

Chehalis School District

“Quality schools where all students can learn and grow!”

Ed Rothlin, Superintendent
Mary Lou Bissett, Assistant Superintendent
Heather C. Pinkerton, Director of Business & Operations

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Annual Performance Report

School Year

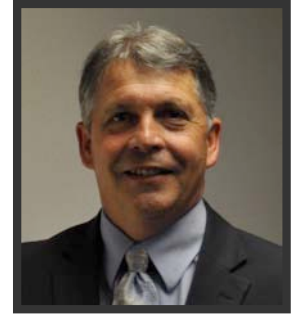
2010-2011



CHEHALIS SCHOOL DISTRICT

Seventeenth Annual Performance Report

2010-2011



*Ed Rothlin
Superintendent*

Mission Statement for Chehalis School District

“The mission of the Chehalis School District, in partnership with families and community, is to meet the learning needs of each student by providing a comprehensive, student-centered educational program that inspires and develops responsible contributing citizens.”

The Chehalis School District believes that motivated students, enthusiastic instruction, along with involved parents and community make a winning combination to produce well-educated young people. By following this belief, we are accountable to each other in ensuring success for our students.

The information that we present to you, with this annual performance report, represents the successes and continued challenges of the District’s five schools. Within this document, you will find goals, plans, testing information, and other statistics which affect student learning. It is our intent to provide this information concisely and in a helpful manner.

Annual School Report Card Information

Chehalis School District and the State of Washington believe we should provide educators, parents, community members and the general public with important information about local public schools. It is the support of all of these stakeholders that ensures the success of all students. For more information regarding current and past test scores, demographics, teacher qualifications, graduation and dropout rates for secondary students, and school improvement status please see the following website: <http://reportcard.ospi.k12.wa.us/>, search for the Chehalis School District and click on the school of choice. You are also welcome to visit or call the Chehalis School District Office at 360-807-7200 for a printed copy.

Volunteer Opportunities Abound in Our Schools

Each of our schools has need and opportunity for individuals interested in volunteering. Please call either Barbara Grega, our volunteer coordinator, at 807-7251 (R.E. Bennett), 807-7200 (District Office), or any school building office for additional information.

About Our District. . .

A rich educational tradition is the trademark of the Chehalis School District. This tradition continues to evolve through community support as evidenced in the following:

- ✓ Parental involvement in student learning activities and academic conferences;
- ✓ Community assistance in the development of a strategic plan for the district to propel academic and vocational achievement well into the future;
- ✓ Volunteer assistance and participation in programs and buildings across the district;
- ✓ An exemplary Board of Directors who have committed themselves to a quality education for students in the district;
- ✓ Successful transition by graduates to all levels of secondary educational and vocational programs;
- ✓ An outstanding scholarship program funded by community benefactors which continues to grow and serve the postgraduate students;
- ✓ Multiple use of the school facilities for further education, civic, and community activities;
- ✓ Numerous district employees cited for outstanding educational service and achievement.

Feedback from Community Members and Parents...

The Social and Economic Science Research center conducted a survey of residents living in the Chehalis School District area about issues concerning the district. Survey results indicated a need to modernize or replace Cascade and R.E. Bennett elementary schools.

Cascade Elementary School

Principal: Chris Simpson

89 SW 3rd Street

Chehalis, WA 98532

(360) 807-7215

Cascade was built in 1922 consisting of 11 classrooms. In 1924 the gymnasium, additional classrooms and basement were added. In 1956 additional classrooms were added. Window treatments were replaced in 1987 and the roof was replaced in 1999.

School-Wide Goals

Cascade Elementary School is dedicated to providing quality learning opportunities for every child. A sense of quality and standards of excellence are displayed by the entire staff. All staff work to promote school success and continuous improvement for every student. School-wide goals focused on during the 2010-2011 school year included:

- ❑ **Reading:** Improve student reading in the areas of phonemic awareness, phonics, vocabulary, comprehension, oral language and fluency.
- ❑ **Writing:** Students will learn skills and concepts to develop clear written communication skills.
- ❑ **Mathematics:** Improve learning for all students through application of computation skills, critical thinking and communication.
- ❑ **Classroom Management:** Improve teacher effectiveness in managing student behavior, disciplinary issues and students' social and emotional needs.

School Improvement/Title I Plan

Cascade staff continued to work together during the 2010-2011 school year to review our School-wide Plan and make changes that would positively impact student learning. Our goal is to increase student academic growth with special emphasis on reading, math, and writing. The Cascade School Improvement/Title I Plan consists of goals and action plans. We will work as a team with parents and community members to achieve the goals of our School Improvement/Title I Plan. We will review student assessment data on a regular basis and revise goals and instruction accordingly.

Student Achievement

Cascade School provided:

- ❑ All-Day Kindergarten Options for Tuition
- ❑ Continued Training in Reading, Math and Writing Instruction
- ❑ Continued two-year looping option
- ❑ Developmental Kindergarten for qualifying students
- ❑ Tiered intervention for struggling Kindergarten and First grade students

Certificated Staff

Principal 1.0

Homeroom Teachers 13.0

Classified

Paraprofessionals 3.0

Special Ed. Paraprofessionals 3.25

Office Personnel 2.0

Custodians 2.0

Special Programs Teachers

Reading Teacher 0.5

Music 0.9

Physical Education 1.0

Library 0.5

Counselor 0.25

Special Education 2.0

Preschool 1.0

R.E. Bennett Elementary School

Principal: Kimberly Camren

233 S. Market Blvd.

Chehalis, WA 98532

(360) 807-7220

R.E. Bennett was built in 1928 consisting of 20 classrooms. In 1935 the gym and band rooms were added. The locker room was remodeled in 1974 and restrooms were added in 1989. In 2001, earthquake renovation was completed, as well as the installation of a new portable classroom. Locker room to classroom remodel was completed in 2002.

School-Wide Goals

- ❑ Improve student reading in the areas of phonics, decoding, fluency, comprehension, and vocabulary demonstrating overall student growth on a yearly basis.
- ❑ Students will use a basic paragraph construction model and work on clear written communication across the curriculum.
- ❑ Improve student learning for all students through critical thinking, reasoning and inquiry.
- ❑ Improve student, teacher, and parent access to computers, technology and technological training opportunities.
- ❑ Increase opportunities for families to participate in school activities and facilitate understanding of school policies, learning strategies and statewide education reform.

School Improvement Goals Title 1 Plan

The goal of this program component is to enhance learning for all children by better utilizing the resources that are available to the staff and students of R.E. Bennett Elementary School. Throughout the school-wide process, all programs will be monitored and evaluated for effectiveness with students.

The Chehalis School District will allow the R.E. Bennett staff the flexibility to fully utilize its instructional and assistant staff. This will afford R.E. Bennett student programs to be tailored to meet the individual needs of students and promote student success on Washington State Assessments.

Student Achievement

- ❑ Extended school day opportunities serving students in the areas of reading/language arts, math, science, and art in the Family Center
- ❑ Provided staff with multiple training opportunities geared toward school improvement and student achievement
- ❑ Provided staff with time to plan for program improvement and team collaboration
- ❑ Provided remedial reading opportunities for struggling second & third grade students
- ❑ Continued looping two-year option
- ❑ Continued a 2/3 multiage program

<i>Certificated Staff</i>	
Administrators	1.0
Homeroom Teachers	16.0
ELL/Bilingual	.5
<i>Classified Staff</i>	
Paraprofessionals	10.0
Office Personnel	2.0
Custodians	2.0
<i>Special Programs Teachers</i>	
Music	0.8
Health & Fitness	1.0
Library	0.5
Special Education	2.0
Title I/Intervention	1.0

Olympic Elementary School

Principal: Brett Ellingson

2057 SW Salsbury

Chehalis, WA 98532

(360) 807-7225

Olympic was built in 1960 consisting of 18 classrooms with an addition in 1971.

School-Wide Goals

- ❑ Improve student learning for all students through logical thinking, reasoning, problem solving, computation, technical writing, and inquiry.
- ❑ Improve student reading in the areas of phonics, vocabulary, comprehension, and fluency.
- ❑ Students will use basic paragraph construction, write effective and appropriate essays and continue to work on clear written communication across the curriculum.
- ❑ Improve student learning for all students through applying science concepts, knowledge of systems and skills of inquiry.

To help us achieve these goals and better assist our students in reaching or surpassing state standards, the principal, department coordinators, faculty, staff and parents have developed strategies and action plans in the areas of scheduling, communication, training, and technology.

School Improvement Goals/Title I Plan

Olympic staff continues to regularly monitor and evaluate our School-wide Plan for effectiveness with students. Our goal is to increase student academic growth with special emphasis on math, reading, writing, and science.

The Chehalis School District will allow the Olympic staff the flexibility to fully utilize its instructional and assistant staff. This will afford Olympic student programs to be tailored to meet the individual needs of students and promote student success on Washington State Assessments.

Student Achievement

- ❑ Provided staff with multiple training opportunities geared toward school improvement and student achievement.
- ❑ Provided staff with time to plan for program improvement and team collaboration.
- ❑ Olympic's intervention staff offers an Education Celebration evening assisting parents with ways they can help improve student math and reading achievement.
- ❑ Remedial reading and math opportunities provided for struggling students

Certificated Staff

Principal 1.0

Homeroom Teachers 14.0

Classified Staff

Paraprofessionals 9.0

Office Personnel 2.0

Custodians 2.0

English as a Second Language 0.4

Special Programs Teachers

Title I 0.5

Intervention 1.7

Music 1.2

Physical Education 1.0

Highly Capable 0

Library 0.5

Counselor 1.0

Chehalis Middle School

Principal: James H. Budgett

Assistant Principal: Kyle Fletcher

1060 SW 20th Street

Chehalis, WA 98532

(360) 807-7230

Chehalis Middle School was built in 1988 consisting of 22 regular classrooms, 3 portable classrooms and 3 special areas: Family/Consumer Science, gym, and art. In 2009 the track was realigned and resurfaced.

School Improvement Plan

Math Goal – Improve student learning through critical thinking, reasoning, problem solving, and inquiry

CMS offers a variety of math courses in order to meet the academic needs of students. All math instructors provide MSP style questions in their regular testing procedures so that all students are aware of the testing required by the state. Curriculum resources are utilized to meet student needs and facilitate growth and improvement.

Reading Goal – Improve student reading in areas of vocabulary, comprehension, critical thinking, and fluency

The CMS language arts department continues to regularly screen students in the area of reading to offer the most accurate and appropriate instruction possible. Remedial reading classes are offered for students in an effort to meet grade level requirements. Language arts instructors collaborate school wide to offer a comprehensive effort for student achievement. The Accelerated Reader program is used to encourage students and their families to increase reading efforts.

Writing Goal – Improve student written communication through clarity and effective paragraph construction

CMS employs the six-trait writing program as a basis for all writing. Teachers use consistent standards of essay writing, focusing on convention skills and elaboration strategies.

Science Goal – Improve student learning through applying scientific concepts, knowledge of systems, and inquiry

The CMS science department utilizes curriculum resources to facilitate growth. The staff focuses on departmental collaboration and staff development to streamline curriculum and meeting state grade level expectations.

Social Studies / Arts Goal – Continue to refine the CBA process

CMS students participate in Classroom Based Assessments in grades 6-8 in social studies and the arts.

School Climate, Citizenship, and Expectations

All incoming sixth graders and new students to CMS continue to take part in the WEB (Welcome EveryBody) program before school starts. CMS counselors and a select group of eighth grade students present activities in order to provide information and stress relief to new students. During the school year there are follow up sessions for the sixth graders.

Collaboration among Parents and Community Members

In our continual commitment to utilizing technology at CMS, parents have immediate access to teachers' grade books and assignments. CMS teachers maintain web pages for student and parent use.

Student Achievement

- Student Achievement Funds helped contribute to class size reduction in the areas of math and science
- Courses in reading and math were offered for students working below Grade Level
- After school tutoring was offered for students in need of extra academic assistance
- Big Brothers/Big Sisters program was offered to meet student academic/social needs

<i>Certificated Staff</i>	
Administrators	2.0
Classroom Teachers	20.4
<i>Classified Staff</i>	
Paraprofessionals	3.5
Office Personnel	3.0
Custodians	3.5
<i>Special Programs Teachers</i>	
Music	2.4
Physical Education	3.0
Library	1.0
Counselor	2.0
Special Education	1.6
Intervention	1.7

W.F. West High School

Principal: Dr. Linda K. Smith

Assistant Principal: Jeff Johnson

Assistant Principal/CTE Director: Tim Touhey

Athletic Director: Scott Chamberlain

342 SW 16th Street

Chehalis, WA 98532

(360) 807-7235

W.F. West High School was built in 1954 and consisted of 63 classrooms. In 1993 the building was remodeled and four science labs and two computer labs were added.

Action Plans & Goals for School Improvement

The staff at W.F. West continues to work hard to help students complete the rigorous new state graduation requirements.

Reading: All subject areas have incorporated more reading and writing into their curriculum and teachers from our Language Arts Department helps our students who need added instruction in reading, writing and study skills.

Writing: The Six-Trait Writing program will continue to be stressed. W.F. West writing style guides are used in all classes.

Mathematics: Many of the math problems are formatted to closely resemble EOC-type questions. Students are aware of the concepts they can expect to be tested on. Our math department has added a teacher to help our students who need additional instruction to enhance their performance on the End of Course Exams. The applied math program assists students who learn math more effectively in a hands-on environment.

Our staff continues to focus on student achievement; several school improvement goals were defined during the 2010-2011 year.

Define Building-Wide Expectations

Focused on the goal to improve student learning, our staff worked during the 2010-11 school year to:

- clarify student ***behavior expectations***
- deal with student ***attendance concerns*** in a positive and constructive way
- define ***school-wide academic expectations*** and determine the most effective and appropriate ways to measure how well these expectations are being met

Staff Collaboration

During the 2010-11 school year we continued to work within scheduling and budget constraints to free up as much time as possible to allow staff to collaborate in order to improve student academic achievement.

Serving At-Risk Students

The goals and philosophy of the ***Learning Assistance Program*** have been shared with staff. The main subject areas of focus for the LAP program are reading and mathematics. During the past year, we explored the response to intervention model, which has been shown to be successful in helping struggling students to improve their academic skills. During the 2010-2011 school year we implemented and used RTI intervention as part of our LAP program.

We will continue to gather information relating to drop out statistics and explore economically feasible ways to address the problem of students who need to graduate via an alternative route. We continue to find creative and effective ways to allow students who need to recover credit to do so.

Professional Development

The main focus of our professional development program for the 2010-11 year revolved around identifying and implementing effective instructional strategies, and evaluating their effectiveness.

Decision-Making Process

During the 2010-11 school year, a small committee met to develop a decision-making process that will increase staff involvement in building decisions. This year, we worked to involve staff in this process. We will also define what types of decisions need to go through this process, and work at involving various stakeholders (staff, students, parents, community).

Technology

During the 2010-2011 school year staff members received in-service training on state technology EALRs and GLEs. Staff and students utilized technology in their classrooms. Staff will continue to receive training on, and make use of available technology resources (website, communication tools) to enhance the delivery of curriculum and communication with students and parents/guardians.

<i>Certificated Staff</i>	
Administrators	3
Athletic Director	1
Classroom Teachers/Counselors	49
<i>Classified Staff</i>	
Paraprofessionals	15
Office Personnel	6
Custodians	5
<i>Special Programs Teachers (FTE)</i>	
Music	1.6
Physical Education	4.0
Library	1.0
Counselor	2.8
Special Education	4.0
Learning Assistance Program	2.8

Green Hill Academic School

Principal: Bob Walters

375 SW 11th Street

Chehalis, WA 98532

(360) 740-3520

Green Hill Academic School is located in Green Hill School, a medium/maximum security, fenced facility for teenage male offenders. Green Hill School was built in 1891. New construction including an administration building and hospital were completed in the 1950's. A swimming pool was built in the 1960's. The security fence was erected in the 1980's. New construction was completed in 2009.

❖ Action Plans & Goals for School Improvement

Green Hill teachers are working hard to help students pass the High School Proficiency Exam and be their best. Here are some of the ways they are working on the goals:

❖ Goal #1 Improving Outcomes for Every Youth

By addressing the specific academic needs of each student, Green Hill Academic School can increase the likelihood that our students will complete their education or transition to an educational program, earn a GED certificate, gain vocational/job training and/or become employed, and that they will ultimately become productive members of society

❖ Goal #2 Building a Positive School Climate

Green Hill Academic School staff will work to create a positive school climate in which: "Everybody knows where he is going and why. The focus is on providing educational, vocational and life skills training to help students succeed in the community upon their release from incarceration.

❖ Goal #3 Increased Performance Through Technology

Students will be enrolled in one or more computer-based academic programs to improve their performance, recover credits or prepare them for vocational certification, the GED examination or a high school diploma.

Certificated Staff

Principal	1.0
Classroom Teachers	12.0
Counselor	1.0

Special Program Teachers

Special Education	1.0
Title	2.0
Physical Education	1.0

Classified Staff

Office Personnel	2.5
Paraprofessionals	1.0
Librarian	1.0

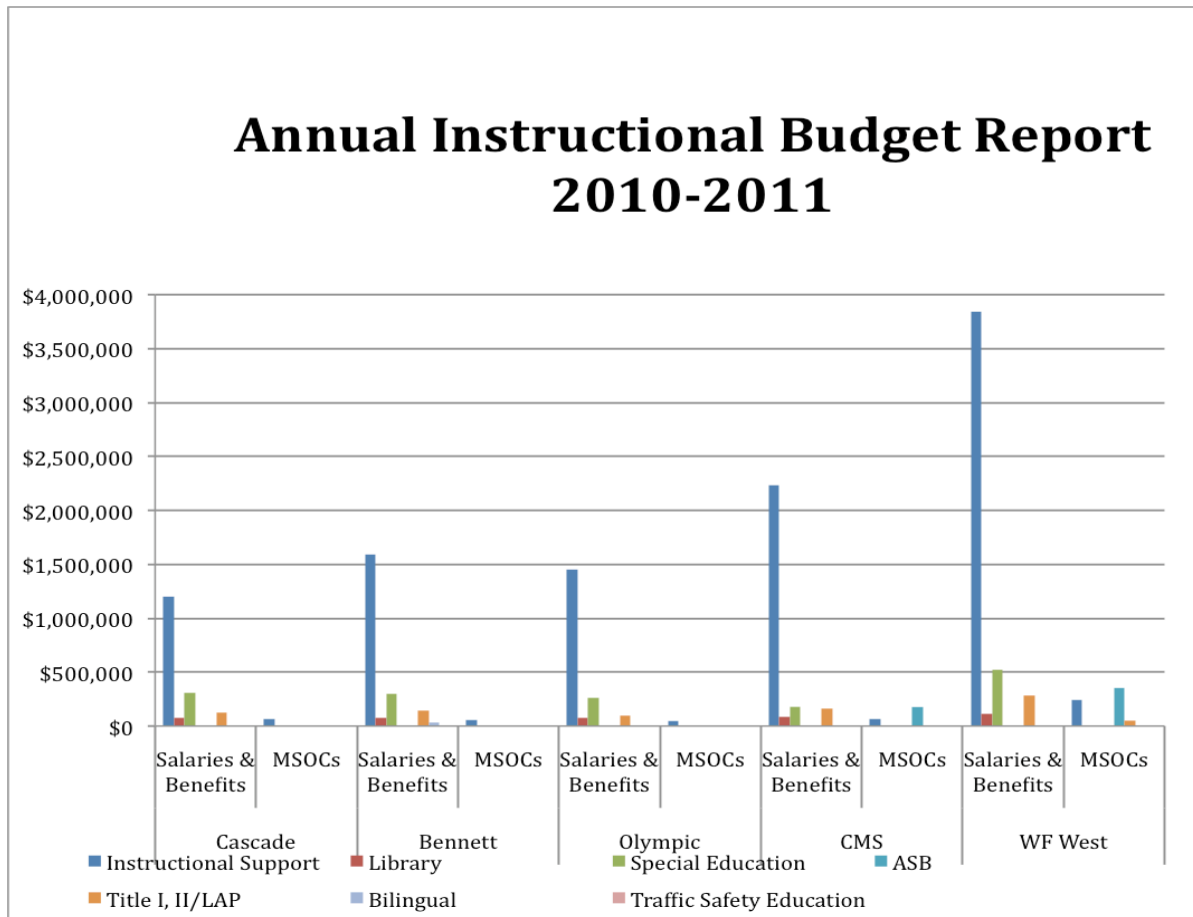
Annual Instructional Budget Report 2010-2011

Program	Cascade		Bennett		Olympic		CMS		WF West	
	Salaries & Benefits	MSOCs	Salaries & Benefits	MSOCs	Salaries & Benefits	MSOCs	Salaries & Benefits	MSOCs	Salaries & Benefits	MSOCs
Instructional Support	\$1,203,576	\$64,995	\$1,590,209	\$57,048	\$1,449,782	\$47,834	\$2,228,908	\$62,653	\$3,846,310	\$242,815
Library	\$74,115	\$1,500	\$79,025	\$1,448	\$78,308	\$2,130	\$86,800	\$6,000	\$114,348	\$9,371
Special Education	\$308,081	\$1,019	\$294,176		\$261,160		\$175,625		\$518,102	
Total	\$1,585,772	\$67,514	\$1,963,410	\$58,496	\$1,789,250	\$49,964	\$2,491,333	\$68,653	\$4,478,760	\$252,186

ASB		\$10,100		\$8,800		\$21,400		\$175,950		\$350,085
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Title I, II/LAP	\$131,230	\$7,427	\$148,508	\$3,480	\$107,090	\$3,425	\$168,321	\$4,995	\$290,274	\$51,770
Bilingual			\$41,042		\$4,701		\$5,642			
Traffic Safety Education										\$21,000
Total	\$1,717,002	\$85,041	\$2,152,960	\$70,776	\$1,901,041	\$74,789	\$2,665,296	\$249,598	\$4,769,034	\$675,041

*MSOCS – Maintenance, Supplies and Operating Costs



2010-2011 MSP/HSPE Results (Administration Info)

Grade Level	Reading	Math	Writing	Science
3 rd Grade	73.5%	52.0%		
4 th Grade	77.9%	72.9%	62.5%	
5 th Grade	74.9%	62.2%		57.8%
6 th Grade	72.4%	55.0%		
7 th Grade	60.9%	50.7%	73.8%	
8 th Grade	74.0%	54.7%		69.1%
10 th Grade	89.2%		88.8%	60.3%
EOC Math Yr 1		67.9%		
EOC Math Yr 2		82.4%		

Chehalis School District students participate in NAEP testing.

State results are available at <http://www.k12.wa.us/assessment/NAEP/default.aspx>

Student Demographics

Enrollment

October 2010 Student Count	2,900
May 2011 Student Count	2,989

Gender (October 2010)

Male	1,546	53.3%
Female	1,354	46.7%

Race/Ethnicity (October 2010)

American Indian/Alaskan Native	20	0.7%
Asian	35	1.2%
Pacific Islander	6	0.2%
Asian/Pacific Islander	41	1.4%
Black	44	1.5%
Hispanic	419	14.4%
White	2,144	73.9%
Two or More Races	232	8.0%

Special Programs

Free or Reduced-Price Meals (May 2011)	1,478	49.4%
Special Education (May 2011)	399	13.3%
Transitional Bilingual (May 2011)	83	2.8%
Migrant (May 2011)	0	0%
Section 504 (May 2011)	5	0.2%
Foster Care (May 2011)	0	0%

Other Information (more info)

Unexcused Absence Rate (2010-2011)	362	0.1%
Annual Dropout Rate (2009-2010)	30	3.1%
On-Time Graduation Rate (2009-2010)	189	86.9%
Extended Graduation Rate (2009-2010)	196	90.1%

Teacher Information (2010-2011)	
Classroom Teachers	158
Average Years of Teacher Experience	14.9
Teachers with at least a Master's Degree	76.6%
Total number of teachers who teach core academic classes	134
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%
Total number of core academic classes	806
<i>NCLB Highly Qualified Teacher Information</i>	
% of classes taught by teachers meeting NCLB highly qualified (HQ) definition	100%
% of classes taught by teachers who do not meet NCLB HQ definition	0.0%
% of classes in high poverty schools taught by teachers meeting NCLB highly qualified (HQ) definition	100%
% of classes in high poverty schools taught by teachers who do not meet NCLB HQ definition	0.0%
% of classes in low poverty schools taught by teachers meeting NCLB highly qualified (HQ) definition	N/A
% of classes in low poverty schools taught by teachers who do not meet NCLB HQ definition	N/A

Financial Data (2009-2010)		
	Per Student Amounts	Percent
Total Revenues	9803	100%
State	6632	68%
Federal	1165	12%
Local Tax	1476	15%
Other Sources	529	5%
Total Expenditures	9497	100%
Central Administration	843	9%
Building Administration	551	6%
Maintenance and Operations	704	7%
Food Services	172	2%
Transportation Services	208	2%
Teaching	6754	71%
Other	265	3%



R E Bennett Elementary

Principal Kimberly Camren
360.807.7220

[School Web Site](#)

233 South Market Blvd Chehalis 98532 Grade Span: 2-3
Chehalis School District 8/30/2011

Adequate Yearly Progress Summary

This page presents a summary of your AYP results. ([What does Adequate Yearly Progress and ESEA mean?](#)) To see the data used to compute each proficiency cell and Safe Harbor results, switch "Summary" to "Participation/Other Indicator Detail" and click "go".

- Yes** Group met AYP.
- No** Group did not meet AYP.
- N<Required** Group has fewer than required.
- N/A** There are no students in this group.

Made AYP Overall: No In Improvement: No

Number of Yes:	13	Number of No:	4	% of Yes/Total:	76.5%	Number of N<Required:	12	Number of NA:	8
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Select year: [Summary Description](#)

Student Group	Met <u>Proficiency</u> Goal		Met <u>Participation</u> Goal		Other Indicator				
	Reading	Math	Reading	Math					
All	No	Yes	Yes	Yes	Yes				
American Indian	N/A	N/A	N/A	N/A					
Asian/Pacific Islander	N<Required	N<Required	N<Required	N<Required					
Black	N/A	N/A	N/A	N/A					
Hispanic	N<Required	N<Required	N<Required	N<Required					
White	No	Yes	Yes	Yes					
Limited English	N<Required	N<Required	N<Required	N<Required					
Special Education	No	Yes	Yes	Yes					
Low Income	No	Yes	Yes	Yes					
Number of Yes:	13	Number of No:	4	% of Yes/Total:		76.5%	Number of N<Required:	12	Number of NA:

Results with fewer students than required are not shown. Results not shown may also indicate data not available.



Olympic Elementary

Principal Brett Ellingson
360.807.7225

School Web Site

2057 SW Salsbury Chehalis 98532 Grade Span: 4-5
Chehalis School District 8/30/2011

Adequate Yearly Progress Summary

This page presents a summary of your AYP results. ([What does Adequate Yearly Progress and ESEA mean?](#)) To see the data used to compute each proficiency cell and Safe Harbor results, switch "Summary" to "Participation/Other Indicator Detail" and click "go".

Yes Group met AYP. **N<Required** Group has fewer than required.
No Group did not meet AYP. **N/A** There are no students in this group.

Made AYP Overall: No In Improvement: Step 1

Number of Yes:	20	Number of No:	1	% of Yes/Total:	95.2%	Number of N<Required:	12	Number of NA:	4
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Select year: Summary Description

Student Group	Met <u>Proficiency</u> Goal		Met <u>Participation</u> Goal		Other Indicator				
	Reading	Math	Reading	Math					
All	Yes	Yes	Yes	Yes	Yes				
American Indian	N<Required	N<Required	N<Required	N<Required					
Asian/Pacific Islander	N<Required	N<Required	N<Required	N<Required					
Black	N/A	N/A	N/A	N/A					
Hispanic	Yes	Yes	Yes	Yes					
White	Yes	Yes	Yes	Yes					
Limited English	N<Required	N<Required	N<Required	N<Required					
Special Education	No	Yes	Yes	Yes					
Low Income	Yes	Yes	Yes	Yes					
Number of Yes:	20	Number of No:	1	% of Yes/Total:		95.2%	Number of N<Required:	12	Number of NA:

Results with fewer students than required are not shown. Results not shown may also indicate data not available.



Chehalis Middle School

Principal Jim Budgett
360.807.7230

[School Web Site](#)

1060 SW 20th Street Chehalis 98532 Grade Span: 6-8
Chehalis School District 8/30/2011

Adequate Yearly Progress Summary

This page presents a summary of your AYP results. ([What does Adequate Yearly Progress and ESEA mean?](#)) To see the data used to compute each proficiency cell and Safe Harbor results, switch "Summary" to "Participation/Other Indicator Detail" and click "go".

- Yes** Group met AYP.
- N<Required** Group has fewer than required.
- No** Group did not meet AYP.
- N/A** There are no students in this group.

Made AYP Overall: No In Improvement: Step 2

Number of Yes:	18	Number of No:	3	% of Yes/Total:	85.7%	Number of N<Required:	16	Number of NA:	0
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Select year: [Summary Description](#)

Student Group	Met <u>Proficiency</u> Goal		Met <u>Participation</u> Goal		Other Indicator				
	Reading	Math	Reading	Math					
All	Yes	Yes	Yes	Yes	Yes				
American Indian	N<Required	N<Required	N<Required	N<Required					
Asian/Pacific Islander	N<Required	N<Required	N<Required	N<Required					
Black	N<Required	N<Required	N<Required	N<Required					
Hispanic	Yes	Yes	Yes	Yes					
White	No	Yes	Yes	Yes					
Limited English	N<Required	N<Required	N<Required	N<Required					
Special Education	Yes	Yes	Yes	Yes					
Low Income	No	No	Yes	Yes					
Number of Yes:	18	Number of No:	3	% of Yes/Total:		85.7%	Number of N<Required:	16	Number of NA:

Results with fewer students than required are not shown. Results not shown may also indicate data not available.



W F West High School

Principal Bob Walters
360.807.7235

School Web Site

342 SW 16th Street Chehalis 98532 Grade Span: 9-12
Chehalis School District 8/30/2011

Adequate Yearly Progress Summary

This page presents a summary of your AYP results. ([What does Adequate Yearly Progress and ESEA mean?](#)) To see the data used to compute each proficiency cell and Safe Harbor results, switch "Summary" to "Participation/Other Indicator Detail" and click "go".

- Yes** Group met AYP.
- N<Required** Group has fewer than required.
- No** Group did not meet AYP.
- N/A** There are no students in this group.

Made AYP Overall: Yes In Improvement: No

Number of Yes:	13	Number of No:	0	% of Yes/Total:	100.0%	Number of N<Required:	20	Number of NA:	4
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Select year: Summary Description

Student Group	Met <u>Proficiency</u> Goal		Met <u>Participation</u> Goal		Other Indicator				
	Reading	Math	Reading	Math					
All	Yes	Yes	Yes	Yes	Yes				
American Indian	N/A	N/A	N/A	N/A					
Asian/Pacific Islander	N<Required	N<Required	N<Required	N<Required					
Black	N<Required	N<Required	N<Required	N<Required					
Hispanic	N<Required	N<Required	N<Required	N<Required					
White	Yes	Yes	Yes	Yes					
Limited English	N<Required	N<Required	N<Required	N<Required					
Special Education	N<Required	N<Required	N<Required	N<Required					
Low Income	Yes	Yes	Yes	Yes					
Number of Yes:	13	Number of No:	0	% of Yes/Total:		100.0%	Number of N<Required:	20	Number of NA:

Results with fewer students than required are not shown. Results not shown may also indicate data not available.

Chehalis School District

Superintendent Ed Rothlin
360.807.7200

[District Web Site](#)

310 SW 16TH ST CHEHALIS 98532
Educational Service District 113 8/30/2011

Adequate Yearly Progress Summary

This page presents a summary of your AYP results. ([What does Adequate Yearly Progress and ESEA mean?](#)) To see the data used to compute each proficiency cell and Safe Harbor results, switch "Summary" to "Participation/Other Indicator Detail" and click "go".

Yes Group met AYP. **N<Required** Group has fewer than required.
No Group did not meet AYP. **N/A** There are no students in this group.

Made AYP Overall: No In Improvement: No

Number of Yes:	49		Number of No:	6		% of Yes/Total:	89.1%		Number of N<Required:	48		Number of NA:	8
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Select year: Summary Description

Elementary School Band (Grades 3 - 5)	Met <u>Proficiency</u> Goal		Met <u>Participation</u> Goal		Other Indicator								
	Reading	Math	Reading	Math									
All	No	Yes	Yes	Yes	Yes								
American Indian	N<Required	N<Required	N<Required	N<Required									
Asian/Pacific Islander	N<Required	N<Required	N<Required	N<Required									
Black	N/A	N/A	N/A	N/A									
Hispanic	Yes	Yes	Yes	Yes									
White	No	Yes	Yes	Yes									
Limited English	N<Required	N<Required	N<Required	N<Required									
Special Education	No	Yes	Yes	Yes									
Low Income	No	Yes	Yes	Yes									
Number of Yes:	17		Number of No:	4			% of Yes/Total:	81.0%		Number of N<Required:	12		Number of NA:

Middle School Band (Grades 6 - 8)	Met <u>Proficiency</u> Goal		Met <u>Participation</u> Goal		Other Indicator
	Reading	Math	Reading	Math	
All	Yes	Yes	Yes	Yes	Yes
American Indian	N<Required	N<Required	N<Required	N<Required	
Asian/Pacific Islander	N<Required	N<Required	N<Required	N<Required	
Black	N<Required	N<Required	N<Required	N<Required	
Hispanic	Yes	Yes	Yes	Yes	
White	Yes	Yes	Yes	Yes	

Limited English	N<Required	N<Required	N<Required	N<Required
Special Education	Yes	Yes	Yes	Yes
Low Income	No	No	Yes	Yes
Number of Yes: 19 Number of No: 2 % of Yes/Total: 90.5% Number of N<Required: 16 Number of NA: 0				

High School Band (Grade 10)	Met <u>Proficiency</u> Goal		Met <u>Participation</u> Goal		Other Indicator
	Reading	Math	Reading	Math	
All	Yes	Yes	Yes	Yes	Yes
American Indian	N/A	N/A	N/A	N/A	
Asian/Pacific Islander	N<Required	N<Required	N<Required	N<Required	
Black	N<Required	N<Required	N<Required	N<Required	
Hispanic	N<Required	N<Required	N<Required	N<Required	
White	Yes	Yes	Yes	Yes	
Limited English	N<Required	N<Required	N<Required	N<Required	
Special Education	N<Required	N<Required	N<Required	N<Required	
Low Income	Yes	Yes	Yes	Yes	
Number of Yes: 13 Number of No: 0 % of Yes/Total: 100.0% Number of N<Required: 20 Number of NA: 4					

Results with fewer students than required are not shown. Results not shown may also indicate data not available.