

## 2011 Annual Performance Report

(Based on the 2010-2011 school year)

Each year, the state of Washington asks school districts to provide their patrons with an annual performance report. The annual performance report shall include, but not be limited to (a) A brief statement of the mission of the school and the school district; (b) enrollment statistics including student demographics; (c) expenditures per pupil for the school year; (d) a summary of student scores on all mandated tests; (e) a concise annual budget report; (f) student attendance, graduation, and dropout rates; (g) information regarding the use and condition of the school building or buildings; (h) a brief description of the learning improvement plans for the school; and (i) an invitation to all parents and citizens to participate in school activities.

**RCW 28A.655.110**

## Union Gap School History

Union Gap is a city comprised of approximately 5,700 people. The population has risen to approximately thirty five percent minority population while the impact on the school district has seen a rise to 69.9 percent minority population as shown on district report card (OSPI) for October 2011. The students come from diverse backgrounds with the majority coming from low-income homes. Grandparents play a significant role in the care of children in Union Gap. The median family income in 2008 was \$39,849.

Union Gap School District is currently comprised of one school building housing over 600 students in grades PreK-8. The elementary school currently has 491 students in grades Pre-K-6 and the middle school has 112 students in grades 7-8. With an increasing lower socio-economic population, the 2011 free and reduced lunch count was 83.5%.

## Facilities Report

Union Gap School District #2 was successful in passing a school transportation construction bond on February 7, 2006. On September 8, 2009, students and staff started school in a new 17 million dollar facility. The final finishing touches on the new school and landscaping were completed in the fall of 2011. The new 81,000 square foot school building and 3,000 square foot bus facility are superior constructed buildings with top-notch abilities. The technology systems/hardware are a great feature in the new school.

## DISTRICT GOALS 2011-2012

**Goal 1-** To create community/school partnership(s) and create a culture of trust among staff, students and community.

**Goal 2-** To continue implementation of the RTI (Response to Intervention) model for reading, math, behavior and attendance at current funding levels AND to ensure that all students receive engaging, informative instruction throughout the system as demonstrated by student data.

**Goal 3-** To create more positive parental involvement in the school district.

### Action Plans

#### ❖ To create community/school partnerships.

- Meet & Greet, August 22, 2011
- Monthly Family Nights
- Student Talent Show; Spring 2012
- Provide a free regular education Preschool in addition to our past Special Education Preschool.

#### ❖ To continue the implementation of the RTI (Response to Intervention) model for reading, math, behavior and attendance at current funding levels.

- 90 minute Reading and Math blocks in grades K-6
- Universal screening in reading and math administered three times per year K-8
- Blocks of intervention time are scheduled for those needing help in Reading and/or math in addition to the 90 minute reading block for grades 1-8
- Literacy Specialist from ESD working with elementary staff and middle school Language Arts staff
- Progress Monitoring of student learning in Reading – beginning implementation in math
- Math Specialist from ESD working with elementary and middle school math/science staff
- Use of benchmark/standards based assessments for math
- Staff professional development in Response to Intervention, Reading Horizons, Differentiated Instruction, First Steps (Math), etc.
- Automated calling system for attendance issues
- PAW awards to recognize students and staff that contribute positively to the school climate
- 1.5 Full-time Intervention Specialists

#### ❖ To create more positive parental involvement in the school.

- Monthly student recognition at School Board Meetings
- Recognition assemblies (Academic achievement, Athletics, etc.)
- Individual staff members continue to assist with "Family Nights"
- Community Newsletter
- Continue informational presentations for parents
- Continue with periodic Hispanic & Native American PAC meetings
- District Steering Committee

## FAMILY INVOLVEMENT

Family involvement takes place in a variety of ways. A few of those are listed below:

1. On the spot phone calls home to hold students accountable for homework, assignments, etc.
2. Student led conferences
3. Family/School conferences
4. Native American Family School nights
5. Migrant Parent Advisory Council Functions
6. Latch Key services
7. Family Movie Nights
8. Booster Club
9. Reindeer Shop
10. Project Union Gap School (Formally Project 300)
11. Newsletter 4-6 times per year
12. Math & Literacy Nights
13. Holiday Programs
14. HAAP
15. Book Fairs
16. Sports Banquets
17. Parent Advisory Board (PAB)

## STUDENT SERVICES

Health Services/Nurse-5 days a week  
 Counseling Services  
 Native and Bilingual/Migrant Liaison  
 Birth to grade 8 services for students with special needs  
 Psychologist  
 Speech and Language Pathologist  
 Occupational Therapist  
 Home/Hospital tutoring as needed  
 Migrant Physicals, Project Union Gap  
 Dental care  
 Generous and caring staff  
 Drug/Alcohol/Tobacco/Gang Awareness  
 Catholic Family Counseling Partnership  
 Children's Village Partnership  
 Santa Cop, Home Visitor  
 Summer School  
 Nutrition Program during Summer School  
 PBIS

## RESEARCH-BASED PROGRAMS

The following programs are RESEARCH BASED and are included on most lists of "Recommended as Best Practice" throughout the nation: Harcourt, Brace/Holt-Rinehart, IXL, Math Connects, LASER Science, Reading Horizons, First Steps Math



## School Improvement Plan

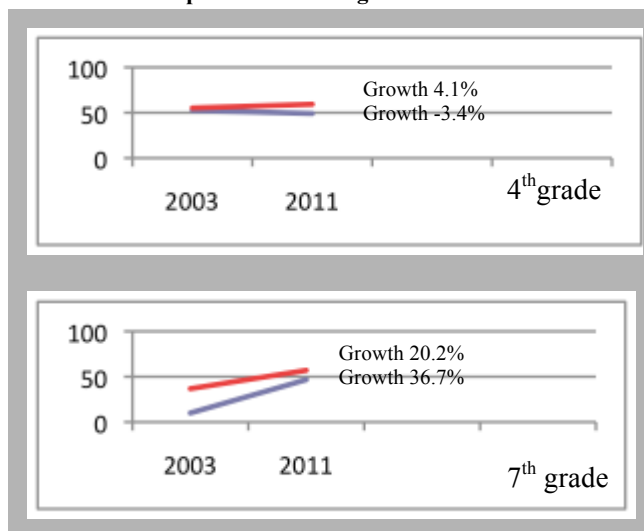
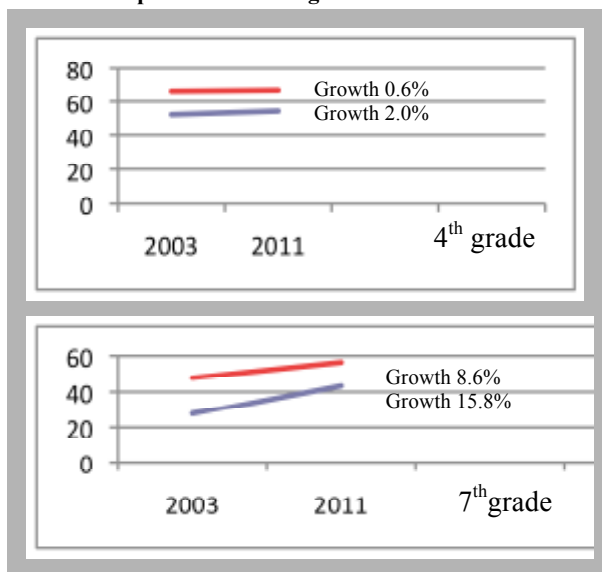
The Union Gap School District developed an annual School Improvement Plan (SIP) as a road-map to achieving a set of goals designed to improve student achievement. The plan is created by involving the school community including teachers, staff and parents. Once the goals were identified, an action plan was developed that described the effective methods and instructional practices used to meet the goals. The action plan includes checkpoints and completion dates, necessary resources and measures of success. A steering committee guides the work of the SIP and is responsible for coordinating and monitoring the plan. Please contact, Lisa Gredvig, Principal, at 248-3966, ext. 305 for additional information or copy of the plan.

<b>Student Assessment Data:</b>		<b>WASL/MSP Test Scores</b>												
<b>Percent of students meeting the state standard (passing) in the content areas tested at each grade level</b>												<b>MSP</b>	<b>MSP</b>	
<b>Grade 4: 97-98</b>	<b>98-99</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	
Reading	46%	54.8%	50.0%	62.5%	74.2%	52.5%	83.8%	73.0%	92.5%	65.8%	66.7%	57.1%	56.5%	54.5%
Math	34%	38.7%	24.2%	36.8%	53.2%	45.9%	59.5%	54.0%	59.6%	31.6%	30.3%	41.4%	36.2%	49.1%
Writing	34%	32.3%	14.5%	49.1%	59.7%	72.1%	79.7%	63.5%	72.7%	55.7%	65.2%	55.7%	42.0%	47.3%
Listening	74.5%	79.0%	44.4%	69.6%	62.5%	60.7%	NA	NA	NA	NA	NA	NA	NA	NA
<b>Grade 7</b>														
Reading	--	26.5%	28.6%	40.0%	16.7%	27.5%	60.0%	60.9%	39.6%	67.6%	58.1%	47.2%	30.6%	43.3%
Math	--	8.8%	8.9%	18.3%	10.4%	10.0%	35.0%	35.9%	42.3%	45.9%	24.2%	25.0%	20.8%	46.7%
Writing	--	5.9%	23.2%	33.3%	34.8%	35.3%	48.3%	43.8%	53.4%	54.8%	49.2%	68.1%	38.0%	78.3%
Listening	--	85.3%	66.1%	84.7%	89.1%	78.4%	NA	NA	NA	NA	NA	NA	NA	NA
<b>Grade 5</b>														
Science	--	--	--	--	--	--	--	16.9%	26.3%	20.3%	15.8%	14.7%	9.1%	25.4%
<b>Grade 8</b>														
Science	--	--	--	--	--	--	--	18.3%	19.2%	31.3%	28.4%	22.0%	28.8%	28.1%
<b>WASL/MSP baseline test scores for grades 3, 5, 6, and 8</b>														
<b>Grade 3</b>														
Reading	--	--	--	--	--	--	--	--	--	50.0%	53.6%	55.1%	56.9%	63.2%
Math	--	--	--	--	--	--	--	--	--	55.0%	59.4%	54.3%	40.7%	42.6%
<b>Grade 5</b>														
Reading	--	--	--	--	--	--	--	--	--	70.0%	66.2%	52.9%	53.8%	46.3%
Math	--	--	--	--	--	--	--	--	--	45.0%	39.0%	36.8%	30.3%	43.3%
Science	--	--	--	--	--	--	--	--	--	20.3%	15.8%	14.7%	9.1%	25.4%
<b>Grade 6</b>														
Reading	--	--	--	--	--	--	--	--	--	60.3%	70.0%	59.7%	56.5%	59.6%
Math	--	--	--	--	--	--	--	--	--	41.4%	24.3%	19.4%	33.8%	49.1%
<b>Grade 8</b>														
Reading	--	--	--	--	--	--	--	--	--	63.6%	70.7%	57.6%	57.6%	64.1%
Math	--	--	--	--	--	--	--	--	--	45.3%	29.7%	35.6%	28.4%	26.6%
Science	--	--	--	--	--	--	--	--	--	31.3%	28.4%	22.0%	28.8%	28.1%

Students in Union Gap School District showed good progress when the Spring 2011 Measurement of Student Progress (MSP) results were released in August. The following information below will give you an idea of the progress of Union Gap School District students compared to students across the state:

### Union Gap School District WASL/MSP READING Growth Compared to Washington State 2003-2011

### Union Gap School District WASL/MSP MATH Growth Compared to Washington State 2003-2011



Top (red) line is Washington State / Bottom (blue) line is Union Gap School

In an August 23<sup>rd</sup> letter, I explained that Union Gap did not make AYP as a District and as a School. The difference between School and District, for AYP reporting purposes, is that “School” represents *combined* tabulations for grades 3-8 while “District” represents tabulations for *two separate subgroups* – grades 3-5 and grades 6-8. Also, the School is “In Improvement” status, as defined in the No Child Left Behind Act, since the School did not make AYP for a fifth year in a row. It should be noted that literally hundreds of schools in the state are in various stages of “needing improvement”. Our math scores were greatly improved as well as our 7<sup>th</sup> grade Writing scores. Our district staff is a dedicated group of individuals and is committed to improve in all areas of curricular concern. I have all the confidence in the world that their efforts will continue to make observable improvements. In any case, the August 23<sup>rd</sup>, letter listed the many new and ongoing actions we are taking to improve future Union Gap MSP reading and math scores. Please note that students must be 100% proficient in mathematics and reading, by the 2013-2014 school year, as currently written in the No Child Left Behind Act.

Union Gap Elementary School (**grades 3-8**) was identified as not making AYP. We did not make AYP in the following subgroups/subjects: Reading - All student subgroups combined, Hispanic students and Low Income students. Mathematics - All student subgroups combined and Low Income students. We made AYP in the following subgroups/subjects: Reading – Limited English students, Special Education students and Caucasian students. Mathematics – Hispanic students, Limited English students, Special Education students and Caucasian students. We met AYP in all the participation goals, of the subgroups that could be tabulated, however, not in the area of student attendance. At the School level, we did not have enough enrolled Native American, Asian or African American students (sub groups) to be a part of the AYP calculations.

The Union Gap Elementary District (**grades 3-5**) was identified as not making AYP. We did not make AYP in the following subgroups/subjects: Reading - All student subgroups combined, Hispanic students, and Low Income students. Mathematics - Low Income students only. We made AYP in the following subgroups/subjects: Reading – Limited English students and Caucasian students. Mathematics – All student subgroups combined, Hispanic students, Limited English students and Caucasian students. We met AYP in all the participation goals, of the subgroups that could be tabulated, however, not in the area of student attendance. At the District level (grades 3-5); we did not have enough enrolled Native American, Asian, African American and Special Education students (sub groups) to be a part of the AYP calculations.

The Union Gap Elementary District (**grades 6-8**) was identified as not making AYP. We did not make AYP in the following subgroups/subjects: Reading – All student subgroups combined, Hispanic students and Low Income students. Mathematics - All student subgroups combined and Low Income students. We made AYP in the following subgroups/subjects: Reading – Caucasian students. Mathematics – Hispanic students and Caucasian students. We met AYP in all the participation goals, of the subgroups that could be tabulated, however, not in the area of student attendance. At the District level (grades 6-8) we did not have enough enrolled Native American, Asian, African American, Special Education and Limited English (sub groups) to be a part of the AYP calculations.

In closing, all of us here at the Union Gap School/District are committed to the success of our school and to serving all of our students. We are taking intentional and innovative steps to address each student’s academic performance. For example, some of the things that we are working on to put in place, or are continuing to monitor, are:

1. We will continue to receive staff assistance from an ESD 105 Math Specialist.
2. We will continue to receive staff assistance from an ESD 105 Literacy Specialist.
3. In 2009-2010, we instituted a dedicated 90 minute reading block of time, every day, in the primary and intermediate grade levels. This will continue.
4. In 2009-2010, we instituted a dedicated 90 minute mathematics block of time, every day, in the primary and intermediate grade levels. This will continue.
5. We purchased a NEW mathematics curriculum in the summer of 2009 and trained the staff prior to the start of the 2009-2010 school term.
6. Blocks of reading and math *intervention time* will continue to be scheduled, during the day but outside the regular 90 minute math or reading time, for students in the primary and intermediate grade levels.
7. We will continue progress monitoring on a periodic basis throughout the school year to see if we are making improvements and, if not, we will adjust our instruction immediately.
8. The school board will continue to receive monthly reports on the progress the district is making.
9. There will continue to be a more concentrated emphasis on math instruction at all grades.
10. We will continue and further involve our students in Response to Intervention (RTI) as was described in past newsletters. This involves additional intervention time for struggling students.
11. Response to Intervention with regard to behavior will continue to be implemented with an emphasis on teaching procedures, routines and expectations to students and recognizing students and staff who contribute in positive ways to the school climate and student learning.
12. The staff will continue to receive training in using consistency in the instruction of our curriculums/resources.
13. A more aggressive monitoring system, concerning attendance/tardiness is being implemented.
14. We completed a School/District Improvement Plan during the 2008-2009 school year. A school improvement plan is a living document that will be reviewed, monitored and adjusted each and every year in order to continue improving. This will continue again this year.
15. A school uniform requirement, as part of enrollment in our district, was implemented in 2009. We feel the school uniform policy will help influence test scores and behavior in a positive manner.
16. Continue utilizing Intervention Specialists in the classrooms.
17. Continue implementing regular education preschool.

<u>Special Programs</u>	
Free or Reduced Meals (May 2011)	83.5%
Special Education (May 2011)	14.8%
Transitional Bilingual (May 2011)	26.5%
Migrant (May 2011)	10.5%

<u>Other Information</u>	
Native American/Alaskan Native	2.8%
Hispanic	67.5%
Caucasian	26.2%
Asian	0.7%
Asian/Pacific Islander	0.7%
Two or more races	2.8%

<u>Student Enrollment 2010-11</u>		<u>Class Sizes as of 10/03/11:</u>			
October 2010	603	PK: 24			
May 2011	601	K:26	K:25	K:26	= 77
		1 <sup>st</sup> : 22	1 <sup>st</sup> :24	1 <sup>st</sup> :21	= 67
		2 <sup>nd</sup> : 25	2 <sup>nd</sup> : 25	2 <sup>nd</sup> :25	= 75
		3 <sup>rd</sup> : 27	3 <sup>rd</sup> :26		= 53
		3 <sup>rd</sup> : 16/4 <sup>th</sup> : 11 (split class)			= 27
		4 <sup>th</sup> : 28	4 <sup>th</sup> : 28		= 56
		5 <sup>th</sup> : 30	5 <sup>th</sup> : 29		= 59
		6 <sup>th</sup> : 25	6 <sup>th</sup> : 26	6 <sup>th</sup> : 26	= 77
		7 <sup>th</sup> : 53	and	8 <sup>th</sup> : 59	= 112

Union Gap School District No. 2  
 3201 South Fourth Street  
 Union Gap, WA. 98903

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**Dated Material**



The following are results of the Washington Language Proficiency Test (WLPT) given to Union Gap School District Bilingual students in the spring of 2011:

- 74.4% of our students made progress in grades K through 8<sup>th</sup>.
- 16.6% of our students transitioned from our Bilingual program in grades K-8<sup>th</sup>.
- Our Bilingual students met state standards in math and reading on the state assessment MSP.

Union Gap School District has met Annual Measurable Achievement Objectives (AMOA) for the 2010-11 school year.

<u>General Fund Revenue</u>		<u>Budget Amounts (Per Pupil)</u>		<u>Detailed Expenditures 2010-11</u>		
State Support	67%	Revenue	\$12,114	Salaries & Benefits	\$4,697,978	77.39%
Federal Support	18%	Expenditures	\$11,976	Supplies & Materials	\$ 488,300	8.04%
Levy	14%	Basic Education	\$ 5,876	Purchased Services	\$ 702,838	11.58%
Other Revenue	1%			Travel	\$ 24,424	0.40%
				Capital Outlay	\$ 157,455	2.59%

<u>Cash Reserve History</u>			<u>Cash Reserve History</u>		
School Year:	FTE Enrollment	Cash Balance in Dollars	School Year:	FTE Enrollment	Cash Balance in Dollars
1998-1999	544	\$142,554	2005-2006	551	\$281,809
1999-2000	558	\$123,925	2006-2007	568	\$243,396
2000-2001	528	\$171,235	2007-2008	571	\$401,582
2001-2002	554	\$370,091	2008-2009	563	\$799,029
2002-2003	560	\$399,951	2009-2010	578	\$993,724
2003-2004	549	\$293,008	2010-2011	586	\$1,441,155
2004-2005	552	\$170,083			

**PRESCHOOL & PREKINDERGARTEN NEWS**

We are excited to again be able to offer prekindergarten this school year! This class is designed to expose children who will be entering kindergarten next year to a rigorous curriculum designed to increase literacy and school-ready skills. New this year, we are offering 3 and 4 year olds from our district the opportunity to attend preschool two mornings a week. Along with both classes, we will continue to operate our special education preschool classrooms for children with developmental delays. It is our goal to include typically developing peers in these classrooms to the maximum extent possible. Along with these three classrooms, we feel fortunate to be able to continue to have an EPIC preschool classroom with 18 children in our building. The district is passionate about early learning and providing a solid foundation that starts children on the path toward academic success.

We will continue in our efforts working on a Preschool through 3<sup>rd</sup> grade alignment (commonly known as P-3 alignment). Last spring, we became part of a P3 Gates Grant that was awarded to ESD 105. Participation in this grant allows us access to professional development and support through the ESD. Our local P-3 team meets at least four times a year and smaller subcommittees meet as needed. The goal of this team is to link early childhood providers with the school and align curriculums of all preschools within the district boundaries in order to provide a seamless transition from year to year.

All preschool and prekindergarten children will be assessed using the ESD's progress monitoring tool as a way to establish a baseline measurement of each child's skills. The same tool will be administered at the end of the school year in order to show attainment of literacy skills. We know that if we work together as a community, we can impact our children.

If you have any questions about enrolling your child in preschool or prekindergarten, please call Katie Rutger at 248-3966 ext. 105.

**School Report Cards**

The "No Child Left Behind Act of 2001" (NCLB) requires all schools to publish report cards or make available specific pieces of information highlighting their progress.

This information includes data on the MSP (Measurement of Student Progress formerly called WASL) tests broken down by gender, disability, economic standing, English proficiency, and migrant/bilingual status. It also includes information on school demographics, graduation and dropout rates for secondary students, and school improvement.

The Measurement of Student Progress (MSP) scores have been secured and you should have already received a copy of your child's individual results. In addition, we mailed all parents a August 23, 2011 letter explaining our District/School AYP (Adequate Yearly Progress) status. Please let us know if you did not receive that letter and one will be mailed to you. Please review the Union Gap MSP test scores and historical data outlined late on in this report card. You can also view the MSP scores and AYP status for **all** of the schools/districts in the State of Washington, which obviously includes the Union Gap School District. When comparing schools or districts, it is imperative that you compare entities of similar demographics. Scores and status information can be secured at the following site: <http://reportcard.ospi.k12.wa.us/summary.aspx?year=2010-11>. There is free Internet computer access at any of the 19 branches of the Yakima Valley Regional Libraries. If you cannot access the information, or need a printed copy, please contact Union Gap Assistant Principal, Si Stuber at (509) 248-3966, extension 306 and one will be provided to you. Please contact an administrator, and schedule an appointment, if you would like to discuss the MSP scores or AYP status. Thank you.

Board of Directors: Carrie Greenough-Chairman, Ron Jennings-Vice Chairman, Louise Sisk, Dianna Grunlose, Lorraine Fernandez  
 Union Gap School Administration: Kurt H. Hilyard- Superintendent, Lisa Gredvig- Principal, Si Stuber- Assistant Principal

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