



South Fork Elementary School

School Accountability Report Card, 2006–2007

Modoc Joint Unified School District

» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

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This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average K–8 school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2007_en.html

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

3015 Hwy. 395, PO Box 115
Likely, CA 96116
Principal: Diane Janssen
Phone: (530) 233-7201x245

How to Contact Our District

906 West Fourth St.
Alturas, CA 96101
Phone: (530) 233-7201
<http://www.modoc.k12.ca.us>



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A NOTE ABOUT K–8 SCHOOLS: K–8 schools combine, in effect, an elementary and middle school together. For this reason, schoolwide averages may obscure important differences across grade levels.

Please note that some counties have very few K–8 schools. As a result, when we compare our K–8 school's averages to the averages for K–8 schools in the county, those averages will be less reliable and less consistent than statewide K–8 averages. There were about 550 K–8 schools in California in the 2006–2007 school year.



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» Principal's Message

South Fork Elementary School is a stable, friendly, and loving school with a family atmosphere. We serve students in kindergarten through eighth grade from the communities of Likely, Madeline, and Alturas. We have two highly experienced teachers, three exceptionally dedicated aides, including an aide for English learners, and a cook/custodian/secretary who keeps our school running smoothly.

We develop our students' social, moral, and educational skills so that they can become successful contributors to their families, social groups, and communities. Each of our staff members is committed to meeting the unique needs of every student. We want our students to have self-respect, the ability to think critically, and an appreciation of democratic ideals.

Diane Janssen, PRINCIPAL

Grade range and calendar

K-8

TRADITIONAL

Academic Performance Index

696

County Average: 665
State Average: 761

Student enrollment

32

County Average: 26
State Average: 424

Teachers

2

County Average: 2
State Average: 21

Students per teacher

16

County Average: 15
State Average: 20

Students per computer

2

County Average: 2
State Average: 5

Major Achievements

- South Fork Elementary School is proud to be designated a California Distinguished School.
- We have a very positive image within our district.
- We have very few discipline problems and a very low suspension record.
- Substitutes say consistently that they are willing to drive 20 miles to our school because they enjoy our students and the friendly atmosphere.
- Parents want to volunteer in our classrooms because of the positive learning environment and friendly atmosphere.
- Our community overwhelmingly supports our teachers, programs, and children.
- Two students, one from each classroom, were nominated and attended the ACSA Award breakfast for good behavior and academic achievement throughout the year.

Focus for Improvement

- Continue to review standardized test results to identify weak achievement areas and student groups performing below the California Content Standards.
- Review and revise the curriculum according to state standards.
- Continually search for creative ways to involve parents in the educational process of their children.
- Integrate the use of technology into daily instruction.
- Involve reading-challenged students and English learners in Tumble Books.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	No
Met growth target for prior school year	Yes
API score	696
Growth attained from prior year	-25
Met subgroup* growth targets	Yes
Underperforming school	No

South Fork’s API was 696 (out of 1000). This is a decline of 25 points compared to last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 721. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all K–8 schools in California, our school ranked 4 out of 10.

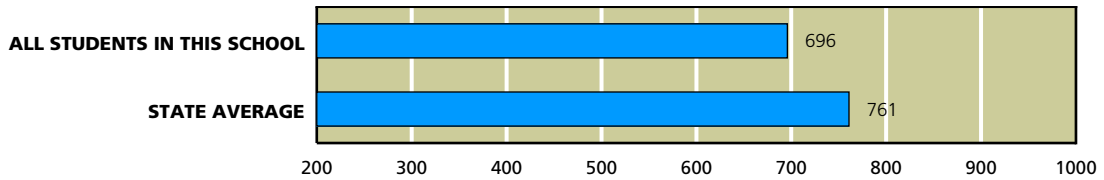
SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of March 2008.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We did not meet some or all of our assigned growth targets during the 2006–2007 school year.

API, Spring 2007



SOURCE: API based on spring 2007 test cycle. State average represents K-8 schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

We met all five criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	N/A
Met subgroup* test score goals	N/A
Met schoolwide API for AYP	Yes
Program Improvement School in 2007	No

SOURCE: AYP is based on the Accountability Progress Report of March 2008. A school can be in Program Improvement based on students’ test results in the 2006–2007 school year or earlier.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●

SOURCE: AYP release of March 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average K-8 school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

TESTED SUBJECT	2006–2007		2005–2006		2004–2005	
	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school	NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Percent Proficient or higher						
Average K-8 school	46%		45%		42%	
Percent Proficient or higher						
MATH (excluding algebra)						
Our school	NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Percent Proficient or higher						
Average K-8 school	52%		51%		48%	
Percent Proficient or higher						
ALGEBRA						
Our school	NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Percent Proficient or higher						
Average K-8 school	37%		36%		31%	
Percent Proficient or higher						
HISTORY/SOCIAL SCIENCE						
Our school	NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Percent Proficient or higher						
Average K-8 school	35%		34%		31%	
Percent Proficient or higher						
SCIENCE						
Our school	NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Percent Proficient or higher						
Average K-8 school	39%		35%		28%	
Percent Proficient or higher						

SOURCE: The scores for the CST are from the spring 2007 test cycle. State average represents K-8 schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 45 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.


CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	100%	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE K-8 SCHOOL IN THE COUNTY	NO DATA AVAILABLE		N/A	100%	
AVERAGE K-8 SCHOOL IN CALIFORNIA			46%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	14	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	11	
English proficient	NO DATA AVAILABLE		N/A	11	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	14	
Low income	NO DATA AVAILABLE		N/A	24	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	1	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	25	


SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent K-8 schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

You can read the California standards for [English/language arts](#) on the CDE’s Web site.

Math (Excluding Algebra)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	96%	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE K-8 SCHOOL IN THE COUNTY	NO DATA AVAILABLE		N/A	95%	
AVERAGE K-8 SCHOOL IN CALIFORNIA			52%	91%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	14	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	10	
English proficient	NO DATA AVAILABLE		N/A	11	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	13	
Low income	NO DATA AVAILABLE		N/A	23	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	1	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	24	


SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent K-8 schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

You can read the [math standards](#) on the CDE's Web site.

Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	14%	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE K-8 SCHOOL IN THE COUNTY	NO DATA AVAILABLE		N/A	17%	
AVERAGE K-8 SCHOOL IN CALIFORNIA			37%	34%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	N/A	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	1	
English proficient	NO DATA AVAILABLE		N/A	N/A	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	1	
Low income	NO DATA AVAILABLE		N/A	1	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	N/A	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	1	


SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent K-8 schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

About 14 percent of our students took the algebra CST, compared to 34 percent of all K-8 school students statewide. You can review the [algebra](#) standards on the CDE’s Web site.

History/Social Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	100%	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE K-8 SCHOOL IN THE COUNTY	NO DATA AVAILABLE		N/A	100%	
AVERAGE K-8 SCHOOL IN CALIFORNIA			35%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	2	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	1	
English proficient	NO DATA AVAILABLE		N/A	1	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	2	
Low income	NO DATA AVAILABLE		N/A	3	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	N/A	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	3	


SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent K-8 schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

You can read the [history/social science standards](#) on the CDE’s Web site.

Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE		N/A	100%	SCHOOLWIDE AVERAGE: Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
AVERAGE K-8 SCHOOL IN THE COUNTY	NO DATA AVAILABLE		N/A	100%	
AVERAGE K-8 SCHOOL IN CALIFORNIA			39%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	4	GENDER: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	2	
English proficient	NO DATA AVAILABLE		N/A	2	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	4	
Low income	NO DATA AVAILABLE		N/A	6	INCOME: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	N/A	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE		N/A	6	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent K-8 schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

Although we teach science at all grade levels, only our fifth and eighth graders took the California Standards Test in this subject. You can read the [science standards](#) on the CDE’s Web site.

California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2007, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	N/A	N/A	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	N/A	N/A	45%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	N/A	N/A	23%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	N/A	N/A	47%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	N/A	N/A	28%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	N/A	N/A	56%

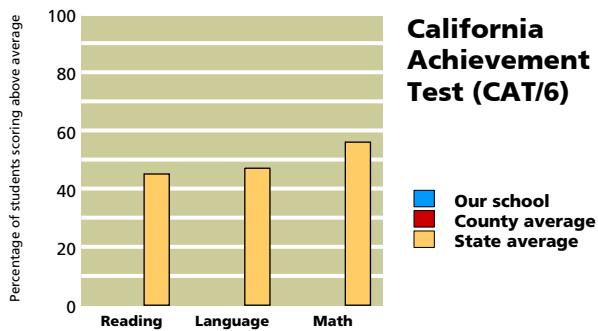
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent K-8 schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). South Fork did not report how many students scored at or above average on the CAT/6.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). South Fork did not report how many students were high scoring on the CAT/6.

Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2007 test cycle. County and state averages represent K-8 schools only.

Other Measures of Student Achievement

Our teachers evaluate students' skills using oral questioning, written tests, and project-based evaluations. They assess English learners the same way, although they may provide extra assistance to these students if needed. The addition of an instructional aide has improved the assistance available to these students.

We are on a trimester system, with three report card periods each school year. We encourage parents to attend a parent-teacher conference after the first reporting period, which ends in early November.

STUDENTS

Students’ English Language Skills

At South Fork, 34 percent of students were considered to be proficient in English, compared to 76 percent of K–8 school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	34%	71%	76%
English learners	66%	29%	24%

SOURCE: Language Census for school year 2006–2007. County and state averages represent K-8 schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 21 students classified as English learners. At South Fork, the language these students most often speak at home is Spanish. In California it’s common to find English learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	100%	100%	83%
Vietnamese	0%	0%	2%
Cantonese	0%	0%	3%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	0%	1%
Korean	0%	0%	1%
Khmer/Cambodian	0%	0%	1%
All other	0%	0%	8%

SOURCE: Language Census for school year 2006–2007. County and state averages represent K-8 schools only.

Ethnicity

Most students at South Fork identify themselves as Latino/Hispanic. In fact, there are about two times as many Latino/Hispanic students as White/European American/Other students, the second-largest ethnic group at South Fork. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	3%	3%	7%
Asian American/Pacific Islander	0%	0%	11%
Latino/Hispanic	69%	34%	44%
White/European American/Other	28%	64%	39%

SOURCE: CBEDS census of October 2006. County and state averages represent K-8 schools only.

Family Income and Education

The [free or reduced-price meal](#) subsidy goes to students whose families earned less than \$37,000 a year (based on a family of four) in the 2006–2007 school year. At South Fork, 91 percent of the students qualified for this program, compared to 52 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	91%	77%	52%
Parents with some college	20%	58%	55%
Parents with college degree	0%	38%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent K-8 schools only.

The parents of 20 percent of the students at South Fork have attended college, and none has a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 63 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Our school has a combination of grades in each classroom due to the small size of our population.

GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	3	3	19
First grade	4	4	19
Second grade	2	2	19
Third grade	1	1	20
Fourth grade	5	5	27
Fifth grade	3	3	28
Sixth grade	7	7	28
CORE COURSE			
English	N/A	N/A	25
History	N/A	N/A	28
Math	N/A	N/A	26
Science	N/A	N/A	28

SOURCE: CBEDS census, October 2006. County and state averages represent K-8 schools only.

Safety

Our physical environment is clean, safe, attractive, and well maintained. We check and monitor the school grounds, field, gym, and playground areas before, during, and after school. Playground equipment is up to current safety standards and we inspect it regularly. We frequently review playground safety rules with students, and we hold fire and earthquake drills according to regulation requirements. We lock all doors after students arrive, and a front doorbell allows visitors to be screened. The school district has all schools participate in intruder alert drills as part of their safety plan.

Discipline

We follow the district behavior code and school board policies concerning discipline. For minor behavior issues, our philosophy is to separate the child from his behavior. Every child is welcomed, nurtured, loved, and respected. Older students are expected and encouraged to model and reinforce appropriate behavior with younger students. We handle inappropriate behavior immediately, fairly, and consistently, with an emphasis on safety, growth, and acceptance.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2006–2007	3	3	9
2005–2006	0	0	8
2004–2005	0	1	7
Expulsions per 100 students			
2006–2007	0	0	1
2005–2006	0	0	0
2004–2005	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent K-8 schools only.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2006–2007 school year, we had one suspension incident. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Homework

Grades one through three receive homework four days a week in math and reading. All homework is due the following day. We expect students to make up work missed due to absence within a reasonable period of time.

Schedule

The school includes 180 instructional days. First through third grade begins at 8:05 a.m., while grades four through eight begin at 7:50 a.m. School concludes at 1:50 p.m. Our extended-day program runs from 2 p.m. to 4 p.m. We offer students a breakfast program before school. Office hours are from 8 a.m. to 11 a.m. Teachers welcome parent meetings after school. Please call the secretary for an appointment.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	N/A	N/A	26%
Girls in Fitness Zone	N/A	N/A	31%
Fifth graders in Fitness Zone	N/A	N/A	27%
Seventh graders in Fitness Zone	N/A	N/A	30%
Ninth graders in Fitness Zone	N/A	N/A	15%
All students in Fitness Zone	N/A	N/A	28%

SOURCE: 2006–2007 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent K-8 schools only.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Principal Diane Janssen has 18 years of experience as a teacher and nine years of experience as a principal. She spent a majority of her years teaching kindergarten and the remaining time teaching first, fourth, and fifth grades and technology. As an administrator she has been an elementary principal for five years with one year at this site and four years as an assistant high school principal. Diane has also served as president of the Minnesota Kindergarten Association and vice president of the Minnesota Reading Association along with numerous other local, state, and regional committee assignments.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	24	18	12
Newer teachers	Percentage of teachers with one or two years of teaching experience	0%	20%	14%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	50%	20%	32%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	50%	80%	68%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent K-8 schools only.

None of our teachers has less than three years of teaching experience, which is below the average for new teachers in other K-8 schools in California. Our teachers have, on average, 24 years of experience. About 50 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 50 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	100%	96%
Trainee credential holders	Percentage of staff holding an internship credential	0%	0%	3%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	0%	2%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent K-8 schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at South Fork hold a full credential. This number is higher than the average for all K-8 schools in the state. None of the faculty at South Fork holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, three percent of K-8 school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few K-8 school teachers hold this authorization statewide (just two percent). None of the faculty at South Fork holds the secondary (single-subject) credential. This number is below the average for K-8 schools in California, which is 34 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	0%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	N/A	N/A	56%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	0%	4%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

“HIGHLY QUALIFIED” TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “[highly qualified](#).” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the [High Objective Uniform State Standard of Evaluation](#) (HOUSSE) rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an [out-of-field](#) section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table. We did not report how many of our core courses were taught by teachers who were teaching out of their field of expertise.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials, compared to four percent of teachers in K-8 schools statewide.

Out-of-Field Teaching, Detail by Selected Subject Areas

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	Percentage of English courses taught by a teacher lacking the appropriate subject area authorization	N/A	N/A	59%
Math	Percentage of math courses taught by a teacher lacking the appropriate subject area authorization	N/A	N/A	58%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	N/A	N/A	58%
Social Science	Percentage of social science courses taught by a teacher lacking the appropriate subject area authorization	N/A	N/A	56%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent K-8 schools only.

The table above shows the distribution of out-of-field teaching in each of the core subject areas.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2007–2008 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is one percent, compared to five percent statewide. For schools with the highest percentage of low-income students, this factor is zero percent, compared to five percent statewide.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	1%	5%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	0%	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	3%

SOURCE: Data is from the California Department of Education, SARC research file.

Staff Development

The district provides three staff development days for teachers to attend workshops and conferences. Every month the district provides release time for teachers to hold schoolwide and grade-level meetings in which they review student work, plan instruction, and discuss teaching strategies. The district began using a new student information system last year called AERIES. Teachers and staff are continuing training for this system.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	3.0
2005–2006	3.0
2004–2005	3.0

Evaluating and Improving Teachers

We base formal teacher evaluations on the California Standards for the Teaching Profession, as agreed upon in the teacher’s contract. Teachers choose two goals to focus on in the evaluation, and the principal chooses one. Formal evaluations are done every two years. As time permits, the principal makes informal classroom visits.

Substitute Teachers

The district has a pool of substitute teachers to call upon when needed. All of the district substitutes are required to meet the requirements of the No Child Left Behind Act. Our district has difficulty obtaining qualified substitute teachers, and the substitute teacher pool is very limited.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2006.

ACADEMIC GUIDANCE COUNSELORS: Our school doesn’t have any academic counselors working here. Just for reference, California districts employed about one academic counselor for every 2,305 K–8 school students in the state. More information about [counseling and student support](#) is available on the CDE Web site.

Specialized Programs and Staff

The district contracts through the county for health services based upon student need.

GIFTED AND TALENTED EDUCATION (GATE): We currently do not have a GATE program.

High performing students are placed in a fluid program that enables them to work in the grade level that they are best suited for. Students are also encouraged to use technology to produce advanced projects.

SPECIAL EDUCATION PROGRAM: Our Student Study Team meets to discuss students who are struggling. The team makes referrals for diagnostic testing and for counseling services, speech and language training, or special education services.

The district contracts through the county for psychological, speech, and special education services based upon student need. A part-time resource specialist is available to assist special education students one hour per week outside of their regular classroom.

ENGLISH LEARNER PROGRAM: Our teachers have taken 45 hours of training in teaching English learners. This certification enables them to apply strategies for English learners in their classrooms. We encourage the parents of English learners to join our School Site Council, where they can have English translated into Spanish. We also invite them to participate in various off-campus language development programs and family workshops, which take place in the evening. Last year the district hired an instructional aide at our site to help work with our English learners.

CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. In sixth grade, students read short stories, legends, historical fiction, poetry, essays, and plays. By seventh grade, students write and research longer papers and essays that persuade others with logic and reason. In the eighth grade, we expect students to read serious novels and write book reports that draw conclusions. You can read the California standards for [English/language arts](#) on the CDE's Web site.

Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. In sixth grade, students expand upon their knowledge of mathematical concepts, including how to add, subtract, multiply, and divide whole numbers, fractions, decimals, and positive and negative integers. They learn basic principles of statistics, probability, and ratios as well as how to analyze data and use geometry formulas. In seventh grade, we expect students to understand the Pythagorean theorem, calculate surface area and volume, and increase their facility with fractional numbers, ratios, and proportion. Eighth graders now study algebra, which for decades was taught in ninth grade. You can read the [math standards](#) on the CDE's Web site.

Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. The science program focuses on [earth science](#) in the sixth grade, with units on plate tectonics, thermal energy, and ecology. Our seventh graders study [life science](#), covering cell biology, genetics, evolution, and structure and function in living systems. In eighth grade, we focus on the [physical sciences and chemistry](#). Units in the physical sciences focus on motion, forces, and structures of matter. Chemistry units include the periodic table, reactions, and the properties of density and buoyancy. Science content standards are available for [all grade levels](#) on the CDE's Web site.

Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. In the sixth grade, students study world history and ancient civilizations. In the seventh grade, they will continue their study of world history, starting with medieval times and continuing through the 18th century. They turn to American history in the eighth grade, up through Reconstruction. They learn to research topics on their own, develop their own point of view, and interpret history. You can read the [social studies standards](#) on the CDE's Web site.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2007–2008 school year, and whether those [textbooks](#) covered the California Content Standards.

RESOURCES

Buildings

Overall, our facilities are in excellent condition. The school was painted this year.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction \(OPSC\)](#), and were brought about by the legislation known as Williams. If you'd like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

Library

South Fork does not have a librarian, so the upper-grade teacher and kindergarten aide manage the library. The library currently has approximately 1,200 books that may be used for Accelerated Reader tests. The library is open during school hours for students to check out books. The staff helps students select books that are appropriate for their reading levels.

Computers

We have 14 computers available for student use, which means that, on average, there is one computer for every two students. There are two classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	2	2	5
Internet-connected classrooms	2	2	23

SOURCE: CBED5 census of October 2006. County and state averages represent K-8 schools only.

The school has a computer lab that is used by the entire school. All of our classrooms have at least one networked computer and printer. The students receive instruction in the computer lab from their classroom teachers, and most computers have Accelerated Reader software. All staff members have access to email and the Internet. Students in the upper grades spent half of their reading time last year using the program Read Naturally. In addition, these students used technology for Perfect Copy, a daily computer-based language arts program.

Parent Involvement

We have an active PTO and School Site Council (SSC). The PTO sponsors the annual Likely Card Party to raise funds for school projects. The SSC oversees the use of state and federal funds through the development of the School Site Improvement Plan. Please contact our school office at (530) 233-7201, extension 245, to find out how you can volunteer.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2005–2006			
Total expenses	\$8,040,964	N/A	N/A
Expenses per student	\$8,895	\$7,583	N/A
FISCAL YEAR 2004–2005			
Total expenses	\$8,067,632	N/A	N/A
Expenses per student	\$8,703	\$7,172	N/A

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$8,895 per student in the 2005–2006 school year, compared to an average of \$7,583 per student spent by similar (unified school district) districts in the state. Our total operating expenses for the 2005–2006 year were \$8,040,964. Facts about the 2006–2007 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the [Ed-Data Partnership’s Web site](#).

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA). More information is available on the [CDE’s Web site](#).

District Salaries, 2005–2006

This table reports the salaries of teachers and administrators in our district for the 2005–2006 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$34,680	\$34,363
Midrange teacher’s salary	\$47,326	\$50,814
Highest-paid teacher’s salary	\$62,354	\$65,731
Average principal’s salary (middle school)	\$66,874	\$81,316
Superintendent’s salary	\$117,033	\$103,105
Percentage of budget for teachers’ salaries	32%	36%
Percentage of budget for administrators’ salaries	6%	7%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2005–2006, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

Some federal Title I funds, for the support of low-income students, were used to increase instructional aide time, purchase supplemental instructional material for the afterschool program, and obtain remedial reading and math materials. We used English Language Acquisition Program funds to purchase material for the afterschool program. Title II funds, for improving teaching quality, were used by the upper-grade teacher to attend technology training emphasizing the use of Power Point and Microsoft Publisher. State funds were used in 2005–2006 to hire a full-time English learner instructional aide.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our [school's expenditures](#), along with the [average salaries of our teachers](#). You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 2008. The CDE may release additional or revised data for the 2006–2007 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 2007).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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» Data Almanac

This Data Almanac provides more detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text. We hope it provides information that will be useful to your school community.



STUDENT AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	32
African American	3%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	69%
Pacific Islander	0%
White (not Hispanic)	25%
Multiple or no response	3%
Socioeconomically disadvantaged	88%
English learners	56%
Students with disabilities	N/A

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2006. Data about students who are socioeconomically disadvantaged, English learners, and learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	3
Grade 1	4
Grade 2	2
Grade 3	1
Grade 4	5
Grade 5	3
Grade 6	7
Grade 7	4
Grade 8	3
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2006.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2004–2005	2005–2006	2006–2007
English	N/A	N/A	N/A
History	N/A	N/A	N/A
Math	N/A	N/A	N/A
Science	N/A	N/A	N/A

SOURCE: CBEDS, October 2006.

Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

SUBJECT	2004–2005			2005–2006			2006–2007		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	0	0	0	0	0	0	0	0	0
History	0	0	0	0	0	0	0	0	0
Math	0	0	0	0	0	0	0	0	0
Science	0	0	0	0	0	0	0	0	0

SOURCE: CBEDS, October 2006.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2004–2005	2005–2006	2006–2007	2006–2007
With Full Credential	2	2	2	N/A
Without Full Credential	0	0	0	N/A

SOURCE: CBEDS, October 2006, Professional Assignment Information Form (PAIF) section.

STUDENT PERFORMANCE

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts and mathematics in grades two through eight; science in grades five and eight; and history/social science in grade eight. Student scores are reported as performance levels.

CST Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English/ Language Arts	41%	36%	44%	42%	42%	43%	40%	42%	43%
History/Social Social	N/A	N/A	N/A	29%	27%	28%	32%	33%	33%
Mathematics	32%	43%	36%	33%	34%	30%	38%	40%	40%
Science	N/A	0%	N/A	25%	29%	39%	27%	35%	38%

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CST Results by Student Group: Most Recent Year

The percentage of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/ LANGUAGE ARTS 2006–2007	HISTORY/ SOCIAL SCIENCE 2006–2007	MATHEMATICS 2006–2007	SCIENCE 2006–2007
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	28%	N/A	28%	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Boys	57%	N/A	43%	N/A
Girls	27%	N/A	27%	N/A
Economically disadvantaged	42%	N/A	33%	N/A
English learners	21%	N/A	21%	N/A
Students with disabilities	N/A	N/A	N/A	N/A
Students receiving migrant education services	N/A	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

California Achievement Test, Sixth Edition (CAT/6)

The California Achievement Test, Sixth Edition (CAT/6), a national, norm-referenced test, shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. It is taken only by third and seventh graders. We report only reading and math below. The results are reported as the percentage of students scoring at or above the national average (the 50th percentile).

**CAT/6 Test Results for Third and Seventh Grade Students
Three-Year Comparison**

The percentage of students scoring at or above the national average in reading and mathematics, for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	N/A	N/A	N/A	58%	55%	53%	41%	42%	42%
Mathematics	N/A	N/A	N/A	53%	56%	51%	52%	53%	53%

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**CAT/6 Test Results for Third and Seventh Grade Students by Group
Most Recent Year**

The percentage of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

STUDENT GROUP	PERCENT PROFICIENT OR ADVANCED	
	READING 2006–2007	MATHEMATICS 2006–2007
African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic or Latino	N/A	N/A
Pacific Islander	N/A	N/A
White (not Hispanic)	N/A	N/A
Boys	N/A	N/A
Girls	N/A	N/A
Economically disadvantaged	N/A	N/A
English learners	N/A	N/A
Students with disabilities	N/A	N/A
Students receiving migrant education services	N/A	N/A

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all K-8 schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all K-8 schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2004–2005	2005–2006	2006–2007
Statewide rank	5	4	4
Similar-schools rank	N/A	N/A	N/A

SOURCE: The API Base Report from July 2007.

API Changes by Student Group: Three-Year Comparison

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

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2004–2005	2005–2006	2006–2007	2006–2007
All students at the school	-22	+23	-25	696
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	N/A	N/A	N/A
Economically disadvantaged	N/A	N/A	N/A	N/A
English learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in March 2008.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP): (a) a 95-percent participation rate on the state’s tests; (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests; and (c) an API of at least 590 or growth of at least one point.

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	Yes
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	Yes
Percent Proficient in mathematics	Yes
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in March 2008.

Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in March 2008.