

PERFORMANCE REPORT: 2017-18

VOYAGER MIDDLE SCHOOL

The 2017-18 school year finished the 17th year of our teaming model. Students, parents, and staff have appreciated the familiarity, collaborative effort, and depth of education that the model provides. State English Language Learner (ELL) regulations require that ELL students of every level receive core instruction in general education classes by highly qualified instructors. This puts some language acquisition classes into the elective cycle. This actually increased language acquisition time for all ELL students.

As our special education population continues to rise, we eliminated the sheltered team concept for the 2016-17 school year and now do pull-out and push-in models for our students. Class-size restrictions required students to be spread throughout teams. This put extra pressure on special education teachers, but the teaming values within the model more than compensated for the extra workload. All teachers

responded to assist the special education providers by adjusting schedules and losing some of the freedoms that the teaming model originally provided.

The majority of our teachers worked in teams developing learning targets and connecting them to standards. Math teachers worked with the new curriculum and literacy teachers furthered their commitment to the readers/writers workshop method along with their new curriculum.

This year our building leadership team helped formulate a trauma sensitive protocol to establish a schedule that includes intervention times and micro schedules for all of our students.

The building leadership team also replaced our professional learning communities with the contractual reduction of principal-imposed meeting times. The building leadership team spent the year assessing our present discipline and



citizenship policy for effectiveness and relevancy.

We serve a highly diverse community. Approximately 30 percent of our population is eligible for ELL and special-needs services and approximately 72 percent of our population receives free or reduced-price meals.

ABOUT OUR SCHOOL

Voyager was built in 1992. The building offers 30 classrooms, four science labs, a visual arts facility, music rooms, gymnasium, three computer labs, a closed-circuit television station, wireless network, two classroom sets of laptops, and a fully equipped weight room. Our commons area includes a stage and serves as a cafeteria, theater, concert hall, and auxiliary gym. Our school serves as a community center throughout the calendar year, providing a home for churches, community teams and meetings, and the YMCA. We also host the Sno-Isle Library bookmobile weekly during the year and in the summer.

Adjunto se encuentra un documento que contiene información importante de la escuela de su hijo. Por favor solicite que le traduzcan esta información tan pronto como sea posible. Muchas gracias.

Прилагаемый документ содержит важную информацию из школы вашего ребенка. Пожалуйста, попросите перевести вам эту информацию как можно скорее. Спасибо.

첨부된 자료는 자녀의 학교에서 전달해 드리는 중요한 정보를 포함하고 있습니다. 본 정보를 가능한 한 빨리 읽어 주시기 바라며, 학부모를 위해 내용이 번역되어 있음을 알려드립니다. 감사합니다.

Kèm theo đây là giấy tờ bao gồm các chi tiết quan trọng về nhà trường của con em quý vị. Xin đưa những chi tiết này cho người nào đó có thể giải thích cho quý vị hiểu càng sớm càng tốt. Cảm ơn.

AT HOME

We encourage parents to get to know their child's teachers, urge their child to read for fun and enjoyment, and make sure their child has good nutrition and enough sleep. Parents can help their child's education by knowing school rules and expectations, demonstrating respect for education, and monitoring their child's school activities. Our parent meetings emphasize academic

VOYAGER MIDDLE SCHOOL

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Mukilteo
School District

**Committed to Success
for Every Student**

Mukilteo School District complies with federal and state rules and regulations and does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following individuals have been designated to handle questions or complaints of alleged discrimination: Title IX Officer: Bruce Hobert (425-356-1319), Section 504 Coordinator: Lisa Pitsch (425-356-1277), and the ADA/ Access Coordinator: Karen Mooseker (425-356-1330). All located at 9401 Sharon Drive in Everett, WA 98204. Inquiries regarding ADA/Access issues at Sno-Isle TECH Skills Center should be directed to Maggie Bagwell, Director (425-348-2220) at 9001 Airport Road in Everett, WA 98204.

information to our specific demographics and ELL populations.

VOLUNTEERING

We are proud of our volunteers and invite you to participate. Volunteers are coordinated through our parent liaison. Dozens of parents volunteer as tutors, chaperones for field trips, classroom assistants, student mentors, helpers in the student store, help with band and choir boosters, and support our drama musical production. Our Madres Latinas are a growing volunteer group.

OUR IMPROVEMENT PLAN

Voyager finished the 16th year of its teaming model in June. The teaming model reduces the teacher/student ratio from 150 students to only 60. This model recaptures 40 minutes of instructional time because the day is no longer divided into periods, thus there are fewer student transitions. Teams have complete autonomy to divide the day based solely on the needs of their students, but reading, writing, and math are a priority every day. Most of our students are on teams of two teachers or three teachers, which means that two or three teachers share 60 to 90 students for their core classes (language arts, social studies, science, and math). Students also have two electives for 90 minutes a day.

Voyager moved to this teaming model to improve student learning. There are many benefits to teaming. The model improves student connections to school, creates fewer student transitions in the school day, allows the length and duration of classes to be modified to better meet student needs, and creates a common, consistent teacher collaboration time each day to improve instruction by aligning curriculum vertically between grades and within the state standards. Above all, the

model truly puts the students first. Our technology offerings include three stationary labs and now two movable laptop labs to go with our wireless network. The wireless network was purchased by our Boeing Excellence in Education award in 2005. In addition, we continue to work with Mariner High School with similar LAP interventions, vertical alignment of curriculum, and meaningful 8th-to-9th-grade transition events.

The results of our teaming model have been motivating thus far. In the area of student achievement, our cohort group state assessment scores have continued to rise and student interest and involvement in their own education continues to grow.

OUR SCHOOL MISSION

Our mission is to prepare our youth today for tomorrow's opportunities. We believe our students need daily, positive social interaction with adults and peers. They need flexibility within structured and clear limits to feel a sense of competency and achievement and to have intellectual and academic challenge opportunities for creative expression. Students also need frequent physical activities and meaningful participation with their families, school, and communities in order to develop a sense of who they are. Students should learn personal and social responsibility and should show respect toward themselves and others. Voyager Middle School has one school rule: Nobody has the right to interfere with the learning or safety of others. We expect our students to do what is expected and do it the best they can.

STANDARDIZED TEST RESULTS

WASHINGTON STATE STANDARDIZED ASSESSMENTS:

Students in the state of Washington are given a number of different tests to determine their progress in school. The Smarter Balanced Assessment (SBA), which became the state assessment in 2015, measures student achievement toward the Common Core State Standards in English/language arts and in math. The SBA tests in those two subject areas are given in the spring to all 3rd through 8th grade students. Those tests replaced math, reading, and writing assessments called the Measurements of Student Progress (MSP). An MSP test in science is still administered in 5th and 8th grades. The scores below indicate the percentage of students who met the state standard in these assessments.

SIXTH GRADE

	MATH			ENGLISH/LANGUAGE ARTS		
	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>
VOYAGER	26.9	38.6	32.6	41.8	41.1	43.5
School District Avg.	46.8	55.5	47.0	57.4	49.2	55.1
State Avg.	48.0	48.2	48.2	56.5	55.5	55.9

SEVENTH GRADE

	MATH			ENGLISH/LANGUAGE ARTS		
	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>
VOYAGER	26.6	27.8	34.4	39.8	48.6	49.1
School District Avg.	45.1	59.6	47.8	57.4	44.8	59.8
State Avg.	49.8	49.9	49.0	58.5	60.1	59.6

EIGHTH GRADE

	MATH			ENGLISH/LANGUAGE ARTS			SCIENCE		
	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>
VOYAGER	31.5	33.8	34.6	46.1	48.2	49.2	56.4	49.0	40.3
School District Avg.	54.7	63.2	47.2	62.6	52.9	58.3	70.0	68.1	54.6
State Avg.	47.8	47.6	47.5	59.7	58.5	58.9	67.5	65.9	52.9

ENROLLMENT DATA (OCT. 2017)

HEADCOUNT:

6th Grade	289
7th Grade	286
8th Grade	295
TOTAL	870

TEACHERS:

Teacher information is available at reportcard.ospi.k12.wa.us.

BY GENDER:

Male	53.7%
Female	46.3%

BY ETHNICITY:

African-American	8.4%
American Indian	0.5%
Asian/Pacific Islander	17.1%
Caucasian	25.8%
Hispanic	38.4%
Multiple Ethnicities	9.8%

SPECIAL CATEGORIES:

Free/Reduced Lunch	61.3%
Special Education	15.5%
English Learners	21.8%
Unexcused Absences	1.5%
District Ontime Graduation Rate (Class of 2017)	82.5%

PARENT SURVEY

An education reform bill passed by the Washington State Legislature requires that schools seek feedback from parents and summarize the response in their annual Performance Reports. The Mukilteo School District has conducted a survey of parents in each of the past 20 years.

The survey conducted in the spring of 2018 had a total of 2,715 respondents, which represents a return rate of about 20 percent. The survey found that about 77 percent of parents feel welcome at their child's school and 72 percent feel staff members are responsive to their requests for information or assistance. District-wide, about 74 percent of parents have a positive impression about the quality of education at their child's school.

The survey also found that parents generally feel well informed about what is going on in their child's school and that parents feel school buildings and grounds appear clean and well maintained. The vast majority of parents report that their child feels safe at school and that staff members respect and appreciate diversity.

At Voyager, about 68 percent of parents said they feel welcome at school and 49 percent said they have a positive impression about the quality of education at the school. Another 30 percent were either neutral on the subject or had no opinion.

A more detailed report of the survey findings can be found on the school district's Internet site at www.mukilteo.wednet.edu or by calling 425-356-1215.

FINANCIAL DATA

Total District
General Fund
Expenditure
Budget (2017-18):

\$215,107,885

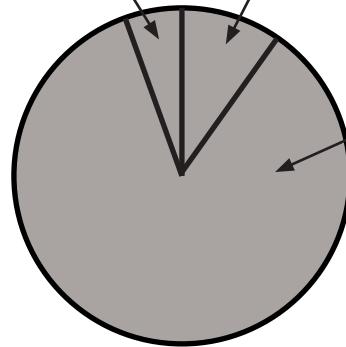
Budgeted
expenditures
per students
(2017-18):

\$13,896

Materials
and Supplies:
4.82%

Purchased
Services/Other:
9.66%

Salaries
and Benefits:
85.52%



IMPORTANT NOTES:

This publication contains much of the information that both state and federal law requires to be reported to parents. To learn more information about how your child's school did on state assessments, go to reportcard.ospi.k12.wa.us The Report Card contains information about test results and other statistics about the school. To find results for Mukilteo School District, use the drop-down menu in the box at the top under "Select Organization Type" and choose "school." To find results for your child's school, under "Select Organization" scroll down until you see "Mukilteo School District" with the name of your child's school.

If you do not have access to the Internet, you can get a printed version of your school's report card by contacting your school. A printed version of the school district's Report Card can be requested by calling 425-356-1215.

STUDENT ACHIEVEMENT FUNDS: Washington voters approved an Initiative in 2000 to dedicate funding that would help assure that students meet the learning requirements set forth in the state's education reform program. The Initiative encouraged school districts to work in partnership with their communities to determine how those resources could be used most effectively.

The amount of Student Achievement Funds made available to schools was greatly reduced beginning in 2009 and finally suspended entirely for the 2010-11 school year. The state legislature also suspended all Student Achievement Funds in all budgets that have followed.

PLEASE NOTE: Certificated staff members are present at their respective schools before and after the school day, consistent with their contractual hours and workday requirements.