

OLYMPIA SCHOOL DISTRICT

2008-09 School Performance Report



Washington Middle School

2008-2009 School Facts

Based on the October 2008 enrollment report, there are 754 students enrolled at Washington Middle with an ethnic composition of:

■ African American	3.1%
■ American Indian/ Alaskan Native	0.8%
■ Asian/ Pacific Islander	11.8%
■ Caucasian	75.6%
■ Hispanic	6.2%

Student Demographics:

52.7% male students

47.3% female students

The student attendance rate is 94.97%

Students who qualify for free or reduced-price meals: 14.5%

Students who qualify for Special Education: 10.5%

Washington has a total of 39 classroom teachers

- Average years of teacher experience: 19.2
- Teachers with at least a Master's Degree: 87.2%

93% our teachers are highly qualified. Washington did not meet Adequate Yearly Progress (AYP) for the federal No Child Left Behind Act for Special Education Math.

Washington Middle School Mission Statement:

Washington Middle School is committed to creating a positive learning environment where organized structures and processes promote academic excellence, developmental responsiveness and social equity to all students.

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.



3100 Cain Road SE
Olympia, WA 98501
360.596.3000

Bill Lahmann, Superintendent
Patricia Robinson, Principal
Paul Anders, Asst. Principal

About Our School

Our program is based on core classes of reading, writing, social studies, math and science. In addition to these core classes, our students attend a rotation semester of PE, Home Arts, Tech Arts and Health. Finally, one elective class of Chorus, Band, Orchestra or a rotation of hands-on activity classes round out a student's day. Students are challenged to their greatest ability through differentiated instruction in every class and a variety of math options through the geometry level. Conversely, students are also given multiple opportunities to obtain support for their learning through study skills classes and special education programs that are designed to meet the individual needs of the learners. We operate a technology-rich curriculum with every subject area integrating the use of technology as appropriate. The widespread use of technology and multimedia in our school exceeds the basic curricular and technology goals of the Olympia School District and the Washington State Essential Academic Learning Requirements.

Completed in 2006, additions and modernization of Washington Middle School increased student capacity from 588 to 800 students. Ten instructional stations were added and building infrastructure space expanded, including school administration, kitchen/serving area, student cafeteria, learning resource center, science facilities and computer technology facilities. Site improvements included storm water system upgrades, preservation of the east playfield and expansion of staff and visitor parking.

WASHINGTON ASSESSMENT OF STUDENT LEARNING

Students in grades 6-8 are required to take the Washington Assessment of Student Learning (WASL). The scores represent the percent of students meeting the state requirements.

2007-08 6th Grade 2008-09 6th Grade

	Our School	Our District	WA State	Our School	Our District	WA State
Reading	84.7	79.5	68.6	82.7	77.8	72.0
Math	72.9	60.6	48.9	74.3	62.6	50.9

2007-08 7th Grade 2008-09 7th Grade

	Our School	Our District	WA State	Our School	Our District	WA State
Reading	83.3	75.7	62.8	72.4	69.4	59.3
Writing	81.7	76.2	69.7	80.7	75.9	69.7
Math	74.4	61.7	50.3	76.5	67.3	51.8

2007-08 8th Grade 2008-09 8th Grade

	Our School	Our District	WA State	Our School	Our District	WA State
Reading	85.8	79.5	65.9	85.4	78.4	67.5
Math	79.7	70.3	51.5	72.2	60.1	50.8
Science	70.3	63.8	47.9	71.8	62.3	51.1

MEASURES OF ACADEMIC PROGRESS (MAP)

(RIT) (150-270)

2007-08 2008-09

	Our School	Our District	National Norm	Our School	Our District	National Norm
Grade 6	222	221	216	224	221	216
Grade 7	227	226	219	227	225	219
Grade 8	230	229	223	230	228	223

2007-08 2008-09

	Our School	Our District	National Norm	Our School	Our District	National Norm
Grade 6	231	228	225	234	229	225
Grade 7	240	236	230	241	236	230
Grade 8	245	241	234	247	241	234

2008-09 DISTRICT OPERATING BUDGET

INCOME

Local, Taxes.....	\$16,590,990.00.....	19.75%
Local, Non-tax.....	\$3,809,530.00.....	4.54%
State, General.....	\$46,734,884.00.....	55.64%
State, Special.....	\$8,512,436.00.....	10.13%
Federal.....	\$7,820,557.00.....	9.31%
Other.....	\$530,412.00.....	0.63%
Total.....	\$83,998,809.00.....	100%

EXPENDITURES

Salary Costs.....	\$73,388,832.00.....	82.62%
Supplies/Equipment.....	\$8,126,767.00.....	9.28%
Purchased Services.....	\$6,895,019.00.....	7.87%
Travel.....	\$138,727.00.....	0.16%
Capital Outlay.....	\$62,390.00.....	0.07%
Total.....	\$87,611,735.00.....	100%

Expenditure per Student FTE.....\$9,961.31

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 Washington Middle School at 596.3000.

FOR MORE INFORMATION

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

For other information about **Washington Middle School**, please call 596-3000 or visit the Olympia School District website at www.osd.wednet.edu.

OUR SCHOOL IMPROVEMENT PLAN

GOAL AREA 1: READING

Continuing strategies:

- Effectively teach vocabulary in content area classes and within the GLE's at grade levels using a variety of techniques.
- Implement a program that addresses study skills and test-taking strategies for students within the block program, math and science classes.

New strategies:

Within the parameters of established norms and through the collaborative process, Language Arts teachers at each grade level will interdependently:

- Identify 8-10 reading essential learning goals per semester and align across grade levels.
- Design and administer targeted common formative and summative assessments pertaining to those essential goals to identify each student's specific strengths and weaknesses in reading.
- Consistently analyze data from those assessments to guide student learning and inform instruction.
- Discuss, share and implement best practice instructional strategies to address student strengths and weaknesses.
- Build in systematic, timely interventions of required additional time and support within the school day; after school, before school or during summer for students who don't learn essential reading skills.

GOAL AREA 2: MATHEMATICS

Continuing strategies:

- Identify students in need of interventions through test data. Verify data accuracy with classroom performance in previous and current school year so the need for intervention is not based only on test data.
- Determine appropriate intervention techniques for identified students.

New strategies:

Within the parameters of established norms and through the collaborative process, math teachers at each grade level will interdependently:

- Identify 8-10 math essential learning goals per semester and align across grade levels.
- Design and administer targeted common formative and summative assessments pertaining to those essential goals to identify each student's strengths and weaknesses in math.
- Consistently analyze data from those assessments to guide student learning and inform instruction.
- Discuss, share and implement best practice instructional strategies to address student strengths and weaknesses.
- Build in systematic, timely interventions of required additional time and support within the school day, before school, after school or during summer for students who don't learn essential skills.

GOAL AREA 3: WRITING

Continuing strategies:

- Continue to build consistent writing expectations and formats for all grade levels communicating a uniform process to the students. Join with other middle schools and Olympia High to continue collaboration of expectations for students.
- Incorporate technology skills taught in Sci/Tech/Social Issues to improve writing organization and quality.
- Continue expectations of one significant writing assignment per week, having students peer-edit and self-evaluate their own writing.
- Continue to explore brain research pertaining to strategies that are effective with students of diverse learning styles and accommodate diverse skill levels.

New strategies:

Within the parameters of established norms and through the collaborative process, Language Arts teachers at each grade level will interdependently:

- Identify 8-10 writing essential learning goals per semester and align across grade levels.
- Design and administer targeted common formative and summative assessments that pertain to those writing goals to identify each student's writing strengths and weaknesses.
- Consistently analyze data from those assessments to guide student learning and inform instruction.
- Discuss, share and implement best practice instructional strategies to address student strengths and weaknesses.
- Build in systematic, timely interventions of required additional time and support within the school day; after school, before school or during summer for students who don't learn essential writing skills.

GOAL AREA 4: SCIENCE

Continuing strategies:

- Teachers align all lessons to specifications for Grade 8 Science MSP (Measure of Student Progress) by sequencing and organizing essential content and focusing curriculum on GLE's.

New strategies:

Within the parameters of established norms and through the collaborative process, science teachers at each grade level will interdependently:

- Identify 8-10 science essential learning goals per year and align across grade levels to specifications for Grade 8 Science Measure of Student Progress (MSP) by sequencing and organizing essential content and focusing curriculum materials on GLE's.
- Design and administer targeted common formative and summative assessments pertaining to those essential goals to identify students' strengths and weaknesses in science.
- Consistently analyze data from those assessments to guide student learning and inform instruction.
- Discuss, share and implement application strand instructional strategies to address student strengths and weaknesses.

Legal Notice

The Olympia School District complies with all federal rules and regulations and does not discriminate on the basis of race, gender, 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.