



Ione Elementary School

School Accountability Report Card, 2006–2007
Amador County 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 elementary 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

415 South Ione St.
Ione, CA 95640
Principal: Tony Wright
Phone: (209) 257-7000

How to Contact Our District

217 Rex Ave.
Jackson, CA 95642
Phone: (209) 223-1750
<http://www.amadorcoe.org>



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» Principal's Message

Our mission is to build self-esteem and responsible, lifelong learners. The staff at Ione Elementary strives to accomplish this goal by nurturing the intellectual, physical, emotional, and moral capacities of each and every student. This positive environment enables all of our students to profit from continued academic success, which can ultimately lead to a fulfilling life as a contributing worker and citizen in our society.

Our Parent-Faculty Club and community partnerships bring more than fund-raising to our school; they also help to create the sense of family and community that is essential to the Ione Elementary experience. The Ione Elementary School community serves as a caring and concerned extended family that is dedicated to academic excellence and the growth of the whole child.

Tony Wright, PRINCIPAL

Grade range and calendar

K-6

TRADITIONAL

Academic Performance Index

761

County Average: 775
State Average: 763

Student enrollment

556

County Average: 343
State Average: 531

Teachers

27

County Average: 16
State Average: 26

Students per teacher

21

County Average: 21
State Average: 20

Students per computer

8

County Average: 6
State Average: 5

Major Achievements

- The 2006–2007 school year saw Ione Elementary achieve an Academic Performance Index (API) of 761. After seven years of increasing API scores, this was the first year that they did not increase. During the same period, the number of No Child Left Behind (NCLB)-targeted students increased, as did the number of English learners. Funding cuts forced the school to eliminate its NCLB teacher. In spite of the loss of personnel and the presence of greater need, more than 125 Student Success Team meetings resulted in individual help for struggling students.
- Our school's Student Council became even more active. Student Council representatives from grades four through six met regularly to plan school activities and improvements. Activities included theme days such as Crazy Hair Day. The Council purchased a laser printer for each of the school's classrooms. Our students showed that the paper recycling program could succeed on volunteerism.
- School Site Council (SSC) was active in and very supportive of school improvement efforts. The SSC met regularly to set goals, oversee the instructional program, and monitor progress. Twice in 2006–2007 the SSC revised its Single Plan for Student Achievement (SPSA) to include specific goals for grade-level achievement. Memorization of basic math facts in addition, subtraction, multiplication, and division is now grade-level-specific.
- When budget cuts threatened to eliminate 50 percent of the librarian's hours, our Parent Faculty Club (PFC) voted to fund the hours that would have been lost. Our PFC is always ready when help is needed.
- We held several Gifted and Talented Education (GATE) afterschool classes during the school year. One of the most popular and successful was conversational Spanish. Students in grades two through six learned Spanish vocabulary and used it in conversation. In the spring a high level class was added for continuing students.

Focus for Improvement

- Further budget cuts continued for the 2006–2007 school year. These cuts forced the elimination of the half-time vice-principal position. In spite of the cut in personnel, the staff has dedicated itself to supporting the achievement of each student. The principal and grade-level lead teachers work together to manage improvement efforts and student interventions.
- The SSC approved the use of a PE instructional assistant to teach PE standards and present model lessons for teachers. The SSC also approved visiting art instructors and professional development for teachers in teaching structured, organized games to primary students. A second bilingual instructional assistant now helps with English learners.

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	761
Growth attained from prior year	-12
Met subgroup* growth targets	No
Underperforming school	No

Ione’s API was 761 (out of 1000). This is a decline of 12 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 773. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 6 out of 10.

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

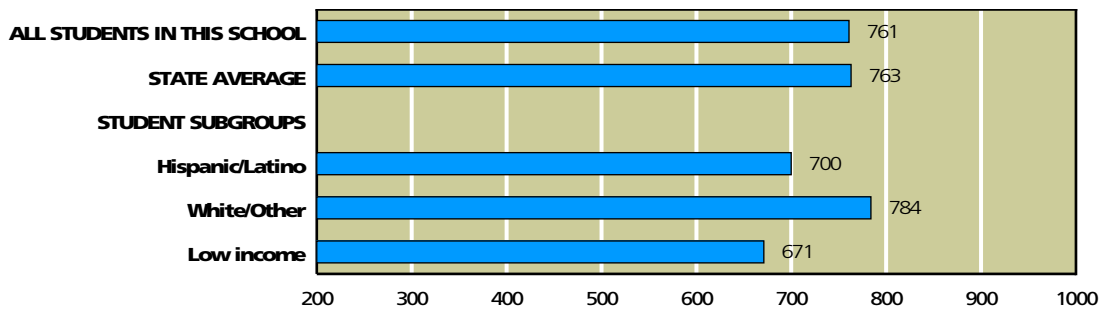
*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 2 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

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. Just for reference, 51 percent of elementary schools statewide met their growth targets.

API, Spring 2007



SOURCE: API based on spring 2007 test cycle. State average represents elementary 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 17 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	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Program Improvement School in 2007	No

SOURCE: AYP is based on the Accountability Progress Report of January 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	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of January 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.

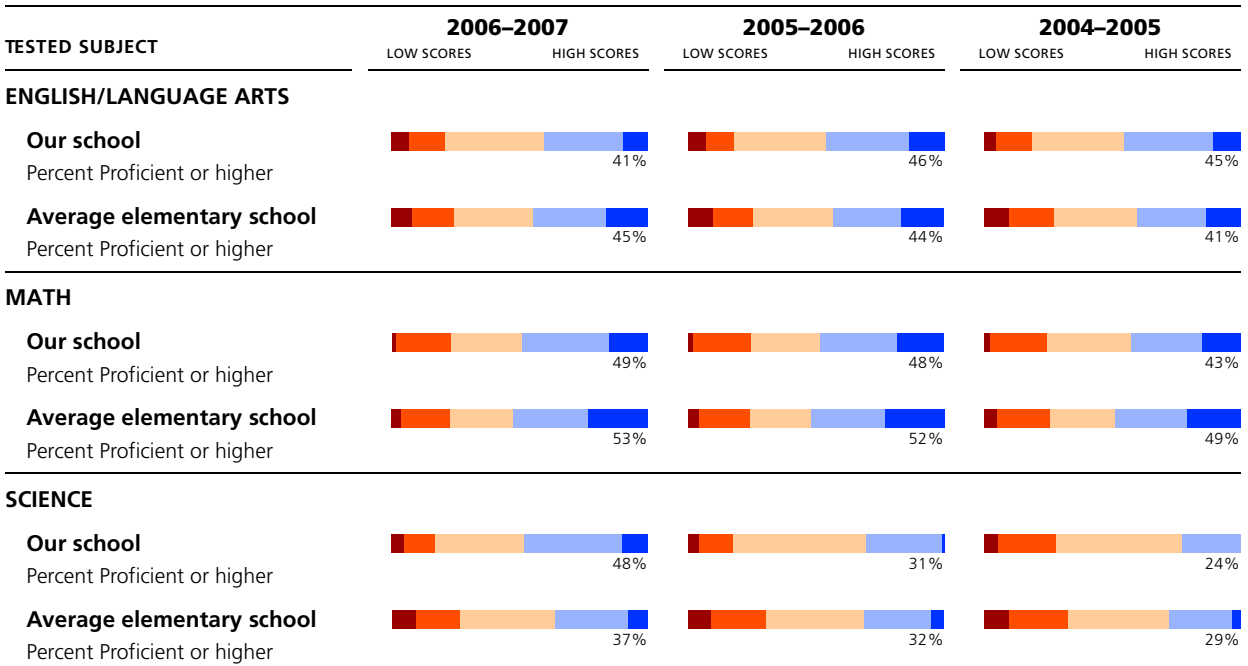
STUDENT ACHIEVEMENT

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 elementary 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



SOURCE: The scores for the CST are from the spring 2007 test cycle. State average represents elementary 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			41%	100%	SCHOOLWIDE AVERAGE: About four percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			48%	100%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			45%	99%	

Subgroup Test Scores

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

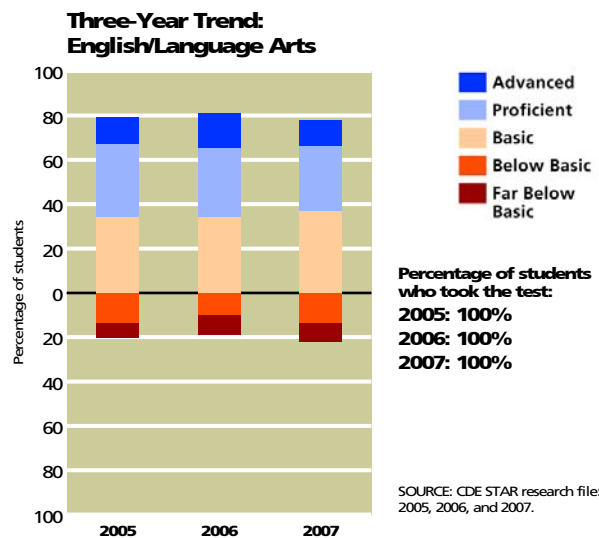
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			36%	193	GENDER: About 11 percent more girls than boys at our school scored Proficient or Advanced.
Girls			47%	186	
English proficient			45%	343	ENGLISH PROFICIENCY: English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			8%	36	
Low income			20%	132	INCOME: About 33 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			53%	247	
Learning disabled			19%	38	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			43%	341	
Hispanic/Latino			24%	76	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			47%	278	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary 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.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

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



Math

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			49%	99%	SCHOOLWIDE AVERAGE: About four percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			44%	92%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			53%	96%	

Subgroup Test Scores

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

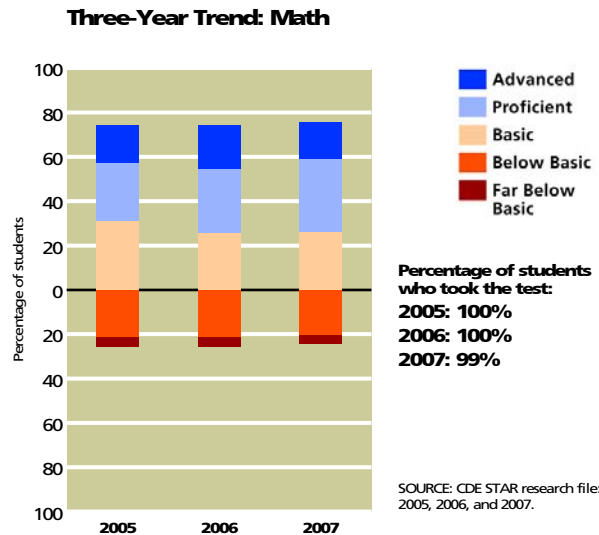
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			53%	192	GENDER: About five percent more boys than girls at our school scored Proficient or Advanced.
Girls			48%	186	
English proficient			53%	342	ENGLISH PROFICIENCY: English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			33%	36	
Low income			31%	131	INCOME: About 29 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			60%	247	
Learning disabled			38%	38	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			50%	340	
Hispanic/Latino			34%	75	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			56%	278	

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You can read the **math 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			48%	99%	SCHOOLWIDE AVERAGE: About 11 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			55%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			37%	99%	

Subgroup Test Scores

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

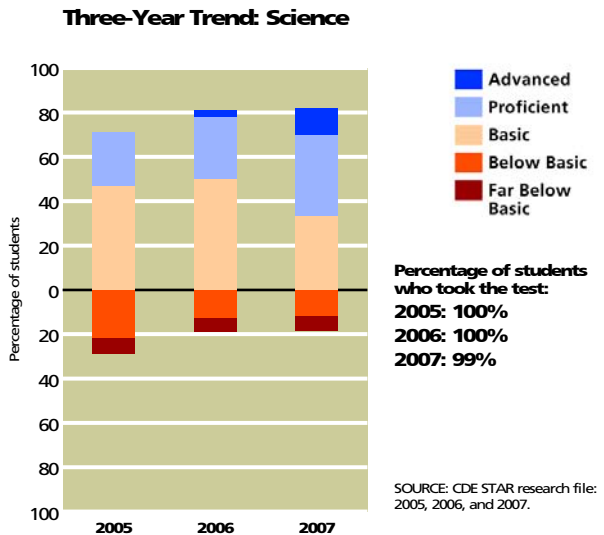
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			54%	50	GENDER: About 12 percent more boys than girls at our school scored Proficient or Advanced.
Girls			42%	43	
English proficient			49%	87	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	6	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	25	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was too small to be statistically significant.
Not low income			59%	68	
Learning disabled	NO DATA AVAILABLE		N/A	5	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			49%	88	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	18	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			56%	66	

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The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the **science standards** by going to 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)	18%	20%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	40%	50%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	18%	22%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	52%	49%	46%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	27%	26%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	54%	57%	56%

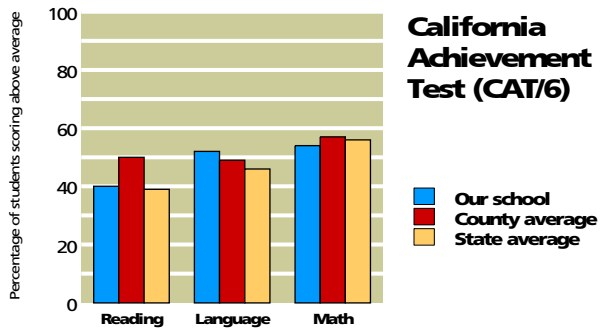
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, 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). At Ione, 40 percent of students scored at or above average in reading (compared to 39 percent statewide); 52 percent scored at or above average in language (compared to 46 percent statewide); and 54 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was math.

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). At Ione, 18 percent of students scored at the top in reading (compared to 15 percent statewide); 18 percent scored at the top in language (compared to 19 percent statewide); and 27 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

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 elementary schools only.

Other Measures of Student Achievement

Our teachers evaluate students' skills using a variety of tests, oral questioning, and project-based evaluations. At the beginning of each school year, students take individual tests in mathematics and reading/literacy skills. Most teachers keep informal portfolios of student work to mark each student's progress. Teachers assess English learners the same way. Their assessments include the California English Language Development Test.

We report student progress to parents through weekly assignment sheets and Fabulous Finisher summaries. Upper-grade students take home progress reports at midquarter. All parents are invited to fall parent-teacher conferences. Students in grades four to six receive formal report cards quarterly. Students in grades kindergarten through three receive trimester report cards. We encourage parents to meet with their student's teachers as frequently as necessary to ensure student success.

Our process for assessing the needs of students who struggle with grade-level skills is called Student Success Team. For individual students, a team of involved school personnel meets with the student's parents to identify challenges and plan ways to help the student improve achievement and raise self-esteem.

STUDENTS

Students’ English Language Skills

At Ione, 91 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	91%	95%	68%
English learners	9%	5%	32%

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

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 51 students classified as English learners. At Ione, 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%	95%	85%
Vietnamese	0%	0%	2%
Cantonese	0%	1%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	2%	1%
Korean	0%	0%	1%
Khmer/Cambodian	0%	0%	0%
All other	0%	2%	9%

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

Ethnicity

Most students at Ione identify themselves as White/European American/Other. In fact, there are about six times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at Ione. 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	1%	1%	7%
Asian American/Pacific Islander	1%	1%	11%
Latino/Hispanic	15%	11%	50%
White/European American/Other	83%	87%	32%

SOURCE: CBEDS census of October 2006. County and state averages represent elementary 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 Ione, 31 percent of the students qualified for this program, compared to 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	31%	32%	56%
Parents with some college	68%	67%	54%
Parents with college degree	26%	29%	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 elementary schools only.

The parents of 68 percent of the students at Ione have attended college, and 26 percent have 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 62 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school’s class sizes, like those of most elementary schools, differ across grades.

The average class size at Ione varies across grade levels from a low of 18 students to a high of 30. Our average class size schoolwide is 21 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	20	18	20
First grade	19	19	19
Second grade	18	19	19
Third grade	20	19	20
Fourth grade	30	30	29
Fifth grade	26	28	29
Sixth grade	N/A	31	29

SOURCE: CBED5 census, October 2006. County and state averages represent elementary schools only.

Safety

We constantly monitor the school grounds and entrance points to maximize school safety. Staff is on campus to supervise students 35 minutes before school begins. A traffic officer helps to direct traffic and cross students safely at the school’s entrance. From the first day of school, teachers review behavior expectations and school rules. The rules are periodically reviewed in the classroom and in grade-level Principal Chats. These chats allow the principal to talk with students about school safety, bullying, dangerous objects, responsibility, and behavior.

Visitors to the school must sign in at the school office and wear visitor stickers.

The school holds regular fire, earthquake, and lockdown drills. The drills vary the scenarios of potential emergencies so that staff members can keep students and themselves safe in unforeseen circumstances.

Discipline

Beginning in the first week of school, teachers and students discuss and practice behavior expectations. Classes develop behavior standards that include positive individual and/or classroom incentives. Likewise, classroom consequences are clearly outlined.

The principal talks periodically with grade-level groups of students to review schoolwide behavior standards and expectations. School safety is always a primary topic of those talks. Often, the principal presents scenarios that help to clarify what constitutes bullying, dangerous play, and inappropriate language and behavior. The principal also talks with individual classrooms to ensure that students are aware of problems and how to seek help and resolution.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2006–2007	10	10	5
2005–2006	8	11	5
2004–2005	1	6	5
Expulsions per 100 students			
2006–2007	0	0	2
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 elementary schools only.

We promote and recognize responsible behavior through several programs: Caught You Being Good recognition, student citizenship certificates, principal awards, and Student Council.

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 53 suspension incidents. 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

Our teachers assign homework four days a week. Most teachers send home a packet on Monday for students to complete during the week and return on Friday. Many teachers require parents to review and sign the packet each week. Upper-grade teachers also assign monthly projects and expect students to read or be read to for at least 30 minutes per night. We offer homework assistance through our extended-day and afterschool programs. As a guideline, teachers try to assign about ten minutes of homework for first graders, 20 minutes for second graders, and so on. We encourage parents to monitor their student’s homework and provide support for the student. Our Fabulous Finisher Friday fun period encourages students in grades three through six to complete weekly homework.

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	14%	25%	25%
Girls in Fitness Zone	14%	32%	30%
Fifth graders in Fitness Zone	14%	21%	27%
Seventh graders in Fitness Zone	N/A	47%	29%
Ninth graders in Fitness Zone	N/A	N/A	23%
All students in Fitness Zone	14%	29%	27%

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 elementary schools only.

Schedule

The school year is 180 days. Of those 180 days, 173 are standard length, and seven are minimum days for school activities such as parent-teacher conferences, holiday breaks, and grading. Our school starts at 7:55 a.m. daily and dismisses at 2 p.m. Minimum days begin at the regular time but dismiss at 12 p.m. Kindergarten meets in two sessions. Morning kindergarten meets from 7:55 a.m. to 11:15 a.m. Afternoon kindergarten meets from 10:35 a.m. to 2 p.m.

Ione Elementary offers a breakfast program before school. After school, we offer an extended-day program, tutoring, a homework club, and intermittent enrichment programs for specified periods of time. Red Ribbon Choir runs two semester-long sessions for students in grades one through six.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Ione’s principal taught for 21 years and has been a principal for 15 years, five of them at Ione Elementary.

Ione Elementary School’s staff recognizes that there must be partnership between home and school. We encourage parents and community members to participate actively in the educational process. Highly valued support comes from the SSC; PFC; classroom presentations; individual student support; the Rotary Club; the Ione Business Community Foundation; a newly formed English Learner Advisory Committee; and district, county, and regional sources.

We evaluate and improve instructional programs and the learning environment through our involvement in staff development and our collaboration with West Ed, San Joaquin Office of Education, Stanislaus County Office of Education, the District Curriculum Committee, and the District Advisory Committee.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	16	16	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	11%	7%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master’s degree or higher from a graduate school	11%	13%	33%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	89%	87%	67%

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

About 11 percent of our teachers have less than three years of teaching experience, which is about the same average for new teachers in other elementary schools in California. Our teachers have, on average, 16 years of experience. About 89 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 11 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%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	0%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	0%	3%
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 elementary 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 Ione hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Ione holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just three percent). All of the faculty at Ione hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 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%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	0%	3%

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.

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 three percent of teachers in elementary schools statewide.

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 five percent, compared to five percent statewide. For schools with the lowest percentage of low-income students, this factor is four percent, compared to three 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)	5%	5%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	4%	3%

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

Evaluating and Improving Teachers

Teachers set group and individual goals each year. Teachers base their individual goals on Teacher Association contracts and the California Standards for the Teaching Profession. We base teacher evaluations on these goals and on observation of teaching techniques. Teachers who are probationary or temporary are evaluated every year. Permanent teachers are evaluated at least once every five years. We encourage every employee to grow professionally through personal reflection and the evaluation process. In addition, our district participates in the Peer Assistance and Review program and a support program for new teachers.

Teacher evaluations are confidential and are read only by the principal, the personnel director, and the teacher. We pair new teachers with seasoned veterans, who support them throughout the school year in the support program for new teachers.

Staff Development

We use a portion of each Ione staff meeting to examine program quality and effectiveness. Teachers and the principal constantly look for methods that will increase the grade-level achievement of each student. We hold training sessions throughout the year on specific topics, such as school safety, emergency preparedness, and blood-borne pathogens. The school and the district provide some optional paid-time intensive training or practice in specific, effective methods. The district also allocates time for grade-level discussion and staff development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	12.0
2005–2006	7.0
2004–2005	7.0

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you’ll see the amount of time each year we set aside for their continuing education and professional development.

Substitute Teachers

We are fortunate to have a district pool of qualified teachers who serve as substitutes. All substitute teachers have passed the California Basic Educational Skills Test and have a bachelor’s or higher degree. Substitute teachers find lesson plans, a seating chart, and a description of classroom routines in each classroom. Most of our teachers prefer to request a substitute with whom they are familiar. When we cannot find a substitute for a class, the principal or a currently free teacher steps in to teach.

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.

Specialized Programs and Staff

Our Red Ribbon Choir serves to make music and performance a reality for interested students in grades one through six. The choir meets twice weekly after school in each semester to practice songs and produce a show at the end of the semester.

We provide afterschool tutoring for students who are below grade level in reading and/or mathematics. A new homework club is now available for students who need a quiet place and some help to do their homework. We are planning enrichment classes in conversational Spanish, movement and dance, and PE.

A counselor from County Mental Health comes to our school once each week to work with students who need help with anxiety, anger management, or interpersonal relationships. A Griefbusters counselor is available for students who have experienced personal loss. The school nurse conducts vision screening and hearing screening each fall for selected grade levels, new students, and teacher referrals.

GIFTED AND TALENTED EDUCATION (GATE): At Ione Elementary students can begin the GATE program in fourth grade. We identify students for our GATE program using third grade California Achievement Test results and the Raven and Hawthorne tests in fourth grade. We attempt to cluster GATE students with a single, specifically trained teacher who will help them develop their individual potential. Our district GATE plan calls for differentiated, or customized, instruction in grades three and above. We offer enrichment classes on site, over the Internet, and throughout the district.

SPECIAL EDUCATION PROGRAM: Students enrolled in our Resource Specialist Program meet daily for specified periods of time with a special education teacher who provides instruction based on each student's Individualized Education Program (IEP). We also have a team of teachers and counselors that meets with the families of our special education students to suggest ways they can help their children succeed at our school.

Students who need a more specialized form of support are placed with two Special Day Class (SDC) teachers at grades kindergarten through three and four through five. Students in SDC receive most instruction in their classroom but also do work in regular classrooms where their IEPs suggest they should be successful.

A few students who do not qualify for special education but have conditions that impair their ability to learn and be successful in school are served under Section 504 of the Rehabilitation Act of 1973. A 504 Plan mandates certain accommodations for the student, such as specific seating, modified work assignments, and individual clarification of instruction. Special education services also include a daily speech and language specialist and itinerant support from an adaptive PE specialist, a psychologist, and a counselor.

ENGLISH LEARNER PROGRAM: We have one full-time and two part-time bilingual (Spanish/English) instructional assistants who help teachers support our English learners. We focus our instruction on reading, vocabulary development, and verbal skills. English learners spend their day in classes where we use special methods to deliver lessons to students still learning English. We place all of our English learners with teachers who have Cross-cultural Language and Academic Development (CLAD) or similar credentials. English learners receive additional assistance from our bilingual aides, who help them practice English language skills and also provide support for English curriculum in mathematics, science, and social studies.

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. 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. 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. Read more about the [science standards](#) 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. To read more about the [social studies standards](#), see 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

Our main buildings are 57 years old. They were renovated with state modernization funds during the summers of 2004 and 2005. During that period, we replaced roofs, installed a new intercom and bell system, rebuilt rest rooms, repainted the school, upgraded wiring, and replaced doors and ceiling tiles. We resodded the school’s entrance and added sprinklers and planters created by a joint effort of parents and employees of the JTS real estate development company. During the summer of 2006, the playground and parking areas were repaved.

More than half of the school’s classrooms are portables that have been added over the years to accommodate growth. The school is currently at capacity, and no more portables can be added. Plans to build a new kindergarten through eighth grade school on the current site are being discussed but depend on acquiring new land for the playground and funding.

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

Our library is one of the school’s most attractive rooms. It is full to capacity with over 30,000 children’s books and reference materials. At Ione Elementary, we have a full-time librarian, which allows all classes to visit the library and check out books at least once a week. The librarian also assists students with research by helping them to access the Internet and the school’s resource book collection. Library time is in great demand. Again this year, thanks to the generosity of our PFC, we avoided having to cut two hours of librarian time. The library also has five computer stations with Internet access. The library stays open until 2:30 p.m. each day to give parents a chance to access books as well.

The librarian routinely removes damaged or unused books to make room in the collection. Each year we add approximately 100 new books, audio-visual materials, and Accelerated Reader quizzes using proceeds from the school book fairs.

Computers

We have 67 computers available for student use, which means that, on average, there is one computer for every eight students. None of our classrooms are connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	8	6	5
Internet-connected classrooms	0	7	30

SOURCE: CBEDS census of October 2006. County and state averages represent elementary schools only.

Most of our classroom computers are located in individual classrooms. All classrooms have at least one computer. Classroom computers are primarily used for word processing, learning-based games, and assessment on Accelerated Reader and Accelerated Math. Most classrooms now have Internet access.

Our site’s technology specialist is also a classroom teacher. The specialist attends District Technology Committee meetings. She also assists teachers who have hardware or software problems or who need help in completing a project.

