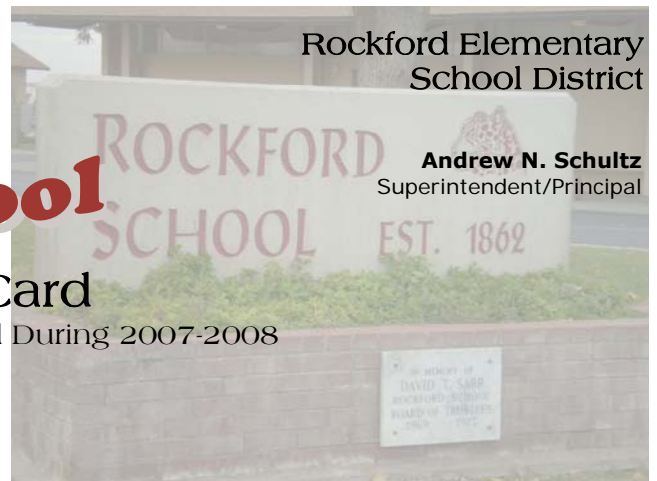


# Rockford Elementary School

## School Accountability Report Card

Data From the 2006-2007 School Year • Published During 2007-2008

Grades K-8  
14983 Road 208 Porterville, CA 93257  
Phone: (559) 784-5406



### Principal's Message

Rockford School is extremely proud to be among a select group of nine Tulare County schools eligible to apply for the California Distinguished School Award. This notification of eligibility is a tribute of great distinction that demonstrates the diligent efforts of a dedicated, committed, and hard-working staff. It also speaks volumes for the students, parents, and governing board.

Our distinguished staff has a united focus in implementing a curriculum that balances National, State, and District academic standards with authentic learning opportunities. We value the way children learn and believe all children can and will learn. Innovative instructional strategies help us to keep pace with the diverse and changing needs of all our students. Our academic curriculum is enriched by programs that promote social responsibility and much more. Rockford School encourages a high level of parent involvement, creating a dynamic team approach that supports our vision of empowering children to become passionate, innovative, and culturally enriched life-long learners.

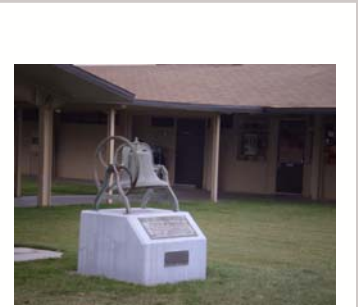
### Professional and Staff Development

All training and curriculum development at Rockford School revolves around the California State Content Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels.

The writing and implementation of Rockford School's curriculum is an ongoing process. The school's curriculum is updated regularly to align with the State standards, District goals, and the statewide assessment program. Rockford School District realizes the importance of a customized educational experience, addressing the specific needs of all students.

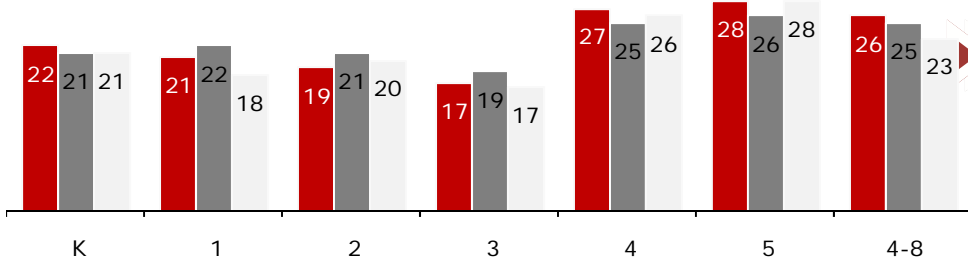
Staff members build teaching skills and concepts through participation in District-sponsored in-services and after-school workshops. The District provides one staff development day sponsored by the Tulare County Small School District's Association. In addition, teachers have the opportunity to participate in other professional development days where a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies are offered. Rockford School's staff development topics primarily include standards-based instruction.

In an effort to provide support and assistance to Rockford School District teachers, the District participates in the Tulare County Peer Assistance and Review (PAR) program. The PAR program is designed to improve the education of students and increase the classroom performance of teachers. The program recruits exceptional teachers to provide assistance to veteran practicing teachers and beginning practicing teachers. During the 2006-07 school year, the Rockford School District had two consulting teachers serving the District's teachers.





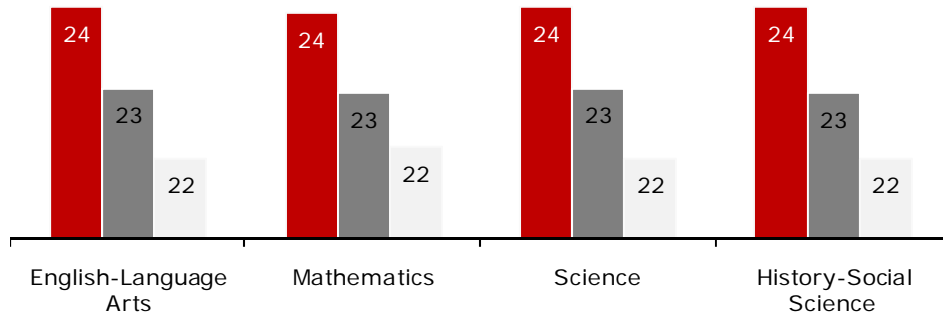
# Rockford Elementary School District



### Class Size

The adjacent table displays the three-year data for average class size.

■ 04-05   ■ 05-06   ■ 06-07



### Parental Involvement

Rockford School recognizes that a child's education is a responsibility shared by school and family during the entire period the child spends in school. As a commitment to work together to help students do their best academically parents, teachers, and students all sign a Three-Way Pledge.

On a daily basis, parents volunteer in the classrooms. They also sell Rockford hats, visors, and T-shirts at various functions throughout the school year to help raise funds to support the education program at Rockford School. The parents also chaperone field trips and assist with the yearly Book Faire. As an annual fundraiser for SCICON, parents, students, and staff all work together in sponsoring the annual Spring Chicken Dinner. The dinner serves as a bridge to unite the school and community—particularly the older alumni.

For more information on how to become involved, contact Mrs. Smithpeters, Parent Club President at (559) 784-5406.

Grade	2004-05			2005-06			2006-07		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
<b>K</b>	1	1			2			2	
<b>1</b>	1	1			2		2		
<b>2</b>	2			1	1		1	1	
<b>3</b>	1	1		2			2		
<b>4</b>		1			1			1	
<b>4/5</b>		1			1			1	
<b>5</b>		1			1			1	
<b>6-8</b>	1	5		1	5		3	3	

Subject	2004-05			2005-06			2006-07		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
<b>English-Language Arts</b>	1	5		1	5		3	3	
<b>Mathematics</b>	1	5		1	5		3	3	
<b>Science</b>	1	5		1	5		3	3	
<b>History-Social Science</b>	1	5		1	5		3	3	





## Textbooks and Instructional Materials

Textbooks		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin Reading (K-8)	2003
English-Language Arts	CA Holt (6-8)	2003
Mathematics	Saxon (K-8)	1999
History-Social Science	MacMillan/McGraw Hill (K-5)	2006
History-Social Science	Glencoe (6-8)	2006
Science	Foss-Full Option Science (K-5)	2007
Science	Holt California (6-8)	2007
Subject	Percent of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials	
English-Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Health	0%	
Foreign Language	0%	
Visual & Performing Arts	*	

Note: This data was most recently collected and verified in September, 2007.

\* Proposed expenditures to implement a standards based curriculum for the visual and performing arts are on going.

“Rockford School encourages a high level of parent involvement, creating a dynamic team approach that supports our vision of empowering children to become passionate, innovative, and culturally enriched lifelong learners.”

## Textbooks and Instructional Materials

Rockford School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the schools instructional program and providing students with standards-aligned textbooks in the core subject areas. The District held a Public Hearing on September 13, 2007 and determined that the school has sufficient and good quality textbooks, instructional materials, or both, in core subjects for use in the classroom. All textbooks and instructional materials in the core subjects are aligned with the California State Content Standards and are selected from the State's most recent list of adopted materials.

Rockford School District follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the State's adoption.

Internet access is available to parents upon request.



## Suspensions and Expulsions

The table below shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Rockford ES			Rockford ESD		
	04-05	05-06	06-07	04-05	05-06	06-07
<b>Suspension Rate</b>	0.070	0.070	0.084	0.070	0.070	0.084
<b>Expulsion Rate</b>	0.000	0.003	0.000	0.000	0.003	0.000





## School Facility Good Repair Status

The table below shows the school's most recently completed results of inspection to determine the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Gas Leaks</b>	✓			
<b>Mechanical Systems</b>	✓			
<b>Windows/Doors/Gates (interior and exterior)</b>	✓			
<b>Interior Surfaces (walls, floors, and ceilings)</b>	✓			
<b>Hazardous Materials (interior and exterior)</b>	✓			
<b>Structural Damage</b>	✓			
<b>Fire Safety</b>	✓			
<b>Electrical (interior and exterior)</b>	✓			
<b>Pest/Vermin Infestation</b>	✓			
<b>Drinking Fountains (inside and outside)</b>	✓			
<b>Restrooms</b>	✓			
<b>Sewer</b>	✓			
<b>Playground/School Grounds</b>	✓			
<b>Roofs</b>		✓		Various options are being considered for replacing certain classroom roofs.
<b>Overall Cleanliness</b>	✓			
Overall Summary of Facility Condition				
Item Inspected	Exemplary	Good	Fair	Poor
<b>Overall Summary</b>	✓			

Note: The most recent school site inspection occurred in August, 2007. The Facilities Inspection Tool (FIT) was most recently completed in August, 2007.

## School Facilities

Rockford School provides a safe, clean environment for students, staff, and volunteers. The first schoolhouse in the Rockford District was built in 1862, just north of the present site. Since moving to its current location, additions and/or modernizations have taken place in 1925, 1947, 1950, 1956, and 1989. Facilities span 29,712 square feet, and consist of 17 classrooms (nine permanent and eight portable), the school office, cafeteria, and a staff workroom. The up-to-date campus encompasses eight acres and provides adequate space for students and staff. Other buildings include the library, resource room, computer lab, transportation building, maintenance building, and storage shed.

*Continued on sidebar*

## School Facilities

*Continued from left*

The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

A team of custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe on a daily basis. The District takes appropriate actions to ensure campus facilities are in good working order and provide a clean and safe environment for all members of the school community.

The safety of students and staff is a primary concern at Rockford School. The school complies with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a monthly basis. Assigned staff members monitor the school grounds before, during, and after school. All visitors must sign in at the school office while on campus and sign out upon leaving.

The District participates in the State Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components.

The District's governing board has approved of a five-year deferred maintenance plan for this school that will result in roofing, plumbing, paving, painting, floor covering, classroom lighting, electrical, and replacement of the HVAC units.



## California Standards Tests Results

Percentage of Students At Proficient or Advanced Levels									
	Rockford ES			Rockford ESD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
<b>English-Language Arts</b>	43%	44%	46%	43%	44%	46%	40%	42%	43%
<b>Mathematics</b>	49%	52%	53%	49%	52%	53%	38%	40%	40%
<b>Science</b>	36%	46%	36%	36%	46%	36%	27%	35%	38%
<b>History-Social Science</b>	38%	27%	27%	38%	27%	27%	32%	33%	33%

## California Standards Tests

The California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Students in grades 2-8 take an English language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History/social science tests are given to students in grade 8, and students in grades 5 and 8 take a science test. Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The adjacent tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

## CST Subgroup Results: English-Language Arts, Mathematics, Science, and History Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Subgroup	Spring 2007 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
<b>Male</b>	43%	50%	34%	35%
<b>Female</b>	48%	57%	37%	20%
<b>English Learners</b>	9%	9%	❖	❖
<b>Economically Disadvantaged</b>	30%	42%	21%	14%
<b>Students with Disabilities</b>	❖	❖	❖	❖
<b>Migrant Education Services</b>	❖	❖	❖	❖
<b>African American</b>	❖	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖
<b>Filipino</b>	❖	❖	❖	❖
<b>Hispanic or Latino</b>	34%	45%	19%	16%
<b>Pacific Islander</b>	❖	❖	❖	❖
<b>White</b>	55%	60%	50%	30%

❖ Data are reported only for numerically significant subgroups.

## California Physical Fitness Test

Each spring, all students in grades 5 and 7 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2006-07, 43.89% of students in the fifth grade and 50.00% of students in the seventh scored in the HFZ. For more information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).



## Norm Referenced Test Results

Percentage Scoring At or Above the 50th Percentile						
	Reading			Mathematics		
	04-05	05-06	06-07	04-05	05-06	06-07
<b>Rockford ES</b>	44%	46%	49%	53%	55%	63%
<b>Rockford ESD</b>	44%	46%	49%	53%	55%	63%
<b>California</b>	41%	42%	42%	52%	53%	53%

## Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current NRT adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

The adjacent tables show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

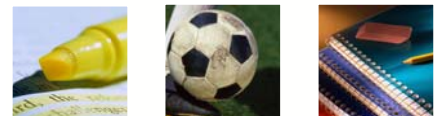
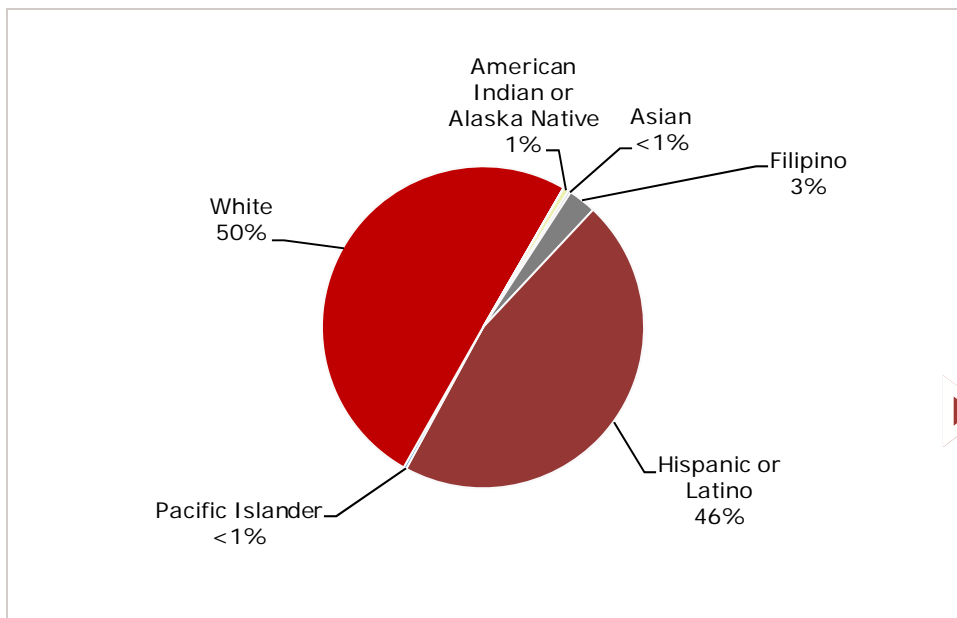
## NRT Subgroup Results: Reading and Math

Percentage of Students Scoring At or Above the 50th Percentile		
Subgroup	Spring 2007 Results	
	Reading	Mathematics
<b>Male</b>	49%	56%
<b>Female</b>	48%	71%
<b>English Learners</b>	❖	❖
<b>Economically Disadvantaged</b>	24%	41%
<b>Students with Disabilities</b>	❖	❖
<b>Migrant Education Services</b>	❖	❖
<b>African American</b>	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖
<b>Asian</b>	❖	❖
<b>Filipino</b>	❖	❖
<b>Hispanic or Latino</b>	29%	47%
<b>Pacific Islander</b>	❖	❖
<b>White</b>	72%	81%

❖ Data are reported only for numerically significant subgroups.

### Testing Note:

Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socioeconomically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



## Enrollment and Demographics

The total enrollment was 357 students for the 2006-07 school year.



### Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Rockford ES		Rockford ESD	
<b>Met Overall AYP Status</b>	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	Yes	Yes	Yes	Yes
<b>API</b>	Yes		Yes	
<b>Graduation Rate</b>	✧		✧	

✧ n/a Not applicable. The graduation rate for AYP criteria applies to high schools.

### Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

### Academic Performance Index

API Ranks — Three Year Comparison			
	2004-05	2005-06	2006-07
<b>Statewide API Rank</b>	6	6	6
<b>Similar Schools API Rank</b>	5	7	5

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The adjacent tables show the school's three-year data for API rank and API growth. For more detailed information, please visit [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2006-07 API Score
	2004-05	2005-06	2006-07	
<b>All Students at the School</b>	24	4	14	789
<b>African American</b>	✧	✧	✧	✧
<b>American Indian or Alaska Native</b>	✧	✧	✧	✧
<b>Asian</b>	✧	✧	✧	✧
<b>Filipino</b>	✧	✧	✧	✧
<b>Hispanic or Latino</b>	9	30	26	742
<b>Pacific Islander</b>	✧	✧	✧	✧
<b>White</b>	37	1	-6	823
<b>Socioeconomically Disadvantaged</b>	27	0	24	735
<b>English Learners</b>	✧	✧	✧	✧
<b>Students with Disabilities</b>	✧	✧	✧	✧

✧ API scores for English learners and students with disabilities were first reported in the 05-06 API cycle.  
 ✧ Data are reported only for numerically significant subgroups.





## Teacher Qualifications

Teacher Credential Information				
	Rockford ESD	Rockford ES		
Teachers	2006-07	04-05	05-06	06-07
<b>With Full Credential</b>	18	15	18	18
<b>Without Full Credential</b>	1	2	1	1
<b>Teaching Outside Subject Area of Competence</b>		3	3	0
		<b>05-06</b>	<b>06-07</b>	<b>07-08*</b>
<b>Teacher Misassignments of English Learners—</b> English Language Learner (ELL) teachers without ELL certification		5	0	0
<b>Total Teacher Misassignments</b>		5	0	0
<b>Vacant Teacher Positions—</b> teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

\* Data displayed is what is most currently available.

### Teacher Qualifications

The adjacent table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

### School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.0
- Resource Specialist (non-teaching) 0.0
- Other 0.0

## School Safety

In order to comply with Senate Bill 187, the Comprehensive School Safety Plan was initially developed with the help of local law enforcement. The plan provides students and staff members a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. An updated copy of the plan is available upon request.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in August 2007.

## Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0

## No Child Left Behind (NCLB)—Compliant Teachers

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
<b>Rockford ES</b>	100%	0%
<b>All Schools in District</b>	100%	0%
<b>High-Poverty Schools</b>	0%	0%
<b>Low-Poverty Schools</b>	0%	0%

### NCLB-Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).



## Federal Intervention Program

Schools who receive Title I funding can enter Program Improvement (PI) if they don't reach Adequate Yearly Progress over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Federal Intervention Program		
	Rockford ES	Rockford ESD
<b>Program Improvement Status</b>	Not In PI	Not In PI
<b>First Year of Program Improvement</b>	✧	✧
<b>Year in Program Improvement</b>	✧	✧
<b>Number of Schools Identified for Program Improvement</b>		
		0
<b>Percent of Schools Identified for Program Improvement</b>		
		0%

✧ n/a Not applicable.

## Financial Information

The data displayed is from the 2005-06 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	Rockford ESD	Similar Sized District
<b>Beginning Teacher Salary</b>	✪	✪
<b>Mid-Range Teacher Salary</b>	✪	✪
<b>Highest Teacher Salary</b>	✪	✪
<b>Average Principal Salary</b>	✪	✪
<b>Superintendent Salary</b>	✪	✪
<b>% of Budget for Teacher Salaries</b>	✪	✪
<b>% of Budget for Administrative Salaries</b>	✪	✪

✪ Because this is a single-site district, they are not required to display this data. (*Education Code* Section 41409.3).

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
<b>Rockford ES</b>	\$6,523	\$1,193	\$5,330	\$50,057
<b>Rockford ESD</b>			\$5,330	\$50,057
<b>California</b>			\$4,943	\$54,130
<b>% Difference Between School Site and District</b>			◆	◆
<b>% Difference Between School Site and State</b>			7%	-8%

◆ Because Rockford ESD is a single site district, the percent difference does not apply.

## Types of Services Funded

For the 2006-07 school year, the District received Federal and State funding for the following categorical, special education, and support programs:

- Federal Elementary and Secondary Education Act (ESEA) of 1965
- Class Size Reduction
- Economic Impact Aid
- Eisenhower Math & Science
- Home-to-School Transportation
- Drug/Alcohol/Tobacco Funds
- Peer Assistance and Review Program
- Educational Technology Assistance Grants
- Title I
- Instructional Materials
- School Improvement Programs
- Interagency Contracts
- Safe and Drug Free Schools Program

**SARC:** The information contained herein is provided by the CDE: Enrollment and Demographics, Class Size, Counselors and Support Staff, CST, NRT, API, PI, AYP, California PFT, Teacher Qualifications, and some Financial Information. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All other information is provided by the school and the district office.

All data accurate as of January 9, 2008.

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# **Rockford Elementary School**

