



Message from the...



Superintendent
By Voni Walker
ywalker@manson.org

“On behalf of Manson School District, I am pleased to present our school district Report Card for the 2020-21 school year to the Manson Community. Included in this report is data that outlines the areas in which our students are performing well and those areas in which we need to grow. The Board of Directors and I sincerely hope you will find the information useful and informative. We welcome your input and thank you for your support of our students and schools.”

Board Member Information

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**Manson Schools...Improving Student Learning Every Day
“Continuous Student Learning”**

2020-21 COST PER STUDENT INFORMATION

Number of full-time equivalent students: (Includes 1.69 Running Start Students)			612.79
Expenditures:			
<u>Instruction</u>		<u>Cost Per Student</u>	<u>%</u>
Teacher Activities	6,194,717.82	10,109.04	57%
Teaching Support	1,012,858.04	1,652.86	9%
Extracurricular Activities	311,682.95	508.63	3%
Other Support Activities	<u>741,756.94</u>	<u>1,210.46</u>	<u>7%</u>
Subtotal	8,261,015.74	13,480.99	76%
<u>Food Service</u>	514,392.14	839.43	5%
<u>Transportation</u>	503,434.	821.54	5%
<u>Building Maintenance & Operations (copiers, motor pool, insurance, data processing)</u>	644,688.76	1,052.05	6%
<u>Administration</u>	731,680.66	1,194.02	7%
District (includes: business office, human resources, technology, contracted services)			0%
Building	<u>249,015.82</u>	<u>406.36</u>	<u>2%</u>
Subtotal	980,696.48	1,600.38	9%
TOTALS	\$10,904,227.12	\$17,794.39	100%

**DISTRICT DEMOGRAPHICS
2020-21 INFORMATION**

Gender	
Males	50.7%
Females	49.3%
Ethnicity	
Amer. Indian or Alaska Nat	1%
Asian or Pacific Islander	0.0%
Black	0.3%
Hispanic	64.2%
White	34%
Special Programs (% of total Enrollment)	
Free or Reduced Lunch	69.3%
Special Education	14%
Transitional Bilingual	34.6%
Migrant	9.5%
Average 4-year Graduation Rate	91%

Teacher Information (2019-20)

Classroom Teachers	48
Ave. Years of Teacher Experience	13.3
Teachers w/Master's Degree	58.3
Total number of teachers teaching core academic classes	45
National Board Certified	11

The Annual Average Full-Time Student Enrollment History

2020-21	651
2019-20	663
2018-19	661
2017-18	642
2016-17	698
2015-16	696
2014-15	709



High School

Principal's Message – Kamie Kronbauer

Manson High School is located at the corner of Hill Street and Totem Pole Road where we share a building with Manson Middle School. This allows us to maximize our resources by sharing space and staff for offerings like band, art, shop, PE library and food services. The high school HUB is a meeting space with tables, couches, fireplace and TV where students can study, visit and connect. We have a track and athletic field adjacent to the school and accessible for our physical education classes. We are on a trimester system with five period day (plus advisory) that allows students to earn 7.5 credits per year towards their local graduation requirement of 26 credits.

At Manson, staff are committed to offering rigorous, engaging, customized learning that allows all of our students to grow in their skills, understanding and knowledge about the world around them and themselves. With a focus on learning habits and character development, our goal is that students leave here **“Manson Strong with pride, passion and grit.”**

To accomplish this goal, we continue to develop individualized pathways for all students. We have maintained a robust college-in-the-high-school program offering over 100 college credits each year. Staff work with colleges to offer college level content and high school level support without having to leave Manson. For students pursuing tech and trade pathways, we have added to our Career and Technical Education (CTE) offerings. Students have access to CTE courses in computer science, business, accounting, foods, hospitality and tourism, agriculture, mechanics, construction, career choices and more. There are interventions and supports built in for any struggling student in the form of intervention classes and an after-school program.

Providing enrichment opportunities is also a priority. We continue to offer award winning music, fine arts, and internship programs. Our restructured Advisory/Mentor program is better meeting the needs of each student with check-in time four days per week. We embrace the holistic student approach where advisors talk with students about grades, post-secondary plans, personal wellness and healthy choices. These conversations help our team place students in internships and classes that support each student's individual goals.

Other opportunities for Manson students include a wide variety of clubs and sports. Not only do our clubs provide a place for students to get connected, they also provide leadership and service opportunities. Clubs like Future Business Leaders of America, Future Farmers of America and Honor Society help our students become productive citizens and caring servants in their community. In our competitive athletic programs, we emphasize teamwork and sportsmanship. Not only do our teams earn berths to post-season playoffs, but quite often earn league honors in sportsmanship.

Manson staff is committed to continuous student learning!

Special Education Program

At Manson School District, we believe that all students can learn. We are committed to working closely with our families as we discover a student's specific learning needs. We determine as a team the best environment for a student to learn, beginning with the general education classroom. Our special education team works closely with our teachers to find areas of strength and ways to recognize every student's efforts to improve. If needed, we also provide specially designed instruction in specific areas of need. We ask that everyone involved with a student's individual learning plan focus on providing positive reinforcement and encouragement to improve.

We also plan for long-term success. Our special education team has established links in the community and has developed vocational training and support for qualified students who need to prepare for employment after high school graduation. We currently serve 77 students in various areas of need.

Our program is closely tied to all other forms of assistance in the school. We work with the principal in each building as part of the Student Support and Intervention Team. This involves looking at student data, analyzing results and developing plans for instruction and intervention. This instruction is differentiated so that all students have an opportunity to learn and progress. We are very proud to be part of a team effort where all of our seniors graduated and one student continues in our post-secondary transition program.



*Middle School
Principal's Message — Heather Ireland*

Manson Middle School is located at the top of Totem Pole Rd and is housed within the same building as the high school. This allows middle and high school students to share many of the same resources (i.e. cafeteria, gym, band room, shop, art classroom, and a dedicated staff). The middle school classrooms are mostly housed around what is known as the “old gym” with approximately six classrooms devoted to middle school students. Students have access to our centrally located school library, our recently remodeled band room, a large gym, and a small HUB with tables where students can visit and socialize before school and during their passing time.

At Manson Middle School we have a dedicated staff that support every student to *Explore, Discover, and Become* citizens of a global community. Students learn the essential foundational skills from core, support, and exploratory classes. Important to middle school students is the sense of belonging, camaraderie, and identity. The larger middle school community is on the pathway to achieving the higher sense of belonging through smaller communities that we call House. Students are assigned to three Houses (Silver, Blue, and White). Each house has a blend of 6th, 7th, and 8th graders. House activities happen weekly. This is a time for students to build relationships, growth a growth mindset, participate in fun activities, engage in House challenges, make connections with students in all grade levels, and build a sense of self that will be foundational to their high school career. Middle school students will maintain the connections and friendships within their assigned house throughout middle school.

At Manson, we compliment the goals of House with our Character Strong program. Character education involves developing thoughtful, healthy and kind human beings. We accomplish this through teaching social-emotional competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Middle school students are involved in activities and sports such as football, volleyball, spelling bee, Afters, basketball, cross country, and track. In some cases, our 8th graders have the opportunity to play-up with high school (i.e. baseball and wrestling).

By the end of 8th grade, students know that the pathway to success includes post-secondary education. All 8th graders begin their High School & Beyond Plan that they will continue to update throughout high school. To support the dream to reality of post-secondary education, we ensure that all Manson students are registered for Washington State's College Bound Scholarship. This scholarship provides entirely free tuition for four years to a state university, for students who qualify based on financial need.

English Language Learners

Elementary

50% of students in Manson Elementary qualify for services under the State Bilingual and/or Migrant programs. Spanish speaking English Language (ELs) in grades K-2 participate in an Early Exit Transitional Bilingual Program. Students in Kindergarten and 1st grades are instructed in their first language for a majority of academic content to ensure grade-level mastery. EL's receive 45 minutes of daily instruction in English oral language that gradually increases from one grade to the next. Students make a full transition to all-English instruction in 3rd grade. In 3rd through 5th grades EL students' language development is supported through content based and sheltered instructional strategies. Language development instruction is provided by certified classroom teachers, bilingual para-educators, and a district English Language Development (ELD) Coordinator/Coach.

Secondary

31 % of Manson Middle School students and 27 % of Manson High School students qualify for services under the State Bilingual and/or Migrant programs. At the middle and high school level intermediate and advanced EL students receive content based sheltered instruction and additional assistance from para-educators when needed. All content teachers receive training in specific methods to make math, science, social studies, and English understandable for EL students. Beginning Newcomer EL's with very limited English are enrolled an additional class in English as a Second Language provided by the district's certified ELD Coordinator/Coach. Beginning EL's are supported by bilingual teachers and para-educators in math, science and social studies courses. Technology to support these students is available through the Renaissance Learning English in a Flash program.



MANSON ELEMENTARY
A Message from Elementary Principal—Ben Riippi

My name is Ben Riippi and I am so grateful to serve as the Principal of Manson Elementary. Manson Elementary is an amazing school with caring staff and hardworking students. We do everything in our power to make sure all our students, families, and guests feel welcome here.

Our vision statement is as follows: Manson Elementary, in partnership with the community, provides integrated, hands-on learning opportunities that are built on a solid foundation of respectful relationships. Caring staff, through focus on the whole child, will meet the needs of each and every student, ensuring that they leave here ready to pursue their dreams.

If you happen to visit our school, you will be greeted with a smile by someone from our office team. Our office team consists of an office manager, an attendance secretary, a part time school nurse, and a full time nurse assistant. We have a full time school counselor that does individual counseling, group counseling, and classroom lessons for students. There are 13 amazing classroom teachers, a reading intervention specialist, a math specialist, an English Language Development district coordinator, a part time English Language teacher, a speech and language pathologist, a special education teacher, a part time Life Skills teacher, a P.E. specialist, a Music specialist, and an Enrichment coordinator. We have a full time librarian that has created an amazing library space that over the years has become the heart of our school. Our ECEAP preschool serves 38 students and is staffed by three lead teachers and two para educators. We also have a remarkable group of classified para professionals that serve our students in many different capacities.

Our top priority at Manson Elementary is to create a safe and engaging learning environment for our students. We do this by focusing on building positive relationships and getting to know students' interests inside and outside of school. Each month teachers select students for monthly rewards that feature our PRIDE qualities: Persistence, Respect, Integrity, Embracing Diversity, and Empathy. Students are also recognized with Wildcat tickets throughout the day for -- Showing Respect, Solving Problems, and Making Good Decisions. Our school motto is "Work Hard and Be Kind!" Thank you for supporting our school, you are always welcome to stop by our office and schedule a tour.

Special Services

Early Childhood Education and Assistance Program/Pre-School Program (ECEAP) – We are excited to announce that construction is underway for the new Early Learning Center. The Early Learning Center will house our ECEAP Pre-School program starting the Fall of 2023. The Manson School District has been providing early intervention services (preschool) for over eighteen years. Over this time, the program has taken many forms. Our most recent efforts over the past eight years have involved a service delivery model called "Universal Access." This means that we will provide a preschool program for any student living in the Manson School District boundaries and who is four years old by the start of the school year. We know from research that students need access to early learning programs to enrich their early years. We believe that every child deserves this opportunity and are therefore committed to creating the wonderful Manson learning community for all students as soon as possible. We encourage families with younger children to come in to the elementary and add their name on our waiting list as in some years we have had room to accept three year olds; when at all possible. Our ECEAP program also provides opportunities for eligible families to meet with our preschool staff individually and develop effective strategies to use at home with their child to help them learn and grow throughout their preschool experience. Our staff are trained to work with families to help them meet any specific family goal they may have as this can also support their child's overall development.



Parents/Guardians Right to Know Title I, Part A Programs

The Title I, Part A Program makes it possible to expand the basic educational programs schools and districts offer with services and interventions that support struggling learners. Title I, Part A is one of many programs governed by the Elementary and Secondary Education Act or ESEA.

There are two kinds of programs that schools can fund through Title I, Part A – *schoolwide* and *targeted assistance*.

Schoolwide means that all students-based on academic need-are eligible to receive the additional instruction this federal program will fund.

Targeted assistance makes is possible to provide the same benefits but only to selected students based on academic need.

Your Right to Know

ESEA directs schools and districts to notify parents about four key requirements of a title I Part A program.

1. Professional qualifications of teachers and paraprofessionals who instruct
2. Notification if your child’s teacher is not highly qualified
3. Individual report card that lets you know how your child is progressing
4. Notification that the school has entered school improvement because its students did not make *Adequate Yearly Progress*-meet the state standard in Math or reading or both-for two school years in a row.

Your Right to Know-Professional Qualifications of Teachers

Parents of children, who attend schools that receive Title I, Part A funding, have the right to request and receive information about the qualifications of the educators who teach their children core subjects-reading, English language arts and mathematics. The same applies to paraprofessionals who instruct.

1. Whether or not the teacher met state qualifications and certification requirements for the grade level and subject(s) he or she is teaching.
2. Whether or not the teacher has an emergency or conditional certificate by which state qualifications were waived.
3. What undergraduate and graduate degree(s) the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

Your Right to Know – Qualifications of Paraprofessionals Who Instruct

Districts employ paraprofessionals to provide instructional support-consistent with the instruction provided by the classroom teacher or teachers. In schools that operate a targeted assistance program, the paraprofessionals who instruct students served by the Title I, Part A program must also have earned these same qualifications.

1. Completed at least two years of study in an institution of higher education, **or**
2. Obtained an associate’s or higher degree, **or**
3. Meet a high standard of quality either through **a)** the ETS ParaPro Assessment, or **b)** an paraeducator apprenticeship program approved by Washington state.

Notification If Your Child’s Teacher Is Not Highly Qualified.

ESEA directs schools to send timely notice to parents and guardians IF their child has been assigned to, or taught for more than four consecutive weeks by-a teacher of a core academic subject-who is not highly qualified

Parents/Guardians Right to Know Title I, Part A Programs

Report Card for Every Student

You have the right to know how well your child is progressing. Schools that operate Title I, Part A programs must generate a report card for every students that explains how well that student scored on the state assessment in, at least, reading, English language arts and mathematics.

State Report Card

The Office of Superintendent of Public Instruction-Washington’s education agency-publishes a State Report Card online, <https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/100139> . Use this website to find important information about your school and district, such as the results of state testing, enrollment numbers, facts and figures about the teachers in your school and much more.

Notification-Mandatory Throughout School Improvement

Federal law – ESEA-sets a standard for state, district and school accountability, and directs public schools that receive Title I, Part funds to reach 100% proficiency: *all students reach state standards in math and reading.*

Under ESEA, schools whose students have taken the state assessments and have not met these standards-two years in a row -begin a process of *improvement* in the next school year. There are five Steps to school improvement. At each Step, schools and districts must make sure parents and guardians receive a detailed explanation of the causes and consequences of the school's performance and how to get involved in their student's education.

These notifications must be clear and concise. You should be able to distinguish notifications related to school improvement from other information the school or district sends home. Here are the basics you should expect from your school district.

- What it means to enter a program of school improvement
- Reason this school was identified for improvement
- How the school compares-academically-to other schools in the district and state
- What the school is doing to address the problem
- What the school district or state is doing to help this school
- How you can get involved, and how you can help to address the academic issues that led to the need for school improvement
- Public School Choice-the option to transfer your student to another public school not in a Step of improvement
- Supplemental Educational Services-the option to access remedial instruction for your student

We explain Public School Choice and Supplemental Services in companion brochures- *Parents' Guide Public School Choice & School Improvement and Parents' Guide Supplemental Educational Services & School Improvement.*

Ask Us About Title I, Part A Programs & Your Right to Know

Title I, Part A Office at OSPI, 360-725-6100, online at www.k12.wa.us

Office of Superintendent of Public Instruction (OSPI)

Old Capitol Building, PO Box 47200

Olympia, WA 98504-7200

US Department of Education: 1-800-USA-LEARN (872-5327)

For information on testing data please visit:
<https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard>

NOTICE REGARDING FEDERAL LAW REQUIREMENTS

At the beginning of each school year, every parent has the right to request and receive, in a timely manner, information regarding the professional qualifications of their student's classroom teachers. In addition, the parents may also ask whether the child is provided services by a para-educator and, if so, his or her qualifications. Please contact your child's principal if you wish to receive this information, have questions or concerns.

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