

Roosevelt Elementary School

School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10

Roosevelt Elementary School

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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.

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.

Santa Barbara School Districts

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About This School

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

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

Roosevelt Elementary School is named after President Theodore Roosevelt and is the proud home of the Rough Riders. It is a diverse and integrated school community of approximately five hundred and thirty students. Seventy-seven percent of the students have a primary language of English; 23 percent are primarily from Spanish-speaking homes.

Located in the upper east side of Santa Barbara, the school site is slightly under four acres and is the smallest campus in the Santa Barbara School Districts. The classrooms are housed in a new, two story building, which was completed in the 1999-2000 school year.

We promote and support academic excellence, together with the social, emotional, and physical well-being of each child.

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Roosevelt's mission is to:

- guide students to understand, honor, and respect diversity;
- provide students with the skills necessary to participate in a technological world;
- teach students to be problem-solving, self-reliant, confident, and responsible citizens;
- create and maintain a safe, positive, and rigorous academic environment.

Opportunities for Parental Involvement (School Year 2008-09)

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

Contact Person Name: Fran Lewbel

Contact Person Phone Number: (805) 563-2062

Roosevelt parents volunteer hundreds of hours in classrooms, which enable teachers to carry out enrichment projects and provide small group instruction. Parents can either volunteer in their child's classroom, or in a variety of PTA events/projects.

Through the generous support of our PTA, students have the opportunity to participate in a number of enrichment programs, including after school enrichment classes (e.g., art, babysitting, cooking, drama, dance, Spanish, and writing), cultural assemblies, choir (46), vocal music (k-3), computer classes, discipline based art education program, theatrical performances by Ensemble Theater and Civic Light Opera, and educational field trips. They also sponsor activities to promote a strong school community, including the annual Fall Ball, Family Clay and Theater nights.

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	68
Grade 1	89
Grade 2	87
Grade 3	80
Grade 4	87
Grade 5	93
Grade 6	56
Total Enrollment	560

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
African American	1.6 %
American Indian or Alaska Native	0.5 %
Asian	3.0 %
Filipino	0.5 %
Hispanic or Latino	41 %
White (not Hispanic)	49.8 %
Multiple or No Response	3.2 %

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Socioeconomically Disadvantaged	37 %
English Learners	22 %
Students with Disabilities	10 %

Average Class Size and Class Size Distribution

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+
K	19.5	4			20.5	2	2		21.8	3	1	
1	20.5	2	2		19.3	4			19.8	5		
2	22.4	2	3		19.0	3			21.5		4	
3	18.3	4			19.0	2			20.5	1	1	
4	29.5		2		26.5		2		27.5		2	
5	27.5		4		27.0		2		30.0		2	
6					23.7		3		28.5		2	
K-3					18.5	2			20.0			
4-8					28.0		1		31.0	2	1	

School Climate

School Safety Plan (School Year 2008-09)

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

Date of Last Review/Update: March 2009

Date Last Discussed with Staff: March 2009

In preparation for emergencies, Roosevelt has a plan for the supervision of children and for access to local news media. Each classroom is equipped with first aid kits and disaster plans. Fire extinguishers and disaster supplies are located throughout the school. Emergency supplies are inventoried yearly. Thanks to the support of Direct Relief International, a disaster shed is located on campus. Emergency drills (fire and earthquake and shelter in place) are practiced monthly. The disaster plan is reviewed continually. In emergencies, students must remain on the school site until a designated person (per Student Emergency Card) signs for the release of a child. If children are on route to their home during a disaster, students should go directly home and not return to school.

Key Elements of Safety Plan:

- **Safe Routes to School.** A recently formed committee made up of parents and school staff has been created to analyze and make suggestions regarding safe routes to school. In the spring of 2004, a schoolwide survey was disbursed regarding the means by which students travel to and from school. The same committee promoted a "Bike to School Day" and has met with other schools' committees to discuss safety and safe routes.
- **School Crossing Guards.** The school crossing guard is provided by the Santa Barbara Police Department and is present both before and after school.

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- **Hazardous Materials.** A “sharps” disposal container is located in the Health Office.
- **Infectious Diseases.** All staff are trained annually by the district nurses in regards to Universal Precautions.
- **Health and Safety.** Annual training by the district nurses is provided on the following topics: bee stings, epilepsy, seizures, asthma, allergies, medication dispersal and more. A three-quarter time health assistant provides on-campus first aid treatment. Referrals to dental, vision, hearing and other medical resources are also made by the health assistant. Individual training is additionally provided to teachers who may have students with medical Individual Education Plans in their homerooms. Additionally, Roosevelt has a fully stocked disaster shed on campus.
- **Drugs and Alcohol.** Drug, alcohol and tobacco prevention is addressed in all grades by the following curricula: Character Counts!, The Great Body Shop, and in sixth grade by DARE (Drug Action and Resistance Education). Additionally, the entire school participates in Red Ribbon Week.
- **Harassment and Sexual Harassment.** Twice annually the principal reviews to staff the district policies regarding harassment, sexual harassment, and hate crimes.
- **Visitors:** Once school is in session, the gates to the school are locked and all visitors to Roosevelt School must enter and exit through the school office. A sign-in and sign-out form that includes an identification sticker is standard procedure.
- **Playground Uses.** The playground and field is used by all students during recess and lunch times. After school, the daycare and after school recreation program uses the playground and field. Any other agency which wishes to use the facility must receive approval from the site administrator.
- **Tobacco-free Schools.** Roosevelt School strictly enforces the tobacco-free school policies as instituted by the school district.
- **Conduct Code.** A school handbook that includes both school and board policies is currently being revised for distribution in the fall.

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
Suspensions	2.1	0.4	0.4	3.1	4.7	4.1
Expulsions	0	0	0	0	0	0

School Facilities

School Facility Conditions and Planned Improvement (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.

Roosevelt School is a closed campus. During school hours, any visitors must enter and check in at the office before being on campus. Before school, supervision begins at 7:40 a.m. and after school students go home by bus, parents, or walking, except for the 60 students who stay on campus for the after school recreation program.

Roosevelt School is a new school; the building was completed in April 2000, and is in excellent condition. The school is located in the upper east-side of Santa Barbara, close to the famous Santa Barbara Mission. The school

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site is slightly under four acres in size. The classrooms are housed in a new two story building and are well maintained by two custodial staff members.

There are 28 classrooms. These classrooms are used for a school-based special education program, computer classes, art/science, pre-K, and, of course, kindergarten through sixth grade.

The restrooms are in good condition, with all toilets in working order.

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.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	√			
Mechanical Systems	√			
Windows/Doors/Gates (interior and exterior)	√			
Interior Surfaces (walls, floors, and ceilings)	√			Broken lens cover on one stair light.
Hazardous Materials (interior and exterior)	√			
Structural Damage	√			
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)	√			
Restrooms	√			
Sewer	√			
Playground/School Grounds	√			
Roofs	√			
Overall Cleanliness	√			
Inspection Date: June 2009.				

Overall Summary of School Facility Good Repair Status (School Year 2009-10)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	√			

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/>.

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Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	25	25	25	302
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments	1	1	0
Vacant Teacher Positions	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	Taught by Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

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
Counselor	1.0
Library Media Teacher (Librarian)	1.0
Psychologist	0.4
Health Aide	1.0
Nurse	0.2

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Speech/Language/Hearing Specialist	0.7
Resource Aide	1.0
Special Day Class Aide	1.0

Curriculum and Instructional Materials

Quality, Currency, and 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
All textbooks were selected from the State Board of Education list of standards-based materials.		
Reading/Language Arts	Grades K-6: SRA/McGraw-Hill, <i>SRA Open Court 2002</i> Grades 4-6 Intervention: Scholastic Inc., <i>Scholastic Read 180 California Enterprise Edition, 2009</i>	0%
Mathematics	Grades K-6: Scott Foresman, <i>Scott Foresman-Addison Wesley Math California, 2009</i>	0%
Science	Grades K-6: Houghton-Mifflin, <i>Houghton Mifflin California Science, 2007</i>	0%
History-Social Science	Grades K-6: Harcourt School Publishers, <i>Reflections: California Series, 2007</i>	0%
Data collected in October 2009.		

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 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 Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,070	\$1,172	\$4,898	\$67,386
District			\$5,119	\$70,363
Percent Difference Between School Site and District			-4%	-4%
State			\$5,512	\$65,905
Percent Difference Between School Site and State			-11%	+2%

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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.

Roosevelt School receives federal No Child Left Behind (Title I) monies along with state Limited English Proficient (LEP) and School Improvement Program (SIP) monies.

Services provided by categorical funds to enable underperforming students to meet standards include:

- four instructional assistants provide specific reading intervention in first through sixth grade, for children identified through the Elk Grove Intervention model;
- one Newcomer instructional aide provides additional language intervention for designated limited English proficient students, grades K-6;
- Family Service Agency counselor to provide direct service to students and families and/or secure community resources when appropriate;
- one computer teacher, one art teacher and one PE teacher provide one class per week for all students in Grades K-6 for 45 minutes in each area;
- six teachers to provide after-school support, homework clubs, for students who need additional small group assistance in reading and math, grades K-6;
- a GATE pull-out teacher provides a 90 minute pull-out class for students identified as intellectually gifted.

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 can be 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	\$42,705	\$40,786
Mid-Range Teacher Salary	\$64,731	\$65,726
Highest Teacher Salary	\$76,556	\$85,230
Average Principal Salary (Elementary)	\$106,815	\$106,548
Average Principal Salary (Middle)	\$113,858	\$112,237
Average Principal Salary (High)	\$118,274	\$121,617
Superintendent Salary	\$181,725	\$191,155
Percent of Budget for Teacher Salaries	37.9%	40.6%
Percent of Budget for Administrative Salaries	4.7%	5.3%

Student Performance

California Standards Tests

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, and science in grades two through eleven, and for 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 and mathematics for grades three through eight and science in grade five 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 10 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	60	62	65	43	45	51	43	46	50
Mathematics	65	65	65	50	52	56	40	43	46
Science	56	70	67	37	49	49	38	46	50

Standardized Testing and Reporting Results by Student Group – Three Year Comparison

English-Language Arts

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

Group	English-Language Arts		
	2006-07	2007-08	2008-09
African American	*	33	*
Hispanic or Latino	34	43	46
White (Not Hispanic)	82	79	83
Male	52	53	58
Female	67	66	72
Economically Disadvantaged	28	43	45
English Learners	15	28	32
Students with Disabilities	15	23	38

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Mathematics

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

Group	Mathematics		
	2006-07	2007-08	2008-09
African American	*	33	*
Hispanic or Latino	46	49	49
White (Not Hispanic)	80	80	79
Male	64	67	65
Female	66	62	65
Economically Disadvantaged	39	46	50
English Learners	30	39	45
Students with Disabilities	26	55	40

Science

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

Group	Science		
	2006-07	2007-08	2008-09
Hispanic or Latino	21	44	45
White (Not Hispanic)	61	94	86
Male	42	74	53
Female	52	67	80
Economically Disadvantaged	17	33	46
English Learners	*	*	37
Students with Disabilities	*	*	53

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

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at

<http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. 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	27.5	24.2	30.8

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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 10 schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	8	8	8
Similar Schools	5	8	6

Academic Performance Index Changes 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	4	-2	-4	833
Hispanic or Latino	-20	19	-21	740
White (not Hispanic)	20	-8	7	917
Socioeconomically Disadvantaged	-22	36	-21	730
English Learners	*	*	-26	687

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 English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

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
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	Yes
Percent Proficient - Mathematics	No	No
API	Yes	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 (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2004-05
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	6
Percent of Schools Currently in Program Improvement	---	42.9

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.

	2006-07	2007-08	2008-09
School days dedicated to school-wide professional development	0	0	0

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 (SD) and English language learners (ELL) 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 at <http://nces.ed.gov/nationsreportcard/>.

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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 at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

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 – Aggregated

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