

SCHOOL ACCOUNTABILITY REPORT CARD

ROOSEVELT JUNIOR HIGH SCHOOL

Marge Danshaw
Principal

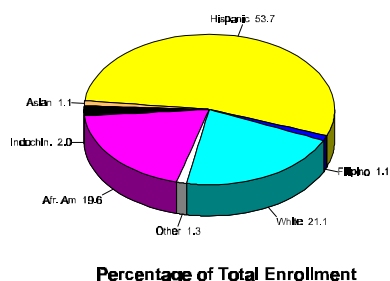
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MARCH 2000
San Diego City Schools

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
1999-2000**



Roosevelt enrolled 976 students in September 1999. About 32 percent of the students are English Language Learners (ELLs). 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.

The mission of San Diego City Schools is to improve student

achievement by supporting teaching and learning in the classroom.

San Diego City Schools has created an Institute for Learning to support high performance learning at all school sites. The focus of the Institute is to study learning and instructional practice to improve student achievement and enhance teaching. The Institute for Learning is establishing a system that commits teachers and administrators to a common focus on instruction and learning.

The Institute has focused on literacy for the past two years. The San Diego Literacy Framework has been developed to outline and guide a balanced literacy program. The framework provides instructional approaches that will support students in learning to read, write, and speak successfully. Next year mathematics will be a parallel focus of the Institute. Mathematical proficiency will be achieved through a standards-based curriculum, research-based instructional strategies, high quality professional development, and appropriate assessments.

To support the district's mission, our staff are 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

REPORT CARD MEETING, INFORMATION

Date: May 16, 2000

Time: 6 p.m.

Place: Roosevelt Media Center

All public schools in California must 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 16 at 6 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.

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

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 take the Stanford Achievement Test,

Ninth Edition (SAT 9), to measure their academic progress in basic skills as part of the state Standardized Testing and Reporting (STAR) Program. Spanish-speaking English learners enrolled in a California school less than 12 months or enrolled in a California school for more

than 12 months and receiving language arts instruction in Spanish are also tested on the Spanish Assessment of Basic Education, Second Edition (SABE/2), a Spanish Language Achievement Test measuring the same skill areas.

A total of 332 students are enrolled in

the ELL program. A comprehensive program offering courses from levels one to six is provided at the end of each year to chart progress. There is a good success rate for students in the program as they transition to all-English instruction. Students may accelerate through the program. They are assessed upon entering and during the ELL program.

SCHOOL-TO-CAREER TRANSITION

How are students prepared for the world of work?

School to work/career is an important part 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

Attendance		
Year	Number of Absences	% Actual Attendance
1994-95	14,755	91.8
1995-96	15,925	90.6
1996-97	15,486	91.2
1997-98	14,610	91.7
1998-99	12,558	92.6

TEACHING QUALITY

TEACHING ASSIGNMENTS

Do we have a qualified staff?

Roosevelt Junior High has 51 credentialed teachers, three administrators, three resource teachers, three counselors, and a dean of students. 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 develops a plan for improvement with the teacher.

The principal and vice principals are also evaluated every year in a similar manner: the principal by a central office supervisor and vice principal by the principal.

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.

ATTENDANCE/DROPOUTS

How do we encourage regular attendance?

Roosevelt’s daily attendance has steadily increased during the past five 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, tutoring (Title I), Saturday school and after school reading programs all nurture and provide support to enrich the student’s learning environment.

If you are concerned about a teacher, principal, administrator, or other staff member you should discuss your concerns with the principal. You may then call the district Support Systems office for assistance.

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.

REPORT CARD COMMITTEE

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

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 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
1994-95	60.6	9
1995-96	46.7	9
1996-97	87.8	10
1997-98	40.4	15
1998-99	36.6	18

* Suspensions per 100 Students.

INSTRUCTIONAL AND LEADERSHIP QUALITY

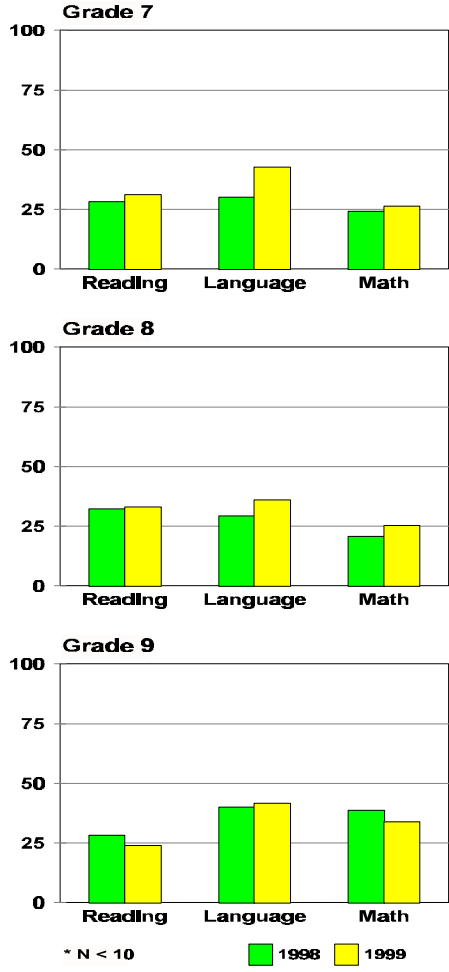
What’s new at Roosevelt?

Roosevelt follows state and district framework guidelines in providing a 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 151 students are enrolled in English as a Second Language (ESL) and Bilingual programs offering Spanish instruction in Math, and Social Studies/History.
- All content area teachers are studying how to improve literacy instruction through the San Diego Literacy Framework.
- A priority of our Special Education Department is enrolling students in as many regular education classes as possible. Team teaching, collaboration, and indi-

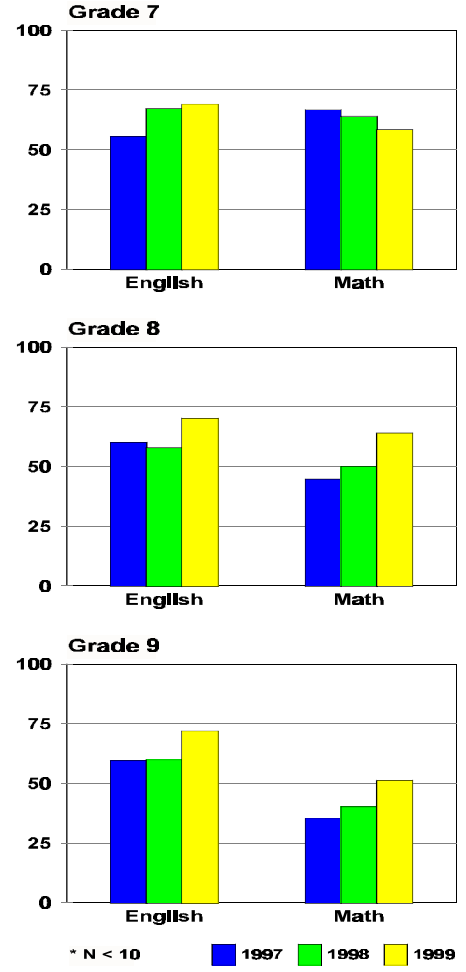
SAT 9 Results

Pct. Scoring at or above 50th Percentile



Grade Results

Pct. Achieving at or above Satisfactory



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			

Class Size Distribution, 1998–99					
Subject Area	1–10	11–20	21–30	31–40	41 +
Art	2		1		
Computer Ed.	2	7	3		
Drama/Theater			1		
English	1	11	24	2	
Foreign Lang.		4	6		
Mathematics	1	7	21	4	
Music		1			
Physical Ed.		7	11	7	5
Science	3	4	18	1	
Social Science		7	25	3	
Vocational Ed.		3			
Other	1	2	2		
Special Ed.	19	6			
Reading	1	4	2		

Class Size Distribution, 1999–2000					
Subject Area	1–10	11–20	21–30	31–40	41 +
English	2	26	16	1	
Foreign Lang.		2	3	1	
Mathematics		8	20	7	
Music			1		
Physical Ed.			3	3	6
Science		8	17	3	
Social Science		8	23	5	
Vocational Ed.			4	2	1
Special Ed.	24	10	3		

Teacher Credentialing Data					
Year	Number of Classroom Teachers				
	Total	With Appropriate Credential	With Emergency Credential	Without Credential	Working Outside Subject Area of Credential
1997–98	48	36	1	0	11
1998–99	50	33	4	0	13
1999–00	50	37	1	0	12

vidual consultations are ways we meet individual needs of students at Roosevelt.

- GATE classes take an interdisciplinary approach to teach (1) English and social studies and (2) math and science.
- An alternative assessment program through portfolio assessment for reading is now 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 rewrite classroom and Learning on Location writing assignments.
- All grade levels offer a technology curriculum Students design and create projects using an integrated approach to learning via computer-related technologies.
- The 6 to 6 After-School Extended Day program provides students opportunities to interact with the Roosevelt staff on an informal level. After school clubs include physical conditioning, tutoring, weight lifting, computers, Club Live, crafts and games.
- Genre studies is a two-hour course designed to enhance students' skill in reading and writing. This program incorporates classroom instruction, staff in-service training, and computer assisted instruction.
- Saturday School is offered for students needing additional instruction in core subjects. All grade levels are serviced.
- After-school reading is designed by the district to assist eighth graders needing specific instruction in reading.
- MESA provides academic support for under-represented students in science and math. It is sponsored by the University of California.
- To support reading instruction at the middle school level, all sites have been allocated one reading teacher. Also added was a literacy peer coach.

INSTRUCTIONAL TIME

How much time is there for instruction?

All district schools meet or exceed state requirements for annual instructional minutes. Roosevelt Junior High will have 19 minimum days this year. The time chil-

dren do not attend on minimum days is allocated to other days of the week. Minimum 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.

Staff, 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 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. English and Reading teachers have received extensive training in reading instruction.

Our school administrators attend monthly instructional conferences to receive training on specific areas of the San Diego Literacy Framework. They use the information learned to help guide staff development for teachers at Roosevelt. Teachers are provided opportunities to study and improve instructional practice through grade level/department meetings, visitations to other classrooms to observe instruction, participation in study groups, and direct training on specific instructional strategies.

Innovative programs that are 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.

For each of the past two years, Roosevelt held six staff development days. This year two staff development days on reading and literacy were held before school began.

Instructional Minutes, 1999–2000		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
7–9	64,852	64,800

COUNSELING AND SUPPORT SERVICES

What support do we offer students

Roosevelt has three full-time counselors for 972 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 continues anger management, grief, preventative discussion, and peer mediation 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 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 adopts textbooks and instructional materials each year based on a six- to eight-year cycle implemented by the state. This year teachers and students in middle level schools are using newly adopted textbooks and materials in language arts. History/social science will be implemented next year.

The library media center is the focal point of educational programs on site. It includes a complete library with some 14,000 volumes, an instructional media lab, and a TV distribution center. Internet access is available on six computers as-

sessable to all students. Additional programs focusing on literacy include the Accelerated Reader, numerous rotating classroom libraries, RIF (Reading is Fundamental), and Learnstar, a computer program for curriculum review. The media center is open before, during, and after school and is available to all students.

This year we have had the opportunity to update our library media collections through use of state funds specifically designated for library materials. We have been able to renew our library collection with current, accurate, appealing, and

challenging materials to meet the curriculum and literacy needs of our students.

■ CLASS SIZE

What are the class sizes?

Roosevelt's class sizes for the last three years are shown on page 4. With the exception of physical education, the numbers in the 31–40 range are closer to 31 students in a class than to 40.

We have cut class size in Grade 9 English classes to 20.

■ SCHOOL FACILITIES AND SAFETY

Is Roosevelt a safe place?

The grounds and facilities are well kept, but vandalism is a problem after school and on weekends when there is no supervision.

Roosevelt currently has three full-time campus supervisors. We have a full-time school police officer and a San Diego Police Department School Task Force Officer.

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 in-service training workshops 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 English Language Advisory committee 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 parenting and child abuse prevention.

We now have a parent and volunteer

coordinator who is in charge of welcoming, placing and directing volunteers. Parents and community members are always encouraged to visit the school and find out more about the PTA and the many other exciting organizations and events on campus.

Our partnerships with Junior Theater, Teatro Meta, the Uptown Optimist Club, Fleet Industrial Supply Centers, Kinkos, and Papa John's Pizza, 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, 1998–99		
Budget Category	Dollars per Pupil*	
	School	Middle Avg.
General Operations	3,549	3,140
Special Education	577	358
Integration	210	144
Gifted and Talented	79	38
Special Projects	557	333
Total	4,972	4,013

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, 1997–98		
Position	Unified Districts (20,000+ ADA)	San Diego (131,593 ADA)
	Annual Salary (\$)	
Beginning Teacher	30,521	28,670
Midrange Teacher	47,729	43,565
Highest Teacher	57,429	57,863
School Principal Avg.	75,942	78,293
Superintendent	129,993	185,000
Salary Category	Pct. of Budget†	Pct. of Budget†
Administrative	4.8	4.1
Teacher	43.2	42.1

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