



ROSEMONT MIDDLE SCHOOL

A California Distinguished School

4725 Rosemont Avenue, La Crescenta, CA 91214-3146 • (818) 248-4224 • Seventh and Eighth Grades
Ms. Sally Buckley, Principal • Ms. Ann Amrhein, Assistant Principal • Mr. Ron Sowers, Assistant Principal
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2003-2004 School Accountability Report Card

Principal's Message

Rosemont Middle School maintains the idea that it is not the sole responsibility of an individual or school to produce high-caliber, contributing members of society. Rather, we consider the evolution of our students the result of a group effort. We welcome any suggestions, ideas, or comments you may have in this regard and anticipate the continuation of the partnerships that exist among students, parents, community members, and staff. That evolution process reported here is a direct result of student and faculty achievements, discipline, budget analysis, and facility enhancement.

Thank you for assisting Rosemont Middle School in maintaining a high level of educational excellence that we will continue to strive for in this and future generations.

-- Sally Buckley
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.

Rosemont Middle School, which opened in 1960, is located in the region north of the city of Glendale and serves students in grades seven and eight. Students from Rosemont move on to Crescenta Valley High School or Clark Magnet School. Operating on a traditional calendar system, the educational programs at Rosemont are tailored to meet the needs of a changing school population. The efforts of the school community to provide an excellent educational program for students and the students' hard work and commitment have been recognized on both the state and federal level. Rosemont has achieved the California Distinguished School Award five times, and has twice been named a National Blue Ribbon School.

Mission Statement

The goal of Rosemont Middle School, in partnership with family and community, is to maximize individual academic excellence and develop the individual's physical, social, and emotional potential through a positive, respectful, caring atmosphere and broad-based curricular and co-curricular program. It is the commitment of the Rosemont partnership (school, family, and community) to educate the whole child according to Rosemont Middle School motto, "Honor, Excellence, and Pride" strive to identify, prioritize, and implement the following core values: excellence in teaching; life-long learning for all; a safe, nurturing environment; responsibility and accountability for students, parents, staff, and community; relationships based on respect, trust, integrity, and service; and the principles that respect differences and maintain common beliefs.

Student Enrollment by Ethnic Group	
2003-04	
	Percentage
African American	0.6
American Indian	0.3
Asian	30.3
Caucasian	57.8
Filipino	1.9
Hispanic	8.7
Pacific Islander	0.2
Other	0.2

Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Rosemont are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Rosemont's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.

Suspensions & Expulsions						
	Rosemont Middle			GUSD		
	2001	2002	2003	2001	2002	2003
Suspension (#)	164	130	198	3425	5489	4903
Suspension (%)	11.82%	8.92%	13.77%	11.59%	18.45%	16.66%
Expulsion (#)	1	0	4	40	46	65
Expulsion (%)	0.07%	0.00%	0.28%	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 school 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 drugs. In addition to sponsoring programs to eliminate bullying, resolve conflicts, and promote peace on its campus, Rosemont Middle School participates in the Glendale Character and Ethics Project. This character education program provides a strong link between the schools and the community. The project highlights one "guiding word" per month, such as respect, honesty, self-discipline, citizenship, and responsibility. The Glendale Character and Ethics Project teaches children to consider the consequences of their actions and encourages them to choose behaviors that benefit themselves and others.

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

- Stitchery Club
- Homework Club
- Compass Club
- Math Lab
- Peer Tutoring
- Art Classes
- Chorus/Choir
- Associated Student Body
- Builders Club
- California Junior Scholarship Federation
- Rosemont Dancers
- Study Skills
- Drama
- Spartan Scroll/Yearbook
- Kendo
- Builder's Club
- Track and Field
- Orchestra
- Students Run L.A.
- Chess/Checkers
- Garden Club
- Compass Club
- Cross Country
- Golf
- Math/Reading Intervention

Academic Support

Rosemont 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. After school intervention programs and summer school enhance students' understanding and mastery of core subject matter.

School Enrollment & Attendance

The District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial support from the state for the education of students they serve based on how many students attend school each day. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. 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.

Absence reports are reviewed regularly by an attendance clerk. Parents are advised of absences through phone calls and written communication. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the School Attendance Review Board (SARB). During the 2003-2004 school year, the actual attendance rate for all grade levels for Rosemont was 97.14%.

Class Size

Rosemont Middle School maintained a schoolwide average class size of 31 students and a pupil-to-teacher ratio of 26:1 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	26	27	27	12	10	11	35	40	34	8	7	11
Math	30	29	30	7	6	5	16	25	20	24	19	23
Science	0	28	30	0	4	3	0	42	34	0	5	11
Social Science	32	31	31	1	3	3	11	27	16	12	18	27

School Facilities

Rosemont Middle School provides a safe, clean environment for students, staff, and volunteers. School facilities, built in 1960, sit on 12.9 acres and include 52 classrooms, a library, a cafeteria, an outdoor lunch shelter, a gymnasium, an amphitheater, and administrative offices.

Measure K projects made it possible for Rosemont Middle School undergo an extensive expansion in 2004, adding a new building with several classrooms. In addition, roofs were repaired and the gym floors were replaced.

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. On a daily basis, Rosemont has 7.5 custodians on duty to ensure school facilities remain 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 minutes and days offered at Rosemont Middle School exceeded state requirements as specified in the California Education Code. For the 2003-2004 school year, Rosemont offered 180 days of instruction comprised of 175 regular days and 5 minimum days. Minimum days are used for report card preparation, Back to School Night, and Open House.

Each Thursday is a “Banking Day.” Students arrive at school an hour later in the morning. Each month “Banking Days” allow teachers additional time to meet once by grade level, once by team and once for a full faculty meeting. The other “Banking Day” each month is used for ad hoc meetings or classroom planning.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
7th	54,000	64,005
8th	54,000	64,005

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 content materials. The district

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, Rinehard & Winston/Life Science	2000
7th-8th	Language Arts	McDougal, Littell/Language of Literature	2001
8th	History/Social Studies	Prentice Hall/American Nation	2000
8th	Mathematics	Glencoe/McGraw Hill/Mathematic Applications and Co	1997
8th	Science	Holt, Rinehard & Winston/Physical Science	2001

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, staffed by a full-time library technician, is stocked with thousands of books that are available for students to check out, including books in Korean and Spanish in addition to English. The library is automated using the Spectrum tracking software system. Computers in the library are connected to the Internet so students are able to access resources and information online. Students visit the library with their classes and receive instruction on research techniques and library usage. The library is open before and after school and at lunch to provide students with additional opportunities for research and recreational reading. The library contains a collection of videos and audiotapes for classroom use that tie into curricular areas of study.

Computer Resources			
	2001-02	2002-03	2003-04
Computers	183	83	85
Students per computer	7.7	17.6	16.9
Classrooms connected to Internet	1	2	15

Rosemont Middle School houses three computers labs, two serve as classrooms for electives in technology, and the third is available to classes for research and preparing reports and presentations. Computer skills and concepts prepare students for technological growth and opportunities.

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 Rosemont 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, Rosemont 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	
Rosemont Middle	
School Overall	26.9%
School (Boys)	19.5%
School (Girls)	34.8%
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, Rosemont Middle School had 47 fully credentialed teachers.

Teacher Credential Status			
	02	03	04
Fully Credentialed	44	44	47
Emergency Credentials	10	9	8
Interns	2	6	4
Waivers	1	1	0
Total Teachers	57	58	57
Average Years Teaching	12.3	11.5	12.7
Average Years in District	10.7	10.1	11.2
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 Rosemont 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.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Academic Counselor	2	2
Health Aide	1	0.6
Nurse	1	0.2
Psychologist	1	0.4
Special Education Teacher	4	3.8
Speech/Language Specialist	1	0.4

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.

School Leadership

Leadership at Rosemont Middle School is a responsibility shared between district administration, the principal, the assistant principals, instructional staff, students, and parents. The school's Leadership Team comprised of teachers, classified staff, parents, and administrators, meets monthly to share decision-making on instructional programs, school policy, budget recommendations, and to advise the School Site Council. 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. These committees include:

- School Site Council
- Student Study Team
- Bilingual Advisory Council
- Leadership Team
- Department Teams
- Safety Committee
- Technology Team
- Korean Parent Club
- Homeroom Curriculum Committee
- Various Ad Hoc Committees
- Parent Teacher Association
- Armenian Parent Club
- Associated Student Body
- Department Teams
- Individual Education Plan (IEP) Teams

Community Involvement

Parents and the community are very supportive of the educational program at Rosemont Middle School. Numerous programs and activities are enriched by the generous contributions of the Rosemont Parent Teacher Association including assemblies and field trips for every student. In addition, the Kiwanis actively support our Community Service Club and special school projects. The Crescenta Valley Chamber of Commerce, local realtors and the YMCA also regularly participate at the school.

Contact Information

Parents who wish to participate in Rosemont Middle School's leadership teams, school committees, school activities, or become volunteers may contact Principal Sally Buckley at (818) 248-4224.

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

Since it does not receive Title I funding, Rosemont Middle School is not 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. Rosemont Middle met all AYP criteria; and 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, 52.7% of core academic classes at Rosemont 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, 87.4% of core academic classes at Rosemont 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		
	Rosemont Middle	GUSD
Doctorate	0.0%	1.1%
Master's Degree +30*	33.3%	49.8%
Master's Degree	0.0%	0.3%
Bachelor's Degree +30*	40.4%	41.5%
Bachelor's Degree	26.3%	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, Rosemont 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. Balboa meets specific criteria for federal Title I schoolwide eligibility. While Rosemont Middle School receives no Title I funds, 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

English Learners attend English Language Development classes daily. In core content areas, English Learners are enrolled in classes geared to their level of English acquisition.

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.

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 also available to answer any 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 resource specialist or enrolling 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.

Rosemont 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 teaching non-fiction reading in all core content areas.

Rosemont 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. Rosemont 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

Safety of students and staff is a primary concern of Rosemont Middle School. The school's emergency preparedness plan includes steps for ensuring student and staff safety. Fire and earthquake drills are conducted on a regular basis throughout the school year. Staff members monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive School Safety Plan is developed annually by the school staff in consultation with local law enforcement 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 child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Rosemont Middle School reviews the plan annually; the plan was last updated and reviewed with school staff in spring 2004. An updated copy of the plan is available to the public at the school and at the district office.

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		
Glendale Unified \$6,639	Statewide Average	
	All Unified School Districts \$6,987	All Districts \$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.		

CAT/6 Norm Referenced Test

2004-05

% At or Above 50th Percentile

Subject Area												
	7 03	7 04	7 05	8 03	8 04	8 05	7 03	7 04	7 05	8 03	8 04	8 05
All Students												
Rosemont Middle	71	71		64	68		79	81		79	81	
GUSD	54	55		47	51		63	66		66	69	
California	45	45		41	41		46	48		48	49	
Subgroups												
Gender												
Females	78	74		69	73		80	79		78	83	
Males	65	69		60	62		77	83		80	80	
Socioeconomic Status												
Non SED	73	73		66	69		81	83		81	84	
SED^	53	56		43	58		58	67		68	61	
Language Fluency												
English Learners	24	23		20	12		52	65		64	47	
Non English Learners	79	77		68	74		83	83		81	86	
Special Programs												
ESEA Title 1 Targeted												
Indian Education												
Migrant Education												
Special Education Title 1	17	30		19	17		18	43		23	21	
Ethnicity												
African American	*	*		*	*		*	*		*	*	
American Indian	*	*			*		*	*			*	
Asian	74	71		73	72		93	91		94	94	
Caucasian	74	74		62	69		77	79		75	80	
Filipino	44	73		*	27		53	80		*	73	
Hispanic or Latino	51	53		50	53		54	63		55	51	
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

Rosemont 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
Seventh Grade															
All Students	62	69	70												
Females	66	75	76												
Males	59	62	65												
English Learners	22	22	25												
Non English Learners	65	76	75												
R-FEP†	63	76	74												
SED^	46	50	52												
Non SED	64	70	72												
Special Education	13	10	17												
African American	**	*	*												
American Indian		*	*												
Asian	73	75	74												
Caucasian	58	69	71												
Filipino	**	56	67												
Hispanic or Latino	47	46	53												
Pacific Islander		*													
All Students	61	57	65				50	57							
Females	66	63	70				51	54							
Males	57	52	61				49	61							
English Learners	15	18	17				20	20							
Non English Learners	65	61	71				53	62							
R-FEP†	53	58	63				48	59							
SED^	34	41	49				34	46							
Non SED	64	59	67				52	59							
Special Education	16	12	15				19	15							
African American	**	*	*				*	*							
American Indian	**		*					*							
Asian	65	61	72				59	67							
Caucasian	62	57	66				47	56							
Filipino	62	*	47				*	47							
Hispanic or Latino	47	40	39				37	39							
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.

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	99	98	100	Percent Tested	99	100	100
API Score	836	833	843	API Growth Score	840	834	863
Growth Target	A	A	A	Actual Growth	4	1	20
Statewide Rank	10	10	10	Eligible for Awards	No	No	Yes
Similar Schools Rank	7	10	6	Eligible for II/USP	No	No	No

Subgroups

Socioeconomically Disadvantaged							
Base API Score	726	727	746	API Growth Score	738	739	779
Growth Target	1	1	1	Actual Growth	12	12	33
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	894	894	903	API Growth Score	898	892	916
Growth Target	A	A	A	Actual Growth	4	-2	13
Caucasian							
Base API Score	826	819	833	API Growth Score	830	825	855
Growth Target	A	A	A	Actual Growth	4	6	22
Filipino							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic							
Base API Score	715	732	719	API Growth Score	738	712	752
Growth Target	1	1	1	Actual Growth	23	-20	33
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														
		Rosemont Middle								GUSD						
Year Ending Target	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	95%		95%		13.6%		13.6%		95%		95%		12.0%		12.0%	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%

Subgroups

All Students	Yes	100	Yes	100	Yes	63.7	Yes	68.9	Yes	99	Yes	99	Yes	49.5	Yes	51.1
English Learners	Yes	100	Yes	100	Yes	51.0	Yes	41.4	Yes	98	Yes	99	Yes	38.2	Yes	33.5
SED^	Yes	100	Yes	100	Yes	45.0	Yes	54.1	Yes	98	Yes	99	Yes	33.0	Yes	34.4
Migrant Education			Yes	100			Yes	74.1			Yes	99			Yes	72.3
Special Education	Yes	99	Yes	100	No	13.2	Yes	23.0	Yes	98	Yes	99	Yes	23.6	Yes	21.0
African American	*	100	*	100	*	*	*	*	Yes	99	Yes	99	Yes	47.4	Yes	39.8
American Indian	*	100	*	100	*	*	*	*	*	97	*	100	*	34.6	*	31.2
Asian	Yes	100	Yes	100	Yes	70.1	Yes	74.1	Yes	99	Yes	99	Yes	69.2	Yes	72.3
Filipino	*	100	*	100	*	61.5	*	57.1	Yes	99	Yes	99	Yes	61.0	Yes	60.8
Caucasian	Yes	100	Yes	100	Yes	63.5	Yes	70.0	Yes	99	Yes	99	Yes	51.0	Yes	53.1
Hispanic or Latino	Yes	100	Yes	100	Yes	43.3	Yes	47.4	Yes	99	Yes	99	Yes	31.2	Yes	31.7
Pacific Islander	*	100	*	100	*	*	*	*	*	94	*	100	*	53.3	*	64.0

Math

		Rosemont Middle								GUSD						
Year Ending Target	Participation Rate				% Proficient & Advanced				Participation Rate				% Proficient & Advanced			
	03		04		03		04		03		04		03		04	
	95%		95%		16.0%		16.0%		95%		95%		12.8%		12.8%	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%

Subgroups

All Students	Yes	100	Yes	99	Yes	71.0	Yes	73.4	Yes	99	Yes	99	Yes	59.5	Yes	60.1
English Learners	Yes	100	Yes	100	Yes	68.0	Yes	62.9	Yes	99	Yes	99	Yes	52.5	Yes	49.1
SED^	Yes	100	Yes	100	Yes	50.9	Yes	56.1	Yes	99	Yes	99	Yes	46.0	Yes	46.3
Migrant Education			Yes	100			Yes	86.2			Yes	99			Yes	86.3
Special Education	Yes	98	Yes	99	Yes	18.0	*	22.2	Yes	98	Yes	99	Yes	27.2	Yes	25.2
African American	*	100	*	100	*	*	*	*	Yes	100	Yes	99	Yes	48.8	Yes	43.0
American Indian	*	100	*	100	*	*	*	*	*	94	*	100	*	32.0	*	31.2
Asian	Yes	100	Yes	100	Yes	90.4	Yes	86.2	Yes	100	Yes	99	Yes	85.3	Yes	86.3
Filipino	*	96	*	97	*	64.0	*	59.2	Yes	99	Yes	99	Yes	67.4	Yes	66.7
Caucasian	Yes	100	Yes	99	Yes	66.8	Yes	71.0	Yes	99	Yes	99	Yes	61.3	Yes	62.1
Hispanic or Latino	Yes	100	Yes	100	Yes	38.0	Yes	50.8	Yes	99	Yes	99	Yes	37.8	Yes	38.8
Pacific Islander	*	100	*	100	*	*	*	*	*	97	*	100	*	74.1	*	60.0

Academic Performance Index (API)

		Rosemont Middle				GUSD			
		03		04		03		04	
Target		Minimum score of 560 or 1 point increase							
		Met	Score	Met	Score	Met	Score	Met	Score
Scores		Yes	834	Yes	863	Yes	767	Yes	779

^SED = Socioeconomically Disadvantaged
***Only numerically significant subgroups are required to be reported**