

Ferndale Elementary School

2008-2009 Accountability Report Card Reported Published During 2009-2010

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., 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 on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	Ferndale Elementary	District Name	Ferndale Unified
Street	164 Shaw Ave.	Phone Number	707-786-5900
City, State, Zip	Ferndale, CA 95536	Web Site	www.ferndalek12.org
Phone Number	707-786-5300	Interim Superintendent	Denise Jones
Principal	Paul Meyers	E-mail Address	dejones@humboldt.k12.ca.us
E-mail Address	pmeyers@humboldt.k12.ca.us	CDS Code	12- 75374- 6007843

School Description and Mission Statement (School Year 2008-09)

Ferndale Elementary School is located in the scenic Eel River Valley of Humboldt County and serves the historic "Victorian Village of Ferndale." We are a K-8 school with approximately 325 students. We take great pride in our students and feel that their outstanding achievement and fine character is a direct reflection of the caring environment provided our quality staff, supportive parents, and involved community.

Mission Statement: Ferndale Unified School District, in partnership with parents and the community, will provide in a structured, safe, efficient and caring environment, a challenging and stimulating educational experience meeting the needs of all students and providing them with the skills necessary to succeed in the homes, work places and communities of today and tomorrow. The District will also strive to develop the qualities of good character and responsible citizenship by fostering self-esteem, self-discipline, and respect for the rights of others and stewardship of our planet.

Opportunities for Parental Involvement (School Year 2008-09)

We welcome parental involvement at Ferndale Elementary School. Parents are encouraged to volunteer in their child's classroom, in the library, the computer lab, or on field trips. Parent volunteers play an active role in many of our school activities, fund-raisers, and athletic events. Parents also serve in leadership roles on our School Site Council and Parent Club. Ferndale is a giving community and many of our parents willingly contribute in their areas of expertise to enhance our school's programs or improve our school facility.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	41
Grade 1	33
Grade 2	39
Grade 3	36
Grade 4	34
Grade 5	37
Grade 6	28
Grade 7	37
Grade 8	39
Total Enrollment	324

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0%
American Indian or Alaska Native	1.9%
Asian	1.2%
Filipino	0%
Hispanic or Latino	16.4%
Pacific Islander	0%
White (not Hispanic)	80.6%
Multiple or No Response	0%
Socioeconomically Disadvantaged	24%
English Learners	7%
Students with Disabilities	18%

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.0	1	1		14.5	2			20.5	1	1	
1	21.0		2		18.5	2			19.5	1	1	
2	16.0	2			21.5				19.5	2		
3	17.5	2			22.0		1		18.0	2		
4	30.0		1		29.0		1		24.0		1	
5					28.0		1		27.0		1	
6	25.0		1		18.5	2			28.0		1	
K-3												
3-4					20.0	1						
4-8	25.0		2						20.0	1		

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

The Ferndale Unified School District Comprehensive School Safety Plan was completely revised in 2009. The Plan includes District policies covering school rules, discipline procedures, child abuse reporting procedures, and plans for disaster preparedness integrated with the Community Disaster Plan. The School Site Council has the responsibility of reviewing and updating the School Safety Plan.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	7.1	2.9	3.1	7.4	5.1	8.0
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The main building of Ferndale Elementary School was built in 1924. The top floor houses the main office, principal's office, six classrooms, counseling room, speech room, and two staff bathrooms. In the basement are three classrooms; the EL room, staff work room, custodial and storage rooms, and two student bathrooms. An elevator and two stairways connect the two floors. A new heating system and kitchen remodel was completed in 2008. A new primary wing was built in 2001 and houses eight classrooms, library, computer lab, reading room, and staff lunchroom. A full-size gym was built in 1967, and a new multi-purpose room was attached to the gym in 2001.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)		X		In areas of roof leaks, ceiling tiles need replacement or repainting. Flooring in primary wing beginning to crack-will monitor.
Hazardous Materials	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms		X		Boy's Bathroom repairs are needed to improve urinal drainage.
Sewer	X			
Playground/School Grounds	X			
Roofs			X	Roof in Main Building in need of repair. A proposal for an extreme hardship grant to replace the roof has been filed with the state.
Overall Cleanliness	X			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	19	18	19	32
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.8	405
Library Media Teacher (Librarian)	0	N/A
Librarian/Media/Technology Specialist	0.88	N/A
Psychologist	0.16	N/A
Social Worker	0	N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	0.65	N/A
Resource Specialist (non-teaching)	1	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
English/Language Arts	K-6: Harcourt: California Excursions (2009) 7-8: McDougal-Littell: California Literature (2009)	0
Mathematics	K-6: Harcourt: HSP Mathematics (2008) 7-8: Prentice Hall Mathematics California (2008)	0
Science	K-6: Houghton-Mifflin Science (2007) 7-8: CPO Science (2007)	0
History-Social Science	K-5: Scott Foresman History-Social St. (2006) 6-8: Glencoe Discovering Our Past (2006)	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	\$8,926	\$2,413	\$6,513	\$54,131
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,512	\$56,376
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

State and Federal categorical funds are used to provide Title I services, School Improvement, Peer Assistance and Review, Gifted and Talented Education, English Language Learner services, Safe and Drug Free Schools program, school counseling, after school intervention, and Special Education services.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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 a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,458	\$38,000
Mid-Range Teacher Salary	\$52,291	\$55,721
Highest Teacher Salary	\$61,336	\$71,548
Average Principal Salary (Elementary)	\$82,184	\$85,858
Average Principal Salary (Middle)	NA	\$91,479
Average Principal Salary (High)	NA	\$93,937
Superintendent Salary	\$90,000	\$115,980
Percent of Budget for Teacher Salaries	40.7%	34.8%
Percent of Budget for Administrative Salaries	4.8%	6.5%

IX. Student Performance

Standardized Testing and Reporting Program

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	59	55	62	59	54	57	43	46	50
Mathematics	59	57	61	51	48	47	40	43	46
Science	66	75	75	64	75	72	38	46	50
History-Social Science	81	47	61	56	43	53	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This 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.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native	*	*	*	*
Asian	*	*		
Filipino				
Hispanic or Latino	38	29	*	*
Pacific Islander				
White (not Hispanic)	66	66	76	64
Male	56	59	70	53
Female	68	63	80	68
Economically Disadvantaged	53	50	71	*
English Learners	6	12	*	*
Students with Disabilities	30	35	*	*
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	92.1	76.3	44.7
7	88.6	82.9	60

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	8	7	6
Similar Schools	5	4	1

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-6	-19	21	815
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-11	-17	19	836
Socioeconomically Disadvantaged	-4	-42	58	766
English Learners				
Students with Disabilities				

Adequate Yearly Progress

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate – Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient – Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2009-10)

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 (ELA 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. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Ferndale Elementary School staff meets every Monday afternoon for ongoing professional development. All staff members are encouraged to participate in staff development workshops throughout the year.