

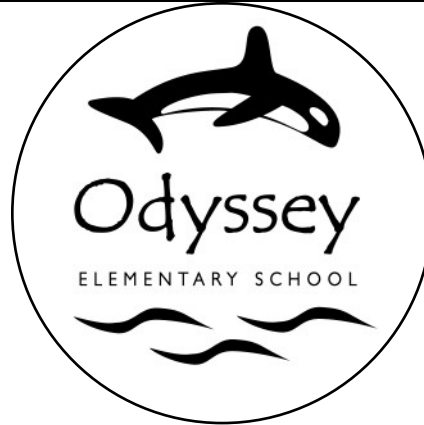
# ODYSSEY ELEMENTARY SCHOOL

# Performance Report

2007-08

**T**he central focus at Odyssey is on what is best for children and learning. Academic and behavioral expectations for all students are high. We use challenging, research-based curriculum and there is a strong academic focus in every classroom. Staff members emphasize responsible behavior and character education, focusing on a different positive trait each month. Over half of our classrooms loop, allowing teachers and students to stay together for two years. This results in close-knit classroom communities, strong relationships with parents and students, and improved academic achievement.

We offer extensive in-class support, summer programs, and extended-day learning opportunities for students who need extra academic assistance. Our only “pull-out” program is for English Language Learners. Students who are new to our country receive intensive literacy and language instruction for part of the day and are served in “Shelter English” gen-



eral education classrooms for the remainder of the day.

Our school is enriched through the diverse ethnic and cultural backgrounds of our children and we have developed a caring, family-oriented community. We offer many before- and after-school activities for students and families and are pleased to share our facilities with a number of community groups that offer sports and activities for children.

## **ABOUT OUR SCHOOL:**

Odyssey opened in September 2003 and is the newest school in

the district. Due to rapid growth in the community, our biggest challenge lies in finding new classroom spaces for our expanding population. Our 66,600-square-foot facility includes a beautiful gymnasium that is connected to our multi-purpose room and stage. Thirty classrooms are grouped in pods of five to six and share a central project area. The spacious library is attached to a computer lab and most classrooms have folding walls to allow for team teaching and flexible learning space. Outdoor facilities include a playfield, covered play area, exercise apparatus, and a “big toy” for climbing and sliding.

In addition to computers purchased through capital bond funds, many of our teachers have been awarded technology grants that have added a large number of computers, document cameras, interactive whiteboards, and projection devices to our school. Each classroom has a mini lab of five to eleven computers that are connected to the Internet.

## **AT HOME:**

You can help by providing a consistent time and place for home work, asking questions about assignments and school activities, and checking your child’s class work each night. Read with your child at least 15 minutes a day and limit screen time. Have fun

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

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

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

together as a family and be sure your child is in school each day ready to learn. (Please see the Homework Guidelines and Parent Involvement sections of our Student and Family Handbook for more specific suggestions for meaningful involvement in your child's education.)

### **VOLUNTEERING:**

Students learn to contribute to their community through several volunteer projects, including a holiday gift drive for needy families, pie baking for the homeless, clean-up projects, and an annual food

drive. Throughout the year, about 160 parents, high school students and community members help in the classroom or serve as tutors, library helpers, and members of the PTA. Parents identified as Natural Leaders help us connect with and support our Spanish, Russian and Ukrainian-speaking families. We actively seek parent assistance in the classrooms and with field trips, class activities, fundraisers and other special events. You are invited to enhance your children's education by volunteering.

### **OUR IMPROVEMENT PLAN:**

The focus of our School Improvement Plan has been on reading and math achievement, home-school connections, and improving student attendance. Our staff development efforts focused on developing assessments that are aligned with state standards for each Everyday Mathematics unit. Grade-level teams implemented intervention plans for students who were not at standard and intervention support was highly effective in improving student achievement. Building and PTA funds were used to help achieve student-learning goals and we actively pursue grant funding that has added technology tools, books for students, a safety program, enhanced parent and family connections, and after-school learning and recreational opportunities for our students.

Our efforts have resulted in strong performance on the state WASL test and we have received OSPI Academic Improvement Awards in reading, math and writing. We met Adequate Yearly Progress requirements established

by the state and federal government for all student groups, with the exception on English Language Learners in math. We are eagerly awaiting the outcome of our intervention efforts with this group.

### **OUR SCHOOL MISSION:**

To help each child achieve his or her potential and become a contributing citizen and a lifelong learner.

Vision: We will assure high levels of learning for all students. We accomplish this through:

- ◆ Decisions based upon what's best for students and student learning.
- ◆ High expectations for students and staff.
- ◆ Consistent focus on clear learning targets.
- ◆ Ongoing use of data and information on best practices to make sound educational decisions.
- ◆ Instructional methods, interventions and opportunities that match the unique needs of learners.
- ◆ Continuing professional development for all staff.
- ◆ Ongoing improvement efforts and targeting of resources to support students in meeting school, district and state goals.
- ◆ A team approach that includes parents and community, and a high degree of meaningful collaboration around student learning.
- ◆ Focus on responsible behavior and character education.
- ◆ An environment of caring, safety and respect that is conducive to learning.

## **ODYSSEY ELEMENTARY SCHOOL**

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[www.mukilteo.wednet.edu](http://www.mukilteo.wednet.edu)



**Mukilteo School District**

*"Creating a Community  
of Educational Excellence"*

An equal opportunity employer  
and educational agency.

# STANDARDIZED TEST RESULTS

## WASHINGTON ASSESSMENT OF STUDENT LEARNING (WASL)

Washington Assessment of Student Learning (WASL) tests are designed to measure student achievement toward a set of state academic standards called Essential Academic Learning Requirements, also known as EALRs. These standards describe what a student at a given grade level should know and be able to do in four core subject areas (math, reading, writing and science). The test has been administered to fourth grade students since 1997. Fifth grade students began taking the science WASL test in 2003 and took the math and reading tests for the first time in 2006. Third grade students took the WASL for the first time in 2006. The scores below indicate the percentage of students who met or exceeded the state standard in the WASL:

### THIRD GRADE

	MATH			READING		
	<u>07-08</u>	<u>06-07</u>	<u>05-06</u>	<u>07-08</u>	<u>06-07</u>	<u>05-06</u>
ODYSSEY	79.7	71.2	63.9	69.5	69.4	75.4
School District Avg.	71.1	70.2	61.6	72.8	70.5	66.6
State Avg.	68.3	69.4	64.2	70.4	70.7	68.3

### FOURTH GRADE

	MATH			READING			WRITING		
	<u>07-08</u>	<u>06-07</u>	<u>05-06</u>	<u>07-08</u>	<u>06-07</u>	<u>05-06</u>	<u>07-08</u>	<u>06-07</u>	<u>05-06</u>
ODYSSEY	58.8	63.2	63.3	75.4	77.6	83.3	56.1	67.7	74.4
School District Avg.	52.5	54.8	59.5	71.4	71.5	80.3	59.8	56.5	66.0
State Avg.	53.4	57.9	58.9	72.3	76.4	81.2	62.1	60.1	60.4

### FIFTH GRADE

	MATH			READING			SCIENCE		
	<u>07-08</u>	<u>06-07</u>	<u>05-06</u>	<u>07-08</u>	<u>06-07</u>	<u>05-06</u>	<u>07-08</u>	<u>06-07</u>	<u>05-06</u>
ODYSSEY	58.4	53.3	57.0	75.2	73.9	72.0	45.1	32.6	43.3
School District Avg.	57.5	60.4	59.8	71.4	73.1	75.9	38.6	37.2	36.1
State Avg.	61.0	59.3	55.8	75.3	71.7	76.3	42.9	36.4	35.7

## ENROLLMENT DATA (OCT. 2007)

#### HEADCOUNT:

Kindergarten	125
1st Grade	150
2nd Grade	128
3rd Grade	131
4th Grade	116
5th Grade	118
<b>TOTAL</b>	<b>768</b>

#### BY GENDER:

Male	53.3%
Female	46.7%

#### BY ETHNICITY:

African-American	6.8%
American Indian	1.7%
Pacific Islander	1.7%
Asian	18.4%
Caucasian	43.8%
Hispanic	22.9%

#### SPECIAL CATEGORIES:

Free/Reduced Lunch	54.5%
Special Education	10.1%
Non-English Speaking	30.9%

Unexcused Absences .0.2%

#### TEACHERS:

Classroom Teachers	.44
Avg. Experience	9.7 yrs.
Master's Degree	54.5%

## STUDENT ACHIEVEMENT FUNDS:

Washington voters overwhelmingly approved an Initiative in 2000 that dedicates funding to help assure that students meet the learning requirements set forth in the state's education reform program. The Initiative encourages school districts to work in partnership with their communities to determine how those resources can be used most effectively.

During the 2007-08 school year, the Mukilteo School District was allocated \$6.3 million in Student Achievement Funds. Those funds were targeted as follows:

- ◆ Class size reduction (38.1%),
- ◆ Professional development for teachers (44.4%), and
- ◆ Extended-day programs at elementary schools and the Summer School program (17.5%).

(Note: Certificated staff members are present at their respective schools before and after the school day, consistent with their contractual hours and work day requirements.)

The school district prepares a report each year that describes how the funds are used and the progress made in increasing student achievement. That report is made available on the school district's Internet site at [www.mukilteo.wednet.edu](http://www.mukilteo.wednet.edu) or can be requested by calling 425-356-1215.

## NO CHILD LEFT BEHIND:

President George W. Bush signed the Elementary and Secondary Education Act into law in 2002. Commonly known as the "No Child Left Behind Act," this Act was

developed around four basic education reform principles:

- 1) Stronger accountability for results,
- 2) Increased flexibility and local control,
- 3) Expanded options for parents, and
- 4) An emphasis on teaching methods that have been proven to work.

One of the Act's accountability measures is a requirement that all schools, school districts, and states publish "Report Cards" that contain specific data elements highlighting their progress. These Report Cards provide disaggregated data on the state's assessments, the Washington Assessment of Student Learning, by the five major racial/ethnic subgroups, gender, disability, English proficiency, migrant/bilingual status, and economic standing. These reports also include data on school demographics, teacher qualifications, graduation and drop-out rates for secondary students, and school

improvement status.

Much of the information required by the No Child Left Behind Act is contained in this Performance Report. More detailed information and disaggregated data about each school and school district is supplied by the Office of the Superintendent of Public Instruction and can be accessed through the Internet at <http://reportcard.ospi.k12.wa.us>.

If you do not have access to the Internet, you can gain free access through computers at local libraries or you can get a printed version of your school's report card by contacting your school. A printed version of the Mukilteo School District's Report Card can be requested by calling 425-356-1215.

The law also requires that teachers and paraeducators meet certain federal and state qualification standards. You can request information about the qualifications of your child's teacher(s) by contacting your school.

## FINANCIAL DATA

