



Princeton Joint Unified School District
**Princeton Elementary
 and Community Day School**
School Accountability Report Card
 Reported for School Year 2008-09 Published During 2009-10

About This School

Contact Information (School Year 2009-10)

School		District	
School Name	Princeton Elementary	District Name	Princeton Joint Unified
Street	428 Norman Rd.	Phone Number	530-439-2261
City, State, Zip	Princeton , CA 95970-0008	Web Site	www.pjUSD.org
Phone Number	530-439-2501	Superintendent	John Greene
Principal	John Greene	E-mail Address	jgreene@glenncoe.org
E-mail Address	jgreene@glenncoe.org	CDS Codes: Elementary School	11-62646-6089262
		CDS School	11-62646-6119218

School Description and Vision (School Year 2008-09)

School Profile

Princeton Elementary School and the Princeton Elementary Community Day School are located in Princeton California, an unincorporated farming community, which lies on the county line bordering Colusa and Glenn Counties and is nestled along the beautiful Sacramento River on State Highway 45. Both schools serve students in grades kindergarten through six grade and follow a traditional 180 school day calendar.

At the beginning of the 2007-08 school year, 107 students were enrolled, including 24.3% qualifying for English Learner support. In 2008-09 the student enrollment at Princeton Elementary increased to 112 with 30.4% qualifying for English support.

18% identified for migrant education services, and 61.2% qualifying for free or reduced price lunch. Princeton Elementary & Community Day achieved a 2008 Academic Performance Index (API) score of 703, in 2008 the API climbed to 709 and thereby met state and local bench marks.

School Mission

To provide our students with the academic, social and emotional skills needed of pre-adolescent children so that they may be better prepared to meet the challenges of middle school, high school and beyond.

Principal's Message

I would like to extend to both new and returning families a sincere welcome to Princeton Elementary School and hope that upcoming school year proves to be positive and rewarding for all students. I am also inviting you to explore the Princeton Elementary School's annual School Accountability Report Card, a required document that provides valuable information about our school's instructional program, academic achievements, classroom materials, school safety, facilities, and staff.

Princeton Elementary & Community Day provides a warm, stimulating environment where students are actively involved in the learning process in a rural setting with very attractive student/teacher ratios. Students receive a challenging, standards-based curriculum by delivered by professional, dedicated and caring staff members.

Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We have made a commitment to provide the very best educational program possible for Princeton Elementary & Community Day School children, and welcome any suggestions or recommendations that will make our school even stronger and more effective. Together through our hard work our students will be challenged to reach their maximum potential.

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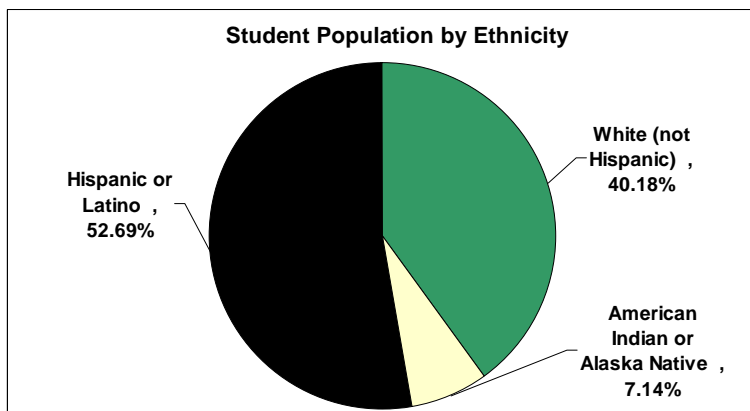
Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	12	Grade 4	17
Grade 1	18	Grade 5	16
Grade 2	15	Grade 6	15
Grade 3	19	Total Enrollment	112

Student Enrollment by Group and Ethnicity (School Year 2008-09)

Group	Percent of Total Enrollment
Socioeconomically Disadvantaged	70.00 %
English Learners	23.00 %
Students with Disabilities	4.00 %



Average Class Size and Class Size Distribution (Elementary)

Grade Level	2006-07				2007-08			2008-09			
	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
K								12.0	1		
1								9.0	2		
2								15.0	1		
3								19.0	1		
4								17.0	1		
5								8.0	2		
6								15.0	1		
K-3	16.0	3			19.7	3					
3-4											
4-8	21.0	1	1		24.0		2				

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2006-07				2007-08			2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32		33+	1-22	23-32
English	18.0	1	0					37.0		0	1

What is a SARC?

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

Data

DataQuest is an online data tool located on the CDE DataQuest Web page 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., Academic Performance Index [API], 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 (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 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 (School Year 2008-09)

The School Safety Plan is reviewed, updated, and discussed with school faculty annually. The plan establishes and defines procedures/guidelines for the safe and orderly response to earthquakes, fires, floods, intruders, and other emergency disasters. It outlines the protocol for teachers and staff, including the use of telephone trees. The Safety Plan also contains the numbers for each agency that should be contacted in the event of an emergency. To prepare our students and staff for potential disasters and in according law, all schools in the Princeton Joint Unified School District routinely participates in simulated emergency preparedness drills. Each year, there are safety checks by the state Fire Marshall as well as by our insurance carrier. The District is mandated to correct any safety deficiency. We do all we can to ensure the safety of our students, staff, and community at large. To insure safety on campus, supervisors or administrators routinely monitor appropriate behavior. Campus supervisors are assigned to monitor appropriate behavior, and to ensure that all people are authorized to be on school property, all visitors must sign in when entering the campus. Our student discipline handbook is updated annually and shared with each student during a pre-selected period at the beginning of each school year. This helps to insure that all students are aware of behavior expectation and consequences; a copy is then mailed home to all parents/guardians. The District offers first aid training each year. Although all staff is encouraged to attend, it is mandatory training for all coaches and health aides.

For more information about how parents can receive more information, or view the School Safety Plan, contact the District Office at 530-439-2261.

Suspensions and Expulsions

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.

Rate	Princeton Elementary			CDS			District		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	8.7	4.7	0.0	66.7	66.7	0.0	14.0	9.4	0.8
Expulsions	0.0	0.0	0.0	0.0	0.0	100.0	0.5	0.4	0.8

School Facilities

School Facility Good Repair Status (School Year 2009-10)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: 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 Rating		X			

School Facilities & Maintenance (09-10):

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Princeton Elementary & Community Day's original facilities were built in 1973. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensures that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Every morning before school begins; the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian is assigned to Princeton Elementary & Community Day. The day custodian is responsible for:

- Grounds keeping
- Restroom
- Cafeteria Cleanup/Setup
- Office Area Cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues.



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 on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	7	7	6	15
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence	0	0	0	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	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

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Princeton Elem. and CDS sites	100.0	0.0
All Schools in District	87.7	12.3

Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3/5	112
Library Media Teacher (Librarian)	0	N/A
Psychologist	1/5 (GCOE)	N/A
Social Worker	0	N/A
Nurse	As needed (GCOE)	N/A
Speech/Language/Hearing Specialist	As Needed (GCOE)	N/A
Resource Specialist (non-teaching)		N/A
Other: Computer Aide	1	N/A
Psychologist	1	
SPARK/SPARKLE Program Director	1	
Math Aide	1	
Bilingual Paraprofessional	1	

Parent Involvement (08-09):

Parents are encouraged to become involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through the school web site, the school marquee, and flyers. Contact Mrs. Zoller or Mrs. Hansen at (530) 439-2261 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- Chaperone
- Fundraising

Committees

- School Site Council
- WASC Team
- Migrant Parent
- Advisory Committee

School Activities

- Back to School Night
- Open House
- Athletics
- Class Community
- Project Activities
- Field trips

No Child Left Behind:

The table to the left displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [NCLB](#) Web page.

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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	New to Good	0%
Mathematics	New to Good	0%
Science	New to Good	0%
History-Social Science	New to Good	0%
Foreign Language	New to Good	0%
Health	New to Good	0%
Visual and Performing Arts	N/A	0%
Science Laboratory Equipment (grades 9-12)	New to Good	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 2007-08)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9784	\$2935	\$6849	\$50,544
District	N/A	N/A	\$6849	\$49,917
Percent Difference – School Site and District	N/A	N/A	0%	1.3%
State	N/A	N/A	\$5,512	\$56,376
Percent Difference – School Site and State	N/A	N/A	24.3%	-10.3%

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 on the CDE Current Expense of Education & Per-pupil Spending Web page and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,729	\$38,000
Mid-Range Teacher Salary	\$48,086	\$55,721
Highest Teacher Salary	\$65,056	\$71,548
Average Principal Salary (Elementary)	\$ 45,000	\$85,858
Average Principal Salary (Middle)	n/a	\$91,479
Average Principal Salary (High)	n/a	\$93,937
Superintendent Salary	\$97,000	\$115,980
Percent of Budget for Teacher Salaries	34.70 %	34.80 %
Percent of Budget for Administrative Salaries	9.00 %	6.50 %

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Student Performance

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

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

Subject	School			District			State		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	33	22	25	35	27	26	43	46	50
Mathematics	44	38	35	40	27	24	40	43	46
Science	11	38	6	34	37	31	38	46	50
History-Social Science	0	0	0	21	31	43	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student. For that reason no data is shown for the CDS site.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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
African American				
American Indian or Alaska Native	*	*	*	
Asian				
Filipino				
Hispanic or Latino	17	39	*	
Pacific Islander				
White (not Hispanic)	42	39	*	
Male	29	48	*	
Female	21	21	*	
Economically Disadvantaged	17	32	7	
English Learners	11	42	*	
Students with Disabilities	*	*		
Students Receiving Migrant Education Services	*	*		

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student. For that reason no data is shown for the CDS site.

STAR PROGRAM:

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for 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 CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards.

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California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the Physical Fitness Testing Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	33.3	22.2	27.8
7	0.0	0.0	0.0
9	0.0	0.0	0.0

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student. For that reason no data is shown for the CDS site.



Accountability

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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	2006	2007	2008
Statewide	5 *	3 *	1 *
Similar Schools	N/A	N/A	N/A

"*" means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

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 on the CDE [Academic Performance Index \(API\)](#) Web page.

Princeton Elementary Support Program Changes

SPARK Program

This program is by the 21st Century Safe Schools and Neighborhoods grant. The focus of this unique opportunity is to provide an after school academic assistance and recreation program for K-6 STUDENTS. This program was initiated in Princeton at the beginning of the 2005-06 school year.

SPARKLE Program

The Pre-K program first began in 2007 for 4 year old students. Children enrolled in the program are expected to enroll in our regular kindergarten program prior to the beginning of the new school year, each fall.

Academic Performance Index Growth 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
	2006-07	2007-08	2008-09	2009
All Students at the School	-30	-16	24	709 *
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged			39	692
English Learners				
Students with Disabilities				

" * " means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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	Princeton Elementary	Princeton Elementary CDS	District
Overall	Yes	No	No
Participation Rate - English-Language Arts	Yes	Yes	Yes
Participation Rate - Mathematics	Yes	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes	No
Percent Proficient - Mathematics	Yes	Yes	No
API	Yes	No	Yes
Graduation Rate	N/A	N/A	Yes

(Note: "Yes" = Met 2008 AYP Criteria. "No" = Did not Meet 2008 AYP Criteria.)

Federal Intervention Program (School Year 2009-10)

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 [AYP](#) Web page.

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	1
Percent of Schools Currently in Program Improvement	N/A	25.0

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Princeton Elementary and Community Day School provides the following:

- ✓ Preschool
- ✓ Summer school
- ✓ Before and after school tutoring

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 [AYP](#) Web page.

School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the district's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web site.

Indicator	District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)		6.2	2.5	3.5	4.4	3.9
Graduation Rate	100.0	77.8	87.5	83.4	80.6	80.2

Professional Development

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

All training and curriculum development activities at Princeton Elementary & Community Day revolve around the California State Content Standards and Frameworks. Professional development activities support adoption of new curriculum, language arts and math curricula, and alignment of curriculum to state content standards. Decisions concerning selection of staff development activities are performed by the principal using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. During the 2007-08 school year,

Princeton Elementary & Community Day held three (3) staff development days devoted to the improvement of student achievement and to the development of safe schools. The district also offers ongoing support to new through BTSA, and all teachers are highly encouraged to attend professional workshops and conferences to hone their skills. Classified support staff receives job-related training from department supervisors and the Glenn County Office of Education.

National Assessment of Educational Progress

National Assessment of Educational Progress

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 and English language learners 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 (Outside Source).

Note: 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 can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

More on the STAR PROGRAM (continued from page 6.)

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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

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

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92



The information in the School Accountability Report Card (SARC) is provided by the California Department of Education with some information supplied by the school and the district office. All data is accurate as of December 10, 2009.

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