

Island Elementary School
2012-
13
SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2013-14



Island Elementary**Contact Information (School Year 2013-14)**

7799 21st Ave.

Lemoore, CA 93245-9673

(559) 924-6424

Principal:

Charlotte Hines, Superintendent/Principal

Contact E-mail Address:

chines@kings.k12.ca.us

County-District-School (CDS)
Code:

16639336010466

**Island Union
Elementary****Contact Information (School Year 2013-14)**

(559) 924-6424

www.kings.k12.ca.us/island

Superintendent:

Charlotte Hines

Contact E-mail Address:

chines@kings.k12.ca.us

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School**District Contact Information (School Year 2013-14)**

Name	Island Union Elementary
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Phone Number	(559) 924-6424
Web Site	www.kings.k12.ca.us/island
Superintendent	Charlotte Hines
E-mail Address	chines@kings.k12.ca.us
CDS Code	16639336010466

School Contact Information (School Year 2013-14)

Name	Island Elementary
Street	7799 21st Ave.
City, State, Zip	Lemoore, CA 93245-9673
Phone Number	(559) 924-6424
Principal	Charlotte Hines, Superintendent/Principal
E-mail Address	chines@kings.k12.ca.us

School Description and Mission Statement (School Year 2012-13)

Island School is proud of its history and tradition of being an outstanding school. The staff is dedicated to providing all students with instruction that is challenging and meets the California State Standards as well as introducing the Common Core State Standards. Our motto "Strive for Excellence" is emphasized in our academic programs as well as our character education program, Character Counts! We are committed to providing your children a safe school with a positive learning environment. We appreciate the support of our parents and community.

Mission Statement: The Island Union Elementary School District is dedicated to providing a positive learning environment and a quality educational program that will develop the inherent capabilities of all students, help prepare them to be successful in high school, and be good citizens.

Opportunities for Parental Involvement (School Year 2012-13)

The School Board encourages parents to become an active partner in their child's education. The parents of Island Elementary School students support the school in the following ways:

- Volunteering in the classroom
- Monitoring the playground
- Serving on the Migrant Advisory Council, English Advisory Committee (ELAC)/District English Advisory Committee (DELAC)
- Chaperoning for field trips

http://sparcs.schoolcity.com/App_Themes/MainTheme/NewMasterPage/SchoolPlan-logo.jpg • Assisting with Booster Club Activities

- Serving on the School Site Council (SSC)
- * participating in the Title 1 meeting

Parent clubs are organized for the purpose of assisting and promoting activities for the educational, social and physical welfare of pupils in the school district.

III. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement

standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	63%	64%	64%	63%	64%	64%	54%	56%	55%
Mathematics	60%	60%	61%	60%	60%	61%	49%	50%	50%
Science	72%	67%	67%	72%	67%	67%	57%	60%	59%
History-Social Science	46%	54%	58%	46%	54%	58%	48%	49%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	64%	61%	67%	58%
All Students at the School	64%	61%	67%	58%
Male	59%	61%	78%	72%
Female	68%	61%	59%	38%
Black or 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	52%	52%	67%	64%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	74%	68%	63%	60%
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	44%	46%	44%	N/A
English Learners	21%	21%	N/A	N/A
Students with Disabilities	52%	48%	N/A	N/A

Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A
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Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	22.2%	29.6%	22.2%
7	37.5%	28.1%	18.8%
9	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

IV. Accountability

Academic Performance Index

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

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2010	2011	2012
Statewide	7	6	6
Similar Schools	9	5	4

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	-8	10	14
Black or African American			
American Indian or Alaska Native			

Asian			
Filipino			
Hispanic or Latino	19	-13	19
Native Hawaiian or Pacific Islander			
White	-26	23	8
Two or More Races			
Socioeconomically Disadvantaged	20	-17	23
English Learners			
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	School	Growth API	LEA	Growth API	State	Growth API
All Students at the School	227	844	229	845	4,655,989	790
Black or African American	0		0		296,463	708
American Indian or Alaska Native	0		0		30,394	743
Asian	0		0		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	102	806	102	806	2,438,951	744
Native Hawaiian or Pacific Islander	0		0		25,351	774
White	114	871	116	872	1,200,127	853
Two or More Races	11	918	11	918	125,025	824
Socioeconomically Disadvantaged	93	779	93	779	2,774,640	743
English Learners	42	726	42	726	1,482,316	721
Students with Disabilities	27	723	29	738	527,476	615

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Overall	No	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	No	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2013-14)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement	Year 2	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100%

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Transitional Kindergarten	7
Kindergarten	38
Grade 1	41
Grade 2	46
Grade 3	28
Grade 4	41
Grade 5	25
Grade 6	27
Grade 7	32
Grade 8	29
Total Enrollment	314

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0
Asian	0.3
Filipino	0.6
Hispanic or Latino	40.4
Native Hawaiian/Pacific Islander	0
White	53.5
Two or More Races	4.1
Socioeconomically Disadvantaged	35.7
English Learners	16.9
Students with Disabilities	8.9

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	0	2	0	22.5	1	1	0	21	0	2	0
1	15	2	0	0	16.7	3	0	0	21	0	2	0
2	19.5	2	0	0	13.5	2	0	0	23	0	2	0
3	27	0	1	0	20.5	2	0	0	28	0	1	0
4	28	0	1	0	29	0	1	0	21	0	2	0
5	32	0	1	0	27	0	1	0	25	0	1	0
6	31	0	1	0	33	0	0	1	27	0	1	0
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)self contained school

Grade Level	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
7	29	0	1	0	30	0	1	0	32	0	1	0
8	39	0	0	1	27	0	1	0	30	0	1	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2012-13)

The safety of students and staff is a primary concern at Island Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The principal and the School Safety Committee update the School Site Safety Plan each year and then share any changes with the entire staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire drills are conducted each month, lockdown drills each semester, and earthquake drills quarterly.

Student supervision is provided by classified staff before and after school and during recess. Yard supervisors monitor students during the lunch period. All visitors are required to adhere to the following rules:

- Sign in at the office
- Do not go directly to a classroom
- Obtain a visitor's badge
- Wait for office personnel to direct you to the class
- Do not confront a teacher or interrupt a lesson

Suspensions and Expulsions

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	3.62	5	4	3.62	5	4
Expulsions	0.33	0	0	0.33	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

Island Elementary School provides a safe and clean environment for students, staff, and volunteers. The school facilities were built in 1958 and currently include the library, multipurpose room, staff lounge, nine permanent classrooms, seven portable classrooms, and a large playground.

Maintenance & Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication 100% of the school's restrooms were in good working order. The table displays the results of the most recent school facilities inspection.

Cleaning Process:

The district governing board has adopted cleaning standards for the district. The principal works daily with the custodial staff of two to ensure a clean and safe school.

School Facility Good Repair Status (School Year 2013-14)

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	—	—	
Interior: Interior Surfaces	✓	—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	✓	—	—	
Electrical: Electrical	✓	—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	✓	—	—	
Safety: Fire Safety, Hazardous Materials	✓	—	—	
Structural: Structural Damage, Roofs	✓	—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	—	—	

Overall Facility Rate (School Year 2013-14)

	Good	Fair	Poor
Overall Rating	✓	—	—

VII. Teachers

Teacher Credentials

Teachers	School 2010-11	School 2011-12	School 2012-13	District 2012-13
Teachers with Full Credential	15	15	15	15
Teachers without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.25	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.7	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.05	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non - teaching)	1	N/A
Other	0.5	N/A

Note: Cells shaded in black or with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin 2002/ Glencoe 2002	yes/ yes	0%
Mathematics	MacMillan/McGraw Hill 2009/ Glencoe 2009	yes/ yes	0%
Science	MacMillan/McGraw Hill 2009/ Glencoe 2009	yes/ yes	0%
History-Social Science	Houghton Mifflin 2009/ Glencoe 2009	yes/ yes	0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$8142	\$2003	\$6139	\$58,219
District	N/A	N/A	\$6139	\$58,219
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,537	\$57,720
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

Island School utilizes funding to support the variety of needs of our students. Some of the services include instructional aide support for students, and programs like: Orton Gillingham, Kate Kinsella's Academic Vocabulary, Step Up to Writing, Write Brite, online support such as: Sum Dog (ELA & Math), Accelerated Reader, Math in a Flash, School City assessment and data, and On Point mimio boards and rapid responders. All of which support our teaching and learning within each classroom.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,424	\$38,719
Mid-Range Teacher Salary	\$51,504	\$55,636
Highest Teacher Salary	\$81,173	\$70,796
Average Principal Salary (Elementary)	-	\$90,283
Average Principal Salary (Middle)	-	\$94,674
Average Principal Salary (High)	-	\$85,183
Superintendent Salary	\$102,000	\$104,271
Percent of Budget for Teacher Salaries	0.36%	0.35%
Percent of Budget for Administrative Salaries	0.1%	0.07%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Island Elementary School District believes that Staff Development is a critical component in the academic achievement, and in meeting the many needs of students. In order to maximize student learning, staff members must be continuously learning and improving their skills. Staff Development addresses the individual needs of teachers as well as school and district concerns. During the 2012-2013 school year, various opportunities for staff development were offered during all day inservice trainings, after school trainings, during our early release professional learning community afternoons by which professional development was delivered. Topics for staff development included:

- Common Core State Standards-based curriculum and instruction in English Language Arts
- Common Core State Standards-based curriculum and instruction in Mathematics
- Strategies for teaching English Language Learners
- Integration of technology into the classroom

In addition to the ongoing professional development opportunities offered, the District participates in the New Teacher BTSA Induction Program which is designed to improve the education of students and increase the classroom teachers' efficacy and capacity in delivering standards-based instruction.