

SCHOOL ACCOUNTABILITY REPORT CARD

PATRICK HENRY HIGH SCHOOL

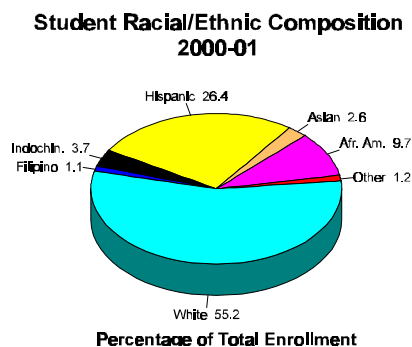
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San Diego City Schools

SCHOOL PROFILE

Patrick Henry High School is located in the San Carlos area of San Diego. It is a four-year high school serving the Navajo Planning area and the allied school pattern areas in Southeast San Diego. Patrick Henry lies near the northeastern boundary of the school district. The community has stabilized at about 65,000 residents.



Patrick Henry High currently has 2,157 students. Twenty-one percent participate in the Voluntary Ethnic Enrollment Program (VEEP) at Patrick Henry.

In May 1999, we were named a California Distinguished High School. The May 2000 *Newsweek* magazine listed Patrick Henry as being among the top one percent of high schools in the nation.

STUDENT LEARNING

STUDENT ACHIEVEMENT

How are students doing?

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

MISSION AND GOALS

The mission of San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom.

San Diego City Schools' Institute for Learning focuses on instruction and learning. The Institute helps schools improve student achievement by improving instruction. Teachers and administrators engage in ongoing professional development in literacy and mathematics instruction.

In Spring 2000, the district introduced the *Blueprint for Student Success in a Standards-Based System*, a comprehensive plan focusing the entire district on teaching and learning for all students.

The *Blueprint* established districtwide assessments and performance expectations in literacy and mathematics to ensure that district students are held to the same standards and receive support if they fall below grade level. *Blueprint for Student Success* strategies of prevention, intervention, and retention/acceleration are directed toward providing all students with the best teaching, the richest learning environment, and time and support to meet high standards.

Patrick Henry High's goals support district goals. Patrick Henry has identified these specific matters for emphasis:

- Maintaining a positive school climate

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.

Test scores are one reflection of a student's progress toward becoming a literate and thinking person. Parents are encouraged to talk with teachers to gain a clear understanding of their student's academic progress.

REPORT CARD MEETING INFORMATION

Date: May 17, 2001

Time: 7 p.m.

Place: Faculty Dining Room

All public schools in California must provide information about themselves to the public through a School Accountability Report Card. This report card examines Patrick Henry High's policies, programs, and progress. At a meeting on May 17 at 7 p.m. parents can discuss the report card and ask questions.

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

- Closing racial/ethnic academic performance gaps
- Building a sense of community and responsibility for student learning among all students, staff, and parents through shared decision-making
- Improving students' literacy.

In April 2000, all Patrick Henry students in grades 9–11 were given the SAT 9. Patrick Henry scored 8 (out of 10 deciles) statewide, scored 8 in same-school rank, and qualified for the Governor's Performance Reward. A review of semester grades shows that the academic achievement of some students is less than satisfactory. We focus on helping all students succeed academically.

Patrick Henry continues to have one of the district's largest and most successful Advanced Placement programs. In

1999–2000, 370 students took over 521 tests; 69 percent earned scores of three or higher, thus qualifying for college credit.

Patrick Henry High School strongly encourages students to attend post-secondary schools following graduation and actively prepares students to do so. A survey completed by 90 percent of the class of 2000 graduating seniors shows us that:

- 42 percent enrolled in four-year colleges and 43.1 percent enrolled in two-year colleges.
- Of four-year colleges attended, 24 percent were out-of-state, 25 percent were University of California, 32 percent were California state universities, and 10 percent were independent California colleges.
- Annually a significant percentage of Patrick Henry graduates enroll in a variety of Ivy League and other highly selective colleges, last year represented by University of California, San Diego (UCSD) (13), University of California, Berkeley (2), University of California, Los Angeles (UCLA) (2), University of California, Santa Barbara (7), University of California, Irvine (2), New York University (2) and one each at Barnard, Mills, Scripps, Tufts, Tulane, University of Pennsylvania, Whittier, Washington University at St. Louis, and many others.

The Patrick Henry National Merit history is as follows:

- 1997: two semi-finalists and nine commended students
- 1998: no semi-finalists, two commended students, and three scholars in the National Hispanic Recognition Program
- 1999: one semi-finalist, seven commended students, two National Hispanic Scholars, and two Black American Scholars.
- 2000: three semi-finalists, nine commended students, and three National

TEACHING QUALITY

TEACHING ASSIGNMENTS

Do we have qualified teachers?

All 84 teachers are fully credentialed with over 70 percent holding a master's degree or higher. The majority have over 15 years experience in education. We have in-

REPORT CARD COMMITTEE

Members of the site governance team (GT) served as the report card committee for 2000–01.

Hispanic Scholars.

SCHOOL-TO-CAREER TRANSITION

How are students prepared for the world of work?

Efforts are made to provide career information to students and to provide them with some of the skills needed for today's workplace. A career center provides career and college information to students.

We have established four career pathways. The first is Engineering and Design, in which a sequence of courses leads to training in computer-assisted design. Advanced students use a fully operational computer-assisted design lab.

The Communication pathway includes photography, graphic arts, and the capstone media communications Regional Occupational Program (ROP) class.

The Professional Office careers pathway utilizes courses in computer literacy, applications, keyboarding, and business communications to prepare students for the capstone course of Business and Computer Applications.

Our Education and Human Services curriculum includes family life, child development, and consumer issues. Advanced students work in the field, applying their skills through the ROP Child Care Occupations and ROP Elementary Educational Aide programs. Students completing the advanced ROP programs receive up to six units of college credit. In 2000, we opened a new ROP class, Microsoft Word.

ATTENDANCE/DROPOUTS

Do students attend and stay in school?

Students at risk of failing or dropping out are supported with counseling services encouraging parents, students, and teachers. Alternate programs (such as the

created the ethnic diversity of staff with new hires due to reconfiguration.

TEACHER/ADMINISTRATOR EVALUATION

How are teachers and administrators evaluated?

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

Attendance		
Year	Number of Absences	% Actual Attendance
1995–96	19,139	92.3
1996–97	20,374	93.9
1997–98	19,425	94.5
1998–99	20,444	94.5
1999–00	29,702	92.1

High School Diploma Program) meet after school helping students receive diplomas, and reduced the three-year dropout rate to 2.6 percent, well below district and state averages (see graph on page 3).

Patrick Henry's attendance policy emphasizes regular daily attendance. We provide Saturday School for students who have had all-day truancy. Students are assigned to a teacher who supervises class work. This removes the truancy while giving the opportunity to make up missed class work and has resulted in reduction of non-apportioned (unexcused) absences.

DISCIPLINE AND CLIMATE FOR LEARNING

Is this school a good place to learn?

Staff, administration, students, and parents work together to create a favorable learning atmosphere. We conduct high quality instructional and extracurricular programs. Our goal is meeting needs of students. We want our students to have integrated and comprehensive learning experiences.

Suspensions and Expulsions		
Year	Suspension Rate*	Expulsions
1995–96	15.5	3
1996–97	12.6	4
1997–98	14.2	10
1998–99	14.7	8
1999–00	10.6	6

* Suspensions per 100 Students.

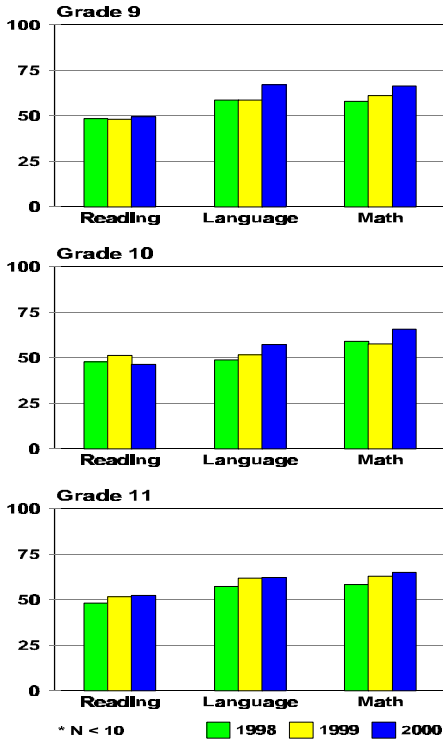
requiring improvement and develops a program for improvement with the teacher.

The principal and vice principals are evaluated every year: the principal by a central office supervisor and the 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 should discuss your concerns with the principal. You may call the district Support Systems office for assistance after you have talked to the principal.

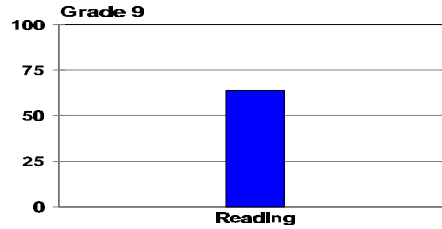
SAT 9 Results

Pct. scoring at or above 50th percentile



District Assessments

Pct. scoring near, at, or above grade level

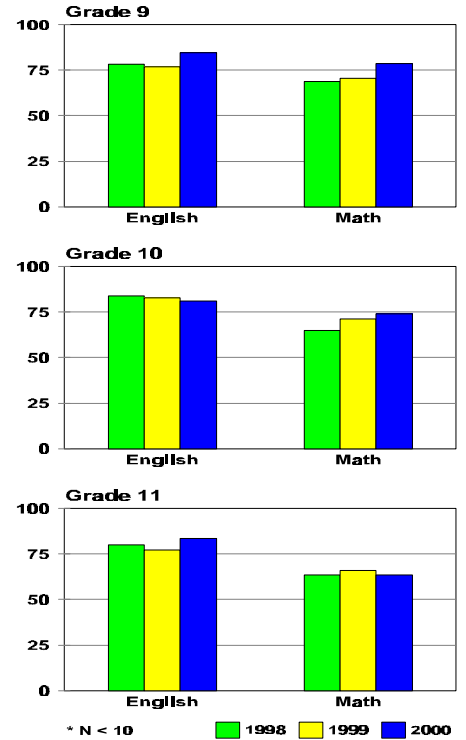


Grade 10 Not Tested

Grade 11 Not Tested

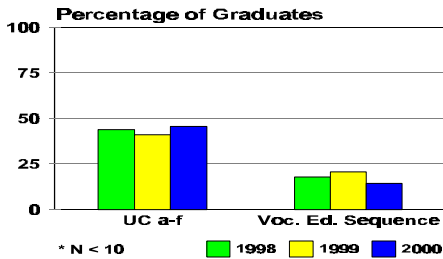
Grade Results

Pct. achieving at or above C



Advanced Course Completion

Pct. grads completing course requirements

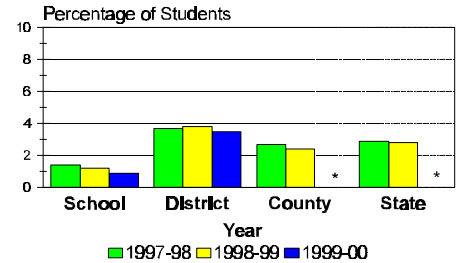


ACADEMIC PERFORMANCE INDEX

The Academic Performance Index (API), the cornerstone of California's accountability system, measures the academic performance and growth of schools. The index, ranging from 200 to 1000, indicates a school's performance level. The statewide API goal for all schools is 800. Annual interim targets are set for each school. API scores are calculated on the basis of SAT 9 test performance for each school and for the school's numerically significant subgroups

One-Year Dropout Rate

Pct. students, grades 9-12



SAT Participation and Scores

Year	Pct. Seniors Tested	Mean Scores	
		Verbal	Math
1997-98	55.8	529	540
1998-99	56.3	510	514
1999-00	57.0	517	525

2000 API Summary

Category	Result
Schoolwide API	704
Growth from Prior Year	13
State Decile Rank	8
African American API	554
Asian API (incl. Indochinese)	—
Filipino API	—
Hispanic API	579
White API	789
Economically Disadvantaged API	585
Met All Targets?	Yes

Class Size Distribution, 1998–99					
Subject Area	1–10	11–20	21–30	31–40	41 +
Art			1	13	1
Computer Ed.			4	2	
Drama/Theater			1	3	
English	1	27	21	36	
Foreign Lang.			12	20	1
Mathematics		5	19	39	1
Music		3		2	1
Physical Ed.	1	6	4	10	20
Science		2	19	27	
Social Science		4	9	36	
Vocational Ed.		2	6	8	
Other/ROP			3	3	
Special Ed.	13	6	2		

Class Size Distribution, 1999–2000					
Subject Area	1–10	11–20	21–30	31–40	41 +
Art		1	3	12	
Computer Ed.		1	1	5	
Drama/Theater				4	
English	3	36	9	31	3
Foreign Lang.		4	16	16	
Mathematics	1	3	15	40	
Music		1	1		3
Phys Ed./Ath	5	1		14	20
Science		3	17	24	
Social Science	1	4	10	39	
Vocational Ed.	3	5	16	5	
Other/ROP			8	3	
Special Ed.	15	15			

Class Size Distribution, 2000–01					
Subject Area	1–10	11–20	21–30	31–40	41 +
Art		1	3	15	
Computer Ed.		2	2		
Drama/Theater			2		2
English		34	18	28	
Foreign Lang.		3	13	15	
Mathematics		24	11	32	1
Music	1	1			3
Phys Ed./Ath	2	4	3	13	15
Science		2	13	25	
Social Science		6	18	35	
Vocational Ed.	1	3	11	14	
Other/ROP	1	2	2	1	
Special Ed.	20	12			

Teacher Credentialing Data					
Year	Number of Classroom Teachers				
	Total	With Appropriate Credential	With Emergency Credential	Without Credential	Working Outside Subject Area of Credential
1998–99	85	73	0	0	12
1999–00	89	73	2	0	14
2000–01	85	62	1	0	22

■ SUBSTITUTES

Do we have qualified substitutes?

The district has a pool of substitute 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.

All classrooms are staffed by credentialed substitute teachers when necessary. Teacher assistants cover classes under the supervision of a certificated staff member when emergencies arise.

■ INSTRUCTIONAL AND LEADERSHIP QUALITY

How good is it?

Patrick Henry’s instructional program follows district guidelines and complies with state-adopted frameworks. Teachers continue to develop and refine interdisciplinary teams and career paths.

All content areas are studying how to improve literacy instruction through the San Diego Literacy Framework.

Patrick Henry’s instruction is outstanding. Teachers have high expectations for students, demonstrated by national, state, and local recognition of our academic, athletic, and extracurricular teams. Our teachers have received awards for excellence in leadership and teaching practices, including Teacher of the Year. They have served on national committees including Science Project 2061 and achievement test development committees and have been readers for the College Boards. Several are or have been mentor teachers.

We continue to improve instruction by offering a greater challenge to non-college bound students to prepare them for careers, striving to increase the achievement of all students, and reducing the achievement gap between various population segments.

■ INSTRUCTIONAL TIME

How much time is there for instruction?

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

Instructional Minutes, 2000–01		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
9–12	65,056	64,800

tional minutes. This year’s schedule includes a total of eight minimum days, six for final exams.

■ TRAINING AND CURRICULUM IMPROVEMENT

What are we doing to improve staff?

Our 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. Teachers are provided opportunities to study and improve instructional practice through grade-level/department meetings, observational visitations to other classrooms, study groups, and training on specific instructional strategies.

The staff development committee conducts an annual needs assessment and coordinates staff development workshops. No staff development days are held on school days. For the last two years there have been three staff development days held before the school year began. Two years ago there were two such staff development days.

■ COUNSELING AND SUPPORT SERVICES

What kind of support does Patrick Henry offer students?

Patrick Henry has four full-time guidance counselors and a head counselor with a partial student case load. Each full-time counselor has a student caseload of 440. A special effort is made to meet with each tenth grader and his or her parents to review his or her four-year educational plan and the results of the occupational preference survey.

The counseling center is also served by a part-time guidance consultant and a part-time school psychologist. We have a full-time career technician and teachers who are advocates for the African and Hispanic American Achievement Programs.

The nurse and guidance staff screen and direct referrals to the Student Assistance Program—outside agencies that work with the guidance department.

Several ongoing counseling groups for students are run on a weekly basis. The 1998–99 peer mediation program continues to expand.

■ TEXTBOOKS AND INSTRUCTIONAL MATERIALS

How current are our materials?

The district adopts textbooks and instructional materials each year based on a

six- to eight-year cycle implemented by the state. This year, senior high school teachers and students are using newly adopted textbooks and materials in AP English, Advanced English, English Literature, Advanced Biology, AP Biology, Biology, Keyboarding and Computer Literacy, Clothing and Design, Family Studies, graphic arts, photography, Latin, Pilipino, Applied Math, Applied Science, Functional Social Studies, AP Art Studio, Beginning Guitar, Jazz Ensemble, Music Appreciation, and chorus.

Our library media center has 30,000 books, including a particularly strong reference section. It subscribes to 60 magazines and five weekly and daily newspapers. We have a CD-ROM magazine index, encyclopedia, art gallery, almanac, a large back-issue magazine collection, an on-line database, access to the Internet, library catalogs at San Diego State University (SDSU), UCSD, and the San Diego Public Library.

State funds specifically designated for library materials and equipment were provided again this year to update our library media collections. We have been able to renew our library collection with current, appealing, and challenging materials, including fiction, non-fiction, multimedia, and reference materials, to meet the curriculum and literacy needs of our students.

■ CLASS SIZE

Are classes too large?

We are staffed according to district guidelines based on average class sizes and state regulations. Teachers, college tutors, and instructional aides increase the adult-to-student ratio.

Our class sizes for the last three years are shown on page 4. Ninth grade English and Genre Studies classes are at 20 as are Algebra Explorations classes.

■ SCHOOL FACILITIES AND SAFETY

How clean, safe, and orderly is our school?

The site is 54 acres. It has seven permanent buildings constructed in 1968, a science building with four labs completed in 1994, and 10 bungalows built in 1996. The library was recently remodeled. Staff, students, and parents continue to contribute time and money to maintain the school, including repainting the stucco. Some areas still need repainting. Proposition MM funds were used to improve our school beginning in June 2000.

All district schools have developed a comprehensive school safety plan that meets state requirements. The safety plan

includes disaster procedures, procedures for safe entry and exit of pupils, procedures for serious disciplinary problems, a sexual harassment policy, child abuse re-

porting procedures, any school dress codes, and school discipline policies.

A school police officer is assigned full time to Patrick Henry, as is a city task

force police officer. Supervision aides assist with site security.

A disaster preparedness plan is in place, and drills are scheduled regularly.

INTEGRATION AND DIVERSITY

RACE AND HUMAN RELATIONS *Do students get along with each other?*

Generally, yes. Classes and activities are integrated; some teachers use cooperative learning techniques to achieve Race and Human Relations (R/HR) objectives. Over the past two years, nearly 150 students and staff have received intensive training in the creation and use of R/HR strategies through Camp Minitown. Cross Colors/Teens Against Prejudice (TAP) actively promotes

awareness of ethnic diversity. Over 40 clubs offer students cross-cultural experiences. Students are recognized for achievement in the bulletin, school newspaper, student TV programs, press releases, bulletin board displays, district bulletins, teas and receptions, luncheons, dinners, banquets, and the annual awards assembly. A student of the month is recognized, both at the school and at a local Kiwanis Club, and an unlimited number of students receive the Triple E award for

Excellence, Ethics, and Enterprise.

The School Climate-R/HR committee is an integral part of our restructuring process and governance organization. The committee plans programs and events that celebrate our ethnic diversity and make the campus more friendly. Ethnic representation is a constant consideration in student government and selecting members of other groups.

Our athletic program provides competition in 24 sports through which teamwork and sportsmanship are developed.

SHARED DECISION-MAKING

COMMUNITY INVOLVEMENT *How are parents and community involved in Patrick Henry?*

Parents, students, and community members participate in a variety of programs, including an active parent involvement group, a strong Patrick Henry Foundation, a successful Grad Nite Committee and parent booster clubs for academic and extracurricular programs. Community-oriented

service organizations, such as Key Club (Kiwanis) and Interact (Rotary), in addition to our business partnerships with Kyocera, Rick Engineering, Cox Communications, and the San Diego County Bar Association, promote interaction among stakeholders through activities that benefit the entire community.

Our site is a community hub, as evidenced by the year-round use of facilities by district and community groups. The

campus serves as a site for the Navajo Center for Continuing Education and the Regional Occupational Center.

For the past 13 years, Patrick Henry has been involved in restructuring and has used shared decision-making to accomplish school and district goals. A steering committee, six standing committees, and various ad hoc committees have been established. Parents, students, and community members participate on all committees.

FINANCES

EXPENDITURES AND SERVICES OFFERED

Where does it all go?

All major budget decisions are made at district offices. Little latitude is offered to Patrick Henry to determine use of funds.

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 Patrick Henry High and other district high schools. It includes all monies budgeted from the general fund except those for transportation, maintenance and operations, district administration, and central support.

The Patrick Henry Foundation provides ongoing financial assistance to the school. Academic and athletic boosters make monetary and material donations to various programs at the school. The Grad Nite committee raises money each year to provide a safe and sober graduation party.

School Budget, 1999–2000		
Budget Category	Dollars per Pupil*	
	School	S. H. Avg.
General Operations	3,572	3,679
Special Education	341	365
Integration	65	138
Gifted and Talented	54	49
Special Projects	347	548
Total	4,379	4,779

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, 1998–99		
Position	Unified Districts (20,000+ ADA)	San Diego (129,630 ADA)
	Annual Salary (\$)	
Beginning Teacher	31,680	29,663
Midrange Teacher	49,481	45,074
Highest Teacher	59,895	60,311
School Principal Avg.	78,145	81,184
Superintendent	137,350	185,000
Salary Category	Pct. of Budget [†]	Pct. of Budget [†]
Administrative	4.8	4.0
Teacher	43.7	41.4

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