

Executive Summary of School Accountability Report Card (SARC)

Forestville School

Covering the 2006-07 School Year; Published during 2007-08

Forestville School
 6321 Highway 116
 Forestville, CA 95436
 (707) 887-2279
 Grades K – 3
 Principal: Talin Tamzarian,
 ttamzarian@forestvilleusd.org



School Description

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.

FORESTVILLE UNION SCHOOL DISTRICT MISSION STATEMENT

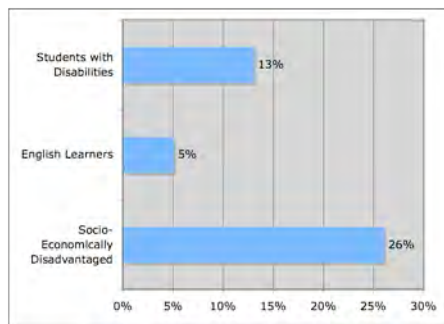
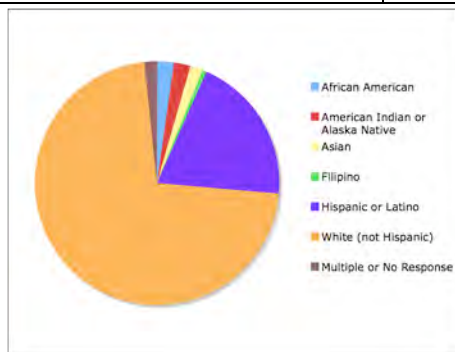
Our purpose is to enable students to become life-long learners - - knowing how to learn, how to make decisions, and how to relate positively as productive, responsible, and ethical citizens.

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

Forestville School, a rural K-8 school, has been recognized twice as a California Distinguished School and twice received California Distinguished School Honorable Mention awards. Our enrollment (using the count from the California Basic Educational Data System (CBEDS) for 2006-2007 was 178. For 2005-06, it was 537. For 2004 – 2005, it was 604. Enrollment for 2002 – 2003 was 665 on October 1, 2002. Enrollment for 2003 – 2004 was 606 on October 1, 2003. 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 1998-99, down from 730 in 1997-98, and down from 744 students in 1996-97.

Enrollment

Number of Students	178
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Teachers

Teachers with Full Credential	23
Teachers without full credential	0
Teachers teaching outside area of competence	0
Mis-assignments of teachers of English learners	0
Total teacher mis-assignments	0

Pupils Lacking Textbooks or Instructional Materials	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	na
Health	0%
Science Laboratory Equipment	na
Expenditures Per Pupil (Unrestricted Sources Only)	
School Site	0
District	0
State	\$4,943
Student Performance Students Proficient and Above on California Standards Tests	
English/Language Arts	%
Mathematics	%
Science	%
History-Social Science	%
Academic Progress	
2007 API Growth Score	0
Statewide Rank	0
2007-08 Program Improvement Status	Not in PI

Summary of Most Recent Site Inspection

Our school passed all areas of the most recent inspection.

Repairs Needed

None needed

Corrective Actions Taken

None needed

Forestville Elementary School

School Accountability Report Card

Reported for School Year 2005-06
Published During 2006-07



Forestville School

(707) 887-2279
Grades K – 3
Principal: Talin Tamzarian
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Forestville USD

(707) 887-9767
Web site: www.forestvilleusd.org
Superintendent:
Don Hack, dhack@scoe.org

I. General Information

School Description and Mission Statement

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

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Student Enrollment	
Number of Students	
Kindergarten	38
Grade 1	42
Grade 2	54
Grade 3	44
Total Enrollment	178
Percentage by Group	
African American	2.25%
American Indian or Alaska Native	2.25%
Asian	1.69%
Filipino	0.56%
Hispanic or Latino	19.66%
Pacific Islander	0%
White (not Hispanic)	71.91%
Multiple or No Response	1.69%
Socio-economically Disadvantaged	26%
English Learners	5%
Students with Disabilities	13%

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 Friends of Forestville School Education Foundation's role in the life of the school.

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,
Don Hack, Superintendent

Average Class Size and Class Size Distribution

Grade Level	2004-05			2005-06			2006-07					
	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	16.5	2			20.0	1	1		18.7	3		
1	18.5	2			20.5	1	1		19.0	2		
2	19.7	3			17.5	2			19.0	4		
3	18.7	3			19.0	3			22.5		2	
4	32.5		1	1	26.0		2		31.0		2	
5	33.0			2	32.5		1	1	29.0		2	
6	35.0			2	26.7		3		32.0		1	
K-3	19.0	1			19.0	1			20.0	1		
3-4												
4-8	32.0		1									
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).

II. School Climate

School Safety Plan

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. Construction on the new student drop-off/pick-up area was completed in September of 2006...

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 Safe-School Ambassadors program to empower students to resolve issues of bullying and harassment. 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 will update the Emergency Operations Plan by the end of 2007 and conduct a series of drills and emergency scenarios to prepare for emergency situations.

Suspensions and Expulsions

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	5.2%	23.0%	12.4%	5.2%	23.0%	13.4%
Expulsions	0.2%	0	0	0.2%	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.

III. School Facilities

School Facility Conditions and Improvements

Another major project was our new Library/Media center. This major addition to our campus was completed in the fall of 2006. The building has been completely renovated and updated. Campus cleanliness is maintained by a concerted effort by students, staff, and parents. Classes take turns policing the campus for litter and student Green Teams volunteer during the lunch period to facilitate recycling.

There are two "Campus Beautification Days" each year during which parents and students participate in clean up and repair efforts. Students in grades 4 – 8 also adopt a section of the campus to keep clean and properly landscaped.

The following information is from the 2004 survey: Although the maintenance/custodial staff has been reduced by three (3) full time workers within the past four years because of inadequate state funding, overall classroom and campus cleanliness received satisfactory ratings (3.0 or higher) from the staff on the annual survey. On a scale of 1 (low) to 5 (high), the "overall cleanliness of my classroom" received a rating of 3.34. The fourteen - year average is 3.58. The most recent rating for the "cleanliness of all other school facilities" is 3.26. The twelve-year average for this question is 3.24.

School Facilities Good Repair Status

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation		X	Repaired holes in building. Eliminated food sources.
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

Overall Summary of Facility Good Repair Status

Good

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

IV. Teachers

Teacher Credentials				
Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	30	30	23	30
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	na
<p><i>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/.</i></p>				

Teacher Misassignments and Vacant Teacher Positions			
Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0
<p><i>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.</i></p>			

Core Academic Classes Taught by No Child Left Behind Compliant Teachers		
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	na	na
Low-Poverty Schools in District	100%	0
<p><i>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/.</i></p>		

V. Support Staff

Academic Counselors and Other Support Staff	
Title	Number of FTE Assigned to School
Academic Counselor	0.20 FTE
Library Media Teacher (Librarian)	0
Library Media Services Staff (paraprofessional)	0.40 FTE
Psychologist	0.40 FTE
Social Worker	
Nurse	0.20 FTE
Speech/Language/Hearing Specialist	1.0 FTE
Resource Specialist (non-teaching)	0
Other	
Average Number of Students per Academic Counselor	
Student to Counselor ratio	na
<i>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.</i>	

VI. Curriculum and Instructional Materials

Forestville Union School District has provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks for Health. Based on an annual teacher survey, Forestville School has current and state approved textbooks in all the core subject areas with the exception of history – social science. The State Department of Education finally approved history - social science textbooks and instructional materials in late 2005. The teaching staff recommended history - social science textbooks and instructional materials to the Technology, Library, and Curriculum (TLC) Committee. The TLC recommended the final adoption to the Board of Trustees. The Board adopted the series in the spring of 2006. All History-Social Science textbooks were received by August of 2006 and materials were implemented in 2006-2007. The adoption cycle continues as the district will go through the process for science (2007-08) and Mathematics (2008-09).

Quality, Currency, and Availability of Textbooks and 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	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>DiscoveryWorks</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 Grades 4-6 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%
Foreign Language	Does not apply	n/a
Health		0%
<p><i>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.</i></p>		

VII. School Finances

Types of Services Funded

District revenues fund, fully or partially, most of the programs and services offered at Forestville School. The District's parent support group, the Friends of Forestville School Education Foundation (FOFSEF), supports many special programs through grants and donations.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Sup- plemental	Basic	
School Site	\$8,028	N/A	\$5,284	\$61,251
District	---	---	\$5,284	\$61,251
Percent Difference – School Site and District	---	---		
State	---	---	\$4,943	\$54,130
Percent Difference – School Site and State	---	---		
<i>Detailed information regarding school expenditures and teacher 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/.</i>				

Teacher and Administrative Salaries (Fiscal Year 2005-06)

Category	District Amount	State Average For Districts In Same Category
Teacher Salaries		
Beginning Teacher Salary	\$40,991	\$36,760
Mid-Range Teacher Salary	\$52,870	\$52,816
Highest Teacher Salary	\$65,990	\$64,666
Administrator Salaries		
Average Principal Salary (Elementary)	\$75,236	\$83,075
Average Principal Salary (Middle)		\$86,138
Average Principal Salary (High)		
Superintendent Salary	\$102,713	\$98,053
Percent of Budget for		
Teacher Salaries	41.7 %	38.5 %
Administrative Salaries	4.6 %	6.4 %
<i>Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/afd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp.</i>		

VIII. Student Performance

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 and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 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: To protect student privacy, scores are not shown when the number of students tested is 10 or less.**

CST Results for All Students – Three-Year Comparison

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	54	60	38	54	60	57	40	42	43
Mathematics	53	62	47	53	62	54	38	40	40
Science	45	57		45	57	66	27	35	38
History-Social Science	38	42		38	42	46	32	33	33

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	*	*		
American Indian or Alaska Native	*	*		
Asian	*	*		
Filipino				
Hispanic or Latino	12	29		
Pacific Islander				
White (not Hispanic)	46	53		
Male	33	52		
Female	42	42		
Economically Disadvantaged	21	32		
English Learners	*	*		
Students with Disabilities	8	25		
Students Receiving Migrant Education Services	*	*		

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students

scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less

NRT Results for All Students – Three-Year Comparison

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	65	64	44	65	64	53	41	42	42
Mathematics	71	70	53	71	70	63	52	53	53

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

NRT Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian	*	*
Filipino		
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	53	66
Male	50	61
Female	35	41
Economically Disadvantaged	20	40
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services	*	*

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

California Physical Fitness Test Results

Grade Level	Percent of Students Meeting Fitness Standards
Grade 5	
<p><i>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 fitness standards (scoring in 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 at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: To protect student privacy, scores are not shown when 10 or fewer students are tested.</i></p>	

IX. 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 – Three-Year Comparison

API Rank	2004	2005	2006
Statewide	8	7	8
Similar Schools	4	2	5

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 Changes by Student Group – Three-Year Comparison

Group	Actual API Change			API Score
	2004 to '05	2005-06	2006-07	2007
All Students at the School	-12	32	-93	725
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-4	36	-80	760
Socioeconomically Disadvantaged	13	26		
English Learners	na			
Students with Disabilities	na			

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.

AYP Overall and by Criteria

AYP Criteria	School	District	The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: <ul style="list-style-type: none"> 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).
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	

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.

Federal Intervention Program

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

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/>.