

Annual Performance Report

2001-2002

Garfield and Palouse School Districts

Superintendent

Beverly J. Fox



Garfield School District Principal

Beverly J. Fox



Palouse School District Principal,

Bill LaMunyan



Garfield and Palouse School
Districts Business Manager,

Patsy Dunning



Garfield Board of Directors

Mike Cronk

Warren Neal

Craig Cochran

Jill Palmer

Roger Pennell



Palouse Board of Directors

Jerry Schwartzman

Paula Echanove

John Leendertsen

Kent Keller

Mike White



Garfield School District

PO Box 398

Garfield, WA 99130

Tel (509) 635-1331

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Palouse School District

600 E. Alder

Palouse, WA 99161

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A Message From the Superintendent

Beverly J. Fox

Dear Parents and Patrons,

As the 2002-2003 school year arrives, we do so with anticipation. We have houses selling in both communities, we have some new students enrolling in school, we look forward to further stabilizing our financial security, and we have plans to further work on increasing student achievement.

At the July board meeting, Patsy Dunning shared a cash flow comparison that indicates a much more solid financial status than we had anticipated.

Garfield: In comparing 2000-2001 to 2001-2002 we have gone from a low fund balance of \$37,551 in March of 2001 to an approximate ending fund balance of \$173,258 in August. The average payroll in 2000-2001 was \$128,954 and the average accounts payable was \$32,805 each month. In 2001-2002, the average payroll was \$119,396 (down \$9,558 per month) and the average accounts payable went to \$30,646 (down \$2,159 per month).

Palouse: In comparing 2000-2001 to 2001-2002 we have gone from a low fund balance of \$135,388 in February of 2001 to an approximate ending fund balance of \$430,790 in August. The average payroll in 2000-2001 was \$144,589 and average accounts payable was \$33,683 each month. In 2001-2002, the average payroll was \$131,282 (down \$13,308 per month) and the average accounts payable went to \$30,534 (down \$3,149 per month).

While our fund balances have improved, we recognize that this has been accomplished through sacrifice and a deep sense of loss through the RIFing processes. It needs to reaffirm to us that to offset the loss of students during the past several years, these sacrifices and RIFs were necessary. If our projections hold, we will further benefit from the difficult decisions that your boards have made during the last three years. Please congratulate them on their sound decisions and encourage them to continue to use intelligent fiscal decision making. This year's decisions to expend money will be very thoughtfully made, but we will not have to feel that programs and classroom materials have to be sacrificed. We intend to take care of the programs and facilities we have while promoting the excellent school systems we have come to expect.

Through this year we will be continuing to focus on improving student reading skills. All students need to be reading at grade level. We will continue to utilize strategies that work and look for more interventions to help those who are not yet at grade level. We will continue to see WASL scores improve as we set higher standards for teachers to improve instruction and for students to be a more accountable part of the learning process. The ESEA -- or No Child Left Behind -- legislation will push us further toward accountability. We will work to further refine target goals and assessments for students at each grade level. As a partner with us -- and as your child's first teacher -- we will be sharing with you how you can help your child focus on literacy and achieve grade level success. It will take a focused commitment from each one of us to prepare our children graduating in 2008. This year's 6th graders will be the first official "test", but to be successful in 2008 we know the preparation for the "test" really began long ago and needs to be refined now.

Let us know what we can do to help improve our schools. Join us to be a true positive partner in your child's education. As a start:

- Get to know your child's teachers and administrators
- Share with them your concerns as well as things going well
- Visit the classroom often
- Volunteer for committees or to spend time helping at school
- Hold your child accountable for responsible behavior in and out of school
- Accept nothing less than for all homework to be completed and ensure that they study for tests
- Encourage your child to be involved in extracurricular activities and attend as many events as possible

Share an exceptional school year with your child, stop in any time. We want you to be as proud of our schools as we are.

Sincerely,

Bev Fox

Garfield~Palouse School Districts

2001-2002

Beverly J. Fox, Superintendent

Districts' Mission

Provide educational programs of the highest quality for all students in order to prepare them for their future. These programs shall provide an environment that allows each student to:

-Learn academic skills that would enable them to be lifelong learners.

-Become aware of their cultural heritage and their responsibilities in a democratic society.

-Develop interpersonal communication, problem solving, and decision making skills.

About Our Districts

The Garfield School District is located approximately 55 miles south of Spokane and 25 --miles north of Pullman. The school system serves approximately 148 students in grades preschool through twelve at Garfield-Palouse High School (grades 9-12); Garfield-Palouse Middle School (grades 6-8); and Garfield Elementary (grades P-5).

The Palouse School District is located approximately 65 miles south of Spokane and 15 miles north of Pullman. The school system serves approximately 203 students in grades preschool through twelve at Garfield-Palouse High School (grades 9-12); Garfield-Palouse Middle School (grades 6-8); and Palouse Elementary (grades P-5).

The Garfield and Palouse School Districts are separate districts that operate as one entity within a cooperative agreement. In 1981-82 the districts joined into a cooperative for the high school athletic program and the educational programs for grades 6 through 12.

Districts' Long Range Plan

The Long-Range Planning Committee was authorized by the Garfield and Palouse School Boards in October 1994. The Committee consisted of about thirty (30) members, with about fifteen (15) from each community and school district. It included two school board members from each district. The committee worked during the 1994-95 school year to assist the Garfield-Palouse School Districts in planning for the future. The plan is designed to provide a starting point for the school to effectively plan for the future and to set up the process so that implementation is continuous into the future. The goals are designed to be for 7-10 years, the objectives 2-5 years and the action plans for 1 to 1 1/2 years.

Volunteer in Our Schools

Each of our schools has needs and opportunities for individuals interested in volunteering.

Examples of ways that volunteers may assist are: helping in the classroom, tutoring, clerical help, sharing special talents or resources, reading to students, and assisting in special programs or activities.

For more information contact any school building office.

*"Education
is not received.
It is achieved."*

Garfield~Palouse School Districts

2001-2002

Beverly J. Fox, Superintendent

Our Financial Statements

Garfield School District

Palouse School District

(Includes both Districts' Transportation and Food Services)

Total Revenues 2000-2001 \$1,942,368

Total Expenditures 2000-2001 \$1,970,114

| YEAR | K-12 EXPENDITURES | AVERAGE ENROLLMENT | EXPENDITURE/PUPIL |
|-------|-------------------|--------------------|-------------------|
| 91-92 | \$1,235,238 | 152.92 | \$8,080 |
| 92-93 | \$1,246,103 | 153.81 | \$8,102 |
| 93-94 | \$1,310,380 | 159.18 | \$8,232 |
| 94-95 | \$1,346,318 | 170.19 | \$7,911 |
| 95-96 | \$1,422,091 | 169.97 | \$8,367 |
| 96-97 | \$1,461,392 | 167.22 | \$8,739 |
| 97-98 | \$1,475,181 | 166.78 | \$9,118 |
| 98-99 | \$1,487,053 | 172.82 | \$8,605 |
| 99-00 | \$1,431,921 | 163.8 | \$8,742 |
| 00-01 | \$1,432,526 | 121.45 | \$11,795 |

Includes both Districts' Special Education and Vocational)

Total Revenues 2000-2001 \$2,149,331

Total Expenditures 2000-2002 \$2,152,176

| YEAR | K-12 EXPENDITURES | AVERAGE ENROLLMENT | EXPENDITURE/PUPIL |
|-------|-------------------|--------------------|-------------------|
| 91-92 | \$1,385,667 | 229.92 | \$6,027 |
| 92-93 | \$1,508,479 | 227.14 | \$6,641 |
| 93-94 | \$1,385,401 | 227.31 | \$6,095 |
| 94-95 | \$1,424,634 | 244.45 | \$5,828 |
| 95-96 | \$1,528,759 | 274.33 | \$5,523 |
| 96-97 | \$1,845,627 | 274.37 | \$6,751 |
| 97-98 | \$1,718,892 | 269.75 | \$6,405 |
| 98-99 | \$1,983,119 | 268.38 | \$7,389 |
| 99-00 | \$1,915,010 | 256.72 | \$7,459 |
| 00-01 | \$1,849,405 | 230.50 | \$8,023 |

2004 Reading and Math Goals

Reading

| | 2001 Baseline | Goal |
|--------------------|---------------|-------|
| Garfield 4th Grade | 75% | 81.3% |
| Palouse 4th Grade | 50% | 62.5% |
| GPMS 7th Grade | 57.6% | 68.2% |
| GPHS 10th Grade | 66.7% | 75% |

Math

| | 2001 Baseline | Goal |
|--------------------|---------------|-------|
| Garfield 4th Grade | 56.3% | 67.2% |
| Palouse 4th Grade | 28.6% | 46.5% |
| GPMS 7th Grade | 27.3% | 45.5% |
| GPHS 10th Grade | 30.8% | 48.1% |

Math Goals adopted: June 2001

Reading Goals adopted: November 2001

Garfield~Palouse School Districts

2001-2002

Beverly J. Fox, Superintendent

Asbestos Notice

In accordance with the Environmental Protection Agency's regulation covering asbestos-containing building materials in schools, Garfield School District #302 and Palouse School District #301 are notifying all employees and patrons that asbestos-containing building materials are present in a very limited degree in our school buildings.

The government has passed legislation for schools requiring that such material be treated carefully, especially if it becomes unstable. The school district has been removing, encapsulating, and enclosing materials that have been damaged. This will be an on-going project in our district. The EPA cautions all parties: "it is important to note that not all asbestos-containing materials need to be removed from schools. Once such material has been identified, a program can be implemented to insure that the material is maintained in good condition and appropriate precautions are followed when the material is disturbed for any reason."

A management program for Garfield School District #302 and Palouse School District #301 was implemented several years ago and prudent measures are taken whenever it becomes necessary to handle asbestos-containing materials. The program consists of surveillance, inspections, response actions, record keeping and training for maintenance and custodial staff. This plan is available for inspection in the school district superintendent's office.



Employment Opportunities

The Garfield and Palouse School Districts are committed to hiring the most highly-qualified staff to serve the students of Garfield and Palouse. The district will actively seek applicants who best meet the needs relating to affirmative action.

Employment opportunities are advertised in local newspapers and on the district's website, www.garpal.wednet.edu.

If you are interested in employment with the Garfield and Palouse School Districts, please write a letter of interest and clearly identify the following:

- position of your interest
- name, permanent address, phone number, email address
- areas of certification and endorsements
- areas of experience

These letters will be kept on file for one year. During that time, if a position in your area becomes available, you will be notified by postcard.

Please mail your letter to our personnel coordinator *Patty Cottrill* at PO Box 398 Garfield, WA 99130.

The Garfield and Palouse School Districts are equal opportunity education system and employer that does not discriminate on the basis of color, race, gender, national origin, disability or age.

Educational Rights and Policy

The Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. They are:

(1) The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parents or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parents or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request of amendment. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests.

A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The Office that administers FERPA is:

Family Policy Compliance Office, U.S. Dept. of Education
600 Independence Ave. S.W., Washington, D.C. 20202



Garfield School District

2001-2002

Beverly J. Fox, Superintendent

2001-2002 GARFIELD SUMMARY DATA

| | ELEM | MS | HS | TOTAL |
|----------------------------|------------|------------|------------|-------------|
| AVERAGE MONTHLY ENROLLMENT | 49.99 | 30.77 | 40.18 | 120.95 |
| | GRADES 1-3 | GRADES 4-6 | GRADES 7-8 | GRADES 9-12 |
| AVERAGE CLASS SIZE | 7.41 | 11.37 | 10.50 | 10.05 |

STUDENTS IN SPECIAL PROGRAMS GRADES K-12 13%
 % OF FREE AND REDUCED LUNCH GRADES K-12 35.8%

“Success is not a magic ingredient that can be supplied by teachers. Building on strengths allows students to create their own success.”

Robert Martin

GARFIELD SCHOOL DISTRICT RESTRUCTURING PLAN

Garfield’s building goals focused on the improvement of reading.

Teachers continued to attend workshops this year focusing on reading. We were able to hire an aide with the Goals 2000 money to continue the work with volunteers and reading tutoring. The Accelerated Reading Program continued to grow. Students continue to get more and more excited about the program. Teachers embraced Accelerated Reader grades 1-8 and many building budget dollars were spent on expanding our library of books and tests that coordinate with this program. We were able to purchase Accelerated Reader books and tests with money from Title IX. At the end of the year, top readers in the elementary and middle school were taken to a book store and allowed to pick out a book to buy. The money for this was provided by SACK. Students then went to a pizza lunch using certificates provided by Godfather’s.

The continued search for appropriate reading interventions for individual student needs is a priority for the Garfield staff. Various staff members are trained in (or have the materials for), and using the following strategies: Guided Reading, Reader’s Workshop, Project Read, Reading Recovery, Touch Phonics, Read Well, First Steps Reading, Reading in the Content Areas, Wilson Reading, Corrective Reading, Anita Archer “Rewards” reading program, Great Leaps fluency program, Sound Partners, Literacy Centers.

Essential Learnings/Curriculum improvement focused on assessments in the following areas: Middle School Social Studies, Math, Language Arts, Science, Music, and PE. The elementary focused on reviewing Science, Social Studies, Art, Music, Reading and Writing Essential Learnings. Next year the elementary will focus on completion of the Science and PE Essential Learnings. The elementary implemented a report card that reflects the Essential Learnings.

The In-service Committee provided various workshops for the staff and *The Goals 2000 money* provided for teachers to attend workshops.

Middle School Academic Intervention continues to take on the goal of academic success for all. Through a DSHS grant we are able to offer an After School Study program that averaged 15-20 students each night. Other interventions included: specific reading classes for students reading 2 or more years below grade level, Staff Mentors, required After School Study for athletes with D’s and F’s a more stringent Athletic Code that put students with one or more F’s on probation, weekly and bi-weekly grade checks, daily assignment completion checks for some students, daily accountability for assignment completion, study halls, office and teacher aides, rewards and certificates for students achieving consistent academic success, special help in different subjects, Success Plans for students who were retained, contracts for assignment completion for some students, conferences for any parent in November, phone conversations and conferences to discuss grades, daily communication with some parents through e-mail, Special Education adaptations when appropriate, core teacher meetings every other week, extra help through the Resource Room when appropriate, contracts to encourage consistent attendance when appropriate, contracts to encourage on task behavior when appropriate, correspondence home after interims and quarters for those students receiving one or more “F”s”, mandatory classes for students who did not meet the standard on the reading and Math sections of the WASL.

Elementary Academic Intervention plans were adopted to begin during the 2000-2001 school year. Requirements are defined for students to be able to move from one grade level to another.

Garfield Elementary School

“Raiders”

2001-2002

Beverly J. Fox, Principal

Noteworthy Programs and Events

Aids Education for grade 5
Art Show
Caught Ya reward program
Community supported sports programs
County Speech, Spelling and Math Contest
DARE Program
Exposure to technology and software
Family Science and Math Night
Field Trips
Grade Level Library/Higher Level Thinking Classes
Grade Level Music Programs
Halpin Grant
Here's Looking at You 2000
Human Growth and Development for grades 4-5
Library Book Fairs
Missoula Children's Theatre
National School Assemblies
Noon Activity Leaders
Odyssey of the Mind
Pizza Hut Reading Program
Portfolio Assessment
SACK (Support and Caring for Kids) for our school through room activities and Alumni Games
Safety Education
School-wide environmental appreciation through recycling and community litter pickup
Second Step
Special Friend Day
Storyteller
Student lead conferences
Theme Assemblies
Winter and Spring Concerts

GARFIELD ELEMENTARY BUILDING THE FUTURE

PRIMARY MISSION:

Foster an appreciation of learning enabling success for all.

OUR QUEST:

The Garfield School District in partnership with the community strives to ensure that all students have the opportunity to achieve their full potential. We are committed to having high expectations for all students so that they may acquire the knowledge, skills, responsibility, and self-confidence needed to be a contributing member of our changing world. Our district endeavors to provide a safe, pleasurable, nurturing environment where students can develop a love for learning and respect for one another. This is our MISSION!

STUDENT TEST PERFORMANCE

ITBS (Iowa Test of Basic Skills)

| | | 1999 | 2000 | 2001 | 2002 |
|------------------|-----|------|------|------|------|
| Garfield Grade 3 | | | | | |
| Reading | NPR | 68 | 72 | 80 | 71 |
| Math | NPR | 70 | 81 | 98 | 88 |
| Language | NPR | 65 | 47 | 93 | 75 |

| | | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
|------|--|------|------|------|------|------|------|
| WASL | | | | | | | |

Garfield Grade 4 Percent Meeting Standard

| | | | | | | |
|-----------|----|------|----|----|------|------|
| Listening | 90 | 72.7 | 89 | 85 | 100 | 87.5 |
| Math | 40 | 45.5 | 56 | 69 | 56.3 | 50.0 |
| Reading | 60 | 81.8 | 78 | 69 | 75 | 62.5 |
| Writing | 40 | 63.6 | 33 | 69 | 37.5 | 50.0 |

GARFIELD BUILDING

Ethnic Diversity of Our Students:

| | GARFIELD | |
|-----------------|----------|---------------|
| | ELEM. | MIDDLE SCHOOL |
| PALOUSE | | |
| American/Indian | 0-0% | 0-0% |
| Black | 0-0% | 0-0% |
| Hispanic | 3-4% | 6-6% |
| Total | 3-4% | 6-6% |

Average Daily Lunches Served (in Garfield) 115

TRANSPORTATION STAFF

| | |
|-----|---------------------------|
| .50 | Transportation Supervisor |
| .44 | Bus Driver |
| .17 | Bus Driver |
| .35 | Bus Driver |
| .25 | Bus Driver |
| .71 | Bus Driver |
| .44 | Bus Driver |
| .21 | Bus Driver |
| .23 | Bus Driver |

Garfield~Palouse Middle School

“Raiders”

2001-2002

Beverly J. Fox, Principal

Noteworthy Programs and Events

A wide variety of enrichment classes: (Annual, Art, Band, Careers, Checkers, Chess, Chorus, Clay/design, Drawing, Drug/Alcohol Education, First aid, Games, Health, Holiday crafts, Home Ec., Ind. study, Journalism, Multi media, Outdoor games, Painting, Psychology, Puppets, Rocketry, Science investigation, Shop, Speech, Stamping, Woodburning and others)

After school sports programs: Basketball, Volleyball, Baseball, Track, Cheerleading for 7-8 Grades

Art Show

Community supported sports programs

Core Team Meetings

DARE for 7th grade

Drug/Alcohol Education

Exposure to technology and software

Fall Parent-Teacher conferences

Family Science & Math Night

Field Trips

Here's Looking at You 2000

High Honor Roll Dinner

Honor Roll Banquet

Human Growth & Development & Aids Education

Library Book Fairs

National School Assemblies

Pizza Hut Reading Program

Recreation Nights

Ropes Course

SACK (Support and Caring for Kids) for our school through room activities and Alumni Games

Second Step taught to 6th Graders

Student Council /Whitman County Leadership Training

Students Activity Days

Winter and Spring Concerts

GARFIELD MIDDLE SCHOOL BUILDING THE FUTURE

PRIMARY MISSION:

Foster an appreciation of learning enabling success for all.

OUR QUEST:

The Garfield-Palouse Middle School strives through the teamwork of staff and students to discover and develop the unique gifts and talents of each student to nurture the most academically and socially skilled students possible.

STUDENT TEST PERFORMANCE

| | | | | | |
|--------------------------------|--------|------|------|------|------|
| WASL | | | | | |
| Garfield-Palouse Middle School | | | | | |
| Grade 7 | | | | | |
| | 1998 | 1999 | 2000 | 2001 | 2002 |
| Listening | 86.0 | 97 | 68 | 100 | 84.6 |
| Math | 16.3 | 19 | 34 | 57.6 | 42.3 |
| Reading | 37.2 | 40 | 34 | 63.6 | 57.7 |
| Writing | 14.0 | 33 | 42 | 27.3 | 50.0 |
| ITBS | | | | | |
| Garfield-Palouse Middle School | | | | | |
| Grade 8 | | | | | |
| | 1999 | | | | |
| Reading | NPR 65 | | | | |
| Lang Art | NPR 53 | | | | |
| Math | NPR 66 | | | | |
| Sources of Info | NPR 68 | | | | |
| Science | NPR 67 | | | | |
| Social Studies | NPR 64 | | | | |
| ITBS | | | | | |
| Garfield-Palouse Middle School | | | | | |
| Grade 6 | | | | | |
| | 2000 | 2001 | 2002 | | |
| Reading | 64 | 63 | 73 | | |
| Language | 48 | 64 | 65 | | |
| Math | 47 | 43 | 61 | | |
| Soc. Studies | | | 69 | | |
| Science | | | 71 | | |
| Sources of Info | | | 68 | | |

GARFIELD STAFF

| | |
|------|-----------------------------|
| 0.25 | Superintendent |
| .75 | Principal |
| 0.5 | Business Manager |
| .8 | Business Office Assistant |
| 0.5 | Art Teacher |
| 0.5 | Kindergarten Teacher |
| 0.3 | Preschool Supervisor |
| 1.0 | First Grade Teacher |
| 1.0 | 2nd/3rd Grade Teacher |
| 1.0 | 4th/5th Grade Teacher |
| 1.0 | Fifth Grade Teacher |
| 0.25 | Librarian / Gifted-Talented |
| 0.66 | Librarian Aide |
| 1.0 | Special Ed Teacher |
| 1.74 | Special Ed Aides |
| 2.0 | Language Arts Teachers |
| 1.0 | Science Teacher |
| 1.0 | Math Teacher |
| 1.0 | History Teacher |
| 1.0 | Physical Ed Teacher |
| 0.8 | Social Worker |
| .78 | Secretaries |
| .71 | Head Cook |
| 1.0 | Assistant Cook / Custodian |
| 1.0 | Custodian |
| 1.0 | Head Maintenance |
| .25 | Tech Coordinator |

Palouse School District

2001-2002

Beverly J. Fox, Superintendent

"We Learned It All In Kindergarten"
Most of what I really need to know about how to live, and what to do, and how to be I learned in kindergarten. Wisdom was not at the top of the graduate-school mountain, but there in the sand-box. These are the things I learned: Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Live a balanced life. Learn some and think some, and draw and sing and dance and play and work every day some. Take a nap in the afternoon. When you go out into the world, watch for traffic, hold hands and stick together. Be aware of wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up, and nobody really knows why, but we are all like that. Goldfish and hamsters and white mice and even the little seed in the plastic cup--they all die. So do we. And then remember the book about Dick and Jane and the first word you learned, the biggest word of all: look. Everything you need to know is in there somewhere. The golden rule and love and basic sanitation. Ecology and politics and sane living. Think of what a better world it would be if we all had cookies and milk about three o'clock every afternoon and then lay down with our blankets for a nap. Or if we had a basic policy in our nation and other nations always to put things back where we found them and cleaned up our own messes. And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together. - Robert Fulghum, "We Learned It All in Kindergarten"

2001-2002 Palouse Summary Data

| | | |
|------------------------------|---------------|--------|
| Average Monthly Enrollment | Elementary | 81.77 |
| | Middle School | 67.00 |
| | High School | 80.65 |
| | Total | 229.42 |
| Average Class Size | Grades 1-3 | 13.00 |
| | Grades 4-6 | 20.96 |
| | Grades 7-8 | 20.89 |
| | Grades 9-12 | 20.16 |
| Students in Special Programs | Grades K-12 | 11.93 |
| % Of Free and Reduced Lunch | Grades K-12 | 24.4 |

Palouse School District Restructuring Plan

The instructional team at Palouse Elementary School and Garfield Palouse High School will continue their efforts this school year to ensure our curriculum is designed to help meet or exceed state Essential Academic Learning Requirements. Our team's goal is to have every student pass the Washington Assessment of Student Learning (WASL). A lofty goal, but one all staff members feel we need to strive to achieve.

In all courses, classes we will try to develop essential academic learning requirements, align and adjust curricular areas and develop assessments measuring whether we are meeting standards or not. Our team understands this is a dynamic process and one that needs constant and continuous monitoring and evaluating. Curriculum commit-

tees working last year have determined the schedule to be used at the high school level for the next several years. This year the committee's work will center of curriculum description and curriculum alignment.

Palouse Elementary school team members will continue to emphasize reading this school year but will also include writing skills as a priority goal for 2002-2003. Reading programs will continue to be utilized for qualified students.

We hope to see continued improvement in test scores and that team goals continue to help our students meet the challenges of our ever-changing society.

Palouse Elementary School

“Falcons”

2001-2002

William LaMunyan, Principal

Noteworthy Programs and Events

Book Fairs
Muffins for Moms
Doughnuts for Dads
“Caught Ya” reward program
Computer Lab for all classes
DARE Program
Drug Free Olympics/
Red Ribbon Week
Field Day
Field Trips (musicals, history, etc.)
Grandparent's Day
Halpin Grant recipient
Missoula Children's Theatre
Music Programs (Fall and Spring)
National Schools Assemblies
Odyssey of the Mind
Pizza Hut Book It Program
Portfolio Assessment
SACK (Support and Caring for Kids)
Safety Information
Speech, Spelling and Math Contest
Storyteller
Student lead conferences
Summer Book Exchange
Summer Reading Program

A Message From the Palouse Elementary and Garfield~Palouse High School Principal

William LaMunyan

At Palouse Elementary and Garfield~Palouse High School we certainly hope everyone is attempting to do what we do well. School officials and staff members will accept nothing less than the very best effort from all involved in the educational process.

In this day and age of reducing budgets please be assured that everyone involved in your child's education is doing all they can do to insure available resources are utilized to the maximum in providing a quality educational environment at Palouse.

Test scores are up, students are working hard, staff members are doing more with less and everyone involved seems to be intent upon making our school in Palouse a place where students, staff and parents feel comfortable and confident a quality education is being provided.

A “thank you” to the cooperative and supportive parents in our school district and we hope that our efforts continue to deserve your dedication to a quality school environment. We are looking forward to the new school year and hope you and your children have positive things happen for you in 2002-2003.

*Sincerely,
Bill LaMunyan*

Palouse Staff

| | |
|------|---|
| 0.25 | Superintendent |
| 1.0 | Principal |
| 0.5 | Business Manager |
| 1.0 | Business Office Assistant |
| .5 | Art Teacher |
| 1.0 | Music Teacher |
| 0.27 | Preschool Supervisor |
| 0.5 | Kindergarten Teacher |
| 1.0 | First Grade Teacher |
| 1.0 | Second Grade Teacher |
| 1.0 | Third Grade Teacher |
| 1.0 | Fourth Grade Teacher |
| 1.0 | Fifth Grade Teacher |
| 0.5 | Librarian / Gifted-Talented |
| 0.75 | Librarian Aide |
| 1.0 | Special Ed Teacher |
| 1.96 | Special Ed Aides |
| 1.0 | Vocational Home and Family Life Teacher |
| 1.0 | Vocational Agriculture Teacher |
| 1.0 | Science Teacher |
| 1.0 | English / French Teacher |
| 1.0 | English / Speech Teacher |
| 1.0 | Algebra / Geometry Teacher |
| 1.0 | History / Geography Teacher |
| 1.0 | History / World Problems Teacher |
| 0.25 | Spanish Teacher |
| 1.0 | Physical Ed / Health Teacher |
| 1.0 | Counselor |
| 0.29 | Preshool Aide / Classroom Aide |
| 1.19 | Secretaries |
| .5 | Cook |
| .22 | Assistant Cook |
| 1.5 | Custodian |
| 1.0 | Head Maintenance |
| .25 | Tech Coordinator |

Student Test Performance

Palouse WASL -met standards

| Grade 4 | 1999 | 2000 | 2001 | 2002 |
|-----------|------|-------|-------|-------|
| Math | 50% | 47.8% | 28.6% | 68.8% |
| Reading | 65% | 82.6% | 50.0% | 50% |
| Writing | 65% | 26.1% | 27.3% | 43.8% |
| Listening | 75% | 78.3% | 54.5% | 68.8% |

ITBS (Iowa Test of Basic Skills)

| Palouse Grade 3 -2000 | 2001 | 2002 | |
|-----------------------|---------|---------|---------|
| Reading | NPR 58% | NPR 73% | NPR 82% |
| Math | NPR 56% | NPR 59% | NPR 72% |
| Language | NPR 38% | NPR 43% | n/a |

Garfield~Palouse High School

“Vikings”

2001-2002

William LaMunyan, Principal

Noteworthy Programs and Events

*Aids Education
 Associated Student Body
 Audio-Video Communications (our own television channel)
 Computer Lab
 Concert Band and Choir
 Drama Production (Spring)
 Environthon-2nd place in state
 Math Team - 4th place in nation
 Field trips
 Future Farmers of America (FFA)
 Future Career & Community Leaders of America (FCCLA)
 Halpin Grant recipient
 Honors Dessert
 Interscholastic Athletics
 Football, Volleyball, Basketball, Track, Baseball, Softball, Cheerleading
 Knowledge Bowl
 National Honor Society
 Pep Band
 SACK (Support and Caring for Kids)
 Spirit Patrol*

Garfield~Palouse High School Mission Statement

Our mission at Garfield-Palouse High School is to provide a safe, positive learning atmosphere for students. In preparation for adulthood, students need knowledge and skills that are practical and relevant to the student's development, experiences and future.

To reach this goal, students will be offered basic academic knowledge and skills for participation in a complex, multicultural, and technological society. Equipped academically, socially, and emotionally to become productive and contributing members of their local and world communities

Student Test Performance

Garfield-Palouse High School

WASL (Washington Assessment of Student Learning)

Grade 10

| | 1999 | 2000 | 2001 | 2002 |
|-----------|-------|-------|-------|-------|
| Math | 42.2% | 34.4% | 30.8% | 56% |
| Reading | 66.7% | 46.9% | 66.7% | 72% |
| Writing | 46.7% | 31.3% | 59.0% | 56.0% |
| Listening | 86.7% | 84.4% | 87.2% | 84.0% |

Class of 2002

Number of Students
 Entered class fall 1998
 40

Entered since 1998
 5

Withdrew since 1998
 5

Dropped Out
 3

Graduate
 26

Future Plans:

Armed forces
 2
 2 year college
 7 25%
 4 year college
 16 50%
 Apprenticeship
 0

Palouse Building

Ethnic Diversity of Our Students:

| | PALOUSE ELEM. | GARFIELD-PALOUSE HIGH SCHOOL |
|---|------------------|---------------------------------|
| American/Indian | 1-1% | 0-0% |
| Hispanic | 7-7% | 2-3% |
| Asian | 0-0% | 0-0% |
| Black | 1-1% | 0-0% |
| Total | 9-9% | 2-3% |
| Average Daily Lunches Served (in Palouse) 108 | | |