

2009-10 School Accountability Report Card (SARC)

Prepared in 2010-11

Executive Summary

Forestville Elementary

6321 Highway 116, Forestville, CA 95436 • (707) 887-2279

Grades K – 1 Principal: Talin Tamzarian

www.forestvilleusd.org

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2009-10 school year, except the School Finances and School Completion data that are reported for the 2008-09 school year. For additional information about this school, please review the entire SARC or contact the school or district office.

Student Enrollment

Number of students	72
African American	1.4 %
American Indian or Alaska Native	1.4 %
Asian	0
Filipino	1.4 %
Hispanic or Latino	28.4 %
Pacific Islander	1.4 %
White (not Hispanic)	94.6 %
Multiple or No Response	5.4 %
Socio-Economically Disadvantaged	65.0 %
English Learners	13.5 %
Students with Disabilities	4.1 %



About this School

FORESTVILLE UNION SCHOOL DISTRICT MISSION STATEMENT

Our purpose is to enable students to become life-long learners - - knowing how to learn, how to make decisions, and how to relate positively as productive, responsible, and ethical citizens.

The Best Education for the Next Generation
Scholarship - Leadership - Friendship-
Stewardship

Forestville Union School District, a rural K-8 school district, has been recognized twice as a California Distinguished School and twice received California Distinguished School Honorable Mention awards. In the 2006-07 academic year, FUSD district converted grades 4-8 into a charter school, Forestville Academy. The K-3 grades remained as Forestville Elementary school. In 2008-2009, grade 3 became part of the charter school. In 2009-2010, grade 2 was added. Although we continue to value all that comes with being a single-school (K-8) school district, we have indeed converted to two schools – *Forestville Elementary* (K-1) and *Forestville Academy* (Charter school 2-8.) Our staff meetings include all K-8 teachers; both schools have the same principal, superintendent, parents' association, and employee association, etc. We operate philosophically as one school and one district, but we are two separate schools.

Student Performance	
CST Test Subject	Students Proficient or Above
English/Language Arts	n/a
Mathematics	n/a
Science	n/a
History/ Social Science	n/a
Academic Progress	
Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	n/a
Statewide Rank (from 2009 Base API Report)	n/a
2010-11 Program Improvement Status	Not in PI
Curriculum & Instruction Materials	
Percentage of Students Lacking Textbooks and Instructional Materials	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History/Social Science	0%
Foreign Language	n/a
Health	n/a
Visual & Performing Arts	n/a
Science Laboratory Equipment (grades 9-12)	n/a

Teachers	
With Full Credential	4
Without Full Credential	0
Teaching Outside Subject Area of Competence	0
Mis-assignment of Teachers of English Learners	0
Total Teacher Mis-assignments	0

School Finances	
Level	Expenditures per Pupil
School Site	\$ 8,882
District	\$ 8,882
State	\$ 8,275

Unrestricted sources only

School Facilities
Summary of Most Recent Site Inspection

Passed all areas of inspection.

Repairs Needed and Corrective Actions Taken or Planned

None needed.



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(707) 887-2279
Grades K-1

www.forestvilleusd.org

Principal: Talin Tamzarian
ttamzarian@forestvilleusd.org

Phone: (707) 887-2279
CDS: 49-70680-0112987

District: Forestville Union School District
Superintendent/CBO: Bob Borbe
Email: bborbe@forestvilleusd.org
Web Site: www.forestvilleusd.org

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the conditions and performance of each California public school. More information about SARC requirements is available on 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.



About This School

Our goal in compiling this information is to make an account of ourselves available to you and to encourage your responses.

To define and articulate our collective vision, the entire teaching staff met, along with representatives of the classified staff and the Governing Board, to analyze our district's goals. One important outcome of that process was a statement of philosophy and purpose - - a mission statement - - which is included below. Students submitted ideas to encapsulate the mission statement into a school motto. The chosen motto follows the mission statement.

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Student Enrollment 2009-10	
By Grade	
Grade	# Students
Kindergarten	32
Grade 1	37
Ungraded Elementary	3
Total	72
By Group	
African American	1.4 %
American Indian or Alaska Native	1.4 %
Asian	0
Filipino	1.4 %
Hispanic or Latino	28.4 %
Pacific Islander	1.4 %
White (not Hispanic)	94.6 %
Multiple or No Response	5.4 %
Socio-Economically Disadvantaged	65.0 %
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and *Forestville Academy* (Charter school 2-8.) Our staff meetings include all K-8 teachers; both schools have the same principal, superintendent, parents' association, and employee association, etc. We operate philosophically as one school and one district, but we are two separate schools.

Our enrollment (using the count from the California Basic Educational Data System (CBEDS) for 2009-2010 for Forestville Elementary was 72 students and 359 students for Forestville Academy. Enrollment for 2008-2009 for Forestville Elementary was 121 students and 329 for the Academy. For 2007-2008 enrollment for Elementary was 202 and the Academy was 306. In 2006-2007 our enrollment was 178 for Forestville Elementary and 358 for Forestville Academy. For 2005-2006, it was 537 for the entire Forestville Union School District. For 2004-2005, it was 604. Enrollment for 2003-2004 was 606 on October 1, 2003. Enrollment for 2002-2003 was 665 on October 1, 2002. Enrollment for 2001-2002 was 669 on October 1, 2001. Enrollment for 2000-2001 was 715 students on October 1, 2000. The 1999-2000 figure was 702, down from 717 in 1998-1999, down from 730 in 1997-1998, and down from 744 students in 1996-1997.

As a staff, we strive to lead each student to maximize his or her potential by providing carefully planned and appropriately challenging instruction, support for the whole individual, reinforcement of the idea that all students can learn and be successful in school, and respect for individual differences and styles of learning. We strive to provide adequate facilities, which create a safe, and hospitable environment which is conducive to learning for all children, and which incorporates the full

involvement of both parental and community resources to help children succeed. As you read this report, please note that we are proud of the work we do for our Forestville "school community" and strive to continually improve upon it. We rely on you for the support and evaluative feedback to continue to change for the better. We cherish the trust you have placed in us and will always work hard to merit that trust.

Sincerely, Bob Borbe, Superintendent/CBO

Opportunities for Parental Involvement

Contact

Talin Tamzarian

Phone

(707) 887-2279

Parent involvement and participation is highly valued at Forestville School. There are numerous opportunities to assist in classrooms, and with special events such as the annual school musical, campus beautification efforts, lunch programs, recycling, publishing the parent newsletter, library volunteers, coaching and tournaments, serving on committees and advisory councils, etc. Please contact the school for more information about parent involvement at Forestville School or about the Forestville Education Foundation's role in the life of the school.

Average Class Size and Class Size Distribution Elementary

Grade Level	2007-08			2008-09			2009-10					
	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+
K	18.0	2			18.0	2			15.4	2		
1	18.0	2			20.0	3			19.0	2		
2	21.5		2		20.0	2						
3	19.0	2										
4												
5												
6												
K-3	21.0	6	2									
K-2					20.0	7						
K-1									17.2	4		
Other												

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).

Data and Access

Data Quest

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 (eg: Academic Performance Index [PI], Adequate Yearly Progress [AYP], test data, enrollment, 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 (eg: the California State library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-serve basis. Other use restrictions 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.

School Climate

School Safety Plan 2009-10

School safety, campus cleanliness, and maintenance of facilities are a high priority at Forestville School. We maintain a comprehensive School Safety Plan that is reviewed and revised annually. The Safety Plan includes periodic Fire Drills, Earthquake Drills, and Secure the Campus Drills. The District's School Safety Committee meets on a regular basis to address day-to-day safety concerns as well as focusing on long range plans for campus safety. Pedestrian safety and traffic flow issues have been the central topics of concern the past few years as reflected in parent surveys. Major progress has been made to address safety issues. The District has added a third traffic exit lane on Travis Road and was instrumental in the process of realigning the crosswalks at the intersection of Highway 116 and Covey Road.

The District will continue its program to reduce incidents of teasing and bullying. Through an increased emphasis on reporting all incidents either directly to teachers and adult supervisors or anonymously via the school's hotline or suggestion box, we will continue to make strong efforts to address all instances of teasing and bullying. The district will also address issues of bullying by increasing awareness of these issues through assemblies and class-room discussions. The district will implement the BEST program to focus on a positive discipline plan. New harassment forms have been developed and the district will develop methods of quantifying data.

Working with RESIG (Redwood Empire Schools Insurance Group), the district updated the Emergency Operations Plan in 2007. The district continues to conduct a series of drills and emergency scenarios to prepare for emergency situations. All staff personnel have completed the first part of Emergency Prep training.

The district will continue to work towards preparing for emergency situations by working with RESIG, the Forestville Fire Department, and the Sonoma Office of Education.

Suspensions and Expulsions

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	34.6 %	9.7 %	9.4 %	23.7 %	8.9 %	9.4 %
Expulsions	0.7 %	0 %	0 %	0.4 %	0 %	0 %

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

School Facilities

School Facility Conditions and Planned Improvements in 2009-10

Campus cleanliness is maintained with a concerted effort by students, staff, and parents. Students are given reward tickets as part of our BEST program for picking up any litter that is seen. Classes take turns policing the campus for litter, and student Green Teams in grades 4-5 volunteer during the lunch period to facilitate recycling. The custodial staff works diligently to keep our school litter-free.

School Facilities Good Repair Status 2009-10

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, sinks, fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows, Doors, Gates, Fences	X			
Overall Summary of Facility Good Repair Status	Exemplary	Good	Fair	Poor
		X		

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

Teachers

Teacher Credentials				
Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	13	8	4	19
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

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/>.

Teacher Misassignments and Vacant Teacher Positions			
Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers 2009-10		
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 %
All Schools in District	100 %	0 %
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	100 %	0 %

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 the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Support Staff

Academic Counselors and Other Support Staff 2009-10	
Title	FTE Assigned to School
Academic Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (paraprofessional)	.375 FTE
Psychologist	.40 FTE
Social Worker	0
Nurse	.20 FTE
Speech/Language/ Hearing Specialist	.40 FTE
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Academic Counselor	n/a

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials 2009-10

Forestville Union School District has provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks. Forestville School has current and state approved textbooks in all the core subject areas.

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	Grades K-6, <i>Open Court Reading</i> , published by SRA McGraw-Hill; Board Adopted 3 June 2002 Grades 7-9, <i>The Language of Literature</i> , published by McDougal, Littell; Board Adopted 3 June 2002	0%
Mathematics	Grades K-6, <i>California Mathematics</i> , published by Scott Foresman; Board Adopted 31 May 2001 Grades 7-8 <i>Pre-Algebra</i> and <i>Algebra 1</i> , published by Prentice Hall; Board Adopted 31 May 2001	0%
Science	Grades K-3, Houghton-Mifflin; Board adopted 7 February, 2008 Grades 4-6, <i>Discovery Works</i> , published by Houghton Mifflin; Board Adopted 8 May 2003 Grades 7-8, <i>Focus on Life Science</i> and <i>Focus on Physical Science</i> , published by Prentice Hall; Board Adopted 21 June 2007	0%
History- Social Science	Grades K-3- Houghton-Mifflin 2007 <i>K-My World 1-School and Family</i> , <i>2-Neighborhoods</i> 3-Communities, 4-California Studies, 5-U.S. History, Early Years Grade 6-Holt Reinhart & Wilson, 2007 Grades 7-8, <i>Medieval to Early Modern Time</i> and <i>United States History Independence to 1914</i> , published by Harcourt Education Company; Board Adopted 12 May 2006	0%

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.

School Finances

Expenditures Per Pupil and School Site Teacher Salaries Fiscal Year 2009-10

Level	Total	Sup- plemental	Basic	Average Teacher Salary
School Site	\$8,882	n/a	\$5,441	\$71,682
District			\$5,284	\$71,682
Percent Difference – School Site and District			0%	
State			\$5,512	\$56,284
Percent Difference – School Site and State				

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 school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher and Administrative Salaries Fiscal Year 2009-10

Category	District Amount	State Average For Districts In Same Category
Teacher Salaries		
Beginning Teacher Salary	\$45,775	\$38,905
Mid-Range Teacher Salary	\$59,040	\$56,504
Highest Teacher Salary	\$77,136	\$71,750
Administrator Salaries		
Average Elementary Principal	\$90,731	\$92,053
Average Middle School Principal	n/a	\$95,666
Average High School Principal	n/a	\$94,401
Superintendent Salary	\$19,458	\$111,055
Percent of Budget for		
Teacher Salaries	40.4 %	37.9 %
Administrative Salaries	6.0%	6.8 %

Detailed information regarding salaries may 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>.

Types of Services Funded -- Fiscal Year 2009-10

District revenues fund, fully or partially, most programs and services offered at Forestville School. The District's parent support group, Forestville Education Foundation, supports many special programs through grants and donations. Many of these programs would not exist if they were not directly supported by the Foundation. Examples of these programs include K-3 visual arts, K-8 music program, performing arts program, and the sports program.

Instructional Planning and Scheduling

Professional Development

Our staff meetings have been transformed into on-going professional development for our certificated staff. Teacher-leaders attend *Sonoma Leadership Network* workshops that are led by cutting-edge experts in the field of education. Staff meetings are developed around these workshops. The principal works with teacher-leaders to bring high-quality professional development to teachers during staff meetings. Teachers then implement these "best practices" into the classroom.

Student Performance

Standardized Testing and Reporting (STAR) Program

Details on STAR results, including results by grade and performance levels, including the percentage of students not tested, are available on the CDE web site <http://star.cde.ca.gov>. Program information on the STAR Program is available at <http://www.cde.ca.gov/ta/sr/documents/starpkt5intrpts.pdf>.

CST Results for All Students – Three-Year Comparison									
Subject	School			District			State		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	37	61	n/a	54	61	59	46	50	50
Mathematics	61	89	n/a	58	60	59	43	46	46
Science	0	0	n/a	55	64	69	46	50	50
History-Social Science	0	0	n/a	43	69	78	36	41	41

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

CST Results by Student Group – Most Recent Year				
Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a
White (not Hispanic)	n/a	n/a	n/a	n/a
Male	n/a	n/a	n/a	n/a
Female	n/a	n/a	n/a	n/a
Economically Disadvantaged	n/a	n/a	n/a	n/a
English Learners	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

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

California Physical Fitness Test Results 2009-10

Percent of Students Meeting Fitness Standards

Grade	Four of Six Standards	Five of Six Standards	All Six Standards
Grades 5, 7, and 9 only			
<p><i>The CA Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays the percent of students meeting four, five, or six out of six standards for the most recent testing period. Detailed information about this test is at http://www.cde.ca.gov/ta/tg/pf/ Scores are not shown when fewer than ten students were tested.</i></p>			

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 is at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison			
API Rank	2007	2008	2009
Statewide	3	5	n/a
Similar Schools	n/a	1	n/a

The **Statewide API ranks** range from 1 to 10, with 1 being in the lowest 10 percent of all schools in the state, and 10 being the API score is in the highest 10 percent of all schools in the state.

The **Similar Schools Rank** reflects how it compares to 100 statistically similar schools, with a rank of 1 meaning that the school performance was comparable to the lowest-performing 10 out of 100 similar schools; A rank of 10 means that the school's academic performance is better than at least 90 of 100 similar schools.

Academic Performance Index Growth by Student Group Three Year Comparison

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at School	39	78	n/a	n/a
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (Not Hispanic)	22			
Socio-economically Disadvantaged				
English Learners				
Students with Disabilities				

Actual API changes in points added or lost for the past three years, and the most recent API score.

NA means that the group was not statistically significant

Adequate Yearly Progress

Adequate Yearly Progress Overall and by Criteria (2009-10 School Year)

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

Detailed information on AYP is available at <http://www.cde.ca.gov/ta/ac/ay/>

AYP Criteria		School	District
Overall		n/a	Yes
Participation Rate	ELA	n/a	Yes
	Mathematics	n/a	Yes
Percent Proficient	ELA	n/a	Yes
	Mathematics	n/a	Yes
API		n/a	Yes
Graduation Rate		n/a	n/a

Federal Intervention Program – 2009-10

Schools and districts receiving Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or Math) or 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 <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in Program Improvement		
Year in PI		
Number of Schools Currently in PI		
Percent of Schools Currently in PI		

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

National Assessment of Educational Progress (NAEP) Reading and Mathematics Results – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress (NAEP) Results for Reading in 2007 and Mathematics in 2009 for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2009, Grade 4	210	220	54%	24%	5%
Reading 2009, Grade 8	253	262	64%	22%	2%
Mathematics 2009, Grade 4	232	239	72%	30%	5%
Mathematics 2009, Grade 8	270	282	59%	23%	5%

National Assessment of Educational Progress (NAEP) Reading and Mathematics Results for Students with Disabilities and/or English Language Learners

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Learners	Students with Disabilities	English Learners
Reading 2009, Grade 4	74	93	65	80
Reading 2009, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

Notes about NAEP and CST:

Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom.

The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST is at <http://www.cde.ca.gov/ta/tg/nr>.