

SCHOOL ACCOUNTABILITY REPORT CARD

ROOSEVELT JUNIOR HIGH SCHOOL

Marge Danshaw
Principal

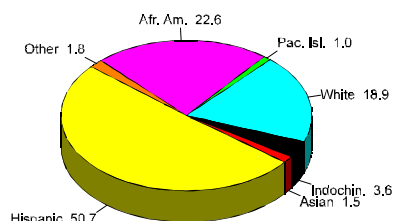
3366 Park Boulevard
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MARCH 1998
San Diego City Schools

SCHOOL PROFILE

Roosevelt Junior High is a magnet school for technology through the humanities and sciences located at the northeast edge of Balboa Park. Roosevelt was built in 1922 and reconstructed in 1974 on the original site.

Student Racial/Ethnic Composition
1997-98



Percentage of Total Enrollment

Roosevelt enrolled 1,030 students in September 1997, an increase of 21 students over the October 1997 enrollment. About 32.7 percent of the students are limited English-proficient (LEP). The student population is naturally integrated and comes from the many diverse neighborhoods surrounding the school: Downtown, Golden Hills, North Park, Hillcrest, and Mission Hills.

MISSION AND GOALS

San Diego City Schools has adopted a mission statement to guide the district in providing educational programs.

STUDENT LEARNING

STUDENT ACHIEVEMENT

How are the students at Roosevelt doing?

Test Performance. Test scores are one reflection of students' progress. San Diego City Schools students in grades 2-11

It is the mission of [our district] to educate all students in an integrated setting to become responsible, literate, thinking, and contributing members of a multicultural society through excellence in teaching and learning.

All district schools have set several goals in each of four major areas to accomplish this mission:

- Improving student learning
- Improving teaching
- Enhancing integration and diversity
- Enhancing shared decision-making and community involvement

To support the district's mission, our staff is committed to the following goals for Roosevelt:

- a safe, orderly environment for teaching and learning
- recognition of students' academic and athletic success
- promote the development of career and educational goals
- parent and community involvement in students' education
- increased learning opportunity through better attendance
- high citizenship standards and positive social interaction
- a variety of extra-curricular activities to enrich the student's educational experience

take the Stanford Achievement Test, Ninth Edition (SAT 9) to measure their academic progress in basic skills. In prior years, students in grades 2-10 were given the Stanford Achievement Test, Eighth/Abbreviated Edition (ASAT). Spanish-speaking English learners en-

REPORT CARD MEETING, INFORMATION

Date: May 18, 1998

Time: 4:00 p.m.

Place: Roosevelt Media Center

Proposition 98 requires all public schools in California to provide information about themselves to the public through a School Accountability Report Card. This report card examines Roosevelt Junior High's policies, programs, and progress. At a meeting on May 18 at 4 p.m. parents can discuss the report card and ask questions.

More information about all areas covered in this report card is available at Roosevelt Junior High School. We invite parents to come to Roosevelt to look at these materials, to meet their children's teachers, and to expand their involvement in their children's education.

- strong teacher and student leadership to promote teaching and learning; and
- support of the district's and superintendent's educational objectives.

Our report card is organized around the four district goal areas. This will help parents understand our school's strengths and weaknesses as well as our success in improving the school by meeting the goals we have set.

rolled in a California school less than 12 months or enrolled in a California school for 12 to 23 months and receiving language arts instruction in Spanish are also tested on the Aprenda 2, a Spanish Language Achievement Test measuring the same skill areas.

Diversity of ESL/Bilingual Program: Language Needs. A total of 148 students are enrolled in the English as a second language (ESL) program. A comprehensive program offering courses from levels one to six are provided for English-language deficient students. There is a good success rate for students in the program as they transition to all English instruction. Students may accelerate through the program and they are assessed both as they are entering and exiting the ESL program.

SCHOOL-TO-CAREER TRANSITION

How are students prepared for the world of work?

School to work/career is an important piece of the Roosevelt instructional program. Students at Roosevelt are exposed to a wide range of occupations, careers, and employment opportunities through participation in the Learning on Location Academy. Through “hands-on” experiences in the work world, students are given the tools with which to construct their own meaning about the relevance of subject content to experiences beyond the walls of the school. In addition to classroom experience, students receive guidance through in-school counselors, special speakers, assemblies, and via printed material available in the Roosevelt media center.

TEACHING QUALITY

TEACHING ASSIGNMENTS

Do we have a qualified staff?

Roosevelt Junior High has 51 credentialed teachers, 3 administrators, 3 resource teachers, and 3 counselors. All Roosevelt teachers hold a bachelor’s degree in an academic area. About two-thirds of the teachers hold a master’s degree.

TEACHER/ADMINISTRATOR EVALUATION

How are teachers and administrators evaluated?

The principal and vice principals formally evaluate tenured teachers every two years. Temporary or probationary teachers are observed frequently and evaluated yearly. If a teacher’s performance is not effective, the principal identifies areas requiring improvement and

ATTENDANCE/DROPOUTS

How do we encourage regular attendance?

Roosevelt’s daily attendance has remained stable for the past six years. We have experienced an absenteeism rate of about nine percent for the last three years.

We have learned that one of the first steps in reducing the dropout rate is to help students experience success in each grade at the junior high level.

Advancement Via Individual Determination (AVID) and Team Teaching are continuing to promote student success. Other programs such as Reserved Officers Training Corps (ROTC), Gifted and Talented Education (GATE), Special Education, ESL/bilingual programs all nurture and provide support to enrich the student’s learning environment.

Attendance Rates		
Year	% Absences Unexcused	% Actual Attendance
1992–93	25.1	92.2
1993–94	26.1	92.6
1994–95	30.6	91.8*
1995–96	36.4	90.6*
1996–97	35.9	91.2*

* Does not include staff development days.

DISCIPLINE AND CLIMATE FOR LEARNING

This school is a good place to learn!

Roosevelt has a well-defined discipline policy. The general climate in the classroom and school campus is positive. The school dress code and policy require all students to suit up for physical education each day and maintain appropriate dress on campus.

We continue to use several programs to modify student behavior including parents shadowing students, conflict mediation, and formal home suspension. We also motivate students through numerous incentive programs.

Student Government. The Student Leadership class or Associated Student Body (ASB) is a group of elected and appointed students who provide student input and leadership in activities at Roosevelt. The students who are part of this leadership class come from all ethnic groups at Roosevelt and represent all grade levels.

Suspensions and Expulsions		
Year	Suspension Rate*	Expulsions
1992–93	39.5	0
1993–94	62.4	12
1994–95	60.6	9
1995–96	46.7	9
1996–97	87.8	11

* Suspensions per 100 Students.

develops a program for improvement with the teacher.

Principals and vice principals are also evaluated every two years: the principal by a central office supervisor and vice principals by the principal.

If you are concerned about a teacher, administrator, or other staff member, there are steps that you can take. You can find them in *Facts for Parents* sent home with every student at the start of the school year. You may call the principal or the School Services Division to discuss this subject at any time.

SUBSTITUTES

Who are our visiting teachers (qualified substitutes)?

The district has a pool of visiting teachers available for assignment when a classroom teacher is absent.

By state law, credentialed teachers may substitute at any grade level and in any subject. We try to place substitute teachers in their area of expertise.

INSTRUCTIONAL AND LEADERSHIP QUALITY

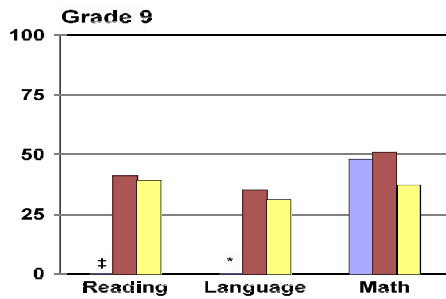
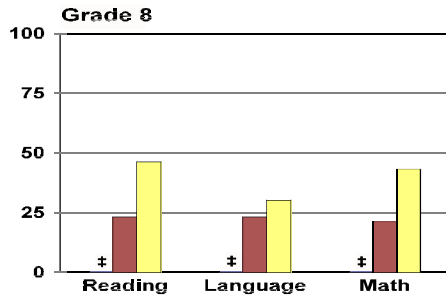
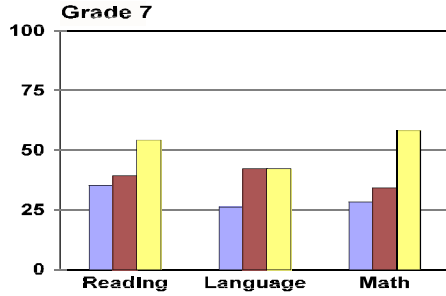
What’s new at Roosevelt?

Roosevelt follows California state framework guidelines providing comprehensive, quality education for its diverse population. Recognizing individual learning styles, staff continually evaluate curriculum and instructional practices to improve performance. Several techniques and programs are currently implemented:

- A total of 148 students are enrolled in English as a Second Language (ESL) and Bilingual programs offering Spanish instruction in Math, and Social Studies/History.

ASAT Results

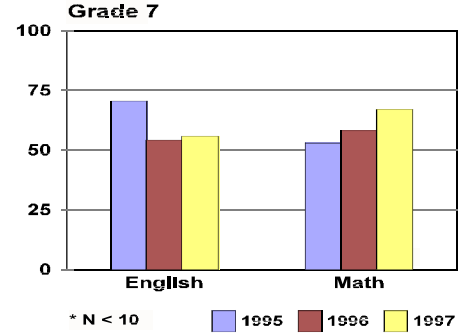
Pct. Scoring at or above 50th Percentile



* N < 10
‡ Incomplete Data

Accountability Grade Results

Pct. Achieving at or above Satisfactory



* N < 10

Teacher Credentialing Data					
Number of Classroom Teachers					
Year	Total	With Appropriate Credential	With Emergency Credential	Without Credential	Working Outside Subject Area of Credential
1995-96	49	NA	NA	1	NA
1996-97	48	NA	NA	0	NA
1997-98	48	36	1	0	11

NA Data not available.

**Class Size Distribution,
1995–96**

Subject Area	1–10	11–20	21–30	31–40	41 +
Art			1	3	
Computer Ed.			2	3	
English		5	20	13	
Foreign Lang.			5	6	
Mathematics		2	12	14	
Physical Ed.		1	9	18	2
Science		1	4	9	
Social Science			14	12	
Vocational Ed.	2	4	8	6	
Other	3	4			
Special Ed.	6	2	3		

**Class Size Distribution,
1996–97**

Subject Area	1–10	11–20	21–30	31–40	41 +
Art				5	
Computer Ed.			12	2	
English		3	31	2	
Foreign Lang.	1	31	11	2	
Mathematics		2	31	4	
Physical Ed.		8	18	10	5
Science		1	27	3	
Social Science	2	4	29	3	
Vocational Ed.			18	3	
Other	2	1	4	1	
Special Ed.	18	5			

**Class Size Distribution,
1997–98**

Subject Area	1–10	11–20	21–30	31–40	41 +
Computer Ed.			12	2	
English		3	31	2	
Foreign Lang.	1	31	11	2	
Mathematics		2	31	4	
Physical Ed.		8	18	10	5
Science		1	27	3	
Social Science	2	4	29	3	
Vocational Ed.			18	3	
Other	2	1	4	1	
Special Ed.	18	6			

REPORT CARD COMMITTEE

The Report Card Committee, representing students, parents, and staff all contributed in developing this report card.

schedules special career speakers and special assemblies and does Grade 8 planning for high school.

Faculty representing both African American and Latino student populations formed active advisory councils. The objectives of the African American Male Achievement and Latina Female Advisory Programs are to raise achievement levels of these student populations by:

- Increasing cultural awareness by providing students with historical facts and accomplishments of people of color
- Helping students develop acceptable social behaviors, self-respect, as well as respect for others by exploring moral and social values
- Providing students with information regarding colleges, their respective admission requirements, and visits to nearby university campuses.

Career information is provided through a wide variety of special presentations and speakers serving as positive role models in the community.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Materials are updated regularly.

The district decides which textbooks will be used and provides them to schools according to enrollment. New textbooks in a subject area are adopted every eight years according to the state textbook review cycle.

The library/media center is the focal point of most educational programs on campus. It includes a complete library with some 10,000 volumes, an instructional media lab, and TV production capability. The media center is open before, during, and after school, and it is available to all students.

CLASS SIZE

What are the class sizes?

With the exception of physical education, the numbers in the 31–40 range are closer to 31 students in a class than to 40.

Roosevelt's class sizes for the last three years are shown on page 4.

- A priority of our Special Education Department is enrolling students in as many regular education classes as possible. Team teaching, collaboration, and individual consultations are ways we meet individual needs of students at Roosevelt.
- The GATE classes take an interdisciplinary approach to teach the two components: (1) English and social studies and (2) math and science.
- An alternative assessment program through portfolio assessment for reading and writing is being implemented.
- The Learning on Location program, uses the community as a classroom, allows experiences of cultural enrichment, have extended real-life learning activities, develops a sense of civic responsibility, and builds a capacity for action in their community.
- Roosevelt has a Macintosh computer Writing Lab. Students revise and re-write classroom and Learning on Location writing assignments.
- A technology curriculum is offered to all grade levels. Students design and create various projects using an integrated approach to learning via different computer related technologies.
- A variety of after-school clubs provide students opportunities to interact with the Roosevelt staff on an informal level. After school clubs include physical conditioning, rollerblading, crafts, French, and chess.
- Team Read is a strategies-based reading program designed to enhance students' skills in content area reading. This innovative program incorporates classroom instruction, staff in-service training, and computer assisted instruction.

INSTRUCTIONAL TIME

How much time is there for instruction?

All district schools meet or exceed state requirements for annual instructional minutes. Roosevelt Junior High

Instructional Minutes, 1997–98		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
7–8	64,295	54,000
9	64,295	64,800

will have 39 modified days this year. The time children do not attend on modified days is allocated to other days of the week. Modified days are used to free up time for staff development, parent consultation, and teacher planning and coordination.

TRAINING AND CURRICULUM IMPROVEMENT

Restructuring: an opportunity to improve learning

Roosevelt is becoming a restructured school. We are investigating the research for the most effective programs addressing curriculum instruction and structure of schools. Our goal is to help more students achieve success at Roosevelt Junior High.

Staff members, including teachers and teacher assistants, continue to improve their knowledge and skills through department and staff meetings, workshops and conferences, college and district coursework, and teacher observation on campus and at other area schools. Recent training includes reading strategies, literature based instruction, characteristics of the middle school child, interdisciplinary teams, learning styles, ESL/bilingual strategies, and cultural awareness.

Innovative programs continue this year at Roosevelt as a direct result of recent restructuring discussions including the magnet program, Learning on Location, interdisciplinary “families” and team-teaching, Team Read, and inspirational assemblies for students.

Roosevelt will hold six staff development days this year. Last school year, six staff development days were held. In the 1995–96 school year, five staff development days were held.

COUNSELING AND SUPPORT SERVICES

What support do we offer students

Roosevelt has three full-time counselors for 1,030 students. Counselors are responsible for scheduling, assisting with discipline, helping resolve interpersonal difficulties, and work closely with “students in special need.” This year our counseling staff plan to expand classroom presentations and group counseling programs.

Additional support services at Roosevelt are a nurse, a librarian, a part-time speech and hearing specialist, and a part-time psychologist. This team also

INTEGRATION AND DIVERSITY

RACE AND HUMAN RELATIONS

Who makes up the Roosevelt family?

Roosevelt is a naturally integrated

school with students of many ethnic and cultural backgrounds living in our attendance boundary. We strive to include multicultural information in our class-

rooms as well as in our assemblies and lunchtime activities. Our staff attends four in-service training workshops a year in race/human relations.

SHARED DECISION-MAKING

COMMUNITY INVOLVEMENT

Do we welcome parent and community involvement?

A Governance Council was established in February of 1992 to implement shared decision-making and represents teachers, parents, students, and classified staff. The Governance Council meets on a monthly basis to discuss and make decisions on all schoolwide concerns. The staff has made a commitment to increase community and home involvement in our school. We have combined our required

advisory groups, school site council (SSC) and school advisory council (SAC).

The Bilingual Advisory Council (BAC) under the guidance of a bilingual administrator has formed an organization of its own in order to more effectively deal with the needs of parents in the ESL/bilingual program.

Through a carefully planned calendar these groups meet to provide enrichment programs for our students and informational presentations for parents on such topics as parents' math night, family

computers, and child abuse prevention.

The Parent/Community Center located in room 103 provides parents with a place to meet and to participate in school activities. Parents and community members are always encouraged to visit this center and find out more about the PTA and the many other exciting organizations and events on campus.

Our partnerships with Junior Theater and the Uptown Optimist Club are active ways of involving business and community leaders in recognition of student work and achievement.

FINANCES

EXPENDITURES AND SERVICES OFFERED

Where does it all go?

Each school receives an instructional budget based on enrollment and programs and on formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

The adjoining budget chart shows the major areas of district funding for Roosevelt Junior High and other district schools. It includes all monies budgeted from the general fund except those for transportation, maintenance and operations, and district administration.

School Budget, 1996-97		
Budget Category	Dollars per Pupil*	
	School	Middle Avg.
General Operations	3,114	2,836
Special Education	342	287
Integration	246	138
Gifted and Talented	7	27
Special Projects	542	286
Total	4,251	3,575

General Operations—services, materials, and support to the general education program

Special Education—programs offering students with special needs appropriate, individualized education

Integration—the district's voluntary integration effort to counter the racial/ethnic isolation of pupils

Gifted and Talented—specialized learning assistance for students with great ability, achievement, or potential

Special Projects—monies from agencies (e.g., federal, state) earmarked for specific services

* Based on total student enrollment.

Salary and Budget Data, Teachers and Administrators, 1995-96		
Position	Unified Districts (20,000+ ADA)	San Diego (126,506 ADA)
	Annual Salary (\$)	
Beginning Teacher	27,916	26,648
Midrange Teacher	44,063	42,615
Highest Teacher	51,460	51,458
School Principal Avg.	69,378	74,348
Superintendent	115,378	155,000
Salary Category	Pct. of Budget†	Pct. of Budget†
Administrative	5.2	4.2
Teacher	43.7	41.3

† Percentage of general fund expenditures. Does not include benefits.