

School Accountability Report Card School Year 2000–2001

School Information		District Information	
School	ROOSEVELT MIDDLE SCHOOL	District	SAN DIEGO CITY SCHOOLS
Principal	Dr. Julie Martel	Superintendent	Alan D. Bersin
Address	3366 Park Blvd San Diego, CA 92103	Address	4100 Normal Street San Diego, CA 92103
Phone	(619) 293-4450	<i>For additional copies</i>	
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Email	roosec@mail.sandi.net	Fax	(619) 725-5576
Enrollment	1,119 [as of October 2000]	Web Site	www.sandi.net/research/sarcs/
Grades Served	6–9	Email	pio@mail.sandi.net

School Description and Mission Statement

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

Roosevelt Middle School 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. Roosevelt has 1,128 students enrolled in school year 2001–02. About 35 percent of the students are English learners (ELs). 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. At Roosevelt Middle School, we understand the urgency to improve our students’ abilities in literacy and mathematics. We understand that we are all teachers of reading in our curriculum areas. At Roosevelt, we are committed to the following goals:

- Safe, orderly environment for teaching and learning.
- Strong teacher and student leadership to promote teaching and learning.
- Recognition of students’ academic success.
- High citizenship standards and positive social interaction.
- Parent and community involvement.
- Development of career and educational goals.
- Learning opportunities through better attendance.
- Extracurricular activities to enrich the students’ educational experience.

Opportunities for Parent and Community Involvement

Contact Person Name:	Maria Kelly	Contact Person Phone Number:	(619) 293-4450
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We are committed to connecting community resources to our school and invite all constituencies within our community to assist us in supporting the education of our students.

The district held its first Parent Congress in October 2001. The Parent Congress is composed of a parent delegate from each school and is designed to provide information about student achievement, gather input from parents, and consult with them about educational issues. It will meet four times a year.

Roosevelt has sponsored numerous parent workshops to learn more about adolescents, building relationships with teenagers, improving self-esteem, and college/career planning. We hold monthly parent meetings to discuss school issues, including ways to improve our students’ academic success. We encourage parents and community members to volunteer in classrooms, assist in our media center, chaperone field trips, and mentor individual students. Parents are also involved with our school site governance team. This committee meets once a month and shares in decision-making on campus issues. Friends of Roosevelt, one of a number of outside organizations that supports the school, helps fund our after-school program offering extracurricular activities for our students. We invite all parents to become involved with our school and participate in our school community!

I. Demographic Information

The percent of total is the number of students in an ethnic category divided by the school's enrollment as reported by the 2000–01 California Basic Educational System (CBEDS), multiplied by 100.

Racial/Ethnic Category	Number of Students	Percent of Total
African American	230	20.6
Asian	13	1.2
Filipino	10	0.9
Hispanic	592	52.9

Racial/Ethnic Category	Number of Students	Percent of Total
Indochinese	23	2.1
Native American	9	0.8
Pacific Islander	15	1.3
White (Not Hispanic)	227	20.3

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update:	November 1, 2001	Date Last Reviewed with Staff:	December 1, 2001
<p>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 students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.</p>			

School Programs and Practices that Promote a Positive Learning Environment

<p>Roosevelt's programs for students includes a "6 to 6" program (before- and after-school care), an academic tutoring program including Extended-Day Reading and Math, an extracurricular program of sports, music and art, and outside counseling services for students and families who need extra support. We also have a well-defined discipline policy. The general climate in the classrooms and on campus is positive. We use several behavior modification programs including parents shadowing students, conflict mediation, in-school suspension, and formal home suspension. We also motivate students through numerous incentive programs. Our attendance has steadily improved. Our new telephone system allows us to contact parents or guardians to inquire about the absentees. We have recognized that one of the first steps in reducing the dropout rate is to help students experience success at each level in middle school. Our school's Gifted and Talented Education (GATE), special education, English as a Second Language/English Language Development (ESL/ELD), and "6 to 6" programs nurture and enrich the students' learning environment.</p>

Suspensions and Expulsions

Rates of suspension and expulsion per 100 students are the total number of incidents divided by the school's CBEDS enrollment for the given year, multiplied by 100. The district comparison rates reported are the expected rates for the school's enrollment and grade-level composition based on actual districtwide experience. Because suspension and expulsion rates vary greatly by grade level and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates.

	1999		2000		2001	
	School	District	School	District	School	District
Suspensions (number)	354	12,146	371	11,844	326	13,044
Suspensions (rate)	36.6	20.8	38.4	18.9	29.1	19.0
Expulsions (number)	18	431	16	350	6	443
Expulsions (rate)	1.9	1.0	1.7	0.8	0.5	0.9

School Facilities

Roosevelt’s grounds and facilities are well kept. With the assistance of Proposition MM, several of our buildings and classrooms have been remodeled, rooms have been painted, and new flooring and white boards have been installed. We have a new sprinkler system that extends across our campus. Our network infrastructure has been updated to accommodate the school’s technologies. Our staff and students strive to keep our campus clean and graffiti free, and our custodial staff works to ensure that our campus promotes a positive learning environment.

III. Academic Data

California Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in Grades 2–11 are tested annually in various subject areas. The STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in Grades 2–11, and Science and History-Social Science in Grades 9–11; and the Stanford Achievement Test, Ninth Edition (SAT 9), which tests Reading, Language, Mathematics (Grades 2–11), Spelling (Grades 2–8), and Science and History-Social Science (Grades 9–11 only).

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

English Language Arts

Schoolwide

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
6			15.4			30.8			31
7			20.5			30.6			32
8			19.9			31.7			32
9			14.9			31.8			28

Subgroups (more than 10 students per grade level with test results)

Data are provided for the current year. Subgroups include: male/female students, racial/ethnic groups, English learner/non-English learner students, socioeconomically disadvantaged /non-socioeconomically disadvantaged students, and students receiving Migrant Education Services. Socioeconomically disadvantaged students are those who are certified eligible to receive free or reduced-price meals.

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learner	Non-English Learner	Socioeconomically Disadvantaged	Non Socioeconomically Disadvantaged	Migrant Education Services
6	13.3	17.1	0.0	21.6	12.5	29.2	
7	16.9	24.4	1.4	28.6	11.7	37.2	
8	13.3	25.3	0.0	26.8	11.2	32.7	
9	14.8	15.0	1.4	20.9	12.0	20.0	

“—” indicates N ≤ 10

Racial/Ethnic Groups (more than 10 students per grade level with test results)

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
6	17.1	—	—	11.3	—	—	—	31.3
7	11.9	—	—	10.2	—	—	—	39.0
8	11.7	—	—	10.2	—	—	—	44.1
9	6.3	—	—	9.9	—	—	—	35.4

“—” indicates N ≤ 10

Stanford Achievement Test, Ninth Edition (SAT 9)

Reading and mathematics results from the SAT 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
6			35.9	45.1	47.0	47.5	44	46	47
7	31.1	35.6	40.1	44.2	47.4	47.6	44	46	48
8	32.9	39.8	38.4	48.2	50.9	51.2	47	49	50
9	24.1	27.4	21.2	35.9	39.6	37.5	34	35	35

Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
6			31.0	49.8	52.8	51.6	50	55	57
7	26.5	32.7	34.7	42.3	45.4	46.8	45	48	50
8	25.2	27.8	30.4	42.9	44.5	42.9	45	48	49
9	33.9	37.8	30.9	49.3	54.5	52.8	48	51	51

Subgroups (more than 10 students per grade level with test results)

Data are provided for the current year. Subgroups include: male/female students, racial/ethnic groups, English learner/non-English learner students, socioeconomically disadvantaged /non-socioeconomically disadvantaged students, and students receiving Migrant Education Services. Socioeconomically disadvantaged students are those who are certified eligible to receive free or reduced-price meals.

Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learner	Non-English Learner	Socioeconomically Disadvantaged	Non Socioeconomically Disadvantaged	Migrant Education Services
6	26.2	44.2	11.9	46.0	32.2	54.2	
7	39.1	41.2	6.5	54.9	30.1	59.3	
8	34.1	42.1	5.3	50.0	31.8	48.3	
9	23.7	18.7	1.4	29.9	16.2	29.9	

“—” indicates N ≤ 10

Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learner	Non-English Learner	Socioeconomically Disadvantaged	Non Socioeconomically Disadvantaged	Migrant Education Services
6	26.9	34.6	20.5	35.6	29.8	37.5	
7	33.6	35.8	9.2	45.7	29.3	44.8	
8	27.6	32.7	7.9	38.2	21.6	43.6	
9	33.3	28.6	9.3	40.5	26.8	38.4	

“—” indicates N ≤ 10

Racial/Ethnic Groups (more than 10 students per grade level with test results)

Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
6	35.1	—	—	29.8	—	—	—	75.0
7	40.5	—	—	26.2	—	—	—	62.7
8	29.0	—	—	31.0	—	—	—	62.9
9	12.0	—	—	12.9	—	—	—	51.0

“—” indicates N ≤ 10

Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
6	21.6	—	—	34.5	—	—	—	31.3
7	23.3	—	—	25.6	—	—	—	51.7
8	19.7	—	—	24.8	—	—	—	48.6
9	20.0	—	—	19.4	—	—	—	60.0

“—” indicates N ≤ 10

District Assessment

Developmental Reading Assessment (DRA)

The DRA is used to identify students in grades K–3 who are reading below grade level and need support and intervention. The DRA is conducted during a one-on-one reading conference where a child reads specially selected texts to the teacher. The assessment is administered three to four times a year to determine a student’s instructional reading level and to document progress over time. The DRA is used to identify students in need of support and intervention. Data reported are for all students—English-speaking and English learners.

Stanford Diagnostic Reading Test (SDRT)

Analytical Reading Inventory (ARI) and Informal Reading Inventory (IRI)

The SDRT is used to identify students in grades 4–11 who are reading below grade level and need support and intervention. The SDRT is administered in a group setting and assesses vocabulary, comprehension, and scanning skills. For students reading significantly below grade as measured by the SDRT, the ARI (grades 4–8) and IRI (grades 9–10) are used to reevaluate students and identify appropriate supports and interventions. Data reported are for English-speaking students.

Percentage of students meeting or exceeding the district standard

Grade Level	Reading			Writing			Mathematics		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
6			65.3						
7		44.9	78.3						
8		59.7	54.0						
9		38.8	48.3						

*comparable data not available

California Fitness Test

The percentage of students in Grades 5, 7, and 9, as appropriate, who scored in the healthy fitness zone on all six fitness standards on the California Fitness Test.

Percentage of students meeting fitness standards

Grade Level	School			District			State		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
7	34.9	26.2	45.7	25.5	24.9	26.0	24.9	24.3	25.8
9	3.4	4.4	2.4	23.9	26.2	21.5	22.6	24.9	20.3

Academic Performance Index (API)

The API is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of 1 to 5 (see definition of statewide rank below) are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percent Tested: In order to be eligible for awards, elementary and middle schools must have at least 95 percent of their students in Grades 2–8 tested in STAR. High schools must have at least 90 percent of their students in Grades 9–11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/>, or by speaking with the school principal.

Schoolwide API

	API Base Data				API Growth Data		
	1999	2000	2001		1999–2000	2000–2001	2001–2002
Percentage Tested	86	96		Percentage Tested	96	97	
Base API Score	533	573		Growth API Score	573	553	
Growth Target	13	11		Actual Growth	40	-20	
Statewide Rank	3	3		Eligible for Awards	No	No	
Similar Schools Rank	8	8		Eligible for II/USP	Yes	No	

API Subgroups—Racial/Ethnic Groups

	API Base Data				API Growth Data		
	1999	2000	2001		1999–2000	2000–2001	2001–2002
African American				African-American			
Base API Score	463			Growth API Score	487	507	
Growth Target	10	9		Actual Growth	24	20	
Asian (includes Indochinese)				Asian (includes Indochinese)			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Filipino				Filipino			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Hispanic				Hispanic			
Base API Score	470	540		Growth API Score	540	505	
Growth Target	10	9		Actual Growth	70	-35	
Native American				Native American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score	727	704		Growth API Score	704	702	
Growth Target	10	9		Actual Growth	-23	-2	

API Subgroups—Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	1999	2000	2001		1999–2000	2000–2001	2001–2002
Base API Score	495	519		Growth API Score	543	508	
Growth Target	10	9		Actual Growth	48	-11	

“#” means the school scored at or above the interim statewide performance target of 800

“*” means the school is not awards eligible due to adult testing irregularities

IV. School Completion (Secondary Schools)

Dropout Rate and Graduation

Data reported regarding progress over the most recent three-year period toward reducing dropout rates include: Grade 9–12 enrollment, the annual number of dropouts, and the one-year dropout rate (dropouts per 100 students) based on CBEDS data. To obtain the Grade 9–12 one-year dropout rate, the number of dropouts is divided by enrollment and the result is multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

	School			District			State		
	1998	1999	2000	1998	1999	2000	1998	1999	2000
Enrollment (9–12)	306	288	260	33,818	34,315	34,577	1,610,501	1,659,030	1,703,492
Number of Dropouts	16	44	19	1,240	1,276	1,207	47,306	46,470	47,282
Dropout Rate	5.2	15.3	7.3	3.7	3.7	3.5	2.9	2.8	2.8

V. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the distribution of classrooms by size based on CBEDS data.

Subject	1999				2000				2001			
	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+
English	24.8	18	29	8	20.9	39	23	1	22.4	57	32	1
Mathematics	26.3	9	23	4	27.0	4	28	2	25.0	20	19	7
Science	24.2	12	18	0	24.8	11	16	3	28.3	4	19	6
Social Science	25.8	12	18	6	26.2	9	19	6	29.0	6	22	13

VI. Teacher and Staff Information

Teacher Credential Information

Data reported are the number of teachers at the school in each category. All teachers, part-time and full-time, are counted equally. If a teacher works at two schools, s/he is only counted at one school.

	1998-1999	1999-2000	2000-2001
Total Number of Teachers	50	50	56
Full Credential (fully credentialed and teaching in subject area)	33	37	44
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)	13	12	12
Emergency Credential (includes district internship, university internship, pre-interns and emergency permits)	4	1	0
Teachers with Waivers (does not have credentials and does not qualify for an emergency permit)	0	0	0

Teacher Evaluations

The school site administrators (e.g., principal and vice principals) formally evaluate tenured teachers every two years based on guidelines set forth in the California Education Code and the teachers' contract. Temporary and probationary teachers are evaluated yearly in a similar manner. Site administrators visit classrooms frequently to observe teachers' instructional practice.

Permanent teachers receiving an overall evaluation of unsatisfactory in subject matter knowledge, teaching strategies, and teaching methods participate in the district's Peer Assistance and Review program. As program participants they are assigned a consulting teacher to help them improve their teaching practice. The consulting teacher observes the teacher in the classroom, provides written feedback, demonstrates teaching strategies or accompanies the teacher to demonstrations in other classrooms, and provides other support as appropriate.

We are committed to make our instructional practices our first priority. Administrators are in the classrooms daily to ensure that our instructional practices are meeting every student's needs.

Substitute Teachers

The district has a pool of substitute teachers available for assignment when a classroom teacher is absent. We try to place substitute teachers according to their areas of expertise, although by state law, credentialed teachers may substitute at any grade level and in any subject.

Counselors and Other Support Staff

Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who is working full time. Two staff persons working half time also equal one FTE.

Title	FTE
Counselor	4.00
Librarian	1.00
Psychologist	0.40
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (Non-Teaching)	2.50
Other (Specify) Safety Coordinator	1.00
Other (Specify) School Police Officer	1.00

Academic Counselors

Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who is working full time. Two staff persons working half time also equal one FTE. The number of students per academic counselor is enrollment reported in CBEDS divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Students Per Academic Counselor
4.00	279

VII. Curriculum and Instruction

San Diego City Schools’ Institute for Learning organizes all of the district’s efforts to improve student achievement by supporting teaching and learning in the classroom. In Spring 2000, the district introduced the *Blueprint for Student Success in a Standards-Based System*, a comprehensive set of prevention, intervention, and retention strategies directed toward providing all students with the best teaching, high quality instructional materials, the richest learning environment, and time and support to reach state academic standards.

School Instruction and Leadership

Instruction and instructional leadership are at the heart of the San Diego City Schools’ reform effort. Through the district’s Institute for Learning, instructional leaders train, coach, support, and evaluate principals through monthly instructional conferences and school site visits. At the school, principals train, coach, support, and evaluate teachers through staff conferences and frequent classroom observations.

Teachers at Roosevelt have received support in developing instructional practices from lead teachers, a staff developer, and a progressive administrative team. We understand the urgency to improve our students’ literacy achievement. Consequently, our professional development is structured around the needs of our teachers in meeting the individual needs of our students.

Professional Development

Through the district's educational reform strategies and the Institute for Learning, teachers and administrators engage in ongoing professional development in literacy and mathematics instruction. Principals, supported by peer coaches/staff developers and, for secondary schools, site literacy and/or mathematics administrators, conduct staff conferences and coach teachers at the school site. During summer and intersession breaks, and throughout the school year, teachers are encouraged to attend district professional development institutes to learn and practice instructional strategies.

We have provided various professional development at Roosevelt Middle School. Our staff has been able to participate in a variety of conferences and district-sponsored training. We have conducted inter-school and cross-school visitations and established study groups to discuss our instructional practices and various professional literature.

Teachers in the district attended a total of three mandatory staff development days in school year 2000–2001 as well as in 1999–2000. In 1998–1999, they attended two such days.

Quality and Currency of Textbooks and Other Instructional Materials

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. In 2000–01, teachers and students in middle level schools used newly adopted textbooks and instructional materials in social studies, photography, Latin, Pilipino, music, band, and chorus. This school year, a broad-based committee is reviewing mathematics materials for Grades K–8 for implementation next year. In 2002–03, K–6 literacy materials will be reviewed for implementation in 2003–04.

State funds specifically designated for library materials and equipment were provided in 2000–01 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.

Instructional Minutes (School Year 2000–2001)

The California Education Code establishes a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes Offered	State Requirement
6	64,852	54,000
7	64,852	54,000
8	64,852	54,000
9	64,852	64,800

Total Number of Minimum Days

All district schools meet or exceed state requirements for annual instructional minutes. In 2000–01, our school had 19 shortened days for students. The extra time on these days was used for staff development, parent consultation, and teacher planning.

This year at Roosevelt, three days were scheduled for parent-teacher conferences. Both parents and teachers thought that this time was very beneficial to improving student academic success.

VIII. Post-Secondary Preparation (Secondary Schools)

SECTION DOES NOT APPLY TO THIS SCHOOL

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 1999–2000)

Statewide Data Category Used for Comparison (type and size of district from Management Bulletin 01-02):		
	District Amount	State Average For Districts in the Same Data Category
Beginning Teacher Salary	\$31,349	\$32,678
Mid-Range Teacher Salary	\$47,635	\$50,891
Highest Teacher Salary	\$63,738	\$62,446
Average Principal Salary	\$84,104	\$82,126
Superintendent Salary	\$165,000	\$144,995
Percent of Budget for Teacher Salaries	41.4	42.9
Percent of Budget for Administrative Salaries	3.8	4.9

Additional Compensation for Administrators

In 1999–2000, the district superintendent received benefits equivalent to \$67,117. Benefits included a performance bonus, car allowance, retirement, Social Security, Medicare, unemployment insurance, Worker’s Compensation, life insurance, vision plan, and dental and medical insurance.

For the same year, principals in the district received variable benefits equivalent to 11.816 percent of their base salary plus fixed benefits equivalent to \$4,520. Variable benefits included retirement, Medicare, unemployment insurance, Workers’ Compensation, and life insurance. Fixed benefits included vision, dental and medical insurance. The monetary equivalent of a district principal’s benefits package ranged from \$12,029 to \$19,780.

Expenditures

District		Statewide Average: All Districts in Same Category	Statewide Average: All Districts
Total dollars	Dollars/student (ADA)	Dollars/student (ADA)	Dollars/student (ADA)
\$892,043,165	\$6,566	\$5,758	\$5,705

*ADA—one full year of student attendance

Types of Services Funded

The district’s general fund includes monies for:

1. General operations—services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Integration—district voluntary integration effort to address the racial/ethnic isolation of students
4. Gifted and talented education—specialized learning assistance for students with high ability, achievement, or potential
5. Special projects—monies from agencies (e.g. federal, state) earmarked for specific services
6. Transportation
7. Maintenance and operations
8. District administration

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

At Roosevelt, we allocated some of the II/USP monies to purchase books for our classroom libraries and for staff development opportunities, such as collaboration days, inter-school and cross-school visitations, and to purchase professional literature focusing on reading and teaching strategies.