



Glendale Unified School District

"Excellence is Worth the Effort"

Rosemont Middle School

2001-2002 Annual School Report Card

4725 Rosemont Ave., La Crescenta, CA 91214-3146

(818) 248-4224

Seventh and Eighth Grade

www.glendale.k12.ca.us

School Administration

Ms. Sally Buckley
Principal

Ms. Ann Amrhein
Assistant Principal

Mr. Ron Sowers
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. Mary M^cKee
Assistant Superintendent
Crescenta Valley Cluster

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Principal's Message

Rosemont Middle School maintains the idea that it is not the sole responsibility of an individual or school to produce high-caliber, contributing members of society. Rather, we consider the evolution of our students the result of a group effort. That being the case, we welcome any suggestions, ideas, or comments you may have in this regard and anticipate the continuation of the partnerships that exist between students, parents, community members, and staff; as such that remain an essential aspect of each and every one of our lives - present and future. That evolution process can be noted in the progress we report herein, which is a direct result and vital component of other facets of this report card, namely: achievements, ongoing goal realization, discipline, budget analysis, and facility enhancement.

Thank you for assisting Rosemont Middle School in maintaining a high level of educational excellence that we will continue to strive for in this and future generations.

-- Sally Buckley
Principal

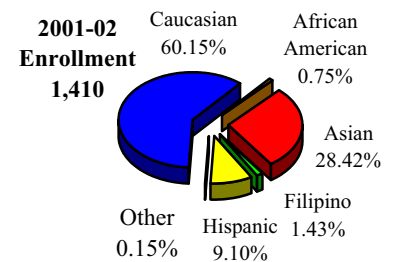
Mission Statement

The goal of Rosemont Middle School, in partnership with family and community, is to maximize individual academic excellence and develop the individual's physical, social and emotional potential through a positive, respectful, caring atmosphere and broad based curricular and co-curricular program. It is the commitment of the Rosemont partnership (school, family and community) to educate the whole child according to Rosemont Middle School's motto, "Honor, Excellence and Pride" through identifying, prioritizing and implementing the following core values: excellence in teaching; lifelong learning for all; a safe nurturing environment; responsibility and accountability for students, parents, staff, and community; relationships based on respect, trust, integrity and service; and the principles that enable our country to respect differences and maintain common beliefs.

Community & School Profile

The City of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only 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 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 Rosemont Middle School community is located in the northern part of the city of Glendale, serving over 1,400 seventh and eighth grade students. The student population includes 8 percent who are English Language Learners, and 11 percent who are eligible for free or reduced-price meals. Rosemont 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 Rosemont 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 Rosemont Middle School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. 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 Rosemont 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:

- Perfect Attendance
- Honor Roll
- Music Awards
- Department Awards
- Kiwanis
- Student of the Month
- Spelling Bee
- Cal Math League
- DAR
- PTA Reflections
- Students Run L.A. (SRLA)

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

- Presidential Physical Fitness Awards
- Presidential Academic Achievement Awards

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

	Suspensions and Expulsions					
	Rosemont MS			Glendale USD		
	00	01	02	00	01	02
Suspensions (#)	321	150	164	4,444	3,647	3,425
Suspensions (%)	24.17	11.24	11.63	14.63	12.03	11.30
Expulsions (#)	3	2	1	40	47	40
Expulsions (%)	0.23	0.15	0.07	0.13	0.16	0.13

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. Activities, clubs, and programs include:

- Math Lab
- Tall Flags
- Teen Extreme
- California Junior Scholarship Federation (CJSF)
- Model Aviation
- Journalism/Spartan Scroll
- Orchestra
- Chess/Checkers
- Math Reading Intervention
- Peer Tutoring
- Chorus/Choir
- Association Student Body (ASB)
- Builders Club
- Rosemont Dancers
- Drama
- Kendo
- Students Run LA (SRLA)
- Garden Club

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other high schools in the area.

- Cross-Country
- Track & Field

Homework

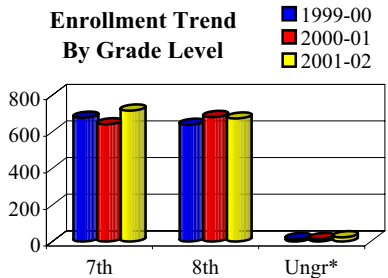
Rosemont Middle School feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher 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 Rosemont Middle School has increased by 6.2%. Schoolwide enrollment at the beginning of the 2001-02 school year was 1,410 students. Rosemont 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 Rosemont 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,

**Enrollment Trend
By Grade Level**



*Ungraded includes any students enrolled in an ungraded program. May include special education students.

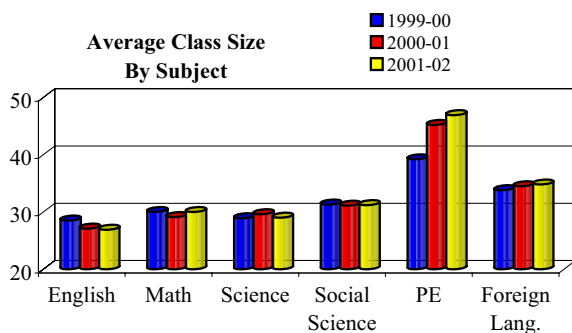
and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school. School districts receive financial support from the state for the 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 Rosemont Middle School was 96.96%.

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

Rosemont Middle School maintained a schoolwide average class size of 31 students and a student/teacher ratio of 25:1 for the 2001-02 school year. The ratio of students per teacher varies by grade level and subject area.

**Average Class Size
By Subject**



**Teaching Load Distribution
Number of Classes by Size**

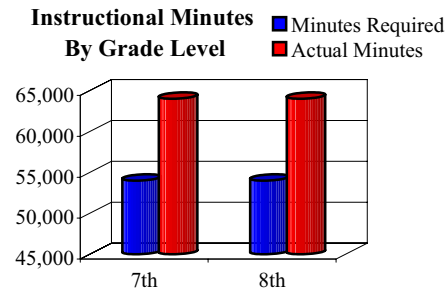
	1-20			21-30			31+		
	00	01	02	00	01	02	00	01	02
English	6	10	12	21	21	35	24	21	8
Math	3	4	7	16	18	16	25	24	24
Science	1	2	*	26	21	*	7	22	*
Social Science	2	3	7	8	8	59	33	34	30

*Data unavailable from State of California.

Instructional Time

During the 2001-02 school year, all instructional time offered at Rosemont Middle School either met or exceeded state requirements. Students receive instruction in Spanish, music, art, consumer education, and computer science in addition to the core subjects.

**Instructional Minutes
By Grade Level**



For the 2001-02 school year, Rosemont Middle School offered 180 days of instruction comprised of 178 regular days and 2 minimum days. Minimum days were used for Back-to-School Night and Open House. Each Thursday is a "Banking Day." Students arrive at school one hour later in the morning. The "Banking Days" each month allow teachers additional time to meet once by track, once by grade level, and once for a full faculty meeting. The fourth "Banking Day" each month can be used for ad hoc meetings or classroom planning.

Counseling & Other Support Services

It is the goal of Rosemont 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 counseling and support services.

Counseling and Support Services Staff

Rosemont Support Staff	Number of Staff	FTE	Availability Days Per Week
Academic Counselor	2	2	5
Health Aide	1	0.6	5
Nurse	1	0.2	1
Psychologist	1	0.4	2
Special Education Teacher	4	3.8	5
Speech/Language Specialist	1	0.4	2

FTE = Full-Time Equivalent

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.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Rosemont Middle School. These assessments 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 seven and eight 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

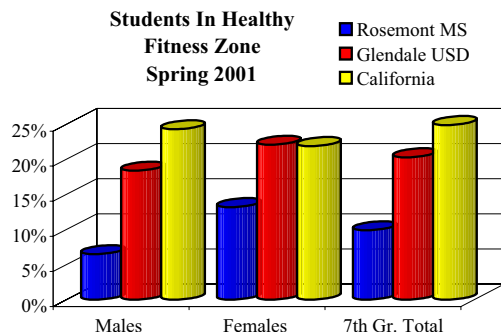
Rosemont Middle School participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Test, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on student 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, 85 students received High Honors, 65 students received Honors, and 48 received School Recognition achievement levels.

Physical Fitness

In the spring of each year, Rosemont Middle School is required by the state to administer a physical fitness test to all students in seventh grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students 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.

Meeting Grade Level Standards % of Students At or Above Proficiency Level					
Language Arts			Math		
00	01	02	00	01	02
81	81	83	76	90	86

SAT-9 Results All Students 2000, 2001, 2002 % At or Above National Average						
Grade Year Ending	Reading					
	7			8		
	00	01	02	00	01	02
Rosemont Middle	73	77	78	75	75	77
Glendale Unified	52	56	54	53	56	56
California	46	48	48	49	50	49
Math						
Rosemont Middle	79	84	83	75	82	84
Glendale Unified	65	67	71	60	67	68
California	48	50	52	48	49	50
Language						
Rosemont Middle	82	87	87	75	82	82
Glendale Unified	66	69	71	61	63	65
California	54	56	57	51	52	52
Spelling						
Rosemont Middle	71	77	77	54	59	63
Glendale Unified	56	59	57	40	45	45
California	47	49	51	37	38	40

SAT-9 Disaggregated Results 2001, 2002 % At or Above National Average									
	Reading				Math				
	7		8		7		8		
Gender	01	02	01	02	01	02	01	02	
Male	74	76	72	75	81	84	84	83	
Female	79	80	78	79	86	81	80	85	
Ethnicity	93	95	96	94	85	81	92	81	
Asian	85	81	92	81	63	55	61	56	
Filipino	63	55	61	56	78	74	81	79	
Hispanic	78	74	81	79					
Caucasian	Language Fluency	41	35	37	36	76	70	69	77
English Learners (EL)	81	81	79	81	85	84	83	84	
Non EL	Socioeconomic Status	52	66	57	50	60	69	64	61
SED	79	80	78	80	86	84	84	86	
Non SED	data currently unavailable								
	Migrant Education	data currently unavailable							
	SED = Socioeconomically Disadvantaged								
	Ethnicity data is currently unavailable								

California Standards Test Results						
% of Students Scoring at Advanced and Proficient Levels						
2001 & 2002						
	English/ Language Arts				Math	
	7		8		7	8
	01	02	01	02	02	02
All Students						
Rosemont Middle	63	62	58	61	62	
Glendale Unified	40	41	37	42	48	
California	32	33	32	32	30	
Gender	<i>data currently unavailable</i>					
Male	59	59	55	57	61	
Female	66	66	61	66	62	
Ethnicity	<i>data currently unavailable</i>					
Language Fluency	<i>data currently unavailable</i>					
English Learners (EL)	26	22	23	15	50	
Non EL	67	65	62	65	62	
Migrant Education	<i>data currently unavailable</i>					
Socioeconomic Status	<i>data currently unavailable</i>					
SED	27	46	39	34	45	
Non SED	77	64	60	64	64	

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	99	99	Percent Tested	99	99
API Score	786	803	836	API Growth Score	803	843
Growth Target	1	*	*	Actual Growth	17	40
Statewide Rank	9	9	10	Eligible for Awards	No	Yes
Similar Schools Rank	4	3	7	Eligible for II/USP	No	No
API Subgroup Results						
<i>Asian-American</i>						
Base API Score	861	897	894	API Growth Score	897	908
Growth Target	*	*	*	Actual Growth	36	11
<i>Hispanic or Latino</i>						
Base API Score			715	API Growth Score		
Growth Target			1	Actual Growth		
<i>Caucasian</i>						
Base API Score	782	790	826	API Growth Score	790	830
Growth Target	1	1	*	Actual Growth	8	40
<i>Socioeconomically Disadvantaged</i>						
Base API Score	652	648	726	API Growth Score	648	730
Growth Target	1	1	1	Actual Growth	-4	82

* The school scored at or above the interim Statewide Performance Target of 800.
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.

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, Rosemont Middle School qualified to participate in the 2000-01 Governor's Performance Award program, receiving \$48,682 for schoolwide use.



School Facilities & Safety

Rosemont Middle School provides a safe, clean environment for students, staff, and volunteers. The campus includes 46 classrooms, a library, a cafetorium, an outdoor lunch shelter, a gymnasium, an amphitheater, and administrative offices. Facilities encompass more than 123,000 square feet on the 12.9-acre site. School facilities are up-to-date and provide adequate space for students and staff. Split into day and evening shifts, a team of six 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.

Replacement and upgrade projects totaling an estimated cost of over \$400,000 took place during the 2001-02 school year. Rosemont Middle is schedule to begin extensive renovation and modernization during the 2002-03 school year. Measure K funds, supplemented by state bond funds as available, are allocated for these improvements.

Rosemont 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 stay. 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. Visits will be 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 staff members monitor campus activities 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. A copy of the plan is available to the public at the district office.

Textbooks & Instructional Materials

Rosemont 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. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks. 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 library contains 16 computers and 67 additional computers are available throughout the campus. The school's library contains a large collection of videos and audio tapes for classroom use that tie into curricular areas of study. Computers in the library are connected to the Internet so students are able to access resources and information on-line.

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.

Rosemont Middle School's website provides a variety of resources and information for parents, staff, students and community members.

Computer Resources			
	1999-00	2000-01	2001-02
Computers	179	183	183
Students per computer	7.4	7.3	7.7
Classrooms connected to Internet	1	1	1

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2001-02 school year, Rosemont Middle School had 44 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	48	46	44
Emergency Permits	5	7	10
Without Credentials	0	2	1
Intern Credentials	0	0	0
University Interns	0	0	0
District Interns	0	0	2
Working Outside Subject	0	0	0
Total Teachers	53	55	57
Average Years Teaching	12.7	12.3	12.3
Average Years in District	11.1	10.6	10.7

Rosemont 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 62 employees: 32.3 percent with 30+ additional units beyond their bachelor's degree and 41.9 percent holding advanced graduate degrees, such as a masters or doctorate degree.

Specially trained staff who provide additional instruction or services include:

- Resource Officer
- Librarian Technician
- Librarian

Glendale Unified School District assigns a technology teacher specialist to each 'cluster' of schools.

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

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. Throughout Glendale Unified School District's schools, curricula in all of the core content areas have been aligned with the state standards. 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.

Rosemont 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. Rosemont Middle School prepares a staff development plan that is aligned with district strategic targets, and which uses a variety of resources to assist teachers in refining instructional practice. During the 2001-02 school year, staff development focused on analysis of state standardized testing data and curriculum mapping, as well as developing methods for improving student achievement in reading comprehension.

Rosemont 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. Rosemont 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, Rosemont Middle School provides after school activities for GATE students.

Rosemont 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 school intervention programs to enhance students' understanding and mastery of core subject matter.

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 also available to answer any 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 Rosemont Middle School is a responsibility shared between district administration, the principal, the assistant principals, school administration, instructional staff, students, and parents.

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
- Student Study Teams
- Bilingual Advisory Council
- Leadership Teams
- Parent Club
- Parent Teacher Association
- Individual Education Plan (IEP) Teams
- Seventh Grade Team
- Eighth Grade Team
- Associated Student Body

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.

Rosemont 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

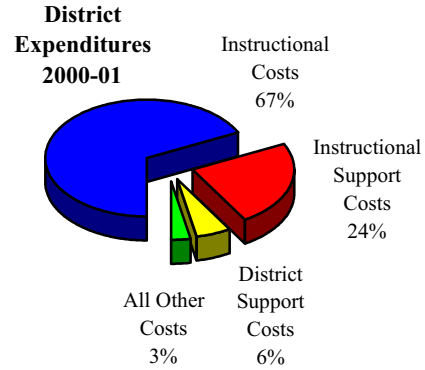
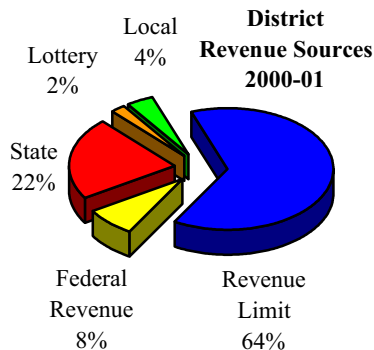
For the 2000-01 school year, Glendale Unified School District spent an average of \$6,143 to educate each student (based on 2000-01 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition 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		
Glendale USD	All Unified Districts	All Districts
\$6,143	\$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:

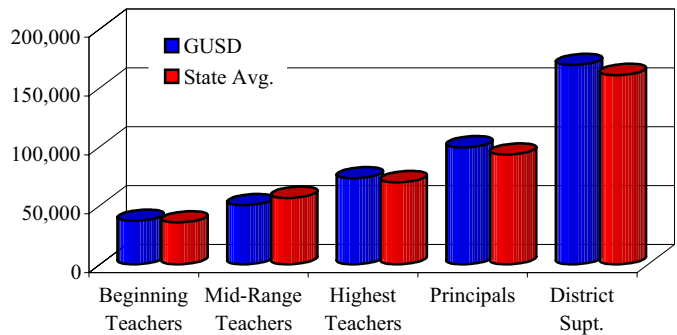
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Reading & Math Programs
- Instructional Materials
- Staff Development
- Educational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



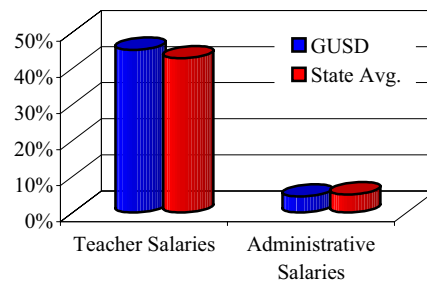
Salary & Budget Comparison

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 - Principals - Superintendent
2000-01**



**Average Salary Information
Teachers & Administrative Salary Percentages
2000-01**



Contact Information

Parents who wish to participate in Rosemont Middle School's leadership teams, school committees, school activities, or become volunteers may contact Principal Sally Buckley or one of the Assistant Principals at (818) 248-4224.