



THEODORE ROOSEVELT MIDDLE SCHOOL

1017 S. Glendale Ave., Glendale, CA 91205-2805 • (818) 242-6845 • Seventh and Eighth Grade
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2003-2004 School Accountability Report Card

Principal's Message

As principal, I have the unique privilege of introducing you to the Annual School Accountability Report Card for Roosevelt Middle School. Whether student, parent, staff or community member, the data contained within these pages will prove useful in informing you about our school and community, including but not limited to: demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget, and facility enhancement.

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. However, we view this as not only a means of complying with state legislature, but an opportunity to publish the accomplishments we take great pride in sharing. We are at an exciting time at Roosevelt. We are currently modernizing the school. New science labs, Internet connectivity and air conditioning were completed last year. We are also very proud of the academic growth we have shown over the past two years and know that the efforts our teachers put into improving their abilities is a critical factor in our progress. We expect the new administration building to be opened next year, moving the front of the school onto Acacia Street, making it easier for parents and community members to access.

Our goal in presenting you with this information is to keep our community, and the public in general, well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the district, myself in particular, that a well-informed public is vital in continuing to advance in an ever-evolving world. Thank you for helping Roosevelt Middle School change with the times and maintain flexibility in this and future generations.

-- Anne Gibson
Principal

Community & School Profile

The city of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only eight miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors agree that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its many local attractions are motivating factors for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit causes, and city developments.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. The district serves approximately 29,433 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

The Roosevelt Middle School community is located in the heart of the city of Glendale, serving over 1,000 seventh and eighth grade students. Roosevelt teachers and staff are committed to providing a safe and productive learning experience. The educational programs at the school are tailored to meet the needs of a changing school population. Roosevelt Middle School is dedicated to ensuring the academic success of every student, and providing the most comprehensive educational experience.

Mission Statement

Theodore 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.

Student Enrollment by Ethnic Group	
2003-04	
	Percentage
African American	1.4
American Indian	0.2
Asian	3.3
Caucasian	44.7
Filipino	6.3
Hispanic	43.9
Pacific Islander	0.0
Other	0.2

Discipline & Climate for Learning

Students at Theodore Roosevelt Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Theodore Roosevelt Middle School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks.

	Suspensions & Expulsions					
	Roosevelt Middle			GUSD		
	2001	2002	2003	2001	2002	2003
Suspension (#)	331	595	457	3425	5489	4903
Suspension (%)	33.37%	56.24%	44.03%	11.59%	18.45%	16.66%
Expulsion (#)	3	3	5	40	46	65
Expulsion (%)	0.30%	0.28%	0.48%	0.14%	0.15%	0.22%

Building a positive self-image, as well as respect for others, is important to a student's success. The District supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such as abusing alcohol and dangerous drugs. The district participates in the Glendale Character and Ethics Project, a character education program that provides a strong link between the schools and the community. The project highlights one "guiding word" per month, including respect, honesty, self-discipline, citizenship, and responsibility. Glendale Character and Ethics teaches children to consider the consequences of their actions, encouraging them to choose behaviors that benefit themselves and others. Additionally, Roosevelt students participate in a series of lessons called "Project Peace," which helps students develop and practice problem solving techniques through acceptance and conflict resolution without physical aggression.

Theodore Roosevelt Middle School has had the fortune of partnering with the city of Glendale through the Police Activities League (PAL), where students participate in competitive sports, equestrian, drill team, boxing, and receiving academic support.

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include:

- Builders Club
- Drill Team
- Marching Band
- Drama Club
- Journalism
- Music Club
- Food Club
- Spelling Bee
- After-School Sports Program
- California Junior Scholarship Federation (CJSF)
- Advanced Via Individual Determination (AVID)
- Lunch Time Spirit Activities

- Lunch Sports/Games Program

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Academic Achievement Award
- Perfect Attendance
- Student of the Month
- Distinguished Writer's Award
- Academic & Citizenship Recognition Program
- After-School Awards
- California Junior Scholarship Federation Award
- Awards Night
- Academic Excellence
- Bonus Tickets
- Presidential Physical Fitness Awards
- Presidential Academic Awards
- Assemblyman D. Frommer Award for Academic Excellence

Academic Support

Theodore Roosevelt Middle School offers assistance and specialized instruction to students with special needs. Teachers receive assistance in developing research-based intervention strategies for at-risk students so that all students have the opportunity to meet rigorous standards. The Roosevelt Read 180 program offers extended day classes to at-risk students. Also available is a two-hour extended day math program. After school tutoring is offered to enhance students' understanding and mastery of core subject matter. The school supports English Language Learners with appropriate evaluation and sheltered instruction based upon English acquisition levels.

Roosevelt also participates in the state's "Gaining Early Awareness and Readiness for Undergraduate Programs," (GEAR UP), a program grant to enable more students to be prepared academically and financially to enter and succeed in college. The program brings together a unique community of support from across the educational spectrum, including local schools, community organizations, businesses, and universities. Roosevelt Middle School provides activities and services such as College Awareness Week, Career Guidance, and workshops for getting organized, academic tutorials and provides speakers promoting higher education for all students, especially those from communities and backgrounds with historically low college-going rates. In addition, Roosevelt Middle School is an "Advancement Via Individual Determination" (AVID), demonstration site offering a preparatory program for ethnically diverse, low-income, and first generation college students.

School Attendance

Regular attendance at Theodore Roosevelt Middle School is a necessary part of the learning process and is critical to academic success. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school. During the 2003-2004 school year, the actual attendance rate for all grade levels for Roosevelt was 96.71%.

Class Size

Theodore Roosevelt Middle School maintained a schoolwide average class size of 28 students and a pupil-to-teacher ratio of 22:1 for the 2003-2004 school year. The pupil-to-teacher ratio varies by grade level and subject area.

Teaching Load Distribution												
	Classrooms containing:											
	Average Class Size			1-22 Students			22-32 Students			33+ Students		
	02	03	04	02	03	04	02	03	04	02	03	04
English	23	21	23	33	48	28	24	30	27	8	4	3
Math	27	24	26	4	17	15	32	34	21	3	3	11
Science	28	26	28	3	8	8	19	19	10	10	7	15
Social Science	29	28	29	2	4	6	17	24	16	9	9	13

School Facilities

Theodore Roosevelt Middle School provides a safe, clean environment for students, staff, and volunteers. The campus includes 50 classrooms, a gymnasium, a fitness center, an auditorium, two computer labs, a cafeteria and outdoor lunch court, a library, grassy fields and blacktop playground. Original school buildings opened in 1922 and have been refurbished several times since then. The school site covers six acres, and the buildings encompass more than 100,000 square feet.

Measure K funds, retroactively completed installing air conditioning in all rooms, connecting all classrooms to the Internet, construction of a new science lab, nine modern science classrooms, and an additional court surface was created. Additionally, the newly built administrative office will have the main entrance on Acacia Avenue with the goal of improving student safety.

These improvements are in addition to ongoing maintenance and improvements that are part of the district's scheduled maintenance program. The maintenance schedule ensures that all classroom and facilities are well maintained and provide a suitable learning environment. Split into day and evening shifts, a team of six custodians (including a lead custodian) ensures classrooms, restrooms, and campus grounds are kept clean and safe. At the time this report was published in April 2005, 100% of restrooms were in good working order.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1). This includes 1) Gas Leaks; 2) Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3) Electrical Power Failure; 4) Major sewer line stoppage; 5) Major pest or vermin infestation; 6) Broken windows or exterior doors/gates that will not lock or pose a security threat; 7) Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff; and 8) Structural damage creating a hazardous or uninhabitable condition. At the time of this publication, the school has not experienced any emergency facility needs.

Cleaning Process and Schedule

Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

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 that emergency repairs are given the highest priority.

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 repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems.

Instructional Time (includes Minimum days)

During the 2003-2004 school year, all instructional times offered at Roosevelt exceeded state requirements. Some students in grades seventh and eighth receive instruction in applied technology, drama, arts, woodshop, music, and food in addition to the core subjects.

For the 2003-2004 school year, Theodore Roosevelt Middle School offered 180 days of instruction comprised of 166 regular days and 14 minimum days. Minimum days are used for Back to School Night, Open House, the last day of school, and state testing. Each Tuesday is a "Banking Day" when students to arrive one hour later in the morning. Each month "Banking Days" allow teachers additional time to meet once by department, once by academic team and once for staff development. The fourth banking day can be used for ad hoc meeting or classroom planning.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
7th	54,000	60,950
8th	54,000	60,950

Instructional Materials

All textbooks and instructional materials used within the Glendale Unified School District are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The district follows the State Board of Education's eight-year adoption cycle for core

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
7th	History/Social Studies	Houghton Mifflin/Social Studies	2000
7th	Mathematics	Glencoe/McGraw Hill/Mathematic Applications and Co	1997
7th	Science	Holt, Rinehart & Winston/Life	2000
7th-8th	Language	McDougal, Littell/Language of Literature	2001
8th	History/Social Studies	Prentice Hall/American Nation	2000
8th	Science	Holt, Rinehart & Winston/Physical Science	2001

content materials. The district held a Public Hearing on January 11, 2005, and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English language learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments.

Library & Computer Resources

The school's library is stocked with thousands of books that are available for students to check out. The school's library contains a large collection of video and audiotapes for classroom use that tie into curricular areas of study. A part-time library technician staffs the library, which is available to students after-school as well as during scheduled visits with their classes. Computer resources within the library are connected to the Internet so students are able to access resources and information on-line.

Computer Resources			
	2001-02	2002-03	2003-04
Computers	191	166	214
Students per computer	5.3	6.4	4.9
Classrooms connected to Internet	3	37	46

Computer skills and concepts are integrated throughout standard curriculum. Completion of classroom renovations has allowed Internet access in all classrooms. Students receive computer-assisted instruction on a regular schedule. The school's two computer labs offer students a wide variety of ways to develop technology skills as well as academics. Reading 180 is a computer-based program designed to assist at-risk students in building their literacy skills. The applied technology labs offer students the opportunity to experience technology in a variety of vocational settings.

Curriculum Development

Throughout Glendale Unified School District, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. District and school representatives conduct a formal review of each school's program by looking at how well students perform on district benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

When districtwide curriculum changes are planned, committees form with district and school representatives to oversee planning and implementation. These steering committees establish the long-range plan and objectives and create a timeline for implementation. Each committee reviews curriculum content to verify that new programs are consistent with Board policy. Curriculum committees make certain that curriculum is well-articulated among grade levels, with content specialists identifying and correcting gaps to ensure continuity. The committees recommend textbooks for adoption and develop the districtwide curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. At grade level and faculty meetings, and meetings of the school's Leadership Team and School Site Council, members of the school community continually evaluate the school's success in meeting curricular objectives.

Local Measures

Various measures of student achievement are used as an ongoing part of the quality instructional program at Roosevelt Middle School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of the instructional program. In addition to school- and district-developed assessments, the state and federal government have set standards for student achievement. The school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria. In addition to the academic measurements required by the State of California, the school and the district administer other assessments to determine the progress of each student. Students in grades seven and eight are evaluated based on the results of their writing, and end of course exams each semester in English, Math and Science and their report card grades in English and Math. Annually, the district evaluates the results of these assessments, and state testing, to determine whether each student is meeting the district's grade level standards.

CAT/6

The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math. CAT/6 results are available at the end of this report.

California Standards Test

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. In this report card, the percentage of students achieving Advanced and Proficient levels is reported. CST results are available at the end of this report.

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on CAT/6 and California Standards Tests results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. API results are available at the end of this report.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires all students to perform at or above the proficient level on the State's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This means annually increasing the percentage of students achieving academic proficiency. AYP requires evaluating and reporting all students' academic progress, including students in subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement.

In California, AYP is determined by: California Standards Tests (CST) for grades 2-8, California High School Exit Exam (CAHSEE) for tenth grade students, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2002-03 school year, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English Language Arts and 16.0% for Mathematics on CST, a participation rate of 95% or greater on CST, and an API of 560 or one point of API growth. These standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. AYP results are available at the end of this report.

Physical Fitness

In the spring of each year, Theodore Roosevelt Middle School is required by the state to administer a physical fitness test to all students in seventh grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

Percentage of Students in Healthy Fitness Zone	
Spring 2003-04 Test Results	
7th Grade	
Roosevelt Middle	
School Overall	33.5%
School (Boys)	31.2%
School (Girls)	35.7%
Glendale Unified	
GUSD Overall	29.3%
GUSD (Boys)	26.9%
GUSD (Girls)	31.6%
California	
State Overall	29.1%
State (Boys)	27.0%
State (Girls)	31.3%

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. For the 2003-04 school year, Theodore Roosevelt Middle School had 44 fully credentialed teachers.

Teacher Credential Status			
	02	03	04
Fully Credentialed	39	41	44
Emergency Credentials	8	4	3
Interns	1	5	1
Waivers	2	1	0
Total Teachers	50	51	47
Average Years Teaching	10.6	9.3	11.2
Average Years in District	7.9	7.5	8.9
Working Outside Subject	0	0	4
Vacant Teacher Positions	-	-	0
Misassignments of Teachers	-	-	0
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.			

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal and assistant principal. These administrators have been trained and certified for competency to perform teacher evaluations. Evaluation criteria in the Glendale Unified School District Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and Maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

Substitute Teachers

The District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a bachelor's degree and have successfully passed the California Basic Educational Skills Test. Prior to a substitute's first assignment in the district, he/she attends a three-hour training session on district policies and expectations. A pool of over 300 qualified substitutes is available to Glendale's schools.

Counseling & Support Staff

It is the goal of Theodore Roosevelt Middle School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. The principal coordinates counseling and support services.

The district offers a variety of programs, training, activities, and services to provide for students' emotional, physical, and academic needs. In addition to counseling services provided by the district or through community-based organizations, the district participates in the state's Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the district office and Toll Middle School, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five district high schools will be participating in the three-year program.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Counselor	2	1.6
Gear Up Coordinator	1	1
Health Aide	1	1
Nurse	1	0.4
Psychologist	1	0.4
Special Education Teacher	4	4
Speech/Language Specialist	1	0.4

School Leadership

Leadership at Roosevelt is a responsibility shared between district administration, the principal, the assistant principals, school administration, instructional staff, students, and parents. The school's Instructional Cabinet, comprised of department chairpersons, establishes policies regarding logistical issues. The School Planning Team, comprised of teacher representatives, counselors, administrators, oversees curriculum issues.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- School Site Council
- Leadership Team
- Curriculum Study Council
- Field Trip Committee
- Dress Code Committee
- Discipline Committee
- Technology Committee
- Student Study Team
- Individual Educational Plan (IEP) Teams
- Individual Intervention Learning Plans

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Contact Information

Parents who wish to participate in Theodore Roosevelt Middle School's leadership teams, school committees, school activities, or become volunteers may contact Principal Anne Gibson or Assistant Principals Beatriz Bautista, and Mark Brown at (818) 242-6845.

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary data available for comparison was for the 2002-03 school year. For comparison purposes, the State Department of Education has provided average salary data from unified school districts having greater than 20,000 average daily attendance throughout the state.

Average Salary Information		
Teachers - Principal - Superintendent		
2002-03		
	GUSD	State Average
Beginning Teachers	\$37,236	\$36,856
Mid-Range Teachers	\$57,164	\$58,263
Highest Teachers	\$73,765	\$72,665
Average Salary	\$54,935	\$55,740
Elementary Principals	\$93,336	\$100,189
Middle School Principals	\$99,311	\$100,189
High School Principals	\$103,733	\$100,189
Shared Principal / Superintendent		
Superintendent	\$186,402	\$177,295
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.56%	41.55%
Administrative Salaries	5.55%	5.12%

Federal Awards & Interventions

As a school receiving Title I federal funding, Theodore Roosevelt Middle School is affected by the accountability program established by No Child Left Behind. Title I schools that do not achieve Adequate Yearly Progress for two consecutive years may be identified for federal Program Improvement. Roosevelt Middle School has met all AYP criteria; therefore it has not been identified for Program Improvement. More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/nclb/> and <http://www.nclb.gov>.

Federal Awards & Intervention Programs			
	2002	2003	2004
Recognition for Achievement (Title I)	NO	NO	NO
Identified for Program Improvement	NO	NO	NO
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a
Schools in the District Identified for Program Improvement			
Number of Schools	1	0	0
Percent of Schools	3%	0%	0%

NCLB-Compliant 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 2005-06 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. At the start of the 2003-04 school year, 49.2% of core academic classes at Theodore Roosevelt Middle School were taught by NCLB-compliant teachers. Glendale Unified School District had 53.2% of core academic classes at all schools taught by NCLB-compliant teachers. In the high poverty schools, 49.5% of core classes were taught by NCLB-compliant teachers and 51.6% of core classes were taught by NCLB-compliant teachers in low poverty schools throughout the district.

As more teachers completed the process to show subject area competence, these numbers increased districtwide. At the start of the 2004-05 school year, 78.1% of core academic classes at Theodore Roosevelt Middle School were taught by NCLB-compliant teachers. Glendale Unified School District had 89.1% of core academic classes at all schools taught by NCLB-compliant teachers.

Teacher Education Levels		
2003-04		
	Roosevelt Middle	GUSD
Doctorate	0.0%	1.1%
Master's Degree +30*	48.9%	49.8%
Master's Degree	0.0%	0.3%
Bachelor's Degree +30*	38.3%	41.5%
Bachelor's Degree	12.8%	10.3%
Less Than Bachelor's	0.0%	0.2%
None Reported	0.0%	0.0%

*Indicates additional hours above and beyond degree.

Individualized Instruction

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. The district's goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, Theodore Roosevelt Middle School is able to offer programs to meet the individual needs of its students.

No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. Roosevelt meets specific criteria for federal Title I schoolwide eligibility. As a schoolwide Title I school, Roosevelt uses Title I funds to increase the achievement of all students. Information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs.

English Language Learners

Theodore Roosevelt Middle School offers programs to prepare students whose primary language is not English, and who have limited English proficiency to meet the State's academic content and performance standards. Students are identified as English Learners (EL) through the California English Language Development Test (CELDT) and the Home Language Survey (HLS). Identified students are assigned to appropriately credentialed teachers and receive leveled ELD instruction according to their needs and abilities.

GATE

The District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students who have been recognized as capable of attaining high levels of achievement by their teachers and identified through state testing programs. Students in the GATE program receive differentiated instruction in their classrooms and may participate in district-sponsored GATE activities. Roosevelt provides specific courses for GATE students.

Special Education

The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems areas, placement, and program implementation. The director of special education administers the program and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is available to answer questions and provide support to the principal and teachers. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include working with a speech language specialist or enrollment in a Special Day Class. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

Professional Development

The District provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. The district schedules three staff development days annually.

Theodore Roosevelt Middle School prepares a staff development plan that is aligned with district strategic targets and which uses a variety of resources to assist teachers in refining instructional practice. During the 2003-04 school year, staff development focused on improvements in students' reading and writing skills. Teachers were trained for implementation of the federal GEAR UP program, which is designed to encourage students to attend college by providing additional support beginning in seventh grade and continuing through high school. Teachers built upon training in backwards planning initially conducted through the UCLA School of Management, which helps teachers map curriculum to ensure students will meet standards at each grade level. In addition, faculty received training in the use of technology to enhance instruction, PowerPoint presentation development, and Standards Finder.

Theodore Roosevelt Middle School's staff participates in district and school in-services that are based on research and established learning theories. Staff members build teaching skills and content knowledge by participating in many conferences and workshops

throughout the year and then sharing their experiences and knowledge with district colleagues. Theodore Roosevelt Middle School further supports teachers and paraprofessionals by participating in several district programs.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Paraprofessional Teacher Training Program (PTTP) offers assistance to educational assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern program.

Safe School Plan

Theodore Roosevelt Middle School is a closed campus. All visitors are required to sign-in at the school’s office and to wear visitor badges during their visits. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Before and after school and during lunch administrators, teachers and campus supervisors monitor activity and ensure student safety.

A Comprehensive School Safety Plan was developed by the school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following: child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code, and discipline policies. School and district personnel evaluate the plan annually and update the plan as needed. The plan was updated and submitted for Board approval in the spring of 2003 and reviewed with school staff at the beginning of the 2003-2004 school year.

Expenditures & Services Funded

For the 2003-04 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,639 to educate each student (based on 2003-04 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2003-04 school year, the district received approximately \$2,166 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Special Education
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Materials
- Tenth Grade Counseling
- Educational Technology Assistance Grants
- Year-Round School Incentive
- Class Size Reduction
- Peer Assistance and Review

Current Expense of Education Per Student*		
2003-04		
	Statewide Average	
Glendale Unified	All Unified School Districts	All Districts
\$6,639	\$6,987	\$6,919
Note: The California Department of Education does not release audited financial results until the spring of the following fiscal year. In order to provide valid, comparative data, all districts throughout the State use only audited J-200 financial information to comply with SARC reporting requirements.		
*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.		

the following categorical, special education, and support programs:

CAT/6 Norm Referenced Test

2004-05

% At or Above 50th Percentile

Subject Area																		
	6 03	6 04	6 05	7 03	7 04	7 05	8 03	8 04	8 05	6 03	6 04	6 05	7 03	7 04	7 05	8 03	8 04	8 05
All Students																		
Roosevelt Middle		61		39	41		35	34			61		46	49		53	49	
GUSD	57	59		54	55		47	51		72	72		63	66		66	69	
California	45	46		45	45		41	41		51	53		46	48		48	49	
Subgroups																		
Gender																		
Females		57		45	46		36	36			57		50	44		56	49	
Males		67		32	36		34	32			67		42	54		50	50	
Socioeconomic Status																		
Non SED		69		55	46		47	48			85		59	56		60	52	
SED^		59		35	40		31	31			55		43	47		50	48	
Language Fluency																		
English Learners		*		14	17		11	14			*		24	25		31	38	
Non English Learners		67		63	51		52	41			67		69	59		68	53	
Special Programs																		
ESEA Title 1 Targeted																		
Indian Education																		
Migrant Education																		
Special Education		*		7	3		5	3			*		14	6		8	8	
Title 1		61		39	41		35	34			61		46	49		53	49	
Ethnicity																		
African American				*	*		*	*					*	*		*	*	
American Indian				*	*			*					*	*			*	
Asian		*		69	68		55	*			*		85	77		77	*	
Caucasian		64		38	39		34	30			64		47	51		58	50	
Filipino		*		69	50		66	68			*		75	63		74	73	
Hispanic or Latino		54		34	37		27	31			50		38	40		39	42	
Pacific Islander																		

† R-FEP - Redesignated – Fluent English Proficient

^SED - Socioeconomically Disadvantaged

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

California Standards Test (CST)

2002, 2003, 2004

Combined % of Students Scoring at Proficient and Advanced Levels

Roosevelt Middle

Subject Year	Language Arts			Summative H.S. Math			Social Science			World History			U.S. History		
	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04
Sixth Grade															
All Students			42												
Females			40												
Males			44												
English Learners			*												
Non English Learners			48												
R-FEP†			40												
SED^			36												
Non SED			62												
Title 1			42												
Special Education			*												
Asian			*												
Caucasian			41												
Filipino			*												
Hispanic or Latino			35												
Seventh Grade															
All Students	26	32	32												
Females	29	39	37												
Males	24	25	26												
English Learners	4	9	11												
Non English Learners	48	56	40												
R-FEP†	49	55	39												
SED^	20	30	30												
Non SED	39	45	38												
Title 1		33	32												
Special Education	3	5	3												
African American	**	*	*												
American Indian		*	*												
Asian	52	69	59												
Caucasian	26	32	30												
Filipino	61	69	54												
Hispanic or Latino	18	26	28												
Pacific Islander	**														
All Students	21	27	20					28	21						
Females	25	29	25					29	22						
Males	16	24	15					28	20						
English Learners	1	8	4					8	7						
Non English Learners	40	40	26					43	25						
R-FEP†	38	39	23					42	23						
SED^	19	23	20					26	19						
Non SED	27	35	25					36	28						
Title 1		26	21					28	21						
Special Education	2	3	3					8	3						
African American	**	*	*					*	*						
American Indian			*						*						
Asian	57	52	*					50	*						
Caucasian	19	30	20					30	17						
Filipino	31	46	44					59	43						
Hispanic or Latino	19	16	15					18	20						

† R-FEP - Redesignated – Fluent English Proficient

^SED - Socioeconomically Disadvantaged

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

No students tested at grade level.

**2002 data for Migrant Education, Title I, R-FEP, and ethnic subgroups unavailable from the California Department of Education.

API School Results								
Base				Growth				
All Students	2001	2002	2003		2002	2003	2004	
Percent Tested	100	100	100	Percent Tested	99	99	100	
API Score	623	646	687	API Growth Score	634	682	686	
Growth Target	9	8	6	Actual Growth	11	36	-1	
Statewide Rank	4	5	6	Eligible for Awards	No	Yes	B	
Similar Schools Rank	8	9	10	Eligible for II/USP	No	No	No	
Subgroups								
Socioeconomically Disadvantaged								
Base API Score	606	624	668	API Growth Score	611	662	674	
Growth Target	7	6	5	Actual Growth	5	38	6	
African American								
Base API Score				API Growth Score				
Growth Target				Actual Growth				
American Indian								
Base API Score				API Growth Score				
Growth Target				Actual Growth				
Asian								
Base API Score				API Growth Score				
Growth Target				Actual Growth				
Caucasian								
Base API Score	635	653	701	API Growth Score	643	693	689	
Growth Target	7	6	5	Actual Growth	8	40	-12	
Filipino								
Base API Score				API Growth Score				
Growth Target				Actual Growth				
Hispanic								
Base API Score	573	603	644	API Growth Score	588	640	650	
Growth Target	7	6	5	Actual Growth	15	37	6	
Pacific Islander								
Base API Score				API Growth Score				
Growth Target				Actual Growth				
*Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.								
Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.								

Adequate Yearly Progress																
California Standards Test (CST)																
English/Language Arts																
Year Ending Target	Roosevelt Middle								GUSD							
	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
Subgroups																
All Students	Yes	100	Yes	100	Yes	29.8	Yes	27.7	Yes	99	Yes	99	Yes	49.5	Yes	51.1
English Learners	Yes	100	Yes	100	Yes	26.6	Yes	16.4	Yes	98	Yes	99	Yes	38.2	Yes	33.5
SED^	Yes	100	Yes	100	Yes	26.3	Yes	25.3	Yes	98	Yes	99	Yes	33.0	Yes	34.4
Migrant Education			*	100			*	61.7			Yes	99			Yes	72.3
Special Education	*	100	*	100	*	3.6	*	2.7	Yes	98	Yes	99	Yes	23.6	Yes	21.0
African American	*	100	*	100	*	36.3	*	42.8	Yes	99	Yes	99	Yes	47.4	Yes	39.8
American Indian	*	100	*	100	*	*	*	*	*	97	*	100	*	34.6	*	31.2
Asian	*	100	*	100	*	57.1	*	61.7	Yes	99	Yes	99	Yes	69.2	Yes	72.3
Filipino	*	100	*	100	*	57.5	*	50.0	Yes	99	Yes	99	Yes	61.0	Yes	60.8
Caucasian	Yes	100	Yes	100	Yes	30.7	Yes	26.3	Yes	99	Yes	99	Yes	51.0	Yes	53.1
Hispanic or Latino	Yes	100	Yes	100	Yes	22.0	Yes	22.7	Yes	99	Yes	99	Yes	31.2	Yes	31.7
Pacific Islander	*	*	*	*	*	*	*	*	*	94	*	100	*	53.3	*	64.0
Math																
Year Ending Target	Roosevelt Middle								GUSD							
	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
Subgroups																
All Students	Yes	100	Yes	100	Yes	39.0	Yes	42.5	Yes	99	Yes	99	Yes	59.5	Yes	60.1
English Learners	Yes	100	Yes	100	Yes	36.9	Yes	35.1	Yes	99	Yes	99	Yes	52.5	Yes	49.1
SED^	Yes	100	Yes	100	Yes	35.3	Yes	39.8	Yes	99	Yes	99	Yes	46.0	Yes	46.3
Migrant Education			*	100			*	76.4			Yes	99			Yes	86.3
Special Education	*	100	*	100	*	7.2	*	6.8	Yes	98	Yes	99	Yes	27.2	Yes	25.2
African American	*	100	*	100	*	36.3	*	50.0	Yes	100	Yes	99	Yes	48.8	Yes	43.0
American Indian	*	100	*	100	*	*	*	*	*	94	*	100	*	32.0	*	31.2
Asian	*	97	*	100	*	67.6	*	76.4	Yes	100	Yes	99	Yes	85.3	Yes	86.3
Filipino	*	100	*	100	*	62.1	*	58.0	Yes	99	Yes	99	Yes	67.4	Yes	66.7
Caucasian	Yes	100	Yes	100	Yes	43.8	Yes	44.7	Yes	99	Yes	99	Yes	61.3	Yes	62.1
Hispanic or Latino	Yes	100	Yes	100	Yes	27.9	Yes	34.9	Yes	99	Yes	99	Yes	37.8	Yes	38.8
Pacific Islander	*	*	*	*	*	*	*	*	*	97	*	100	*	74.1	*	60.0
Academic Performance Index (API)																
Target	Roosevelt Middle								GUSD							
	03				04				03				04			
	Minimum score of 560 or 1 point increase															
	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score
Scores	Yes	682	Yes	681	Yes	767	Yes	779								
^SED = Socioeconomically Disadvantaged																
*Only numerically significant subgroups are required to be reported																