



**SCHOOL ACCOUNTABILITY REPORT CARD FOR 2004-2005**  
**SOUTHERN HUMBOLDT JOINT UNIFIED SCHOOL DISTRICT**

# Casterlin Elementary School

**ADDRESS:** 24790 Alderpoint Road, Blocksburg, CA 95514 **PHONE:** (707) 926-5402

**PRINCIPAL:** Marc Wilson **GRADE RANGE:** K-8 **SCHEDULE:** Traditional

## OUR SCHOOL AT A GLANCE

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Student enrollment</b>	Total number of students enrolled	49	203	557
<b>Teachers</b>	Number of classroom teachers (full-time equivalent)	5	11	27
<b>Students per teacher</b>	Number of students per teacher	10	18	20
<b>Academic Performance Index</b>	The state's method of combining test scores across all subjects and grade levels	787	759	752
<b>Students per computer</b>	Number of students sharing one computer	3	5	5

### Principal's Comments

The coming year promises to be an exciting one at Casterlin School. We will have three teachers serving kindergarten through eighth grade again this year. Enrollment continues to decline throughout our district. Regular student attendance is important so that students achieve academic goals and so that we can continue to retain our three teachers.

Our staff welcomes parents and community members to volunteer after school as well as in classrooms, the library, and the lunchroom.

### Major Achievements

- All of our students participated in two productions this year: a drama and a musical.
- Upper-grade students, in partnership with local stream-restoration groups, experienced hands-on science lessons in the field and shared their learning experiences with younger students.

### Focus for Improvement

- Our academic focus at Casterlin School is on language arts. New language arts materials were available in our classrooms during the 2002-2003 school year. This year teachers will continue to implement the new program and strive to meet the tough new state standards for language arts.
- As enrollment has declined, the number of grade levels in each classroom has increased. Teachers will continue to focus on teaching strategies to support the range of grade levels in each classroom.

## Contents

<b>Our School at a Glance</b>	page 1
<b>Student Achievement</b>	page 4
<b>Students</b>	page 10
<b>Climate for Learning</b>	page 11
<b>Teachers and Staff</b>	page 13
<b>Curriculum and Textbooks</b>	page 17
<b>Resources</b>	page 19
<b>Funding</b>	page 20



### Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. The API is used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests (CST), the California Achievement Tests (CAT/6), and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Casterlin’s API was 787 (out of 1000). This is an increase of 44 points compared to last year’s API. About 100 percent of students took the test, which met the state’s required participation rate of 95 percent. You can find three years of detailed API results in the [technical appendix](#) to this report.

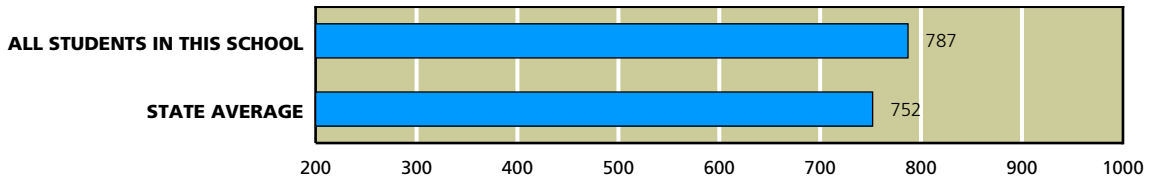
**API GROWTH TARGETS:** Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards, such as the California Distinguished Schools Program and Title I Achieving Schools Program. We met our assigned growth targets during the 2004–2005 school year. Just for reference, 68 percent of elementary schools statewide met their growth targets.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>Yes</b>
<b>Met growth target for prior school year</b>	<b>Yes</b>
<b>API score</b>	<b>787</b>
<b>Growth attained from prior year</b>	<b>+44</b>
<b>Met subgroup* growth targets</b>	<b>Yes</b>
<b>Underperforming school</b>	<b>No</b>

SOURCE: API based on spring 2005 test cycle. Growth scores alone are displayed and are current as of February 2006.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

### API, Spring 2005



SOURCE: API based on spring 2005 test cycle. State average represents elementary schools only.  
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

### Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above proficient levels on the CST (24.4 percent on the English/language arts test and 26.5 percent on the math test). These goals must also be met by all ethnic and socioeconomic subgroups of students. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one group of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools getting federal funding to help economically disadvantaged students are actually penalized if they fail to make the mark. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>Yes</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>N/A</b>
<b>Met subgroup* test score goals</b>	<b>N/A</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Program Improvement School</b>	<b>No</b>

SOURCE: AYP is based on the Accountability Progress Report of February 2006. A school can be in Program Improvement based on students' test results in the 2004-2005 school year or earlier.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

### Adequate Yearly Progress, Detail by Subgroup

● MET GOAL    ● DID NOT MEET GOAL    ● NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●

SOURCE: AYP release of February 2006, CDE.

The table at left shows where we met our AYP goals. The green dots represent goals we’ve met; red dots indicate goals we missed. Just one red dot is sufficient to cause us to fail to attain what NCLB defines as “adequate yearly progress.”

Note: Yellow dots indicate that too few students were in the category to draw meaningful conclusions. Federal rules require at least 50 students to take the test for statistical significance.

## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different groups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

### California Standards Tests: Top Scores Only (Proficient and Advanced)

TESTED SUBJECT	2004-2005	2003-2004	2002-2003
<b>ENGLISH/LANGUAGE ARTS</b>			
Our school	42%	N/A	38%
Average elementary school	41%	36%	36%
<b>MATH</b>			
Our school	17%	N/A	N/A
Average elementary school	50%	45%	44%
<b>SCIENCE</b>			
Our school	N/A	N/A	N/A
Average elementary school	29%	24%	N/A

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

## Frequently Asked Questions

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online at the [STAR Web site](#). Summary scores about advanced and proficient students in the school and district are online in the [technical appendix](#) to this report.

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, advanced or proficient. Those who score in the middle band, basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—below basic or far below basic—need more help to reach the proficient level. The number of questions students must answer correctly to be grouped into one of these proficiency levels is in the [CDE's technical memo](#) on the CDE's Web site.

**WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TESTS (CAT/6) SCORED DIFFERENTLY?** These two tests are quite different, and their scoring methods differ, too. When students take the CST, they are scored against five criteria. So in theory, all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” Students’ CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** California’s standards are very high, and the tests that measure students’ mastery are difficult. Just 41 percent of elementary school students scored proficient or advanced on the English/language arts test and 51 percent in math. Experts consider our state’s standards to be among the most clear and rigorous in the country. Here you can review the [California Content Standards](#).

**ARE ALL STUDENTS’ SCORES INCLUDED?** Yes, the results of all students who took the test are included, with one exception. When schoolwide results are reported and fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy as called for by federal law. All students in grades two through eleven are required to take these tests unless their parents have requested waivers.

**HOW STATISTICALLY RELIABLE ARE THESE RESULTS?** The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The CDE suppresses scores when fewer than eleven students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

**CAN I REVIEW SAMPLE TEST QUESTIONS?** Sample test questions for the CST are on the [CDE's Web site](#). These are examples of questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has placed a wealth of resources on its Web site. First, the STAR Web site offers a path both to the detailed reports for schools and districts, and to assistance packets for parents and teachers. The [grades and subjects](#) covered by these tests are fully described. This site includes explanations of [technical terms](#) and scores. You’ll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

### English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			42%	100%	<b>SCHOOLWIDE AVERAGE:</b> About one percent more students at our school scored proficient or advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			47%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			41%	99%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

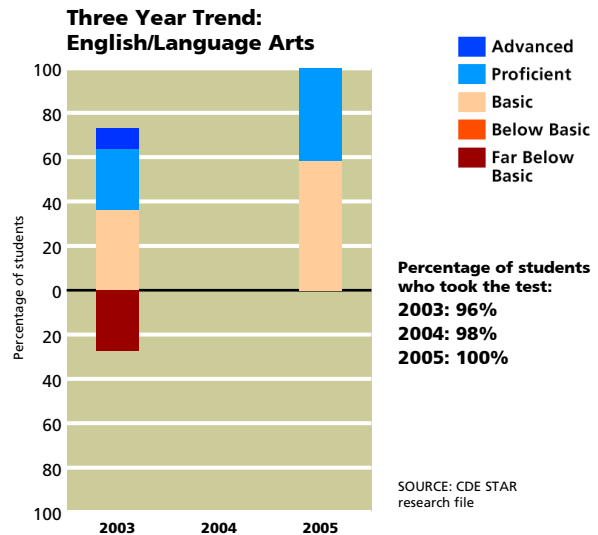
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	0	<b>GENDER:</b> We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	0	
English proficient	DATA STATISTICALLY UNRELIABLE		N/S	12	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	0	
Low income	NO DATA AVAILABLE		N/A	0	<b>INCOME:</b> We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	0	
Learning disabled	NO DATA AVAILABLE		N/A	0	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	11	

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for English/language arts for [first](#) grade, [second](#) grade, [third](#) grade, [fourth](#) grade, and [fifth](#) grade at the CDE's Web site. The standards for [all grade levels](#) are also available at this site.



### Math

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			17%	100%	<b>SCHOOLWIDE AVERAGE:</b> About 33 percent fewer students at our school scored proficient or advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			52%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			50%	99%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

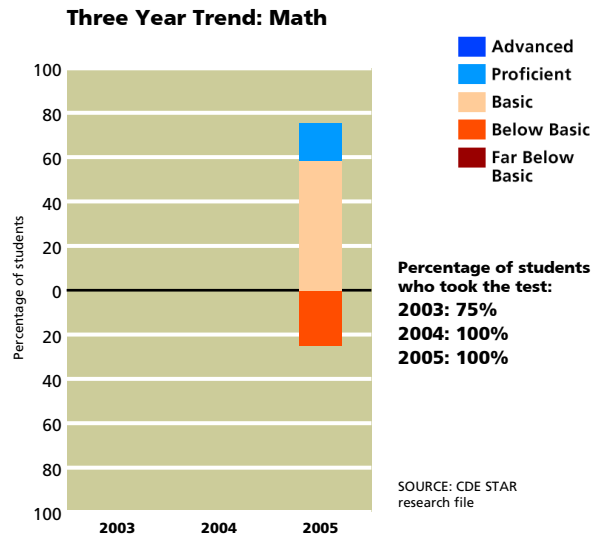
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	0	<b>GENDER:</b> We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	0	
English proficient	DATA STATISTICALLY UNRELIABLE		N/S	12	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	0	<b>INCOME:</b> We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	0	
Learning disabled	NO DATA AVAILABLE		N/A	0	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	11	

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).



You can read the math standards for [first grade](#), [second grade](#), [third grade](#), [fourth grade](#), and [fifth grade](#) at the CDE's Web site. The standards for [all grade levels](#) are also available at this site.



**Science**

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>	NO DATA AVAILABLE		N/A	100%	<b>SCHOOLWIDE AVERAGE:</b> Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			39%	97%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			29%	99%	

**Subgroup Test Scores**

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>	NO DATA AVAILABLE		N/A	N/A	<b>GENDER:</b> We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
<b>Girls</b>	NO DATA AVAILABLE		N/A	0	
<b>English proficient</b>	NO DATA AVAILABLE		N/A	0	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
<b>English learners</b>	NO DATA AVAILABLE		N/A	N/A	
<b>Low income</b>	NO DATA AVAILABLE		N/A	0	<b>INCOME:</b> We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
<b>Not low income</b>	NO DATA AVAILABLE		N/A	0	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	N/A	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
<b>Not learning disabled</b>	NO DATA AVAILABLE		N/A	0	

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the [science standards](#) themselves by going to the CDE's Web site.

**California Achievement Test (CAT/6)**

The CAT/6 differs from the CST in three ways. First, in the spring of 2005, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria. Note that the test scores of students in grades two through eight are included because our school serves grades kindergarten through eight.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>READING</b>				
<b>High-scoring students</b>	Percentage of students scoring at or above the 75th percentile nationally	N/A	26%	15%
<b>Students scoring at or above average</b>	Percentage of students scoring at or above the 50th percentile nationally	N/A	53%	37%
<b>LANGUAGE</b>				
<b>High-scoring students</b>	Percentage of students scoring at or above the 75th percentile nationally	N/A	26%	19%
<b>Students scoring at or above average</b>	Percentage of students scoring at or above the 50th percentile nationally	N/A	53%	45%
<b>MATH</b>				
<b>High-scoring students</b>	Percentage of students scoring at or above the 75th percentile nationally	N/A	32%	30%
<b>Students scoring at or above average</b>	Percentage of students scoring at or above the 50th percentile nationally	N/A	60%	54%

SOURCE: The scores for the CAT/6 are from the spring 2005 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

**STUDENTS SCORING ABOVE AVERAGE:** This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). Casterlin did not report how many students scored at or above average on the CAT/6.

**HIGH-SCORING STUDENTS:** This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (at the 75th percentile and higher). Casterlin did not report how many students were high scoring on the CAT/6.

**Other Measures of Student Achievement**

Teachers and aides provide extra assistance to students who are not meeting grade-level standards. We provide tutoring during the school day, after school, and during summer school.

Teachers assess students using oral questioning, paper-and-pencil tests, and project-based evaluations.

We are on a trimester system, with three report card periods each school year. We encourage parents to attend a parent-teacher conference after the first reporting period, which ends in early November. Teachers also meet with parents during spring conference week in March or any time they have a concern.

**STUDENTS**

**Students' English Language Skills**

At Casterlin, 98 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall. Of the two percent of Casterlin students who were still learning English, zero percent advanced to English proficiency since the prior census.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	98%	95%	68%
English learners	2%	5%	32%

SOURCE: Language Census for school year 2004-2005. County and state averages represent elementary schools only.

**Languages Spoken at Home by English Learners**

Please note that this table describes the home languages of just the one student classified as an English learner. At Casterlin, the language this student speaks at home is Spanish. In California it's common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	100%	77%	85%
Vietnamese	0%	0%	2%
Hmong	0%	14%	1%
Cantonese	0%	0%	1%
Filipino/Tagalog	0%	1%	1%
Khmer/Cambodian	0%	0%	1%
Korean	0%	0%	1%
All other	0%	7%	7%

SOURCE: Language Census for school year 2004-2005. County and state averages represent elementary schools only.

**Ethnicity**

Most students at Casterlin identify themselves as White/European American/Other. In fact, there are about ten times as many White/European American/Other students as African American students, the second-largest ethnic group at Casterlin. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	8%	2%	8%
Asian American/Pacific Islander	4%	3%	11%
Latino/Hispanic	4%	10%	49%
White/European American/Other	84%	85%	32%

SOURCE: CBED5 census of October 2004. County and state averages represent elementary schools only.

**Family Income and Education**

The free or reduced-price meal subsidy goes to students whose families earn less than \$34,873 a year (based on a family of four) in the 2004-2005 school year. At Casterlin, 86 percent of the students qualified for this program, compared to 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	86%	47%	56%
Parents with some college	30%	64%	51%
Parents with college degree	10%	35%	28%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2004-2005 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 30 percent of the students at Casterlin have attended college and ten percent have a college degree. Note that not all students provide this data, so the results may not be fully accurate.

**CLIMATE FOR LEARNING**

**Average Class Sizes**

Because funding for class-size reduction was focused on the early grade levels, our school's class sizes, like most elementary schools, differ across grades.

Our average class size schoolwide is 19 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	N/A	18	20
First grade	N/A	18	19
Second grade	N/A	19	19
Third grade	N/A	19	20
Fourth grade	N/A	25	29
Fifth grade	N/A	25	30
Sixth grade	N/A	24	30
Seventh grade	N/A	22	27
Eighth grade	N/A	26	26

SOURCE: CBEDS census, October 2004. County and state averages represent elementary schools only.

**Safety**

We monitor our grounds before and after school and during lunch and recess. The staff conducts monthly fire drills and annual earthquake and disaster drills.

**Homework**

We expect students at every grade level to read at home for at least 20 minutes per day. At the beginning of the year, teachers describe to parents their homework expectations for each class. We encourage parents to monitor their child's homework and discuss it as necessary with the teacher throughout the school year.

### Discipline

At times we find it necessary to suspend students who break certain school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day.

Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

Casterlin School has a family-oriented atmosphere. Children understand the school rules. Discipline issues are usually minor and teachers handle them on a day-to-day basis. The Southern Humboldt Unified School District has implemented Second Step, a violence-prevention program. Our staff is trained to use this program to promote respectful behavior and effective conflict resolution. The ABC Community Center offers parenting classes. We believe it is important to work together to promote healthy social interaction among our students.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
<b>Suspensions per 100 students</b>	2004–2005	0	3
	2003–2004	4	5
	2002–2003	0	4
<b>Expulsions per 100 students</b>	2004–2005	0	0
	2003–2004	0	0
	2002–2003	0	0

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent elementary schools only.

During the 2004–2005 school year, we had no suspension incidents and no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

### Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the district and state. If you want to learn more about [physical fitness testing and standards](#), you’ll find information on the CDE Web site.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Boys in Fitness Zone</b>	N/A	26%	22%
<b>Girls in Fitness Zone</b>	N/A	19%	27%
<b>Total</b>	N/A	23%	25%

SOURCE: 2004–2005 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.

### Schedule

The school year is 180 days long. School begins the last week in August and ends on the second Thursday in June. Students have three week-long intersessions and a two-week winter break during the school year. The school day starts at 8:20 a.m. and ends at 2:40 p.m. We provide a breakfast snack.

### Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
<b>Kindergarten</b>	51,230	36,000
<b>Grades 1–3</b>	51,230	50,400
<b>Grades 4–5</b>	54,945	54,000
<b>Grade 6</b>	54,945	54,000
<b>Grade 7</b>	57,405	54,000
<b>Grade 8</b>	61,590	54,000

SOURCE: This data is reported by school district staff.

## TEACHERS AND STAFF

### Principal

Marc Wilson has been principal of this school for seven years. Our principal has seven years of experience as a principal and 29 as a teacher.

Our entire staff participates in making decisions. The atmosphere is collaborative and very positive.

### Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Teaching experience</b>	Average years of teaching experience	21	15	12
<b>Newer teachers</b>	Percentage of teachers with one or two years of teaching experience	0%	10%	11%
<b>Teachers holding an MA degree or higher</b>	Percentage of teachers with a master's degree or higher from a graduate school	40%	12%	30%
<b>Teachers holding a BA degree alone</b>	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	60%	88%	70%

SOURCE: Professional Assignment and Information Form (PAIF), October 2004, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

None of our teachers are relatively new to teaching, having taught two years or less. This number is below the percentage of new teachers in other elementary schools in California. Our teachers have, on average, 21 years of experience. About 60 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 40 percent have completed a master's degree or higher.

### Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	100%	96%
<b>Trainee credential holders</b>	Percentage of staff holding an internship credential	0%	0%	4%
<b>Emergency permit holders</b>	Percentage of staff holding an emergency permit	0%	0%	2%
<b>Teachers with waivers</b>	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2004. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Casterlin hold a full credential. None of the faculty at Casterlin holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, four percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds emergency permits. Very few elementary school teachers hold this authorization statewide (just two percent). About 80 percent of the faculty at Casterlin hold the elementary (multiple-subject) credential. This number is below the average for elementary schools in California, which is 93 percent. You can find three years of data about teachers' credentials in the [technical appendix](#) to this report.

### Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	0%	N/A	26%
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	0%	0%	4%

SOURCE: Courses taught by teachers not meeting NCLB standards are derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the PAIF of October 2004.

**"HIGHLY QUALIFIED" TEACHERS:** The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "[highly qualified](#)." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses and students taught by teachers who are considered to be less than "highly qualified." The exceptions known as the [High Objective Uniform State Standard of Evaluation \(HOUSSE\)](#) rules allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers were working without full credentials, compared to four percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available from the links below. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2005–2006 school year.

### Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

This table shows how teachers considered to be less than "highly qualified" are distributed within our district. Specifically, the data describes just the percentage of core courses that lack teachers who meet NCLB's standard.

DISTRICT FACTOR	DESCRIPTION	DISTRICT AVERAGE
<b>Courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by "highly qualified" teachers	12%
<b>Schools with most low income students</b>	Percentage of core courses not taught by "highly qualified" teachers	0%
<b>Schools with fewest low income students</b>	Percentage of core courses not taught by "highly qualified" teachers	21%

SOURCE: Consolidated Application and Southern Humboldt Joint USD. Schools in the district are divided into quartiles, based on their students' free lunch entitlements. Top and bottom quartiles are compared.

In our district teachers who are considered to be less than "highly qualified" teach

special education core classes and multiple subjects at our high school. They all have the proper California credentials for the subjects they teach.

The districtwide average is 42 percent, compared to 26 percent statewide. For those schools with the highest percentage of students getting free and reduced-price lunches, this factor is zero percent, compared to 35 percent statewide. For those schools with the lowest percentage of students getting free and reduced-price lunches, this factor is 100 percent, compared to 21 percent statewide.

## **Evaluating and Improving Teachers**

We evaluate teachers every year on their teaching skills and their ability to meet teaching goals. We encourage all teachers to attend skill-building workshops and courses and to participate in our mentoring program, which pairs senior teachers with teachers who are new to the profession or who are teaching a new grade level.

## **Staff Development**

Teachers and administrators receive at least three training days per year to share skills, attend conferences, discuss new curricula and technology, or learn how to analyze test scores. On one of our training days this year, all teachers in our district will learn new ways to provide additional activities for gifted and talented students in their regular classrooms.

## **Substitute Teachers**

A group of principals interviews all substitute teachers in our district, and we complete background checks before hiring. Principals monitor the performance of each substitute teacher. When we cannot find a substitute for a class, a principal steps in to teach.

## **Teacher Assignment**

Casterlin School will be staffed with three full-time teaching positions, and we will have a principal for one third of the time. We have three combination classrooms: one kindergarten through second, one third through fifth, and one sixth through eighth. Two teachers share the upper-grade assignment.

### Specialized Programs and Staff

Students at Casterlin School receive the support services they need from district staff who come to our school as part of their regular schedule. These include a resource teacher, a speech and language teacher, a psychologist, and the district nurse. Our school staff includes an instructional assistant in each classroom and an instructional assistant for special education.

**GIFTED AND TALENTED EDUCATION:** Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called **Gifted and Talented Education (GATE)**. Our school has three students who qualify for this program. We identify and challenge Gifted and Talented Education (GATE) students’ unique abilities through individual, classroom, districtwide, and countywide activities. Last winter our GATE students attended the county GATE academy at Humboldt State University. During the 2002–2003 school year, teachers received training in using differentiated (customized) instruction for GATE students in their classrooms.

**SPECIAL EDUCATION PROGRAM:** Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has ten students who qualify for these **special education** programs. Our Student Study Team, made up of teachers, a special education teacher, and our principal, meets with the families of children who may need speech therapy, who have a suspected learning disability, or whose behavior interrupts learning. A resource teacher works with students once a week, and a speech and language teacher also comes to Casterlin once a week.

**ENGLISH LEARNER PROGRAM:** There are no English learners at Casterlin School.

### Specialized Resource Staff

In addition to teachers and administrators, our school may employ other staff, such as social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. Most of these professionals work part time. The census called CBEDS, which occurs in the first week of October, accounts for these specialized staff in ways that may not account accurately for the time they spend here. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

Many specialized resource staff work at more than one school in our district, and their schedules will change as students’ needs change. For these reasons, the staffing counts you see here may be inexact, and may also differ from the staffing provided today in this school.

STAFF POSITION	STAFF (FTE)
Counselors	0.1
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2004.

## CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them, as well. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. The most direct way to understand what your children should be learning is to review the standards themselves. You can find the [content standards for each subject at each grade level](#) on the Web site of the California Department of Education.

### Reading and Writing

Kindergarten through third grade teachers have used the Open Court Reading series, a phonics-based curriculum organized around themes, since 1997. One second grade theme, for example, is "kindness." This program, which our fourth and fifth grade teachers are teaching for the second year, includes stories by famous children's authors and teaches particular sounds or writing concepts. Sixth and seventh grade teachers use Prentice Hall, a literature-based program that focuses on spelling rules, comprehension, literary terms, and various types of writing.

### Math

We use a Harcourt Brace math program, which teaches state standards to kindergarten through sixth grade students. Every kindergarten through third grade student receives a workbook. Seventh and eighth graders have a Prentice Hall textbook, Pre-Algebra or Algebra. Students develop a progression of skills from concrete to more abstract, using a combination of hands-on materials, real-life problems, drills, and practice.

### Science and Social Studies

District teachers received a special waiver from the state to develop their own science curriculum and supplement it with instructional materials for kindergarten through sixth grade. The lessons are theme-based and coordinate with social science lessons at each grade level.

Incorporating science and social science with reading and writing helps teach a variety of skills and makes learning more meaningful. Science learning is hands-on and is coordinated with other activities. For example, one fifth grade science unit focuses on the diversity and interconnections of living things. For this unit, students read stories about families in Alaska, Central America, and Vietnam.

**Textbooks**

Below we show some of the textbooks we use at our school.

TITLE	DATE OF PUBLICATION	SUBJECT	IS THERE A BOOK FOR EACH STUDENT?	IS THIS BOOK ALIGNED WITH STATE STANDARDS?
<b>Open Court</b>	2002	Language arts	Yes	Yes
<b>Harcourt K-6 Textbook Series</b>	2001	Math	Yes	Yes
<b>District-developed curriculum</b>	1992	Science	No	No
<b>Houghton-Mifflin Textbook Series</b>	1991	Social studies	No	No

SOURCE: This information is reported by school district staff.

More facts about our textbooks, called for by the recent Williams legislation of 2004, are available from the following link. What you will find is whether we had a textbook for each student in each core course in the 2005–2006 school year, and whether those [textbooks](#) were in line with the California Content Standards.

## RESOURCES

### Buildings

Our school includes three buildings, one of which is a portable. Together they accommodate approximately 542 people. On an average day, 54 students and staff occupy these buildings, taking up 10 percent of our capacity. There is plenty of space in the classrooms and on the playground for our students. Our buildings are in good condition, but we plan to replace ceiling tiles in the future. We complete regular maintenance over the summer, and the school will be ready for students when they return in August.

The district's facilities team spent \$0 on repairs to our buildings in the 2004–2005 school year. Repairs are usually modest in scale, and do not include modernization projects, renovations, or other construction normally paid for by bond measures. This sum was zero percent of the district's deferred maintenance budget of \$250,756.

The bathrooms in our school contain five toilets, all of which were in good working order when we surveyed the building. More information about the [condition and cleanliness of bathrooms](#) can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction](#) (OPSC), and were brought about by the legislation known as Williams. If you'd like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

### Library

There are 1,460 volumes in the Casterlin School library. We are constantly adding books. The library is available to students daily. We appreciate our parent volunteers who help in the library and read individually with students.

### Computers

We have 16 computers available for student use, which means that, on average, there is one computer for every three students. There are three classrooms connected to the Internet.

Each classroom has a computer, and we

have a computer lab in an out-of-service school bus. There is also a seven-computer lab with Internet access in an extra classroom. All students have an opportunity to use the computer every week.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Students per computer</b>	3	5	5
<b>Internet-connected classrooms</b>	3	12	28

SOURCE: CBEDS census of October 2004. County and state averages represent elementary schools only.

### Parent Involvement

The School Site Council, which always includes parent members, approves our school's annual plan and some budget expenditures. Our Parent Teacher Association raises money every year to support field trips, activities, and special projects. We depend on our volunteers and appreciate their contributions.

**FUNDING**

Our PTO raises money every year to support field trips, activities, and special projects. The Rotary, North Coast Cultural Trust, and Southern Humboldt Schools Foundation provided funds for music, art, and drama programs at Casterlin School.

Our school’s expenditures can be viewed from the link below. You’ll find a comparative breakdown of our school’s [expenses](#) along with the average salary for teachers at our school. In prior years, we reported expenditures and teacher salaries based on the districtwide average. This year, our calculations are based on actual school-specific detail. This improved way of accounting for our school’s expenditures is the result of a new law passed in the fall 2005 legislative session. If you’re seeking financial information about the school district as a whole, you’ll find that information below.

**District Expenses**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2003–2004</b>			
Total expenses	\$8,744,063	N/A	N/A
Expenses per student	\$9,608	\$6,987	\$6,919
<b>FISCAL YEAR 2002–2003</b>			
Total expenses	\$9,107,585	N/A	N/A
Expenses per student	\$8,774	\$6,882	\$6,822

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$9,608 per student in the 2003–2004 school year, compared to \$6,987 for the average unified district in the state. Our total operating expenses for the 2003–2004 year were \$8,744,063. Facts about the 2004–2005 fiscal year are not released by the CDE until May 2006. Additional details about our expenditures can be found at the [Ed-Data Partnership’s Web site](#).

The current expense of education is a measure of the cost of direct educational services to students. This figure is then divided by the average daily attendance (ADA) to arrive at an expenditure-per-pupil figure. Since the current expense figure does not include food services, land acquisition, new construction, and other expenditures, the current expense per ADA really describes the cost of operating schools for core educational purposes. More information is available on the [CDE’s Web site](#).

### District Salaries, 2003–2004

This table reports the salaries of teachers and administrators in our district for the year 2003–2004. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
<b>Beginning teacher's salary</b>	\$35,292	\$33,293
<b>Midrange teacher's salary</b>	\$43,666	\$48,524
<b>Highest-paid teacher's salary</b>	\$55,229	\$61,782
<b>Average principal's salary (elementary school)</b>	\$57,086	\$75,854
<b>Superintendent's salary</b>	\$75,319	\$100,823
<b>Percentage of budget for teachers' salaries</b>	33%	36%
<b>Percentage of budget for administrators' salaries</b>	4%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2003–2004, the Fiscal Services Division, CDE.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of March 21, 2006. The CDE may release additional or revised data for the 2004–2005 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (October 2004 census); Language Census (April 2005); CAT/6 and California Standards Tests (spring 2005 test cycle); Academic Performance Index (February 2006 growth score release); Adequate Yearly Progress (February 2006). The district staff provides additional information on suspensions and expulsions, attendance, salaries and expenditures, buildings, and special program enrollment.

**DISCLAIMER:** School Wise Press, the publisher of this accountability report, makes every effort to assure the accuracy of this information, but offers no guarantee, express or implied. While we do our utmost to assure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before making decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.