



**Harding School Accountability Report Card  
El Centro Elementary School District  
November 1998**

**A Message From The Principal And Staff**

It is the hope of the administration and staff of Harding School that you will find this annual school report informative and that it will give you better understand our instructional program and our school. We invite your comments about this report and any comments you may have for better serving our students and informing you of Harding School's policies and curriculum. You may call us at 352-4791 if you have any questions about this report.

Mrs. Patricia Maruca, Principal

**Harding School's Mission**

The parents, administration and staff are committed to the principle of "celebrating life through learning". Our mission is to instill in our students an enthusiasm for learning and a sense of pride in their accomplishments. It is our intent that by fostering common goals between home, school and community, we will better prepare our students to lead productive lives in a constantly changing society. Furthermore, we wish to provide an environment that motivates children to do their very best in reaching their fullest academic, social, emotional and physical potential.

**1. School Staffing/Student Population**

Last year Harding School had 22 regular education teachers and 10 instructional assistants. The staff served 558 regular education students. The ethnic distribution for Harding School is as follows: 86% Hispanic, 11% White, 1% Black and 2% Other.

**2. Student Attendance**

Last year, our school had a total enrollment of 558 students who generated 99,389 student attendance days. About 1% of the student attendance days were generated by students who did not attend full minimum instructional days due to unexcused absences. The school district receives ADA (about \$16. per student) for excused absences, while losing money for each unexcused absence. This is not acceptable to us, as when children are absent or late, they miss out on an important part of their education.

To encourage students to attend school regularly and to be on time, teachers and office staff called home and the principal made home visits when students were absent. Students were given perfect attendance certificates.

**3. Student Achievement**

Student achievement is measured by the Stanford Achievement Test (SAT) and APRENDA Test. For the school years 1995-96 and 1996-97 the scores reported are for Reading Comprehension and Math Applications. For the 1997-98 school year the scores reported are for total Reading and total Math.

The scores below show our school's SAT and APRENDA results in Reading Comprehension, and Math Applications. Scores in the 50th percentile indicate average achievement.

**SAT Percentiles Scores**

Sch. Yr	SAT-8		SAT-9
	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>
	Reading/Math	Reading/Math	Reading/Math
Grade 1	37 / 37	36 / 30	54 / 48
2	30 / 45	50 / 52	39 / 44
3	23 / 36	30 / 30	20 / 32
4	30 / 36	21 / 30	19 / 23
5	27 / 34	32 / 50	14 / 25
6	18 / 21	32 / 47	26 / 37

**APRENDA Percentiles Scores**

Sch. Yr.	95-96		96-97		97-98	
	Reading/Math	Reading/Math	Reading/Math	Reading/Math	Reading/Math	Reading/Math
Grade 1	40 / 23	70 / 50	54 / 48			
2	70 / 45	70 / 30	73 / 49			
3	60 / 63	66 / 60	55 / 29			
4	67 / 36	66 / 52	64 / 39			
5	65 / 54	63 / 54	54 / 33			
6	39 / 29	58 / 34	33 / 24			

#### 4. Expenditures

Last year, the El Centro School District spent \$33,558,622 or \$5,495 per student. These expenditures included general education, special education, and State and Federally funded projects and were made in the following amounts.

Employee Salaries, and Benefits: per student or 78% of the total budget	\$4,286
Books and Supplies: per student or 6% of the total budget	\$330
Services and Operating Service: per student or 6% of the total budget	\$330
Capital Outlay (Equipment): per student or 6% of the total budget	\$330
Other Outgo: per student or 4% of the total budget	\$219

Lottery funds were used to upgrade the instructional program and are included in the above. Also included were amounts spent in School Improvement, Economic Impact Aid, Gifted & Talented, Bilingual, Special Education and Mentor Programs.

Last year Harding School received \$312,547 in State and Federal funds for special programs. \$230,670 or 76% of the allocation, went to employee salaries and benefits. These monies paid for one half time resource clerk and 10 instructional assistants. \$48,732 or 24% was used to supplement the instructional program. Items purchased included computers for the lab, math manipulatives, software, tape recorders, Spanish and English classroom and library books, and ELD materials. Categorical expenditures were approved by the Harding School Site Council and teachers.

#### 5. Class Size

The El Centro Elementary School District implemented the State Class Size Reduction Program of 20 students per teacher in grade 1 for the 1996-1997 school year, in grades 1 and 2 for the 1997-1998 school year and K - 3 in the 1998-99 school year.

Harding School class sizes last year averaged from 31 students in kindergarten, second and third, 34 students in fourth, 27 in fifth and 30 in sixth grade. Each class also has one instructional assistant who provides supplemental help to students.

#### 6. Teacher Assignments

All Harding School teachers were assigned to teach within their credentialed subject areas. Our school has experienced no problem with the proper assignment of teachers, because California law permits teachers in the elementary grades to instruct students across all subject-matter areas.

Harding School also employs other certificated specialist who are properly credentialed to teach or provide service in their specialty area.

#### 7. Textbooks And Instructional Materials

The El Centro School District sets a high priority on providing sufficient textbooks and instructional materials to support each school's instructional program. A district wide committee, representing each of the schools, chooses textbooks and instructional materials from the State Board of Education approved list. These programs are adopted district wide in each subject area to provide continuity and consistency throughout the district. The El Centro Elementary School District follows the State Department of Education Instructional Materials adoption cycle to ensure that instructional materials are relevant and up to date.

Harding School also has a library which provides a variety of library books, reference materials, and other instructional materials both in English and Spanish. There is also a computer lab with various software programs available for students use, and a library of video tapes in English and Spanish for classroom use. New McIntosh computers were purchased for the classroom and

the computer lab. The school was wired for internet with volunteer support from Pacific Bell and The Gas Company.

## **8. Counseling And Support Services**

Students at Harding School receive an adequate level of non-instructional support services from a highly qualified staff which includes: a school psychologist, a speech/language specialist, a library technician, an instructional resource clerk and the PIP program. Some services are available daily, and others at least one day a week.

## **9. Substitute Teachers**

Harding School has not experienced any difficulty in obtaining qualified substitute teachers to cover classes for teachers who are absent except on a few occasions. On these occasions, the lack of a large substitute teacher pool has made it difficult to provide enough substitutes for schools in the district on days of heavy teacher absence.

## **10. School Facilities And Safety**

Our intent is to provide a safe and orderly environment as well as an attractive and well maintained campus. The school staff, parents, and students take great pride in keeping the physical environment clean and safe for children. To safeguard the well-being of students and staff, safety drills, including monthly fire drills and regularly scheduled earthquake/disaster drills, were conducted. To ensure that playground rules were followed and safety maintained, the playgrounds were supervised by classified staff, hourly employees and the principal before and after school. Playground and noon duty assistants assisted in the supervision on the playground during lunch.

All staff members, including 1 full time and 1 half time custodians and a part-time groundskeeper worked towards establishing a well maintained campus. Security was bolstered by a school wide alarm system, and vandalism and theft have been kept to a minimum.

## **11. Teacher Evaluation**

Teachers at Harding School are evaluated on a regular basis by the principal. Permanent teachers are evaluated at least every other year and probationary teachers are evaluated every year. The evaluation procedure includes

assessment in each of the following areas: Pupil Progress, Instructional Techniques and Strategies, Adherence to District Curriculum and Programs, Learning Environment, Pupil Control and Behavior Management, Interpersonal Relationships, Attendance and Punctuality, Professional Growth, and Other Duties.

## **12. Discipline and Climate for Learning**

The principal, staff, parents and students at Harding School are committed to a disciplined, stimulated and supportive learning environment. Our school wide discipline plan, which reflects high standards for student behavior, is implemented in a consistent and positive manner; rules are posted in every classroom.

Other school wide programs which recognize and promote high expectations for student behavior and achievement include: Honoring student of the month, attendance certificates, and end-of-the-year-awards for academic and school service efforts. There were also various programs to promote school pride and beautification efforts and "campus pride" awards. For the past 3 years suspensions and expulsions have been as follows:

1995-1996	25	Suspensions	0	Expulsions
1996-1997	45	Suspensions	0	Expulsions
1997-1998	11	Suspensions	0	Expulsions

The staff worked closely with parents to alleviate serious behavioral problems and to encourage success at school.

## **13. Training and Curriculum Improvement**

The El Centro Elementary School District devotes high priority to staff professional growth and curriculum improvement. During the 1996-97 school year, 6 staff development days were scheduled to inservice certificated staff on strategies to work with English learners. During 1997-98, a total of 5 inservice days were scheduled. These district wide inservice days focused on language arts and two days focused on the needs at individual schools. For the 1998-99 school year, teachers were given the opportunity to attend two optional district wide staff development prior to the beginning of school. Focus areas were science, reading and classroom management. Individual schools had the opportunity to schedule up to two days of optional staff development.

Staff development activities at Harding School last year reflected staff and instructional program needs as well as focus areas identified in the School Plan. Training activities included: integrated language arts strategies, use of computer, meeting the needs of LEP students, the teaching of learning, interdisciplinary team teaching, and methods of student authentic assessment such as portfolios. The staff at Harding School will continue to make a strong commitment to the area of professional development for all staff members.

#### 14. Quality of Instruction and Leadership

Harding School maintains a school instructional plan which is evaluated and updated each year and rewritten every three years. A new plan was written by the staff last year, and each curricular area was refined to match State Frameworks and Program Quality Criteria. The current instructional plan reflects the goals for improvement developed at that time.

In addition, weekly meetings were held alternating between whole staff and grade level meetings. These meetings ensured total staff input and shared decision making. The School Site council formed another valuable part of our leadership, and its input was vital to our instructional improvement process. Our school also works hard to meet the needs of special student populations. Classes were provided on our campus in Special Education, and Bilingual Programs. Special needs were further supported through the services of the district speech language specialist and psychologist.

#### 15. Instructional Minutes

During the 1997-98 school year, Harding School offered a total of 36,000 instructional minutes per year in Kindergarten as required by the State of California. In grades 1 - 3, 52,200 instructional minutes per year were offered as compared to 50,400 instructional minutes required by the State of California.

In grades 4-6, 57,600 instructional minutes were offered as compared to 54,000 instructional minutes required by the State of California. Harding School offered a total of 180 instructional days during the 1997-98 school year that met or exceeded the State of California minimum requirement for instructional minutes. The following average number of instructional minutes per year were offered in each of the following

subject areas:

	<u>1st</u>	<u>2<sup>nd</sup></u>	<u>3<sup>rd</sup></u>
English Language and Literature	31,500	27,900	21,600
Mathematics	8,400	10,800	10,800
Science	2,900	3,600	6,300
Social Science	2,900	3,600	6,300
Foreign Language	0	0	0
The Arts	2,900	2,700	3,600
P.E.	3,600	3,600	3,600

	<u>4<sup>th</sup></u>	<u>5<sup>th</sup></u>	<u>6<sup>th</sup></u>
English Language and Literature	31,500	27,900	21,600
Mathematics	8,400	10,800	10,800
Science	2,900	3,600	6,300
Social Science	2,900	3,600	6,300
Foreign Language	0	0	0
The Arts	2,900	2,700	3,600
P.E.	3,600	3,600	3,600

#### 16. Comparative Salary And Budget Information

State law requires that comparative salary and budget information, which is taken from documents available to the general public, be displayed in each School Accountability Report Card. The information reflects 1996-97 school year salary and budget information for the El Centro School District. Daily rates of pay were computed based on the employee's required work year. The number of required work days varied by position. Hourly rates were based on a required work day of eight hours for administrators and the contractual agreement of approximately six hours for teachers. In addition to the regular salary schedule, off salary schedule bonuses have been paid to teachers and administrators of approximately 1.97% of their regular salary from lottery funds.

Budget percentages reflected the percentage of the total district budget that was spent for teachers and administrative salaries in 1996-1997.

This has been the ninth annual report that you have received from Harding Elementary School. One of the most important goals in the El Centro School District is to have open communication among our staff and parents. I hope that this report has contributed to that goal. We look forward to sending you a report like this each year.

Dr. Michael Klentschy  
Superintendent

**El Centro Elementary School District**

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SALARY CATEGORY (1996-97)	EL CENTRO SCHOOL DIST. DISTRICT AVERAGE			COMPARISON STATE AVERAGE		COMPARISON STATE AVERAGE
	Annual Salary	Daily Rate	Hourly Rate	Annual Salary	Daily Rate	Annual Salary
Teacher      Beginning  Mid-Range  Highest	\$26,844	\$145.89	\$24.32	\$28,974	\$158	\$23,609 - \$32,614
	\$43,245	\$235.03	\$39.17	\$47,464	\$259	\$39,943 - \$57,157
	\$55,489	\$301.57	\$50.26	\$55,623	\$304	\$50,016 - \$62,744
Principals	\$68,509	\$334.19	\$41.77	\$71,543	\$344	\$56,203 - \$82,468
Superintendent	\$89,585	\$407.20	\$50.90	\$101,271	\$456	\$80,671 - \$124,190

BUDGET PERCENTAGES (1996-97)			
For Teacher's Salaries	43.97%		37.51% - 51.68%
For Administrative	5.49%		3.93% - 6.95%