

Eleanor J. Toll Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- 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 more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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., 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.

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Marc Winger
E-mail Address	mwinger@gusd.net
Web Site	www.gusd.net

School Contact Information - Most Recent Year	
School Name	Eleanor J. Toll Middle
Street	700 Glenwood Rd.
City, State, Zip	Glendale, Ca, 91202-1524
Phone Number	818-244-8414
Principal	Dr. Thomas Crowther, Principal
E-mail Address	tcrowther@gusd.net
County-District-School (CDS) Code	19645686057723

Last updated: 1/15/2016

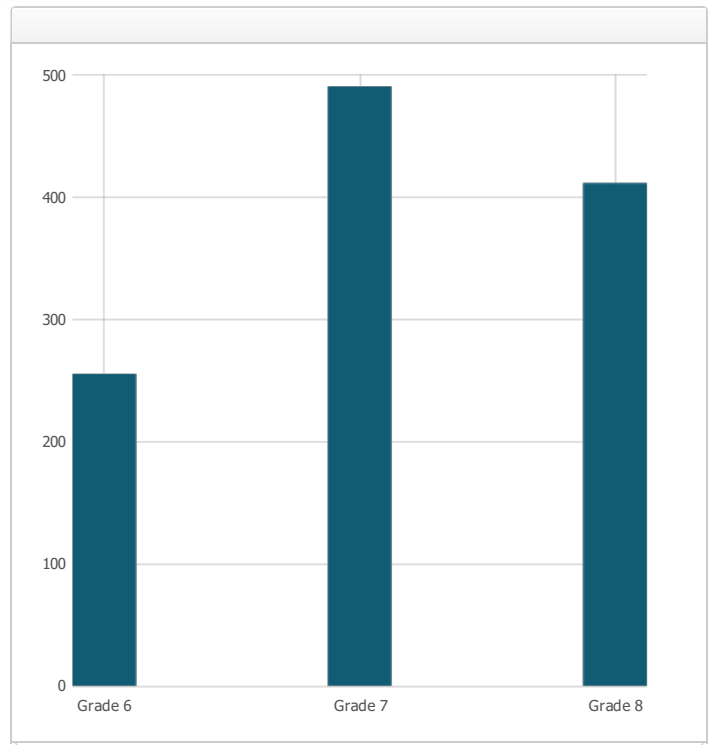
School Description and Mission Statement - Most Recent Year

Toll Middle School is a dynamic educational epicenter that challenges all students to develop their academic, personal and social potential, to respect diversity, and to become life-long learners through 21st century classrooms in partnership with a dedicated staff, involved parents, and a supportive community.

Last updated: 1/15/2016

Student Enrollment by Grade Level (School Year 2014-15)

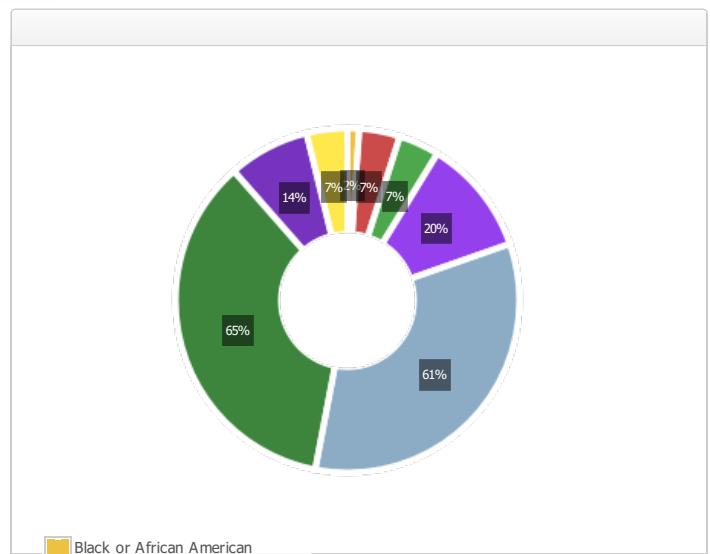
Grade Level	Number of Students
Grade 6	255
Grade 7	490
Grade 8	411
Total Enrollment	1156



Last updated: 1/15/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.1 %
American Indian or Alaska Native	0.0 %
Asian	7.6 %
Filipino	7.8 %
Hispanic or Latino	20.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	61.7 %
Two or More Races	0.7 %
Socioeconomically Disadvantaged	65.8 %
English Learners	14.9 %
Students with Disabilities	7.9 %
Foster Youth	0.0 %



Last updated: 1/15/2016

A. Conditions of Learning

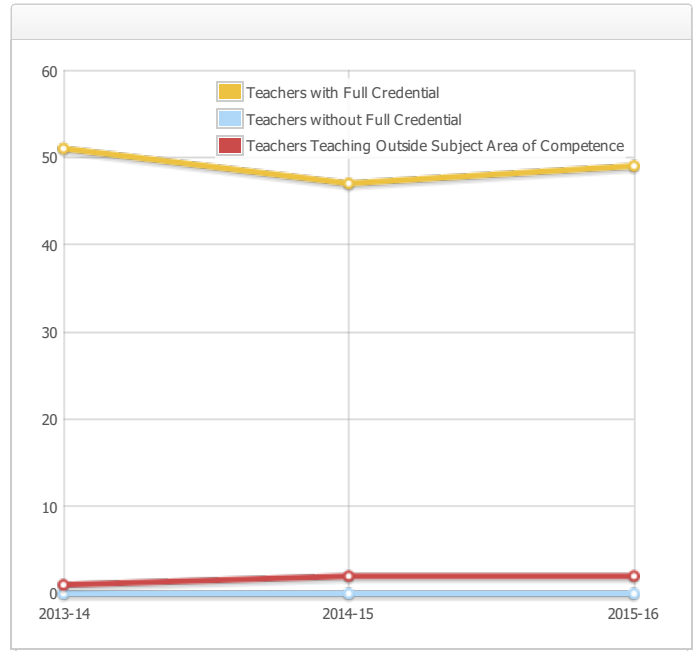
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

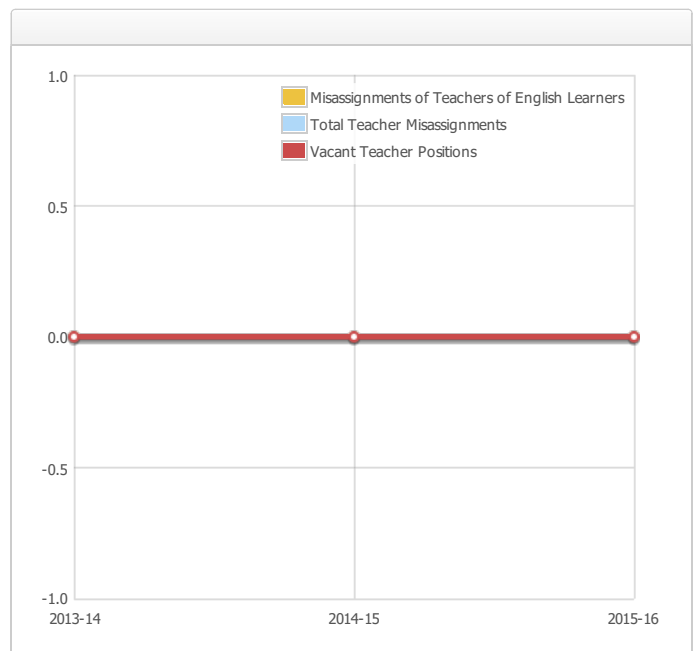
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	51	47	49	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	2	2	65



Last updated: 1/15/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	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.

Last updated: 1/15/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2015

Subject	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/2003	Yes	0.0 %
Mathematics	McDougal Littell - Math, Course 2/2008 McDougal Littell - Algebra Readiness/2008	Yes	0.0 %
Science	Prentice Hall - California Earth Science/2007 Prentice Hall - California Life Science/2007 Prentice Hall - California Physical Science/2007	Yes	0.0 %
History-Social Science	McDougal Littell - World History: Ancient Civilizations/2006 McDougal Littell - World History: Medieval & Early Modern Times/2006 McDougal Littell - Creating American: Beginnings Through WWI/2006	Yes	0.0 %
Foreign Language	McDougal Littell - En Espanol - Mas Practica/2005 McGraw Hill - Glencoe - Bon Voyage! Level 1/2005	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqmt (Grades 9-12)			0.0 %

Last updated: 1/15/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Toll Middle School, originally constructed in 1926, is currently situated on 9.31 acres and is comprised of 54 classrooms, a library, three stationary computer labs, several mobile computer lab carts, an auditorium, a cafeteria, covered lunch shelters, a multipurpose room, administrative offices, a gymnasium and athletic fields. The final phases of Measure K modernizations were completed in the fall of 2005. At that time, the school's technological capabilities, infrastructure, and handicap accessibility were all thoroughly upgraded. The school also has several landscaped areas for student and parent enjoyment. With the passage of Measure S in the spring of 2010, we anticipate further improvements and modernization of our computer network and technology related infrastructure. Additionally other classrooms and systems were upgraded in the summer of 2013.

Last updated: 1/15/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: July 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Fair	patch walls and paint, replace missing ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	one sink & one urinal not functional
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	broken door first floor - 2 windows not closing

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: July 2015

Overall Rating	Fair
----------------	------

Last updated: 1/15/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	44.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	40.0%	49.0%	33.0%

Note: Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/15/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	248	239	96.4%	15.0%	36.0%	35.0%	14.0%
Male	248	111	44.8%	20.0%	34.0%	32.0%	14.0%
Female	248	128	51.6%	11.0%	37.0%	38.0%	14.0%
Black or African American	248	4	1.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	248	25	10.1%	0.0%	32.0%	36.0%	32.0%
Filipino	248	23	9.3%	0.0%	43.0%	48.0%	9.0%
Hispanic or Latino	248	43	17.3%	33.0%	30.0%	26.0%	12.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	248	141	56.9%	14.0%	36.0%	36.0%	13.0%
Two or More Races	248	3	1.2%	--	--	--	--
Socioeconomically Disadvantaged	248	152	61.3%	18.0%	40.0%	32.0%	10.0%
English Learners	248	44	17.7%	45.0%	45.0%	7.0%	2.0%
Students with Disabilities	248	18	7.3%	67.0%	22.0%	11.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/15/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	487	468	96.1%	27.0%	31.0%	30.0%	12.0%
Male	487	236	48.5%	38.0%	27.0%	24.0%	11.0%
Female	487	232	47.6%	16.0%	35.0%	36.0%	13.0%
Black or African American	487	9	1.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	487	29	6.0%	21.0%	24.0%	31.0%	21.0%
Filipino	487	33	6.8%	15.0%	33.0%	27.0%	24.0%
Hispanic or Latino	487	96	19.7%	39.0%	27.0%	24.0%	10.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	487	297	61.0%	25.0%	33.0%	32.0%	11.0%
Two or More Races	487	4	0.8%	--	--	--	--
Socioeconomically Disadvantaged	487	308	63.2%	31.0%	35.0%	26.0%	7.0%
English Learners	487	50	10.3%	70.0%	20.0%	6.0%	2.0%
Students with Disabilities	487	30	6.2%	83.0%	13.0%	3.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/15/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	407	393	96.6%	28.0%	28.0%	33.0%	11.0%
Male	407	194	47.7%	34.0%	26.0%	31.0%	9.0%
Female	407	199	48.9%	23.0%	30.0%	35.0%	13.0%
Black or African American	407	9	2.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	407	29	7.1%	10.0%	17.0%	55.0%	17.0%
Filipino	407	28	6.9%	7.0%	39.0%	39.0%	14.0%
Hispanic or Latino	407	81	19.9%	38.0%	26.0%	33.0%	2.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	407	243	59.7%	30.0%	29.0%	29.0%	12.0%
Two or More Races	407	3	0.7%	--	--	--	--
Socioeconomically Disadvantaged	407	254	62.4%	34.0%	27.0%	32.0%	7.0%
English Learners	407	53	13.0%	68.0%	25.0%	8.0%	0.0%
Students with Disabilities	407	29	7.1%	79.0%	7.0%	10.0%	3.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/15/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	248	247	99.6%	21.0%	32.0%	27.0%	19.0%
Male	248	116	46.8%	26.0%	28.0%	23.0%	22.0%
Female	248	131	52.8%	18.0%	36.0%	30.0%	17.0%
Black or African American	248	4	1.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	248	26	10.5%	8.0%	19.0%	35.0%	38.0%
Filipino	248	23	9.3%	0.0%	43.0%	39.0%	17.0%
Hispanic or Latino	248	44	17.7%	39.0%	30.0%	20.0%	9.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	248	146	58.9%	21.0%	34.0%	25.0%	20.0%
Two or More Races	248	4	1.6%	--	--	--	--
Socioeconomically Disadvantaged	248	157	63.3%	29.0%	32.0%	26.0%	12.0%
English Learners	248	48	19.4%	44.0%	44.0%	10.0%	2.0%
Students with Disabilities	248	18	7.3%	78.0%	6.0%	6.0%	11.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/15/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	487	479	98.4%	26.0%	35.0%	24.0%	15.0%
Male	487	242	49.7%	31.0%	32.0%	21.0%	16.0%
Female	487	237	48.7%	20.0%	38.0%	27.0%	15.0%
Black or African American	487	9	1.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	487	30	6.2%	13.0%	33.0%	20.0%	33.0%
Filipino	487	33	6.8%	24.0%	27.0%	21.0%	27.0%
Hispanic or Latino	487	97	19.9%	39.0%	31.0%	22.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	487	306	62.8%	24.0%	37.0%	25.0%	14.0%
Two or More Races	487	4	0.8%	--	--	--	--
Socioeconomically Disadvantaged	487	316	64.9%	30.0%	34.0%	27.0%	9.0%
English Learners	487	58	11.9%	60.0%	29.0%	5.0%	5.0%
Students with Disabilities	487	30	6.2%	77.0%	20.0%	3.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/15/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	407	402	98.8%	30.0%	32.0%	20.0%	18.0%
Male	407	198	48.6%	32.0%	29.0%	20.0%	19.0%
Female	407	204	50.1%	28.0%	35.0%	20.0%	17.0%
Black or African American	407	9	2.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	407	29	7.1%	14.0%	17.0%	31.0%	38.0%
Filipino	407	28	6.9%	18.0%	36.0%	18.0%	29.0%
Hispanic or Latino	407	81	19.9%	42.0%	37.0%	17.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	407	252	61.9%	29.0%	32.0%	20.0%	19.0%
Two or More Races	407	3	0.7%	--	--	--	--
Socioeconomically Disadvantaged	407	260	63.9%	34.0%	34.0%	15.0%	17.0%
English Learners	407	59	14.5%	63.0%	20.0%	10.0%	7.0%
Students with Disabilities	407	29	7.1%	86.0%	3.0%	7.0%	3.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/15/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	74.0%	71.0%	70.0%	73.0%	72.0%	70.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/15/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	70.0%
All Students at the School	70.0%
Male	73.0%
Female	68.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	89.0%
Filipino	89.0%
Hispanic or Latino	63.0%
Native Hawaiian or Pacific Islander	--
White	68.0%
Two or More Races	--
Socioeconomically Disadvantaged	66.0%
English Learners	36.0%
Students with Disabilities	33.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/15/2016

State Priority: Other Pupil Outcomes

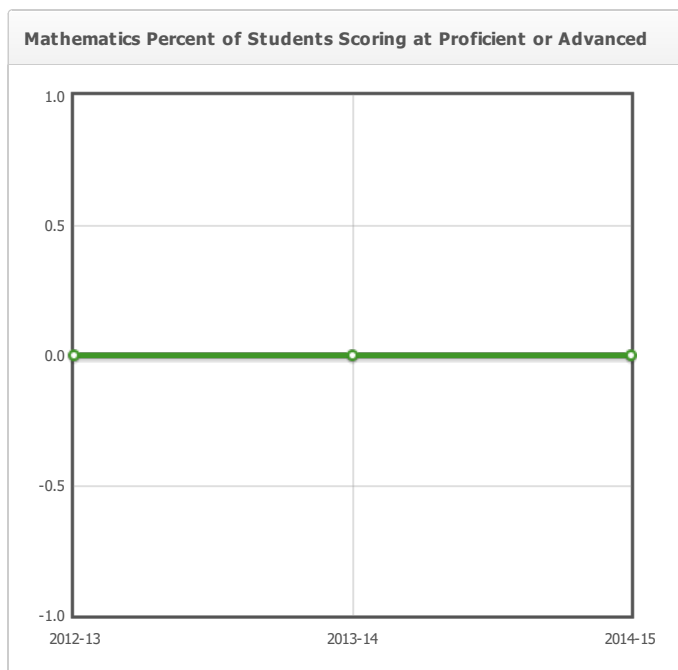
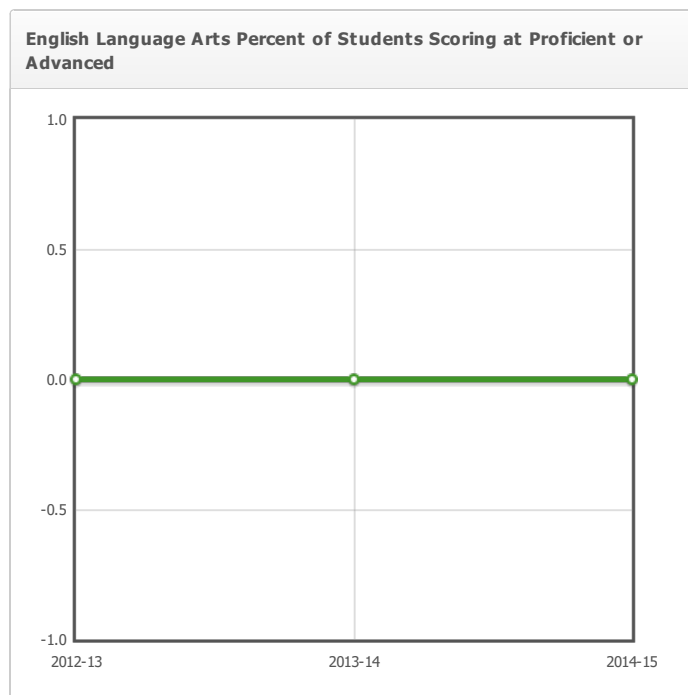
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	74.0%	55.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	81.0%	60.0%	61.0%	60.0%	62.0%	59.0%

Note: Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/15/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.6%	30.3%	27.5%

Note: Percentages are not calculated 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.

Last updated: 1/15/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

Exceptional community involvement is an integral part of Toll Middle School. Parents have a variety of opportunities to volunteer and participate in the academic and social life of their children at school. The Foundation in partnership with the PTA combine to form our Parent Association. This group raises funds and contributes to the extra curricular opportunities for all students. Parents serve on our School Site Council (SSC) and the English Language Acquisition Committee (ELAC), both decision-making bodies that oversee state and federal funds. Each interdisciplinary team, consisting of an English, science, social studies, and math teacher, has a group of dedicated parent volunteers who help students in the classroom, during field trips, and with extra-curricular activities.

State Priority: Pupil Engagement

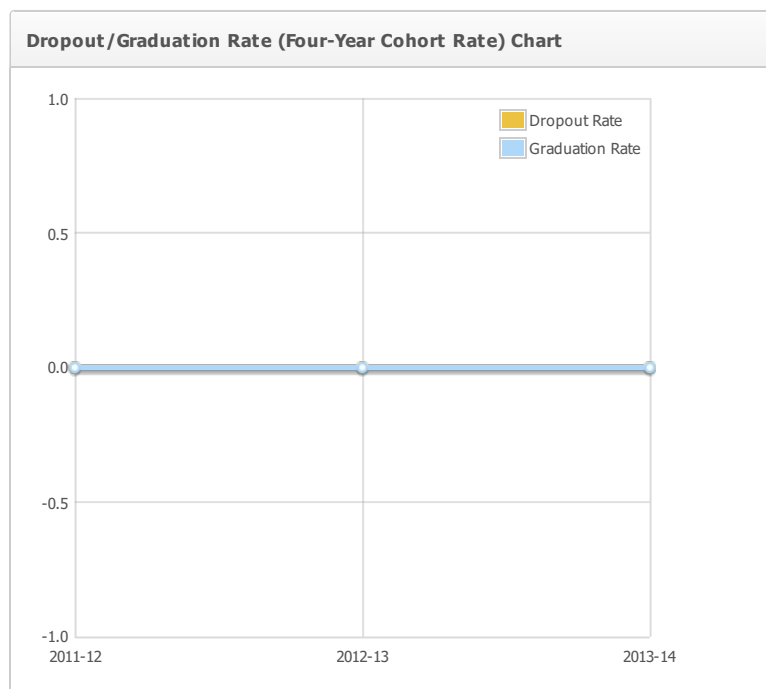
Last updated: 1/15/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	0.00	91.90	0.00	78.87	80.44	80.95



Last updated: 1/15/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	--	70	84
Black or African American	--	62	76
American Indian or Alaska Native	--	64	78
Asian	--	79	92
Filipino	--	90	96
Hispanic or Latino	--	72	81
Native Hawaiian or Pacific Islander	--	59	83
White	--	72	89
Two or More Races	--	74	82
Socioeconomically Disadvantaged	--	69	81
English Learners	--	38	50
Students with Disabilities	--	43	61
Foster Youth	--	--	--

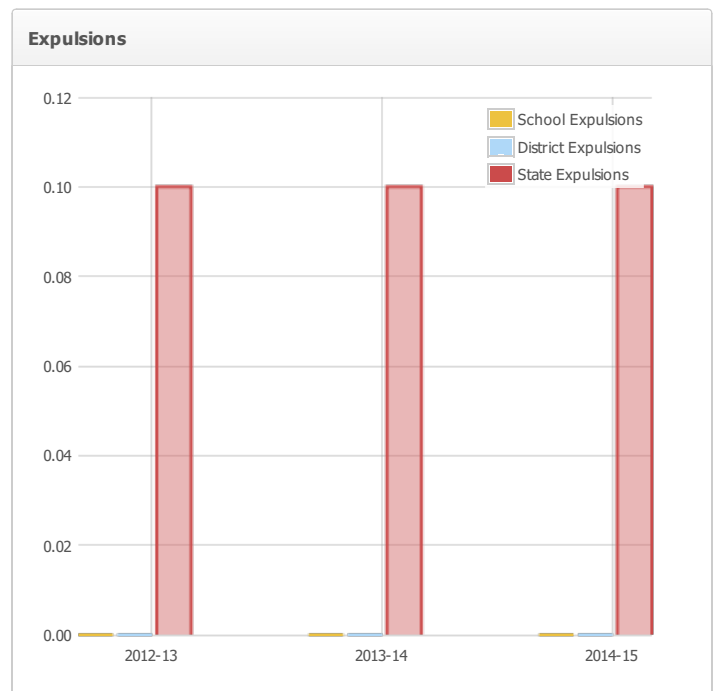
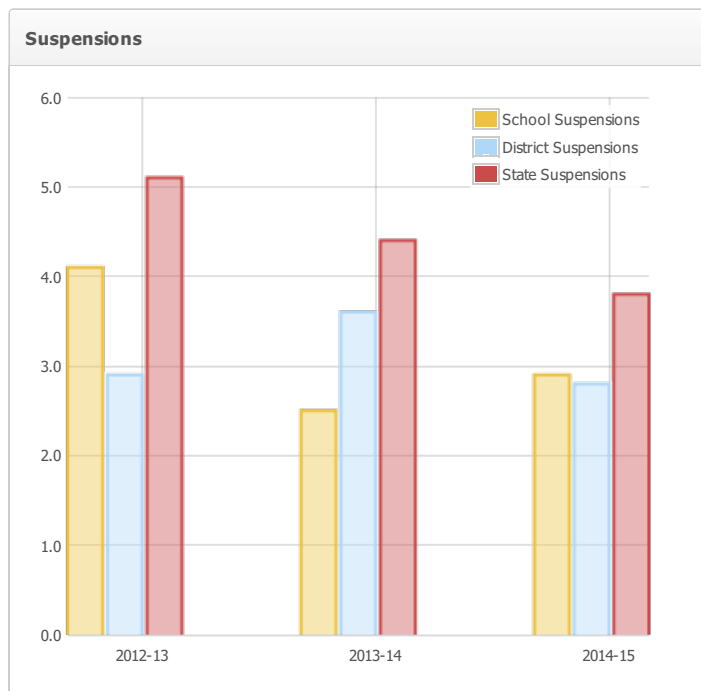
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.1	2.5	2.9	2.9	3.6	2.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/15/2016

School Safety Plan - Most Recent Year

Safety of students and staff is a primary concern of Toll Middle School. Administrators, teachers, and security personnel monitor students before school, after school, and during passing periods, breaks, and lunch. 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. If there is a question about the purpose of the visit, the attendance office contacts the administration. All areas of the school are equipped with an Internet-based video surveillance system consisting of 70 strategically placed cameras. The administration uses this system to monitor the campus at all times and to investigate incidents that occur on campus.

The School Site Safety Plan is evaluated and revised each spring by members of the School Safety Committee and the School Site Council. Key elements of the plan include procedures and policies for: child abuse reporting; notification to teachers of dangerous pupils; disaster response; safe ingress and egress from school; sexual harassment; and dress code. Toll also maintains a Disaster Preparedness plan that is reviewed after monthly emergency drills. This plan includes communication with online community partners (fire, police, and sitrict), which provides web accessible school data in case of a disaster/emergency. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, lockdown, and earthquake drills are conducted on a regular basis throughout the school year.

Toll also recognizes and celebrates the diversities of its students. All faculty are equal opportunity educators dedicated to meeting students where they are and moving them forward.

Last updated: 1/15/2016

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 1/15/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2011-2012
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	77.8%

Note: Cells with NA values do not require data.

Last updated: 1/15/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6	30.0	7	17	16	29.0	12	9	26	31.0	12	1	33
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/15/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	8	20	11	28.0	8	14	13	29.0	6	13	15
Mathematics	27.0	8	16	11	31.0	4	10	15	30.0	4	9	17
Science	29.0	4	14	14	30.0	4	13	13	32.0	2	6	20
Social Science	27.0	6	19	9	29.0	6	10	15	29.0	4	12	15

* 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.

Last updated: 1/15/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	600.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values 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.

Last updated: 1/15/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5921.0	\$855.0	\$5066.0	\$78368.0
District	N/A	N/A	\$4832.0	\$76630.0
Percent Difference – School Site and District	N/A	N/A	0.0%	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/15/2016

Types of Services Funded (Fiscal Year 2014-15)

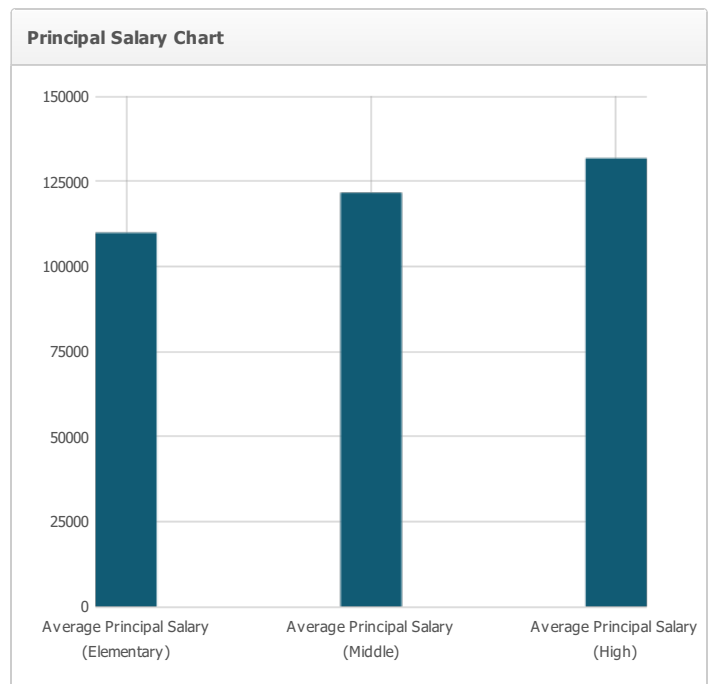
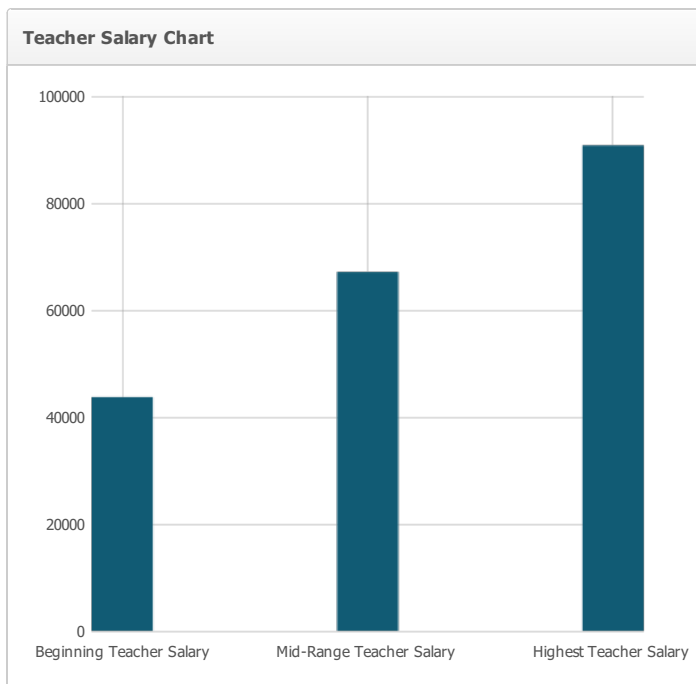
A combination of state and federal funding is used to cover all aspects of our instructional program including but not limited to specialized services for: students qualifying for our Gifted and Talented Education (GATE) program; English Language Learners (ELL) and students from socio-economically disadvantaged homes. Strong PTA and Toll School Foundation support is evident in many of our supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation.

Last updated: 1/15/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,725	\$43,165
Mid-Range Teacher Salary	\$67,125	\$68,574
Highest Teacher Salary	\$90,802	\$89,146
Average Principal Salary (Elementary)	\$109,834	\$111,129
Average Principal Salary (Middle)	\$121,635	\$116,569
Average Principal Salary (High)	\$131,723	\$127,448
Superintendent Salary	\$259,000	\$234,382
Percent of Budget for Teacher Salaries	41.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/15/2016

Professional Development – Most Recent Three Years

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal

Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

Last updated: 1/25/2016