



# Glendale Unified School District

"Excellence is Worth the Effort"

## Eleanor J. Toll Middle School A National Blue Ribbon School

### 2001-2002 Annual School Report Card

700 Glenwood Road, Glendale, CA 91202-1524

(818) 244-8414

Seventh and Eighth Grade

[www.glendale.k12.ca.us](http://www.glendale.k12.ca.us)

#### Principal's Message

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

Our goal in presenting you with this information is to keep our community, and the public in general, well informed. In reflection of that goal, we desire to keep the lines of communication open. It is the opinion of the district, and myself in particular, that a well informed public is vital to the success of our staff and students. Thank you for taking an interest in our schools, and please let me know if I can be of further assistance.

-- Mrs. Jan Homan  
Principal

#### School Administration

Jan Homan  
Principal

Samantha Barker  
Assistant Principal

Eric Sahakian  
Assistant Principal

#### 2000-01 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

Alice Petrossian  
Assistant Superintendent  
Hoover Cluster

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#### Mission Statement

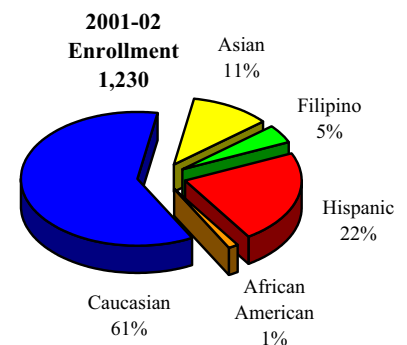
"Eleanor J. Toll Middle School is a dynamic epicenter that challenges all students to develop their academic, personal and social potential, to respect diversity, and to desire life-long learning through modern resources and strategies in partnership with an enthusiastic staff, involved parents and a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

#### Community & School Profile

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 Eleanor J. Toll Middle School community is located in the northern part of Glendale, serving over 1,200 seventh and eight grade students. As a California Distinguished School, Eleanor J. Toll Middle School teachers and staff are committed to providing a safe and productive learning experience.



## Discipline & Climate for Learning

Students at Eleanor J. Toll 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 Eleanor J. Toll Middle School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through school orientation meetings and individual binder reminders.

The district annually provides a Student Conduct Code for each of its sites which is supplemented by a set of behavioral standards developed by Eleanor J. Toll 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:

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

Eleanor J. Toll Middle School has expelled 6 students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

## Suspensions and Expulsions

	Toll MS			Glendale USD		
	00	01	02	00	01	02
Suspensions (#)	599	443	290	4,444	3,647	3,425
Suspensions (%)	44.77	34.21	23.58	14.63	12.03	11.3
Expulsions (#)	1	3	2	40	47	40
Expulsions (%)	0.07	0.23	0.16	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. Activities, clubs, and programs include:

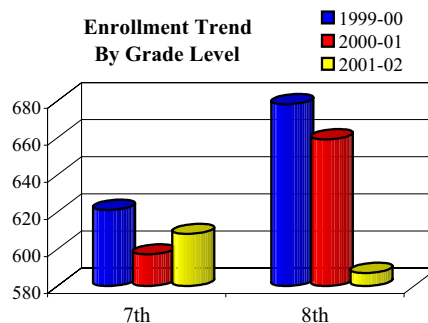
- Great Recreational & Interesting Program (GRIP)
- Choral
- Chess Club
- Toll Times Student Newspaper
- Builders Club
- California Juniorship Scholars Federation
- Fitness Training
- Book Club
- Kai Club
- Drill Team
- Drum Corps
- ASB

## Homework

Eleanor J. Toll 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 Attendance

Student enrollment over the past three years at Eleanor J. Toll Middle School has decreased by 5.3%. Schoolwide enrollment at the beginning of the 2001-02 school year was 1,230 students. Eleanor J. Toll Middle School accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size.



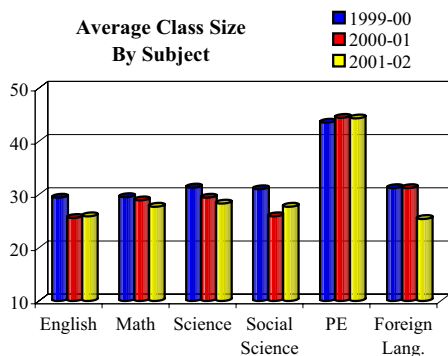
Regular attendance at Eleanor J. Toll Middle School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, 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 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 Eleanor J. Toll Middle School was 97.17%.

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

### Class Size

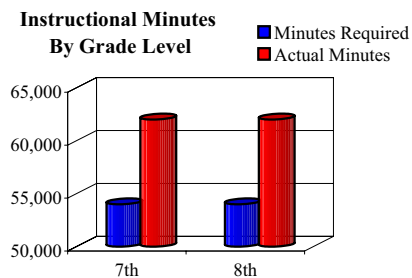
Eleanor J. Toll Middle School maintained a schoolwide average class size of 29 students and a student/teacher ratio of 22:1 for the 2001-02 school year. The ratio of students per teacher varies by grade level and subject area.



	1-20			21-30			31+		
	00	01	02	00	01	02	00	01	02
English	8	21	18	18	19	39	33	29	6
Math	7	5	6	12	19	28	29	22	10
Science	2	4	8	2	11	24	18	23	11
Social Science	3	11	9	11	14	23	29	25	12

### Instructional Time

During the 2001-02 school year, all instructional time offered at Eleanor J. Toll Middle School exceeded state requirements. Some of the students in grades seven and eight receive instruction in Spanish, French, Latin, music, and technology in addition to the core subjects.



For the 2001-02 school year, Eleanor J. Toll Middle School offered 180 days of instruction comprised of 174 regular days and 6 minimum days. Minimum days are used for Back-to-School Night, Open House, parent conferences, department meetings, and student activities,

### Textbooks & Instructional Materials

Eleanor J. Toll Middle School sets a high priority to ensure that current textbooks and materials are available for every student. 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
<b>Language Arts</b>		
2001	McDougal, Littell: <i>Language of Literature</i>	7-8
<b>Mathematics</b>		
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>	
<b>History/Social Studies</b>		
2000	Houghton Mifflin: <i>Social Studies</i>	7
	Prentice Hall: <i>American Nation</i>	8
<b>Science</b>		
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 approximately 8,329 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 basis. 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.

Eleanor J. Toll 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	229	200	258
Students per computer	5.8	6.5	4.8
Classrooms connected to Internet	1	2	3

## Student Achievement & Testing

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

Meeting Grade Level Standards % of Students At or Above Proficiency Level					
Language Arts			Math		
00	01	02	00	01	02
66	64	58	60	73	68

### Standardized State Testing

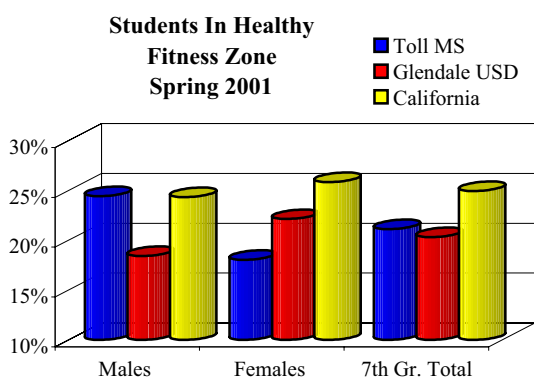
Eleanor J. Toll Middle School participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Test, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on 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, six students received High Honors, 13 students received Honors, and 26 received School Recognition achievement levels.

### Physical Fitness

In the spring of each year, Eleanor J. Toll 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

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
Toll Middle	46	53	42	46	54	52
Glendale Unified	52	56	54	53	56	56
California	46	48	48	49	50	49
Math						
Toll Middle	65	66	68	60	69	65
Glendale Unified	65	67	71	60	67	68
California	48	50	52	48	49	50
Language						
Toll Middle	68	67	68	60	64	65
Glendale Unified	66	69	71	61	63	65
California	54	56	57	51	52	52
Spelling						
Toll Middle	58	55	50	37	43	42
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									
Gender	Reading				Math				
	7		8		7		8		
	01	02	01	02	01	02	01	02	
Male	57	38	58	50	70	64	66	67	
Female	60	46	60	53	69	73	68	63	
Ethnicity	68	81	91	93					
Asian	76	74	99	89					
Filipino	38	45	45	46					
Hispanic	53	50	66	70					
Caucasian	Language Fluency	13	6	14	10	38	48	31	34
English Learners (EL)	81	63	75	75	85	80	81	82	
Non EL	Socioeconomic Status	45	28	42	43	59	61	55	59
SED	63	59	65	59	77	77	76	70	
Non SED	<i>data currently unavailable</i>								
Migrant Education	<i>data currently unavailable</i>								
<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
	01	02	01	02	02	02
<b>All Students</b>						
Toll Middle	38	29	33	37	41	
Glendale Unified	40	41	37	42	48	
California	32	33	32	32	30	
<b>Gender</b>						
Male	34	27	27	33	42	
Female	41	30	39	43	42	
<b>Ethnicity</b>	data currently unavailable					
<b>Language Fluency</b>						
English Learners (EL)	2	39	6	36	18	
Non EL	56	44	47	56	55	
<b>Migrant Education</b>	data currently unavailable					
<b>Socioeconomic Status</b>						
SED	29	18	25	33	33	
Non SED	46	41	40	41	51	

SED = Socioeconomically Disadvantaged  
 For detailed information on grade eight math scores, please visit [www.star.cde.ca.gov](http://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	663	707	727	API Growth Score	707	730
Growth Target	7	5	4	Actual Growth	44	23
Statewide Rank	6	7	7	Eligible for Awards	Yes	Yes
Similar Schools Rank	6	8	9	Eligible for II/USP	No	No
<b>API Subgroup Results</b>						
<i>Asian-American</i>						
Base API Score	830	870	864	API Growth Score	870	875
Growth Target	*	*	*	Actual Growth	40	5
<i>Hispanic or Latino</i>						
Base API Score	558	597	615	API Growth Score	597	612
Growth Target	6	4	3	Actual Growth	39	15
<i>Caucasian</i>						
Base API Score	666	709	728	API Growth Score	709	730
Growth Target	6	4	3	Actual Growth	43	21
<i>Socioeconomically Disadvantaged</i>						
Base API Score	624	666	676	API Growth Score	666	674
Growth Target	6	4	3	Actual Growth	42	8

\* 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.



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, Eleanor J. Toll Middle School qualified to participate in the 1999-00 and the 2000-01 Governor's Performance Award programs, receiving a combined total of \$137,173 for schoolwide use.

**School Facilities & Safety**

Eleanor J. Toll Middle School provides a safe, clean environment for students, staff, and volunteers. The campus, adjacent to Mark Keppel Elementary School, includes 54 classrooms, a library, an auditorium, a cafeteria, and covered lunch shelters. Facilities encompass more than 160,000 square feet of the 9.31-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 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 well-maintained.

Replacement and upgrade projects totaling an estimated cost of over \$75,000 took place during the 2001-02 school year. Eleanor J. Toll Middle School is amid the planning stages for future renovation and modernization under the guidance of architects, and with the assistance of staff and parent participation. Measure K funds, supplemented by state bond funds as available, are allocated for these improvements.

Eleanor J. Toll 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. 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, teachers, administrators, and security agents supervise 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.

## Counseling & Other Support Services

It is the goal of Eleanor J. Toll 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.

Counseling and Support Services Staff		
Toll Middle School Support Staff	Number of Staff	FTE
Counselor	3	2.4
Psychologist	1	0.4
Speech/Language Specialist	1	0.75
Nurse	1	1
Health Clerk	1	0.88
Special Education Teacher	5	5

*FTE = Full-Time Equivalent*

Through community partnerships, Eleanor J. Toll Middle School provides additional support services. Partners include Verdugo Mental Health Center, the Glendale Police Department, Gang Risk Intervention Programs, Healthy Kids, and the Los Angeles County Department of Children/Family Services.

## Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2001-02 school year, Eleanor J. Toll Middle School had 47 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status	Teacher Credential Status		
	1999-00	2000-01	2001-02
Fully Credentialed	51	47	47
Emergency Permits	7	7	8
Without Credentials	0	3	0
Intern Credentials	0	1	1
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	58	58	56
Average Years Teaching	12.1	11.5	12.2
Average Years in District	10.2	9.9	10.7

Eleanor J. Toll 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: 33.9 percent with 30+ additional units beyond their bachelor's degree and 53.2 percent holding advanced graduate degrees, such as a masters or doctorate degree.

## 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. 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.

Eleanor J. Toll 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. Eleanor J. Toll 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 grade-level curriculum mapping, as well as developing methods for improving student achievement in reading comprehension.

Eleanor J. Toll 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. Eleanor J. Toll 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, and participate in district-sponsored GATE activities.

Eleanor J. Toll 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. Extended day classes offer opportunities to enhance students' understanding and mastery of core subject matter. Saturday school and summer school also provide students opportunities for additional assistance to achieve grade level performance.

An Academic Tutoring Partnership grant provides after school homework assistance, as does the school's Homework Lab, which is staffed by teachers and parent volunteers. Students participating in the school's Advancing Via Individual Determination (AVID) program receive tutoring twice weekly. Students in the AVID program won first place in the region and county two consecutive years in the AVID Write-Off contest.

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 education students are being met.

### School Leadership

Leadership at Eleanor J. Toll Middle School is a responsibility shared between district administration, the principal, the assistant principals, school administration, instructional staff, students, and parents. The school's Leadership Team, comprised of the principal, assistant principals, teacher specialists, and curriculum coaches, meets regularly to make decisions regarding school policies and operations.

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

- Leadership Team
- GATE Advisory Committee
- Technology Committee
- Superintendent Advisory 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
- Technology Committee
- School and Safety Committee
- Student Study Teams
- Individual Education Plan (IEP) Teams

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.

Eleanor J. Toll 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.

The results of the school community's cooperative efforts have been recognized in a number of ways. Eleanor J. Toll Middle School has been named a National Blue Ribbon School and a National Title I Achieving School. One of the school's teachers was awarded the Christa McAuliffe Fellowship, another was Named the 2001 Region 8 California League of Middle Schools Teacher of the Year.



### Parent & Community Involvement

Eleanor J. Toll Middle School welcomes parent participation. The school has an active Parent Teacher Association (PTA), which publishes a monthly newsletter, *Toll Tales*. Parents are encouraged to volunteer to help with supervision, SAT-9 test proctoring, and other areas. Parents contribute to promotion activities and the quarterly Academic Club of Excellence breakfast.

Community partnerships enhance many aspects of the programs offered at Eleanor J. Toll Middle School. In addition to AVID, the school is able to offer Project Success, the Armenian General Benevolent Union/Generation Next, and the Latino Student Initiative. Glendale

Community College, Hoover High School, the Los Angeles County Office of Education, and the Glendale Lions Club provide career assistance and guidance to students.

## Expenditures & Services Funded

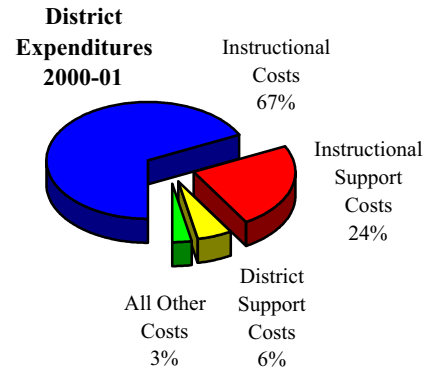
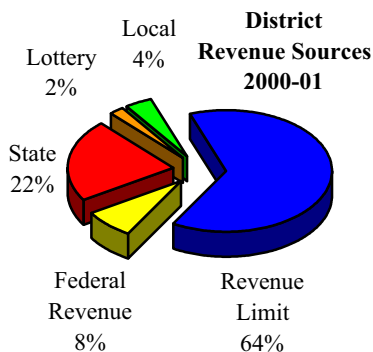
For the 2000-01 school year, Glendale Unified School District spent an average of \$6,143 to educate each student (based on 2000-01 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition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

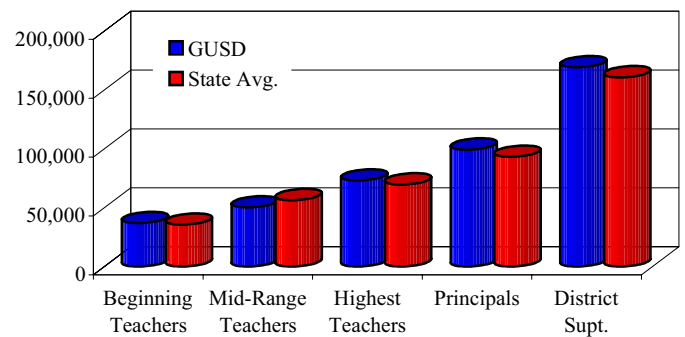
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Reading & Math Programs
- Instructional Materials
- Staff Development
- Educational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



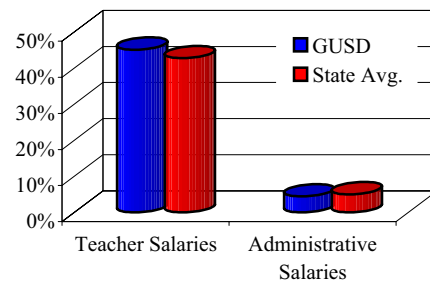
## Salary & Budget Comparison

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 Eleanor J. Toll Middle School's leadership teams, school committees, school activities, or become volunteers may contact Principal Jan Homan or Assistant Principals Samantha Barker and Eric Sahakian at (818) 244-8414.