

Hydesville Elementary School

Hydesville Elementary School District



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

GRADES K-8

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John Blakely
Superintendent/Principal

Principal's Message

Welcome to Hydesville Elementary School. The staff, students, and I are very proud of our school. We have a long-standing tradition of excellence that is reflected in the performance of our students, the behavior of our students, and the dedication of our teachers, instructional aides, and support staff. Parents are active partners in the educational process. We, as a staff, are continually striving to improve our skills through workshops, conferences, and other trainings so we can provide the best possible education to the students of our community.

At Hydesville we are committed to providing a learning environment that promotes high expectations for academic achievement at appropriate student learning levels, aligned with State standards.

All students at Hydesville Elementary School will participate in a challenging, problem solving, integrated, multi-modal, instructional program to ensure their academic and social success. This child-centered learning environment will empower all participants to become lifelong learners and productive members of society. The school shall provide equal educational opportunities for all students through a balanced, stimulating, and challenging curriculum.

We value a climate that is safe, consistent, pleasant, and orderly. We promote relationships based on clear communication, mutual respect, trust, and caring. Students, parents, staff, and community work in cooperation to help develop responsible, concerned, confident, and productive citizens whose continual self-motivation to learn and grow will greatly contribute to our society.

Parental Involvement

Hydesville School enjoys a close relationship with the community. The school is the center of community activities and provides the only playground facility in the area. The community has always supported the school by expecting high academic achievement, as well as a high standard of student behavior at the school and in the community. The school receives active parent and community support. Parent participation is a key element in elevating Hydesville to a consistent level of excellence. Parent volunteers are involved in the classroom instructional programs and field trips. Parents and community members volunteer to be coaches for school softball, volleyball, basketball, and track teams. Volunteers staff a Friendship Club program in the upper grades.

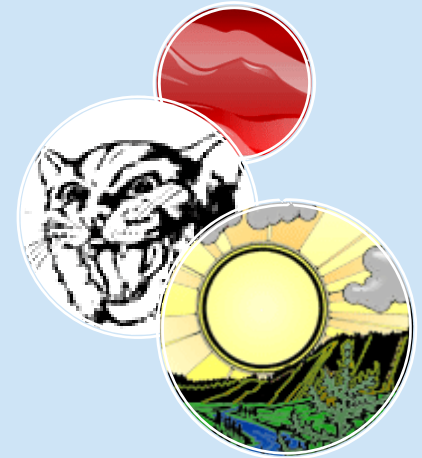
The Hydesville Parent Group (HPG) is very active in supporting the school through fund raising activities, using the funds to support our school programs. The parent group has been instrumental in raising money for replacement of playground equipment that has been deemed non-compliant with Federal playground safety regulations. The community has always supported the eighth grade graduation trip to the San Francisco Bay area. Funds to cover the full cost of the trip are raised by a spaghetti feed and a carnival/auction, and various other peripheral fundraisers. These events raise in excess of \$13,000 annually.

For more information on how to become involved, contact John Blakely, Superintendent/Principal, at (707) 768-3610.

School Safety

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2010. Key elements of the plan include crisis intervention plans, fire drills, earthquake drills, and lockdown drills.

“We, as a staff, are continually striving to improve our skills through workshops, conferences, and other trainings so we can provide the best possible education to the students of our community.”



“At Hydesville we are committed to providing a learning environment that promotes high expectations for academic achievement at appropriate student learning levels, aligned with State standards.”



“We have a long-standing tradition of excellence that is reflected in the performance of our students, the behavior of our students, and the dedication of our teachers, instructional aides, and support staff.”



Suspensions and Expulsions

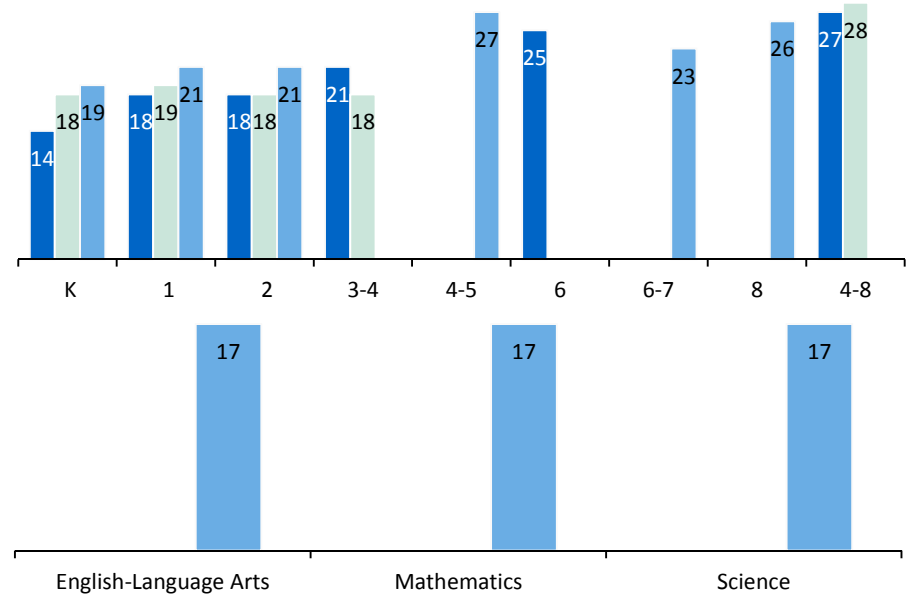
This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school’s total enrollment) for the most recent three-year period.

Suspension Rate			
Hydesville ES			
07-08	08-09	09-10	
0.027	0.033	0.032	
Hydesville ESD			
07-08	08-09	09-10	
0.027	0.033	0.032	
Expulsion Rate			
Hydesville ES			
07-08	08-09	09-10	
0.000	0.002	0.013	
Hydesville ESD			
07-08	08-09	09-10	
0.000	0.002	0.013	

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	1			1			1		
1	1			1				1	
2	1			1				1	
3-4		1		1			1		
4-5								1	
6		1							
6-7								1	
8								1	
4-8		2			3				
Subject	07-08			08-09			09-10		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	2	1							
Mathematics	2	1							
Science	2	1							

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.

Textbooks and Instructional Materials

Instructional materials at Hydesville Elementary School are adopted from the most recent State-approved list, consistent with the content and cycles of the curriculum frameworks. Staff, School Site Council, administration, and the Governing Board are involved in the process of choosing textbooks and instructional materials.

Each student at Hydesville School has access to their own copy of the Standards-aligned textbooks and instructional materials for the core curriculum areas.

As prescribed by law, the Governing Board reviews annually all instructional materials, both State-approved and supplemental curriculum.

Art is offered as part of the regular classroom curriculum. We have no pullout classes except for music.

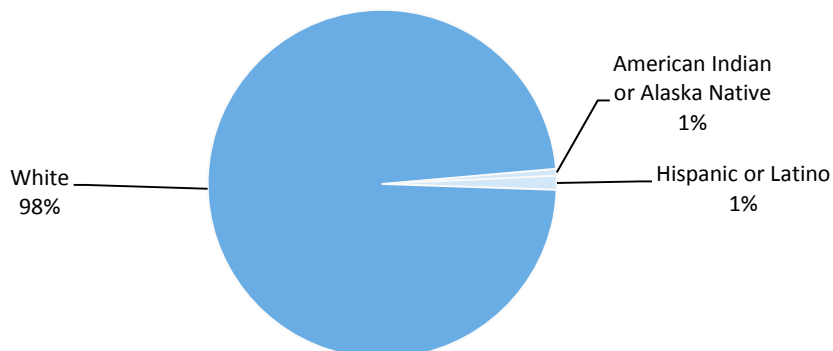
Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Open Court (K-4)	2002
English-Language Arts	McDougal Littell (5-8)	2002
Mathematics	Harcourt (K-5)	2008
Mathematics	McDougal Littell (6-8)	2008
Science	McGraw-Hill (K-5)	2007
Science	Pearson-Prentice Hall (6-8)	2007

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

Enrollment and Demographics

The total enrollment at the school was 155 students for the 2009-10 school year.



“Teachers are strongly encouraged to participate in workshops, conferences, and other trainings which are tailored to their classroom assignments and which will enhance their instructional practices.”

Availability of Textbooks and Instructional Materials

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

Hydesville ES

Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
✧ Not applicable.	

“All students at Hydesville Elementary School will participate in a challenging, problem solving, integrated, multi-modal, instructional program to ensure their academic and social success.”





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

Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	30.8%
Five of Six Standards	46.2%
Six of Six Standards	15.4%
Grade 7	
Four of Six Standards	❖
Five of Six Standards	❖
Six of Six Standards	❖
❖ 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.	

School Facility Items Inspected

The table shows 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 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			10/06/2010
Date of the Most Recent Completion of the Inspection Form			10/06/2010

Note: At the time of this school facility inspection, no deficiencies were found.

School Facilities

Hydesville School consists of one main building built in 1964, which houses the office, eight permanent classrooms, a computer lab, multi-purpose room and kitchen. Two portable classrooms are dedicated to the school library and resource program. A bus garage provides bus parking and a shop space. There are three playground areas and a large backfield, which could provide ample space for future construction of a track and gymnasium.

Hydesville School provides a safe, clean environment for all of its students. Our custodial staff consists of two part-time custodians and one full-time maintenance worker/custodian. We believe that the environment that students learn in is as important as the subjects that are being taught to them. We recently went through a modernization project that remodeled every permanent classroom, the kitchen, and student restrooms, and built new handicap access ramps. Our grounds are immaculately kept by our maintenance staff. An anonymous grant and Hydesville Parent Group fund raising efforts, in addition to a District contribution, helped build a new playground in 2003.

School Facility Improvements

- Parking lot resurfaced and striped with parking bumpers installed for safety
- New heater in the multi-purpose room (600% more efficient safety approved by PG&E)

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

	Hydesville ES			Hydesville ESD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	73%	73%	75%	73%	73%	75%	46%	50%	52%
Mathematics	64%	65%	72%	64%	65%	72%	43%	46%	48%
Science	80%	70%	72%	80%	70%	72%	46%	50%	54%
History-Social Science	44%	50%	50%	44%	50%	50%	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	75%	72%	72%	50%
All Students at the School	75%	72%	72%	50%
Male	61%	71%	65%	42%
Female	86%	74%	78%	57%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	78%	75%	74%	50%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	67%	57%	58%	25%
English Learners	❖	❖	❖	❖
Students with Disabilities	54%	54%	❖	❖
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.





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.



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	8	9	8
Similar Schools API Rank	5	9	5

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	36	-19	30
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	■	■	■
Native Hawaiian or Pacific Islander	■	■	■
White	43	-19	27
Two or More Races	■	■	■
Socioeconomically Disadvantaged	■	■	■
English Learners	■	■	■
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.

API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Hydesville ES	Hydesville ESD	California
All Students	870	870	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	■	■	715
Native Hawaiian or Pacific Islander	■	■	753
White	885	885	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	■	■	712
English Learners	■	■	692
Students with Disabilities	■	■	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		
	Hydesville ES	Hydesville ESD
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

◇ Not applicable.

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.



Types of Services Funded

The following is a list of Federal and State funded programs that are provided to students:

- Title I (Basic Grant)
- Title II (Teacher & Principal Training & Recruiting)
- Title II Technology
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- School Improvement Program (SIP)
- Special Education
- School Library Grant
- AB1113 School Safety & Violence Prevention



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/.

Adequate Yearly Progress

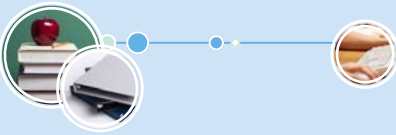
Adequate Yearly Progress Criteria				
	Hydesville ES		Hydesville ESD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

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

Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.2
Ratio of Students Per Academic Counselor	775:1
Support Staff	FTE
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	0.5
Other	0.0

“Each student at Hydesville School has access to their own copy of the Standards-aligned textbooks and instructional materials for the core curriculum areas.”



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).



Teacher Qualifications

Teacher Credential Information				
	Hydesville ESD	Hydesville ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	11	10	9	11
Without Full Credential	0	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			
	Hydesville ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 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
Hydesville ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	✧	✧
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.

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/>.



Professional Development

Teachers are strongly encouraged to participate in workshops, conferences, and other trainings which are tailored to their classroom assignments and which will enhance their instructional practices. Hydesville ensures that resources are available to teachers to cover fees and travel expenses for professional development.

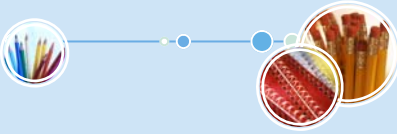
Teachers new to the profession participate in the Beginning Teacher Support and Assessment (BTSA) program, designed to support new teachers through training and individual coaching.

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



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.



“This child-centered learning environment will empower all participants to become lifelong learners and productive members of society. The school shall provide equal educational opportunities for all students through a balanced, stimulating, and challenging curriculum.”



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.

All data accurate as of February 2011.

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District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Hydesville ESD	Similar Sized District
Beginning Teacher Salary	✳	\$38,905
Mid-Range Teacher Salary	✳	\$56,504
Highest Teacher Salary	✳	\$71,750
Average Principal Salary	✳	\$92,053
Superintendent Salary	✳	\$111,055
Teacher Salaries — Percent of Budget	38.4%	37.9%
Administrative Salaries — Percent of Budget	8%	6.8%

✳ Single-site districts are not required to display this data. (*Education Code Section 41409.3*).

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	
	Hydesville ES
Total Expenditures Per Pupil	\$8,200
Expenditures Per Pupil From Restricted Sources	\$2,702
Expenditures Per Pupil From Unrestricted Sources	\$5,498
Annual Average Teacher Salary	\$43,374

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
Hydesville ES	\$5,498	\$43,374
Hydesville ESD	\$5,498	\$43,374
California	\$5,681	\$57,352
School and District — Percent Difference	◆	◆
School and California — Percent Difference	-3.3%	-32.2%

◆ Because Hydesville ESD is a single-site district, the percent difference does not apply.