



# ROCKFORD ELEMENTARY SCHOOL

Rockford Elementary School District

2008-09 School Accountability Report Card | Published During the 2009-10 School Year

## GRADES K-8

14983 Road 208 Porterville, CA 93257  
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Andrew N. Schultz  
Superintendent/Principal

## Principal's Message

Based on the 2009 Growth Academic Performance Index (API), Rockford School can be extremely proud to be among a select group of schools in Tulare County to have achieved an API score of over 800. It can also be proud of the fact that it is one of only four schools in Tulare County that has been identified by the California Department of Education as being eligible to submit an application for the 2010 Distinguished School program. These achievements are a tribute of great distinction that demonstrate the diligent efforts of a committed, hard-working staff. These achievements also speak volumes for the hard working students, supportive parents, and a dedicated 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 lifelong learners.

## 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.

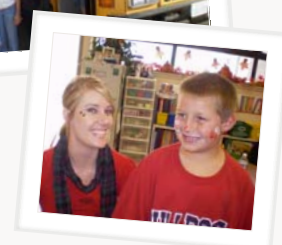
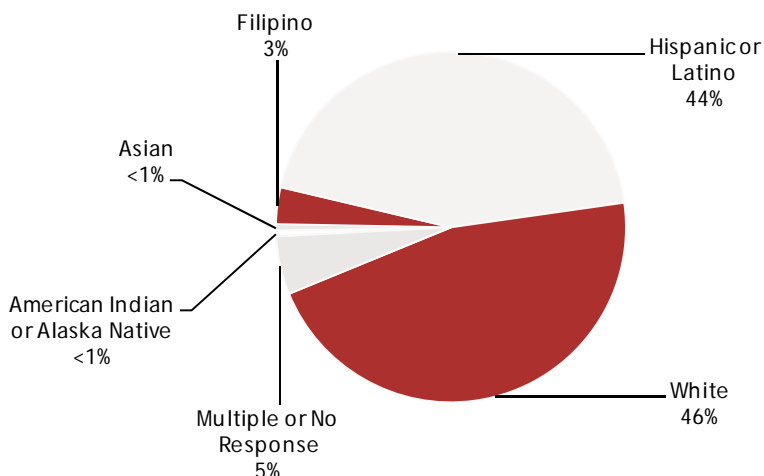
The School Safety Plan was most recently reviewed, updated, and discussed with school faculty on August 13, 2009.



*"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."*

## Enrollment and Demographics

The total enrollment at the school was 354 students for the 2008-09 school year.



## Class Size

The tables display the three-year data for average class size by grade and by subject.



## 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, a Three-Way Pledge is signed by the parents, teachers, and students.

On a daily basis, parents volunteer in the classrooms. They also sell Rockford hats 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. As an annual fundraiser for SCICON and other student needs, 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. Leal, Parent Club President at (559) 784-5406.



### 2006-07 Average Class Size and Class Size Distribution

Class (By Grade)	Number of Classes	Average Class Size
Kindergarten	2	21
Grade 1	2	18
Grade 2	2	20
Grade 3	2	17
Grade 4	1	26
4-5 combination class	1	23
Grade 5	1	28

### 2007-08 Average Class Size and Class Size Distribution

Class (By Grade)	Number of Classes	Average Class Size
Kindergarten	2	22
K-1 combination classes	2	21
Grade 2	2	19
Grade 3	2	19
3-4 combination class	1	27
4-5 combination class	1	23
Grade 5	1	22

### 2008-09 Average Class Size and Class Size Distribution

Class (By Grade)	Number of Classes	Average Class Size
Kindergarten	1	20
K-1 combination classes	1	21
Grade 1	2	21
Grade 2	2	21
Grade 3	2	18
3-4 combination class	1	28
4-5 combination class	1	29
Grade 5	1	28

### 2006-07 Average Class Size and Class Size Distribution

Class (By Subject)	English (Grades 6, 7, 8)	Mathematics (Grades 6, 7, 8)	Science (Grades 6, 7, 8)	Social Science (Grades 6, 7, 8)
Number of Classes	6	6	6	6
Average Class Size	22	22	22	22

### 2007-08 Average Class Size and Class Size Distribution

Class (By Subject)	English (Grades 6, 7, 8)	Mathematics (Grades 6, 7, 8)	Science (Grades 6, 7, 8)	Social Science (Grades 6, 7, 8)
Number of Classes	6	6	6	6
Average Class Size	22	22	22	22

### 2008-09 Average Class Size and Class Size Distribution

Class (By Subject)	English (Grades 6, 7, 8)	Mathematics (Grades 6, 7, 8)	Science (Grades 6, 7, 8)	Social Science (Grades 6, 7, 8)
Number of Classes	6	6	6	6
Average Class Size	18	18	18	18

### School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
<b>Systems:</b> Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer <u>Repair Needed and Action Taken or Planned:</u> Aging HVAC units, repairs performed as needed, repairs completed October 2009.		✓		
<b>Interior:</b> Interior Surfaces (floors, ceilings, walls, and window casings) <u>Repair Needed and Action Taken or Planned:</u> Carpet separation, replaced on scheduled basis, repairs completed August 2009	✓			
<b>Cleanliness:</b> Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
<b>Electrical:</b> Electrical Systems (interior and exterior)	✓			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Drinking Fountains (interior and exterior) <u>Repair Needed and Action Taken or Planned:</u> Leaking drinking fountain, repaired/replaced water tubing, repairs completed August/September 2009.		✓		
<b>Safety:</b> Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
<b>Structural:</b> Structural Condition, Roofs <u>Repair Needed and Action Taken or Planned:</u> Aging roofing, repairs completed October 2009.		✓		
<b>External:</b> Windows/Doors/Gates/Fences, Playgrounds/School Grounds <u>Repair Needed and Action Taken or Planned:</u> Playground safety, added fall material, completed August 2009.		✓		
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
<b>Overall Summary</b>	✓			

Note: The most recent school site inspection occurred on October 19, 2009, and the inspection form was most recently completed on October 19, 2009.

### 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.

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

### School Facilities

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

The District recently purchased eight acres of land adjacent to the school, utilizing funds from the Capital Facilities Special Reserve Fund.

The District participates in the State School 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. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the District budgeted \$44,743 for the Deferred Maintenance Program. This represents 2% of the District's general fund budget.



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## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

### Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	⌘
Foreign Language	◇
Health	◇
⌘ Visual and performing arts are integrated into the regular classroom. Rockford School also offers band to students.	
◇ Not applicable.	

## 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 school's instructional program and providing students with Standards-aligned textbooks in the core subject areas. The District held a Public Hearing on September 10, 2009, 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. District textbook review and adoption activities occur the year following the State's adoption.

Internet access is available to parents upon request.

### Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin Reading (K-5)	2003
English-Language Arts	CA Holt (6-8)	2003
Mathematics	Houghton Mifflin (K-5)	2008
Mathematics	McDougal Littell (6-8)	2008
Science	Foss-Full Option Science (K-5)	2007
Science	Holt California (6-8)	2007
History-Social Science	MacMillan/McGraw-Hill (K-5)	2006
History-Social Science	Glencoe (6-8)	2006

Note: This data was most recently collected and verified in August 2009.

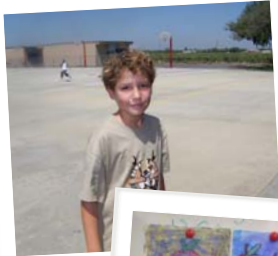
## Professional Development

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 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 Districts' 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 utilizes exceptional teachers to provide assistance to veteran practicing teachers and/or beginning practicing teachers. During the 2008-09 school year, Rockford School District had two consulting teachers serving the District's teachers.

For the previous three school years, we had one day each year dedicated to staff and professional development.



## National Assessment of Educational Progress

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

### NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

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

### NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

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

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

## Suspensions and Expulsions

This table 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 Rate		
Rockford ES		
06-07	07-08	08-09
0.084	0.036	0.062
Rockford ESD		
06-07	07-08	08-09
0.084	0.036	0.062
Expulsion Rate		
Rockford ES		
06-07	07-08	08-09
0.000	0.003	0.006
Rockford ESD		
06-07	07-08	08-09
0.000	0.003	0.006

**NAEP Testing Note:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at [www.cde.ca.gov/ta/tg/nr/](http://www.cde.ca.gov/ta/tg/nr/).

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).



## STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Rockford ES			Rockford ESD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	46%	54%	52%	46%	54%	52%	43%	46%	50%
Mathematics	53%	58%	62%	53%	58%	62%	40%	43%	46%
Science	36%	57%	65%	36%	57%	65%	38%	46%	50%
History-Social Science	27%	40%	52%	27%	40%	52%	33%	36%	41%

## STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	45%	62%	72%	38%
Female	61%	63%	58%	65%
Economically Disadvantaged	41%	53%	48%	50%
English Learners	12%	31%	❖	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	55%	91%	❖	❖
Hispanic or Latino	45%	56%	58%	54%
Pacific Islander	❖	❖	❖	❖
White	62%	68%	71%	56%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## 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 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (ie. The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (ie. The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf).

## Academic Performance Index Ranks

API Ranks – Three Year Comparison			
	2006	2007	2008
Statewide API Rank	6	6	7
Similar Schools API Rank	5	6	7

## Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	14	16	14	818
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	26	9	40	791
Pacific Islander	■	■	■	■
White	-6	26	1	847
Socioeconomically Disadvantaged	24	4	46	785
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.



## Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools" API rank reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which infor-



## Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



## 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 State Board of Education (SBE) designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percent of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tq/pf/](http://www.cde.ca.gov/ta/tq/pf/).

### Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	16.7%
Five of Six Standards	25.0%
Six of Six Standards	41.7%
Grade 7	
Four of Six Standards	11.8%
Five of Six Standards	44.1%
Six of Six Standards	32.4%

## Adequate Yearly Progress

The No Child Left Behind (NCLB) Act 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 in English-language arts and mathematics
2. Percent of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

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

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

## Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP 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 they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. 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
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0%	

✧ Not applicable.

### Teacher Qualifications

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

Teacher Credential Information				
	Rockford ESD	Rockford ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	19	18	18	19
Without Full Credential	0	1	1	0
Teaching Outside Subject Area of Competence		0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Rockford ES		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### No Child Left Behind 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. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tg](http://www.cde.ca.gov/nclb/sr/tg).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Rockford ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	◆	◆

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.



### Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	◆
◆ Not applicable.	



### School Support Staff

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

School Support Staff	
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

## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



SARC: Data provided by the California Department of Education (CDE), school and the district office. 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 data accurate as of November 2009.

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## Types of Services Funded

For the current school year, the District received Federal and State funding for the following categorical, Special Education, and support programs:

- Innovative Programs
- Class Size Reduction
- Economic Impact Aid (EIA)
- Teacher and Principal Training
- Home-to-School Transportation
- Drug/Alcohol/Tobacco Funds
- Educational Technology Assistance Grants
- Title I
- Instructional Materials
- Safe and Drug Free Schools Program

## District Financial Data

Single-site districts are not required to display teacher and administrative salary information data. (*Education Code* Section 41409.3).

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data		
	Rockford ES	
	2007-08	2008-09
Total Expenditures Per Pupil	\$6,515	\$7,010
Expenditures Per Pupil From Restricted Sources	\$1,348	\$1,275
Expenditures Per Pupil From Unrestricted Sources	\$5,167	\$5,735
Average Teacher Salary	\$52,748	\$56,520

## Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources 2007-08	Average Teacher Salary 2007-08
Rockford ES	\$5,167	\$52,748
Rockford ESD	\$5,167	\$52,748
California	\$5,512	\$56,284
School and District – Percent Difference	◆	◆
School and California – Percent Difference	-6.7%	-6.7%

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

**Financial Data Note:** The financial data displayed in the SARC is from the 2007-08 fiscal year. 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. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).