



POST MIDDLE SCHOOL

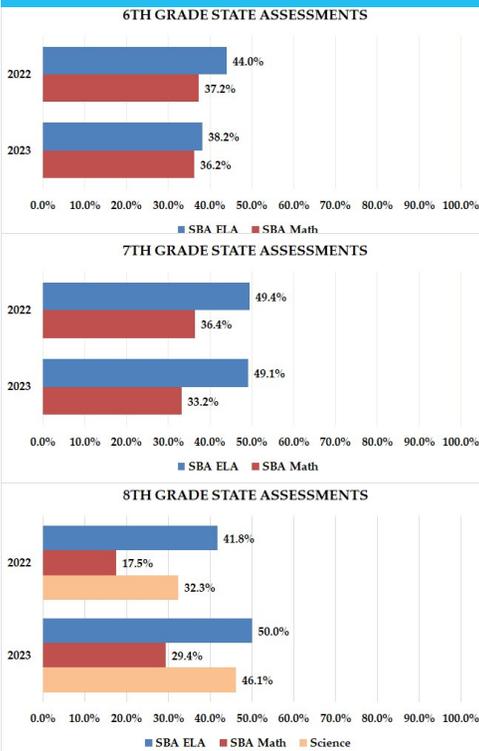


Our School's Mission

Utilizing research-based practices, we will collaboratively increase student achievement while engaging all students as independent learners in an academically, socially and emotionally supportive environment.

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Student Assessment Result Comparisons



Survey Results

A summary of the district's 2023 Family and Community Survey can be seen here: <https://www.asd.wednet.edu/communications/surveys>

Washington State Report Card

The Washington State Report Card shows school data at the state, school district and school building level. The report card includes information like assessment results, teacher qualifications and other information. View the report card at: washingtonstatereportcard.ospi.k12.wa.us. You can also visit your child's school if you don't have access to a computer.

Leslie Olson, Principal

Annual School Performance Report– 2022-23

2022-23 District Year-End Fund Balance	General Fund	Associated Student Body	Debt Service	Capital Projects	Transportation Vehicle
Beginning Fund Balance	\$10,181,668	\$773,604	\$1,092,972	\$8,969,581	\$689,365
Total Revenues	88,286,399	788,359	12,281	6,729,982	625,402
Total Expenditures	94,650,685	725,590	4,768,667	6,178,882	0
Inter Fund Transfer In/(Out)	0		4,768,327	(4,654,925)	-115,992
Ending Fund Balance	\$3,817,382	\$836,373	\$1,104,913	\$4,865,756	\$1,198,775
Budgeted Projected FB	\$4,021,291	\$689,377	\$1,092,534	\$5,888,949	\$12,508

Student Demographics

Enrollment..... 636 (2023-24)
Expenditures per pupil \$15,864
Students Regularly Attend..... 68.3%
Free/Reduced-Price Meals (District) .. 37.4%
Special Education 15.4%

Race/Ethnicity

American Indian/Alaskan Native 1.6%
Asian 0.8%
Black/African American 0.9%
Hispanic/Latino of any race (s) 14.5%
Native Hawaiian/Pacific Islander 0.5%
Two or more races 7.6%
White 74.2%

Facility Use

Post Middle School's original three buildings were constructed in 1981. The main building houses the administrative offices, classrooms, library, multipurpose room, stage and kitchen. The gymnasium contains a main gym, auxiliary gym, locker and shower facilities and storage. The shop building consists of a shop, two classrooms, office space and storage. The main playfield is west of the gym with an all-weather track. There is also a small grass playfield on the property. In 1993, a seven-classroom addition that included a technology lab was constructed at the southeast corner of the campus. Currently, we use an additional four portables. You are invited to become an active part of our school.

School Improvement Plan

For the 2023-24 school year, Post continued expanding our collaboration, learning and strategies to support inclusive practices to meet each students' needs incorporating universal design for learning (UDL) strategies. The staff is engaging as content and grade level teams to collaborate in removing barriers and planning as they implement UDL strategies to support all of the learners in their class. Professional learning communities continue to meet weekly to support collaborative planning and assessment of grade level standards. This can be in content teams, grade level teams, as a building staff or other identified groups to support improving instruction, meeting student needs, and ensuring student learning. Post has implemented a pilot of our WIN ("What I Need") advisory period 4 days a week. This is where students can get academic intervention, organizational support, or extension in areas as well as their weekly Character Strong Lesson. Post also continues our WEB program to support 6th grade transition to middle school and to build leadership skills among our 7th and 8th graders. The WEB program goes alongside the Character Strong curriculum that includes weekly social emotional learning lessons. Behavior intervention and social emotional learning continues to be a priority again this year based on student needs in order for students to access academic content and academic intervention. Post continues to deploy resources and strategies to support all of the needs presented through team meetings, collaboration with families, professional learning in behavioral supports, student support advocate connections, and school counselor support.