

# Affirmative Action Plan



2015 – 2019

The Bethel School District acknowledges the support of community, students and staff in the efforts towards the educational and academic success for all children served by the district.

The district acknowledges the contributions made to the affirmative action program by community, students and staff that comprise the district diversity task force and others who support equal opportunity in Bethel Public Schools.

The plan was approved by the board of directors at their regular meeting on  
*June 23, 2015.*

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## TABLE OF CONTENTS

<b>INTRODUCTION AND REAFFIRMATION</b>	<b>1</b>
<b>POLICY 2133, DIVERSITY-MULTICULTURAL EDUCATION</b>	<b>2</b>
<b><i>POLICY 5010, NONDISCRIMINATION AND AFFIRMATIVE ACTION</i></b>	<b>3</b>
<b>POLICY 5013, SLURS, A FORM OF DISCRIMINATION</b>	<b>5</b>
<b>AFFIRMATIVE ACTION PLAN</b>	<b>6</b>
<b>AUTHORITY</b>	<b>6</b>
<b>PURPOSE</b>	<b>6</b>
<b>INTERNAL MONITORING AND REPORTING SYSTEM</b>	<b>6</b>
<b>RESPONSIBILITY FOR IMPLEMENTATION</b>	<b>6</b>
<b>DISSEMINATION</b>	<b>7</b>
<b>STUDENT /STAFF DEMOGRAPHICS</b>	<b>9</b>
<b>IDENTIFICATION OF UNDERUTILIZATION</b>	<b>12</b>
<b>GOALS/TIMETABLES</b>	<b>13</b>
<b>SUPPORTIVE SYSTEMS</b>	<b>14</b>
<b>OUTREACH AND RECRUITMENT</b>	<b>14</b>
<b>RETENTION</b>	<b>15</b>
<b>CAREER COUNSELING/PROFESSIONAL DEVELOPMENT</b>	<b>15</b>
<b>TRANSFER AND PROMOTION</b>	<b>16</b>
<b>REDUCTION IN FORCE</b>	<b>16</b>
<b>GRIEVANCE PROCEDURES</b>	<b>16</b>
<b>DIVERSITY PARTNERSHIP</b>	<b>17</b>
<b>APPENDIX</b>	<b>18</b>
<b>IDENTIFICATION OF DISTRICT AFFIRMATIVE ACTION OFFICER</b>	<b>19</b>
<b>RCW 28A.640.020</b>	<b>20</b>
<b>AMERICAN COMMUNITY SURVEY (ACS CENSUS DATA)</b>	<b>22</b>
<b>EMPLOYMENT PROFILE: SALARY</b>	<b>23</b>
<b>ATHLETIC STIPEND SCHEDULE 2014-2015</b>	<b>24</b>
<b>BEA STIPEND SCHEDULE</b>	<b>26</b>
<b>STUDENT ETHNIC ENROLLMENT REPORT</b>	<b>28</b>
<b>DISCRIMINATION COMPLAINT FORM</b>	<b>29</b>
<b>STATE TESTING DATA</b>	<b>31</b>
<b>AUTHORITY</b>	<b>68</b>
<b>GLOSSARY</b>	<b>69</b>

## INTRODUCTION AND REAFFIRMATION

The Bethel School District has established a firm commitment to providing equal employment opportunity to its staff and to applicants for positions in the district and to maintaining a learning and working environment where diversity is valued and respected.

Concurrent with the adoption of this four-year affirmative action plan, the board of directors reaffirms board policies 2133, Diversity-Multicultural Education; 5010, Nondiscrimination and Affirmative Action; and 5013, Slurs, a Form of Discrimination. The plan presented here is designed for the years 2015-2019.

It is the policy of this school district to assure that all applicants will be considered for job opportunities based on their qualifications without regard to race, creed, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any disability, or use of a trained service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Further, the Bethel School District continues to assure that all personnel actions related to recruiting, hiring, training, compensation, benefits, promotions, and transfers will be administered without discrimination and in accordance with applicable state and federal laws.

The district recognizes the importance of outreach and recruitment efforts to generate the best possible pool of qualified applicants. A diverse applicant pool plays an important role in the district's ability to provide students with role models that reflect our diverse population, all effectively carrying out the full range of responsibilities for which they were hired.

The affirmative action plan presented in this document represents the Bethel School District's commitment to equal employment opportunity. Each employee of the district who is involved in hiring or promotion recommendation must be committed to ensuring that the recommendation is made without discrimination. It is the responsibility of each employee to promote a strong commitment to equal employment opportunity at his/her work site and throughout the district.

  
Stanley Chapin, President  
Board of Directors

  
Thomas G. Seigel  
Superintendent

DIVERSITY–MULTICULTURAL EDUCATION

The Bethel School District recognizes the cultural diversity of students, staff, parents and community members of our school district and acknowledges the educational importance of valuing the diversity of all people in our pluralistic society. Diversity includes but is not limited to: race, religion, gender, culture, age, physically challenged and all other perceived differences.

The Bethel School District is committed to integration of the purposes and aims of diversity-multicultural education into all aspects of the school program. The board recognizes that diversity-multicultural education is an interdisciplinary process to be integrated into the total school program rather than a single, one-time event or series of activities. To this end the board is committed and supportive of the following goals:

The inherent dignity and the equal and inalienable rights of all students and staff

1. The right to and responsibility for an educational environment which extends equal rights to all without discrimination through its policies and practices.
2. Universal respect for and observance of these rights to ensure that all students are provided a school and classroom environment in which they are free to learn, encouraged to accept and respect themselves and to treat others with dignity and respect.
3. A staffing composition of administrators, teachers and all other personnel that is representative of the cultural diversity in the district. Membership in all school district committees shall also be representative of the cultural diversity in the district.
4. An education of superior quality for all students that includes greater appreciation of and respect for human individuality and cultural differences and similarities which contribute to our democratic nation as a whole, and more particularly the cultural contributions that make up our community.
5. Training in diversity-multicultural education issues for all board members, district staff, administrators, teachers, paraprofessionals, volunteers and community members participating in school sponsored activities.

Policy Adopted April 12, 1994  
Bethel School District #403

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## NONDISCRIMINATION AND AFFIRMATIVE ACTION

### Nondiscrimination

The district shall provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training. Such equal employment opportunity shall be provided without discrimination with respect to race, creed, color, national origin, age, honorably discharged veteran or military status, sex, sexual orientation, marital status, or qualified individuals with disabilities. The district may give preference to a United States citizen or national over an authorized alien if two candidates are equally qualified.

The board shall designate a staff member to serve as affirmative action/Title IX Compliance officer.

This policy includes, but is not limited to, selection of contractors and vendors, employment and personnel practices, access to courses of instruction and counseling, participation in extracurricular activities, and content of the instructional program.

### Affirmative Action

The district, as a recipient of public funds, is committed to undertake affirmative action, which shall make effective equal employment opportunities for staff and applicants for employment. Such affirmative action shall include a review of programs, the setting of goals and the implementation of corrective employment procedures to increase the ratio of aged, handicapped, ethnic minorities, women and Vietnam veterans who are under-represented in the job classifications in relationship to the availability of such persons having requisite qualifications. Affirmative action plans may not include hiring or employment preferences based on gender or race, including color, ethnicity or national origin. Such affirmative action shall also include recruitment, selection, training, education and other programs.

The superintendent shall develop an affirmative action plan which specifies the personnel procedures to be followed by the staff of the district and shall ensure that no such procedures discriminate against any individual. Reasonable steps shall be taken to promote employment opportunities of those classes that are recognized as protected groups--aged, handicapped, ethnic minorities and women and Vietnam veterans, although under state law racial minorities and women may not be treated preferentially in public employment.

This policy, as well as the affirmative action plan, regulations and procedures developed according to it, shall be disseminated widely to staff in all classifications and to all interested patrons and organizations. Progress toward the goals established under this policy shall be reported annually to the board.

### Employment of Persons With Disabilities

In order to fulfill its commitment of nondiscrimination to those with disabilities, the following conditions shall prevail:



1. No qualified person with disabilities shall, solely by reason of a disability, be subjected to discrimination, and the district shall not limit, segregate or classify any applicants for employment or any staff member in any way that adversely affects his/her opportunities or status because of a disability. This prohibition applies to all aspects of employment from recruitment to promotions and includes fringe benefits and other elements of compensation.
2. The district shall make reasonable accommodation to the known physical or mental limitations of an otherwise qualified disabled applicant or staff member unless it is clear that an accommodation would impose an undue hardship on the operation of the district program. Such reasonable accommodations may include:
  - a. Making facilities used by staff readily accessible and usable by persons with disabilities; and
  - b. Job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters and other similar actions. In determining whether or not accommodation would impose an undue hardship on the district, factors to be considered include the nature and cost of the accommodation.
3. The district shall not make use of any employment test or criteria that screens out persons with disabilities unless:
  - a. The test or criteria is clearly and specifically job-related; and
  - b. Alternative tests or criteria that do not screen out persons with disabilities are available.
4. While the district may not make pre-employment inquiry as to whether an applicant has a disability or as to the nature and severity of any such disability, it may inquire into an applicant's ability to perform job-related functions.
5. Any staff member who believes that there has been a violation of this policy or the law prohibiting discrimination because of a disability may initiate a grievance through the procedures for staff complaints.

#### Nondiscrimination for Military Service

The district will not discriminate against any person who is a member of, applies to be a member or, performs, has performed, applies to perform, or has an obligation to perform service in a uniformed service, on the basis of that participation in a uniformed service. This includes in initial employment, retention in employment, promotion, or any benefit of employment. The district will also not discriminate against any person who has participated in the enforcement of these rights under state or federal law.

Legal Ref: RCW 28A.400.310; RCW 28A.640.020; RCW 49.60.030, 180, 400  
Chapter 73.16 RCW; WAC 392-200-015; 42 USC 2000c-2000c-9; 2000h-2000h-6;

RCW 49.60.040 (15)	Policy Revised	<u>October 28, 2008</u>
42 USC 12101-12213	Policy Revised	<u>June 10, 2003</u>
29 USC 706	Policy Revised	<u>March 8, 1994</u>
8 USC 1324a and 1324B	Policy Revised	<u>April 12, 1988</u>
38 USC §§ 2021-2024	Policy Adopted	<u>November 13, 1979</u>
45 CFR 84 Sec 504	Bethel School District #403	

SLURS, A FORM OF DISCRIMINATION

The board of directors recognizes that a program of instruction and support services which focuses on individual pride and self-worth and teaches understanding and respect for the rights of others, is basic to enabling every student to function in our pluralistic society. The board further recognizes that slurs directed towards persons perceived to be different have a negative impact on all persons involved and the program as a whole. Such slurs will not be tolerated from staff or students.

Slurs are the most common form of discrimination. A slur is defined as an insulting or disparaging remark or innuendo such as a word, phrase, or joke directed at or to any individual or group(s) which is based on perceived differences within our diverse population. Students should be taught to appreciate individual differences and staff should model appropriate behaviors. It is appropriate for public schools to teach these values not only as part of the curriculum but also by precluding slurs which demean others. Slurs, in the context of a school setting, constitute a disruptive influence and students or staff who make a slur shall be subject to appropriate disciplinary action.

Inquiries regarding the application of this policy should be directed to the district compliance officer. Attempts will be made to resolve complaints and to provide remediation through the offices of the compliance officer. All district non-discrimination policies and procedures apply.

Legal Ref: RCW 49.60  
WAC 180-40-215

Policy Revised June 10, 2003  
Policy Adopted March 10, 1992  
Bethel School District #403

P5:5-30-05



# AFFIRMATIVE ACTION PLAN

## AUTHORITY

In accordance with RCW 28A.640.020, school districts in the state of Washington are required to establish and implement affirmative action programs designed to "...eliminate discrimination on the basis of sex, race, creed, color, national origin, marital status, age or for presence of any sensory, mental or physical handicap."

## PURPOSE

It is the purpose of the Bethel School District affirmative action plan to provide equal opportunity for all personnel, specifically as it relates to:

- A. Ensuring the absence of discrimination in employment practices because of race, color, religion, gender, age, national origin, marital status, creed the presence of sensory, mental, or physical disabilities, disabled veteran status, the presence of any sensory mental or physical disability.
- B. Identifying areas of underutilization taking reasonable steps to actively promote employment opportunities to qualified individuals in protected groups that are underutilized in the workforce.
- C. Addressing areas of identified and underutilization when planning and implementing outreach and recruitment efforts.

## INTERNAL MONITORING AND REPORTING SYSTEM

The human resources department will maintain such records as to comply with local, state, and federal requirements pertaining to employment. The human resources department will maintain a record system that will collect facts on the gender, ethnicity, over-40, disability, and veteran status of employees to help ensure that recruitment efforts are reaching a diverse candidate pool, including protected groups.

The affirmative action officer will evaluate the effectiveness of the plan and prepare an annual report on the effectiveness of the plan and progress made towards employment of protected categories. The annual report will be presented to the board of directors. Any changes mandated by the board will be carried out under the direction of the affirmative action officer.

## RESPONSIBILITY FOR IMPLEMENTATION

The superintendent has the overall responsibility for the development, implementation, coordination, and monitoring of the affirmative action program. The superintendent will provide leadership and guidance to all administrators, supervisors, and personnel in the conduct of their employment practices to assure conformity with federal and state laws, regulations and Bethel School District policies.

The superintendent has delegated the general responsibility of implementing the program to the individual identified as the district's affirmative action officer.

The affirmative action officer is responsible for the development and implementation of an effective affirmative action program and assuring full compliance with equal employment opportunity requirements. Questions regarding affirmative action should be directed to this individual.

The affirmative action officer will:

1. Work with administrators and employees in the district to assure understanding and support for the program.
2. Work in concert with the human resources staff to implement reporting systems that will measure statistics on protected categories.
3. Assist program managers in carrying out their responsibilities for program implementation.
4. Provide an annual report to the board of directors on the status of the program.
5. Work in concert with the human resources staff to review all aspects of the district's personnel system to detect illegal or improper practices and modify such practices as needed.
6. Work in concert with the human resources staff to establish outreach and recruitment activities to ensure a diverse applicant pool.
7. Provide a system of support for the prompt, fair, impartial consideration of complaints of discrimination as provided for in policy and in the grievance procedure.

## DISSEMINATION

The superintendent of the Bethel School District, or designee, has the responsibility to inform applicants for employment, current employees, and persons responsible for hiring within the district, employee bargaining groups, and district contractors of the district's commitment to equal opportunity employment. Communication of the Bethel School District's affirmative action plan will be accomplished as follows:

### 3. Internal Dissemination

1. All district administrators (certificated and classified) will receive a copy of the 2015- 2019 Affirmative Action Plan.
2. Copies of the plan will be distributed to all district work sites.
3. Copies of the plan will be distributed to the association presidents.
4. Copies of the plan will be available to employees upon request.
5. Special explanation will be included in district publications to staff. The name, address, and telephone number of the district's affirmative action officer will be published, at least annually, in regular district publications.
6. Job postings will contain a statement of the district's commitment to Equal Employment Opportunity.
7. New employees will be made aware of the district's commitment to Equal Employment opportunity and the availability of the Affirmative Action Plan will be shared at the new employee orientations.

4. External Dissemination

1. Copies of the plan will be provided to all employee bargaining groups.
2. Notification will be provided to all contractors, subcontractors, vendors and suppliers conducting business with the district.
3. External job posting will contain a detailed statement of the districts commitment to equal employment opportunity.
4. District community publications will contain an annual statement And description of the district's equal opportunity practices. The name address, and telephone number of the district's affirmative action officer will be published, at least annually, in regular district publications.

## STUDENT / STAFF DEMOGRAPHICS

Background: The area in which the school district is located continues to be developed. Demographic studies show that the population continues to become more diverse. The ethnic/racial minority student enrollment in Bethel increased by 4.8% over the past six years and now represents 41.5% of the student population. During the same time period, the white student population decreased by 4.8% and represents 58.5% of the total student enrollment. The enrollment figures reflect the general population of the 220 square mile area comprising the Bethel School District. The district believes in the importance of an affirmative action plan that focuses on equal opportunity as well as outreach and recruitment to continue to move towards a work force reflective of the increasingly diverse community it serves.

Table 1: *Student enrollment for 2009-10, 2010-11, 2011-12, 2012-13, 2013-14 and 2014-15*

Year	Ethnic	White	Total
2009-10	6469(36.7%)	11,157 (63.3%)	17,626 (100%)
2010-11	6259(37.7%)	10,795 (62.3%)	17,054 (100%)
2011-12	6399(38.3%)	11,037(61.7%)	17,437 (100%)
2012-13	6518(39.4%)	11,241(60.6%)	17,759 (100%)
2013-14	6526(41.1%)	11,256(58.9%)	17,783 (100%)
2014-15	6747(41.5%)	11,637(58.5%)	18,384 (100%)

The following section of the Affirmative Action Plan reflects a numerical analysis of the workforce of the Bethel School District. The statistical comparisons in this section involve the use of the workforce statistics for geographic areas relevant to Pierce County derived from the American Community Survey for 2013; US Census. The use of geographic areas and statistics is intended only for the purpose of implementing this Affirmative Action Plan and facilitating identification of areas of potential underutilization. These statistical comparisons do not have any independent legal or factual significance. The statistics have been selected and used in good faith with respect to this Affirmative Action Plan.

Table 2: Summary of the ethnic composition of the Bethel School District staff as of June 8, 2015, and Pierce County ACS 2013 Census

Occupational Categories	A	B	H	I	W	TOTAL	ETHNIC	% ETHNIC
Management Occupations– Pierce County	1564	1524	1272	0	27281	31641	4360	14%
Officials, Administrators, Managers	2	0	3	2	64	71	7	10%
Principals	1	1	1	0	25	28	3	11%
Assistant Principals	0	2	1	1	23	27	4	15%
Education, Training and Library Occupations – Pierce County	941	428	854	0	16528	18751	2223	12%
Teachers	43	30	24	19	891	1007	116	12%
Professional Support Staff	4	2	0	1	106	113	7	6%
Computer and Mathematical Occupations – Pierce County	349	326	457	0	5232	6364	1132	18%
Technicians	0	1	0	0	13	14	1	7%
Office and Administrative Support Occupations – Pierce County	2977	3793	2609	0	39116	48495	9379	19%
Administrative Support Workers	6	8	6	6	204	230	26	11%
Teacher Aides	7	16	14	5	290	332	42	13%

Installation, Maintenance & Repair Occupations – Pierce County	780	628	894	0	12191	14493	2302	16%
Skilled Crafts	3	3	1	1	35	43	8	19%
Transportation Occupations – Pierce County	401	1236	658	0	14092	16387	2295	14%
Bus Drivers	3	6	3	3	143	158	15	9%
Building and Grounds Cleaning and Maintenance – Pierce County	842	938	409	0	8457	10646	2189	21%
Custodians	11	4	5	2	59	81	22	27%
Laborers, Unskilled						10	0	0%
Grounds Maintenance	1	2	2	0	44	49	5	10%
Food Preparation and Serving Related Occupations – Pierce County	1864	1160	1232	0	14764	19020	4256	22%
Child Nutrition	6	3	5	5	107	126	19	15%
BETHEL SCHOOL DISTRICT TOTALS	81	67	55	27	1926	2289	275	12%
PIERCE COUNTY TOTALS	9718	10033	8385	0	137661	165797	28136	17%

Employee data does not include substitutes and coaches.

Table 3: Summary of the Ethnic and Gender Data of the Bethel School District, Pierce County Ethnic and Gender, American Community Survey 2013; US Census.

Staffing Categories	TOTAL	TOTAL MINORITY		TOTAL WOMEN	
		NO.	%	NO.	%
Management Occupations – Pierce County	31641	4360	14%	13076	41%
Officials , Administrators, Managers	71	7	10%	42	59%
Classified Administration	28	3	11%	12	43%
Principals/Assistants	27	4	15%	19	70%
Education, Training and Library Occupations – Pierce County	18751	2223	12%	14176	76%
Teachers	1007	116	12%	753	75%
Professional Support Staff	113	7	6%	101	89%
Computer and Mathematical Occupations – Pierce County	6364	1132	18%	1594	25%
Technicians	14	1	7%	2	14%
Office and Administrative Occupations – Pierce County	48495	9379	19%	35962	74%
Administrative Support Workers	230	26	11%	225	98%
Teacher Aides	332	42	13%	305	92%
Installation, Maint. & Repair Occupations – Pierce County	14493	2302	16%	696	5%
Skilled Crafts	43	8	19%	6	14%
Transportation Occupations – Pierce County	16387	2295	14%	2557	16%
Bus Drivers	158	15	9%	129	82%
Building and Grounds Cleaning and Maintenance – Pierce County	10646	2189	21%	4139	39%
Custodians	81	22	27%	37	46%
Laborers, Unskilled	10	0	0%	0	0%
Grounds Maintenance	49	5	10%	3	6%
Food Preparation and Serving Related Occupations – Pierce County	19020	4256	22%	11969	63%
Child Nutrition	126	19	15%	120	95%
BETHEL SCHOOL DISTRICT TOTALS	2289	275	12%	1754	77%
PIERCE COUNTY TOTALS	165797	28136	17%	84169	51%

## WORKFORCE OVER THE AGE OF 40

Bethel School District Workforce over the age of 40; 74%

## WOMEN IN THE WORKFORCE

Bethel School District Women in the Workforce; 77%

Pierce County Women in the Workforce; 51%

**This review revealed that the District does not underutilize women or persons 40 and over.**



**IDENTIFICATION OF UNDERUTILIZATION** – The term “underutilization” as used in this plan means having fewer members of an affected group in a specific job category than reasonably would be expected based upon their availability.

**Management Occupations** - This job category includes principals, assistant principals, superintendent, assistant superintendents, executive directors, directors, assistant directors and managers. The analysis of the average percentage of Bethel School District in this category indicates underutilization of 2% in minority staffing when compared to Pierce County workforce data. This finding will be considered as the district plans its future recruitment efforts to ensure inclusion of all groups in such efforts.

**Education, Training, and Library Occupations** – This job category includes elementary and secondary teachers, consultants and supervisors, Psychologists, guidance, librarians and other professional support staff. The analysis of the average percentage of Bethel School District in this category indicates underutilization of 3% in minority staffing when compared to Pierce County workforce data. In fact, elementary teaching remains a predominantly female occupation. With aim to provide male role models early in the child’s educational career, the Bethel School district continues to encourage male applicants for elementary teaching position and actively recruits accordingly.

**Computer Occupations** – This job category includes technology techs. The analysis of the average percentage of Bethel School District in this category indicates underutilization of 9% in minority staffing when compared to Pierce County workforce data. This finding will be considered as the district plans its future recruitment efforts to ensure inclusion of all groups in such efforts.

**Office and Administrative Support Occupations** – This job category includes administrative support workers, paraprofessionals, The analysis of the average percentage of Bethel School District in this category indicates underutilization of 7% in minority staffing when compared to Pierce County workforce data. This finding will be considered as the district plans its future recruitment efforts to ensure inclusion of all groups in such efforts.

**Installation, Maintenance & Repair Occupations** – This job category includes skilled laborers. The analysis of the average percentage of Bethel School District in this category indicates minority utilization exceeding by 3% in minority staffing when compared to Pierce County workforce data.

**Transportation Occupations** – This job category includes school bus drivers. The analysis of the average percentage of Bethel School District in this category indicates underutilization of 5% in minority staffing when compared to Pierce County workforce data. This finding will be considered as the district plans its future recruitment efforts to ensure inclusion of all groups in such efforts.

**Building and Grounds Cleaning and Maintenance Occupations** – This category includes custodians, grounds and maintenance and other laborers. The analysis of the average percentage of Bethel School District in this category indicates underutilization of 4% in minority staffing when compared to Pierce County workforce data. This category remains a predominately male vocation. These findings will be considered as the District plans and implements it future recruitment efforts to ensure that members of the underutilized groups are reached by such efforts.

**Food Preparation and Serving Related Occupations** – This job category includes child nutrition. The analysis of the average percentage of Bethel School District in this category indicates underutilization of 7% in minority staffing when compared to Pierce County workforce data. This finding will be considered as the district plans its future recruitment efforts to ensure inclusion of all groups in such efforts.

## GOALS AND TIMETABLES

The Bethel School District will establish goals and timetables as an integral part of its Affirmative Action Plan. Goals will take into consideration the following factors:

- A. Turnover of certificated and classified staff for the previous three (3) to five (5) years.
- B. Growth/decline projected for the next five (5) years.
- C. Recruitment aimed at wide dissemination of job opportunities.
- D. In-service training to provide for on-the-job promotions.

### GOALS

The District's goal is to seek purposely and actively a diverse pool of qualified applicants from all protected groups, as well as non-protected groups, for certification and classified positions at all levels to ensure an increased opportunity for members of underrepresented groups to be considered for employment with the Bethel School District.

Increase the representation of minority staff members in the Bethel School District that reflects their availability in the relevant labor market area(s) for the appropriate job group.

Based on the identified areas and the need for a workforce reflective of the growing diversity of the student population, the Bethel School District has established the following Action Programs for 2015-2019:

- Develop and implement strategies for addressing identified areas of underutilization.
- Ensure that targeted recruitment efforts include and actually reach protected groups, as well as non-protected groups. Focus recruitment on efforts that ensure underrepresented groups are reached.
- Continue to strengthen the relationship with Washington State University's Future Teachers of Color Program to encourage the district's students of color to enter the teaching profession.
- Analyze job descriptions and the hiring process to make sure that qualification requirements and screening criteria are based on specific job functions and do not have the effect of screen out protected group applicants who have the ability to perform District jobs.
- Increase the awareness of equal employment opportunity among all personnel involved in the hiring process.
- Plan and implement a grow-your-own program for staff interested in entering the teaching profession.
- Counsel employees on the benefits of continued professional growth and educational advancement through the district's professional development program.
- Work with supervisory staff and administrators to find ways to increase job accessibility to qualified persons with disabilities.
- Ensure that accurate information is maintained regarding the demographic makeup of the District workforce.
- Emphasize Bethel Schools District's commitment to diversity at the recruiting career fairs and local university recruiting opportunities.

- Strengthen recruiting efforts to reach ethnic groups through such various efforts as advertising and publications.
- Partner with local universities to begin recruiting efforts at the high school level, before students graduate; 9<sup>th</sup> grade.

## **TIMETABLE**

The district has identified the following problem areas: (1) under representation of minorities in the Computer, Office and Administrative support staff job groups and (2) under representation of minorities in the administrative and teaching job group.

- A. The Affirmative Action Officer will identify universities and colleges where historically minority educators/teachers have attended in larger percentages than other universities and colleges; Winter 2015, and Spring 2016.
- B. The Affirmative Action Officer will develop a recruitment plan that includes an aggressive marketing strategy that targets potential minority teacher applicants; Winter 2015 and Spring 2016.
- C. The Affirmative Action Officer will give leadership to and represent Bethel School District in state-wide Career Fair; Spring 2016.
- D. The Affirmative Action Officer will assist employees and supervisors in the resolution of conflicts, which arise as a result of cultural or racial differences; ongoing and perpetual
- E. The Affirmative Action Officer and Diversity Facilitator will assist employees and supervisors by making information available to them relative to increasing their sensitivity and awareness of cultural differences; ongoing.
- F. The Affirmative Action Officer will conduct exit interviews for minority teachers who leave teaching positions; ongoing.

## **SUPPORTIVE SYSTEMS**

### **OUTREACH AND RECRUITMENT**

The district shall ensure that all applicants and employees are considered on the basis of job-related qualifications. The district shall select employees as needed on the basis of merit, training, and experience. There shall be no illegal discrimination against an employee or applicant. The purpose of the Affirmative Action Plan is to include persons of an under-represented class into the employment process, not to exclude others from it. The district shall emphasize in all outreach recruitment activities that discrimination is prohibited in the district's hiring process.

Outreach and recruitment activities include, but are not limited to:

- Career fairs
- College campus visitations
- Conferences, activities, presentations, receptions, open houses, etc.
- Mailing to teacher training programs
- Student teachers
- District web site publications
- Job line
- Newspaper advertisements
- Current candidate files
- Current substitute files

- On-line application
- Administrative interns

A continuing review of hiring criteria for each open position will be conducted, and the relevancy of these criteria to the essential functions of the position will be analyzed. Employee selection procedures and materials will be carefully reviewed to ensure they do not illegally discriminate against any candidate.

## **RETENTION**

In addition to active recruiting during the hiring process, the district shall be vigilant to identify retention problems that may have a negative impact on staff diversity and equal employment opportunity. Subsequently, when possible the district will conduct exit interviews/surveys to identify obstacles of retention. Information from exit interviews will be shared with the appropriate parties, including district and building administration.

The district will also continue to develop and improve its accommodation program for those staff with special needs. Accommodations with for staff requiring special needs will be developed by the staff member, that staff member's immediate supervisor and Human Resources.

## **CAREER COUNSELING/PROFESSIONAL DEVELOPMENT**

Upon request, the Human Resources Department will meet individually with employees in order to answer questions or concerns regarding career opportunities in the district and, when appropriate, make recommendations regarding additional training that would enhance the individual's opportunity for career advancement.

The Bethel School District supports an extensive professional development program specifically designed to meet the needs of personnel from all position classifications. All employees have equal access to programs focusing on their areas of responsibility and career advancement, including many that can lead to degree programs for classified personnel

Continuous improvement of technical skills for all employees is actively supported by the board of directors. Job-related training and individualized plan opportunities are provided through professional growth funds and available equally to all members within the individual employee groups. Many classes are offered for credit, and often all instructional materials are provided at no additional cost to the employee.

During summer institute offerings include topics such as working with diverse learners, cultural awareness, and diversity tools for the classroom.

Employees are made aware of numerous training programs available through the distribution of announcements of these offerings by universities, colleges, vocational-technical colleges, ESD's, etc.

Continuous improvement of technical skills for all employees is actively supported by the board of directors. Job-related training and individualized plan opportunities are provided through professional growth funds and available equally to all members within the individual employee groups. Many classes are offered for credit, and often all instructional materials are provided at no additional cost to the employee.

During summer institute offerings include topics such as working with diverse learners, cultural awareness, and diversity tools for the classroom.

Employees are made aware of numerous training programs available through the distribution of announcements of these offerings by universities, colleges, vocational-technical colleges, ESD's, etc.

## TRANSFER AND PROMOTION

Opportunity for transfer and promotion exists within all classified bargaining units. In accordance with the bargaining agreement, preference is awarded to the senior candidate provided the employee possesses the requisite skills.

Transfer procedures for certificated staff are outlined in their collective bargaining agreement. Stipend positions are posted and placement is determined by qualification.

Administrative positions are posted except in extraordinary circumstances where a transfer to or from a school or department may be in the best interest of the district, as determined by the board of directors.

## REDUCTION IN FORCE

In the event of a reduction in the workforce, staff reductions will be made in accordance with applicable laws and the collective bargaining agreements in effect at the time of the reduction in force.

## GRIEVANCE PROCEDURES

The district has established grievance procedures for all employee bargaining groups. Grievances are generally handled according to the collective bargaining agreements or by contacting the following, in descending order, until the grievance is resolved:

1. Immediate supervisor
2. Title IX/affirmative action officer
3. Superintendent or designee
4. Board of directors
5. Arbitration hearing

Copies of board policies related to discrimination, including the complaint and resolution procedures, are provided and discussed with all new employees as part of their new employee orientation. Copies are also available to anyone upon request.

Students, parents, employees, and applicants may file discrimination complaints with the affirmative action officer. A complaint form has been developed and is readily available (see Appendix, p. 24).

An employee's status with the district will not be adversely affected in any way as a result of having filed a grievance or a discrimination complaint.

## DIVERSITY PARTNERSHIP

The district's Diversity Partnership was established in November 1994. The vision and belief statements developed by the Diversity Partnership when it first started remain the foundation for the district's diversity initiative:

### Vision Statement

*Teaming together, the Bethel school community creates a culture  
That respects each individual's uniqueness  
And encourages everyone's contributions and success*

### Belief Statements

*We believe that together we can . . .*

- 1. Respect the dignity and worth of each individual*
- 2. Build a climate of acceptance*
- 3. Listen and learn*
- 4. Value the uniqueness of each individual*
- 5. Ensure equality of opportunity*
- 6. Communicate effectively*
- 7. Work for common goals*

The Diversity Partnership is comprised of various employees as well as a member of school board. At meetings, school representatives share activities and events around cultural competency. Future cultural community and school events and opportunities are shared with the members of the partnership. It is the hope of the partnership that these opportunities will be shared at their respective schools.



## APPENDIX

## IDENTIFICATION OF DISTRICT AFFIRMATIVE ACTION OFFICER

The superintendent has designated the individual listed below as the affirmative action officer of the Bethel School District:

Assistant Director Human Resources Debra Carlman

Bethel School District No. 403 516 E. 176<sup>th</sup> Street Spanaway, WA 98387

(253) 683-6023

Effective date of appointment: July 1, 2010

*Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies*

(1) The superintendent of public instruction shall develop regulations and guidelines to eliminate sex discrimination as it applies to public school employment, counseling and guidance services to students, recreational and athletic activities for students, access to course offerings, and in textbooks and instructional materials used by students.

(a) Specifically with respect to public school employment, all schools shall be required to:

(i) Maintain credential requirements for all personnel without regard to sex;

(ii) Make no differentiation in pay scale on the basis of sex;

(iii) Assign school duties without regard to sex except where such assignment would involve duty in areas or situations, such as but not limited to a shower room, where persons might be disrobed;

(iv) Provide the same opportunities for advancement to males and females; and

(v) Make no difference in conditions of employment including, but not limited to, hiring practices, leaves of absence, hours of employment, and assignment of, or pay for, instructional and noninstructional duties, on the basis of sex.

(b) Specifically with respect to counseling and guidance services for students, they shall be made available to all students equally. All certificated personnel shall be required to stress access to all career and vocational opportunities to students without regard to sex.

(c) Specifically with respect to recreational and athletic activities, they shall be offered to all students without regard to sex. Schools may provide separate teams for each sex. Schools which provide the following shall do so with no disparities based on sex: Equipment and supplies; medical care; services and insurance; transportation and per diem allowances; opportunities to receive coaching and instruction; laundry services; assignment of game officials; opportunities for competition, publicity and awards; scheduling of games and practice times including use of courts, gyms, and pools: PROVIDED, That such scheduling of games and practice times shall be determined by local administrative authorities after consideration of the public and student interest in attending and participating in various recreational and athletic activities. Each school which provides showers, toilets, or training room facilities for athletic purposes shall provide comparable facilities for both sexes. Such facilities may be provided either as separate facilities or shall be scheduled and used separately by each sex.

The superintendent of public instruction shall also be required to develop a student survey to distribute every three years to each local school district in the state to determine student interest for male/female participation in specific sports.

(d) Specifically with respect to course offerings, all classes shall be required to be available to all students without regard to sex: PROVIDED, That separation is permitted within any class during sessions on sex education or gym classes.

(e) Specifically with respect to textbooks and instructional materials, which shall also include, but not be limited to, reference books and audio-visual materials, they shall be required to adhere to the guidelines developed by the superintendent of public instruction to implement the intent of this chapter: PROVIDED, That this subsection shall not be construed to prohibit the introduction of material deemed appropriate by the instructor for educational purposes.

(2)(a) By December 31, 1994, the superintendent of public instruction shall develop criteria for use by school districts in developing sexual harassment policies as required under (b) of this subsection. The criteria shall address the subjects of grievance procedures, remedies to victims of sexual harassment, disciplinary actions against violators of the policy, and other subjects at the discretion of the superintendent of public instruction. Disciplinary actions must conform with collective bargaining agreements and state and federal laws. The superintendent of public instruction also shall supply sample policies to school districts upon request.

(b) By June 30, 1995, every school district shall adopt and implement a written policy concerning sexual harassment. The policy shall apply to all school district employees, volunteers, parents, and students, including, but not limited to, conduct between students.

(c) School district policies on sexual harassment shall be reviewed by the superintendent of public instruction considering the criteria established under (a) of this subsection as part of the monitoring process established in RCW 28A.640.030.

(d) The school district's sexual harassment policy shall be conspicuously posted throughout each school building, and provided to each employee. A copy of the policy shall appear in any publication of the school or school district setting forth the rules, regulations, procedures, and standards of conduct for the school or school district.

(e) Each school shall develop a process for discussing the district's sexual harassment policy. The process shall ensure the discussion addresses the definition of sexual harassment and issues covered in the sexual harassment policy.

(f) "Sexual harassment" as used in this section means unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature if:

(i) Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining an education or employment;

(ii) Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education or employment; or

(iii) That conduct or communication has the purpose or effect of substantially interfering with an individual's educational or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.

[1994 c 213 § 1; 1975 1st ex.s. c 226 § 2. Formerly RCW 28A.85.020.]

Notes:

Severability -- 1975 1st ex.s. c 226: See note following RCW 28A.640.010.

## AMERICAN COMMUNITY SURVEY CATEGORIES

### Employment Area and Job Category Used to Compare with Bethel School Staff Profile

Bethel	Geographic Area	EEO Job Categories
Central Office Administrators	Pierce County	Administrators, Education and
Principals/Assistant Principals	Pierce County	Administrators, Education
Elementary Teachers	Pierce County	Teachers, Elementary
Secondary Teachers	Pierce County	Teachers, Secondary
Special Education Teachers	Pierce County	Teachers, Special Education
Certificated Support Staff	Pierce County	Occupational Therapists Physical Therapists Speech Therapists Counselors, Educational And
Classified Support Staff	Pierce County	Teacher's Aides
Clerical	Pierce County	Secretaries, Stenographers, & Typists
Custodians	Pierce County	Janitors & Cleaners
Nutrition Services	Pierce County	Supervisors, Food Prep Cooks Kitchen Workers Misc. Food
Bus Drivers	Pierce County	Bus Drivers
Maintenance	Pierce County	Construction Trades
Professional Technical	Pierce County	Electronic Technicians

*Where more than one category is listed, figures were aggregated for comparison*

## EMPLOYMENT PROFILE: SALARY

Table 8: *Summary of 2014-15 salary ranges based on staffing category.*

Staffing Category	SALARY RANGE	
	LOW	HIGH
Certificated Admin	\$97,033.00	\$133,420.00
Classified Admin	\$56,111.00	\$127,365.00
Principals / Assistants	\$90,968.00	\$121,292.00
Elementary Teachers	\$40,536.00	\$80,282.00
Secondary Teachers	\$40,536.00	\$80,282.00
Support Staff	\$56,100.00	\$72,775.00
Office Personnel	\$13.65	\$29.26
Ed Assistants	\$13.65	\$18.24
Custodians	\$15.47	\$24.03
Bus Drivers	\$17.48	\$22.40
Mechanics	\$23.79	\$29.26
Child Nutrition	\$12.14	\$20.38
Grounds Maintenance	\$16.95	\$26.59
General Maintenance	\$15.62	\$26.59
Warehouse	\$17.48	\$24.03
Computer Techs	\$23.79	\$29.26



# ATHLETIC STIPEND SCHEDULE 2014-2015

Table 9: *Bethel Athletics Salary Schedule. Level G is the max pay for the position.*

<b>Head Coaches (High School)</b>							
	A	B	C	D	E	F	G
	0	1	2	3	4	5	6*
<b>Sport</b>	0.68	0.73	0.78	0.84	0.89	0.95	1
Baseball	\$3,496	\$3,753	\$4,010	\$4,319	\$4,576	\$4,885	\$5,142
Basketball	\$4,092	\$4,393	\$4,695	\$5,056	\$5,357	\$5,718	\$6,019
Cross Country	\$3,159	\$3,391	\$3,623	\$3,902	\$4,134	\$4,413	\$4,646
Fast Pitch	\$3,496	\$3,753	\$4,010	\$4,319	\$4,576	\$4,885	\$5,142
Football	\$4,348	\$4,668	\$4,988	\$5,372	\$5,691	\$6,075	\$6,395
Golf	\$3,159	\$3,391	\$3,623	\$3,902	\$4,134	\$4,413	\$4,646
Girls Bowling	\$2,343	\$2,516	\$2,688	\$2,895	\$3,067	\$3,274	\$3,446
Girls Lacrosse	\$3,347	\$3,593	\$3,840	\$4,135	\$4,381	\$4,677	\$4,923
Soccer	\$3,347	\$3,593	\$3,840	\$4,135	\$4,381	\$4,677	\$4,923
Swimming	\$3,304	\$3,547	\$3,790	\$4,082	\$4,325	\$4,616	\$4,859
Tennis	\$3,159	\$3,391	\$3,623	\$3,902	\$4,134	\$4,413	\$4,646
Track	\$3,702	\$3,974	\$4,247	\$4,573	\$4,845	\$5,172	\$5,444
Volleyball	\$3,496	\$3,753	\$4,010	\$4,319	\$4,576	\$4,885	\$5,142
Wrestling	\$4,092	\$4,393	\$4,695	\$5,056	\$5,357	\$5,718	\$6,019

<b>Assistant Coaches (High School)</b>							
	A	B	C	D	E	F	G
	0	1	2	3	4	5	6*
	0.68	0.73	0.78	0.84	0.89	0.95	1
Baseball	\$2,658	\$2,853	\$3,048	\$3,282	\$3,477	\$3,712	\$3,908
Basketball	\$3,042	\$3,266	\$3,490	\$3,758	\$3,982	\$4,250	\$4,474
Fast Pitch	\$2,658	\$2,853	\$3,048	\$3,282	\$3,477	\$3,712	\$3,908
Football	\$3,226	\$3,462	\$3,700	\$3,985	\$4,221	\$4,506	\$4,744
Lacrosse	\$2,558	\$2,747	\$2,935	\$3,161	\$3,349	\$3,575	\$3,763
Soccer	\$2,558	\$2,747	\$2,935	\$3,161	\$3,349	\$3,575	\$3,763
Swimming	\$2,498	\$2,681	\$2,864	\$3,085	\$3,268	\$3,489	\$3,672
Tennis	\$2,532	\$2,717	\$2,904	\$3,128	\$3,313	\$3,537	\$3,722
Track	\$2,766	\$2,970	\$3,173	\$3,418	\$3,621	\$3,865	\$4,069
Volleyball	\$2,658	\$2,853	\$3,048	\$3,282	\$3,477	\$3,712	\$3,908
Wrestling	\$3,042	\$3,266	\$3,490	\$3,758	\$3,982	\$4,250	\$4,474

<b>Head Coaches (Middle School)</b>							
	A	B	C	D	E	F	G
	0	1	2	3	4	5	6*
<b>Sport</b>	0.7	0.75	0.8	0.85	0.9	0.95	1
Baseball	\$2,696	\$2,889	\$3,081	\$3,275	\$3,467	\$3,659	\$3,852
Basketball	\$2,864	\$3,069	\$3,273	\$3,477	\$3,682	\$3,887	\$4,091
Cross Country	\$2,468	\$2,644	\$2,821	\$2,997	\$3,173	\$3,350	\$3,526
Football	\$3,058	\$3,277	\$3,495	\$3,714	\$3,932	\$4,151	\$4,369
Soccer	\$2,587	\$2,772	\$2,956	\$3,141	\$3,326	\$3,511	\$3,695
Track	\$2,733	\$2,927	\$3,123	\$3,318	\$3,513	\$3,708	\$3,904
Volleyball	\$2,696	\$2,889	\$3,081	\$3,275	\$3,467	\$3,659	\$3,852
Wrestling	\$2,864	\$3,069	\$3,273	\$3,477	\$3,682	\$3,887	\$4,091

Softball	\$2,696	\$2,889	\$3,082	\$3,275	\$3,467	\$3,659	\$3,852
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<b>Assistant Coaches (Middle School)</b>							
	A	B	C	D	E	F	G
<b>Sport</b>	0	1	2	3	4	5	6*
	0.7	0.75	0.8	0.85	0.9	0.95	1
Baseball	\$2,133	\$2,284	\$2,437	\$2,590	\$2,741	\$2,894	\$3,047
Basketball	\$2,313	\$2,478	\$2,643	\$2,808	\$2,973	\$3,138	\$3,303
Football	\$2,414	\$2,587	\$2,759	\$2,932	\$3,104	\$3,277	\$3,449
Soccer	\$2,154	\$2,307	\$2,462	\$2,616	\$2,770	\$2,923	\$3,077
Track	\$2,156	\$2,310	\$2,463	\$2,617	\$2,772	\$2,925	\$3,079
Volleyball	\$2,133	\$2,284	\$2,437	\$2,590	\$2,741	\$2,894	\$3,047
Wrestling	\$2,313	\$2,478	\$2,643	\$2,808	\$2,973	\$3,138	\$3,303
Softball	\$2,133	\$2,284	\$2,437	\$2,590	\$2,741	\$2,894	\$3,047

*\*Level 6: Six years satisfactory coaching experience @ interscholastic level & completed WIAA Preferred Coach level*

*All coaches to maintain WIAA continuous coaching standard*

*Levels of experience are at the WIAA interscholastic level AND maintain WIAA continuous coaching standard*

*Levels of experience shall be accumulative per sport as defined by the contract*

## BEA STIPEND SCHEDULE

TABLE 10: APPENDIX D-4 STIPEND FACTOR TABLE

**BEA STIPEND FACTOR TABLE 2013 - 2016**

Activites	Sr High	M.S	Elem	District	Dist Voc	Dist SpEd
ASB/Leadership Coordinator	2.87268	1.74934				
Athletic Coordinator	fixed	fixed				
AV Coordinator		1.00000				
Class Advisor	1.00000					
Co-Curricular Dance			1.74934			
CTE Student Advisors (CTSO)					1.84813	
Curriculum Chair				2.87268		
Curriculum Leader	2.87268	2.87268				
Debate Assistant	1.74934		1.74934			
Debate Head	2.87268					
Drama	3.99735		1.74934			
Elementary School Leadership			1.00000			
Journalism	2.87268					
MS Club Stipend		fixed				
Music Band	3.99735	2.87268	1.74934			
Music Choral	2.87268	2.87268	1.74934			
Music Orchestra	2.87268	2.87268	1.74934			
Photography	1.00000					
Special Ed Self-Contained						500 fixed
Special Olympics Head						1.74934
Student Publications		1.74934				
Video Production Coordinator	1.74934					
Yearbook	2.87268					

BSD State Salary Schedule index cell = 010805

Current Cell amount (08-09 example only) = \$45,768

Index Factor (percentage of current cell amount = 0.02497

Index Stipend amount (0.02497 x \$45,516) = \$1,137

Challenger Stipend Schedule			
Activities	# of Stipends	Index Factor	Stipend Amount
ASB/Senior Class Advisor	1	1.00000	\$1,137
Team Leader	3	1.52672	\$1,735
Yearbook	1	1.00000	\$1,137
Online Academy Stipend Schedule			
Activities	# of Stipends	Index Factor	Stipend Amount
Team Leader	1	1.52672	\$1,735

APPENDIX D-5 STIPEND SCHEDULE

**Bethel School District No.403**

**BEA Stipend Schedule**

**2013 - 2016**

Index Stipend \$ 1,137

	Activites	Sr High	M.S	Elem	District	Dist Voc	Dist SpEd
	ASB / Leadership Coordinator	\$3,265	\$1,988	\$-	\$-	\$-	\$-
*	Athletic Coordinator	\$6,292	\$8,000	\$-	\$-	\$-	\$-
	AV Coordinator	\$-	\$1,137	\$-	\$-	\$-	\$-
	Class Advisor	\$1,137	\$-	\$-	\$-	\$-	\$-
	Co-Curricular Dance	\$-	\$-	\$1,988	\$-	\$-	\$-
	CTE Student Advisor (CTSO)	\$-	\$-	\$-	\$-	\$2,100	\$-
	Curriculum Chair	\$-	\$-	\$-	\$3,265	\$-	\$-
	Curriculum Leader	\$3,265	\$3,265	\$-	\$-	\$-	\$-
	Debate Assistant	\$1,988	\$-	\$1,988	\$-	\$-	\$-
	Debate Head	\$3,265	\$-	\$-	\$-	\$-	\$-
	Drama	\$4,543	\$-	\$1,988	\$-	\$-	\$-
	Elementary School Leadership	\$-	\$-	\$1,137	\$-	\$-	\$-
	Journalism	\$3,265	\$-	\$-	\$-	\$-	\$-
	Middle School Club Stipend (4)	\$-	\$750	\$-	\$-	\$-	\$-
*							
*	Music Band	\$4,543	\$3,265	\$1,988	\$-	\$-	\$-
*							
*	Music Choral	\$3,265	\$3,265	\$1,988	\$-	\$-	\$-
*							
*	Music Orchestra	\$3,265	\$3,265	\$1,988	\$-	\$-	\$-
	Photography	\$1,137	\$-	\$-	\$-	\$-	\$-
	Self-Contained	\$-	\$-	\$-	\$-	\$-	\$ 500
	Special Olympics Head	\$-	\$-	\$-	\$-	\$-	\$1,988
	Student Publications	\$-	\$1,988	\$-	\$-	\$-	\$-
	Video Production Coordinator	\$1,988	\$-	\$-	\$-	\$-	\$-
	Yearbook	\$3,265	\$-	\$-	\$-	\$-	\$-

Supplemental Service Agreement submitted by:

\* Director of Athletics

\*\* Director of Arts Education

## STUDENT ETHNIC ENROLLMENT REPORT

Table 11: *Student demographic data showing composition of ethnic and gender.*

School Year	2009	2010	2011	2012	2013	2014	2015
African American	11.6	12.1	10.8	9.9	9.4	8.7	8.2
Asian	8.7	8.7	7.5	6.4	5.8	5.2	4.9
Hispanic	12.3	12.9	11.9	13.2	13.8	14.8	15.1
Native American	3.1	3.0	2.5	2.0	1.8	1.7	1.5
Native Hawaiian/ Other Pacific Islander	na	na	2.7	2.2	2.5	2.9	2.9
Two or More Races	na	na	2.3	4.6	6.2	7.8	8.9
White	64.3	63.3	62.3	61.7	60.6	58.9	58.5

Based on October 105 report to OSPI

All numbers reflect percentages

## DISCRIMINATION COMPLAINT FORM



BETHEL SCHOOL DISTRICT  
516 East 176<sup>th</sup> Street  
Spanaway, Washington 98387  
(253) 683-6000

### COMPLAINT FORM

*Alleged Discrimination, Harassment, Misconduct*

Name: \_\_\_\_\_ Date \_\_\_\_\_

Address: \_\_\_\_\_

Job Location: \_\_\_\_\_

Basis of Claim:

☐ Ethnicity      ☐ Gender      ☐ Religion      ☐ Sexual Orientation      ☐ National Origin

☐ Disability      ☐ Age      ☐ Retaliation      ☐ Other \_\_\_\_\_

#### **Statement of Complaint**

Describe in your own words the nature of your complaint; including all relevant names, dates, and places relating to the circumstances of the situation (please use additional pages if necessary).

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#### **Remedies Sought**

Describe what you would like to see happen as a resolution to the complaint.

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Page 2 - Complaint Form

Have you discussed this matter with any of the individuals involved?

\_\_\_\_\_ Yes                  \_\_\_\_\_ No

If so, to whom have you spoken?

Name(s): \_\_\_\_\_ Date(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What do you believe were the results of your discussion(s)? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I understand that the District may request additional information about this complaint, and if such information is available, I shall present it upon request.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

For Office Use Only		
Date Received:	Received By:	Investigator:
_____	_____	_____

White – Human Resources Department

Yellow – Complainant

10/97  
HR/forms  
Revised 11/04

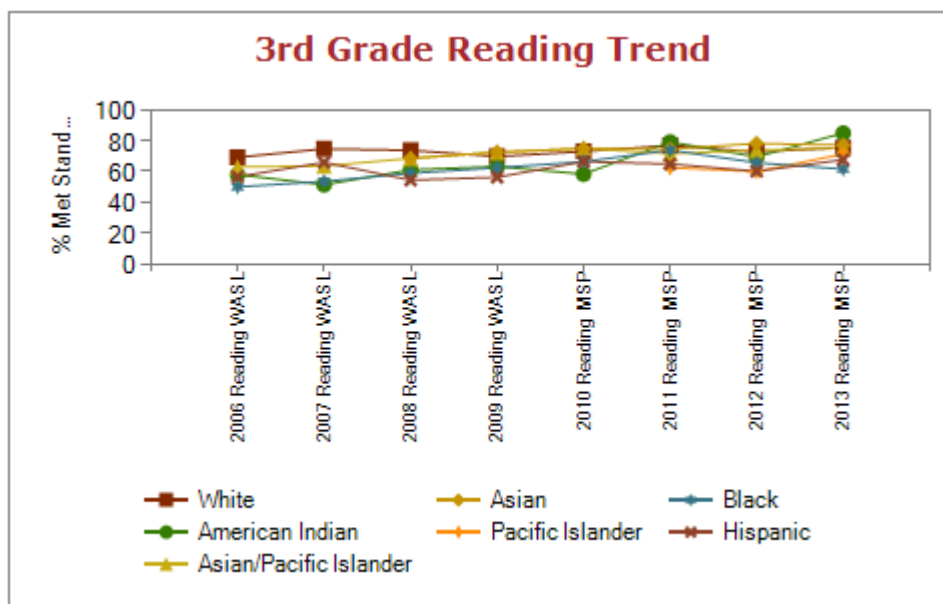
## Bethel School District State Testing Data by Subgroups

NOTE: Due to participation in the Smarter Balanced Field Test during spring 2014, the most recent available state testing data for grades 3-8 in reading and math occurred in the spring 2013.

Charts and data provided:

Grade	Charts
3rd	<b>Reading and Math 2013:</b> Ethnic Trend, Low Income vs Non Low-Income Trend, Special Education vs Non-Special Education Trend, and Gender Trend
4 <sup>th</sup>	<b>Reading Math &amp; Writing 2013:</b> Ethnic Trend, Low Income vs Non Low-Income Trend, Special Education vs Non-Special Education Trend, and Gender Trend
5 <sup>th</sup>	<b>Reading and Math 2013:</b> Ethnic Trend, Low Income vs Non Low-Income Trend, Special Education vs Non-Special Education Trend, and Gender Trend <b>Science 2014:</b> Ethnic Trend, Low Income vs Non Low-Income Trend, Special Education vs Non-Special Education Trend, and Gender Trend
6 <sup>th</sup>	<b>Reading and Math 2013:</b> Ethnic Trend, Low Income vs Non Low-Income Trend, Special Education vs Non-Special Education Trend, and Gender Trend
7 <sup>th</sup>	<b>Reading, Math, &amp; Writing 2013:</b> Ethnic Trend, Low Income vs Non Low-Income Trend, Special Education vs Non-Special Education Trend, and Gender Trend
8 <sup>th</sup>	<b>Reading and Math 2013:</b> Ethnic Trend, Low Income vs Non Low-Income Trend, Special Education vs Non-Special Education Trend, and Gender Trend <b>Science 2014:</b> Ethnic Trend, Low Income vs Non Low-Income Trend, Special Education vs Non-Special Education Trend, and Gender Trend
High School	<b>Reading, Writing, Algebra, Biology:</b> Ethnic Trend, Low Income vs Non Low-Income Trend, Special Education vs Non-Special Education Trend, and Gender Trend

*Data prepared by Brian Loffer, Director of Curriculum & Assessment*

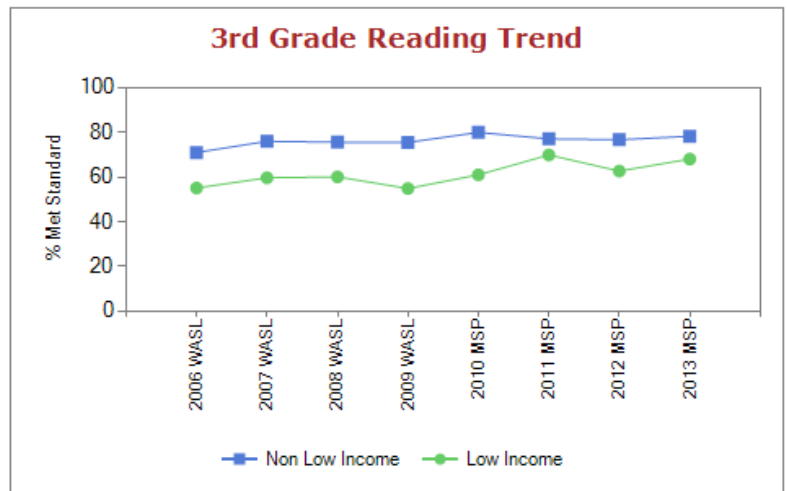


**3rd Grade Reading**

Year	White	American Indian	Asian/Pacific Islander	Asian	Pacific Islander	Black	Hispanic
2005-06 Reading WASL	69.20%	58.00%	63.00%			50.00%	56.60%
2006-07 Reading WASL	74.79%	51.39%	63.60%			53.60%	66.00%
2007-08 Reading WASL	73.79%	61.10%	68.59%	68.59%		58.89%	54.39%
2008-09 Reading WASL	69.79%	63.29%	72.59%	72.59%		62.50%	56.29%
2009-10 Reading MSP	73.09%	58.29%	75.00%	75.00%		66.40%	66.50%
2010-11 Reading MSP	77.00%	79.29%	71.70%	74.59%	62.50%	74.00%	64.90%
2011-12 Reading MSP	72.79%	69.59%	74.00%	78.29%	60.00%	65.70%	60.20%
2012-13 Reading MSP	75.59%	85.00%	75.20%	77.20%	71.40%	61.60%	67.70%

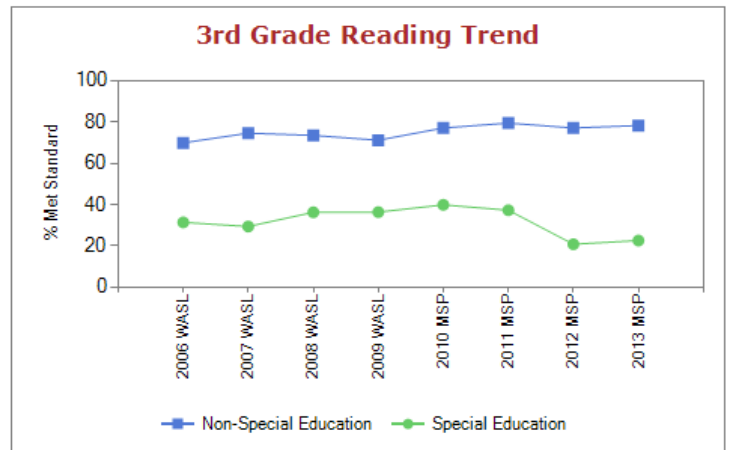
### 3rd Grade Reading

Year	Non Low Income	Low Income
2005-06 WASL	71.00%	55.10%
2006-07 WASL	76.00%	59.70%
2007-08 WASL	75.59%	60.10%
2008-09 WASL	75.50%	54.89%
2009-10 MSP	80.00%	61.00%
2010-11 MSP	77.09%	69.90%
2011-12 MSP	76.70%	62.70%
2012-13 MSP	78.29%	68.09%



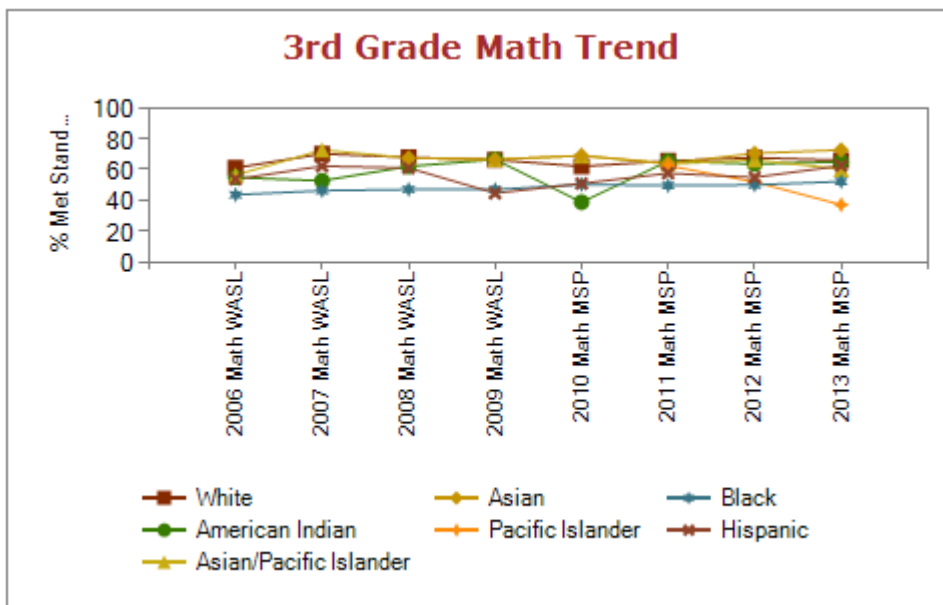
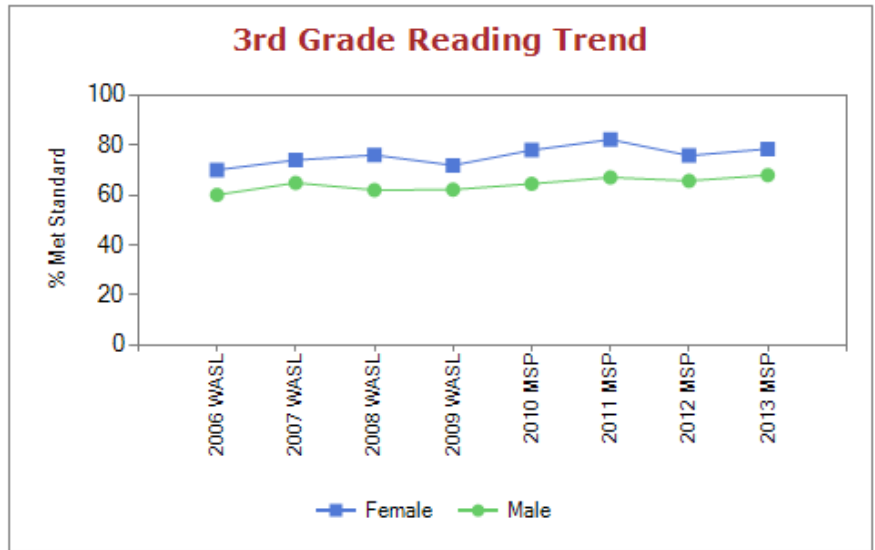
### 3rd Grade Reading

Year	Non Special Education	Special Education
2005-06 WASL	69.90%	31.39%
2006-07 WASL	74.59%	29.39%
2007-08 WASL	73.50%	36.29%
2008-09 WASL	71.20%	36.39%
2009-10 MSP	77.09%	39.89%
2010-11 MSP	79.50%	37.29%
2011-12 MSP	77.09%	20.80%
2012-13 MSP	78.29%	22.60%



### 3rd Grade Reading

Year	Female	Male
2005-06 WASL	70.09%	60.10%
2006-07 WASL	74.00%	64.90%
2007-08 WASL	76.00%	62.00%
2008-09 WASL	71.90%	62.20%
2009-10 MSP	78.00%	64.50%
2010-11 MSP	82.20%	67.09%
2011-12 MSP	75.79%	65.70%
2012-13 MSP	78.50%	68.00%

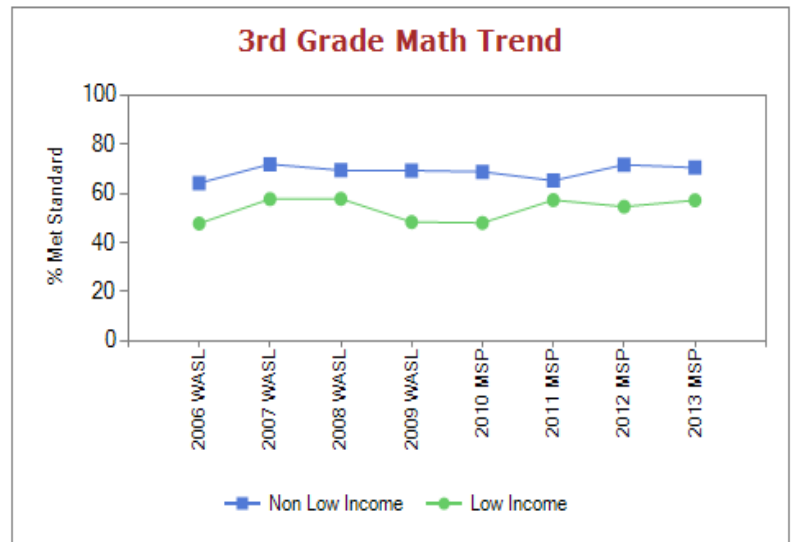


### 3rd Grade Math

Year	White	American Indian	Asian/Pacific Islander	Asian	Pacific Islander	Black	Hispanic
2005-06 Math WASL	61.10%	54.79%	56.39%			43.60%	53.70%
2006-07 Math WASL	70.20%	52.70%	72.70%			46.29%	62.20%
2007-08 Math WASL	67.90%	62.10%	67.50%	67.50%		47.10%	61.00%
2008-09 Math WASL	66.29%	66.59%	66.59%	66.59%		47.00%	44.60%
2009-10 Math MSP	62.10%	38.79%	69.09%	69.09%		50.29%	50.89%
2010-11 Math MSP	65.59%	65.50%	63.60%	64.00%	62.50%	49.60%	57.60%
2011-12 Math MSP	67.70%	63.60%	66.29%	70.50%	52.00%	50.00%	54.89%
2012-13 Math MSP	66.09%	65.00%	60.29%	72.70%	37.10%	52.20%	62.50%

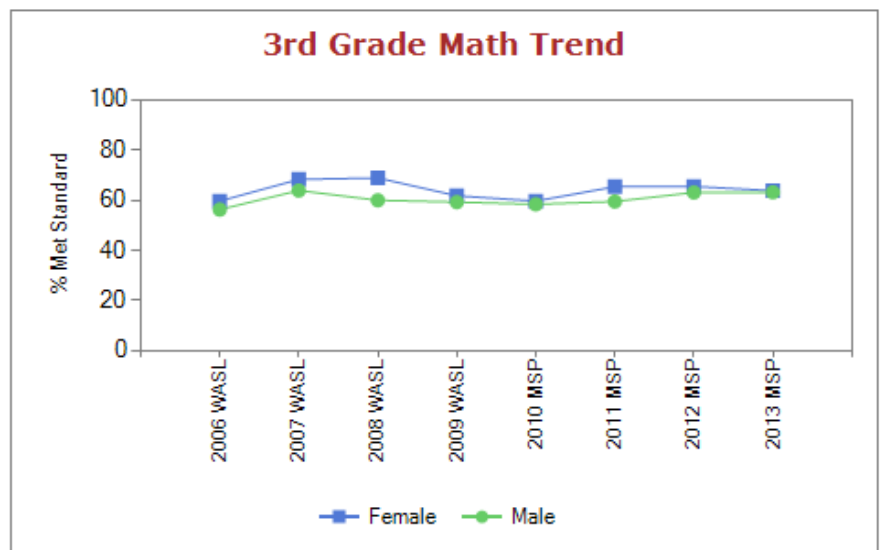
### 3rd Grade Math

Year	Non Low Income	Low Income
2005-06 WASL	64.20%	47.79%
2006-07 WASL	71.90%	57.70%
2007-08 WASL	69.40%	57.79%
2008-09 WASL	69.29%	48.39%
2009-10 MSP	68.79%	48.00%
2010-11 MSP	65.20%	57.29%
2011-12 MSP	71.70%	54.60%
2012-13 MSP	70.50%	57.20%



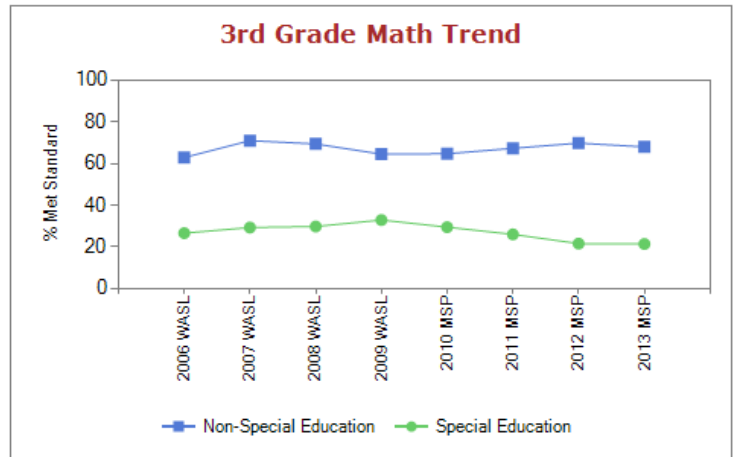
### 3rd Grade Math

Year	Female	Male
2005-06 WASL	59.70%	56.29%
2006-07 WASL	68.29%	63.89%
2007-08 WASL	68.90%	60.00%
2008-09 WASL	61.79%	59.29%
2009-10 MSP	59.70%	58.39%
2010-11 MSP	65.40%	59.50%
2011-12 MSP	65.50%	63.10%
2012-13 MSP	63.79%	63.20%



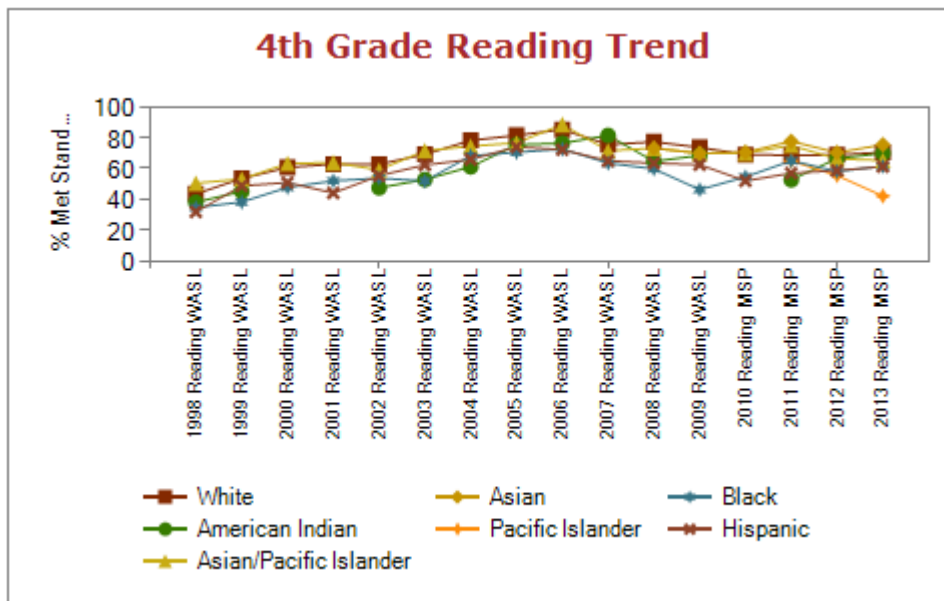
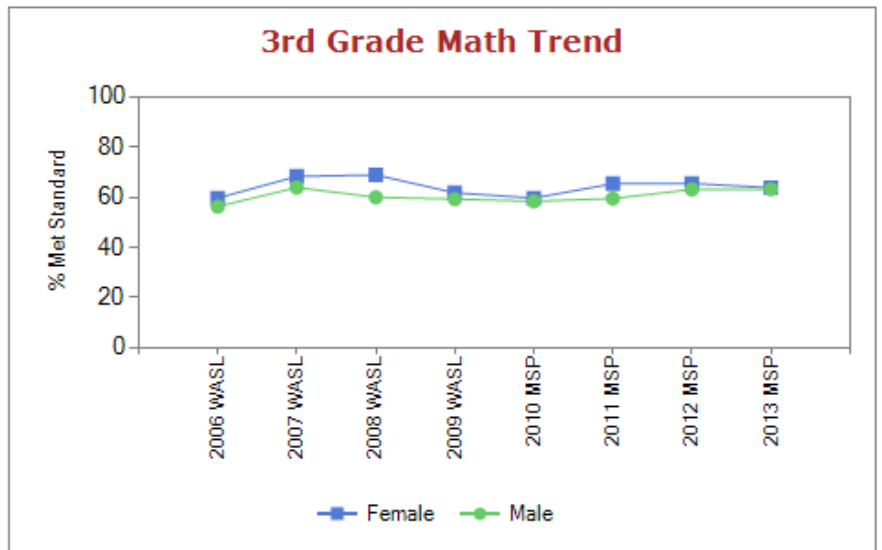
### 3rd Grade Math

Year	Non Special Education	Special Education
2005-06 WASL	62.89%	26.60%
2006-07 WASL	71.00%	29.30%
2007-08 WASL	69.40%	29.80%
2008-09 WASL	64.50%	32.89%
2009-10 MSP	64.70%	29.50%
2010-11 MSP	67.29%	26.00%
2011-12 MSP	69.79%	21.60%
2012-13 MSP	68.00%	21.39%



### 3rd Grade Math

Year	Female	Male
2005-06 WASL	59.70%	56.29%
2006-07 WASL	68.29%	63.89%
2007-08 WASL	68.90%	60.00%
2008-09 WASL	61.79%	59.29%
2009-10 MSP	59.70%	58.39%
2010-11 MSP	65.40%	59.50%
2011-12 MSP	65.50%	63.10%
2012-13 MSP	63.79%	63.20%

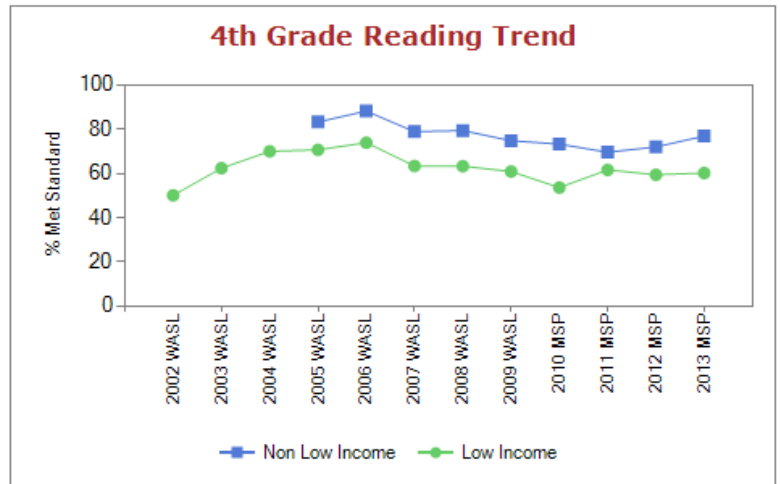


#### 4th Grade Reading

Year	White	American Indian	Asian/Pacific Islander	Asian	Pacific Islander	Black	Hispanic
1997-98 Reading WASL	43.50%	38.00%	50.50%			34.60%	31.80%
1998-99 Reading WASL	53.50%	45.10%	53.20%			38.20%	48.70%
1999-00 Reading WASL	60.79%		63.29%			47.70%	50.89%
2000-01 Reading WASL	62.89%		63.89%			52.00%	44.10%
2001-02 Reading WASL	62.79%	47.50%	59.10%			53.79%	55.39%
2002-03 Reading WASL	69.20%	52.89%	71.59%			51.89%	62.29%
2003-04 Reading WASL	78.29%	61.20%	74.50%			68.29%	65.90%
2004-05 Reading WASL	81.59%	75.40%	76.70%			70.50%	74.09%
2005-06 Reading WASL	85.40%	76.50%	88.59%			72.70%	72.29%
2006-07 Reading WASL	75.59%	81.50%	71.59%			63.50%	65.00%
2007-08 Reading WASL	77.40%	64.70%	73.20%	73.20%		59.79%	63.50%
2008-09 Reading WASL	73.70%	68.50%	70.00%	70.00%		46.29%	62.50%
2009-10 Reading MSP	69.09%		70.09%	70.59%		54.60%	52.00%
2010-11 Reading MSP	68.70%	52.70%	75.00%	77.70%	65.00%	65.09%	57.00%
2011-12 Reading MSP	68.90%	66.59%	66.29%	70.40%	55.50%	58.20%	58.70%
2012-13 Reading MSP	70.50%	70.00%	65.29%	75.50%	42.10%	61.50%	61.29%

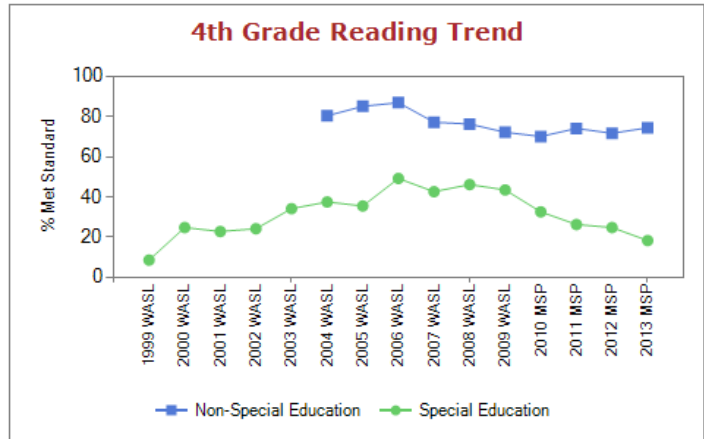
#### 4th Grade Reading

Year	Non Low Income	Low Income
2001-02 WASL		50.10%
2002-03 WASL		62.39%
2003-04 WASL		70.00%
2004-05 WASL	83.29%	70.70%
2005-06 WASL	88.20%	73.90%
2006-07 WASL	78.90%	63.39%
2007-08 WASL	79.40%	63.29%
2008-09 WASL	74.79%	60.89%
2009-10 MSP	73.29%	53.60%
2010-11 MSP	69.59%	61.60%
2011-12 MSP	72.00%	59.39%
2012-13 MSP	76.90%	60.20%



#### 4th Grade Reading

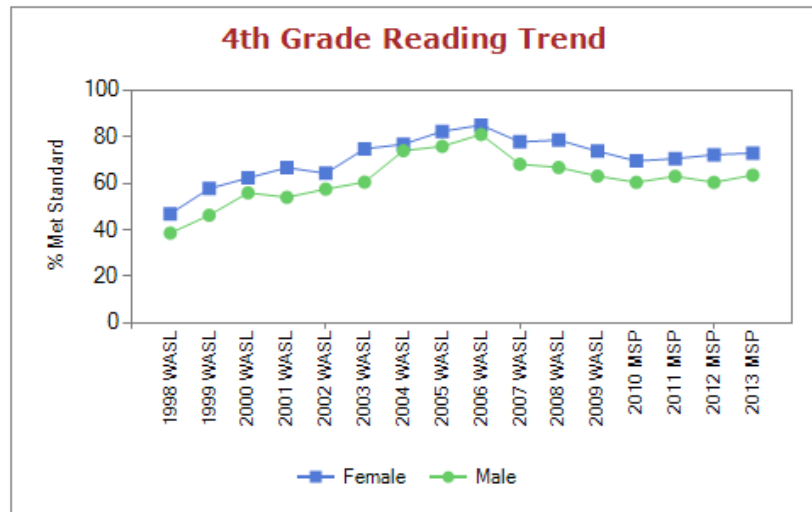
Year	Non Special Education	Special Education
1998-99 WASL		8.59%
1999-00 WASL		24.80%
2000-01 WASL		22.80%
2001-02 WASL		24.19%
2002-03 WASL		34.20%
2003-04 WASL	80.40%	37.50%
2004-05 WASL	85.09%	35.50%
2005-06 WASL	86.90%	49.20%
2006-07 WASL	77.20%	42.60%
2007-08 WASL	76.29%	46.20%
2008-09 WASL	72.20%	43.50%
2009-10 MSP	70.09%	32.60%
2010-11 MSP	74.09%	26.30%
2011-12 MSP	71.70%	24.80%
2012-13 MSP	74.40%	18.30%



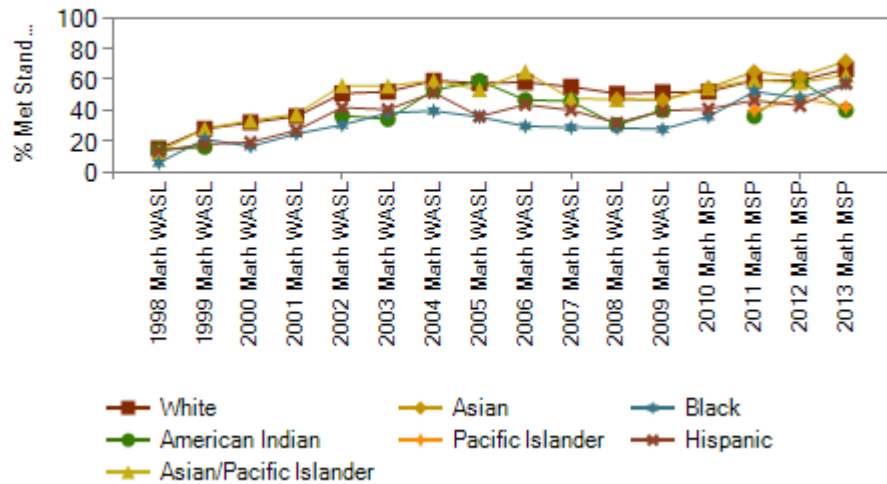


#### 4th Grade Reading

Year	Female	Male
1997-98 WASL	46.89%	38.60%
1998-99 WASL	57.70%	46.29%
1999-00 WASL	62.29%	55.89%
2000-01 WASL	66.70%	54.00%
2001-02 WASL	64.29%	57.50%
2002-03 WASL	74.79%	60.50%
2003-04 WASL	76.79%	74.00%
2004-05 WASL	82.29%	75.90%
2005-06 WASL	85.00%	81.00%
2006-07 WASL	77.79%	68.20%
2007-08 WASL	78.59%	66.79%
2008-09 WASL	73.79%	63.10%
2009-10 MSP	69.59%	60.39%
2010-11 MSP	70.59%	63.00%
2011-12 MSP	72.29%	60.39%
2012-13 MSP	73.00%	63.50%



#### 4th Grade Math Trend

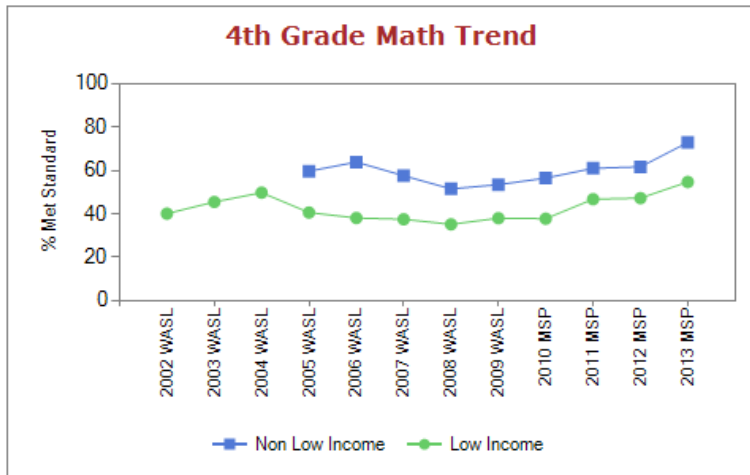


#### 4th Grade Math

Year	White	American Indian	Asian/Pacific Islander	Asian	Pacific Islander	Black	Hispanic
1997-98 Math WASL	15.09%	14.19%	12.59%			5.79%	13.59%
1998-99 Math WASL	27.89%	16.10%	28.19%			21.19%	17.89%
1999-00 Math WASL	32.00%		33.29%			16.50%	19.19%
2000-01 Math WASL	36.00%		37.50%			24.69%	26.89%
2001-02 Math WASL	50.89%	36.50%	56.10%			30.50%	41.79%
2002-03 Math WASL	52.10%	34.20%	55.89%			38.20%	40.50%
2003-04 Math WASL	59.29%	53.00%	59.29%			39.60%	51.50%
2004-05 Math WASL	57.60%	59.20%	53.50%			35.70%	36.00%
2005-06 Math WASL	58.29%	46.79%	65.20%			29.69%	43.70%
2006-07 Math WASL	55.29%	45.89%	47.50%			28.80%	40.10%
2007-08 Math WASL	50.79%	30.50%	47.20%	47.20%		28.50%	31.80%
2008-09 Math WASL	51.60%	40.00%	46.79%	46.79%		27.69%	39.70%
2009-10 Math MSP	52.10%		54.50%	54.60%		35.89%	40.89%
2010-11 Math MSP	59.50%	36.10%	59.70%	65.20%	40.00%	52.20%	46.39%
2011-12 Math MSP	59.39%	59.20%	58.10%	61.89%	48.10%	48.00%	43.00%
2012-13 Math MSP	66.70%	40.00%	62.89%	72.00%	42.10%	57.60%	57.29%

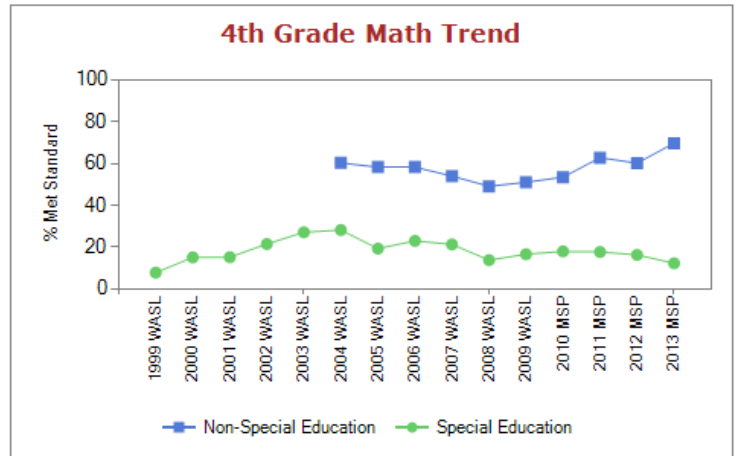
#### 4th Grade Math

Year	Non Low Income	Low Income
2001-02 WASL		40.10%
2002-03 WASL		45.50%
2003-04 WASL		49.79%
2004-05 WASL	59.70%	40.60%
2005-06 WASL	63.89%	38.10%
2006-07 WASL	57.60%	37.50%
2007-08 WASL	51.50%	35.20%
2008-09 WASL	53.50%	38.00%
2009-10 MSP	56.50%	37.79%
2010-11 MSP	61.00%	46.79%
2011-12 MSP	61.70%	47.29%
2012-13 MSP	72.90%	54.70%



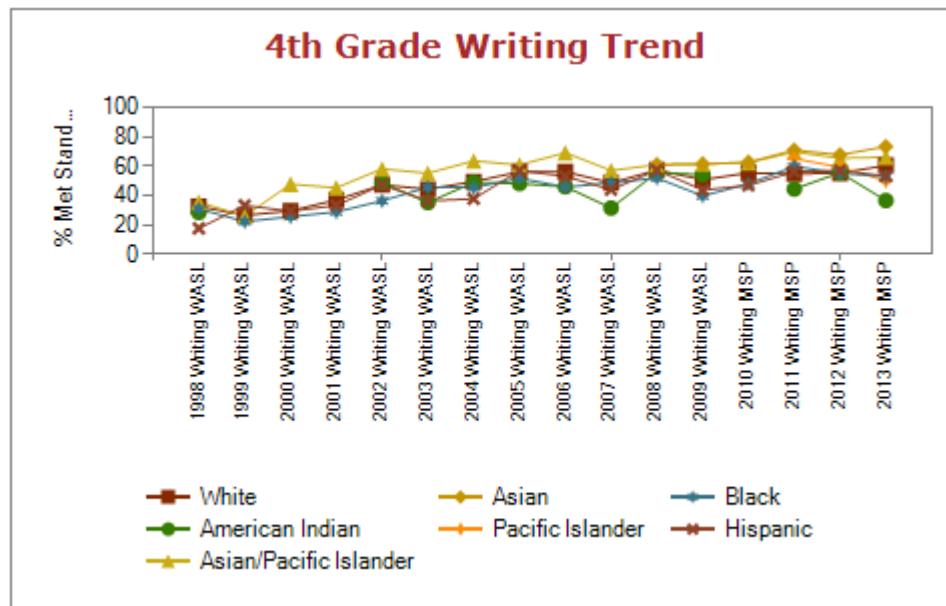
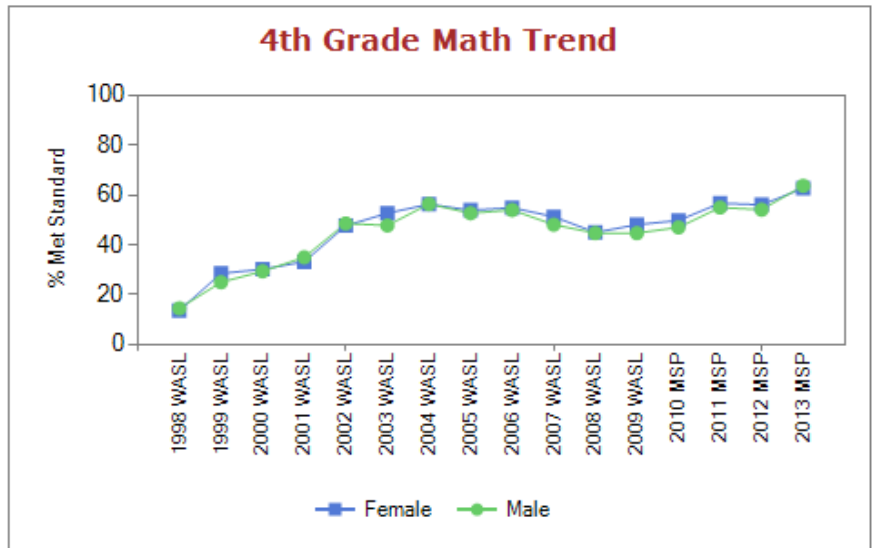
#### 4th Grade Math

Year	Non Special Education	Special Education
1998-99 WASL		7.79%
1999-00 WASL		15.09%
2000-01 WASL		15.19%
2001-02 WASL		21.50%
2002-03 WASL		27.10%
2003-04 WASL	60.29%	28.19%
2004-05 WASL	58.29%	19.30%
2005-06 WASL	58.29%	23.00%
2006-07 WASL	54.00%	21.30%
2007-08 WASL	49.10%	13.80%
2008-09 WASL	51.00%	16.60%
2009-10 MSP	53.50%	18.00%
2010-11 MSP	62.79%	17.69%
2011-12 MSP	60.20%	16.30%
2012-13 MSP	69.70%	12.30%



#### 4th Grade Math

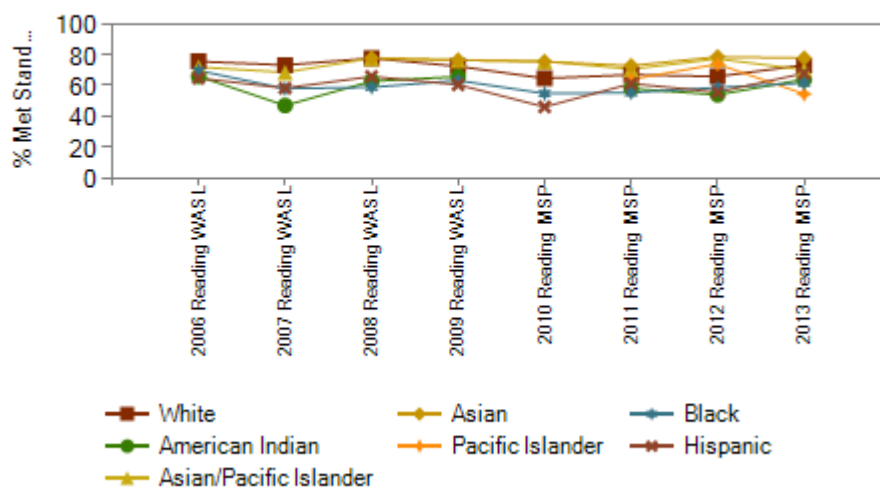
Year	Female	Male
1997-98 WASL	13.69%	14.50%
1998-99 WASL	28.50%	25.00%
1999-00 WASL	30.19%	29.39%
2000-01 WASL	33.20%	35.00%
2001-02 WASL	47.70%	48.60%
2002-03 WASL	52.70%	47.79%
2003-04 WASL	56.29%	56.39%
2004-05 WASL	53.89%	52.70%
2005-06 WASL	54.89%	54.00%
2006-07 WASL	51.29%	48.10%
2007-08 WASL	45.00%	44.70%
2008-09 WASL	48.10%	44.70%
2009-10 MSP	49.79%	47.00%
2010-11 MSP	56.70%	55.00%
2011-12 MSP	56.10%	54.10%
2012-13 MSP	62.70%	63.70%



#### 4th Grade Writing

Year	White	American Indian	Asian/Pacific Islander	Asian	Pacific Islander	Black	Hispanic
1997-98 Writing WASL	32.60%	28.50%	35.60%			31.00%	17.69%
1998-99 Writing WASL	26.60%		26.00%			22.30%	33.29%
1999-00 Writing WASL	29.50%		47.70%			25.60%	29.39%
2000-01 Writing WASL	37.00%		45.29%			28.89%	33.29%
2001-02 Writing WASL	47.20%	48.70%	58.10%			36.39%	47.20%
2002-03 Writing WASL	44.29%	35.20%	55.10%			45.60%	36.29%
2003-04 Writing WASL	49.39%	48.89%	63.50%			45.39%	37.79%
2004-05 Writing WASL	56.10%	48.10%	60.70%			51.70%	56.89%
2005-06 Writing WASL	56.20%	46.00%	69.00%			45.70%	53.10%
2006-07 Writing WASL	48.50%	31.50%	57.00%			48.60%	44.00%
2007-08 Writing WASL	57.29%	55.50%	60.89%	60.89%		51.89%	57.20%
2008-09 Writing WASL	50.70%	54.20%	61.39%	61.39%		39.70%	43.70%
2009-10 Writing MSP	55.39%		62.29%	62.60%		48.00%	46.89%
2010-11 Writing MSP	54.79%	44.39%	69.50%	70.79%	65.00%	59.79%	56.20%
2011-12 Writing MSP	55.20%	55.50%	65.29%	67.59%	59.20%	55.10%	56.89%
2012-13 Writing MSP	60.39%	36.60%	66.09%	73.20%	50.00%	52.79%	53.20%

#### 5th Grade Reading Trend

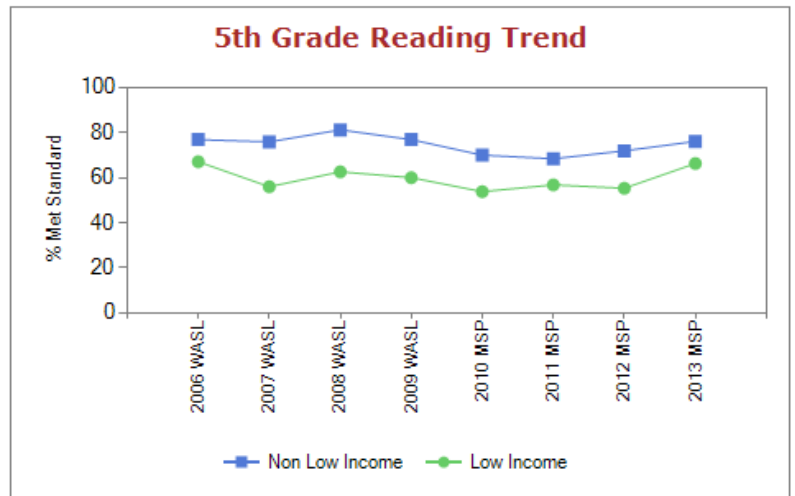


#### 5th Grade Reading

Year	White	American Indian	Asian/Pacific Islander	Asian	Pacific Islander	Black	Hispanic
2005-06 Reading WASL	75.70%	66.00%	72.00%			69.70%	64.79%
2006-07 Reading WASL	73.29%	47.00%	68.59%			58.00%	58.29%
2007-08 Reading WASL	77.79%	62.79%	77.79%	77.79%		58.89%	65.90%
2008-09 Reading WASL	72.50%	65.79%	76.59%	76.59%		63.29%	60.50%
2009-10 Reading MSP	64.70%		75.79%	75.59%		54.79%	46.10%
2010-11 Reading MSP	67.00%	58.00%	70.70%	72.90%	64.00%	55.39%	61.29%
2011-12 Reading MSP	65.90%	54.00%	77.40%	78.70%	74.00%	58.70%	55.70%
2012-13 Reading MSP	73.29%	64.00%	70.20%	77.90%	54.50%	61.70%	68.00%

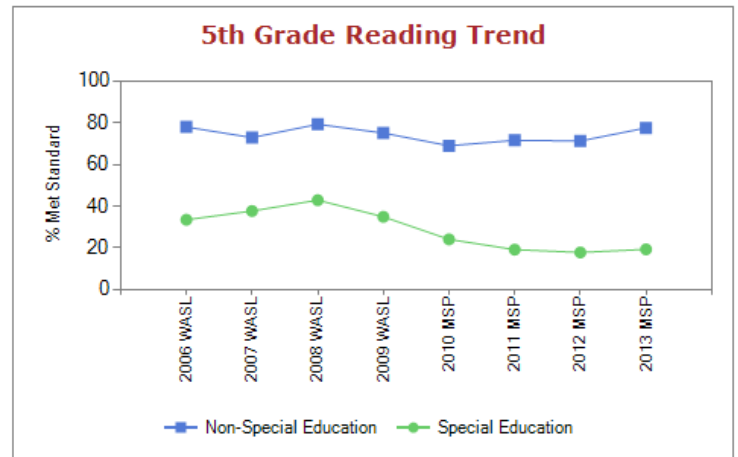
### 5th Grade Reading

Year	Non Low Income	Low Income
2005-06 WASL	76.90%	67.09%
2006-07 WASL	75.90%	56.00%
2007-08 WASL	81.20%	62.60%
2008-09 WASL	76.90%	60.00%
2009-10 MSP	70.00%	53.79%
2010-11 MSP	68.40%	56.79%
2011-12 MSP	71.90%	55.29%
2012-13 MSP	76.09%	66.29%



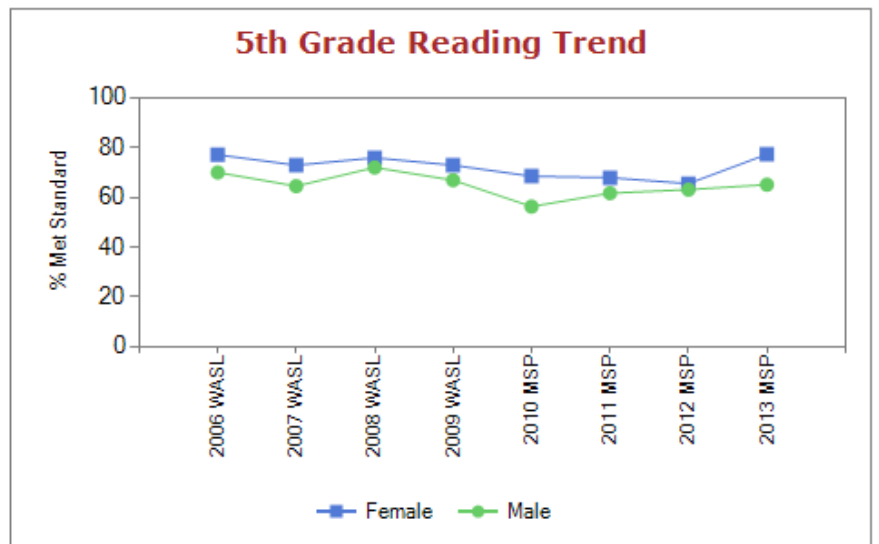
### 5th Grade Reading

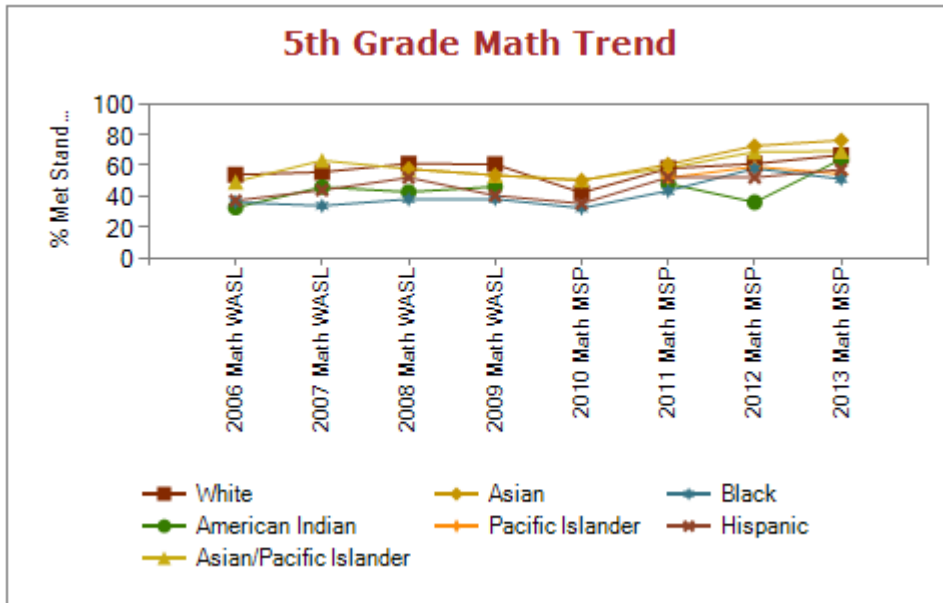
Year	Non Special Education	Special Education
2005-06 WASL	78.00%	33.50%
2006-07 WASL	72.90%	37.70%
2007-08 WASL	79.29%	42.89%
2008-09 WASL	75.09%	34.89%
2009-10 MSP	69.00%	24.10%
2010-11 MSP	71.59%	19.19%
2011-12 MSP	71.29%	17.80%
2012-13 MSP	77.59%	19.30%



### 5th Grade Reading

Year	Female	Male
2005-06 WASL	77.09%	70.00%
2006-07 WASL	72.90%	64.50%
2007-08 WASL	75.90%	72.00%
2008-09 WASL	72.90%	66.90%
2009-10 MSP	68.50%	56.29%
2010-11 MSP	67.90%	61.70%
2011-12 MSP	65.50%	63.10%
2012-13 MSP	77.29%	65.09%



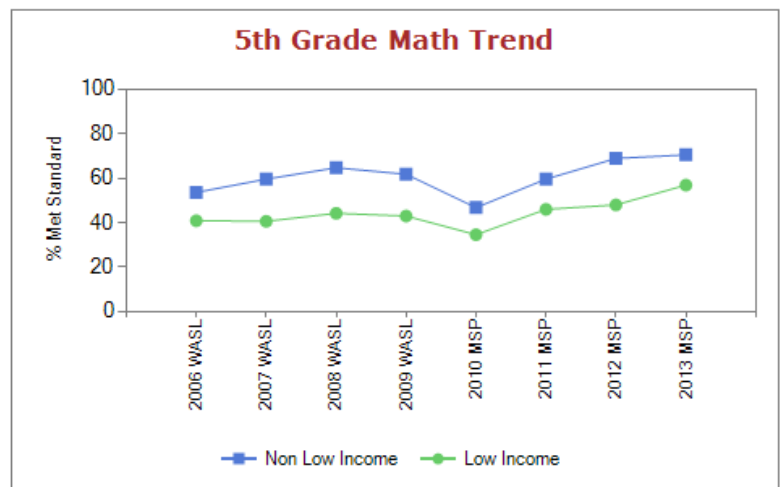


**5th Grade Math**

Year	White	American Indian	Asian/Pacific Islander	Asian	Pacific Islander	Black	Hispanic
2005-06 Math WASL	54.00%	32.70%	49.50%			36.10%	37.20%
2006-07 Math WASL	55.70%	46.00%	63.29%			33.79%	44.00%
2007-08 Math WASL	61.29%	42.79%	57.79%	57.79%		38.10%	52.10%
2008-09 Math WASL	60.79%	46.29%	53.70%	53.70%		38.20%	40.50%
2009-10 Math MSP	42.39%		50.70%	50.29%		32.29%	35.29%
2010-11 Math MSP	58.10%	48.29%	58.50%	60.79%	52.00%	43.50%	52.29%
2011-12 Math MSP	61.20%	36.10%	68.79%	72.70%	59.20%	58.10%	52.20%
2012-13 Math MSP	66.79%	64.00%	69.29%	76.40%	54.50%	51.20%	57.39%

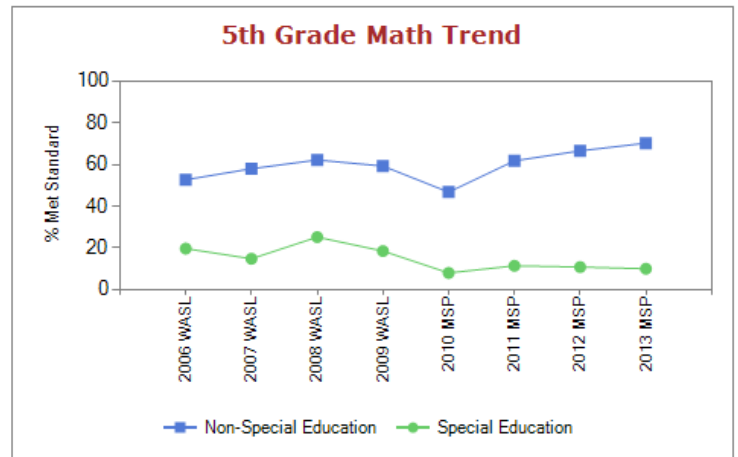
**5th Grade Math**

Year	Non Low Income	Low Income
2005-06 WASL	53.60%	40.89%
2006-07 WASL	59.60%	40.60%
2007-08 WASL	64.70%	44.20%
2008-09 WASL	61.79%	43.00%
2009-10 MSP	46.79%	34.60%
2010-11 MSP	59.60%	46.00%
2011-12 MSP	68.90%	48.00%
2012-13 MSP	70.50%	56.89%



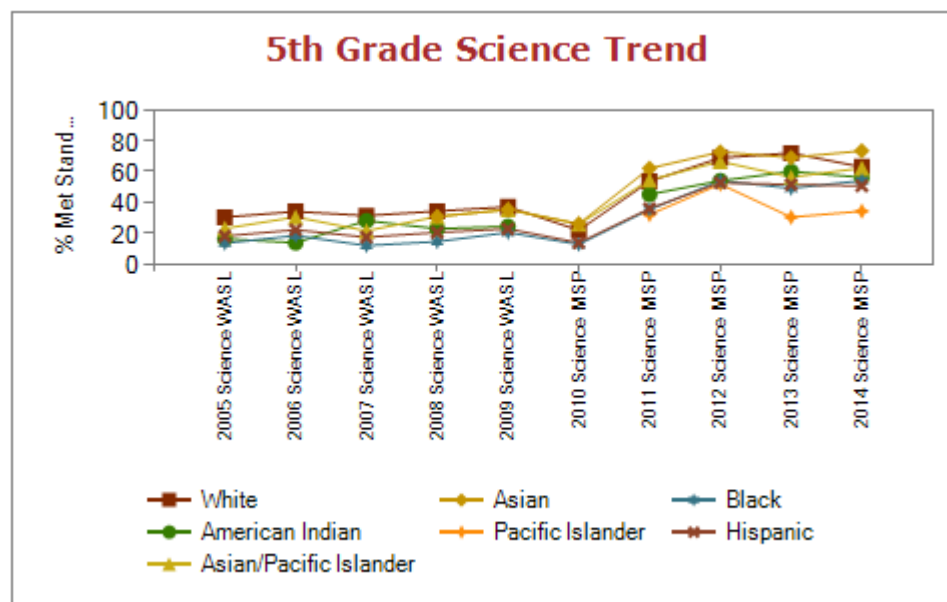
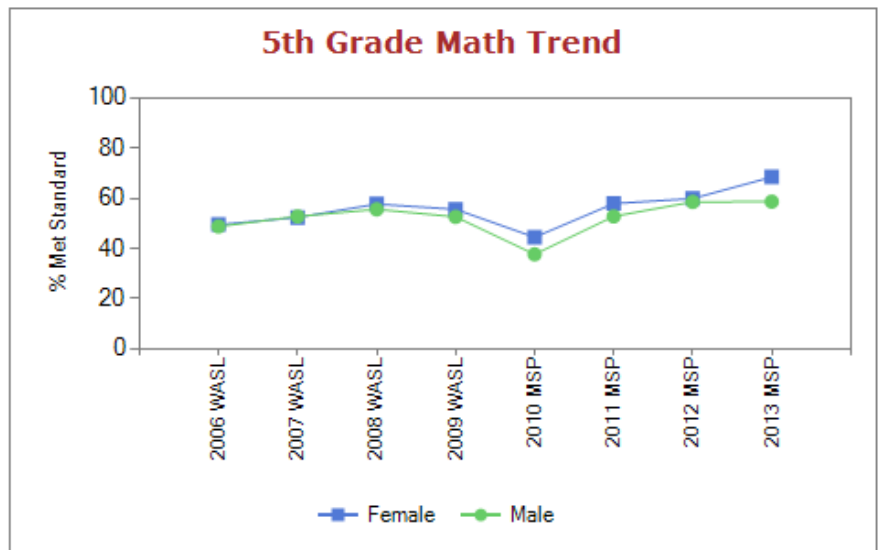
### 5th Grade Math

Year	Non Special Education	Special Education
2005-06 WASL	52.70%	19.69%
2006-07 WASL	58.00%	14.80%
2007-08 WASL	62.20%	25.19%
2008-09 WASL	59.29%	18.50%
2009-10 MSP	46.79%	8.00%
2010-11 MSP	61.79%	11.40%
2011-12 MSP	66.59%	10.80%
2012-13 MSP	70.29%	10.00%



### 5th Grade Math

Year	Female	Male
2005-06 WASL	49.50%	48.79%
2006-07 WASL	52.39%	52.79%
2007-08 WASL	57.70%	55.60%
2008-09 WASL	55.60%	52.60%
2009-10 MSP	44.50%	37.70%
2010-11 MSP	57.89%	52.79%
2011-12 MSP	59.89%	58.60%
2012-13 MSP	68.50%	58.70%





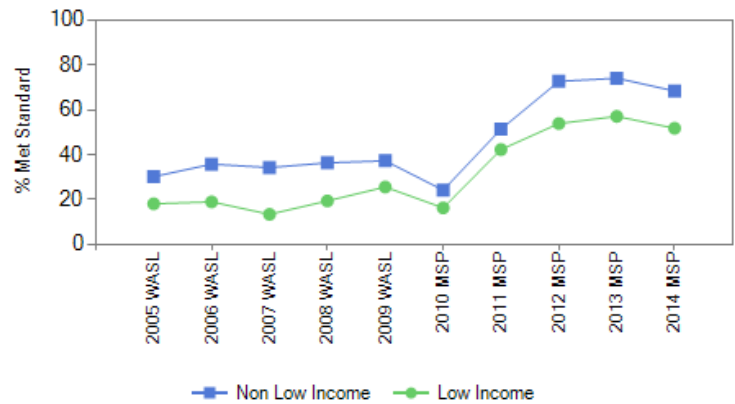
### 5th Grade Science

Year	White	American Indian	Asian/Pacific Islander	Asian	Pacific Islander	Black	Hispanic
2004-05 Science WASL	30.30%	16.19%	23.00%			13.40%	18.00%
2005-06 Science WASL	34.00%	13.69%	30.39%			18.30%	22.10%
2006-07 Science WASL	31.30%	28.00%	21.39%			11.80%	17.30%
2007-08 Science WASL	34.20%	22.80%	30.69%	30.69%		14.40%	20.39%
2008-09 Science WASL	37.10%	24.30%	35.29%	35.29%		20.39%	22.69%
2009-10 Science MSP	21.80%		25.80%	26.00%		12.59%	13.69%
2010-11 Science MSP	53.60%	45.10%	54.50%	62.10%	32.00%	35.29%	35.89%
2011-12 Science MSP	68.90%	54.00%	66.59%	72.70%	51.79%	54.00%	52.70%
2012-13 Science MSP	72.00%	60.00%	56.39%	69.09%	30.30%	49.10%	51.60%
2013-14 Science MSP	63.00%	56.20%	62.20%	73.50%	34.20%	54.10%	50.70%

### 5th Grade Science

Year	Non Low Income	Low Income
2004-05 WASL	30.19%	18.10%
2005-06 WASL	35.79%	19.00%
2006-07 WASL	34.29%	13.40%
2007-08 WASL	36.39%	19.39%
2008-09 WASL	37.29%	25.60%
2009-10 MSP	24.19%	16.30%
2010-11 MSP	51.39%	42.29%
2011-12 MSP	72.70%	53.89%
2012-13 MSP	74.09%	57.10%
2013-14 MSP	68.40%	51.79%

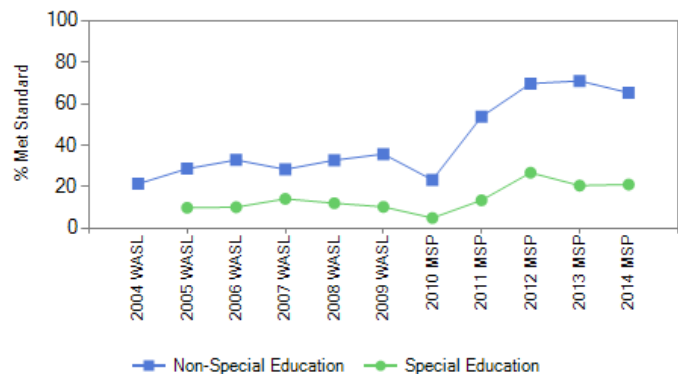
### 5th Grade Science Trend



### 5th Grade Science

Year	Non Special Education	Special Education
2003-04 WASL	21.39%	
2004-05 WASL	28.69%	9.90%
2005-06 WASL	32.89%	10.19%
2006-07 WASL	28.39%	14.19%
2007-08 WASL	32.79%	12.09%
2008-09 WASL	35.79%	10.30%
2009-10 MSP	23.30%	<5.0%
2010-11 MSP	53.79%	13.50%
2011-12 MSP	69.70%	26.80%
2012-13 MSP	71.00%	20.60%
2013-14 MSP	65.29%	21.10%

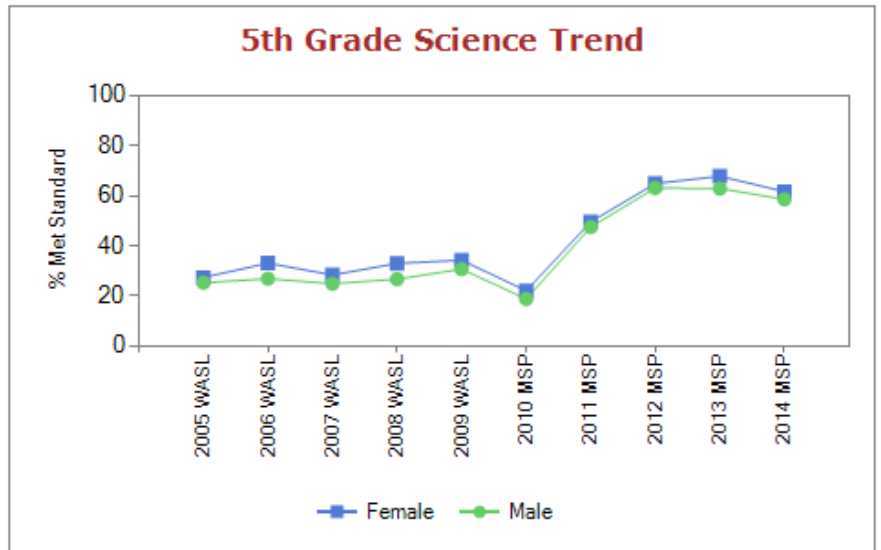
### 5th Grade Science Trend



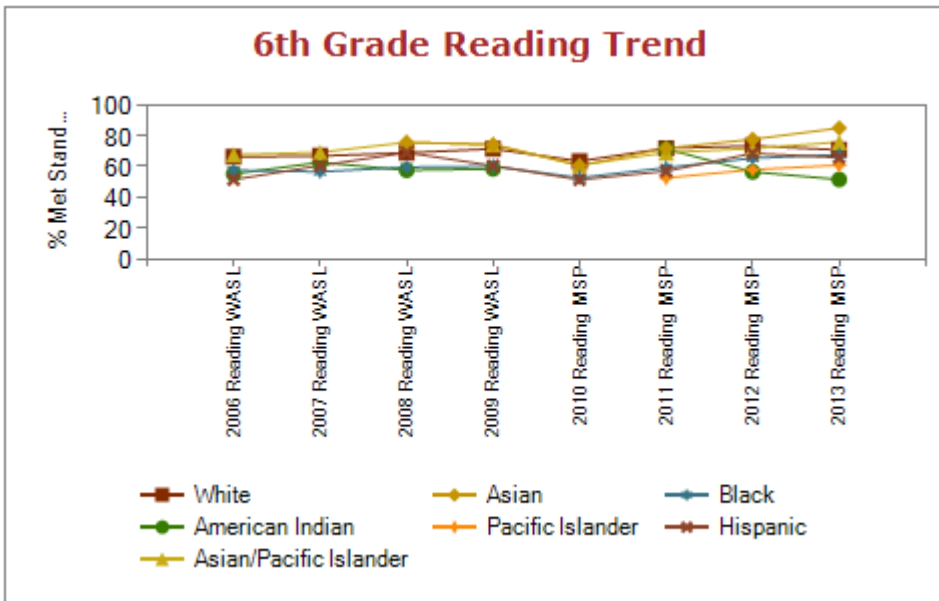


### 5th Grade Science

Year	Female	Male
2004-05 WASL	27.39%	25.30%
2005-06 WASL	33.10%	26.89%
2006-07 WASL	28.39%	24.89%
2007-08 WASL	33.00%	26.69%
2008-09 WASL	34.29%	30.69%
2009-10 MSP	22.10%	18.80%
2010-11 MSP	49.60%	47.50%
2011-12 MSP	64.90%	63.10%
2012-13 MSP	67.79%	62.89%
2013-14 MSP	61.70%	58.60%



### 6th Grade Reading Trend

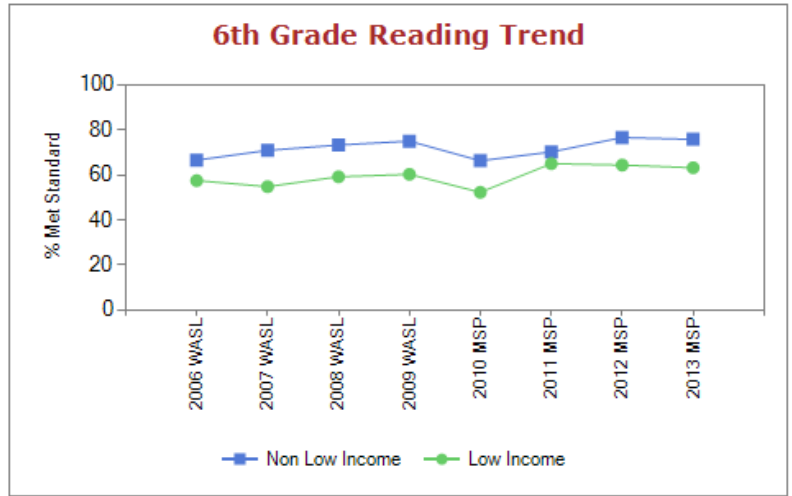


### 6th Grade Reading

Year	White	American Indian	Asian/Pacific Islander	Asian	Pacific Islander	Black	Hispanic
2005-06 Reading WASL	66.20%	55.20%	67.70%			57.60%	51.50%
2006-07 Reading WASL	66.90%	62.70%	69.20%			56.60%	60.60%
2007-08 Reading WASL	68.90%	57.60%	75.79%	75.79%		59.60%	69.09%
2008-09 Reading WASL	71.50%	58.50%	74.29%	74.29%		60.20%	60.50%
2009-10 Reading MSP	63.50%		60.89%	60.60%		52.70%	51.39%
2010-11 Reading MSP	71.90%	71.40%	69.09%	71.90%	52.60%	59.29%	57.00%
2011-12 Reading MSP	73.50%	56.50%	71.79%	77.70%	58.00%	65.40%	68.59%
2012-13 Reading MSP	70.79%	51.60%	75.90%	85.00%	60.89%	67.79%	65.79%

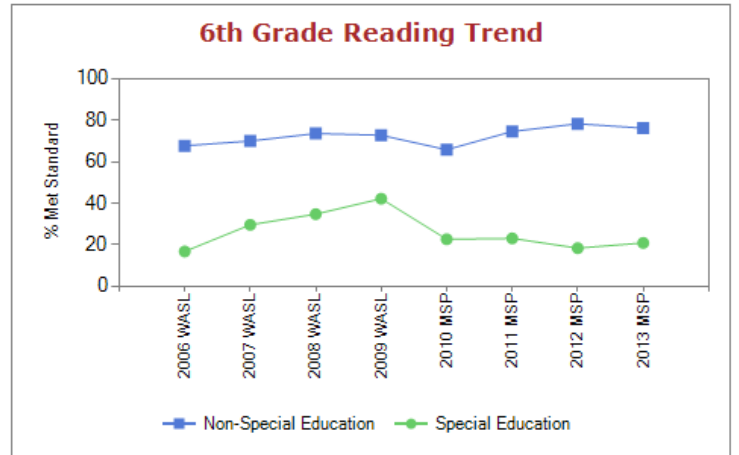
### 6th Grade Reading

Year	Non Low Income	Low Income
2005-06 WASL	66.59%	57.50%
2006-07 WASL	70.90%	54.79%
2007-08 WASL	73.29%	59.20%
2008-09 WASL	75.00%	60.29%
2009-10 MSP	66.29%	52.29%
2010-11 MSP	70.20%	65.00%
2011-12 MSP	76.59%	64.40%
2012-13 MSP	75.79%	63.20%



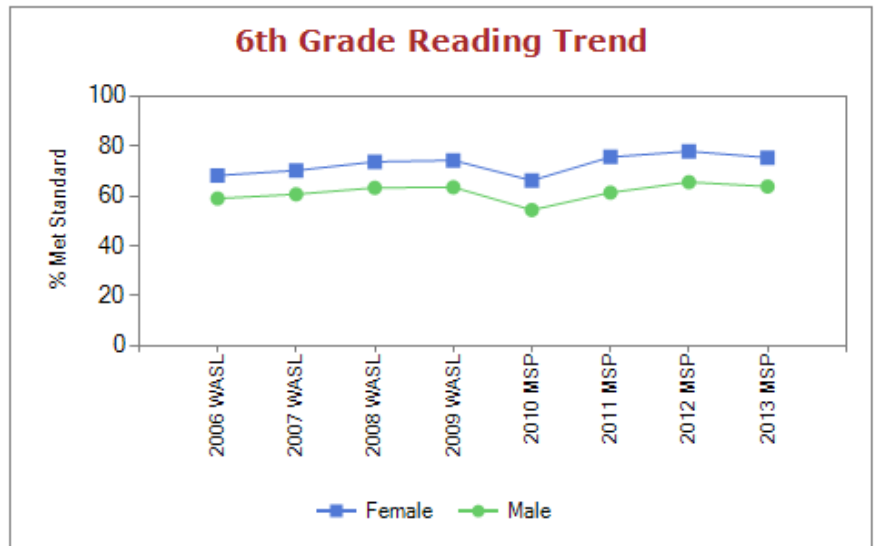
### 6th Grade Reading

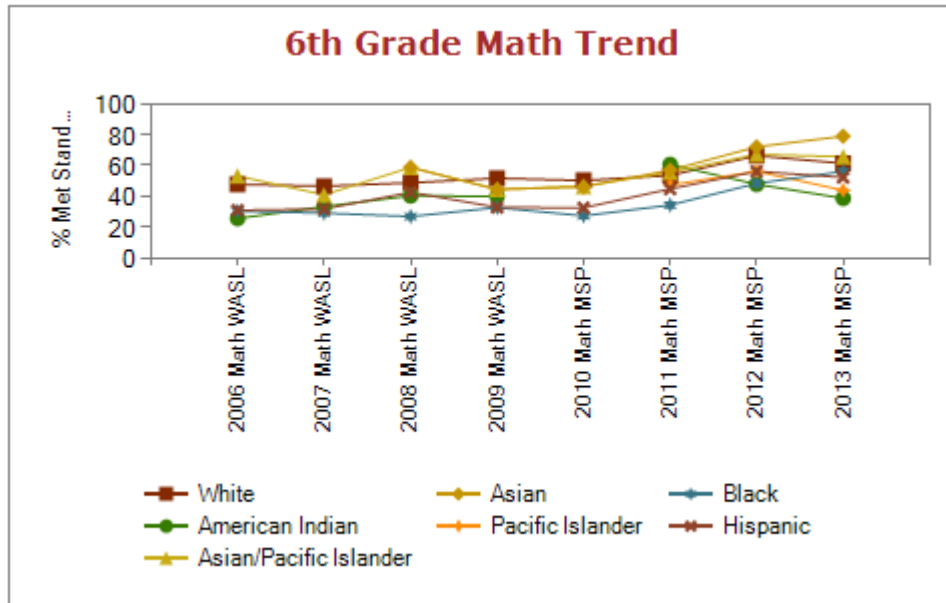
Year	Non Special Education	Special Education
2005-06 WASL	67.70%	16.80%
2006-07 WASL	70.00%	29.60%
2007-08 WASL	73.59%	34.79%
2008-09 WASL	72.79%	42.20%
2009-10 MSP	65.79%	22.69%
2010-11 MSP	74.59%	23.10%
2011-12 MSP	78.29%	18.39%
2012-13 MSP	76.20%	20.89%



### 6th Grade Reading

Year	Female	Male
2005-06 WASL	68.20%	59.00%
2006-07 WASL	70.20%	60.70%
2007-08 WASL	73.70%	63.29%
2008-09 WASL	74.29%	63.50%
2009-10 MSP	66.20%	54.39%
2010-11 MSP	75.59%	61.39%
2011-12 MSP	77.90%	65.59%
2012-13 MSP	75.40%	63.79%



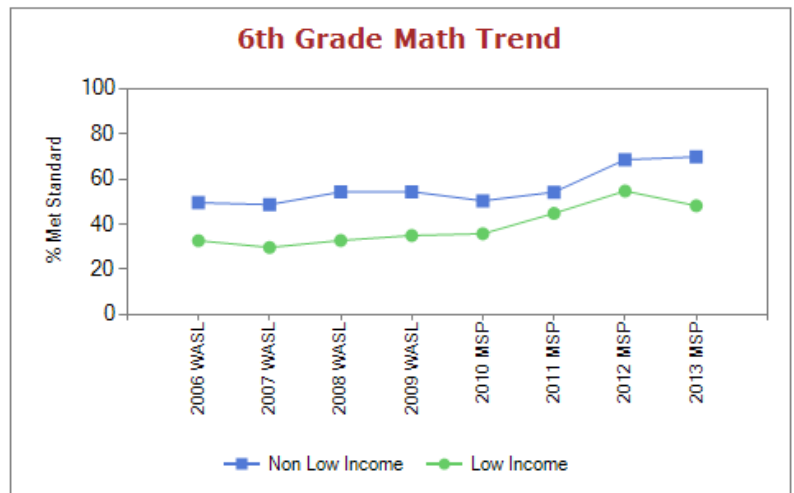


**6th Grade Math**

Year	White	American Indian	Asian/Pacific Islander	Asian	Pacific Islander	Black	Hispanic
2005-06 Math WASL	47.70%	25.60%	53.20%			30.39%	30.89%
2006-07 Math WASL	46.60%	33.29%	41.00%			29.10%	31.80%
2007-08 Math WASL	48.79%	40.29%	58.79%	58.79%		26.89%	42.60%
2008-09 Math WASL	51.70%	40.00%	44.50%	44.50%		32.70%	32.79%
2009-10 Math MSP	50.29%		46.60%	46.20%		27.30%	32.50%
2010-11 Math MSP	53.60%	60.70%	55.60%	57.00%	47.29%	34.29%	44.79%
2011-12 Math MSP	66.40%	47.79%	67.29%	72.20%	56.20%	48.39%	56.20%
2012-13 Math MSP	61.39%	38.70%	65.70%	79.09%	43.89%	56.20%	52.29%

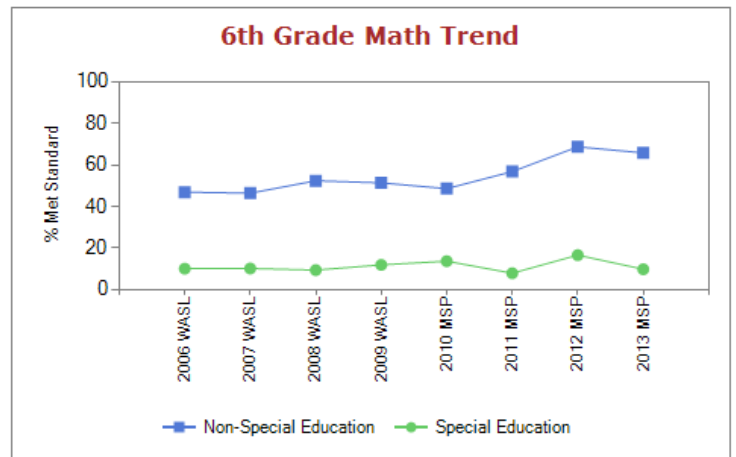
**6th Grade Math**

Year	Non Low Income	Low Income
2005-06 WASL	49.50%	32.70%
2006-07 WASL	48.70%	29.69%
2007-08 WASL	54.29%	32.79%
2008-09 WASL	54.39%	35.00%
2009-10 MSP	50.39%	35.79%
2010-11 MSP	54.20%	44.79%
2011-12 MSP	68.59%	54.70%
2012-13 MSP	69.79%	48.20%



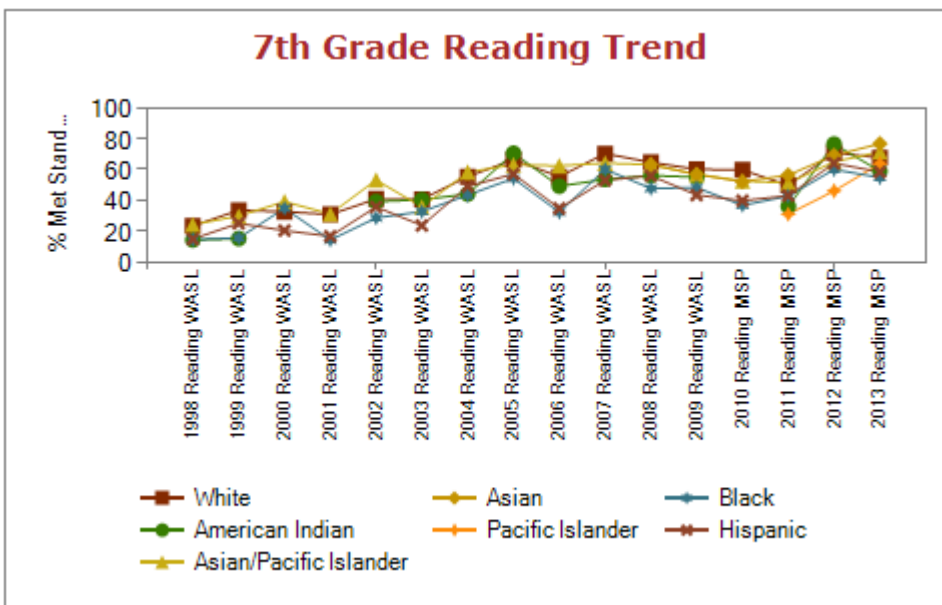
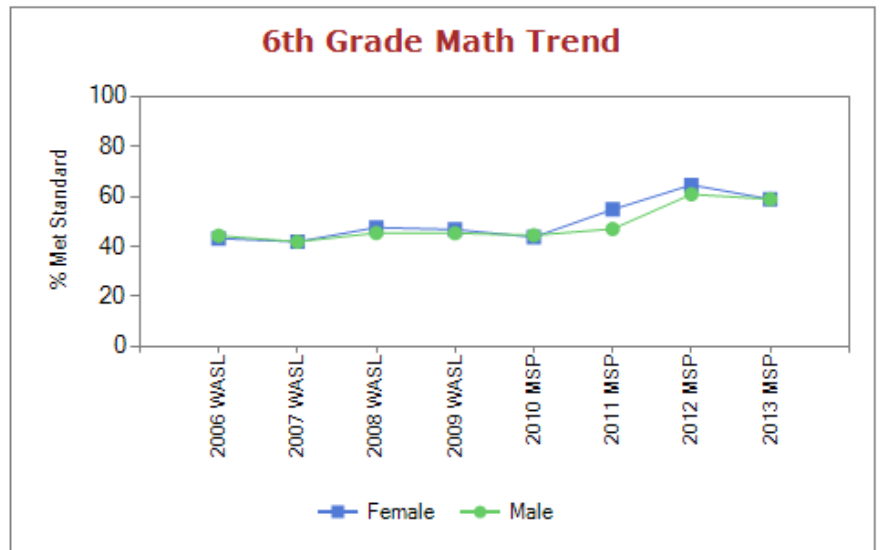
### 6th Grade Math

Year	Non Special Education	Special Education
2005-06 WASL	46.89%	10.09%
2006-07 WASL	46.39%	10.19%
2007-08 WASL	52.39%	9.40%
2008-09 WASL	51.39%	11.90%
2009-10 MSP	48.60%	13.69%
2010-11 MSP	56.79%	7.90%
2011-12 MSP	68.70%	16.60%
2012-13 MSP	65.79%	9.80%



### 6th Grade Math

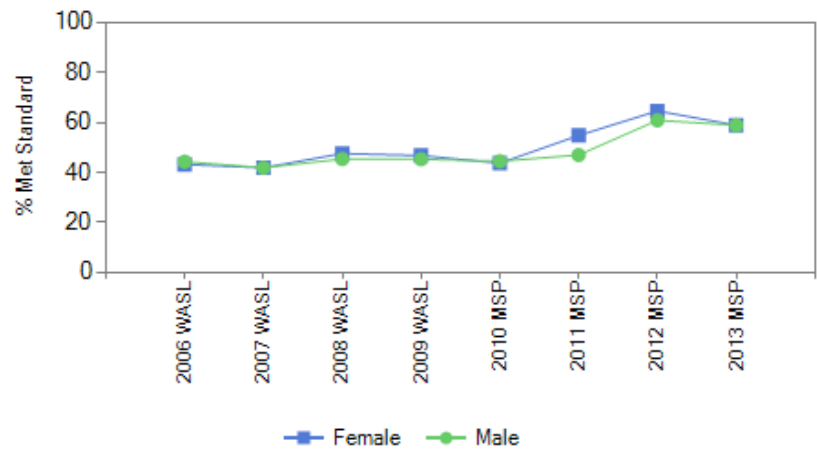
Year	Female	Male
2005-06 WASL	43.20%	44.29%
2006-07 WASL	41.89%	41.89%
2007-08 WASL	47.60%	45.39%
2008-09 WASL	46.79%	45.29%
2009-10 MSP	43.70%	44.50%
2010-11 MSP	54.79%	47.00%
2011-12 MSP	64.59%	60.89%
2012-13 MSP	58.89%	58.89%



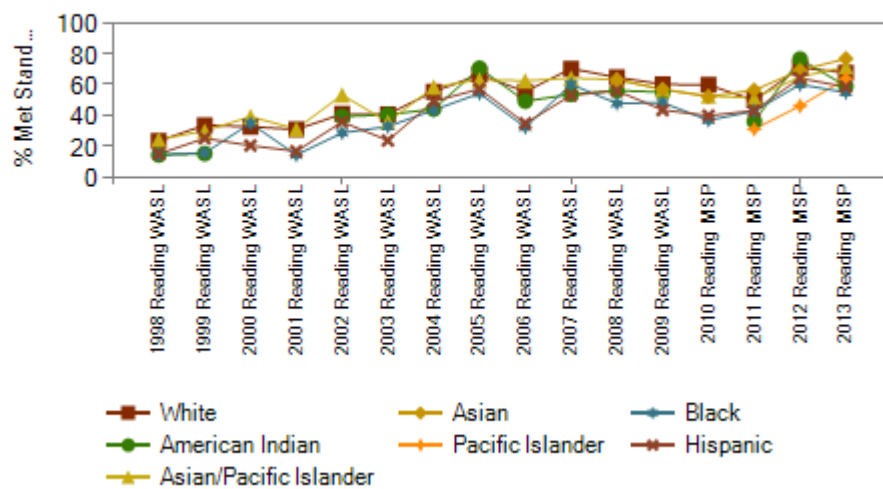
### 6th Grade Math

Year	Female	Male
2005-06 WASL	43.20%	44.29%
2006-07 WASL	41.89%	41.89%
2007-08 WASL	47.60%	45.39%
2008-09 WASL	46.79%	45.29%
2009-10 MSP	43.70%	44.50%
2010-11 MSP	54.79%	47.00%
2011-12 MSP	64.59%	60.89%
2012-13 MSP	58.89%	58.89%

### 6th Grade Math Trend



### 7th Grade Reading Trend



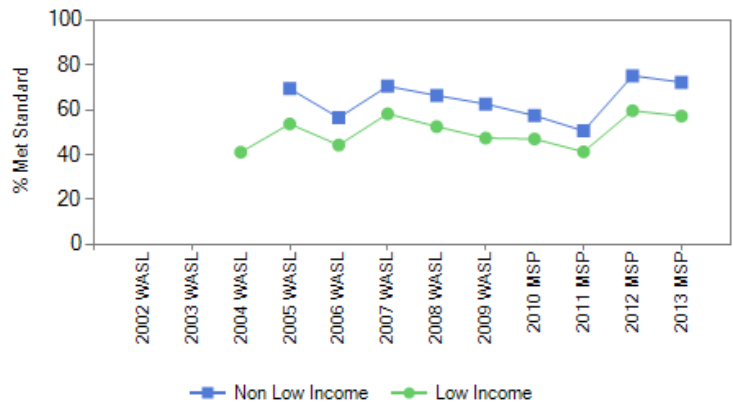
### 7th Grade Reading

Year	White	American Indian	Asian/Pacific Islander	Asian	Pacific Islander	Black	Hispanic
1997-98 Reading WASL	23.30%	14.19%	24.19%			14.40%	14.80%
1998-99 Reading WASL	33.60%	15.09%	29.80%			15.50%	25.00%
1999-00 Reading WASL	32.60%		39.10%			34.79%	20.30%
2000-01 Reading WASL	30.80%		31.10%			14.19%	16.60%
2001-02 Reading WASL	40.79%	39.20%	53.20%			28.60%	35.70%
2002-03 Reading WASL	40.70%	40.39%	35.70%			32.70%	23.60%
2003-04 Reading WASL	55.39%	44.10%	58.29%			43.39%	49.00%
2004-05 Reading WASL	66.40%	70.59%	63.10%			54.29%	57.10%
2005-06 Reading WASL	55.39%	49.20%	62.50%			32.29%	34.70%
2006-07 Reading WASL	70.40%	53.60%	64.20%			60.10%	53.00%
2007-08 Reading WASL	64.70%	56.10%	63.20%	63.20%		47.70%	56.00%
2008-09 Reading WASL	60.20%	55.10%	56.89%	56.89%		48.20%	43.39%
2009-10 Reading MSP	59.70%		52.50%	52.10%		36.70%	39.79%
2010-11 Reading MSP	49.70%	36.10%	51.29%	56.39%	31.00%	42.79%	43.00%
2011-12 Reading MSP	71.00%	76.59%	65.00%	69.20%	46.10%	60.00%	64.09%
2012-13 Reading MSP	67.59%	59.00%	71.50%	76.79%	63.79%	54.79%	58.39%

### 7th Grade Reading

Year	Non Low Income	Low Income
2001-02 WASL		
2002-03 WASL		
2003-04 WASL		41.10%
2004-05 WASL	69.40%	53.70%
2005-06 WASL	56.50%	44.29%
2006-07 WASL	70.50%	58.20%
2007-08 WASL	66.40%	52.50%
2008-09 WASL	62.60%	47.39%
2009-10 MSP	57.39%	47.00%
2010-11 MSP	50.60%	41.29%
2011-12 MSP	75.20%	59.60%
2012-13 MSP	72.29%	57.20%

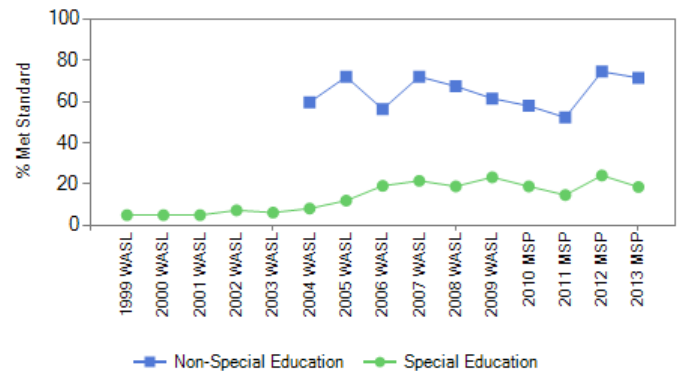
### 7th Grade Reading Trend



### 7th Grade Reading

Year	Non Special Education	Special Education
1998-99 WASL		<5.0%
1999-00 WASL		<5.0%
2000-01 WASL		<5.0%
2001-02 WASL		7.29%
2002-03 WASL		6.20%
2003-04 WASL	59.70%	8.19%
2004-05 WASL	72.00%	12.00%
2005-06 WASL	56.29%	19.19%
2006-07 WASL	72.09%	21.60%
2007-08 WASL	67.40%	18.89%
2008-09 WASL	61.50%	23.30%
2009-10 MSP	57.89%	18.89%
2010-11 MSP	52.29%	14.69%
2011-12 MSP	74.50%	24.19%
2012-13 MSP	71.50%	18.60%

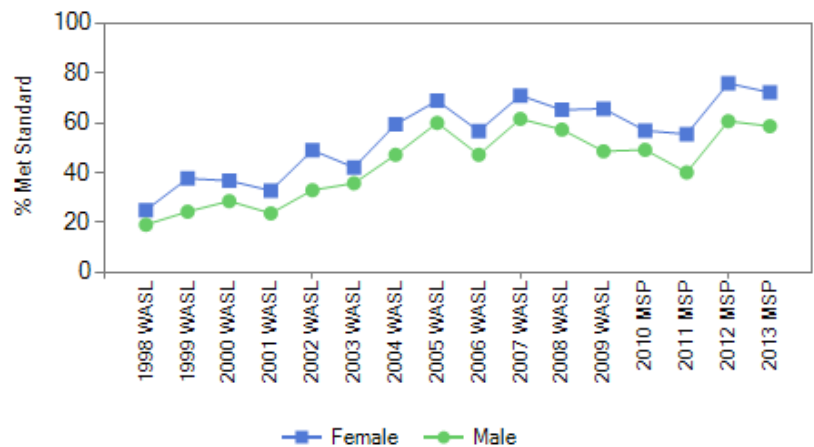
### 7th Grade Reading Trend



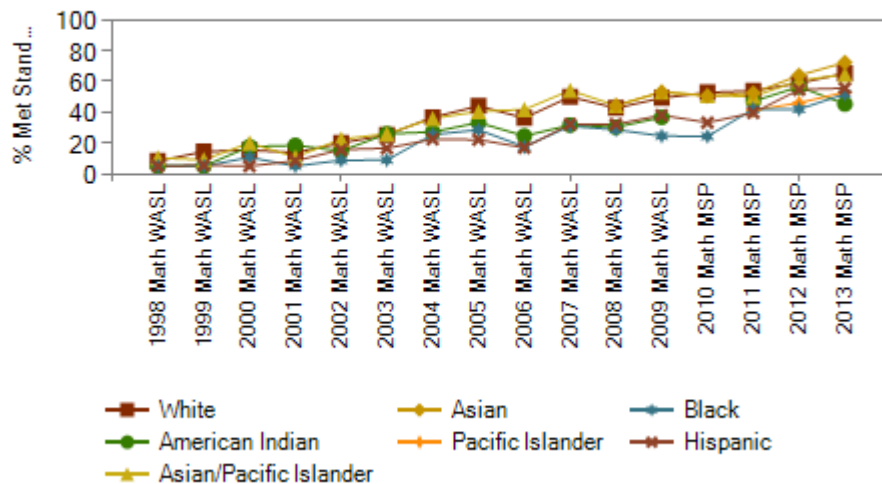
### 7th Grade Reading

Year	Female	Male
1997-98 WASL	25.00%	19.10%
1998-99 WASL	37.70%	24.39%
1999-00 WASL	36.79%	28.60%
2000-01 WASL	32.79%	23.69%
2001-02 WASL	49.00%	33.00%
2002-03 WASL	42.10%	35.79%
2003-04 WASL	59.39%	47.20%
2004-05 WASL	68.90%	60.00%
2005-06 WASL	56.70%	47.20%
2006-07 WASL	71.00%	61.60%
2007-08 WASL	65.20%	57.29%
2008-09 WASL	65.70%	48.60%
2009-10 MSP	56.89%	49.20%
2010-11 MSP	55.50%	40.10%
2011-12 MSP	75.90%	60.70%
2012-13 MSP	72.20%	58.70%

### 7th Grade Reading Trend



### 7th Grade Math Trend



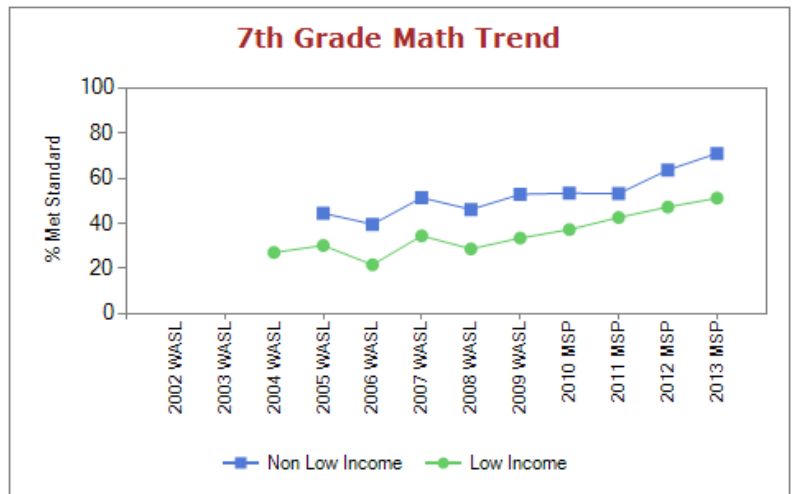


### 7th Grade Math

Year	White	American Indian	Asian/Pacific Islander	Asian	Pacific Islander	Black	Hispanic
1997-98 Math WASL	8.19%	<5.00%	10.30%			<5.00%	<5.00%
1998-99 Math WASL	14.40%	<5.00%	9.09%			<5.00%	5.50%
1999-00 Math WASL	15.40%	17.69%	20.00%			10.69%	<5.00%
2000-01 Math WASL	13.80%	18.50%	10.90%			<5.00%	8.40%
2001-02 Math WASL	20.00%	14.80%	22.50%			8.80%	15.69%
2002-03 Math WASL	25.30%	26.00%	26.00%			9.00%	16.60%
2003-04 Math WASL	36.70%	27.19%	36.00%			25.50%	22.50%
2004-05 Math WASL	44.10%	33.29%	40.60%			28.60%	22.19%
2005-06 Math WASL	36.29%	24.60%	41.79%			17.60%	17.00%
2006-07 Math WASL	50.10%	31.69%	54.29%			31.00%	32.29%
2007-08 Math WASL	42.79%	30.30%	44.39%	44.39%		28.69%	32.20%
2008-09 Math WASL	49.29%	36.70%	53.20%	53.20%		24.60%	38.10%
2009-10 Math MSP	52.89%		51.00%	50.70%		24.39%	33.29%
2010-11 Math MSP	54.00%	47.20%	50.29%	52.50%	41.29%	42.00%	39.70%
2011-12 Math MSP	58.89%	56.60%	60.70%	64.00%	46.10%	42.00%	54.70%
2012-13 Math MSP	65.40%	45.39%	64.59%	72.40%	53.10%	51.89%	55.70%

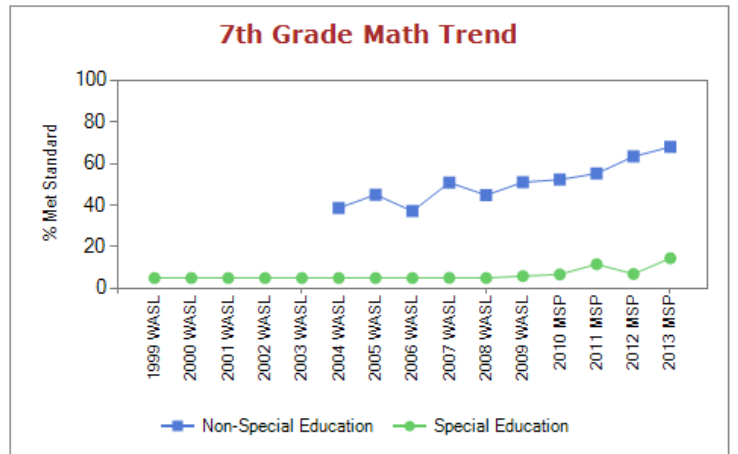
### 7th Grade Math

Year	Non Low Income	Low Income
2001-02 WASL		
2002-03 WASL		
2003-04 WASL		27.10%
2004-05 WASL	44.50%	30.19%
2005-06 WASL	39.60%	21.69%
2006-07 WASL	51.39%	34.50%
2007-08 WASL	46.20%	28.69%
2008-09 WASL	52.89%	33.50%
2009-10 MSP	53.39%	37.29%
2010-11 MSP	53.20%	42.60%
2011-12 MSP	63.70%	47.29%
2012-13 MSP	71.00%	51.20%

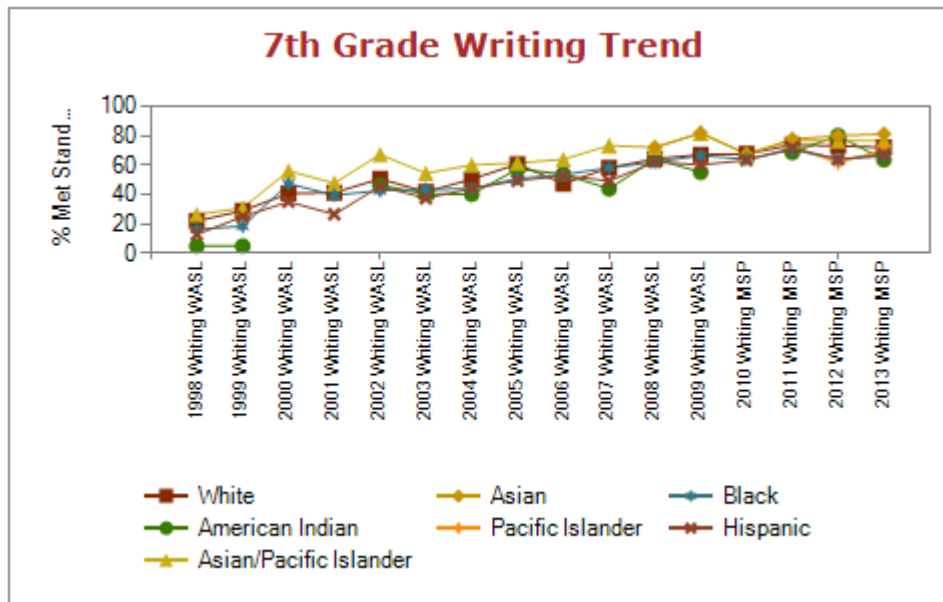


### 7th Grade Math

Year	Non Special Education	Special Education
1998-99 WASL		<5.0%
1999-00 WASL		<5.0%
2000-01 WASL		<5.0%
2001-02 WASL		<5.0%
2002-03 WASL		<5.0%
2003-04 WASL	38.60%	<5.0%
2004-05 WASL	45.10%	<5.0%
2005-06 WASL	37.10%	<5.0%
2006-07 WASL	50.89%	5.09%
2007-08 WASL	44.79%	<5.0%
2008-09 WASL	51.00%	5.90%
2009-10 MSP	52.29%	6.70%
2010-11 MSP	55.20%	11.59%
2011-12 MSP	63.39%	6.90%
2012-13 MSP	68.00%	14.50%





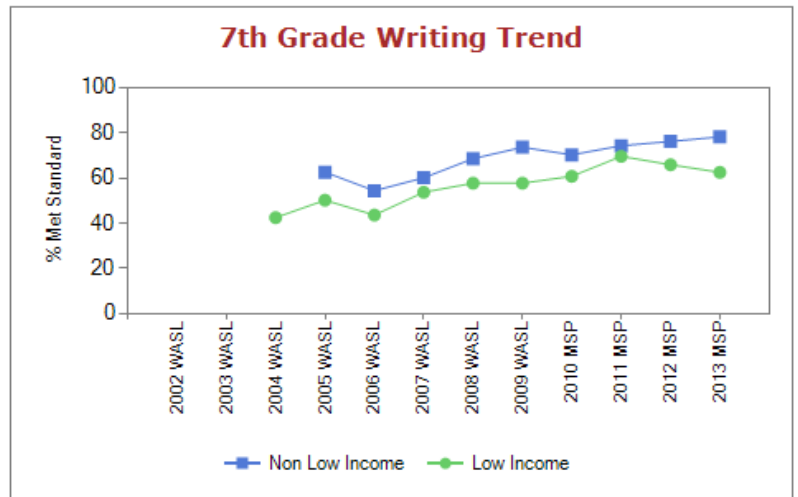


**7th Grade Writing**

Year	White	American Indian	Asian/Pacific Islander	Asian	Pacific Islander	Black	Hispanic
1997-98 Writing WASL	22.00%	<5.00%	26.39%			16.39%	12.90%
1998-99 Writing WASL	29.00%	<5.00%	30.89%			18.50%	25.00%
1999-00 Writing WASL	40.70%		56.00%			47.29%	35.10%
2000-01 Writing WASL	41.29%		47.70%			39.60%	26.60%
2001-02 Writing WASL	50.70%	46.39%	67.20%			42.60%	45.60%
2002-03 Writing WASL	41.79%	40.39%	54.39%			43.39%	37.50%
2003-04 Writing WASL	50.39%	40.20%	60.00%			44.10%	44.10%
2004-05 Writing WASL	60.60%	57.29%	61.39%			50.79%	49.39%
2005-06 Writing WASL	47.39%	53.79%	63.89%			53.50%	52.60%
2006-07 Writing WASL	58.10%	43.89%	73.20%			58.20%	49.20%
2007-08 Writing WASL	64.20%	64.20%	72.00%	72.00%		62.00%	62.10%
2008-09 Writing WASL	67.09%	55.10%	81.70%	81.70%		66.40%	60.10%
2009-10 Writing MSP	67.50%		67.59%	67.29%		64.00%	63.29%
2010-11 Writing MSP	73.59%	68.50%	76.50%	77.50%	72.40%	70.29%	71.50%
2011-12 Writing MSP	73.00%	80.00%	76.40%	79.79%	61.50%	64.20%	63.89%
2012-13 Writing MSP	71.90%	63.60%	76.70%	81.09%	70.20%	66.00%	66.90%

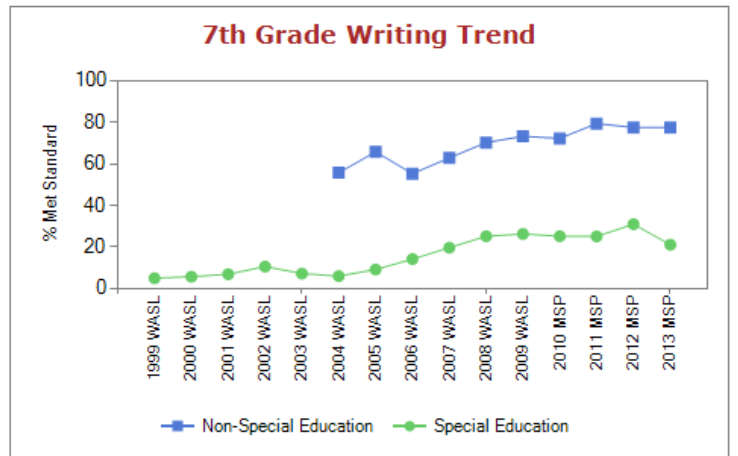
### 7th Grade Writing

Year	Non Low Income	Low Income
2001-02 WASL		
2002-03 WASL		
2003-04 WASL		42.50%
2004-05 WASL	62.60%	50.20%
2005-06 WASL	54.39%	43.60%
2006-07 WASL	60.10%	53.70%
2007-08 WASL	68.59%	57.70%
2008-09 WASL	73.59%	57.70%
2009-10 MSP	70.29%	60.79%
2010-11 MSP	74.29%	69.59%
2011-12 MSP	76.20%	65.90%
2012-13 MSP	78.20%	62.50%



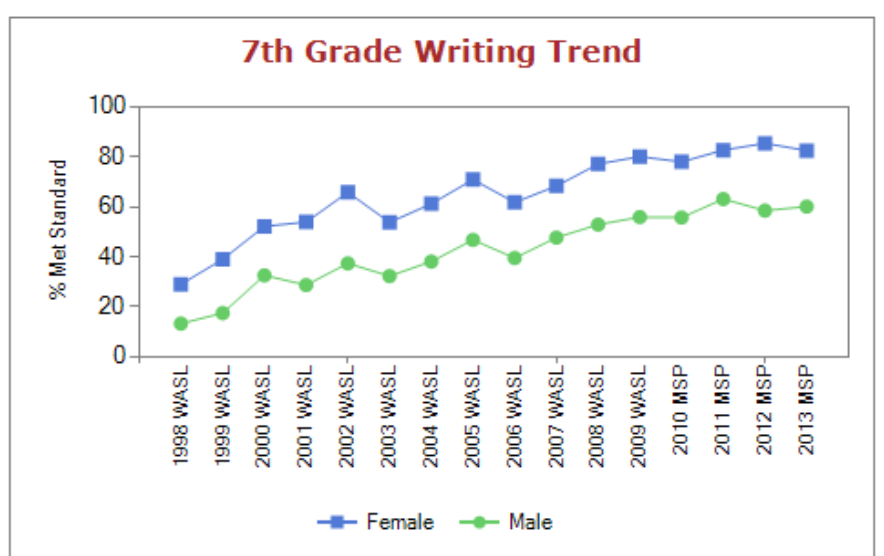
### 7th Grade Writing

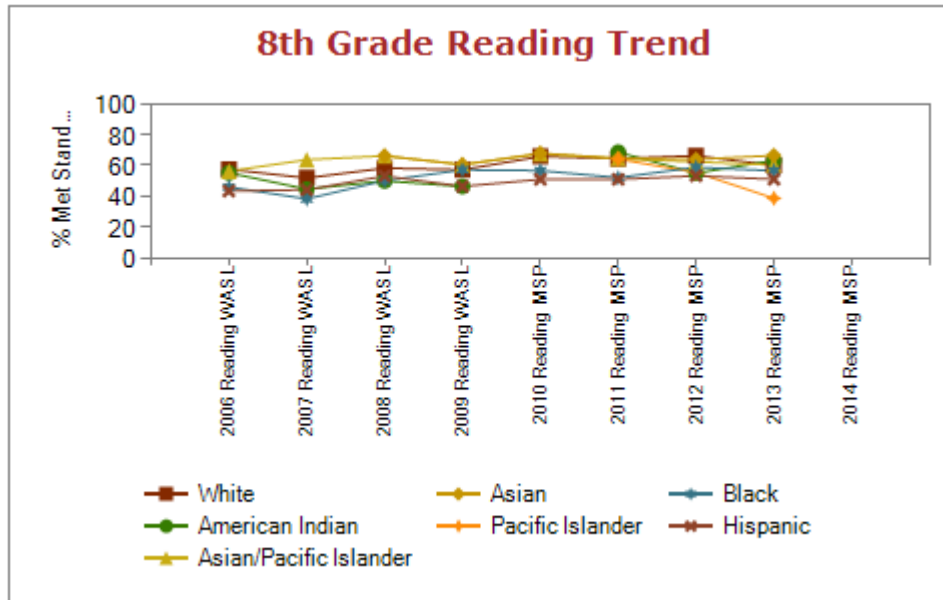
Year	Non Special Education	Special Education
1998-99 WASL		<5.0%
1999-00 WASL		5.70%
2000-01 WASL		6.90%
2001-02 WASL		10.59%
2002-03 WASL		7.20%
2003-04 WASL	55.70%	6.00%
2004-05 WASL	65.79%	9.19%
2005-06 WASL	55.29%	14.19%
2006-07 WASL	62.89%	19.69%
2007-08 WASL	70.29%	25.19%
2008-09 WASL	73.29%	26.30%
2009-10 MSP	72.29%	25.19%
2010-11 MSP	79.40%	25.10%
2011-12 MSP	77.50%	31.00%
2012-13 MSP	77.50%	21.10%



### 7th Grade Writing

Year	Female	Male
1997-98 WASL	29.00%	13.30%
1998-99 WASL	39.00%	17.50%
1999-00 WASL	52.20%	32.60%
2000-01 WASL	53.89%	28.69%
2001-02 WASL	65.79%	37.39%
2002-03 WASL	53.79%	32.29%
2003-04 WASL	61.20%	38.10%
2004-05 WASL	70.90%	46.79%
2005-06 WASL	61.79%	39.50%
2006-07 WASL	68.29%	47.70%
2007-08 WASL	77.09%	52.89%
2008-09 WASL	80.09%	55.89%
2009-10 MSP	78.00%	55.70%
2010-11 MSP	82.70%	63.10%
2011-12 MSP	85.40%	58.50%
2012-13 MSP	82.50%	60.10%



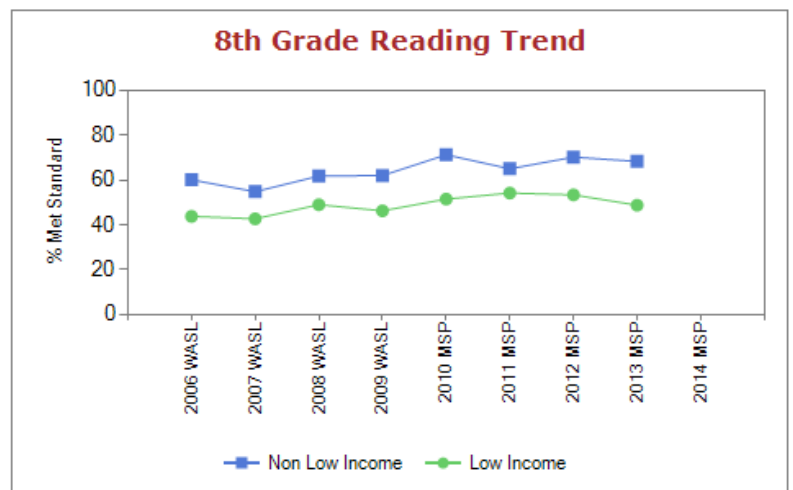


**8th Grade Reading**

Year	White	American Indian	Asian/Pacific Islander	Asian	Pacific Islander	Black	Hispanic
2005-06 Reading WASL	57.50%	55.20%	56.39%			46.00%	43.39%
2006-07 Reading WASL	51.89%	44.60%	63.79%			38.29%	44.20%
2007-08 Reading WASL	58.29%	50.00%	66.29%	66.29%		50.20%	53.20%
2008-09 Reading WASL	57.29%	46.39%	60.60%	60.60%		57.20%	46.39%
2009-10 Reading MSP	65.90%		67.59%	68.00%		56.70%	51.00%
2010-11 Reading MSP	64.50%	68.70%	64.59%	64.70%	64.20%	52.10%	51.00%
2011-12 Reading MSP	66.40%	55.10%	62.39%	64.00%	55.50%	58.89%	53.29%
2012-13 Reading MSP	60.10%	63.29%	60.39%	66.59%	38.70%	56.60%	51.10%
2013-14 Reading MSP							

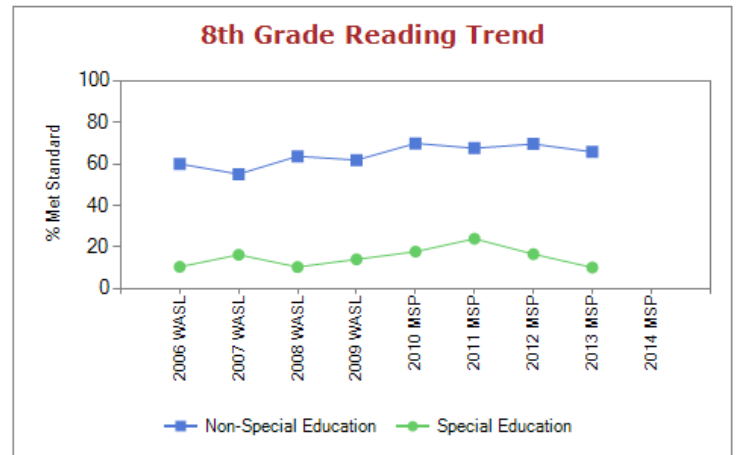
**8th Grade Reading**

Year	Non Low Income	Low Income
2005-06 WASL	60.10%	43.79%
2006-07 WASL	54.79%	42.70%
2007-08 WASL	61.79%	49.00%
2008-09 WASL	62.00%	46.29%
2009-10 MSP	71.29%	51.50%
2010-11 MSP	65.00%	54.20%
2011-12 MSP	70.20%	53.39%
2012-13 MSP	68.29%	48.79%
2013-14 MSP		



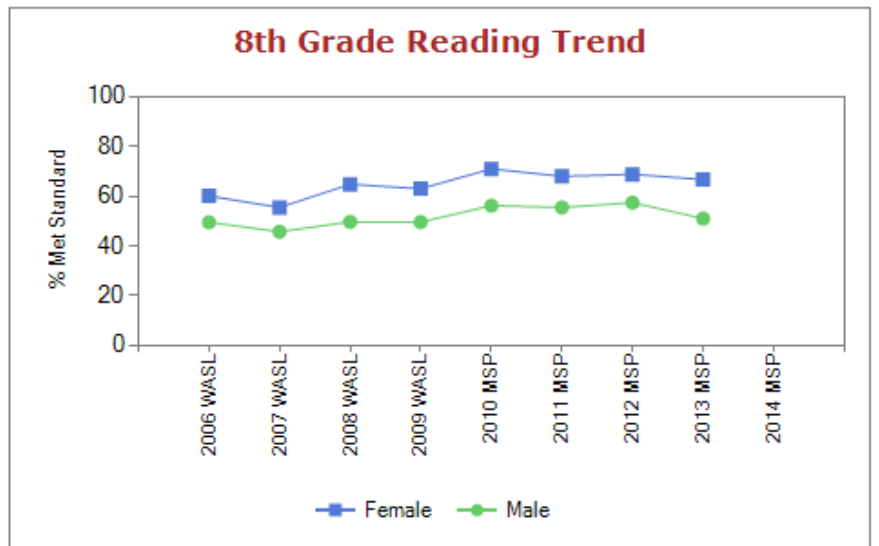
### 8th Grade Reading

Year	Non Special Education	Special Education
2005-06 WASL	60.00%	10.50%
2006-07 WASL	55.10%	16.30%
2007-08 WASL	63.70%	10.40%
2008-09 WASL	61.89%	14.09%
2009-10 MSP	69.90%	17.80%
2010-11 MSP	67.59%	24.00%
2011-12 MSP	69.59%	16.60%
2012-13 MSP	65.79%	10.19%
2013-14 MSP		

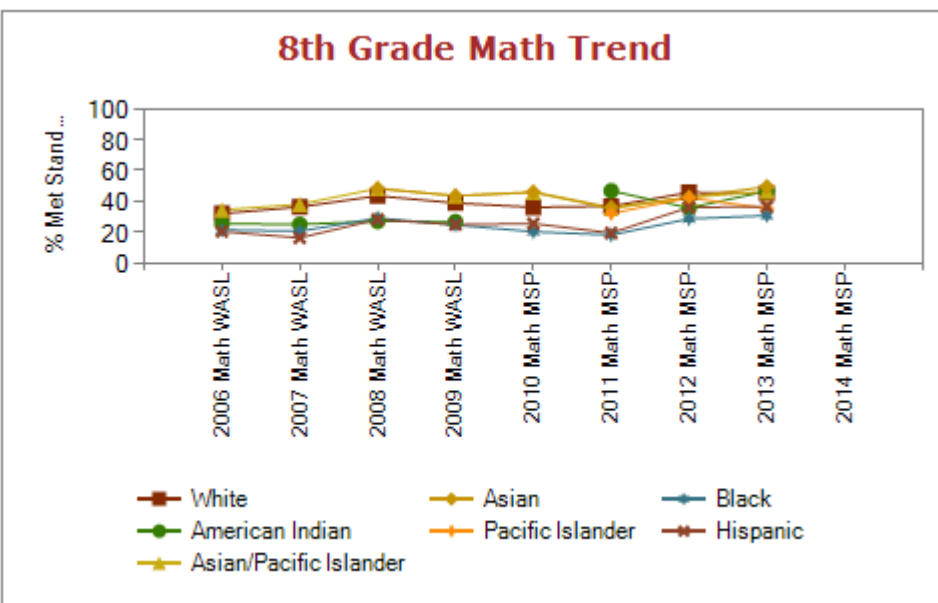


### 8th Grade Reading

Year	Female	Male
2005-06 WASL	60.10%	49.50%
2006-07 WASL	55.50%	45.70%
2007-08 WASL	64.79%	49.70%
2008-09 WASL	63.00%	49.60%
2009-10 MSP	71.00%	56.20%
2010-11 MSP	68.00%	55.50%
2011-12 MSP	68.79%	57.39%
2012-13 MSP	66.70%	51.00%
2013-14 MSP		



### 8th Grade Math Trend

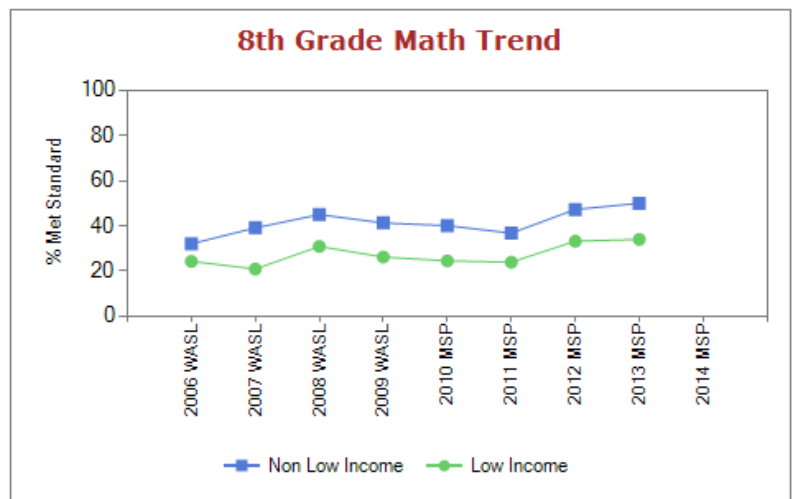


### 8th Grade Math

Year	White	American Indian	Asian/Pacific Islander	Asian	Pacific Islander	Black	Hispanic
2005-06 Math WASL	32.00%	25.30%	34.39%			21.39%	20.30%
2006-07 Math WASL	36.29%	25.00%	38.00%			20.50%	16.19%
2007-08 Math WASL	43.50%	27.00%	48.29%	48.29%		29.10%	28.19%
2008-09 Math WASL	38.89%	26.69%	43.60%	43.60%		24.60%	24.80%
2009-10 Math MSP	36.10%		45.70%	46.00%		20.19%	25.50%
2010-11 Math MSP	36.79%	46.79%	35.29%	36.00%	32.10%	18.10%	19.39%
2011-12 Math MSP	45.79%	35.70%	42.50%	42.60%	42.29%	28.60%	36.10%
2012-13 Math MSP	45.20%	46.60%	46.39%	49.50%	35.39%	30.69%	36.50%
2013-14 Math MSP							

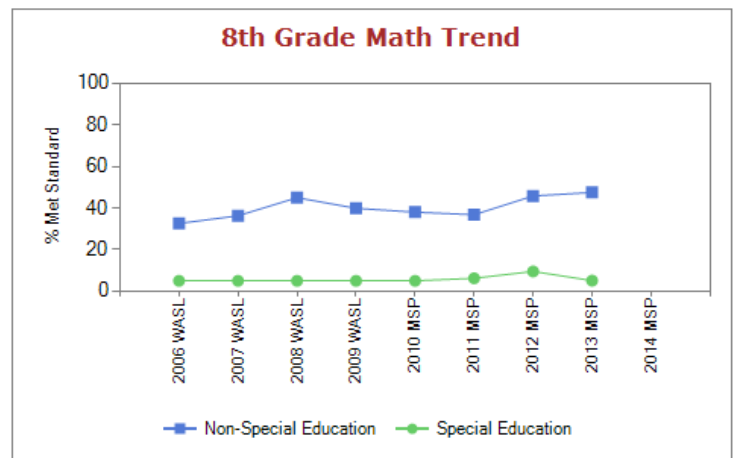
### 8th Grade Math

Year	Non Low Income	Low Income
2005-06 WASL	32.10%	24.30%
2006-07 WASL	39.10%	20.89%
2007-08 WASL	45.00%	30.89%
2008-09 WASL	41.29%	26.19%
2009-10 MSP	40.10%	24.50%
2010-11 MSP	36.79%	23.89%
2011-12 MSP	47.29%	33.20%
2012-13 MSP	50.00%	34.00%
2013-14 MSP		



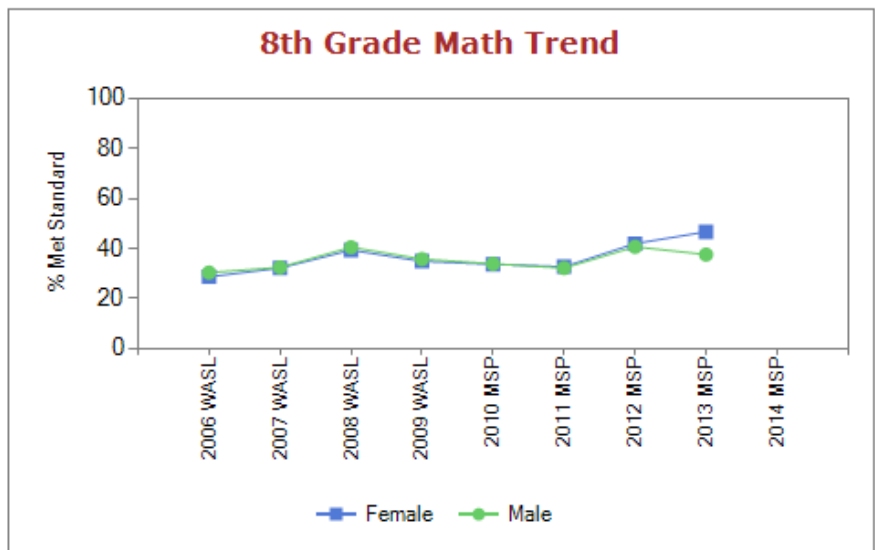
### 8th Grade Math

Year	Non Special Education	Special Education
2005-06 WASL	32.60%	<5.0%
2006-07 WASL	36.29%	<5.0%
2007-08 WASL	45.00%	<5.0%
2008-09 WASL	39.89%	<5.0%
2009-10 MSP	38.00%	<5.0%
2010-11 MSP	36.79%	6.20%
2011-12 MSP	45.79%	9.50%
2012-13 MSP	47.50%	5.09%
2013-14 MSP		

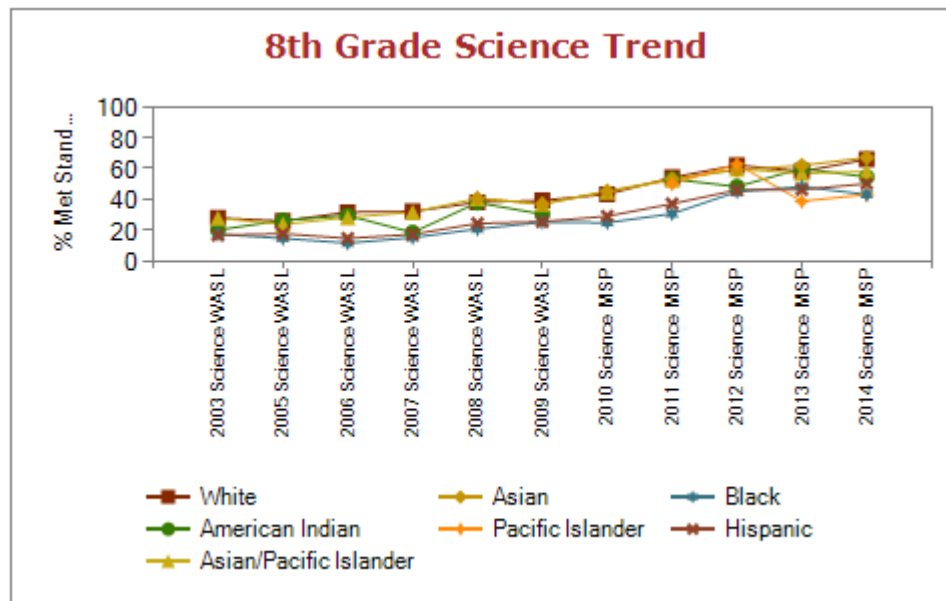


### 8th Grade Math

Year	Female	Male
2005-06 WASL	28.69%	30.39%
2006-07 WASL	32.20%	32.50%
2007-08 WASL	39.39%	40.50%
2008-09 WASL	34.89%	35.79%
2009-10 MSP	33.70%	33.89%
2010-11 MSP	32.70%	32.20%
2011-12 MSP	42.00%	40.70%
2012-13 MSP	46.70%	37.60%
2013-14 MSP		



### 8th Grade Science Trend

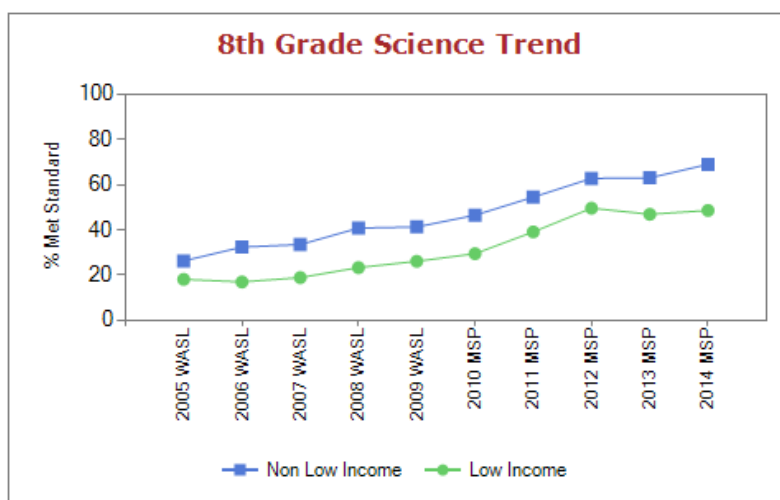


### 8th Grade Science

Year	White	American Indian	Asian/Pacific Islander	Asian	Pacific Islander	Black	Hispanic
2002-03 Science WASL	27.89%	20.00%	27.80%			17.30%	16.60%
2004-05 Science WASL	25.80%	26.30%	23.69%			14.59%	17.60%
2005-06 Science WASL	31.60%	29.39%	28.19%			11.50%	14.59%
2006-07 Science WASL	32.10%	18.39%	31.60%			15.09%	17.19%
2007-08 Science WASL	38.00%	37.79%	40.60%	40.60%		20.69%	24.30%
2008-09 Science WASL	39.29%	30.30%	36.89%	36.89%		25.10%	25.39%
2009-10 Science MSP	43.29%		45.00%	45.29%		24.80%	29.00%
2010-11 Science MSP	54.20%	53.10%	52.60%	53.20%	50.00%	30.60%	37.10%
2011-12 Science MSP	62.20%	48.20%	59.79%	59.10%	62.89%	44.89%	46.00%
2012-13 Science MSP	58.10%	60.00%	56.79%	62.00%	38.70%	48.20%	46.29%
2013-14 Science MSP	66.00%	54.50%	58.10%	67.09%	43.10%	43.10%	50.20%

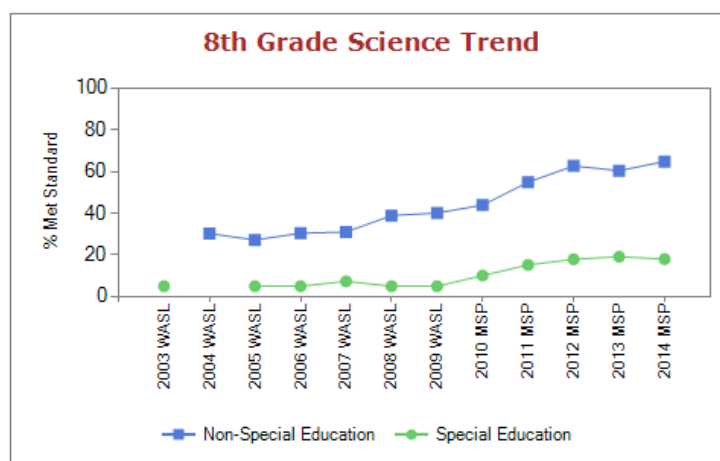
### 8th Grade Science

Year	Non Low Income	Low Income
2004-05 WASL	26.30%	18.10%
2005-06 WASL	32.39%	17.00%
2006-07 WASL	33.50%	18.89%
2007-08 WASL	40.79%	23.30%
2008-09 WASL	41.29%	26.10%
2009-10 MSP	46.50%	29.50%
2010-11 MSP	54.50%	39.10%
2011-12 MSP	62.79%	49.60%
2012-13 MSP	63.00%	46.89%
2013-14 MSP	69.00%	48.60%



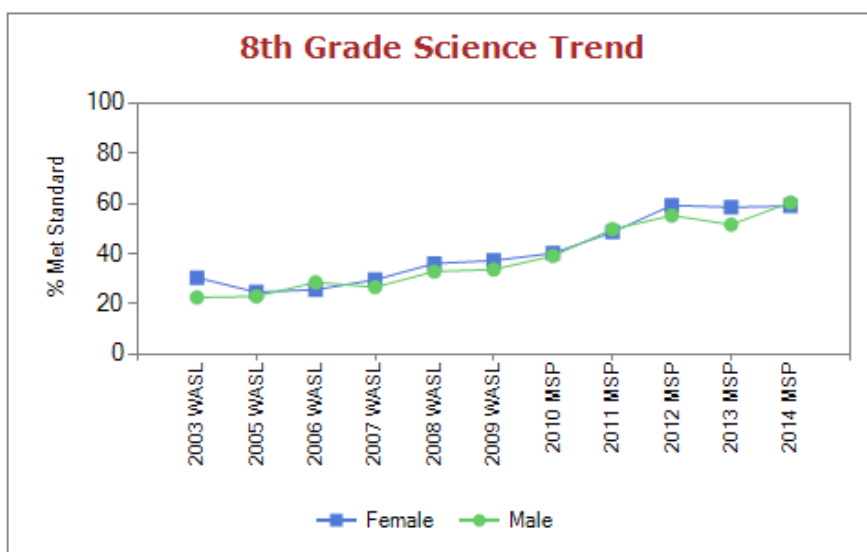
### 8th Grade Science

Year	Non Special Education	Special Education
2002-03 WASL		<5.0%
2003-04 WASL	30.19%	
2004-05 WASL	27.19%	<5.0%
2005-06 WASL	30.39%	<5.0%
2006-07 WASL	31.00%	7.29%
2007-08 WASL	38.89%	<5.0%
2008-09 WASL	40.10%	<5.0%
2009-10 MSP	43.89%	10.09%
2010-11 MSP	54.89%	15.19%
2011-12 MSP	62.70%	17.89%
2012-13 MSP	60.39%	19.10%
2013-14 MSP	64.79%	18.00%

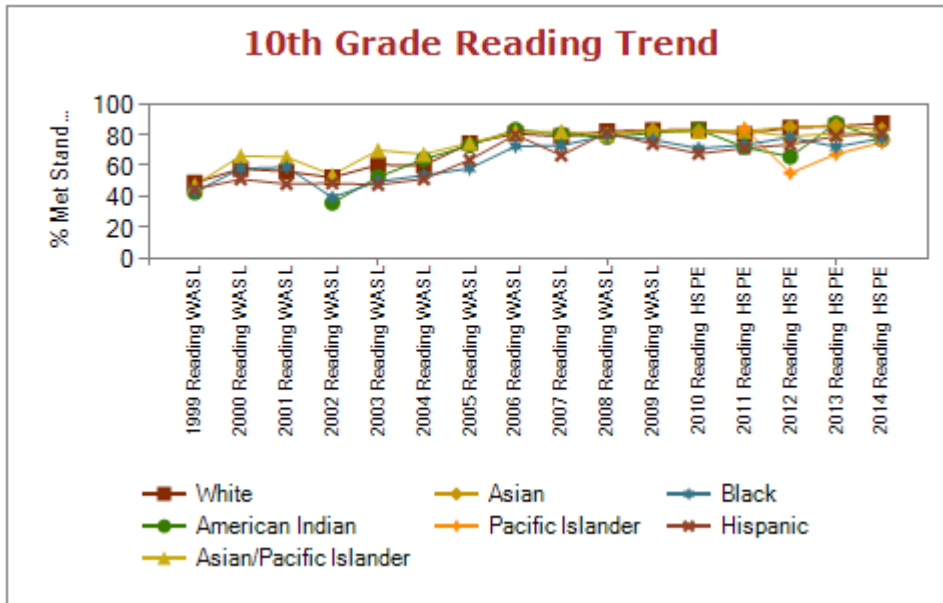


### 8th Grade Science

Year	Female	Male
2002-03 WASL	30.50%	22.60%
2004-05 WASL	24.69%	23.00%
2005-06 WASL	25.69%	28.60%
2006-07 WASL	29.60%	26.69%
2007-08 WASL	36.10%	32.89%
2008-09 WASL	37.29%	33.70%
2009-10 MSP	40.20%	39.10%
2010-11 MSP	48.60%	49.79%
2011-12 MSP	59.29%	55.20%
2012-13 MSP	58.50%	51.60%
2013-14 MSP	59.00%	60.39%







**10th Grade Reading**

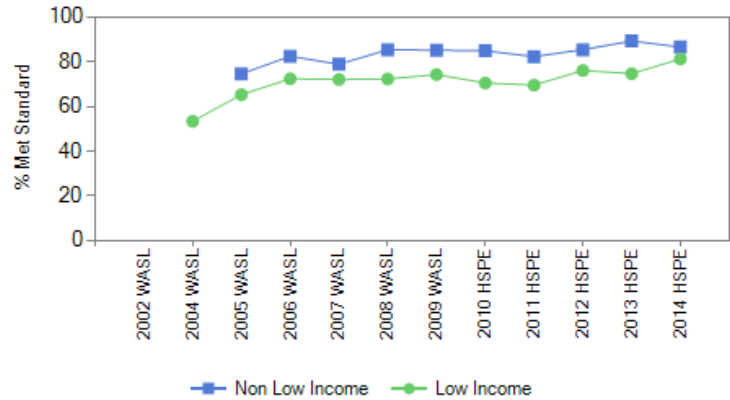
Year	White	American Indian	Asian/Pacific Islander	Asian	Pacific Islander	Black	Hispanic
1998-99 Reading WASL	48.80%	42.40%	47.30%			42.80%	44.60%
1999-00 Reading WASL	57.90%		66.30%			58.10%	51.10%
2000-01 Reading WASL	56.10%		65.50%			59.00%	48.00%
2001-02 Reading WASL	52.20%	35.70%	53.90%			39.30%	48.50%
2002-03 Reading WASL	60.40%	52.50%	70.00%			49.60%	47.50%
2003-04 Reading WASL	60.10%	64.20%	67.40%			53.70%	51.20%
2004-05 Reading WASL	74.50%	73.10%	74.80%			58.20%	63.70%
2005-06 Reading WASL	80.70%	83.30%	82.10%			72.60%	80.00%
2006-07 Reading WASL	78.90%	80.30%	82.10%			73.00%	66.60%
2007-08 Reading WASL	82.20%	78.50%	80.30%	80.30%		79.70%	81.50%
2008-09 Reading WASL	83.10%	81.10%	82.80%	82.80%		76.80%	74.00%
2009-10 Reading HSPE	83.30%	83.30%	82.20%	82.20%		71.10%	67.70%
2010-11 Reading HSPE	80.40%	72.00%	82.60%	82.40%	84.20%	73.40%	71.30%
2011-12 Reading HSPE	84.70%	65.70%	79.00%	85.00%	55.10%	78.40%	73.60%
2012-13 Reading HSPE	85.50%	87.50%	81.00%	86.10%	67.50%	72.20%	79.10%
2013-14 Reading HSPE	87.50%	76.90%	81.20%	83.30%	75.00%	77.70%	81.10%



### 10th Grade Reading

Year	Non Low Income	Low Income
2001-02 WASL		
2003-04 WASL		53.39%
2004-05 WASL	74.59%	65.29%
2005-06 WASL	82.50%	72.40%
2006-07 WASL	78.90%	72.10%
2007-08 WASL	85.40%	72.30%
2008-09 WASL	85.20%	74.30%
2009-10 HSPE	84.90%	70.50%
2010-11 HSPE	82.30%	69.60%
2011-12 HSPE	85.40%	76.10%
2012-13 HSPE	89.30%	74.70%
2013-14 HSPE	86.60%	81.30%

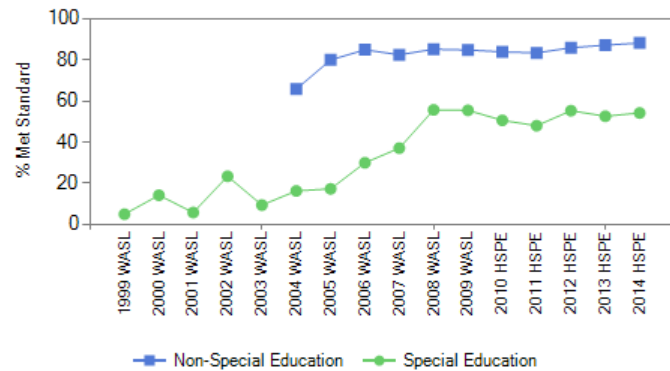
### 10th Grade Reading Trend



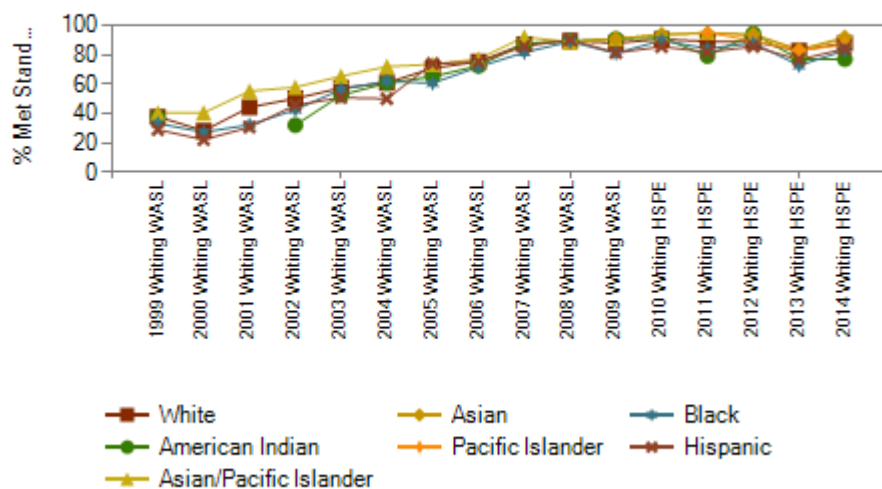
### 10th Grade Reading

Year	Non Special Education	Special Education
1998-99 WASL		<5.0%
1999-00 WASL		14.19%
2000-01 WASL		5.79%
2001-02 WASL		23.39%
2002-03 WASL		9.40%
2003-04 WASL	65.79%	16.30%
2004-05 WASL	80.00%	17.30%
2005-06 WASL	84.90%	30.00%
2006-07 WASL	82.50%	37.10%
2007-08 WASL	85.20%	55.70%
2008-09 WASL	84.80%	55.50%
2009-10 HSPE	83.90%	50.60%
2010-11 HSPE	83.40%	48.00%
2011-12 HSPE	85.90%	55.30%
2012-13 HSPE	87.20%	52.60%
2013-14 HSPE	88.20%	54.20%

### 10th Grade Reading Trend



### 10th Grade Writing Trend

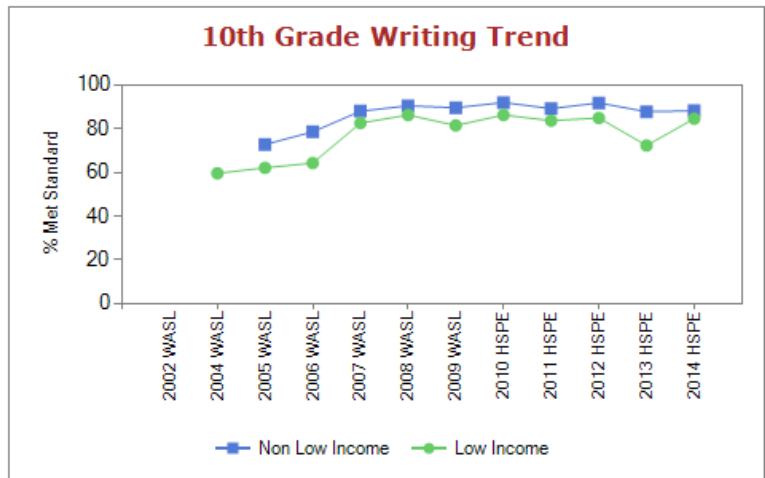


### 10th Grade Writing

Year	White	American Indian	Asian/Pacific Islander	Asian	Pacific Islander	Black	Hispanic
1998-99 Writing WASL	37.90%	37.50%	40.50%			33.30%	29.00%
1999-00 Writing WASL	28.30%		40.50%			27.30%	22.20%
2000-01 Writing WASL	44.20%		55.20%			32.30%	30.70%
2001-02 Writing WASL	50.20%	32.10%	57.80%			42.50%	45.70%
2002-03 Writing WASL	57.30%	52.50%	65.30%			56.40%	50.80%
2003-04 Writing WASL	60.80%	60.70%	71.80%			61.90%	50.00%
2004-05 Writing WASL	70.70%	65.00%	73.40%			60.60%	73.90%
2005-06 Writing WASL	75.20%	72.30%	76.90%			71.70%	75.00%
2006-07 Writing WASL	87.10%	87.50%	92.00%			81.40%	85.50%
2007-08 Writing WASL	89.20%	89.20%	88.50%	88.50%		88.80%	90.10%
2008-09 Writing WASL	87.80%	90.50%	90.80%	90.80%		80.80%	81.20%
2009-10 Writing HSPE	90.40%	91.60%	93.50%	93.50%		89.60%	85.30%
2010-11 Writing HSPE	88.90%	79.00%	>95.00%	94.30%	>95.00%	84.00%	81.70%
2011-12 Writing HSPE	88.70%	94.20%	92.90%	93.80%	89.20%	87.80%	85.40%
2012-13 Writing HSPE	82.60%	76.90%	83.20%	83.30%	82.90%	72.60%	76.50%
2013-14 Writing HSPE	87.70%	76.90%	90.50%	91.70%	86.60%	82.80%	83.90%

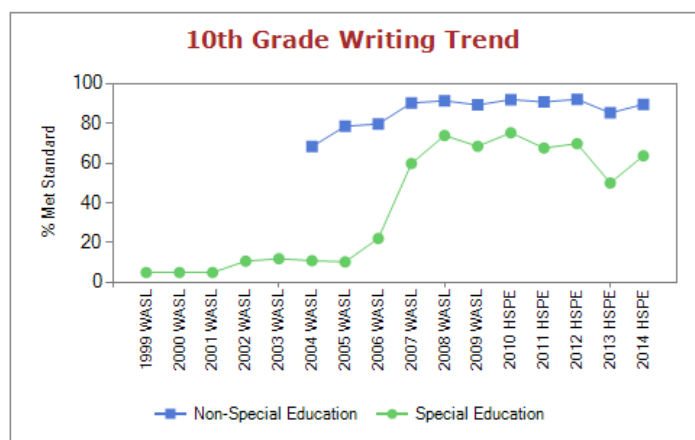
### 10th Grade Writing

Year	Non Low Income	Low Income
2001-02 WASL		
2003-04 WASL		59.60%
2004-05 WASL	72.79%	62.10%
2005-06 WASL	78.59%	64.29%
2006-07 WASL	88.00%	82.60%
2007-08 WASL	90.50%	86.30%
2008-09 WASL	89.60%	81.50%
2009-10 HSPE	92.00%	86.30%
2010-11 HSPE	89.20%	83.70%
2011-12 HSPE	91.80%	84.90%
2012-13 HSPE	87.80%	72.30%
2013-14 HSPE	88.20%	84.60%



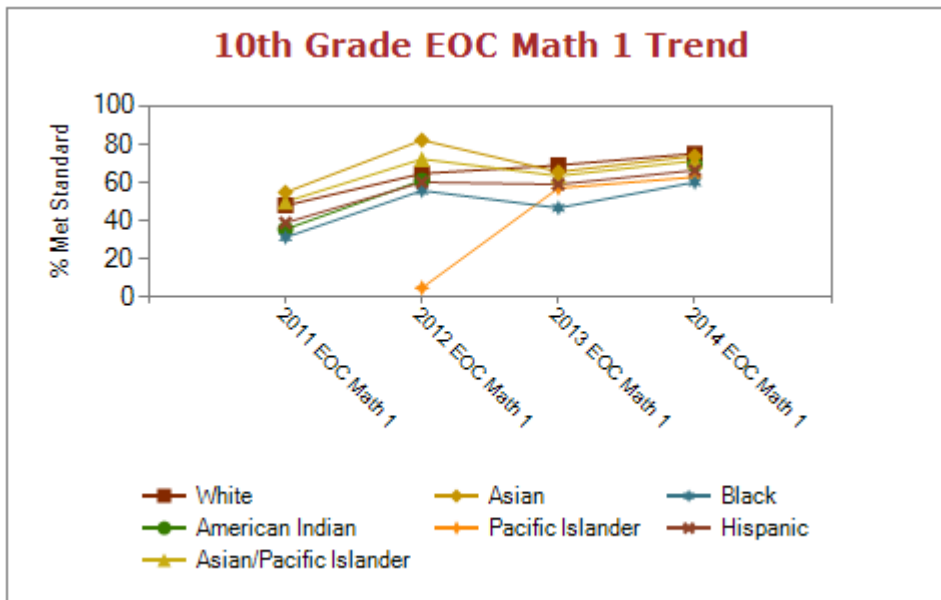
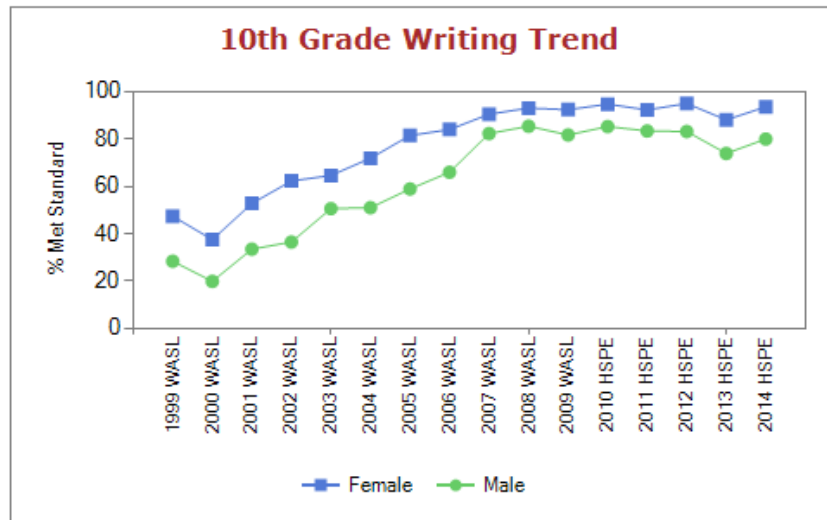
### 10th Grade Writing

Year	Non Special Education	Special Education
1998-99 WASL		<5.0%
1999-00 WASL		<5.0%
2000-01 WASL		<5.0%
2001-02 WASL		10.69%
2002-03 WASL		11.90%
2003-04 WASL	68.29%	10.90%
2004-05 WASL	78.59%	10.30%
2005-06 WASL	79.70%	22.10%
2006-07 WASL	90.30%	59.80%
2007-08 WASL	91.40%	73.90%
2008-09 WASL	89.30%	68.50%
2009-10 HSPE	92.00%	75.30%
2010-11 HSPE	90.80%	67.60%
2011-12 HSPE	92.10%	69.80%
2012-13 HSPE	85.30%	50.00%
2013-14 HSPE	89.60%	63.70%



### 10th Grade Writing

Year	Female	Male
1998-99 WASL	47.39%	28.39%
1999-00 WASL	37.50%	19.89%
2000-01 WASL	52.79%	33.50%
2001-02 WASL	62.29%	36.50%
2002-03 WASL	64.59%	50.60%
2003-04 WASL	71.90%	51.00%
2004-05 WASL	81.50%	58.89%
2005-06 WASL	84.00%	66.00%
2006-07 WASL	90.50%	82.30%
2007-08 WASL	93.10%	85.40%
2008-09 WASL	92.40%	81.70%
2009-10 HSPE	94.70%	85.30%
2010-11 HSPE	92.30%	83.40%
2011-12 HSPE	>95.0%	83.20%
2012-13 HSPE	88.10%	73.90%
2013-14 HSPE	93.60%	80.00%

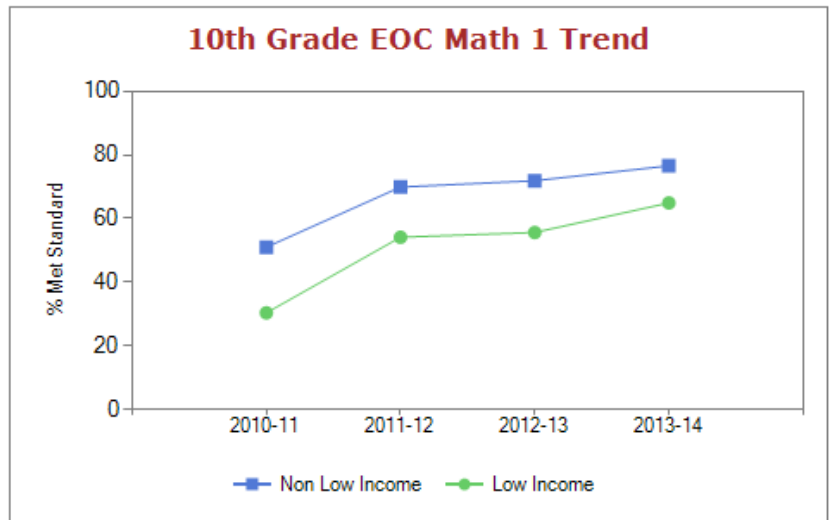


### 10th Grade EOC Math 1

Year	White	American Indian	Asian/Pacific Islander	Asian	Pacific Islander	Black	Hispanic
2010-11 EOC Math 1	48.00%	35.70%	50.00%	54.90%		31.40%	39.00%
2011-12 EOC Math 1	64.70%	61.10%	72.30%	82.20%	<5.00%	55.80%	60.20%
2012-13 EOC Math 1	69.10%		63.50%	65.60%	57.10%	46.80%	59.10%
2013-14 EOC Math 1	75.20%	69.50%	71.40%	73.90%	62.90%	60.20%	66.40%

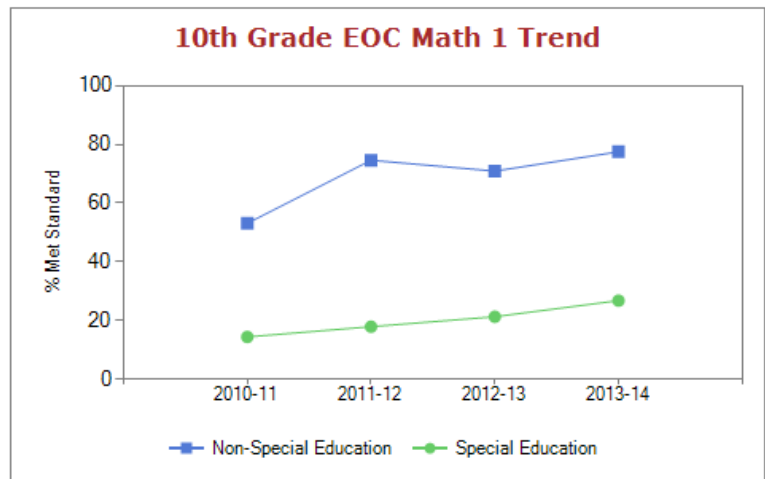
### 10th Grade EOC Math 1

Year	Non Low Income	Low Income
2010-11	51.00%	30.30%
2011-12	69.90%	54.10%
2012-13	71.90%	55.60%
2013-14	76.60%	64.90%



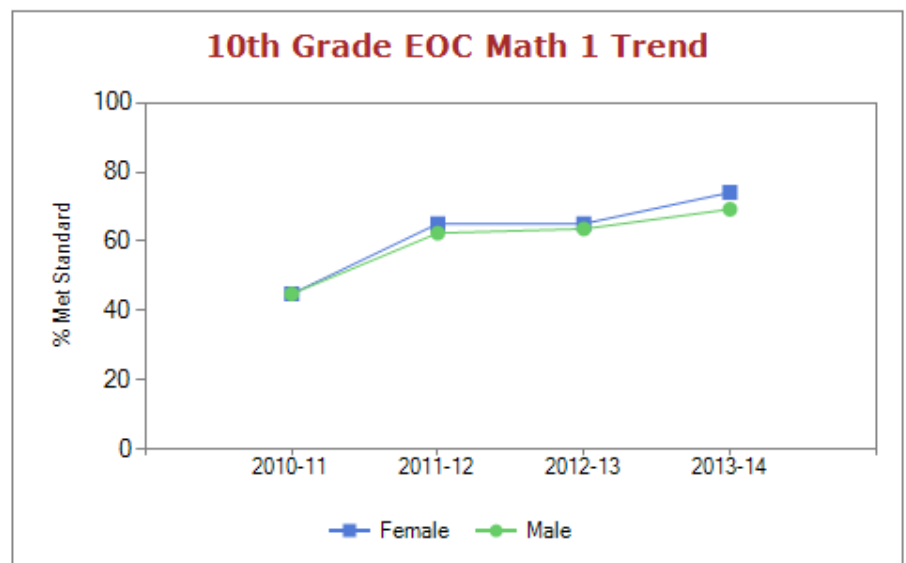
### 10th Grade EOC Math 1

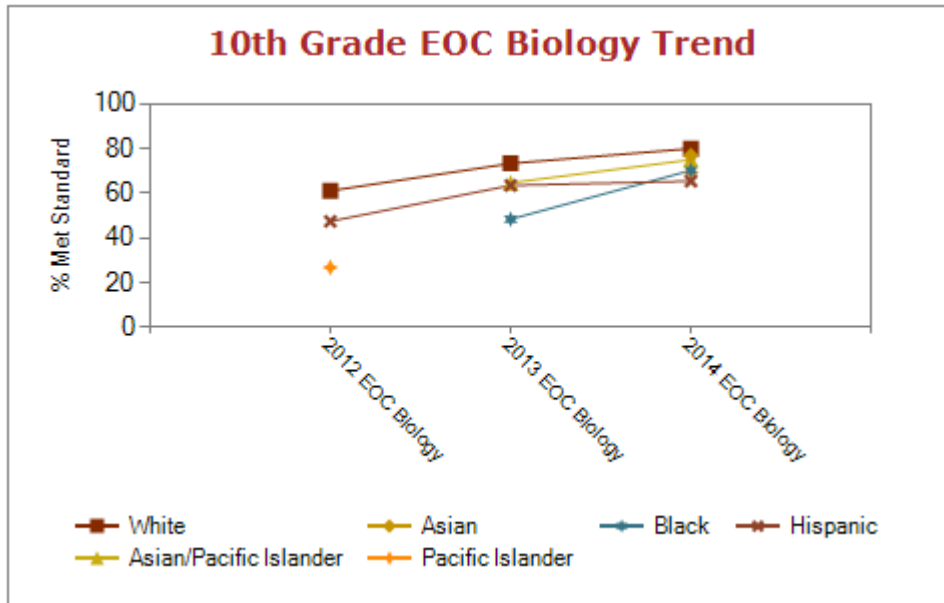
Year	Non Special Education	Special Education
2010-11	53.10%	14.30%
2011-12	74.60%	17.80%
2012-13	70.90%	21.20%
2013-14	77.50%	26.70%



### 10th Grade EOC Math 1

Year	Female	Male
2010-11	44.80%	44.80%
2011-12	65.10%	62.40%
2012-13	65.10%	63.60%
2013-14	74.10%	69.30%



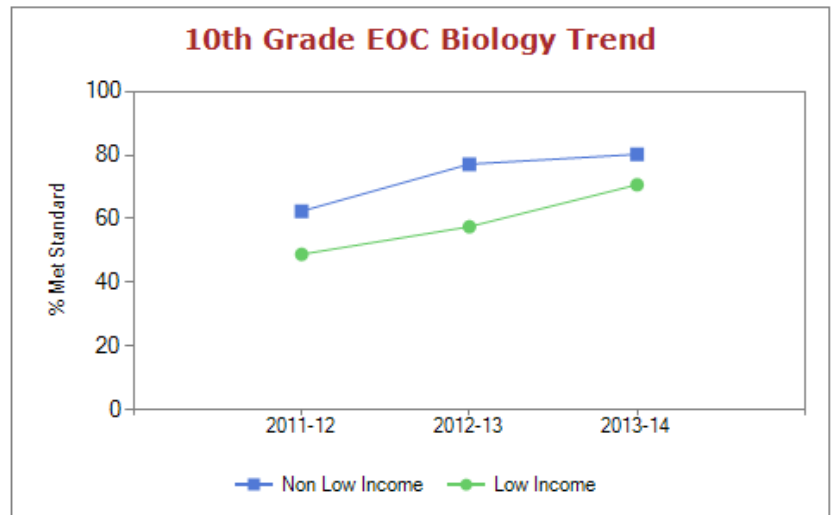


**10th Grade EOC Biology**

Year	White	Asian/Pacific Islander	Asian	Pacific Islander	Black	Hispanic
2011-12 EOC Biology	61.20%			26.90%		47.50%
2012-13 EOC Biology	73.40%	64.80%			48.50%	63.60%
2013-14 EOC Biology	80.10%	75.10%	77.00%	69.60%	70.30%	65.50%

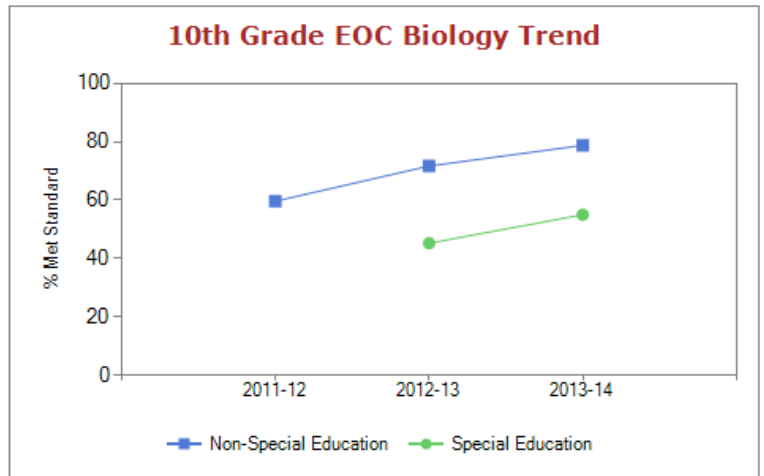
**10th Grade EOC Biology**

Year	Non Low Income	Low Income
2011-12	62.40%	48.80%
2012-13	77.20%	57.50%
2013-14	80.30%	70.70%



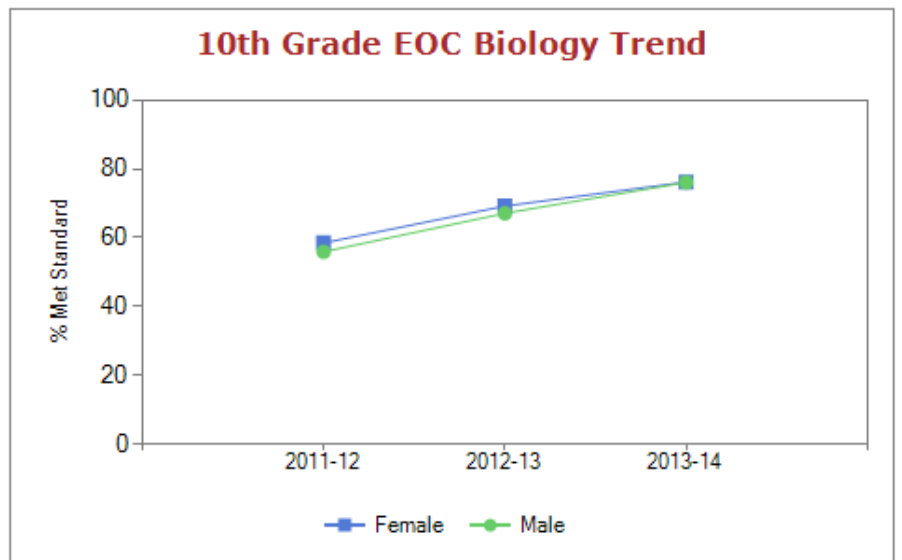
### 10th Grade EOC Biology

Year	Non Special Education	Special Education
2011-12	59.60%	
2012-13	71.70%	45.20%
2013-14	78.80%	55.00%



### 10th Grade EOC Biology

Year	Female	Male
2011-12	58.50%	55.90%
2012-13	69.20%	67.10%
2013-14	76.20%	76.10%



## AUTHORITY

### Federal Requirements

1. Title IX, Education Amendments of 1972
2. Equal Employment Opportunity Act of 1972
3. Age Discrimination in Employment Act of 1967, Public Law 90-202
4. Title VI, Civil Rights Act of 1964.
5. Title VII, Civil Rights Act of 1964 (as amended by the Equal Employment Opportunity Act of 1972)
6. Equal Pay Act of 1963
7. National Labor Relations Act and Related Laws.

### Washington State Requirements

1. State of Washington, Chapter 49.60, RCW – Law against discrimination
2. Governor's Directive, 98-01 – Implementation of Initiative Measure 200
3. Chapter 392-200, WAC – School Personnel – Employment Discrimination

### Bethel School District Policies

1. Policy 2133, Diversity-Multicultural Education
2. Policy 5010, Nondiscrimination and Affirmative Action
3. Policy 5013, Slurs, A Form of Discrimination

## GLOSSARY

**Affected Group:** Groups specified in affirmative action laws, including Native Americans, Asians/Pacific Islanders, African Americans, Hispanics, women, persons age 40 and over, persons with disabilities, disabled veterans, and Vietnam era veterans.

**Affirmative Action:** Actions, policies, and procedures to which an organization commits itself that are designed to achieve equal employment opportunity. The affirmative action obligation includes: (1) thorough, systematic efforts to prevent discrimination from occurring or to detect it and eliminate it as promptly as possible; (2) recruitment and outreach measures.

**Affirmative Action Plan:** A written program in which an employer details the steps that will be taken, or have already been taken, to ensure equal employment opportunity.

**Asian/Pacific Islander:** A person with origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, Samoa, Vietnam, and The Philippine Republic.

**Availability:** The “availability” of an affected class for a job group means its percentage among persons in the relevant labor area and/or internal feeder pools having the requisite qualifications to perform in the positions of the job group. The term is broad enough to include any factor that is relevant in determining the availability of individuals for the jobs in the job group. Availability figures are used in determining possible underutilization and, where a goal is established, in determining the level of the goal.

**Black (or African American):** A person, not of Hispanic origin, with origins in any of the Black racial groups of Africa.

**Disabled:** Federal and state definitions vary: The term disability is substituted for the term handicap the following definitions:

1. The Federal Affirmative Action and Equal Opportunity Definition – A person is disabled who:
  - Has physical or mental impairment which substantially limits one or more major life activities.
  - Has a record of such an impairment; or is regarded as having such an impairment.
2. The Washington State Affirmative Action Definition – A person is disabled who:
  - Has a physical, mental or sensory impairment which impedes that individual in obtaining and maintaining permanent employment and promotional opportunities.
  - Has impairments that are material (rather than slight), static, and permanent, in that they are seldom fully corrected by medical replacement, therapy, or surgical means.
3. The Washington State Equal Opportunity Definition – Disability is defined as the presence of any sensory, mental, or physical handicap.

**Equal Employment Opportunity:** The opportunity to obtain employment, promotions, and other benefits of employment without discrimination because of ethnicity, color, religion, sex, marital status, sexual preference/orientation, national origin, age, physical, sensory or mental disability, or status as a disabled or Vietnam era veteran.

**Good Faith Efforts:** The basic components of good faith efforts are: (1) outreach and recruitment



measures to broaden candidate pools from which selection decisions are made to include people of color, handicapping conditions, and women, and (2) systematic efforts to assure that selections thereafter are made without regard to race, sex, or other prohibited factors.

**Hispanic:** A person of Mexican, Puerto Rican, Cuban, South American, or other Spanish culture or origin, regardless of race.

**Job Group:** One or more job classes having similar job duties, salary ranges, career ladders, and recruitment areas and enough incumbents (optimally 50 or more) to allow for a useful utilization analysis.

**Native American:** A person with origins in any of the original people of North America who maintains cultural identification through tribal affiliation or has community recognition as an American Indian or Alaskan Native.

**Underutilization:** Having fewer minorities or women in a particular job or job group than would be reasonably expected based upon their availability.

**Vietnam Veteran:** A person who served on active duty for more than 180 days, any part of which occurred between February 28, 1961 and May 7, 1975 in the Republic of Vietnam, or between August 5, 1964 and May 7, 1975 in all other cases; and was discharged or released from active duty with other than a dishonorable discharge; or who was discharged or released from active duty for a service-connected disability if any part of such active duty was performed between August 5, 1964 and May 7, 1975.

**Veteran:** A person who served on active duty in any branch of the military for more than 180 days and was discharged or released from active duty with other than a dishonorable discharge.