

OLYMPIA SCHOOL DISTRICT

2010-11 School Performance Report

Marshall Middle School

2010-11 School Facts

Based on the October 2010 enrollment report, there were 379 students enrolled at Marshall Middle with an ethnic composition of:

· African American	2.4%
· American Indian/ Alaskan Native	0.8%
· Asian/ Pacific Islander	10.0%
· Caucasian	74.9%
· Hispanic	6.3%
· Two or More Races	5.5%

Student Demographics:

- 53.8% male students
- 46.2% female students
- The student attendance rate is 93.59%
- Students who qualify for free or reduced-price meals: 34.0%
- Students who qualify for Special Education: 18.1%

Marshall has a total of 24 classroom teachers

- Average years of teacher experience: 14.3
- Teachers with at least a Master's Degree: 79.2%

Adequate Yearly Progress

- All of our teachers are highly qualified. Marshall did not meet Adequate Yearly Progress (AYP) for the federal No Child Left Behind Act in Reading, Low Income Reading and Special Education Math. Marshall is committed to working on all areas of AYP so each child is guaranteed a high-quality education.
- Marshall is currently in School Improvement Step 1. If Marshall meets AYP for the 2011-12 school year, it will remain in School Improvement Step 1. If Marshall does not meet AYP for the 2011-12 school year, it will move to Step 2. Parents and guardians of Marshall students have a Public School Choice (PSC) to transfer their child to an OSD school that is not in School Improvement status. View the OSD overall AYP on page 4.

3939 20th Avenue NW
Olympia, WA 98502
360.596.7600

Bill Lahmann, Superintendent
John Hitchman, Principal
Shannon Ritter, Asst. Principal

About Our School

Thurgood Marshall Middle School opened its doors in the fall of 1994. Through a yearlong "Design Team" planning process involving staff, administrators, parents, community members and students, a comprehensive plan was developed which will continue to be refined via an ongoing evaluation process. The major elements contained in this plan are based on current research and practice related to effective learning for middle level students. These elements are:

- Curriculum integration
- Connecting curriculum and instruction to real life
- Integrated opportunities for community service and learning responsible citizenship
- Strong parent-school communication
- Flexible scheduling
- Technology as a learning tool
- Challenging instructional programs

MEASUREMENTS OF STUDENT PROGRESS

Students in grades 6-8 are required to take an annual state assessment. The scores represent the percent of students meeting the Measurements of Student Progress (MSP) standards.

2009-10 6th Grade MSP 2010-11 6th Grade MSP

	Our School	Our District	WA State	Our School	Our District	WA State
Reading	72.9	76.7	64.5	71.1	81.8	70.6
Math	62.7	65.0	51.8	53.7	68.6	58.8

2009-10 7th Grade MSP 2010-11 7th Grade MSP

	Our School	Our District	WA State	Our School	Our District	WA State
Reading	71.2	76.4	63.3	62.1	73.5	56.5
Writing	66.4	79.4	70.2	67.0	78.3	71.0
Math	64.4	75.4	55.2	62.4	74.7	57.0

2009-10 8th Grade MSP 2010-11 8th Grade MSP

	Our School	Our District	WA State	Our School	Our District	WA State
Reading	74.7	80.1	69.2	77.2	82.0	68.7
Math	62.3	67.3	51.5	57.5	66.1	50.4
Science	59.6	64.9	54.4	72.4	78.5	61.6

MEASURES OF ACADEMIC PROGRESS (MAP)

(RIT) (150-270)

	2009-10			2010-11		
	Our School	Our District	National Norm	Our School	Our District	National Norm
Reading						
Grade 6	218	221	216	221	221	217
Grade 7	223	225	219	224	226	220
Grade 8	228	228	223	228	230	223

	2009-10			2010-11		
	Our School	Our District	National Norm	Our School	Our District	National Norm
Math						
Grade 6	227	229	225	223	229	225
Grade 7	233	238	230	234	238	230
Grade 8	240	242	234	238	245	234

OUR SCHOOL IMPROVEMENT PLAN

GOAL AREA 1: READING

Continuing strategies:

- ◆ Use Data Walks to monitor progress of instructional strategies and to collect information and provide feedback on objectives, relevant starters, instructional strategies, and use of assessment.
- ◆ Use of common formative assessments and review of data in grade level and curriculum teams to guide instructional decisions.
- ◆ Increase effectiveness of collaboration and communication with Regular Ed, Special Ed, and LAP teachers to focus on individual student needs and academic deficit areas.

New strategies:

- ◆ Implement differentiated instructional strategies as directed by the district focus in the spring of 2011 and fall of 2011.

2011-12 DISTRICT OPERATING BUDGET

INCOME

Local, Taxes.....	\$19,777,148.....	23.72%
Local, Non-tax.....	\$3,657,058.....	4.39%
State, General.....	\$44,498,298.....	53.37%
State, Special.....	\$8,889,070.....	10.66%
Federal.....	\$6,058,171.....	7.27%
Other.....	\$495,362.....	0.59%
Total.....	\$83,375,107.....	100%

EXPENDITURES

Salary Costs.....	\$71,303,444.....	82.40%
Supplies/Equipment.....	\$7,532,559.....	8.70%
Purchased Services.....	\$7,547,901.....	8.72%
Travel.....	\$134,527.....	0.16%
Capital Outlay.....	\$18,000.....	0.02%
Total.....	\$86,536,431.....	100%

Expenditure per Student FTE.....\$10,094.07

You Are Invited

The Olympia School District welcomes and encourages volunteer involvement from parents and other members of the community. Every year, more than 3,600 citizens donate their time to Olympia schools, giving nearly 150,000 hours. Examples of volunteer work include tutoring students, helping out in school libraries or offices, assisting teachers with daily assignments or special projects, being a guest speaker, serving as an Art Partner or Lunch Buddy and serving on School-Based Management Councils, planning or advisory committees. To volunteer, drop by or call Marshall Middle School at 596.7600.

FOR MORE INFORMATION

If you would like more details about student achievement and demographics or to view the No Child Left Behind report for Marshall Middle School, visit the OSPI Website at www.k12.wa.us and click on the School Report Card.

For other information about **Marshall Middle School**, please call 596.7600 or visit the Olympia School District website at <http://osd.wednet.edu>.

Teachers will collaborate to differentiate lessons with a focus on tiering and compacting.

- ◆ Refine the use of MMS time, a 30 minute, daily academic intervention strategy. We will provide targeted instruction to individuals identified in the 2+ range on the MSP. Teachers will have the opportunity to plan with grade-level cohorts one day a week. Data collection and the analysis of student progress will be the focus of staff meetings and designated collaboration mornings.

GOAL AREA 2: MATHEMATICS

Continuing strategies:

- ◆ Monitor progress of instructional strategies through Data Walks to collect information and provide feedback on clear posted objectives, relevant starters, instructional strategies, and use of assessment.
- ◆ Use of common formative assessments and review of grade level data with curriculum teams to guide instructional decisions.
- ◆ Increase effectiveness of collaboration and communication with Regular Ed, Special Ed, and LAP teachers to focus on individual student needs and academic deficit areas.

New strategies:

- ◆ Implement differentiated instructional strategies as directed by the district focus in the spring of 2011 and fall of 2011. Teachers will collaborate to differentiate lessons with a focus on tiering and compacting.
- ◆ Refine the use of MMS time, a 30 minute, daily academic intervention strategy. We will provide targeted instruction to individuals identified in the 2+ range on the MSP. Teachers will have the opportunity to plan with grade-level cohorts one day a week. Data collection and the analysis of student progress will be the focus of staff meetings and designated collaboration mornings.

GOAL AREA 3: WRITING

Continuing strategies:

- ◆ Monitor progress of instructional strategies through Data Walks to collect information and provide feedback on clear posted objectives, relevant starters, instructional strategies, and use of assessment.
- ◆ Use of common formative assessments and review of grade level data with curriculum teams to guide instructional decisions.

New strategies:

- ◆ Implement differentiated instructional strategies as directed by the district focus in the spring of 2011 and fall of 2011. Teachers will collaborate to differentiate lessons with a focus on tiering and compacting.
- ◆ Refine the use of MMS time, a 30 minute, daily academic intervention strategy. We will provide targeted instruction to individuals identified in the 2+ range on the MSP. Teachers will have the opportunity to plan with grade-level cohorts one day a week. Data collection and the analysis of student progress will be the focus of staff meetings and designated collaboration mornings.

GOAL AREA 4: SCIENCE

Continuing strategies:

- ◆ Monitor progress of instructional strategies through Data Walks to collect information and provide feedback on clear posted objectives, relevant starters, instructional strategies, and use of assessment.
- ◆ Use of common formative assessments and review of grade level data with curriculum teams to guide instructional decisions.

New strategies:

- ◆ Implement of differentiated instructional strategies as directed by the district focus in the spring of 2011 and fall of 2011. Teachers will collaborate to differentiate lessons with a focus on tiering and compacting.
- ◆ Refine the use of MMS time, a 30 minute, daily academic intervention strategy. We will provide targeted instruction to individuals identified in the 2+ range on the MSP. Teachers will have the opportunity to plan with grade-level cohorts one day a week. Data collection and the analysis of student progress will be the focus of staff meetings and designated collaboration mornings.
- ◆ School-wide focus on the importance of research and inquiry. As part of the district's expansion of science fairs, our school will fully participate and will use science mentors from the high school to better support our students.

OSD Adequate Yearly Progress

Under the direction of the No Child Left Behind (NCLB) Act, the Olympia School District is now in District Improvement Step One for not meeting Adequate Yearly Progress (AYP) for two consecutive years in Reading at the elementary school level, Reading for Low-Income students and Math for Special Education students at the middle school level, and Math for Low-Income students at the high school level. The OSD has created an Improvement Team to address these areas of concern. Parents and community members are encouraged to assist the District with its endeavors to improve student achievement by getting involved with their local school. For more information, contact the Communications & Community Relations Department at (360) 596-6103.

Marshall Middle School Mission Statement:

It is the mission of the Marshall Middle School community to provide a safe, caring environment in which individuals are challenged to achieve personal and academic excellence.

Olympia School District Mission Statement:

We will create, in partnership with our staff, families and community, challenging opportunities for all students to be successful as they become responsible and contributing citizens and masters of the knowledge and skills essential for life-long learning in our changing and diverse world.



Legal Notice

The Olympia School District complies with all federal rules and regulations and does not discriminate on the basis of race, sex, age, color, national origin, sexual orientation, marital status or disability and does not tolerate sexual harassment. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. Any reports of alleged sexual harassment or concerns about compliance and/or grievance procedures may be directed to the School District Title IX RCW 28A.640 Officer, Jeff Carpenter (360) 596-8544, and Section 504 and ADA Coordinator (360) 596-7530, Knox Administrative Center, 1113 Legion Way SE, Olympia, WA 98501.