

OLYMPIA SCHOOL DISTRICT

2010-11 School Performance Report



Olympia High School

2010-11 School Facts

Based on the October 2010 enrollment report, there were 1,737 students enrolled at Olympia High School with an ethnic composition of:

- | | |
|-----------------------------------|-------|
| ■ African American | 1.3% |
| ■ American Indian/ Alaskan Native | 0.8% |
| ■ Asian/ Pacific Islander | 8.5% |
| ■ Caucasian | 77.3% |
| ■ Hispanic | 6.1% |
| ■ Two or More Races | 6.0% |

Student Demographics:

- 52.0% male students
- 48.0% female students
- The student attendance rate is 93.91%
- Students who qualify for free or reduced-price meals: 17.7%
- Students who qualify for Special Education: 7.1%

Olympia has a total of 91 classroom teachers

- Average years of teacher experience: 14.5
- Teachers with at least a Master's Degree: 70.3%

Adequate Yearly Progress

- All of our teachers are highly qualified. OHS met Adequate Yearly Progress (AYP) for the federal No Child Left Behind Act.
- OHS is currently in School Improvement Step 2. If OHS meets AYP for the 2011-12 school year, it will move to School Improvement Step 1. If OHS does not meet AYP for the 2011-12 school year, it will remain in Step 2. Parents and guardians of OHS 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.

1302 North Street SE
Olympia, WA 98501
360.596.7000

Bill Lahmann, Superintendent
Matt Grant, Principal
Kimberly Mueller, Asst. Principal
Frank O'Connor, Asst. Principal

About Our School

Olympia High School is described as one of the oldest public secondary schools in the state. Since its beginning, it has been recognized for quality teaching, strong parent and community support, high student achievement and excellent facilities.

The first Olympia High School was built in 1906-1907, known today as the Washington State Capitol Campus. The second school was built in 1918-1919, located approximately at Capitol Way and 13th Avenue. In 1949, forty acres of the Clover Fields Dairy Farm in Southeast Olympia was purchased by the Olympia School District, which is the location of the current Olympia High School. Construction began on the current site in 1958. Olympia High School has undergone a complete renovation and was rededicated on October 28, 2000.

Key student information:

- 79% scored 3, 4 or 5 on Advanced Placement tests.
- SAT Score Average: Reading-575, Math-580
- 54 Vocational Class Offerings
- Cooperative agreement with New Market Vocational Skills Center.
- Alternative programs provided in the areas of: Direct Instruction in reading and math, academic contractual learning and social affective block for students with adjustment needs.

HIGH SCHOOL PROFICIENCY EXAM

Students in 10th grade are required to take an annual state assessment. The scores represent the percent of students meeting the High School Proficiency Exam (HSPE) standards.

Last year, new Math and Science graduation requirements were proposed and signed into law. End-of-Course (EOC) exams replace the Math High School Proficiency Exam (HSPE), and tests students in Algebra I / Integrated Math 1 or Geometry / Integrated Math 2. Essentially, the Math EOC tests a student's knowledge and skill in a specific course rather than comprehensive testing like the HSPE. This new law affects the class of 2013 and beyond. The classes of 2013 and 2014 must pass one Math EOC exam, but are not required to pass the Science exam. For the class of 2015 and beyond, students are required to pass two Math EOC exams and the Biology EOC.

2009-10 10th Grade HSPE 2010-11 10th Grade HSPE

	2009-10 10th Grade HSPE			2010-11 10th Grade HSPE		
	Our School	Our District	WA State	Our School	Our District	WA State
Reading	89.4	88.3	78.8	92.7	91.5	82.6
Writing	94.7	93.4	85.9	95.4	94.0	86.3
Math	68.5	60.0	41.6			
EOC Math Year 1				76.6	77.7	64.3
EOC Math Year 2				92.9	88.2	73.5
Science	72.5	64.1	44.7	72.7	66.6	49.9

OUR SCHOOL IMPROVEMENT PLAN

GOAL AREA 1: READING

Continuing strategies:

- ◆ Specially Designed Classes: We will continue to offer specially designed classes to meet the needs of students who do not perform at grade level. This includes: Read 180 Classes with Special Services and LAP dollars; System 44 for students with specialized reading needs; and Academic Lit. and World/U.S. Studies classes for students who need additional intentional literacy methods for success.
- ◆ Literacy Strategies: Literacy strategies are a primary initiative in our departmental PLCs. For example, the English Department PLC has investigated reading assessments and best reading strategies by grade level. They have utilized simple tests to identify students who have reading needs. They have paid special attention to students who are failing English classes. Similarly, the Social Studies department has identified several skills that all students need to learn including reading a primary document. Many strategies are listed on the STAR Protocol. We will once again assemble a team to observe these best practices in action and allow time for teachers to integrate best practices into their own teaching.
- ◆ Literacy Coach: We will increase the usage of our district Literacy Coach, especially with teachers who work with students that are not up to grade-level. We will look to expand her presence in departments outside English including Science and Social Studies.
- ◆ Specially Designed Class: Like last year, we will identify students who need extra support for success on the state assessment. We will utilize our part-time teachers or outside experts to work specifically with students who need focused instruction or guidance to organize a Collection of Evidence (COE). All identified students will create a portfolio and eleventh and twelfth graders will submit a COE.

New strategies:

- ◆ AVID: Even though AVID has been in place for a year, we will add new ninth graders in an elective class to accompany the existing tenth grade students. Additionally, four new people were trained at the national AVID institute and six more will be trained in content area trainings this fall in Everett. Each of these people, including a counselor and paraprofessional learned a wealth of WICR (Writing, Inquiry, Collaboration, Reading) strategies aimed at critical reading.

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 Olympia High School at 596.7000.

FOR MORE INFORMATION

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

For other information about **Olympia High School**, please call 596.7000 or visit the Olympia School District website at <http://osd.wednet.edu>.

- ◆ **Special Services:** The two department heads in Special Services received training in reading strategies from Anita Archer last year. These teachers will work within their departmental and teaching assignment to implement many of the literacy strategies gained from this workshop.
- ◆ **Faculty Meetings and Wednesday Late Starts:** We will model reading strategies that can be used in classrooms. This includes methods such as highlighting the text, GIST, Socratic Seminars, and CORNELL Notes.

GOAL AREA 2: MATHEMATICS

Continuing strategies:

- ◆ **EOC Training:** Last year, math teachers received training about the EOC standards which included key vocabulary terms and clarification of areas of focus. We will work to get other algebra and geometry teachers to similar Education Service District (ESD) trainings this year.
- ◆ **Algebra Study Group:** As a continuation from last year, our Algebra, Pre-Algebra, and Special Services teachers will meet together to discuss the best practices in helping all students succeed in Algebra. This may include visits to other sites, review of best practices in articles, and analysis of new curriculum. Teachers in this group also share new strategies employed in their classroom. This group works closely with the Math Coach to develop a plan of action. Additionally we plan to look at programs that prove to enhance the relationship with students in Math classes. We will coordinate with the Teaching and Curriculum office to review these programs.
- ◆ **ORLA and LOC:** About ten students will be enrolled in ORLA classes within the school day. They will work with the ORLA instructor online but the teacher will also check in with students once per week. Once again, students will be enrolled in APEX classes within the Learning Opportunities Center. Students who are struggling in Math will also receive additional help within the LOC.

New strategies:

- ◆ **Algebra Support Classes:** For the first time, we will offer three Algebra support classes for students who need extra support to meet the Math standards. These 69 students will be enrolled simultaneously in Algebra and Algebra Support with the same teacher. Emphasis will include building relationships with students, pre-teaching key concepts, re-teaching challenging concepts, and review.
- ◆ **Upper Level Math Study Group:** We will convene teachers who instruct Geometry, Algebra II, and Pre-Calculus classes to see if we can continue to develop common assessments and grading practices. This will be an extension of what the Math Department has been doing in the departmental PLC.

GOAL AREA 3: WRITING

Continuing strategies:

- ◆ **Writing Pull Out:** We will continue with the mastery learning pull out for students who are not on track to meet the writing standard. This involves English teachers assessing student progress to generate a list of students who need direct instruction. Skilled writing teachers will work during students' English classes for about five weeks. This will serve as a student's English class during the pull out time. Students in 11th and 12th grade will submit a COE.
- ◆ **Common Strategies and Assessments:** English teachers have developed common assessments at grade-level to assess student understanding. They utilize daily grammar practice, five-part paragraph (including the "Oly" paragraph), and other common agreements based on their PLC.
- ◆ Please See Reading Strategies with Literacy Coach for similar plans in writing.

New strategies:

- ◆ **ELL:** Our new English Language Learner (ELL) teacher Mimi Arnett will collaborate with teachers to assist students in a support model. This means she will interact with an ELL student's existing teachers and coordinate efforts to make the material accessible.
- ◆ Please See AVID, Wed. Late Start and Faculty Meetings for similar plans in writing: With AVID trainings, faculty meetings, and Wednesday late starts, teachers will learn how to deliver such lessons as: One Page Report, Quick Writes, Paper Bag Speech, learning logs, and Cornell Notes.

GOAL AREA 4: SCIENCE

Continuing strategies:

- ◆ **Curriculum Implementation:** Physical Science and Biology teachers will continue to implement the new district directed curriculum. Chemistry teachers will begin their new implementation this year.
- ◆ **State Committee Work:** Within their PLC, Science teachers will continue to work on the End of Course (EOC) exam for Biology. Last year, teacher Linda Smith served on the Biology EOC committee and has now been appointed Science Assessment Director for OSPI. Our department will continue to work with Linda to focus on the standards for the EOC.

New strategies:

- ◆ **GRuB:** This new program provides an experiential approach to learning science. This group of students, many of whom have been disengaged from school, will spend four periods per day at the GRuB farm site where they will learn Horticulture-Based Biology. Similarly, this summer, these students were employed on the farm and received a credit for Environmental Science. Not only will these students work with a teacher, they will also work with a farm manager, community volunteers, and with many leaders in the community. They will learn from Blue Peetz who has received his Career and Technical Education

certificate in science areas as well as entrepreneurship and personal leadership. Part of their work will include building raised gardens for low-income families and interacting with non-profit and city groups.

- ◆ Support for Students Not Ready For Physical Science: Once again, Kim Bullion will work with General Science and Physical Science teachers to develop specially designed curriculum for students who need Individual Education Plan (IEP) accommodations. Additionally, we will pilot the integration of about 25-30 9th grade students into Human Biology courses to see if there is more success in this area as an entry-level course for students not ready for the Physical Science curriculum.
- ◆ Interactive Notebooks and AVID: We will continue to provide staff development opportunities for teachers to receive the latest Professional Development on Interactive Notebooks. This will include further training in AVID where the interactive notebook and WICR (Writing, Inquiry, Collaboration, and Reading) are the focal points. WICR training will also assist science teachers in implementing support for reading, writing, and math. We may send a teacher to a Trainer of Trainers AVID workshop so that he can provide professional development for the entire department and beyond. Two teachers will receive AVID content area training in Everett.

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.

Olympia High School Mission Statement:

We, the Olympia High School Community, are dedicated to personal excellence and responsible citizenship.

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.