



Washington High School School Performance Report for 2013-14

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Franklin Pierce School District

Vision

Every student graduates from high school prepared to succeed in post-secondary education.

Core Business

Engage all students in rigorous, relevant, high quality work.

Beliefs

- Every student can learn to think, reason, and achieve at high levels.
- Every student can learn more every day.
- Every student has potential for educational and economic success beyond high school.
- Every teacher is a “leader of learning” whose primary job is to engage students in meaningful experiences that result in desired learning.
- Every staff member has the ability to build positive relationships with students that contribute to learning.
- Every school principal is a “leader of leaders”.
- Every staff member has the responsibility to support the core business.

Mission Statement

To provide students an engaging educational environment built upon proven academics and high standards, resulting in successful and contributing citizens.

Goals

- Increase academic achievement of all students
- Prepare students for success beyond high school
- Maintain safe and caring schools
- Promote family and community involvement in our schools



Washington High School



Mission Statement

Washington High School's mission is to develop contributing citizens, produce academically successful students, and assist students in creating plans for post-secondary opportunities. Academic success will be determined by district and state standards. To ensure this success, we commit to strategic interventions and supports for all our students.

Values

- We will honor and celebrate diversity.
- We will collaborate and communicate with the school community to create engaging lessons and a learning-focused environment.
- We will provide and implement interventions for every student in need.
- We will recognize and celebrate academic success.
- We will assist students in creating post-secondary plans.
- We will attend and acknowledge student performances, activities and athletics.

Safe & Civil Schools PATS Traits

- Practice Positive Attitudes
- Act Responsibly
- Treat Everyone with Respect
- Strive for Excellence



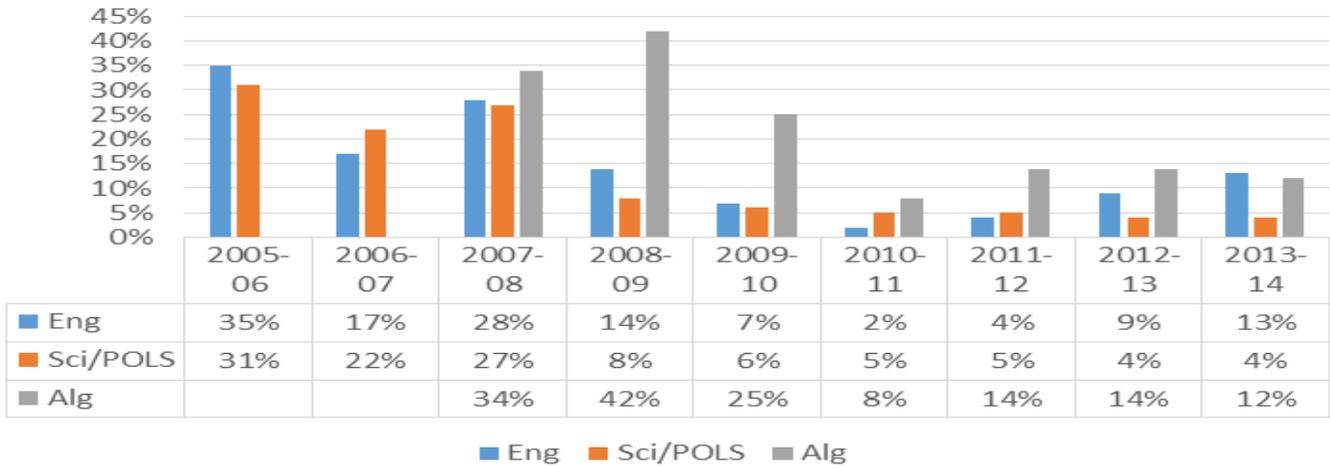
Campus History

Washington High School opened its current facility in 1969 with the first graduating class in 1971. In 1990, the south campus athletic fields were upgraded and the buildings received a major energy efficiency remodel in 1991. The track and the football practice facility received major upgrades in 1994-95. In 1998 our community passed an important Capital Projects Bond. The first phase of the capital improvement project at Washington High was the construction of an auxiliary gymnasium. The second phase of the project was completed in the fall of 2004 with the addition of five classrooms, performing arts center, expanded cafeteria, and renovated classrooms and library. Washington High School is also available for public use. For information, call 298-4700.

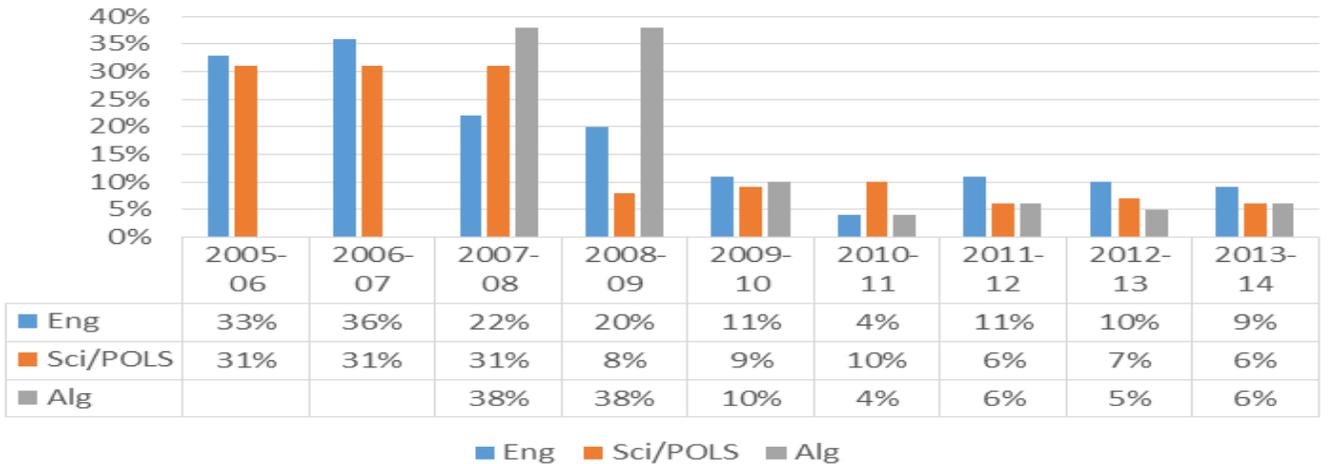
School Improvement Plan

Washington High School has a multilayered School Improvement Plan with action plans in the areas of Reading, Mathematics, and On-time Graduation Rate. WHS continued many improvement initiatives for 2013-14 based on the performance and research completed since the 2005-2006 school year. These action plans have become the major focus of our monthly staff meetings, classroom instruction improvement efforts, and behavior and academic interventions for students who require additional support. Specific examples include our continued focus on literacy through monthly staff trainings, implementation and continued focus on complex instruction in our math classes, and organization of a building RTI team that meets weekly to discuss specific student needs and develop strategic intervention for academics and behavior. Additionally, our staff collaborates together as departments on a weekly basis to develop engaging lessons and reflect on student work. One area of intervention that has experienced significant success is the Freshman Success Program. This strategic intervention has helped to decrease freshman failure rate significantly since its inception in the 2006-2007 school year. Due to the success with the Freshman Success Program, the Sophomore Success Program was implemented in the 2009-10 school year using the same intervention strategies. During the 2008-2009 school year, WHS experienced the most significant reduction of failure rates thanks to a dedicated staff who helped implement a number of strategic improvements to the program. The graph below illustrates the degree of success this program has experienced.

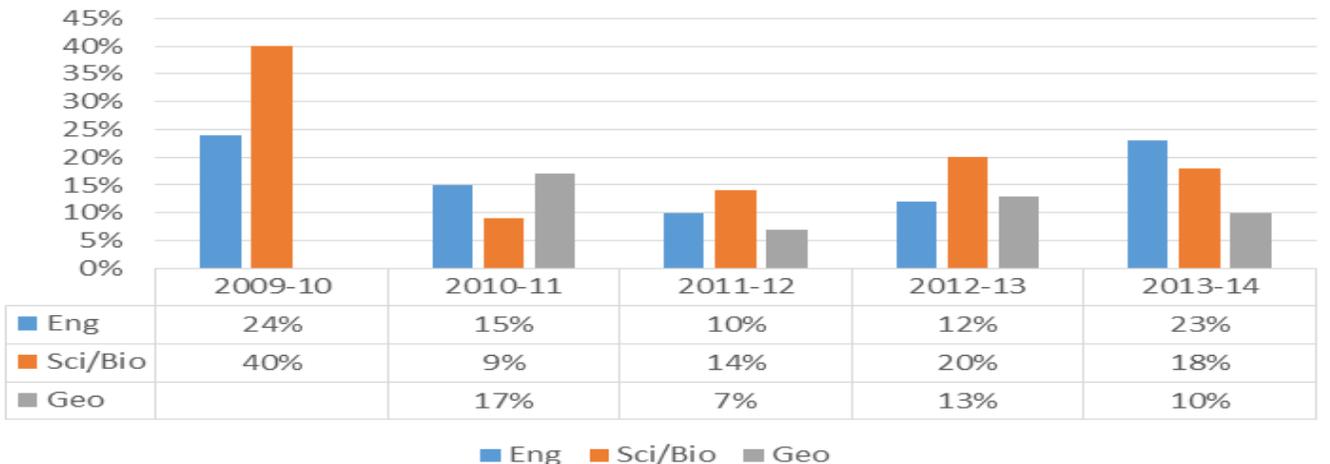
Freshmen Failure Rate 1st Semester

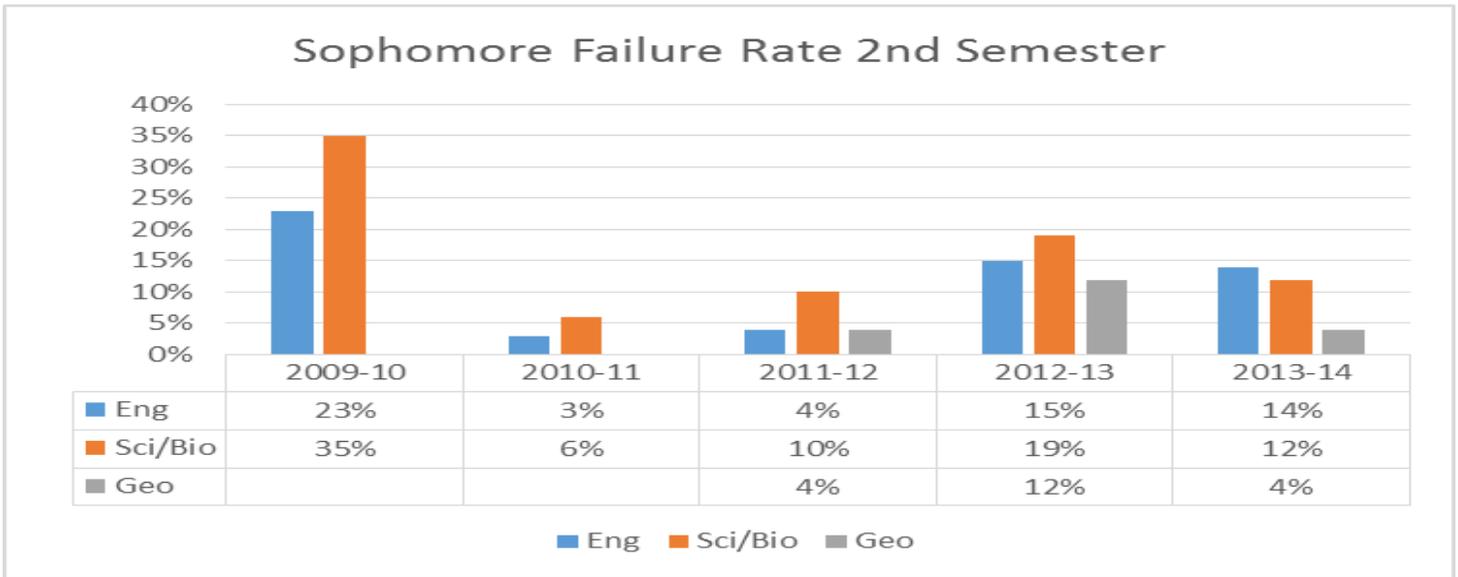


Freshmen Failure Rate 2nd Semester



Sophomore Failure Rate 1st Semester





Highly Qualified Staff

Parents of students in Title I schools have the right to request information regarding the professional qualifications of their children’s teachers. Parents may request the following: whether the teacher is state-certified, whether the teacher is teaching under emergency certification, and the teacher’s major/field of study in college/graduate program. If a student is receiving services from paraeducators, parents may also request information regarding the professional qualifications of the paraeducators. If you would like to request this information, please contact the Human Resources Department at 298-3082.

Students



Washington High School is a highly diverse learning community that is growing more so every year. Ethnically, we are 37% white, 16% African-American, 9% Asian, 17% Hispanic, 18% Pacific Islander, 1% American Indian and 11% multiracial. Our ELL students represent 3% and special education represents 11.4% of our population. Since 2003-04, the percentage of students granted free or reduced price meals has increased from 39.6% to the current rate of 70%.

Navigation 101

Navigation 101 is a comprehensive guidance program that uses yearly Student Led Conferences to deepen students’ awareness for career pathways, four-year planning, and post-secondary plans. These goals are accomplished through our Patriot Partnership program. Every Tuesday during Patriot Partnership students have an opportunity to develop a relationship with a teacher and to systematically complete portfolio components. The portfolio is a culminating project and the student’s presentation, coupled with a proficient portfolio, is also a graduation requirement. Each year the feedback from seniors and the community panel members is very supportive, affirming the need to maintain this program.

Curriculum

WHS implements a performance-based curriculum founded on the Washington State Essential Learning Requirements and specifically aligned with Grade Level Expectations. Emphasis is also placed on school-wide literacy initiatives for core instruction - Examples include: explicit vocabulary teaching strategies, use of Reading Stems, and use of WOW lesson design protocols to develop highly engaging lessons on expository and persuasive writing.

Our pre-AP courses prepare more students to participate in college-bound coursework and prepare them for post-secondary education. Advanced Placement courses offered include: AP Biology, AP US History, AP World History, AP Human Geography, AP Calculus, AP Statistics, AP Literature & Composition, AP Language & Composition, AP Art and AP Spanish.



Activities & Athletics



Students have the opportunity to participate in a variety of clubs and activities including Leadership, Key Club, Drama, Book Club, Math Team, Patriots Honoring Achievement Together (PHAT), Honor Society, Latino Club, Mathematics and Engineering Student Achievement (MESA), Green Team, and Students Against Destructive Decisions (SADD) among others. We also have a National Championship ROTC Drill Team. Sports include football, soccer, volleyball, tennis, cross-country, basketball, wrestling, fast-pitch softball, baseball and track. WHS had several individuals and teams compete at the state level including volleyball, cross country, tennis and track.

Support Services

Our Freshman Success Program is designed to provide effective, timely, and additional support for 9th graders who are struggling to meet standards in their Freshman English and Principles of Lab Science classes. A system of tiered interventions is utilized as soon as students have one missing assignment. The pyramid of interventions includes regular contact by counselors and administrators with the parents of struggling students. In 2008-2009, we expanded the program to include Algebra. We have also addressed the need to provide additional support after 9th grade by implementing Sophomore Success. Much like the Freshman Success Program, Sophomore Success is a tiered intervention system that targets students who have not met standard in Biology and English courses.



During the 2013-14 school year a new schedule was implemented with a 25 minute advisory/study hall after 2nd period on every full day. During this time targeted students were sent to Algebra, Geometry, Sophomore English or Biology interventions. Students not on an intervention list were eligible for Independent Study Time (IST) in the cafeteria or library if they had a 3.2 GPA with no F's. Students not eligible for IST remained in their advisory classes for Structured Study Time (SST). On Thursdays the 25 minute period was used for Navigation 101 and assemblies on Fridays.

We also have the following programs in place to address the needs of all students:

- **Math/Reading/Writing COE:** this program was designed by the state and is being used with 12th grade students who have not met standard as measured by the HSPE with submission of a collection of work produced in each subject matter.
- **Applied Biology:** starting with graduating class of 2015, passing the Biology End of Course (EOC) Assessment is a graduation requirement. In order to help those juniors who failed the Biology EOC, this is a hands-on class that assists students with the EOC and also with a submission of a collection of evidence for biology)
- **Read 180:** this is a strategic/intensive intervention program using computer-based curriculum to assess student learning and provide explicit instruction in areas of need.
- **System 44:** this intensive intervention focuses specifically on reading decoding skills that, upon completion, will allow students to access the curriculum presented in the Read 180 classes.
- **Special Education Programs:** we offer a variety of special education courses designed to meet the needs of students who qualify for services. We have also started a Behavior Support program to meet the needs of behaviorally challenged students who have behavior plans. We continue to provide a Support Center at WHS to meet the needs of students with more significant cognitive disabilities.
- **ELL Program:** these courses are available for English Language Learners students who qualify.
- **AP Programs:** we have a wide variety of Advanced Placement courses available for students.
- **Safe and Civil Schools:** school-wide procedures and protocols have been established to create a structured and focused learning environment critical to students' academic success.

During the 2013-14 school year an emphasis was placed on the On-time Graduation rate for the Class of 2014. A graduation coach, the electronic version of the Collection of Evidence assessment, an on-line credit retrieval program (Adventa) and extended semester grading strategy helped to increase the number of seniors graduate on time. This past school year, Senior Success program was implemented to assist with seniors struggling with their language arts and social studies classes. This program will continue into the 2014-15 school year. The On-Time Graduation rate increased from 68.5% for the Class of 2008 to 82% for the Class of 2014.

Community/Parent Involvement



The most meaningful contact we have with our parents happens during Spring Student-Led Conferences (SLCs). During the 2013-14 school year Fall Conferences in October were introduced to focus on student's setting goals for the school year. The Spring Conferences continues to be focused on student accomplishments and achievement towards the goals set during the Fall Conferences. These conferences provide the opportunity for parents to be directly involved in the planning, review,

and improvement of their students' academic program. Parents can monitor their child's attendance and grades through our Online Grades program and are encouraged to communicate with teachers regarding student progress. Events are held throughout the year to provide parents with the opportunity to review our instructional programs. Examples of these events include:

- College Readiness Night to go over the college application and essay process as well as providing information on the FAFSA
- Parents and staff are currently in the beginning stages of forming a Booster Club that would provide support and financial resources to Washington High School students. The Booster Club will be comprised of WHS Alumni, parents, staff, and the surrounding community.
- During the 2008-2009 school year, a parent group at WHS was re-established in the form of Patriot Partners. This group of dedicated parents meets monthly with building administration to further their mission, which is to:
 1. Facilitate and encourage parent involvement within our community through increased visibility and steady communication of school events
 2. Build partnerships to ensure a safe and secure community with student leadership, staff and school sponsored club advisors and sport coaches

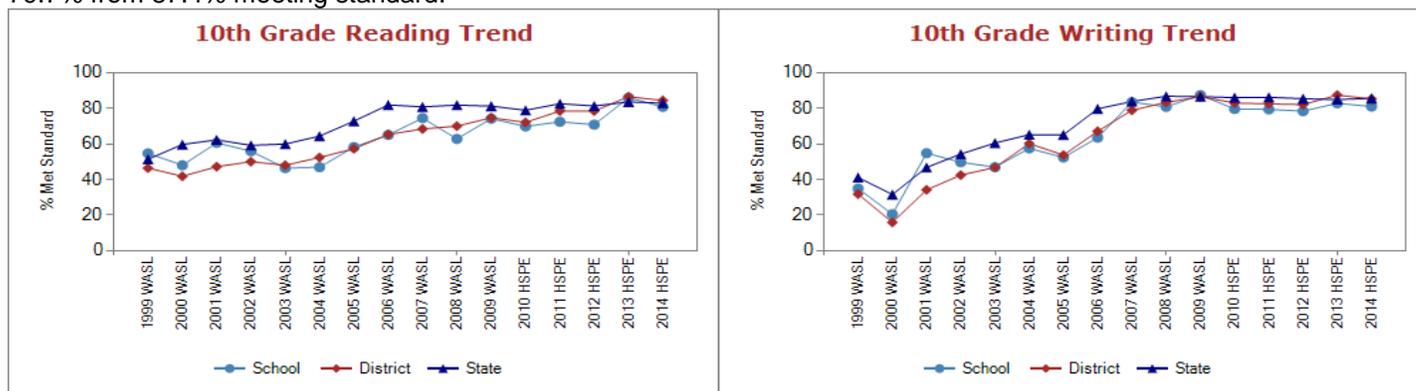
Academic Achievement in Core Subject Areas



Students' academic performance is assessed throughout the year by each teacher. In addition to the daily and weekly assessments teachers normally administer, all tenth-grade students are evaluated on whether or not they meet standards of performance established by the State of Washington in reading, writing, mathematics, and science. Below, the percent of our students who met the State's standards based on WASL assessments in 2004 - 2009 is shown.

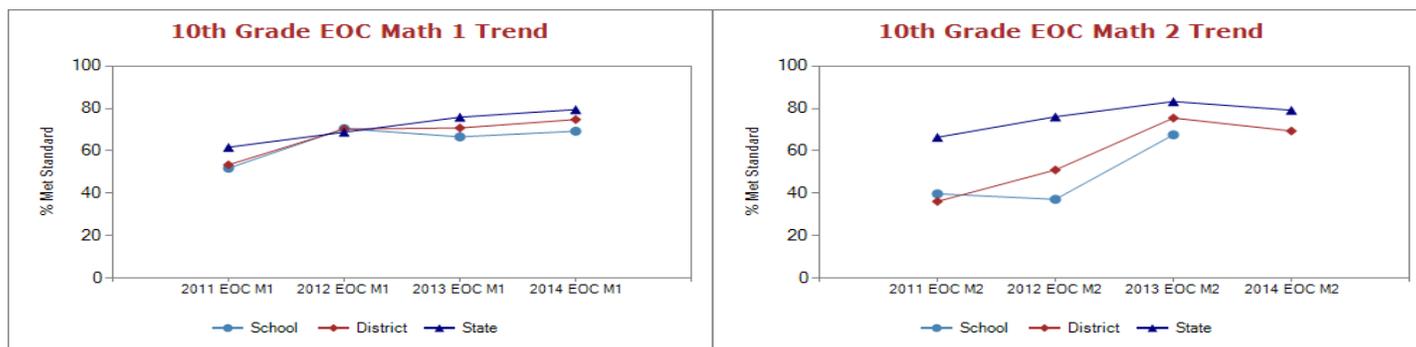
Tenth Grade High School Proficiency Exam (HSPE)

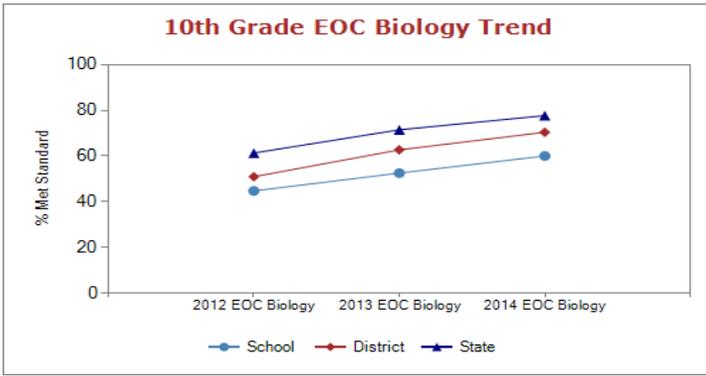
Washington High School improved in the areas of Math and Science as measured by the state standardized test. Our science scores improved 9.4% over the past year (from 19% to 28.4%) and our math scores improved 1.3%. Our scores in the areas of reading dipped 4.4% to 69.8% of students meeting standard. Writing scores dropped 7.7 percentage points to 79.7% from 87.4% meeting standard.



End of Course Assessments (EOC)

Last year the state introduced the new End of Course assessments for Algebra and Geometry. These tests replaced the 10th grade High School Proficiency Exam (HSPE).





School Assessment Data

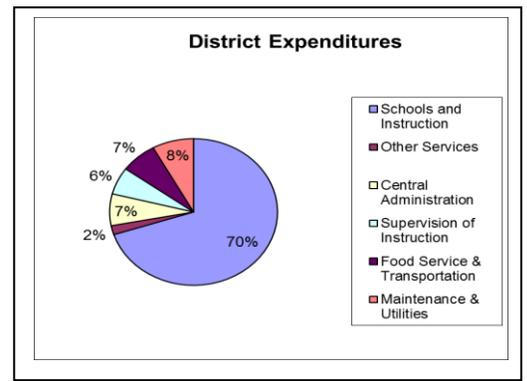
For more detailed data on Washington High School go to the OSPI School Report Card website at <http://reportcard.ospi.k12.wa.us>.

WHERE DO OUR ED DOLLARS GO?

13-14 Beginning Fund Balance	\$8,500,000
Income	\$80,281,178
Expenses	-\$81,307,115
13-14 Ending Fund Balance	\$7,474,063

General Fund / Income

Tax Base (Local Property Tax)	\$18,058,427
State Support	\$52,557,043
Federal Support	\$9,581,908
Other Sources	\$83,800
Total	\$80,281,178



Expenditures Per Student

Teaching Activities	37.49
Teaching Support	7.20
Food Service	2.39
Transportation	2.33
Building Administration	3.84
Building Operation	4.97
Central Administration	4.79
Other Support Services	1.02
Total Cost Per Day	64.03

Schools and Instruction	70%
Other Services	2%
Central Administration	7%
Supervision of Instruction	6%
Food Service & Transportation	7%
Maintenance & Utilities	8%
Total	100%