



Elementary school students show their enthusiasm for the first day of school, while a parent watches.

School District Report Card

Each fall, the district publishes information about our staff, schools, and student achievement. Detailed information is on the next page, and also is available on the Office of the Superintendent of Public Instruction website: <http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=1&reportLevel=State&year=2013-14>

It has become more challenging to provide a clear picture of how our students are improving in the critical areas of reading, writing, math, and science. The past several years have included multiple changes to state assessment tools. The most recent change is the shift to the Smarter Balanced Assessment. Our district piloted this online assessment last spring. Because it was a pilot assessment, no official scores were released. The only ongoing assessments were:

- The High School Proficiency Exam (HSPE) for science in grade 11 and reading and writing in grade 10.
- High school End of Course (EOC) math and biology exams.
- The Measure of Student Progress (MSP) grades 5 and 8 science exams.

Coupeville is in "safe harbor" under the No Child Left Behind Act.

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COUPEVILLE SCHOOL DISTRICT
501 South Main Street
Coupeville WA 98239

POSTAL PATRON

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Dear parents and patrons of Coupeville School District,

By Dr. Jim Shank, Superintendent

It is a pleasure to welcome you to school year 2014-2015 and a privilege to serve our community's students. This school year will be filled with opportunities for growth and achievement. Below, I have outlined our strategic vision to fulfill the objectives of the district's continuous improvement plan. Please take a moment and review these items.

The Coupeville School District Board of Directors envisions a community working cooperatively to promote high levels of learning for all students, characterized by:

- Students meeting achievement and growth expectations.
- Students actively engaged in:
 - higher-order literacy skills;
 - mathematic, scientific, and artistic activities;
 - citizenship, social studies, and the founding principles of the nation, state, and community;
 - healthy activities, including co-curricular and extra-curricular activities;
 - a safe, technologically modern, and rigorous learning environment that draws upon research-based instructional practices supported by a viable curriculum; and
 - activities that promote college and career readiness.

In order to attain the vision of the Board of Directors, the following goals and objectives are established for school year 2014-2015.

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The district provides equal educational opportunity and treatment in all programs and employment and does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sexual orientation (gender expression or identity), marital status, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability. The district provides the Boy Scouts of America, and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society, equal access to school facilities.

The district newsletter is published at least three times per year by Coupeville School District No. 204.

Board of Directors

Kathleen Anderson Chris Chan
Glenda Merwine Christie Sears
Venessa Matros

Marisa Etzell, Student Representative

Superintendent – Dr. Jim Shank
Editor – Janet Wodjenski

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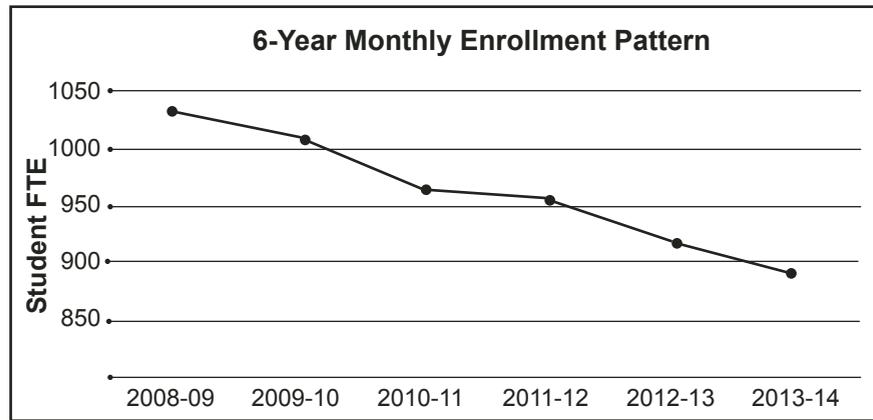
PERMIT NO. 5
COUPEVILLE WA 98239

District Report Card *(Continued)*

Parent Involvement. The district welcomes the involvement of parents and guardians in student learning. Monitoring student progress through Family Access, volunteering to help in the classroom or at events, and supporting the PTA, Booster Clubs, and Foundation all have an impact on student learning.

District Facilities. The condition of district facilities ranges from excellent to definitely in need of repair. This past year, a thorough on-site review of all facilities was completed by superintendent Jim Shank, maintenance/transportation supervisor Scott Losey, and Board members Kathleen Anderson and Chris Chan. A list of areas needing significant repairs/renovations was created.

Over the summer, the Board reviewed the list and requested that bids be obtained to establish a close estimate of funds needed. The Board will continue to discuss facility maintenance and upgrades this fall. (Board meetings are scheduled on the fourth Monday of each month, at 6:30 PM in the Coupeville Elementary School library; the public is welcome to attend.)



Many of the items on the list were identified in the 2004 bond proposal as needing improvement. Increased construction costs at that time prevented completing all the projects listed. Ten years later, those improvements have become more critical.

Enrollment. Enrollment decline continues to impact the district. The chart at left shows the trend for the past five years, which now is at levels not seen since the early 1990s. Our commitment is to continue providing essential services and support to our students, enhancing and upgrading curriculum and technology, maintaining reasonable class sizes for our teachers, and maintaining the community's investment in our facilities.

Financial Summary. The district's fiscal year runs from September 1 through August 31. The final reports for each fiscal year typically are completed in late October.

The Office of the Superintendent of Public Instruction calculates General Fund revenues and expenditures as "per student" amounts.

- Revenues were \$9,566 per student
- Expenditures were \$9,934 per student.

The Board of Directors adopted the budget for the 2014-2015 school year in July, setting expenditure limits at:

\$9,963,793	General Fund
\$180,000	Transportation Vehicle Fund
\$225,000	Capital Projects Fund
\$2,000,000	Debt Service Fund
\$253,890	Associated Student Body Fund

By Board policy, the district maintains a balance of approximately 6% of the budget, to have on hand in case of emergencies.

Questions about the budget are welcome. Please contact business manager Denise Mehal at 360-678-2403, or dmehal@coupeville.k12.wa.us

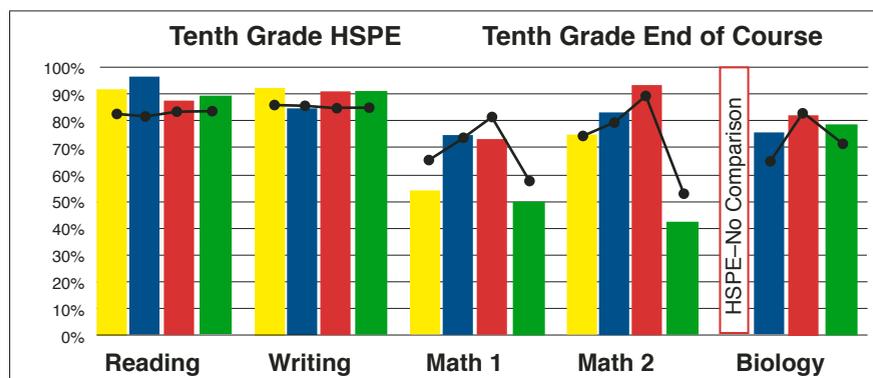
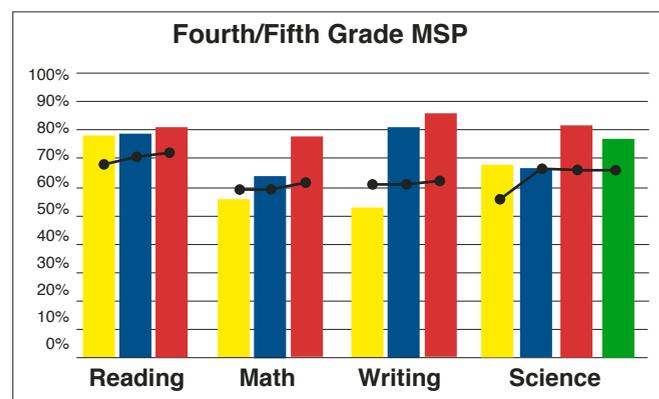
State Assessment Scores

All Coupeville students participated in the Smarter Balanced Assessment Field Test in 2013-2014. Data from these tests are not available.

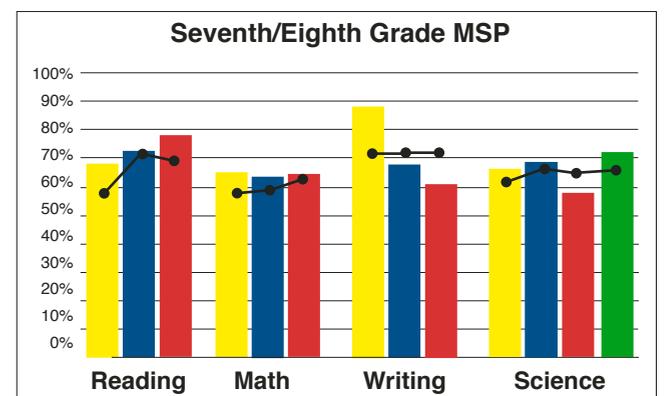
Shown in the charts on this page are:

- 2011-2013 MSP scores for grades 4, 5, 7, and 8 reading, math and writing
- 2011-2014 MSP scores for grades 5 and 8 science
- 2011-2014 HSPE scores for grade 10 reading and writing
- 2011-2014 End of Course scores for grade 10 in math and biology.

The assessment challenge is expected to continue this year as state requirements increase. The Smarter Balanced Assessment will be officially administered for the first time this spring with scores to be reported in the summer of 2015.



Key:
 Colored bars = Coupeville data
 Dotted lines = state data
 2011 (Yellow), 2012 (Blue), 2013 (Red), 2014 (Green)



Coupeville School District "Annual Measurable Objective Summary" 2012-2013 School Year (most recent data available)									
Student Group	Reading			Math			Reading	Math	Other Indicator
	Proficiency	Target	Met Target	Proficiency	Target	Met Target	Met 95% Participation	Met 95% Participation	
All	75.9	79.2	Below	65.1	67.6	Below	On/Above	On/Above	Below
American Indian			N<Required			N<Required	N<Required	N<Required	
Asian			N<Required			N<Required	N<Required	N<Required	
Pacific Islander			No Students			No Students	No Students	No Students	
Black			N<Required			N<Required	N<Required	N<Required	
Hispanic	55.9	64.3	Below	40.7	46.4	Below	On/Above	On/Above	
White	80.7	81.8	Below	70.6	71.3	Below	On/Above	On/Above	
Two or More Races	66.7	73.7	Below	55.4	62.7	Below	On/Above	On/Above	
Limited English			N<Required			N<Required	N<Required	N<Required	
Special Education	25.6	32.8	Below	13.0	32.7	Below	On/Above	On/Above	
Low Income	66.9	70.9	Below	53.8	57.7	Below	On/Above	On/Above	

On/Above = Group performs on or above target.
 Below = Group performs below target.
 N<Required = Group has fewer than required for reporting.
 No Students = Group has no students

No Child Left Behind Waiver

By Dr. Jim Shank, Superintendent

Washington was the first state to lose its federal “No Child Left Behind” (NCLB) waiver. The local and national media have thoroughly covered this topic, including a review of the legislative process and why legislators chose to take no action.

Why did this happen? What does it mean for our students and our schools? What is NCLB and how does it impact Coupeville?

In brief, the district and individual schools will be held to the NCLB standard of 100% proficiency for all students as measured by student performance on annual state assessments. When the district, one of the schools, or a “category” of students does not meet the 100% proficiency standard, a number of progressive actions must be taken. These actions could include:

- letters to parents indicating performance status,
- providing “Choice” options to students to attend schools that have met the 100% proficiency standard,
- providing supplemental education services, and/or
- a requirement to write school improvement plans and take further action to draw closer to 100% proficiency.

The No Child Left Behind Act took effect in 2002 and has comprehensively impacted educational reform – especially for schools that did not meet proficiency standards from the law’s initial implementation. Coupeville had met proficiency standards each year prior to the acceptance of the Washington state waiver. Now that the waiver has been denied, nearly every school in the state may be subject to required actions.

I expect we will receive additional information about our NCLB status and requirements. I will keep you informed as we move forward. If you have questions about NCLB, please feel free to ask your principal or staff at the district office.

Highly Capable Program launches

New state legislation requires that all public school districts in Washington offer education specifically targeted toward the 1%-2% of students who meet the definition of highly capable. Coupeville School District parents received information in May about the process for nominating a student. Program services will begin in October for students who qualify.

District Demographic Data*	
Enrollment (October 2013 Student Count)	936
Race/Ethnicity (October 2013)	
American Indian/Alaskan Native	0.3%
Asian	0.9%
Asian/Pacific Islander	0.9%
Black	1.8%
Hispanic	12.6%
White	75.0%
Two or More Races	9.4%
Special Programs	
Free or Reduced-Price Meals (May 2014)	35.5%
Special Education (May 2014)	15.4%
Transitional Bilingual (May 2014)	2.4%
Migrant (May 2014)	1.4%
Section 504	0.6%
Other Information	
Unexcused Absence Rate (2012-13)	0.5%
Adjusted 4-yr Cohort Graduation Rate (Class of 2013)	85.3%
Adjusted 5-yr Cohort Graduation Rate (Class of 2012)	87.8%
Teacher Information (2013-14)	
Classroom Teachers	58
Average Years of Teacher Experience	13
Teachers with at least a Master’s Degree	70.7%
Total number of teachers who teach core academic classes	54
% of classes taught by ESEA “highly qualified” teachers	100%

* This information is from the Report Card section of the Superintendent of Public Instruction Website (<http://reportcard.ospi.k12.wa.us/>).

Committees help set direction

A **Capital Projects Committee** reviewed district facilities last year – from roof to floor, inside and out, and across the acres of outdoor areas, parking lots, playgrounds, planted areas, and athletic fields. The last comprehensive review was completed in 2004, prior to construction of the new high school.

Curriculum Review Committees are established whenever new instructional materials are being considered. This past year, the elementary school reviewed and recommended new Math curriculum, and the high school recommended adoption of new U.S. History curriculum. Also recommended for this year was the purchase of Odysseyware online curriculum for use in grades 3-12. All recommendations for changes are reviewed by the district’s Curriculum, Instruction and Assessment committee, to ensure:

1. There is a need for the change.
2. Recommended materials are research based, unbiased, and address state standards.
3. Recommended materials include options to address learning needs of all students.

The Board of Directors makes the final decision regarding new courses and curriculum, and approved the recommendations of the committee.

A **Calendar Committee** of employee representatives meets yearly to develop the school year calendar. Administrative staff then identify early release and parent conference days. Final approval is a Board decision.



Sharing a hug on the first day of school.

School Safety Update

The district’s emergency preparedness and response plans are being brought up to date, and Superintendent Jim Shank will be meeting with key community leaders to talk about coordinated response in the event of a local or regional disaster.

School principals are scheduling multiple safety drills to test school responses in the event of a fire, a lockdown, and a “shelter in place” situation. At least one drill must involve using maps of the schools showing essential safety shutoff stations and another must be a “high-risk” event drill.

Once plans have been updated, information will be shared with families about communications during and after an emergency, and logistics for reconnecting students with their families.

Live-Tip

Students and parents are encouraged to talk with the school counselor and/or principal regarding concerns about student safety, including bullying and harassment. Another option is to use the Live-Tip anonymous notification service; the number is 1-866-548-3847, extension 152 to report an incident or concern.

Family Preparations

The Website “What to do to make it through” (<http://makeitthrough.org>) shares step-by-step information for family preparations for emergencies in the Puget Sound region.

Superintendent's Welcome *(Continued)*

Goals

1. Assist all students to achieve grade level expectations or IEP goals.
2. Challenge students to reach beyond grade level expectations toward higher levels of performance.
3. Support a "culture of reflection" to drive successful continuous improvement.
4. Strengthen communication with families and community.

Curriculum & Instruction

There is a continuing need to work towards full and consistent implementation of the DuFour model of professional learning communities (PLCs). Ongoing efforts to align Washington state standards with instruction, effectively assess students with variety of exams including the Smarter Balanced Assessment, address learning deficiencies, and advance the learning of highly capable students take place within the context of a successfully implemented PLC model.

Furthermore, the work of increasing career and college readiness coupled with an expanded list of course offerings and an online learning platform will assist in fully preparing students for life, learning and work after graduation.

Professional Development

Our society is dynamic and rapid change is now continuous. Such changes require consistent, ongoing trainings and professional development. Through the support of the technology levy, our staff receives a rich opportunity to enhance their computer skills to integrate technology in their instruction.

This year, an every-other-week technology training model will address computer use skills and how to more fully use a classroom learning environment focused on one-to-one student mobile devices. Our information technology supervisor is conducting these trainings.

We continue the work of aligning the district's K-12 curriculum with the Washington state standards, particularly in math, language arts, and next generation science.

With the support and assistance of local "first responders," we continue to train in safety and emergency response. We take seriously the safety of all students and staff.



Veteran teachers Patsi Waller and John Luvera catch up during the back-to-school staff breakfast in late August.

School Connections

There are several ways to stay connected with your local schools.

Events. The district's online calendar, available from the website, shows a current listing of school events and activities.

Facebook. The district and the middle/high school have Facebook® accounts.

- Find the district at: www.facebook.com/csd204
- Find the middle/high school at: www.facebook.com/cmhs204

Schoolwork. Family Access® is a great way for parents to keep track of student progress, assignments due, lunch balances, attendance, and more. Teachers often use the Family Access message center to connect with parents and guardians. Links are available on the district website.

School Delays / Closures. News about school delays or closures are provided via FlashAlert® to TV and radio stations. Anyone may establish an account and receive instant notification at: <http://www.flashalert.net/news.html?id=4221>.

- We will continue to call each family and employee when: there's a delay in school start times; adjustments must be made to bus routes due to road conditions; or if school will be closed.

Newsletters. The district and school newsletters are published during the school year, and are also posted to the district website.

We welcome your suggestions for what you would like to see in our newsletters and on our website. Contact Janet Wodjenski (360-678-2404, jwodjenski@coupeville.k12.wa.us) with suggestions to improve our communications.

Technology Model

Through the generosity of the Coupeville School District voters, the technology support program continues to evolve. The following technology objectives have been set forth in School Board Resolution 2014-01:

1. Pursue the integration and advancement of technology education for the purpose of increased student engagement, achievement, and growth; recognizing the potential to meet individualized learning needs including remediation as well as enrichment.
2. Invest in the training and development of instructional and support staff in technology education, best practices, and basic use skills as needed.
3. Ensure that all staff and students receive training in digital citizenship, and understand acceptable use of online technology.
4. Continue to maintain a safe and secure digital learning environment that includes protected access from inappropriate content, "cyber bullying," and solicitation.
5. Develop and establish a learning environment that is inclusive of mobile technology devices for every individual student and every staff member.
6. Develop and implement a specific technology portal that will support a single access point for instruction, learning activities, submission of materials, communications, and other computing needs.
7. Advance the use of approved digital textbooks and access to digital curriculum and support materials including assessments.
8. Integrate and incorporate the use of mobile technology that reflects effective pedagogy, increased student engagement in the use of mobile technology and appropriate creative expression, and that establishes innovative approaches to student and teacher interaction including a framework of customized learning.
9. Develop and incorporate, wherever possible, a "paperless environment."
10. Select and advance innovative software that supports the vision and mission of the District.
11. Support and advance the digital infrastructure as well as the maintenance of key equipment and personnel.

Farm to School

The district looks forward to developing a Farm to School Program to add locally-grown produce to our school lunches. Some of the work ahead includes coordination between the farm and lunchroom, harvested products that can be purchased, school gardens, and developing how best to integrate educational opportunities.

Facilities Improvement

After a year of study and analysis by the Coupeville School Board Facilities Committee, the Board reached consensus in August that it is time to address needed repairs and updates at the middle school, elementary school, and athletic facilities.

In August, the Board authorized district staff to pursue bids and improvement plans on such items as

- the middle school roof, floor, and heating system,
- updates to elementary school restrooms, classroom plumbing fixtures, wall and window repairs, painting, and other needed upgrades to the elementary campus, and
- address the lack of public restrooms for Mickey Clark Field and Engle Field, resurface and create a regulation track/field, modernize bleachers, and complete the 2005 Engle Field athletic facility plans, and

Enrollment

Enrollment continues to be a major concern. The number of full-time students attending Coupeville Schools is currently 866. Between 2012 and 2014 the District experienced a loss of 50 students. Enrollment drives funding, and the district's budget will continue to "downsize" to reflect student enrollment.

The District welcomes Choice/transfer applications and is implementing a new "Wolves Online" learning platform to enhance learning options

ASB

Coupeville High School is now a member of the Olympic League, which has changed our participation schedule, game start times, and admission fees. The schedule for all games is on our district calendar, available through our website. Our theme this year is excellence in all ASB programs and we have set the goal to monitor and evaluate student participation.