

OLYMPIA SCHOOL DISTRICT

2010-11 School Performance Report

Washington Middle School

2010-11 School Facts

Based on the October 2010 enrollment report, there were 767 students enrolled at Washington Middle with an ethnic composition of:

- | | |
|-----------------------------------|-------|
| ■ African American | 1.7% |
| ■ American Indian/ Alaskan Native | 0.1% |
| ■ Asian/ Pacific Islander | 11.6% |
| ■ Caucasian | 74.4% |
| ■ Hispanic | 6.9% |
| ■ Two or More Races | 5.2% |

Student Demographics:

- 48.8% male students
- 51.2% female students
- The student attendance rate is 95.48%
- Students who qualify for free or reduced-price meals: 16.9%
- Students who qualify for Special Education: 8.1%

Washington has a total of 40 classroom teachers

- Average years of teacher experience: 18.5
- Teachers with at least a Master's Degree: 87.5%

Adequate Yearly Progress

- 100% of our teachers are highly qualified. Washington met Adequate Yearly Progress (AYP) for the federal No Child Left Behind Act.
- Washington is currently in School Improvement Step 1. If Washington meets AYP for the 2011-12 school year, it will exit School Improvement status. If Washington does not meet AYP for the 2011-12 school year, it will remain in Step 1. Parents and guardians of Washington 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.

3100 Cain Road SE
Olympia, WA 98501
360.596.3000

Bill Lahmann, Superintendent
Paul Anders, Principal
Condee Wood, 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 P.E., 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.

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	79.2	76.7	64.5	85.1	81.8	70.6
Math	75.4	65.0	51.8	78.4	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	79.9	76.4	63.3	81.7	73.5	56.5
Writing	83.7	79.4	70.2	83.5	78.3	71.0
Math	85.9	75.4	55.2	87.1	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	81.0	80.1	69.2	89.1	82.0	68.7
Math	76.6	67.3	51.5	73.5	66.1	50.4
Science	67.6	64.9	54.4	84.0	78.5	61.6

MEASURES OF ACADEMIC PROGRESS (MAP)

(RIT) (150-270)

2009-10 2010-11

Reading	Our School	Our District	National Norm	Our School	Our District	National Norm
	Grade 6	223	221	216	223	221
Grade 7	228	225	219	228	226	220
Grade 8	229	228	223	233	230	223

2009-10 2010-11

Math	Our School	Our District	National Norm	Our School	Our District	National Norm
	Grade 6	232	229	225	234	229
Grade 7	244	238	230	242	238	230
Grade 8	247	242	234	251	245	234

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 Washington Middle School at 596.3000.

FOR MORE INFORMATION

If you would like more details about student achievement and demographics or to view 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 <http://osd.wednet.edu>.

OUR SCHOOL IMPROVEMENT PLAN

GOAL AREA 1: READING

Continuing strategies:

Within the parameters of established norms, through the collaborative process and like-content group study, teachers will:

- ◆ Discuss, share, and implement best practice instructional strategies to address student strengths and weaknesses using provided curricular materials as well as student self-selected text;
- ◆ 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 do not demonstrate meeting standard in essential reading skills.

New strategies:

- ◆ Use a variety of common formative and summative assessments based on the learning targets to identify each student's specific strengths and weaknesses in reading; consistently analyze data from assessments to guide student learning and inform instruction;
- ◆ Implement multiple components of reading, including: fluency, vocabulary, comprehension, and decoding across all curriculum areas when appropriate;
- ◆ Use differentiated instructional strategies and a variety of texts including fiction, non-fiction, essays, articles, and electronic versions of texts to address individual needs.

GOAL AREA 2: MATHEMATICS

Continuing strategies:

- ◆ Build in systemic, 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;
- ◆ Meet to analyze student work, reflect on best practice, share strategies that help students learn, share common rubrics and exemplars to support learning and instruction, and support instructional changes to meet student needs.

New strategies:

- ◆ Provide double-dip classes for 6th, 7th, and 8th grade students who struggle in math;
- ◆ Meet to collaborate on formative assessment strategies;
- ◆ Post learning targets in student friendly language that specifically describe daily learning goals and align with state essential learnings and grade level expectations.

GOAL AREA 3: WRITING

Continuing strategies:

- ◆ Use Step-Up to Writing, Six-Trait instructional materials, OSPI and teacher developed materials to guide and focus instruction and narrow learning targets to small specific pieces before guiding students to composing an entire piece;
- ◆ Intentionally teach strategies of elaboration, description, and persuasion; teach students to use correct conventions in writing.

New strategies:

- ◆ Identify the smallest student learnings on a daily basis; provide instruction toward mastery of the smallest learnings and then build up to composing complete pieces;
- ◆ Include a variety of more regular writing practice, understanding that strong writing has similar qualities (content, organization, style (including voice, sentence fluency, word choice), and conventions); teach students to be aware of the components of strong writing and provide chances to use in all subject areas and in a variety of genres;
- ◆ Engage students in using rubrics to evaluate their own work and that of their peers; teach students to use exemplars to evaluate and compare to their own work; teach students to use the language of rubrics to reflect on and improve their work.

GOAL AREA 4: SCIENCE

Continuing strategies:

- ◆ Continue to incorporate differentiated instruction strategies into lesson design. These strategies will be informed by the identification of low performing and/or low-income students as well as students with Individual Education Programs (IEP's) or 504 plans, and multiple intelligence analyses;
- ◆ Continue adapting FOSS curriculum to meet Washington State Essential Learning Standards. This includes in-district collaboration with grade level science cohort;
- ◆ Utilize various and multimodal formative assessment strategies frequently.

New strategies:

- ◆ Implement improved strategies of parent/guardian contact/collaboration.

Strategies include:

- Contacting parents with more frequency concerning complimentary student behaviors as well as non-learning behaviors;
 - Contacting parents about student work dates, assignments, and projects;
 - Contacting parents about goals and expectations for low-performing students and students with IEPs and 504 plans.
- ◆ Increase repertoire of differentiated instruction projects to include technology components.

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.

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 for 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.



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.