

# School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., 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 on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2009-10)

This section provides the school's contact information.

| School                  |                               | District              |                                 |
|-------------------------|-------------------------------|-----------------------|---------------------------------|
| <b>School Name</b>      | Rorimer Elementary School     | <b>District Name</b>  | Rowland Unified School District |
| <b>Street</b>           | 18750 East Rorimer Street     | <b>Phone Number</b>   | (626) 965-2541                  |
| <b>City, State, Zip</b> | La Puente, CA 91744           | <b>Web Site</b>       | www.rowland-unified.org         |
| <b>Phone Number</b>     | (626) 965-3333                | <b>Superintendent</b> | Dr. Maria G. Ott                |
| <b>Principal</b>        | Audrey Hicks                  | <b>E-mail Address</b> | mott@mail.rowland.k12.ca.us     |
| <b>E-mail Address</b>   | ahicks@mail.rowland.k12.ca.us | <b>CDS Code</b>       | 19-73452-6022347                |

### School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

Rorimer Elementary School, one of 23 schools in the Rowland Unified School District is located in the unincorporated area of La Puente. The school is about 22 miles east of metropolitan Los Angeles. Freeways, railroad tracks, and industry surround this area, but Rorimer still maintains the feel of a safe neighborhood school.

Rorimer serves a population of 560 kindergarten through sixth grade students as well as 40 special day class preschool students. The school's racial/ethnic population is composed of 90% Hispanic, 5.1% Filipino, 1.2% White, 2.4% Asian, and 1.4% African American students. Most students come from low to middle income families living in small family residences, multiple dwellings, and subsidized housing. Sixty three percent of Rorimer students are limited English or non-English speaking while 79% of the students receive free or reduced lunch. Although the mobility rate of 29% is high, the attendance rate is an outstanding 96.6%

Rorimer School has been recognized over time for a variety of awards of distinction including:

- State Title I Achieving School for three consecutive years
- California Distinguished School - Honorable Mention
- CABE (California Association of Bi-Lingual Educators)
  - Teacher of the year
  - Parent of the year
  - Para - Professional of the year

Rorimer is proud to be a Community of Caring School exemplifying the value of Family, Caring, Respect, Responsibility, and Trust. The phrase, "Yes, I can! Si yo puedo!", conveys the vision at Rorimer School. To fulfill that vision for our students, Rorimer School offers a variety of excellent programs including:

- Extended Day Kindergarten - Additional instructional time allows for enriched instruction in the core subjects, including reading, math, technology and the arts.
- M.I.N.D. Institute - A research-based math literacy program offered in grades 2 and 3, that integrates music (electronic keyboard instruction) and higher level math challenge games to teach complex and abstract math concepts.
- Two-Way Language Immersion Program- A unique educational model where children learn to think, read, write and communicate naturally in two languages: English and Spanish
- Reading Counts Incentive Program - A computerized assessment of reading comprehension, which builds motivation and rewards students for reading quality literature.
- Reaching Higher - A program to enhance reading comprehension and written language skills for upper grade students. Para-professionals support reading instruction on a 1:1 basis.
- Gifted and Talented (Education GATE) - A program for identified students in grades 4 - 6. Students complete meaningful differentiated curricular projects and participate in a variety of enrichment field trips and activities, such as Lego Robotics and Podcasting.
- Algebra I - A math program available for sixth grade students who show aptitude in this area.
- Class size reduction - Students in grades Kindergarten through third benefit from small class size with a student teacher ratio of 20:1.
- Second Step - A structured intervention program to help students in primary grades interact in a positive way, within the classroom and playground environment.
- Making Meaning - An intervention program for students who are second language learners to increase comprehension
- Extended school year - Summer School is offered to support students who are at risk in reading and math
- Instrumental Music - Students in grades 4-6 are able to participate in specialized instrumental instruction.
- Study Islands - A computerized intervention program for grades K-6 focusing on the standards in English Language Arts, Mathematics and 5th grade Science. This program is individualized to promote student academic growth
- MY Access - A computerized writing program to help develop strong writing and editing skills for grades 4-6
- RTI (Response To Intervention) - Strong intervention programs in place to support struggling and advanced learners
- Computer Literacy - All students have access to a state of the art computer lab, with supervised instruction.
- Wonder of Reading library - A well stocked current a high tech library offers a variety of books for research and reading experiences.
- CBET - A program provided for parents and community members to help acquire English language skills.
- Parent Workshops - A variety of parent educational opportunities are held throughout the school year.
- Parent Center - A special area for parents to come and utilize computers and find parenting resources and books.
- Morning Break Club - Parents are invited to monthly meetings with guest speakers on topics they have requested.

### **Opportunities for Parental Involvement (School Year 2008-09)**

This section provides information about opportunities for parents to become involved with school activities.

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Contact Person Name: Marianne O'Quinn  
Contact Person Phone Number: 626-965-3333

As their children's first and most important teachers, parents are involved and supported as participants in homelearning activities, including supervising assigned homework, daily reading, and family discussions that reinforce or enrich children's classroom learning. Parents are invited to support their children by attending parent conferences and workshops, student performances, parent meetings or events, assemblies, and sports events. Programs and opportunities for parent involvement include:

- FOR US Foundation: The FOR US Foundation is a non-profit educational foundation that raises funds for RUSD schools. Each year, funds are provided for teacher grants for innovative classroom projects, field trips and academic enrichment activities.
- Site-based Decision-making: Many schools use site-based decision-making to determine the best allocation of resources. To volunteer, contact your local school.

- Community-Based English Tutoring (CBET): In June 1998, California voters passed Proposition 227. A portion of this proposition requires the legislature to provide free or subsidized English language instruction to parents or other community members who pledge to provide English tutoring to their children at home and at school. CBET parents are encouraged and supported to continue their education and in their efforts to provide safe and positive home environment; thereby fostering self-confidence and high expectations for their children.
- Booster Groups: Most of the intermediate and high school music groups and athletic teams have parent booster organizations that raise funds and assist students on the day of competition. Contact your local school for more information.

### Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 93                 |
| Grade 1                 | 83                 |
| Grade 2                 | 77                 |
| Grade 3                 | 87                 |
| Grade 4                 | 90                 |
| Grade 5                 | 90                 |
| Grade 6                 | 83                 |
| <b>Total Enrollment</b> | <b>603</b>         |

### Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group                            | Percent of Total Enrollment | Group                           | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| African American                 | 1.16                        | White (not Hispanic)            | 0.83                        |
| American Indian or Alaska Native | 0.00                        | Multiple or No Response         | 1.82                        |
| Asian                            | 2.65                        | Socioeconomically Disadvantaged | 81.00                       |
| Filipino                         | 4.64                        | English Learners                | 53.00                       |
| Hispanic or Latino               | 88.89                       | Students with Disabilities      | 10.00                       |
| Pacific Islander                 | 0.00                        |                                 |                             |

### Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Grade Level | 2006-07         |                      |       |     | 2007-08         |                      |       |     | 2008-09         |                      |       |     |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|             | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     |
|             |                 | 1-20                 | 21-32 | 33+ |                 | 1-20                 | 21-32 | 33+ |                 | 1-20                 | 21-32 | 33+ |
| <b>K</b>    | 19.0            | 4                    |       |     | 20.0            | 4                    |       |     | 19.8            | 4                    |       |     |
| <b>1</b>    | 18.3            | 6                    |       |     | 17.5            | 4                    |       |     | 19.3            | 4                    |       |     |
| <b>2</b>    | 19.5            | 4                    |       |     | 16.8            | 5                    |       |     | 17.8            | 4                    |       |     |
| <b>3</b>    | 17.8            | 4                    |       |     | 19.3            | 4                    |       |     | 18.3            | 4                    |       |     |
| <b>4</b>    | 28.7            |                      | 3     |     | 33.5            |                      |       | 2   | 30.0            |                      | 3     |     |
| <b>5</b>    | 33.0            |                      |       | 2   | 33.0            |                      | 1     | 1   | 30.0            |                      | 3     |     |
| <b>6</b>    | 34.0            |                      |       | 2   | 28.0            |                      | 3     |     | 27.7            |                      | 3     |     |
| <b>K-3</b>  | 18.5            | 2                    |       |     | 18.0            | 1                    |       |     | 20.0            | 2                    |       |     |
| <b>3-4</b>  |                 |                      |       |     |                 |                      |       |     |                 |                      |       |     |
| <b>4-8</b>  | 33.0            |                      |       | 1   | 31.0            |                      | 1     |     |                 |                      |       |     |

### III. School Climate

#### School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

Once again, the California Department of Education's Safe Schools Assessment Program has designated Rowland Unified as among the safest school districts in the East San Gabriel Valley. As one of the district's core values, student and staff safety is kept in the forefront of all decision-making. In addition to maintaining closed campuses that are secured with fencing, schools are carefully monitored by campus police officers - before, during and after school. An up-to-date phone system, fire alarm, intercom and other communications systems have been installed at all schools. The phone system gives teachers the ability to make outside calls to parents, and emergency support services when needed. Check-in procedures, combined with one-way access through the school office, limit the number of visitors on campus. A parent sign-in and sign-out procedure assures student safety. Our commitment to safety is further evidenced by:

- Strong partnerships with law enforcement agencies through Operation Safe Community.
- School site safety plans safeguard the well being of students and staff. Ongoing training and practice drills keep staff attuned to crisis warning signs.
- Specially trained canine units - that can detect even the minutest traces of drugs, gunpowder, and other illegal substances - regularly inspect classrooms, desks and lockers to deter students from negative activity.
- Campus peace officers patrol schools and District facilities before, during and after school at all school and/or District-sponsored events.
- All campuses are closed; security fencing ensures students are safe and secure on school grounds.
- Check-in procedures, combined with one-way access through the school office, limit the number of visitors on campus.
- All schools maintain safety plans and conduct routine safety drills and maintain emergency supplies for students and staff.
- New phone, fire alarm, intercom and other communications systems have been installed at all schools. The new phones allow teachers to call outside numbers - including 911 - in the event of an emergency.
- Uniforms, standardized dress and strictly enforced dress code policies keep students focused on the business of learning.

Thanks to the passage of Measure R, a \$70 million general obligation bond, the district will continue to invest in safety improvements on all campuses. Modernization efforts include the removal of asbestos, the addition of exterior safety lighting, the replacement of fencing, the installation of new communications systems, and the installation of security cameras.

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate               | School  |         |         | District |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|
|                    | 2006-07 | 2007-08 | 2008-09 | 2006-07  | 2007-08 | 2008-09 |
| <b>Suspensions</b> | 2.5     | 2.2     | 3.2     | 9.6      | 11.2    | 12.0    |
| <b>Expulsions</b>  | 0.0     | 0.0     | 0.0     | 0.3      | 0.4     | 0.4     |

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Data reported are the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

#### School Facility Good Repair Status (School Year 2009-10)

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

| System Inspected                                     | Repair Status |      |      |      | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|------|---|
|  | Exemplary     | Good | Fair | Poor |   |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer | [ ]           | [X]  | [ ]  | [ ]  |   |

| System Inspected   | Repair Status |      |      |      | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|------|---|
|  | Exemplary     | Good | Fair | Poor |   |
| <b>Interior:</b><br>Interior Surfaces                                      | [ ]           | [X]  | [ ]  | [ ]  |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | [ ]           | [X]  | [ ]  | [ ]  |   |
| <b>Electrical:</b><br>Electrical   | [ ]           | [X]  | [ ]  | [ ]  |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | [ ]           | [X]  | [ ]  | [ ]  |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | [ ]           | [X]  | [ ]  | [ ]  |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | [ ]           | [X]  | [ ]  | [ ]  |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | [ ]           | [X]  | [ ]  | [ ]  |   |
| <b>Overall Rating</b>  | [ ]           | [X]  | [ ]  | [ ]  |   |

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

| Teachers   | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2006-07 | 2007-08 | 2008-09 | 2008-09  |
| <b>With Full Credential</b>                        | 27      | 28      | 28      | 780      |
| <b>Without Full Credential</b>                     | 0       | 0       | 0       | 22       |
| <b>Teaching Outside Subject Area of Competence</b> | 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). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

| Indicator   | 2007-08 | 2008-09 | 2009-10 |
|---|---------|---------|---------|
| <b>Misassignments of Teachers of English Learners</b> | 0       | 0       | 0       |
| <b>Total Teacher Misassignments</b>                   | 0       | 0       | 0       |
| <b>Vacant Teacher Positions</b>                       | 0       | 0       | 0       |

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes              | Percent of Classes In Core Academic Subjects Taught by |                             |
|----------------------------------|--|-----------------------------|
|                                  | NCLB Compliant Teachers                                | Non-NCLB Compliant Teachers |
| This School                      | 100  | 0                           |
| All Schools in District          | 98.3   | 1.7                         |
| High-Poverty Schools in District | 98.6   | 1.4                         |
| Low-Poverty Schools in District  | 98.3   | 1.7                         |

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                              |                                  |   |
| Library Media Teacher (Librarian)               |                                  | ---   |
| Library Media Services Staff (paraprofessional) |                                  | ---   |
| Psychologist                                    |                                  | ---   |
| Social Worker                                   |                                  | ---   |
| Nurse   |                                  | ---   |
| Speech/Language/Hearing Specialist              |                                  | ---   |
| Resource Specialist (non-teaching)              |                                  | ---   |
| Other   |                                  | ---   |

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area  | Quality, Currency, and Availability of Textbooks and Instructional Materials   | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|-----------------------|--|---|
| Reading/Language Arts | Grades K-5:<br>Houghton Mifflin<br>Reading: A Legacy 2003<br><br>Grades 6-8:<br>Holt, Rinehart and Winston<br>Literature and Language Arts | 0.0   |

| Core Curriculum Area          | Quality, Currency, and Availability of Textbooks and Instructional Materials  | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|-------------------------------|---|---|
| <b>Mathematics</b>            | Grades K-5:<br>Holt, Rinehart and Winston<br>Houghton Mifflin, California Math, Copyright 2009<br>Hill, Larson, Leiva, Stiff, et al<br><br>Grades 6-8:<br>Holt, Rinehart and Winston<br>Holt California Mathematics<br>Burger and Others<br>Holt California Mathematics, Course 1: Numbers to Algebra,<br>Student Edition | 0.0   |
| <b>Science</b>                | Grades K-5:<br>Houghton Mifflin Company<br>Houghton Mifflin California Science, Copyright 2007<br>William Badders and Others<br><br>Grades 6-8:<br>CPO Science<br>CPO Focus on Earth<br>CPO Writing Team<br>Student Book Set<br>Student Textbook - Volume 1<br>Investigative Manual - Volume II                           | 0.0   |
| <b>History-Social Science</b> | Grades K-5:<br>Harcourt<br>Harcourt Reflections<br><br>Grade 6:<br>McDougal Little<br>World History: Ancient Civilizations  | 0.0   |

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| <b>School Site</b>                                  | \$8,180                      | \$3,073                               | \$5,107                        | \$64,657               |
| <b>District</b>                                     | ---                          | ---                                   | \$5,107                        | \$66,865               |
| <b>Percent Difference: School Site and District</b> | ---                          | ---                                   | 0                              | 0                      |
| <b>State</b>  | ---                          | ---                                   | \$5,512                        | \$65,905               |
| <b>Percent Difference: School Site and State</b>    | ---                          | ---                                   | -4                             | 17                     |

### Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Because we are committed to having a student-centered focus and want each youngster to reach his/her full potential in our schools, we provide extensive student support services. These include:

Gifted and Talented Education - Students who are identified as gifted and talented are provided with academic enrichment activities and classroom work as well as differentiated instruction and leadership development. In addition, the district hosts special GATE parent education sessions and educational field trips. Advanced Placement classes, a variety of arts-related activities, honor societies, after

school clubs, academic competitions, and Certificate Programs are among the offerings available for high school students

International Baccalaureate - Rowland Unified School District now has over 500 students enrolled in the IB program. Last year thirty students from Rowland and Nogales High Schools completed the requirements and had the honor of being RUSD IB diploma graduates.

Even Start and First 5 LA - The Even Start and First 5 Los Angeles Enhancement grants are a model family literacy program that provides educational opportunities and outcomes for both parents and children. The educational components include: Early Childhood Education, Parent Education, Vocational training, Technology, and Parent and Child Interactive Literacy Activities together.

Family Resource Center (FRC) - The FRC provides an array of social services. In addition, a new School Readiness grant, funded by First 5 Los Angeles, has enabled the FRC to provide skills to build strong families with healthy children, ages 0-5, who are learning pre-kindergarten readiness skills. These children will be prepared for school. The goals are accomplished through parent education, provider education, and parent and child interactive programs along with health and support services.

6th Grade Algebra - This program, which earned a California School Board Golden Bell Award, readies students for advanced math in intermediate and high school. Algebra is a graduation requirement. Students who take Algebra early have the flexibility in their schedule to take more Advanced Placement (AP) and/or International Baccalaureate (IB) courses when in high school.

Extended Day Kindergarten - Extended day kindergarten allows for more time for instruction in the core subjects, including reading, math, technology and the arts. In 2005-06 all elementary campuses will offer this extended educational environment.

Technology - Access to technology is woven into the curriculum, and the graduation requirements. Most classrooms have computer stations, as well as other technology that supports classroom learning. Structured computer lab time ensures that students are well versed and practiced in using today's technology for homework, classroom projects, and research.

M.I.N.D. Institute - A research-based K-4 math literacy program that integrates music (electronic keyboard instruction) and math video games to teach complex, abstract math concepts.

Community Day School - Small class sizes enable teachers at RUSD's three Community Day School classrooms to provide personalized instruction to students, in grades 7 through 12, who have discipline/attendance problems. The class format enables students to improve their grades, make up credits, and improve their school attendance and return to their home school.

### Teacher and Administrative Salaries (Fiscal Year 2007-08)

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 a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$41,005        | \$40,786                                     |
| Mid-Range Teacher Salary                      | \$67,324        | \$65,726                                     |
| Highest Teacher Salary                        | \$86,466        | \$85,230                                     |
| Average Principal Salary (Elementary)         | \$117,156       | \$106,548                                    |
| Average Principal Salary (Middle)             | \$113,231       | \$112,237                                    |
| Average Principal Salary (High)               | \$133,506       | \$121,617                                    |
| Superintendent Salary                         | \$222,491       | \$191,155                                    |
| Percent of Budget for Teacher Salaries        | 33.1            | 40.6   |
| Percent of Budget for Administrative Salaries | 4.2             | 5.3  |

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject                | School  |         |         | District |         |         | State   |         |         |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | 2006-07 | 2007-08 | 2008-09 | 2006-07  | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| English-Language Arts  | 36      | 39      | 45      | 45       | 47      | 51      | 43      | 46      | 50      |
| Mathematics            | 59      | 59      | 64      | 44       | 46      | 48      | 40      | 43      | 46      |
| Science                | 32      | 39      | 57      | 44       | 50      | 54      | 38      | 46      | 50      |
| History-Social Science |         |         |         | 37       | 40      | 44      | 33      | 36      | 41      |

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group   | Percent of Students Scoring at Proficient or Advanced |             |         |                        |
|---|---|-------------|---------|------------------------|
|   | English- Language Arts                                | Mathematics | Science | History-Social Science |
| African American                              | *   | *           | *       |                        |
| American Indian or Alaska Native              |   |             |         |                        |
| Asian   | 83  | 92          | *       |                        |
| Filipino                                      | 80  | 92          | *       |                        |
| Hispanic or Latino                            | 42  | 62          | 57      |                        |
| Pacific Islander                              |   |             |         |                        |
| White (not Hispanic)                          |   |             |         |                        |
| Male  | 36  | 60          | 53      |                        |
| Female  | 55  | 69          | 60      |                        |
| Economically Disadvantaged                    | 43  | 61          | 54      |                        |
| English Learners                              | 32  | 54          | 43      |                        |
| Students with Disabilities                    | 20  | 30          | *       |                        |
| Students Receiving Migrant Education Services | *   | *           | *       |                        |

### California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the 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 on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 5           | 24.4  | 27.8                  | 3.3                  |

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank        | 2006 | 2007 | 2008 |
|-----------------|------|------|------|
| Statewide       | 5    | 5    | 5    |
| Similar Schools | 8    | 9    | 8    |

### Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

| Group                            | Actual API Change |         |         | Growth API Score |
|----------------------------------|-------------------|---------|---------|------------------|
|                                  | 2006-07           | 2007-08 | 2008-09 | 2009             |
| All Students at the School       | 24                | -1      | 27      | 794              |
| African American                 |                   |         |         |                  |
| American Indian or Alaska Native |                   |         |         |                  |
| Asian                            |                   |         |         |                  |
| Filipino                         |                   |         |         |                  |
| Hispanic or Latino               | 22                | 0       | 31      | 781              |
| Pacific Islander                 |                   |         |         |                  |
| White (not Hispanic)             |                   |         |         |                  |
| Socioeconomically Disadvantaged  | 22                | 0       | 35      | 782              |
| English Learners                 | 33                | 8       | 30      | 762              |
| Students with Disabilities       |                   |         |         |                  |

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria                                     | School | District |
|--|--------|----------|
| <b>Overall</b>                                   | Yes    | No       |
| <b>Participation Rate: English-Language Arts</b> | Yes    | Yes      |
| <b>Participation Rate: Mathematics</b>           | Yes    | Yes      |
| <b>Percent Proficient: English-Language Arts</b> | Yes    | No       |
| <b>Percent Proficient: Mathematics</b>           | Yes    | No       |
| <b>API</b>                                       | Yes    | Yes      |
| <b>Graduation Rate</b>                           | N/A    | Yes      |

### Federal Intervention Program (School Year 2009-10)

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 (ELA 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 Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator  | School    | District  |
|--|-----------|-----------|
| <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 Currently in Program Improvement</b>  | ---       | 11        |
| <b>Percent of Schools Currently in Program Improvement</b> | ---       | 47.8      |

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Rowland employs a full-time team of competent experts to offer teachers support in the areas of technology, literacy, bilingual instruction, school-to-career, and assessment. Due to this in-house expertise, Rowland teachers are specially trained to use consistent assessment instruments (based on the State content standards).

Rowland is one of the few school districts in the region to maintain a Professional Resource Center for teachers, support staff, parents, and principals. A seasoned team of educators train new and current teachers in technology, standards-based instruction and other topics throughout the school year. A large professional library and additional standards-based curriculum materials (such as CD ROMs and videos) are available to supplement textbook instruction.

## XII. National Assessment of Educational Progress

### 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, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

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. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

### National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

| Subject and Grade Level   | Average Scale Score |          | State Percent at Achievement Level |            |          |
|---------------------------|---------------------|----------|------------------------------------|------------|----------|
|                           | State               | National | Basic                              | Proficient | Advanced |
| Reading 2007, Grade 4     | 209                 | 220      | 30                                 | 18         | 5        |
| Reading 2007, Grade 8     | 251                 | 261      | 41                                 | 20         | 2        |
| Mathematics 2009, Grade 4 | 232                 | 239      | 41                                 | 25         | 5        |
| Mathematics 2009, Grade 8 | 270                 | 282      | 36                                 | 18         | 5        |

### National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

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

| Subject and Grade Level   | State Participation Rate   |                           | National Participation Rate |                           |
|---------------------------|----------------------------|---------------------------|-----------------------------|---------------------------|
|                           | Students With Disabilities | English Language Learners | Students With Disabilities  | English Language Learners |
| Reading 2007, Grade 4     | 74                         | 93                        | 65                          | 80                        |
| Reading 2007, Grade 8     | 78                         | 92                        | 66                          | 77                        |
| Mathematics 2009, Grade 4 | 79                         | 96                        | 84                          | 94                        |
| Mathematics 2009, Grade 8 | 85                         | 96                        | 78                          | 92                        |