



# WASHOUGAL SCHOOL DISTRICT

## Report to the Community 2005 - 2006

The information provided in this report meets the requirements of the No Child Left Behind Act of 2000. This report includes summative data through the 2005-06 school year. Next year's report will contain data through the current school year.



## WASHOUGAL SCHOOL DISTRICT BOARD OF DIRECTORS AND SUPERINTENDENT



Dr. Orlan Gessford  
District 1  
Term expires 2007



Elaine Pfeifer  
District 2  
Term expires 2007



Blaine Peterson  
District 3  
Term expires 2009



Thomas Huffman  
District 4  
Term expires 2007



Ron Dinius  
District 5  
Term expires 2009



Teresa Baldwin  
Superintendent

### WASHOUGAL SCHOOL DISTRICT MISSION:

To provide a high quality educational system that inspires all students to vigorously pursue educational excellence and responsible citizenship.

### DEMOGRAPHIC INFORMATION 2005-06

STUDENTS	DISTRICT	STATE
Enrollment		
October 2006 student count	3,015	1,013,189
GENDER		
Male	52.6	51.8
Female	47.4	48.8
ETHNICITY		
Asian or Pacific Islander	3.0	7.9
American Indian or Alaska Native	1.2	2.8
Black	1.4	5.7
Hispanic	3.7	13.7
White	90.6	69.2
SPECIAL PROGRAMS (% OF ENROLLMENT)		
Free or reduced lunch	34.5	36.7
Special Education	11.3	12.4
Transitional Bilingual	1.8	7.4
UNEXCUSED ABSENCE RATE	.1	.4
PERSONNEL	DISTRICT	STATE
Administrators	15	N/A
Classroom teachers	163	58,011
Counselors	3	N/A
Classified Staff	175	N/A
Campus security	1	N/A
Teachers' average years of teaching experience	12.5	13.5
Percentage of teachers with at least a Master's Degree	63.2	61.4

# WASHINGTON ASSESSMENT OF STUDENT LEARNING (WASL) TREND DATA

Results from the 2005-06 WASL show that last year's high school sophomores, the graduating class of 2008, made significant gains on the WASL.

Assistant Superintendent Mark Ross reported that the district's largest gains were in tenth grade reading, writing and math. Last year, Washougal High School teachers focused instruction tightly on the students. That effort, coupled with the positive response by students during the WASL, produced great results for the class of 2008. Tenth grade reading increased from 69.5 percent of the students meeting standard in 2005 to 84.1 meeting standards in 2006. In writing, tenth grade scores jumped from 65.1 percent of the students meeting standard in 2005 to 79.3 percent meeting standard in 2006. Tenth grade math also showed a large gain in scores from 38.2 meeting standard in 2005 to 53.4 meeting standard in 2006.

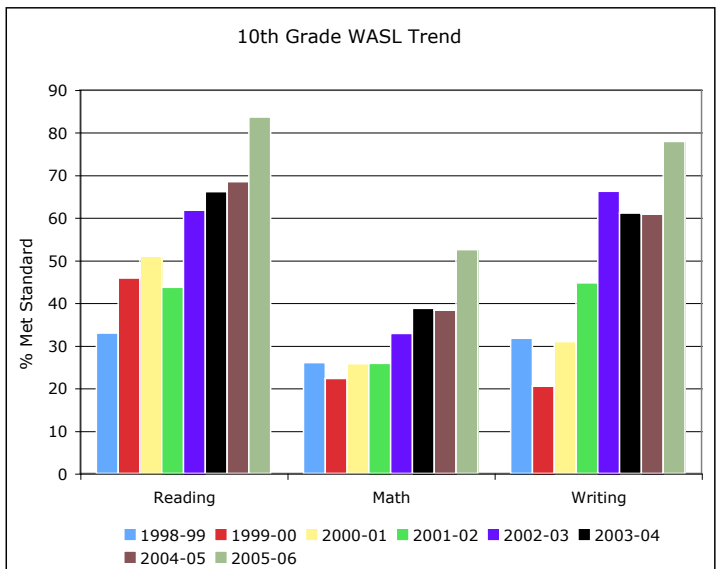
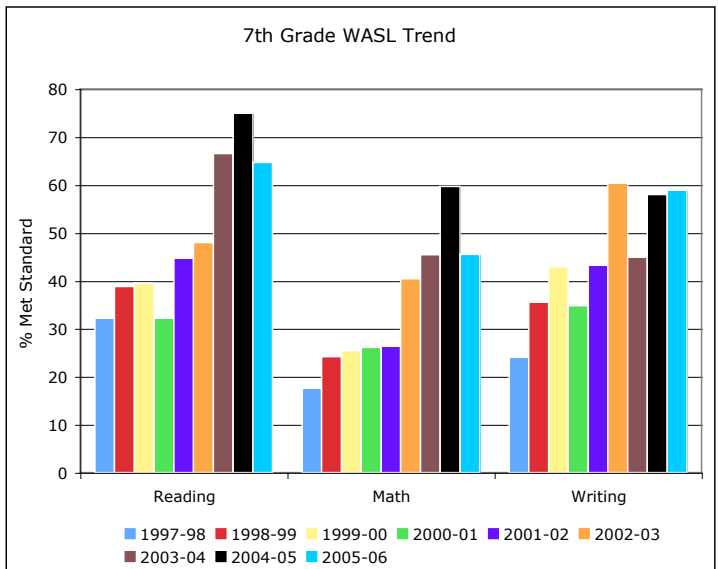
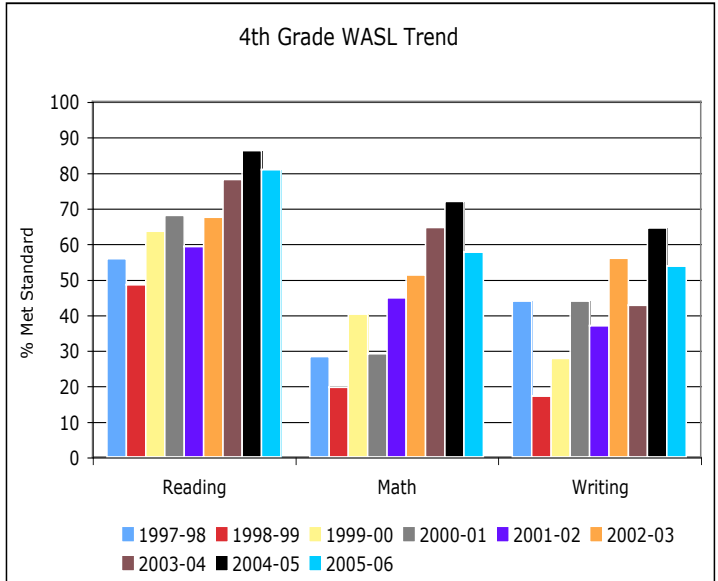
All schools in the Washougal School District, with the exception of Excelsior High School, an alternative education program, met the federal standards of adequate yearly progress. Although Excelsior students made significant improvements in their academic progress, a jump of 16 percentage points in reading from the previous year, the school did not make adequate yearly progress due to low graduation rates in the spring of 2004 and 2005. However, those rates are showing a dramatic increase as the class of 2006 saw 20 students graduate out of a class of 23.

At the seventh grade, writing scores showed a small increase in the percentage of students meeting standards over last year and a drop in overall reading scores from last year. This is a reflection of what the State Superintendent said was "an anomalous drop in seventh grade reading scores statewide." Math scores statewide continue to be a concern as well as in Washougal where the seventh and fourth grade scores showed no gain over last year. Districtwide fourth grade also saw a drop in reading and writing scores compared to the previous year.

Ross praised the efforts of the Washougal staff. "Teachers are working very hard to help students reach the state standards. Sometimes when new curriculum is introduced, as we have in elementary math and reading, there is a tendency to see an 'implementation dip' or decline in scores. We believe that through the use of professional learning communities, teachers are working collaboratively to help all students achieve at high levels," he said.

"As a district," Ross added, "we are committed to providing teachers with the resources they need to help all students be successful learners." This year the district has hired an elementary literacy coach and a secondary math coach to work with teachers on providing students with the best instruction in those areas.

"This is an ongoing process," said Ross. "The success of each individual student is our number one priority. The WASL is obviously one measure of student performance and we are constantly evaluating how we can help our students reach their highest potential. We believe that by working in partnership with our parents and community Washougal students will have the maximum opportunity to meet state standards."



# WASHINGTON STATE WASL READING AND MATH GOALS FOR ADEQUATE YEARLY PROGRESS

State goals in reading and math are established as the student learning targets for the No Child Left Behind (NCLB) Act of 2000.

As required by the NCLB legislation, Washington state has developed a single statewide accountability system to ensure that:

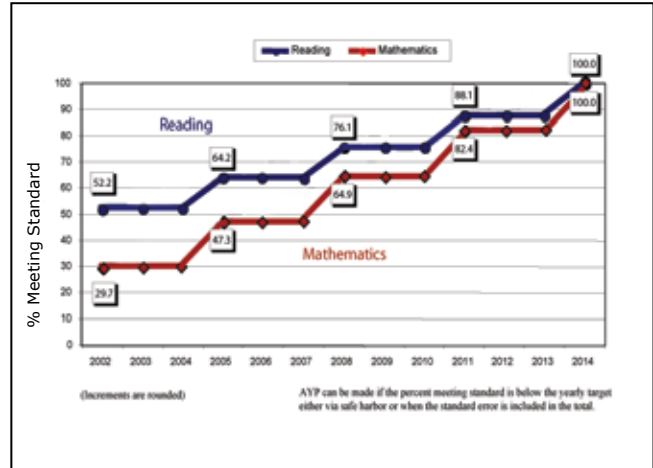
1. All K-12 public school students are included in the state assessment system;
2. At least 95% of the students enrolled in the tested grades are assessed;
3. All student groups reach the state's proficiency level in reading and mathematics by 2013-14;
4. Schools and districts that do not meet the state's adequate yearly progress (AYP) requirements are identified as needing improvement.

The concept of AYP is based on students attaining a target level of achievement in reading and math, reported for student groups as noted below. At least 30 students must be enrolled in a group for scores to be reported publicly.

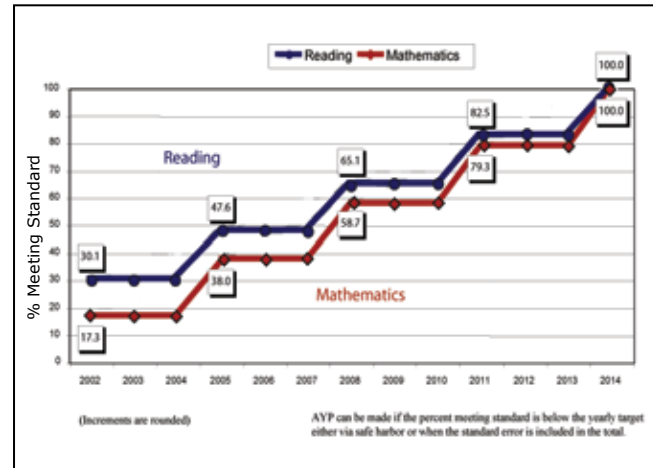
Adequate Yearly Progress requirements:

- High standards of academic achievement for all students
- Statistically valid and reliable tests at grade 4, 7, and 10 (WASL)
- Continuous academic improvement measured at grades 3, 5, 6 and 8 (WASL)
- Achievement reports in math and reading for the following groups:
  - All students
  - Racial/ethnic groups
  - Economically disadvantaged students
  - Students with disabilities
  - Students with limited English proficiency
- Graduation rate for high school to exceed 67%
- Less than 1% unexcused absence rate for elementary and middle school students

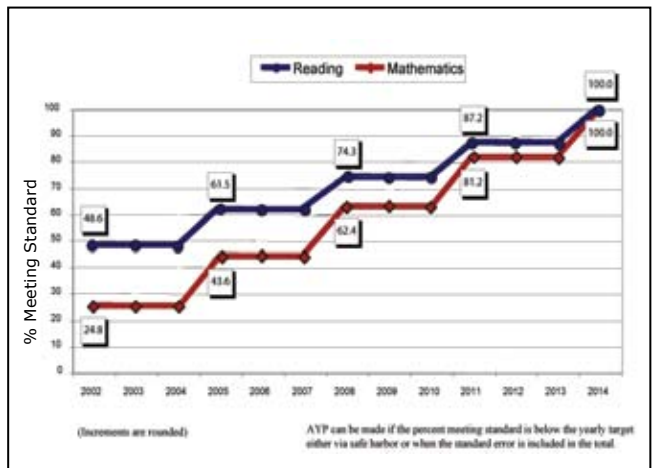
**GRADE 4 YEARLY GOALS**



**GRADE 7 YEARLY GOALS**



**GRADE 10 YEARLY GOALS**



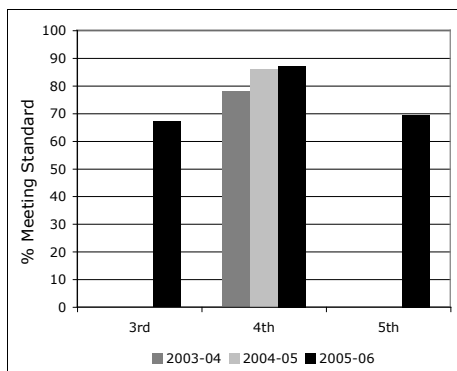
# CAPE HORN-SYKE ELEMENTARY

Principal Mary Lou Woody, 9731 Washougal River Road, Washougal, WA 98671

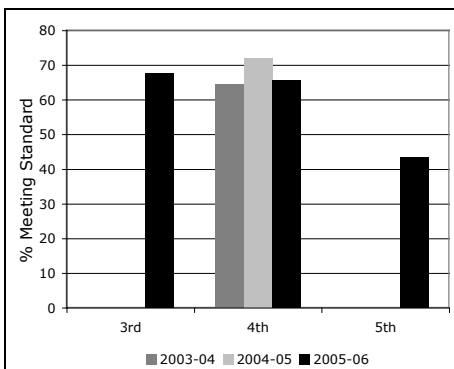
## 2005-06 WASL RESULTS

Grade Level	Reading	Math	Writing
3rd Grade	67.2%	67.6%	
4th Grade	87.3%	65.6%	59%
5th Grade	69.6%	43.5%	

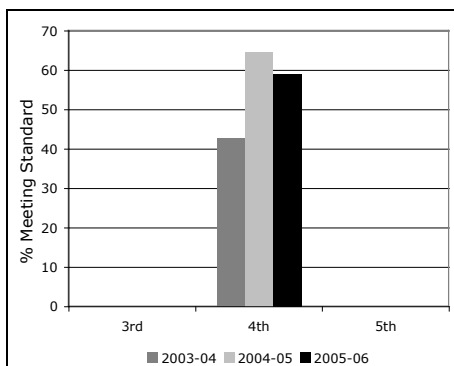
### READING



### MATH



### WRITING



## STUDENT DEMOGRAPHICS

### ENROLLMENT

October 2005 Student Count 379

### GENDER (October 2005)

Male 49.1%  
Female 50.9%

### ETHNICITY (October 2005)

American Indian/Alaskan Native 1.8%  
Asian 4.5%  
Black .3%  
Hispanic 1.6%  
White 91.8%

### SPECIAL PROGRAMS

Free or Reduced-Price Meals (May 2006) 27.5%  
Special Education (May 2006) 10.7%  
Transitional/Bilingual (May 2006) 1.0%  
Migrant (May 2006) 0.0%

### OTHER INFORMATION

Unexcused Absence Rate (2005-06) 0.2%

## TEACHER INFORMATION

Classroom Teachers 18  
Students per Teacher 21.1  
Average Years of Teacher Experience 15.2  
Teachers with at least a Master's Degree 50.0%  
Total number of teachers who teach core academic classes 17  
% of teachers with an emergency certificate 0.0%  
% of teachers teaching with a conditional certificate 0.0%  
Total number of core academic classes 17

## NCLB HIGHLY QUALIFIED TEACHER INFORMATION

% of classes taught by teachers meeting NCLB highly qualified (HQ) definition 100%  
% of classes taught by teachers who do not meet NCLB HQ definition 0%  
% of classes in high poverty schools taught by teachers who meet NCLB HQ definition N/A  
% of classes in high poverty schools taught by teachers who do not meet NCLB HQ definition N/A  
% of classes in low poverty schools taught by teachers who meet NCLB HQ definition N/A  
% of classes in low poverty schools taught by teachers who do not meet NCLB HQ definition N/A

## ADEQUATE YEARLY PROGRESS

This school met AYP for 2005-06.

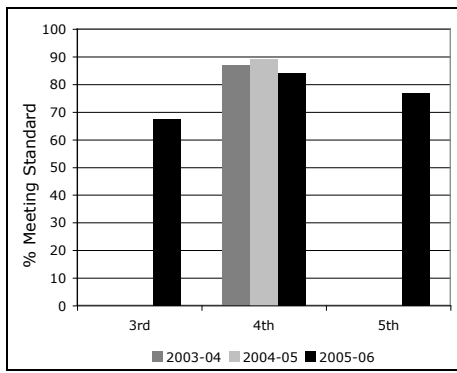
# GAUSE ELEMENTARY

Principal Rex Larson, 1100 34th Street, Washougal, WA 98671

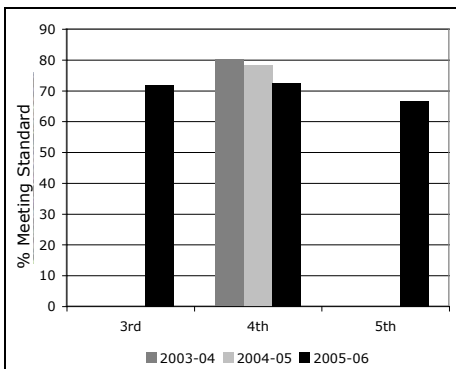
## 2005-06 WASL RESULTS

Grade Level	Reading	Math	Writing
3rd Grade	67.4%	71.9%	
4th Grade	84%	72.5%	58.2%
5th Grade	76.7%	66.7%	

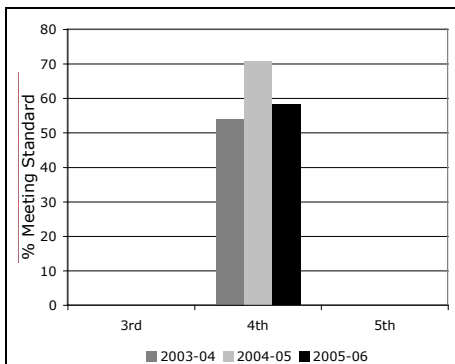
### READING



### MATH



### WRITING



## STUDENT DEMOGRAPHICS

<b>ENROLLMENT</b>	
October 2005 Student Count	513
<b>GENDER (October 2005)</b>	
Male	54.4%
Female	45.6%
<b>ETHNICITY (October 2005)</b>	
American Indian/Alaskan Native	1.2%
Asian	2.9%
Black	1.6%
Hispanic	2.7%
White	91.6%
<b>SPECIAL PROGRAMS</b>	
Free or Reduced-Price Meals (May 2006)	30.2%
Special Education (May 2006)	11.5%
Transitional/Bilingual (May 2006)	1.7%
Migrant (May 2006)	0.0%
<b>OTHER INFORMATION</b>	
Unexcused Absence Rate (2005-06)	0.1%

## TEACHER INFORMATION

Classroom Teachers	29
Students per Teacher	17.7
Average Years of Teacher Experience	10.2
Teachers with at least a Master's Degree	62.1%
Total number of teachers who teach core academic classes	25
% of teachers with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%
Total number of core academic classes	25

## NCLB HIGHLY QUALIFIED TEACHER INFORMATION

% of classes taught by teachers meeting NCLB highly qualified (HQ) definition	100%
% of classes taught by teachers who do not meet NCLB HQ definition	0%
% of classes in high poverty schools taught by teachers who meet NCLB HQ definition	N/A
% of classes in high poverty schools taught by teachers who do not meet NCLB HQ definition	N/A
% of classes in low poverty schools taught by teachers who meet NCLB HQ definition	N/A
% of classes in low poverty schools taught by teachers who do not meet NCLB HQ definition	N/A

## ADEQUATE YEARLY PROGRESS

This school met AYP for 2005-06.

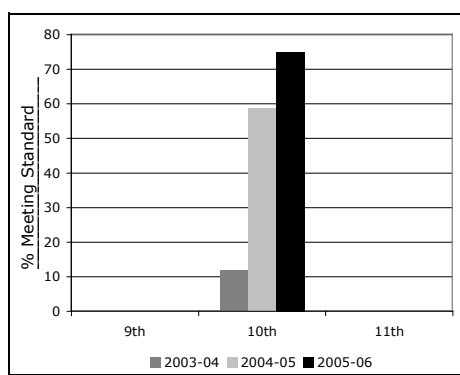
# EXCELSIOR HIGH SCHOOL

Principal Jill Anderson, 1401 39th Street, Washougal, WA 98671

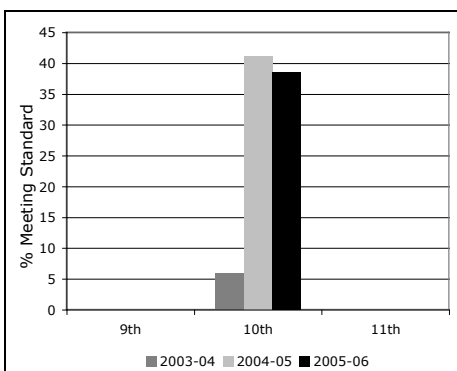
## 2005-06 WASL RESULTS

Grade Level	Reading	Math	Writing
10th Grade	75%	38.5%	57.1

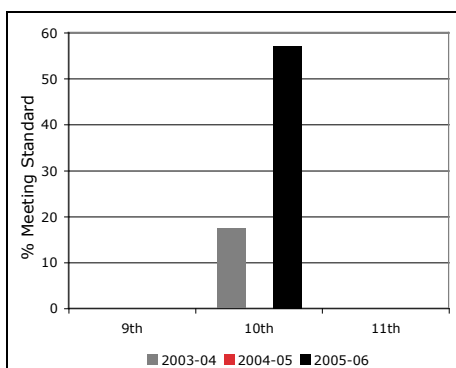
### READING



### MATH



### WRITING



## STUDENT DEMOGRAPHICS

### ENROLLMENT

October 2005 Student Count 118

### GENDER (October 2005)

Male 55.9%  
Female 44.1%

### ETHNICITY (October 2005)

American Indian/Alaskan Native 2.5%  
Asian 8%  
Black 1.7%  
Hispanic 3.4%  
White 91.5%

### SPECIAL PROGRAMS

Free or Reduced-Price Meals (May 2006) 42.1%  
Special Education (May 2006) 0%  
Transitional/Bilingual (May 2006) 0%  
Migrant (May 2006) 0%

### OTHER INFORMATION

Annual Dropout Rate (2005-05) 26%  
On-Time Graduation Rate (2004-05) 9%  
Extended Graduation Rate (2004-05) 13%

## TEACHER INFORMATION

Classroom Teachers 3  
Students per Teacher 39.3  
Average Years of Teacher Experience 13.4  
Teachers with at least a Master's Degree 100%  
Total number of teachers who teach core academic classes 2  
% of teachers with an emergency certificate 0.0%  
% of teachers teaching with a conditional certificate 0.0%  
Total number of core academic classes 10

## NCLB HIGHLY QUALIFIED TEACHER INFORMATION

% of classes taught by teachers meeting NCLB highly qualified (HQ) definition 100%  
% of classes taught by teachers who do not meet NCLB HQ definition 0%  
% of classes in high poverty schools taught by teachers who meet NCLB HQ definition N/A  
% of classes in high poverty schools taught by teachers who do not meet NCLB HQ definition N/A  
% of classes in low poverty schools taught by teachers who meet NCLB HQ definition N/A  
% of classes in low poverty schools taught by teachers who do not meet NCLB HQ definition N/A

## ADEQUATE YEARLY PROGRESS

This school did not meet AYP for 2005-06.

## INITIATIVE 728 (I-728)—MAKING A DIFFERENCE FOR STUDENT LEARNING

Initiative 728 was approved by voters “to improve public education and to achieve higher academic standards for all students through smaller class sizes and other improvements.”

This landmark law provides dedicated funding and resources aimed directly at ensuring students meet the learning requirements set forth in the state’s education reform program. It also encourages school districts and their communities to work in partnership to determine where and how those resources can be used most effectively, within the broad categories set forth in I-728:

- Class size reductions K-5
- Selected class size reductions in middle and high school
- Additional staffing for remedial reading
- Additional professional development for educators tied to state standards and student needs
- Providing extended learning opportunities K-12

## I-728 FUNDS RECEIVED BY WASHOUGAL SCHOOL DISTRICT

I-728 funding is based on the number of full-time students (FTEs) enrolled in the district. For the 2005-06 school year, the State Legislature allocated \$300 per FTE student from I-728 monies. Washougal School District enrollment in 2004-05 of 2,712.11 FTE students resulted in an appropriation of \$813,633 from I-728. This compares with a total district budget of \$21,967,436.

### I-728 REVENUE 2001-2006

YEAR	FTE ENROLLMENT	ALLOCATION PER FTE	TOTAL REVENUE
2001-02	2,409.94	\$181.94	\$438,464.48
2002-03	2,464.90	\$204.10	\$503,086.09
2003-04	2,515.43	\$219.32	\$551,684.11
2004-05	2,638.20	\$254	\$670,102.80
2005-06	2,712.11	\$300	\$813,633

## USING I-728 FUNDS TO PROMOTE STUDENT LEARNING IN 2005-06

### I-728 funds were used as follows:

Class size reduction: \$268,750.62

Professional staff development: \$385,523.25

Extended learning: \$119,391.50

## DISTRICT PROGRESS ON STUDENT ACHIEVEMENT

Initiative 728 requires each school district to document the progress being made in increasing student achievement as measured by required state assessments. The following tables show the percentage of Washougal School District students meeting standard on the Washington Assessment of Student Learning (WASL) from 1999 through 2004-05.

		1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
4th Grade	READING	63.6	68	59.3	67.5	78.1	86.2	80.9
	MATH	40.2	29.1	44.8	51.3	64.6	71.9	57.7
	WRITING	27.8	43.9	37	56	42.7	64.5	53.8
7th Grade	READING	39.5	32.2	44.7	48	66.5	75	64.7
	MATH	25.4	26.1	26.4	40.4	45.4	59.7	45.5
	WRITING	42.9	34.8	43.3	60.4	45	58	58.9
10th Grade	READING	45.8	50.9	43.7	61.8	66.1	68.4	83.6
	MATH	22.3	25.7	25.8	32.8	38.7	38.3	52.5
	WRITING	20.4	30.9	44.7	66.2	61.1	60.8	77.9

## GRADUATION AND DROPOUT RATES

GRADUATION/DROPOUT	DISTRICT	STATE
WHS On-time Graduation Rate	79%	74%
Excelsior On-time Graduation Rate	9%	N/A
District On-time Graduation Rate	62%	74%
District Extended Graduation Rate	66%	79%
District Dropout Rate	5.9%	5.1%

## REPORT ON ADEQUATE YEARLY PROGRESS (AYP)

Schools and districts that receive Title I funding and have not made "adequate yearly progress" (AYP) for two consecutive years are identified for Title I school improvement. This means schools and districts that were unsuccessful in meeting or exceeding the state's prescribed AYP criteria in any of 37 subcategories at the elementary, middle and high school levels, and 111 categories district-wide. The criteria reflects state reading and mathematics goals as measured by the WASL. Once identified, schools and districts must demonstrate AYP for two consecutive years in order to be removed from school improvement. All students, including Special Education students and English Language Learners, are expected to meet the same AYP goals.

Excelsior High School was the only school in Washougal School District that did not meet AYP requirements in 2005-06 by failing to meet the graduation requirement. Excelsior High School met all requirements except graduation. A plan of improvement for raising graduation rates has been in place since 2005-06.

## TITLE IX

Washougal School District complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, sex, age, disability, sexual orientation, or military status. Inquiries may be directed to the district's Title IX/RCW 28A.640 compliance officer, Charles Carpenter, (360) 954-3051 and/or Section 504 ADA coordinator, Carol Boyden, (360) 954-3020.

## MORE INFORMATION

Visit our Web site, [www.washougal.k12.wa.us](http://www.washougal.k12.wa.us)