

SILVER FORK – 2008-09

OUR SCHOOL

The mission statement for Silver Fork School is “Our touch today shapes tomorrow.” Silver Fork School is one of the last of a vanishing piece of Americana—the one-room schoolhouse. Although its roots can be traced to the past, its goals are set on tomorrow. The curriculum is comprehensive, broad-based, and relevant. Its students leave the 8th grade well prepared for high school.

Various factors are responsible for student achievement. First, the adult-student ratio allows for a more personalized and individualized educational approach. Second, the variety and comprehensiveness of the curricular offerings complement the different learning styles of the students. Third, the small setting encourages and teaches independent learning.

Silver Fork has an enrollment of 18 students. As a result of the small number of students, a great deal of the instruction is done in small groups or on a one-to-one basis. Cross-age tutoring and teacher specialists enhance the educational program at the school.

One of the greatest assets belonging to Silver Fork is its place in the community. The people of the American River Canyon, from Twin Bridges to Riverton, think of Silver Fork as “our” school. Community pride is reflected in the participation in all activities of the school, from Christmas plays to Halloween parties, from open house to graduation ceremonies.

SUPPORT SERVICES

Silver Fork School receives psychologist and nursing services from the El Dorado County Office of Education on an as-needed basis. Speech and special education services are also provided by the El Dorado COE.

The support staff consists of a part-time office technician/instructional aide, one full-time instructional aide, a part-time custodian, half-time math specialist, a part-time physical education teacher, a part-time art and music instructor, and a full-time teacher. Special needs are met through the Individual Education Plan approach with consultation provided by the special education teachers from

the El Dorado County Office of Education. Parent volunteerism is encouraged and highly appreciated.

INSTRUCTION

Under-performing students are monitored on a regular basis. Students are given curriculum-imbedded assessments and participate in the STAR testing program.

Students attending Silver Fork with special needs are fully mainstreamed. The school receives support for students with Individualized Education Plans (IEP) through the El Dorado County Office of Education.

SCHOOL FACILITIES AND SAFETY

Parents have indicated the school facilities are clean, adequate and safe. There is plenty of space for the 18 students and four/five staff members who learn and work at Silver Fork.

The school was built in 1955 and is maintained regularly. Rest rooms, floors, walls, roof, plumbing, and electrical systems are all in working condition. The district continues to seek funds to modernize the school. A play structure purchased in 2003 focuses on upper body development, in addition to aerobic equipment added for inclement-weather physical conditioning. The grounds are maintained daily for litter and graffiti, both of which are rarely a problem at Silver Fork. New outside lights were added in 2005.

Policies are in place regarding campus safety, fire drill exercises, earthquake preparedness instruction, and playground supervision. The Silver Fork School Safety Plan is reviewed annually. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

The school has 14 PCs and three laptop computers and is looking to update the equipment in the near future. Presently, students can create multimedia presentations and access the Internet and World Wide Web. The school is connected to the El Dorado County Office of Education through Integrated Services Digital Network (ISDN).

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			

INSTRUCTIONAL MATERIALS

Silver Fork School has implemented many excellent curricular resources and materials. At grades K-5, Open Court textbooks, SRA (2002) are used. Upper grade language arts are taught using the Holt (2002) literary reader and grammar programs, and in all grades grammatical skills are emphasized daily. The following texts are used in our other subject areas: Math – Houghton Mifflin (2009), K-5 and Holt Rinehart Winston (2008), 6-8; Social Science – Glencoe/McGraw Hill, grade 8, Prentice Hall (2006), grades 6-7, Harcourt (2007), grades K-5; and Science – Scott Foresman (2007), grades K-5; Prentice Hall (2007), grades 6-8. All students have at least one textbook per subject area. Often, they have multiple books per publisher/subject area.

All instructional materials are current and of excellent quality.

The teacher is continually updating instructional materials in all areas. Special emphasis is being placed on implementing computer instruction and hands-on, real-life experiences in all curricular areas through manipulatives, experiments, and a variety of field trips.

LEARNING CLIMATE

Students who feel good about themselves and have opportunities to receive recognition tend to perform better academically and socially. Parents indicate a positive attitude toward the handling of student discipline problems. The staff ensures that the school environment is oriented toward personal and academic success.

Challenges that plague most school districts are virtually nonexistent at Silver Fork. The distractions of student misbehavior, drug and substance abuse, and issues regarding truancy tend not to be factors that interfere with the learning process. Due to the “family-like” school atmosphere and firm, fair, yet caring approach by all of the staff members, there are relatively few discipline problems. There have been no suspensions or expulsions at Silver Fork School for the past several years. Truancy problems have been few and are handled through staff-to-parent communication. Severe cases may result in referral to the County School Attendance Review Board.

CURRICULUM IMPROVEMENT

Staff development activities have been tailored to the school. The activities are essential for improving the quality of our instructional program. The current focus has been devoted to creating a Safe and Civil School. The teacher has received training and is implementing strategies to enhance the school environment. Silver Fork strives to provide a meaningful, comprehensive curriculum K-8. Current improvement efforts are focused on mathematics and English/language arts. Silver Fork staff participates in programs offered by El Dorado County Office of Education.

If you have any questions regarding the information presented in this report, they may be directed to Susan Spencer at the Silver Fork Elementary School District, 644-5416.

Statistical data regarding student performance, teachers, textbooks, class size, enrollment, and school finances may be found on the following pages.

STUDENT PERFORMANCE

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CALIFORNIA STANDARDS TEST (CST)

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	45		53	45		53	42	43	46
Mathematics	36		33	36		33	40	40	43
Science			*			*	35	38	46
History-Social Science			*			*	33	33	36

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
Asian	*	*		
White (not Hispanic)	50	29	*	*
Male	*	*		
Female	*	*	*	*
Economically Disadvantaged	*	*	*	
English Learners	*	*		
Students with Disabilities	*	*	*	

ACCOUNTABILITY

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all 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 schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	9		
Similar Schools	N/A	N/A	

API Changes by Student Group -- Three Year Comparison

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

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-87	N/A	B	797

B = ASAM school and growth and target information not applicable. ASAM status discontinued in 2005-06.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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

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

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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

TEACHERS

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	1	1	1	1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence			--	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

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

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, and Availability of Textbooks and Instructional Materials

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Open Court, K-5; Holt, grades 6-8.	0
Mathematics	Houghton Mifflin (2009), grades K-5; Holt Rinehart Winston (2008), grades 6-8.	0
Science	Scott Foresman (2007), grades K-5; Prentice Hall (2007), grades 6-8.	0
History-Social Science	Glencoe/McGraw Hill (2006), grade 8; Prentice Hall (2006), grades 6-7; Harcourt (2007), grades K-5.	0
Health	--	NA
Visual and Performing Arts	--	NA

CLASS SIZE AND ENROLLMENT

Class sizes at Silver Fork tend to be lower than other districts within the county. The numbers of students entering school each year dictates classroom organization and size.

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

Grade Level	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Other	16.0	1			18.0	1			19.0	1.0		

This table displays the number of students enrolled in each grade level at the school (2006-07).

Grade Level	Number of Students
Kindergarten	1
Grade 1	3
Grade 2	2
Grade 3	1
Grade 4	4
Grade 5	2
Grade 6	2
Grade 7	2
Grade 8	2
Total Enrollment	19

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

Group	Percent of Total Enrollment
Asian	10.53 %
White (not Hispanic)	84.21 %
Multiple or No Response	5.26 %
Socioeconomically Disadvantaged	44 %
English Learners	13 %
Students with Disabilities	13 %

SCHOOL FINANCES

Special funds received by the school include E.I.A. Title 2, School Improvement Program, and lottery funds. These moneys are used for special school instructional programs and priority expenditures established by the Board of Trustees, school staff and Site Council.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at

<http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$14,835	\$3,985	\$10,850	\$45,861
District	\$14,835	\$3,985	\$10,850	\$45,861
Percent Difference – School Site and District	0	0	0	0
State	--	--	\$5,300	\$54,322
Percent Difference – School Site and State	--	--	105%	-15.6%

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35928	\$37322
Mid-Range Teacher Salary	\$47818	\$53824
Highest Teacher Salary	\$61955	\$67700
Average Principal Salary (Elementary)	*	\$85507
Average Principal Salary (Middle)	*	\$91421
Superintendent Salary	*	\$104993
Percent of Budget for Teacher Salaries	26.9 %	37.6 %
Percent of Budget for Administrative Salaries	0.0 %	6.4 %

*Stipend basis – administrative services contracted with Pollock Pines School District.