



Roosevelt High School 2007 Annual Report

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www.rhsseattle.org

GRADE LEVELS: 9 – 12

VISION: Unity in Diversity

MISSION: The mission of Roosevelt High School is to challenge and educate our students academically, socially, physically, and creatively in a safe environment so that they may lead successful and satisfying lives. Excellent programs in academics, activities, and athletics prepare Roosevelt students with the skills to pursue post-high school education, to enter the world of work, and to be responsible citizens. Students actively learn to live in a diverse world and to treat others with dignity and courtesy.

STUDENTS:

Roosevelt's student body is reflective of the diversity of Seattle, and includes almost 10 percent English Language Learners. Twenty-one percent of Roosevelt's students qualify for free or reduced lunch. Academically, Roosevelt students perform well beyond the state average. In 2007, Roosevelt students were the top scorers on the WASL amongst Seattle Schools with 92.7 % meeting standard on the Reading WASL, 76.3% meeting standard on the Math WASL, and 94.4 % meeting standard on the Writing WASL. Of the seniors in the class of 2007, 66.3% matriculated to four year colleges while 25.4% more went onto two-year colleges. In June 2007, Roosevelt experienced an 88% graduation rate with 91.6% of those graduates enrolling in college.

CURRICULUM:

A challenging curriculum based on four years of Language Arts, Social Studies, Mathematics, and Science is enhanced by honors and AP offerings.

Core Academics:

- **Honors Classes:** Mathematics, Language Arts, and History.
- **AP/Advanced Classes:** AP Latin, AP Spanish, AP French, AP Japanese, College Prep Writing, AP European History, AP US History, AP American Government, Advanced Physics, AP Calculus, AP Statistics, AP Chemistry, and Organic Biochemistry
- **World Languages:** Four years of Latin, Spanish, French, Japanese, and three years of American Sign Language are offered.
- **English Language Learners (ELL):** A full curriculum of ELL classes supports our English Language Learners (ELL)
- **Special Education Programs:** Autism, Aspergers, Behavior Disorder, Deaf and Hard of Hearing, Level 2/3 Inclusion Program
- **CTE/Other:** Project Lead the Way, Tech Prep, City Campus, Upward Bound, and Running Start programs.

The Arts:

- **Visual arts:** Drawing & Painting, Ceramics, Photography and Advanced Photography. RHS photography students are frequently invited to exhibit their photographs at local sites including the Seattle Art Museum and Bellevue Art Museum. Students often place in the Naramore Portfolio Competition.
- **Drama:** 7 periods of Drama classes. Several hundred students participate in Drama Fest, Winter Production, Book-It-Theatre Productions, Seattle Repertory Playwright Festival and the Spring musical. Our Drama students won 1st place in the Washington State Thespian Festival in the following categories: monologue, duo, scene, solo musical, group musical, duo musical. RHS musical theatre ensemble performed for the 60th anniversary of the Edinburgh Fringe Festival, Scotland. Former graduates are performing on Broadway and in television and film.
- **Music:** RHS's Concert Orchestra, Marching Band, Jazz Band, and Vocal Jazz Ensemble consistently win acclaim. Music tours include the Orchestra in Vienna, and the Jazz Band in Europe at major jazz festivals. The jazz band continues to rank high at the Lionel Hampton Competition, and earned 1st place at the prestigious Essentially Ellington festival in 2007.

Other Curriculum Highlights:

- *The Roosevelt News*, the student newspaper also has a national reputation. In 2006, the publication received the Pacemaker award, given to the top high school newspapers in the country.
- Roosevelt also prides itself on a collaborative effort with the UW's Jackson School of International Studies as well as the Henry Art Gallery.
- Our "Hands for a Bridge" program provides students an exchange opportunity with partner schools in both Belfast and Cape Town while in school classes provide students an opportunity to study contemporary issues surrounding world conflict.
- The yearbook, "A Strenuous Life" won statewide honors for theme and layout in 2007.

ACTIVITIES AND ATHLETICS:

- **Activities:** Junior Classical League (JCL), Chess Team, Thespian Club, Tap Dance Club, Black College Tour, Robotics, Outdoor Club, Black Student Union, Cheer Squad, Computer Club, International Club, Cambodian Club, Native American Club, African Club, South Pacific/Asian Club, Filipino Club, National Honor Society, Intramurals, La Raza Unida, Math Club, Rider/Riderettes, Sports Boosters.
- **Athletics:** Roosevelt High School is a member of the highly competitive KINGCO 4A League. Our athletic program fields teams in 19 different sports over three seasons. Boys Cross-Country won the KingCo 4A division in 06-07. Additionally, the Girl's Swim team advanced to the state level.
- **Student Government:** The "Associated Students of Roosevelt" (ASR) officers regularly meet to address student goals and concerns and coordinates school activities including Roughrider Day, student spirit weeks, open house events and assemblies each month.

SUPPORT SERVICES:

- **Homework Center:** Teachers/Tutors available after-school to help students with their homework.
- **Math Tutoring:** After-school tutoring program staffed by the math teachers.
- **Pathways:** Individual classes and case management to support students who have not met standard on the WASL.
- **Counseling Center:** Counselors are available for academic planning, crisis intervention, and other student support services.
- **Career Center:** Provides post-high school planning to students, as well as, college exploration opportunities.
- **Teen Health Center:** Counseling and health services provided in partnership with the 45th Street Clinic and Providence Hospital.

COMMUNITY INVOLVEMENT/PARENT INVOLVEMENT:

- **PTSA:** The PTSA is an active support organization for many of Roosevelt's programs and activities. It also publishes an informative newsletter, The Rider Record, six times a year and meets monthly.
- **Site Council:** Site Council is composed of elected parent, student, community, and faculty representatives meets monthly to review RHS programs and policies.
- **Booster Clubs:** There are several active booster clubs. These include Athletic Boosters, Drama Boosters, Orchestra Boosters, Band Boosters, Science Boosters.
- **Roosevelt Foundation and Golden Grads:** Alumni foundations who are committed to providing resources to support the academic, athletic, extracurricular and enrichment needs of all students enrolled at Roosevelt High School.

STUDENT ACHIEVEMENT PROGRAM FUNDED BY I-728:

- 2006-07 I-728 Allocation \$927,761; 2006-07 Total School Budget \$7,888,772.
- **Amount allocated to each purpose:** class size reduction \$746,111; full day K \$0; extended learning \$181,650; early assistance/pre/K support \$0; professional development \$0; facility improvements/additions \$0.

*** How I-728 funds benefited students at our school:**

The much-appreciated voter-approved I-728 funds have been dedicated mainly to reduce ninth and tenth grade class sizes and to funding the supports provide through the Pathways Program.

SCHOOL DEMOGRAPHIC SUMMARY

Diversity is a hallmark of Seattle Schools. The ethnic diversity of our school is shown below. Many students receive special services. Special Education is offered to students with identified disabilities who receive specially designed instruction provided or supervised by a qualified special educator. Bilingual services are offered to students who have limited fluency in English. A variety of highly trained, capable and dedicated staff provides instruction, counseling, and support to all students. Certificated staff have special certificates to allow them to provide direct instruction to students. Classified staff provide many different support services such as instructional assistance and administrative support.

SCHOOL DEMOGRAPHICS (OCTOBER 2007)

STUDENTS

	School		District	
	No.	%	No.	%
American Indian	24	1%	957	2%
Asian	387	22%	10,059	22%
African American	157	9%	9,760	22%
Latino	129	7%	5,280	12%
Caucasian	1,037	60%	19,220	42%
Total Students	1,734	100%	45,276	100%
Female	863	50%	22,248	49%
Male	871	50%	23,028	51%
Special Education	148	9%	4,201	9%
Bilingual Ed.	160	9%	5,052	11%
Free/Red. Lunch	330	19%	17,657	39%

STAFF

CERTIFICATED

	School		District	
	No.	%	No.	%
American Indian	1	1%	23	1%
Asian	8	9%	247	9%
African American	0	0%	227	8%
Latino	5	5%	77	3%
Caucasian	78	85%	2,240	80%
Total Certificated	92	100%	2,814	100%

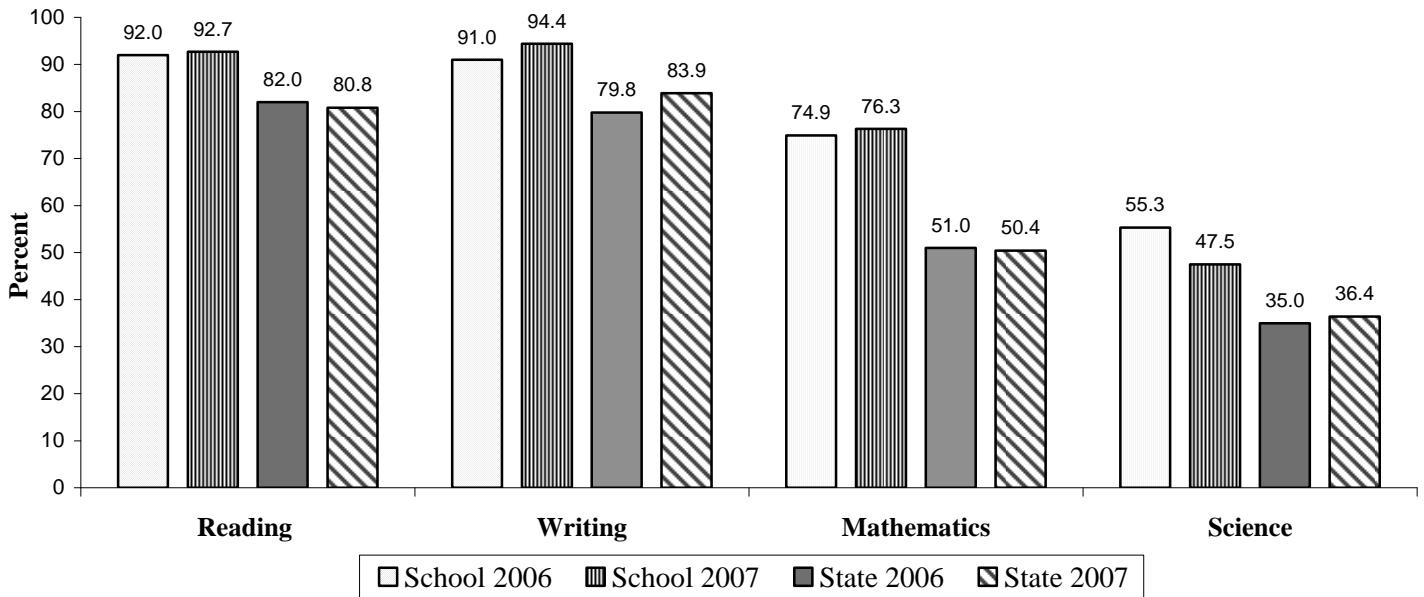
CLASSIFIED

	School		District	
	No.	%	No.	%
American Indian	0	0%	11	1%
Asian	5	18%	199	16%
African American	6	21%	260	21%
Latino	3	11%	86	7%
Caucasian	14	50%	688	55%
Total Classified	28	100%	1,244	100%

**ACADEMIC ACHIEVEMENT IN CORE SUBJECT AREAS
TENTH GRADE WASHINGTON ASSESSMENT OF STUDENT LEARNING (WASL)**

Students' academic performance is assessed throughout the year by each teacher. In addition to the daily and weekly assessment teachers normally perform, tenth grade students were evaluated on whether they met standards of performance established by the State of Washington in reading, writing, mathematics and science. Below we show the percent of our students who met the State's standards based on assessments in April of 2006 and March of 2007. Data are not shown if enrollment is less than 10 students.

Percent Meeting State Standards



More extensive breakdowns of WASL scores that comply with the School Report Card requirements of the Federal Elementary and Secondary Education Act of 2002/No Child Left Behind can be found at <http://reportcard.ospi.k12.wa.us/default.aspx>.

DISCIPLINARY ACTIONS

We believe that a safe and positive school environment is important to both a student's learning and academic achievement and to his or her growth as a citizen. We seek to maintain a safe and secure learning environment. While there are many measures of success in this area, we have included data related to suspensions and expulsions.

<u>School Year</u>	SUSPENSIONS				EXPULSIONS			
	Our School		District		Our School		District	
	No.	%	No.	%	No.	%	No.	%
2004-2005	126	7.7%	3,308	7.1%	0	0.0%	49	0.1%
2005-2006	126	7.7%	2,918	6.4%	0	0.0%	45	0.1%
2006-2007	60	3.5%	2,808	6.2%	2	0.1%	34	0.1%

Note: Percents are based on October 1 student enrollment for that school year.

CUMULATIVE GRADUATION AND DROPOUT RATES

Completion of high school in order to pursue higher education or enter the work world is a very important goal. We show, as of June 2007, the total number and percent of dropouts and graduates in the classes of 2005, 2006 and 2007 from our school compared to all Seattle public high schools. Early (class of 2008) and late (before class of 2005) graduates are not shown. The "adjusted number in class" includes all students who enrolled since September 2002 who were expected to graduate in 2005, 2006 or 2007 minus confirmed transfers to other schools.

<u>Class of</u>	<u>Adjusted Number in Class</u>	DROPOUTS				GRADUATES			
		Our School		District		Our School		District	
		<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
2005	397	38	9.6%	1,126	29.2%	358	90.2%	2,707	70.1%
2006	402	39	9.7%	1,101	28.2%	354	88.1%	2,693	69.0%
2007	415	58	14.0%	1,138	28.1%	338	81.4%	2,561	63.3%

SAT SCORES

Juniors and Seniors can take a college entrance exam called the Scholastic Aptitude Test (SAT) during their last two years of high school. Some students elect not to take this test. Average scores are shown here for college-bound seniors in 2005-2006 and 2006-2007.

	<u>Number</u>	<u>Verbal</u>	<u>Math</u>	<u>Writing</u>
2005-2006:	264	572	578	564
2006-2007:	280	558	572	549

POLICY

The Seattle Public Schools is an equal opportunity employer. The Seattle Public Schools provides equal employment opportunities to all applicants and employees without regard to race, creed, color, national origin, age, gender, sexual orientation, religion, pregnancy, marital status, or disability, except as may be necessary to meet a bona fide occupational qualification.

The Seattle Public Schools also provides equal educational opportunities for all students without regard to race, creed, color, national origin, gender, sexual orientation, religion, pregnancy, marital status, disability, economic status, previous arrest, or previous incarceration.

The Director of Equity and Race Relations is responsible for monitoring and ensuring internal compliance with non-discrimination laws. To request an accommodation or to file an internal discrimination complaint, contact Caprice D. Hollins, Director of Equity and Race Relations, P.O. Box 34165, Seattle, WA 98124. Phone: (206) 252-0138.

Further information concerning this annual report is available at the school.

2006-2007 Principal: Dick Campbell

2007-2008 Principal: Brian Vance