

# Curtis High School

Principal: David Hammond Enrollment: 1,398

Mission: Teaching and learning to develop responsible global citizens.

Academic Goals: Reading 91% Writing 95% Math 60% Graduation Rate: 85.1%, exceeding No Child Left Behind requirements.

What is the high school doing to meet its goals?

- Increasing the amount of time students spend in core academic areas
Increasing the number of students taking AP courses
Providing extra support to students after school (math and science tutoring and content area tutoring)
Providing extra support classes in math and English for struggling students
Increased parent communication
Professional Learning Communities designed to increase student achievement
Data Driven Instructional Practices
Continue with online access for grades, attendance, and a comprehensive website

What is going on at the high school to increase student success?

- Culminating Project
College and Career Center
Curriculum alignment in core areas
Positive Behavior Support program
Summer Academy to build basic skills in the areas of reading, writing, and math for the classes of 2013, 2014, and 2015
Providing zero hour options for students wanting to take more than six classes
Adding a year of math for those students not meeting standards
MAC Scholars (Minorities Accepting the Challenge) to peer-mentor black males
An after-school credit recapture program for English and social studies courses

# Curtis Junior High School

Principal: Jeff Chamberlin Enrollment: 1,012

Mission: Partner with families so that every Cougar student grows, learns, and improves each day.

Academic Goals:

- Reading 80% (8th Grade MSP) Writing 95% (10th Grade HSPE) Math 65% (8th Grade MSP) Math 90% (EOC Assessments)
Make yearly progress toward eliminating achievement gaps
Exceed the performance of the State of Washington on all State Assessments
Make continuous progress on all measures and indicators
Increase the number of ninth grade students on track for graduation at the end of their ninth grade year

Other Goals:

- Increase the number of students engaged in student leadership and service work through NJROTC, Builder's Club, Honor Society, Cougar Ambassadors, and other programs
Improve student citizenship and attendance as measured by daily attendance rates and disciplinary data

Plans/Programs to Achieve Goals:

- Programs to increase academic performance including a Reading Intervention Program, After School Academic Support, a Mentor Program, and MAC Scholars
Ongoing focus on Professional Development and Collaboration to improve student achievement
Schoolwide Recognition Programs to focus students on citizenship, attendance, and academic achievement

Other Items of Interest:

- Curtis Junior High School students model the five ideals of our Cougar Code: Safety, Responsibility, Respect, Cooperation, and Excellence
Over 300 students at CJH enroll in foreign language courses to prepare for college, including Spanish, French, and Japanese
Cougar students continue to demonstrate excellence as athletes, musicians, performers, and artists

# Drum Intermediate

Principal: Susie Whitlock Enrollment: 672

Mission: Partner in a safe, civil, and caring environment, our mission is to develop respectful, responsible, lifelong learners.

Academic Goals: Reading 90% (5-7) Writing 95% (7) Math 75% (5+7), 85% (6) Science 80%

- Check and Connect and Morning "Breakfast and Binder" (B&B) program with counselors for students needing assistance with homework completion and organization
After-school Targeted Assistance Program by grade level for literacy and math
Math LAP program - Math support for students during the school day in addition to their regular math class
Content Area Teams (CATs) meet weekly with their grade level to plan for instruction, review assessment data, and develop remediation and support for students who are struggling and/or ready to extend their learning
After-school Homework Club and Working Lunch to provide additional support for homework

# Narrows View Intermediate

Principal: Eric Brubaker Enrollment: 713

Mission: As a diverse population of learners, to develop motivated students who are academically and socially successful. We will accomplish this by providing relevant, stimulating instruction that incorporates higher-level thinking skills and collaboration in a safe, supportive environment which builds self-esteem.

Academic Goals: Reading 87% (7) Writing 90% (7) Math 85% (7) Science 80% (5)

- PLCs meet frequently to review the curriculum map and common assessment data, and make changes to instruction based on the assessment data
Morning Math opportunity for any interested student before school three times per week at grades 5, 6, and 7, and after-school Math Homework Helper
After-school At-Promise mentorship program for African-American males to increase academic achievement and overall school performance
LAP Math program

# Chambers Primary

Principal: Kathy Drouhard Enrollment: 411

Mission: Develop academically successful, responsible, and caring students by ensuring a challenging, child-centered instructional program in a nurturing learning environment.

Academic Goals: Reading 90% (4) Math 90% (4) Writing 83% (4)

- Teachers meeting in PLCs to design instruction and analyze student results
Professional development focused on math and literacy instruction
Reading specialists providing extra instruction during the day
After school math and literacy classes
Professional Development and implementation of RAMP and RNP

Chambers Primary School is proud to bring highly skilled, committed teachers together to ensure that every child has an excellent primary school education. We promote positive school behavior through our Chambers ABCs and monthly Playground Pals and Community Kids. Our PTA partners with us to provide many fun and enriching opportunities including assemblies, field trips, Science Fair, Writers Fair, Chess4Life, Art for Kids, ACE Language, and Bricks 4 Kidz Lego program.

# Evergreen Primary

Principal: Lance Goodpaster Enrollment: 494

Mission: Ensure that all students have the academic and social foundations for future learning.

Academic Goals: Reading 90% (3/4) Math 75% (3/4) Writing 82% (4)

- Reading specialists providing extra reading instruction during the day
PLCs: Teams of teachers meeting regularly to examine evidence of student learning, plan instructional strategies for students achieving below and above grade level targets, and deepen their understanding of effective research-based strategies
Uninterrupted blocks of time for literacy (90 minutes) and math (60 minutes)
After-school math and literacy classes
Professional development and continued implementation of RNP and RAMP

We have a dedicated staff committed to helping students achieve academic success. Students do their part by showing "Eagle Pride." We recognize and celebrate this in many ways; it is something we are proud of and has become an important part of Evergreen's culture.

# Sunset Primary

Principal: Julie Johnson Enrollment: 448

Mission: Motivate all individuals to become caring, independent, well informed, lifelong learners.

Academic Goals: Reading: 90% (4) Math: 72% (3), 67% (4) Writing: 85% (4)

- Uninterrupted instructional blocks for literacy and math
Targeted academic interventions
Tiger Reading and Tiger Math - extended day programs
Additional support provided by reading specialists
Accelerated Reader program
Continued implementation of RAMP and RNP
Direct instruction programs (Reading Mastery and Connecting Math Concepts) for students performing below grade level
Ongoing, job-embedded professional development
Close communication with families regarding student progress
PLCs: teams of teachers working collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve

The dedicated, skilled, and caring staff at Sunset Primary School is committed to the overall success of each and every student. We have high expectations for our students, both academically and behaviorally. As part of our Positive Behavior Support (PBS) program, students are recognized when they demonstrate the Sunset Promises.

# University Place School District Academic Data

The mission of the University Place School District, in partnership with our community, is to develop competent, contributing citizens.

Table with columns: School, 3R, 3M, 4R, 4M, 4W. Rows: Chambers, Evergreen, Sunset, UPP, District, State.

MSP /HSPE Scores by School and Grade Level. This chart details the MSP and HSPE results for 20010-11, broken down by grade level. R=Reading M=Math W=Writing S=Science

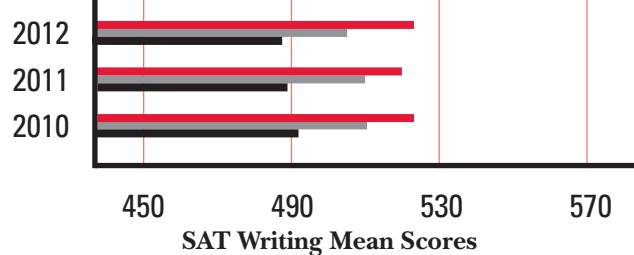
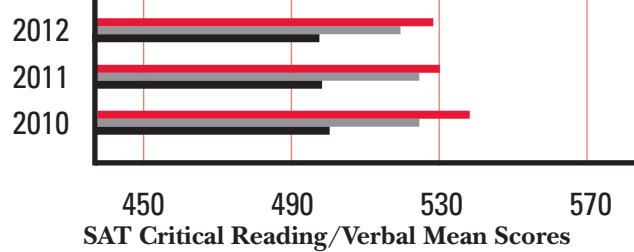
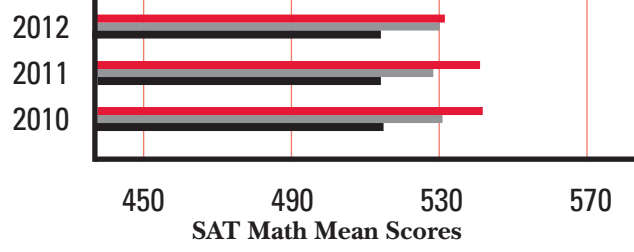
Table with columns: School, 5R, 5M, 5S, 6R, 6M, 7R, 7M, 7W. Rows: Drum, NVI, District, State.

Table with columns: School, 8R, 8M, 8S. Row: CJHS State.

Table with columns: School, 10R, 10W. Row: CHS State.

# Mean SAT Scores 2010-12

Legend: Curtis HS (Red), Washington State (Grey), National (Black)



## Links to Additional Information

- NCLB Act — www.nclb.gov/index.html
Annual Measurable Objectives — www.k12.wa.us/ESEA
Attendance and test participation rates — www.reportcard.ospi.k12.wa.us
Performance of students — www.reportcard.ospi.k12.wa.us

## No Child Left Behind—Annual Performance Report

The federal government's No Child Left Behind Act of 2001 (NCLB) provides the blueprint for education in the United States. The major focus of NCLB is to provide all children with a fair, equal, and significant opportunity to obtain a high quality education.

In Washington, under NCLB, all students will be expected to achieve proficiency in reading and mathematics as measured by the Measurements of Student Progress (MSP) by 2014. For the 2011-2012 school year, that progress is reported as Annual Measurable Outcomes (AMO).

NCLB requires that the public be informed of district and school progress toward achieving these goals. The internet site: www.k12.wa.us contains more information about NCLB, the MSP, and the improvement status of schools in University Place School District.

## Safe Schools

Student success in learning requires a safe environment. The University Place School District is committed to safe schools where students can achieve to their highest potential and teachers can teach in a welcoming environment, free of intimidation and fear. The educational environment of each of our schools fosters a spirit of acceptance and care for every child; where behavior expectations are clearly communicated, consistently enforced, and fairly applied.

State and federal regulations require reporting of this information to provide parents and community members key information about UPSD schools and the performance of our students. We believe a strong partnership between our schools and community is necessary to ensure a quality education for all students. If you have questions or comments, please call the Educational Service Center (253-566-5600).

UPSD complies with all federal laws, rules, and regulations and does not discriminate on the basis of race, color, national origin, gender, or disabilities in student education programs, co-curricular activities, and employment practices. The district is an equal opportunity/affirmative action employer encouraging application of qualified minorities, women, and disabled persons for employment and other opportunities. For elevator access at school sites, contact the principals' offices. UPSD is a drug-free/smoke-free workplace and educational setting. Direct inquiries regarding compliance, grievance, or appeal procedures to District Affirmative Action, Title IX, and Section 504/ADA Officer: John Sander.

DEVELOPING COMPETENT CONTRIBUTING CITIZENS FOR A CHANGING WORLD

# SCHOOL DISTRICT

# UNIVERSITY PLACE

# Dialog

Volume 32

Number 3

November 2012

## Informed Decisionmaking

A Message from School Board President Mary Lu Dickinson



Public schools thrive with public support and the active engagement of the community. We are so fortunate here in University Place to have both. Many of you serve as volunteers and attend our concerts, athletic events, science fairs and other programs and activities. If you are not yet involved, we welcome your participation. As president of the University Place Board of Directors, I would like to invite you to attend our board meetings to learn more about the issues public schools are facing during these challenging times. Some of our recent meetings have included linkages with legislative candidates from our area in which we discussed our vision for the future of public education and other topics of mutual concern.

These gatherings also enable us to focus on specific areas in depth. For example, in January the topic will be academic achievement. Our February meeting will feature a report on our out-of-district students. Extracurricular activities and clubs will be the topic in March. We strive to focus meeting agendas on issues related to district goals and objectives, spending more time on policy matters and decisions that directly affect student outcomes.

### Meetings of the University Place School District Board of Directors 2012-13

Table listing meeting dates from December 2012 to June 2013 with corresponding topics like Intermediate School Report, Academic Achievement Report, etc.

As school board members we have a laser-focused mission to provide the best education possible for all children, while developing competent, contributing citizens. We serve as responsible stewards of the district, which includes holding school personnel accountable for each student's instructional success. We are encouraged by the continued growth in all areas and look forward to another great school year.



## UPSD Students Win Incentive Award

Twenty-one UPSD students won the Elizabeth Wesley Youth Merit Incentive Award this year. This annual award is given to African-American youths who demonstrate outstanding academic achievement and good citizenship. This year's award winners are, from left front row, Treja Jones, Morgan Amanda, Kenya Shakoor, Mariah Graves, Kylina Reese-Decker, Tierra Cross, Sha'Kel Hill, Crystal Banks, Kenyah Huskey, Eternity Veney, and Samarri Williams. Second row from left are Marqus Wyke, Devron Gray, Everette Deveaux, Teoanna Crudup, and Joshua Dickens. Awardees not pictured are Charade Anderson, Danae Black, Dabner Alexsus, Ayanna Jordan, and Tajanae Williams.

Non-profit Org. U.S. POSTAGE PAID Tacoma, WA Permit No. 411

POSTAL CUSTOMER

Educational Service Center 3717 Grandview Dr. W. University Place, WA 98466



## Great Expectations in UPSD!

### A Message from Superintendent Patti Banks



Dear Friends and Families of UPSD, The 2012-13 school year is off to a great start in UPSD. The Fall issue of the *Dialog* always contains a substantive amount of information about our students' academic achievement results, as measured by state-mandated and national test results for the previous year; this year is no exception. I hope you will take the time to review the data included in these pages, because we are very proud of the achievement of our students, which is the result of the very hard work and dedication of our teachers, administrators and support staff, as well as the active involvement and support of our students' families and the larger community of University Place. It is also important to note that our Board of Directors has, with input from parents, staff and community members, established goals for student achievement that reflect high expectations and a commitment to ensuring all our students are college- and career-ready when they graduate from Curtis High School.

There has been a lot of information in the media lately focused on poor outcomes for too many students in our state's and the nation's public schools. Unfortunately, much of that reporting has highlighted the low graduation rates and inadequate levels of post-high school preparation of too many students. It is important to all of us that you feel confident that, for the largest part, this is not true of our students. For example, since 2007, graduation rates in UPSD have increased by 11.3%; by comparison, the average graduation rate for the state increased by only 4.1% in that same time period. UPSD students' rate of on-time graduation is currently 85.1%, which is over 8% higher than the state average. Perhaps even more significantly, our graduation rates have increased at the same time that our graduation requirements have increased and our overall academic program has become far more rigorous. Our goal is not just that our students graduate from high school, but that when they do we—and you—can be confident they are ready for college or other post-secondary education.

A final note: Not only does our Board of Directors set high standards for our students' achievement, they devote the main part of at least two meetings per year (in October and January) to rigorous monitoring of our students' progress. The report they expect and receive from district staff is extensively detailed. If you would like a more in-depth view of the wide range of student data presented to the Board of Directors, you'll find that report on the district website at [www.upsd.wednet.edu](http://www.upsd.wednet.edu). As always, we are grateful for your support and partnership in ensuring our graduates are ready, willing, and able to be competent, contributing, and active citizens of their community, state, and nation.

## Dialog

The *Dialog* is published periodically by the University Place School District 83, 3717 Grandview Dr. W., University Place, WA 98466, for University Place residents and businesses. The District complies with all federal laws, rules, and regulations and does not discriminate on the basis of race, color, national origin, gender, or disabilities in student education programs, cocurricular activities and employment practices. The District is an equal opportunity/affirmative action employer encouraging application of qualified minorities, women, and disabled persons for employment and other opportunities. For elevator access at a school site, contact the principal's office. The UPSD is a drug-free and smoke-free workplace and educational setting. Direct inquiries regarding compliance, grievance, or appeal procedures, or concerns involving students, should be made to the District Affirmative Action Officer/Section 504/FAPE/ADA/Title IX Officer, John Sander, (253)566-5600, 3717 Grandview Drive West, University Place, WA 98466.

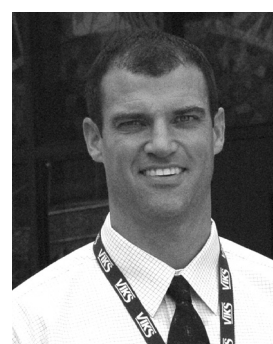
**Board of Directors**  
Mary Lu Dickinson, *president*  
Chris Kilduff, *vice president*  
Annie Fitzsimmons, *legislative representative*  
Michael Ehart  
Rick Maloney

Patti Banks, *superintendent*

## Three New Faces Join District Administration



**Becky Lee** is the new principal of University Place Primary, replacing **Allison Drago**, who moved to a new position at the district office (see bottom). Lee has a strong background in early childhood education, holding a degree in interdisciplinary child development from Western Washington University with endorsements in reading and early childhood education, and years of experience working as both an instructional specialist and a teacher. She loves instruction, and thought the right principal position was where she could make a difference for kids and adults at the primary level. She earned her master's in educational leadership from City University along with her principal certification, and jumped at the chance to work in UPSD. Said Lee, "One of the things I love about this district is our focus on supporting principals as instructional leaders. We are expected to know and implement research-based instructional practice."



**Tom Adams** is a new assistant principal at Curtis High School. He comes to the district from Auburn Riverside High School, where he taught for 12 years, was the Dean of Students, and coached both boys' basketball and golf. "It's such a privilege to work in UPSD," said Adams. "The entire staff—teachers, administrators, district and support staff—are motivated and professional, and the student community has spirit and works extremely hard, and the community has high standards and offers full support." He holds bachelor's degrees in Spanish and history from UW, a master's in teaching from Seattle University, and his administrator's certificate from UW-Tacoma.



**Maile Carr** is acting principal at Sunset Primary School this fall while Julie Johnson is on maternity leave. After undergraduate work at USC and a master's at the University of Puget Sound, Carr taught and coached swimming in Federal Way before returning to University Place. She ran the elementary swim program at Curtis Pool and taught pre-algebra at Curtis Junior High for four years before completing her principal's credential at UW-Tacoma. She interned at Curtis Junior High and then worked in math and assessment at the district office last year.

**Allison Drago** moved within the district, taking a position at the district office as the Director of Professional Learning. In her new role, she works in collaboration with the Teaching and Learning Department, supporting district initiatives, instruction, and curriculum.

## New Advanced Program Enhances AP Science Preparation

A new, more rigorous sequence of science classes is available to students this year that includes a faster paced curriculum and a challenging mix of chemistry, physics, and biology that will, over the course of ninth and tenth grades, prepare them for AP coursework and testing as upperclassmen. According to Marci Howard, one of the teachers, 120 Curtis Junior High students signed up to take the inaugural ninth-grade class, filling four sections. "We were very clear that this new class was going to be tough," said Howard, "but these kids were jumping at the chance to sign up."

"The impetus behind this new approach was feedback from colleges," said Curtis High School Principal David Hammond. "Even many students who are taking AP Physics in high school aren't ready for college-level physics when they arrive on campus. With this new approach they will learn three years of science in two years and get a firm grounding in physics at a younger age so they will be familiar with the concepts when they get to the AP courses."

Said Howard, "It's a lot of coursework for them to absorb in a shorter period of time, but they are soaking it up. These students are ready for this kind of challenge." She and Ben Mangrum, who will be teaching many of the students next year when they continue the two-year course at Curtis High School, worked together over the summer to refine the curriculum to ensure that it will prepare students for AP Physics, AP Chemistry, and AP Biology in their junior and senior years.

"This is great opportunity for students to take more high-level science than has ever been possible before," said Jeff Chamberlin, principal at Curtis Junior High. "They will come out of tenth grade well grounded in all three disciplines and with

the ability to take two more AP courses over their last two years. Our teachers have done a great job collaborating between the two schools to plan this. We will be aligning all eighth-grade science classes with this course as well, to help prepare students for the program using many of the same physics kits the advanced students use. The sooner they are exposed to these concepts, the better their comprehension of advanced science will be."

According to Howard, the latest research shows that this kind of integration between the various fields of science helps students connect concepts from one discipline to the other. To this end, they start with conceptual teaching—learning physics concepts, then bringing in math only after students understand what their calculations will be telling them. With this method, students are not just memorizing formulas to pass their tests; they develop a fuller understanding of the material. "In the end," said Howard, "we hope this will encourage more students to take AP science courses, do well on AP exams, and ultimately excel in their college science classes."



Students in Marci Howard's class work on a lab measuring the densities of different years' pennies. This class is the first of its kind at Curtis Junior High, leading into a high school class preparing students for AP Science.



## National Merit Semifinalist

Katherine Phan, a senior at Curtis High School, was among the top one percent of scores in the nation on the Preparatory SAT, was named a National Merit Semifinalist, and could still be named a finalist. Her favorite classes are calculus and English. She also plays violin and sings, does inline skating, and volunteers in the community teaching kindergartners to read and write Vietnamese. She is planning to attend the University of Washington next fall.



## Final 2006 Capital Bond-Supported Projects Completed

A COVERED VISITORS' STAND, which includes a new concessions area and restrooms, enables the district to host revenue-generating state and regional events. A new synthetic field surface was also added to improve student safety and resolve drainage issues. By staying within the budget on the bond-supported projects completed over the last five years, the district was able to build four new tennis courts that will serve both students and the community.

## Cabantan Assumes Role as Transportation Director

If Patty Cabantan seems familiar to many around the district, it is because she has spent her whole life here, first attending UPSD, then working in virtually every capacity at the transportation office for the last 20 years. With that much experience, her selection as the new Transportation Director was an obvious one. "We're like a family," said Cabantan. "I've had so much support

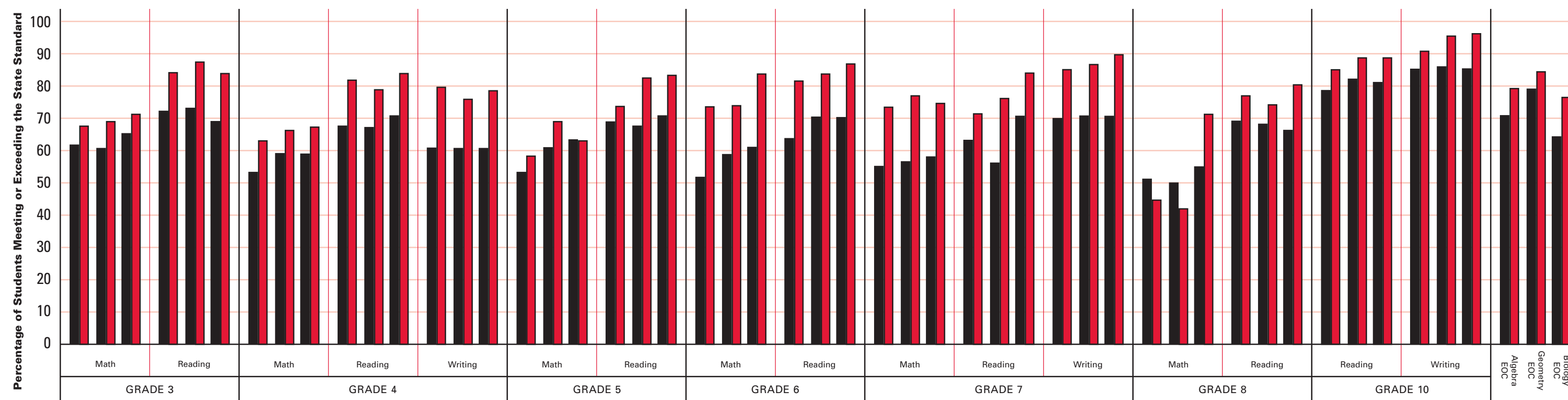
from everyone at the transportation office and the drivers. They have made my transition into this position seamless."

Cabantan has been, among other things, both a substitute and full-time bus driver, a driver trainer, a dispatcher, a router, the union secretary, and union vice president. She is also what she calls a "bus baby;" her mother was a bus driver.



New Transportation Director Patty Cabantan has a thorough knowledge of the district, having worked for transportation for more than 20 years, plus having attended University Place School District kindergarten through 12.

## Measurements of Student Progress (Grades 3-8) and High School Proficiency Exam (Grade 10), 2012



Meeting a minimum score on the End Of Course (EOC) exams is part of the graduation requirements. It is administered for algebra, geometry, and biology, and the averages are reported for 2011-12 alongside the MSP/HSPE scores at left.