Robert C. Cooley Middle School

2010-2011 School Accountability Report Card

School Description and Mission Statement

Robert C. Cooley Middle School opened its doors in the 2000- 2001 school year with 300 students and now houses 1,177 students in grades six, seven, and eight!

Our school was named for Bob Cooley, a long time educator in the Roseville City School District. Our students are the Cooley Cobras, and our colors are green and gold! Robert C. Cooley Middle School offers a comprehensive middle school curriculum that includes advanced courses, E period for intervention and acceleration, programs to support English Language Learners, and support for students in special education. In addition to the academic classes of English-Language Arts, Mathematics, History/Social Studies, and Science, our students choose from a variety of elective courses and physical education class each day.

Cooley Middle School is a member of the Foothills Interscholastic Athletic League, and offers competitive and no cut sports throughout the school year. Our staff is comprised of dedicated teachers and staff members who believe in middle school students and love sharing knowledge with them in order to prepare students for high school and beyond! Cooley Pride can be seen in every aspect of our classrooms and campus and is a cornerstone of our students' success. Cooley Middle School enjoys a strong partnership with the city and with the business community, and we are grateful for this support and the support of our district office and school board. We welcome parent, grandparent, and guardian involvement at our school, and encourage you to become a part of our incredible Parent Teacher Club! (See CooleyPTC.com)!

Following is the Mission, Vision, Collective Commitments, and School Goals for Cooley Middle School:

MISSION

The mission of Cooley Middle School is to maximize learning for all students.

VISION

Cooley Middle School will become a collaborative community of professional learners that:

- Focuses on learning.
- Commits to continuous academic excellence and improvement for all students and staff members.
- Participates actively and engages in research, discussions, and training to increase our ability to meet the needs of all students.
- Utilizes and shares data to inform our decisions to maximize student achievement.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American	4.0%
American Indian	0.6%
Asian	8.1%
Filipino	6.9%
Hispanic or Latino	19.8%
Pacific Islander	0.8%
White	57.1%
Two or More	2.8%
None Reported	-

COLLECTIVE COMMITMENTS

- We will always focus on students first and do whatever necessary to ensure learning for ALL.
- We will operate as a professional learning community.
- We will be results oriented and data driven in our development of meaningful curriculum.
- We will be supportive, trusting, positive, and collaborative in our interactions.
- We will evaluate all initiatives for alignment with our current mission, vision, collective commitments, and goals.
- We will share accountability for communicating and fulfilling our mission and vision.
- We will celebrate successes.

SCHOOL GOALS

GOAL #1 English-Language Arts: By June 2012, we will increase the number of all students, including those in all subgroups, who meet proficiency in English-Language Arts to at least 78.4%, including the number of students who are reading at or above grade level. All students, including those in all subgroups, will increase proficiency by at least 10% more than the 2011 percentage if the 78.4% proficiency was already met in 2011.

GOAL #2 Mathematics: By June 2012, we will increase the number of students, including those in all subgroups, who meet proficiency in Mathematics to at least 79%. All students, including those in all subgroups, will increase proficiency by at least 10% more than the 2011 percentage if the 79% proficiency goal was already met in 2011.

GOAL #3 Analytical Reading:

GOAL #4 Positive Behavior: By June 2012, student achievement will be increased by increased student time in the classroom as a result of positive student behavior. The supports in place for positive behavior include PBIS (Positive Behavior Interventions and Supports), the PCOE-partnered Mattos Pilot Building Schools Where All Students Succeed, the Cooley RtI Checklist, House Meetings, Targeted Instruction E Period, the site EL Team, AVID, Campus Clubs, and the CARE program (in conjunction with PCOE). We will decrease the number of suspensions from 17 suspensions to 10 suspensions (-41%). We will decrease the number of ALC placements (Alternative Learning Class-On Site Suspensions) from 175 ALC placements to 150 ALC placements (-14%).

We are honored to be a part of our students' lives during these important middle school years, and we thank our parents for the gift of their children!

Discipline & Climate for Learning

Robert C. Cooley Middle School staff and students support the school rules: Be Safe, Be Responsible, Be Respectful. We have adopted Positive Behavioral Interventions and Supports (PBIS), a school wide proactive positive approach to behavior. All students are explicitly taught school wide expectations. All staff, students, and parents work together to ensure that the students are safe, responsible, and respectful at all times. Parents and students are informed of school rules and discipline policies through the Student Parent Handbook which is contained in each student planner and reviewed throughout the school year. The school rules of Be Safe, Be Responsible, and Be Respectful are explicitly taught through the school year. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral challenges. Extracurricular activities, clubs, and programs include: The Stand Up Now Club, Skateboard Club, Leadership ,Reptile Club, CJSF (CA Junior Scholarship Federation), Lunch with Loudon, Magic-the Gathering, Fun Fridays, Greatness Kids, Twilight Zone Club, The Nerd Herd Book Club, The Europe Club, and Jazz Band Club. We also offer a wide array of electives through which students gain support including Band, Ukulele Band, Art, Technology, Math Support, and Teacher Aides. The school's interscholastic athletic programs promote individual and team achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: Cross Country, Volleyball, Football, Basketball, Wrestling, Cheer, and Track. Cooley Middle School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during rallies, homeroom, lunchtime activities, and other recognition celebrations.

Suspensions & Expulsions

	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	50	47	17	339	381	405
Suspension Rate	5.2%	4.8%	1.6%	3.7%	4.0%	4.1%
Expulsions	5	1	1	8	7	6
Expulsion Rate	0.5%	0.1%	0.1%	0.1%	0.1%	0.1%

Enrollment By Grade

The chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level

	2008-09	2009-10	2010-11
6th	309	331	379
7th	340	313	339
8th	307	342	331

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	09	10	11	09	10	11	09	10	11	09	10	11
By Subject Area												
English	29	-	31	4	-	1	15	-	11	5	-	9
Mathematics	30	-	30	-	-	-	13	-	16	8	-	6
Science	31	-	32	-	-	-	15	-	10	6	-	11
Social Science	30	-	32	1	-	-	11	-	12	9	-	9

Professional Development

In alignment with district and school goals, training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers three professional development days annually where staff is offered professional growth opportunities that correspond to student and teacher needs as identified through data analysis.

Counseling & Support Staff

Robert C. Cooley Middle School teachers and staff are committed to supporting students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. In addition to our principal and two assistant principals, our teaching staff is divided into "Houses" to support the students in each "House." Teachers meet at least twice monthly to review student achievement data and incorporate RtI strategies to support student learning. Cooley Middle School also partners with the Roseville City Police Department and supports the counseling intern program through local universities and the RCPD. Students may work with the intern counselors with signed parent permission. Students in our Intervention courses work with peer mentors to support learning, and Cooley also partners with the Sacramento Big Brothers-Big Sisters program to support students.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Library Technician	1	1
Nurse	1	As Needed
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	3	3
SDC/ED Teacher	1	1
Speech/Language/ Hearing Assistant	1	As Needed

Teacher Assignment

Roseville City Elementary recruits and employs the most qualified credentialed teachers. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect 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.

Teacher Credential Status				
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	40	39	43	450
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Misassignments/Vacancies			
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Robert C. Cooley Middle School at 916-771-1740. We love parents, guardians, and grandparents, and encourage your support at our school to benefit our students and our school community!

NCLB Compliant Teachers	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Opportunities for Parental Involvement

The Parent Teacher Club (PTC) offers many opportunities for parent involvement, and in cooperation with our Student Leadership Program, coordinates a host of activities, sales, recognition, dances, guest speakers, and field trips. In addition, parents help with our various clubs, assist teachers in the classroom, volunteer in our office, help with field trips, help us with fund raising, support our technology and library needs, and help with Leadership activities. The School Site Council (SSC) and English Learner Advisory Council (ELAC) offer parents the opportunity to be involved in decision-making about curriculum and programs. We love having parents, grandparents, and guardians on campus and at school activities, and we welcome new ideas from our families. Please visit our school's website (rcsdk8.org, click "Schools," click "Cooley") for more information on ways to become involved at Robert C. Cooley Middle School. In addition, we invite you to visit our PTC website at CooleyPTC.com.

Instructional Materials

Roseville City Elementary held a public hearing on October 6, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in October, 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	History/Social Science	Holt, Rinehart & Winston	2006	Yes	0.0%
6th-8th	Mathematics	Holt	2009	Yes	0.0%
6th-8th	Reading/ Language Arts	Holt	2003	Yes	0.0%
6th-8th	Science	Pearson/ Prentice Hall	2007	Yes	0.0%

Additional Internet Access/Public Libraries

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

School Safety Plan

School safety is paramount for students to learn, for schools to succeed, and for parents to feel secure about their child's day. At Robert C. Cooley Middle School, we educate our students on school safety through our student handbook, Positive Behavioral Interventions and Supports (PBIS), and in homeroom announcements and in class discussion. We meet as an administrative team every Monday, and school safety is always an agenda item. Safety drills are conducted on a regular basis to prepare students and staff in the event of an emergency. Our school safety plan is reviewed by March 1 of each school year and includes a Crisis Response Plan. Safety is reviewed with staff and at School Site Council meetings. A Positive learning environment is emphasized daily, including through our daily homeroom program, PBIS which explicitly teaches the school rules of Be Safe, Be Responsible, and Be Respectful, student activities, activity clubs, and our intern counseling program. The PBIS program helps us support a safe and healthy climate and culture on campus in every area of campus and student life.

Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvement (School Year 2010-2011)

General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office.

Maintenance and Repairs

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District annually inspects wheelchair lifts, tests fire extinguishers, inspects and services all playground backboards, replaces bark on playgrounds and landscaping, and services HVAC units.

School Facility Good Repair Status

The inspection included a check of possible gas leaks, mechanical systems, interior and exterior doors and windows, interior surface areas, structural damage, electrical, playground equipment, and hazardous materials. In all areas this school passed inspection.

Overall Summary of School Facilities Good Repair Status

Overall Summary – Exemplary

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Since 2008-2009 the State has suspended the program due to State Budget Reductions. The District still maintains it's own program. For the 2010-2011 year, the district expensed $285,867 for the deferred maintenance program.

School Facility Conditions				
Date of Last Inspection: 01/11/2010				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Physical Fitness

In the spring of each year, Roseville City Elementary Schools are required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	65	67	73	69	71	72	50	52	54
Mathematics	57	56	66	69	70	72	46	48	50
Science	73	65	82	70	73	74	50	53	56
History/Social Science	64	59	74	63	64	71	41	44	48

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	72	72	74	71
School	73	66	82	74
African American/ Black	68	58	92	73
American Indian	*	*	*	*
Asian	88	85	93	90
Filipino	85	79	82	64
Hispanic or Latino	58	46	61	57
Pacific Islander	*	*	*	*
White	76	70	88	78
Males	70	64	84	75
Females	77	67	79	72
Socioeconomically Disadvantaged	59	50	66	57
English Learners	40	31	53	38
Students with Disabilities	52	37	*	26
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

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.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2011-12)	-	-
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	17.65%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten 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 similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years.

The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2008	**2009**	**2010**
Statewide	9	9	8
Similar Schools	8	8	7
Group	**08-09**	**09-10**	**10-11**
All Students at the School			
Actual API Change	11	-7	35
Hispanic or Latino			
Actual API Change	52	-12	40
White			
Actual API Change	2	-4	33
Socioeconomically Disadvantaged			
Actual API Change	21	-11	43
English Learners			
Actual API Change	-	-	54

Growth API						
	School		**District**		**State**	
	Number of Students	**Growth Score**	**Number of Students**	**Growth Score**	**Number of Students**	**Growth Score**
All Students at the School	1,012	870	7,296	872	4,683,676	778
Black or African American	37	840	230	843	317,856	696
Asian	83	943	456	937	398,869	898
Filipino	72	911	345	927	123,245	859
Hispanic or Latino	199	799	1,374	788	2,406,749	729
White	581	883	4,647	890	1,258,831	845
Two or More Races	27	843	132	860	76,766	836
Socioeconomically Disadvantaged	311	802	2,225	801	2,731,843	726
English Learners	144	799	1,078	800	1,521,844	707
Students with Disabilities	101	655	949	724	521,815	595

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		**District**	
Made AYP Overall	Yes		No	
Met AYP Criteria	**English - Language Arts**	**Mathematics**	**English - Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Teacher & Administrative Salaries as a Percentage of Total Budget

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information Teachers - Principal - Superintendent 2009-10		
	District	State
Beginning Teachers	$35,414	$41,692
Mid-Range Teachers	$69,115	$68,251
Highest Teachers	$80,472	$86,582
Elementary School Principals	$102,606	$108,334
Middle School Principals	$112,749	$111,791
High School Principals	-	$113,648
Superintendent	$174,852	$180,492
Salaries as a Percentage of Total Budget		
Teacher Salaries	48.4%	42.7%
Administrative Salaries	5.4%	5.6%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	$62,656
District	$66,012
Percentage of Variation	-5.09%
School & State	
All Elementary School Districts	$69,419
Percentage of Variation	-9.75%

District Expenditures

Roseville City Elementary spent an average of $5376.91 to educate each student (based on 2008-09 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$6,190
From Restricted Sources	$1,648
From Unrestricted Sources	$4,541
District	
From Unrestricted Sources	$4,932
Percentage of Variation between School & District	-7.92%
State	
From Unrestricted Sources	$5,455
Percentage of Variation between School & State	-16.75%

Types of Services Funded

Students at Cooley Middle School are supported by the Roseville City School District and their board of trustees. In addition, we have 50 teachers and 26 support staff which include a librarian, instructional aides, office staff, custodians, and special education, speech, nurse, and psychology services. In addition to our general school site budget, funding comes from EIA monies, lottery, and the School and Library Improvement Program (SLIP). Our Associated Student Body monies are under the direction of our ASB Advisor and students who raise and fund activities on campus for all students.

Data Sources

Data within the SARC was provided by Roseville City Elementary School District, retrieved from the 2010-11 SARC template, located on Dataquest (http://data1.cde.ca.gov/dataquest), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. 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.