

Glendale Unified School District

"Excellence is Worth the Effort"

Rosemont Middle School

2004-2005 School Accountability Report Card

4725 Rosemont Avenue, La Crescenta, CA 91214-3146

(818) 248-4224

Seventh and Eighth Grades

www.gusd.net



School Administration

Sally Buckley
Principal

Ann Amrhein
Assistant Principal

Ron Sowers
Assistant Principal



2004-05 Board of Education

Mary Boger, President
Chakib Sambar, Vice President
Pam Ellis, Clerk
Greg Krikorian, Member
Joylene Wagner, Member

District Administration

Dr. Michael F. Escalante
Superintendent

Alice Petrossian
Assistant Superintendent
Educational Services, Elementary Education

Dr. Gregory Franklin
Assistant Superintendent
Educational Services, Secondary Education



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.

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.

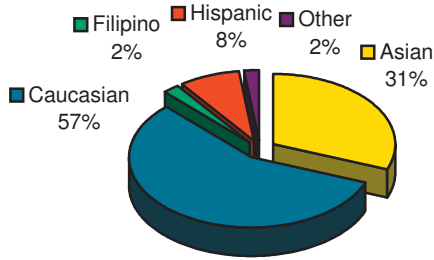
Community & School Profile

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 nearly 29,000 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. The school also earned the Campus/Community Collaborative Grant and the Writer's Workshop/Word Grant.

% of Student Enrollment by Ethnicity



Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Rosemont Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Rosemont 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. 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.

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. In addition to sponsoring programs to eliminate bullying, resolve conflicts, and promote peace on its campuses, the District 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.

The "Suspensions and Expulsions" table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Rosemont MS			GUSD		
	2003	2004	2005	2003	2004	2005
Suspension (#)	130	198	119	5489	4903	4882
Suspension (%)	8.92	13.77	8.31	18.65	17.01	16.94
Expulsion (#)	0	4	2	46	65	56
Expulsion (%)	0.00	0.28	0.14	0.16	0.23	0.19

Extracurricular and Enrichment Activities

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

School Leadership

Leadership at Rosemont Middle School is a responsibility shared among District administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. Principal Sally Buckley has led the school for four years, backed by more than 38 years of educational experience, including 20 years of administrative service in the Glendale Unified School District. 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, Leadership Team, Bilingual Advisory Council, 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, and 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. The "Campus/Community Collaborative" grant focuses on building relationships among the school, law enforcement agencies, and the community at large. The school created a committee made up of staff members, students, parents, and community members that meets monthly to find new ways for the school to become more of a positive force in the community.

School Enrollment & Attendance

School-wide enrollment at the beginning of the 2004-05 school year was 1,432 students. 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).

Class Size

Rosemont Middle School maintained a schoolwide average class size of 31 students in the 2004-05 school year. The "Teaching Load Distribution" table illustrates the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Teaching Load Distribution

Average Class Size	Classrooms containing:											
	1-22			23-32			33+					
	03	04	05	03	04	05	03	04	05			
English	27	28	27	10	11	12	40	34	36	7	11	9
Math	29	30	30	6	5	5	25	20	19	19	23	24
Science	29	30	30	4	3	3	42	34	33	5	11	12
Social Science	31	32	31	3	3	3	27	16	18	18	27	26

Instructional Time

During the 2004-05 school year, all instructional minutes and days offered at Rosemont Middle School exceeded State requirements as specified in the California Education Code. For the 2004-05 school year, Rosemont Middle School offered 63,805 instructional minutes which exceeded the State's minimum requirement of 54,000 minutes.

For the 2004-05 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.

School Facilities & Safety

Built in 1960, Rosemont Middle School is situated on 12.9 acres. School facilities consist of 52 classrooms, a library, a gymnasium, an amphitheater, a cafeteria, administrative offices, and an outdoor lunch shelter. 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. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of October 24, 2005.

Safety

Safety of students and staff is a primary concern of Rosemont Middle School. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis throughout the school year. During lunch, recesses, and before and after school, staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. 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 was developed 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 coming and leaving from school, sexual harassment policy, and dress code policy. Rosemont Middle School reviews the plan annually. The plan was last updated and shared with school staff in March 2005. An updated copy of the plan is available to the public at the school and at the District office.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to

keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order. As of October 24, 2005, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. 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. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2004-05 school year, the District budgeted \$1,050,000 for the deferred maintenance program. This represents 0.5% of the District's general fund budget.

Deferred Maintenance Projects

For the 2005-06 school year, the District's governing board approved deferred maintenance projects for this school that will result in new carpeting or tile flooring, replacement of underground plumbing, and interior or exterior painting of school buildings. The District's complete deferred maintenance plan is available at the District office.

School Facility Conditions

Facilities information current as of: October 24, 2005

Interim Evaluation Instrument Guidelines	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

Student Achievement & Testing

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.

No Child Left Behind

The Federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet State academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 24.4% of elementary and middle school students must be proficient in English and 26.5% must be proficient in Math.
- At least 95% of students must take State standards tests.
- Schools must show improvement in the Academic Performance Index (API).

Schools receiving Title I funds that do not meet the AYP standards face several consequences. Students may receive additional tutoring or school staff may be replaced. Students would also be allowed to transfer to other schools within their district that meet AYP and the former school would be required to provide transportation to the new site. After two consecutive years of failing to meet AYP in a particular subgroup, the school may be identified for Title I Program Improvement (PI). Schools can be categorized as a PI school for a maximum of five years before the State takes drastic measures to improve the performance of the school. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). Rosemont Middle School met all of the 2005 AYP criteria.

More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the State has set 800 as the API score that schools should strive to meet. 2005 API growth scores were unavailable at the time of publication.

Adequate Yearly Progress				
California Standards Test (CST)				
English/Language Arts				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		24.4%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	
SED [^]	Yes	Yes	Yes	Yes
Special Education	Yes		Yes	
Asian	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes
Math				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		26.5%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	
SED [^]	Yes	Yes	Yes	Yes
Special Education	Yes			
Asian	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes

[^]SED = Socioeconomically Disadvantaged
Not a numerically significant subgroup

API School Results							
	Base				Growth		
	2002	2003	2004		2003	2004	2005
All Students							
Percent Tested	98	100	99	Percent Tested	100	100	
API Score	833	843	863	API Growth Score	834	863	
Growth Target	*	*	*	Actual Growth	1	20	
Statewide Rank	10	10	10	Eligible for Awards	Not funded		
Similar Schools Rank	10	6	6	Eligible for II/USP			
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	727	746	788	API Growth Score	739	779	
Growth Target	1	1	1	Actual Growth	12	33	
Asian							
Base API Score	894	903	912	API Growth Score	892	916	
Growth Target	*	*	*	Actual Growth	-2	13	
Caucasian							
Base API Score	819	833	855	API Growth Score	825	855	
Growth Target	*	*	*	Actual Growth	6	22	
Hispanic							
Base API Score	732	719	761	API Growth Score	712	752	
Growth Target	1	1	1	Actual Growth	-20	33	

***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.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Federal Awards & Intervention Programs			
	2003	2004	2005
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

California Standards Tests (CST)

The California Standards Test (CST) is administered to all students in the spring to determine student performance in relation to the State content standards. Student scores are reported as performance levels: Advanced (exceeds State standards), Proficient (meets State standards), Basic (approaching State standards), Below Basic (below State standards), and Far Below Basic (well below State standards). Students scoring at the Proficient or Advanced level meet State standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

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).

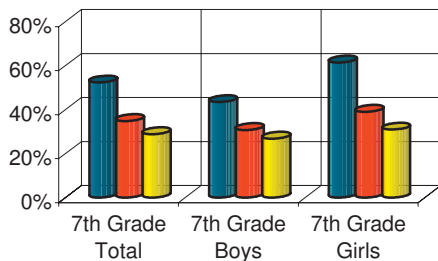
California Standards Test (CST) 2003, 2004, 2005 Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Math Standards		
	03	04	05	03	04	05
Seventh Grade						
All Students	69	70	79	69	71	76
Females	75	76	83	72	71	76
Males	62	65	73	65	71	77
English Learners	22	25	29	41	54	49
Non English Learners	76	75	84	73	73	79
SED [^]	50	52	56	41	56	57
Special Education	10	17	28	12	24	16
Asian	75	74	84	88	85	91
Caucasian	69	71	75	64	68	71
Filipino	56	67	94	60	53	82
Hispanic or Latino	46	53	65	37	50	50

[^]SED - Socioeconomically Disadvantaged

% of Students in Healthy Fitness Zone 2004-05

Legend: Rosemont MS (Blue), GUSD (Red), California (Yellow)



California Standards Test (CST) 2003, 2004, 2005 Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			General Math			Algebra I			Geometry			Social Science		
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05
Eighth Grade															
All Students	57	65	68	59	59	65	93	89	90	99	96	100	50	57	59
Females	63	70	72	62	63	64	95	84	91	97	90	100	51	54	58
Males	52	61	63	57	56	67	91	94	89	100	100	100	49	61	60
English Learners	18	17	21	52	28	63	85	81					20	20	15
Non English Learners	61	71	72	60	65	66	93	89	90	100	95	100	53	62	64
SED [^]	41	49	48	48	41	42	87	89					34	46	40
Special Education	12	15	18	19	13	36							19	15	31
Asian	61	72	73	82	68	85	94	88	93	98	98	100	59	67	65
Caucasian	57	66	68	57	63	66	92	90	90	100	94	100	47	56	60
Filipino		47	71										47	64	
Hispanic or Latino	40	39	48	30	38	42	93	71					37	39	37

[^]SED - Socioeconomically Disadvantaged

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

California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) is a standardized test that compares a student or group of students with a "norm" group from around the country. Reading and Math results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to District and State level results. All students in grades two through eight are tested in reading, spelling, written expression, and language arts. Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

CAT/6 Norm Referenced Test 2003, 2004, 2005 % At or Above 50th Percentile												
Subject Area Grade Level Year Ending	Reading						Math					
	7		8		7		8		7		8	
	03	04	05	03	04	05	03	04	05	03	04	05
All Students												
Rosemont MS	71	71	72	64	68		79	81	83	79	81	
GUSD	54	55	56	47	51		63	66	68	66	69	
California	45	45	46	41	41		46	48	49	48	49	
Subgroups												
Females	78	74	80	69	73		80	79	83	78	83	
Males	65	69	65	60	62		77	83	84	80	80	
SED^	53	56	52	43	58		58	67	68	68	61	
English Learners	24	23	25	20	12		52	65	58	64	47	
Non English Learners	79	77	78	68	74		83	83	86	81	86	
Special Education	17	30	27	19	17		18	43	26	23	21	
Asian	74	71	77	73	72		93	91	93	94	94	
Caucasian	74	74	73	62	69		77	79	80	75	80	
Filipino	44	73	53		27		53	80	82		73	
Hispanic or Latino	51	53	54	50	53		54	63	65	55	51	

^SED - Socioeconomically Disadvantaged

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

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, Rosemont Middle School Elementary School had 52 fully credentialed teachers.

	Teacher Credential Status		
	03	04	05
Fully Credentialed	44	47	52
Emergency Credentials	9	8	4
Interns	6	4	4
Waivers	1	0	0
Total Teachers	58	57	57
Average Years Teaching	11.5	12.7	12.9
Average Years in District	10.1	11.2	11.4
Working Outside Subject	0	4	4

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 misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester.

	Misassignments/Vacancies		
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	8	*
Vacant Teacher Positions	0	0	*

*2005-06 data not available at the time of publication

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by 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 2004-05 school year, 87.4% of core academic classes at Rosemont Middle School were taught by NCLB-compliant teachers. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

	Teacher Education Levels 2004-05	
	Rosemont MS	
Doctorate		0.0%
Master's Degree +30*		33.3%
Master's Degree		0.0%
Bachelor's Degree +30*		43.9%
Bachelor's Degree		22.8%
Less Than Bachelor's		0.0%
None Reported		0.0%

*Indicates additional hours above and beyond degree.

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.

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 2004-05 school year, staff development focused on teaching non-fiction reading in all core content areas.

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. The AB75 Principal Training Program is available to site administrators.

Textbooks & Instructional Materials

Glendale Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the instructional program. Glendale Unified School District held a Public Hearing on August 16, 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 learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been selected from the State’s most recent list of standards-based materials. Teachers participate in the selection process to ensure that the textbooks support the District curriculum and content standards. Prior to adoption, all materials are on display for 30 days at the District office to be evaluated by parents and community members.

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
7th-8th	Language Arts	McDougal Littell	2001
7th-8th	Mathematics	Glencoe - McGraw Hill	1997
7th	Science	Holt, Rinehart & Winston	2000
8th	Science	Holt, Rinehart & Winston	2001
7th	Social Studies	Houghton Mifflin	2000
8th	Social Studies	Prentice Hall	2000

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.

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. The school recently acquired a State grant called “Enhancing Education Through Technology” to update the school’s technology resources. The school recently added 150 computers to the school’s facilities; the goal of the grant is to lower the student to computer ratio. Computer skills and concepts prepare students for technological growth and opportunities.

	Computer Resources		
	2002-03	2003-04	2004-05
Computers	83	85	158
Students per computer	17.6	16.9	9.1
Classrooms connected to Internet	2	15	56

Counseling & Other Support Services

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. Administration coordinates counseling and support services. Counselors also analyze grades, standardized test scores, and overall academic performance in order to place students in intervention programs. These students are monitored closely all year. The academic counselor to pupil ratio is 1:716.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Academic Counselor	2	2.0
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

Rosemont Middle School 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 Rosemont Middle School 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 the Pacific Avenue Center, 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.

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.

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. English Language Learners are tested with the California English Language Development Test (CELDT) annually to measure progress.

The District's Gifted and Talented Education (GATE) program is offered to students in grades 7-8 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.

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. 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.

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2003-04 school year. In 2003-04, Glendale Unified School District spent an average of \$6,639 to educate each student (based on 2003-04 audited financial statements). The figures shown in the "Current Expense of Education Per Student" table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Current Expense of Education Per Student*		
2003-04		
Statewide Average		
	All Unified School Districts	All Districts
GUSD		
\$6,639	\$6,987	\$6,919

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund State funding, Glendale Unified School 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:

- Applied Technology Education Act
- Class Size Reduction
- Economic Impact Aid
- Educational Technology Assistance Grants
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review Program
- Safe and Drug Free Schools Program
- School Improvement Program
- Special Education
- Tenth Grade Counseling
- Title I Program
- Year-round School Incentive

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having more than 20,000 average daily attendance throughout the State.

Average Salary Information		
Teachers - Principal - Superintendent		
2003-04		
	GUSD	State Average
Beginning Teachers	\$37,236	\$37,061
Mid-Range Teachers	\$57,164	\$58,294
Highest Teachers	\$73,765	\$72,876
Elementary Principals	\$93,497	\$94,471
Middle School Principals	\$99,311	\$98,940
High School Principals	\$104,304	\$107,418
Superintendent	\$174,000	\$179,061

Salaries as a Percentage of Total Budget		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.1%	5.1%

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.

