



Sheridan Elementary School

3737 East 5th Avenue • Spokane, WA 99202-5099 • 354-4100

What Makes Sheridan Special?

At Sheridan Elementary, we set a goal of preparing all students for college. With the guidance of the district-approved curriculum, students receive rigorous and relevant instruction in all subjects.

Our staff continues to develop new ways to reach all learners, and our collaboration time is focused on student achievement. We at Sheridan know the importance of being partners with our community members, and we are grateful for their continued support.

Creating Better Learning Environments for Students

Our community's overwhelming support of the school district's 2003 facilities improvement bond and educational program levy set in motion a chain of positive changes throughout Spokane Public Schools.

Sheridan has received:

- new carpet and tile
- a new heating, ventilation and air conditioning (HVAC) system
- a new roof and insulation
- a new fence and drainage improvements
- new hot water pipes
- 21 new computers

During the 2003-2009 bond cycle, yearly improvement projects will be undertaken at many schools across the district to keep school buildings in good condition and to meet changing program needs. Once a year the needs of individual schools are gathered and presented by the building principal with input from staff members and parents to the Facility Services department.

Throughout the district, new flooring, roofing, play equipment and electrical, safety and technology upgrades will make a better place for students to learn. New, integrated security systems will be installed throughout Spokane Public Schools to better help keep staff and students safe, and to protect our buildings and their contents. All systems are scheduled to be installed by September 2007.

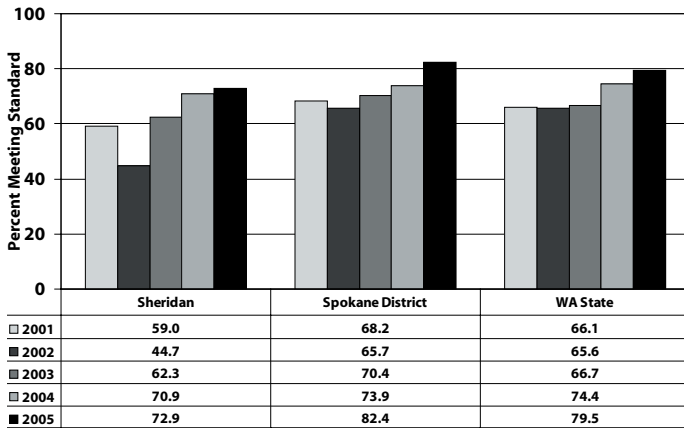
Your bond and levy dollars are not only creating safer, more efficient schools, but also more jobs for the Spokane community. Thank you, voters!



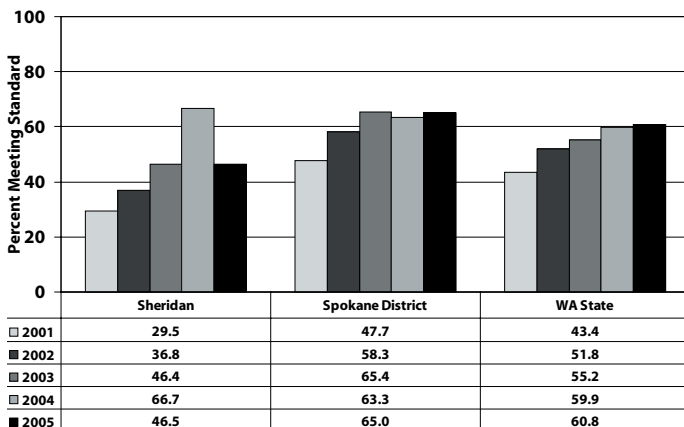
Annual Report Card 2005

Sheridan School Students' Trends in WASL Performance

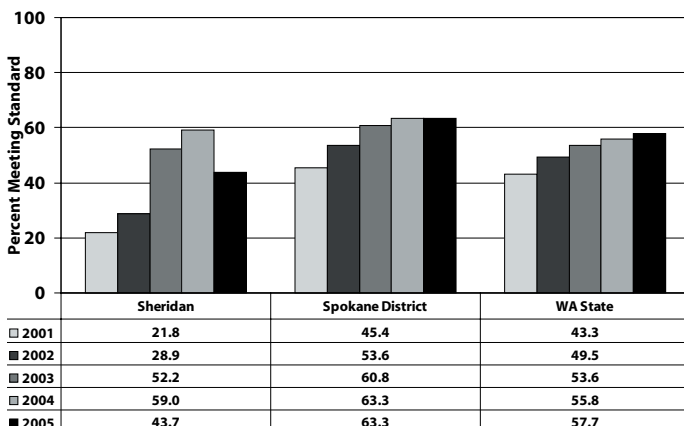
**Trends in WASL Reading - Grade 4
School, District, and State**



**Trends in WASL Math - Grade 4
School, District, and State**



**Trends in WASL Writing - Grade 4
School, District, and State**



Federal Elementary and Secondary Education Act (ESEA)

On January 8, 2002, President Bush signed into law the Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act of 2001 (NCLB). This act was developed around four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have proven to work.

This report card information is available on the Office of Superintendent of Public Instruction website provided below. The bar graphs to the left illustrate the progress that has been made by students at this school on the Washington Assessment of Student Learning (WASL) in the areas of reading, writing, and math. This assessment is required of all 4th, 7th, and 10th graders attending public schools in Washington.

For more information regarding this school's academic achievement and other related data, you may go to the following website: <http://reportcard.ospi.k12.wa.us>.

Summary of Sheridan School Data

Enrollment, October 2004	467
Average Daily Attendance	93.6%
Percent of Free & Reduced Lunch Participants	70.3%
Student Mobility After	
Fourth Day of School	Entering: 83 Leaving: 78
Total Minority Students	Number: 134 Percent: 28.7%
Number of Certificated Teachers	32
Average Years Teaching Experience	13
Percent With at Least a Masters	65.6%

Working Together for Our Students

Today's world is not the same as the one our children will live in and work in as adults. But we have been trusted with preparing them to succeed in it. They'll need not only the ability to read, write and communicate clearly, but also to be good citizens with strong cultural knowledge and problem-solving skills.

To get them there, we are working hard to make sure our written, taught and tested curricula are aligned. We are devoting time and resources to professional development, instructional coaching and collaboration.

We have identified the elements of successful learning, and are continuing to infuse them throughout our schools:

- Creating relevancy for students, and keeping them engaged.
- Building high-quality content and teaching it.
- Really knowing our students and building relationships with them and their families.
- Holding ourselves and our students to high expectations.

The efforts we take to create caring, safe, healthy and productive conditions for our students require a partnership among family, school and the community. It takes all of us.