

## History and Facility Update

Whatcom was first constructed in 1903, making it the oldest existing school building in the Bellingham School District. Also known as North Side of Bellingham High, Whatcom High School received a large addition in 1916, tripling its size. In 1937, it became Whatcom Junior High. In 1967, it became Whatcom Middle School. Last spring, voters approved a bond for seismic retrofitting of the building.

Whatcom Middle School

810 Halleck Street

Bellingham, WA 98225

(360) 676-6460

<http://www.wms.bham.wednet.edu/>

Principal: Jeffrey Coulter

Assistant Principal: Ann Buswell

Secretary: Adele Pears

PTA Co-Presidents 2008-09:

Susan Blatz

Karen Peila

Stay informed. Register for news via e-mail at [www.bham.wednet.edu](http://www.bham.wednet.edu)

*The annual School Performance Report provides access to information on the educational programs in each school so that 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 detailed student achievement and demographic information. Printed copies of the reports are available at schools, district offices and the Bellingham Public Library.*



### Accessibility

The district ensures that each program, service or activity, when reviewed in its entirety, is readily accessible to and usable by individuals with disabilities per the American Disabilities Act (ADA). Some of our schools or programs are not accessible. Therefore, persons needing special accommodations should contact the school principal or Student Services at (360) 676-2787.

### Annual Notices

The health and safety of students and staff are paramount. The district manages vegetation and pests using a minimum of pesticides. The district uses physical, mechanical, cultural, biological and educational tactics as primary controls. Chemical controls are a last resort and the least toxic alternative is used. When pesticides are used, notification signs are posted at buildings 48 hours prior to pesticide use and for 24 hours after. Individuals wishing advance notification of pesticide use at any site may contact the Maintenance Department at the address and phone number listed below. The asbestos notification requirement is in response to the Asbestos Hazard Emergency Response Act (AHERA). The district has developed and maintains an asbestos management plan, including records of surveillance, training and abatement activities. Detailed reports of both pesticide use and asbestos records are available at the Maintenance Department, 4060 Bakerview Valley Road, or by calling (360) 676-6548. The Bellingham School District maintains a Phase II Permit for Western Washington, "National Pollutant Discharge Elimination System and State Waste Discharge General Permit for Discharges from Small Municipal Separate Storm Sewers in Western Washington." Refer to the district Web site for contact information.

**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 ਜਿੰਨੀ ਜਲਦੀ ਹੋ ਸਕੇ ਕਰੋ। ਧੰਨਵਾਦ।**

Bellingham School District #501  
1306 Dupont Street  
Bellingham, WA 98225

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# 2007-08 School Performance Report

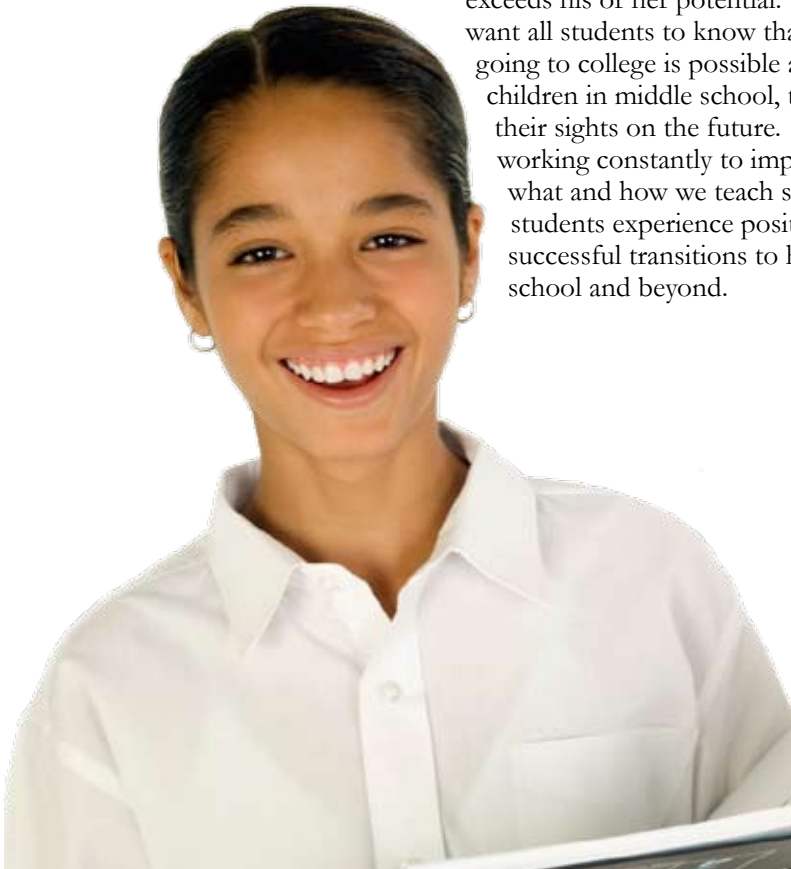


## Whatcom Middle School

Bellingham Public Schools

### Our School

Whatcom Middle School provides a safe, challenging and nurturing learning environment. The input and support Whatcom receives from staff, families and community members continues to make the education



of our students a success.

We focus on identifying the individual learning needs of our students and personalizing instruction so that every child exceeds his or her potential. We want all students to know that going to college is possible and, as children in middle school, to set their sights on the future. We are working constantly to improve what and how we teach so that students experience positive and successful transitions to high school and beyond.

### Principal's Welcome



*Principal Jeff Coulter*

Whatcom Middle School is a safe and welcoming environment with a strategic emphasis on student learning. Students at Whatcom experience learning in a teaming structure. Math, science, reading, writing and social studies are taught by three to four teachers who share a common group of students. Teaming, over the past five years, has proven to be a positive structure for student learning. Student and parent communication is supported by the teaming structure. Parent concerns are more easily addressed because of the team concept. Students feel better understood by staff because they are known and supported by a small group of teachers who all share the same students. In addition, quality instruction is valued, supported, and expected of all Whatcom Middle School staff. Subject area standards, specific learning objectives and student-friendly language are all supported by assessment practices that inform the student and the teacher.

*Continued on page 3*

# demographics

# Whatcom Middle School

## Student characteristics

	Whatcom	Bellingham School District
As of Oct. 1, 2007		
Total Enrollment	607	10,805
Class Size Average		
Grades 6-8	27	26
Percent American Indian/ Alaskan Native	2%	3%
Percent Asian	6%	6%
Percent Black	2%	2%
Percent Hispanic	6%	10%
Percent White	84%	75%
Percent Other	—	4%
English Language Learners (ELL)	10	564
Highly Capable	22	320
Indian Education	2	98
Title I Reading	—	503
Special Education	74	1,309
For the 2007-08 school year		
Unexcused absences	0.1%	0.2%
Discipline		
Suspensions	99	
Expulsions	2	
Free and Reduced Meals (May 2008)	26%	33%
Student to computer ratio: 4 to 1		

## Expenditure by pupil

In 2006-07, the per student expenditure rate was approximately \$8,469. About 72% of the district budget was spent on teaching and teaching support, well above the state average of 69%. Funding sources: 67% from state based on enrollment; 20% from local taxes supported by the maintenance and operations levy; 8% from federal; and 5% from other sources such as donations and investment earnings.

2006-07 latest year data is available

“At Whatcom, we’re creating students’ futures one day at a time.”  
Principal Jeff Coulter

## Focus on Powerful Teaching and Learning



Our staff has a strong educational background and varied experiences that strongly qualify them as middle level instructors.

We continue to identify and use successful teaching strategies in all classes. Our staff regularly gets together to reflect on instruction, curriculum and student work to further increase student learning.

## Engage Families and Community in Student Learning



Families play an important role in the lives of Whatcom students.

Families are encouraged to maintain open lines of communication with their child’s teacher to reinforce education in the home. We want to help all of our families sign up for ParentConnect, a free service that allows you to log in and view your child’s homework assignments, grades, transcripts, attendance, discipline records and school cafeteria choices. Please contact our school for more information about ParentConnect and how to get your log in and password.

## Personalize Learning to Ready Students for College, Career and Citizenship



High expectations combined with support help prepare all middle school students for college-prep coursework in high school. View

high school graduation requirements, college entrance requirements, financial aid resources and more in our Ready Guide online at [www.bham.wednet.edu](http://www.bham.wednet.edu). See “Families.”

## Special Programs

- Math Masters – Extended Day in math
- Natural Readers Program – Extended Day in reading
- Art Club
- Drama Club
- Environmental Club
- Chess Club
- Yearbook Club
- Service Learning



## Washington Assessment of Student Learning (WASL)

(Percent of students meeting or exceeding standards)

	Grade 6			Grade 7			Grade 8		
	Whatcom 2008	District 2008	State 2008	Whatcom 2008	District 2008	State 2008	Whatcom 2008	District 2008	State 2008
Reading	83%	77%	69%	76%	68%	63%	72%	71%	66%
Writing	—	—	—	80%	74%	70%	—	—	—
Math	62%	57%	49%	62%	57%	50%	69%	63%	52%
Science	—	—	—	—	—	—	55%	56%	48%

The WASL is a standards-based test used in Washington state to measure how students are progressing in meeting state academic standards.

State scores not available at time of printing. Please check the Washington State Report at <http://reportcard.ospi.k12.wa.us> in early fall.

### Whatcom's Plans to Improve Learning for 2008-09

Whatcom Middle School works hard to continuously improve learning. Powerful teaching and learning facilitates the efforts of both teachers and learners. The following areas are specific items Whatcom is using to improve learning:

- Content standards in each subject are identified;
- Specific learning targets that support content standards are being developed and addressed;
- Student-friendly language is being used to communicate learning targets to students;
- Assessment practices that inform the student as well as the teacher are being studied, adopted and implemented in every classroom; and
- Grades of incompletes are being substituted for missing work with support structures to ensure that all assigned student work is completed.

### Principal's Welcome, *continued*

Whatcom enjoys a strong commitment to a positive learning environment for all students, free from bullying, harassment and intimidation. Whatcom's low rate of suspensions, office referrals and demerit slips are evidence that student needs are addressed before they become a point of frustration.

The transition from elementary school to high school can be a confusing and challenging time for students and families. The staff and administration at Whatcom Middle School are skilled at supporting that parent and student developmental transition. Early intervention, consistent communication and parent advocacy have all proven to be important components of learning and social success. The three years of middle school can be a time of dramatic transformation. The staff at Whatcom Middle School looks forward to making a lasting contribution to all learners in our care.

### "Adequate Yearly Progress"

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 below. 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. For 2008, state targets increased in every category, some by as much as 20 percentage points. Schools and districts must have a minimum number of students in a category before it becomes a requirement for AYP, so larger districts and schools are more likely to miss targets. Missing the target in any one category causes a school or district not to make "Adequate Yearly Progress" overall. Whatcom made AYP in 24 of its 25 required categories. Our school did not make AYP in math proficiency in the special education category. This is part of our school's Plan to Improve Learning. AYP does not measure if a student in special education makes academic progress according to his or her Individual Education Plan.

"Adequate Yearly Progress" Status			
AYP Indicators		Whatcom 2007-08	District 2007-08
Sufficient percentage of middle school students who met WASL standard	Reading	yes	no (Hispanic, Special Education and Low Income)
	Math	no (Special Education only)	no (Hispanic, Special Education and Low Income)
At least 95% of middle school students participated in WASL testing	Reading	yes	yes
	Math	yes	yes
No more than 1% of student absences were unexcused		yes	yes
Met AYP	Overall	no	no

The district made AYP in 50 of its 67 required categories. It did not make AYP in middle school in reading and math proficiency for students in the categories of Hispanic, special education and low income. Sanctions for not making "Adequate Yearly Progress" only affect schools and districts receiving federal Title I funding. The district does not have any Title I schools facing sanctions for the 2008-09 school year. For more information about "No Child Left Behind," visit <http://www.k12.wa.us/ESEA/>