

# 2006 District Performance Report for Vancouver Public Schools

A report fulfilling state and federal requirements for reporting standardized testing results

## The "No Child Left Behind" marathon

The race that expects all students to cross the finish line at the same time

by Steven T. Webb, deputy superintendent

Recently, as I was running my 17<sup>th</sup> marathon, I had a considerable amount of time, slightly over four hours to be exact, to think about marathoning as a metaphor for what we are facing in public education today. Under federal and state requirements, we are confronted with a high stakes, single assessment, standards-based, "No Child Left Behind" accountability, shame and blame environment.

With the 109<sup>th</sup> Boston Marathon this past April and the 35<sup>th</sup> Portland Marathon in October, it's interesting to look into the new face of distance running. A significant demographic shift has occurred in the sport. A whole new crop of people is running; marathoning is no longer a fringe sport. According to *USA Running*, nearly 500,000 people will finish a marathon this year. This number is meaningless until you realize that only 25,000 people completed a marathon in 1977 at the start of the "running boom," and 120,000 people were marathon finishers at the peak in 1980.

Why the growth? Distance running, even for us in the middle of the pack, teaches us things about ourselves. If you've watched a race, you've seen all types of runners, including those with disabilities—in wheelchairs, on tethers, or in adult-size baby joggers. I've run alongside runners who are blind, who are amputees, who have MS. I've seen various body types, tall/short, thin/thick; some marathons even have a "Clydesdale Division." And, I've had the distinction of being passed by them all—a humbling experience. Marathoning has become democratized. The sport has become a great equalizer, and so has public education.

In the history of public education, schools have gone through similar shifts in demographics and equity. We have expanded education to include everyone—first females, then children of color, then children with disabilities. Now, perhaps the greatest challenge is a shift from opportunity for all students to prescribed outcomes and deadlines to meet them. Under the Elementary and Secondary Education Act (ESEA), also known as "No Child Left Behind" or NCLB, every student in America now is expected to reach the same level of proficiency in reading and math by 2014.

### How is any of this similar to marathoning?

If I were to invite a random group of 25 adults to train over the next year to run the Portland Marathon in 2007, I could reasonably predict that with proper training, nutrition, and health that 100 percent of these novice runners would complete the marathon. Some of these individuals would walk, some would walk/jog, some might need an accommodation because of a disability, but everyone would get to the finish line. If, however, I uniformly set a target of a sub four-hour marathon, the success rate of marathon completers would diminish significantly. We could do speed work, we could do pace training runs, and we could train longer. We could hire personal coaches, use sophisticated heart monitors to collect performance data, and then tailor training routines to maximize potential. The simple fact is that some of this group would never achieve that sub four-hour target, no matter how much we willed it to happen. Some of those runners would approach the start line with different abilities, gifts or physical limitations. However, all would start and finish. On any given



day, each runner would have the potential to achieve a PR (personal record). The personal best in running defines goal setting, execution, and continuous improvement.

Those of us who work in education recognize that many variables impact student performance. Certainly, what we do in schools does make a difference. However, to hold all students in every school to the same standard, regardless of the cognitive skills or English language skills they possess, inherently destines those children, schools and districts for failure. The expectation simply does not make sense. Native Spanish speakers, Russian speakers, and those who have had the opportunity to speak English their entire lives must demonstrate the same level of proficiency—run a sub four-hour marathon. Students with learning disabilities, with health impairments, with emotional or behavioral disorders also are being asked to run a sub four. In reality, our students, similar to runners, start and finish the race with different skills and abilities.

In Vancouver School District we will stay true to our vision of a balanced approach to educating the whole child. We will stand by our commitment to arts education, physical fitness, and community service. To support students, we will continue to improve curriculum, align it with state standards, and provide high-quality professional development for teachers. We will expand learning opportunities, and we will maintain high expectations for each student.

Our schools are making a difference and, given enough time and opportunities to succeed, all of our students can cross the finish line. ■

*This excerpt is from an article that will be featured in the January issue of "Leadership Information," a publication of the School Information and Research Service in Washington State. To read a complete copy of the article, please go to [www.vansd.org](http://www.vansd.org).*

**Deputy Superintendent Steve Webb (wearing the hat) joins the Skyview boys cross-country team during one of its practices.**

### Vancouver School District's Performance Results

WASL	Percent meeting standard 1st year	Percent meeting standard in 2006*
4th-grade Reading	47.9 (1997)	77.1
4th-grade Math	21.4 (1997)	53.8
7th-grade Reading	38.4 (1998)	59.2
7th-grade Math	20.8 (1998)	42.1
10th-grade Reading	51.4 (1999)	79.8
10th-grade Math	33.0 (1999)	47.8

\*Revised OSPI data Nov. 1, 2006

### Our schools are making a difference!

The percentages of students who meet or exceed the standard in the Reading and Math WASL have increased dramatically since the tests were introduced.

## District stays true to its mission

Vancouver School District is making steady progress in improving basic academic subjects, like reading and math. At the same time, the district supports education of the whole child. All students are exposed to arts education and physical education. Magnet programs, such as the Legal Magnet; Culinary Arts; Careers in Education; or the Science, Math and Technology Magnet let students focus on areas that interest them and explore careers. Multiple assessments are used to measure each student's progress over time. Continuous improvement for each student, and the district overall, is the goal.



### Gingerline Lodge

Fort Vancouver High School Culinary Arts students took first place in this year's Gingerbread Creations Contest. Their replica of Timberline Lodge was on display at the Westfield Mall and "Festival of Trees." Larry Swatosh, a Vancouver High School graduate and a Vancouver High School graduate and retired architect, worked with the students to design and build the structure. AHA! sponsored the project.

The contest raises funds for scholarships to Clark College's Culinary Arts program. Two former Fort students recently received the scholarships and are attending Clark, said Rebecca Angell, who supervises the gingerbread project at Fort.

Complex federal "No Child Left Behind" legislation requires all public schools and school districts to meet Adequate Yearly Progress (AYP). Schools and districts must meet set benchmarks, which continually rise, until all students are expected to reach the same high levels of proficiency in basic subjects by the year 2014. In Washington, one measurement—the

Washington Assessment of Student Learning (WASL)—is used to determine AYP.

Each school is measured in 37 different categories, and districts are measured in 111 ways. Schools and districts that don't make AYP can face sanctions by the federal government.

In 2006 Vancouver School District was labeled "in need of improvement" because the district did not make AYP for two consecutive years in the category "Low Income Math" for grade levels 4, 7 and 10. Several schools also did not make AYP, particularly for students in Special Education or whose primary language is not English.

### School Improvement Plans

Teachers and parents work together to make sure students can be successful at school. They create a School Improvement Plan each year to identify and describe specific actions being taken to improve student achievement at each school. Parents are encouraged to contact their child's school or visit [www.vansd.org](http://www.vansd.org) to see individual school improvement plans.

### Highly qualified staff

The "No Child Left Behind" law requires all teachers who teach core academic subjects to be highly qualified. By definition, a highly qualified teacher has full certification, a bachelor's degree, and demonstrated competence in subject knowledge and teaching. More than 98 percent of district teachers meet or exceed these standards, and actions are underway to achieve 100 percent. Teachers also continue to improve their knowledge and skills with ongoing professional training. Lifelong learning and the quest for excellence are goals for everyone.

VSD teachers	2005-06
Number of classroom teachers	1,262
Average years of teacher experience	13
Teachers with at least a master's degree	70%

### Safe schools

Schools take a proactive stance toward school safety by teaching children citizenship skills that lead to a positive school climate. New buildings are designed to be secure. During school hours, visitors must enter through a single entrance near the office, sign in, and get a visitor's badge. Security officers at secondary schools encourage a safe environment and high behavioral expectations. The district has a Zero Tolerance policy for violence, gangs, weapons, drugs, and fighting. ■

## Student characteristics

	Vancouver School District	Washington State
<b>As of October 2005</b>		
Total enrollment	22,415	1,013,189
Percent male	51%	51%
Percent female	49%	49%
Percent American Indian/Alaskan Native	2%	3%
Percent Asian/Pacific Islander	5%	8%
Percent Black	5%	6%
Percent Hispanic	11%	14%
Percent White	76%	69%
<b>For the 2005-06 school year</b>		
Daily attendance	92%	—
Low income (May 2006)	39%	37%
In Limited English (May 2006)	8%	7%
Migrant (May 2006)	<1%	2%
In Special Education (May 2006)	13%	12%
Annual drop-out rate (2004-05)	4%	5%
On-time graduation rate (2004-05)	84%	74%

## 2005-06 General Fund Budget

### Where the money comes from:

Local levy	\$28,835,246	15.6%
Local receipts	5,265,294	2.9%
State funds	123,663,153	67.0%
Federal funds	21,499,153	11.7%
Other funds	5,095,503	2.8%
<b>Total sources</b>	<b>\$184,358,349</b>	<b>100.0%</b>

### Where the money goes:

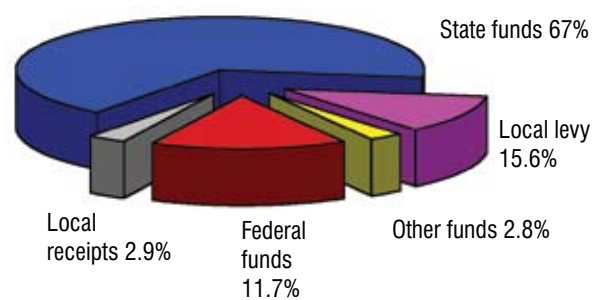
Salaries and benefits:		
Certificated salaries	\$84,722,027	46.0%
Classified salaries	35,284,834	19.1%
Benefits	34,761,287	18.9%
Supplies and instructional materials	13,853,834	7.5%
Purchased services	13,317,760	7.2%
Other expenditures	2,418,607	1.3%
<b>Total uses</b>	<b>\$184,358,349</b>	<b>100.0%</b>

### Expenditure by pupil

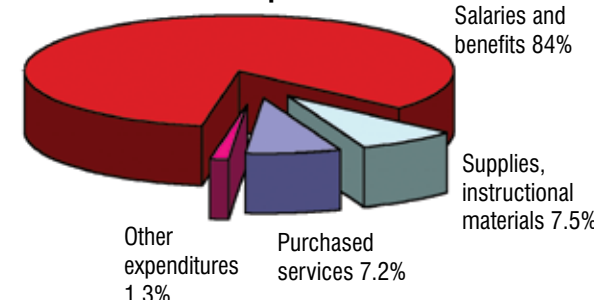
In 2005-06, the actual per pupil expenditure rate for instruction was \$6,668.

The above information is from the Executive Summary of the Fiscal Year Budget 2005-06. For more detailed information, please call the Business Office at 313-1341.

### General Fund Revenues



### General Fund Expenditures



## Student Performance on the Washington Assessment of Student Learning

### VANCOUVER SCHOOL DISTRICT – 3rd, 4th and 5th GRADES

Group*	Percent of students scoring at/above WASL standards in 2005 and 2006															
	3RD GRADE				4TH GRADE				5TH GRADE							
	Reading		Math		Reading		Writing		Math		Reading		Math		Science	
	2005	2006	2005	2006	2005	2006	2005	2006	2005	2006	2005	2006	2005	2006	2005	2006
All Students	—	63	—	59	75	77	47	59	54	54	—	70	—	50	28	27
Male	—	58	—	58	73	74	38	50	53	52	—	65	—	49	26	23
Female	—	67	—	60	78	81	57	68	55	55	—	75	—	51	31	31
American Indian	—	59	—	44	89	80	46	56	50	53	—	55	—	32	17	16
Asian	—	59	—	65	77	88	57	69	51	60	—	73	—	56	23	30
Black	—	46	—	35	58	60	29	48	29	34	—	50	—	27	9	9
Hispanic	—	43	—	40	52	61	27	44	26	36	—	47	—	24	12	8
White	—	68	—	65	81	80	52	62	61	58	—	76	—	56	33	32
Limited English	—	31	—	29	42	47	19	32	21	23	—	20	—	6	2	0
Special Educ.	—	27	—	27	42	41	23	29	25	20	—	30	—	15	7	6
Low Income	—	47	—	45	64	69	36	48	39	40	—	58	—	33	14	12

For comparison purposes, percentages of 4th-graders (All Students) in Washington who met the standards are as follows: 2005 Reading: 80%; 2006 Reading: 81%; 2005 Math: 61%; 2006 Math: 59%.

Note: Students in 3rd and 5th grades took the Reading and Math portions of the WASL for the first time in 2006.

### VANCOUVER SCHOOL DISTRICT – 6th, 7th and 8th GRADES

Group*	Percent of students scoring at/above WASL standards in 2005 and 2006															
	6TH GRADE				7TH GRADE				8TH GRADE							
	Reading		Math		Reading		Writing		Math		Reading		Math		Science	
	2005	2006	2005	2006	2005	2006	2005	2006	2005	2006	2005	2006	2005	2006	2005	2006
All Students	—	64	—	43	65	59	52	55	44	42	—	70	—	46	34	39
Male	—	59	—	44	60	56	44	45	45	41	—	67	—	47	34	39
Female	—	69	—	42	70	63	61	67	44	43	—	72	—	46	35	38
American Indian	—	44	—	30	57	55	61	53	43	27	—	68	—	41	32	40
Asian	—	64	—	41	73	69	63	65	58	56	—	74	—	49	35	40
Black	—	52	—	23	43	46	35	42	24	16	—	55	—	25	13	16
Hispanic	—	47	—	21	42	32	27	34	19	14	—	52	—	21	10	15
White	—	69	—	49	69	63	55	58	48	47	—	73	—	51	39	44
Limited English	—	18	—	4	15	8	12	18	6	3	—	31	—	16	0	2
Special Educ.	—	24	—	10	14	18	9	16	4	7	—	25	—	6	4	8
Low Income	—	48	—	24	46	41	34	37	26	21	—	54	—	28	18	21

For comparison purposes, percentages of 7th-graders (All Students) in Washington who met the standards are as follows: 2005 Reading: 69%; 2006 Reading: 62%; 2005 Math: 51%; 2006 Math: 49%.

Note: Students in 6th and 8th grade took the Reading and Math portions of the WASL for the first time in 2006.

### VANCOUVER SCHOOL DISTRICT – 10th GRADE

Group	Percent of students scoring at/above WASL standards in 2005 and 2006							
	Reading (10th grade)		Math (10th grade)		Writing (10th grade)		Science (10th grade)	
	2005	2006	2005	2006	2005	2006	2005	2006
All Students	73	80*	46	48*	65	78*	32	29
Male	68	77	47	48	58	72	32	31
Female	79	83	46	48	73	85	32	28
American Indian	62	84	45	26	48	75	31	8
Asian	87	80	62	53	77	86	38	39
Black	57	66	19	32	59	80	18	16
Hispanic	50	60	23	22	43	55	10	9
White	76	83	49	52	67	81	35	32
Limited English	20	18	8	10	18	23	3	2
Special Educ.	22	41	5	12	12	37	2	5
Low Income	55	65	28	23	46	65	16	12

For comparison purposes, percentages of 10th-graders (All Students) in Washington who met the standards are as follows: 2005 Reading: 73%; 2006 Reading: 82%; 2005 Math: 48%; 2006 Math: 51%.

\* These percentages do not include results from the August tests taken by 10th-grade students. The percentage of students who met or exceeded the standard increased as follows: Reading 82%, Math 55%, and Writing 81%.

### MISSION STATEMENT

The mission of Vancouver Public Schools is to assure that, within a nurturing and stimulating environment, each of our diverse students and graduates achieves literacy and appropriate core competencies, and becomes a responsible and compassionate citizen.



## Student information going online soon

Parents soon will have online access to their student's academic progress and test scores through a new Internet portal being developed by Vancouver School District. The new "Parent Access" web tool will provide a window to individual student information and comprehensive school and district information.

The student information available will vary according to school and grade level. The system is expected to be up and running after the start of the new year. Parents will be able to access the portal from the district and school homepages after they have been given an authorized login and password at their child's school.

Many parents of secondary students already have online accounts through "Family Access," enabling them to view their child's grades and attendance and, in some cases, assignments. Those accounts will carry over to Parent Access without having to be reauthorized. Assessment results available through the Office of Assessment and Research Evaluation Services also will be included on the new Parent Access portal. Watch school newsletters for more information about the debut of this valuable new tool to keep parents informed about their child's learning and progress.



### Court of Appeals at Fort Vancouver High School

Real life courtroom drama came to Fort Vancouver High School Nov. 30 and Dec. 1. The Washington State Court of Appeals Division Two heard oral arguments on 11 cases in Fort's Legal Magnet courtroom. Students in the Legal Magnet and other classes (approximately 300 in all) took advantage of the opportunity to observe the proceedings under Judges C.C. Bridgewater, Christine Quinn-Brintnall, and Joel Penoyer. Following the cases, judges spoke with students and answered questions. The Court of Appeals generally convenes in Tacoma.

## GATE program is more than an education

Sometimes in life, simple things make the biggest difference, like knowing how to use public transportation. CJ Trout can read bus schedules and take the city bus to get most anywhere in Vancouver. Every weekday he rides the bus to work. He's on time, he's proud of the work he does, and he's independent.



Gate House dedication Oct. 5.

CJ was born with Down syndrome, and his parents Leslie and Rick Trout didn't know what to expect for their son's future. "You learn to adjust your expectations downward," said Rick Trout, who married Leslie and adopted CJ when he was 11 years old. CJ was enrolled at Sarah J. Anderson Elementary, Gaiser Middle School, and the Life Skills

program at Columbia River High School. "At every stop in his first 12 years, there were nurturing, caring professionals who did everything they could to live up to the values and mission of our school district," said Rick Trout.

At Columbia River, what started as a simple act of kindness, made another big difference in CJ's life. One day, as Leslie and Rick Trout were meeting with school staff members and trying to figure out a way for CJ to fit in with other students, in walked basketball coach David Long. The coach offered to take CJ under his wing and let him be part of the team. The Trouts were skeptical. How could their son fit in with kids who were faster, taller, and athletically gifted? Would they ignore CJ, or worse, make fun of him? Their worries were unfounded. The team embraced him. CJ helped with training, traveled with the team, and cheered from the sidelines. Leslie Trout was there, too, at every game, home and away.

Two years later, in 2004, at a senior awards banquet, Rick spoke before the basketball team: "As if it weren't miracle enough that the coach stepped up as he did, then the other coaches on the team, and you, the players took him in as one of you and made him feel very special in a way that Leslie and I could never have done.... CJ was as proud to wear that purple and yellow tie and carry the water bottles and sit on the end of the bench with you guys as if he had started every game and had a triple double every night."

Following graduation from high school, CJ entered the Gateway to Adult Transition Education (GATE) program, designed to help young adults with disabilities make job connections and learn skills for working and living independently. Through the GATE program, CJ learned job skills with practical hands-on experience and how to use public transportation. That led to a paying job at Acorn Deli. He graduated from the GATE program in June 2006.

On Oct. 5 community members dedicated a new permanent facility for the GATE program, the Gate House. The building was completed entirely through donations and volunteer labor under the direction of the Vancouver School District Foundation. Among the crowd were several members of the Trout family who had been contributors, spokespersons, and cheerleaders for the project. CJ didn't arrive with his family, but before the dedication program began, there he was in the audience sitting among former classmates and friends.

"He figured out the bus schedule and rode the bus to get here," explained his mother with a smile. "He didn't want to be seen in the car with his parents."

Every student can succeed. ■

### 2006 District Performance Report

This report is a requirement of the No Child Left Behind (NCLB) law. For detailed information, go to [www.vansd.org](http://www.vansd.org), pull down School Information, then select School Report Cards Data. Information about NCLB and AYP is available on these websites: [www.k12.wa.us](http://www.k12.wa.us) and [www.nochildleftbehind.gov](http://www.nochildleftbehind.gov).

For Spanish or Russian translations, call Stephanie Ongtooguk at 313-1112, 6600#; or Katrina Walla, 313-1112, 4694#.

Si desea que le lean o aclaren este informe en español, favor de llamar a la intérprete, Sra. Stephanie Ongtooguk, al 313-1112, oprima el 6600# y deje un mensaje. Gracias.

Если вы хотите, чтобы этот отчёт вам прочитали или пояснили по-русски, позвоните Екатерине Валла по телефону 313-1112, а когда вы услышите автоответчик, наберите 4694# и оставьте сообщение. Или же позвоните Елене Бениковой – 313-3545.

Vancouver School District  
2901 Falk Road Vancouver, WA 98661  
(360) 313-1000  
[www.vansd.org](http://www.vansd.org)  
Public Information Office

## Indicators of Adequate Yearly Progress (AYP)

Five categories of indicators of AYP are defined by federal and state statutes and apply to all schools in Washington State. The table at right provides a summary of information about indicators that were met by All Students in Vancouver School District.

### 2006 SCHOOL AYP RESULTS

**These schools made Adequate Yearly Progress (AYP) in all 37 categories:**

All Vancouver School District elementary schools; Alki and Thomas Jefferson middle schools; and Columbia River, and Skyview high schools. Vancouver School of Arts and Academics made AYP in all 37 categories for both grades 7 and 10. Vancouver Home Connection and Fir Grove/Vista Program made AYP in all 37 categories for grades 4, 7 and 10.

**These schools did not make AYP in one or more of the 37 categories:**

Discovery Middle School in All Students in Math, Hispanic Students in Math, and Low Income Students in Math; Gaiser Middle School in Low Income Students in Math; Jason Lee Middle School in Hispanic Students in Reading, Limited English Students in Reading, Low Income Students in Reading, Hispanic Students in Math, Limited English Students in Math, and Low Income Students in Math; McLoughlin Middle School in Hispanic Students in Math and Low Income Students in Math; Fort Vancouver High School in All Students in Math, Hispanic Students in Math, Limited English Students in Math, and Low Income Students in Math; Hudson's Bay High School in Special Education Students in Math, and Low Income Students in Math; Lewis and Clark High School in All Students in Math.

If a school does not meet AYP in the same content category (reading or math) for two years in a row, it is designated "in need of improvement" and specific action must be taken.

**These schools are designated "in need of improvement:"**

Discovery Middle School is in Step 1 stage of improvement; Jason Lee Middle School is in Step 3 stage of improvement; McLoughlin Middle School is in Step 3 stage of improvement; Fort Vancouver High School is in Step 3 stage of improvement; Lewis and Clark High School is in Step 2 stage of improvement. ■

### Adequate Yearly Progress Status for "All Students"

AYP Indicators		VSD 2005-06
Sufficient percentage of 4th-grade students met WASL standard	in Reading	yes
	in Math	yes
At least 95% of 4th-grade students participated in WASL testing	in Reading	yes
	in Math	yes
Sufficient percentage of 7th-grade students met WASL standard	in Reading	yes
	in Math	yes
At least 95% of 7th-grade students participated in WASL testing	in Reading	yes
	in Math	yes
Sufficient percentage of 10th-grade students met WASL standard	in Reading	yes
	in Math	yes
At least 95% of 10th-grade students participated in WASL testing	in Reading	yes
	in Math	yes
No more than 1% of elementary school students' absences were unexcused		yes
No more than 1% of middle school students' absences were unexcused		yes
Met the on-time graduation rate requirement		yes