
Curtis Junior High School

2002-2003
Annual School
Performance Report

890140th Street West, University Place, WA 98466 (253.566.5670)

Susie Jensen, Principal

Al Nurse, Assistant Principal

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CJHS Maintains Focus on Math & Literacy

The staff at Curtis Junior High School is committed to the process of improving teaching and learning. Increasing the success and achievement of our students and assisting them in the transition to high school provides the framework for our efforts. To support this vision the Curtis Junior High School staff has established the following goals.

- **Reading** - Curtis Junior High School 9th graders will perform at, or above, the 63rd percentile in Reading as measured on the Iowa Tests of Educational Development (ITED).
- **Writing** - Curtis Junior High School 9th graders will perform at, or above, the 62nd percentile in Writing as measured on the ITED.
- **Math/Quantitative** - Curtis Junior High School 9th graders will perform at, or above, the 63rd percentile in Math as measured on the ITED.
- **School Climate** - In the UPSD Student Climate Survey given in the Spring of 2004, 20% or more Curtis Junior High School Students will report they would tell a teacher, counselor, or administrator if they were bullied or harassed.

(The UPSD Student Climate Survey is given every other year to all students in the district. In the survey given in 2002, 15% of students reported they would tell a teacher, counselor, or administrator if they were bullied or harassed.)

Our efforts this year included:

- Continuing to address the needs of students who are reading significantly below grade level through our 8th and 9th grade reading classes.
- Training opportunities for all teachers to enhance student reading skills in all areas of the curriculum.
- Reviewing 8th and 9th grade math offerings to ensure alignment with National Math Standards and State Frameworks.
- Continuing to offer specialized English courses at the 9th grade level to meet the needs of students who have not demonstrated proficiency on 8th grade English concepts.
- Implementing the "Challenge Program" at the 8th grade level to meet the needs of gifted students in the areas of Math, Science, English and Social Studies.

Beginning in fall 2003:

- 9th graders will have an opportunity to participate in English and Social Studies courses designed to specifically meet the needs of high achieving students.
- Broaden opportunities for Special Education Students to ensure program offerings meet a broad range of student needs.

We continue our commitment to provide the best education possible for junior high school students in University Place.



Curtis Junior High Mission

The mission of Curtis Junior High School, as a quality public educational community with high expectations is, to develop learning, responsibility, and self-reliance in a diverse student population by providing challenging and meaningful experiences in a positive environment.

► Students

Student Enrollment, 10/1/02

8th Grade	452
9th Grade	486
Total	938

Gender

Male	52%
Female	48%

Student Attendance

The average daily attendance is 96%.

Ethnicity

Black/African American	14%
Asian/Pacific Islander	13%
White, Not Hispanic	68%
Hispanic	4%
American Indian/AK Native	1%

► ITED

This was the fourth year ninth-graders took the Iowa Test of Educational Development (ITED). Results are reported as a national percentile in which 50 represents the national average.

C.J.H, 9th Grade Scores

	00/01	01/02	02/03
Reading	60	60	57
Expression	61	59	63
Quantitative Thinking	62	61	64

► Staff

Administrators	3
Teachers	56
Masters Degree - 38	
Bachelors Degree - 21	
Classified Staff	26
[e.g., classroom assistants, secretaries, custodians, etc.]	

Numbers represent actual staff members though some do not serve full-time at this school.

Districtwide support services are delivered at all schools by five psychologists, one physical therapist, seven speech and language pathologists, four occupational therapists, one English as a Second Language teacher, five nurses, and one vision specialist.

Washington State 9th Grade Scores

	00/01	01/02	02/03
Reading	53	54	53
Expression	54	55	54
Quantitative Thinking	59	59	59

► We Welcome Your Help

Your involvement at Curtis Junior High School is encouraged and greatly appreciated. Anyone can volunteer: parents, grandparents, and other community members of University Place. If you have even an hour of time, your contribution is valued. To participate, contact Sharyn Bales, Student Center Secretary at 566-5673.

Here are some ways volunteers can contribute to the Curtis Junior High School community:

- Reading Coaches/Tutors
- Parent Information Nights
- Junior/Senior High Parent Teacher Student Association (PTSA) and PTSA Committees
- Tutors
- Learning Improvement Team
- Dance Chaperones
- Preparation of School-wide Mailings
- Classroom & Support Program Volunteers
- Back-to-School Night
- Student Handbook Committee
- Guest speakers
- District Curriculum and Ad Hoc Committees

Washington Assessment of Student Learning

Washington State is making a great effort to improve student learning and to increase accountability for that learning. Two important components of this effort are:

1. Clear and challenging standards for what students are expected to know and the skills they are expected to have; and
2. State-wide assessments that measure how well individual students, schools and school districts are performing in their efforts to improve student learning.

University Place School District students, along with their Washington State peers, participate in two different kinds of assessments:

1. Tests that show individual student, school, and district performance compared to a national average. The Iowa Test of Basic Skills (ITBS) taken at grades 3 and 6 and the Iowa Test of Educational Development at grade 9 provide national percentile scores in reading, math and language. These are multiple choice tests.
2. Tests that show individual student,

school, and district performance against Washington State's rigorous standards of learning. The Washington Assessment of Student Learning (WASL) is taken at grades 4, 7, and 10. Students are tested in reading, math, writing and listening. WASL questions are a combination of multiple choice, short answer and essay questions.

University Place School District uses assessment data to identify individual student strengths, weaknesses and needs and to plan for program improvement.



► I-728 Funds

In alignment with building goals and with funds made available through Initiative 728, we were able to offer the following extended learning opportunities:

Study Table - Students are invited to participate in our after school study program which provides certificated teachers to assist students in all content areas with a special focus on Math and English. Transportation home has been provided for these students.

Extended Library Hours - Students have the opportunity to come to the library from 3:00 to 4:00 pm Monday through Thursday. Access to computers and assistance from library staff is available for students.

Harambee - This group encourages and supports academic achievement, cultural awareness and positive behaviors, especially among African-American students. All students are welcome to participate in Harambee.

► District and School Performance Reports

The federal government's No Child Left Behind Act of 2001 (NCLB) provides the blueprint for education in the United States. The major focus of NCLB is to provide all children with a fair, equal and significant opportunity to obtain a high-quality education.

Under NCLB, all students will be expected to achieve proficiency in reading and mathematics within 12 years. A substantial portion of this legislation focuses on closing the academic achievement gap across racial/ethnic and economically disadvantaged groups. University Place School District supports these high expectations for all students.

NCLB requires that the public be informed of district and school progress toward achieving these goals. The report for University Place School District and its schools as well as all Washington State schools may be found at the following internet site:
<http://reportcard.ospi.k12.wa.us>.

► Our Campus

Forty-five years ago, what is now the Curtis Junior High School campus began serving junior and senior high school students in University Place. It wasn't until 23 years later, in 1980, that Curtis Junior High School was established to house the district's seventh, eighth and ninth graders. It served students in these three grade levels until 1990 when the grade level structures were reconfigured throughout the district to meet the needs of our growing school community. At that time, 7th graders moved to the Intermediate Schools and CJHS became an 8th and 9th grade school.

While no major renovations have been made during this past year, significant efforts to maintain and improve the existing campus continue. Ensuring our building is attractive, clean and safe for our students, staff and community members is a priority at both the building and district level.

Some of the improvements include installation of a new digital clock/intercom system which enhances communication both outside the building and in common areas such as the gym, cafeteria and hallways. Additionally, sprinkler systems continue to be installed on the grounds to ensure proper watering of grassy areas, trees and plants

As a gift from the class of 2002, Curtis Junior High School ASB has purchased and had installed several outdoor tables and benches to provide student seating during lunch time and after school.

Campus pride continues to be a focus at Curtis Junior High School. Our facility is a focal point for many community activities and is available to outside groups through a facilities use application process.

► Safe Schools

Student success in learning requires a safe environment. The University Place School District is committed to safe schools where students can achieve to their highest potential and teachers can teach in a welcoming environment, free of intimidation and fear. The educational environment of each of our schools fosters a spirit of acceptance and care for every child; where behavior expectations are clearly communicated, consistently enforced, and fairly applied.

Developing and implementing district-wide and site-specific safe school plans are required tasks for each school in the University Place School District. These plans include strategies and responses to both internal and external threats to the safety of the students and staff of each school.

The University Place School District during the 2002-2003 school year continued to have safety as one of its key goals. Periodic drills designed to simulate actual events have been conducted in each school to assist teachers and student in appropriate responses in the event of an actual safety occurrence. In addition, as part of its data-based decision-making process, the district has initiated surveys to measure safety issues such as bullying and harassment.

The success of the strategies employed by each school depends on the overriding presence of several key factors. Those factors are:

1. Establishment of clear behavior standards.
2. Presence of adequate adult supervision.
3. Enforcement of the rules fairly and consistently.
4. Strong parental support.
5. Partnerships with outside agencies.

University Place School District

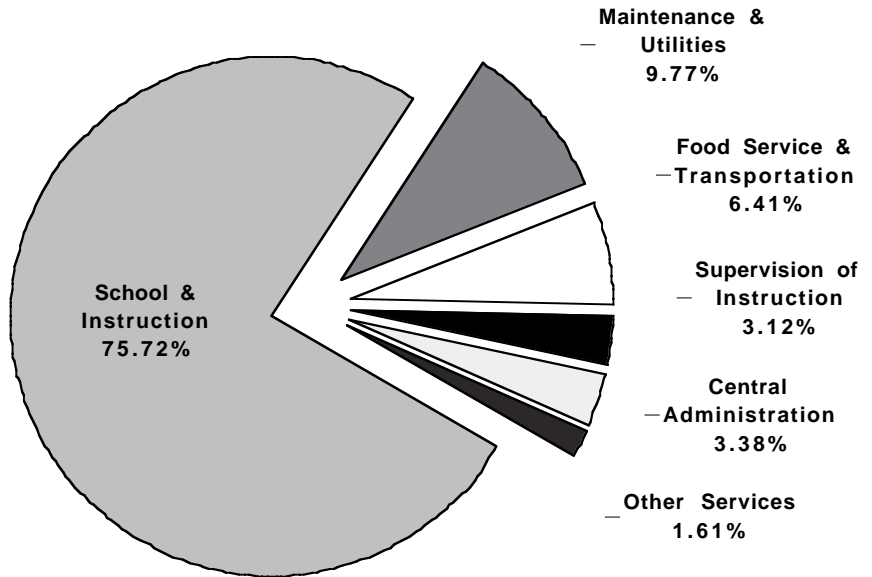
► Mission

The mission of the University Place School District, in partnership with our community, is to develop competent, contributing citizens.

► Special Programs and Services

- Academic Achievement Academy
- Challenge Program
- Early Childhood Education and Assistance Program (ECEAP)
- Bilingual Education
- Home-Hospital
- Native American
- Readiness to Learn
- Safe & Drug-Free Schools
- Special Education
- Title I/LAP
- Traffic Safety

► Financial Data



UPSD Average Per Pupil Expenditure for 2002-2003 \$7,470.72

► This Report

The information in this report is a requirement of our state's legislature to provide parents and community members key information about UPSD schools and the performance of our students. We believe a strong partnership between our schools and community is necessary to ensure a quality education for all students. If you have questions or comments, please call Curtis Junior High (253.566.5670) or the Educational Service Center (253.566.5600).

University Place School District Web site: <http://www.upsd.wednet.edu>

Board of Directors: Rick Maloney, president; Mary Lu Dickinson, vice president, Kent Keel, Paul Koppe, and Beverly Law.

Superintendent: Patricia Anne Banks

University Place School District complies with all federal laws, rules, and regulations and does not discriminate on the basis of race, color, national origin, gender or disabilities in student education programs, co-curricular activities, and employment practices. The district is an equal opportunity/affirmative action employer encouraging application of qualified minorities, women and disabled persons for employment and other opportunities. For elevator access at school sites, contact the principal's office. The University Place School District is a drug-free/smoke-free workplace and educational setting. Direct inquiries regarding compliance, grievance, or appeal procedures to District Affirmative Action and Section 504/ADA Officer, Karen Vescovi, 253.566.5600; or Title IX Officer, Terry Jenks, 253.566.5710.