



Howell Mountain Elementary School

2011-2012 School Accountability Report Card

Howell Mountain Elementary School District

**Thomas Stubbs,
Superintendent/
Principal**

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Mission Statement

The Mission of Howell Mountain School is to provide an integrated system of education for students in kindergarten through eighth grade that embraces and accomplishes the following:

- Educating, enriching and motivating students to achieve their fullest potential and become lifelong learners.
- Providing and further developing a positive, safe and enriching environment.
- Providing and supporting students in academic challenges that foster and nurture problem solving and self esteem.
- Effectively utilizing the talents, services and support of our staff, parents and community.
- Preparing students to be citizens of good character who will move successfully into subsequent academic programs with the necessary knowledge, attitudes and skills for leading healthy, productive and rewarding lives.

Principal's Message

Welcome to the Howell Mountain School's Accountability Report Card (SARC). We, at Howell Mountain School, strive to offer the BEST education possible for our students. Our academic program is rigorous and we challenge our students to do their best all of the time.

In addition to our academic programs, we provide many enrichment programs which are geared to meet the needs of the WHOLE person. For example, before school each day, our students have the opportunity to learn how to play a musical instrument by participating in our school band program. Our band is a regular presenter at school functions. We also have a FABULOUS after school program that offers our students several classes including art, chorus, ceramics, computers, dance, homework club, guitar, library, science, Spanish, cooking, and sports.

Our goals aim to provide educational experiences that will:

- Promote a literate student body
- Promote a responsible, confident attitude in our students
- Establish an intrinsic need for life-long learning
- Develop a strong sense of right and wrong
- Encourage students to accept new challenges and risk failure
- Encourage students to pursue academic excellence
- Teach students to value individual differences

The entire staff is dedicated to providing an environment that promotes and reinforces a safe and orderly campus so that each student can attain his or her potential.

Please enjoy reviewing this SARC report and keep in mind that we welcome visits to our school so that YOU can see for yourself what a wonderful place Howell Mountain School is.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Howell Mountain Elementary (District Office) at 707-965-2423 or tstubbs@hmesd.k12.ca.us.

School Profile

Howell Mountain Elementary is a single K - 8 school district located in Angwin, which is situated in the hills above the Napa Valley, approximately 5 miles from the city of Saint Helena. Our school is a small and caring place and we focus individually of each of the students to insure that he/she receives the best of what we have to offer. We promote a "family like atmosphere" and we strive to provide a progressive, student centered education for our students.

Please feel free to contact us and you are welcome to visit our school on an appointment basis.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	-
American Indian	-
Asian	1.1%
Filipino	-
Hispanic or Latino	37.6%
Pacific Islander	-
White	52.7%
Two or More	8.6%
None Reported	-

Discipline & Climate for Learning

Students at Howell Mountain Elementary (District Office) are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Howell Mountain Elementary (District Office) discipline program is to shape students that are mindful of being respectful and students of good character. Parents and students are informed of school rules and discipline policies through the (Parent/Student handbook/newsletters/Monday Envelope) which (is/are) sent home at the beginning of the school year. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: (enter list). The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: football, basketball and soccer. School recognizes and celebrates the achievements and successes of students and staff on a monthly basis. Students are recognized for their achievements during monthly awards assemblies.

	Suspensions & Expulsions					
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	13	10	9	13	10	9
Suspension Rate	11.5%	9.3%	9.7%	11.5%	9.3%	9.7%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Parent Involvement

Parents are an integral part of school life at Howell Mountain School. Families are individually welcomed to school as students register. Parents have the opportunity to see the school at the fall Back-to-School barbecue. They are encouraged to come to school regularly for special events such as Seuss Day, Author's Festival, Earth Day celebrations, the annual winter program, monthly student recognition assemblies, and individual parent-student conferences scheduled each November and March.

Parents are also invited to attend workshops held for them in the evenings on campus. Recent topics include a revisit of the Town Hall meetings that are held at least once per year to encourage parents to *better* participate in the school.

We also came up with some new areas that we would like to focus our attention on in the future. Some effects of the meeting are: the establishment of a breakfast program, hiring a bi-lingual secretary; expansion of the Lab Science program; improving the image of our school by better public relations. Facilities Modernization, Science Lab, Student ethics/Character Development and Expanding the Music program. are all areas that the district continues to explore new ways for improvement. Teachers also presented workshops on grade level standards and what proficiency is for those standards.

Families are urged to become collaborative school partners through regular publications in Spanish and English which provide parents with helpful hints from school on such topics as preparing students for standardized testing, helping with homework and getting students to school on time, with a breakfast in their tummies, ready to learn. Additionally, they are encouraged to assist their children with homework through the monthly publication, the "At Home Connection," which includes standards-aligned assignments and tips provided during parent conferences. Last year, we also started bi-monthly meetings with our Spanish speaking parents so that their voices could be heard regarding what we do here at the school. Parents are encouraged to become active on the campus. Opportunities include participation in our Parent Community Site Beautification Committee also welcomes volunteers.

Title I parents are further encouraged to be informed about and involved in the Title I program development and implementation. An annual Title I parent meeting, done bilingually, reinforces the need for standards achievement and remind parents of the support they can give their children, including participation in the after school program.

Parents of the students with suspected or identified special needs are involved in Student Study Team conferences concerning their child. Annual meetings to write or review Individual Education Plans are held with parents.

An annual survey is administered to students, staff and parents in order to keep staff tuned to the school community's perceptions and further encourage parental involvement.

Through our many organized events and committees parents are actively involved in our school and we are thankful for their support.

For additional information about organized opportunities for parental involvement at Howell Mountain Elementary (District Office), please contact Thomas Stubbs at 707-965-2423.

Enrollment By Grade

K/1 = 20
 2/3 = 21
 4/5 = 28
 Middle School = 35

	Enrollment Trend by Grade Level		
	2009-10	2010-11	2011-12
K	14	13	14
1st	23	11	10
2nd	10	19	8
3rd	9	10	18
4th	15	7	9
5th	9	12	8
6th	11	10	10
7th	13	10	7
8th	9	16	9

Class Size

Average class sizes vary by grade level and subject area taught. Classrooms are usually populated with 20 students per room or less. In addition to credentialed teachers, students receive assistance in the classroom from: Title I tutors, Teaching Assistants, resource aides, parent volunteers, and Pacific Union College (PUC) student volunteers.

The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
10	11	12	10	11	12	10	11	12	10	11	12	
By Grade Level												
K	14	-	14	1	-	1	-	-	-	-	-	-
1	12	16	14	1	2	2	-	-	-	-	-	-
2	18	10	-	1	2	-	-	-	-	-	-	-
3	9	19	18	1	1	1	-	-	-	-	-	-
4	8	-	17	1	-	1	-	-	-	-	-	-
5	13	19	-	1	1	-	-	-	-	-	-	-
6	10	-	17	1	-	2	-	-	-	-	-	-
7	11	-	-	1	-	-	-	-	-	-	-	-
8	18	-	-	1	-	-	-	-	-	-	-	-

Teacher Assignment

Howell Mountain Elementary recruits and employs the most qualified credentialed teachers. For the 2011-12 school year, Howell Mountain Elementary School District had 7 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Teacher Credential Status			
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	7	8	8	15
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

	Misassignments/Vacancies		
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers 3 staff development “buy-back” days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. For the past two years our staff development has focused on **Project Based Learning** and **21st Century Learning skills (Communication, Critical Thinking, Creativity and Collaboration)**. We have also sent ALL of our teachers to the annual CUE Conference (Computer Using Educators!) to fully integrate technology into our teaching practice(s).

Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as “Highly Qualified” no later than the end of the 2011-12 school year. Minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. ALL teachers at Howell Mountain School meet the criteria for being “Highly Qualified”.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	0.0%	0.0%
District	0.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Counseling & Support Staff

It is the goal of Howell Mountain Elementary (District Office) to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. Howell Mountain School employs a part-time Psychologist who meets with students on an as-needed basis.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	46	55	61	46	55	61	52	54	56
Mathematics	49	40	49	49	40	49	48	50	51
Science	64	67	63	64	67	63	54	57	60
History/Social Science	*	39	*	*	39	*	44	48	49

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
District	61	49	63	*
School	61	49	63	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	38	38	*	*
Pacific Islander	*	*	*	*
White	80	59	*	*
Males	51	47	*	*
Females	71	51	*	*
Socioeconomically Disadvantaged	48	36	69	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*



Physical Fitness (School Year 2011-12)

In the spring of each year, Howell Mountain Elementary (District Office) is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). All of our students in grades 4 through 8 participate in the Presidential Fitness Awards Program. Each year we have several students who are awarded the Presidential Fitness Award and the National Physical Fitness Award.

Percentage of Students in Healthy Fitness Zone			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	-	-	-
7	-	-	-

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	4	5	3
Similar Schools	-	-	-
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	17	-16	32

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	66	799	66	799	4,664,264	788
Hispanic or Latino	26	742	26	742	2,425,230	740
White	35	843	35	843	1,221,860	853
Socioeconomically Disadvantaged	39	752	39	752	2,779,680	737

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Howell Mountain School HAS met it's AYP for all sub-groups the past year.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2012-13)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Saint Helena, Napa or Calistoga, which contain numerous computer workstations.

Instructional Materials

Howell Mountain Elementary held a public hearing on September 12, 2012, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	Algebra Readiness	Prentice Hall-Algebra	2000	Yes	0.0%
K-8	ELD	Houghton Mifflin	2009	Yes	0.0%
K-8	Mathematics	Sadlier Oxford	2000	Yes	0.0%
K-8	Reading/Language Arts	Houghton Mifflin- A Legacy of Literature	2009	Yes	0.0%
K-8	Science	Pearson Scott Foresman-California Science	2008	Yes	0.0%
6th-8th	Social Science/History	Glencoe/McGraw Hill- Discovering our Past	2007	Yes	0.0%
K-5	Social Science/History	Pearson Scott Foresman	2007	Yes	0.0%

School Facilities

Howell Mountain Elementary School District was originally constructed in 1950's and is comprised of 8 classrooms, a multipurpose room/cafe/tertia, a library, a staff lounge, a computer lab, and several playground areas. Recent remodeling/modernization impacting the entire facility was completed in 2008. Cleaning Process: The principal works daily with the custodial staff of 2 part-time employees to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance and Repair District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. Deferred Maintenance Budget The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2011- 2012 school year the district allocated \$10,000 for deferred maintenance program. This represents less than 1% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 09/13/2012				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Safe School Plan

Safety of students and staff is a primary concern of Howell Mountain Elementary School District. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on (enter date) June 2012 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a (monthly/regular) basis throughout the school year. Lockdown drills are held (once a year/twice a year/as needed). Students are supervised before and after school by (certificated staff/classified staff/principal), and (certificated staff/classified staff/principal) supervise students during lunch. (Parent volunteers/certificated staff/classified staff help) with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors are asked to check in at the main office and sign up for a "Visitor's" pass.

Teacher & Administrative Salaries (School Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

School Site Teacher Salaries (School Year 2010-11)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$73,928
District	-
Percentage of Variation	-
School & State	
All Elementary School Districts	\$57,019
Percentage of Variation	29.65%

Average Salary Information

Teachers - Principal - Superintendent
2010-11

	District	State
Beginning Teachers	\$50,715	\$38,625
Mid-Range Teachers	\$70,416	\$55,530
Highest Teachers	\$92,472	\$70,729
Elementary School Principals	\$115,500	\$92,955
Middle School Principals	\$115,500	\$96,092
High School Principals	-	\$94,993
Superintendent	\$115,500	\$106,757

Salaries as a Percentage of Total Budget

Teacher Salaries	32.6%	37.0%
Administrative Salaries	6.7%	6.9%

District Expenditures (School Year 2010-11)

Howell Mountain Elementary School spent an average of \$15,231 to educate each student (based on 2011-12 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$15,231
From Supplemental/Restricted Sources	
From Basic/Unrestricted Sources	
District	
From Basic/Unrestricted Sources	
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	

District Revenue Sources (School Year 2011-12)

In addition to general state funding, Howell Mountain Elementary (District Office) receives state and federal funding for the following categorical funds and other support programs: (enter information from consolidated application) Title II, Title II, Title V, EIA, SIP, GATE, TUPE.

Data Sources

Data within the SARC was provided by Howell Mountain Elementary School District, retrieved from the 2011-12 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

