



MEAD MATTERS

Volume 16 No.2
November 2005
Special Edition

Report Card to the Community

This edition of Mead Matters contains a variety of informative sections about state and federal assessment requirements and the academic performance of our schools for 2004-2005.

Washington State has established educational standards for teaching and learning called Essential Academic Learning Requirements (EALRs). These EALRs explain what students should know and demonstrate, Kindergarten through grade 10. These learning standards were created by teachers, parents, business and community leaders with assistance from state and national experts.

The Washington Assessment of Student Learning (WASL) measures how well students have mastered the state's learning requirements in reading, writing, math and science. These test scores are used by educators to determine student progress and to provide information regarding specific learning and program needs. Cumulative WASL results for each school are subsequently displayed in the body of this report.

Our students continue to excel and perform at levels that exceed most other learners in the state of Washington. Significant growth in reading and math performance this year was due in part to excellent teaching, a purposefully aligned curriculum, and a "learning community" atmosphere that exists among all staff members who provide services to students. Collaborative parent involvement is highly valued by our staff and we believe it is a major factor that contributes to our students' continued academic success.

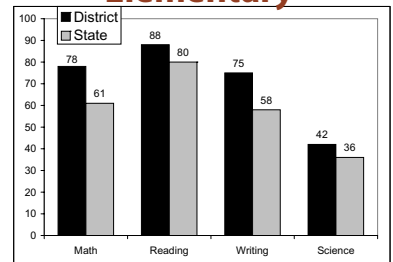
On the following pages you will find specific data about each of our schools and the overall improvement they have made. Additional information about each school may be found on their respective web pages (www.mead.k12.wa.us). Other articles include information on the federal legislation titled *No Child Left Behind* and on the use of Initiative 728, Student Achievement funding.

Mead School District is proud of its reputation for excellence, strong academic and co-curricular programs and high achieving students. We value accountability and continuously strive to improve the learning success of all of our students. This annual fall report card documents our commitment to that goal and we appreciate your continuing support of our staff, programs and student learning.

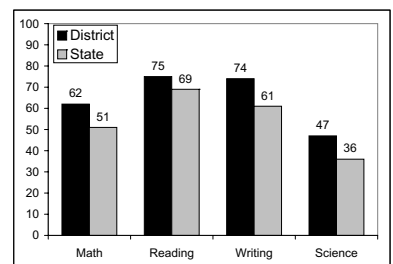


The charts below summarize District average WASL scores compared to the State average. This issue of Mead Matters reports on 2004/2005 scores for each school along with budget and enrollment data for the District.

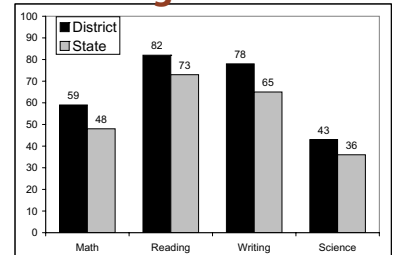
Elementary



Middle School



High School



Mead Matters

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

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Sincerely,

Allen L. Swanson
Superintendent

School Year Statistics

**Mead School District
Board of Directors**

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Denny Denholm

Vice-President
Tom Hunt

Directors
Frank Hoover
Ron Farley
Bob Olson

Superintendent of Schools
Allen L. Swanson

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 2004-2005

Revenue:	\$62,314,818	Expenditures:	\$62,555,687
Source		Area Served	
State	75.45%	Instruction	61.19%
Local Levy	15.43%	Instructional Support	16.78%
Federal	5.72%	Maint/Operations	10.58%
Other	3.40%	Transportation	4.68%
		Food Service	4.52%
		District Administration	2.25%
Expenditure per Full-Time Equivalent Student:		\$7,318	

Enrollment

October 2004 Student Count 8,845

Gender

Male 50.5
Female 49.5

Ethnicity (October 2004)

Asian 2.5%
American Indian 1.0%
Black 1.6%
Hispanic 2.0%
White 92.9%

Special Programs (May 2005)

Free or Reduced-Price Meals 22.5%
Special Education 11.0%
Transitional Bilingual 1.0%

Other Information

Unexcused Absence rate (2004-2005) 0.0%
Annual Dropout rate (2003-2004) 2.0%
On Time Graduation rate (2003-2004) 85%
Extended Graduation rate (2003-2004) 90%

2004-2005 Scholastic Aptitude Test Results

District Verbal Mean 538
State Verbal Mean 532

District Math Mean 548
State Math Mean 534

Teacher Information (2004-2005)

Classroom Teachers 502
Average Years of Teacher Experience 16.2
Teachers with at least a Master's Degree 73.1

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."

Graduation Requirements

The Washington State Board of Education adopted new public high school graduation requirements. 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. Beginning in 2006, students will 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"/> Senior Seminar	.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

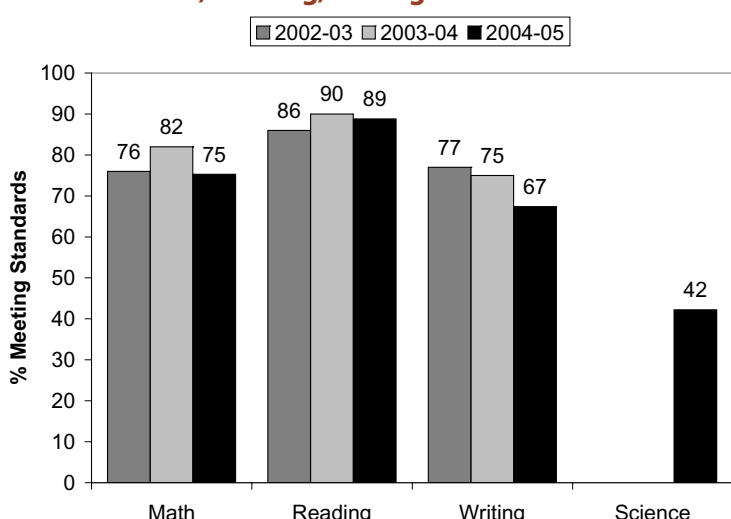
Washington State requires both a culminating project and the design of a “high school and beyond” plan. In the Mead School District, an initiative known as Cat Tracks will assist students in meeting these state requirements. Students participate in an advisory group which includes other students and 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 senior presentation fulfills the state requirement for a “culminating project”.

Elementary School Reports

Brentwood Elementary • Roger Pike, Principal

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

Percent of Students Meeting State Standards
Grade 4 Math, Reading, Writing and Grade 5 Science



School Enrollment: 620

	Math			Reading		
	School	District	State	School	District	State
Exceeds Standard	40.4	49.4	33.4	44.9	51.3	36.0
Meets Standard	34.8	28.6	27.3	43.8	36.8	43.5
Needs Improvement	15.7	13.4	20.5	7.9	6.9	14.1
Well Below	7.9	6.1	17.8	2.2	2.5	5.3

	Writing			Science		
	School	District	State	School	District	State
Meets Standard	67.4	74.7	57.7	42.2	41.8	35.6

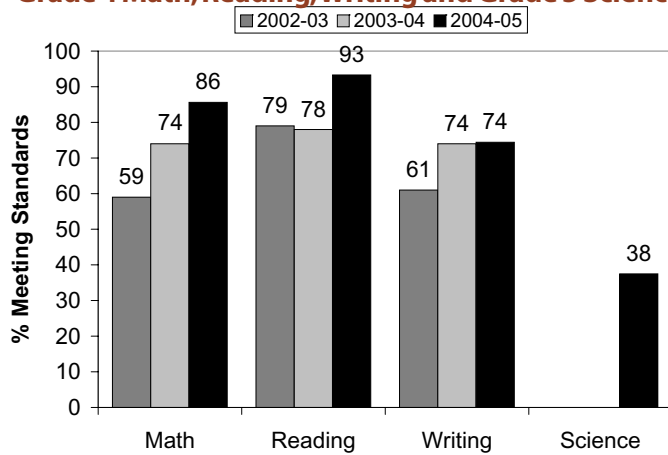
School Improvement Plan

Brentwood’s reading improvement goal involved providing training/materials to better implement student comprehension strategies. The writing goal centered on improving student writing with pre and post-tests to identify areas of concern, and new materials to better align spelling instruction. New math materials assisted in the goal to improve measurement skills. To implement school-wide initiatives, curriculum teams were formed to promote greater collaboration among grade levels.

Colbert Elementary • Jared Hoadley, Principal

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

**Percent of Students Meeting State Standards
Grade 4 Math, Reading, Writing and Grade 5 Science**



School Enrollment: 617

	Math			Reading		
	School	District	State	School	District	State
Exceeds Standard	60.0	49.4	33.4	64.4	51.3	36.0
Meets Standard	25.6	28.6	27.3	28.9	36.8	43.5
Needs Improvement	10.0	13.4	20.5	4.4	6.9	14.1
Well Below	4.4	6.1	17.8	2.2	2.5	5.3

	Writing			Science		
	School	District	State	School	District	State
Meets Standard	74.4	74.7	57.7	37.5	41.8	35.6

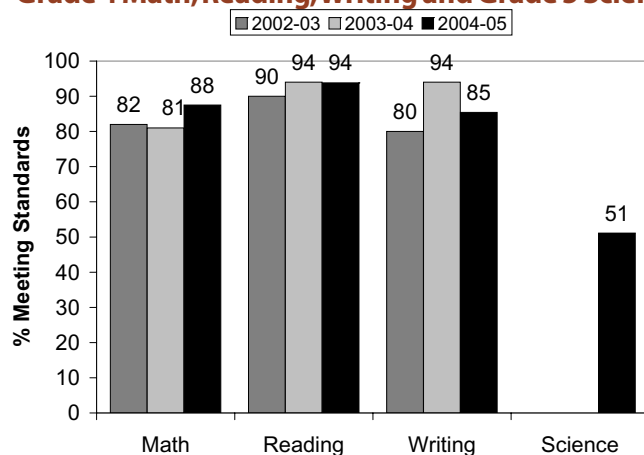
School Improvement Plan

Colbert continued its Learning Improvement Plan in math, reading and writing in 2004-2005. Staff are working collaboratively and sharing their expertise to improve student achievement. Parents, community members, and teachers implemented a tutoring program for students in reading and math to support the building goals.

Evergreen Elementary • Dr. Becky Cooke, Principal

215 W. Eddy Ave., Spokane, WA 99208 • 465-6400

**Percent of Students Meeting State Standards
Grade 4 Math, Reading, Writing and Grade 5 Science**



School Enrollment: 652

	Math			Reading		
	School	District	State	School	District	State
Exceeds Standard	55.2	49.4	33.4	60.4	51.3	36.0
Meets Standard	32.3	28.6	27.3	33.3	36.8	43.5
Needs Improvement	10.4	13.4	20.5	6.3	6.9	14.1
Well Below	2.1	6.1	17.8	0.0	2.5	5.3

	Writing			Science		
	School	District	State	School	District	State
Meets Standard	85.4	74.7	57.7	51.1	41.8	35.6

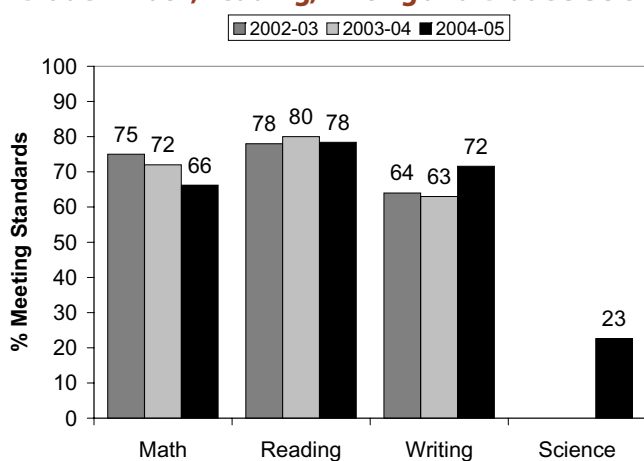
School Improvement Plan

Evergreen Elementary's 2004 – 2005 Learning Improvement Plan focused on improvement of student achievement with specific efforts at each grade level. These goals guided our work and professional development in the teaching of reading, writing, and mathematics. Additionally, we provided experiences in the arts, athletics, science and social studies. Our professional learning and constant inquiry about instructional improvement have resulted in a trend of marked student learning increases.

Farwell Elementary • Dorcas Wylder, Principal

13005 N. Crestline St., Spokane, WA 99208 • 465-6500

**Percent of Students Meeting State Standards
Grade 4 Math, Reading, Writing and Grade 5 Science**



School Enrollment: 605

	Math			Reading		
	School	District	State	School	District	State
Exceeds Standard	40.5	49.4	33.4	37.8	51.3	36.0
Meets Standard	25.7	28.6	27.3	40.5	36.8	43.5
Needs Improvement	20.3	13.4	20.5	12.2	6.9	14.1
Well Below	12.2	6.1	17.8	8.1	2.5	5.3

	Writing			Science		
	School	District	State	School	District	State
Meets Standard	71.6	74.7	57.7	22.6	41.8	35.6

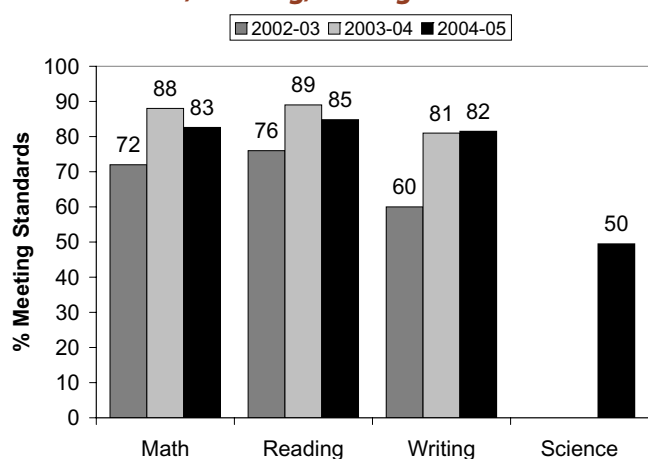
School Improvement Plan

Farwell set its focus on writing for the 2004-2005 school year. Staff evaluated recent state, district, and building assessments to determine strengths and weaknesses in instruction. Time was dedicated to outlining common understandings, common language and common expectations to match the district curriculum maps and state assessments. Teachers attended trainings and dedicated weekly meetings to developing a deeper understanding of best practices for teaching writing.

Meadow Ridge Elementary • David Vail, Principal

15601 N. Freya St., Mead, WA 99021 • 465-6600

**Percent of Students Meeting State Standards
Grade 4 Math, Reading, Writing and Grade 5 Science**



School Enrollment: 576

	Math			Reading		
	School	District	State	School	District	State
Exceeds Standard	56.5	49.4	33.4	62.0	51.3	36.0
Meets Standard	26.1	28.6	27.3	22.8	36.8	43.5
Needs Improvement	8.7	13.4	20.5	8.7	6.9	14.1
Well Below	7.6	6.1	17.8	5.4	2.5	5.3

	Writing			Science		
	School	District	State	School	District	State
Meets Standard	81.5	74.7	57.7	49.5	41.8	35.6

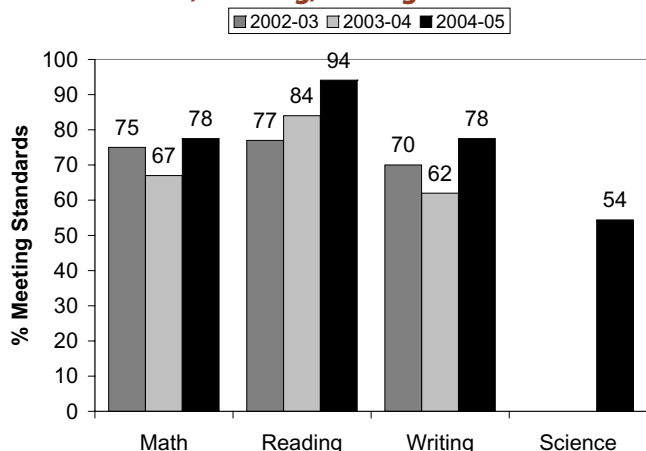
School Improvement Plan

The Meadow Ridge staff continued to work on teaching strategies to provide students with a balanced curriculum in the core subject areas of reading, writing and math. Teachers use weekly Learning Improvement Time for ongoing training and collaborative planning in both building and district grade level teams. Learning improvement efforts center around using best-practices to address student achievement needs in areas such as writing content and organization, reading comprehension and understanding mathematical concepts.

Midway Elementary • Ralph Thayer, Principal

821 E. Midway Rd., Colbert, WA 99005 • 465-6700

**Percent of Students Meeting State Standards
Grade 4 Math, Reading, Writing and Grade 5 Science**



School Enrollment: 666

	Math			Reading		
	School	District	State	School	District	State
Exceeds Standard	47.1	49.4	33.4	45.1	51.3	36.0
Meets Standard	30.4	28.6	27.3	49.0	36.8	43.5
Needs Improvement	19.6	13.4	20.5	4.9	6.9	14.1
Well Below	2.9	6.1	17.8	1.0	2.5	5.3

	Writing			Science		
	School	District	State	School	District	State
Meets Standard	77.5	74.7	57.7	54.4	41.8	35.6

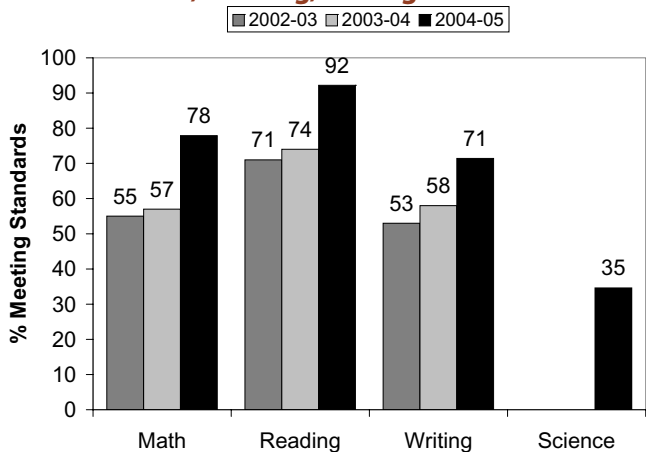
School Improvement Plan

Midway's School Improvement Plan focused on writing and mathematics skills while aiming to ensure that each student meets or exceeds standards. Midway demonstrated significant gains from previous years. The staff attributed this success to several instructional interventions aimed at reaching targeted students in need of improvement. Data will continue to determine needs as we intentionally deliver best practices that work.

Shiloh Hills Elementary • Heather Havens, Principal

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

**Percent of Students Meeting State Standards
Grade 4 Math, Reading, Writing and Grade 5 Science**



School Enrollment: 544

	Math			Reading		
	School	District	State	School	District	State
Exceeds Standard	49.4	49.4	33.4	49.4	51.3	36.0
Meets Standard	28.6	28.6	27.3	42.9	36.8	43.5
Needs Improvement	11.7	13.4	20.5	6.5	6.9	14.1
Well Below	9.1	6.1	17.8	0.0	2.5	5.3

	Writing			Science		
	School	District	State	School	District	State
Meets Standard	71.4	74.7	57.7	34.6	41.8	35.6

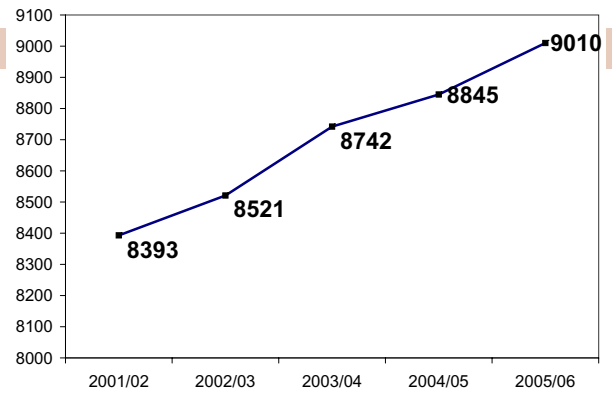
School Improvement Plan

The Shiloh Hills staff continues to work with students on how to be critical thinkers using cognitive thinking strategies in all areas but specifically in reading, writing, math, and science. Teachers use weekly collaborative time to discuss lesson plans, assessments, and to analyze data. In addition, staff meetings are used primarily for professional development, always focusing on how to improve instruction so our students meet high academic standards.

Enrollment Continues to Increase

The 2005-2006 school year started with 165 more students than last year—a 1.8% increase overall. As of October 1, 2005, 9010 students were enrolled K-12.

The district has hired additional teaching staff to accommodate the student increase. The bond measure passed in 2004 authorized construction of a new elementary school and replacement of Mead Middle School. District administration anticipates that growth will continue to cause space issues at crowded elementary schools until a new school can be brought into service in 2007.

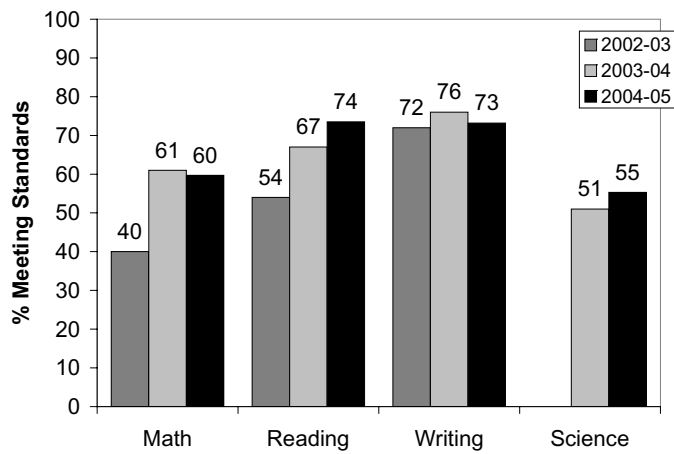


Middle Schools

Mead Middle School • Craig Busch, Principal

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

Percent of Students Meeting State Standards Grade 7 Math, Reading, Writing and Grade 8 Science



School Enrollment: 595

	Math			Reading		
	School	District	State	School	District	State
Exceeds Standard	28.5	29.3	24.0	41.2	41.3	38.9
Meets Standard	31.2	32.8	26.7	32.3	34.1	30.1
Needs Improvement	16.6	16.9	20.2	17.0	16.2	22.0
Well Below	23.1	18.9	27.3	8.8	6.4	7.3

	Writing			Science		
	School	District	State	School	District	State
Meets Standard	73.2	74.4	61.2	55.3	46.8	36.4

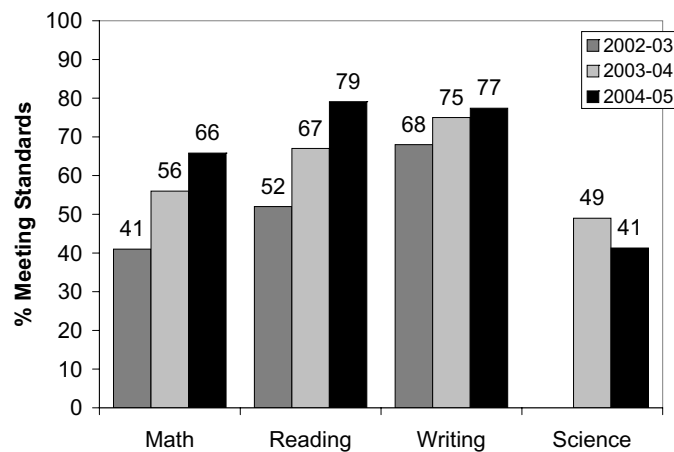
School Improvement Plan

Mead Middle School focused on increasing the number of students passing the 7th and 8th grade reading, math, and writing assessments. Throughout the year, teachers used learning improvement time for collaboration related to integrating reading, writing and math strategies across the curriculum. In addition, the school focused on increasing the number of students achieving 70% or higher on their grade level reports. This year we will analyze the data with a focus on reading, writing and math as well as bridging communication skills between the elementary feeder schools to assist at-risk students in these areas.

Northwood Middle School • Dave Stenersen, Principal

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

Percent of Students Meeting State Standards Grade 7 Math, Reading, Writing and Grade 8 Science



School Enrollment: 708

	Math			Reading		
	School	District	State	School	District	State
Exceeds Standard	31.0	29.3	24.0	42.9	41.3	38.9
Meets Standard	34.8	32.8	26.7	36.2	34.1	30.1
Needs Improvement	17.4	16.9	20.2	15.7	16.2	22.0
Well Below	16.2	18.9	27.3	4.6	6.4	7.3

	Writing			Science		
	School	District	State	School	District	State
Meets Standard	77.4	74.4	61.2	41.3	46.8	36.4

School Improvement Plan

Northwood Middle School focused on improving math problem-solving skills, writing conventions and improving reading through a building-wide focus and staff development on reading strategies. In 2003-2004, Northwood did not make adequate yearly progress (AYP) in reading for the student sub-group of special education. This reporting year, Northwood made/exceeded AYP in all areas. Additional goals this year will focus on methods for scientific investigation and technical writing and to seek to decrease the number of students with failing grades.

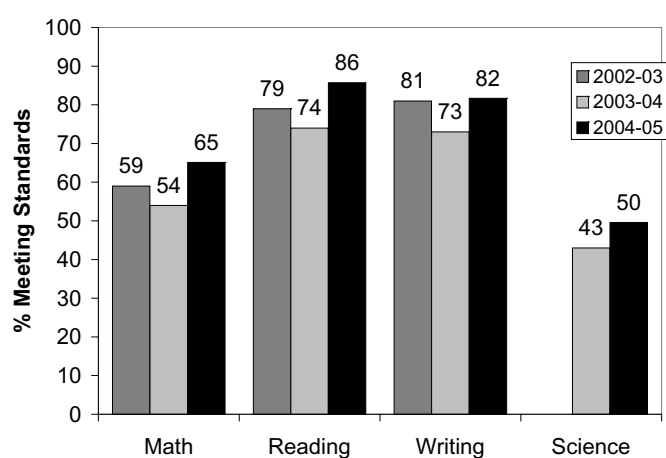
High Schools

Mead High School • Bruce Olgard, Principal

302 W. Hastings Rd., Spokane, WA 99218 • 465-7000

School Enrollment: 1621

Percent of Students Meeting State Standards for Grade 10



	Math			Reading		
	School	District	State	School	District	State
Exceeds Standard	24.1	19.4	18.0	64.3	58.2	44.5
Meets Standard	41.0	39.1	29.5	21.4	24.0	28.4
Needs Improvement	15.3	19.0	19.0	7.4	7.8	12.0
Well Below	17.2	17.9	27.0	5.3	6.1	9.2

	Writing			Science		
	School	District	State	School	District	State
Meets Standard	81.7	77.9	65.2	49.6	42.9	35.8

School Improvement Plan

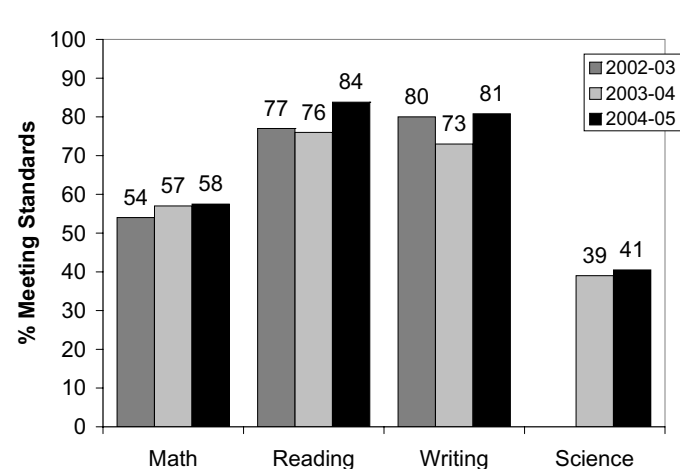
Mead High School has become very focused in the areas of reading, writing and math. Our staff is working with data from standardized tests to align our curriculum to give each student the tools he/she will need to meet the demands of the state's new graduation requirements and to provide skills that will take them beyond high school. Mead High School is a community that values relationships and academic excellence.

Mt. Spokane High School • John Hook, Principal

6015 E. Mt. Spokane Park Dr., Mead, WA 99021 • 465-7200

School Enrollment: 1394

Percent of Students Meeting State Standards for Grade 10



	Math			Reading		
	School	District	State	School	District	State
Exceeds Standard	17.1	19.4	18.0	57.8	58.2	44.5
Meets Standard	40.4	39.1	29.5	26.0	24.0	28.4
Needs Improvement	23.6	19.0	19.0	8.0	7.8	12.0
Well Below	16.5	17.9	27.0	5.9	6.1	9.2

	Writing			Science		
	School	District	State	School	District	State
Meets Standard	80.8	77.9	65.2	40.5	42.9	35.8

School Improvement Plan

Strategies are in place at MSHS to improve student achievement in core academic classes thus improving achievement on the WASL, and ultimately preparing all of our students for college as a viable option upon graduation.

Curriculum alignment, analysis of assessments, student access to honors and advance placement classes, infusion of technology in curriculum, after school academic enrichment, and on-going staff professional growth are important elements offering support for each of our students in attaining higher levels of achievement.

M.E.A.D. and M.E.P.P.

The Mead District offers alternative programs, M.E.P.P.(K-12) for homeschool families and M.E.A.D. serving grades 9-12 in an alternative high school. M.E.A.D. failed to meet Adequate Yearly Progress (AYP) in the math cell of WASL testing in the 2004-2005 reporting year. M.E.A.D. is not a Title 1 school; therefore there are no mandated sanctions. The district will continue to monitor M.E.A.D. progress. Test scores for students in both alternative programs can be found on the website of the State Superintendent of Public Instruction at: <http://www.reportcard.ospi.k12.wa.us>

Note: Overall District scores include the testing scores of alternative program students.

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.

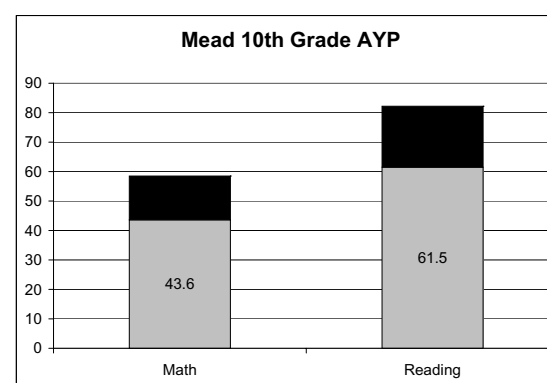
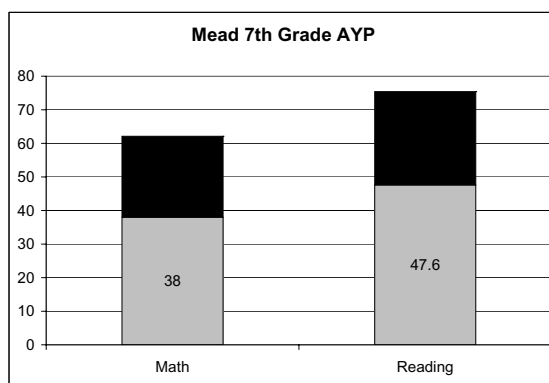
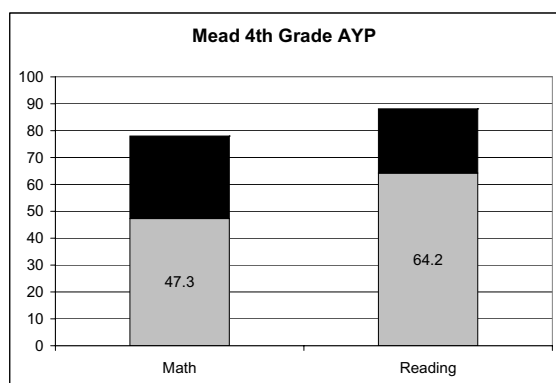
Currently Washington State tests fourth, seventh and tenth graders annually to gauge mastery of state standards in reading, math and writing. NCLB requires the state to expand reading and math testing to include all students in grades 3-8 and in at least one high school grade. **Schools must meet annual improvement targets, which ratchet up in equal increments towards the law's ultimate goal of 100 percent of students mastering standards by 2014.** Below are charts showing the 2004-2005 state goals necessary to

meet annual yearly progress (AYP) in each grade/subject area and Mead's performance which exceeded 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 Results 2004/2005 ■ State Target Goal 2004/2005

Initiative 728: Student Achievement Funding

In 2000, voters passed Initiative 728. This law provides dedicated funding aimed directly at ensuring students meet the learning requirements set forth in the state's education reform program. The money can be used to lower class size, support programs for students not meeting academic standards, and for professional development for teachers. The Mead School District received \$2,128,248 during the 2004-2005 school year. The funds were used as follows:

K-4 class size reduction (\$765,150): 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 2004/2005, each combination classroom received enhanced teacher staffing.

5-12 class size reduction: (\$792,439): A significant portion of the I-728 funding was directed to class size reductions at the 5-12 grade level 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: (\$119,596): 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: (\$785,249): 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 and math. Score analysis reveals systemic support is needed for intermediate reading, intermediate math and algebra. All new teachers receive additional training on Trailblazers, the district's adopted math program. Technology integration and science problem solving were added to 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 (\$24,231): Carryover funds will be used to support the I-728 spending plan for 2005-2006. The district had beginning carryover funds of \$358,416 from the 2003-2004 school year.