

645 West Central
Missoula, MT
59801

Phone:
406.542.4085

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Principal:
Paul Johnson



Washington Middle School

2012

BUILDING PROFILE



Address:	645 West Central Missoula, Montana 59801
Phone:	406.542.4085
Principal:	Paul Johnson
Assistant Principal:	Craig Henkel
Administrative Asst:	Becky Barkley and Terrie Shaw
Total Administrative Staff:	2
Total Certified Teaching Staff:	38
Total Classified Support Staff:	25

Washington Middle School began organizing students and teachers into teams in 1995. Our teams are the ideal models for middle school education, creating "schools within a school." Each team has 50-120 students and 2-4 teachers. Washington's excellence in academics, discipline and a positive, safe environment stems from the small team structures within each grade level

- Teams maintain the benefits of small neighborhood elementary schools, ensuring that every student is well known by one teacher and receives individual attention.
- Teams add the best of secondary education by allowing for strengthened academic instruction through teacher collaboration on each team.

Table of Contents

ENROLLMENT DEMOGRAPHICS.....	3
STUDENT ACHIEVEMENT	5
ASSESSMENT DESCRIPTIONS.....	5
ASSESSMENT RESULTS	6
MontCAS CRT: READING	6
MontCAS CRT: MATH	7
MEASURES OF ACADEMIC PROGRESS: READING	8
MEASURES OF ACADEMIC PROGRESS: MATH	9
GRADE DISTRIBUTION.....	10
STUDENT ENGAGEMENT	13
AVERAGE DAILY ATTENDANCE.....	13
CHRONIC ABSENTEEISM.....	14
SCHOOL ENVIRONMENT.....	15
DEVELOPING STUDENTS' SELF-WORTH	16
ACTIVE ENGAGEMENT	16
SENSE OF PURPOSE	16

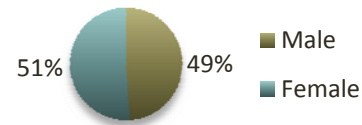
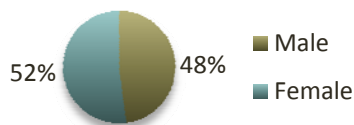
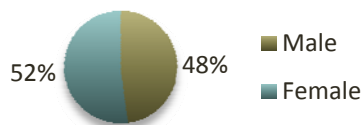
ENROLLMENT DEMOGRAPHICS

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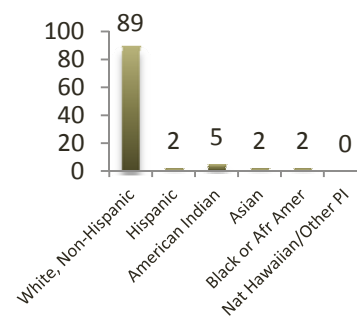
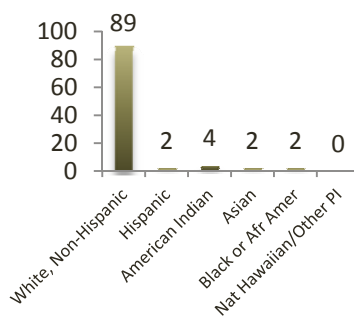
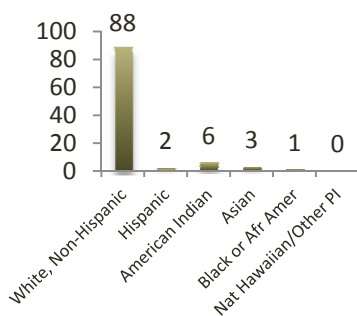
2010-2011

2011-2012

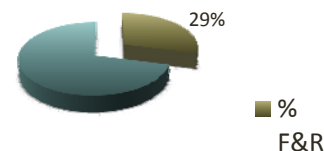
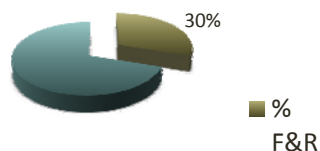
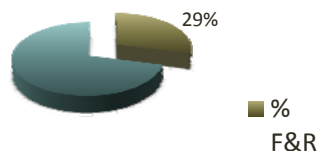
Gender



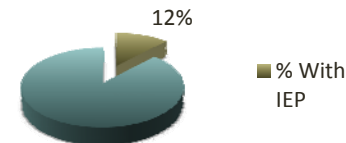
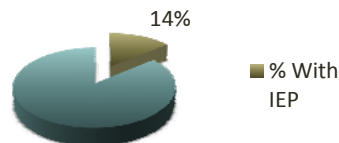
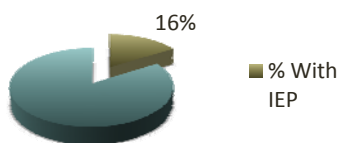
Race/ Ethnicity



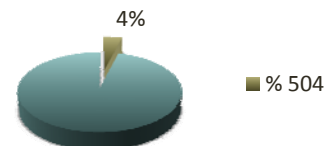
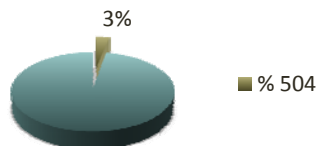
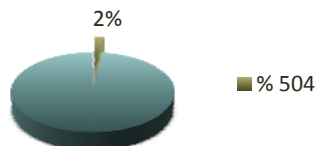
% Free and Reduced Lunch



% Special Education



% Plan 504



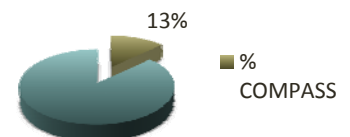
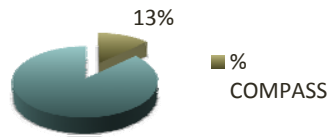
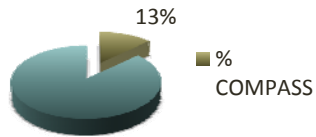
ENROLLMENT DEMOGRAPHICS (continued)

2009-2010

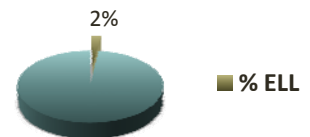
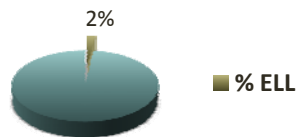
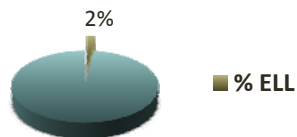
2010-2011

2011-2012

Gifted
Education



English
Language
Learners



STUDENT ACHIEVEMENT ASSESSMENT DESCRIPTIONS

MontCAS CRT

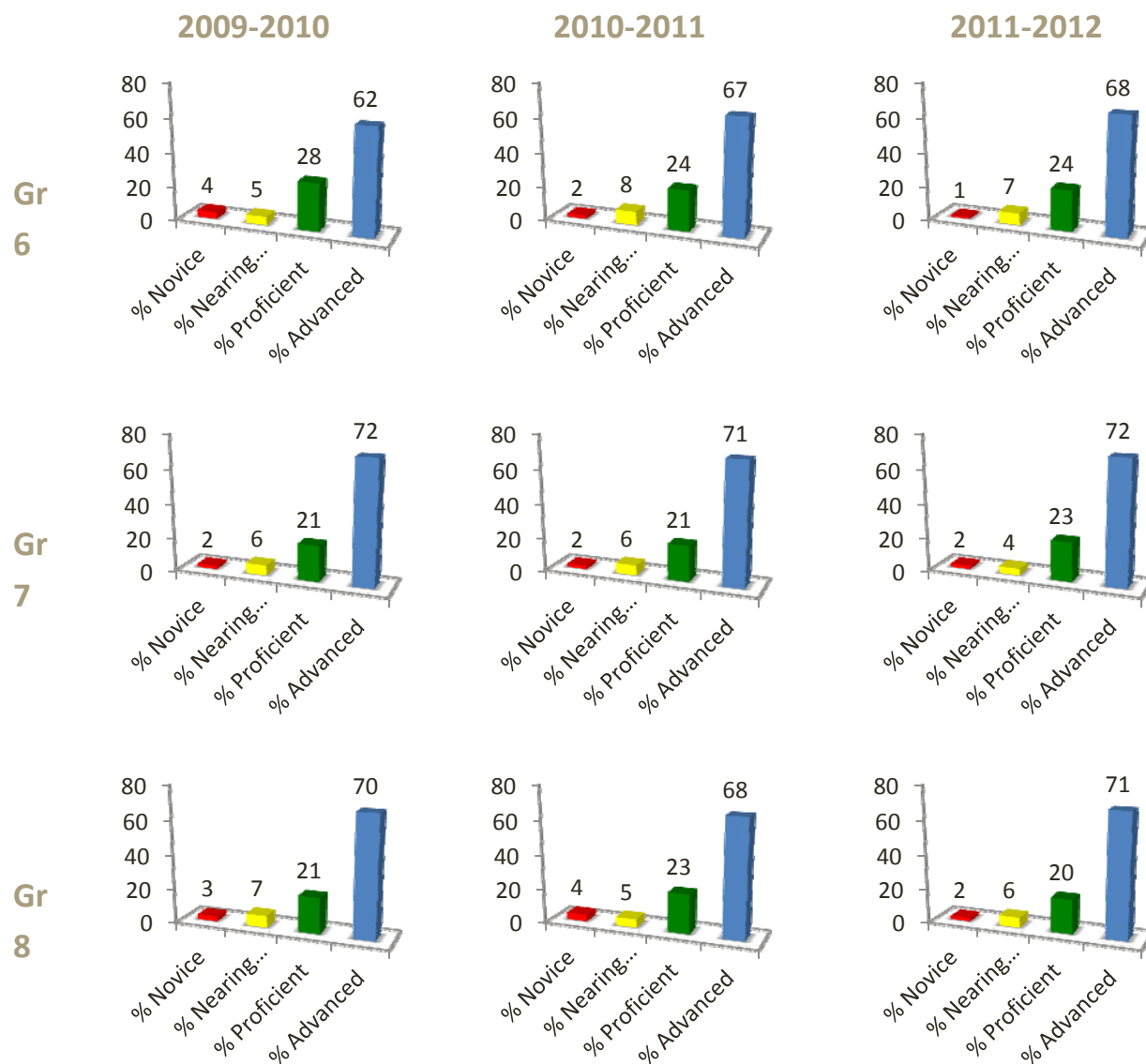
Montana Comprehensive Assessment Systems (MontCAS) is the criterion referenced test (CRT) developed specifically for Montana to meet the requirements of No Child Left Behind (NCLB). The Montana CRT is intended to measure how well our students have learned the knowledge and skills outlined in the Montana Curriculum Standards and the MCPS curriculum in the areas of reading and math for grades 3-8 and 10 and reading and math plus science in grades 4, 8, and 10. Most questions on MontCAS are multiple choice where the student must choose the correct answer for each question. There are also constructed response questions where the student must write about material read or the problem solved. On most CRTs it is possible for all students to earn a passing score if they have successfully learned the material outlined in the standards and curriculum. MontCAS is the test used to determine Adequate Yearly Progress (AYP).

MAP

Measures of Academic Progress® (MAP) are computerized tests based on a continuum of skills in math and reading. Essentially it is one long test rather than a series of shorter tests that assess students over specific criteria at various grade levels. MAP assessments are not tests that determine mastery. Rather, MAP assessments provide teachers with instructional levels for each student. They provide a road map for determining where each student is performing in relation to Montana and MCPS curriculum standards. In MAP a large, computerized question bank makes it possible for all students to receive questions specific to their learning level. For example, the first question is “chosen” based on the student’s previous test results. When students respond correctly they are given a more difficult question; if they are incorrect they are given an easier question. In this way the MAP assessment hones in on the area where the student is currently responding successfully and then outlines the next learning steps. Unlike tests that results in percentiles, MAP uses an equal interval scale called RIT (think “inch”). With the RIT scale it is possible to accurately measure each student’s learning over time.

G-P-	Below Typical Growth, Below Projected Proficiency
G+P-	Above Typical Growth, Below Projected Proficiency
G+P+	Above Typical Growth, at or Above Projected Proficiency
G-P+	Below Typical Growth, at or Above Projected Proficiency

ASSESSMENT RESULTS

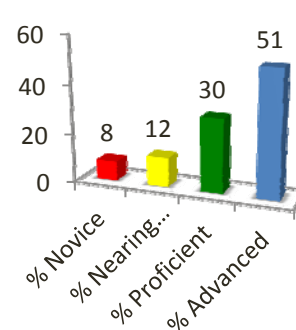
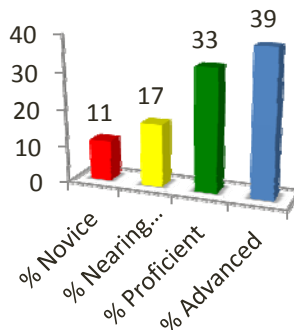
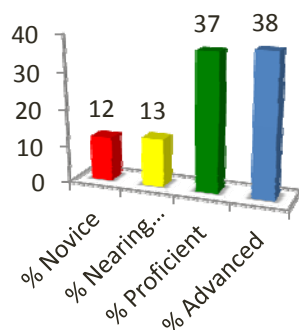
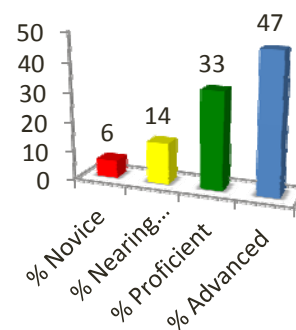
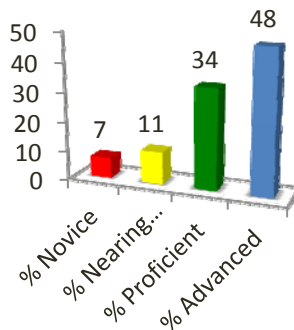
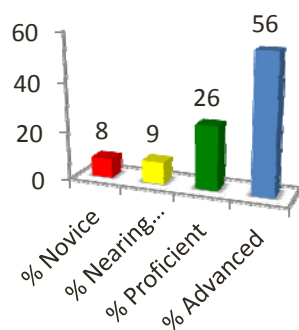
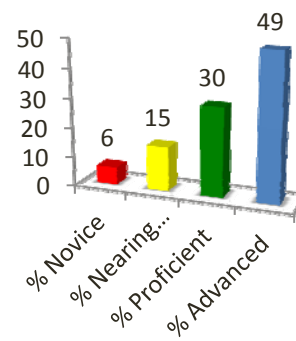
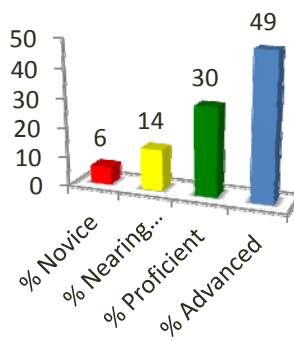
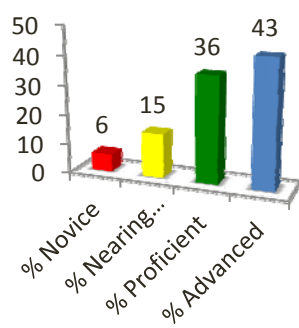
MontCAS CRT: READING

MontCAS CRT: MATH

2009-2010

2010-2011

2011-2012

Gr
6

Gr
7

Gr
8


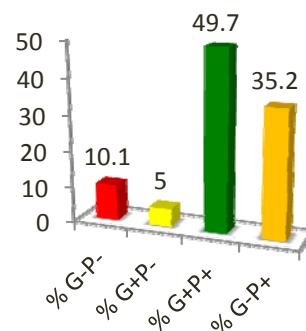
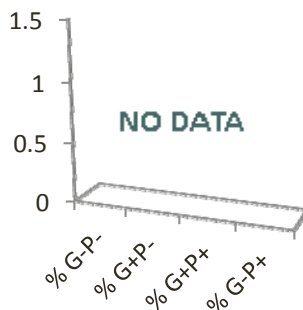
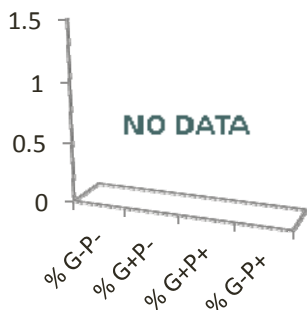
MEASURES OF ACADEMIC PROGRESS: READING

2009-2010

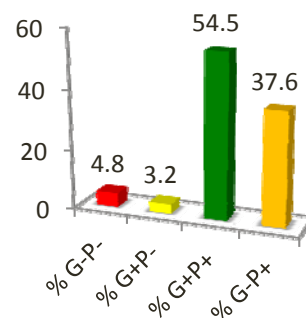
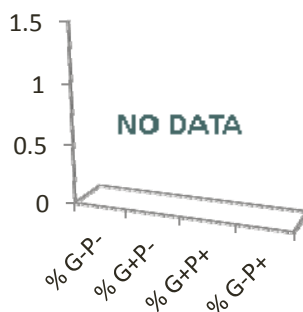
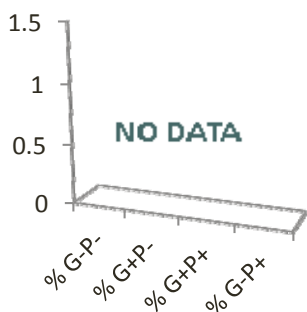
2010-2011

2011-2012

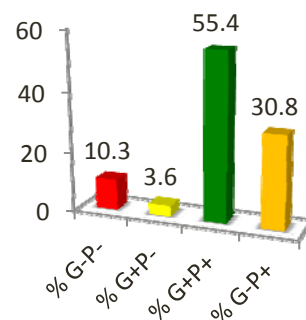
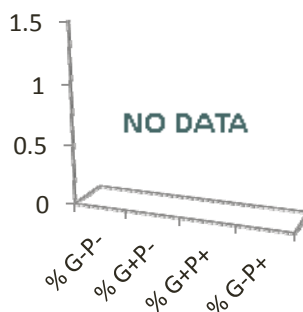
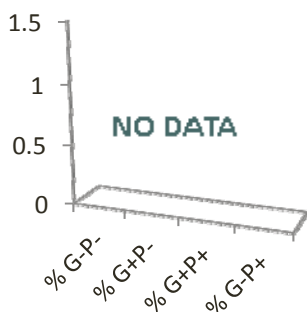
Gr
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Gr
7



Gr
8



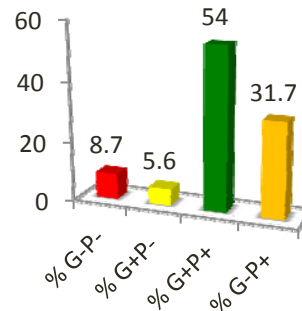
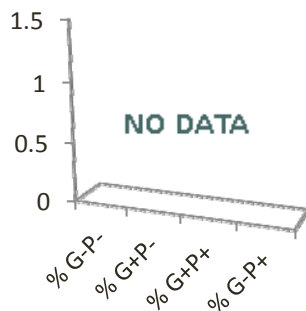
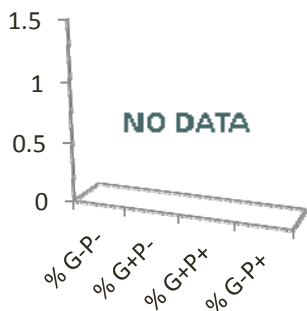
MEASURES OF ACADEMIC PROGRESS: MATH

2009-2010

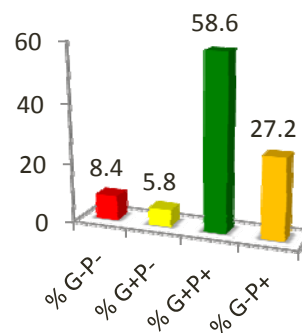
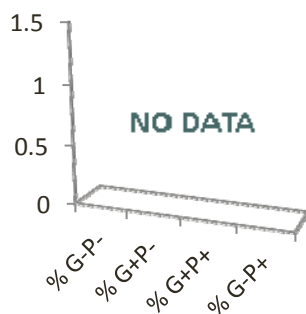
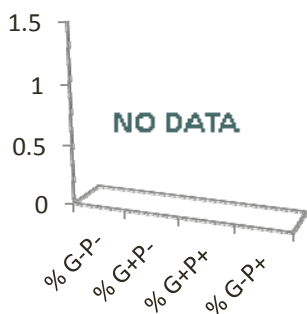
2010-2011

2011-2012

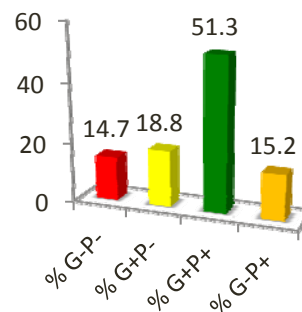
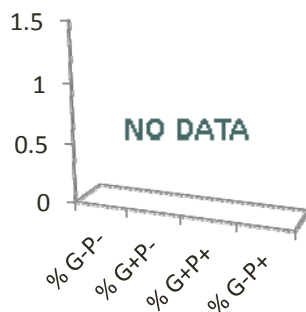
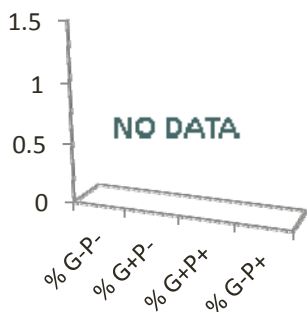
Gr
6



Gr
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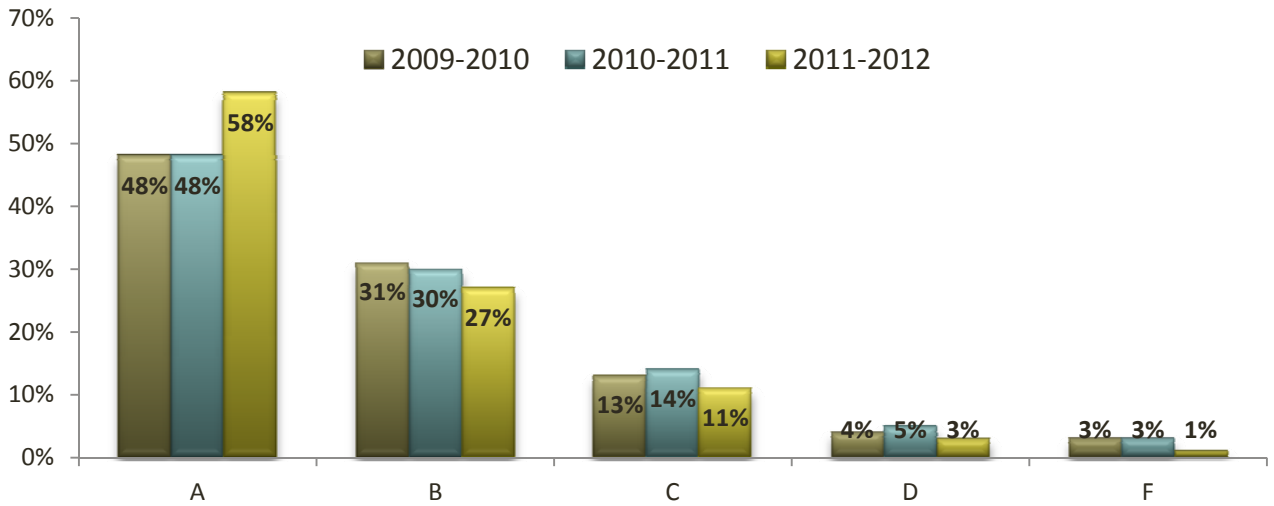


Gr
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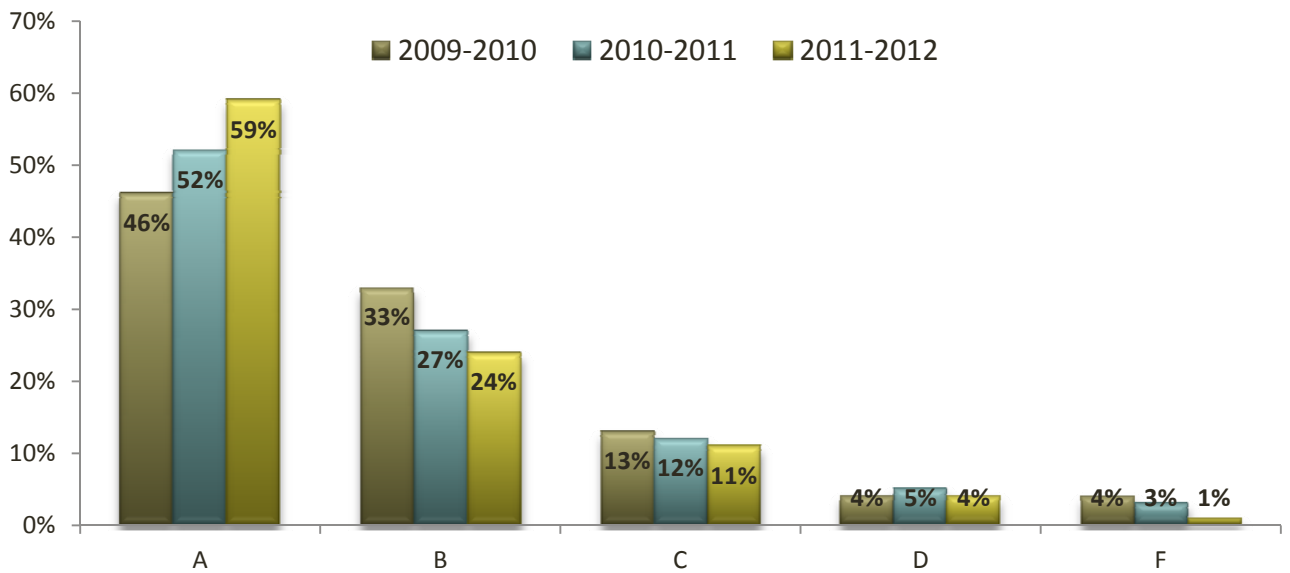


GRADE DISTRIBUTION

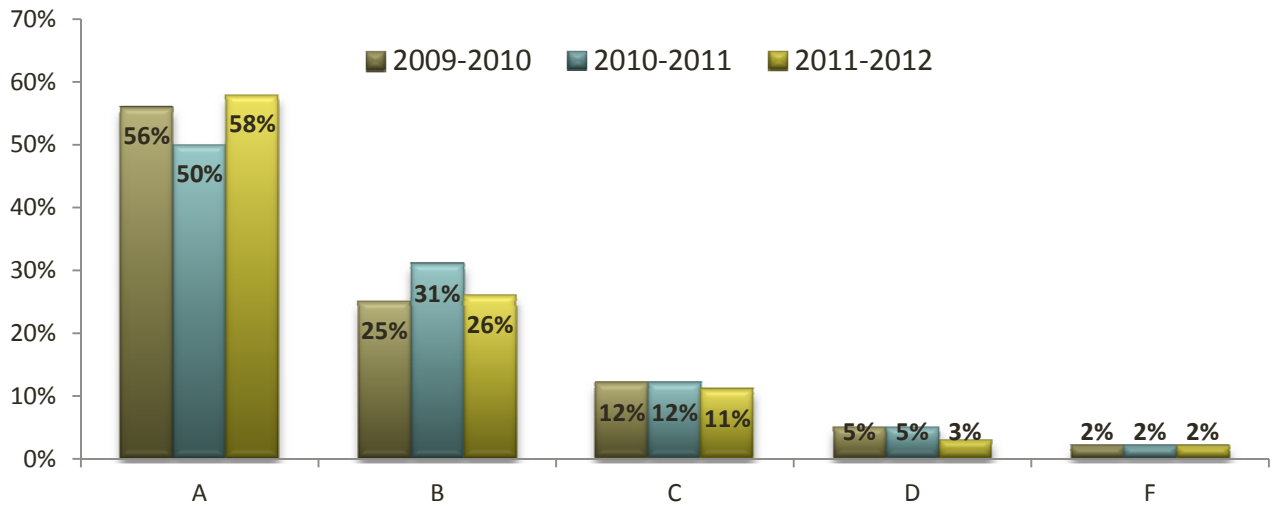
Grade 6, Semester 1



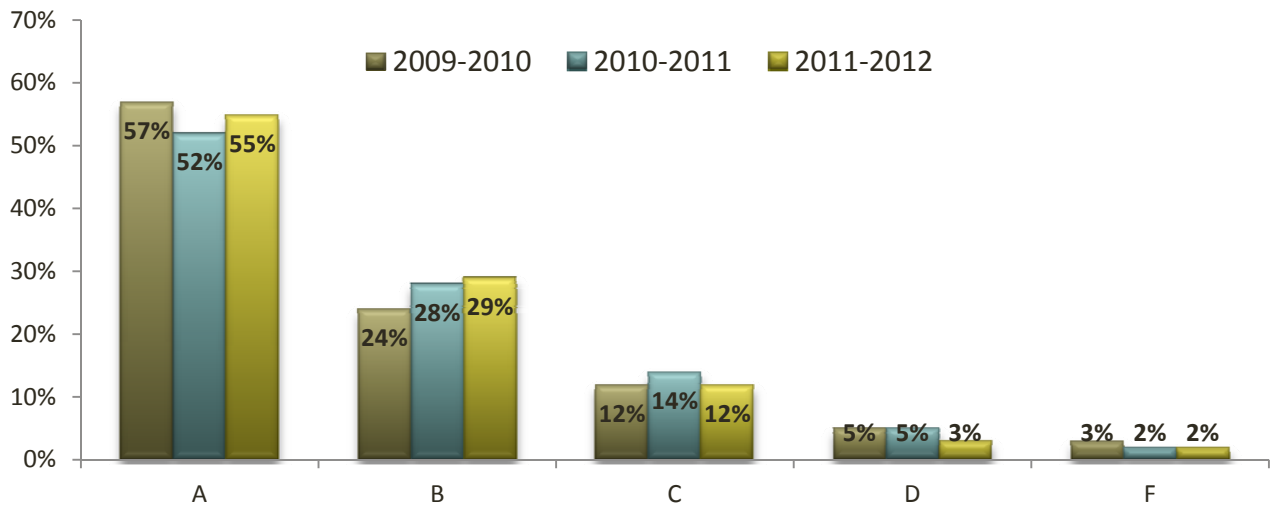
Grade 6, Semester 2



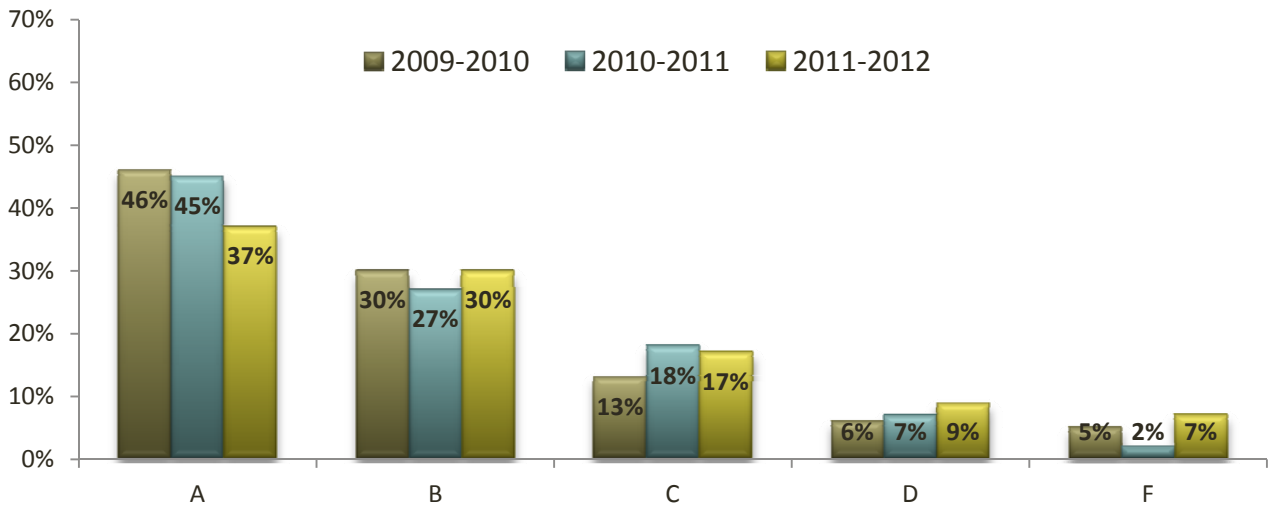
Grade 7, Semester 1



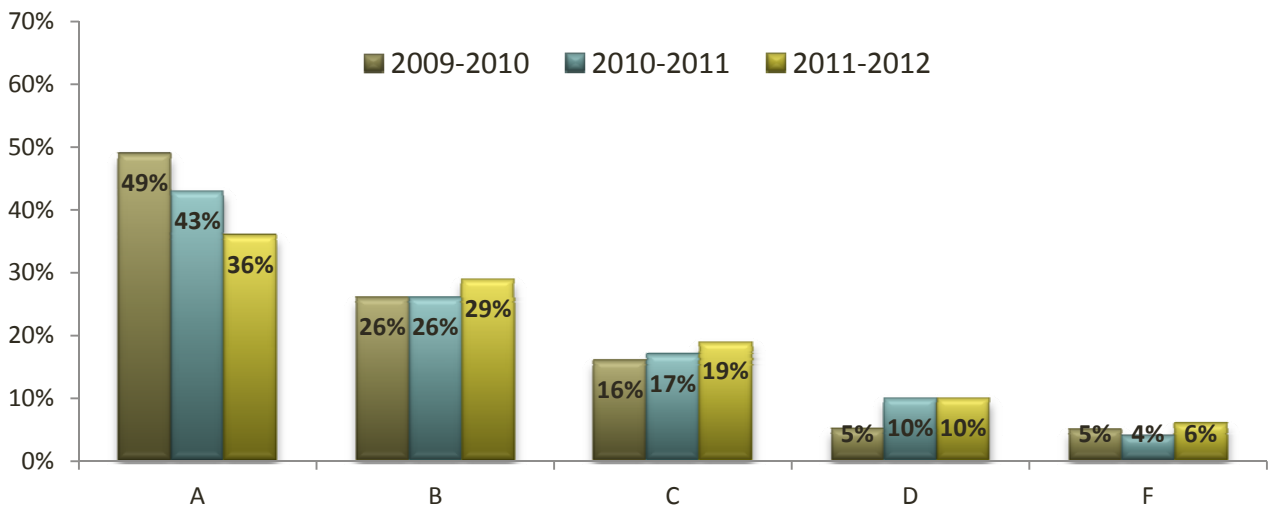
Grade 7, Semester 2



Grade 8, Semester 1



Grade 8, Semester 2

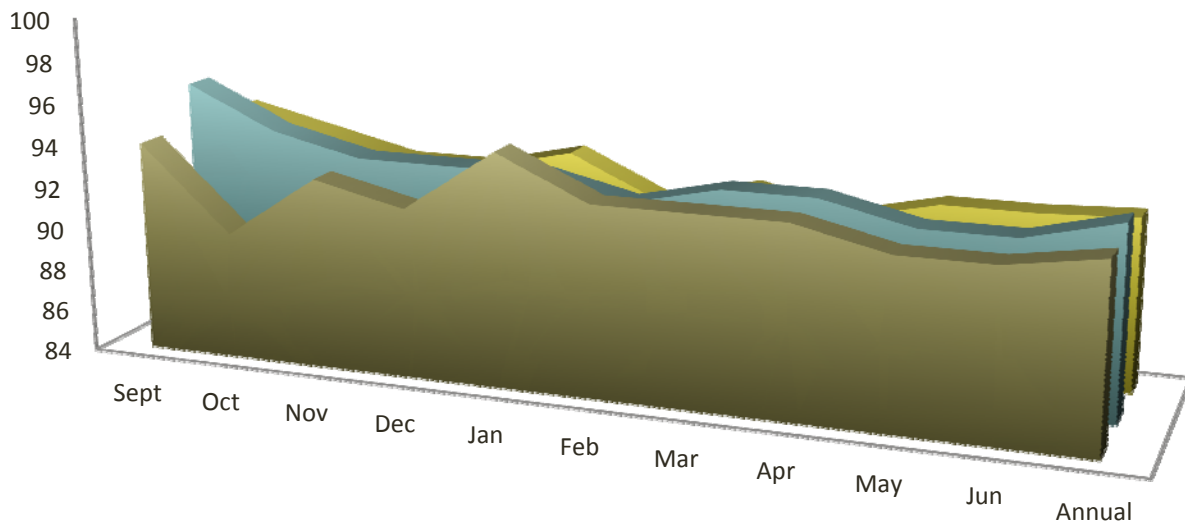


STUDENT ENGAGEMENT

AVERAGE DAILY ATTENDANCE

Average Daily Attendance is the average percentage of total students in attendance each day during one month and throughout the year.

■ 2009-2010 ■ 2010-2011 ■ 2011-2012



	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Annual
2009-2010	94	90	93	92	95	93	93	93	92	92	93
2010-2011	96	94	93	93	93	92	93	93	92	92	93
2011-2012	94	93	92	92	93	91	92	91	92	92	92

CHRONIC ABSENTEEISM

Chronic absenteeism is the percent of total students absent more than 10% of instructional time during one semester.



SCHOOL ENVIRONMENT

School environment data that follows is taken from student responses on the *MyVoices* Survey. This survey provides school-level data about the school environment through the eyes of students. Data is disaggregated and analyzed to demonstrate students' sense of self-worth, active engagement in school, and educational purpose.

The Quaglia Institute for Student Aspirations (QISA) believes that for students to have high aspirations, they must believe in themselves, be actively engaged in their learning, and see the connection between what they learn today and who they want to become tomorrow. QISA believes that for students to have high aspirations, three Guiding Principles must be present: *Self-Worth*, *Active Engagement*, and *Purpose*. These Guiding Principles direct the development of educational experiences, from the individual classroom to the entire school building. Students who have aspirations believe in themselves, are meaningfully engaged in their learning and the life of the school, and work with intention toward their goals.

Developing Students' Self-Worth

Belonging, Heroes, and Sense of Accomplishment

Self-Worth begins when students experience a sense of Belonging: They feel like they are part of the school community while being recognized and appreciated for their uniqueness. Students also experience *Self-Worth* when someone in their lives believes in them. They need Heroes: people they can look up to, respect, and learn from. To develop *Self-Worth*, students also need a Sense of Accomplishment. They must be recognized as much for their effort, perseverance, and citizenship as they are for high grades and good test scores. As students build *Self-Worth*, they are more likely to persevere through difficult tasks and be inspired to take the steps needed to reach their goals.

Fostering Students' Active Engagement in Learning

Fun & Excitement, Curiosity & Creativity, and Spirit of Adventure

Active Engagement means that students are emotionally, intellectually, and behaviorally engaged in their learning. Emotionally engaged students experience Fun & Excitement by becoming so involved that they almost lose track of time. At the end of the lesson, they wonder, "Where did that time go?" Intellectually engaged students are not afraid to ask "Why?" or "Why not?" about the world around them. Curiosity & Creativity are alive in the way they learn, fostering inquisitiveness and a desire to satisfy their minds with new discoveries. Behaviorally engaged students have a Spirit of Adventure. They are not afraid to try new things, or to take on healthy challenges, regardless of whether they might succeed or fail. With *Active Engagement*, learning becomes important in and of itself.

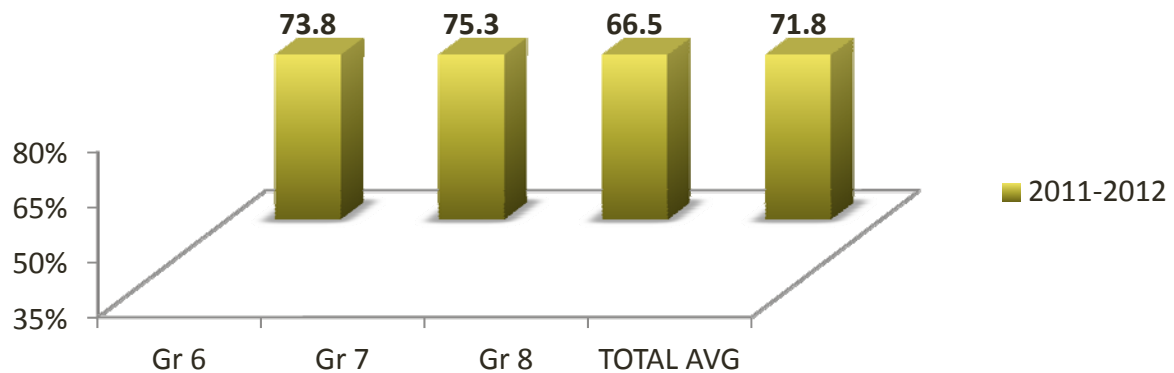
Encouraging a Sense of Purpose

Leadership & Responsibility and Confidence to Take Action

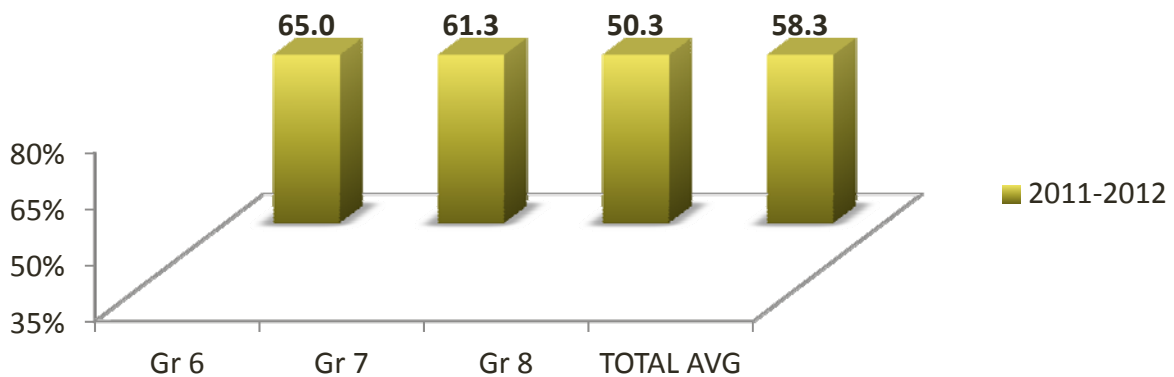
Schools must challenge students to think about their *Purpose*—*who* they want to become as well as *what* they want to be. To reach this goal, students need to explore what it means to have, and create, a successful and rewarding life. *Purpose* is about being responsible, accountable, and confident. To develop *Purpose*, students need the opportunity to assume Leadership & Responsibility in their lives. They must learn to make decisions and understand the consequences of their choices. When students have *Purpose*, they have the Confidence to Take Action toward a meaningful, productive, and rewarding future. They believe in themselves and are motivated to reach their dreams.

Taken from *The Aspirations Framework*, Quaglia Institute for Student Aspirations, 2011.

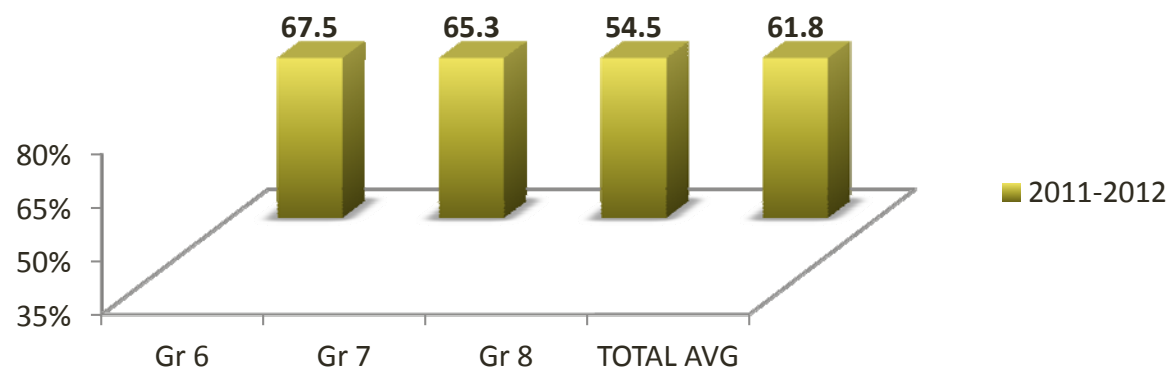
DEVELOPING STUDENTS' SELF-WORTH



ACTIVE ENGAGEMENT



SENSE OF PURPOSE



Missoula County Public Schools

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Missoula, Montana 59801

406.728.2400

www.mcpsmt.org



Forward Thinking, High Achieving.

