2006--2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [**X**] Elementary [ ] Middle [ ] High [ ] K-12 [ ] Charter

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

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

School Mailing Address 14145 Village Center Drive
(If address is P.O. Box, also include street address.)

Chino Hills CA 91709-4892
City State Zip Code+4 (9 digits total)

County San Bernardino State School Code Number* 36 67678 6111710

Telephone (909) 590-8212 Fax (909) 464-2982

Web site/URL http://cs.chino.k12.ca.us/ E-mail mike_harrell@chino.k12.ca.us

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.

_____ Date January 10, 2007
(Principal's Signature)

Name of Superintendent* Dr. Edmond Heatley
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Chino Valley Unified School District Tel. (909) 628 - 1201

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.

_____ Date January 10, 2007
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Fred Youngblood Jr., President
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

_____ Date January 10, 2007
(School Board President's/Chairperson's Signature)

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. 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 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

All data are the most recent year available.

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

1. Number of schools in the district:
   - 22 Elementary schools
   - 0 Middle schools
   - 5 Junior high schools
   - 6 High schools
   - 0 Other
   - 33 TOTAL

2. District Per Pupil Expenditure: $6,386.58

   Average State Per Pupil Expenditure: $7,265.00

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
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 5 Number of years the principal has been in her/his position at this school.

   _____ 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	0	0	**0**	**7**			
K	39	32	**71**	**8**			
1	41	48	**89**	**9**			
2	61	40	**101**	**10**			
3	46	55	**101**	**11**			
4	62	46	**108**	**12**			
5	54	69	**123**	**Other**			
6	69	69	**138**				
			TOTAL STUDENTS IN THE APPLYING SCHOOL →				731

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:

31 % White
3 % Black or African American
20 % Hispanic or Latino
46 % Asian/Pacific Islander
0% American Indian/Alaskan Native
100% Total

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: ___6___%
[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year	23
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year	18
(3)	Total of all transferred students [sum of rows (1) and (2)]	41
(4)	Total number of students in the school as of October 1	731
(5)	Total transferred students in row (3) divided by total students in row (4)	.056
(6)	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: ____6___%
___43____Total Number Limited English Proficient
Number of languages represented: ___16___
Specify languages: English, Spanish, Vietnamese, Cantonese, Korean, Philippino, Mandarin, Arabic, Farsi, Hindi, Indonesian, Italian, Russian, Gujarati, Toishanese, Other

9. Students eligible for free/reduced-priced meals: ___4___%
Total number students who qualify: __31___

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: ___7___%
__53___Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

13 Autism	0 Orthopedic Impairment
0 Deafness	2 Other Health Impaired
0 Deaf-Blindness	6 Specific Learning Disability
1 Emotional Disturbance	31 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	28	4
Special resource teachers/specialists	2	1
Paraprofessionals	0	3
Support staff	4	4
Total number	36	12

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

13. Show the attendance patterns of teachers and students as a percentage. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	98%	98%	98%	98%	98%
Daily teacher attendance	97%	97%	96%	98%	97%
Teacher turnover rate	6%	14%	16%	10%	5%
Student dropout rate (middle/high)	NA%	NA%	NA%	NA%	NA%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

The higher teacher turnover rates in years 2003-2004 and 2004-2005 were due to a new school opening in the area.

PART III - SUMMARY

Country Springs Elementary was established in 1994 in the heart of Chino Hills, California. The school community has worked together since the beginning to create and maintain its high expectations for both the students and the staff. The result has lead to the school having the highest Academic Performance Index (API) in both the Chino Valley Unified School District and San Bernardino County from the beginning of the State Testing and Reporting (STAR) program. The school has been recognized by the state as a California Distinguished School since 1998. This honor was earned through the dedicated efforts of the school staff, a great student body, and a school community that values high achievement.

The Country Springs' Mission Statement encompasses our vision:
Epitomizing the ideal learning environment for our school community, Country Springs holds a shared vision of high expectations, focused academics, and ever-increasing student achievement within a positive, nurturing setting. A feeling of pride is held by all. Students, parents, and school staff members feel secure with the educational support structures and the physical school facility.

The intensity of meeting State Curricular Standards is tempered with meaningful, yet enjoyable, academic instruction tailored to each student's learning style using the Theory of Multiple Intelligences. Special programs throughout the year allow students to make practical application of newly acquired knowledge.

Adults and children enjoy each other's company. Accomplishments are recognized in such a way that they motivate future accomplishments. Respect for others is a norm, not a goal. Challenges are seen as temporary barriers to be removed. There exists total confidence in the school to provide excellence in learning and value in personal growth. In all aspects, Country Springs works to its potential.

Country Springs' emphasis on visual/performing arts combined with a strong curricular program creates an environment of high self-esteem and strong academic performance for the students. Additionally, the use of the Theory of Multiple Intelligences for instructional delivery makes the curriculum readily accessible to students in their most comfortable learning style.

One of the school's unique features is our motivational baseball theme. Each classroom is named after a professional baseball team. The office is known as the Clubhouse. The multipurpose room is the Hall of Fame as it displays posters of the school staff in their baseball jerseys. The library is named The Field of Dreams and the cafeteria is called the Concession Stand – even the recess bell plays "Take Me Out To The Ball Game". The baseball theme is used for student awards; monthly MVP Awards for outstanding academic achievement, Coach's Award's for good citizenship, RBI Awards for completing homework consistently, & Batting 1000 Awards for having no unexcused absences or no more than one unexcused tardy per Trimester. The entire school community has a strong sense of pride in the school.

With our primary autistic classroom, Resource program, occupational therapy room, pre-Kindergarten program, and over 16 languages/dialects represented, Country Springs is a busy school, but an excellent place to be a student. The staff and community are proud of the quality services provided by the school. The results are seen in our former students who enter the secondary schools well prepared academically and always seem to be in leadership roles.

The University of California/ Riverside continues to use Country Springs as its featured school for the Rainbows of Learning video emphasizing the Theory of Multiple Intelligences. The video has circulated worldwide. In the last few years alone, school personnel teams from many U.S. States, Canada, China, Japan, South Africa, England, Australia, Germany, and South Korea visited Country Springs to see the school's programs. In 2004, Country Springs was chosen by the National Association of Elementary School Principals to be the site visitation school for its annual convention that was held in Anaheim; groups of visitors traveled by bus to visit the school during the convention.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Country Springs participates in California's Standardized Testing and Reporting (STAR) program. The California Standards Tests (CST) in English-Language Arts, Mathematics, Science, and History-Social Science are administered to all students in Grades 2-6. Except for a writing component that is administered as part of the Grade 4 English-Language Arts test, all questions are multiple choice. CST scores are reported as one of five performance levels: advanced, proficient, basic, below basic, and far below basic. Performance levels of advanced and proficient are indicated as "at or above proficient" on the Data Display Tables in Part VII-Assessment Results. The scores are used for calculating Country Springs' Academic Performance Index (API). Only the results of the California English-Language Arts and Mathematics Standards Tests are used to determine the progress elementary schools are making toward meeting the federal *No Child Left Behind* adequate yearly progress (AYP) requirement that all students score at proficient or above (advanced) on these tests. The following website provides additional information regarding California's Standardized Testing and Reporting (STAR) program: http://star.cde.ca.gov/star2006.

English-Language Arts. A four-year comparison shows growth at all grade levels in the percentage of students scoring in the proficient and advanced performance bands. The overall summary of student achievement over the past four years shows an increase of 8% scoring at or above proficient, from May 2003 to May 2006. Most notable is the growth made in Grades 5 (+13%) and 6 (+12%). Overall, Grade 5 reflects the greatest growth. All ethnic subgroups demonstrated growth over the past four years. School-wide our Asian students made the most growth (+9%) compared to White (+8%) and Hispanic (+6%) students. All of Country Springs' significant subgroups exceeded AYP goals in English-Language Arts.

Mathematics. An overview of student achievement during the past four years shows an increase of 9% for students performing in the proficient or advanced performance bands. Although Grade 3 dropped slightly during this time span, every other grade level boasted substantial growth, specifically in Grades 4 and 5, growing 7% and 24%, respectively. Notable is the 16% increase in students scoring in the advanced performance band in Grade 5. Overall, all ethnic subgroups have grown during the past four years: (+10%) White, (+7%) Asian, and (+6%) Hispanic subgroups scored at or above proficient levels. Although a trend of growth is evident, the performance amongst the subgroups has fluctuated. Efforts to deeply align math curriculum and articulate instruction between grade levels continue. Students without disabilities grew 7% overall with an increase of 10% of students performing at the advanced level. Non-disabled students grew 9% overall. By the time this subgroup exits Country Springs in Grade 6, their growth is significant. Marked growth is evident in both the proficient and advanced performance bands (+13%). All Country Springs subgroups exceeded AYP goals in Mathematics.

2. Using Assessment Results: Country Springs maintains a comprehensive assessment program designed to motivate students and provide a clear picture of the school's overall success. An integral part of teaching, the assessment program is designed to provide staff with data to modify instruction in meeting individual student needs, recognize student and teacher achievement, and assess the school's overall success. Student assessments are administered in a variety of ways and with an array of instruments all aligned with state standards.

California's Student Testing and Reporting (STAR) system enables teachers, students, families, and administrators to compare student progress quantitatively with the ultimate goal of moving students to the proficient and advanced quintiles. Together with CVUSD, Country Springs has institutionalized a robust formative assessment system using curriculum-based, performance-based, and criterion-referenced assessments. District-wide "essential" standards, aligned with state standards, were developed to ensure continuity at each site and between and among grade levels. Standards-based assessments in the form of Math Benchmarks and quarterly Summary Tests are deeply aligned to these essential standards and assists teachers in monitoring student growth and adjusting instruction as needed. Item analysis and relative rank generated from the testing data are used as a tool to identify students in need of academic interventions

and accelerations. EduSoft, a web-based assessment platform, generates multiple-measure reports enabling teachers to disaggregate and frequently monitor student progress.

Analysis of test data over the past four years has lead to the acquisition of support materials and programs to strengthen student success in mastering the Content Standards. Our skills-based Orchard software provides assessments and prescriptive assignments for remediation, practice, and enrichment in ELA, math, science, and English language development. To improve the 4th grade State Writing Assessment, all grade levels adopted the use of Step Up To Writing as a structured program to improve writing skills across the curriculum. Using CST math results to track the progress of former students as they began algebra classes in the Junior High, the need for improved instruction in the areas of number sense and logic immerged. Instructional minutes were taken from the practice of computational skills to provide time to focus on math reasoning, word problems, and logic. The Math Exemplars database of logic problems provides students with the ability to increase their skills by tackling math scenarios whereby the correct answer may be acquired in more than one way. Rubric scoring gives credit for the approach as well as the answers to these problems. Especially when used in cooperative learning groups, the exemplar problems stimulate the thought processes that will eventually be needed to be successful in algebra.

3. Communicating Assessment Results: Every August, a STAR report is mailed to parents with a letter explaining the meaning and value of the CST as it pertains to their child's achievement. The school administration presents disaggregated test results to the staff and areas of improvement are determined. Parent-teacher conferences establish the parent's role in assisting their child and the student's role in reaching goals. In addition, disaggregated results are communicated through our Parent/Faculty Association, Principal newsletters, English Learner Advisory Committee (ELAC), and School Site Council (SSC).

Student on-going progress and achievement is communicated to Country Springs' parents through informal home communication, mid-trimester progress reports, parent/teacher conferences, Trimester Standards-based report cards, and in weekly and monthly newsletters written by classroom teachers. Report Cards reflect student progress towards mastering the standards. This card also addresses social, emotional, and physical development along with academic achievement. Specific reports, such as Academic Performance Index (API) school performance scores and Adequate Yearly Progress (AYP) are released by the California Department of Education and reported on its website. These reports are published in the local newspapers, as well as the CVUSD website.

4. Sharing Success: Country Springs enjoys a broad-based, collaborative relationship with other schools. At the district level, monthly sessions enable principals to dialog regarding educational issues and share best practices associated with high achieving schools, such as Country Springs. Our internal reading intervention program in Grades 1, 4, and 6 has been spotlighted at one such session. Local schools have visited Country Springs' classrooms observing teachers utilizing our *Multiple Intelligences* instructional strategies. Our staff has shared this strategy by providing inservices for other schools. Country Springs' school-wide commitment to a daily, uninterrupted three-hour literacy block, and the articulated writing curriculum, generated area interest in developing an articulated writing curriculum and assessment system, K-6. As a result, Chino Valley District developed an articulated writing blueprint for all grade levels, addressing narrative, summary, persuasive, and response to literature writing genres. The Country Springs' staff has been the key drivers in this endeavor. Four Country Springs' teachers are designated as Beginning Teacher Support and Assessment (BTSA) Support Providers and assigned to novice teachers as mentors and models of teaching excellence. Frequently, these teachers are invited to conduct demonstration lessons and present at workshops. Country Springs's success is also shared through school, district, and local publications.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: The Country Springs curriculum is directly aligned with the Chino Valley Unified School District's adopted guidelines, current California State Frameworks, and Content Standards criteria. Our core subjects include: English/language arts, mathematics, science/health, social studies, computer literacy, art, music, and physical education. All students, including those identified as EL learners and those in the Resource Specialist Program (RSP), are assured equal access and participation in this balanced and comprehensive curriculum. Our goal is to keep our curriculum well defined, meaning-centered, enriched, and updated. Our District has developed performance and content standards based on the related subject area documents from the state. All teachers and parents have copies of each subject's content standards. Many teachers display the core area "essential" standards in their classrooms including the "kid friendly" version. The EL standards are presented to parents with their child's classroom placement letters; our school constantly monitors our progress with respect to these standards. Each grade level meets to evaluate its program and to develop grade level expectations. These meetings have changed in emphasis over the past few years. The focus is teaching the standards rather than covering the text material. For example, our math pacing follows our standards assessment modules; this requires covering some chapters of the textbook in a different order than they are written. The science instruction uses the text as just one of several resources for covering the standards. To address the written language standards, the staff chose to use a supplemental program, Step Up to Writing, rather than the content in the Houghton/Mifflin program. Standards and assessment drive our instructional program. Attention is given to ensure both EL and Special Needs students have full and appropriate access to the curriculum. All core subject curriculum materials used at Country Springs have been adopted by both the state and district. Any supplemental materials have district approval.

Our staff uses the district-developed Instructional Guides for Reading/LA and Math to assist with curricular planning. In a user-friendly condensed format, these guides provide a wealth of information for the teachers. Each page is devoted to one standard organized by strand. Each page contains an easy reference to the objective context, any prior learning required, the number of questions addressing this standard on the CST's and district assessments, standardized assessment sample questions, page references to the core curriculum resources (Houghton Mifflin & Harcourt), page references to supplemental materials, and technology/software links.

The curriculum is enhanced by the utilization of our Field of Dreams (school library), overseen by a credentialed librarian and the SSC funded media assistant. The library features an electronic checkout system and card catalog along with a six-station computer research area. A vast array of rich literature, research information, and multicultural materials are available to students during their weekly scheduled visits, lunch/recess periods, and before or after school. Our visual/performing arts curriculum enhances learning and self-esteem through student participation in public speaking, grade level performances, classroom music instruction, band, choir, and art lessons provided by parent volunteers using the *Picture Person* program.

During the pre-season, and throughout the year, our coaching staff meets to articulate grade level expectations. Under the direction of our grade level chairpersons, our District Content Standards and newly published state reports are reviewed to make sure that our curriculum content is updated. The strengths of our current program include systematic phonics instruction in grades K–2, enriched language experiences, and daily assigned reading. We have identified instructional elements that were lacking and developed objectives for the coming school year. Specifically, the addition of the *Step-Up- to-Writing* program, math manipulative kits for first grade, phonics decoding in the third grade, increased poetry recitation, and new strategies for spelling instruction have been addressed, software programs to address standards and second language learners. Items were purchased through the Single School Plan to meet these school wide and individual needs. Needed materials are purchased following a prioritization process that uses the following guidelines: equity among classrooms, alignment with school vision and goals, student needs, curricular needs, and evaluation of past utility. The following is a sampling of additional

items purchased in order to support the curriculum and encourage student achievement: Step-Up-to-Writing for all grades, Math manipulative kits for 1st grade, Orchard Software Program Bundles, Math Exemplars for all grades, Multiple Intelligences Resource Books, Mountain Math, Sixth Grade Algebra Program, View Sonic Data Projectors, OpenBook Learning for EL learners, and Excel Math.

In other core curriculum areas, the emphasis is placed on experiential, hands-on, and critical thinking skills. Students access Science and Social Science curriculum through materials such as State adopted texts, Project AIMS, labs, literature, guest speakers, biographies, assemblies, technology, and field trips. P.E. basic skills are taught throughout the year and fitness is formally assessed each spring. Students have the opportunity to be involved in instrumental music, chorus, oral interpretation, and drama.

2. Reading: Our language arts program illustrates how we provide a comprehensive and varied instructional program so that all our learners can meet content and performance standards. The language arts curriculum includes reading, writing, and oral language components. Students are asked to read using a number of strategies: with partners, in small groups, in groups with the teacher, class popcorn reading, and silently with or without a friend, inside or outside. Once students have read stories, they demonstrate their knowledge using varied strategies that encompass different levels of questioning such as: Bloom's Taxonomy, Icons of Depth & Complexity, Literature Circles, and Socratic Dialogues. Recreational reading is encouraged at school and in the home. Creative book report activities, classroom incentives, and our annual Read-A-Thon promote a positive attitude toward reading for enjoyment.

The expository writing program, Step-Up-To-Writing, is implemented school wide for all curricular subjects. For example, students take notes for science and social studies using a T-chart graphic organizer from this writing program. In addition, students are taught to spell using patterns in a manner that will develop phonemic awareness. A sample of writing and oral language projects that you will see students engaged in at Country Springs include: answering inference questions, illustrating the setting or characters and storyboard sequencing, creating brochures with story elements, making collages from magazines to illustrate the story theme, acting out a story using puppets or plays, and writing reflective journals, pen-pal letters, expository analyses.

- Country Springs uses State adopted Houghton-Mifflin Language Arts Program in grades K-6.
- Differentiated Curriculum in grades K-6
- Trimester Language Arts Formative Testing
- Step Up to Writing in grades K-6
- Orchard software intervention

3. Additional Curriculum Area: Mathematics: The strengths of our mathematics program include use of manipulatives, real-world lessons, math journals, Cognitive Guided Instruction, problems of the week, and problem solving strategies. Teachers integrate mathematics through the core curriculum by computing data and interpreting graphs and charts in other curricular areas. Participation in CVUSD's Math Workshops has provided teachers with the opportunity to collaborate and develop innovative math units aligned with state standards and the state adopted Harcourt Brace text. A variety of instructional program/materials are used including Project Aims, Touch Math, Mountain Math, and replacement units.

Our Math Exemplar program is designed to strengthen the math application/number sense skills at all grades as indicated as a weakness in our STAR data. These programs combine to increase the likelihood of student success as they move into the Algebra classes in the Junior High setting.

Math assessments correspond with the California Task Force Report *Improving Mathematics for All Students* and are utilized by teachers to meet individual student needs. Our trimester math assessments are

taken "on-line", scored immediately, and class reports are instantly available to the teachers through the EduSoft system. These tools are administered periodically, monitored for progress, and used to implement strategies for ongoing prescriptive teaching. A summary of our math program follows:

- Computational and problem-solving skills are an integral part of mathematical instruction at Country Springs Elementary. The understanding of basic concepts is taught on a progressive K through 6 continuum. Daily practice and school-wide recognition are provided for mastery of basic facts (i.e. addition, subtraction, multiplication, division).
- Country Springs uses a broad-based math curriculum including, but not limited to, all the mathematical strands that consist of number theory, measurement, geometry, patterns and functions, statistics and probability, logic, and algebra. These strands are deeply aligned to CVUSD's Math Benchmarks Tests.
- Manipulatives, hands-on materials, replacement units, computers, mental math activities, and calculators are used on a school-wide basis.
- Mathematics is integrated with other curricula.
- Use of State Adopted Harcourt Brace Curriculum
- Trimester assessments to measure student growth and achievement
- District Math Benchmark Tests

4. Instructional Methods: Country Springs implements Howard Gardener's *Theory of Multiple Intelligences* as the basis for instructional delivery. In striving to recognize each child's learning style and provide opportunities to excel, we give every student the Teele Inventory of Multiple Intelligences (TIMI) at the beginning of each year. Survey results help teachers and students to identify strengths and weaknesses in the seven modes of learning styles. Knowledge of a student's strongest domain of intelligence is then used as a means of instruction and informal assessment. For example, to evaluate a student's comprehension of a story plot, a linguistic learner may be asked to produce a written summary, while a spatial learner might draw pictures or create a chart of events.

Country Springs Elementary involves its players in challenging exercises to enhance basic skills and broaden knowledge. Varied groupings of students and teacher-directed activities are utilized in order to reach all students. Students identified GATE and others who demonstrate the ability to be challenged beyond core curriculum are provided differentiated instruction and extended learning opportunities in the GATE-cluster classrooms. Of special impact is how our teachers implement thematic instruction as advised in *Elementary Makes the Grade!* This makes learning more meaningful and enables students to make connections between, and understand relationships within different subject areas. Perhaps the most enterprising form of enrichment or "service-learning, our school offers is the HITS program (Helping Ignite Tomorrow's Stars). This is a series of elective courses that all first through sixth graders take for five consecutive days, once a year. These classes are designed to enhance the seven intelligences and address notable individuals, career opportunities, and universal significance in the targeted area of study. Opportunities for children to create, classify, infer, perform, and appraise are provided. Even at recess, students are reinforced with instructional support; the playground blacktop is painted with a large world map, large US map, and the planets. Also, the 200 most frequently used sight words are stenciled in and around game area boundary lines; this is especially supportive of students whose Multiple Intelligences strength is bodily kinesthetic. EL learners have been provided instruction using the core curricular materials specifically adapted for these students. The district-adopted *Hampton Brown* program offers the EL student additional activities in acquiring the English language. Active learning techniques that integrate content, knowledge, and the application of acquired skills are especially helpful in immersing students identified as EL learners into a multitude of English language encounters. Music plays an integral part within our instructional program. Classrooms visit the music teacher each week for music appreciation/history instruction. Students are instructed in our "keyboard lab" where 16 sets of dual electronic piano keyboards are used for performance and musical composition. All 5th grade students

participate in the choir program and over 80 students voluntarily take band. Each student participates in at least one major theatrical performance each year complete with costumes and stage backdrops.

5. Professional Development: Student needs and school goals determine the content of coordinated inservices. Staff and guest lecturers provide a variety of meaningful topics such as: effective lesson planning, literacy, instructional strategies for high-achieving students, and training in the application of the Multiple Intelligences Theory. Dr. Sue Teele of UC-Riverside conducted the Multiple Intelligences training for our new staff members. Several staff members have or are in the process of earning their Multiple Intelligences, GATE, and/or the CLAD certificate that relate directly to our school vision and our increasing need to service our EL and GATE students. Teachers have received additional training in curriculum expansion, individualized instruction, math centers, effective teaching, classroom management, and parent assistance through our district's extensive professional development program. Several staff members participated in a specialized math workshop, CGI Math Training. Our goal is to implement these hands-on strategies school wide by next fall. An on-line catalog of inservices is offered to all district employees. Many of the teacher trainings qualify as "buy-back" days. In addition, Chino Valley Unified is one of the few AB 430 training centers for administrators. Monthly "Principal Academies" provide staff development to both Principals and Asst. Principals. Attending these academies qualifies as the Tier II requirement for new administrators. Specifically, inservices directly linked to the results of our evaluation process have included: Math Exemplars grade level articulation, CGI Math training, Parent Organizer uploading strategies, Citrix Network computer training, Scott Purdy's Time Management, Science enrichment across the curriculum, Step-Up-to-Writing grade level articulation, and Orchard Software computer training.

This current school year's inservices that have addressed the needs of the staff have included a 3-day training session for the Orchard Software Program, a one day in-service devoted to Multiple Intelligence instructional techniques, and 2-five day workshops on CGI math training. Our clerical staff received advanced training on the Aeries student services and Financial 2000 web-based programs, and a viral/bacterial contaminator's seminar for our nurse and health technician. Prior to the school year beginning, our Custodian II attended the ISSA Interclean Convention for workshops on maintaining clean and safe schools. As examples of how staff development opportunities have impacted our school recently, we have reorganized the bell schedule to provide the appropriate blocks of time needed for the new E/LA program, installed waterless hand soap dispenser in all classrooms, purchased new vacuum cleaners with Hepa filtering systems, and acquired site software licensing for the Math Exemplars program. Last year staff in-services included *Step-Up-to-Writing* and a "Math Exemplars" grade level articulation. This year our goal is to use both of these programs in every classroom for assessing student's skills in the areas of written expression and problem solving. Many of our newer teachers will attend two Classroom Management sessions by Rick Morris. Every person is valued for their excellence, and many share their expertise with their colleagues through peer coaching, mentoring, and modeling lessons. Individual teachers introduce new ideas or sample lessons at staff meetings. Staff members also provide in-services for other schools and conduct presentations at school board meetings. Most exciting is when teachers are hired to instruct other educators about our unique school program. In addition to staff in-services, our students' parents were also provided with a workshop on the cultures of Native Americans in order to facilitate the annual 4th grade cultural day.

PART VII – ASSESSMENT RESULTS

DATA DISPLAY TABLE

ENGLISH/LANGUAGE ARTS GRADE 2 CALIFORNIA STANDARDS TEST SAT\9

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	**May**	**May**	**May**	**May**	**May**
SCHOOL SCORES					
% At or Above Proficient	83	78	75	72	93
% Advanced	45	29	41	28	NA
# of students tested	93	114	116	130	113
% of total students tested	100	99	100	100	99
SUBGROUP SCORES					
White					
% At or Above Proficient	86	75	68	64	NA
% Advanced	54	39	NA	NA	NA
# of students tested	28	28	41	56	NA
Asian					
% At or Above Proficient	87	81	83	86	NA
% Advanced	42	36	NA	NA	NA
# of students tested	33	44	35	37	NA
Hispanic					
% At or Above Proficient	74	72	60	68	NA
% Advanced	27	11	NA	NA	NA
# of students tested	15	28	25	25	NA

DATA DISPLAY TABLE

ENGLISH/LANGUAGE ARTS GRADE 3 CALIFORNIA STANDARDS TEST SAT\9

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	**May**	**May**	**May**	**May**	**May**
SCHOOL SCORES					
% At or Above Proficient	71	69	63	71	96
% Advanced	34	28	23	31	NA
#of students tested	116	120	131	119	130
% of total students tested	100	100	100	99	99
SUBGROUP SCORES					
White					
% At or Above Proficient	77	56	55	71	NA
% Advanced	32	21	NA	NA	NA
# of students tested	31	43	53	45	NA
Asian					
% At or Above Proficient	83	82	71	72	NA
% Advanced	45	41	NA	NA	NA
# of students tested	40	37	41	36	NA
Hispanic					
% At or Above Proficient	53	56	71	69	NA
% Advanced	22	16	NA	NA	NA
# of students tested	32	25	24	29	NA

DATA DISPLAY TABLE
ENGLISH/LANGUAGE ARTS GRADE 4 CALIFORNIA STANDARDS TEST SAT\9

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	**May**	**May**	**May**	**May**	**May**
SCHOOL SCORES					
% At or Above Proficient	88	93	81	84	94
% Advanced	60	61	51	46	NA
# of students tested	116	130	123	129	132
% of total students tested	99	100	98	100	100
SUBGROUP SCORES					
White					
% At or Above Proficient	75	94	83	80	NA
% Advanced	52	57	NA	NA	NA
# of students tested	44	49	46	44	NA
Asian					
% At or Above Proficient	100	90	80	89	NA
% Advanced	74	71	NA	NA	NA
# of students tested	34	42	35	45	NA
Hispanic					
% At or Above Proficient	87	92	75	85	NA
% Advanced	48	50	NA	NA	NA
# of students tested	23	24	32	20	NA
Students with Disability					
% At or Above Proficient	60	NA	40	50	NA
% Advanced	40	NA	20	50	NA
# of students tested	10	NA	5	2	4

DATA DISPLAY TABLE
ENGLISH/LANGUAGE ARTS GRADE 5 CALIFORNIA STANDARDS TEST SAT\9

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	**May**	**May**	**May**	**May**	**May**
SCHOOL SCORES					
% At or Above Proficient	81	81	75	68	88
% Advanced	42	43	42	29	NA
# of students tested	130	122	132	140	123
% of total students tested	97	100	100	100	99
English Learner					
% At or Above Proficient	40	25	33	0	NA
% Advanced	20	0	0	0	NA
# of students tested	10	4	6	1	9
White					
% At or Above Proficient	86	78	74	79	NA
% Advanced	40	54	NA	NA	NA
# of students tested	48	41	43	57	NA
Asian					
% At or Above Proficient	79	84	80	62	NA
% Advanced	43	33	NA	NA	NA
# of students tested	42	39	44	34	NA
Hispanic					
% At or Above Proficient	83	76	65	68	NA
% Advanced	48	38	NA	NA	NA
# of students tested	23	34	23	28	NA

DATA DISPLAY TABLE

ENGLISH/LANGUAGE ARTS GRADE 6 CALIFORNIA STANDARDS TEST SAT\9

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	**May**	**May**	**May**	**May**	**May**
SCHOOL SCORES					
% At or Above Proficient	79	79	76	67	94
% Advanced	42	44	32	32	NA
# of students tested	125	130	142	127	125
% of total students tested	99	100	99	100	99
SUBGROUP SCORES					
White					
% At or Above Proficient	79	80	76	73	NA
% Advanced	48	45	NA	NA	NA
# of students tested	42	40	54	55	NA
Asian					
% At or Above Proficient	85	88	81	72	NA
% Advanced	49	51	NA	NA	NA
# of students tested	39	43	37	36	NA
Hispanic					
% At or Above Proficient	69	67	73	52	NA
% Advanced	33	29	NA	NA	NA
# of students tested	36	24	30	21	NA

MATHEMATICS

DATA DISPLAY TABLE

MATHEMATICS GRADE 2 CALIFORNIA STANDARDS TEST SAT\9

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	**May**	**May**	**May**	**May**	**May**
SCHOOL SCORES					
% At or Above Proficient	90	90	86	83	93
% Advanced	58	56	62	55	NA
# of students tested	93	114	116	130	112
% of total students tested	100	99	100	100	99
SUBGROUP SCORES					
White					
% At or Above Proficient	89	86	88	64	NA
% Advanced	71	54	NA	NA	NA
# of students tested	28	28	41	56	NA
Asian					
% At or Above Proficient	94	98	97	89	NA
% Advanced	55	68	NA	NA	NA
# of students tested	33	44	35	37	NA
Hispanic					
% At or Above Proficient	80	86	64	88	NA
% Advanced	33	43	NA	NA	NA
# of students tested	15	28	25	25	NA

DATA DISPLAY TABLE

MATHEMATICS GRADE 3 CALIFORNIA STANDARDS TEST SAT\9

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	**May**	**May**	**May**	**May**	**May**
SCHOOL SCORES					
% At or Above Proficient	86	88	84	84	88
% Advanced	62	58	46	45	NA
# of students tested	116	120	131	119	130
% of total students tested	100	100	100	99	100
SUBGROUP SCORES					
White					
% At or Above Proficient	78	84	77	80	NA
% Advanced	55	47	NA	NA	NA
# of students tested	31	43	53	45	NA
Asian					
% At or Above Proficient	98	97	90	89	NA
% Advanced	73	78	NA	NA	NA
# of students tested	40	37	41	36	NA
Hispanic					
% At or Above Proficient	81	80	88	79	NA
% Advanced	53	36	NA	NA	NA
# of students tested	32	25	24	29	NA

DATA DISPLAY TABLE

MATHEMATICS GRADE 4 CALIFORNIA STANDARDS TEST SAT\9

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	**May**	**May**	**May**	**May**	**May**
SCHOOL SCORES					
% At or Above Proficient	93	95	90	86	90
% Advanced	80	81	40	53	NA
# of students tested	116	130	123	129	135
% of total students tested	99	100	98	100	100
SUBGROUP SCORES					
White					
% At or Above Proficient	84	94	83	80	NA
% Advanced	66	80	NA	NA	NA
# of students tested	44	49	46	44	NA
Asian					
% At or Above Proficient	100	96	91	91	NA
% Advanced	94	86	NA	NA	NA
# of students tested	34	42	35	45	NA
Hispanic					
% At or Above Proficient	100	96	94	85	NA
% Advanced	87	71	NA	NA	NA
# of students tested	23	24	32	20	NA
Students with Disability					
% At or Above Proficient	80	NA	80	50	NA
% Advanced	60	NA	20	50	NA
# of students tested	10	NA	5	2	4

DATA DISPLAY TABLE

MATHEMATICS GRADE 5 CALIFORNIA STANDARDS TEST SAT\9

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	**May**	**May**	**May**	**May**	**May**
SCHOOL SCORES					
% At or Above Proficient	92	62	69	76	78
% Advanced	48	25	27	29	NA
# of students tested	130	122	132	140	125
% of total students tested	97	100	100	100	100
SUBGROUP SCORES					
English Learner					
% At or Above Proficient	80	50	50	0	NA
% Advanced	50	0	17	0	NA
# of students tested	10	4	6	1	9
White					
% At or Above Proficient	94	61	72	84	NA
% Advanced	40	24	NA	NA	NA
# of students tested	48	41	43	57	NA
Asian					
% At or Above Proficient	95	70	84	85	NA
% Advanced	57	26	NA	NA	NA
# of students tested	42	39	44	34	NA
Hispanic					
% At or Above Proficient	91	56	39	64	NA
% Advanced	43	24	NA	NA	NA
# of students tested	23	34	23	28	NA

DATA DISPLAY TABLE

MATHEMATICS GRADE 6 CALIFORNIA STANDARDS TEST SAT\9

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	**May**	**May**	**May**	**May**	**May**
SCHOOL SCORES					
% At or Above Proficient	79	79	79	64	83
% Advanced	34	39	39	28	NA
# of students tested	125	130	142	127	124
% of total students tested	99	100	99	100	99
SUBGROUP SCORES					
White					
% At or Above Proficient	83	85	80	62	NA
% Advanced	33	35	NA	NA	NA
# of students tested	42	40	54	55	NA
Asian					
% At or Above Proficient	87	88	89	75	NA
% Advanced	41	60	NA	NA	NA
# of students tested	39	43	37	36	NA
Hispanic					
% At or Above Proficient	64	59	77	57	NA
% Advanced	28	17	NA	NA	NA
# of students tested	36	24	30	21	NA