

Port Angeles School District
Counseling and Student Support Services Task Force
Program Overview and Preliminary Recommendations
June 26, 2006

BACKGROUND

In the summer of 2002, it became clear that the financial stability of the Port Angeles School District would continue to be significantly affected by a number of issues. Foremost among these issues were a continuing decline in student enrollment since the 1997-98 school year, and reductions in state funding made by the legislature responding to a declining state economy.

The Port Angeles School Board recognized that difficult decisions would need to be made to ensure that the district would maintain an appropriate fiscal balance for the 2003-04 school year and beyond. Community input was considered essential by the board before arriving at decisions to cut highly desirable programs, student services, and support operations.

Integral to this work is consideration of the critical balance that exists between the direct allocation of resources to the classroom and the resources that are allocated to program structures that exist to assure for a maximum level of support to the achievement of students. Student access to counseling services at all levels of the system has long been viewed as one of the program support components that is clearly essential to the consistent success of the students in our program. It is also one of many program areas that have realized ongoing staff reductions, as we have experienced marked enrollment decline over the past eight years. Most recently, the suspension of two elementary counseling positions at the elementary level, leaving no school-based access to counseling services for K-5 students for the 2005-06 program year, has further underscored the significance of the substantially reduced revenue issues which the district has been experiencing on an annual basis.

During the school board's August 2004 planning workshop, the board members received a report from Kitsap and Clallam County public health professionals detailing the changing demographics in Clallam County. The board discussed at length the impact on Port Angeles School District students, and discussed further the need to identify and determine approaches to removing barriers to student success. The board members' asked the superintendent to schedule a study session to review the existing array of counseling and student support services provided by the district.

In January 2005, the board of directors brought together a district- and community-based panel to discuss the current demographics of our school aged population. The study session included participation by counselors, support teachers, Native American intervention specialists, drug and alcohol intervention specialists, school nurses, principals, and community mental health and family services providers. This discussion was an opportunity for dialog on the observed escalation of the social and emotional needs of students in our school system. At that time, the board determined that there was significant need for a more extensive review of the level of support services being provided to students across the program, and the subsequent development of both a

short-term and long-term plan for addressing comprehensive K-12 counseling and guidance services needs.

To facilitate this process, the board directed the superintendent to establish a Counseling and Student Support Services Task Force. The board approved the task force membership of two board members, two secondary students, one teachers’ association representative, one classified association representative or staff, one elementary school certificated instructional staff member, one middle school certificated instructional staff member, one high school-level certificated instructional staff member, one elementary school counselor, one middle school support teacher, one high school counselor, one drug and alcohol abuse interventionist, one school nurse, one elementary school principal, one secondary school administrator, one parent, one community mental health representatives, and a non-voting chair. With the February 2005 failure of the maintenance and operation levy, the formation of the Counseling and Student Support Services Task Force was delayed until the fall 2005. Appendix A displays the task force membership approved by the board.

Despite the superintendent’s intent to bring to the board the names of 20 people committed to do the work of the Counseling and Student Services Support Task Force, school staff response fell short of the board and superintendent’s desire, and there was not a comprehensive level of representation and subsequent participation in alignment with the designated roles. Ultimately, nine individuals remained consistently engaged in the work of the task force:

Dr Patti Happe	Board Member
Mark Gray	Community Mental Health Representative (Private Counselor)
Wendy Brown	Classified Association Representative or Staff (Secretary)
Nancy Pack	Elementary School Principal (Franklin Elementary School)
John Wagner	Middle School Support Teacher (Stevens Middle School)
Mike Nolan	High School Counselor (Port Angeles High School)
Vicki Rockholt	Teachers’ Association Representative (Hamilton Elementary Teacher)
Resa Yamamoto	School Nurse
Ron Spanjer	Non-voting Chair (Assistant Superintendent)

The Counseling and Student Support Services Task Force held the first of its meetings on October 18, 2005. Dr. Gary Cohn, district superintendent, in his initial remarks to the task force, reminded members their recommendations would be *advisory* in nature. Finally, the task force members were reminded by the superintendent that the board is *not obligated* to accept in whole or in part their recommendations, although the history has been that the board has accepted the vast majority of task force recommendations.

Appendices to this task force report are as follows:

- Appendix A, Counseling and Student Support Services Task Force Membership
- Appendix B, Counseling and Student Support Services Task Force Charge
- Appendix C, Port Angeles School District 2005-06 Counseling and Intervention Services
- Appendix D, Peer District Comparative Statistics

PARAMETERS

The Counseling and Student Services Support Task Force was presented with a formal charge during the October meeting (see Appendix B). Following the presentation of expectations by the superintendent, task force members were provided an opportunity to define specific areas of emphasis and need.

- Examination of existing models for the delivery of guidance and intervention services in the Port Angeles School District.
- Consideration of options for the enhancement or improvement of service delivery.
- Study of relevant literature and model programs.
- Research of program operations and comparable student to staff ratios in districts of similar size and configuration.
- Examine existing staff configuration patterns and job descriptions.
- Research program needs of staff and students.
- Develop accurate cost structures for alternative service structure.
- Examine successful accountability models for counseling and student support services programs.
- Report the results to the board, including recommendations for policy revision and program change, and also including staffing structure changes aimed at improving student learning.

The task force met on a monthly basis, beginning in the month of October. There was not a meeting during the month of December due to conflicts with holiday season schedules. There was also not a meeting during the month of March due to scheduling conflicts.

PROCESS

Over the course of seven meetings, the Counseling and Student Services Support Task Force committed to analyzing and subsequently summarizing feedback and supporting data in the following areas:

- A. Trends in student and family needs from the perspective of community based service providers;
- B. Present levels of service and funding sources in the Port Angeles School District;
- C. Levels of service being provided in districts of similar size; and

D. Current trends in the delivery of school based services from the perspective of those who are leading this work on a state and regional level.

With this information in hand, the task force engaged in considering both short-term and long-term opportunities for sustaining and enhancing levels of service to students.

The task force affirmed almost immediately that the elimination of all counseling related services at the elementary level at the onset of the 2005-06 school year, while not inconsistent with the reduction of similar services at other levels in recent years, was at minimum a potentially dramatic step in ceasing to provide early prevention and intervention services to students. Members felt that this outcome, the lack of formal counseling and intervention services at the elementary level, increased the likelihood of the need for exponentially greater levels of service needing to be provided to students at a later time in their K-12 tenure, if the students are successful in remaining in the system at all.

In addition to concern for a lack of intervention and prevention services at the elementary level, task force members were also clear about their interest in considering the impact that the limited presence of credentialed counseling services has on the delivery of services across the system, as well as the level of program impact being experienced with fewer counseling staff assigned to the secondary level (grades 9-12).

In addition, the program review process called for inviting community-based and private service providers to speak to the issue of current trends in our community, specific to the needs of students and families.

It was also determined that the task force would bring in one or more experts in the area of school based models for the delivery of prevention and intervention services.

The task force requested an opportunity to review present levels of support services being provided to students across the system, the funding sources supporting these services, and the certification status of those in these specific roles. Parallel with this review, it was determined that the task force would also be provided with an opportunity to look at levels of service and expenditure patterns in districts of similar size.

The information in Appendix C, Port Angeles School District Counseling and Intervention Services, was provided to and reviewed by the Counseling and Student Services Support Task Force during the November meeting. In response to this information, the task force requested an opportunity to review parallel data from like size districts. The average of the 2005-06 annual average FTE for these districts, as reported by the Office of State Superintendent of Public Instruction (OSPI), is 4,317. The 2005-06 annual average FTE for Port Angeles was 4,256. These numbers include approximately 125 FTE students enrolled in the North Olympic Peninsula Skills Center, but do not include Running Start students.

The process of data collection took a considerable amount of time, in large part because district staff and report out on intervention services in such a wide range of formats. Through a signifi-

cant number of repeated contacts with the eight other districts on the list, the summary in Appendix D, Peer District Comparative Statistics, provided for task force review. The task force requested that additional information be collected from the Sedro-Woolley School District to determine how they are funding current levels of counseling and intervention support.

Interviews with knowledgeable staff in Sedro-Woolley School District determined that the elementary counseling positions in place in Sedro-Woolley are primarily supported by levy funds. While there is not a full-time counselor in each of that district’s seven elementary schools, each of the schools is receiving consistent intervention services. With one exception, these services are being provided independent of special education (school psychologist) support.

The services provided at the elementary level have historically leaned toward an intervention-based model; however, there has been a more recent trend toward prevention level, classroom-based services. The premise behind this shift in focus rests in seeking to assure that, to the greatest extent possible, certified counselors are working on the front line with instructional staff, seeking to collaboratively remove key barriers to achievement. Supporting the establishment of key collaborative networks remains essential to sustainable student improvement levels.

The achievement data collected indicates that while the Sedro-Woolley School District had a higher number of certificated counselors supporting the elementary schools during the 2004-05 program year than did the Port Angeles School District, the 2004-05 achievement results for grade 4 students, as indicated by the number of students meeting standard in 3 of 3 areas on the WASL, was 14% higher in the Port Angeles School District.

Discretionary Staffing Levels

Task force members questioned the presence of Teachers on Special Assignment (TOSAs) in the Port Angeles School District and the extent to which the funding for these services might be more effectively spent on counseling and intervention services. The data in Table A, Port Angeles District-Wide TOSA Configuration, represents the current level of TOSA support in place at the district level (i.e., school-based TOSAs are not included).

Table A			
Port Angeles District-Wide TOSA Configuration			
	Assessment TOSA	Special Education TOSA	Special Education TOSA
Staffing Level	1.0 FTE	1.0 FTE	.5 FTE
Funding Level (Salary and Benefits)	\$61,888 (\$48,036 + \$13,152)	\$73,740 (\$56,643 + \$17,097)	\$37,969 (\$28,656 + \$9,313)
Funding Source (2005-06)	Title II and LAP	Special Education	Special Education
Comments	Coordination of all district assessments and follow-up support to building level instructional staff	Compliance related assistance to Special Education and Title I/LAP staff	Compliance related assistance to Special Education and Title I/LAP staff

In view of this data, task force members made it clear that they were not questioning the value of the work that these individuals are involved in. It was acknowledged that there is significant

value in the support that the individuals in these roles are providing to staff at all levels of the system. The concerns raised were more specific to the level at which decisions specific to the allocation of resources are made and the process that drives or informs these decisions.

In addition, there was some discussion among task force members specific to the potential need to look more closely at how time is balanced between clerical and certificated tasks, with the implication being that a portion of the services being provided by certificated staff might be supported through classified assignment.

Community and Private Service Provider Input

In January, the task force had an opportunity to meet with community based and private service providers and discuss recent trends across the community specific to the needs of families. A number of concerns surfaced during this discussion:

- Community-based mental health resources are on the decline.
- A lack of sufficient, low income housing continues to present significant limits for families.
- The frequency of domestic violence remains substantially high in our community.
- Methamphetamine use in our county and community is increasing at an alarming pace.
- Greater and greater numbers of students are being removed from homes and placed in foster care, with the actual number doubling over the past two years.
- The integration of services with schools is critical if students are to realize a maximum level of opportunity and success.
- There needs to be a well coordinated and consistent access point to students; at present the opportunity for the efficient coordination of services is missing from the program.
- Recent trends in the delivery of services to students and families suggests that key entities are functioning more independently, creating a lack of continuity.
- Teen parenting continues to be a high level of concern and is commanding a higher level of coordinated support in assuring for continuity of educational services for these students.

State and Regional Level Leadership Input

In February, the task force had an opportunity to meet with Mary Schroeder and Jenny Morgan, state level leaders in this arena. Mary Schroeder is the director of guidance and counseling for the Albright School of Education at City University. Jenny Morgan serves as president-elect of the Washington School Counselors Association. Mary and Jenny discussed current trends in the delivery of school based counseling and intervention services. The priority points raised for consideration during this discussion included:

- Connection of purposeful intervention to student learning.
- Critical nature of early intervention support and assistance.
- The importance of family and networking/supporting parents.
- The price that the student, and subsequently the system, pay when students are not present in the classroom.
- The value and importance of credentialed intervention and reasonable ratios of support.

- Recent efforts on the part of OSPI to standardize an intervention curriculum for secondary students (Navigation 101).
- Aligning prevention and intervention services with the classroom is essential to the overall success of the program. This focus must include consideration of the presence of a proactive, guidance-based program for student support, as well as an intentional connection to families.

KEY FINDINGS

In view of the information collected, the task force concluded that:

- A. The mental health needs of adults and students in our community continue to be substantial and relatively underserved as a result of declining resources.
- B. A significant proportion of intervention services presently being provided in our district are being funded with categorical revenue and are supporting a relatively limited number of students, primarily those who qualify for special education services. In the Port Angeles School District, 16.03% of the student population was determined to be eligible for special education services during 2005-06. With funding capped at the first 12.5% of eligible students, the additional local funding spent on the delivery of special education services is substantial. The task force members believe that the consistent presence of early intervention services will provide the best opportunity for impacting this trend in a positive manner and that without certificated intervention services, we are likely to experience more significant levels of students qualifying for special education support.
- C. The district is providing a lower level of credentialed intervention related services, as measured by actual number of staff assigned, than are districts of similar size and demographics. However, at 16.7 to 1, the district's ratio of students per certificated instructional staff member is the best of the districts that were reviewed. Port Angeles uses a relatively significant level of resources to support the teaching function, but is not keeping pace with the level of certificated counseling services in place in other school districts.
- D. The ASCA research continues to underscore the significance of early intervention strategies. Most recently, service delivery models in the state of Washington have sought to more consistently support those variables that assure for greater levels of student success in the attainment to higher academic standards. The proactive engagement of parents and extended families in the support of student learning targets, is more consistently assuring that students are in school and receiving the social and emotional support necessary to remain in the classroom with age level peers. (ASCA provides a national model framework for the delivery of school counseling services. The ASCA protocol provides a template for the audit of existing program services, establishing a foundation for overall program design.)
- E. Without the presence of credentialed counseling services at each of Port Angeles' program sites, some very substantive issues are being left under-addressed or not addressed at all, which frequently leads to more limited attendance and participation on the part of students in the program. If students are not supported in being present and engaged in school, they will not be successful.

- F. Without counseling support at the elementary level, the district is creating a path for long-term and more expensive challenges for students and families. While these students and families may receive some level of intervention through community-based or private services, there is no consistent link to the academic program, resulting in a highly inefficient level of resource allocation/application. Without intervention staff in place, issues and needs are often addressed on a more intermittent basis, frequently taking the principal out of the role of instructional leader. When support is provided, it is too often reactive rather than proactive in nature.
- G. With the significant reduction of Safe and Drug Free Schools funds at the OESD level, the district is looking at the elimination of prevention and intervention services at the middle school level for the 2006-07 program year. These services have been integral to supporting students in staying in school and receiving the assistance they need to be successful academically.
- H. At the secondary level, the following set of requirements is placing an even higher level of demand upon existing intervention and support staff:
- Individual Learning Plans
 - H.S. and Beyond Plan
 - Senior Culminating Project
- I. Those counseling and intervention positions not supported through categorical funding and compete with certificated staffing funds under the state allocation formula. Consequently, decisions specific to the level of counseling services provided across the district are considered in the context of other program offerings, as well as the number of classroom teachers assigned in a specific school. Under the current allocation structure, the maintenance of the lowest possible student to teacher ratios has consistently been the highest priority issue in consideration of program staffing alternatives.

PROGRAM RECOMMENDATIONS

It was generally agreed to by the task force that *any recommendations* made to the board of directors at this time, following just seven meetings with limited representation from regular education staff, should be considered *preliminary* in nature. It is imperative the process of program analysis and, subsequently, the recommendation of any specific program models, be based upon a comprehensive level of research, including the direct analysis of impact on the retention and performance levels of students across the system.

Such analysis will involve the allocation of a substantive level of fiscal resources to this process and, once again, must assure for the direct involvement of instructional program staff representing each level of the system. To that end, the task force recommends to the board that a series of steps be taken to move this work forward.

1. *A commitment be made to supporting the assignment of certificated counselors at the elementary program level, as early intervention is imperative to ensuring the long-term success of students and program.*
2. *Consideration be given to establishing a staffing level for certificated counseling support that can be consistently implemented across all levels of the program.* The staffing level recommended by the task force is 1.0 certificated counselor for each 400 students. Staffing formulas at grades 9-12 must take into consideration the increasing level of demand being placed upon counseling staff state and national accountability guidelines shift to a higher stakes context for all students.

It is also the recommendation of the task force that, with such an extensive need for intervention services across the program and the range of funding sources that have been in place to support these services, there needs to be a defined administrative leadership component in place to ensure both efficiency and consistency in the delivery of services.

3. *The district maintain a commitment to credentialed counseling support at all levels of the system.* Task force members were clear that the services provided by non-credentialed intervention and support staff are of significant value to students; however, it was strongly asserted that *therapy services* for students and families should be consistently provided by those with applicable training and credentials.
4. With a commitment to baseline staffing structures in place at each level of the system, consideration can then be given to a more credible analysis of program effective program models. Once the baseline staffing structure is in place, a more detailed review of “best practice” program alternatives needs to be reviewed, with applicable staff representation in place. The “ASCA National Model” and associated protocols should serve as a key resource in the consideration of the key components for the effective and purposeful delivery of prevention and intervention services.
5. *The formula for staffing credentialed counseling services needs to be established separate from the basic education staffing formula.* The variance of services provided to students through the counseling and intervention component of the program should not be competing with class size issues. The staffing component for counseling needs to stand independent of the number of teachers assigned to provide direct instruction in the classroom.
6. The level of intervention services provided to students through special education continues to rise. Port Angeles is providing these services to a greater percentage of students than any of the other districts reviewed and this support is accounting for a substantial percentage of the overall budget. *Consideration needs to be given to options for transitioning resources, especially those at the elementary level, to early intervention support pre-special education.* The details of this issue need to be reviewed by a follow-up committee, with substantial regular education and special education representation.

The work of the Counseling and Student Services Task Force over the past seven months should be viewed as a preliminary, yet critical, step toward the identification and implementation of a

comprehensive model for the delivery of both prevention and intervention services. A more comprehensive review or alternative models will best be accomplished by a committee representing a greater level of balance with respect to all program levels.

With early intervention such a critical focus for assuring for the success of all students, it is imperative that there be certified counselors at the program analysis and planning table who will bring some very key perspective to both long term and short term opportunities for the delivery of services.

A committee charged with the task of generating specific program recommendations is a critical next step. The committee must involve certificated counselors with a clear vision of how each of these needs can be most effectively met.

Questions about budget items may be sent to the Port Angeles School District via e-mail at budget_questions@pasd.wednet.edu. Budget suggestions may be sent via e-mail to budget_suggestions@pasd.wednet.edu.

Written comments about this report may be sent via U.S. Mail to:

Superintendent's Office
Port Angeles School District
216 East Fourth Street
Port Angeles, WA 98362

Appendix A Counseling and Student Support Services Task Force Membership

	Task Force Composition	Volunteers	✓
1	Board Member	Patti Happe	✓
2	Board Member	Cindy Kelly	✓
3	Secondary Students (2)	Amanda Armstrong	✓
4			
5	Teachers' Association Representative	Vicky Rockholt	✓
6	Classified Association Representative or Staff	Wendy Brown	✓
7	Elementary School Certificated Instructional Staff		
8	Middle School Certificated Instructional Staff		
9	High School-Level Certificated Instructional Staff		
10	Elementary School Counselor	Jackie Treadwell	✓
11	Middle School Support Teacher	John Wagner	✓
12	High School Counselor	Mike Nolan	✓
13	Drug and Alcohol Abuse Interventionist	Sue Renes	✓
14	Native American Interventionist	Jamie Valadez	✓
15	School Nurse	Resa Yamamoto	✓
16	Elementary School Principal	Nancy Pack	✓
17	Secondary School Administrator	Brad Boudreau	✓
18	Parent		
19	Community Mental Health Representative	Mark Gray (Mary Wegman)	✓
20	Chairperson – non-voting	Ron Spanjer	✓

✓ Board-approved October 10, 2005

Appendix B Counseling and Student Support Services Task Force Charge**Port Angeles School District
Counseling and Student Support Services Task Force****Background**

During the school board's August 2004 planning workshop, the board members received a report from Kitsap and Clallam County public health professionals detailing the changing demographics in Clallam County. The board discussed at length the impact on Port Angeles School District students, and discussed further the need to identify and determine approaches to removing barriers to student success. The board members' asked the superintendent to schedule a study session to review the existing array of counseling and student support services provided by the district.

During the special meeting on January 18, 2005, board members received reports on the history and status of a variety of student services. The study session included participation by counselors, support teachers, Native American intervention specialists, drug and alcohol intervention specialists, school nurses, principals, and community mental health and family services providers. Following these comments, board members directed the superintendent to generate a recommendation for establishment of a task force to examine these services and options for improving them.

Task Force Charge

Based on the discussion during the board's study session, and subsequent action by the board, the purposes of a Counseling and Student Support Services Task Force are as follows:

- a) to study relevant literature and model programs;
- b) to research program operations and comparable student-to-staff ratios in districts of similar size and configuration;
- c) to examine existing staff certification patterns and job descriptions;
- d) to research program needs of students and staff;
- e) to develop accurate cost data for alternative service structures;
- f) examine successful accountability models for counseling and student support programs; and
- g) to report on the results of the research, study, and formulations of alternatives and propose to the board recommended policy revisions and program changes, including staffing structure revisions, aimed at improving student achievement.

The task force is expected to deliver its recommendations to the board by the first meeting in June 2006. The district's assistant superintendent for human resources and elementary programs will chair the task force. An initial task for the group is creating a timeline for meetings this fall and winter to facilitate the development of a final set of recommendations for the school board.

October 18, 2005

Appendix C Port Angeles School District 2005-06 Counseling and Intervention Services

Level (Daily Hours)	Employee	Location	Role	Funding Level (Incl. benefits as applicable)	Funding Source
(K-5)					
6.5 hrs	Rena Francis	Dry Creek	Native American Interventionist	\$24,527	Federal Grant
(6-8)					
	John Wagner	Stevens	Lrng. Support	State Schedule	Basic Education
	Laura Lilly	Stevens/Rsvlt.	PIS		OESD Cut 2006-07
4.0 hrs	Tim Haberer	Roosevelt	BD Support	\$34,222	Special Education Cut 2006-07
1.0 FTE	Mike Knowles	Roosevelt	Lrng. Support	State Schedule	Basic Education
6.4 hrs	Nancy Bowman	Stevens	BD Support	\$55,515	Special Education
6.5 hrs	Michelle Charles	Stevens	Native American Interventionist	\$24,496	Federal Grant
(9-12)					
1.0 FTE	Mike Nolan	PAHS	Counselor	State Schedule	Basic Education
1.0 FTE	Cecilia Jacobs	PAHS	Counselor	State Schedule	Basic Education
1.0 FTE	Lori Esget	PAHS	Counselor	State Schedule	Basic Education
1.0 FTE	Mary Elaine	Choice	PIS		OESD Grant
1.0 FTE	Wally Seeyle	PAHS	PIS	\$21,832 (District Share)	OESD Grant
7.2 hrs	Ellen Fetcheit	PAHS/Hamltn.	BD Support	\$55,515	Special Education
6.5 hrs	Jessica Elofson	PAHS	Native American Interventionist	\$27,764	Federal Grant
7.0 hrs	Diana Losch	PAHS	Career Specialist	\$32,073	District
Other					
6.5 hrs	Resa Yamamoto	District	Nurse	\$37,586	District
5.5 hrs	Lily Thomson	District	Nurse	\$31,814	District
n/a	Morningside	PAHS/Choice	Employ. Support	\$46,800	Special Education

Appendix D

Peer District Comparative Statistics

	Port Angeles	Camas	Enumclaw	Mercer Island	Sedro-Woolley	West Valley Spokane	West Valley Yakima	White River	Yelm
2005-06 Annual Avg. Enrollment	4,256	4,992	4,552	3,944	4,131	3,463	4,488	4,261	4,768
2004-05 Elemen. Cert. Counselors	2.0	4.5	4.6	0.0	5.3	2.0	6.0	4.0	5.5
2004-05 Mid. Sch. Cert. Counselors	0.0	2.0	3.0	3.0	2.0	2.5	4.0	2.0	2.0
2004-05 High Sch. Cert. Counselors	3.0	3.0	3.5	5.0	4.0	4.0	3.0	4.0	4.0
Elementary Sch. (Enroll 2005-06)	1,845	2,066	2,018 +66	1,645	2,147	1,284	1,571	1,560	2,469
Middle (Enroll 2005-06)	1,032	1,376	1,189 +35	1,034	711	539 +157 (CBE)	1,613	1,010	847
High School (Enroll 2005-06) + (Alternative Prg)	1,489 +112	1,547	1,656 +36	1,466	1,187 +385	852 +314 (CBE)	852 +227 +85	1,237 +410	1,493 +127
Levy \$ Per Student (2005-06)	1,213	1,281	1,393	1,893	1,217	1,612	938	1,364	1,147
% Free/Reduced	38.7	16.2	20.3	1.8	41.7	40.6	21.8	23.4	39.1
Ratio Students to Cert Staff	16.71	19.76	18.16	18.65	17.3	19.1	20.27	18.45	18.76
Grade 4 WASL 2005 (3 subjects)	47.2%	61.3%	37.3%	86.5%	33.3%	50.9%	53.5%	45.9%	42.7%
Grade 7 WASL 2005 (3 subjects)	47.3%	56.8%	37.9%	85.0%	36.7%	46.4%	48.5%	35.5%	39.6%
Grade 10 WASL 2005 (3 Subjects)	40.5%	50.4%	45.9%	80.3%	29.10%	24.9%	43.7%	29.9%	37.4%
% Special Ed (2005-06)	15.50%	12.05%	12.09%	9.33%	14.97%	12.23%	11.98%	13.51%	11.19%
Grade 4 Unexcused Absence Rates 2004-05	.249	.04	.328	.002	.242	.390	.051	.342	.238
Grade 7 Unexcused Absence Rates 2004-05	.281	.549	.486	.004	.435	.427	.035	.848	.750
On Time Grad Rate 2003-04	72.4%	76%	78.2%	94.9%	42%	21.6%	89.9%	50.9%	64.1%
Annual Drop Out Rate 2003-04	5.1%	4.8%	3.8%	0.1%	14.1%	19.5%	1.1%	13.4%	3.4%

Revised 6-8-06

Annual Dropout rate – This is the total number of students that drop out of school from grades 9 through 12, divided by the total number of students, less the number of students that transferred out of the district/school. More information about graduation and dropout rates in Washington State can be found online at: <http://www.k12.wa.us/dataadmin>.

On-Time Graduation Rate (e.g., class of 2004) – This rate represents only those students with an expected graduation year of 2004. These students would have started grade 9 in the fall of 2000 and were expected to graduate “on-time” (in four years). More information about graduation and dropout rates in Washington State can be found online at: <http://www.k12.wa.us/dataadmin>.