

Kulshan Middle School

BELLINGHAM PUBLIC SCHOOLS

Principals' Message

At Kulshan Middle School, we aspire to foster a caring and thinking-rich environment where students are actively involved in meaningful work. We continually strive to improve the ways in which we support and challenge all students in reaching their fullest potential during the pivotal developmental years of middle school.



JEANNIE HAYDEN
PRINCIPAL

Vision

The Kulshan community collaborates to create and promote a respectful, student-focused environment where responsibility is practiced and all students are engaged in challenging and relevant learning. Our aim is to develop knowledgeable, skilled, compassionate, principled and action-oriented young people.



MICHELLE ABERNATHY
ASSISTANT PRINCIPAL

Core Beliefs

- Students are naturally curious and concerned about the world and their place in it. They thrive when engaged in genuine activities that make a difference to their schools and communities.
- Successful schools foster collaborative environments where people work together to create cultures that value and embrace learning and capture student and staff enthusiasm in the process.
- Trusting, nurturing and respectful relationships provide the foundation for healthy places to learn.
- In order to make sure students gain the knowledge and skills they need to be successful, we must be clear about what they need to know and be able to do.
- We monitor student achievement and make program adjustments where appropriate.



Photo: Seventh grade peer tutors listen as a sixth grade student shares his mathematical thinking.

DEMOGRAPHICS

	Kulshan Oct. 2010	Bellingham School District Oct. 2010
Student characteristics		
Total Enrollment	708	10,919
Class Size Average Grades 6-8	28.4	27.1
American Indian/ Alaskan Native	2%	1%
Asian/ Pacific Islander	3%	6%
Black	4%	3%
Hispanic	15%	14%
White	76%	76%
English Language Learners (ELL)	13	600
Highly Capable	6	206
Special Education	99	1,380
2010-11 school year		
Discipline*		
Suspensions	118	
Expulsions	2	
Unexcused Absences	1.5%	0.5%
Free and Reduced Meals (May 2011)	38%	40%

*This data represents the required incidents reported to the state in specific behavioral categories.

Student-to-computer ratio: 4 to 1

Expenditure per pupil

In 2009-10, the per student expenditure rate was approximately \$9,310. About 72.3% of the district budget was spent on teaching and teaching support, well above the state average of 69%. Funding sources: 64.3% from state based on enrollment; 21% from local taxes supported by the maintenance and operations levy; 10.4% from federal; and 4.3% from other sources such as donations and investment earnings.

2009-10 is the latest year data is available.

2010-11 Highlights of Progress

Learn

- Focused on developing powerful teaching and learning strategies in every class
- Continued to develop common assessments
- Further refined our understanding of standards-based practices such as using formative assessments to help students understand where they are in the learning process and to help teachers determine next instructional steps

Personalize

- Developed and continued to implement systems of differentiated support including timely interventions and extensions based on student needs
- Increased student leadership in planning schoolwide events and in promoting a positive school culture

Engage

- Supported students in internalizing the importance of engaging in their learning, doing their school work, reflecting on their own progress, and taking responsibility
- Emphasized the importance of being present, prepared and on time for class



Photo: Eighth graders create an iVideo of a science project they designed and created out of recycled materials.

Kulshan Programs

School Organization — participating in a school full of life, energy and learning

- Sixth, seventh, and eighth grade students are organized into grade level teams where they rotate through math, science, language arts and social studies courses
- Students also engage in a variety of enrichment classes (art, orchestra, band, world music and Spanish) and participate in physical education every other day
- Students are scheduled into extended learning where they receive targeted support and/or deepen the understanding of content

Citizenship and Service — understanding the power of giving

- Associated Student Body — focus on creating a positive school culture through leadership and citizenship
- Random Acts of Kindness
- Lunch Room Composting — commitment to recycling food waste and reducing garbage

- Charity Carnival — each grade level team decides upon and creates booths to raise money to support charitable organizations such as Children's Hospital, Doctors without Borders, the Humane Society and more
- Turkey Trot and Canned Food Drive

Clubs and Sports — making connections outside the classroom

- Yearbook
- Knitting
- Robotics
- Fiddle
- Jazz Band
- Art
- Big Brothers Big Sisters Mentor Program
- Track, Soccer, Dance/ Floor Exercise, Basketball, Volleyball, Wrestling, Football and Cross Country

KULSHAN'S MSP DATA

Percentage meeting or exceeding standards

	Grade 6			Grade 7			Grade 8		
	School 2011	District 2011	State 2011	School 2011	District 2011	State 2011	School 2011	District 2011	State 2011
Reading	80%	77%	71%	65%	64%	57%	76%	77%	69%
Writing	—	—	—	78%	70%	71%	—	—	—
Math	66%	60%	59%	74%	71%	57%	66%	66%	50%
Science	—	—	—	—	—	—	78%	75%	62%

Washington uses the Measurements of Student Progress (MSP), given to students in grades 3-8, to measure how students in the district and state are progressing in meeting state academic standards.

Kulshan's Plan to Improve Learning, 2011-12

- Continue to develop schoolwide student interventions and extensions to support students who need extra help or who are ready for additional challenges
- Promote positive relationships and collaboration among students, staff and families
- Find ways for students to take leadership in planning schoolwide events
- Collaborate to develop and refine common subject area assessments
- Use data to drive program decisions as well as daily instructional decisions

Adequate Yearly Progress (AYP)

Dear Family,

As part of the "No Child Left Behind" (NCLB) legislation of 2001, schools and school districts are considered to be making "Adequate Yearly Progress" (AYP) if they meet targets in various categories, including those listed here. Academic progress in reading and math must be measured for: All Students, American Indian, Asian, Black, Hispanic, White, Special Education, Limited English, and Low Income. Missing the target in any one category causes a school or district not to make "Adequate Yearly Progress" overall.

Kulshan made AYP in 18 of its 21 required categories. Our school missed AYP in reading proficiency for all, special education and low income.

The district made AYP in 61 of its 67 required categories. It did not make AYP at elementary level for reading proficiency in the categories of all, white, special education and low income. At the middle school level, the district did not make AYP

CONTINUED NEXT COLUMN

AYP CONTINUED

in reading proficiency in the categories of all and low income. At the high school level, the district made AYP in all of its required categories.

Sanctions for not making "Adequate Yearly Progress" affect schools and districts receiving federal Title I funding. For more information about "No Child Left Behind," visit <http://www.k12.wa.us/ESEA/>



Photo: Eighth grade students record learning targets in their science journals.

ADEQUATE YEARLY PROGRESS STATUS

AYP Indicators	Kulshan 2010-11	Middle Schools in District 2010-11
A sufficient percentage of middle school students met state testing standard.	In Reading NO* *(All, Special Education, Low Income)	In Reading NO* *(All, Low Income)
	In Math YES	In Math YES
At least 95% of middle school students participated in state testing.	In Reading YES In Math YES	In Reading YES In Math YES
No more than 1% of students' absences were unexcused.	YES	YES
Met AYP	Overall NO	Overall NO

PERFORMANCE REPORT

The annual School Performance Report, required by federal and state law, provides access to information on the educational programs in each school so families and community members can make informed decisions about the schools in their district. The Office of the Superintendent of Public Instruction (OSPI) also provides online access to more detailed data required by the federal Elementary and Secondary Education Act, known as No Child Left Behind (NCLB). District and school report cards can be viewed at <http://reportcard.ospi.k12.wa.us>. Select "Bellingham School District" or the name of the school to view further student achievement and demographic information. Printed copies of the reports are available at schools, district offices and the Bellingham Public Library.

History & Facility Information

Kulshan Middle School opened in the fall of 1994. It was rebuilt after a fire on July 25, 1993, just before it was originally scheduled to open.

Our school is named after Mt. Baker whose Lummi Nation name is "Komo Kulshan."



Photo: Teacher interacts with students during lunvh.

Kèm theo đây là giấy tờ bao gồm các chi tiết quan trọng về nhà trường của con em quý vị. Xin đưa những chi tiết này cho người nào đó có thể giải thích cho quý vị hiểu càng sớm càng tốt. Cảm ơn.

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

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.

ਨੱਥੀ ਕੀਤਾ ਦਸਤਾਵੇਜ਼ ਤੁਹਾਡੇ ਬੱਚੇ ਦੇ ਸਕੂਲ ਵੱਲੋਂ ਜ਼ਰੂਰੀ ਜਾਣਕਾਰੀ ਰੱਖਦਾ ਹੈ। ਕਿਰਪਾ ਕਰਕੇ ਇਸ ਸੂਚਨਾ ਦਾ ਅਨੁਵਾਦ ਸਿੱਧੀ ਜਲਦੀ ਹੋ ਸਕੇ ਕਰੋ। ਧੰਨਵਾਦ।



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Kulshan Middle School

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Jozie Hoodenpyle



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