



# ROOSEVELT ELEMENTARY SCHOOL

870 W. Davis St., Hanford, CA 93230 • (559) 585-3775

Jill Rubalcava, Principal

## School Accountability Report Card

### Principal's Message

Welcome to Roosevelt Elementary School, home of the Rough Riders. I am proud to serve Roosevelt students, families and staff. Our community of students, families and staff continues to work together to improve learning and achievement at Roosevelt school.

Roosevelt parents show amazing support in a variety of ways. In addition to daily home support with homework and school attendance, many of our parents attended Parent Institute for Quality Education (PIQE). Other parents participate in Parents as Partners in which parents spend one morning a month visiting and observing in Roosevelt classrooms. Thank you Roosevelt parents. Your continued support does make a positive difference at Roosevelt School.

Roosevelt staff is committed to providing top quality standards based instruction on a daily basis. Our teachers are consistently reflecting on their teaching practices and working together to increase student engagement and achievement. One way teachers have worked together to increase student engagement this year is through lunch time clubs and activities. Our teachers provide opportunities such as Art Club, Knitting Club, Cartooning Club, and Builders Incorporated to name a few.

Students at Roosevelt take advantage of learning and enrichment activities on a daily basis. Students come to school prepared, show strong work ethic and bring enthusiasm to the classroom and playground activities and clubs. I am confident that Roosevelt students will continue to grow, learn and contribute to others as they continue their education.

I look forward to continued teamwork with the Roosevelt community and staff as we strive to increase learning and achievement.

### Contact Information

Parents or community members who wish to participate in school committees, school activities, or become a volunteer may contact Roosevelt Elementary at 870 W. Davis Street, Hanford, CA 93230, (559) 585-3775.

### School Profile

Roosevelt Elementary School is one of nine elementary schools in the Hanford Elementary School District. Hanford Elementary School District's emphasis is on a balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with the California state standards. The District structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. The school supports cultural awareness on a daily basis through its diverse literature selections.

During the 2007/08 school year, 522 K-6th grade students were enrolled at the school, with classes arranged on a traditional calendar.

### Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

### Mission Statement

HESD Mission Statement: Everything we do must be for the expressed purpose of improving teaching and learning, therefore: Our mission is to provide an educational environment which reinforces basic cultural values, ethical behavior including respect for others, personal integrity, responsibility and accountability. We will work together to provide students with a safe environment in which they can discover their potential and strengthen their motivation for living and learning. As tomorrow's leaders, students will be prepared to participate and function effectively in society.

### Parent Involvement

Parents are encouraged to serve as volunteers, attend school performances and school meetings, participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles. Parents/guardians of students enrolled in Title I programs are encouraged to become involved in the planning and implementing of these programs.

HESD has a Parent Corporation with a representative from each of the school site parent clubs. Parent clubs are organized for the purpose of assisting and promoting activities for the educational, social and physical welfare of pupils in the school district.

### Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

#### Student Enrollment by Ethnic Group

| 2007-08                 |            |
|-------------------------|------------|
|                         | Percentage |
| African American        | 8.8%       |
| American Indian         | 0.2%       |
| Asian                   | 0.2%       |
| Caucasian               | 12.3%      |
| Filipino                | 1.3%       |
| Hispanic or Latino      | 77.0%      |
| Pacific Islander        | 0.0%       |
| Multiple or No Response | 0.2%       |

#### Enrollment Trend by Grade Level

|     | 2005-06 | 2006-07 | 2007-08 |
|-----|---------|---------|---------|
| K   | 90      | 83      | 87      |
| 1st | 80      | 77      | 79      |
| 2nd | 77      | 84      | 71      |
| 3rd | 62      | 64      | 78      |
| 4th | 71      | 63      | 72      |
| 5th | 65      | 59      | 68      |
| 6th | 57      | 70      | 67      |

#### Class Size Distribution

|     | Classrooms Containing: |    |    |               |    |    |                |    |    |              |    |    |
|-----|------------------------|----|----|---------------|----|----|----------------|----|----|--------------|----|----|
|     | Average Class Size     |    |    | 1-20 Students |    |    | 21-32 Students |    |    | 33+ Students |    |    |
|     | 06                     | 07 | 08 | 06            | 07 | 08 | 06             | 07 | 08 | 06           | 07 | 08 |
| K   | 18                     | 16 | 17 | 5             | 5  | 5  | -              | -  | -  | -            | -  | -  |
| 1   | 20                     | 19 | 20 | 4             | 4  | 4  | -              | -  | -  | -            | -  | -  |
| 2   | 19                     | 19 | 19 | 4             | 4  | 3  | -              | -  | -  | -            | -  | -  |
| 3   | 21                     | 20 | 20 | 1             | 3  | 3  | 2              | -  | -  | -            | -  | -  |
| 4   | 28                     | 30 | 33 | -             | -  | -  | 2              | 2  | -  | -            | -  | 2  |
| 5   | 26                     | 28 | 32 | -             | -  | -  | 2              | 2  | 2  | -            | -  | -  |
| 6   | 29                     | 32 | 32 | -             | -  | -  | 2              | 1  | 2  | -            | 1  | -  |
| K-3 | -                      | -  | 19 | -             | -  | 1  | -              | -  | -  | -            | -  | -  |
| 4-8 | 28                     | -  | -  | -             | -  | -  | 1              | -  | -  | -            | -  | -  |

## Discipline & Climate for Learning

Students at Roosevelt Elementary School are guided by specific rules and classroom expectations which promote respect, cooperation, courtesy and acceptance of others. The goal of Roosevelt Elementary discipline program is to carry out these rules in a fair, firm, and supportive manner in order to safeguard each student's right to learn.

Parents and students are informed of school rules and discipline policies through the Parent/Student Handbook and the Conduct Code which are sent home at the beginning of the school year. In addition, each teacher reviews school rules and schoolwide assembly is held in order to communicate rules and expectations at Roosevelt School.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Roosevelt is a Character Counts school. The character coach works with students, teachers and families to teach and promote positive character on a daily basis. The program includes direct teaching in the classroom, school-wide assemblies, and community projects.

Students are also encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: Spelling Bee; Band; Author Visits; Study Trips; athletics; Mathylonia; Crafty Kids that Care; Knitting Club and Character Counts Club.

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: Football Basketball, Softball, and Track.

Roosevelt School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Certificates, ribbons, prizes and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include: Student of the Month; Citizenship Awards; Academic All Star; Perfect Attendance; Good Attendance; Masonic Lodge Award; and weekly attendance and behavior rewards given to the winning classes.

We greatly encourage reading at Roosevelt School. To help motivate students, we participate in a variety of reading challenges and programs. We participate in Book It (monthly reading incentive); 6-hour Read to Succeed (to earn a Magic Mountain ticket) and school-wide reading challenges implemented during winter and spring breaks.

Students are able to participate in an afterschool program called READY (Recreation, Enrichment, and Academics Devoted to Youth). READY is available to students at no cost each day school is in session starting at the end of the school day and ending at 6:00 p.m. This program offers daily academic support, enrichment activities and recreation for students in grades K-6.

Consistent rules and discipline as well as many opportunities for student connection and growth contribute to a positive and safe learning environment for Roosevelt students.

| Suspensions & Expulsions |        |       |       |          |       |       |
|--------------------------|--------|-------|-------|----------|-------|-------|
|                          | School |       |       | District |       |       |
|                          | 05-06  | 06-07 | 07-08 | 05-06    | 06-07 | 07-08 |
| Suspensions              | 166    | 150   | 102   | 1653     | 2168  | 1663  |
| Suspension Rate          | 33.1%  | 30.0% | 19.5% | 30.3%    | 39.3% | 30.5% |
| Expulsions               | 10     | 11    | 7     | 111      | 108   | 82    |
| Expulsion Rate           | 2.0%   | 2.2%  | 1.3%  | 2.0%     | 2.0%  | 1.5%  |

## School Facilities

Roosevelt Elementary School was originally constructed in 1951 and sits on approximately 9 acres of land. It is comprised of 26 classrooms, a cafeteria, and a library.

**Cleaning Process:** The district custodial supervisor works daily with the custodial staff of two full-time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

**Maintenance and Repair:** District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

| School Facility Conditions                                      |                                  |      |      |  |
|---|----------------------------------|------|------|--|
| Date of Last Inspection: 08/14/2008                             |                                  |      |      |  |
| Overall Summary of School Facility Conditions: Exemplary        |                                  |      |      |  |
| Items Inspected   | Facility Component System Status |      |      | Deficiency & Remedial Actions Taken or Planned     |
|   | Good                             | Fair | Poor |  |
| Gas Leaks   | X                                |      |      |  |
| Mechanical Systems  | X                                |      |      |  |
| Windows/Doors/Gates/Fences (Interior and Exterior)              | X                                |      |      |  |
| Interior Surfaces (Floors, Ceilings, Walls, and Window Casings) | X                                |      |      | Room 24 - Wall vinyl repair. Stained ceiling tile. |
| Hazardous Materials (Interior and Exterior)                     | X                                |      |      |  |
| Structural Damage   | X                                |      |      |  |
| Fire Safety   | X                                |      |      |  |
| Electrical (Interior and Exterior)                              | X                                |      |      |  |
| Pest/Vermin Infestation   | X                                |      |      |  |
| Drinking Fountains (Inside and Outside)                         | X                                |      |      |  |
| Restrooms   | X                                |      |      |  |
| Sewer   | X                                |      |      |  |
| Roofs (observed from the ground, inside/outside the building)   | X                                |      |      |  |
| Playground/School Grounds                                       |                                  |      |      | Not Evaluated                                      |
| Overall Cleanliness   | X                                |      |      |  |

**Deferred Maintenance Budget:** The district participates in the State School Deferred Maintenance Program, which provides 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, electrical systems, interior or exterior painting, and floor systems. For the 2007/08 school year the district allocated \$230,000 for deferred maintenance program. This represents 1/2 of 1% of the district's general fund budget. During the 2007/08 school year, the district's governing board approved deferred maintenance projects for the school, which included asphalt repair, floor tile replacement, classroom wall repair, replaced tack boards in cafeteria, new air conditioning units in the cafeteria and painted the exterior of the cafeteria.

## Safe School Plan

Safety of students and staff is a primary concern of Roosevelt Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in March 2008 by the school site administrators. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a monthly basis throughout the school year. Earthquake Drop and Cover Drills are conducted once per quarter during the school year. The Principal, Learning Director and classified staff supervise students before and after school, during recess and lunch. There is a designated area for student drop off and pick up. All visitors are required to register in the school office before entering any areas of the school campus.

## Teacher Assignment

Hanford Elementary School District recruits and employs the most qualified credentialed teachers.

| Teacher Credential Status |        |       |       |          |
|---------------------------|--------|-------|-------|----------|
|                           | School |       |       | District |
|                           | 05-06  | 06-07 | 07-08 | 07-08    |
| Fully Credentialed        | 24     | 24    | 26    | 241      |
| Without Full Credentials  | 1      | 2     | 0     | 32       |
| Working Outside Subject   | 0      | 0     | 0     | 0        |

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007/08 school year, the most current data are reported.

| Misassignments/Vacancies                |  |          |          |   |
|---|--|----------|----------|---|
|   | 06-07  | 07-08    | 08-09    |   |
|   | Misassignments of Teachers of English Learners | 0        | 0        | 0 |
| Misassignments of Teachers (other)      | 0  | 0        | 0        |   |
| <b>Total Misassignments of Teachers</b> | <b>0</b>                                       | <b>0</b> | <b>0</b> |   |
| Vacant Teacher Positions                | 0  | 0        | 0        |   |

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

| NCLB Compliant Teachers          |  |  |
|----------------------------------|--|--|
|                                  | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School                           | 100.0%   | 0.0%   |
| District                         | 94.6%  | 5.4%   |
| High-Poverty Schools in District | 98.5%  | 1.5%   |
| Low-Poverty Schools in District  | 0.0%   | 0.0%   |

## Individualized Instruction

Roosevelt Elementary provides special education services to students with special needs. Programs and services are developed through an Individualized Education Plan (IEP). Special Education students receive a multitude of services depending on their unique needs. Roosevelt Elementary has two distinct special education programs on the campus. The program that serves students placed in the Least Restrictive Environment (LRE) is the Resource Specialist Program (RSP). This program serves special education students educated in the general education classroom setting with specially designed academic support. Specifically, RSP service is provided in either small group or one on one instruction inside the classroom (inclusion) or instructional support outside of the classroom in a pull out program with the RSP teacher and/or aide. The RSP teacher and their aide serve students with exceptional needs who are able to function in a general education classroom for the majority of the day. The second program, a more restrictive program, is the Special Day Class (SDC). In this unique classroom students are mainly taught in a classroom with modified curriculum and integrate out into the general education classroom or during general education activities for a short period of time each day to interact with typical peers. The school's special education programs include a Resource Specialist Program, Special Day Class, Speech and Language, Occupational Therapy, Assistive Technology, Adaptive Physical Education and Counseling service.

## At Risk Interventions

Roosevelt Elementary School teachers provide small group instruction to students across the curriculum based on common assessment results as well as daily teacher observations. In addition to classroom embedded differentiated instruction, Roosevelt School provides additional small group reading instruction for Kindergarten through 6th grade students performing below grade level expectations in reading. All services are provided within the regular school day and are provided by intervention tutors. Regular education teachers communicate with intervention tutors on a monthly basis to discuss student needs, assess growth and make necessary changes to intervention groups.

## English Language Learners

Hanford Elementary School District strives to provide English language learners with a challenging core curriculum and instruction that develops proficiency in English as rapidly and effectively as possible. With an emphasis on reading, writing, speaking and listening, English language learners are provided differentiated learning opportunities based on their level of language proficiency. Furthermore, in order to effectively serve the needs of English language learners, site and district administrators along with classroom teachers examine the results of benchmark exams and artifacts of learning on an ongoing basis. Such analysis allows for greater insight in terms of the needs of the English language learners while at the same time allowing for re-teaching when needed. In addition, reports of students' academic achievement and their progress toward proficiency in English are regularly reviewed to ensure adequate yearly progress is being made and to pursue reclassification to English proficient when all the district specified criteria have been met.

## Counseling & Support Staff

It is the goal of Roosevelt Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Roosevelt Elementary.

| Counseling & Support Services Staff |                 |                      |
|-------------------------------------|-----------------|----------------------|
|                                     | Number of Staff | Full Time Equivalent |
| Library Technician                  | 1               | .69                  |
| Nurse                               | 3               | As Needed            |
| Psychologist                        | 5               | As Needed            |
| Resource Officer                    | 1               | As Needed            |

## Curriculum Development

All curriculum development in the Hanford Elementary School District is based on the California State Content Standards and Frameworks. District developed pacing calendars and curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. All instructional stakeholders take an active role in continued refinement and revision of the calendars and guides in order to ensure alignment.

During the 2007-2008 school year, changes to the curriculum included:

- Development of a K - 6 Pacing Calendar aligned with Houghton-Mifflin
- Revisions of the English language arts Units of Study and Curriculum Guides in the areas reading and writing for grades K - 8
- Development of standards-based reading lessons aligned with the HESD Reading Curriculum Calendar
- Revisions to the K - 8 mathematics pacing calendars to ensure proper alignment to state standards
- Revision and development of benchmark assessments to monitor student progress toward grade level standards

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Hanford Public Library which contains numerous computer workstations.

## Instructional Materials

Hanford Elementary School District held a Public Hearing on October 1, 2008, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| District-Adopted Textbooks |                        |                  |               |            |
|----------------------------|------------------------|------------------|---------------|------------|
| Grade Levels               | Subject                | Publisher        | Adoption Year | Sufficient |
| K-6                        | English/ Language Arts | Houghton Mifflin | 2002          | Yes        |
| K-6                        | History/Social Science | Houghton Mifflin | 2005          | Yes        |
| K-6                        | Mathematics            | Harcourt         | 2008          | Yes        |
| K-6                        | Science                | McGraw-Hill      | 2006          | Yes        |

## District Expenditures

Hanford Elementary spent an average of \$5,863 in Unrestricted funds to educate each student, based on 2006-07 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

| Expenditures per Pupil                            |         |
|---|---------|
| School  |         |
| Total Expenditures Per Pupil                      | \$4,122 |
| From Restricted Sources                           | \$524   |
| From Unrestricted Sources                         | \$3,598 |
| District  |         |
| From Unrestricted Sources                         | \$5,863 |
| Percentage of Variation between School & District | 38.63%  |
| State   |         |
| From Unrestricted Sources                         | \$5,300 |
| Percentage of Variation between School & State    | 32.11%  |

## District Revenue Sources

In addition to general purpose state funding, Hanford Elementary School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the District received approximately \$2,330 per student in federal and state aid for the following categorical, special education and support programs: Title I; Title II; Title III; Title IV; Title V; Special Education; Home-to-School Transportation; School Based Coordinated Program; Healthy Start; Instructional Materials; Lottery; Migrant; School Safety, After School Learning & Safe Neighborhoods; Targeted Instruction Improvement Grant, Arts in Education; Peer Assistance & Review; Carol M. White P.E. Program; School Counseling; Partnerships in Character Education; Art & Music Block Grant; Teacher Credentialing Block Grant; and, Professional Development Block Grant.

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

| Average Salary Information               |           |           |
|--|-----------|-----------|
| Teachers - Principal - Superintendent    |           |           |
| 2006-07                                  |           |           |
|  | District  | State     |
| Beginning Teachers                       | \$37,840  | \$40,667  |
| Mid-Range Teachers                       | \$62,219  | \$66,167  |
| Highest Teachers                         | \$75,698  | \$84,142  |
| Elementary School Principals             | \$95,390  | \$104,640 |
| Middle School Principals                 | \$91,830  | \$107,227 |
| High School Principals                   | -         | -         |
| Superintendent                           | \$138,200 | \$167,564 |
| Salaries as a Percentage of Total Budget |           |           |
| Teacher Salaries                         | 33.5%     | 42.3%     |
| Administrative Salaries                  | 11.1%     | 5.4%      |

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on 2006-07 FY financial statements.

| Average Teacher Salaries        |          |
|---------------------------------|----------|
| School & District               |          |
| School                          | \$55,145 |
| District                        | \$54,704 |
| Percentage of Variation         | 0.80%    |
| School & State                  |          |
| All Elementary School Districts | \$64,702 |
| Percentage of Variation         | 14.78%   |



# California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

## California Standards Test (CST)

### Combined % of Students Scoring at Proficient and Advanced Levels

|  | Language Arts |    |    |    |    |    |    |    |    |    |    |    |    |    |    | Math |    |    |    |    |    |    |    |    |    |    |    |    |    |    | Science |    |    |    |    |    |
|--|---------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---------|----|----|----|----|----|
|  | 2             |    |    | 3  |    |    | 4  |    |    | 5  |    |    | 6  |    |    | 2    |    |    | 3  |    |    | 4  |    |    | 5  |    |    | 6  |    |    | 5       |    |    |    |    |    |
|  | 06            | 07 | 08 | 06 | 07 | 08 | 06 | 07 | 08 | 06 | 07 | 08 | 06 | 07 | 08 | 06   | 07 | 08 | 06 | 07 | 08 | 06 | 07 | 08 | 06 | 07 | 08 | 06 | 07 | 08 | 06      | 07 | 08 | 06 | 07 | 08 |
| <b>All Students</b>                    |               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |         |    |    |    |    |    |
| School                                 | 18            | 23 | 29 | 23 | 10 | 16 | 27 | 32 | 15 | 28 | 23 | 29 | 20 | 31 | 39 | 32   | 39 | 34 | 53 | 25 | 30 | 39 | 38 | 32 | 29 | 33 | 41 | 29 | 33 | 35 | 17      | 9  | 13 |    |    |    |
| District                               | 28            | 35 | 32 | 22 | 19 | 28 | 35 | 34 | 36 | 33 | 28 | 31 | 26 | 34 | 40 | 43   | 49 | 47 | 41 | 41 | 44 | 38 | 38 | 43 | 30 | 32 | 41 | 25 | 33 | 37 | 13      | 17 | 25 |    |    |    |
| State                                  | 47            | 48 | 48 | 36 | 37 | 38 | 49 | 51 | 55 | 43 | 44 | 48 | 41 | 42 | 47 | 59   | 59 | 59 | 58 | 58 | 61 | 54 | 56 | 61 | 48 | 49 | 51 | 41 | 42 | 44 | 32      | 37 | 46 |    |    |    |
| <b>Males</b>                           |               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |         |    |    |    |    |    |
| School                                 | 12            | 18 | 21 | 19 | 12 | 12 | 36 | 26 | 14 | 26 | 29 | 24 | 17 | 23 | 34 | 33   | 45 | 31 | 52 | 33 | 36 | 44 | 38 | 43 | 24 | 42 | 31 | 25 | 33 | 39 | 21      | 12 | 7  |    |    |    |
| District                               | 25            | 27 | 28 | 18 | 16 | 22 | 31 | 32 | 31 | 29 | 27 | 27 | 27 | 29 | 37 | 43   | 48 | 46 | 39 | 41 | 40 | 34 | 38 | 41 | 28 | 31 | 42 | 26 | 30 | 39 | 15      | 20 | 28 |    |    |    |
| State                                  | 43            | 44 | 44 | 33 | 33 | 35 | 46 | 48 | 52 | 40 | 41 | 46 | 38 | 40 | 44 | 59   | 59 | 61 | 58 | 58 | 62 | 54 | 56 | 61 | 48 | 48 | 51 | 42 | 42 | 44 | 34      | 38 | 48 |    |    |    |
| <b>Females</b>                         |               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |         |    |    |    |    |    |
| School                                 | 24            | 27 | 39 | 27 | 6  | 18 | 18 | 38 | 16 | 31 | 14 | 33 | 23 | 38 | 46 | 30   | 35 | 39 | 53 | 16 | 26 | 32 | 38 | 25 | 34 | 21 | 52 | 32 | 32 | 31 | 13      | 4  | 19 |    |    |    |
| District                               | 31            | 42 | 36 | 25 | 22 | 33 | 40 | 37 | 41 | 36 | 30 | 35 | 25 | 38 | 44 | 42   | 50 | 48 | 42 | 41 | 46 | 42 | 38 | 44 | 32 | 32 | 38 | 23 | 36 | 36 | 11      | 15 | 22 |    |    |    |
| State                                  | 50            | 53 | 51 | 39 | 41 | 40 | 54 | 55 | 59 | 47 | 48 | 52 | 44 | 45 | 50 | 57   | 58 | 58 | 56 | 57 | 60 | 55 | 58 | 62 | 48 | 49 | 52 | 41 | 41 | 43 | 30      | 35 | 45 |    |    |    |
| <b>Migrant Education</b>               |               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |         |    |    |    |    |    |
| School                                 | 14            | *  | 27 | *  | 8  | *  | 13 | *  | *  | 23 | 13 | *  | *  | 17 | 8  | 29   | *  | 18 | *  | 33 | *  | 25 | *  | *  | 31 | 20 | *  | *  | 33 | 25 | 15      | 0  | *  |    |    |    |
| District                               | 14            | 33 | 18 | 16 | 7  | 21 | 29 | 25 | 19 | 12 | 21 | 20 | 12 | 14 | 29 | 44   | 40 | 38 | 41 | 34 | 33 | 37 | 33 | 32 | 20 | 28 | 37 | 17 | 15 | 36 | 7       | 9  | 14 |    |    |    |
| State                                  | 21            | 24 | 24 | 13 | 15 | 15 | 25 | 25 | 28 | 19 | 21 | 23 | 18 | 20 | 24 | 41   | 42 | 42 | 39 | 41 | 42 | 37 | 40 | 44 | 29 | 29 | 33 | 23 | 24 | 26 | 11      | 13 | 20 |    |    |    |
| <b>Socioeconomically Disadvantaged</b> |               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |         |    |    |    |    |    |
| School                                 | 18            | 25 | 30 | 23 | 7  | 16 | 25 | 33 | 14 | 28 | 20 | 30 | 20 | 31 | 34 | 31   | 40 | 34 | 53 | 24 | 29 | 38 | 38 | 32 | 28 | 31 | 40 | 29 | 30 | 32 | 15      | 7  | 14 |    |    |    |
| District                               | 23            | 29 | 28 | 19 | 13 | 20 | 32 | 27 | 30 | 27 | 22 | 26 | 21 | 26 | 34 | 39   | 42 | 43 | 38 | 35 | 37 | 35 | 32 | 38 | 26 | 25 | 36 | 21 | 25 | 30 | 11      | 12 | 17 |    |    |    |
| State                                  | 33            | 35 | 35 | 22 | 23 | 24 | 35 | 36 | 41 | 28 | 29 | 34 | 26 | 27 | 32 | 48   | 48 | 49 | 46 | 47 | 51 | 42 | 45 | 51 | 35 | 36 | 40 | 28 | 28 | 30 | 18      | 22 | 32 |    |    |    |
| <b>Hispanic or Latino</b>              |               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |         |    |    |    |    |    |
| School                                 | 13            | 25 | 25 | 24 | 6  | 18 | 23 | 35 | 16 | 26 | 16 | 29 | 16 | 29 | 36 | 29   | 38 | 28 | 52 | 21 | 31 | 34 | 42 | 34 | 28 | 31 | 44 | 22 | 31 | 38 | 15      | 7  | 11 |    |    |    |
| District                               | 22            | 30 | 26 | 17 | 14 | 22 | 29 | 30 | 33 | 22 | 21 | 27 | 18 | 26 | 35 | 39   | 43 | 43 | 36 | 37 | 39 | 32 | 34 | 40 | 22 | 26 | 36 | 20 | 25 | 30 | 10      | 11 | 18 |    |    |    |
| State                                  | 33            | 35 | 35 | 22 | 23 | 24 | 35 | 37 | 42 | 29 | 30 | 34 | 26 | 28 | 33 | 47   | 48 | 49 | 46 | 48 | 52 | 43 | 46 | 51 | 36 | 37 | 40 | 29 | 29 | 31 | 18      | 23 | 32 |    |    |    |
| <b>Caucasian</b>                       |               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |         |    |    |    |    |    |
| School                                 | *             | *  | 62 | *  | *  | *  | 42 | *  | *  | *  | 42 | *  | *  | *  | 50 | *    | *  | 62 | *  | *  | *  | 50 | *  | *  | *  | 33 | *  | *  | *  | 29 | *       | 17 | *  |    |    |    |
| District                               | 41            | 46 | 48 | 33 | 28 | 45 | 45 | 48 | 49 | 52 | 41 | 44 | 41 | 47 | 49 | 50   | 64 | 61 | 57 | 46 | 58 | 45 | 50 | 50 | 45 | 42 | 53 | 34 | 45 | 54 | 23      | 33 | 46 |    |    |    |
| State                                  | 65            | 66 | 64 | 55 | 56 | 57 | 69 | 71 | 74 | 63 | 64 | 67 | 61 | 61 | 66 | 74   | 74 | 74 | 73 | 72 | 74 | 68 | 70 | 74 | 64 | 63 | 65 | 58 | 58 | 60 | 52      | 58 | 68 |    |    |    |
| <b>Students with Disabilities</b>      |               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |         |    |    |    |    |    |
| School                                 | 0             | 0  | *  | *  | 7  | *  | *  | *  | *  | *  | *  | *  | *  | *  | 29 | 18   | 31 | *  | *  | 7  | *  | *  | *  | *  | *  | *  | *  | *  | *  | 14 | *       | *  | *  |    |    |    |
| District                               | 8             | 14 | 17 | 7  | 5  | 9  | 16 | 11 | 29 | 4  | 9  | 22 | 7  | 4  | 10 | 23   | 34 | 28 | 17 | 19 | 29 | 15 | 15 | 30 | 6  | 12 | 20 | 7  | 2  | 13 | 2       | 5  | 18 |    |    |    |
| State                                  | 23            | 23 | 22 | 16 | 16 | 20 | 20 | 21 | 30 | 14 | 15 | 22 | 12 | 12 | 13 | 34   | 34 | 34 | 31 | 31 | 39 | 25 | 27 | 36 | 18 | 19 | 25 | 12 | 12 | 13 | 14      | 16 | 26 |    |    |    |
| <b>English Learners</b>                |               |    |    |    |    |    |    |    |    |    |    |    |    |    |    |      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |         |    |    |    |    |    |
| School                                 | 11            | 22 | 17 | 28 | 7  | 9  | 8  | 32 | 14 | 4  | 4  | *  | 7  | 4  | 9  | 26   | 34 | 20 | 67 | 28 | 18 | 23 | 36 | 32 | 12 | 16 | *  | 14 | 16 | 22 | 8       | 0  | *  |    |    |    |
| District                               | 13            | 22 | 21 | 11 | 6  | 11 | 12 | 19 | 12 | 6  | 8  | 10 | 3  | 6  | 13 | 30   | 36 | 40 | 25 | 26 | 26 | 20 | 24 | 29 | 11 | 16 | 20 | 6  | 13 | 14 | 3       | 3  | 8  |    |    |    |
| State                                  | 27            | 30 | 32 | 15 | 15 | 17 | 24 | 24 | 26 | 13 | 14 | 17 | 8  | 9  | 13 | 45   | 46 | 47 | 41 | 42 | 46 | 36 | 39 | 43 | 24 | 25 | 28 | 14 | 14 | 16 | 7       | 11 | 17 |    |    |    |

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ayp>. Roosevelt School is identified as Program Improvement, Year 4.

## Federal Intervention Programs

|                                 | School    | District  |
|---------------------------------|-----------|-----------|
| Program Improvement (PI) Status | In PI     | In PI     |
| First Year in PI                | 2005-2006 | 2004-2005 |
| Year in PI (2008-09)            | Year 4    | Year 3    |
| # of Schools Currently in PI    | -         | 6         |
| % of Schools Identified for PI  | -         | 50.00%    |

## CAT-6

The California Achievement Test (CAT/6), a standardized norm-referenced test (NRT), shows how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level in Reading and Math. Detailed information regarding the CAT/6 results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

## Physical Fitness

The California Physical Fitness Test is administered to students in grades 5 and 7. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfl/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

### Percentage of Students in Healthy Fitness Zone 2007-08 Test Results

#### 5th Grade

| School         |      |
|----------------|------|
| School Overall | 3.2% |
| School (Boys)  | 5.9% |
| School (Girls) | N/A  |

#### District

|                  |       |
|------------------|-------|
| District Overall | 16.3% |
| District (Boys)  | 15.2% |
| District (Girls) | 17.4% |

#### State

|               |       |
|---------------|-------|
| State Overall | 28.5% |
| State (Boys)  | 25.5% |
| State (Girls) | 31.6% |

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.



## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. **Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). **Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

## CAT/6 Norm Referenced Test

### % At or Above 50th Percentile

|                                 | Reading |    |    | Math |    |    |
|---------------------------------|---------|----|----|------|----|----|
|                                 | 06      | 07 | 08 | 06   | 07 | 08 |
| All Students                    |         |    |    |      |    |    |
| School                          | 25      | 11 | 18 | 35   | 17 | 24 |
| District                        | 25      | 25 | 28 | 40   | 37 | 42 |
| State                           | 37      | 38 | 38 | 55   | 56 | 56 |
| Males                           |         |    |    |      |    |    |
| School                          | 22      | 9  | 13 | 30   | 24 | 29 |
| Females                         |         |    |    |      |    |    |
| School                          | 27      | 13 | 21 | 40   | 9  | 21 |
| Migrant Education               |         |    |    |      |    |    |
| School                          | *       | 0  | *  | *    | 8  | *  |
| Socioeconomically Disadvantaged |         |    |    |      |    |    |
| School                          | 25      | 8  | 18 | 35   | 14 | 25 |
| African American                |         |    |    |      |    |    |
| School                          | *       | *  | 18 | *    | *  | 18 |
| Hispanic or Latino              |         |    |    |      |    |    |
| School                          | 26      | 6  | 16 | 37   | 13 | 25 |
| Students with Disabilities      |         |    |    |      |    |    |
| School                          | *       | 0  | 0  | *    | 0  | 7  |
| English Learners                |         |    |    |      |    |    |
| School                          | 39      | 3  | 12 | 39   | 17 | 8  |

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## API School Results

|                                 | 05-06 | 06-07 | 07-08 | 2008 API Growth Score |
|---------------------------------|-------|-------|-------|-----------------------|
| Statewide Rank                  | 2     | 2     | 2     |                       |
| Similar Schools Rank            | 8     | 7     | 6     |                       |
| All Students                    |       |       |       |                       |
| Actual Growth                   | 9     | -24   | 3     | 675                   |
| Socioeconomically Disadvantaged |       |       |       |                       |
| Actual Growth                   | 16    | -27   | 2     | 671                   |
| Hispanic or Latino              |       |       |       |                       |
| Actual Growth                   | 5     | -18   | 4     | 667                   |
| English Learners                |       |       |       |                       |
| Actual Growth                   | 28    | -11   | 1     | 666                   |



## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in grades 2-11 meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart. Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay>.

| Adequate Yearly Progress (AYP) |                         |             |                         |             |
|--------------------------------|-------------------------|-------------|-------------------------|-------------|
| Made AYP Overall               | School                  |             | District                |             |
|                                | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Met AYP Criteria               | Yes                     | Yes         | Yes                     | Yes         |
| Participation Rate             | No                      | No          | No                      | No          |
| Percent Proficient             | Yes                     |             | Yes                     |             |
| API School Results             | N/A                     |             | N/A                     |             |
| Graduation Rate                |                         |             |                         |             |



## School Leadership

Leadership at Roosevelt Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. For the 2007-08 school year, the Roosevelt leadership team included: Jill Rubalcava, Principal; Sonia Velo, Learning Director; Hallie Spence, School Operations Officer.

## Staff Development

Hanford Elementary School District believes that Staff Development is a critical component in the academic achievement of students. In order to maximize student learning staff members must be continuously learning and improving their skills. Hanford Elementary School District has dedicated three days per year to staff development annually for the past six years. Furthermore, Staff Development within the District addresses the individual needs of teachers as well as broader school and district concerns. After school in-services, collaboration days, in-class coaching and summer institutes are additional methods by which professional development is delivered. Topics for staff development during the 2008-2009 school year include:

- SB 472 training in mathematics using the State adopted textbooks
- Standards-based curriculum and instruction in English language arts
- Teaching methods and strategies to enhance instruction in core academic areas
- Meeting the diverse needs of student populations
- Integration of academic subject areas to increase student learning

In addition to the ongoing professional development opportunities offered, the District has a Peer Assistance and Review Program and a New Teacher BTSA Induction Program which are designed to improve the education of students and increase the classroom teachers' efficacy and capacity in delivering standards-based instruction.



## Library Information

The school's library, staffed by a part-time Library Media Services Aide, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit during lunch recess.

## Governing Board Members

During the 2007/08 school year Hanford Elementary School District was governed by the following Board of Education Members:

- Tim Revious, President
- Lupe Hernandez, Vice President
- Jeff Gamer, Clerk
- Bobby Garcia, Member
- Dennis Hill, Member



## Data Sources

Data within the SARC was provided by Hanford Elementary School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.