

THEODORE ROOSEVELT MIDDLE SCHOOL

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Theodore Roosevelt Middle	District Name	Glendale Unified
Street	222 East Acacia Ave.	Phone Number	(818) 241-3111
City, State, Zip	Glendale, CA, 91206-2805	Web Site	www.gusd.net
Phone Number	(818) 242-6845	Superintendent	Dr. Richard Sheehan
Principal	Dr. Mary Mason, Principal	E-mail Address	dsheehan@gusd.net
E-mail Address	mmason@gusd.net	CDS Code	19645686057715

School Description and Mission Statement (School Year 2011–12)

Roosevelt Middle School, a culturally rich diverse urban community of learners, is the bridge from elementary to high school that empowers students to channel their energy and vitality to become thinking, literate, caring, responsible and creatively expressive adolescents, capable and eager to achieve their full potential as life long learners. We will achieve this through multi-dimensional learning experiences, in and out of school, in a highly personal, supportive and developmentally appropriate school climate fostering personal growth, intellectual development, cross-cultural understanding and cooperation, fully integrating all school, family, and community resources.

Opportunities for Parental Involvement (School Year 2011–12)

Parents can join our School Site Council (SSC), English Language Advisory Committee (ELAC), Monthly Coffee with the Principal meetings, and NASA Explorer School Council. Parents and community members are encouraged to volunteer time at Roosevelt working with students or helping teachers. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences throughout the year. Parent University classes are held in the evening once per month.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	347
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	
Grade 3		Grade 10	
Grade 4		Grade 11	
Grade 5		Grade 12	
Grade 6	141	Ungraded Secondary	
Grade 7	353	Total Enrollment	841

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	1.1%
American Indian or Alaska Native	0.0%
Asian	0.7%
Filipino	10.9%
Hispanic or Latino	51.7%
Native Hawaiian or Pacific Islander	0.0%
White	35.4%
Two or More Races	0.1%
Socioeconomically Disadvantaged	85.0%
English Learners	53.4%
Students with Disabilities	13.7%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	41	19	3	2	20.6	22	16	2	22.6	19	18	0
Mathematics	76	8	6	1	19.9	29	4	5	23.0	14	16	1
Science	80	8	3	1	24.6	7	21	1	28.0	1	23	0
Social Science	69	9	4	1	23.0	14	14	3	28.2	4	12	8

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2011–12)

Safety of students and staff is a primary concern of Roosevelt Middle School. Administrators, teachers, parents, and campus supervisors monitor students at breaks, lunch, and before and after school. Our security team works with students during the day and a series of security cameras monitor our campus continuously 24 hours a day. All visitors to the campus must report to the front office, sign in, and obtain a visitor's pass that must be displayed at all times.

The School Site Safety Plan is evaluated and revised each spring by members of the site Safety Committee; all revisions are shared with staff members. Key elements of the plan include procedures for disaster response and safe ingress and egress from school as well as a sexual harassment policy and dress code policy. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. We share the plan with all staff during school wide staff meetings and with parents at Coffee With the Principal meetings and at School Site Council meetings. We practice fire, earthquake, and lockdown drills three times a year and staff attends training on emergency preparedness twice a year.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	69	27	21	24	6	6
Expulsions	0	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

Roosevelt Middle School, originally constructed in 1922, is currently situated on six acres and comprised of 50 classrooms, a library, two computer labs, a gymnasium, a fitness center, an auditorium, a cafeteria, an outdoor lunch court, administrative offices, a new beautiful artificial turf field, and a playground with basketball courts. Measure K modernizations were completed in 2004 and included installation of campus-wide air conditioning, connecting all classrooms to the Internet, construction of a new science lab and nine modern science classrooms, and surfacing of the court. Additional, the administrative offices were refurbished with the main entrance moved to Acacia Avenue in order to improve student safety.

Construction was completed this year to include a new building structure of 16 classrooms, student and staff restrooms, a new sports complex to include basketball courts, an upgraded artificial turf field and a track. All blacktop was removed and replaced with imprinted colored concrete. The project was completed in August 2011 and is a beautiful addition to our campus. The exterior of the campus was completely repainted in August 2012.

Roosevelt Middle School provides a safe a clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and rest rooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

School Facility Good Repair Status (School Year 2012–13) as of: 1/25/13

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			Patch holes in the walls/work order processed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	42	42	42	1,110
Without Full Credential	2	1	0	1
Teaching Outside Subject Area of Competence (with full credential)	N/A	1	3	44

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see 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 Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	99.45%	0.55%
High-Poverty Schools in District	99.77%	0.23%
Low-Poverty Schools in District	98.69%	1.31%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	420
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)	1	
Library Media Services Staff (paraprofessional)		
Psychologist	1	
Social Worker		
Nurse	1	
Speech/Language/Hearing Specialist	2	
Resource Specialist (non-teaching)	1	
Other	0	

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	McDougal Littell – The Language of Literature 6, 7, 8/2003 McDougal Littell – Bridges to Literature 6, 7, 8/2003 McDougal Littell – Language Network 6, 7, 8/2003	Yes	0%
Mathematics	McDougal Littell – Math, Course 1/2008 McDougal Littell – Math, Course 2/2008 McDougal Littell – Algebra 1: Concepts and Skills/2008 McDougal Littell – Algebra: Structure & Method/2008	Yes	0%

	McDougal Littell – Geometry/2008		
Science	Prentice Hall – Focus on Earth Science/2007 Prentice Hall – Focus on Life Science/2007 Prentice Hall – Focus on Physical Science/2007	Yes	0%
History-Social Science	McDougal Littell – Ancient Civilization/2006 McDougal Littell – Medieval & Early Modern Times/2006 McDougal Littell – Creating American: His of US: Beg- WWI/2006	Yes	0%
Foreign Language	McDougal Littell – En Espanol/2005	Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,352	\$2,023	\$5,329	\$76,102
District			\$4,101	\$70,145
Percent Difference – School Site and District			30%	8%
State			\$5,455	\$68,835
Percent Difference – School Site and State			-2%	11%

Note: Cells shaded in black do not require data.

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

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

A combination of state and federal funding is used to cover all aspects of our instructional program. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,451	\$41,455
Mid-Range Teacher Salary	\$65,170	\$66,043
Highest Teacher Salary	\$88,157	\$85,397
Average Principal Salary (Elementary)	\$106,154	\$106,714
Average Principal Salary (Middle)	\$118,692	\$111,101
Average Principal Salary (High)	\$128,189	\$121,754
Superintendent Salary	\$259,000	\$223,357
Percent of Budget for Teacher Salaries	41.00%	39.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	54%	56%	57%	66%	68%	71%	52%	54%	56%
Mathematics	57%	53%	56%	63%	64%	67%	48%	50%	51%
Science	61%	73%	66%	68%	72%	73%	54%	57%	60%
History-Social Science	50%	48%	51%	60%	63%	61%	44%	48%	49%

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	71%	67%	73%	61%
All Students at the School	57%	56%	66%	51%
Male	53%	57%	71%	52%
Female	62%	56%	61%	49%
Black or African American	55%	64%	0%	0%
American Indian or Alaska Native				
Asian	0%	0%	0%	0%
Filipino	75%	74%	76%	67%
Hispanic or Latino	51%	48%	57%	38%
Native Hawaiian or Pacific Islander				
White	61%	63%	71%	61%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	55%	54%	63%	47%
English Learners	21%	26%	34%	21%
Students with Disabilities	39%	28%	43%	13%
Students Receiving Migrant Education Services				

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

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	24.40%	25.90%	20.10%
9	0.00%	0.00%	0.00%

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	5	6	6
Similar Schools	9	10	10

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	34	8	-2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	40	15	-4

Native Hawaiian or Pacific Islander			
White	29	-4	18
Two or More Races			
Socioeconomically Disadvantaged	33	7	0
English Learners	-25	-4	-21
Students with Disabilities	93	55	17

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	812	792	19,456	858	4,664,264	788
Black or African American	8		238	836	313,201	710
American Indian or Alaska Native	0		41	840	31,606	742
Asian	6		2,376	946	404,670	905
Filipino	90	880	1,308	895	124,824	869
Hispanic or Latino	419	746	4,395	790	2,425,230	740
Native Hawaiian or Pacific Islander	0		21	888	26,563	775
White	288	825	10,834	862	1,221,860	853
Two or More Races	1		204	921	88,428	849
Socioeconomically Disadvantaged	695	776	9,348	808	2,779,680	737
English Learners	431	697	7,710	783	1,530,297	716
Students with Disabilities	115	588	1,684	658	530,935	607

Adequate Yearly Progress

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2011-2012
Year in Program Improvement	Year 4	Year 2
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		37.5%

Note: Cells shaded in black do not require data.

XI. Instructional Planning and Scheduling

Professional Development

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

3 school days are dedicated for staff development.