



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

The ethnic distribution for Hedrick School is the following; 66% Hispanic, 23% White, 3% Black and 8% other.

A Message From The Principal And Staff

We at Hedrick School hope you find this annual school report to be informative concerning our school's instructional program, environment, resources, successes and areas targeted for revision. We invite your comments about this report, ways our students might be better served, and of better informing you and the school community of our curriculum and policies. You are welcome to call us at 352-4750 between 7:30 a.m. and 3:30 p.m.

Robert T. H. Duncan, Principal

Hedrick Elementary School's Mission

Hedrick Elementary School staff and community are committed to providing each student the curriculum, instruction, and environment necessary to reach their maximum academic and social potential. We accept the task of first visualizing where we want our students to be 25 years from now when they are the prime movers in our society and then acquiring the skills, curriculum, and resources to act. Our goal is to empower our students by encouraging and stimulating them to move ahead on their own. Hedrick School is where all children can learn.

1. School Staffing/Student Population

Last year Hedrick School had 23 full time teachers and 8 instructional assistants. This staff served 514 students.

2. Student Attendance

Last year our school had a total enrollment of 514 students who generated 92,336 student attendance days. About 1% of the students attendance days were generated by students who did not attend full minimum instructional days because of unexcused absences. The school district receives ADA (about \$20 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 sent letters home when students were habitually absent. Students were given perfect attendance certificates and awards.

3. Student Achievement

Student achievement is measured by the Stanford Achievement Test and APRENDA Spanish 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

Sch. Yr.	SAT Percentiles Scores		
	SAT-8	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 / 43	41 / 43	67 / 62
2	44 / 54	37 / 56	64 / 68
3	43 / 58	52 / 70	35 / 48
4	41 / 62	39 / 60	51 / 54
5	43 / 62	37 / 49	37 / 43
6	56 / 67	60 / 65	77 / 85

APRENDA Percentiles Scores

Sch. Yr.	<u>95-96</u>	<u>96-97</u>	<u>97-98</u>
	Reading/Math	Reading/Math	Reading/Math
Grade 1	50 / 32	32 / 29	30 / 31
2	62 / 16	20 / 34	73/ N/A
3	37 / 40	50 / 32	36/ N/A
4	52 / 41	47 / 45	59 / 40
5	71 / 95	N / A	N / A
6	N / A	79 / 75	N / A

4. Expenditures

Last year, the El Centro Elementary 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: \$4,286
per student or 78% of the total budget

Books and Supplies \$330
per student or 6% of the total budget

Services and Operating Service \$330
per student or 6% of the total budget

Capital Outlay (Equipment) \$330
per student or 6% of the total budget

Other Outgo: \$219
per student or 4% of the total budget

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 Hedrick School received \$164,147 in State and Federal funds for special programs. \$77,576 or 47% of the allocation, went to employee salaries and benefits to supplement instruction. \$44,363 or 53% supplemented instruction. Items purchased included computers and other technology, math and science manipulative and kits, Spanish and English books, library books, classroom libraries, supplies, and ELD materials. Categorical expenditures were approved by the Hedrick School Site Council.

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. Hedrick School class sizes last year were as high as 35 in 4th through 6th grade.

6. Teacher Assignments

Hedrick 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.

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

7. Textbooks and Instructional Material

The El Centro Elementary School District sets a high priority on providing sufficient textbooks and instructional materials to support each school's instructional program. A districtwide committee, representing each of the schools, chooses textbooks and instructional materials from the State Board of Education approved list.

These programs are adopted districtwide in each subject area to provide continuity and consistency through out the district. A new hands-on science curriculum was piloted at Hedrick during the 1997-98 school years.

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. Hedrick School has a library/media center and an instructional resource room providing a variety of books, instructional materials and media. The computer lab also houses numerous software programs and is networked throughout the school.

8. Counseling and Support Services

Hedrick School students receive instructional support services from a highly qualified staff which includes: a school psychologist, a speech/language

specialist, a library assistant, computer instructor, music instructor, physical education instructor, instructional resource clerk, and homework tutors. These services are available at least weekly.

9. Substitute Teachers

Hedrick School has not experienced great 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 all the schools in the district on days of heavy teacher absences.

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 staff, parents, and students take great pride in keeping the physical environment clean and safe for children. To safeguard student and staff well-being, 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 Schoolwide Discipline Plan was equitably enforced. Playgrounds, hallways and lunch areas were supervised by staff before school, during recess, noon, and after school.

All staff members, including 3 custodians and a part-time groundskeeper worked towards establishing a well-maintained campus. Security was bolstered by a schoolwide alarm system, and vandalism and theft have been minimized.

11. Teacher Evaluation

Hedrick School teachers 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 Hedrick School are committed to a disciplined, stimulating and supportive learning environment. Our schoolwide discipline plan developed by parents and staff reflects high standards for student behavior, and is implemented in a positive manner. Rules are posted in every classroom and each classroom has a behavior management system consistent with our schoolwide plan. This plan provides for positive incentives for good behavior, and greatly reduced discipline problems.

To promote high expectations for citizenship and achievement, awards are given for students of the month, honor roll, and outstanding achievement. Pride in school is promoted through Student Council activities that include spirit days, talent shows, student day and cleanup campaigns. For the past 3 years suspensions and expulsions have been as follows:

1995-1996	11	Suspensions	0	Expulsions
1996-1997	12	Suspensions	0	Expulsions
1997-1998	18	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 Hedrick School last year reflected staff and instructional programs

needs as well as focus areas identified in the School Plan. Training activities included: ESL methodologies, integrated language arts strategies, use of computer, meeting the needs of LEP students, Accelerated Reader, Effective Teaching Techniques, Math Manipulatives, Math Matters, Music in the Classroom, Rainbows and Bridges, Reading Intervention, Science Project Training, Technology in Language Arts, Work Place Safety, and learning about a discovery science program.

The staff at Hedrick School will continue to make a strong commitment to the area of professional development for all staff members.

14. Quality of Instruction and Leadership

Hedrick School maintains a school instructional plan which is evaluated and updated annually, completely revised on a three year cycle. Each curricular area was refined to match State Frameworks and Program Quality Criteria. Our school participated in a review process in 1997-1998, and reading and writing areas were reviewed. The staff reviews pupil progress annually to determine which areas, if any, need to be improved. The current instructional plan reflects the goals for improvement developed at these times. The School Site Council serves as a valuable part of our leadership, making decisions vital to our instructional improvement.

Our school addresses the needs of special student populations. We provide programs in Special Education and Bilingual Programs. Special needs were further supported through the services of the district speech and language specialist, psychologist and Student Study Team. Staff meetings provide opportunity for staff input and shared decision making.

15. Instructional Minutes

During the 1997-98 school year, Hedrick School offered a total of 36,000 instructional minutes per year in Kindergarten as required by the State of California. In grades 1-3, 51,660 instructional minutes per year were offered as compared to 50,400 instructional minutes required by the State of California. In grades 4 - 6, 55,935 instructional minutes were offered as compared to 54,000 instructional minutes required by the State of California. Hedrick 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>2nd</u>	<u>3rd</u>
English Language and Literature	24,075	24,075	24,075
Mathematics	9,675	7,200	9,675
Science	4,500	6,075	4,500
Social Science	4,500	4,950	4,500
Foreign Language	0	0	0
The Arts	5,400	4,950	5,400

	<u>4th</u>	<u>5th</u>	<u>6th</u>
English Language and Literature	22,800	19,500	22,200
Mathematics	10,200	11,200	7,800
Science	7,200	7,200	7,800
Social Science	8,840	9,300	7,800
Foreign Language	0	0	0
The Arts	4,900	4,900	4,500

16. Comparative Salary and Budget Information

State law requires that comparative salary and budget information, which is taken from documents available to the public, be displayed in each School Accountability Report Card. The information below reflects 1996-97 school year salary and budget information for the El Centro Elementary School District. Daily rate of pay is computed based on the employee's required work year. The number of required work days varies from position to position. Hourly rates are 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 reflect the percentage of the total district budget that was spent for teachers and administrative salaries in 96-97.

This has been the ninth annual report that you have received from Hedrick School. One of our most important goals in the El Centro Elementary School District is to have open communication among our staff and with our 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

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	\$26,844	\$145.89	\$24.32	\$28,974	\$158	\$23,609 - \$32,614
	Mid-Range	\$43,245	\$235.03	\$39.17	\$47,464	\$259	\$39,943 - \$57,157
	Highest	\$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	\$101,2711	\$456	\$80,671 - \$124,190	
BUDGET PERCENTAGES (1996-97)							
For Teacher's Salaries	43.97%			44.99%		37.51% - 51.68%	
For Administrative Salaries	5.49%			5.34%		3.93% - 6.95%	

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