

Glendale Unified School District

"Excellence is Worth the Effort"



Theodore Roosevelt Middle School

2001-2002 Annual School Report Card

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(818) 242-6845

Seventh and Eighth Grade

www.glendale.k12.ca.us

School Administration

Anne Gibson
Principal

George Engbrecht
Assistant Principal

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Assistant Principal

Annais Wenn
Assistant Principal

2001-02 Board of Education

Chakib Sambar, President
Pam Ellis, Vice President
Greg Krikorian, Clerk
Lina Harper, Member
Mary Boger, Member

District Administration

James R. Brown
Superintendent

Dr. Joann Merrick
Deputy Superintendent
Glendale Cluster

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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. New science labs, internet connectivity and air conditioning were completed 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.

-- Anne Gibson
Principal

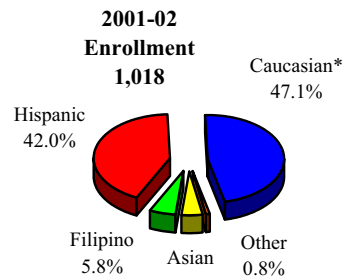
Mission Statement

Theodore 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, 50 percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors concur that Glendale's reputation for picturesque 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 Nestlé USA, Walt Disney Imagineering, Walt Disney Stores, DreamWorks SKG, International House of Pancakes, Cigna Healthcare, KABC-TV and Warner



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

Bros. Animation. The quaint downtown area of the city is unique for its social environment, beautiful landscaping, and dramatic towering office buildings.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. The district serves approximately 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. The student population includes more than 50 percent English Language Learners, and more than 75 percent eligible for free and reduced price meals. 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 schools, 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.

Building a positive self-image, as well as respect for others, is important to a student's success. Glendale Unified School District supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such as abusing alcohol and dangerous drugs. The district participates in the Glendale Character and Ethics Project, a character education program that provides a strong link between the schools and the community. The project highlights one "guiding word" per month, including respect, honesty, self-discipline, citizenship, and responsibility. Glendale Character and Ethics teaches children to consider the consequences of their actions, encouraging them to choose behaviors that benefit themselves and others.

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

Theodore Roosevelt Middle School has expelled 10 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		
	00	01	02	00	01	02
Suspensions (#)	604	507	331	4,444	3,647	3,425
Suspensions (%)	58.30	49.80	32.51	14.63	12.03	11.3
Expulsions (#)	5	2	3	40	47	40
Expulsions (%)	0.48	0.20	0.295	0.13	0.16	0.13

**Note: The rates reflected are not the number of pupils suspended or expelled; rates are calculated per yearly suspensions/expulsions (total incidents) and may appear inflated due to repeat offenders.*

Enrichment & 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. Enrichment activities, clubs, and programs include:

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

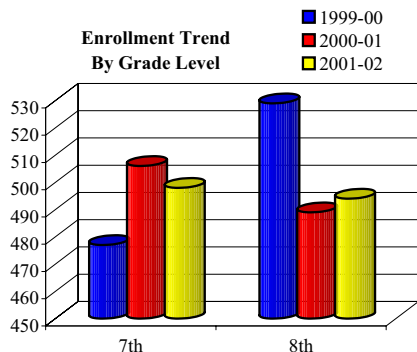
Homework

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 in a timely manner and to the best of their

ability. Parents are encouraged to provide a supportive environment for homework activities and to review homework assignments with their child.

School Enrollment & Attendance

Student enrollment over the past three years at Theodore Roosevelt Middle School has decreased by 1.7%. Schoolwide enrollment at the beginning of the 2001-02 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.



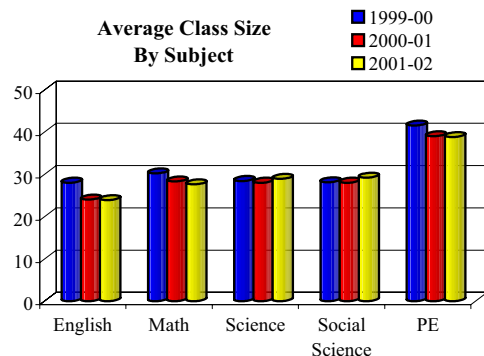
Regular attendance at Theodore Roosevelt Middle School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2001-02 school year, the actual attendance rate for all grade levels for Theodore Roosevelt Middle School was 95.63%.

Glendale Unified School District'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 agencies. 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 evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Class Size

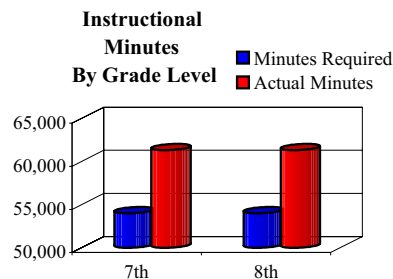
Theodore Roosevelt Middle School maintained a schoolwide average class size of 28 students and a student/teacher ratio of 20:1 for the 2001-02 school year. The ratio of students per teacher varies by grade level and subject area.

	1-20			21-30			31+		
	00	01	02	00	01	02	00	01	02
English	4	17	33	38	40	24	21	9	8
Math	2	1	4	13	22	32	20	15	3
Science	1	2	3	18	20	19	8	11	10
Social Science	3	2	2	18	14	17	14	12	9



Instructional Time

During the 2001-02 school year, all instructional times 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.



For the 2001-02 school year, Theodore Roosevelt Middle School offered 180 days of instruction comprised of 171 regular days and 9 minimum days. Minimum days are used for Back to School Night, Open House, the last day of school, and state testing. Each Thursday is a "Banking Day" when students to arrive one hour later in the morning. Each month "Banking Days" allow teachers additional time to meet once by grade level, once for a full faculty meeting and once for staff development. The fourth banking day can be used for ad hoc meeting or classroom planning.

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.

	Number of Staff	FTE	Availability Days Per 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
Special Education Teacher	2	2	5
Resource Specialist	2	2	5

*FTE = Full-Time Equivalent

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Theodore Roosevelt Middle School. These assessments are used to measure student progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements given by the State of California, the school and the district provide other assessments to determine the progress of each individual student. Students in grades 7 and 8 are evaluated based on the results of their writing, English, and Math exams each semester and their report card grades in English and Math. Annually, the district evaluates results on these assessments to determine whether each student is meeting the district's grade level standards.

Standardized State Testing

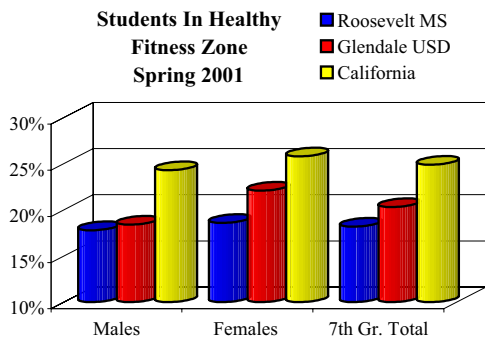
Theodore Roosevelt Middle School participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Test, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based 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.

Golden State Exam

The Golden State Exam is a voluntary program that offers end-of-course examinations in key academic subjects. The program establishes a statewide standard of excellence and identifies students worthy of recognition for their academic accomplishments. The goal is to provide individual students with the incentive to exert extra effort in key subjects and receive public recognition for their achievements. During the 2001-02 school year, eight students received High Honors, 19 students received Honors, and 26 received School Recognition achievement levels.

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 measures each student's ability to perform fitness tasks in six major areas. 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).



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 Schools 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,

Language Arts			Math		
00	01	02	00	01	02
50	47	51	52	62	63

Grade Year Ending	Reading					
	7			8		
	00	01	02	00	01	02
Roosevelt Middle	28	31	34	34	35	31
Glendale Unified	52	56	54	53	56	56
California	46	48	48	49	50	49
	Math					
Roosevelt Middle	43	46	56	44	48	52
Glendale Unified	65	67	71	60	67	68
California	48	50	52	48	49	50
	Language					
Roosevelt Middle	44	47	54	44	45	45
Glendale Unified	66	69	71	61	63	65
California	54	56	57	51	52	52
	Spelling					
Roosevelt Middle	35	41	42	25	27	26
Glendale Unified	56	59	57	40	45	45
California	47	49	51	37	38	40

Gender	Reading				Math			
	7		8		7		8	
	01	02	01	02	01	02	01	02
Male	30	32	35	24	42	53	47	45
Female	32	37	32	37	49	60	48	57
Ethnicity								
Asian	63		56		82		78	
Filipino	46		52		54		52	
Hispanic	26		32		36		38	
Caucasian	30		33		49		52	
Language Fluency								
English Learners (EL)	4	8	6	3	20	34	23	25
Non EL	57	61	58	58	71	78	68	76
Socioeconomic Status								
SED	29	29	31	28	44	54	46	52
Non SED	39	45	46	38	51	60	54	51
Migrant Education	data currently unavailable							
<i>SED = Socioeconomically Disadvantaged</i>								
<i>Ethnicity data is currently unavailable</i>								

California Standards Test Results
% of Students Scoring at Advanced and Proficient Levels
2001 & 2002

	English/ Language Arts				Math	
	7		8		7	8
	1	02	01	02	02	02
All Students						
Roosevelt Middle	18	26	18	21	35	
Glendale Unified	40	41	37	42	48	
California	32	33	32	32	30	
Gender						
Male	15	24	16	16	36	
Female	20	29	20	26	34	
Ethnicity	<i>data currently unavailable</i>					
Language Fluency						
English Learners (EL)	1	4	1	1	15	
Non EL	34	48	31	40	56	
Migrant Education	<i>data currently unavailable</i>					
Socioeconomic Status						
SED	15	20	17	19	34	
Non SED	27	39	21	27	39	

SED = Socioeconomically Disadvantaged
For detailed information on grade eight math scores, please visit
www.star.cde.ca.gov

API School Results

Base	Base			Growth	Growth	
	1999	2000	2001		99-00	00-01
Percent Tested	100	100	99	Percent Tested	100	99
API Score	556	593	623	API Growth Score	593	613
Growth Target	12	10	8	Actual Growth	37	20
Statewide Rank	4	4	4	Eligible for Awards	Yes	Yes
Similar Schools Rank	7	7	8	Eligible for II/USP	No	No

API Subgroup Results

<i>Hispanic or Latino</i>						
Base API Score	487	534	573	API Growth Score	534	559
Growth Target	10	8	7	Actual Growth	47	25
<i>Caucasian</i>						
Base API Score	580	614	635	API Growth Score	614	624
Growth Target	10	8	7	Actual Growth	34	10
<i>Socioeconomically Disadvantaged</i>						
Base API Score	538	571	606	API Growth Score	571	594
Growth Target	10	8	7	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.

Theodore Roosevelt Middle School qualified to participate in the 1999-2000 and 2000-2001 Governor's Performance Award programs, receiving a combined total of \$108,595 for schoolwide use.



School Facilities & Safety

Theodore Roosevelt Middle School provides a safe, clean environment for students, staff, and volunteers. The campus includes 46 classrooms, a gymnasium, an activity room, an auditorium, a cafeteria and outdoor lunch court, a library, grassy fields and blacktop playground. The school site covers six acres, and the buildings encompass more than 100,000 square feet. School facilities are 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 School District to ensure that all classrooms and facilities are maintained to a high degree of adequacy that provides for good learning.

Measure K funds, supplemented by state bond funds as available, are allocated for improvements at Theodore Roosevelt Middle School. Phase One of the renovations is expected to be completed in the fall of 2002. This phase included installing air conditioning in all rooms, connecting all classrooms to the Internet, constructing a new science lab, and building nine modern science classrooms. Also, an additional playing field was created. For Phase Two, scheduled to begin in the spring of 2003, a new administrative office will be built, moving the main entrance to the school off of Glendale Avenue and on to Acacia Avenue with the goal of improving student safety.

Theodore Roosevelt Middle School is a closed campus. All visitors are required to sign-in at the school's office and to wear visitor badges during their visits. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visitors are restricted at certain times of the year to minimize classroom disruption during activities such as SAT-9 testing. Before and after school and during lunch administrators, teachers and campus supervisors monitor activity and ensure student safety.

A Comprehensive School Safety Plan was developed by the school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following:

- Child abuse reporting procedures
- Teacher notification of dangerous pupils procedures
- Disaster response procedures
- Procedures for safe entering to, and exiting from, school
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code
- Discipline policies

School and district personnel evaluate the plan annually and update the plan as needed. The plan was updated and submitted for Board approval in the spring of 2002 and reviewed with school staff at the beginning of the 2002-03 school year.

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. Glendale Unified School District follows the State Instructional Materials Adoption Cycle, which reviews instructional materials in each curricular area within a seven-year cycle.

District Adopted Textbooks			
Subject/ Year Adopted	Series		Grades
Language Arts			
	2001 McDougal, Littell: <i>Language of Literature</i>		7-8
Mathematics			
	1997 Glencoe/McGraw Hill: <i>Mathematic Applications and Connection, Course 2, Pre-Algebra</i>		7
	South Western: <i>Math Matters, Book 1</i>		
	Glencoe/McGraw Hill: <i>Mathematic Applications and Connection, Course 3, Merrill Algebra I, Applications and Connections, Geometry Applications and Connections</i>		8
	South Western: <i>Math Matters, Book 2</i>		
	McDougal, Littell: <i>Geometry, Basic Geometry</i>		
History/Social Studies			
	2000 Houghton Mifflin: <i>Social Studies</i>		7
	Prentice Hall: <i>American Nation</i>		8
Science			
	2000 Holt, Rinehart & Winston: <i>Life Science</i>		7
	2001 Holt, Rinehart & Winston: <i>Physical Science</i>		8

Each textbook is formally adopted by the Board of Education following a comprehensive review process. 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 thousands of 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.

Completion of classroom renovations through Measure K will provide Internet access in all classrooms. 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.

Computer Resources			
	1999-00	2000-01	2001-02
Computers	55	160	191
Students per computer	18.8	6.4	5.3
Classrooms connected to Internet	1	2	All

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2001-02 school year, Theodore Roosevelt Middle School had 39 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	1999-00	2000-01	2001-02
Fully Credentialed	37	34	39
Emergency Permits	12	13	8
Waivers	0	2	2
Intern Credentials	0	1	1
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	49	50	50
Average Years Teaching	9.9	9.7	10.6
Average Years in District	8.1	8.0	7.9

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 2001-02 school year, certificated staff consisted of 54 employees: 33.3 percent with 30+ additional units beyond their bachelor's degree and 43.6 percent holding advanced graduate degrees, such as a masters or doctorate degree.

Specially trained staff who provide additional instruction or services include:

- Community Liaison (Armenian)
- Community Liaison (Spanish)
- Computer Teacher
- Technology Teacher Specialist (One per "cluster")

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal and assistant principals. These administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation criteria in the Glendale Unified School District Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and Maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

Substitute Teachers

Glendale Unified School District has not experienced any difficulties retaining qualified substitute teachers. 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. A pool of over 300 qualified substitutes is available to Glendale's schools.

Training & Curriculum Development

The Glendale Unified School District provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. There is also an emphasis on using data effectively to plan instruction and working collaboratively to improve instruction by analyzing student work. The district schedules three staff development days annually.

Throughout Glendale Unified School District's schools curricula in all of the core content areas have been aligned with the state standards. Theodore Roosevelt Middle School Curriculum Study Committees meet regularly to review course content in the various subject areas, recommend the adoption of new courses and textbooks, and discuss methods of assessing student progress.

To ensure that curriculum is implemented in the most effective manner, the school and the district provide teachers with opportunities to acquire needed knowledge, upgrade skills, and develop professionally. Theodore Roosevelt Middle School prepares a staff development plan that is aligned with district strategic targets, and which uses a variety of resources to assist teachers in refining instructional practice. During the 2001-02 school year, staff development focused on improvements in students' reading and writing skills. Teachers were trained to introduce reading strategies in all subject areas. Teaching teams, led by English teachers, implemented interdisciplinary projects to provide reading and writing opportunities across the curriculum.

Theodore Roosevelt Middle School participates in district and school inservices that are based on research and established learning theories. Staff members build teaching skills and content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. Theodore Roosevelt Middle School further supports teachers and paraprofessionals by participating in the following district programs:

- The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veterans to refine subject matter knowledge and instructional strategies.

During the 2001-02 school year, over 150 new teachers and paraprofessionals participated in these the following programs:

- The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession.
- The Pre-Intern Program prepares teachers not yet credentialed to demonstrate mastery of subject matter competencies.
- 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.

Specialized Instruction

Glendale Unified School 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 structures its educational program so that all students receive instruction appropriate to their learning level. Teachers use a variety of instructional techniques and supplemental instructional materials and programs to ensure the success of every student.

Glendale Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students capable of high levels of achievement. Students in the GATE program receive differentiated instruction in their classrooms. In addition to district-sponsored GATE activities, Theodore Roosevelt Middle School provides specific courses for GATE students.

Theodore Roosevelt Middle School offers assistance and specialized instruction to students with special needs. The school uses research-based programs to provide targeted assistance to students falling below grade level. The Roosevelt Read 180 program offers extended day classes to at-risk students. Also available is a two-hour extended day math program. After school tutoring is offered to enhance students' understanding and mastery of core subject matter. The school supports English Language Learners with appropriate evaluation and sheltered instruction based upon English acquisition levels.

The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems areas, placement, and program implementation. The director of special education administers the program of the district and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is available to answer questions and provide support to the principal and teachers. All work together to ensure that the needs of special students are being met.

School 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 school's Instructional Cabinet, comprised of department chair persons, establishes policies regarding logistical issues. The School Planning Team, comprised of teacher representatives, counselors, administrators, and parents, oversees curriculum issues.

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

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Theodore Roosevelt Middle School staff and administrators worked with the district in the spring of 2002 to revise the district's strategic plan, Glendale Schools 2005. The plan articulates the district's goals and values for all schools. Elements of the plan include: Standards, Assessments, and Accountability; Teaching and Learning; Professional Development; Connections and Communication; Leadership, Governance, and Finance; and School Climate, Safety, and Facilities.

Expenditures & Services Funded

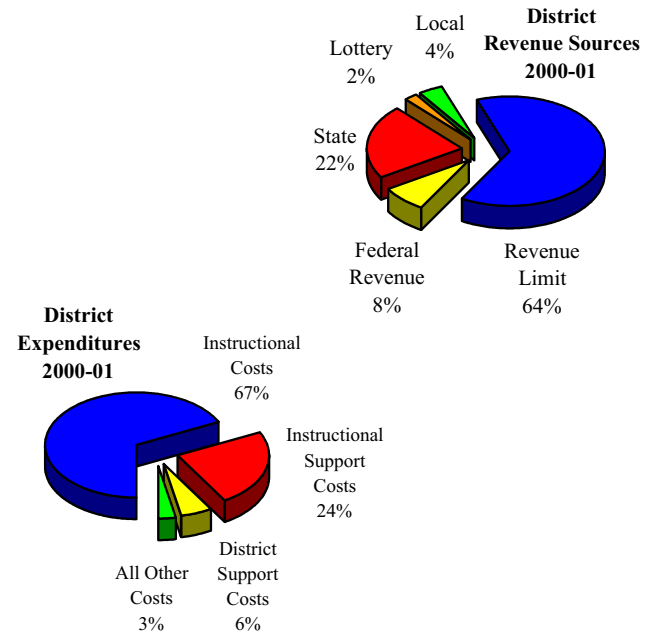
For the 2000-01 school year, Glendale Unified District spent an average of \$6,143 to educate each student (based on 2000-01 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student* 2000-01		
	Statewide Average	
	All Unified Districts	All Districts
Glendale USD	\$6,143	\$6,360
	\$6,414	\$6,360

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

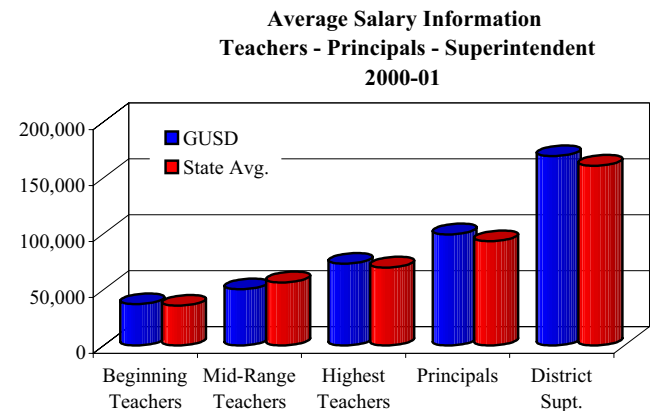
In addition to general fund state funding, Glendale Unified School District receives state and federal categorical funding for special programs. For the 2000-01 school year, the district received approximately \$1,414 per student in federal and state aid for the following categorical, special education, and support programs:

- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Reading & Math Programs
- Instructional Materials
- Staff Development
- Educational Technology Assistance Grants
- Year Round School Incentive
- School Based Coordination Program
- Class Size Reduction
- Healthy Start
- Peer Assistance and Review
- Tenth Grade Counseling

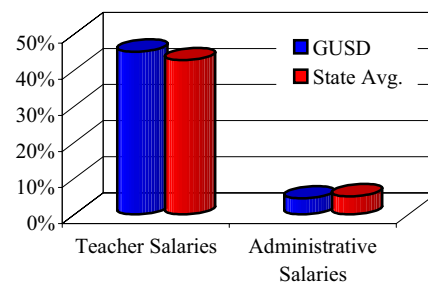


Salary & Budget Comparison

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 & Administrative Salary Percentages
2000-01**



Contact Information

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