

La Center School District Annual Report to the Community 2010-2011 School Year

Unless otherwise noted, the data contained in this report is from the 2010-2011 school year. The complete ***DISTRICT PERFORMANCE REPORT*** may be accessed from the La Center School District website (www.lacenterschools.org) or on the Office of Superintendent of Public Instruction (OSPI) website at <http://reportcard.ospi.k12.wa.us>. The report card includes detailed information and statistics about education in La Center.

OUR MISSION

The mission of the La Center School District is to create a supportive environment that empowers students to reach their fullest potential. We will do this in partnership with families, the community, and employees to create life-long learners who can adapt to a changing, more technologically advanced and diverse society.

Believe It!

2010-2011 BOARD OF DIRECTORS

Criseda Yaw	District #1
Todd Jones	District #2
Robert Taylor	District #3
Wendy Chord	District #4
John Parsons	District #5

SCHOOL POPULATION

The 2010-2011 school year began with a focus on thinking differently about how we use all of our resources as we worked to create the best possible learning environments for our students. One example of that is the rearranging of our administrators' duties. Doing so has allowed us (among other things) to increase our focus on curricular areas such as math and literacy.

WHO WE ARE BY THE NUMBERS

The school district serves as a hub for the La Center community. The facilities are used from early morning until late at night for both student instruction and community events and activities.

Thanks to a very well run and active Community Education Program, a wide variety of opportunities to learn, play and socialize are offered for children through senior citizens right in our own community.

In addition, the La Center School District and surrounding community are the fortunate beneficiaries of the efforts of groups such as Lions Club, PTO, Booster Club, Music Association, Boy and Girl Scouts, Casino Foundation, La Center Education Fund, Scholarship Foundation and the City of La Center (to name just a few). The district has had the pleasure and privilege to partner with many of these groups in the service of our students.

ENROLLMENT

2010-2011 enrollment as of 10/01/10 is 1,560

2011-2012 enrollment as of 10/01/11 is 1,547

DEMOGRAPHICS

American Indian or Alaskan Native 1.1%

Asian or Pacific Islander 1%

Black or African American 1%

Hispanic 3.5%

Caucasian 91%

Other/Non-Specified 2.4%

STUDENT PROFILE – CLASS OF 2011

Total Graduates – 97

Of those graduating:

College Bound (4 yr) 36%

College Bound (2 yr) 39%

Vocational School 5%

Military 6%

Work 12%

Undecided 2%

Average GPA 2.90

Percent on Honor Roll 35%

High School Activity Participation

Average Percent of Students:

Sports Participation 30+%

All Other Activities 37+%

Each year high school students “give back” in various ways. One of the most popular is the GIVING TREE that goes up before Thanksgiving in the Commons. Gender and ages of children in need are hung on the tree and include a list of “would likes”. Students pick a child (or sometimes several) for whom to shop.

Middle School Activity Participation

While statistics on participation are not kept at this level, record number of students continue to turn out for everything from sports to BBQs. In addition, this year saw several student led school improvement programs. One of the most exciting is the Educational Leadership elective. Twenty students were selected to tutor elementary

school students in classrooms ranging from PE to math. This is a structured class where middle school students work with younger students in reading groups, science labs, math tutoring or leading small band and choir sections. Students are required to write a bi-weekly blog and it has been great to read how they have grown in their abilities through their experiences. Their enthusiasm has led to double the students and double the elementary classroom teachers wanting to participate in the 2011-2012 school year.

Elementary School Activity Participation

Children are the highest priority of all staff members. All work is directed towards meeting the individual needs of our students. We recognize that no two individuals are the same; therefore, every effort to accommodate the unique talents of each student is made.

One of the good things happening at this level are the monthly Bobcat themes. These are strengths that we believe can enhance anyone's life and therefore have a positive effect on whatever one is doing. The themes for this year are:

- September: Self & Other Awareness – Getting to know myself and others
- October: Cooperation – Teamwork and getting along
- November: Gratitude – Seeing the “paws-itive” and being thankful
- December: Politeness/Civility - Politeness, courtesy, and supporting others
- January: Goal Setting - Setting goals and working to achieve them
- February: Self-Reflection - Reflecting on our learning and our goals
- March: Perseverance – Sticking to it and not giving up
- April: Diversity – Understanding and accepting similarities/differences
- May: Citizenship – Doing my part and understanding my role(s)
- June: Celebration – Celebrating our “Paws-itive” community and school spirit

STAFF PROFILE

Teaching Staff

Classroom Teachers	79
Average Years of Experience	18
Teachers with at least a Master's Degree	78%
Percent of Teachers who meet Highly Qualified standards	100%

Student-to-Teacher Ratio

K-3 Grade	22
4-5 Grade	25
6-8 Grade	22
9-12 Grade	19

Administrators

A continued focus on classroom learning environments, professional development needs for our staff and increased partnering with parents and community members has changed the landscape of what we need and expect of our administrators. Gone are the days of “managing” staff, student and building needs from behind a desk piled with papers. If you hope to see one of our administrators (unless you have an appointment of course!)

you best go look in a classroom....or on the playground....or in the cafeteria/commons. You will find them (iPad in hand) where the students are and they will be listening, watching and learning.

Support Staff

In addition to our teaching staff and our administrators are those people who work hard to meet the day to day needs of the district and students. Custodians, kitchen help, playground monitors, secretaries, para-educators, coaches and bus drivers all take pride in providing a safe, clean and friendly atmosphere for our children to learn and grow in.

Like our teaching staff, all of our support staff are finger-printed and their backgrounds screened as part of our efforts to assure the best care possible for our students.

La Center is fortunate to have many dedicated parents and community members who give of their time and resources for the benefit of our students. Volunteers undergo a background screening by the Washington State Patrol as well as training sessions to help them best meet the needs of staff and students.

FINANCIAL DATA

	Per Student Amounts	Percent
Total Revenues	\$8,437.97	100%
State	\$6,050.44	72%
Federal	\$ 461.09	6%
Local Tax	\$1,528.25	18%
Other	\$ 398.20	5%
Total Expenditures	\$8,398.51	100%
Teaching	\$5,413.28	64%
School Level Admin	\$ 791.54	9%
Maint/Util/Insurance	\$ 689.54	8%
Food Ser/Pupil Trans.	\$ 546.14	7%
District Level Admin	\$ 498.04	6%
Libraries & Technology	\$ 220.46	3%
Extra-Curricular	\$ 239.52	3%

ACCOUNTABILITY

In 2006 the La Center School Board chose to make a change in the way they governed the district. The goal of the Board was a higher degree of accountability in their service to the stakeholders of the district. With that in mind, the Board went to a system of Policy Governance, using the Carver Model as a guideline. Under Policy Governance the Board has created and published an Annual Agenda, which includes meetings with stakeholders. Each fall the Board holds a Community Town Hall to provide an open forum for discussion of topics ranging from over-crowding solutions to graduation requirements. Each spring the Board meets separately with both staff and students to gather their input on needs of the district. These meetings have

proved to be very beneficial and have led the district in academic directions that are a direct result of student input.

In addition, Policy Governance requires a high degree of accountability from the superintendent via monitoring reports about specific compliance with Board expectations district wide. All of this requires the explicit expression of Board expectations *in writing* allowing for a higher degree of continuity of purpose in the event of changes in board personnel or the superintendent. This process has helped staff determine areas of both strengths and weaknesses resulting in improved performances across the board. In addition, the ability to be proactive vs. reactive has created strong bonds of trust between all stakeholders. That trust, exhibited by the creation of “maneuver boxes” for staff & students is spawning creative ideas for dealing with old problems. People feel “free” to take responsibility for making suggestions, sharing ideas and working collaboratively rather than just looking to non-specific remedies such as needing more “time or money”. The La Center School District is moving toward the accomplishment of our Mission with “revolutionary” speed. For more information on what is happening with learning in La Center, please contact any building administrator or the district office.

MORE DETAILS

More detailed information is available by following the links listed below:

State Test Scores & District Report Card: <http://reportcard.ospi.k12.wa.us/>

2010-2011 School Year Revenue Analysis: www.lacenterschools.org

2010-2011 School Year Expenditure Analysis: www.lacenterschools.org

2010-2011 Annual Reports by School: www.lacenterschools.org and click on the specific school of your choice (i.e. High School, Middle School, Elementary School)

STRATEGIES FOR SCHOOL IMPROVEMENT

We have done considerable analysis of our MSP testing data to determine what we believe to be the major obstacles that are keeping us from meeting our annual yearly progress (AYP) goals.

From the data above (State Test Report Card) you can see that we failed AYP at the elementary in math for our low income and special needs population and we failed at the middle school in reading and math for our special needs population. We believe that the issues around higher achievement for those groups in upcoming years are not unique to those groups but are impacting all of our sub-groups and our entire population in the same manner.

First, we believe that our new math curriculum was not lined up perfectly with the state learning or testing objectives in 3rd and 5th grade last year. We are making adjustments to both the scope and sequence of our curriculum in those two grades. In addition we are weaving in individual and group learning opportunities on an on-going basis that address specific deficiencies that were uncovered by the testing.

Second, we have found that students that were using the SuccessMaker math program as a supplement to our standard curriculum showed improvements almost across the board. As a result we are currently installing a server that will allow both individual and groups or classes of students to access this program and extra help from home via the internet. This will allow students to take advantage of this support without missing valuable class time for pull-out sessions. For those students who do not have access from home we will be making available our computer labs after school for them to take advantage of this opportunity.

As always, to request a paper copy of any of the above listed information, please contact the district office at 263-2131 or PO Box 1840, La Center, WA 98629.