

**Revised 3-18-05**

***2004-2005 No Child Left Behind - Blue Ribbon Schools Program***

*U.S. Department of Education*

**Cover Sheet**

Type of School: XXElementary    Middle    High    K-12

Name of Principal Mrs. Virginia L. Cornell  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Inyokern Elementary School  
(As it should appear in the official records)

School Mailing Address 6601 Locust Avenue P.O. Box 1597  
(If address is P.O. Box, also include street address)

Inyokern CA 93527-1597  
City State Zip Code+4 (9 digits total)

County Kern School Code Number\* 1573742-6009609

Telephone (760)377-4336 Fax (760)377-5995

Website/URL http://www.ssusd.org E-mail vcornell@ssusd.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mrs. Joanna Rummer  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Sierra Sands Unified School District Tel. (760)375-3363

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Tom Pearl  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       7   Elementary schools  
   2   Middle schools  
   0   Junior high schools  
   2   High schools  
   1   Other (Adult Education)
- 12  TOTAL
2. District Per Pupil Expenditure:        \$5,714\_\_\_\_\_
- Average State Per Pupil Expenditure:  \$6882\_\_\_\_\_

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. 4 years Number of years the principal has been in her/his position at this school.
- n/a If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	6	13	19	8			
1	11	15	26	9			
2	13	10	23	10			
3	17	15	32	11			
4	12	8	20	12			
5	26	9	35	Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>155</b>

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- |                   |                                |
|-------------------|--------------------------------|
| <u>74 %</u>       | White                          |
| <u>9 %</u>        | Black or African American      |
| <u>15 %</u>       | Hispanic or Latino             |
| <u>1 %</u>        | Asian/Pacific Islander         |
| <u>1 %</u>        | American Indian/Alaskan Native |
| <b>100% Total</b> |                                |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 19%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	18
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	31
<b>(4)</b>	Total number of students in the school as of October 1	160
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.19
<b>(6)</b>	Amount in row (5) multiplied by 100	19

8. Limited English Proficient students in the school: 2 %  
3 Total Number Limited English Proficient

Number of languages represented: 3  
 Specify languages: Spanish, Cantonese, Arabic

9. Students eligible for free/reduced-priced meals: 63%

Total number students who qualify: 97

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16 %  
24 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>  5  </u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u>  6  </u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness
	<u> 13 </u> Emotional Disturbance

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>  1  </u>	<u>    </u>
Classroom teachers	<u>  7  </u>	<u>  1  </u>
Special resource teachers/specialists	<u>  2  </u>	<u>    </u>
Paraprofessionals	<u>  0  </u>	<u>  3  </u>
Support staff	<u>  3  </u>	<u>  8  </u>
Total number	<u> 12 </u>	<u> 13 </u>

12. Average school student-“classroom teacher” ratio:  23

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	95%	92%	93%	93%
Daily teacher attendance	98%	97%	98%	96%	97%
Teacher turnover rate	20%	0%	23%	23%	0%
Student dropout rate (middle/high)	-	-	-	-	-
Student drop-off rate (high school)	-	-	-	-	-

## PART III - SUMMARY

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Inyokern School is a rural school with a rich community history and a vision to provide a safe nurturing environment where students, staff, parents, and the community can work together. While the first permanent buildings were erected in 1935, we have photos of three original one-room schoolhouses that were moved to Inyokern in 1920 and served the student population. We still have one piece of original playground equipment that has survived all safety inspections and children use it today.

We are geographically located in the northeastern corner of Kern County in the community of Inyokern with the Sierra Nevada Mountains as a backdrop. The nearest town is Ridgecrest and it is 10 miles to the east. Bakersfield is 120 miles west. Los Angeles is 150 miles southwest. We serve a geographic area of approximately 150 square miles. Some families own ranches or farms while others are employed in Ridgecrest.

We currently have 159 students enrolled in grades K – 5. Seventy-four percent of our students are White (not of Hispanic origin) and sixty-three percent of our students receive free or reduced lunch. Our staff includes one principal, eleven teachers, one librarian, one computer paraprofessional, one office manager, one clerk, one cafeteria manager, one food service assistant, two custodians, three classroom paraprofessionals, and four playground aides. Our teaching staff is comprised of seven general education classroom teachers, one resource specialist, one special day class teacher, and one Title I literacy support teacher.

Just like those who settled the area, we have a “can-do” spirit that applies to our approach to education. If there is a student in need, we do what is necessary to meet the need. Our school has a family-like atmosphere. Each child is part of Inyokern’s family. It is not unusual for our students to be the children of former Inyokern students.

Student needs are met in many ways. Since we live in a remote isolated area with no after-school recreation programs, we offer free after-school clubs/interventions to meet student needs. Clubs are taught by volunteer teachers. Categorical funds pay for an after-school bus to transport the students who attend clubs. Despite the fact that the ocean is only 100 miles away, we have students who have not been out of the Indian Wells Valley and who have never seen the ocean. Fourth graders take an overnight field trip to see missions and visit tide pools at Morro Bay; and fifth graders go to Camp KEEP which is a week long environment camp at Cambria Pines. The School Assistance Team meets weekly to review students who are struggling and are in need of an intervention. Our resource teacher fulfills special education requirements of each Individual Education Plan.

While our school may sound like Little House on the Prairie, we are connected to the world with a 125-foot communications tower. We have a networked computer lab. Our library has an electronic card catalog and a mini-local area network. Our special day class students can make their own PowerPoint presentations. We are focused on using research based teaching strategies to assist students to meet our state standards. We collaborate monthly as a staff to review student work and data with the assistance of Edusoft, a data management software. Social skills are taught in the classroom and addressed by our counselor. The main component of social skills is the PeaceBuilder program.

We also have the support of our families and the support of the community. On Pride Days we have parents willing to organize the safety storage bin, paint hop-scotch squares, organize the non-cafeteria kitchen, and pull weeds or whatever else needs to be done. We are a member of the Chamber of Commerce. The local churches, senior center and community services organization support the school as well. Our community liaison works in concert with the Chamber of Commerce, the Rotary Club, the Methodist Church, and the Senior Center. She is able to organize a small army of help on a short notice.

We love our school and we hope you do too.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Describe in the meaning of the school’s assessment results in reading and mathematics.**

California students are annually assessed with the California Standards Test (CST) which is a criterion referenced test. Students are also tested with a nationally normed reference test. Currently the California Achievement Test (CAT 6) is used. Each year over the last five years more weight is being given to the CST results and less weight to the CAT 6. Fourth grade students take a state writing exam and fifth grade students take a state science exam.

The Academic Performance Index (API) is California’s indicator of overall school performance. The API score is not a cumulative score. Each year a school API base score and a school growth target are set by the California Department of Education. The goal for each school is to reach an API score of 800. Inyokern grew from a base API of 623 in 1999 to a base API of 763 in 2004. Last year’s growth on the API was 14 points. The average California API score for 2004 is 693.

In California, student results are divided into five performance bands. Those bands are Far Below Basic, Below Basic, Basic, Proficient, and Advanced. Results are based on how well students achieve identified state-adopted content standards, not how student results compare with results of other students taking the same test. Performance levels establish the points at which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular achievement level. The scale score for each performance level by grade and subject area does not change from year to year. Both Inyokern and the State of California strive to have all students perform at Proficient or Advanced level.

Inyokern Elementary School has successfully surpassed the No Child Left Behind Adequate Yearly Progress (AYP) criteria each year. In 2004, Inyokern met all 13 AYP criteria. The Annual Measurable Objectives (AMO) target for 2003-04 in English Language Arts was 13.6% of students scoring at proficient or above. Inyokern students scored 42.9%. In math the target AMO target was 16%, and 41.4% of Inyokern students performed at proficient or above. During the 2003-04 school year testing cycle, Inyokern School exceeded the 2007-08 AMO target.

California ranks each school in deciles according to their API score. A rank of 10 is the highest and 1 is the lowest. Each decile contains 10 percent of all schools. Schools are ranked two ways. The Statewide Rank includes all schools across the state. The Similar Schools Rank compares schools with similar characteristics. The characteristics include pupil mobility, pupil ethnicity, pupil socioeconomic status, percentage of teachers who are fully credentialed, percentage of teachers who hold emergency credentials, percentage of pupils who are English Language Learners, and average class size per grade level. Inyokern School received a six Statewide Ranking and an eight in Similar Schools Ranking.

A complete listing of state testing data is available at the California Department of Education website which is <http://www.cde.ca.gov>. In order to monitor student progress during the school year, the school uses on-going assessments including textbook publisher tests, teacher made exams, technology based assessments, and district developed assessments.

### **2. Show how the school uses assessment data to understand and improve student and school performance.**

To make data driven decisions, Inyokern School uses a comprehensive set of assessments. At the beginning of the school year and prior to each reporting period for a total of four times a year each student is assessed with multiple measures including computerized tests, district assessments, state adopted

publisher tests, fluency tests, and sight word recognition tests. Using *Edusoft's Teacher Tool Kit*, a data management/assessment system, teachers write state standards' specific tests to pinpoint each student's proficiency level. As part of our *Renaissance Learning* component, STAR Reading and STAR Math assessment produce data on each student's growth towards proficiency as well. The teachers and principal keep growth report print outs on student progress. In K-2 the *Early Literacy* program assesses general readiness, graphophonemic knowledge, phonemic awareness, phonics, comprehension, structural awareness, and vocabulary. By combining the data on each student on a spreadsheet showing scores on teacher made tests, district tests, publisher tests, and state standardized tests, we are able to compare data side by side and have a complete picture of each student; and to reach a professional consensus on school wide trends and focus areas. As an example, writing strategies were found to be low across all grade levels. Focusing on writing led to the adoption of the *Open Court* series with a strong writing component, teaching *Mountain Language* across the grades, and supplementing *Open Court* with *Six Traits of Writing and Step Up to Writing* materials and teacher training in its use. In order to improve our math program, equipment and supplies were purchased so that staff could fully implement Accelerated Math to reinforce concepts taught in the classroom. Teachers meet monthly in grade level collaboration sessions to analyze samples of student work and use formal and informal assessment to identify student progress, to find what students know and are able to do, as well as to determine gaps in learning. This information is used to **customize instruction** and to appropriately group students to best meet their needs.

### **3. Describe how the school communicates student performance, including assessment data, to parents, students, and the community.**

Student performance data is communicated to parents, students, and the community in a variety of ways. We believe that frequent meaningful communication with parents about their child's progress is the best way to ensure that our parents become active participants in their child's education. A trimester report card system, with a report issued to each student mid-trimester, allows each parent to receive progress information on his or her student a minimum of every six weeks. The results of state testing are mailed to each parent and are discussed at the November parent teacher conference. The School Accountability Report Card is sent home to parents each year and is posted on our website. As part of the Title I program, every student has a student-parent-teacher compact and a parent involvement plan designed to focus responsibility for learning and to insure that everyone has a specific role to play in the learning process.

Students are not passive participants in analyzing their academic performance and in setting academic goals. Students in grades 2-5 set Accelerated Reading Goals within their zone of proximal development. Rubrics allow students to edit their work. Our standards based report cards give students feedback on their progress towards goals. Personal achievement goals on state testing, class participation and behavior are set and reviewed at least every six weeks throughout the school year.

Inyokern School is an integral part of our small rural community. We have a reciprocal relationship with community groups like the Chamber of Commerce, Rotary Club, Senior Center, and the Inyokern Methodist Church. We keep these groups informed of our performance and accomplishments through regular newsletters, presentations at their meetings, and their participation in our meetings. We keep the entire community apprised of our progress through regularly submitted articles to the local newspapers. Our annual school board presentation is televised. Data about our school can be viewed on our website.

### **4. Describe how the school has shared and will continue to share its successes with other schools.**

Inyokern staff members regularly collaborate, share, and present programs, tools, and practices that lead to student success with other teachers, schools, and the community. Some of the forums used to share school successes are the Superintendent's Council, Principal's Round Table, Association of California School Administrators area meetings, district grade level meetings, Curriculum Council, curriculum based district committees, and task force groups. Our principal is the third grade grade-level mentor and is able to use district grade-level meetings as a forum to share instructional practices or programs that lead to student success. We regularly have teachers in leadership positions in district

committees where they are able to share our successes. Each teacher is a member of at least one of these committees such as Curriculum Council, English Language Arts Committee, and Technology Committee. Our kindergarten teacher was one of four kindergarten teachers in the district who recently developed benchmarks for all district kindergarteners. She then presented the group's findings to a meeting of district kindergarten teachers. Our teachers are often presenters at district staff development days. Our special day class teacher recently presented a workshop on how to use technology as a teaching tool in special education classes. An annual televised curriculum-based presentation to our school board allows us to share our successes with the community. We look forward to continuing a leadership role within our district and would welcome the opportunity to share with others outside our district.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Describe the school's curriculum.**

To ensure that children maximize their potential we believe that it is our responsibility to assist each student to meet or exceed the academic standards set forth by the State of California and by the federal standards set by No Child Left Behind. State approved and district adopted instructional materials form our core curriculum. *Curriculum Designer* is used by teachers to pace their instruction so that all standards are properly addressed during the school year.

*Open Court* is the publisher of our adopted English-Language Arts (ELA) curriculum. We found Open Court to be such an effective reading program that when it came time to adopt a new reading curriculum, we adopted the updated Open Court curriculum to use during a second adoption cycle. We also adopted Houghton Mifflin for spelling and Zaner-Bloser for handwriting. At Inyokern we supplement our ELA with site specific programs such as Mountain Language, Accelerated Reading, Read Naturally, Step Up to Writing, and Six Traits of Writing.

In the area of math, we adopted Sadlier Oxford for our math curriculum. We supplement this core curriculum with Mountain Math, Accelerated Math, ADD, Marcy Cook, and Activities that Integrate Math and Science (AIMS) activities. The combination of these programs allows us to differentiate our instruction for a wide variety of learners.

We have a split adoption for Social Science; (K-2) use Houghton Mifflin and (3 -5) use Harcourt Brace. Making social science come alive for students while teaching standards is our goal. To meet this goal we use social science simulations from publishers like Interact, computer based simulations like Oregon Trail, and grade specific field trips. For example, our fourth graders visit four missions in a two day trip.

The base of our science program is the Harcourt Brace series. In order to build and extend this program we use supplemental hands-on instructional material like AIMS and site developed PowerPoint programs. The study of science is also enhanced by our after school Garden Club and field trips like the week long Camp KEEP (Kern Environment Education Program) at Cambria Pines, California for fifth graders.

Our current health program is HBJ Health. The health program is supplemented by a human growth and development program for fifth graders, an upper grade physical fitness specialist, and school wide officer in the classroom program that teaches substance abuse prevention. We realize that students cannot learn if they do not feel safe at school. To promote safety, empathy, and anti-bullying, we are a school wide PeaceBuilder school. A Title I School Counselor teaches Second Step, Steps to Respect, and facilitates Friendship Circles.

Visual and performing arts use Art in Action and Music and You. Fine Arts Mini Experiences or FAME is taught to all students by a FAME specialist. Primary teachers teach music within their classroom and upper grade students are taught by a music specialist. Our librarian teaches art in our after school clubs. The arts are also enriched by our after school drama club and by musical and/or dramatic presentation given by students at our monthly family nights.

There are many layers of differentiated programs and instruction techniques in place. The state funded preschool, located on our campus, provides low income students with readiness skills designed to prepare them for success in school. We have a Title I Literacy Support Teacher who provides identified

students a daily second dose of reading. Targeted Ability Groups allow us to provide specific instruction in flexible reading groups for 45 minutes per day. Our after school clubs allow us to supplement and enrich each child's educational experience. After school clubs offer 12 to 15 classes per session with an average of 128 students participating.

**2. Describe the school's reading curriculum, including a description of why the school chose this particular approach to reading.**

Inyokern is not located in an affluent area. In fact, our free and reduced numbers do not really reflect the overall poverty of our area. An analysis of our students' needs in reading found that while they are well served by the Open Court program, we also need to supplement that program to meet the needs of our Title I population.

Our primary intervention is Target Ability Groups (TAG). We have two sections of TAG groups (2-3) and (4-5). These flexible groupings are initially set up by examining multiple measures for each student in reading ability. We look at state tests, STAR test scores from Accelerated Reading, Open Court assessments, and site benchmark assessments. Students from three classes are then divided into five groups of students and go to their TAG teacher for 45 minutes four times a week. We are able to divide them into five groups because our Title I Literacy Support teacher and our Resource Specialist teacher also take a group. The groups vary in size according to student need. Due to constant teacher collaboration, students move fluidly from one group to another according to their progress. TAG is good for both the struggling reader and the gifted reader since the students are taught at their targeted instructional level.

Our Title I Literacy Support teacher also gives a second dose of intensive reading instruction to small groups of kindergarten and first grade students. Classroom teachers differentiate instruction for their students using a variety of techniques such as individualized instruction, flexible classroom groupings, adult tutors, parent volunteers, and cross age teaching.

Accelerated Reading with its many components is a great aide to reading instruction. The Early Literacy and STAR Reading tests, given four times a year, help staff to make instructional decisions in Language Arts. The Accelerated Reading program allows students to set and meet reading goals and to celebrate student progress at school assemblies.

**3. Describe one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.**

Our mission statement is, "We believe that it is our responsibility to assist each student to meet or exceed the academic standards set forth by the State of California so that each child can maximize his or her potential and eventually become a well educated productive member of society". Math is a curricular area that we emphasize. The core of our math curriculum is the Sadlier Oxford program and that is supplemented with a variety of programs and teaching techniques. To improve the quality of class instruction and to meet standards, teachers were trained in Math Matters. They are mentored on an on-going basis through a district program called "Maxmatics". Test data over time shows that sustained mentoring after basic instruction has improved math instruction. The main focus of the training was at the fourth and fifth grades, but it is now moving to grades two and three. Mountain Math and Arithmetic Developed Daily (ADD) are two daily math programs that have spiraling review practice of basic math skills in order to keep each student's math skills current.

Another component of our math program uses computer programs. Accelerated Math and Edusoft are two such programs. Both of these computer programs meet a special need at our school. Accelerated Math allows us to regularly test and track the progress of all students with STAR Math tests, and it allows us to supplement our basic math program by differentiated math assignments to meet individual student needs. Edusoft allows teachers to design standards specific tests and track each student's progress in math. Within our computer lab and classrooms a variety of computer programs such as Number Under Cover provide math skill practice and reinforcement based on student need.

#### **4. Describe the different instructional methods the school uses to improve student learning.**

At Inyokern each student is everyone's student and we collectively do whatever is necessary to meet the instructional needs of that student. We use a variety of differentiated instructional practices and interventions through flexible groups; whole group/small group direct instruction, small interactive groups, cooperative groups, and independent assignment. Our Parent Teacher Organization co-president says, "What I love about Inyokern School is the dedication of the staff members to each student. The staff goes to any length to make sure that each child's needs are met and that all students are challenged at their level". We offer specialized English Language Arts instruction for grades 2-3 and grades 4-5 for 45 minutes a day four days a week through targeted ability groups. The part-time assignment of students to other classrooms within their development level is another example of our dedication to meeting each student's needs. We realize that not each student has the same learning strengths or styles so we provide a variety of learning experiences. For example, primary students practice writing their letters in sand, 3rd graders learn their multiplication table to music, and 5th graders solve their math problems with base ten blocks. Teachers use a variety of instructional methods from including simulations like Hacker Trail in social studies, hands on science activities in our school garden, or raising trout in the classroom. We use specially designed Power Point presentations in our special day class for the emotionally disturbed. These students are welcomed and are mainstreamed into classes that meet their academic needs. Our fourth grade teacher and special day class teacher team teach science weekly. Homework is aligned to provide reinforcement and to extend learning beyond the classroom. The open ended nature of assignments challenges students to delve into areas of interest, use community resources and technology to meet their unique needs and interests. School assessment data is posted on the website (<http://www.ssusd.org>).

#### **5. Describe the school's professional development program and its impact on improving student achievement.**

Our staff participates in professional development based on standards designed to improve student achievement and support the school's commitment to excellence. Analysis of standardized test scores, student achievement, and examination of current Content and Performance Standards are used to determine the long-range focus for the professional development of our staff and is part of the overall school plan. For example, review of this data determined a need to strengthen the language arts program in the area of the writing component, so we adopted the Six Traits of Writing, Step Up to Writing, and Mountain Language. We are beginning to see improvement in our writing scores as a result of the newly adopted writing programs. For example, our fifth grade English Language Arts test scores from the 2004 California Standards Test show 27% more students performing at or above the proficient level from the previous year. Staff members participate in professional development based on standards. We understand the need to differentiate instruction and provide interventions for students who need additional support and for those who need challenges. District Curriculum Council meets twice a year with representatives from all district sites to decide individual site needs as well as district needs for staff development days. Sub-curricular (reading, math, science, P.E./health, technology) meetings are held twice a year to discuss needs for effective staff development offerings. The principal participates in staff development sessions as well as state sponsored content area and leadership academies. Teachers are encouraged and financially supported in professional development through Title I money.

Knowing that decisions are best supported school wide when a consensus is reached by staff, we work in a collaboration to organize curriculum across the grades, manage student behavior, analyze measurements, reflect teaching practices, and plan interventions. District-wide grade level meetings are held monthly to discuss curriculum, Curriculum Designer, pacing schedules, *Edusoft*, and district wide benchmark assessments. Teachers are released for one hour to collaborate once a month while students experience FAME (Fine Arts Mini Experience). Teachers in grades 2-5 are released one afternoon to receive ongoing Math Matters training and for coordinating math curriculum. The Beginning Teacher Support and Assessment (BTSA) program supports first and second year teachers in meeting the California Standards for the Teaching Profession.

# PART VII - ASSESSMENT RESULTS

## Public Schools

- The State Criterion-Referenced Assessment System has been in existence long enough to report four years of English Language Arts results and three years of Math results. Data from Edusoft was used to complete subgroup data not available from state sources.
- Scores for the California Standards Tests are reported in five categories: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. The goal is for all students to achieve at the Proficient or Advanced level.
- Scale Score Ranges for California Standards Test Performance Levels are listed below:

### ENGLISH LANGUAGE ARTS PERFORMANCE LEVELS

<b>Grade</b>	<b>Far Below</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
2	150-261	262-299	300-349	350-401	402-600
3	150-258	259-299	300-349	350-401	402-600
4	150-268	269-299	300-349	350-392	393-600
5	15-270	271-299	300-349	350-394	395-600

### MATH PERFORMANCE LEVELS

<b>Grade</b>	<b>Far Below</b>	<b>Below basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
2	150-235	236-299	300-349	350-413	414-600
3	150-235	236-299	300-349	350-413	414-600
4	150-244	245-299	300-349	350-400	401-600
5	150-247	248-299	300-349	350-429	430-600

**Inyokern Elementary School – State Criterion-Referenced Assessment Results**

Grade 2

Test California Standards Test - English Language Arts

Edition/publication year 2003 Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered

	03/04	02/03	01/02	00/01
	31	26	34	43

Number of students tested

	31	26	33	41
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What groups were excluded from testing None

Number excluded 0 Percent excluded 0%

	03/04	02/03	01/02	00/01
Testing Month	April	April	April	April
<b>School Scores</b>				
Mean Scaled Score	325.5	330.3	340.3	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	97%	94%	100%	98%
% At or Above Basic	70%	81%	81%	80%
% At or Above Proficient	22%	31%	39%	41%
% At Advanced	6%	0%	9%	7%
Number of students tested	31	26	33	41
Percent of total students tested	100%	100%	97%	95%
Number of students alternately assessed	0	0	0	0
Percent of students alternately assessed	0%	0%	0%	0%
<b>Subgroup Scores</b>				
<u>1. White (Not Hispanic)</u>				
Mean Scaled Score	322.8	351.2	343.7	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	95%	100%	100%	100%
% At or Above Basic	74%	90%	88%	86%
% At or Above Proficient	19%	54%	40%	50%
% At Advanced	5%	0%	7%	11%
Number of students tested	22	13	27	28
<u>2. Economically Disadvantaged</u>				
Mean Scaled Score	314.3	324.7	329.7	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	95%	95%	100%	100%
% At or Above Basic	62%	80%	77%	82%
% At or Above Proficient	14%	20%	34%	50%
% At Advanced	0%	0%	5%	9%
Number of students tested	21	20	21	26
<u>3. Hispanic- subgroups size less than 6 students</u>				

**State Scores**

State Mean Scaled Score	330.5	332.3	324.1	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	87%	87%	85%	85%
% At or Above Basic	65%	68%	63%	61%
% At or Above Proficient	35%	36%	32%	32%
% At Advanced	12%	12%	9%	10%

\* = Not Available

**Inyokern Elementary School – State Criterion-Referenced Assessment Results**

Grade 2

Test California Standards Test - Mathematics

Edition/publication year 2003

Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered

	03/04	02/03	01/02	00/01
	31	26	34	43

Number of students tested

	31	26	34	42
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What groups were excluded from testing

Number excluded 0      None

Percent excluded 0%

	03/04	02/03	01/02	00/01
Testing Month	April	April	April	April
<b>School Scores</b>				
Mean Scaled Score	315.3	337.4	340.8	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	97%	100%	91%	100%
% At or Above Basic	48%	69%	73%	81%
% At or Above Proficient	29%	34%	35%	58%
% At Advanced	6%	15%	9%	9%
Number of students tested	31	26	34	42
Percent of total students tested	100%	100%	100%	98%
Number of students alternately assessed	0	0	0	0
Percent of students alternately assessed	0%	0%	0%	0%
<b>Subgroup Scores</b>				
<u>1. White (Not Hispanic)</u>				
Mean Scaled Score	308.2	355	340	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	95%	100%	93%	100%
% At or Above Basic	46%	84%	75%	82%
% At or Above Proficient	23%	46%	32%	58%
% At Advanced	5%	23%	7%	10%
Number of students tested	22	13	28	29
<u>2. Economically Disadvantaged</u>				
Mean Scaled Score	305.4	330	331.9	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	95%	100%	86%	100%
% At or Above Basic	43%	65%	73%	77%
% At or Above Proficient	19%	30%	32%	59%
% At Advanced	5%	10%	5%	14%
Number of students tested	21	20	22	22
<u>3. Hispanic- subgroups size less than 6 students</u>				

**State Scores**

State Mean Scaled Score	358.0	356.7	342.7	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	95%	95%	92%	*
% At or Above Basic	75%	76%	68%	*
% At or Above Proficient	51%	53%	43%	*
% At Advanced	23%	24%	16%	*

**Inyokern Elementary School – State Criterion-Referenced Assessment Results**

Grade 3

Test California Standards Test - English Language Arts

Edition/publication year 2003 Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered

	03/04	02/03	01/02	00/01
	20	34	41	41

Number of students tested

	20	34	40	38
	20	34	40	38

What groups were excluded from testing None

Number excluded 0 Percent excluded 0%

	03/04	02/03	01/02	00/01
Testing Month	April	April	April	April
<b>School Scores</b>				
Mean Scaled Score	341.1	344.9	332.5	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	85%	94%	87%	84%
% At or Above Basic	75%	82%	69%	68%
% At or Above Proficient	30%	47%	51%	39%
% At Advanced	15%	12%	8%	5%
Number of students tested	20	34	40	38
Percent of total students tested	100%	100%	98%	93%
Number of students alternately assessed	0	0	0	0
Percent of students alternately assessed	0%	0%	0%	0%
<b>Subgroup Scores</b>				
<u>1. White (Not Hispanic)</u>				
Mean Scaled Score	363.91	356	335.4	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	96%	89%	90%
% At or Above Basic	100%	92%	72%	71%
% At or Above Proficient	55%	48%	52%	41%
% At Advanced	22%	16%	9%	4%
Number of students tested	9	25	35	27
<u>2. Economically Disadvantaged</u>				
Mean Scaled Score	336	326.2	334	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	80%	90%	90%	74%
% At or Above Basic	66%	71%	67%	54%
% At or Above Proficient	26%	38%	47%	34%
% At Advanced	13%	5%	10%	7%
Number of students tested	15	21	30	19
<u>3. Hispanic- subgroups size less than 6 students</u>				

**State Scores**

State Mean Scaled Score	321.5	323.9	323.5	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	83%	84%	84%	84%
% At or Above Basic	61%	63%	62%	59%
% At or Above Proficient	30%	33%	34%	30%
% At Advanced	9%	10%	11%	9%

**Inyokern Elementary School – State Criterion-Referenced Assessment Results**

Grade 3

Test California Standards Test - Mathematics

Edition/publication year 2003 Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered

03/04	02/03	01/02	00/01
20	34	41	41

Number of students tested

20	34	40	39
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What groups were excluded from testing

Number excluded 0 Percent excluded 0%

	03/04	02/03	01/02	00/01
Testing Month	April	April	April	April
<b>School Scores</b>				
Mean Scaled Score	368.9	365	339.9	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	90%	97%	97%	100%
% At or Above Basic	80%	80%	78%	84%
% At or Above Proficient	65%	65%	45%	51%
% At Advanced	20%	24%	10%	6%
Number of students tested	20	34	40	39
Percent of total students tested	100%	100%	98%	95%
Number of students alternately assessed	0	0	0	0
Percent of students alternately assessed	0%	0%	0%	0%
<b>Subgroup Scores</b>				
<u>1. White (Not Hispanic)</u>				
Mean Scaled Score	392.7	373	343	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	100%	100%
% At or Above Basic	100%	88%	80%	89%
% At or Above Proficient	89%	68%	46%	53%
% At Advanced	33%	20%	9%	7%
Number of students tested	9	25	35	*
<u>2. Economically Disadvantaged</u>				
Mean Scaled Score	360.7	351.4	341.4	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	87%	95%	97%	100%
% At or Above Basic	73%	76%	80%	74%
% At or Above Proficient	53%	62%	47%	34%
% At Advanced	13%	14%	10%	7%
Number of students tested	15	21	30	*
<u>3. Hispanic- subgroups size less than 6 students</u>				

<b>State Scores</b>				
State Mean Scaled Score	353.1	344.3	331.6	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	96%	93%	91%	*
% At or Above Basic	73%	72%	65%	*
% At or Above Proficient	48%	45%	38%	*
% At Advanced	21%	18%	12%	*

\* = Not Available

**Inyokern Elementary School – State Criterion-Referenced Assessment Results**

Grade 4

Test California Standards Test - English Language Arts

Edition/publication year 2003

Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered	03/04 34	02/03 38	01/02 40	00/01 25
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Number of students tested	34	38	36	23
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What groups were excluded from testing	<u>None</u>
Number excluded <u>0</u>	Percent excluded <u>0%</u>

	03/04	02/03	01/02	00/01
Testing Month	April	April	April	April
<b>School Scores</b>				
Mean Scaled Score	355.1	355.3	341.4	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	97%	97%	95%
% At or Above Basic	91%	92%	89%	78%
% At or Above Proficient	47%	53%	36%	43%
% At Advanced	15%	24%	11%	17%
Number of students tested	34	38	36	23
Percent of total students tested	100%	100%	90%	92%
Number of students alternately assessed	0	0	0	0
Percent of students alternately assessed	0%	0%	0%	0%
<b>Subgroup Scores</b>				
<u>1. White (Not Hispanic)</u>				
Mean Scaled Score	362	357.5	344.5	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	97%	97%	100%
% At or Above Basic	93%	89%	93%	80%
% At or Above Proficient	52%	55%	41%	47%
% At Advanced	19%	24%	10%	20%
Number of students tested	27	29	29	15
<u>2. Economically Disadvantaged</u>				
Mean Scaled Score	352.9	361.6	334.9	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	100%	95%	100%
% At or Above Basic	90%	96%	84%	55%
% At or Above Proficient	50%	50%	37%	22%
% At Advanced	10%	29%	11%	11%
Number of students tested	20	24	20	12
<u>3. Hispanic- subgroups size less than 6 students</u>				

**State Scores**

State Mean Scaled Score	338.5	339.0	332.9	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	91%	92%	89%	87%
% At or Above Basic	73%	74%	71%	66%
% At or Above Proficient	39%	39%	36%	33%
% At Advanced	16%	15%	14%	11%

**Inyokern Elementary School – State Criterion-Referenced Assessment Results**

Grade 4

Test California Standards Test - Mathematics

Edition/publication year 2003 Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered

	03/04	02/03	01/02	00/01
	34	38	40	25

	34	38	39	23
	34	38	39	23

What groups were excluded from testing

	<u>None</u>			
Number excluded <u>0</u>	Percent excluded	<u>0%</u>		

	03/04	02/03	01/02	00/01
Testing Month	April	April	April	April
<b>School Scores</b>				
Mean Scaled Score	337.5	31.9	326.6	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	94%	97%	97%	94%
% At or Above Basic	76%	84%	88%	78%
% At or Above Proficient	41%	45%	21%	50%
% At Advanced	12%	8%	0%	11%
Number of students tested	34	38	39	23
Percent of total students tested	100%	100%	98%	92%
Number of students alternately assessed	0	0	0	0
Percent of students alternately assessed	0%	0%	0%	0%
<b>Subgroup Scores</b>				
<u>1. White (Not Hispanic)</u>				
Mean Scaled Score	346.7	343.9	329.6	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	96%	97%	97%	94%
% At or Above Basic	82%	85%	88%	82%
% At or Above Proficient	67%	44%	22%	51%
% At Advanced	15%	10%	0%	13%
Number of students tested	27	29	32	16
<u>2. Economically Disadvantaged</u>				
Mean Scaled Score	329.3	345.4	324	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	95%	100%	95%	90%
% At or Above Basic	75%	83%	81%	70%
% At or Above Proficient	40%	41%	24%	30%
% At Advanced	5%	8%	0%	0%
Number of students tested	20	24	22	10
<u>3. Hispanic- subgroups size less than 6 students</u>				

<b>State Scores</b>				
State Mean Scaled Score	343.2	343.6	332.4	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	97%	93%	93%	*
% At or Above Basic	73%	72%	67%	*
% At or Above Proficient	45%	45%	37%	*
% At Advanced	18%	18%	13%	*

**Inyokern Elementary School – State Criterion-Referenced Assessment Results**

Grade 5

Test California Standards Test - English Language Arts

Edition/publication year 2003 Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered	03/04	02/03	01/02	00/01
	32	36	26	45

Number of students tested	32	36	25	40
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What groups were excluded from testing None

Number excluded 0 Percent excluded 0%

	03/04	02/03	01/02	00/01
Testing Month	April	April	April	April
<b>School Scores</b>				
Mean Scaled Score	359.6	329.8	344.2	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	97%	94%	96%	93%
% At or Above Basic	85%	77%	76%	86%
% At or Above Proficient	60%	33%	32%	33%
% At Advanced	22%	0%	24%	5%
Number of students tested	32	36	25	40
Percent of total students tested	100%	100%	96%	89%
Number of students alternately assessed	0	0	0	0
Percent of students alternately assessed	100%	100%	100%	100%
<b>Subgroup Scores</b>				
<u>1. White (Not Hispanic)</u>				
Mean Scaled Score	358.8	330.6	340.7	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	96%	*	95%	75%
% At or Above Basic	86%	81%	73%	50%
% At or Above Proficient	60%	34%	32%	0%
% At Advanced	19%	0%	23%	0%
Number of students tested	27	30	22	4
<u>2. Economically Disadvantaged</u>				
Mean Scaled Score	361.8	331.5	323	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	94%	93%	100%
% At or Above Basic	83%	42%	60%	86%
% At or Above Proficient	55%	24%	13%	34%
% At Advanced	22%	0%	13%	10%
Number of students tested	18	17	15	21
<u>3. Hispanic- subgroups size less than 6 students</u>				
<b>State Scores</b>				

State Mean Scaled Score	337.7	332.0	327.7	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	87%	89%	91%	88%
% At or Above Basic	71%	71%	71%	61%
% At or Above Proficient	40%	36%	31%	28%
% At Advanced	16%	10%	9%	7%

\* = Not Available

**Inyokern Elementary School – State Criterion-Referenced Assessment Results**

Grade 5

Test California Standards Test - Mathematics

Edition/publication year 2003 Publisher CTB McGraw-Hill

Number of students in the grade in which the test was administered	03/04 32	02/03 36	01/02 26	00/01 45
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Number of students tested	32	36	25	42
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What groups were excluded from testing None  
 Number excluded 0 Percent excluded 0%

	03/04	02/03	01/02	00/01
Testing Month	April	April	April	April
<b>School Scores</b>				
Mean Scaled Score	336.3	312.9	310	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	91%	97%	92%	100%
% At or Above Basic	78%	47%	56%	25%
% At or Above Proficient	34%	22%	24%	0%
% At Advanced	3%	0%	0%	0%
Number of students tested	32	36	25	42
Percent of total students tested	100%	100%	96%	93%
Number of students alternately assessed	0	0	0	0
Percent of students alternately assessed	0%	0%	0%	0%
<b>Subgroup Scores</b>				
<u>1. White (Not Hispanic)</u>				
Mean Scaled Score	333.7	319.8	309.3	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	89%	*	91%	100%
% At or Above Basic	78%	69%	55%	25%
% At or Above Proficient	30%	27%	23%	0%
% At Advanced	4%	2%	0%	0%
Number of students tested	27	30	22	4
<u>2. Economically Disadvantaged</u>				
Mean Scaled Score	339.6	310.8	283.5	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	94%	91%	100%
% At or Above Basic	78%	42%	40%	33%
% At or Above Proficient	34%	24%	7%	0%
% At Advanced	6%	0%	0%	0%
Number of students tested	18	17	15	3
<u>3. Hispanic- subgroups size less than 6 students</u>				

<b>State Scores</b>				
State Mean Scaled Score	335.8	332.1	322.5	*
% At or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	90%	87%	91%	*
% At or Above Basic	65%	61%	60%	*
% At or Above Proficient	38%	35%	29%	*
% At Advanced	12%	10%	7%	*

\* = Not Available

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