



MEAD MATTERS

Volume 17 No. 2
November 2006
Special Edition

Report Card to the Community

On behalf of the Mead School District I invite you to review the following special edition of Mead Matters. This issue contains the District's annual "report card" of state and federal assessment results, as well as provides information regarding the academic performance of our individual schools for the 2005-2006 school year.

Washington State has established educational standards for both teaching and learning called Essential Academic Learning Requirements (EALRs). These standards detail what students should understand and demonstrate in grades Kindergarten through 10th. The EALRs were created by business and community leaders, parents and patrons, along with teachers. Both state and national experts in the field of learning and assessment guided the development of the standards.

The Washington State Assessment of Student Learning (WASL) assesses how well students, buildings, and districts have mastered the standards in reading, writing, math and science. Test scores are then used by educators to determine student progress and to provide information regarding specific learning and program needs. The results of the WASL are provided in this document for each of the schools in our District.

As you will see, Mead students continue to excel in their performance of the WASL and perform at levels that exceed most other students in the State of Washington. The overall growth in our District's performance happens because of excellent teaching, well designed curriculum, and an atmosphere that promotes effective learning. In addition, collaborative parent involvement is promoted by the entire District. This supports our belief that parenting is a major factor that contributes to our students' continued academic success.

The following pages will provide you with specific data about each of our schools and the overall improvements they have made. You may also find additional information about each school on their individual web pages (www.mead354.org).

Mead School District is proud of its reputation for providing quality academic programs and strong co-curricular programs for all students in every school. The following report illustrates our commitment to that goal. We appreciate your continuing support of our students, staff, and our district learning and extra-curricular programs.



Sincerely,

Mead Matters

Mead School District #354
12828 N. Newport Hwy
Mead, WA 99021

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Inside this issue . . .

A report on 2005-2006 WASL scores for each school along with budget and enrollment data for the district.

School Year Statistics

**Mead School District
Board of Directors**

President
Denny Denholm

Vice-President
Ron Farley

Directors
Tom Hunt
Maureen O'Connor
Bob Olson

Superintendent of Schools
Dr. Thomas Rockefeller

Mead School District Guiding Principles

As the Mead Community we are:

Focusing on students and their learning

Creating democratic structures for participation

Increasing the connections between parents, business, community and our schools

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Questions or Comments?
Questions, comments or news to share? Write to us at: Mead Matters, c/o 12828 N. Newport Highway, Mead, WA 99021 or e-mail us at: MeadMatters@mead.k12.wa.us

Facts and Figures

General Fund Financial Statement 2005-2006

| | |
|---|-------------------------------------|
| Revenue: \$66,441,310 | Expenditures: \$66,257,805 |
| Source | Area Served |
| State 75.22% | Instruction 62.18% |
| Local Levy 15.74% | Instructional Support 14.83% |
| Federal 5.57% | Maintenance/Operations .. 10.95% |
| Other 3.47% | Transportation 5.08% |
| | Food Service 4.33% |
| | District Administration 2.63% |
| Expenditure per Full-Time Equivalent Student: \$7,598 | |

Enrollment

October 2005 Student Count 9,010

Gender

Male 50.8
Female 49.2

Ethnicity (October 2005)

Asian 2.5%
American Indian 1.1%
Black 1.6%
Hispanic 1.9%
White 91.8%

Special Programs (May 2006)

Free or Reduced-Price Meals 22.9%
Special Education 10.8%
Transitional Bilingual 1.4%

Other Information

Unexcused Absence rate (2005-2006) 0.1%
Students per teacher (2005-2006) 19.2

2005-2006 Scholastic Aptitude Test Results

District Verbal Mean 517
State Verbal Mean 527

District Math Mean 532
State Math Mean 532

Teacher Information (2005-2006)

Classroom Teachers 474
Average Years of Teacher Experience 14.8
Teachers with at least a Master's Degree 71.7

Educator Standards and Qualifications

In accordance with the *No Child Left Behind* legislation, parents may request information regarding the professional qualifications of their child's teacher(s). Such information would relate to the type of Washington State Certificate held, areas of endorsements, college major and advanced degrees. Requests should be addressed to Annie Lehinger, Executive Director Human Services, Mead School District, 12828 N. Newport Highway, Mead, WA 99021

All Mead teachers are certified through the state of Washington and meet the criteria of "highly qualified."

District Launches Efforts to Improve WASL Science Scores

The Class of 2010 and beyond will need to meet WASL science standards to graduate from high school in addition to meeting standards in reading, writing and math (a requirement for the Class of 2008 and beyond). While the Mead District continues efforts K-12 to assist students to meet the reading, writing and math WASL requirements, additional focus will be added to developing strategies to assist with meeting the new WASL science standards. In 2005-2006, WASL science scores in all tested grades across Washington State and in the Mead District indicated significant need for improvement. Mead School District science scores, while stronger than the state WASL science scores, reflect a need for targeted and intentional instructional focus.

This past summer, teachers attending the Summer Institute worked to revise and edit instructional material and align science curriculum K-12. During the current school year, teachers across the district are analyzing the science WASL data at all grade levels to help determine areas of strength and areas of weakness. Formative, common classroom assessments have been created that are focused and aligned to the state-tested curriculum. Grade level science teachers across the district have planned time in the 06-07 school year to analyze assessment data to determine students' learning needs prior to WASL testing in April 2007. At the high school level, extended tutorials and labs are being offered in the district as well.

Elementary Schools

State and District Elementary 2005-06 WASL Results

| Washington State | | | | | Mead School District | | | | |
|------------------|---------|-------|---------|---------|----------------------|---------|-------|---------|---------|
| Grade Level | Reading | Math | Writing | Science | Grade Level | Reading | Math | Writing | Science |
| 3rd Grade | 68.3% | 64.2% | | | 3rd Grade | 75.9% | 71.3% | | |
| 4th Grade | 81.2% | 58.9% | 60.4% | | 4th Grade | 86.2% | 70.5% | 77.5% | |
| 5th Grade | 76.3% | 55.8% | | 35.7% | 5th Grade | 84.5% | 66.9% | | 42.2% |
| 6th Grade | 66.7% | 49.5% | | | 6th Grade | 81.5% | 65.4% | | |

Brentwood Elementary • Roger Pike, Principal

406 W. Regina Ave., Spokane, WA 99218 • 465-6200

2005-06 WASL Results

| Grade Level | Reading | Math | Writing | Science |
|-------------|---------|-------|---------|---------|
| 3rd Grade | 82.6% | 81.5% | | |
| 4th Grade | 82.2% | 75.6% | 76.7% | |
| 5th Grade | 88.2% | 67.7% | | 55.9% |
| 6th Grade | 87.4% | 66.3% | | |

Year-to-year comparison scores are shown on the web pages of the Washington State Office of the Superintendent of Public Instruction: <http://reportcard.ospi.k12.wa.us>

Student Demographics (629 Students)

| Ethnicity | |
|--|-------|
| American Indian/Alaskan Native | 1.6% |
| Asian | 2.7% |
| Black | 0.8% |
| Hispanic | 1.7% |
| White | 91.9% |
| Special Programs | |
| Free or Reduced-Price Meals (May 2006) | 21.4% |
| Special Education (May 2006) | 9.7% |
| Transitional Bilingual (May 2006) | 0.6% |

Colbert Elementary • Jared Hoadley, Principal

4526 E. Greenbluff Rd., Colbert, WA 99005 • 465-6300

2005-06 WASL Results

| Grade Level | Reading | Math | Writing | Science |
|-------------|---------|-------|---------|---------|
| 3rd Grade | 74.2% | 70.8% | | |
| 4th Grade | 90.3% | 82.8% | 81.7% | |
| 5th Grade | 85.1% | 64.4% | | 37.6% |
| 6th Grade | 88.6% | 76.1% | | |

Year-to-year comparison scores are shown on the web pages of the Washington State Office of the Superintendent of Public Instruction: <http://reportcard.ospi.k12.wa.us>

Student Demographics (602 Students)

| Ethnicity | |
|--|-------|
| American Indian/Alaskan Native | 1.3% |
| Asian | 1.7% |
| Black | 0.2% |
| Hispanic | 1.7% |
| White | 94.9% |
| Special Programs | |
| Free or Reduced-Price Meals (May 2006) | 16.4% |
| Special Education (May 2006) | 12.0% |
| Transitional Bilingual (May 2006) | 0.2% |

Evergreen Elementary • Dr. Becky Cooke/Jon Iverson, Principals 215 W. Eddy Ave., Spokane, WA 99208 • 465-6400

2005-06 WASL Results

| Grade Level | Reading | Math | Writing | Science |
|-------------|---------|-------|---------|---------|
| 3rd Grade | 66.0% | 53.0% | | |
| 4th Grade | 94.1% | 76.0% | 93.1% | |
| 5th Grade | 88.8% | 76.5% | | 55.1% |
| 6th Grade | 81.7% | 69.9% | | |

Year-to-year comparison scores are shown on the web pages of the Washington State Office of the Superintendent of Public Instruction: <http://reportcard.ospi.k12.wa.us>

Student Demographics (690 Students)

Ethnicity

| | |
|--------------------------------------|-------|
| American Indian/Alaskan Native | 0.6% |
| Asian | 4.5% |
| Black | 3.0% |
| Hispanic | 1.4% |
| White | 88.1% |

Special Programs

| | |
|--|-------|
| Free or Reduced-Price Meals (May 2006) | 25.7% |
| Special Education (May 2006) | 11.6% |
| Transitional Bilingual (May 2006) | 1.6% |

Farwell Elementary • Dorcas Wylder, Principal 13005 N. Crestline St., Spokane, WA 99208 • 465-6500

2005-06 WASL Results

| Grade Level | Reading | Math | Writing | Science |
|-------------|---------|-------|---------|---------|
| 3rd Grade | 80.0% | 81.1% | | |
| 4th Grade | 77.3% | 50.0% | 61.9% | |
| 5th Grade | 76.3% | 73.8% | | 38.0% |
| 6th Grade | 76.7% | 60.5% | | |

Year-to-year comparison scores are shown on the web pages of the Washington State Office of the Superintendent of Public Instruction: <http://reportcard.ospi.k12.wa.us>

Student Demographics (627 Students)

Ethnicity

| | |
|--------------------------------------|-------|
| American Indian/Alaskan Native | 0.8% |
| Asian | 2.4% |
| Black | 0.5% |
| Hispanic | 2.2% |
| White | 92.2% |

Special Programs

| | |
|--|-------|
| Free or Reduced-Price Meals (May 2006) | 33.6% |
| Special Education (May 2006) | 17.1% |
| Transitional Bilingual (May 2006) | 1.9% |

Meadow Ridge Elementary • Marilyn Brennan, Principal 15601 N. Freya St., Mead, WA 99021 • 465-6600

2005-06 WASL Results

| Grade Level | Reading | Math | Writing | Science |
|-------------|---------|-------|---------|---------|
| 3rd Grade | 82.1% | 78.2% | | |
| 4th Grade | 89.5% | 76.0% | 78.1% | |
| 5th Grade | 85.6% | 70.8% | | 27.8% |
| 6th Grade | 76.2% | 68.3% | | |

Year-to-year comparison scores are shown on the web pages of the Washington State Office of the Superintendent of Public Instruction: <http://reportcard.ospi.k12.wa.us>

Student Demographics (590 Students)

Ethnicity

| | |
|--------------------------------------|-------|
| American Indian/Alaskan Native | 1.7% |
| Asian | 1.7% |
| Black | 0.5% |
| Hispanic | 0.8% |
| White | 93.7% |

Special Programs

| | |
|--|-------|
| Free or Reduced-Price Meals (May 2006) | 22.2% |
| Special Education (May 2006) | 14.1% |
| Transitional Bilingual (May 2006) | 2.2% |

Midway Elementary • Ralph Thayer, Principal 821 E. Midway Rd., Colbert, WA 99005 • 465-6700

2005-06 WASL Results

| Grade Level | Reading | Math | Writing | Science |
|-------------|---------|-------|---------|---------|
| 3rd Grade | 85.6% | 78.8% | | |
| 4th Grade | 90.0% | 77.8% | 76.0% | |
| 5th Grade | 87.0% | 57.6% | | 47.0% |
| 6th Grade | 85.4% | 64.1% | | |

Year-to-year comparison scores are shown on the web pages of the Washington State Office of the Superintendent of Public Instruction: <http://reportcard.ospi.k12.wa.us>

Student Demographics (682 Students)

Ethnicity

| | |
|--------------------------------------|-------|
| American Indian/Alaskan Native | 0.4% |
| Asian | 2.5% |
| Black | 1.0% |
| Hispanic | 1.2% |
| White | 94.3% |

Special Programs

| | |
|--|------|
| Free or Reduced-Price Meals (May 2006) | 9.8% |
| Special Education (May 2006) | 8.4% |
| Transitional Bilingual (May 2006) | 1.6% |

Shiloh Hills Elementary • Heather Havens, Principal

505 E. Stonewall Ave., Spokane, WA 99208 • 465-6800

2005-06 WASL Results

| Grade Level | Reading | Math | Writing | Science |
|-------------|---------|-------|---------|---------|
| 3rd Grade | 64.4% | 63.5% | | |
| 4th Grade | 81.6% | 59.2% | 80.3% | |
| 5th Grade | 81.8% | 62.3% | | 33.8% |
| 6th Grade | 77.5% | 55.7% | | |

Year-to-year comparison scores are shown on the web pages of the Washington State Office of the Superintendent of Public Instruction: <http://reportcard.ospi.k12.wa.us>

Student Demographics (550 Students)

| Ethnicity | |
|--|-------|
| American Indian/Alaskan Native | 2.4% |
| Asian | 3.6% |
| Black | 5.5% |
| Hispanic | 3.5% |
| White | 83.5% |
| Special Programs | |
| Free or Reduced-Price Meals (May 2006) | 56.3% |
| Special Education (May 2006) | 14.9% |
| Transitional Bilingual (May 2006) | 3.9% |

Middle Schools

State and District Middle School 2005-06 WASL Results

Washington State

| Grade Level | Reading | Math | Writing | Science |
|-------------|---------|-------|---------|---------|
| 7th Grade | 61.5% | 48.5% | 64.6% | |
| 8th Grade | 70.1% | 48.9% | | 42.9% |

Mead School District

| Grade Level | Reading | Math | Writing | Science |
|-------------|---------|-------|---------|---------|
| 7th Grade | 70.6% | 57.1% | 68.9% | |
| 8th Grade | 76.7% | 58.8% | | 50.7% |

Mead Middle School • Craig Busch, Principal

12509 N. Market St., Mead, WA 99021 • 465-7400

| Grade Level | Reading | Math | Writing | Science |
|-------------|---------|-------|---------|---------|
| 7th Grade | 65.4% | 50.5% | 69.4% | |
| 8th Grade | 69.8% | 53.8% | | 46.9% |

Year-to-year comparison scores are shown on the web pages of the Washington State Office of the Superintendent of Public Instruction: <http://reportcard.ospi.k12.wa.us>

Student Demographics (627 Students)

| Ethnicity | |
|--|-------|
| American Indian/Alaskan Native | 2.7% |
| Asian | 1.6% |
| Black | 1.9% |
| Hispanic | 1.9% |
| White | 90.7% |
| Special Programs | |
| Free or Reduced-Price Meals (May 2006) | 29.3% |
| Special Education (May 2006) | 10.4% |
| Transitional Bilingual (May 2006) | 1.9% |

Northwood Middle School • Dave Stenersen, Principal

13120 N. Pittsburg St., Spokane, WA 99208 • 465-7500

| Grade Level | Reading | Math | Writing | Science |
|-------------|---------|-------|---------|---------|
| 7th Grade | 76.1% | 63.5% | 69.6% | |
| 8th Grade | 82.8% | 64.2% | | 55.2% |

Year-to-year comparison scores are shown on the web pages of the Washington State Office of the Superintendent of Public Instruction: <http://reportcard.ospi.k12.wa.us>

Student Demographics (771 Students)

| Ethnicity | |
|--|-------|
| American Indian/Alaskan Native | 0.5% |
| Asian | 3.0% |
| Black | 1.6% |
| Hispanic | 1.8% |
| White | 92.0% |
| Special Programs | |
| Free or Reduced-Price Meals (May 2006) | 17.9% |
| Special Education (May 2006) | 9.0% |
| Transitional Bilingual (May 2006) | 1.0% |

High Schools

State and District High School 2005-06 WASL Results

| Washington State | | | | | Mead School District | | | | |
|------------------|---------|-------|---------|---------|----------------------|---------|-------|---------|---------|
| Grade Level | Reading | Math | Writing | Science | Grade Level | Reading | Math | Writing | Science |
| 10th Grade | 82.0% | 51.0% | 79.8% | 35.0% | 10th Grade | 89.4% | 64.6% | 90.0% | 45.9% |

Mead High School • Bruce Olgard, Principal 302 W. Hastings Rd., Spokane, WA 99218 • 465-7000

| Grade Level | Reading | Math | Writing | Science |
|-------------|---------|-------|---------|---------|
| 10th Grade | 92.1% | 67.9% | 92.2% | 54.8% |

Year-to-year comparison scores are shown on the web pages of the Washington State Office of the Superintendent of Public Instruction: <http://reportcard.ospi.k12.wa.us>

Student Demographics (1,677 Students)

| Ethnicity | |
|--|-------|
| American Indian/Alaskan Native | 0.5% |
| Asian | 2.4% |
| Black | 2.0% |
| Hispanic | 2.1% |
| White | 92.4% |
| Special Programs | |
| Free or Reduced-Price Meals (May 2006) | 15.8% |
| Special Education (May 2006) | 8.8% |
| Transitional Bilingual (May 2006) | 0.7% |

Mt. Spokane High School • John Hook, Principal 6015 E. Mt. Spokane Park Dr., Mead, WA 99021 • 465-7200

| Grade Level | Reading | Math | Writing | Science |
|-------------|---------|-------|---------|---------|
| 10th Grade | 89.6% | 65.3% | 90.5% | 37.5% |

Year-to-year comparison scores are shown on the web pages of the Washington State Office of the Superintendent of Public Instruction: <http://reportcard.ospi.k12.wa.us>

Student Demographics (1,376 Students)

| Ethnicity | |
|--|-------|
| American Indian/Alaskan Native | 1.0% |
| Asian | 2.3% |
| Black | 1.2% |
| Hispanic | 2.2% |
| White | 92.9% |
| Special Programs | |
| Free or Reduced-Price Meals (May 2006) | 20.1% |
| Special Education (May 2006) | 9.8% |
| Transitional Bilingual (May 2006) | 1.0% |

Mead Alternative High School (M.E.A.D.) • Pete Arthur, Principal 529 W. Hastings, Spokane, WA 99218 • 465-6900

| Grade Level | Reading | Math | Writing | Science |
|-------------|---------|------|---------|---------|
| 10th Grade | 50.0% | 9.1% | 54.5% | |

Year-to-year comparison scores are shown on the web pages of the Washington State Office of the Superintendent of Public Instruction: <http://reportcard.ospi.k12.wa.us>. In 2005-2006, Mead Alternative High School failed to meet the state's standard for Adequate Yearly Progress (see related article on Page 8).

Student Demographics (112 Students)

| Ethnicity | |
|--|-------|
| American Indian/Alaskan Native | 2.7% |
| Asian | 0.9% |
| Hispanic | 2.7% |
| White | 92.0% |
| Special Programs | |
| Free or Reduced-Price Meals (May 2006) | 40.2% |
| Special Education (May 2006) | 8.2% |
| Transitional Bilingual (May 2006) | 1.6% |

M.E.P.P. (Homeschool Connection) • Pete Arthur, Principal 8621 N. Five Mile Road, Spokane, WA 99208 • 465-7700

| Grade Level | Reading | Math | Writing | Science |
|-------------|---------|-------|---------|---------|
| 8th Grade | 60.0% | 20.0% | | 13.3% |
| 10th Grade | 83.3% | 44.4% | 72.2% | 29.4% |

Washington state did not record percentages for 3rd, 4th, 5th, or 6th grade scores for the Mead Education Partnership Program for home-school families because of small enrollment numbers. **Note:** Overall District scores include the testing scores of alternative program students.

Graduation Requirements

The Washington State Board of Education adopted new public high school graduation requirements in 2004. Individual school districts are allowed to set graduation requirements beyond the state minimums.

Certificate of Academic Achievement—Class of 2008 and beyond

Beginning with the Class of 2008, students must earn the *Certificate of Academic Achievement* (formerly known as the *Certificate of Mastery*) by passing the reading, writing and mathematics sections of the 10th grade Washington Assessment of Student Learning (WASL). Beginning in 2010, students must also pass the science portion of the WASL. Students have up to four opportunities to retake all or part of the 10th grade assessment. Students can “bank” scores in individual subjects and retake just the portions of the test they don’t pass. The Office of Superintendent of Public Instruction is developing an alternative assessment and/or appeals process for students who need a different way to show they’ve met the state’s learning goals. Some special education students will have the option of earning a *Certificate of Individual Achievement*. Requirements to earn this certificate will vary based on each student’s individual learning plan.

Class Credit Requirements

Beginning with Class of 2007

| Subject | Credits |
|--|---------|
| <input checked="" type="checkbox"/> English | 3 |
| <input checked="" type="checkbox"/> Math | 2 |
| <input checked="" type="checkbox"/> Science | 2 |
| <input checked="" type="checkbox"/> Social Studies | 3 |
| <input checked="" type="checkbox"/> Occupational Education | 1 |
| <input checked="" type="checkbox"/> Health and Fitness | 2 |
| <input checked="" type="checkbox"/> Visual/Performing Arts | 1 |
| <input checked="" type="checkbox"/> Electives | 8 |
| <input checked="" type="checkbox"/> Advisory/Final Project | .5 |

Class Credit Requirements — Class of 2007 and beyond

In the Mead School District, students must earn 22.5 credits beginning with the Class of 2007. The credit requirements are listed in the box at left.

Culminating Project and Future Planning—Class of 2007 and beyond

Washington State requires both a culminating project and the design of a “high school and beyond” plan. In the Mead School District, an initiative known as Cat Tracks will assist students in meeting these state requirements. Students participate in an advisory group which includes other students and an adult who serves as an advocate for those students. In a personalized portfolio, each student will collect and organize evidence of who they are, what they can do, what they have accomplished, and what they plan to do following high school (meeting the “high school and beyond” planning requirements). These portfolios will be shared each spring at student-led conferences with parents and will serve as key resources for students both during student-led conferences and in a senior culminating presentation. Successful completion of both the portfolio and the culminating presentation fulfills the state requirement for a “culminating project”.

Historic Schoolhouse Open for Learning

In October, the district celebrated the re-dedication of Five Mile Prairie Schoolhouse. Former students and teachers (shown below) gathered to tour the newly remodeled building that first opened the doors in 1939. In 2004, district voters passed a facility bond that allowed for the renovation of the historical building which currently houses students attending the Mead Education Partnership Program (students shown on right).



Federal Education Legislation: No Child Left Behind

In January, 2002, Congress authorized the *No Child Left Behind Act* (NCLB). This act reauthorized and amended federal education programs established under the Elementary and Secondary Education Act (ESEA) of 1965.

The major focus of *No Child Left Behind* 2001 (also known as ESEA) is to provide all children with a fair, equal, and significant opportunity to obtain a high-quality education. The U.S. Department of Education is emphasizing four pillars within the bill:

- **Accountability:** to ensure those students who are disadvantaged, achieve academic proficiency.
- **Flexibility:** Allows school districts flexibility in how they use federal education funds to improve student achievement.
- **Research-based education:** Emphasizes educational programs and practices that have been proven effective through scientific research.

- **Parent options:** Increases the choices available to the parents of students attending Title I schools.

Districts that receive federal funding for specific federal programs must utilize educational resources and practices that have been recommended by the US Department of Education. In essence, it is a national expansion of an educational reform effort into each state's standards' based program.

Currently Washington State tests 3-8th and 10th graders annually to gauge mastery of state standards in reading, math and writing as mandated by NCLB.

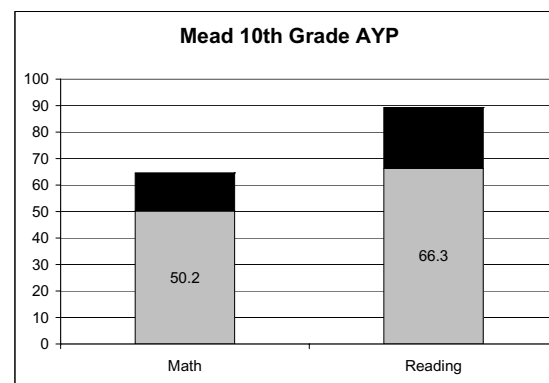
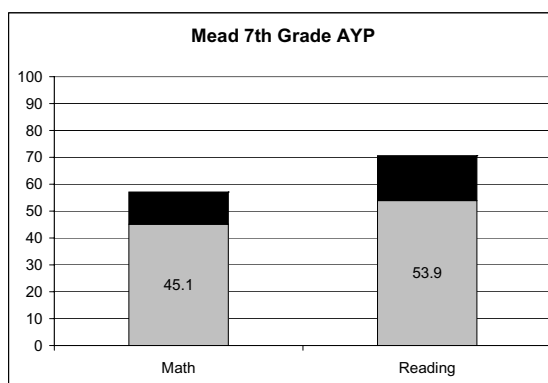
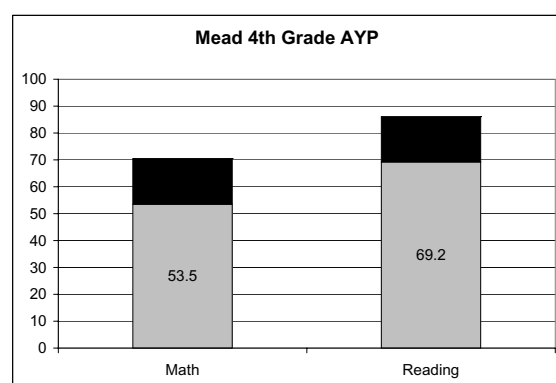
Schools must meet annual improvement toward the law's ultimate goal of 100 percent of students mastering standards by 2014. Below are the charts showing the 2005-2006 state goals necessary to meet annual yearly progress (AYP) in subject areas where Washington State has established an AYP standard.

Student performance in the Mead District exceeds the state goal in all areas.

Standards and testing are the law's underpinnings and these are enforced by accountability and detailed reporting requirements. States must report test scores again, for all students, by grade, subject and sub groups of students. Those subgroups include low-income, minority, limited English proficiency, and special needs children. Each state can define their own content standards and their cut scores to determine proficiency at each respective grade level.

If states fail to comply with the timelines and requirements, they can lose a portion of their federal funds.

NCLB is up for review and revision by Congress in 2007.



Mead Performance Over Standard 2005/2006

State Target Goal 2005/2006

Initiative 728: 2005-2006 Student Achievement Funding

In 2000, Washington State voters passed Initiative 728. This law provides dedicated funding aimed directly at ensuring students meet the learning requirements set forth in the state's educational reform program. The money can be used to lower class size, to support programs for students not meeting academic standards, and for professional development for teachers. The Mead School District received \$2,155,691.63 during the 2005-2006 school year. The funds were used as follows:

Class size reduction (\$1,260,996.60): The district used I-728 funds in conjunction with other funds to continue class size reductions in Kindergarten (20 students), grades 1-2 (24 students) and grades 3-4 (26 students). In 2005-2006, each combination (two grades) classroom received enhanced teacher staffing.

In addition, a significant portion of the I-728 funding was directed to class size reductions at the 5-12 grade levels because of the targeted plans to assist students not meeting essential learning standards. Funding was used to staff alternative programs at the middle school and at

the alternative high school. In addition, staffing was enhanced for 9th and 10th grade English classes and 7th and 8th grade reading classes. Additional staffing was also directed to the 5th and 6th grade remedial program.

Extended learning for students (\$134,046.00): WASL score analysis indicated a need for summer school and in-school programs for a specific population of students. Extended instruction was offered through a summer program that featured targeted course work in grades 6-8. Funds were also expended for tutoring and targeted assistance for students in grades 5 thru 12 in both reading and math.

Professional Development (\$760,648.00): The district expanded the professional development program to include curriculum summer training and a new teacher program of three pre-service training days. Additionally, staff had the opportunity to utilize one day of training in October and an additional day during the year for professional development.

Based on an analysis of the district's WASL scores, a major focus on professional development continues to be reading, writing, math and science. Score analysis reveals systemic support is needed for intermediate reading, intermediate math and algebra plus additional analysis is underway on K-12 science curriculum. All new teachers received additional training in Trailblazers, the district's adopted math program. Technology integration and science problem solving were continued in the district's professional training.

The district's overall WASL scores remain above state averages in math, reading, writing and science at all tested grade levels. Math and language arts enrichment classes have been initiated for entering freshmen to support their success in secondary math and language arts courses.

Carryover to next school Year (\$217,000.00): Carryover funds will be used to support the I-728 spending plan for 2006-2007.