annual Average Teacher Salary	\$61,167

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
Madison ES	\$4,759	\$61,167
Madera USD	\$4,766	\$54,773
California	\$5,681	\$66,478
School and District — Percent Difference	-0.1%	+10.5%
School and California — Percent Difference	-19.4%	-8.7%

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 and 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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