

Everett School District

Resolution No. 829

WHEREAS, the Everett School District Board of Directors ("Board") recognizes the importance of educational reform in Washington as set forth in the Educational Reform Act of 1993;

WHEREAS, the Board supports the efforts of the Commission of Student Learning and their development of the Essential Learnings as a vehicle for increasing student achievement;

WHEREAS, the Board has adopted as one of its goals to "provide resources and programs to ensure that all students meet or exceed standard as measured by the Washington Assessment of Student Learning (WASL)."

WHEREAS, the Board and the Everett Education Association believe that effective staff development is enhanced by utilizing longer blocks of time;

WHEREAS, the Board understands the need to seek a waiver from the State Board of Education from the provisions of the minimum one hundred eighty student day school year requirement of RCW 28A.150.220 (5) to allow for continued staff inservice on the Essential Learnings.

NOW THEREFORE BE IT RESOLVED,

1. There is a need to seek a waiver from the State Board of Education from the provision of the minimum one hundred eighty day student school year requirement of RCW 28A.150.220 (5) to allow for three (3) staff training days;
2. That the Superintendent is authorized to immediately prepare and submit a waiver request to the State Board of Education as set forth in WAC 180-18-050 on behalf of the District.

Everett School District

By Paul R. [Signature]
[Signature]
[Signature]
Kristin [Signature]
Laura [Signature]

Attest:

Carol Whithead

Board Agenda Request Form

Date of Board Meeting: April 12, 2005

Subject

Title:

State Board of Education 180 student day waiver for 2005-06 through 2007-08.

Recommendation:

The Administration recommends the Board of Directors authorize the Superintendent to seek a waiver from the State Board of Education from the provisions of the minimum 180-day student school year requirement to allow for three staff training days.

Background

Purpose/Summary:

In order to provide additional professional development time, it is recommended that the Board of Directors approve the submittal of a waiver of the 180 student day requirement, where students will attend 177 days and staff will attend professional development activities during the three waived student days. This recommendation will require a public hearing to gather input and Board resolution.

Previous Related Action:

The board has previously requested a 3 day waiver for professional development activities. The State Board of Education has approved the waiver.

Additional Information

Agenda Placement:

☐ Information

☒ Action

☐ Consent Agenda

☒ Attachment(s)

of pages _____

Submitted By: Terry Edwards

Contact Person(s): Terry Edwards

Signature: 

Molly Ringo

Approval

Applicable Associate Superintendent signature(s) should be obtained prior to submission to Superintendent's Office.

☒ Approved

☐ Denied

☐ Revised (see attached)

By: 

Associate Superintendent, Finance & Operations

By: 

Associate Superintendent, Instruction

Date: 4/7/05

Date: 4/7/05

Comments:



Everett Public Schools

Everett Public Schools

**Waiver Request for 3 Days
2005-06 through 2007-08 School Years**

**Dr. Carol Whitehead
Superintendent**

Curriculum & Assessment
P.O. Box 2098 / 4730 Colby Ave. Everett, WA 98203-0098
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In accordance with Resolution Number 829 of the Board of Directors of the Everett School District dated April 12, 2005 (copy attached as exhibit A) the Board respectfully requests a three (3) day waiver in the 2005-06, 2006-07 and 2007-08 school years as set forth below to enhance the ability of staff to teach to high standards, assess the attainment of student learning goals set forth in RW 28A.150.210 to improve student performance and to restructure the educational program of the Everett School District.

WAC 180-18-050 describes the process by which a school district may seek a renewal of the waiver of the 180-day school year requirement. We believe we have met the requirement in the following manner:

A. Identification of the requirements to be waived

The district is requesting a waiver of the minimum 180-day school year requirement (WAC 180-16-215) for the 2005-06 through 2007-08 school years. Students would attend school 177 days for the school year indicated. Though students would not attend school on the waiver days, all buildings would be required to maintain the program hour offerings. Staff would use the three (3) days for:

- ◆ Developing, monitoring and updating the School Learning Improvement Plans
- ◆ Using research and best practices to identify strategies to help all students meet academic standards
- ◆ Aligning resources to accomplish maximum gains in student achievement
- ◆ Reviewing and analyzing data; demographics, discipline, and program analysis; student, parent, and staff survey perceptual data; student performance data
- ◆ Collaborating and analyzing instructional practice to improve student learning
- ◆ Training and professional development

B. Specific standards for increased student learning

Based on the state accountability system requirement for reading and math improvement goals, each elementary school, middle high school and high school has a targeted goal to improve the percentage of students meeting the standard in reading and math on the Washington Assessment of Student Learning (WASL). Based on the formula in the state accountability system, building and district wide targets have been identified for 4th, 7th and 10th grade WASL results in reading and math. While a writing goal is not required at this time, we have also used the same formula in this area. A summary of school WASL scores and goals for 2005-06 through 2007-08 are presented in Appendix A.

C. How the District (Schools) plan to achieve the higher standards:

All schools in the District have developed School Improvement Plans that include specific goals to improve student achievement on the WASL. These plans have been developed by teams of teachers, parents and school administrators.

The District has worked with Teacher Leaders from all levels to develop core grade level expectations for reading, writing, mathematics and science. The grade level expectations have been used to select new instructional materials that have been adopted for use across the District. The District has expanded the state mandated Grade 2 reading assessment to grades 1-3. In addition to expanding the primary reading assessment program, we have increased the link between student assessment and classroom instruction. To successfully implement these new initiatives, it is vital that staff have time to learn new instructional strategies, plan individually and cooperatively, work on school improvement goals and utilize student data to improve instruction. The District has utilized early release days, after-hours meetings and substitute release time to move the reform agenda forward. Each of these methods present problems for total staff involvement. To accomplish total staff involvement in important training and planning activities, we are seeking a state waiver of three student days in each of the next three school years, 2005-06 through 2007-08. These days will be scheduled into the yearly work calendar and used as full day curriculum and assessment training and implementation opportunities.

D. How will the District determine if standards are being met:

Each school has a School Leadership Team comprised of teachers, administrators, classified employees, parents and community members. It is the role of the team to develop, monitor and evaluate the school's improvement plan which includes academic goals mandated by the School Board. Each school must report annually their progress on meeting their goals. The School Board also receives periodic reports from the curriculum and assessment department of the progress schools are making towards their achievement targets. Student Achievement Targets for each school are listed in Appendix A. A sample School Improvement Plan and School Review Presentation is attached as Appendix B.

E. Evidence that the Board, teachers, administrators and classified employees are committed to working cooperatively to implement the plan:

The School Board's support for this plan is indicated in the attached Board resolutions recommending the waiver request to the State Board of Education. The Board has also been instrumental in the establishment of School Improvement Teams. Both the Everett Education Association and Everett Association of Paraeducators have stressed the need for additional professional development opportunities to be scheduled within the employee work calendars. Staff members from both associations are included on the School Improvement Teams and have direct input to the School Improvement Plans.

F. Evidence that opportunities are provided for parents and citizens to be involved in the development of the plan:

Parents and citizens are members of each school's Leadership Team. In addition, they are routinely invited to participate on district-wide committees. Parents volunteer at schools and contribute to the supportive work of the PTSAs. Parents and community members have commented frequently on the negative impact and inconvenience of early release half-days. This was taken into consideration as the three release days were placed on the student calendar. The School Board held a public hearing to gather additional community input to the plan.

2004-2005 State of the School Review

Emerson Elementary School

Cynthia Jones, Principal

February 15, 2005

1. Introductions

2. Data Analysis *Where are you now?* **(10 minutes)**

Using your trend data, discuss your 2004 WASL results in reading, writing, mathematics, and science.

*Where were students successful/proficient on the WASL?
Where are students continuing to have challenges?*

3. Plan for 2004-2005 *What are you doing?* **(15 minutes)**

How did you modify your 2004-05 School Improvement Plan as a result of your data review and your participation in the Instructional Connections workshop?

*What did you do to support your student's success?
What are you going to do to ensure more students reach standard?*

What challenges do you anticipate you will have in meeting your 2004-05 targets?

4. School Improvement Plan 2005-06 **(15 minutes)**

*Where do you want to go next year?
How are you going to get there?*

What are your performance targets for 2005-06?
What categories or cells will be challenges for you?
What will you do differently as a result?
What revisions have you made in your SIP for 2005-06 to address those challenges?

5. District Support *What do we need from the district?* **(5 minutes)**

How are you utilizing your instructional support staff?
How else can we help you reach your school improvement goals?

6. Questions and Feedback **(15 minutes)**

EMERSON ELEMENTARY

State of the School Review of Student Achievement

February 15, 2005

4:15 – 5:15

Agenda

1. Introductions
2. Data Analysis
3. Plan for 2004 – 2005
4. School Improvement Plan 2005 – 2006
5. District Support
6. Questions and Feedback

Participants

Cynthia Jones	principal
Lynn Reynolds	assistant principal
Laura Autio	math specialist
Fred Fanning	teacher grades 4/5
Sheri Gifford	teacher grade 2, writing cadre representative
Sue Rookaird	reading specialist

School Improvement Plan 2005-2006

School: Emerson ElementaryPrincipal: Cynthia JonesDate: February 15, 2005

Reading Target:

80.2 % of students in all strands will meet standard in reading as measured by the WASL.

The percentage of fourth grade students scoring at Level 2 will decrease from 16.5% to 10%, while the percentage of students scoring at Level 4 will increase from 23.1% to 30%. Comprehension of Literary Text will increase from 61.1% of students meeting standard in this area to 70%, while Analysis of Informational Text will likewise increase from 68.9% of students meeting standard to 75%.

S.M.A.R.T. Processes					S.M.A.R.T. Results	
Instructional Leadership Plan (Map)		Resources			Evidence of Implementation:	Evidence of Impact:
Instructional Practices: What are we going to do?	Schedule of Activities	People/Team Involved	Materials Needed	Budget Required	What are teachers doing?	What are students doing?
INCREASING STUDENT LEARNING						
Assess students using a short common assessment every six weeks. Collaboratively discuss results and instructional implications	<ul style="list-style-type: none"> - ½ day release time per month (8 months) per grade level - Assess students in early fall (DRA, A2L), late fall (readinga-z benchmark books), early winter (DRA, A2L), late winter (readinga-z benchmark books), early spring (readinga-z benchmark books), late spring (DRA, A2L) 	<ul style="list-style-type: none"> - Sue Rookaird, reading specialist - District reading staff, Christy Clausen - All classroom teachers 	<ul style="list-style-type: none"> - DRA - Assess2Learn - readinga-z benchmark books - Diagnostic materials 	- \$13,000 for half-day release substitutes	<ul style="list-style-type: none"> - Assessing students using Kinder assessment (K), DRA (1 – 2), Assess2Learn (3 – 5) three times a year - Assessing students using readinga-z benchmark books (1 – 5) three times a year - Using assessment and observational data to determine student instructional levels - Planning instruction to meet identified needs, particularly for low achieving students - Kinder teachers working with Christy Clausen to determine appropriate short, easily scored kinder assessment for use three times a year 	<ul style="list-style-type: none"> - Demonstrating increasing skills on building and district assessments
Continue to support the	- ½ day release time	- Sue Rookaird,	- Sufficient	- \$13,000 for	- Administering common,	- Exhibiting evidence of

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Appendix B

elements of a balanced reading program focusing on Guided Reading	<ul style="list-style-type: none"> per month (8 months) per grade level - On-going – Continue to purchase sets of leveled books for Guided Reading - On-going – Continue to improve and maintain the book storage room 	<ul style="list-style-type: none"> reading specialist - District reading staff - Classroom teachers - Para-educators and support staff 	<ul style="list-style-type: none"> numbers of sets of leveled books at all levels - Baskets, labels, baggies, etc. for organization of book sets - Materials for student independent work at centers 	<ul style="list-style-type: none"> half-day release substitutes - \$500 Title 1 money for book sets - \$700 for subscription to reading a-z.com 	<ul style="list-style-type: none"> formative assessments every six weeks - Selecting materials and implementing instruction based upon defined student needs - Making adjustments in instruction in response to changing student needs. - Meeting more frequently with low-performing groups - Teaching students through modeled, shared, and guided reading, and providing students the opportunity for independent reading 	<ul style="list-style-type: none"> increased comprehension and more fluent reading as measured by the WASL and DRA - Being engaged in focused small group reading instruction - Participating in modeled, shared, guided, and independent reading
Focus on questioning using higher level thinking skills and complete responses to short- and extended-response questions, especially on non-fiction topics	<ul style="list-style-type: none"> - Oct 05 – Examine assessment data and WASL release items to target areas of need and to focus on specific stems - On-going– Incorporating WASL stems into instruction - On-going – Extending answers and using WASL stems in classroom guidance activities 	<ul style="list-style-type: none"> - Margaret Perry, ELL support - Kendall Berry, counselor - ELL staff (Victoria Bosket, Sue Rookaird, Nataliya Serova) - All teachers 	<ul style="list-style-type: none"> - WASL and DRA results - WASL release items - IMS information - Common vocabulary list - WASL stems 	<ul style="list-style-type: none"> - No budget requirement identified at this time 	<ul style="list-style-type: none"> - Using WASL stems to focus questions, model responses, and teach how to answer questions completely - Using common reading vocabulary consistently across all grade levels - Incorporating strategies helpful to ELL and other low language students - ELL staff: Providing additional assistance to eligible students. - Providing Extended Day opportunities for low-performing students 	<ul style="list-style-type: none"> - Exhibiting evidence of higher level thinking skills as measured by WASL and classroom assessments - Responding completely to short- and extended-response questions as measured by WASL - Reading more books as measured by AR or log of reading
INCREASING STAFF LEARNING						
Develop consistency in using short, frequent common reading assessments to measure and diagnose student progress	<ul style="list-style-type: none"> - Assess students in early fall (DRA, A2L), late fall (readinga-z benchmark books), early winter (DRA, A2L), late winter (readinga-z benchmark books), early spring (readinga-z benchmark books), 	<ul style="list-style-type: none"> - Classroom teachers - Sue Rookaird - District reading support 	<ul style="list-style-type: none"> - DRA, Assess2Learn, readinga-z.com 	<ul style="list-style-type: none"> - \$700 for subscription to reading a-z.com 	<ul style="list-style-type: none"> - Developing skill in using assessments to diagnose student needs and plan instruction - Giving assessments in a consistent manner 	<ul style="list-style-type: none"> - Increasingly demonstrating improved responses in reading skills as measured by teacher assessment and written responses on the WASL

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Continue to build skill in and knowledge of Guided Reading techniques	late spring (DRA, A2L) - ½ day release time per month (8 months) per grade level - On-going – Continue to purchase sets of leveled books for Guided Reading - On-going – Continue to improve and maintain the book storage room - On-going – Planning Guided Reading lessons collaboratively and discussing how to improve those lessons	- Sue Rookaird, reading specialist - District reading staff - Classroom teachers - Para-educators and support staff	- Sufficient numbers of sets of leveled books at all levels - Materials for independent center activities for students	- \$13,000 for half-day release substitutes - \$500 Title 1 money for book sets - \$700 for subscription to reading a-z.com	- Increasing in skill and confidence with Guided Reading - Developing knowledge of available books and a bank of independent activities for students - Using Guided Reading more frequently with students, targeting instruction to identified student needs and reading levels - Collaborating on how to best meet students' reading needs	- Increasing in skill and confidence as readers as measured by DRA, WASL, AR reading logs, and teacher conferences
INCREASING PARENT INVOLVEMENT						
Host family activities focused on reading: inviting an author as the presenter, expanded library hours, reading events, etc.	On-going July, August 2006 - Open library one day per week, 9:00 - 12:00 for book check-out	- Title 1 Parent Involvement Committee - Donna Bosman, librarian - Sue Rookaird, reading specialist	- Refreshments - Invitations in four languages	- \$1000 from Title 1 Parent Involvement budget for refreshment, translations, childcare, and materials - \$1,000 from Title 1 budget for up to 6 family evenings – one per grade level	- Planning and participating in family activities - Encouraging students and families to attend - Developing better relationships with students and families - Specifically inviting parents of low performing students through phone call or written invitation	- Participating in family activities as appropriate - Increasing the amount they are reading at home
Homework Help parent evenings on reading questioning strategies	Fall/Winter 05 - 06	- Title 1 Parent Involvement Committee - Sue Rookaird, reading specialist - Grade level teachers	- Refreshments - Invitations in four languages	- \$1000 from Title 1 Parent Involvement budget for refreshments, translations, childcare, and materials	- Planning and participating in Homework Help evenings - Encouraging students and families to attend especially parents of low-performing students - Developing better relationships with parents	- Practicing their reading strategies at home with increased parental support and involvement

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School Improvement Plan 2005-2006

School: Emerson Elementary

Principal: Cynthia Jones

Date: February 15, 2005

Writing Target:

48.6% of students in all strands will meet standard in writing as measured by the WASL.

S.M.A.R.T. Processes					S.M.A.R.T. Results	
Instructional Leadership Plan (Map)		Resources			Evidence of Implementation:	Evidence of Impact:
Instructional Practices: What are we going to do?	Schedule of Activities	People/Team Involved	Materials Needed	Budget Required	What are teachers doing?	What are students doing?
INCREASING STUDENT LEARNING						
Focus on the strands of: - content by understanding the prompt and writing with narrow focus. - organization by demonstrating use of transition words and elaboration. - style by demonstrating use of varied sentence structure and word choice.	- On-going - Direct at least five specific grade-level writing tasks: 1 narrative, 1 expository, 1 science, 1 math, and 1 grade level specific - On-going - Score writing tasks together and then model scoring with students - On-going - Continue to model using a variety of content areas - On-going - Using organizational skills in classroom guidance lessons	- District writing staff - Ric Williams - Kendall Berry, counselor - Grade level teams - ELL staff - All staff	- Writing tasks, directions, and scoring rubrics	- \$13,000 for half-day release substitutes	- Writing and directing specific grade level writing tasks - Scoring and discussing student responses - Teaching how to select and use graphic organizers - Identifying and teaching other appropriate organizational strategies - ELL staff: Providing additional assistance to eligible students - Providing additional scaffolding for low-achieving students	- Writing more focused, better organized and more fluent responses in all curricular areas, as measured by grade level writing tasks and WASL
Focus on the trait of conventions in all areas of the curriculum: - K-2: capitals and end punctuation - 3-5: paragraphing	- On-going - Focus on the trait of conventions and score for this trait on all writing tasks	- All staff	- Word study materials	- No budget requirements identified at this time	- Using district resources to teach conventions	- Demonstrating correct use of writing conventions as measured by responses on grade level writing tasks and WASL
Focus on teaching students non-fiction	- On-going - Provide short, frequent	- District writing staff	- Writing tasks for non-fiction	- No budget requirements	- Modeling the writing process and the	- Writing to on-demand writing tasks in all

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writing across content areas	<ul style="list-style-type: none"> opportunities for writing across content areas: math, science, social studies, health, etc. On-going – Provide frequent and ample feedback to students 	<ul style="list-style-type: none"> District math staff, science staff, and other curricular area staff All staff 	<ul style="list-style-type: none"> writing Support materials to help students learn skills of non-fiction writing 	identified at this time	<ul style="list-style-type: none"> development of a piece of writing Providing short, frequent opportunities to write in all curricular areas Providing frequent feedback and support 	<ul style="list-style-type: none"> curricular areas Discussing, revising, and editing their writing
INCREASING STAFF LEARNING						
Collaboratively plan opportunities for non-fiction writing across the curriculum.	<ul style="list-style-type: none"> On-going – Meet collaboratively to plan writing opportunities Training with Lynn Watson on writing instruction Develop and use common vocabulary around writing 	<ul style="list-style-type: none"> All staff District writing staff 	<ul style="list-style-type: none"> Writing tasks for non-fiction writing Support materials to help students learn skills of non-fiction writing 	Pay for Lynn Watson	<ul style="list-style-type: none"> Planning and implementing non-fiction writing tasks Learning about teaching strategies for non-fiction writing and student feedback Compiling and intentionally using common writing vocabulary 	<ul style="list-style-type: none"> Practicing writing across the curriculum Improving in their writing skills as measured by the WASL and grade level writing tasks
<ul style="list-style-type: none"> Score and discuss writing samples after each grade-level writing task using new District rubric. Plan and evaluate collaboratively. Increase consistency in expectations for on-standard non-fiction writing. 	<ul style="list-style-type: none"> Sept 05 – Each grade level plans five writing tasks ½ day release time per month (8 months) per grade level 	<ul style="list-style-type: none"> All staff District writing staff Grade level teams 	<ul style="list-style-type: none"> No materials requirements identified at this time 	-\$13,000 for half-day release substitutes	<ul style="list-style-type: none"> Giving an on-demand writing task in a uniform manner five times a year Critically and uniformly scoring and discussing writing samples after each writing task Discussing lessons learned and determining next steps for instruction 	<ul style="list-style-type: none"> Practicing their writing skills to an on-demand writing task Scoring other students' writing Reflecting upon the qualities that could improve their own writing
INCREASING PARENT INVOLVEMENT						
Share writing focus, student work, and writing ideas in the Falcon Flyer	Monthly	Cynthia Jones	No materials requirements identified at this time	No budget requirements identified at this time	<ul style="list-style-type: none"> Selecting samples of student writing to include in Falcon Flyer 	<ul style="list-style-type: none"> Reading their own and other student's writing Writing more frequently
Display on-standard student writing	On-going	<ul style="list-style-type: none"> Cynthia Jones Title 1 Parent Involvement Committee Lynn Reynolds 	<ul style="list-style-type: none"> No materials requirements identified at this time 	<ul style="list-style-type: none"> No budget requirements identified at this time 	<ul style="list-style-type: none"> Planning and participating in sharing writing at school events Developing better relationships with students and families 	<ul style="list-style-type: none"> Practicing their writing strategies at home with increased parental support and involvement Writing more frequently

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School Improvement Plan 2005-2006

School: Emerson ElementaryPrincipal: Cynthia JonesDate: February 15, 2005

Math Target:

47.3% of students in all strands will meet standard in math as measured by the WASL.

S.M.A.R.T. Processes					S.M.A.R.T. Results	
Instructional Leadership Plan (Map)		Resources			Evidence of Implementation:	Evidence of Impact:
Instructional Practices: What are we going to do?	Schedule of Activities	People/Teams Involved	Materials Needed	Budget Required	What are teachers doing?	What are students doing?
INCREASING STUDENT LEARNING						
Assess students using a short common assessment every six weeks. Collaboratively discuss results and instructional implications	<ul style="list-style-type: none"> - ½ day release time per month (8 months) per grade level - Assess students in early fall, late fall, early winter, late winter, early spring, late spring using District assessment grades 3-5 three times a year 	<ul style="list-style-type: none"> - District math staff - Classroom teachers - Laura Autio, math specialist 	<ul style="list-style-type: none"> - Assessment materials - Scoring sheets - Diagnostic materials 	- \$13,000 for half-day release substitutes	<ul style="list-style-type: none"> - Assessing students using Assess2Learn, District math assessments, and other building-level math assessments - Using assessment and observational data to determine student instructional levels. - Planning instruction to meet identified needs, particularly for low achieving students 	<ul style="list-style-type: none"> - Demonstrating increasing skills on building and District assessments
Focus on teaching students strategies to organize and share mathematical information and to write precise responses to short- and extended-	<ul style="list-style-type: none"> - Nov 05 – Examine assessment data and WASL release items to target areas of need and focus - Winter 05 – Discuss in grade levels where areas of weakness are found in the curriculum, and refine 	<ul style="list-style-type: none"> - All staff - District math support staff - Ric Williams - Cynthia Jones - Lynn Reynolds - Title 1 math staff (Laura Autio, Chris 	<ul style="list-style-type: none"> - WASL assessment data - WASL release items - Investigations curricular materials - List of common math 	- \$13,000 for half-day release substitutes	<ul style="list-style-type: none"> - Teaching strategies to organize and share mathematical information - Using common expectations for written responses consistently across all grade levels - Becoming more 	<ul style="list-style-type: none"> - Writing organized and complete answers that incorporate rich math vocabulary, as measured by classroom and district assessments and WASL - Discussing their math

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response questions	strategies to teach those areas - On-going - Develop strategies to teach students to be more successful in written responses - On-going - Collaboratively plan lessons in areas of weakness - Jan. 06 - Meet to articulate and align expectations for written responses K-5	Weatherby, Linda Thomsen)	vocabulary		informed of student skills needed and where those skills are taught in the curriculum - Title 1 math staff teaching math skills at recess math lab and before school math to students needing additional assistance	strategies and responses with staff and other students
INCREASING STAFF LEARNING						
Increase skill in teaching strategies to organize and share mathematical information and to write precise responses to short- and extended-response questions: - Using accurate and powerful math vocabulary - Labeling - Reading prompt carefully and responding to prompt - Avoiding pronouns - Writing complete ideas or comparisons	- Nov 05 – Examine assessment data and WASL release items to target areas of need and focus - Fall 05 – Discuss in grade levels where areas of weakness are found in the curriculum, and refine strategies to teach those areas - Develop strategies to teach students to be more successful in written responses - Collaboratively plan lessons in areas of weakness - Score and discuss math writing tasks and align scoring expectations	- District math staff - Building math staff - All teachers	- WASL results - WASL release items - IMS information - Results of building math assessments	- \$13,000 for half-day release substitutes	- Learning more about how the math WASL is constructed and scored, and what is expected of students - Compiling and intentionally using common math vocabulary - Consistently using strategies to help students organize information - Being clear about the standard of work expected on WASL	- Writing organized and complete answers that incorporate rich math vocabulary, as measured by classroom and district assessments and WASL - Discussing their math strategies and responses with staff and other students
Examine and analyze WASL release items to inform instruction	- Nov 05 – Examine assessment data and WASL release items to target areas of need and focus - Winter 05 – Discuss in grade levels where areas of weakness are found in the	- District math support staff - All staff - Cynthia Jones - Lynn Reynolds - Ric Williams	- WASL results - WASL release items - IMS information	- \$13,000 for half-day release substitutes	- Examining WASL math data - Examining WASL release items - Determining areas of weakness for Emerson students - Collaboratively planning	- Practicing in areas of weakness - Improving in their math short- and extended-answer responses, as measured by classroom assessments and WASL

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	<ul style="list-style-type: none"> curriculum, and refine strategies to teach those areas - Jan. 06 – Meet to articulate and align expectations for written responses K-5 - On-going – Collaboratively plan lessons in areas of weakness 				<ul style="list-style-type: none"> lessons and strategies to target areas of weakness - Implementing planned lessons and strategies - Reflecting on progress and revising as necessary - Articulating and aligning expectations for written responses K-5 	
INCREASING PARENT INVOLVEMENT						
Family Math Night	Winter 05 - 06	<ul style="list-style-type: none"> - Laura Autio, math specialist - Chris Weatherby, Linda Thomsen, math paraeducators - Various staff - Cynthia Jones - Lynn Reynolds 	<ul style="list-style-type: none"> - Math games and activities - Math books - Math computer games and activities - Refreshments - Invitations in four languages 	- \$1000 from Title 1 Parent Involvement budget for refreshments, translations, childcare, and materials	<ul style="list-style-type: none"> - Planning and participating in the family math night - Encouraging students and families to attend, especially parents of low-performing students - Building better relationships with students and families 	<ul style="list-style-type: none"> - Participating in math games and activities as a family - Practicing math skills and strategies with parent support
Family Board Game Night	Spring 06	<ul style="list-style-type: none"> - Cynthia Jones - Lynn Reynolds - PTA - Various staff 	<ul style="list-style-type: none"> - Board games incorporating math skills - Refreshments - Invitations in four languages 	- \$1000 from Title 1 Parent Involvement budget for refreshments, translations, childcare, and materials	<ul style="list-style-type: none"> - Planning and participating in the family board game night - Encouraging students and families to attend, especially parents of low-performing students - Developing better relationships with students and families 	<ul style="list-style-type: none"> - Participating in board games as a family - Practicing math skills and strategies with parent support

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School Improvement Plan 2004-2005

School: Emerson ElementaryPrincipal: Cynthia JonesDate: February 15, 2005**Science Target:**

35.5% of students in all strands will meet standard in science as measured by the fifth grade WASL.

S.M.A.R.T. Processes					S.M.A.R.T. Results	
Instructional Leadership Plan (Map)		Resources			Evidence of Implementation:	Evidence of Impact:
Instructional Practices: What are we going to do?	Schedule of Activities	People/Team Involved	Materials Needed	Budget Required	What are teachers doing?	What are students doing?
INCREASING STUDENT LEARNING						
Teach at least two new science kits	<ul style="list-style-type: none"> - Fall – Winter 05-06 – Teach content from one new kit - Winter – Spring 06 – Teach content from second new kit 	<ul style="list-style-type: none"> - Classroom teachers 	<ul style="list-style-type: none"> - Kits provided by district 	<ul style="list-style-type: none"> - Included in building materials and supplies budget 	<ul style="list-style-type: none"> - Teaching content from two new kits 	<ul style="list-style-type: none"> - Applying inquiry around different science concepts
Provide opportunities for reading and coached writing around science topics. Concentrate on text features, vocabulary, making predictions, and extending thinking.	<ul style="list-style-type: none"> - On-going – Use a variety of texts for reading instruction - On-going – Provide students opportunities to write in science - On-going – Provide students with feedback and opportunities to revise and edit their writing 	<ul style="list-style-type: none"> - Classroom teachers - Support staff 	<ul style="list-style-type: none"> - Non-fiction text (example: <i>Time for Kids</i>) - Writing tasks from science kits 	<ul style="list-style-type: none"> - Included in building materials and supplies budget 	<ul style="list-style-type: none"> - Modeling and providing guided and independent practice in making predictions and extending thinking - Teaching text features and science vocabulary - Teaching students how to respond in non-fiction writing - Providing extra support and scaffolding for low-achieving students 	<ul style="list-style-type: none"> - Reading science text, increasing their comprehension and extending their thinking - Writing about their science thinking and learning
INCREASING STAFF LEARNING						
Learning content and vocabulary necessary for relevant science topics	<ul style="list-style-type: none"> - On-going - - Compile and intentionally use common science vocabulary - Discuss and 	<ul style="list-style-type: none"> - Classroom teachers 	<ul style="list-style-type: none"> - Kits provided by the district - Vocabulary lists 	<ul style="list-style-type: none"> - No budget requirements identified at this time 	<ul style="list-style-type: none"> - Preparing chart or word wall of science vocabulary - Planning lessons - Deepening 	<ul style="list-style-type: none"> - Applying inquiry around different science concepts

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	collaboratively plan science units				understanding of science topics	
Increase skill in teaching strategies to organize and share science information	- On-going - Consistently use strategies to help students organize information: Inspiration, Thinking Maps, charts, tables, etc.	- All staff	- Materials currently available	- No budget requirements identified at this time	- Modeling use of organizational strategies - Providing students opportunities to use different organizational strategies	- Demonstrating increasing ability to organize thinking in verbal and written form
INCREASING PARENT INVOLVEMENT						
Display science work around the school: bulletin boards, hallway displays, tech night, science fair, etc.	- On-going - Display student work in different venues and formats	- All staff	- Materials currently available	- No budget requirements identified at this time	- Sharing student work in a variety of formats and venues - Developing better relationships with students and families	- Sharing their experiences and learning in science with their families - Practicing science skills and strategies with parent support

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School Improvement Plan 2005-2006

School: Emerson ElementaryPrincipal: Cynthia JonesDate: February 15, 2005

Other Goals:

- Equity and Diversity
- Civility, Physical and Emotional Safety

S.M.A.R.T. Processes					S.M.A.R.T. Results	
Instructional Leadership Plan (Map)		Resources			Evidence of Implementation:	Evidence of Impact:
Instructional Practices: What are we going to do?	Schedule of Activities	People/Team Involved	Materials Needed	Budget Required	What are teachers doing?	What are students doing?
EQUITY AND DIVERSITY						
INCREASING STUDENT LEARNING						
Recognize and appreciate diverse student backgrounds through integration into daily curricular activities and focused units	On-going - daily curricular activities; e.g.: focus on article in weekly <i>Time for Kids</i> that highlights diversity or different cultures or areas of the world; lessons from Second Step, Steps to Respect At least once yearly – focused units, e.g.: - 1 st grade diversity explored through age-appropriate literature (classroom guidance) - 2 nd grade heritage project - 5 th grade immigration project	- Kendall Berry, counselor - Classroom teachers - All staff	- Various classroom materials and supplies, including <i>Time for Kids</i>	- Included in building materials and supplies budget	- Teaching about diverse backgrounds and modeling appreciation for diverse backgrounds through daily classroom activities and specific units - Examining disaggregated data to determine how different groups of students are doing at meeting standards, and adjusting teaching as necessary	- Recognizing the value and importance of different cultures, beliefs, and backgrounds of fellow students - Learning and demonstrating principles of fairness, awareness, inclusion and respect, as measured by discipline referrals and student surveys
INCREASING STAFF LEARNING						

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Increase understanding and awareness of our changing population	On-going – Disseminate information about: - diverse cultures - McKinney-Vento Act and policies regarding homeless youth - children of poverty	- Kendall Berry - Cynthia Jones - Lynn Reynolds - All staff	- No materials requirements identified at this time	- No budget requirement identified at this time	- Increasing their understanding of the circumstances in which our students live - Building better relationships with students and families	- Building closer connections with adults at the school
Increase skill in strategies to work with ELL students, Special Ed students, and children of poverty	- On-going – Collaboratively plan ways to meet the needs of diverse learners in lessons and to incorporate diverse ways for students to show what they know and can do	- Kendall Berry - Cynthia Jones - Lynn Reynolds - Margaret Perry, District ELL staff - Title 1 staff - ELL staff - All staff	- Lists of common vocabulary for reading, writing, math, science, and social studies - WASL stems	- No budget requirement identified at this time	- Increasing their understanding of strategies that are effective with diverse students, ELL students, Special Ed students, and students of poverty - Increasingly utilizing these strategies	- Being more successful academically as measured by classroom assessments and WASL - Experiencing fewer behavior problems as measured by Make Your Day data and behavior intervention tracking
INCREASING PARENT INVOLVEMENT						
Support families for school success	On-going - Connect families with physical and mental resources necessary for school success - Meet family needs pro-actively and in times of crisis - Connect the school with community agencies/ partners - Provide books in other languages for check-out - Use translators and interpreters for school events	- Kendall Berry - Cynthia Jones - Lynn Reynolds - Title 1 staff - ELL staff - Donna Bosman, teacher-librarian	- Backpacks, school supplies - Children's clothing - Books in other languages	- \$1000 from Title 1 Parent Involvement budget for refreshments, translations, childcare, and materials - \$500 from building budget for continued purchase of books in other languages for the library	- Providing resources and support for school success - Referring families to outside agencies as appropriate - Using translators and interpreters to increase parent access, especially parents of low-performing students	- Being more successful academically, as measured by classroom assessments and WASL - Experiencing fewer behavior problems, as measured by Make Your Day data and behavior intervention tracking
CIVILITY, PHYSICAL AND EMOTIONAL SAFETY						
INCREASING STUDENT LEARNING						
Maintain student safety and respect	On-going – Continue: - Make Your Day school wide - Classroom guidance curriculum: Steps to	- Cynthia Jones - Lynn Reynolds - Kendall Berry - All staff	- Make Your Day training materials - Make Your Day	- \$500 to train new staff in MYD - \$500 to send staff to MYD	- Using Make Your Day consistently in all parts of the school, across all grade levels - Teaching social skills	- Making safe and appropriate behavior choices - Experiencing fewer behavior problems as

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	<ul style="list-style-type: none"> Respect, Second Step - Great Body Shop - Conflict Mediators, Safety Patrol - Enforce Harassment, Intimidation, and Bullying policies - Maintain discipline 		<ul style="list-style-type: none"> classroom materials and forms - Steps to Respect, Second Step, Great Body Shop materials 	conference	<ul style="list-style-type: none"> and decision-making processes - Enforcing disciplinary policies and procedures equitably 	<ul style="list-style-type: none"> measured by Make Your Day data and behavior intervention tracking - Successfully and safely resolving conflicts. - Feeling safe at school as measured by student and parent surveys
INCREASING STAFF LEARNING						
Continue to discuss and monitor consistency of Make Your Day	<ul style="list-style-type: none"> - Aug 05 – Train new staff in MYD - Sept. 2005 - Several staff to attend MYD conference in Seattle - On-going – Administrators include feedback on use of MYD in informal visits, formal observations, and evaluations - On-going – Review and discuss MYD in staff meetings 	<ul style="list-style-type: none"> - Cynthia Jones - Lynn Reynolds - Staff new to Emerson - All staff 	<ul style="list-style-type: none"> - Make Your Day training materials 	<ul style="list-style-type: none"> - \$500 to train new staff - \$500 to pay trainer 	<ul style="list-style-type: none"> - Discussing and reviewing MYD common expectations and appropriate use - Striving to become more consistent in approach and expectations - Working collaboratively to improve our practice of Make Your Day 	<ul style="list-style-type: none"> - Making safe and appropriate behavior choices - Experiencing fewer behavior problems as measured by Make Your Day data and behavior intervention tracking
INCREASING PARENT INVOLVEMENT						
Inform parents of school programs that support a safe and healthy learning environment	<ul style="list-style-type: none"> - Fall, Winter and Spring 05 – 06 - Make Your Day Goes Home parent classes - Winter 05 – HIB parent information class 	<ul style="list-style-type: none"> - Kendall Berry - Cynthia Jones - Classroom teachers 	<ul style="list-style-type: none"> - Make Your Day parent information materials - HIB parent information materials 	<ul style="list-style-type: none"> - \$1000 from Title 1 Parent Involvement budget for refreshments, translations, childcare, and materials 	<ul style="list-style-type: none"> - Specifically inviting parents of low performing students through phone call or written invitation - Building better relationships with students and families 	<ul style="list-style-type: none"> - Benefiting from increased structure and consistency at home
Increase parent ability to provide a safe and healthy home environment	<ul style="list-style-type: none"> - On-going - 'Make Your Day Goes Home' parent classes - Counselor parenting classes and meetings with parents and families 	<ul style="list-style-type: none"> - Kendall Berry - Cynthia Jones - Lynn Reynolds 	<ul style="list-style-type: none"> - Various informational materials to be determined based on need 	<ul style="list-style-type: none"> - \$1000 from Title 1 Parent Involvement budget for refreshments, translations, childcare, and materials 	<ul style="list-style-type: none"> - Planning and participating in parent classes - Specifically inviting parents of low performing students through phone call or written invitation - Building better relationships with students and families 	<ul style="list-style-type: none"> - Benefiting from increased structure and consistency at home

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3A.2 BUILDING-LEVEL TECHNOLOGY AND LEARNING IMPLEMENTATION PLAN

Name of School: Emerson Elementary	Grades (Example: Elem / MS / HS): PK - 5
School Improvement Goal (taken from your building's School Improvement Plan): Increase number of students meeting math standard by 12%, reading standard by 4%, writing standard by 5%, and science standard by 7%.	
Technology and Learning Strategy: To improve higher level thinking skills through the effective use of technology.	
Rationale (Research): A Theory-Based Meta-Analysis of Research on Instruction by Robert Marzano (1998) indicated that there are nine strategies that have a high probability of enhancing student achievement for all students in all subject areas at all grade levels. Word Processing and Organizing Software such as Inspiration are excellent tools to support many of those strategies, specifically: summarizing, use of analogies, practice, nonlinguistic representations (graphic organizers), cooperative learning, providing feedback, and using advance organizers.	

School Year	Activity	Person(s) Responsible	Hardware (HW), Software (SW), & Tech Support (TS) Needs	Professional Development (PD) Needs	Purchase / Budget / Potential Funding Source(s)	Evaluation Strategies and/or Tools
	<i>What actions will occur? What steps will staff take to achieve this goal?</i>	<i>Who will provide leadership? Who will do the work to make sure that this activity occurs?</i>	<i>What HW, SW and TS are needed to reach this goal? Include quantities and distribution.</i>	<i>What professional development does the staff need in order to take the steps to achieve this goal?</i>	<i>What is the cost of the additional HW, SW, TS and PD needed to reach this goal? What are the possible funding sources? Include building and district sources, as well as grants.</i>	<i>How will you evaluate the implementation of this strategy? What tool(s) will you use?</i>
Year 2: 2005-2006	<ul style="list-style-type: none"> - Students will write with improved organization and fluency through experience in keyboarding and graphic organizers, - Staff will continue instruction in keyboarding; increase use of Inspiration 7.5 	<ul style="list-style-type: none"> - Kari Eggink, tech specialist - Writing committee - All staff 	<ul style="list-style-type: none"> - Tech support for continued training and dissemination of instructional ideas 	<ul style="list-style-type: none"> - Continued training in use of software and hardware 	<ul style="list-style-type: none"> - No budget requirements 	<ul style="list-style-type: none"> - Students will improve on WASL Writing and on short- and extended-response items of Reading, Math and Science WASL
	<ul style="list-style-type: none"> - Students will demonstrate improved math skills through experience with Investigations software and SchoolKit 	<ul style="list-style-type: none"> - Kari Eggink, tech specialist - District math support staff - All staff 	<ul style="list-style-type: none"> - Tech support for continued training and dissemination of instructional ideas 	<ul style="list-style-type: none"> - Continued training in use of software and hardware 	<ul style="list-style-type: none"> - No budget requirements 	<ul style="list-style-type: none"> - Students will improve on Math WASL and math unit assessments

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	<ul style="list-style-type: none"> - Staff will increase use of Investigations software and SchoolKit 					
	<ul style="list-style-type: none"> - Students will improve in their ability to analyze and edit work - Staff will increase the use of visual presentation tools such as Elmos, digital cameras and In-Focus projectors for teaching and learning - Staff will integrate VideoStreaming into lessons where appropriate 	<ul style="list-style-type: none"> - Kari Eggink, tech specialist - All staff - District tech support 	<ul style="list-style-type: none"> - 8 Elmos, 1 per 4 teachers 	<ul style="list-style-type: none"> - Training in use of Elmo and instructional ideas - Training in use of VideoStreaming 	<ul style="list-style-type: none"> - 8 Elmos @ \$350 each, tax, shipping & handling - \$3,500 From Tech Bond - \$500 for staff development From Staff Development money 	<ul style="list-style-type: none"> - Students will improve on written assessments - Students will view appropriate video clips to enhance understanding
	<ul style="list-style-type: none"> - Parents will see students use technology for a variety of uses in class projects at different events: District Tech Fair, Assemblies, Parent Nights, School Programs, etc 	<ul style="list-style-type: none"> - Kari Eggink, tech specialist - All staff - District tech support 	<ul style="list-style-type: none"> - Tech support for continued maintenance and upkeep 	<ul style="list-style-type: none"> - Continued training in use of software and hardware 	<ul style="list-style-type: none"> - Included in building materials and supplies budget 	<ul style="list-style-type: none"> - Students will demonstrate increased skill and comfort with different software and hardware in a variety of curricular areas and formats

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Everett Public Schools
March 25, 2005

Waiver Day Use
and
Student Outcomes
2002-03 through 2004-05

Report on Progress

Everett Public Schools
Three Student Day Waiver Report
to the Washington State Board of Education
2002-03 through 2004-05 School Years

Background:

In the summer of 2002 the Everett Public Schools requested and was granted a three (3) year waiver of the minimum one hundred eighty (180) day student school year requirement (RCW 28A.150.220 [5]) to allow for three (3) staff training days. The Everett waiver specified that the three professional development days would be used for:

- ◆ Developing, monitoring and updating the School Learning Improvement Plans
- ◆ Using research and best practices to identify strategies to help all students meet academic standards
- ◆ Aligning resources to accomplish maximum gains in student achievement
- ◆ Reviewing and analyzing data: demographics, discipline, and program analysis; student, parent, and staff survey perceptual data; student performance data
- ◆ Collaborating and analyzing instructional practice to improve student learning
- ◆ Training and professional development

Schools were required to develop School Improvement Plans that included specific goals that the staff would work on. Since the 2002-03 school year, staff has utilized the three waiver days to implement district wide reform initiatives in Mathematics, Science, Special Education, Guided Reading, Writing, and Harassment, Intimidation and Bullying curriculum. Schools have also utilized time to plan for and implement School Improvement Plans. These plans have identified specific strategies for improving student achievement at each site and have included activities such as Reading in Content Areas, Student Management and Discipline, Safe Schools, 4 Trait Writing and Common Writing Prompts, and the Integration of Technology and Instruction.

The activities undertaken by staff over the last three years have had a profound impact on student learning in the District.

Results

Since the original three day waiver granted the Everett Public Schools by the State Board of Education, school reform and concomitant improvements in student learning have been ongoing. Evidence of improved student learning include:

Washington Assessment of Student Learning (WASL) (Figure 1)

Reading:

WASL scores in Everett have shown a steady incremental rise. At Grade 4, reading scores have risen from 72.7% at mastery in 2001-02 to 76.9% in 2003-04. In Grade 7, reading scores have shown a marked improvement over the last three years, rising from 46.8% at standard in 2001-02 to 67.5% in 2003-04. Grade 10 reading also rose during the waiver period from 48.8% at standard in 2001-02 to 70.8% at standard in 2003-04.

Mathematics:

At Grade 4, mathematics achievement as measured by the WASL has improved slightly over the past three years (59.6% to 60.5%). However, at Grades 7 and 10, the District achieved significant improvement in student mathematics performance. In Grade 7, math scores have risen from 29% at standard in 2001-02 to 47.9% at standard in 2003-04. At Grade 10, math scores rose from 34.9% at standard in 2001-02 to 45.6% at standard in 2003-04.

Writing:

At Grade 4, student writing performance has dropped from 59.5% of the students meeting mastery in 2001-02 to 57% at mastery in 2003-04. In Grade 7, writing achievement has risen since 2001-02. Grade 7 has achieved a 17.9% increase in students meeting mastery in writing and Grade 10 has achieved a 9.1% increase since 2001-02.

FIGURE 1
Everett Public Schools
District WASL Trend Data
2001 - 2004

	School Year	Reading	Writing	Math
Grade 4:	2001-02	72.7	59.5	59.6
	2002-03	70.8	55.5	59.5
	2003-04	76.9	57.0	60.5
Grade 7:	2001-02	46.8	55.9	29.0
	2002-03	47.6	55.8	30.0
	2003-04	67.5	63.4	47.9
Grade 10:	2001-02	48.8	53.4	34.9
	2002-03	58.2	61.3	36.5
	2003-04	70.8	67.7	45.6

In addition to improving the number of students meeting standard, Everett has also focused attention on those students scoring at the lowest achievement level (Level 1: well below mastery) on the WASL.

Reading:

In Grade 4 the number of students that score in Level 1 has been constant (within 0.3%) over the time of the waiver. With only 3.8% of students in the District scoring at Level 1 in reading, the District may be approaching the level of student performance that requires extra time to move students out of Level 1. An analysis of the Grade 4 students in Level 1 indicates a strong representation of new English Language Learners and Special Education students. The District is committed to helping these students achieve mastery, but schools will need additional time and assistance. In grades 7 and 10 we have experienced significant drops in the number of students that perform at Level 1 in reading. In Grade 7, the percent of students scoring at Level 1 in reading has decreased from 15.1% in 2000-01 to 5.7% in 2003-04. In Grade 10, the drop in Level 1 performance has been 15.3% to 9.3%

FIGURE 2
Everett Public Schools
Percent of Students Achieving at each WASL Performance Level

READING		2000-01	2001-02	2002-03	2003-04
4th Grade	Level 4: above standard	23.8	33.4	25.9	29.9
	Level 3: met standard	46.9	39.3	44.9	47.1
	Level 2: below standard	24.9	23.8	23.2	18.2
	Level 1: well below standard	3.5	2.8	5.3	3.8
7th Grade	Level 4: above standard	16.9	15.0	17.4	33.8
	Level 3: met standard	23.2	31.8	30.2	33.7
	Level 2: below standard	42.5	38.9	37.4	25.6
	Level 1: well below standard	15.1	12.2	12.8	5.7
10th Grade	Level 4: above standard	39.3	31.3	42.6	56.7
	Level 3: met standard	15.4	17.5	15.6	14.2
	Level 2: below standard	19.3	24.1	20.4	17.2
	Level 1: well below standard	15.3	20.8	14.5	9.3

Writing:

The WASL only began reporting Level 1 and 3 performance breakdowns at grades 4 and 7 in 2003-04. However, if we examine the percent of students scoring below standard (Level 2), we see a decline in Grade 4 from 55.1% below standard in 2000-01 to 41.2% below standard in 2003-04. In Grade 7, the percent of students scoring below standard in 2000-01 was 45.5%, while in 2003-04 this number fell to 35.0. In Grade 10, the percent not at standard in 2000-01 was 60.4%; by 2003-04 this number fell to 32%.

FIGURE 3
Everett Public Schools
Percent of Students Achieving at each WASL Performance Level

WRITING		2000-01	2001-02	2002-03	2003-04
4th Grade	Level 4: above standard				19.8
	Level 3: met standard	44.9	59.5	55.5	37.2
	Level 2: below standard	55.1	40.5	44.5	23.8
	Level 1: well below standard				17.4
7th Grade	Level 4: above standard				21.6
	Level 3: met standard	54.5	55.9	55.8	41.8
	Level 2: below standard	45.5	44.1	44.2	21.2
	Level 1: well below standard				13.8
10th Grade					
	Percent who met standard	39.6	53.4	61.3	67.7
	Percent not meeting standard	60.4	46.6	38.7	32.0

Mathematics:

Mathematics has been a focus in the District with a new K-12 curriculum adoption implemented during the waiver period.

Student performance in Grade 4 at Level 1 has decreased from 23.7% of students in 2000-01 to 16.2% in 2003-04.

In Grade 7, this decrease is even more pronounced with the percent of students in Level 1 falling from 55.5% in 2000-01 to 27% in 2003-04.

At Grade 10 the percent of students scoring at the lowest levels of achievement fell from 36.4% in 2000-01 to 29.8% in 2003-04.

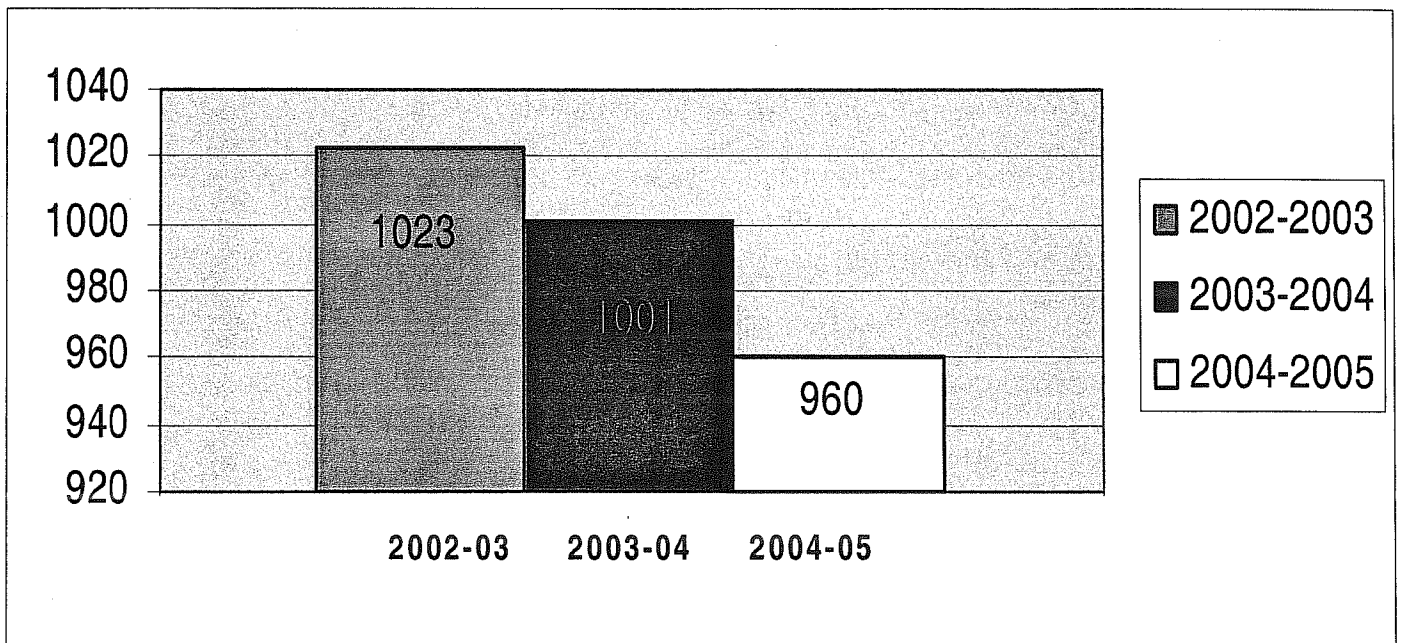
FIGURE 4
Everett Public Schools
Percent of Students Achieving at each WASL Performance Level

MATH		2000-01	2001-02	2002-03	2003-04
4th Grade	Level 4: above standard	22.5	31.0	30.0	32.9
	Level 3: met standard	24.3	28.6	29.5	27.6
	Level 2: below standard	28.6	24.0	23.2	22.4
	Level 1: well below standard	23.7	15.6	16.9	16.2
7th Grade	Level 4: above standard	10.5	10.8	12.1	18.9
	Level 3: met standard	15.3	18.2	18.0	29.0
	Level 2: below standard	17.3	17.2	22.1	24.0
	Level 1: well below standard	55.5	52.0	45.5	27.0
10th Grade	Level 4: above standard	14.7	12.4	163.0	21.6
	Level 3: met standard	18.9	22.5	20.3	24.0
	Level 2: below standard	21.7	22.9	23.5	21.4
	Level 1: well below standard	36.4	34.8	34.8	29.8

Special Education:

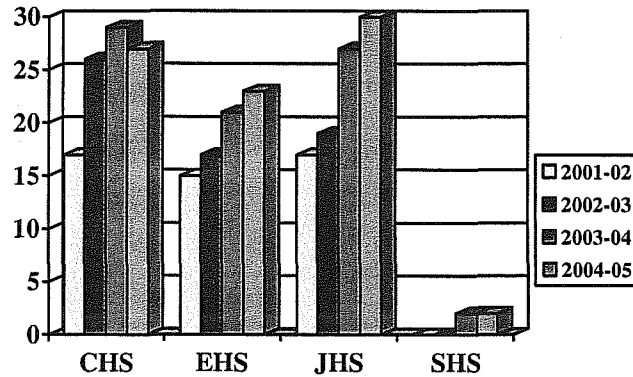
In addition to improving student academic achievement and WASL performance, the District's focus on both the lowest and highest ends of the achievement continuum has resulted in a significant decline in the number of students we are identifying as needing special education services. The number of students identified for Resource Room assistance has declined in the last three years (Figure 5). In 2002-03, the District served 1023 students in Special Education Resource Rooms; by 2004-05, this number had fallen to 960 students. This decline is attributable to improved instruction and curricular focus on the lowest performing students in the district. This focus has reduced the special education population served by Resource Rooms.

FIGURE 5
Everett Public Schools
Resource Room
Enrollment 2002 – 2004



Special Education enrollment in District Wide Resource Room Settings (K-12)

FIGURE 6
High School Challenging Options
Increased Academic Rigor
Challenging Course Offerings Including AP

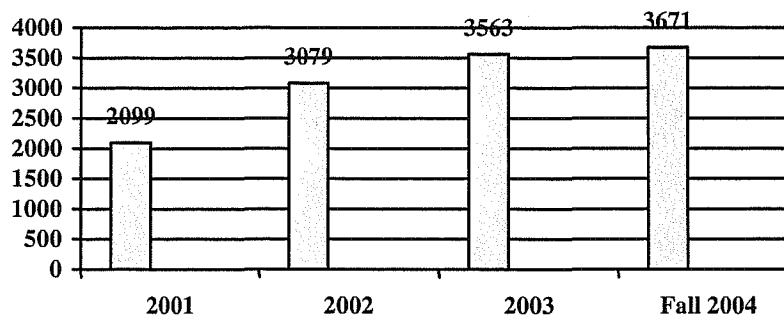


Challenging Course Options

The District has also focused attention on increasing the academic rigor of course work. This effort has resulted in an increased number of highly challenging courses available for high school students (Figure 6).

A highly challenging course is one that is designated as Honors, or Advanced, or that qualifies for Advanced Placement, College in the High School or Tech/Prep status with the community college system. In the last three years the number of classes qualifying for highly challenging status in the District has risen from 47 in 2001-02 to 82 in 2004-05.

FIGURE 7
High School Challenging Options
Total Student Enrollment in Challenging Courses

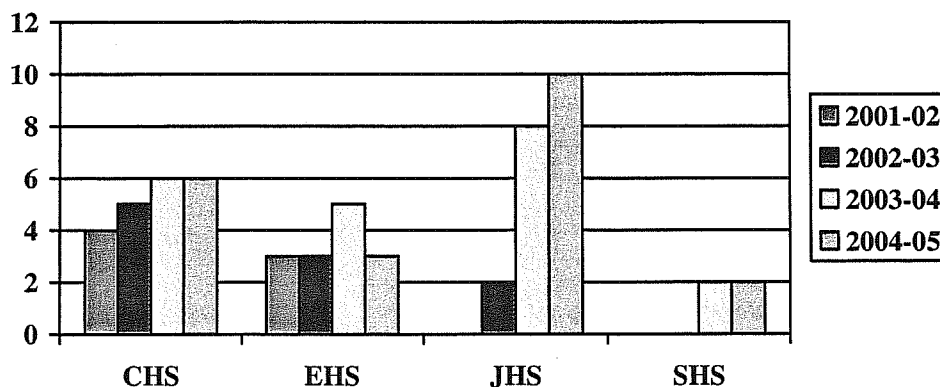


Enrollment in Challenging Options courses (Figure 7) has risen from 2099 class enrollments in 2001 to 3671 class enrollments in the fall of 2004. Increasing student participation in more rigorous courses has produced improved student achievement in all courses.

Advanced Placement

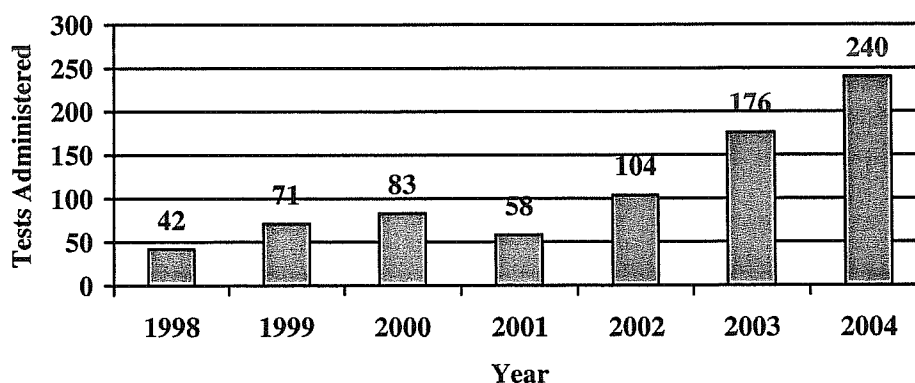
District classes qualifying for College Board Advanced Placement (AP) status have risen from nine AP courses offered in the District in 2001-02 to 21 AP courses offered in 2004-05 (Figure 8). Enrollment in these courses reached 690 students in the fall of 2004.

FIGURE 8
AP Course Offerings
(690 students enrolled 2004-05)



Students may choose to test for credit in the spring of each year. The number of Everett students choosing to take tests has been on the rise since 2001 when 58 students took some form of the exam. In the spring of 2004, 240 AP examinations were taken by Everett students, nearly a five-fold increase (Figure 9).

FIGURE 9
Number of AP Tests Taken By Everett Students



With the rise in the number of students choosing to take Advanced Placement examinations the percent of students scoring 3 or better on the exam has not changed. In 2004 the percent of students earning a 3+ on the exam held constant at approximately 67% (figure 10).

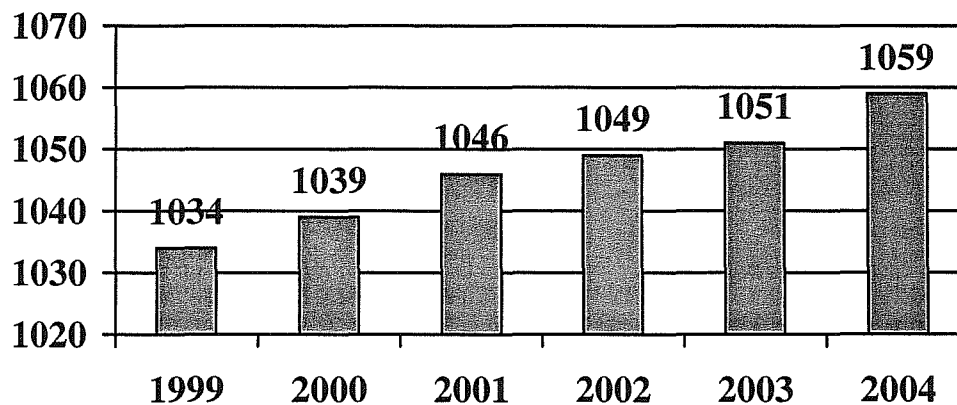
FIGURE 10
Advanced Placement Test
Performance and Participation
2001-2004

Subject Area	May 2001		May 2002		May 2003		May 2004	
	Test Participant	% of Students Scoring at 3 or better	Test Participant	% of Students Scoring at 3 or better	Test Participant	% of Students Scoring at 3 or better	Test Participant	% of Students Scoring at 3 or better
Biology			16	88.0%	15	73.0%	23	70.0%
Calculus AB					2	0.0%	4	75.0%
Calculus BC							8	88.0%
Chemistry							6	100.0%
Computer Science A			4	100.0%	1	0.0%		
Computer Science AB					1	100.0%		
English Language & Composition			45	60.0%	42	50.0%	33	64.0%
English Literature & Composition	4	100.0%	9	78.0%	19	63.0%	18	72.0%
Government and Politics Comparative			1	100.0%			1	0.0%
Government and Politics-U.S.			1	0.0%			5	60.0%
International English Language			1	100.0%				
Physics B			19	74.0%	12	75.0%	5	80.0%
Spanish Language					1	0.0%	1	0.0%
Statistics	1	0.0%						
Studio Art – Drawing	2	100.0%	5	100.0%	12	100.0%	11	54.6%
Studio Art - 3D Design							3	100.0%
Studio Art - 2D Design	7	57.0%	2	50.0%			3	66.9%
United States History			1	0.0%	37	78.0%	57	61.4%
World History					19	42.0%	62	61.3%
Total Exams	14	71.0%	104	71.0%	161	64.0%	240	65.0%
# of Subject Areas Tested	4		11		11		15	

SAT Pre-College Exam

Another outcome associated with increasing academic rigor has been the rise in District SAT performance. While student participation in the SAT is voluntary, participation has remained fairly constant over the last four years while student performance has increased. In 2001, 458 students took the SAT and achieved a combined score of 1046. By 2004, participation was 459 students with a combined score of 1059, a 13 point gain in three years (Figure 11). This performance exceeds both the state and national average for SAT performance.

FIGURE 11
High School Challenging Options
Average SAT Scores



Average SAT score comprised of average Math and Verbal subscore

Other Factors

In addition to improved academic achievement, waiver release time has also enabled the District and school staff to participate in a wide range of professional development activities ranging from Safe Schools to Guided Reading. The time has also provided an opportunity for building teams to work collaboratively and individually on projects that have benefited our students and community. By having professional development time built into the teachers' work schedules and the students' academic calendars, the District has been able to focus on improving student achievement while minimizing impacts to the community and staff. While there are many ways to provide the extra professional development and implementation time needed to realize education reform, the State-approved waiver days have been invaluable.

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2005 SIP Goals

	Reading				Writing			Mathematics				Science		
	2004 % Meeting Standard	2005 State Uniform Bar Reading	10% Reduction of % Not Meeting Standard	2005 Goal % Meeting Standard	2004 % Meeting Standard	10% Reduction of % Not Meeting Standard	2005 Goal % Meeting Standard	2004 % Meeting Standard	2005 State Uniform Bar Math	10% Reduction of % Not Meeting Standard	2005 Goal % Meeting Standard	2004 % Meeting Standard	10% Reduction of % Not Meeting Standard	2005 Goal % Meeting Standard
Cascade High School	74.4	61.5	2.6	77.0	69.6	3.0	72.6	47.0	43.6	5.3	52.3	32.2	6.8	39.0
Everett High School	63.3	61.5	3.7	67.0	56.2	4.4	60.6	40.4	43.6	6.0	46.4	27.1	7.3	34.4
Home School Resource Center	66.7	61.5	3.3	70.0	55.6	4.4	60.0	22.2	43.6	NA	43.6	22.2	7.8	30.0
Jackson High School	79.1	61.5	2.1	81.2	81.8	1.8	83.6	55.7	43.6	4.4	60.1	43.0	5.7	48.7
Sequoia High School	34.8	61.5	NA	61.5	27	7.3	34.3	6.8	43.6	NA	43.6	5.3	9.5	14.8
Eisenhower Middle School	71.3	47.6	2.9	74.2	63.8	3.6	67.4	50.7	38.0	4.9	55.6	36.1	6.4	42.5
Evergreen Middle School	62.1	47.6	3.8	65.9	59.9	4.0	63.9	43.9	38.0	5.6	49.5	43.9	5.6	49.5
Gateway Middle School	75.1	47.6	2.5	77.6	75.1	2.5	77.6	50.9	38.0	4.9	55.8	47.1	5.3	52.4
Heatherwood Middle School	77.1	47.6	2.3	79.4	72.6	2.7	75.3	59.4	38.0	4.1	63.5	45.2	5.5	50.7
Home School Resource Center	45.5	47.6	5.5	51.0	63.6	3.6	67.2	45.5	38.0	5.5	51.0	46.2	5.4	51.6
North Middle School	49.0	47.6	5.1	54.1	39.8	6.0	45.8	31.1	38.0	NA	38.0	30.8	6.9	37.7
Cedar Wood	98.2	64.2	0.2	98.4	90.8	0.9	91.7	93.6	47.3	0.6	94.2	72.4	2.8	75.2
Emerson	78.0	64.2	2.2	80.2	42.9	5.7	48.6	35.2	47.3	NA	47.3	28.3	7.2	35.5
Garfield	56.8	64.2	NA	64.2	40.5	6.0	46.5	38.7	47.3	NA	47.3	24.4	7.6	32.0
Hawthorne	57.3	64.2	NA	64.2	31.7	6.8	38.5	26.8	47.3	NA	47.3	7.1	9.3	16.4
Home School Resource Center	35.3	64.2	NA	64.2	23.5	7.7	31.2	17.6	47.3	NA	47.3	46.2	5.4	51.6
Jackson	70.6	64.2	2.9	73.5	27.5	7.3	34.8	45.1	47.3	5.5	50.6	27.9	7.2	35.1
Jefferson	78.0	64.2	2.2	80.2	49.2	5.1	54.3	61.0	47.3	3.9	64.9	34.4	6.6	41.0
Lowell	69.2	64.2	3.1	72.3	43.3	5.7	49.0	44.2	47.3	5.6	49.8	27.4	7.3	34.7
Madison	86.2	64.2	1.4	87.6	57.4	4.3	61.7	86.2	47.3	1.4	87.6	20.0	8.0	28.0
Mill Creek	92.6	64.2	0.7	93.3	84	1.6	85.6	83.0	47.3	1.7	84.7	50.5	5.0	55.5
Monroe	77.4	64.2	2.3	79.7	65.1	3.5	68.6	65.1	47.3	3.5	68.6	26.9	7.3	34.2
Penny Creek	72.3	64.2	2.8	75.1	61.5	3.9	65.4	57.7	47.3	4.2	61.9	38.4	6.2	44.6
Silver Firs	91.5	64.2	0.9	92.4	72.3	2.8	75.1	71.3	47.3	2.9	74.2	69.6	3.0	72.6
Silver Lake	61.7	64.2	3.8	65.5	40.2	6.0	46.2	48.8	47.3	5.1	53.9	25.3	7.5	32.8
View Ridge	82.1	64.2	1.8	83.9	66.3	3.4	69.7	71.6	47.3	2.8	74.4	40.9	5.9	46.8
Whittier	74.2	64.2	2.6	76.8	59.1	4.1	63.2	68.2	47.3	3.2	71.4	35.6	6.4	42.0
Woodside	80.6	64.2	1.9	82.5	51.6	4.8	56.4	61.3	47.3	3.9	65.2	56.6	4.3	60.9

Percent Meeting Standard Source: <http://reportcard.ospi.k12.wa.us> on January 4, 2005

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2006 SIP Goals

	Reading				Writing			Mathematics				Science		
	2005 % Meeting Standard	2006 State Uniform Bar Reading	10% Reduction of % Not Meeting Standard	2006 Goal % Meeting Standard	2005 % Meeting Standard	10% Reduction of % Not Meeting Standard	2006 Goal % Meeting Standard	2005 % Meeting Standard	2006 State Uniform Bar Math	10% Reduction of % Not Meeting Standard	2006 Goal % Meeting Standard	2005 % Meeting Standard	10% Reduction of % Not Meeting Standard	2006 Goal % Meeting Standard
Cascade High School	77.0	61.5	2.3	79.3	72.6	2.7	75.4	52.3	43.6	4.8	57.1	39.0	6.1	45.1
Everett High School	67.0	61.5	3.3	70.3	60.6	3.9	64.5	46.4	43.6	5.4	51.7	34.4	6.6	41.0
Home School Resource Center	70.0	61.5	3.0	73.0	60.0	4.0	64.0	43.6	43.6	5.6	49.2	30.0	7.0	37.0
Jackson High School	81.2	61.5	1.9	83.1	83.6	1.6	85.3	60.1	43.6	4.0	64.1	48.7	5.1	53.8
Sequoia High School	61.5	61.5	3.9	65.3	34.3	6.6	40.9	43.6	43.6	5.6	49.2	14.8	8.5	23.3
Eisenhower Middle School	74.2	47.6	2.6	76.8	67.4	3.3	70.7	55.6	38.0	4.4	60.1	42.5	5.8	48.2
Evergreen Middle School	65.9	47.6	3.4	69.3	63.9	3.6	67.5	49.5	38.0	5.0	54.6	49.5	5.0	54.6
Gateway Middle School	77.6	47.6	2.2	79.8	77.6	2.2	79.8	55.8	38.0	4.4	60.2	52.4	4.8	57.2
Heatherwood Middle School	79.4	47.6	2.1	81.5	75.3	2.5	77.8	63.5	38.0	3.7	67.1	50.7	4.9	55.6
Home School Resource Center	51.0	47.6	4.9	55.9	67.2	3.3	70.5	51.0	38.0	4.9	55.9	51.6	4.8	56.4
North Middle School	54.1	47.6	4.6	58.7	45.8	5.4	51.2	38.0	38.0	6.2	44.2	37.7	6.2	43.9
Cedar Wood	98.4	64.2	0.2	98.5	91.7	0.8	92.5	94.2	47.3	0.6	94.8	75.2	2.8	77.9
Emerson	80.2	64.2	2.0	82.2	48.6	5.1	53.7	47.3	47.3	5.3	52.6	35.5	7.2	42.6
Garfield	64.2	64.2	3.6	67.7	46.5	5.4	51.8	47.3	47.3	5.3	52.6	32.0	7.6	39.5
Hawthorne	64.2	64.2	3.6	67.7	38.5	6.1	44.7	47.3	47.3	5.3	52.6	16.4	9.3	25.7
Home School Resource Center	64.2	64.2	3.6	67.8	31.2	6.9	38.1	47.3	47.3	5.3	52.6	51.6	5.4	57.0
Jackson	73.5	64.2	2.6	76.2	34.8	6.5	41.3	50.6	47.3	4.9	55.5	35.1	5.4	40.5
Jefferson	80.2	64.2	2.0	82.2	54.3	4.6	58.9	64.9	47.3	3.5	68.4	41.0	6.6	47.5
Lowell	72.3	64.2	2.8	75.1	49.0	5.1	54.1	49.8	47.3	5.0	54.8	34.7	7.3	41.9
Madison	87.6	64.2	1.2	88.8	61.7	3.8	65.5	87.6	47.3	1.2	88.8	28.0	8.0	36.0
Mill Creek	93.3	64.2	0.7	94.0	85.6	1.4	87.0	84.7	47.3	1.5	86.2	55.5	5.0	60.4
Monroe	79.7	64.2	2.0	81.7	68.6	3.1	71.7	68.6	47.3	3.1	71.7	34.2	7.3	41.5
Penny Creek	75.1	64.2	2.5	77.6	65.4	3.5	68.8	61.9	47.3	3.8	65.7	44.6	6.2	50.7
Silver Firs	92.4	64.2	0.8	93.1	75.1	2.5	77.6	74.2	47.3	2.6	76.8	72.6	3.0	75.7
Silver Lake	65.5	64.2	3.4	69.0	46.2	5.4	51.6	53.9	47.3	4.6	58.5	32.8	7.5	40.2
View Ridge	83.9	64.2	1.6	85.5	69.7	3.0	72.7	74.4	47.3	2.6	77.0	46.8	5.9	52.7
Whittier	76.8	64.2	2.3	79.1	63.2	3.7	66.9	71.4	47.3	2.9	74.2	42.0	6.4	48.5
Woodside	82.5	64.2	1.7	84.3	56.4	4.4	60.8	65.2	47.3	3.5	68.7	60.9	4.3	65.3

Percent Meeting Standard Source: <http://reportcard.ospi.k12.wa.us> on January 4, 2005

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2007 SIP Goals

	Reading				Writing			Mathematics				Science		
	2006 % Meeting Standard	2007 State Uniform Bar Reading	10% Reduction of % Not Meeting Standard	2007 Goal % Meeting Standard	2006 % Meeting Standard	10% Reduction of % Not Meeting Standard	2007 Goal % Meeting Standard	2006 % Meeting Standard	2007 State Uniform Bar Math	10% Reduction of % Not Meeting Standard	2007 Goal % Meeting Standard	2006 % Meeting Standard	10% Reduction of % Not Meeting Standard	2007 Goal % Meeting Standard
Cascade High School	79.3	61.5	2.1	81.3	75.4	2.5	77.8	57.1	43.6	4.3	61.4	45.1	5.5	50.6
Everett High School	70.3	61.5	3.0	73.2	64.5	3.5	68.1	51.7	43.6	4.8	56.6	41.0	5.9	46.9
Home School Resource Center	73.0	61.5	2.7	75.7	64.0	3.6	67.6	49.2	43.6	5.1	54.3	37.0	6.3	43.3
Jackson High School	83.1	61.5	1.7	84.8	85.3	1.5	86.7	64.1	43.6	3.6	67.7	53.8	4.6	58.4
Sequoia High School	65.3	61.5	3.5	68.8	40.9	5.9	46.8	49.2	43.6	5.1	54.3	23.3	7.7	31.0
Eisenhower Middle School	76.8	47.6	2.3	79.1	70.7	2.9	73.6	60.1	38.0	4.0	64.1	48.2	5.2	53.4
Evergreen Middle School	69.3	47.6	3.1	72.4	67.5	3.2	70.8	54.6	38.0	4.5	59.1	54.6	4.5	59.1
Gateway Middle School	79.8	47.6	2.0	81.8	79.8	2.0	81.8	60.2	38.0	4.0	64.2	57.2	4.3	61.4
Heatherwood Middle School	81.5	47.6	1.9	83.3	77.8	2.2	80.0	67.1	38.0	3.3	70.4	55.6	4.4	60.1
Home School Resource Center	55.9	47.6	4.4	60.3	70.5	3.0	73.4	55.9	38.0	4.4	60.3	56.4	4.4	60.8
North Middle School	58.7	47.6	4.1	62.8	51.2	4.9	56.1	44.2	38.0	5.6	49.8	43.9	5.6	49.6
Cedar Wood	98.5	64.2	0.1	98.7	92.5	0.7	93.3	94.8	47.3	0.5	95.3	77.9	2.8	80.7
Emerson	82.2	64.2	1.8	84.0	53.7	4.6	58.4	52.6	47.3	4.7	57.3	42.6	7.2	49.8
Garfield	67.7	64.2	3.2	71.0	51.8	4.8	56.6	52.6	47.3	4.7	57.3	39.5	7.6	47.1
Hawthorne	67.7	64.2	3.2	71.0	44.7	5.5	50.2	52.6	47.3	4.7	57.3	25.7	9.3	35.0
Home School Resource Center	67.8	64.2	3.2	71.0	38.1	6.2	44.3	52.6	47.3	4.7	57.3	57.0	5.4	62.4
Jackson	76.2	64.2	2.4	78.6	41.3	5.9	47.1	55.5	47.3	4.4	60.0	40.5	5.4	45.9
Jefferson	82.2	64.2	1.8	84.0	58.9	4.1	63.0	68.4	47.3	3.2	71.6	47.5	6.6	54.1
Lowell	75.1	64.2	2.5	77.5	54.1	4.6	58.7	54.8	47.3	4.5	59.3	41.9	7.3	49.2
Madison	88.8	64.2	1.1	89.9	65.5	3.5	68.9	88.8	47.3	1.1	89.9	36.0	8.0	44.0
Mill Creek	94.0	64.2	0.6	94.6	87.0	1.3	88.3	86.2	47.3	1.4	87.6	60.4	5.0	65.4
Monroe	81.7	64.2	1.8	83.5	71.7	2.8	74.6	71.7	47.3	2.8	74.6	41.5	7.3	48.8
Penny Creek	77.6	64.2	2.2	79.8	68.8	3.1	71.9	65.7	47.3	3.4	69.2	50.7	6.2	56.9
Silver Firs	93.1	64.2	0.7	93.8	77.6	2.2	79.8	76.8	47.3	2.3	79.1	75.7	3.0	78.7
Silver Lake	69.0	64.2	3.1	72.1	51.6	4.8	56.4	58.5	47.3	4.1	62.7	40.2	7.5	47.7
View Ridge	85.5	64.2	1.4	87.0	72.7	2.7	75.4	77.0	47.3	2.3	79.3	52.7	5.9	58.6
Whittier	79.1	64.2	2.1	81.2	66.9	3.3	70.2	74.2	47.3	2.6	76.8	48.5	6.4	54.9
Woodside	84.3	64.2	1.6	85.9	60.8	3.9	64.7	68.7	47.3	3.1	71.8	65.3	4.3	69.6

Percent Meeting Standard Source: <http://reportcard.ospi.k12.wa.us> on January 4, 2005

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2008 SIP Goals

	Reading				Writing			Mathematics				Science		
	2007 % Meeting Standard	2008 State Uniform Bar Reading	10% Reduction of % Not Meeting Standard	2008 Goal % Meeting Standard	2007 % Meeting Standard	10% Reduction of % Not Meeting Standard	2008 Goal % Meeting Standard	2007 % Meeting Standard	2008 State Uniform Bar Math	10% Reduction of % Not Meeting Standard	2008 Goal % Meeting Standard	2007 % Meeting Standard	10% Reduction of % Not Meeting Standard	2008 Goal % Meeting Standard
Cascade High School	81.3	74.3	1.9	83.2	77.8	2.2	80.1	61.4	62.4	3.9	65.2	50.6	4.9	55.5
Everett High School	73.2	74.3	2.7	75.9	68.1	3.2	71.3	56.6	62.4	NA	62.4	46.9	5.3	52.2
Home School Resource Center	75.7	74.3	2.4	78.1	67.6	3.2	70.8	54.3	62.4	NA	62.4	43.3	5.7	49.0
Jackson High School	84.8	74.3	1.5	86.3	86.7	1.3	88.1	67.7	62.4	3.2	70.9	58.4	4.2	62.6
Sequoia High School	68.8	74.3	NA	74.3	46.8	5.3	52.1	54.3	62.4	NA	62.4	31.0	6.9	37.9
Eisenhower Middle School	79.1	65.1	2.1	81.2	73.6	2.6	76.2	64.1	58.7	3.6	67.7	53.4	4.7	58.1
Evergreen Middle School	72.4	65.1	2.8	75.1	70.8	2.9	73.7	59.1	58.7	4.1	63.2	59.1	4.1	63.2
Gateway Middle School	81.8	65.1	1.8	83.7	81.8	1.8	83.7	64.2	58.7	3.6	67.8	61.4	3.9	65.3
Heatherwood Middle School	83.3	65.1	1.7	85.0	80.0	2.0	82.0	70.4	58.7	3.0	73.4	60.1	4.0	64.0
Home School Resource Center	60.3	65.1	NA	65.1	73.4	2.7	76.1	60.3	58.7	4.0	64.3	60.8	3.9	64.7
North Middle School	62.8	65.1	3.7	66.5	56.1	4.4	60.5	49.8	58.7	NA	58.7	49.6	5.0	54.6
Cedar Wood	98.7	76.1	0.1	98.8	93.3	0.7	94.0	95.3	64.5	0.5	95.8	80.7	2.8	83.4
Emerson	84.0	76.1	1.6	85.6	58.4	4.2	62.5	57.3	64.5	NA	64.5	49.8	7.2	57.0
Garfield	71.0	76.1	NA	76.1	56.6	4.3	61.0	57.3	64.5	NA	64.5	47.1	7.6	54.6
Hawthorne	71.0	76.1	NA	76.1	50.2	5.0	55.2	57.3	64.5	NA	64.5	35.0	9.3	44.3
Home School Resource Center	71.0	76.1	NA	76.1	44.3	5.6	49.8	57.3	64.5	NA	64.5	62.4	5.4	67.7
Jackson	78.6	76.1	2.1	80.7	47.1	5.3	52.4	60.0	64.5	NA	64.5	45.9	5.4	51.3
Jefferson	84.0	76.1	1.6	85.6	63.0	3.7	66.7	71.6	64.5	2.8	74.4	54.1	6.6	60.6
Lowell	77.5	76.1	2.2	79.8	58.7	4.1	62.8	59.3	64.5	NA	64.5	49.2	7.3	56.4
Madison	89.9	76.1	1.0	90.9	68.9	3.1	72.1	89.9	64.5	1.0	90.9	44.0	8.0	52.0
Mill Creek	94.6	76.1	0.5	95.1	88.3	1.2	89.5	87.6	64.5	1.2	88.8	65.4	5.0	70.3
Monroe	83.5	76.1	1.6	85.2	74.6	2.5	77.1	74.6	64.5	2.5	77.1	48.8	7.3	56.1
Penny Creek	79.8	76.1	2.0	81.8	71.9	2.8	74.7	69.2	64.5	3.1	72.2	56.9	6.2	63.0
Silver Firs	93.8	76.1	0.6	94.4	79.8	2.0	81.8	79.1	64.5	2.1	81.2	78.7	3.0	81.8
Silver Lake	72.1	76.1	NA	76.1	56.4	4.4	60.8	62.7	64.5	3.7	66.4	47.7	7.5	55.2
View Ridge	87.0	76.1	1.3	88.3	75.4	2.5	77.9	79.3	64.5	2.1	81.4	58.6	5.9	64.5
Whittier	81.2	76.1	1.9	83.1	70.2	3.0	73.2	76.8	64.5	2.3	79.1	54.9	6.4	61.4
Woodside	85.9	76.1	1.4	87.3	64.7	3.5	68.2	71.8	64.5	2.8	74.6	69.6	4.3	74.0

Percent Meeting Standard Source: <http://reportcard.ospi.k12.wa.us> on January 4, 2005