



Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.

School Vision

Our Rose Hill Junior High community cares for each other, embraces learning, and prepares students for a successful life.

Mascot: Royals

Colors: Red, White, and Blue

Website: www.lwsd.org/rhjh

Laurynn Evans, Principal

Rose Hill Junior High is a dynamic, inclusive school where our core values help students and staff keep the focus on increased student achievement. These values center on honoring others, valuing learning through active involvement and academic engagement in classes and activities, and following directions to create a safe, positive and enjoyable school environment. These values are embedded in our decision-making processes. They underlie our partnership with parents and our relationship with students. They form the basis of our improvement goals.

An example of our core values in action is our wonderful Mentor program, which helps students build confidence and make important connections with one other. This program ensures that every incoming seventh grade student has a mentoring group with two or three peers. A trained eighth- or ninth-grade student mentor leads the group. The student mentors lead their groups through various activities centering on goal-setting, building and maintaining positive relationships, staying focused, confronting inappropriate behavior, and include celebrations of student successes.

Staff members collaborate regularly with each other by grade level and department to study student data and plan lessons and strategies to help all students succeed.

Year in Review – 2010-2011

Continuous Improvement Plan

Rose Hill Junior High set specific goals centered on reducing the total number of failing grades in core academic courses for all students, delivering specific, targeted interventions for struggling students, and extending an element of challenge to all students regardless of their ability level. These goals met with good success across the board. There were considerable gains in reducing the number of students with failing grades. Test data as measured by the 2011 MSP shows mixed successes with our current 9th graders scoring remarkably well in all tested areas. Our current 8th graders showed mixed results. This data has led to our focus on targeted, specific academic interventions for struggling learners this school year.

The 2010-2011 year saw continued growth in our ASB program and continued growth in PTSA involvement at Rose Hill. The ASB and school staff built on their previous successes and incorporated new school-wide activities and events to keep our students engaged in the school community. The PTSA provided funding for student clubs and crafted outreach programs for our school-parent community, including a school-wide pancake breakfast and several family events.

The Rose Hill staff continued its work on providing differentiated and challenging curriculum to all students. Grade level teams engaged in ongoing collaboration and conversations of teachers with students in different grade levels was fostered. The staff focused on knowing students individually by name and need, crafting meaningful and engaging lessons that meet the stated needs, and referring students for intervention when they did not meet with success. Staff also focused on sending out “good news” about students to families via postcards and other forms of personal outreach.

No Child Left Behind Report

The “No Child Left Behind” Act of 2001 (NCLB) outlines requirements that K-12 schools must meet. LWSH met the standard for Adequate Yearly Progress (AYP) in 50 of 59 subgroups under NCLB. In most of the 50 areas, students scored significantly above the requirements. The areas of concern for the district include special education, Hispanic students and low-income students. No school district in the state of Washington with over 10,000 students made AYP, including this district. This school did not make AYP for this year. All students and Hispanic students did not meet the standard in reading. Special education students did not meet the standard in reading and math. NCLB requires all public schools and school districts to publish “report cards” that contain specific information highlighting their schools’ progress, including the results of the Measurements of Student Progress (MSP). Visit <http://reportcard.ospi.k12.wa.us> to view this data plus the MSP scores broken out by eight subgroups.

Community Feedback

This school has sought feedback from parents and community members on their experiences with the school. Key responses are summarized here.

Community Survey Results	% agree	weighted score
The school’s primary emphasis is improving student learning.	88%	3.06
The school communicates its goals effectively to families and the community.	67%	2.89
All students in the school are expected to meet high standards.	47%	2.53
Students respect those who are different from them.	73%	3.00
The adults in the school show respect for all students.	71%	3.00
My child feels safe at school.	89%	3.39
I feel welcome when I visit the school.	94%	3.41
The school works with many community organizations to support students.	81%	3.13

% agree = percent of respondents who answered somewhat agree or strongly agree.

Weighted score is on a scale of 1 (strongly disagree) to 4 (strongly agree).

Number of responses: 18

Rose Hill Junior High – Assessment

Measurements of Student Progress (MSP)

	Reading		Math		Writing		Science	
	09-10	10-11	09-10	10-11	09-10	10-11	09-10	10-11
7th Grade	76	56	73	56	76	75	*	*
District	81	75	78	74	86	87	*	*
State	63	56	55	57	70	71	*	*
8th Grade	76	90	50	62	*	*	67	77
District	82	87	61	70	*	*	78	85
State	69	69	52	50	*	*	55	62

Scores represent percentage of students who met the standards.

*not tested

End of Course (EOC) Exams

Grade Level	EOC Math Year 1	EOC Math Year 2
All Grades	66	100
District	82	83
State	64	74

EOC exams are given in any grade in which the course is offered.

District Budget Summary

District Per Pupil Expenditure

\$9,290 per pupil

General Fund Budget

\$226 million

Direct Classroom Support 81.3%

- Teachers
- Instructional Assistants
- Teaching Supplies
- Counselors
- Staff Training
- Curriculum Development
- Librarians
- Special Education
- School Building: Utilities, Maintenance, Insurance

Indirect Classroom Support 13.8%

- Building Administrators
- School Support/Secretaries
- Transportation
- Food Services
- Student Activities/Athletics

Administration 4.1%

- Board, Superintendent
- Central Office Administrators
- Human Resources, Public Information, Payroll, Accounting
- Technology Support
- Administration Buildings: Utilities, Maintenance, Insurance

Other Programs 0.8%

School Use/Parents and Community

School Use

Our school facilities are available for public use by contacting our school office.

Parents and the Community

We encourage you to get involved in our school and in PTSA. Volunteers are trained and work in a variety of positions. To get involved, call our school office.

The Lake Washington School District does not discriminate on the basis of race, color, national origin, sex, disability, age, gender, marital status, creed, religion, honorably discharged veteran, military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or service animal by a person with a disability, in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Director of Human Resources, 16250 NE 74th Street, Redmond, Washington 98052, (425) 936-1266.

School Snapshot

Building Budget

\$131,751

Student Composition

Asian	16%
African American	3%
Hispanic	14%
Native American	0%
Caucasian	65%
Pacific Islander	0%
Special Ed	15.84%
ELL	6.38%
Free/Reduced Lunch	24.64%
Male/Female	51/49%

School Enrollment

October 2009	440
October 2010	486

Staff Education Achievement

Bachelor's	3
Bachelor's + 45 credits	0
Bachelor's + 90 credits	3
Bachelor's + 135 credits	2
Master's	7
Master's +45 credits	16
PhD	0

Student Attendance

Attendance 93.7%

Capital Projects Levy Activities

Facilities: No facilities capital projects.

Technology: Computer allocations were maintained at the district standard. New equipment continued to replace old on a standardized basis. Interactive whiteboards and projection systems have been installed in every classroom. Training continued on integrating technology into subject areas and using technology to increase student engagement. Software enhancements, network upgrades and new technologies to support student learning were available.

Use of Maintenance and Operations Levy

Assist schools in helping all students reach academic standards; offer ongoing teacher training; purchase textbooks and classroom materials; provide additional staff for instruction and supervision; and support extra-curricular athletics and activities.