



Roosevelt Elementary School

BELLINGHAM PUBLIC SCHOOLS

Welcome to Roosevelt Elementary School.

At Roosevelt, we provide a safe, caring, and challenging learning environment for all of our students. We are in the process of becoming an arts-infusion school, and we are significantly increasing integrated arts opportunities for our students.

Vision

At Roosevelt, we emphasize creativity and critical thinking, with opportunities to share student work publicly. Students will become arts literate, able to self-reflect and critique the arts. Students will develop self and global awareness by exploring local and world cultures through the arts. Building community, making learning meaningful, teaching critical thinking, and teaching basic academic skills are our primary goals.



Title 1

Roosevelt has a schoolwide Title I program that receives financial support from the federal government, which provides reading teachers, professional development, parent programs and materials to improve our reading programs. This helps ensure that all students have the essential literacy skills for future success. Parents or guardians are encouraged to help in the development and assessment of this program.

At Roosevelt, we are very proud of our teachers who are prepared to give your child a high-quality education. As a Title I school, we must meet federal rules related to teacher qualifications as defined by No Child Left Behind (NCLB). These rules allow you to learn more about your child's teachers' or paraeducators' training and credentials. All staff at our school are "highly qualified" as defined by NCLB and we are happy to provide this information to you. At any time, you may ask whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching; whether the teacher received an emergency or

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Principal's Message

STEVE MORSE



I am very excited for the new school year to begin and look forward to getting to know you and your child. I want to thank you for supporting our arts-infusion learning model

at Roosevelt, which allows us to celebrate and focus on the whole child.

In this report, you'll find information about our programs, successes and opportunities for improvement in the new school year. Our preliminary state test scores show our students made adequate yearly progress in 13 of the 17 required areas. We made gains in 4th and 5th grade reading. We reduced the number of students not making standard in reading by 7% and by 11% for low income students. Our staff will be working hard this fall to address the 4 of 17 areas in which we did not meet the federal targets. We will also be designing programs that focus on how we can improve learning for all of our students. We are committed to helping every child meet the high academic standards that will give children options for a bright future.

Core Beliefs

All students can learn.

Students learn better when they are able to develop caring relationships with the adults and other students at school.

Students should be meaningfully engaged in their education.

A safe learning environment that encourages risk-taking leads to higher achievement.

Children can create and discover knowledge through participating in the arts.

Students will rise to the expectations that we hold for them.

Critical thinking and problem solving are essential skills for future success.



DEMOGRAPHICS

	Roosevelt Oct. 2010	Bellingham School District Oct. 2010
Student characteristics		
Total Enrollment	411	10,706
Class Size Average		
Grades K-3	21.4	22.5
Grades 4-5	26.2	25.3
American Indian/ Alaskan Native	1%	1%
Asian/ Pacific Islander	5%	3%
Black	5%	6%
Hispanic	22%	14%
White	67%	76%
English Language Learners (ELL)	58	600
Title I Reading/LAP/KIDS	178	642
Special Education	52	1,380
2010-11 school year		
Unexcused absences	0%	
Discipline*		
Suspensions	37	
Expulsions	3	
Free and Reduced Meals (May 2011)	62%	40%

*This data represents the required incidents reported to the state in specific behavioral categories.

Student-to-computer ratio: 4 to 1

Expenditure per pupil

In 2009-10, the per student expenditure rate was approximately \$9,310. About 72.3% of the district budget was spent on teaching and teaching support, well above the state average of 69%. Funding sources: 64.3% from state based on enrollment; 21% from local taxes supported by the maintenance and operations levy; 10.4% from federal; and 4.3% from other sources such as donations and investment earnings.

2009-10 is the latest year data is available

2010-11

Highlights of Progress

Learn

- Piloted the Leveled Literacy Intervention Program to help students with reading skills.
- Continued the use of Visual Thinking Maps in all of our classrooms to help students organize their thinking across all curricular areas.
- Continued the implementation of the balanced math program.

Personalize

- Launched READ 180 and Math Whizz to support students at all levels in reading and math.
- Continued the use of monthly Accelerated Achievement Conferences to personalize the support provided to all students in reading.
- Received a grant from the Washington Reading

Corps again to provide three reading tutors for individualized instruction for the 2010-11 school year.

Engage

- Developed a partnership with Arts Impact and Allied Arts to provide 30 hours of professional development in creating an arts-infused curriculum and 10 hours of mentoring with a local artist to each of our teachers.
- Partnered with Big Brothers/Big Sisters School Buddies program to provide more than 20 community mentors for our students.
- Trained more than 40 parents and community members to individually tutor Roosevelt students using the "Back on Track" reading program.



Roosevelt Programs

- Roosevelt Choirs
- School Musical
- Chess Club
- Big Brothers Big Sisters School Buddies
- 5K Fun Run
- Family Barbeque
- Math Olympiad
- Reflections Art Program
- Back-on-Track Reading Volunteers
- Extended Day Programs
- National Geography Bee
- Science Fair
- Family Math Night
- Spanish Club
- After-school Arts Enrichment

ROOSEVELT'S PRELIMINARY MSP DATA

Percentage meeting or exceeding standards

	Grade 3			Grade 4			Grade 5		
	School 2011	District 2011	State 2011	School 2011	District 2011	State 2011	School 2011	District 2011	State 2011
Reading	63%	78%	*	64%	74%	*	68%	74%	*
Writing	—	—	—	44%	66%	*	—	—	—
Math	50%	64%	*	39%	63%	*	46%	67%	*
Science	—	—	—	—	—	—	*	*	*

Washington uses the Measurements of Student Progress (MSP), given to students in grades 3-8, to measure how students in the district and state are progressing in meeting state academic standards. *Not available at time of printing.

Roosevelt's Plan to Improve Learning, 2011-12

- Continue year three of the arts-infusion program.
- Work to significantly increase opportunities for students to utilize thinking maps and the arts to develop the capacities of empathy, tolerance, collaboration, critical thinking and problem solving.
- Focus on the balanced math program to ensure that Roosevelt students receive a rigorous and balanced curriculum in mathematics.
- Learn to effectively utilize the new literacy curriculum adopted by the Bellingham School District.
- Continue to utilize Accelerated Achievement Conferences to regularly assess students not at standard in literacy and utilize Roosevelt teachers and Washington Reading Corps tutors to plan next instructional steps for these students.
- Work in professional learning communities to plan instruction to help all students reach proficiency in reading and math.
- Further develop an extended day program to help students make standard in every subject.

Adequate Yearly Progress (AYP)

Dear Family,
As part of the "No Child Left Behind" (NCLB) legislation of 2001, schools and school districts are considered to be making "Adequate Yearly Progress" (AYP) if they meet targets in various categories, including those listed here. Academic progress in reading and math must be measured for: All Students, American Indian, Asian, Black, Hispanic, White, Special Education, Limited English, and Low Income. Missing the target in any one category causes a school or district not to make "Adequate Yearly Progress" overall. **Roosevelt made AYP in 13 of its 17 required categories.** Our school did not make AYP in reading for the categories of All and Hispanic, and in math for Hispanic and Low Income.

This impacts us because we receive federal Title I funding. Therefore, NCLB requires that we notify you of your choice to transfer your child to a designated elementary school within our district that has not been identified for School Improvement. AYP transfer forms are available at our school and the district office and must be returned no later than noon Sept. 9, 2011. Transportation will only be provided to the other elementary school for as long as Roosevelt remains in AYP improvement status.

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District elementary schools made AYP in 23 of its 29 required categories. Overall, they did not make AYP in elementary reading for all, white, special education, and low income students. They did not make AYP in elementary math for limited English and special education students. This is also the fifth consecutive year that the district overall did not make AYP, which means it is in Step 2 of District Improvement. Sanctions for not making "Adequate Yearly Progress" only affect schools and districts receiving federal Title I funding. For more information about "No Child Left Behind," visit <http://www.k12.wa.us/ESEA/>

ADEQUATE YEARLY PROGRESS STATUS

AYP Indicators	Roosevelt 2010-11	Elementary Schools in District 2010-11
Sufficient percentage of elementary students who met state testing standard	In Reading NO <i>*(Hispanic, All)</i> In Math NO <i>*(Hispanic, Low Income)</i>	In Reading NO* <i>(All, White, Special Education, Low Income)</i> In Math NO* <i>*(Limited English, Special Education)</i>
At least 95% of elementary students participated in state testing	In Reading YES In Math YES	In Reading YES In Math YES
No more than 1% of students' absences were unexcused	YES	YES
Met AYP	Overall NO	Overall NO



PERFORMANCE REPORT

The annual School Performance Report, required by federal and state law, provides access to information on the educational programs in each school so families and community members can make informed decisions about the schools in their district. The Office of the Superintendent of Public Instruction (OSPI) also provides online access to more detailed data required by the federal Elementary and Secondary Education Act, known as No Child Left Behind (NCLB). District and school report cards can be viewed at <http://reportcard.ospi.k12.wa.us>. Select "Bellingham School District" or the name of the school to view further student achievement and demographic information. Printed copies of the reports are available at schools, district offices and the Bellingham Public Library.



History & Facility Update

Roosevelt was built in 1972. An additional 7,029 square feet was added in 1997, including a new gymnasium bringing the total to 50,140 square feet on 14.2 acres. Our fenced playground is surrounded by a wooded area.

Title 1 CONTINUED FROM FRONT

conditional certificate through which state qualifications were waived; and what undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration. You will be notified in writing if your child is taught or assigned to be taught for four or more consecutive weeks by a teacher who does not meet highly qualified status.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. For more information, please visit <http://www.k12.wa.us/TitleI/NCLB.aspx> or contact our school.



Receive phone, e-mail or text notifications by managing your account.

Go to <http://bellingshamschools.org.schoolmessenger>

Kèm theo đây là giấy tờ bao gồm các chi tiết quan trọng về nhà trường của con em quý vị. Xin đưa những chi tiết này cho người nào đó có thể giải thích cho quý vị hiểu càng sớm càng tốt. Cảm ơn.

Прилагаемый документ содержит важную информацию из школы ваш его ребенка. Пожалуйста, попросите перевести вам эту информацию как можно скорее. Спасибо.

Adjunto se encuentra un documento que contiene información importante de la escuela de su hijo. Por favor solicite que le traduzcan esta información tan pronto como sea posible. Muchas gracias.

ਨੱਚੀ ਕੀਤਾ ਦਸਤਾਵੇਜ਼ ਤੁਹਾਡੇ ਬੱਚੇ ਦੇ ਸਕੂਲ ਵੱਲੋਂ ਜਰੂਰੀ ਜਾਣਕਾਰੀ ਰੱਖਦਾ ਹੈ। ਕਿਰਪਾ ਕਰਕੇ ਇਸ ਸੂਚਨਾ ਦਾ ਅਨੁਵਾਦ ਜਿੰਨੀ ਜਲਦੀ ਹੋ ਸਕੇ ਕਰੋ। ਧੰਨਵਾਦ।

Roosevelt Elementary

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