



# Eleanor J. Toll Middle School

## Glendale Unified School District

700 Glenwood Road • Glendale, CA 91202 • (818) 244-8414

**Jan Canfield, Principal**  
**Lonny Root & Eric Sahakian, Assistant Principals**  
 Serving grades Seven and Eight

# 2005-2006 School Accountability Report Card

### District Administration

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 Superintendent

**Eva Rae Lueck**  
 Chief Business & Financial Officer

**Cathleen McMullen**  
 Assistant Superintendent,  
 Human Resources

**Dr. Gregory Franklin**  
 Assistant Superintendent,  
 Educational Services

**Alice Petrossian**  
 Assistant Superintendent,  
 Educational Services

**Lou Stewart**  
 Assistant Superintendent,  
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### Principal's Message

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. The main objective of this report is to inform the community about conditions and progress being made at Eleanor J. Toll Middle School. Within the confines of the following pages, you will acquire a better understanding of the unique program we offer. We will herein outline and define the nature of progress made, accomplishments, demographics, ongoing goal realization, discipline, budget analysis, and facility enhancement.



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. It is the opinion of the district and staff, that a well-informed public is vital to the success of our staff and students. Thank you for taking an interest in our schools, and please let me know if I can be of further assistance.

### School Mission Statement

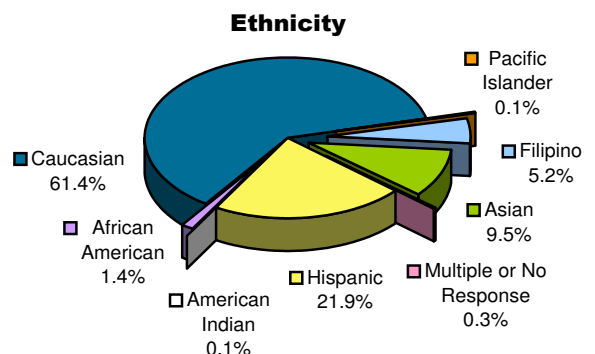
Eleanor J. Toll Middle School is a dynamic epicenter that challenges all students to develop their academic, personal, and social potential, to respect diversity, and to desire life-long learning through modern resources and strategies in partnership with an enthusiastic staff, involved parents, and a supportive community.



### Community & School Profile

Situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains, the city of Glendale is the third largest city in all of Los Angeles County. Glendale Unified School District serves more than 28,000 students on both year-round and traditional calendar systems. Comprised of 20 elementary schools, four middle schools, five high schools, and two specialized schools, the district offers a variety of creative programs that provide Glendale parents and students with many options for fulfilling individual needs and goals.

Located in the northern section of Glendale, Toll Middle School originally opened in 1926. The school tailors its educational programs to meet the needs of an ever-changing population, with students eventually moving on to Hoover High School. During the 2005-06 school year, Toll Middle School served 1,174 seventh and eighth grade students on a traditional calendar schedule. The 2005-06 student population consisted of 49.6% 'Socioeconomically Disadvantaged,' 21.6% 'English Learners,' and 6.6% 'Students with Disabilities.' Additional demographics are illustrated at right.



### Discipline & Climate for Learning

Students at Toll Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others.

The goal of Toll 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 parent/student handbooks.



In addition to sponsoring programs that eliminate bullying, bolster conflict resolution, and promote peaceful interactions on campus, the school participates in the Glendale Character and Ethics Project. The program highlights one "guiding word" per month, such as respect, honesty, self-discipline, citizenship, or responsibility. Toll Middle School students also participate in "Think Smart" a program that encourages healthy choices when it comes to the pressures of tobacco and drug use.

The Suspensions and Expulsions table below illustrates total cases for the school and district at all grade levels, as well as the percentage of total enrollment. Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted.

### Suspensions & Expulsions

	Toll			GUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	615	400	291	4,901	4,858	3,355
Suspension Rate	48.81%	31.74%	24.79%	16.65%	16.86%	11.98%
Expulsions	11	6	2	65	56	39
Expulsion Rate	0.87%	0.48%	0.17%	0.23%	0.19%	0.14%

### Extracurricular Activities & Student Recognition

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:

- Police Activities League (PAL)
- Titan Chronicle
- Fitness Training
- Kai Club
- Associated Student Body (ASB)
- California Junior Scholarship Federation (CJSF)
- Drum Corps
- Chess Club
- Drill Team
- Book Club
- Builders Club

To build self-esteem and recognize student achievement, certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Honors and programs include:

- Academic Club of Excellence
- Terrific Titan Awards
- Principal's Honor Roll
- Making the 'Grade A' Team
- Academic Awards
- Perfect Attendance
- Student of the Month

### Class Size

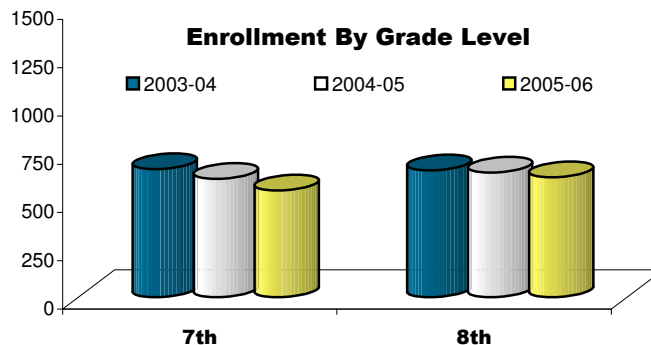
Toll Middle School maintained a schoolwide average class size of 30 students and a pupil-to-teacher ratio of 23:1 during the 2005-06 school year. The following chart shows average class size by subject area, as well as the number of classes offered in reference to their enrollment.

### Teaching Load Distribution

	Average Class Size	Classrooms Containing:										
		1-20 Students			21-32 Students			33+ Students				
		04	05	06	04	05	06	04	05	06		
<b>English</b>	29	27	28	11	12	10	26	33	23	19	11	14
<b>Math</b>	29	30	30	5	4	5	25	20	14	10	20	20
<b>Science</b>	31	28	28	3	8	8	14	21	17	24	15	17
<b>Social Science</b>	30	28	29	5	6	8	19	25	16	17	13	17

### School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The following chart illustrates enrollment at Toll Middle School over the past three years.



Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Staff members make daily phone calls to parents when children are absent. When a student has repeated tardies or unexcused absences a letter is mailed home, and a parent conference may be scheduled.

In the event of habitual truancy, students may be referred to the district's School Attendance Review Board (SARB). The SARB is utilized when students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

### Minimum Days & Instructional Minutes

During the 2005-06 school year, Toll Middle School offered 180 days of instruction, comprised of 171 regular days and nine minimum days. Minimum days are scheduled for parent-teacher conferences, Back-to-School-Night, Open House, department meetings, and student activities. Students were offered 61,680 minutes of annual instructional time during the 2005-06 school year, exceeding the state requirement of 54,000 minutes at the middle school level.

### School Facilities & Safety

Toll Middle School, originally constructed in 1926, is currently situated on 9.31 acres and comprised of 54 classrooms, a library, three computer labs, an auditorium, a cafeteria, covered lunch shelters, administrative offices, and an athletic field. The final phases of Measure K modernizations were completed in the fall of 2005. At that time, the school's technological capabilities, infrastructure, and handicap accessibility were all thoroughly upgraded, including repairs to the roof. The school also received new landscaping during the 2005-06 school year.

Safety of students and staff is a primary concern of Toll Middle School. Administrators, teachers, and security agents monitor students at breaks, lunch, and before and after school. All visitors to the campus must report to the front office, sign in, and obtain a visitor's pass which must be displayed at all times.

The School Site Safety Plan is evaluated and revised each spring by members of the Site Safety Committee; all revisions are shared immediately with staff members. Key elements of the 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. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, lockdown, and earthquake drills are conducted on a regular basis throughout the school year.

### Cleaning Process

Toll Middle School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free.

The Principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

### Maintenance & Repair

A scheduled maintenance program is administered by Toll Middle School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Glendale Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

### Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program 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 2006-07 school year, Glendale Unified School District has budgeted \$1,238,000 for the deferred maintenance program, which represents 0.57% of the district's general fund budget. As part of a five-year plan, Toll Middle School is scheduled to receive asbestos abatement, electrical and plumbing upgrades, new floor covering, door hardware and water heater replacement, plaster repairs, and exterior painting between 2006 and 2010. The following chart displays the results of the most recent school facilities inspection, completed on October 24, 2006.

### **Facility Conditions & Planned Improvements**

Date of Williams Facilities Inspection: n/a

Item Inspected	Facility in Good Repair		Repair Needed & Action Taken or Planned
	Yes	No	
Gas Leaks	X		At the time of publication, Toll Middle School had not yet received a Williams Facility Inspection due to its statewide ranking (8th decile). The school is inspected annually by the fire marshal and monthly by school site administrators. All issues discovered during these inspections are given the utmost priority. For more information regarding the new facilities requirements pursuant to Williams vs. the State of California, please see <a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a> .
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		
Other	X		

### **School Leadership**

Leadership at Toll Middle School is a responsibility shared among district administration, the principal, assistant principals, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Jan Canfield for the past six years. Ms. Canfield has 15 years of experience as an educator.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Opportunities for involvement include: Instructional Leadership Team (ILT), School Site Council, Individual Education Plan (IEP) Teams, School Plan Committee, Individual Intervention Learning Plans, Modernization Committee, Parent-Teacher Association (PTA), and English Learner Advisory Committee (ELAC).

### **Counseling & Other Support Services**

In addition to academics, the staff at Toll Middle School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The following chart displays a list of support services that are offered to students at the school.

#### **Counseling & Support Services Staff**

	<b>Number of Staff</b>	<b>Full-Time Equivalent</b>
Librarian	1	1.0
Psychologist	1	0.4
Counselors	2	2.0
Nurse	1	1.0
Health Clerk	1	0.8
Speech & Language Specialist	1	0.8
Resource Specialist Program (RSP) Teacher	1	1.0
Special Day Class (SDC) Teachers	4	4.0

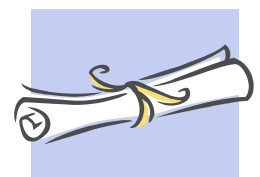
Students with special needs are provided support through the district's Special Education Program, four on-site Special Day Class (SDC) teachers, and a Resource Specialist Program (RSP) teacher. Each identified student is evaluated by a team consisting of his/her parent(s), a teacher specialist, school administrators, and the psychologist in order to develop an Individual Education Plan (IEP). The IEP defines the individualized instruction a special needs student will receive. Instruction is provided in the least restrictive environment possible and students are mainstreamed whenever appropriate.

All teachers at Toll Middle School are appropriately credentialed and able to instruct students acquiring English as a second language. English Learners (EL) receive differentiated instruction within the regular classroom setting. Newcomer students are enrolled in a two-hour block class devoted solely to reading and writing. EL students are tested with the California English Language Development Test (CELDT) annually to measure progress.

After-school intervention programs and summer school enhance students' understanding and mastery of core subject matter. An Academic Tutoring Partnership grant provides after-school homework assistance, as does the school's Homework Lab, which is staffed by teachers and parent volunteers.

Toll Middle School is an "Advancement Via Individual Determination" (AVID) site, offering preparatory programs for ethnically diverse, low-income, and first generation college students. Through this program, students are encouraged to complete college-preparatory courses and receive extra support in order to ensure entrance into college.

The Gifted and Talented Education (GATE) program is offered to students in grades seven and eight who have been recognized as capable of attaining high levels of achievement. Students are identified based on teacher recommendations and individual performance on state tests. GATE students at Toll Middle School have the opportunity to enroll in honors courses.



The district participates in the state's Healthy Start, Healthy Families and Healthy Kids programs. These programs are coordinated through the Healthy Start and Family Resource Center at the Pacific Avenue Education Center (440 West Lomita; Glendale, CA 91204), and serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

The Healthy Start and Family Resource Center also administers Project Access to Education (PACE), assisting homeless families to enroll their children in school, overcome obstacles that might keep their child from attending school, and allow their child to stay in one school while the family transitions into a more stable environment.

### **Student Achievement & Testing**

Various measures of student achievement are used as an ongoing part of the quality instructional program at Toll Middle School.

These assessments provide a measurement of students' actual progress and evaluate the effectiveness of instructional programs. In addition to the Standardized Testing and Reporting (STAR) program, the school and district administer other assessments to determine the progress of each student. Middle school students are evaluated based on the results of their writing, report card grades, and end-of-course exams each semester in English, Math, and Science. Results of these assessments and state testing are evaluated annually to determine whether each student is performing below, at, or above grade-level standards.

### Physical Fitness

In the spring of each year, Toll Middle School is required by the state to administer a physical fitness test to all seventh grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). During the 2005-06 school year, 19.3% of Toll Middle School's seventh grade students met or exceeded state fitness standards.

### Curriculum Improvement

Toll Middle School's curriculum is written in compliance with the state framework and the model curriculum standards dictated by the State Department of Education. The District Curriculum Committee is the primary leadership team responsible for monitoring and evaluating the curriculum. Decisions concerning curriculum improvement are then made through a collaborative effort among school representatives, ensuring that all changes are schoolwide, not isolated to a single class or grade.

### Contact Information

Parents who wish to participate in Toll Middle School's leadership teams, school committees, school activities, or become volunteers may contact the school office at (818) 244-8414. The district's website ([www.gusd.net](http://www.gusd.net)) also provides resources and information for parents, students, and community members.

### California Standards Test (CST)

Combined % of Students Scoring at Advanced & Proficient Levels

	English/Language Arts			Math			Science			Social Science					
	7th			8th			7th			8th					
	04	05	06	04	05	06	04	05	06	04	05	06			
<b>All Students</b>															
<b>Toll</b>	<b>42</b>	<b>51</b>	<b>49</b>	<b>40</b>	<b>46</b>	<b>47</b>	<b>44</b>	<b>52</b>	<b>54</b>	**	**	<b>48</b>	<b>36</b>	<b>37</b>	<b>40</b>
GUSD	51	60	58	46	52	56	55	60	62	**	**	55	42	44	50
California	36	43	43	33	39	41	33	37	41	**	**	38	28	31	34
<b>Females</b>															
<b>Toll</b>	<b>49</b>	<b>57</b>	<b>59</b>	<b>42</b>	<b>53</b>	<b>51</b>	<b>44</b>	<b>53</b>	<b>53</b>	**	**	<b>45</b>	<b>32</b>	<b>37</b>	<b>39</b>
GUSD	56	66	64	49	56	61	54	60	63	**	**	52	39	42	49
California	42	49	48	37	43	45	32	37	41	**	**	35	26	30	31
<b>Males</b>															
<b>Toll</b>	<b>35</b>	<b>44</b>	<b>40</b>	<b>38</b>	<b>39</b>	<b>42</b>	<b>44</b>	<b>51</b>	<b>55</b>	**	**	<b>52</b>	<b>40</b>	<b>38</b>	<b>41</b>
GUSD	45	53	53	43	48	50	55	59	60	**	**	57	46	47	49
California	32	38	38	29	34	37	33	37	41	**	**	41	29	33	36
<b>Socioeconomically Disadvantaged</b>															
<b>Toll</b>	<b>36</b>	<b>41</b>	<b>31</b>	<b>29</b>	<b>37</b>	<b>33</b>	<b>40</b>	<b>42</b>	<b>38</b>	**	**	<b>36</b>	<b>26</b>	<b>31</b>	<b>27</b>
GUSD	36	45	33	28	37	35	43	46	39	**	**	36	26	30	29
California	20	28	28	18	22	25	20	23	27	**	**	23	14	17	19
<b>English Learners</b>															
<b>Toll</b>	<b>11</b>	<b>15</b>	<b>13</b>	<b>10</b>	<b>19</b>	<b>18</b>	<b>21</b>	<b>28</b>	<b>29</b>	**	**	<b>29</b>	<b>12</b>	<b>15</b>	<b>11</b>
GUSD	14	19	22	10	16	19	28	31	35	**	**	29	12	13	18
California	5	9	9	3	6	6	10	11	13	**	**	9	5	5	6
<b>Special Education</b>															
<b>Toll</b>	<b>7</b>	<b>21</b>	<b>9</b>	<b>3</b>	<b>6</b>	<b>14</b>	<b>12</b>	<b>12</b>	<b>9</b>	**	**	<b>21</b>	<b>8</b>	<b>14</b>	<b>14</b>
GUSD	11	15	10	7	8	16	13	11	14	**	**	14	10	16	12
California	8	10	11	6	8	9	7	8	10	**	**	11	7	9	10
<b>Asian</b>															
<b>Toll</b>	<b>47</b>	<b>70</b>	<b>58</b>	<b>62</b>	<b>52</b>	<b>65</b>	<b>72</b>	<b>77</b>	<b>81</b>	**	**	<b>68</b>	<b>60</b>	<b>45</b>	<b>67</b>
GUSD	68	81	79	69	68	75	82	88	88	**	**	79	66	62	76
California	59	66	67	53	58	62	64	69	72	**	**	65	51	54	58
<b>Caucasian</b>															
<b>Toll</b>	<b>44</b>	<b>49</b>	<b>49</b>	<b>40</b>	<b>50</b>	<b>45</b>	<b>46</b>	<b>53</b>	<b>56</b>	**	**	<b>47</b>	<b>32</b>	<b>38</b>	<b>36</b>
GUSD	52	61	60	47	55	56	56	61	64	**	**	55	39	44	48
California	55	61	63	51	58	62	48	52	58	**	**	55	41	47	51
<b>Filipino</b>															
<b>Toll</b>	<b>50</b>	<b>73</b>	<b>76</b>	<b>55</b>	<b>47</b>	<b>77</b>	<b>47</b>	<b>80</b>	<b>76</b>	**	**	<b>85</b>	<b>59</b>	<b>38</b>	<b>67</b>
GUSD	58	74	67	54	59	65	55	71	72	**	**	69	60	54	63
California	52	61	60	45	51	54	47	52	58	**	**	52	40	42	46
<b>Hispanic</b>															
<b>Toll</b>	<b>31</b>	<b>38</b>	<b>41</b>	<b>26</b>	<b>31</b>	<b>32</b>	<b>27</b>	<b>32</b>	<b>38</b>	**	**	<b>30</b>	<b>27</b>	<b>32</b>	<b>30</b>
GUSD	35	42	41	26	35	36	34	36	38	**	**	35	27	30	33
California	22	28	28	18	23	25	18	23	28	**	**	23	14	17	20

\*\* Data unavailable through the California Department of Education.

For CST results on course-specific Math tests, please visit <http://star.cde.ca.gov>.

### California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Science, and Social Science, for the most recent three-year period, is shown at left.

### Parent & Community Involvement

Toll Middle School welcomes parent participation.

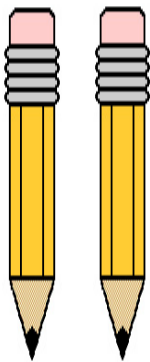
The school has an active Parent-Teacher Association (PTA), which publishes a monthly newsletter, *Toll Tales*. Parents are encouraged to volunteer to help with supervision, CAT/6 test proctoring, and other activities. Parents contribute to promotion activities and the quarterly Academic Club of Excellence breakfast.

Community partnerships enhance many aspects of the programs offered at Toll. In addition to AVID, the school is able to offer Project Success, the Armenian General Benevolent Union/Generation Next, and the Latino Student Initiative. Glendale Community College, Hoover High School, the Los Angeles County Office of Education, and the Glendale Lions Club provide career assistance and guidance to students.



### Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested.



The chart at right reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

**Statewide API Rank:** The statewide API rank ranges from 1 to 10. A statewide rank of '1' means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of '10' means that the school has an API score in the highest 10 percent of all schools in the state.

#### API Growth

	2003-04	2004-05	2005-06	2006 API Growth Score
Statewide API Rank	7	7	8	
Similar Schools API Rank	8	7	8	
<b>All Students</b>				
Actual API Growth	8	22	0	<b>770</b>
<b>Socioeconomically Disadvantaged</b>				
Actual API Growth	27	18	-41	<b>692</b>
<b>English Learners</b>				
Actual API Growth	*	*	-12	<b>701</b>
<b>Asian</b>				
Actual API Growth	-4	5	33	<b>884</b>
<b>Caucasian</b>				
Actual API Growth	9	26	-10	<b>765</b>
<b>Hispanic</b>				
Actual API Growth	14	18	9	<b>710</b>

\* Data unavailable through the California Department of Education.

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, containing at least 30 students with valid scores.

### Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014.

Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Math.
- Percent proficient on the state's standards-based assessments in ELA and Math.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site.

Results of school and district performance are displayed at right. Toll Middle School met all of the 2006 AYP criteria.



#### Adequate Yearly Progress 2006

Met AYP Criteria	Toll		Glendale Unified School District	
	English/Language Arts	Mathematics	English/Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	n/a		Yes	
Made Overall AYP	Yes		Yes	

#### CAT/6

% Scoring At or Above the National Average

	Reading						Math					
	7th			8th			7th			8th		
	04	05	06	04	05	06	04	05	06	04	05	06
<b>Toll</b>	<b>47</b>	<b>47</b>	<b>48</b>	<b>46</b>			<b>58</b>	<b>65</b>	<b>66</b>	<b>67</b>		
GUSD	55	56	58	51			66	68	70	69		
California	45	46	46	41			48	49	50	49		
<b>Subgroups</b>												
Females	53	53	56	48			59	67	68	68		
Males	41	41	41	44			58	63	64	67		
Socioeconomically Disadvantaged	42	37	33	36			53	57	52	57		
English Learners	12	14	15	12			36	37	41	43		
Special Education	12	18	22	8			16	18	22	10		
Asian	53	63	62	68			87	93	87	92		
Caucasian	48	46	46	44			60	66	66	67		
Filipino	59	60	67	62			59	83	95	69		
Hispanic	40	38	45	36			39	46	51	53		

**Beginning in 2005, the CAT/6 tested reading/language arts, spelling, and mathematics, in grades three and seven only, and no longer tested science in any grade.**

**Similar Schools API Rank:** The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of '1' means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of '10' means that the school's academic performance is better than at least 90 of the 100 similar schools.





## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

### Federal Intervention Program

Program Improvement (PI)

	Toll	GUSD
PI Status	Not in PI	Not in PI
First Year of PI Implementation	n/a	n/a
Year in PI (2006-07)	n/a	n/a
Number of Schools Currently in PI	n/a	2
Percent of Schools Identified for PI	n/a	6.3%

## Textbooks & Instructional Materials

Pursuant to the settlement of Williams vs. the State of California, Glendale Unified School District thoroughly inspected each of its school sites at the beginning of the 2006-07 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The adjacent chart displays data collected in October of 2006 in regards to the textbooks in use at Toll Middle School during the current school year (2006-07).

### Textbooks

Subject	Publisher	Grade Levels	Year Adopted	Quality, Currency, & Availability of Textbooks & Instructional Materials
Language Arts	McDougal Littell	7th-8th	2003	On August 15, 2006, the district's Board of Education determined that all textbooks at Toll Middle School are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.
Math	McDougal Littell	7th-8th	2002	
Social Science	McDougal Littell	7th-8th	2006	
Science	Holt, Rinehart, & Winston	7th-8th	2002	

Science Laboratory Equipment: Toll Middle School stocks an adequate supply of laboratory equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and bunsen burners. For a complete listing of inventory, please contact the school office at (818) 244-8414.

The school's fully automated library, staffed by a full-time librarian, is stocked with thousands of books that are available for students to check out, including books translated into Spanish and Armenian. Students visit the library on a weekly basis with their classes and are encouraged to visit on breaks and before and after school. Six computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Computer skills and concepts prepare students for technological growth and opportunities. In addition to two mobile laptop carts which are available for classroom check-out, students have weekly access to three computer labs on campus, containing a total of 110 Internet-accessible workstations. Each classroom also contains a minimum of two computers. Regularly utilized software programs enhance mathematical proficiency, language acquisition, writing skills, and reading comprehension.

### Computer Resources

	03-04	04-05	05-06
Computers	232	232	260
Students per computer	5.7	5.4	4.5
Classrooms connected to Internet	16	16	51

## Teacher Assignment

Glendale Unified School District recruits and employs only the most qualified credentialed teachers. During the 2005-06 school year, Toll Middle School staffed 50 fully certificated teachers who met all credential requirements in accordance with the State of California guidelines.

### Teacher Credential Status

	Toll			GUSD
	03-04	04-05	05-06	05-06
With Full Credential	52	54	50	1,262
Without Full Credential	2	1	0	58
Teaching Outside Subject Area of Competence	n/a	n/a	4	67

Figure reflects Interns, Emergency Credentials, and Waivers.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006-07 school year, the most current available data are reported.



### Misassignments/Vacancies

	04-05	05-06	06-07
Teacher Misassignments of English Learners	11	11	11
Teacher Misassignments (Other)	0	0	0
<b>Total Misassignments</b>	<b>11</b>	<b>11</b>	<b>11</b>
Teacher Vacancies	0	0	0

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.

### NCLB Compliance - Core Academic Subjects

	Toll	GUSD		
		All Schools	High-Poverty Schools	Low-Poverty Schools
% of Classes Taught by NCLB Compliant Teachers	<b>91.1%</b>	89.0%	86.0%	89.0%
% of Classes Taught by Non-NCLB Compliant Teachers	<b>8.9%</b>	11.0%	14.0%	11.0%

## Substitute Teachers

Substitute teachers must hold a bachelor's degree and have successfully passed the California Basic Educational Skills Test (CBEST). 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 and the district has not yet experienced any difficulties providing qualified substitute teachers. On rare occasions when a substitute is not available for an absent teacher, credentialed staff or administrators will assume the role of the substitute.



## Teacher Evaluation & Professional Development

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 and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year. Evaluations are conducted by the principal and assistant principals, who have been trained and certified for competency to perform teacher evaluations.

Evaluations are based on the California Standards for the Teaching Profession, which include:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored two staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. During the 2005-06 school year, staff development topics at Toll Middle School centered around Enhancing Education through Technology and Writing Across the Curriculum.

For additional support in their profession, teachers may enlist the services of the district's Peer Assistance and Review (PAR) program, and/or the Beginning Teacher Support and Assessment (BTSA) facilitator. The Paraprofessional Teacher Training Program (PTTP) is also available, offering assistance to educational assistants interested in pursuing a teaching career.

## Teacher & Administrative Salaries

The following chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed below.

### Teacher & Administrative Salaries 2004-05

	GUSD	California
Beginning Teacher Salary	\$38,260	\$37,540
Mid-Range Teacher Salary	\$58,736	\$59,426
Highest Teacher Salary	\$75,794	\$73,925
Average Principal Salary (Elementary)	\$101,615	\$87,162
Average Principal Salary (Middle)	\$102,426	\$96,389
Average Principal Salary (High)	\$107,519	\$105,092
Superintendent Salary	\$186,401	\$185,251
% of Budget for Teacher Salaries	41.9%	40.9%
% of Budget for Administrative Salaries	4.8%	5.3%

## School Site Teacher Salaries

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 comparison data from the State of California was for the 2004-05 school year. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having above 20,000 average daily attendance statewide. The chart below illustrates the average teacher salary at Toll Middle School and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries		
School & District	Toll	\$62,181
	GUSD	\$58,888
	Percentage of Variation: 5.6%	
School & State	Toll	\$62,181
	All Unified School Districts	\$57,560
	Percentage of Variation: 8.0%	

## Expenditures & Services Funded

Based on 2004-05 audited financial statements, Glendale Unified School District spent an average of \$7,037 to educate each student. The chart below provides a comparison of Toll Middle School's per-pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil		
Toll	Total	\$4,666
	Restricted (Supplemental) Sources	\$528
	Unrestricted (Basic) Sources	\$4,138
GUSD	Unrestricted Sources	\$4,839
	Percentage of Variation (School/District): 16.9%	
California	Unrestricted Sources	\$4,743
	Percentage of Variation (School/State): 14.6%	

In addition to general state funding, Toll Middle School received state and federal categorical funding for the following support programs:

- Title I, Part A (Basic Grant)
- Title V, Part A (Innovative Assistance Programs)
- Economic Impact Aid (EIA)
- English Language Acquisition Program (ELAP)
- Gifted & Talented Education Program (GATE)
- School & Library Improvement Block Grant (SLIBG)

