



Theodore Roosevelt Middle School

School Accountability Report Card, 2006–2007

Glendale Unified School District

» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

Theodore Roosevelt Middle School

School Accountability Report Card, 2006–2007
Glendale Unified School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average middle school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2007_en.html

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

222 East Acacia Ave.
Glendale, CA 91206
Principal: Maria Gandera
Phone: (818) 242-6845

How to Contact Our District

223 North Jackson St.
Glendale, CA 91206
Phone: (818) 241-3111 ext. 218
<http://www.gusd.net>



» Contents

ONLINE USERS: CLICK ON A TITLE TO JUMP TO THAT SECTION

- 1 Principal's Message**
- 3 Measures of Progress**
- 5 Student Achievement**
- 14 Students**
- 15 Climate for Learning**
- 17 Leadership, Teachers, and Staff**
- 22 Curriculum and Textbooks**
- 23 Resources**
- 25 District Expenditures**
- 26 School Expenditures**



Published by
SCHOOL WISE PRESS
385 Ashton Ave., Ste. 200
San Francisco, CA 94112
Phone: (415) 337-7971
www.schoolwisepress.com

©2007 Publishing 20/20

Theodore Roosevelt Middle School

School Accountability Report Card, 2006–2007
Glendale Unified School District

» Principal's Message

At Roosevelt Middle School, all staff members are committed to supporting a safe and secure learning environment that promotes equity, fairness, and respect, and where every student can be successful. Teachers and staff collaborate with parents and students to create and maintain a school environment where students will prosper academically, emotionally and socially. Teachers actively seek out new programs and best-practice strategies that illustrate to students how to apply the knowledge they gain every day at school. At Roosevelt, all staff strives to prepare all students for future success in postsecondary educational and career opportunities.

Maria Gandra, PRINCIPAL

Grade range and calendar

6-8

TRADITIONAL

Academic Performance Index

730

County Average: 715

State Average: 734

Student enrollment

1,045

County Average: 1,043

State Average: 672

Teachers

52

County Average: 45

State Average: 30

Students per teacher

20

County Average: 23

State Average: 22

Students per computer

4

County Average: 4

State Average: 4

Major Achievements

- Students actively participate in many afterschool programs and clubs, presenting assemblies, participating in various competitions, and in many other activities and events.
- Our Rising STAR program motivates, encourages, and provides support for students who are on the cusp of scoring at the Proficient level on the California Standards Tests (CST).
- Our Associated Student Body (ASB) actively engages students in leadership opportunities at the school.
- All Roosevelt students continue to work toward demonstrating proficiency on the CST by increasing their scores yearly.
- A Roosevelt student won the annual District Spelling Bee and participated in the Daily News Spelling Bee.

Focus for Improvement

- We will incorporate new, promising, research-based practice strategies into instruction that will help students increase their proficiency in all content areas and foster continual academic success.
- As a designated NASA Explorer School, we will work collaboratively with JPL and NASA to encourage students to achieve in all their academic content areas. Our MESA and NASA Robotic Club will encourage our students to learn about and build robots that can participate in Lego Robotic Competitions.
- As stated in our Instructional Focus Statement, students will reach proficiency and use writing to demonstrate their knowledge, understanding, and comprehension of concepts across ALL subject areas, and such writing will be evaluated using writing prompts and state assessments.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	No
Met growth target for prior school year	No
API score	730
Growth attained from prior year	+3
Met subgroup* growth targets	No
Underperforming school	No

Roosevelt’s API was 730 (out of 1000). This is an increase of 3 points compared to last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 727. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all middle schools in California, our school ranked 6 out of 10.

SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of March 2008.

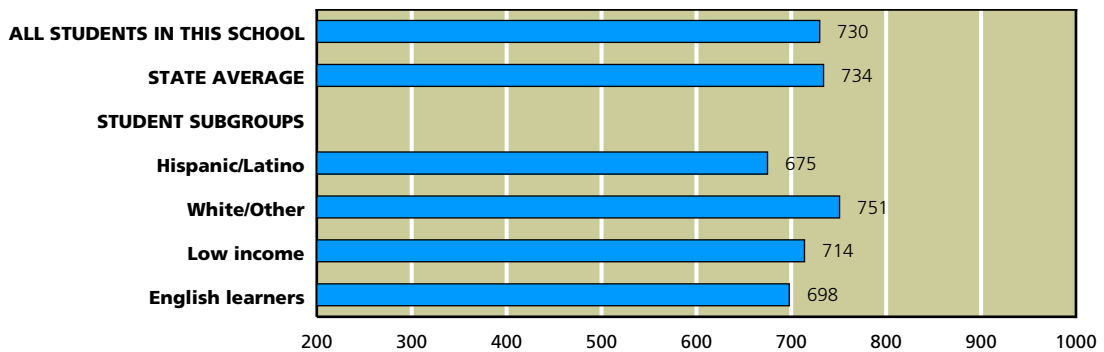
*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 9 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We did not meet some or all of our assigned growth targets during the 2006–2007 school year. Just for reference, 35 percent of middle schools statewide met their growth targets.

API, Spring 2007



SOURCE: API based on spring 2007 test cycle. State average represents middle schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

We met all 24 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Program Improvement School in 2007	No

SOURCE: AYP is based on the Accountability Progress Report of March 2008. A school can be in Program Improvement based on students’ test results in the 2006–2007 school year or earlier.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students with disabilities	●	—	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of March 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

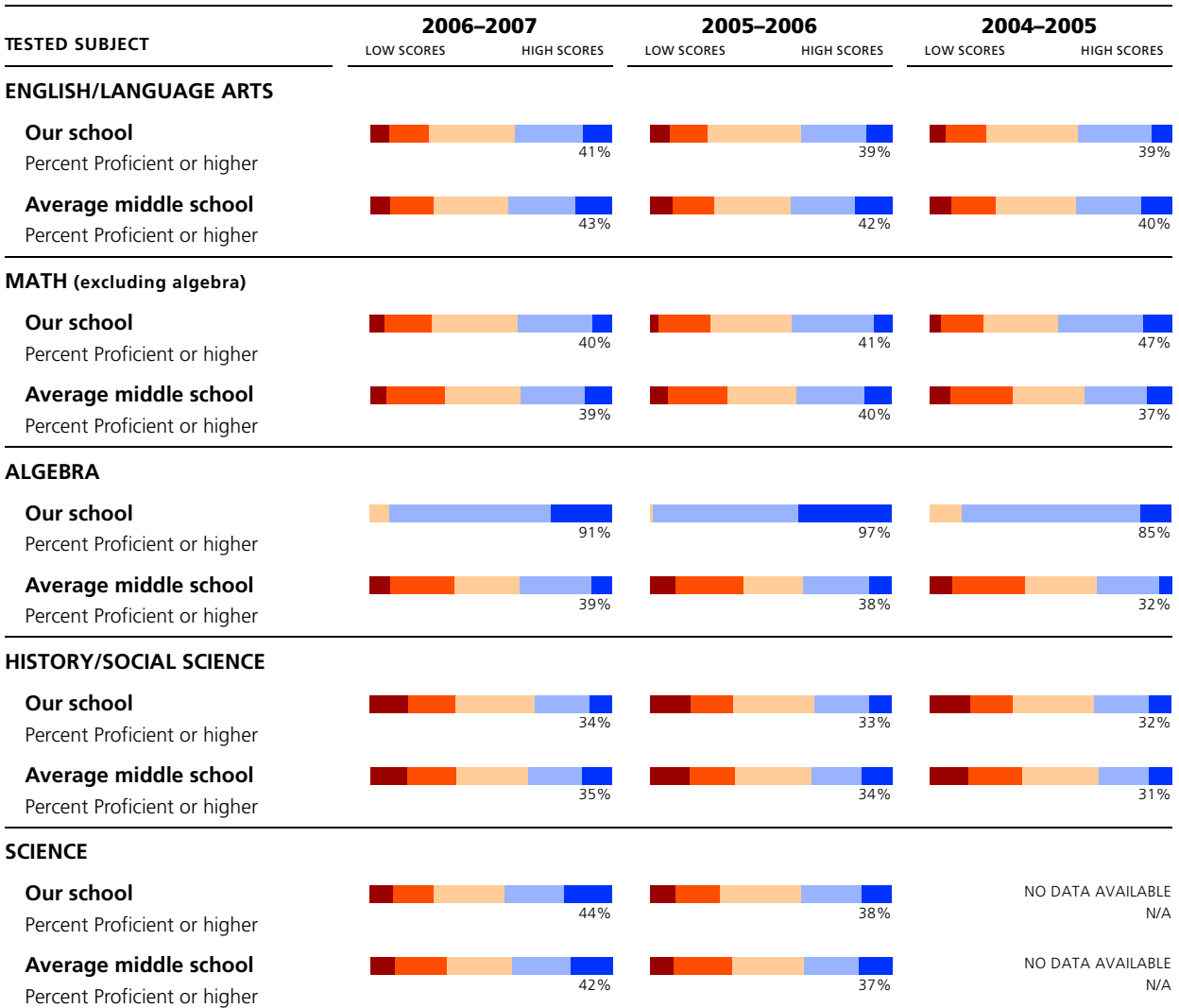
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average middle school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2007 test cycle. State average represents middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 45 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			41%	100%	SCHOOLWIDE AVERAGE: About two percent fewer students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			38%	99%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			43%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

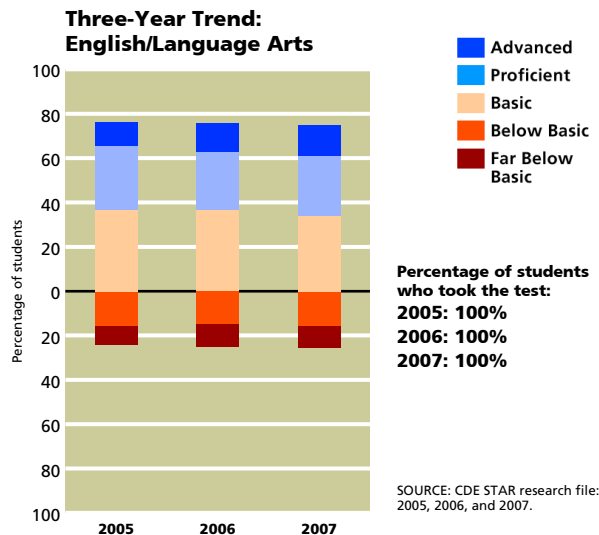
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			36%	519	GENDER: About nine percent more girls than boys at our school scored Proficient or Advanced.
Girls			45%	506	
English proficient			51%	724	ENGLISH PROFICIENCY: English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			15%	302	
Low income			38%	815	INCOME: About 14 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			52%	210	
Learning disabled			4%	103	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			45%	923	
Asian American			66%	41	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino			59%	98	
Hispanic/Latino			34%	442	
White/Other			41%	428	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



Math (Excluding Algebra)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			40%	91%	SCHOOLWIDE AVERAGE: About one percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			34%	80%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			39%	79%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			41%	467	GENDER: About four percent more boys than girls at our school scored Proficient or Advanced.
Girls			37%	465	
English proficient			47%	641	ENGLISH PROFICIENCY: English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			22%	292	
Low income			38%	744	INCOME: About eight percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			46%	188	
Learning disabled			7%	103	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			44%	830	
Asian American			67%	33	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino			60%	87	
Hispanic/Latino			28%	420	
White/Other			46%	378	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

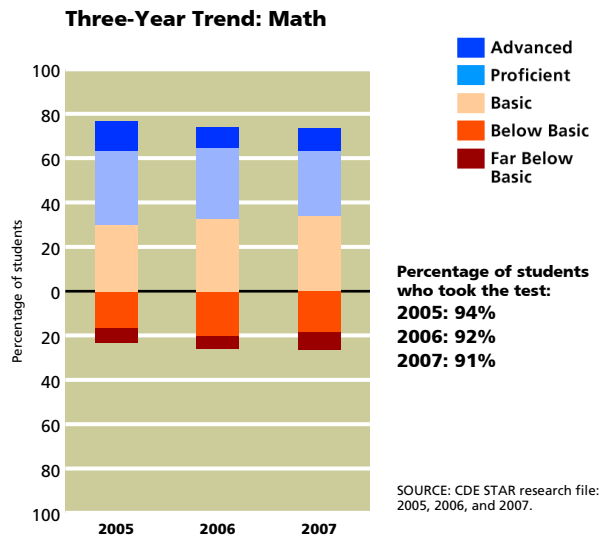
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

All sixth and seventh graders take the same math courses. In eighth grade, however, some students take algebra, while others take a general math course. We report algebra results separately. Here we present our students' scores for all math courses except algebra.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [math standards](#) on the CDE's Web site.



Algebra I

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			91%	7%	SCHOOLWIDE AVERAGE: About 52 percent more students at our school scored Proficient or Advanced than at the average middle school in California. But 21 percent fewer students took algebra than did students in the average middle school in the state.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			33%	28%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			39%	28%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

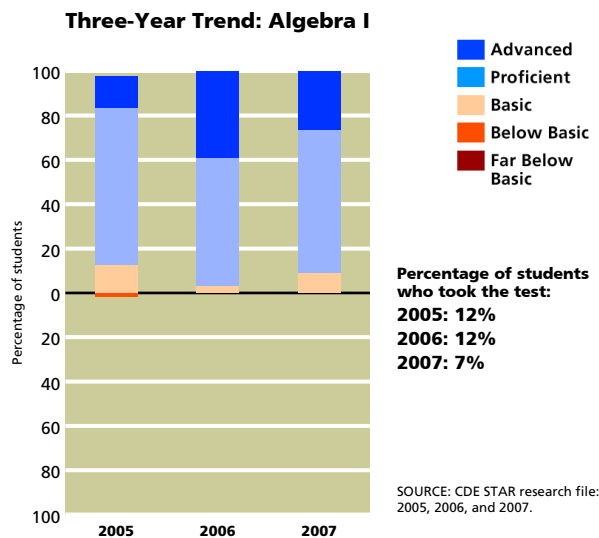
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			90%	30	GENDER: About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			91%	34	
English proficient			92%	59	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	5	
Low income			92%	48	INCOME: We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE		N/S	16	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			91%	64	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	14	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			92%	36	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

We report our eighth grade students’ algebra results separately because of the central importance of algebra in the California math standards. It is also a gateway course for college-bound students, who should start high school ready for geometry.

The graph to the right shows how our students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About seven percent of our students took the algebra CST, compared to 28 percent of all middle school students statewide. You can review the **algebra** standards on the CDE’s Web site.



History/Social Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			34%	100%	SCHOOLWIDE AVERAGE: About one percent fewer students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			30%	98%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			35%	98%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

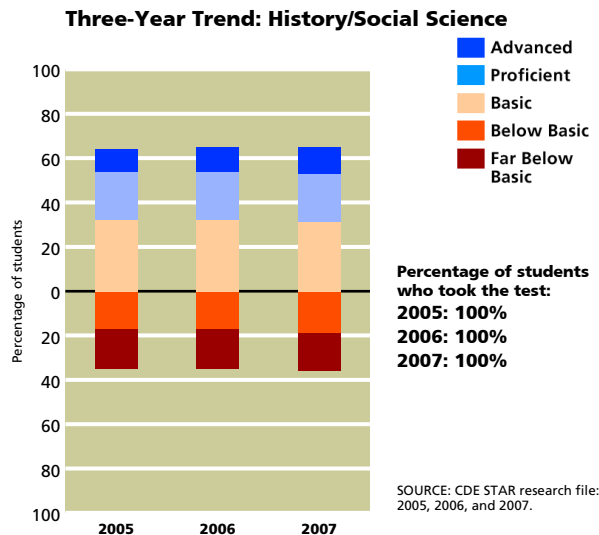
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			33%	225	GENDER: About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			34%	222	
English proficient			39%	323	ENGLISH PROFICIENCY: English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			19%	124	
Low income			30%	337	INCOME: About 14 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			44%	110	
Learning disabled			4%	45	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			37%	402	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	17	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino			53%	47	
Hispanic/Latino			26%	192	
White/Other			33%	183	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eighth grade students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [history/social science standards](#) on the CDE's Web site.



Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			44%	100%	SCHOOLWIDE AVERAGE: About two percent more students at our school scored Proficient or Advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			37%	98%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			42%	98%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

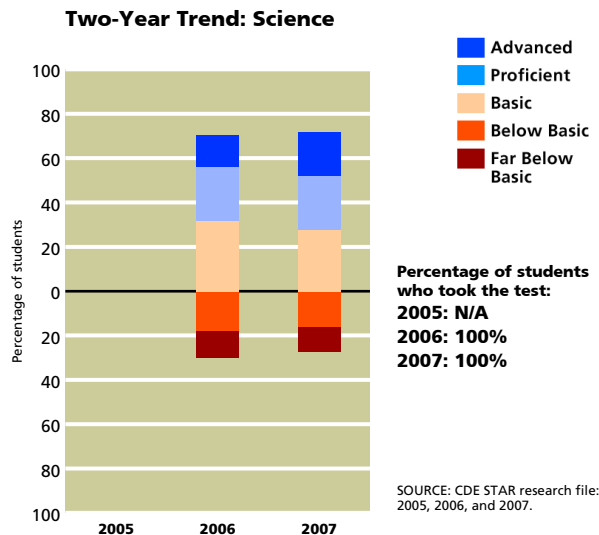
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			42%	225	GENDER: About five percent more girls than boys at our school scored Proficient or Advanced.
Girls			47%	222	
English proficient			51%	323	ENGLISH PROFICIENCY: English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			28%	124	
Low income			42%	337	INCOME: About 11 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			53%	110	
Learning disabled			4%	45	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			49%	402	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	17	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Filipino			64%	47	
Hispanic/Latino			34%	192	
White/Other			46%	183	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

This was the second year that science was included in the California Standards Tests our eighth grade students took. As a result, we have only two years of trend data to present. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

Although we teach science at all grade levels, only our eighth graders took the California Standards Test in this subject. You can read the [science standards](#) on the CDE’s Web site.



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2007, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	17%	16%	21%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	44%	40%	46%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	26%	21%	26%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	45%	40%	46%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	29%	22%	25%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	53%	46%	52%

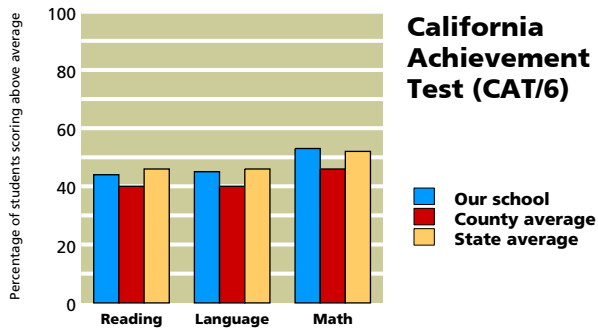
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Roosevelt, 44 percent of students scored at or above average in reading (compared to 46 percent statewide); 45 percent scored at or above average in language (compared to 46 percent statewide); and 53 percent scored at or above average in math (compared to 52 percent statewide). The subject with the most students scoring at or above average was math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Roosevelt, 17 percent of students scored at the top in reading (compared to 21 percent statewide); 26 percent scored at the top in language (compared to 26 percent statewide); and 29 percent scored at the top in math (compared to 25 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2007 test cycle. County and state averages represent middle schools only.

Other Measures of Student Achievement

We analyze Standardized Testing and Reporting (STAR) test results to give a complete picture of student achievement and the quality of instruction. Various measures of student achievement are used as an ongoing part of the quality instructional program at Roosevelt Middle School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of instructional programs. In addition to the 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. We also use homework completion, quizzes, tests and final exams, research papers, essays, multimedia projects, oral exams or presentations, and teacher observation to assess student progress. Results of these assessments and state testing are evaluated annually to determine whether each student is performing below, at, or above grade-level standards.

STUDENTS

Students’ English Language Skills

At Roosevelt, 75 percent of students were considered to be proficient in English, compared to 79 percent of middle school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	75%	75%	79%
English learners	25%	25%	21%

SOURCE: Language Census for school year 2006–2007. County and state averages represent middle schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 257 students classified as English learners. At Roosevelt, the language these students most often speak at home is Armenian or Spanish. In California it’s common to find English learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	42%	90%	86%
Vietnamese	0%	1%	2%
Cantonese	0%	2%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	9%	1%	1%
Korean	2%	1%	1%
Khmer/Cambodian	0%	0%	1%
All other	47%	5%	7%

SOURCE: Language Census for school year 2006–2007. County and state averages represent middle schools only.

Ethnicity

Most students at Roosevelt identify themselves as Latino/Hispanic or White/European American/Other. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	11%	8%
Asian American/Pacific Islander	13%	10%	11%
Latino/Hispanic	44%	62%	47%
White/European American/Other	42%	18%	34%

SOURCE: CBEDS census of October 2006. County and state averages represent middle schools only.

Family Income and Education

The **free or reduced-price meal** subsidy goes to students whose families earned less than \$37,000 a year (based on a family of four) in the 2006–2007 school year. At Roosevelt, 79 percent of the students qualified for this program, compared to 51 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	79%	63%	51%
Parents with some college	43%	46%	54%
Parents with college degree	31%	25%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent middle schools only.

The parents of 43 percent of the students at Roosevelt have attended college, and 31 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 92 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The average class size at Roosevelt varies from a low of 22 students to a high of 27. Our average class size schoolwide is 26 students. The average class size for middle schools in the state is 28 students. This table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZE OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	22	27	26
History	26	30	29
Math	27	29	28
Science	26	31	29

SOURCE: CBEDS census, October 2006. County and state averages represent middle schools only.

Safety

Safety of students and staff is a primary concern of Roosevelt Middle School. Administrators, teachers, parents, and campus supervisors monitor students at breaks, lunch, and before and after school. Our School Resource Officer works with students during the day and a series of security cameras monitor our campus continuously 24 hours a day. All visitors to the campus must report to the front office, sign in, and obtain a visitor’s pass that must be displayed at all times.

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 procedures for reporting child abuse, notifying teachers of dangerous pupils, disaster response, and safe ingress and egress from school as well as a 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. We share the plan with all staff during schoolwide staff meetings and with parents at Coffee With the Principal meetings and at School Site Council meetings. We practice fire, earthquake, and lockdown drills three times a year and hold trainings for staff on emergency preparedness twice a year.

Discipline

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2006–2007	38	23	19
2005–2006	30	18	19
2004–2005	41	23	19
Expulsions per 100 students			
2006–2007	0	0	1
2005–2006	0	0	0
2004–2005	1	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent middle schools only.

During the 2006–2007 school year, we had 393 suspension incidents. We had four incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Homework

Homework occupies an important place in the educational program if effectively administered. Homework reinforces classroom instruction, supports high expectations, motivates students toward self-direction, and strengthens the relationship of school and home in the learning process. Homework is an important part of every student’s instructional program. Accordingly, teachers assign homework regularly based on classroom instruction, and students are held accountable for completing it.

Schedule

During the 2006–2007 school year, Roosevelt Middle School offered 180 days of instruction, comprised of 171 regular days and nine minimum days. Minimum days are scheduled for Back-to- School Night, Open House, state testing, and the last day of instruction. Additionally, each Friday is set aside as a “banking day.” Banking days are shortened by two hours to allow time for grade-level or faculty meetings, staff development, and classroom planning. Each period is shortened and all students end the day at 12:52 p.m. Students were offered 61,332 minutes of annual instructional time during the 2006–2007 school year, exceeding the state requirement of 54,000 minutes at the middle school level.

Students who need additional support in English/language arts and/or math take an additional hour of intervention support in that academic area. This hour is provided during first period, which begins at 7:15 a.m. Students who wish to take two hours of electives also take a first-period class. All other students begin the day with second period at 8:05 a.m. All students end their day at 3 p.m.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	18%	25%	28%
Girls in Fitness Zone	15%	28%	33%
Fifth graders in Fitness Zone	N/A	25%	26%
Seventh graders in Fitness Zone	17%	27%	31%
Ninth graders in Fitness Zone	N/A	24%	23%
All students in Fitness Zone	17%	26%	30%

SOURCE: 2006–2007 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent middle schools only.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Leadership at Roosevelt Middle School is a responsibility shared among district administration, the principal, assistant principals, instructional staff, students, and parents. Maria G. Gandera, EdD has assumed primary leadership duties at the school for the past three years. Prior to this position, Dr. Gandera was the principal at Franklin Elementary for three years. During her 18 years as an educator, she has also served as an assistant principal, a teacher specialist, and a classroom teacher.

Many groups contribute to our decision-making process. Our School Site Council (SSC), composed of the principal, parents, student representatives, and faculty, makes decisions about our curriculum, school policies, and budget. Monthly Coffee With the Principal meetings allow for opportunities for parents to learn about what is happening at Roosevelt and to provide parental input to the principal. Our department chairs also meet bimonthly with the principal as the Instructional Leadership Team (ILT) to choose staff development topics, discuss our writing across the curriculum focus, resolve problems, determine how the school’s categorical budget should be spent, and discuss program improvements.

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: ILT, School Site Council, Curriculum Study Council, Individualized Education Program (IEP) Teams, Individual Intervention Learning Plans, Discipline Committee, and Student Study Teams.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	13	11	12
Newer teachers	Percentage of teachers with one or two years of teaching experience	0%	16%	15%
Teachers holding an MA degree or higher	Percentage of teachers with a master’s degree or higher from a graduate school	46%	38%	34%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	54%	62%	66%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent middle schools only.

None of our teachers has less than three years of teaching experience, which is below the average for new teachers in other middle schools in California. Our teachers have, on average, 13 years of experience. About 54 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 46 percent have completed a master’s degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	98%	90%	93%
Trainee credential holders	Percentage of staff holding an internship credential	2%	8%	5%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	11%	5%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent middle schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 98 percent of the faculty at Roosevelt hold a full credential. This number is higher than the average for all middle schools in the state. About two percent of the faculty at Roosevelt hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, five percent of middle school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few middle school teachers hold this authorization statewide (just five percent). All of the faculty at Roosevelt hold the secondary (single-subject) credential. This number is above the average for middle schools in California, which is 84 percent. You can find three years of data about teachers’ credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	12%	N/A	0%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	33%	37%	38%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	2%	10%	7%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

“HIGHLY QUALIFIED” TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “highly qualified.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an **out-of-field** section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table. About 33 percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 38 percent of core courses taught by such middle school teachers statewide.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About two percent of our teachers were working without full credentials, compared to seven percent of teachers in middle schools statewide.

Out-of-Field Teaching, Detail by Selected Subject Areas

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	Percentage of English courses taught by a teacher lacking the appropriate subject area authorization	25%	35%	40%
Math	Percentage of math courses taught by a teacher lacking the appropriate subject area authorization	29%	39%	37%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	63%	44%	40%
Social Science	Percentage of social science courses taught by a teacher lacking the appropriate subject area authorization	26%	39%	41%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent middle schools only.

The table above shows the distribution of out-of-field teaching in each of the core subject areas.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2007–2008 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is seven percent, compared to five percent statewide. For schools with the lowest percentage of low-income students, this factor is seven percent, compared to three percent statewide.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	7%	5%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	7%	3%

SOURCE: Data is from the California Department of Education, SARC research file.

Staff Development

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 three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development also occurs during monthly Staff Meetings. During the 2006–2007 school year, staff development topics at Roosevelt Middle School centered around Focus on Results and improving writing across all content areas. Teachers and administrators review test scores and choose topics relating to the most pressing issues from the previous year.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	3.0
2005–2006	3.0
2004–2005	3.0

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

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	2.0
Librarians	0.0
Psychologists	0.6
Social workers	0.0
Nurses	0.2
Speech/language/hearing specialists	0.6
Resource specialists	3.0

SOURCE: CBEDS census, October 2006.

ACADEMIC GUIDANCE COUNSELORS: Our school has two full-time equivalent academic counselors, which is equivalent to one counselor for every 523 students. Just for reference, California districts employed about one academic counselor for every 780 middle school students in the state. More information about [counseling and student support](#) is available on the CDE Web site.

Specialized Programs and Staff

In addition to academics, the staff at Roosevelt 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 onsite counseling and has procedures in place to ensure that students receive the services they need. The school psychologist and counselors are devoted to helping students deal with problems and assisting them to reach positive goals.

The Roosevelt Read 180 program offers extended-day classes to at-risk students. Also available is a two-hour extended-day math program. Afterschool tutoring is offered as needed to enhance students' understanding and mastery of core subject matter. Roosevelt Middle School is an Advancement Via Individual Determination site, offering preparatory programs for ethnically diverse, low-income, and first-generation college students. Additionally, the school sponsors a College Awareness Week and offers career guidance, workshops, and academic tutorials to further enhance a college-going culture on campus. Public speakers promoting higher education for all students, especially those from communities and backgrounds with historically low college-going rates, address our students throughout the school year.

We offer elective classes in music, drama, year book, foods, computer technology lab, and student government. We offer lunchtime and afterschool sports activities as well.

GIFTED AND TALENTED EDUCATION (GATE): High-achieving and gifted students in kindergarten through grade six receive differentiated (customized) instruction in flexible guided reading groups using leveled (developmentally appropriate) reading materials. Specialized computer software such as the STAR Reading Assessment Program and Accelerated Reader allow high-achieving students to read ahead of their grade level. Kindergarten through sixth grade teachers participate in professional development provided by GATE consultants for differentiated instruction, higher level questioning, and tiered lesson planning. Formal identification of gifted students for the GATE program begins in grade four and consists of teacher recommendations and individual performance on state tests. We provide differentiated instruction, cooperative learning, and cluster groupings in self-contained classrooms during the school day. GATE students also participate in extracurricular activities provided by the school and district, including GATE Breakfasts, the California Math League Contest, Invention Convention, Math Field Day, and other enrichment activities planned by individual school sites.

The GATE program is offered to students in grades six through 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. Middle school students receive differentiated instruction in their classrooms and may participate in district-sponsored GATE activities. Roosevelt Middle School provides specific courses for GATE students.

SPECIAL EDUCATION PROGRAM: Students with special needs are provided support through the district's Special Education program and five onsite special education teachers and four full-time assistants. Each identified student is evaluated by a team consisting of parents, a teacher specialist, school administrators, and the psychologist. This team develops an Individualized Education Program (IEP) to define the individualized instruction each special needs student will receive.

Instruction is provided in the least restrictive environment possible and students are mainstreamed into regular classrooms whenever appropriate. Special education teachers share student progress with regular classroom teachers and inform them of any accommodations the student needs, such as more time to complete assignments or a lighter reading load. All students receiving special education services participate in fully included science and history classes taught by general education and special education teachers.

ENGLISH LEARNER PROGRAM: English learners receive core instruction in all content areas daily, including leveled English Language Development. English learners are tested using the California English Language Development Test (CELDT) annually to measure their progress. Most teachers at Roosevelt Middle School have their Bilingual Cross-cultural Language and Academic Development (BCLAD) or CLAD certification.

CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

In sixth grade, students read short stories, legends, historical fiction, poetry, essays, and plays. By seventh grade, students write and research longer papers and essays that persuade others with logic and reason. In the eighth grade, we expect students to read serious novels and write book reports that draw conclusions. You can read the California standards for [English/language arts](#) on the CDE's Web site.

Math

In sixth grade, students expand upon their knowledge of mathematical concepts, including how to add, subtract, multiply, and divide whole numbers, fractions, decimals, and positive and negative integers. They learn basic principles of statistics, probability, and ratios as well as how to analyze data and use geometry formulas. In seventh grade, we expect students to understand the Pythagorean theorem, calculate surface area and volume, and increase their facility with fractional numbers, ratios, and proportion. Eighth graders now study algebra, which for decades was taught in ninth grade. You can read the [math standards](#) on the CDE's Web site.

Science

The science program focuses on [earth science](#) in the sixth grade, with units on plate tectonics, thermal energy, and ecology. Our seventh graders study [life science](#), covering cell biology, genetics, evolution, and structure and function in living systems. In eighth grade, we focus on the [physical sciences and chemistry](#). Units in the physical sciences focus on motion, forces, and structures of matter. Chemistry units include the periodic table, reactions, and the properties of density and buoyancy. Science content standards are available for [all grade levels](#) on the CDE's Web site.

Social Science

In the sixth grade, students study world history and ancient civilizations. In the seventh grade, they will continue their study of world history, starting with medieval times and continuing through the 18th century. They turn to American history in the eighth grade, up through Reconstruction. They learn to research topics on their own, develop their own point of view, and interpret history. You can read the [social studies standards](#) on the CDE's Web site.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2007–2008 school year, and whether those [textbooks](#) covered the California Content Standards.

RESOURCES

Buildings

Roosevelt Middle School, originally constructed in 1922, is currently situated on six acres and comprised of 50 classrooms, a library, two computer labs, a gymnasium, a fitness center, an auditorium, a cafeteria, an outdoor lunch court, administrative offices, grassy fields, and a blacktop playground. Measure K modernizations were completed in 2004 and included installation of campuswide air-conditioning, connecting all classrooms to the Internet, construction of a new science lab and nine modern science classrooms, and surfacing of the court. Additionally, the administrative offices were refurbished with the main entrance moved to Acacia Avenue in order to improve student safety. Roosevelt 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 rest rooms. 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.

A scheduled maintenance program is administered by Roosevelt 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.

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.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction \(OPSC\)](#), and were brought about by the legislation known as Williams. If you'd like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

Library

The school's spacious, inviting, fully automated library, staffed by a library assistant, is stocked with thousands of books 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. Ten computer workstations within the library are connected to the Internet so students are able to access resources and information online. Our library technician welcomes parent and student volunteers to help check out and shelve books. The library is open from 8 a.m. to 3 p.m. It is also open after school a few hours every week.

Computers

We have 235 computers available for student use, which means that, on average, there is one computer for every four students. There are 48 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	4	4	4
Internet-connected classrooms	48	44	34

SOURCE: CBEDS census of October 2006. County and state averages represent middle schools only.

Computer skills and concepts prepare students for technological growth and opportunities. Each classroom at Roosevelt Middle School contains a minimum of one computer. Students also have access to two computer labs on campus, each containing 36 Internet-connected workstations. Regularly used software programs enhance instruction, mathematical proficiency, and reading comprehension. Our four mobile computer labs are used in English classes to assist students in writing essays. Students are able to send their essays to a Web-based program that immediately grades them on a six-point scoring rubric. This immediate feedback motivates and encourages students while writing.

Parent Involvement

Parents can join our School Site Council (SSC), English Language Advisory Committee (ELAC), Monthly Coffee With the Principal meetings, and NASA Explorer School Council. Parents and community members are encouraged to volunteer time at Roosevelt working with students or helping teachers. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences throughout the year. For information about getting involved at our school, please contact Dr. Gandra or one of Roosevelt’s assistant principals, Mr. Mark Brown or Mr. Maurice James, at (818) 242-6845.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2005–2006			
Total expenses	\$206,005,343	N/A	N/A
Expenses per student	\$7,330	\$7,583	\$7,521
FISCAL YEAR 2004–2005			
Total expenses	\$203,558,533	N/A	N/A
Expenses per student	\$7,038	\$7,172	\$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$7,330 per student in the 2005–2006 school year, compared to an average of \$7,583 per student spent by similar (unified school district) districts in the state. Our total operating expenses for the 2005–2006 year were \$206,005,343. Facts about the 2006–2007 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the [Ed-Data Partnership’s Web site](#).

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA). More information is available on the [CDE’s Web site](#).

District Salaries, 2005–2006

This table reports the salaries of teachers and administrators in our district for the 2005–2006 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$39,599	\$38,937
Midrange teacher’s salary	\$60,792	\$61,080
Highest-paid teacher’s salary	\$78,447	\$76,443
Average principal’s salary (middle school)	\$106,788	\$103,687
Superintendent’s salary	\$222,210	\$195,054
Percentage of budget for teachers’ salaries	41%	40%
Percentage of budget for administrators’ salaries	5%	5%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2005–2006, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTA and school foundation support is evident in many of Glendale Unified schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our [school's expenditures](#), along with the [average salaries of our teachers](#). You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 2008. The CDE may release additional or revised data for the 2006–2007 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 2007).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

rev20080409_19-64568-6057715m/17253

» Data Almanac

This Data Almanac provides more detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text. We hope it provides information that will be useful to your school community.



STUDENT AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	1,045
African American	1%
American Indian or Alaska Native	0%
Asian	4%
Filipino	9%
Hispanic or Latino	44%
Pacific Islander	0%
White (not Hispanic)	41%
Multiple or no response	1%
Socioeconomically disadvantaged	77%
English learners	29%
Students with disabilities	10%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2006. Data about students who are socioeconomically disadvantaged, English learners, and learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	162
Grade 7	422
Grade 8	461
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2006.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2004–2005	2005–2006	2006–2007
English	23	22	22
History	29	27	26
Math	27	26	27
Science	30	28	26

SOURCE: CBEDS, October 2006.

Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

SUBJECT	2004–2005			2005–2006			2006–2007		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	35	33	6	39	36	4	33	32	4
History	7	12	22	11	29	12	14	17	11
Math	9	38	6	11	37	5	7	32	3
Science	5	13	20	10	21	9	9	18	11

SOURCE: CBEDS, October 2006.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2004–2005	2005–2006	2006–2007	2006–2007
With Full Credential	52	51	51	1,239
Without Full Credential	4	5	1	28

SOURCE: CBEDS, October 2006, Professional Assignment Information Form (PAIF) section.

STUDENT PERFORMANCE

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts and mathematics in grades six through eight; science in grade eight; and history/social science in grade eight. Student scores are reported as performance levels.

CST Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English/ Language Arts	39%	39%	41%	54%	56%	58%	40%	42%	43%
History/Social Social	32%	33%	34%	45%	46%	48%	32%	33%	33%
Mathematics	49%	45%	43%	55%	57%	57%	38%	40%	40%
Science	N/A	38%	45%	39%	50%	52%	27%	35%	38%

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CST Results by Student Group: Most Recent Year

The percentage of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/ LANGUAGE ARTS 2006–2007	HISTORY/ SOCIAL SCIENCE 2006–2007	MATHEMATICS 2006–2007	SCIENCE 2006–2007
African American	36%	N/A	36%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	66%	71%	76%	82%
Filipino	59%	53%	62%	64%
Hispanic or Latino	34%	26%	30%	34%
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	41%	33%	50%	46%
Boys	36%	33%	45%	42%
Girls	45%	34%	42%	47%
Economically disadvantaged	38%	30%	41%	42%
English learners	15%	19%	23%	28%
Students with disabilities	4%	4%	7%	4%
Students receiving migrant education services	N/A	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

California Achievement Test, Sixth Edition (CAT/6)

The California Achievement Test, Sixth Edition (CAT/6), a national, norm-referenced test, shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. It is taken only by third and seventh graders. We report only reading and math below. The results are reported as the percentage of students scoring at or above the national average (the 50th percentile).

CAT/6 Test Results for Seventh Grade Students—Three-Year Comparison

The percentage of students scoring at or above the national average in reading and mathematics, for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	40%	41%	44%	49%	52%	53%	41%	42%	42%
Mathematics	49%	51%	53%	67%	70%	69%	52%	53%	53%

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CAT/6 Test Results for Seventh Grade Students by Group—Most Recent Year

The percentage of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

STUDENT GROUP	PERCENT PROFICIENT OR ADVANCED	
	READING 2006–2007	MATHEMATICS 2006–2007
African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	67%	72%
Filipino	59%	64%
Hispanic or Latino	43%	46%
Pacific Islander	N/A	N/A
White (not Hispanic)	39%	57%
Boys	42%	55%
Girls	45%	52%
Economically disadvantaged	40%	51%
English learners	15%	26%
Students with disabilities	17%	17%
Students receiving migrant education services	N/A	N/A

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

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 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all middle 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 middle schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2004–2005	2005–2006	2006–2007
Statewide rank	5	6	6
Similar-schools rank	5	9	9

SOURCE: The API Base Report from July 2007.

API Changes by Student Group: Three-Year Comparison

API changes for all students and student groups: the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2004–2005	2005–2006	2006–2007	2006–2007
All students at the school	+48	-8	+3	730
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	+24	-7	+4	675
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+71	-8	+1	751
Economically disadvantaged	+45	-9	+3	714
English learners	N/A	-17	+14	698
Students with disabilities	N/A	N/A	N/A	452

SOURCE: The API Growth Report as released in the Accountability Progress Report in March 2008.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP): (a) a 95-percent participation rate on the state’s tests; (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests; and (c) an API of at least 590 or growth of at least one point.

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	Yes
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	Yes
Percent Proficient in mathematics	Yes
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in March 2008.

Intervention Program: District Program Improvement (PI)

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) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	2
Percentage of schools currently in PI	6%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in March 2008.

TEXTBOOKS

Textbook Adoption List (TABLE O)

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Holt Literature & Language	English key concepts	2002	2003
Mathematics, Concepts and Skills, Course 1	Math	2001	2002
Mathematics, Concepts and Skills, Course 2	PreAlgebra key concepts	2001	2002
Basic Algebra	Introduction to Algebra	2001	2003
Algebra 1, Concepts and Skills	Introduction to Algebra	2001	2003
Algebra I, Structure and Method by Brown & Dolciani	Algebra 1	2000	2003
"World History: Medieval & Early Modern Times, CA Edition	History/Social Studies	2006	2006
Creating America: Beginnings through World War I, CA Edition	History/Social Studies	2006	2006
California Life Science	Life Science	2008	2007
Focus on Life Science	Life Science	2008	2007
California Physical Science	Physical Science	2008	2007
Focus on Physical Science	Physical Science	2008	2007

SOURCE: Textbook data is supplied by the district.