

SARC School Accountability Report Card 2004-2005



Will Rogers Elementary School

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The California Constitution requires that a School Accountability Report Card (SARC) be prepared annually for each school. The Education Code states that the SARC "shall provide data by which parents can make meaningful comparisons between public schools enabling them to make informed decisions on which school to enroll their children." We believe that information contained in this report will enable you, the reader, to gain an accurate and realistic picture of Will Rogers Elementary School.

Santa Monica-Malibu Unified School District

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School Board Members

Julia Brownley, *President*, Kathy Wisnicki, *Vice President*, Emily Bloomfield, Oscar de la Torre, José Escarce, Maria Leon-Vazquez, Shane McLoud, John Deasy, *Superintendent of Schools*

VISION STATEMENT As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators and global citizens. We are a richly varied community that values the contributions of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

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PRINCIPAL'S MESSAGE Dear Will Rogers Families, Welcome back to the 2005-2006 academic school year! Our students continue to show a sparkle in their eyes as they excitedly share their thoughts and new knowledge with me. I feel proud to be at an exceptional school like Will Rogers, with a dedicated staff that has a strong commitment to student learning and high achievement for all students. My role as principal is to support effective teaching practices while providing a warm and nurturing school environment for young minds. Our highly qualified teachers participate in ongoing professional development tied to research-based instructional practices. Every teacher is a member of a focused instructional group on campus. This group provides teachers a unique opportunity to collaborate and engage in learning activities that increase pedagogical content knowledge. Many of our staff members have been selected as Cotsen Fellows through the Cotsen Family Foundation. This foundation devotes their resources and funding towards supporting great teachers in the public school setting. Like Cotsen, Will Rogers recognizes that great teachers make a significant difference in the lives of children. Many teachers are also participating in the district-wide Lesson Link Model adapted from the Japanese Lesson Study. Lesson Link gives teachers an opportunity to collaborate, dialogue, and reflect on their instructional practice through data analysis. With our continued efforts to improve achievement and instruction we have seen tremendous progress and met our improvement targets on the Academic Performance Index for the past four years. Our school improvement plan outlines specific targeted goals, instructional strategies, and programs for continuous improvement in the coming year.



Irma Lyons, *Principal*

About Our School

School Description and Mission Statement

Will Rogers Learning Community is located in the Sunset Park area of Santa Monica and is in walking distance to the beach. Will Rogers Learning Community is devoted to increasing student achievement for all by looking deeper into our instructional practices. To achieve this we follow a standards based curriculum where students are actively engaged and accountable for their work. Our school community currently serves 636 students in grades k-5. We have been acknowledged as a National Blue Ribbon School of Excellence, as well as a California Distinguished School. Will Rogers is a schoolwide title 1 elementary school, and receives additional funding under the Elementary and Secondary Education Act. Title 1 funds enable us to provide additional support services for children who need assistance in reaching grade level standards. We currently have 31 classroom teachers including a Reading Specialist, English Language Development Specialist, Resource Specialist, and Speech and Language Specialists, and two community liaisons. Classrooms in grades K-4 are staffed at a 20:1 ratio and grades 5 are staffed at 24:1. We have 10 instructional aides who assist classroom teachers in providing individualized and small group instruction. In addition, to the rigorous school day we offer a G.A.T.E. program before school on Fridays as well as after school care, team sports opportunities, and homework assistance.

Opportunities for Parent Involvement

We welcome parent involvement in many different ways. Last year our parents logged over 10,000 volunteer hours. Parents are active members of our PTA, Bilingual Advisory Committee (BAC), and African American support groups. The PTA continuously lends support and financial assistance to a variety of school programs such as music, art, assemblies and field trips. Parents are also encouraged to volunteer in some of the following ways: the classroom, school congress, our Back to School Hoe Down, schoolwide book fair, gardening, and cinco de mayo celebration, parent education nights, and numerous schoolwide events. Research shows that students with involved parents, no matter what the parents education or background are more likely to have better attendance records, earn higher grades and test scores, and have better social skills than those whose parents are not involved. Working together as a learning community, we can reach the high expectations we have set for each and every child. Please call us at 310.452.2364 if you would like to participate.

School Enrollment and Demographic Information

Racial/Ethnic Category	Number of Students	Percent of Students	Grade Level	Enrollment
African-American	80	12.6	Kindergarten	78
American Indian or Alaska Native	2	0.3	Grade 1	123
Asian	11	1.7	Grade 2	99
Filipino	1	0.2	Grade 3	101
Hispanic or Latino	326	51.3	Grade 4	131
Pacific Islander	2	0.3	Grade 5	104
White (Not Hispanic)	211	33.2	Total Enrollment	636
Multiple or No Response	3	0.5		

Notes regarding the source and currency of data: Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>. Most data presented in this report were collected from the 2004-05 school year and from the two preceding years (2003-04 and 2003-04). Data used for suspensions and expulsions, instructional minutes, minimum day and class size reduction were provided by the District staff.

School Safety, Discipline and Climate for Learning

Annual staff review of the school's safety plan was conducted on October 7th, 2005. Will Rogers offers a complete wrap around day care services through our CREST program. Families may enroll students in before and after care programs on a sliding fee scale. In addition, we offer our Playground Access program after school for students in grades 2 – 5 at no cost to families. City parks and recreation staff members serve as playground supervisors for the Playground Access program. During the school day students are supervised by certificated staff during recess periods. Administrators and playground supervisors provide coverage during the lunch periods. At Will Rogers, we have high expectations for students' behavior and citizenship. Our school wide discipline program is called Great Expectations because we expect all students to develop self-discipline and self-control. We expect students to think before they act by asking themselves these five questions, which are posted around the school: Is it respectful? Is it kind? Is it safe? Does it promote learning? Does it protect property?

We use the program, Cool Tools, to teach students conflict resolution skills. During the school day, all visitors are required to enter through the front office and sign in to a visitor's log. Visitors must wear district employee badges or receive a visitors' badge from office staff. Will Rogers provides a safe, clean and student-centered learning environment. Creating a warm and nurturing school environment for young minds is also very important to us. Classrooms are well lit, carpeted and stocked with abundant learning resources, including classroom computers and other technological teaching aids. The school library has an excellent collection of fiction, nonfiction and reference materials. The school also has a computer lab with workstations available for all students. Students also have available to them a Smart Board, an interactive whiteboard in the computer lab. Our playgrounds have age-appropriate play equipment, including handball, basketball, and four square courts, swings, slides, climbing apparatus, and a large, grassy playfield and track.



Suspensions and Expulsions

Will Rogers Learning Community has high expectations that each and every child will develop into a responsible citizen. Will Rogers discipline program is called "Great Expectations," because we expect all students to develop self control. We expect students to think before they act by asking themselves five questions; Is it respectful? Is it kind? Is it safe? Does it protect property? Does it promote learning? The question format allows for critical thinking on the part of students and is open ended enough to address any inappropriate behavior. Specific behavior standards that relate to each question and specific consequences for not following school rules are spelled out in our behavior



standards contract. Students are recognized at school-wide assemblies for meeting high academic standards and behavior. Suspensions and expulsions at the elementary level are administered pursuant to education code violations and board policy. The table below shows the number of suspensions during the school year. The California Department of Education data report does not differentiate between students who have been suspended for one day and those that have been suspended for 20 days. It is important to note that the recording of a suspension does not differentiate between the types of suspendable acts that have transpired.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	19	21	11	761	687	890
Rate of Suspensions	2.81	3.07	1.72	5.95	5.34	7.09

School Facilities

Will Rogers provides a safe, clean environment for its students and staff. Students have adequate space to learn and play throughout their school day. Restrooms, floors, walls, roofs, plumbing and electrical, lighting, heating and all alarm systems are in good condition. All classrooms and work spaces are equipped with telephone and data lines. Each classroom has four data ports to connect classroom computers to both a local area network and the internet. A team of custodians works from 6:30am until 10:00pm to insure that the school facilities are clean and well maintained.

The principal, assistant principal and other staff members routinely inspect school grounds. Potential problems or hazards are reported to the District's maintenance department for repair. Will Rogers celebrated its 59th birthday this year. The facility which supports our school is well-maintained and is in well-functioning condition. Needed maintenance includes routine roof maintenance to keep warranties in effect, and deferred maintenance projects include flooring replacement, interior and exterior painting, and some light asphalt repairs. We are proud that our school district takes great efforts to ensure that our school is clean, safe, and functional. There are no emergency needs as defined by the Office of Public School Construction.

For more information please visit <http://www.cde.ca.gov/ta/ac/sa/sarcnews040005.asp>

Evaluation Part	Facility in Good Repair?	Person Certifying	Date Certified	Deficiency and Remedial Actions Taken or Planned	Date Action Taken or Planned
Gas Leaks	Yes	J.W.Berriman	1/6/2006	None	n/a
Mechanical Systems	Yes	J.W.Berriman	1/6/2006	None	n/a
Windows/Doors/Gates (interior & exterior)	Yes	J.W.Berriman	1/6/2006	None	n/a
Interior Surfaces (walls, floors, & ceilings)	Yes	J.W.Berriman	1/6/2006	None	n/a
Hazardous Materials (interior & exterior)	Yes	J.W.Berriman	1/6/2006	None	n/a
Structural Damage	Yes	J.W.Berriman	1/6/2006	None	n/a
Fire Safety	Yes	J.W.Berriman	1/6/2006	None	n/a
Electrical (interior & exterior)	Yes	J.W.Berriman	1/6/2006	None	n/a
Pest / Vermin Infestation	Yes	J.W.Berriman	1/6/2006	None	n/a
Drinking Fountains (inside & outside)	Yes	J.W.Berriman	1/6/2006	None	n/a
Restrooms	Yes	J.W.Berriman	1/6/2006	None	n/a
Sewer	Yes	J.W.Berriman	1/6/2006	None	n/a
Playground / School Grounds	Yes	J.W.Berriman	1/6/2006	None	n/a
Other	Yes	J.W.Berriman	1/6/2006	None	n/a
School Facility Conditions — Results of Inspection and Evaluation					
How old is this school?	1948	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.			
Deferred Maintenance Projects at this site?	Yes				
Modernization Projects	No				



About Our Students

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Data reported in the charts here are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

CST - All Students

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English Language Arts	47	44	51	56	56	61	35	36	40
Mathematics	50	46	49	51	48	51	35	34	38
Science		17	36	52	43	40	27	25	27

CST - Racial/Ethnic Groups

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts	45	*	*	*	39	*	72
Mathematics	25	*	*	*	41	*	71
Science	22	*	*		10		68

CST - Subgroups

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities
English Language Arts	45	58	34	36	17
Mathematics	49	48	35	36	21
Science	37	35	10	13	0

Data reported in the charts here are the percent of students scoring at or above the 50th percentile.

NRT - All Students

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	47	47	38	62	61	63	43	43	41
Mathematics	58	55	53	68	67	68	50	51	52

NRT - Racial/Ethnic Groups

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	*		*		29		59
Mathematics	*		*		47		72

NRT - Subgroups

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities
Reading	29	47	14	25	6
Mathematics	53	53	43	42	19



California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	45.5	53.1	38.5	29.6	33.6	25.5	24.5	26.7	22.3



Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

	API Base Data				API Growth Data		
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	99	100	99	Percent Tested	100	99	100
API Base Score	756	775	754	API Growth Score	774	755	772
Growth Target	2	1	2	Actual Growth	18	-20	18
Statewide Rank	7	7	6				
Similar Schools Rank	8	8	8				

"A" means the school or subgroup scored at or above the interim statewide performance Target of 800.



API Subgroups - Racial/Ethnic Groups

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African-American				African-American			
API Base Score		719		API Growth Score	715		
Growth Target		1		Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	696	725	697	API Growth Score	730	695	723
Growth Target	2	1	2	Actual Growth	34	-30	26
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	861	865	855	API Growth Score	858	859	857
Growth Target	A	A	A	Actual Growth	-3	-6	2

"A" means the school or subgroup scored at or above the interim statewide performance Target of 800.

API Subgroups - Socioeconomically Disadvantaged

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	682	708	695	API Growth Score	709	693	709
Growth Target	2	1	2	Actual Growth	27	-15	14

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.



Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used.

Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	Schoolwide			School			District		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	No	No	Yes			
Schoolside and Subgroups	School			District					
	2003	2004	2005	2003	2004	2005			
All Students	Yes	Yes	Yes	Yes	Yes	Yes			
African American	Yes	N/A	Yes	No	Yes	Yes			
American Indian or Alaska Native	N/A	N/A	Yes	N/A	N/A	Yes			
Asian	N/A	N/A	Yes	Yes	Yes	Yes			
Filipino	Yes	N/A	Yes	Yes	N/A	Yes			
Hispanic or Latino	Yes	Yes	Yes	Yes	Yes	Yes			
Pacific Islander	N/A	N/A	Yes	N/A	N/A	Yes			
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes			
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes			
English Learners	Yes	Yes	Yes	Yes	Yes	Yes			
Students with Disabilities	N/A	N/A	Yes	No	No	Yes			



Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement	n/a	---
Year in Program Improvement	n/a	---
Year Exited Program Improvement	n/a	---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Identified for Program Improvement	---	0.0



Local Assessment

At three points during the year (November, January, and June), all students in grades 1-5 participate in literacy assessment. These assessments are aligned with our adopted English Language Arts series, Houghton Mifflin's *READING, A Legacy of Literacy, California Edition*. Both the assessments and the text are aligned to California State Content Standards. Formative literacy assessment provides teachers with detailed data about the performance of individual students and the class as a whole on the following dimensions of English Language Arts instruction:

- Vocabulary
- Reading Comprehension
- Writing Strategies
- Sentence Structure
- Grammar
- Spelling
- Listening

Teachers use the data from formative assessment in many ways, such as to identify students who are in need of academic support or to plan and pace classroom instruction.

The adjacent tables summarize, grade-by-grade, overall results from the formative literacy assessments from the February and June administrations in the 2002-2003, 2003-2004 and 2004-2005 academic years. The number in each box is the percentage of students who met or exceeded the district benchmark of 75% correct on the formative assessment. Data are included for Will Rogers Elementary School and for the district as a whole.

The percentage of students at Will Rogers who met or exceeded the benchmark on the February district assessment improved at 4th grade (36% in 2003 to 39% in 2005) and 5th grade (39% in 2003 to 46% in 2005). The percentage of students at Will Rogers who met or exceeded the benchmark on the June district assessment improved at 1st grade (53% in 2003 to 55% in 2005), 2nd grade (75% in 2003 to 77% in 2005), 4th grade (47% in 2003 to 48% in 2005), and 5th grade (41% in 2003 to 51% in 2005).

Grade Level	Will Rogers Elementary School			District		
	2003-Feb	2004-Feb	2005-Feb	2003-Feb	2004-Feb	2005-Feb
1	50%	70%	50%	75%	85%	77%
2	46%	46%	45%	65%	71%	69%
3	58%	63%	52%	72%	80%	78%
4	36%	49%	39%	56%	61%	61%
5	39%	40%	46%	59%	62%	60%

Elementary Formative Literacy Assessment Overall Scores — February Administration (2003, 2004 and 2005) School and District Comparison

Grade Level	Will Rogers Elementary School			District		
	2003-Jun	2004-Jun	2005-Jun	2003-Jun	2004-Jun	2005-Jun
1	53%	65%	55%	82%	86%	82%
2	75%	72%	77%	87%	87%	89%
3	51%	56%	47%	71%	72%	75%
4	47%	54%	48%	60%	66%	67%
5	41%	37%	51%	61%	64%	65%

Elementary Formative Literacy Assessment Overall Scores — June Administration (2003, 2004 and 2005) School and District Comparison



Quality of School Instruction and Leadership

The goals enumerated in Will Roger's school improvement plan for 2004-2005 were:

1. Increase overall academic achievement for ALL students in English Language Arts and Mathematics.
2. Increase academic achievement for socioeconomically disadvantaged students in English Language Arts and Mathematics.
3. Increase academic achievement for English Learners in English Language Arts and Mathematics.
4. Increase academic achievement for Students with Disabilities in English Language Arts and Mathematics.
5. Increase student achievement in English Language Arts and Mathematics by using culturally responsive practices.

Will Rogers is an exceptional school with a dedicated staff that has a strong commitment to student learning and high achievement for all students. Will Rogers is committed to providing each student with a rich and rigorous curriculum that is aligned with the State's content standards and frameworks for literacy, mathematics, science and social studies. Textbooks and supplemental materials are aligned with the content standards. Staff members work diligently reviewing and refining the instructional program through collaborative planning and evaluation in weekly meetings. It is our intention to provide access to the core curriculum for all students at the school. The underpinnings of much of our current work to strengthen and align the curricular and instructional program come from the Principles of Learning research of Dr. L. Resnick from the University of Pittsburgh.

Classrooms reflect clear expectations, academic rigor in a thinking curriculum, and accountable talk. Staff members participate in Learning Walks – organized visits through the school's learning areas – using the Principles of Learning to focus on areas of success and areas in need of improvement. Other strategies staff members are using to strengthen teaching and learning include: staff analysis of data on student performance; grade level curriculum and assessment planning; classroom visitations, including Learning Walks, Academic Conferences; review and analysis of student work; and targeted professional development based on observed needs. Leadership at Will Rogers is distributed. The school's instructional leader, Irma Lyons, has been an educator for 17 years. The principal involves staff members and parents in decision-making at the site through formal mechanisms such as the site's leadership team, governance, and parent organizations, including PTA, ELAC, and WRAAP.

Will Roger's schoolwide leadership team consists of the principal, assistant principal, grade level team facilitators, focused instructional group facilitators, and peer coaches and mentors. Students identified as academically low achieving are provided with increased learning opportunities with special emphasis on expanded learning experiences. Under-performing students and special needs students who are at-risk in academic achievement are part of a departmentalization model, provided with an extended day program and summer school programs as interventions. The extended day program also provides enrichment opportunities for all students. To ensure equal access to the core curriculum, special needs students and English Learners receive appropriate supports and/or accommodations that correspond to their specific needs within the least restrictive learning environment.

Student progress in mastering state standards is regularly monitored through daily classroom work, classroom and grade level assessments, district formative assessments, and participation in state mandated testing. Grade level teams use much of their meeting time to review student work and assessment data and to plan modifications to instruction to meet identified student needs. All elementary schools use a standards based report card. Parents are key participants during goal setting conferences. Parents are encouraged to arrange meetings with teachers if there are questions or concerns that they would like to discuss. Parents also can attend school wide evenings that have monthly focused objectives centered around reading, writing, math, and science that can assist with familiarization with the grade level state standards.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted



textbooks or instructional materials.

The district Board of Education adopts textbooks according to the seven year cycle approved by the State Board of Education. Textbooks for students in kindergarten through 8th grade are selected from the state's approved list of standards-based textbooks. The District reviews textbooks for high school courses to ensure that they are aligned to the state content standards. Advanced Placement course materials are selected from the College Board's list of approved texts. Sufficient textbooks are purchased to provide each student with a textbook for classroom and homework use in the core subjects of language arts, mathematics, science and history/social science.

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Sufficient Textbooks and Instructional Materials	Percent of Pupils Who Lack Sufficient Textbooks and Instructional Materials
Reading/Language Arts	"To the extent that the required data are available, District's are required to prepare and distribute this revised reporting element as part of their 2004-05 report cards to be published in the 2005-06 school year. If the required data are not available, District's are required to collect the required data for inclusion in the 2005-06 report cards to be published in the 2006-07 school year." The District did not collect these data. For the 2004-05 school year, however they were collected for the current school year and will be reported in the 2005-06 SARC, to be issued next year.	
Mathematics		
Science		
History-Social Science		
Health		

Instructional Minutes and Minimum Days

The California Education Code establishes a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade. Each site considers these requirements when scheduling minimum days to insure that standards are maintained or exceeded.

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

2003-2004 Grade Level	Number of minimum days	Total Instructional Minutes	1982/83 Required by State
K	10	42,610	36,000
1,2,3	10	53,200	53,100
4,5	10	54,900	54,480

Use of Technology

"The Santa Monica-Malibu Unified School District will prepare students for life in the information age. Through effective and creative use of multi-media, telecommunication, computer and other related technologies to facilitate learning, students will build a working foundation of knowledge and prepare for future success." *SMMUSD Technology Use Plan* <http://www.tech.smmusd.org/Site%20Folder/Pages/TUP.html>

The Santa Monica-Malibu Unified School District continues to provide rich resources to all school sites: filtered Internet access, on-line electronic resources, multimedia computers in every classroom, 100% district Internet connectivity, well managed school libraries, school web sites, and laptops for teachers. SMMUSD has set high standards in technology for all students and teachers. The district's goals for technology include:

- All students will have access to technology.
- Technology will be integrated into all curricular areas.
- Students will use a variety of technology tools for learning, literacy, intellectual growth and problem solving.
- Teachers will be trained in the use of technology and how to integrate it into all curricular areas.
- Public and private partnerships will be established and maintained in order to develop resources and stay current with workforce technology needs.
- Students and staff will practice positive, ethical attitudes about technology.
- Students and staff will practice appropriate and safe use of technology.

SMMUSD access to technology continues to positively impact student achievement.

School	# of Computers	# of Students per Computer	# of Classrooms with Internet
Rogers Elementary	130	4.9	34
District Total	3,179	3.9	652
County Total	358,234	4.8	74,403
State Total	1,320,360	4.8	310,593



Teachers and Staff

Teacher Evaluations

Teacher evaluation procedures are defined in the *SMMCTA-SMMUSD Bargaining Agreement*. Non-permanent teachers (temporary and probationary) are formally evaluated at least two times a year. Tenured teachers are evaluated every two years, and they have an option of a formal (2-year) professional growth cycle every other evaluation. The District, in cooperation with the Santa Monica-Malibu Classroom Teachers Association (*SMMCTA*), is piloting a new standards-based evaluation system. The current evaluation system evaluates teachers on instructional effectiveness, classroom management, and professional activities. Although it is not required, most formal observations are scheduled. All evaluations are confidential. Teachers may receive ratings of *satisfactory*, *needs improvement*, or *unsatisfactory*.

Teacher Education Level

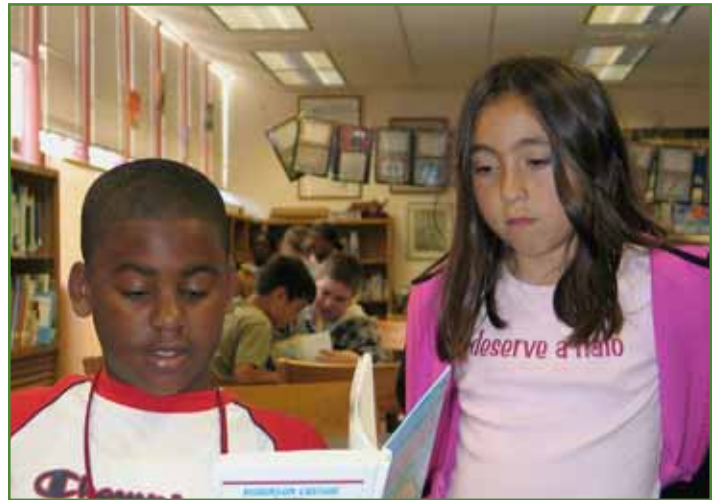
Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	2.3
Master's Degree plus 30 or more semester hours	20.0	21.0
Master's Degree	40.0	31.8
Bachelor's Degree plus 30 or more semester hours	37.1	32.6
Bachelor's Degree	2.9	12.4
Less than Bachelor's Degree	0.0	0.0

Average Class Size & Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2003			2004			2005					
	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	17.8	5			18.7	6			20.0	3		
1	19.8	5			20.0	5			20.0	5		
2	20.0	8			19.8	5			19.3	6		
3	19.8	4			20.0	7			18.8	5		
4	30.4		5		30.3		3		28.5		4	
5	31.7		3		29.5		4		27.7		3	
K-3	20.0	1										
3-4	20.0	1										
4-8					27.0	1			14.5	2		



Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%



Staff Education Level and Service Report for Certificated Staff by School for the Year 2004-05

School	Gender	Education Level								Years of Service	
		Doctorate	Master's Degree +30	Master's Degree	Bachelor's Degree +30	Bachelor's Degree	Less than Bachelor's	None Reported	Total Staff	Avg. Years of Ed. Service	Avg. Years in the District
Rogers (Will) Elementary	Female	0 (0.0 %)	6 (18.8 %)	12 (37.5 %)	13 (40.6 %)	1 (3.1 %)	0 (0.0 %)	0 (0.0 %)	32	12.7	10.1
	Male	0 (0.0 %)	2 (40.0 %)	2 (40.0 %)	1 (20.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	5	14.2	12.0
Total		0 (0.0 %)	8 (21.6 %)	14 (37.8 %)	14 (37.8 %)	1 (2.7 %)	0 (0.0 %)	0 (0.0 %)	37	12.9	10.3
Districtwide	Female	10 (1.9 %)	127 (23.7 %)	185 (34.5 %)	159 (29.7 %)	55 (10.3 %)	0 (0.0 %)	0 (0.0 %)	536	13.9	10.1
	Male	13 (6.8 %)	52 (27.4 %)	48 (25.3 %)	53 (27.9 %)	24 (12.6 %)	0 (0.0 %)	0 (0.0 %)	190	15.1	11.4
Total		23 (3.2 %)	179 (24.7 %)	233 (32.1 %)	212 (29.2 %)	79 (10.9 %)	0 (0.0 %)	0 (0.0 %)	726	14.2	10.4
Countywide	Female	912 (1.4 %)	12,803 (19.2 %)	13,257 (19.9 %)	23,667 (35.4 %)	15,310 (22.9 %)	824 (1.2 %)	2 (0.0 %)	66,775	13.0	11.2
	Male	825 (3.0 %)	5,336 (19.6 %)	4,883 (17.9 %)	8,832 (32.4 %)	6,977 (25.6 %)	391 (1.4 %)	1 (0.0 %)	27,245	12.8	11.1
	None Reported	0 (0.0 %)	24 (14.7 %)	36 (22.1 %)	40 (24.5 %)	51 (31.3 %)	12 (7.4 %)	0 (0.0 %)	163	7.0	5.3
Total		1,737 (1.8 %)	18,163 (19.3 %)	18,176 (19.3 %)	32,539 (34.5 %)	22,338 (23.7 %)	1,227 (1.3 %)	3 (0.0 %)	94,183	12.9	11.1
Statewide	Female	2,791 (1.1 %)	41,777 (16.5 %)	51,827 (20.5 %)	111,420 (44.0 %)	43,698 (17.3 %)	1,663 (0.7 %)	29 (0.0 %)	253,205	13.2	10.7
	Male	2,611 (2.6 %)	18,297 (18.3 %)	19,683 (19.7 %)	39,600 (39.7 %)	18,633 (18.7 %)	885 (0.9 %)	11 (0.0 %)	99,720	14.0	11.2
	None Reported	0 (0.0 %)	25 (14.5 %)	36 (20.9 %)	43 (25.0 %)	51 (29.7 %)	12 (7.0 %)	5 (2.9 %)	172	7.0	5.3
Total		5,402 (1.5 %)	60,099 (17.0 %)	71,546 (20.3 %)	151,063 (42.8 %)	62,382 (17.7 %)	2,560 (0.7 %)	45 (0.0 %)	353,097	13.4	10.8

Availability of Substitutes

Substitute teachers are available and easily accessed through the district's automated system. Substitute teachers are screened at the district level for appropriate qualifications and skills. Rogers has a cadre of well qualified teachers who are eager to substitute.



Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2003	2004	2005
Total Teachers	37	35	35
Teachers with Full Credential (full credential and teaching in subject area)	35	34	32
Teachers in Alternative Routes to Certification (district and university internship)	0	0	1
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	2	2	3
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

In the table below, data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

Elementary School	Number of Teachers Teaching Outside Subject Area (Full Credential)			Teacher Misassignments		Vacant Teacher Positions
	2003	2004	2005	2005 Regular	2005 ELD	2005
Edison	0	0	0	1	9	0

Vacant Teacher Positions

In the table above, data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.



Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be “highly qualified” not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education’s Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school’s classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	94.1
All Schools in District	87.4
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	86.5

Title	FTE
Counselor	0.00
Librarian	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

Counselors & Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.



Professional Development and Curriculum Improvement Programs

All teachers and staff at each of our school sites participate in ongoing professional development and curriculum and instructional improvement efforts through “banked time,” 90 minutes of meeting and professional development time each week at each site. In addition, there are three days set aside in our calendar for intensive professional development and planning. One of these days is a district wide day, the other two are developed by, and conducted at, individual sites.

Areas of district-wide focus for teacher and administrator professional development are determined by a needs assessment conducted by Educational Services. The needs assessment consisted of a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD schools are the following:

- The Principles of Learning, especially Academic Rigor in a Thinking Curriculum, Clear Expectations, and Accountable Talk;
- Literacy and Mathematics;
- Using data to improve classroom instruction;
- Culturally Relevant Pedagogy
- Special education and supports for English Language Learners;
- Safe schools and healthy students; and
- Character education.

At individual school sites, teachers and administrators review data, discuss options and select additional areas of focus for the staff as a whole as well as for departments and/or grade level teams as appropriate.

A variety of methodologies are used to provide professional development. It is a goal for the SMMUSD to provide coaching to teachers through a variety of mechanisms. Coaching and mentoring occur through several programs – BTSA, National Boards, literacy and ELD coaching, teacher leadership, and such specialized programs as Cotsen Fellows and Mentors. Additionally, professional development occurs through workshop series during banked time or as after school opportunities. Teachers may also attend workshops or conferences as school improvement and grant funding permit. Occasionally, teachers will attend a full-day professional development opportunity offered by our own staff or appropriately selected consultants. We have worked closely with the Writers Workshop program out of Teachers College of Columbia as well as the Six Traits of Writing out of Great Source programs.

Each August, all new teachers and any interested second year teachers are invited to participate in Teacher Academy – four days of professional development and orientation to district wide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification may participate in coaching through a cohort that works with a support network through teachers already Nationally Board Certified.

Fiscal Services

Salaries

Average Salaries (Fiscal Year 2003-2004) Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,021	\$36,416
Mid-Range Teacher Salary	\$58,262	\$57,615
Highest Teacher Salary	\$78,442	\$72,229
Average Principal Salary (Elementary)	\$98,992	\$92,400
Average Principal Salary (Middle)	\$100,474	\$96,144
Average Principal Salary (High)	\$123,367	\$103,778
Superintendent Salary	\$154,351	\$153,803
Percent of Budget for Teacher Salaries	41.9	42.5
Percent of Budget for Administrative Salaries	6.1	5.4

School Site Teacher Salaries (Fiscal Year 2003-04)

This information is intended to provide a comparison of the average teacher salary at a school site with the average teacher salaries at the district and state levels.

Average Teacher Salary			Percent Difference Between School Site Average Teacher Salary and	
School Site	District	State	District Average Teacher Salary	State Average Teacher Salary
The requirement for this data was not established until September 2005 and the District did provide for its collection for the 2003-04 school year. However, data for the current year will be presented in the report cards next year.				

Data reported are to reflect actual salaries paid to certificated instructional personnel at the school site. The CDE will begin calculating district and state average teacher salaries, using 2004-05 data, for report cards published in the 2006-07 school year.



Revenues and Expenditures

School districts rely on a variety of income sources for funding.

The table below shows those sources for the most recently audited fiscal year and compares what SMMUSD receives to what all other unified school districts* statewide receive and to all other districts statewide.

Financial Statement Charts: Revenues Santa Monica-Malibu Unified, 2003-04						
	Santa Monica-Malibu Unified		Average Unified		Average Statewide	
	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage
Revenue Limit - State Aid	1,722	21.3%	2,676	36.8%	2,631	36.3%
Revenue Limit - Local Property Taxes & Fees	3,131	38.8%	2,115	29.1%	2,212	30.5%
Federal Revenues	372	4.6%	677	9.3%	653	9.0%
Other State Revenues	1,232	15.3%	1,457	20.0%	1,360	18.8%
Other Local Revenues	1,609	20.0%	351	4.8%	395	5.4%
Total, Revenues	8,066	100%	7,276	100%	7,251	100%

Note: These numbers reflect the General Fund revenues for the school district (account codes 8010-8799). The charts below show the district amounts and percentages, the averages for the same type of district, and statewide averages for all districts.

The revenues per ADA figure may include money that is passed through to a specific use, such as some Special Education funds. The expenditure of this money must be recorded as Other Outgo; it is therefore not part of the expenditures per ADA figure.

Note: For a short explanation of how school districts are funded, see A Guide to California's School Finance System.

Source: California Department of Education, School Fiscal Services Division - J200/SACS Reports.

Financial Statement Charts: Expenditures Santa Monica-Malibu Unified, 2003-04						
	Santa Monica-Malibu Unified		Average Unified		Average Statewide	
	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage
Certificated Salaries	4,105	50.7%	3,656	51.1%	3,617	51.1%
Classified Salaries	1,386	17.1%	1,091	15.3%	1,086	15.3%
Employee Benefits	1,537	19.0%	1,352	18.9%	1,333	18.8%
Books and Supplies	274	3.4%	383	5.4%	379	5.4%
Services, Other Operating Expenses	797	9.8%	673	9.4%	661	9.3%
Subtotal, Expenditures	8,098	100%	7,155	100%	7,077	100%

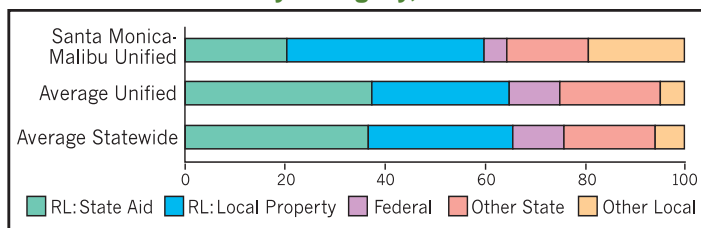
Note: These numbers reflect the costs of operating the school district (account codes 1000-5999). Not included are capital outlay (6000-6599), other outgo (7100-7299), and direct support/indirect costs (7300-7399). The charts below show the district amounts and percentages, the averages for the same type of district, and statewide averages for all districts.

Source: California Department of Education, School Fiscal Services Division - J200/SACS Reports.

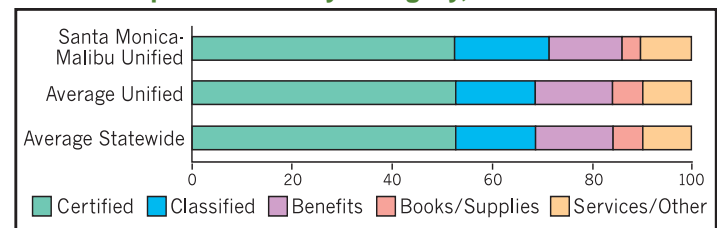
More detailed information regarding school finances is available at <http://www.ed-data.k12.ca.us/welcome.asp>.

*There are three kinds of districts in California: Elementary, High School and Unified.

Percent Revenues - by Category, 2003-04



Percent Expenditures - by Category, 2003-04



Expenditures (Fiscal Year 2003-04)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average.

Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/>.

District	District	State Average for Districts in Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$96,756,133	\$7,665	\$6,882	\$6,822

Expenditures Per Pupil (Fiscal Year 2003-04)

This information is intended to provide a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

School Site Expenditures per Pupil				Percent Difference Between School Site and	
Total	From Restricted Sources	From Unrestricted Sources	District Expenditures per Pupil from Unrestricted Sources	State Expenditures per Pupil from Unrestricted Sources	District Expenditures per Pupil from Unrestricted Sources

The requirement for this data was not established until September 2005 and the District did provide for its collection for the 2003-04 school year. However, data for the current year will be presented in the report cards next year.

Data reported are to include actual salaries of personnel assigned to the school site. The CDE will begin calculating state expenditures per pupil from unrestricted sources, using 2004-05 data, for report cards published in the 2006-07 school year.

