ROOSEVELT SENIOR HIGH
456 S MATHEWS ST
LOS ANGELES, CA 90033

SCHOOL report card 09 10

HOW DOES YOUR SCHOOL MEASURE UP?

Find out more at http://reportcard.lausd.net

Developed in partnership with

LIVE UNITED United Way

CALIFORNIA COMMUNITY FOUNDATION

Los Angeles Unified School District

# SCHOOL report card 09 10

**Dear High School Parent or Guardian,**

The LAUSD School Report Card is a valuable tool to help parents. It contains important information about your child's school and resources to help you support your child's learning.

Developed by parents, community partners and the District, the School Report Card can help you better understand the school community. It helps you ask questions about how the school prepares your child for college and career, such as

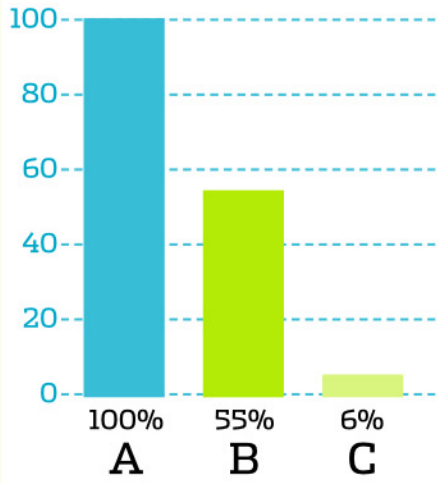
- Is my child on track to graduate on time?
- Has my child passed A-G courses required for college?
- Does my child's school have a positive learning environment?

The graduation rate in the District is improving, but it is not what we want it to be. We want all our students to graduate. Together, we can guide them along the pathway to success in school and in life.

We are here to help you and your child in every way we can. We are working to develop improved measures of your school's progress. We welcome your questions and comments about your child's school and studies.

Ramon C. Cortines
Superintendent

## LAUSD Students Graduating in Four Years




A. 9th graders enrolled in fall 2006
B. Those graduating in 2010
C. Those still working toward a diploma in 2010-11

# ROOSEVELT SENIOR HIGH

*The Academic Performance Index (API) is a score California gives each school based on student test scores. 800 is the target API score; 1000 is the maximum.*

| API Score | 2009-2010 | 607 | Change from 2008-2009 | ▲ 31 |
|---|---|---|---|---|

▶ How many students are at this school? **3,892**

# PROGRESS

## ▶ How are students moving toward high school graduation?

*To graduate, students must earn 230 course credits, complete required courses, and pass the California High School Exit Exam (CAHSEE).*

| How many students are moving from… | 2008-09 | 2009-10 | LAUSD Average |
|---|---|---|---|
| …9th to 10th grade (55 credits)? | 57% | 45% | 62% |
| …10th to 11th grade (110 credits)? | 74% | 65% | 71% |
| **How many students are…** | | | |
| …passing the CAHSEE in the 10th grade? | 56% | 57% | 64% |

## ▶ Are students meeting California standards in English language arts and math?

*Students in grades 2-11 are tested annually to assess their achievement of state content standards. California Standards Test (CST) scores fall into 1 of 5 performance levels. The state's goal is for all students to score proficient or advanced, the top 2 performance levels.*

| Students scoring at the proficient or advanced performance level in… | 2008-09 | 2009-10 | LAUSD Average |
|---|---|---|---|
| English language arts | 21% | 26% | 37% |
| Math | 4% | 5% | 17% |

## ▶ How much Academic Growth over Time did the school make on standardized tests?

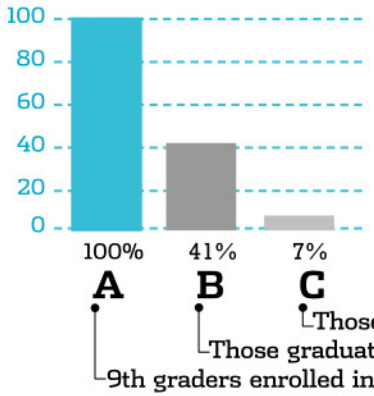
*A method known as value-added analysis helps us know how much students have progressed on standardized tests from one year to the next. Academic Growth over Time is a more accurate assessment of students' progress than what we have reported in the past because it considers students' previous test results in the analysis. This spring, LAUSD will publish Academic Growth over Time results. Look for this information for your school online at http://lausd.net. Also, learn more about this method at sae.lausd.net.*

**Data not shown when the number of students is 10 or less to protect student privacy and ensure statistical accuracy, or when data are not available.



# READINESS

## ▶ How many students are graduating in four years?




| 2008-09 | 2009-10 | LAUSD Average |
|---|---|---|
| 45% | 41% | 55% |

## ▶ How are students preparing for college and career?

*Below are three goals to help your student prepare for entrance into California's public colleges or for a chosen career. At a minimum, to be eligible for a University of California (UC) or California State University (CSU), students must pass a specific set of 15 college preparatory courses (known as A-G courses) and take college entrance exams. For a complete list of certified A-G courses in your child's school, go to www.ucop.edu/doorways.*

**1 Achieve a "C" or better in all A-G courses**
*College eligibility improves with a higher Grade Point Average (GPA).*

| | 2008-09 | 2009-10 | LAUSD Average |
|---|---|---|---|
| Graduates passing all A-G courses with a "C" or better | 24% | 22% | 25% |
| Students on track to complete A-G requirements with a "C" or better | **% | 21% | 26% |

**2 Take the ACT or SAT by 12th grade and achieve a minimal score**
*College eligibility improves with higher college entrance exam scores.*

| | | | |
|---|---|---|---|
| Students who took the SAT or ACT | 41% | 38% | 43% |
| Students achieving at least 1400 on the SAT or 19 on the ACT | 20% | 22% | 41% |

**3 Achieve a "C" or better in Advanced Placement (AP) courses**
*College eligibility improves with additional AP courses passed with a "C" or better.*

| | | | |
|---|---|---|---|
| Students taking at least one AP course | 13% | 12% | 15% |
| Enrolled and passing with a "C" or better | 73% | 79% | 86% |
| Number of unique AP subject courses offered (33 approved courses statewide) | 16 | 14 | 12 |

*Additional career metrics will be made available in future years.*

# LEARNING environment

## What is it like to be at this school?

*In 2009-10, students, staff, and a random sample of parents were surveyed about their experiences at this school. Here is what they told us...*

| | Number (percent) responding: | |
|---|---|---|
| **Students:** | | **1,830 (53%)** |
| What we are learning takes a lot of thinking. | | 77% |
| Adults at this school know my name. | | 64% |
| My school is clean. | | 59% |
| I feel safe on school grounds. | | 83% |
| **Parents:** | Number (percent) responding: | **105 (17%)** |
| I feel welcome to participate at the school. | | 93% |
| The school offers me opportunities to participate in councils, parent organizations | | 87% |
| I talk with the teacher about my child's schoolwork. | | 37% |
| My child is safe on school grounds. | | 66% |
| **Staff:** | Number (percent) responding: | **66 (17%)** |
| I get the help I need to communicate with parents. | | 72% |
| I am proud of this school. | | 80% |
| My school is clean. | | 67% |
| I feel safe on school grounds. | | 98% |

For more information on the survey results, go to http://reportcardsurvey.lausd.net.

## What is the highest level of education students PLAN to complete?

Students responding: **1,740**

| | | | | | |
|---|---|---|---|---|---|
| High school | 12% | 2-year college | 10% | Graduate school | 25% |
| Vocational school | 1% | 4-year college | 33% | Unsure of plans | 17% |

## What are other important things to know about this school?

| | 2008-09 | 2009-10 | LAUSD Average |
|---|---|---|---|
| Students suspended one or more times | 12% | 7% | 6% |
| Teachers at this school for at least 3 years | 75% | 82% | 78% |
| Staff with 96% or higher attendance* | 70% | 66% | 59% |
| Students with 96% or higher attendance* | 45% | 49% | 53% |

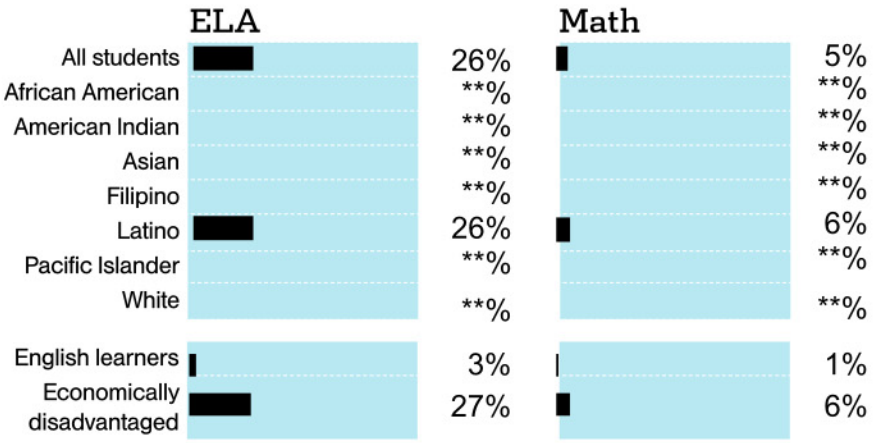
*96% attendance is equal to 7 days absent

| | | | |
|---|---|---|---|
| Academic courses taught by an NCLB highly qualified teacher | 83% | 89% | 90% |



# STUDENT groups

## What percentage of students is scoring proficient or advanced across student groups?




## How are historically under-served students performing?

*This section shows information about three major student groups (African Americans, students in special education and English learners) who have struggled to meet performance targets in English language arts (ELA) and Math.*

| African Americans scoring proficient or advanced in… | 2008-09 | 2009-10 | LAUSD Average |
|---|---|---|---|
| English language arts | **% | **% | 32% |
| Math | **% | **% | 9% |

| Students in special education scoring proficient or advanced in… | | | |
|---|---|---|---|
| English language arts | 1% | 1% | 7% |
| Math | 0% | 0% | 3% |

*English learners must achieve 3 goals to be reclassified as fluent English proficient (RFEP): **1.** Score proficient on the California English Language Development Test (CELDT) **2.** Show basic skills on the California Standards Test (CST) **3.** Be recommended by the school by passing English courses with a "C" or better.*

| *English learners…* | | | |
|---|---|---|---|
| 1 ...scoring proficient on the CELDT* | 27% | 34% | 34% |
| 2 ...scoring basic or above in ELA | 14% | 25% | 24% |
| 3 ...passing English courses with "C" or better | **% | 38% | 50% |

**Data shown when school has at least 30 students classified as EL for 5 or more years.*



BOARD DISTRICT 2
MONICA GARCIA

Local District T
213-241-5104

456 S MATHEWS ST
LOS ANGELES, CA 90033
323-780-6500

ROOSEVELT SENIOR HIGH

# LEARN more

## Who are the students at this school?

**Total number of students enrolled:** 3,892

**Percentage of students enrolled who are...**

| | | | |
|---|---|---|---|
| African American | 0% | Gifted and talented | 8% |
| American Indian | 0% | Students with disabilities | 13% |
| Asian | 0% | English learners | 31% |
| Filipino | 0% | Reclassified fluent English proficient | 48% |
| Latino | 99% | Economically disadvantaged | 88% |
| Pacific Islander | 0% | Students entering and leaving | 41% |
| White | 0% | | |

## What is Adequate Yearly Progress (AYP) and Program Improvement (PI) Status?

*A school must meet targets under No Child Left Behind (NCLB) on standardized tests and graduation rates for all students and for certain groups (economically disadvantaged students, students with disabilities, English learners, and students in different ethnic groups).*

Did this school meet AYP requirements? **No**
How many requirements did the school meet? **7**
...out of a possible **20**

*A Title I school is in **Program Improvement (PI)** status when it does not meet AYP requirements two years in a row. When this happens, an intervention plan is designed to help the school meet its requirements. Parents are notified when a school enters PI status. You may view a copy of your school's plan at your school.*

What was the school's PI status as of November 1, 2010? **Year 5**

## How are students performing in magnet centers and/or small learning communities (SLC)?

Students scoring proficient or advanced in…

| Magnet Center and/or SLC | ELA | Math |
|---|---|---|
| **ROOS-ENV &SOC POLICY** | **26%** | **2%** |
| **ROOSEVELT MTH/SC MAG** | **50%** | **16%** |



# GET involved

## What you can do as a parent...

As a parent, you play a critical role in your child's success in school. Aside from teachers and counselors, the school principal is someone every parent can talk to at the school. Many schools also have a parent center with additional resources for parents.

The principal of this school:
The school phone number: **323-780-6500**
The parent center phone number: **323-780-6500**

## Get more involved...

The LAUSD Parent Community Services Branch can help you get connected to a variety of resources designed to help you get involved.

**LAUSD Parent Community Services Branch**
**(866) 669-7272**
**www.lausd.net/parent-services**

## What you can do as a parent of an English learner...

If you have further questions regarding an English learner, or would like information on how you can get involved, contact the Language Acquisition Branch.

**Language Acquisition Branch**
**(213) 241-5582**
**www.lausd.net › offices › Language Acquisition Branch**

## What you can do as a parent of a student in special education...

If you have further questions regarding a student in special education, or would like information on how you can get involved, contact the Division of Special Education.

**Division of Special Education**
**(213) 241-6701**
**http://sped.lausd.net**

## To access data on your student's progress...

Contact your school to find out how to get access to the Integrated Student Information System (ISIS) Family Module. You may access the tool at...

**http://family.lausd.net**