



# Glendale Unified School District

"Excellence is Worth the Effort"

## Rosemont Middle School A California Distinguished School

### 2002-2003 Annual School Report Card

4725 Rosemont Avenue, La Crescenta, CA 91214-3146

(818) 248-4224

Seventh and Eighth Grades

[www.gusd.net](http://www.gusd.net)

#### School Administration

Ms. Sally Buckley, Principal

Ms. Ann Amrhein, Assistant Principal

Mr. Ron Sowers, Assistant Principal

#### 2002-03 Board of Education

Pam Ellis, President

Greg Krikorian, Vice President

Lina Harper, Clerk

Mary Boger, Member

Chakib Sambar, Member

#### District Administration

James R. Brown

Superintendent

Dr. Michael F. Escalante

Superintendent

(Effective February 1, 2004)

Dr. Mary McKee

Assistant Superintendent

Educational Services

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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. We welcome any suggestions, ideas, or comments you may have in this regard and anticipate the continuation of the partnerships that exist among students, parents, community members, and staff. That evolution process reported here is a direct result of student and faculty achievements, 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

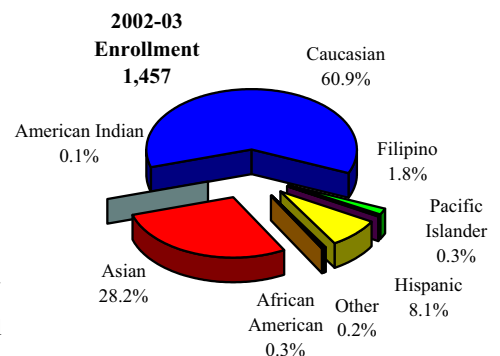
The goal of Rosemont Middle School, in partnership with family and community, is to maximize individual academic excellence and develop the individual's physical, social, and emotion potential through a positive, respectful, caring atmosphere and broad-based curricular and co-curricular program. It is 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; life-long 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 eight miles north of the city of 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 for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit causes, and city developments.

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 29,500 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

Rosemont Middle School, which opened in 1959, is located in the northern section of the city of Glendale and serves students in grades seven and eight. Students from Rosemont will move on to Crescenta Valley High School. Operating on a traditional calendar system, the educational programs at Rosemont are tailored to meet the needs of a changing school population. The efforts of the school community to provide an excellent education program for students and the students' hardwork and commitment have been recognized on both the state and federal level. In 2002-03, Rosemont was named as a California Distinguished School for the fifth time, and has twice earned the designation National Blue Ribbon School.



## Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Rosemont are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Rosemont's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.

Building a positive self-image, as well as respect for others, is important to a student's success. The 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. In addition to sponsoring programs to eliminate bullying, resolve conflicts, and promote peace on its campuses, the district participates in the Glendale Character and Ethics Project. This character education program provides a strong link between the schools and the community. The project highlights one "guiding word" per month, such as *respect*, *honesty*, *self-discipline*, *citizenship*, and *responsibility*. The Glendale Character and Ethics Project teaches children to consider the consequences of their actions and encourages them to choose behaviors that benefit themselves and others.

## Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include:

- Math Lab
- Tall Flags
- Associated Student Body
- California Junior Scholarship Federation
- Model Aviation
- Journalism/Spartan Scroll
- Orchestra
- Chess/Checkers
- Math/Reading Intervention
- Peer Tutoring
- Chorus/Choir
- Builders Club
- Rosemont Dancers
- Drama
- Kendo
- Students Run L.A.
- Garden Club

The school's athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored activities, including cross-country and track and field.

To build self-esteem and recognize student achievement, 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.

## Homework

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 on time and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities.

## School Leadership

Leadership at Rosemont is a responsibility shared between district administration, the principal, the assistant principals, instructional staff, students, and parents. The school's Leadership Team, comprised of teachers, classified staff, parents, and administrators, meets monthly to share decision-making on instructional programs, school policy, budget recommendations, and to advise the School Site Council.

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. These committees include:

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

## Community Involvement

Parents and the community are very supportive of the educational program at Rosemont. Numerous programs and activities are enriched by the generous contributions of the Rosemont Parent Teacher Association.

## Contact Information

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

## Curriculum Development

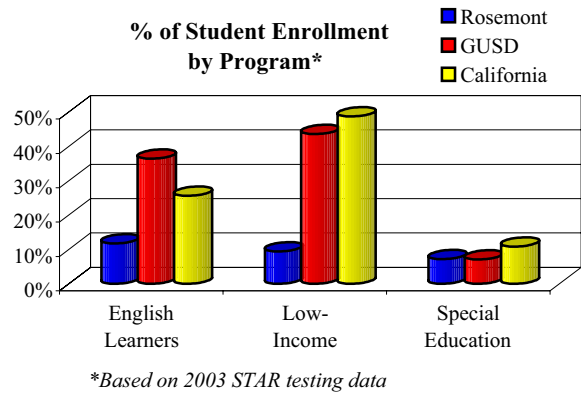
Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. Once a year in August, district and school representatives conduct a formal review of each school's program by looking at how well students performed on district benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

When districtwide curriculum changes are planned, committees form with district and school representatives to oversee planning and implementation. These steering committees establish the long-range plan and objectives and create a timeline for implementation. Each committee reviews curriculum content to verify that new programs are consistent with Board policy. Curriculum committees make certain that curriculum is well-articulated among grade levels, with content specialists identifying and correcting gaps to ensure continuity. The committees recommend textbooks for adoption and develop the districtwide curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. At grade level and faculty meetings, and meetings of the school's Leadership Team and School Site Council, members of the school community continually evaluate the school's success in meeting curricular objectives.

## No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. While Rosemont receives no Title I funds, information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs. A profile of Rosemont's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program.



## Student Achievement

Various measures of student achievement are used as an ongoing part of the quality instructional program at Rosemont Middle School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of the instructional program. In addition to school- and district-developed assessments, the state and federal government have set standards for student achievement. The school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria. The chart below illustrates the relationship between different measures of student achievement and the assessments used to determine progress.

In addition to the academic measurements required by the State of California, the school and the district administer other assessments to determine the progress of each 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 the results of these assessments, and state testing, to determine whether each student is meeting the district's grade level standards.

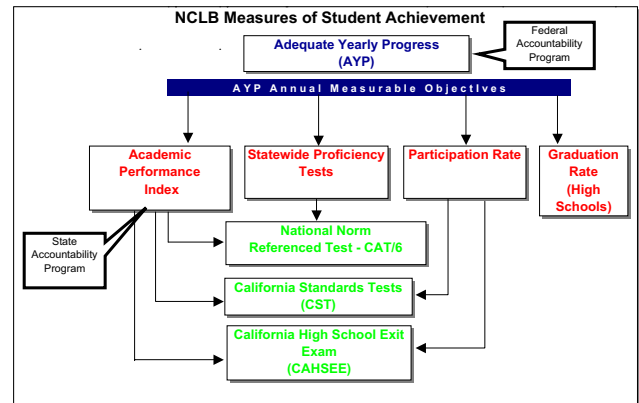
Language Arts			Math		
01	02	03	01	02	03
81	83	84	90	86	85

## Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires all students to perform at or above the proficient level on the State's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This means annually increasing the percentage of students achieving academic proficiency. AYP requires evaluating and reporting all students' academic progress, including students in subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, and students in numerically significant ethnic subgroups. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement.

### California's AYP

In California, AYP is determined by: California Standards Tests (CST) for grades 2-8, California High School Exit Exam (CAHSEE) for tenth grade students, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2003-04 school year, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English Language Arts and 16.0% for Mathematics on CST, a participation rate of 95% or greater on CST, and an API of 560 or one point of API growth. Over the next several years, these standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. Rosemont did not achieved Adequate Yearly Progress for 2003.



### Adequate Yearly Progress (AYP) 2003 Phase I

Rosemont Middle School					
California Standards Test (CST)					
	Participation Rate	% Proficient or Advanced			
		English/ Language Arts		Mathematics	
<b>Target</b>	<b>95%</b>	<b>13.6%</b>		<b>16%</b>	
<b>Met Target? Yes (Y) or No (N)</b>					
	Met	Rate	Met	%	
<b>All Students</b>	Y	99.9%	Y	63.7%	Y 71.0%
Subgroups:					
Asian	Y	100%	Y	70.1%	Y 90.4%
Hispanic or Latino	Y	100%	Y	43.3%	Y 38.0%
Caucasian	Y	99.8%	Y	63.5%	Y 66.8%
SED	Y	100%	Y	45.0%	Y 50.9%
English Learners	Y	100%	Y	51.0%	Y 68.0%
Students w/Disabilities	Y	99.0%	N	13%	Y 18%

SED = Socioeconomically Disadvantaged

## 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 based on CAT-6 and California Standards Tests results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. In recognition of its students' outstanding efforts, Rosemont Elementary School qualified to participate in the 2001 Governor's Performance Award.



## Standardized State Testing

Rosemont participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). The CAT/6 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. Prior to 2003, the STAR included the SAT-9 norm-referenced test, which has been replaced by CAT/6. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit: <http://star.cde.gov/>.

API School Results							
All Students							
	Base				Growth		
	2000	2001	2002		00-01	01-02	02-03
Students Tested	1229	1246	1359	Percent Tested	99	99	100
API Score	803	836	833	API Growth Score	843	840	834
Growth Target	*	*	*	Actual Growth	40	4	1
Statewide Rank	9	10	10				
Similar Schools Rank	3	7	10				
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	648	726	727	API Growth Score	730	738	739
Growth Target	1	1	1	Actual Growth	82	12	12
Asian							
Base API Score	897	894	894	API Growth Score	908	898	894
Growth Target	*	*	*	Actual Growth	11	4	-2
Caucasian							
Base API Score	790	826	819	API Growth Score	830	830	825
Growth Target	1	*	*	Actual Growth	40	4	6
Hispanic							
Base API Score	0	715	732	API Growth Score	0	738	712
Growth Target	0	1	1	Actual Growth	0	23	-20

*\*Schools that receive an API of 800 or more are expected to maintain that level of achievement.  
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.*

### State Awards and Intervention Programs

	01	02
Eligible for Governor's Performance Award	Yes	No
Eligible for II/USP	No	No
Applied for II/USP \$	No	No
Received II/USP \$	No	No

### Norm Referenced Test (SAT-9 & CAT/6)

2001, 2002, 2003

% At or Above 50th Percentile

	Reading						Math					
	7		8		7		8		7		8	
	01	02	03	01	02	03	01	02	03	01	02	03
<b>All Students</b>												
Rosemont Middle	77	78	71	75	77	64	84	83	79	82	84	79
GUSD	56	54	54	56	56	47	67	71	63	67	68	66
California	48	48	45	50	49	41	50	52	46	49	50	48
<b>Gender</b>												
Male	74	76	65	72	75	60	81	84	77	84	83	80
Female	79	80	78	78	79	69	86	81	80	80	85	78
<b>Language Fluency</b>												
English Learners (EL)	41	35	24	37	36	20	76	70	52	69	77	64
Non EL	81	81	79	79	81	68	85	84	83	83	84	81
<b>Socioeconomic Status</b>												
SED	52	66	53	57	50	43	60	69	58	64	61	68
Non SED	79	80	73	78	80	66	86	84	81	84	86	81
<b>Ethnicity</b>												
Asian	77	84	74	83	79	73	96	96	93	94	94	94
Caucasian	78	77	74	74	78	62	81	80	77	79	82	75
Filipino	85		44	81	85		92		53	81		85
Hispanic	63	65	51	55	68	50	61	55	54	56	63	55

SED - Socioeconomically Disadvantaged

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

## California Standards Test

The California Standards Tests in the subject areas of Language Arts, Mathematics, Science, and Social Science assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the subject areas tested. The state target for every student is to score at the Advanced or Proficient level.

### California Standards Test (CST) - Major Subgroups English/Language Arts

#### Combined % of Students Scoring at Advanced & Proficient Levels

	7			8		
	01	02	03	01	02	03
<b>Rosemont Middle</b>						
Male	59	59	62	55	57	52
Female	66	66	75	61	66	63
English Learners	26	22	22	23	15	18
Non English Learners	67	65	73	62	65	60
SED	27	46	50	39	34	41
Non SED	67	64	70	60	64	59
Special Ed.		13	10		15	12
Asian		73	75		65	61
Caucasian		58	69		62	57
Filipino			56			62
Hispanic		47	46		47	40

SED - Socioeconomically Disadvantaged

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Data unavailable through the California Department of Education.

### California Standards Test (CST)

#### Major Content Areas

#### Combined % of Students Scoring at Advanced & Proficient Levels

	7			8		
	01	02	03	01	02	03
<b>All Students</b>						
<b>English/Language Arts</b>						
Rosemont Middle	63	62	69	58	61	57
GUSD	40	41	51	37	42	40
California	32	33	36	32	32	31
<b>Mathematics</b>						
Rosemont Middle		62	69			59
GUSD		48	54			48
California		30	30			24

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

For detailed information on 2002 grade eight math scores, please visit [www.star.cde.ca.gov](http://www.star.cde.ca.gov)

Data unavailable through the California Department of Education.

### California Standards Test (CST)

#### - Major Subgroups

#### Math

#### Combined % of Students Scoring at Advanced & Proficient Levels

	7		8	
	02	03	02	03
<b>Rosemont Middle</b>				
Male	61	65		57
Female	62	72		62
English Learners	50	41		52
Non English Learners	62	67		58
SED	45	41		48
Non SED	64	71		61
Special Ed.	4	12		19
Asian	87	88		82
Caucasian	56	64		57
Filipino		60		
Hispanic	26	37		30

SED - Socioeconomically Disadvantaged

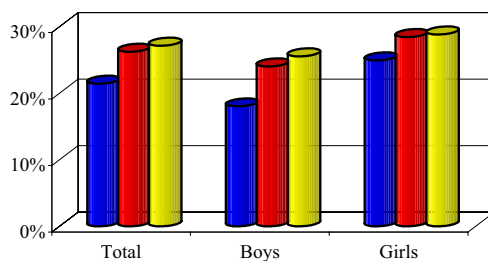
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Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

## Physical Fitness

In the spring of each year, Rosemont 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 are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

**% of 7th Grade Students in Healthy Fitness Zone 2002-03**



## How to Read CST Results

All school districts in the State of California are required to report their CST results in comparison to the state average. In this report, the percentage of Rosemont students achieving Advanced (A) and Proficient (P) levels is reported. Data are broken out by gender, language fluency, participation in special education, socioeconomic status, ethnicity, and participation in migrant education. District level and statewide scores may be found in Glendale Unified School District's Report Card.

## Instructional Programs

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. The district's goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, Rosemont is able to offer programs to meet the individual needs of its students.

The 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 who have been recognized as capable of attaining high levels of achievement by their teachers and identified through state testing programs. Students in the GATE program receive differentiated instruction in their classrooms and may participate in district-sponsored GATE activities.

Rosemont offers assistance and specialized instruction to students with special needs. Teachers receive assistance in developing research-based intervention strategies for at-risk students so that all students have the opportunity to meet rigorous standards. After school intervention programs and summer school enhance students' understanding and mastery of core subject matter.

English Learners attend English Language Development classes daily. In core content areas, English Learners are enrolled in classes geared to their level of English acquisition.

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 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. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include working with a resource specialist or enrolling in a Special Day Class. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

## Textbooks & Instructional Materials

The District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program and to provide students with their own textbooks. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. Glendale Unified School District follows the State Instructional Materials Adoption Cycle and reviews instructional materials in each curricular area within a seven-year cycle.

The school's library, staffed by a full-time library technician, is stocked with thousands of books that are available for students to check out, including books in Korean in addition to English. The library is automated using the Spectrum tracking software system. Computers in the library are connected to the Internet so students are able to access resources and information online. Students visit the library with their classes and receive instruction on research techniques and library usage. The library is open before and after school and at lunch to provide students with additional opportunities for research and recreational reading. The library contains a collection of videos and audiotapes for classroom use that tie into curricular areas of study.

Rosemont houses three computer labs, two serve as classrooms for electives in technology, and the third is available to classes for

research and preparing reports and presentations. Computer skills and concepts prepare students for technological growth and opportunities.

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

## Counseling & Other Support Services

It is the goal of Rosemont Elementary School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. The principal coordinates counseling and support services.

Rosemont Support Staff	Counseling & Support Services Staff		
	Number of Staff	Days Available Per Week	Full Time Equivalent
Academic Counselor	2	5	2
Health Aide	1	5	0.6
Psychologist	1	2	0.4
Nurse	1	1	0.2
Speech/Language Specialist	1	2	0.4
Special Education Teacher	4	5	3.8

The District offers a variety of programs, training, activities, and services to provide for students' emotional, physical, and academic needs. In addition to counseling services provided by the district or through community-based organizations, the district participates in the state's Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the district office and Toll Middle School, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five district high schools will be participating in the three-year program.

## Teacher Assignment

The District recruits and employs the most qualified credentialed teachers. For the 2002-03 school year, Rosemont had 44 fully credentialed teachers.

Teacher Credential Status			
	01	02	03
Fully Credentialed	46	44	45
Working Outside Subject	0	0	0
Emergency Credentials	7	10	9
Interns	0	2	1
Waivers	2	1	1
<b>Total Teachers</b>	<b>54</b>	<b>57</b>	<b>56</b>
Average Years Teaching	12.3	12.3	11.5
Average Years in District	10.7	10.7	10.1

*Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.*

## 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

The District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute 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. Prior to a substitute's first assignment in the district, he/she attends a three-hour training session on district policies and expectations. A pool of over 300 qualified substitutes is available to Glendale's schools.

## Staff Development

The 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. The district schedules three staff development days annually.

Rosemont 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 teaching non-fiction reading in all core content areas.

Rosemont 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 conferences and workshops throughout the year and then sharing their experiences and knowledge with colleagues. Rosemont further supports teachers and paraprofessionals by participating in district programs.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. 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 Paraprofessional Teacher Training Program (PTTP) offers assistance to education assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern or pre-intern program.

## School Facilities & Safety

Rosemont provides a safe, clean environment for students, staff, and volunteers. School facilities, built in 1959, sit on 12.9 acres and include 46 classrooms, a library, a cafeteria, an outdoor lunch shelter, a gymnasium, an amphitheater, and administrative offices.

This school year, the Measure K project is making it possible for Rosemont undergo an extensive expansion, adding a new building with several classrooms. The project is expected to be completed in fall 2004.

These improvements are in addition to ongoing maintenance and improvements that are part of the district's scheduled maintenance program. The maintenance schedule, which included repairs to the school roof and the gymnasium floor for 2002-03, ensures that all classroom and facilities are well-maintained and provide a suitable learning environment. On a daily basis, Rosemont has six custodians on duty to ensure school facilities remain clean and safe.

Safety of students and staff is a primary concern of Rosemont. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis throughout the school year. Staff members monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement 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 child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Rosemont reviews the plan annually; the plan was last updated and reviewed with school staff in spring 2003. An updated copy of the plan is available to the public at the school and at the district office.

## School Enrollment & Attendance

The District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial support from the state for the education of students they serve based on how many students attend school each day. Attendance, tardiness, 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.

Absence reports are reviewed regularly by an attendance clerk. Parents are advised of absences through phone calls and written communication. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the School Attendance Review Board (SARB). During the 2002-03 school year, the actual attendance rate for all grade levels for Rosemont was 97.34%.

Rosemont has expelled 3 students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	Rosemont			GUSD		
	01	02	03	01	02	03
Suspensions (#)	150	164	130	3647	3425	5489
Suspensions (%)	11.24	11.63	8.92	12.02	11.30	18.45
Expulsions (#)	2	1	0	47	40	46
Expulsions (%)	0.15	0.07	0.00	0.15	0.13	0.15

## Class Size

Rosemont maintained a schoolwide average class size of 28 students and a pupil-to-teacher ratio of 25:1 for the 2002-03 school year. The pupil-to-teacher ratio varies by grade level and subject area.

	Teaching Load Distribution								
	Number of Classes by Size								
	1-20 Students			21-30 Students			31+ Students		
	01	02	03	01	02	03	01	02	03
English	10	12		21	35		21	8	
Math	4	7		18	16		24	24	
Science	2			21			22		
Social Science	3	7		8	59		34	30	
<i>Data unavailable from the State of California</i>									
<i>Data unavailable at time of publication</i>									

## Instructional Time

During the 2002-03 school year, all instructional minutes and days offered at Rosemont exceeded state requirements as specified in the California Education Code. For the 2002-03 school year, Rosemont offered 180 days of instruction comprised of 175 regular days and 5 minimum days. Minimum days are used for report card preparation, Back to School Night, and Open House.

Each Thursday is a "Banking Day." Students arrive at school an hour later in the morning. Each month "Banking Days" allow teachers additional time to meet once by grade level, once by team and once for a full faculty meeting. The other "Banking Day" each month is used for ad hoc meetings or classroom planning.

	Instructional Minutes by Grade Level	
	Minutes Required	Actual Minutes
	7th	54,000
8th	54,000	64,005

## Expenditures & Services Funded

For the 2001-02 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,315 to educate each student (based on 2001-02 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.

GUSD	Current Expense of Education Per Student*	
	2001-02	
	Statewide Average	
	All Unified School Districts	All Districts
\$6,315	\$6,767	\$6,719

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

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2001-02 school year, the district received approximately \$2,371 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- 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
- 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

## 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	
	2001-02	
	GUSD	State Average
Beginning Teachers	\$37,236	\$35,490
Mid-Range Teachers	\$57,164	\$56,244
Highest Teachers	\$73,765	\$69,568
Elementary Principals	\$95,958	\$93,094
Middle School Principals	\$99,731	\$93,094
High School Principals	\$103,973	\$93,094
Superintendent	\$177,526	\$160,607
Percentage of Total Budget		
Teacher Salaries	44.3%	42.7%
Administrative Salaries	5.5%	5.0%