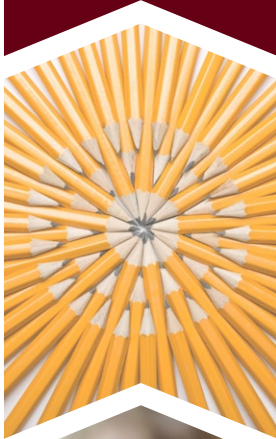
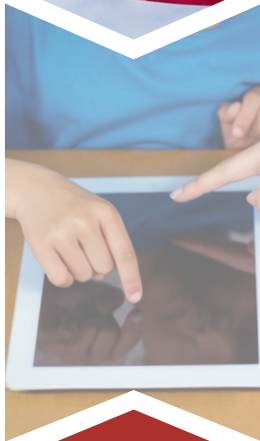


SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Rockford School

Caron Borba
Principal/Superintendent
caronborba@rockfordschools.net

14983 Road 208
Porterville, CA 93257

Grades: K-8
Phone: (559) 784-5406
<http://rockfordschooldistrict.org>

CDS Code: 54-72090-6054324

Para español, visita:
<http://rockfordschooldistrict.org>

Rockford SD





Principal's Message

Rockford is a school that takes great pride in the accomplishments it has achieved throughout the history of the school. These accomplishments have been achieved through the efforts of a dedicated staff, actively involved parents, hardworking students and a supportive governing board. The goal of Rockford School is to do what is best for all students. We value the diversity of our students and believe that all students will become successful. We strive to maintain high test scores, as we have in the past, and look forward to continuing the standard of excellence that sets Rockford apart from other schools.

School Mission Statement

Rockford School's mission is to provide educational opportunities which enable all students to achieve their highest potential.

School Safety

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

The School Safety Plan was most recently reviewed, updated and discussed with school faculty in December 2016.

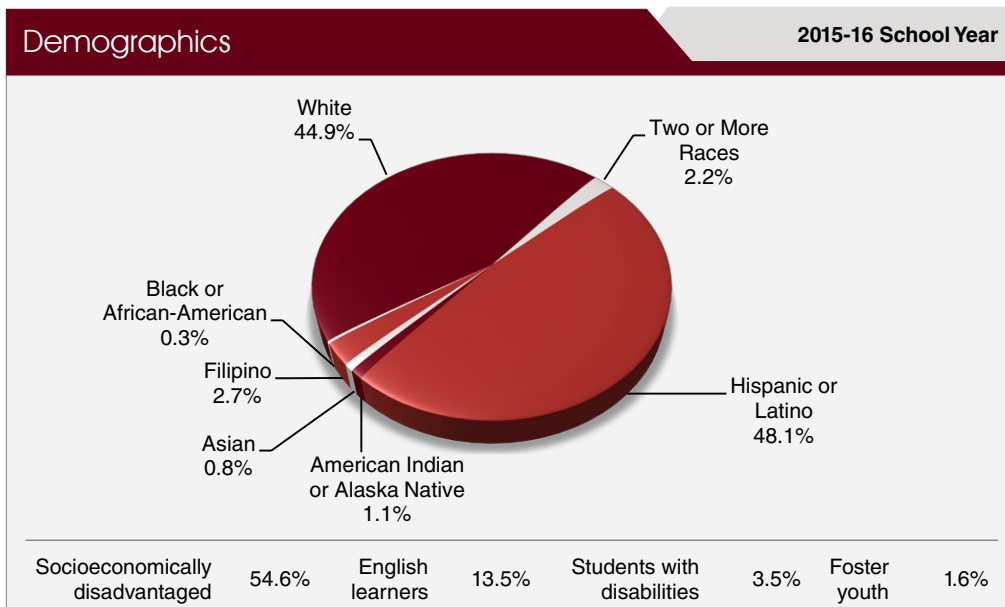
Parental Involvement

Rockford School recognizes that a child's education is a responsibility shared by school and family during the entire period the child spends in school. As a commitment to working together to help students do their best academically, a Three-Way Pledge is signed by the parents, teachers and students. Parents volunteer in the classrooms on a daily basis. They also sell Rockford hats, T-shirts, sweatshirts and other Rockford Jaguar paraphernalia at various functions throughout the school year to help raise funds to support the educational program at Rockford School. The parents also chaperone field trips. As an annual fundraiser for student needs, parents, students and staff all work together in sponsoring the annual Spring Chicken Dinner. The dinner serves as a bridge to unite the school and community—particularly the older alumni. Parents, students and staff also work together in sponsoring the Halloween Carnival.

For more information on how to become involved, don't hesitate to call Rockford Parent Club President Bridget Kidder at (559) 784-5406.

Enrollment by Student Group

The total enrollment at the school was 370 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Board of Trustees

Edward S. Flory

President

David Gisler

Clerk

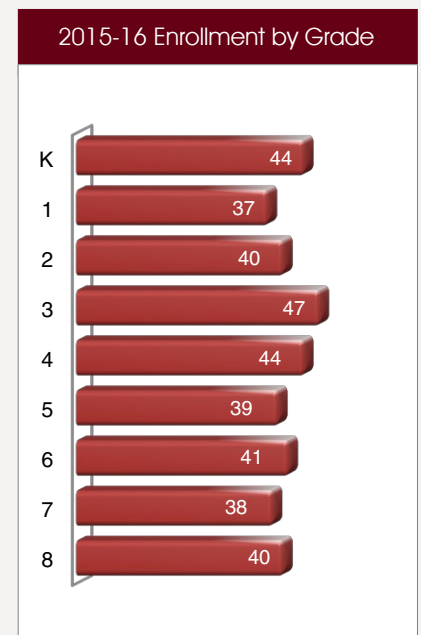
Fred Hughes

Member

"Home of the Mighty Jaguars!"

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.





California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

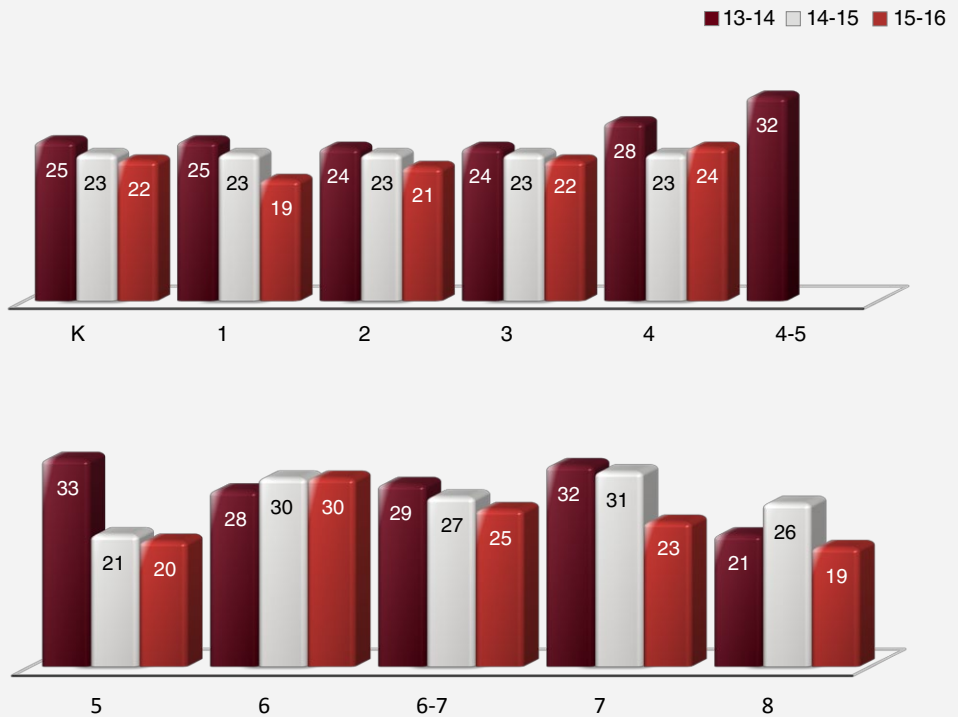
| Percentage of Students Meeting Fitness Standards | |
|--|-------|
| 2015-16 School Year | |
| Grade 5 | |
| Four of six standards | 17.5% |
| Five of six standards | 20.0% |
| Six of six standards | 32.5% |
| Grade 7 | |
| Four of six standards | 13.9% |
| Five of six standards | 13.9% |
| Six of six standards | 27.8% |

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

| Grade | Number of Students | | | | | | | | |
|-------|--------------------|-------|-----|---------|-------|-----|---------|-------|-----|
| | 2013-14 | | | 2014-15 | | | 2015-16 | | |
| | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ |
| K | | 2 | | 2 | | | 1 | 1 | |
| 1 | | 2 | | 2 | | | 2 | | |
| 2 | | 2 | | 2 | | | | 2 | |
| 3 | | 2 | | 2 | | | 1 | 1 | |
| 4 | | 1 | | 2 | | | | 2 | |
| 4-5 | | 1 | | | | | | | |
| 5 | | 1 | | 1 | 1 | | 1 | 1 | |
| 6 | | 1 | | | 1 | | | 1 | |
| 6-7 | | 1 | | | 1 | | | 1 | |
| 7 | | 1 | | | 1 | | | 1 | |
| 8 | | 2 | | | 2 | | 1 | 1 | |



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

| Percentage of Students Scoring at Proficient or Advanced | | | | | | | Three-Year Data | | |
|--|-----------------|-------|-------|-------------|-------|-------|-----------------|-------|-------|
| | Rockford School | | | Rockford SD | | | California | | |
| Subject | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science | 57% | 68% | 59% | 57% | 68% | 59% | 60% | 56% | 54% |

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

| Percentage of Students Scoring at Proficient or Advanced | | | | 2015-16 School Year | |
|--|------------------|--------------------------------------|--|-----------------------------------|--|
| Group | Total Enrollment | Number of Students with Valid Scores | Percentage of Students with Valid Scores | Percentage Proficient or Advanced | |
| All students | 79 | 79 | 100.00% | 59.49% | |
| Male | 33 | 33 | 100.00% | 57.58% | |
| Female | 46 | 46 | 100.00% | 60.87% | |
| Black or African-American | ❖ | ❖ | ❖ | ❖ | |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | |
| Asian | ❖ | ❖ | ❖ | ❖ | |
| Filipino | ❖ | ❖ | ❖ | ❖ | |
| Hispanic or Latino | 40 | 40 | 100.00% | 42.50% | |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ | |
| White | 34 | 34 | 100.00% | 79.41% | |
| Two or more races | ❖ | ❖ | ❖ | ❖ | |
| Socioeconomically disadvantaged | 35 | 35 | 100.00% | 37.14% | |
| English learners | 11 | 11 | 100.00% | 27.27% | |
| Students with disabilities | ❖ | ❖ | ❖ | ❖ | |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ | |
| Foster youth | ❖ | ❖ | ❖ | ❖ | |

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

| Percentage of Students Meeting or Exceeding State Standards | | | | | Two-Year Data | |
|---|-----------------|-------|-------------|-------|---------------|-------|
| | Rockford School | | Rockford SD | | California | |
| Subject | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| English language arts/literacy | 37% | 37% | 37% | 37% | 44% | 48% |
| Mathematics | 26% | 25% | 26% | 25% | 33% | 36% |

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

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-8.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 3

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|------------------|---------------|-------------------|----------------------------|
| All students | 44 | 43 | 97.70% | 46.50% |
| Male | 21 | 21 | 100.00% | 47.60% |
| Female | 23 | 22 | 95.70% | 45.50% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 17 | 17 | 100.00% | 41.20% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 23 | 22 | 95.70% | 50.00% |
| Two or more races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 21 | 21 | 100.00% | 38.10% |
| English learners | ❖ | ❖ | ❖ | ❖ |
| Students with disabilities | ❖ | ❖ | ❖ | ❖ |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ |
| Foster youth | ❖ | ❖ | ❖ | ❖ |

Mathematics: Grade 3

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|------------------|---------------|-------------------|----------------------------|
| All students | 44 | 43 | 97.70% | 27.90% |
| Male | 21 | 21 | 100.00% | 28.60% |
| Female | 23 | 22 | 95.70% | 27.30% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 17 | 17 | 100.00% | 17.70% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 23 | 22 | 95.70% | 31.80% |
| Two or more races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 21 | 21 | 100.00% | 14.30% |
| English learners | ❖ | ❖ | ❖ | ❖ |
| Students with disabilities | ❖ | ❖ | ❖ | ❖ |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ |
| Foster youth | ❖ | ❖ | ❖ | ❖ |

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



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 4

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|------------------|---------------|-------------------|----------------------------|
| All students | 48 | 48 | 100.00% | 29.80% |
| Male | 22 | 22 | 100.00% | 31.80% |
| Female | 26 | 26 | 100.00% | 28.00% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 19 | 19 | 100.00% | 21.10% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 27 | 27 | 100.00% | 37.00% |
| Two or more races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 21 | 21 | 100.00% | 20.00% |
| English learners | ❖ | ❖ | ❖ | ❖ |
| Students with disabilities | ❖ | ❖ | ❖ | ❖ |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ |
| Foster youth | ❖ | ❖ | ❖ | ❖ |

Mathematics: Grade 4

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|------------------|---------------|-------------------|----------------------------|
| All students | 48 | 48 | 100.00% | 42.60% |
| Male | 22 | 22 | 100.00% | 45.50% |
| Female | 26 | 26 | 100.00% | 40.00% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 19 | 19 | 100.00% | 31.60% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 27 | 27 | 100.00% | 51.90% |
| Two or more races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 21 | 21 | 100.00% | 35.00% |
| English learners | ❖ | ❖ | ❖ | ❖ |
| Students with disabilities | ❖ | ❖ | ❖ | ❖ |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ |
| Foster youth | ❖ | ❖ | ❖ | ❖ |

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



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 5

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|------------------|---------------|-------------------|----------------------------|
| All students | 40 | 40 | 100.00% | 40.00% |
| Male | 21 | 21 | 100.00% | 33.30% |
| Female | 19 | 19 | 100.00% | 47.40% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 18 | 18 | 100.00% | 22.20% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 20 | 20 | 100.00% | 55.00% |
| Two or more races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 18 | 18 | 100.00% | 11.10% |
| English learners | ❖ | ❖ | ❖ | ❖ |
| Students with disabilities | ❖ | ❖ | ❖ | ❖ |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ |
| Foster youth | ❖ | ❖ | ❖ | ❖ |

Mathematics: Grade 5

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|------------------|---------------|-------------------|----------------------------|
| All students | 40 | 40 | 100.00% | 20.00% |
| Male | 21 | 21 | 100.00% | 19.10% |
| Female | 19 | 19 | 100.00% | 21.10% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 18 | 18 | 100.00% | 11.10% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 20 | 20 | 100.00% | 30.00% |
| Two or more races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 18 | 18 | 100.00% | NULL |
| English learners | ❖ | ❖ | ❖ | ❖ |
| Students with disabilities | ❖ | ❖ | ❖ | ❖ |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ |
| Foster youth | ❖ | ❖ | ❖ | ❖ |

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



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 6

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|------------------|---------------|-------------------|----------------------------|
| All students | 42 | 41 | 97.60% | 36.59% |
| Male | 23 | 22 | 95.70% | 40.91% |
| Female | 19 | 19 | 100.00% | 31.58% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 29 | 28 | 96.60% | 28.57% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | ❖ | ❖ | ❖ | ❖ |
| Two or more races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 28 | 27 | 96.40% | 22.22% |
| English learners | ❖ | ❖ | ❖ | ❖ |
| Students with disabilities | ❖ | ❖ | ❖ | ❖ |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ |
| Foster youth | ❖ | ❖ | ❖ | ❖ |

Mathematics: Grade 6

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|------------------|---------------|-------------------|----------------------------|
| All students | 42 | 41 | 97.60% | 26.83% |
| Male | 23 | 22 | 95.70% | 36.36% |
| Female | 19 | 19 | 100.00% | 15.79% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 29 | 28 | 96.60% | 17.86% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | ❖ | ❖ | ❖ | ❖ |
| Two or more races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 28 | 27 | 96.40% | 7.41% |
| English learners | ❖ | ❖ | ❖ | ❖ |
| Students with disabilities | ❖ | ❖ | ❖ | ❖ |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ |
| Foster youth | ❖ | ❖ | ❖ | ❖ |

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



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 7

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|------------------|---------------|-------------------|----------------------------|
| All students | 37 | 36 | 97.30% | 25.00% |
| Male | 20 | 19 | 95.00% | 15.79% |
| Female | 17 | 17 | 100.00% | 35.29% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 19 | 18 | 94.70% | 16.67% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 14 | 14 | 100.00% | 42.86% |
| Two or more races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 20 | 20 | 100.00% | 25.00% |
| English learners | ❖ | ❖ | ❖ | ❖ |
| Students with disabilities | ❖ | ❖ | ❖ | ❖ |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ |
| Foster youth | ❖ | ❖ | ❖ | ❖ |

Mathematics: Grade 7

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|------------------|---------------|-------------------|----------------------------|
| All students | 37 | 36 | 97.30% | 8.33% |
| Male | 20 | 19 | 95.00% | 5.26% |
| Female | 17 | 17 | 100.00% | 11.76% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 19 | 18 | 94.70% | 11.11% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 14 | 14 | 100.00% | 7.14% |
| Two or more races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 20 | 20 | 100.00% | 15.00% |
| English learners | ❖ | ❖ | ❖ | ❖ |
| Students with disabilities | ❖ | ❖ | ❖ | ❖ |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ |
| Foster youth | ❖ | ❖ | ❖ | ❖ |

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



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 8

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|------------------|---------------|-------------------|----------------------------|
| All students | 39 | 39 | 100.00% | 43.59% |
| Male | 12 | 12 | 100.00% | 33.33% |
| Female | 27 | 27 | 100.00% | 48.15% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 22 | 22 | 100.00% | 27.27% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 14 | 14 | 100.00% | 71.43% |
| Two or more races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 17 | 17 | 100.00% | 23.53% |
| English learners | ❖ | ❖ | ❖ | ❖ |
| Students with disabilities | ❖ | ❖ | ❖ | ❖ |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ |
| Foster youth | ❖ | ❖ | ❖ | ❖ |

Mathematics: Grade 8

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|------------------|---------------|-------------------|----------------------------|
| All students | 39 | 39 | 100.00% | 17.95% |
| Male | 12 | 12 | 100.00% | 25.00% |
| Female | 27 | 27 | 100.00% | 14.81% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 22 | 22 | 100.00% | 9.09% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 14 | 14 | 100.00% | 35.71% |
| Two or more races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 17 | 17 | 100.00% | 5.88% |
| English learners | ❖ | ❖ | ❖ | ❖ |
| Students with disabilities | ❖ | ❖ | ❖ | ❖ |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ |
| Foster youth | ❖ | ❖ | ❖ | ❖ |

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



Availability of Textbooks and Instructional Materials

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

| Percentage of Students Lacking Materials by Subject | |
|---|----|
| 2016-17 School Year | |
| Reading/language arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History/social science | 0% |
| Visual and performing arts | ◇ |
| Foreign language | ◇ |
| Health | ◇ |
| ◇ Not applicable | |

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

| Quality of Textbooks | |
|---|--------|
| 2015-16 School Year | |
| Criteria | Yes/No |
| Are the textbooks adopted from the most recent state-approved or local governing-board-approved list? | Yes |
| Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education? | Yes |
| Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home? | Yes |

Types of Services Funded

For the current school year, the district received federal and state funding for the following categorical, special education and support programs:

- Home-to-School Transportation
- Title I
- Instructional Materials
- Common Core Funds

Textbooks and Instructional Materials

Rockford School District sets a high priority upon ensuring sufficient and current textbooks and materials are available to support the school's instructional program and providing students with standards-aligned textbooks in the core subject areas. The district held a public hearing on September 8, 2016, and determined that the school has sufficient and good-quality textbooks, instructional materials or both in core subjects for use in the classroom. All textbooks and instructional materials in the core subjects are aligned with the California state content standards and are selected from the state's most recent list of adopted materials.

Rockford School District follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption.

Internet access is available to parents upon request.

| Textbooks and Instructional Materials List | | 2016-17 School Year |
|--|---|---------------------|
| Subject | Textbook | Adopted |
| Reading/language arts | <i>Reading Street</i> and <i>Language Central</i> , Pearson (K-5) | 2010 |
| Reading/language arts | <i>Literature California</i> , Pearson (6-8) | 2010 |
| Mathematics | <i>My Math</i> , McGraw-Hill (K-5) | 2013 |
| Mathematics | McGraw-Hill (6-8) | 2013 |
| Science | FOSS (Full Option Science System) (K-5) | 2007 |
| Science | Holt California (6-8) | 2007 |
| History/social science | Macmillan/McGraw-Hill (K-5) | 2006 |
| History/social science | Glencoe (6-8) | 2006 |

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

| Currency of Textbook Data | | 2015-16 School Year |
|---------------------------|--|---------------------|
| Data collection date | | 9/8/2016 |

Professional Development

Rockford School's staff-development topics are currently focusing on building readiness for the Common Core State Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Rockford School's curriculum is an ongoing process. The school's curriculum is updated regularly to align with the state standards, district goals and the statewide assessment program. Rockford School realizes the importance of a customized educational experience which addresses the specific needs of all students.

Staff members build teaching skills and concepts through participation in district-sponsored in-services and after-school workshops. Each year the district provides one staff-development day. In addition to this day, teachers have the opportunity to participate in other professional development days where a broad-based variety of professional-growth opportunities in curriculum, teaching strategies and methodologies are offered.

In an effort to provide support and assistance to beginning Rockford School District teachers, the district participates in the Tulare County Office of Education Beginning Teacher Support and Assessment (BTSA) Teacher Induction Program (TIP). The program is designed to improve the education of students and increase the classroom performance of teachers. TIP utilizes exceptional teachers to provide assistance to beginning practicing teachers. Mentors are also provided to new or veteran teachers in need of assistance.

| Professional Development Days | | Three-Year Data | | |
|-------------------------------|---------|-----------------|---------|--|
| | 2014-15 | 2015-16 | 2016-17 | |
| Rockford School | 3 days | 3 days | 3 days | |



School Facility Items Inspected

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

| School Facility Good Repair Status | | 2016-17 School Year | |
|--|---------------|----------------------------|---------------|
| Items Inspected | Repair Status | Items Inspected | Repair Status |
| Systems | Good | Restrooms/fountains | Good |
| Interior | Good | Safety | Good |
| Cleanliness | Good | Structural | Good |
| Electrical | Good | External | Good |
| Overall summary of facility conditions | | | Exemplary |
| Date of the most recent school site inspection | | | 11/16/2016 |
| Date of the most recent completion of the inspection form | | | 11/16/2016 |

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were “In PI” in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of “Not in PI” for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of “Not in PI” for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

| Federal Intervention Program | | 2016-17 School Year | |
|---|-----------|---------------------|--|
| | lssll | liddll | |
| Program Improvement status | Not in PI | Not in PI | |
| First year of Program Improvement | ◇ | ◇ | |
| Year in Program Improvement | ◇ | ◇ | |
| Number of schools currently in Program Improvement | | 0 | |
| Percentage of schools currently in Program Improvement | | 0.00% | |

◇ Not applicable. The school and district are not in Program Improvement.



School Facilities

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

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

A team of custodians ensure classrooms, restrooms and campus grounds are kept clean and safe on a daily basis.

The district takes appropriate actions to ensure campus facilities are in good working order and provide a clean and safe environment for all members of the school community.

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

The district’s governing board annually reviews and approves of expenditures that may result in roofing, plumbing, paving, painting, floor covering, classroom lighting, electrical and replacement of the HVAC units.



Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

| Academic Counselors and School Support Staff Data | |
|---|------|
| 2015-16 School Year | |
| Academic Counselors | |
| FTE of academic counselors | 0.00 |
| Average number of students per academic counselor | ◇ |
| Support Staff | |
| FTE | |
| Social/behavioral counselor | 0.00 |
| Career development counselor | 0.00 |
| Library media teacher (librarian) | 0.00 |
| Library media services staff (paraprofessional) | 0.66 |
| Psychologist | 0.01 |
| Social worker | 0.00 |
| Nurse | 0.01 |
| Speech/language/hearing specialist | 0.01 |
| Resource specialist (nonteaching) | 1.00 |

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

| Teacher Credential Information | Three-Year Data | | | |
|--|-----------------|-----------------|-------|-------|
| | Rockford SD | Rockford School | | |
| Teachers | 16-17 | 14-15 | 15-16 | 16-17 |
| With a full credential | 10 | 15 | 9 | 10 |
| Without a full credential | 9 | 3 | 9 | 8 |
| Teaching outside subject area of competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

| Teacher Misassignments and Vacant Teacher Positions | Three-Year Data | | |
|---|-----------------|-------|-------|
| | Rockford School | | |
| Teachers | 14-15 | 15-16 | 16-17 |
| Teacher misassignments of English learners | 3 | 9 | 8 |
| Total teacher misassignments | 0 | 0 | 0 |
| Vacant teacher positions | 0 | 0 | 0 |

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

| Highly Qualified Teachers | 2015-16 School Year | |
|----------------------------------|---|---|
| | Percentage of Classes in Core Academic Subjects | |
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| Rockford School | 100.00% | 0.00% |
| All schools in district | 100.00% | 0.00% |
| High-poverty schools in district | 100.00% | 0.00% |
| Low-poverty schools in district | ◇ | ◇ |

◇ Not applicable.



Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

| District Salary Data | | 2014-15 Fiscal Year |
|---|-------------|------------------------|
| | Rockford SD | Similar Sized District |
| Beginning teacher salary | \$41,869 | \$41,085 |
| Midrange teacher salary | \$63,431 | \$59,415 |
| Highest teacher salary | \$74,701 | \$75,998 |
| Average elementary school principal salary | ⊕ | \$100,438 |
| Superintendent salary | \$90,000 | \$116,069 |
| Teacher salaries: percentage of budget | 38% | 33% |
| Administrative salaries: percentage of budget | 8% | 7% |

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data Comparison

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

| Financial Data Comparison | | 2014-15 Fiscal Year |
|--|--|-------------------------------|
| | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| Rockford School | \$6,376 | \$58,498 |
| Rockford SD | \$6,376 | \$58,498 |
| California | \$5,677 | \$60,985 |
| School and district: percentage difference | ◆ | ◆ |
| School and California: percentage difference | +12.3% | -4.1% |

⊕ The principal and superintendent are combined as one position.

◆ The percentage difference does not apply to single-site districts.

School Financial Data

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

| School Financial Data | |
|--|----------|
| 2014-15 Fiscal Year | |
| Total expenditures per pupil | \$6,869 |
| Expenditures per pupil from restricted sources | \$493 |
| Expenditures per pupil from unrestricted sources | \$6,376 |
| Annual average teacher salary | \$58,498 |



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

| Suspension and Expulsion Rates | | | |
|--------------------------------|-------|-------|-------|
| Rockford School | | | |
| | 13-14 | 14-15 | 15-16 |
| Suspension rates | 1.6% | 2.6% | 2.0% |
| Expulsion rates | 0.0% | 0.2% | 0.0% |
| Rockford SD | | | |
| | 13-14 | 14-15 | 15-16 |
| Suspension rates | 1.6% | 2.6% | 2.0% |
| Expulsion rates | 0.0% | 0.2% | 0.0% |
| California | | | |
| | 13-14 | 14-15 | 15-16 |
| Suspension rates | 4.4% | 3.8% | 3.7% |
| Expulsion rates | 0.1% | 0.1% | 0.1% |



Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request each year, on or before February 1.

All data accurate as of January 2017.

School Accountability Report Card

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