



Glendale Unified School District

"Excellence is Worth the Effort"

Theodore Roosevelt Middle School

2000-2001 Annual School Report Card

1017 S. Glendale Ave., Glendale, CA 91205-2805

(818) 242-6845

Seventh and Eighth Grade

www.glendale.k12.ca.us

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Principal's Message

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

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. However, we view this as not only a means of complying with state legislature, but an opportunity to publish the accomplishments we take great pride in sharing. We are at an exciting time at Roosevelt. We are currently modernizing the school and anticipate the construction of new science labs, internet connectivity and air conditioning in the spring. We are also very proud of the academic growth we have shown over the past two years and know that the efforts our teachers put into improving their abilities is a critical factor in our progress.

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

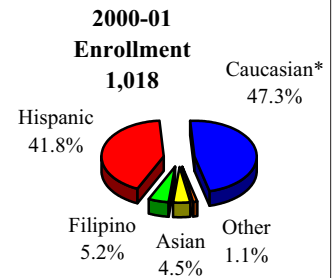
Mission Statement

Roosevelt Middle School, a culturally rich diverse urban community of learners, is the bridge from elementary to high school that empowers students to channel their energy and vitality to become thinking, literate, caring, responsible and creatively expressive adolescents, capable and eager to achieve their full potential as life long learners. We will achieve this through multi-dimensional learning experiences, in and out of school, in a highly personal, supportive and developmentally appropriate school climate fostering personal growth, intellectual development, cross-cultural understanding and cooperation, fully integrating all school, family, and community resources.

Community & School Profile

The City of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo mountains - only 8 miles north of downtown Los Angeles. Embracing cultural diversity, fifty percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors concur that Glendale's reputation for quaint neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its multitude of local attractions are motivating factors to families moving to the valley. Community pride and involvement are strong forces responding to educational issues, non-profit causes, and city developments.

Glendale has become one of the largest financial, commercial, retail, and motion picture animation centers, featuring many large corporations such as Nestle USA, Walt Disney Imagineering, Walt Disney Stores, DreamWorks SKG, International House of Pancakes, Cigna Healthcare, KABC-TV and Warner Bros. Animation. The quaint downtown area of the city is unique for its social environment, beautiful landscaping, and towering dramatic office buildings.



* The Caucasian population consists predominately of Middle Easterners, and is not strictly an English-speaking population.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. Located in the heart of the city, the district serves approximately 30,000 students in its 20 elementary schools, four middle schools, five high schools, and two special schools. Year round and traditional calendar systems complimented by a variety of creative programs provide Glendale parents and students many choices for individual needs and achievements.

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

Discipline & Climate for Learning

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

The district annually provides a Student Conduct Code for each of its sites which is supplemented by a set of behavioral standards developed by Theodore Roosevelt Middle School. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

Attendance

Regular attendance at Theodore Roosevelt Middle School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities.

Punctuality and promptness are desirable traits to develop. The students of Theodore Roosevelt Middle School are expected to be in their seats and ready for instruction at the designated time.

Glendale Unified's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. The members of the SARB, the referred students and their parents or guardians meet regularly to work collaboratively to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Theodore Roosevelt Middle School has expelled 14 students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	Roosevelt			GUSD		
	99	00	01	99	00	01
Suspensions (#)	1008	604	507	5100	4444	3647
Suspensions (%)	91.80	58.30	49.80	16.83	14.63	12.03
Expulsions (#)	7	5	2	59	40	47
Expulsions (%)	0.64	0.48	0.20	0.19	0.13	0.16

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Builders Club
- Drill Team
- Marching Band
- Drama Club
- Journalism
- Music Club
- Food Club
- Garden Club
- After-School Sports Program
- California Junior Scholarship Federation (CJSF)
- Advanced Via Individual Determination (AVID)

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

- Academic Achievement Award
- Perfect Attendance
- Student of the Month
- Distinguished Writer's Award
- Academic & Citizenship Recognition Program
- After-School Awards
- California Junior Scholarship Federation Award
- Awards Night
- Academic Excellence
- Bonus Tickets

Special recognition is given for specific accomplishments and levels of achievement:

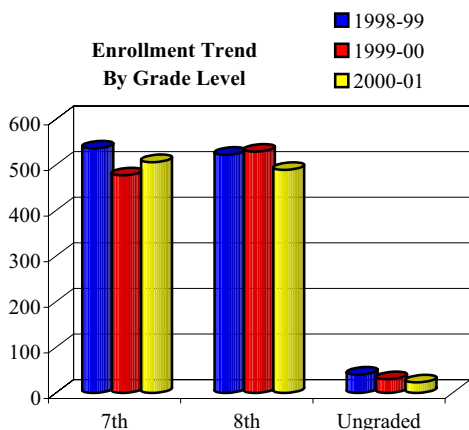
- Presidential Physical Fitness Awards
- Presidential Academic Awards
- Assemblyman D. Frommer Award for Academic Excellence

Homework

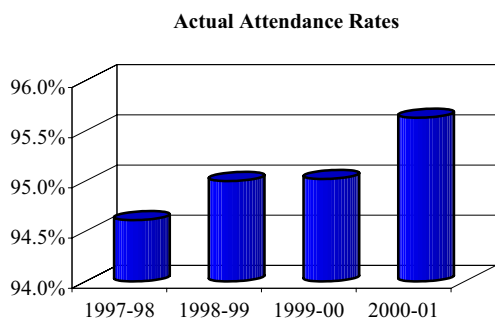
Theodore Roosevelt Middle School feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments timely and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

School Attendance

Student enrollment over the past three years at Theodore Roosevelt Middle School has decreased by 7.3%. Schoolwide enrollment at the beginning of the 2000-01 school year was 1,018 students. Theodore Roosevelt Middle School is a school of choice and accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size.

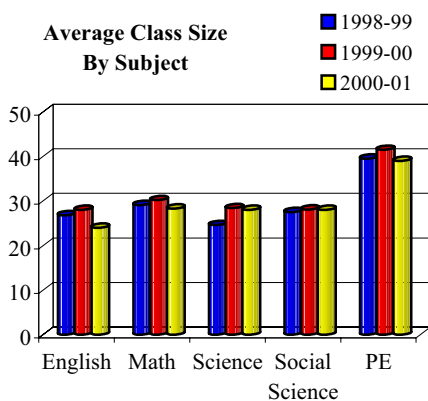


School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Theodore Roosevelt Middle School. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2000-01 school year, the actual attendance rate for all grade levels for Theodore Roosevelt Middle School was 95.63%.



Class Size

Theodore Roosevelt Middle School maintained a schoolwide average class size of 21 students and a student/teacher ratio of 28:1 for the 2000-01 school year. The ratio of students per teacher varies by grade level and subject area taught.



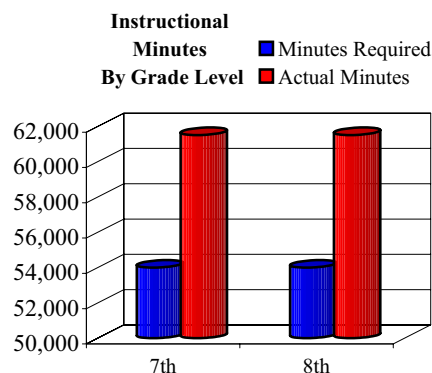
Teaching Load Distribution

Number of Classes by Size

	1-20			21-30			31+		
	99	00	01	99	00	01	99	00	01
English	4	4	17	20	38	40	15	21	9
Foreign Lang.	2	0	0	2	0	0	0	1	0
Math	2	2	1	12	13	22	20	20	15
PE	0	1	3	1	0	0	17	22	23
Science	5	1	2	14	18	20	1	8	11
Social Science	4	3	2	21	18	14	12	14	12

Instructional Minutes

During the 2000-01 school year, all instructional minutes offered at Theodore Roosevelt Middle School either met or exceeded state requirements. Some students in grades seventh and eighth receive instruction in applied technology, drama, arts, woodshop, music, and food in addition to the core subjects.



Minimum Days

For the 2000-01 school year, Theodore Roosevelt Middle School offered 180 days of instruction comprised of 171 regular days and 9 minimum days. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Textbooks & Instructional Materials

Theodore Roosevelt Middle School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks; students are provided with a set of books to take home and a set to keep at school. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school's curriculum council standards. Theodore Roosevelt Middle School follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle.

A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption.

The school's library is stocked with 10,500 books that are available for students to check out. The school's library contains a large collection of video and audio tapes for classroom use that tie into curricular areas of study. Computer resources within the library are connected to the Internet so students are able to access resources and information on-line to improve their research skills. Glendale Unified School District assigns a teacher specialist to each 'cluster' of schools to advise on equipment and troubleshooting.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency. The district recently adopted and integrated new software in the areas of reading and math for high school level students.

Computer Resources			
	1998-99	1999-00	2000-01
Computers	77	55	160
Students per computer	14.3	18.8	6.4
Classrooms connected to Internet	0	1	2

Theodore Roosevelt Middle School's website provides a variety of resources and information for parents, staff, students and community members: www.glendale.k12.ca.us

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Theodore Roosevelt Middle School. Multiple measures are much more authentic in terms of students' actual progress as well as a measurement of the effectiveness of the instructional program.

In addition to the academic measurements given by the State of California, the Glendale Unified School District provides other assessments to determine the progress of each individual student:

- Benchmark test(s)- The district is annually administering the math test to grades K-6th and writing test to grades K-8th. The results determine whether the student is meeting the district's grade level standards.
- Multiple Measures - The teacher is administering the math and language arts tests three times a year to grades K-11th. The results will determine whether the student is meeting the grade level standard goals of Theodore Roosevelt Middle School.

Results from the Writing Benchmark administered at the middle school level indicated that 46% of seventh grade students and 56% of eight grade students of Theodore Roosevelt Middle School met the district standard of proficiency.

Standardized State Testing

Theodore Roosevelt Middle School participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Test, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

Physical Fitness

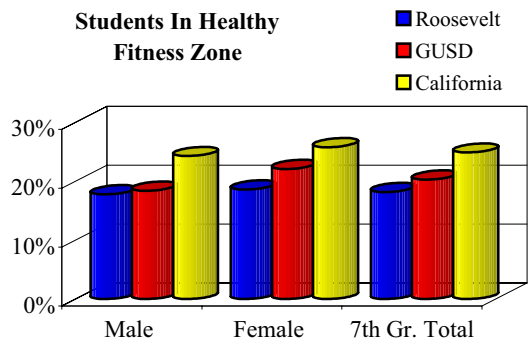
In the spring of each year, Theodore Roosevelt Middle School is required by the state to administer a physical fitness test to all students in seventh grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

Meeting Grade Level Standards % of Students At or Above Proficiency Level				
	Language Arts		Math	
	00	01	00	01
7th	50	43	55	64
8th	50	51	50	61

SAT-9 Results All Students 1999, 2000, 2001 % At or Above National Average						
Grade Year Ending	Reading					
	7			8		
	99	00	01	99	00	01
Roosevelt Middle	24	28	31	32	34	35
Glendale Unified	47	52	56	53	53	56
California	44	46	48	47	49	50
Math						
Roosevelt Middle	41	43	46	41	44	48
Glendale Unified	58	65	67	58	60	67
California	45	48	50	45	48	49
Language						
Roosevelt Middle	42	44	47	40	44	45
Glendale Unified	62	66	69	61	61	63
California	51	54	56	49	51	52
Spelling						
Roosevelt Middle	31	35	41	23	25	27
Glendale Unified	50	56	59	41	40	45
California	44	47	49	35	37	38

SAT-9 Disaggregated Results 2001 % At or Above National Average				
	Reading		Math	
	7	8	7	8
Gender				
Male	30	35	42	47
Female	32	32	49	48
Ethnicity	<i>data currently unavailable</i>			
Language Fluency				
Limited English Proficient	4	6	20	23
Non Limited English Proficient	57	58	71	68
Socioeconomic Status				
Economically Disadvantaged	29	31	44	46
Non Economically Disadvantaged	39	46	51	54
Migrant Education	<i>data currently unavailable</i>			



California Standards Test Results

**All Students
2001**

% of Students Scoring at:	English/Language Arts			
	7		8	
	A	P	A	P
Roosevelt Middle	3	15	2	16
Glendale Unified	13	27	10	27
California	9	23	9	23

A = Advanced P = Proficient

California Standards Test Results

**Disaggregated
2001**

% of Students Scoring at:	English/Language Arts			
	7		8	
	A	P	A	P
Gender				
Male	2	13	2	14
Female	4	16	3	17
Ethnicity	<i>data currently unavailable</i>			
Language Fluency				
Limited English Proficient	0	1	0	1
Non Limited English Proficient	5	29	4	27
Migrant Education	<i>data currently unavailable</i>			
Socioeconomic Status				
Economically Disadvantaged	3	12	2	15
Non Economically Disadvantaged	3	24	3	18

A = Advanced P = Proficient

API School Results

Base	Base		Growth	Growth	
	1999	2000		1999	2000
Percent Tested	100	100	Percent Tested	100	99
API Score	556	593	API Growth Score	593	613
Growth Target	12	10	Actual Growth	37	20
Statewide Rank	4	4	Eligible for Awards	Yes	Yes
Similar Schools Rank	7	7	Eligible for II/USP	No	No

API Subgroup Results

Base	Base		Growth	Growth	
	1999	2000		1999	2000
Hispanic or Latino					
Base API Score	487	534	API Growth Score	534	559
Growth Target	10	8	Actual Growth	47	25
Caucasian					
Base API Score	580	614	API Growth Score	614	624
Growth Target	10	8	Actual Growth	34	10
Socioeconomically Disadvantaged					
Base API Score	538	571	API Growth Score	571	594
Growth Target	10	8	Actual Growth	33	23

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The API Scale is 200-1000; calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the current API and the interim Statewide Performance Target of 800.

The Immediate Intervention/Underperforming School's Program and the Governor's Performance Award Program are the remaining two components of the PSAA. Due to specific criteria, including API and SAT-9 results, Roosevelt Middle School qualified to participate in the Governor's Performance Award program which allocates up to \$150 per student for schoolwide use in 2001.

School Facilities & Safety

Theodore Roosevelt Middle School provides a safe, clean environment for students, staff, and volunteers. School facilities are all up-to-date and provide adequate space for students and staff. Split into day and evening shifts, a team of seven custodians (including a lead custodian) ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Glendale Unified to ensure that all classrooms and facilities are maintained to a high degree of adequacy that provides for good learning.

Replacement and upgrade projects totaling an estimated cost of over \$95,000 are scheduled to take place during the 2001-02 school year. Theodore Roosevelt Middle School is amid the planning stages for future renovation and modernization under the guidance of architects, and with the assistance of avid staff and parent participation. Measure K funds, supplemented by state bond funds as available, are allocated for these improvements.

Safety of students and staff is a primary concern of Theodore Roosevelt Middle School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

The School Safety Plan is updated and amended during the month of October to ensure that it is compliant with the safety law. The School Safety Plan is designed to help in preparing for any emergency situations and managing emergency response efforts. The plan will provide and maintain the high level of safety, assess current school crime occurring within and around the school campus. A copy of the plan is available to the public at the district office.

Counseling & Other Support Services

It is the goal of Theodore Roosevelt Middle School to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The principal coordinates the counseling and support services at each school site.

Counseling and Support Services Staff			
	Number of Staff		Availability Days Per Week
	Staff	FTE	Week
Counselor	2	1.8	5
Psychologist	1	0.4	2
Speech/Language Specialist	1	0.2	1
Nurse	1	0.4	2
Health Aide	1	1	5

**FTE = Full-Time Equivalent*

The school provides qualified personnel to provide counseling and support services, on a part-time and/or full-time basis. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals.

Teacher Assignment

Glendale Unified recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, Theodore Roosevelt Middle School had 34 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	1998-99	1999-00	2000-01
Fully Credentialed	32	37	34
Emergency Permits	14	12	13
Without Credentials	0	0	2
Intern Credentials	0	0	1
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	46	49	50
Average Years Teaching	9.3	9.9	9.7
Average Years in District	8.0	8.1	8.0

Some teachers hold multiple credentials; various teachers supplement their regular credential with a special education credential.

Theodore Roosevelt Middle School supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-01 school year, certificated staff consisted of 53 employees: 41.51 percent with 30+ additional units beyond their bachelor's degree and 37.74 percent holding advanced graduate degrees such as a masters or doctorate degree.

Specially trained staff who provide additional instruction or services include:

- Special Education Teachers
- Community Liaison (Armenian)
- Community Liaison (Spanish)
- Computer Aide

This assemblage at Theodore Roosevelt Middle School is dedicated to providing the very best education possible for students.

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 annually and tenured teachers are evaluated every other year. Evaluations are conducted by principals and assistant principals. District administrators evaluate central office certificated employees; these administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation criteria are:

- 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 content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. The district schedules three staff development days annually. Professional development focuses on curriculum and teaching strategies to enhance learning in a standards-based system.

Substitute Teachers

Glendale Unified School District has not experienced any difficulties retaining qualified substitute teachers thus far. The current district pool consists of over 300 substitutes. On rare occasions when a substitute teacher is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a Bachelor's degree and have successfully passed the California Basic Educational Skills Test.

Training & Curriculum Improvement

All training and curriculum development at Theodore Roosevelt Middle School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

The writing and implementation of Theodore Roosevelt Middle School's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Curriculum Study Committees in the various subject areas meet regularly to review course content, recommend the adoption of new courses and textbooks, and discuss methods of assessing student progress. Potential innovations and modifications to existing programs are reviewed by principals, presented to the superintendent for consideration, and submitted to the Board of Education for adoption.

The Glendale Unified School District implemented a new curriculum and adopted new materials in science, grades K-6, during the 2000-01 school year. The curriculum and materials are aligned with state content standards and frameworks. Curricula in all of the core content areas have been aligned with the state standards, and a standards-based grading and reporting system has been adopted.

The Glendale Unified School District provides high-quality professional development to promote powerful teaching and learning. Each school prepares a site-based staff development plan which is aligned with district strategic targets, and which uses a variety of resources to assist teachers in refining instructional practice. District and site inservices are based on research and established learning theories.

Professional development in the Glendale Unified School District focuses on strategies to promote literacy and critical thinking skills in all subject areas. There is also an emphasis on using data effectively to plan instruction and working collaboratively to improve instruction by analyzing student work. Teachers receive assistance in developing intervention strategies for at-risk students, so that all students have the opportunity to meet rigorous standards.

Two teacher induction programs provide specialized support for new teachers. The Beginning Teacher Support and Assessment Program (BTSA) is a two-year program which provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Pre-Intern Program prepares emergency permit teachers to demonstrate mastery of subject matter competencies. In addition, the Paraprofessional Teacher Training Program (PTTP) offers opportunities for teacher preparation and certification to education assistants. This program sponsors enrollment in required university courses and provides peer support and training. During the 2000-01 school year, almost 200 employees participated in these three programs.

The Glendale Unified School District participates in the Peer Assistance and Review (PAR) program. This program allows outstanding teachers to help veteran teachers to refine subject matter knowledge and teaching strategies.

For the 2000-01 school year, staff at Theodore Roosevelt Middle School will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

Special Education

The District's Special Education program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation. The Director administers the program of the District and assigns teacher specialist and special coordinator to support the school principal and teachers. The Director is also available to answer any questions and provide support to principal and teachers. They all work together to ensure that the needs of special students are being met.

Quality of Instruction & Leadership

Leadership at Theodore Roosevelt Middle School is a responsibility shared between district administration, the principal, the assistant principals, school administration, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards.

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues.

- Curriculum Study Council
- Textbooks Selection Committee
- End-of-the-Course Finals Committee
- Bilingual Parent Advisory Council

- English Language Advisory Committee
- Title I Committee
- Mentor Selection Committee

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

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

Expenditures & Services Funded

For the 1999-00 school year, Glendale Unified spent an average of \$5,354 to educate each student (based on 1999-00 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

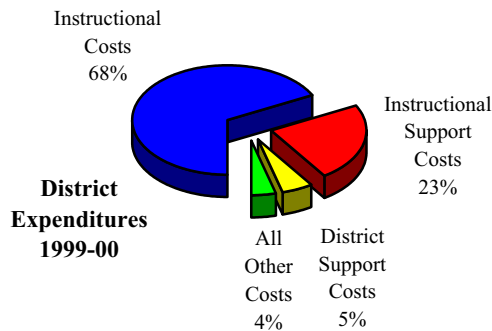
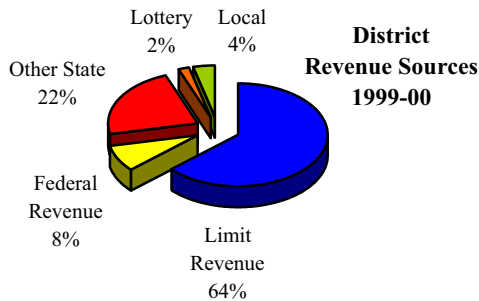
Current Expense of Education Per Student*		
1999-00		
Glendale Unified	Statewide Average	
	All Unified Districts	All Districts
\$5,354	\$5,758	\$5,705

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



In addition to general fund state funding, Glendale Unified receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,892 per student in federal and state aid for the following categorical, special education, and support programs:

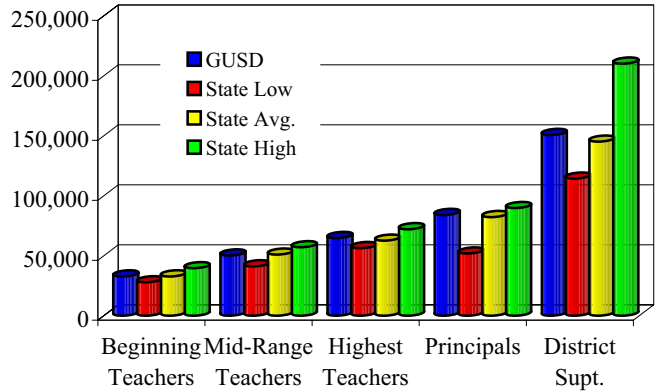
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Television
- Demo. Programs, Reading & Math
- Instructional Materials
- Staff Development
- Tenth Grade Counseling
- Mentor Teacher
- Educational Technology Assistance Grants
- Year Round School Incentive
- School Based Coordination Program
- Class Size Reduction
- Other Instructional Allowances
- Mandated Costs Reimbursements
- Healthy Start



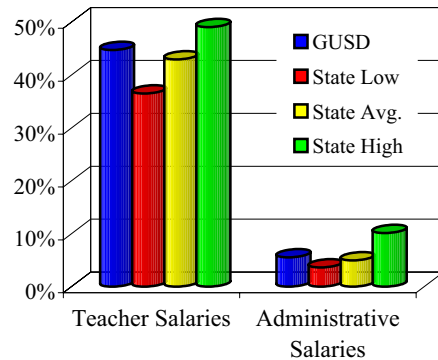
Salary & Budget Comparison

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

**Average Salary Information
Teachers - Principals - Superintendent
1999-00**



**Average Salary Information
Teachers & Administrative Salary Percentages
1999-00**



Contact Information

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