

Under the federal “No Child Left Behind” (NCLB) law, all students are expected to meet proficiency standards in reading and math by the year 2014. School districts are expected to make Adequate Yearly Progress (AYP) annually, based on measures in 37 categories. In 2013-14 Washington State used the Measurement of Student Progress (MSP)/High School Proficiency Exam (HSPE) for determining AYP. Vancouver Public Schools did not make AYP in reading or math at the elementary, middle or high school levels. The district is in Step 2 of improvement. Information contained in this report is required by NCLB.

Through the 2013-14 school year, four measurements are used to meet the federal mandate in Washington State.

1. Performance of 3rd–8th graders on the Measurements of Student Progress (MSP) and 10th graders on the High School Proficiency Exam (HSPE) in reading and writing and the End-of-Course (EOC) exam in math,
2. The rate of unexcused absences for students in grades 1–8,
3. The graduation rate for high school students, and
4. Participation rate of 95%.

For the 2013-14 report, the state transitioned from the previous AMO accountability framework of the ESEA “flexibility request” — which allowed our state to modify certain provisions of the Elementary and Secondary Education Act (ESEA) — to the standard regulations that govern school improvement. In returning to the Adequate Yearly Progress (AYP) provisions of ESEA, all districts in Washington were expected to meet a goal of all students reaching 100% proficiency in math and reading, beginning in 2014. AYP sets a standard for accountability, which measures states, schools and districts by the results of state-level tests in two main content areas — math and reading. AYP uses this assessment data to measure the academic performance of all students, including subgroups such as children whose families qualify as low-income.

AYP Summary Data

For information about AYP including 2014 results: <http://reportcard.ospi.k12.wa.us/ayp.aspx?domain=AYP&groupLevel=District&schoolId=1&reportLevel=State&year=2013-14>

Annual measurable achievement progress (2010-11, 2011-2012, 2012-2013)

Under Washington’s ESEA Flexibility Waiver (school years 2010-2011, 2011-2012, 2012-2013), the state set performance targets referred to as Annual Measurable Achievement Objectives (AMAOs) for districts:

- **AMAO 1** - the annual increase in the number or percentage of ELL students making progress in learning English, based on results of the Washington English Language Proficiency Assessment (WELPA).
- **AMAO 2** - the number or percentage of students attaining English proficiency by exiting the ELL program by scoring a Level 4 on the WELPA.
- **AMAO 3** - the number or percentage of students learning English who reach academic standards in reading and math based on performance on the Measurement of Student Progress (MSP) and the High School Proficiency Exam (HSPE).

Annual Measurable Objectives for “All Students”		VSD 2012-13
Sufficient percentage of 3 rd –10 th grade students met MSP/HSPE standard	in Reading	no
	in Math	no
At least 95% of 3 rd –5 th grade students participated in MSP/HSPE testing	in Reading	yes
	in Math	no
Sufficient percentage of 6 th –8 th grade students met MSP/HSPE standard	in Reading	no
	in Math	no
At least 95% of 6 th –8 th grade students participated in MSP/HSPE testing	in Reading	yes
	in Math	yes
Sufficient percentage of 10 th grade students met MSP/HSPE standard	in Reading	no
	in Math	no
At least 95% of 10 th grade students participated in MSP/HSPE testing	in Reading	no
	in Math	no
No more than 1% of elementary school students’ absences were unexcused		yes
No more than 1% of middle school students’ absences were unexcused		no
Met the on-time graduation rate requirement		no

2013-14 General Fund Budget

Where the money comes from:

Local levy	\$43,522,000	18.5%
Local receipts	4,660,519	2.0%
State funds	159,124,660	67.7%
Federal funds	24,357,710	10.4%
Other Funds	3,232,935	1.4%
Total sources	\$234,897,824	100.0%

Where the money goes:

Salaries and benefits:		
Certificated salaries	\$97,774,380	41.7%
Classified salaries	42,280,914	18.0%
Benefits	50,672,460	21.6%
Supplies & instructional materials	25,382,969	10.8%
Purchased services	17,286,431	7.4%
Other expenditures	1,190,867	0.5%
Total uses	\$234,897,824	100.0%

Expenditure by pupil: In 2013-14, the actual per pupil expenditure rate for instruction was \$8,286.

The above information is from the Executive Summary of the Fiscal Year Budget 2013-14, Office of Fiscal Services, 313-1341.

Student characteristics

	VSD	WA State
As of October 2013		
Total enrollment	23,035	1,056,809
Percent male	51.4%	51.6%
Percent female	48.6%	48.4%
Percent American Indian/Alaskan Native	.07%	1.6%
Percent Asian/Pacific Islander	5.3%	8.1%
Percent Black	3.1%	4.5%
Percent Hispanic	22.0%	21.2%
Percent White	62.5%	58.0%
For the 2013-14 school year		
Unexcused Absences	0.2%	0.5%
Low income (May 2014)	52.7%	45.9%
Transitional Bilingual (May 2014)	11.5%	9.7%
Migrant	0.2%	1.9%
Special Education (May 2014)	12.5%	13.2%
On-time graduation rate	76.0%	76.0%

District Improvement

Our district did not meet adequate yearly progress (AYP) and is in Step 2 of improvement. We are collaborating with our schools to implement a district improvement plan.

Highly qualified staff

The ESEA law requires that all teachers who teach core academic subjects be highly qualified. Full certification, a bachelor's degree, and demonstrated competence in subject knowledge and teaching are required to be highly qualified. In 2011-13, 99 percent of district teachers met or exceeded these standards, and they continue to improve their knowledge and skills with ongoing professional training.

For detailed information, go to www.vansd.org, pull down Schools, then select School Report Cards Data. Information about teacher qualifications is available on this website: <http://www.k12.wa.us/TitleIIA/HighlyQualifiedTeachers.aspx> Printed copies of school reports are available on request.

VSD teachers

2013-14

Number of classroom teachers	1,141
Average years of teacher experience	13
Teachers with at least a master's degree	75%

2014 District Performance Report

This report is a requirement for ESEA. For detailed information, go to www.vansd.org, pull down School Information, then select School Report Cards Data. Information about ESEA and AMAO is available on these websites:

www.k12.wa.us and <http://reportcard.ospi.k12.wa.us/glossary.aspx>

To access information about the National Assessment of Education Progress (NAEP) click the following link: <http://reportcard.ospi.k12.wa.us/naepCurrent.aspx?domain=NAEP&groupLevel=District&schoolId=1&reportLevel=State&year=2012-13&yrs=2012-13&gradeLevelId=4&waslCategory=1>

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DISTRICT – 3rd, 4th and 5th Grades

	Percent of students scoring at/above on the MSP/HSPE in 2013-2014															
	3RD GRADE				4TH GRADE						5TH GRADE					
Group	Reading		Math		Reading		Math		Writing		Reading		Math		Science	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
All Students	73	69	68	61	66	67	56	57	52	51	67	69	58	61	56	58
Male	69	65	67	61	60	60	56	58	41	41	65	64	58	60	57	57
Female	77	73	69	61	73	73	56	57	63	61	69	69	63	59	59	55
Native American	82	*	91	*	*	*	*	*	*	•	*	*	*	*	*	*
Asian/ Pacific Islander	70	77	63	70	65	58	59	57	59	57	66	72	61	66	49	60
Black	61	57	45	53	54	51	30	38	46	57	58	44	34	33	38	35
Hispanic	49	58	51	49	45	53	39	42	39	49	49	51	41	48	36	39
White	80	76	76	70	72	77	62	67	56	60	74	77	64	71	65	66
Limited English	38	49	31	33	27	35	21	20	16	19	20	27	14	31	12	14
Special Educ.	38	31	37	26	42	43	22	20	24	29	39	31	27	15	31	30
Low Income	64	60	56	48	56	53	45	42	41	37	56	56	48	45	43	43

**Subgroups with fewer than 10 members are not reported. For comparison purposes, percentages of 4th-grade All Students in Washington State who met the standards are as follows: 2013 Reading: 69%; 2014 Reading: 58%; 2013 Math: 56%; 2013 Math: 46%.

DISTRICT – 6th, 7th and 8th Grades

	Percent of students scoring at/above on the MSP/HSPE in 2013-2014															
	6TH GRADE				7TH GRADE						8TH GRADE					
Group	Reading		Math		Reading		Math		Writing		Reading		Math		Science	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
All Students	66	63	53	56	61	61	57	51	62	59	60	67	49	51	61	63
Male	59	57	50	54	56	53	55	50	51	56	54	60	46	48	60	64
Female	72	70	56	58	70	70	59	53	77	72	66	73	52	53	62	62
Native American	69	*	54	*	38	80	38	40	44	50	50	50	43	33	57	46
Asian/Pacific Islander	71	66	60	53	62	63	60	53	67	61	57	64	49	59	60	55
Black	47	45	34	45	33	47	33	29	35	45	45	41	29	29	34	24
Hispanic	49	51	32	34	38	47	40	37	46	45	40	54	33	39	40	38
White	72	70	60	64	70	67	63	58	75	63	67	72	55	55	69	73
Limited English	18	21	*	21	16	15	14	*	19	14	11	20	11	16	*	*
Special Educ.	27	31	12	19	30	23	21	*	21	16	19	23	11	*	26	35
Low Income	54	53	40	44	48	49	45	39	50	46	45	56	35	42	46	47

*Subgroups with fewer than 10 members are not reported. For comparison purposes, percentages of 7th-grade All Students in Washington State who met the standards are as follows: 2013 Reading: 61%; 2014 Reading: 61%; 2013 Math: 57%; 2014 Math: 51%.

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Student Performance for End-of-Course (EOC) Math & Biology 2013 - 2014

High School Proficiency Exam (HSPE) Reading, Writing 2013 - 2015

	10TH GRADE									
Group*	Reading		Writing		Math - EOC				Biology - EOC	
	2013	2014	2013	2014	Year 1/2013	Year 2/2014	Year 1/2013	Year 2/2014	2013	2014
All Students	82	78	83	81	55	71	61	26	63	52
Male	78	75	83	81	56	73	58	23	67	65
Female	87	81	89	88	53	69	64	30	58	64
Native American	57	*	*	*	35	*	27	*	56	*
Asian/Pacific Islander	82	73	84	78	39	12	56	58	55	35
Black	64	67	66	67	32	53	37	35	46	49
Hispanic	70	62	71	72	38	59	42	37	47	53
White	87	83	87	84	60	83	66	61	77	79
Ltd. English	32	26	35	42	21	40	26	23	17	10
Special Educ.	58	37	62	43	21	51	25	30	43	45
Low Income	72	67	74	70	40	64	45	41	53	56

* Subgroups with fewer than 10 members are not reported.

For comparison purposes, percentages of 10th-graders (All Students) in Washington who met the standards are as follows: 2013 Reading: 82%, 2014 Reading: 86%; 2013 EOC Math 1: 22%; 2014 EOC Math 1: 26%; 2013 EOC Math 2: 22%; 2014 EOC Math 2: 66%.

Invitation to parents

Parents can join parent-school organizations, volunteer in the classroom, and attend parent nights. School and district newsletters strengthen communication. Parent conferences are scheduled in fall and spring, and parents are encouraged to communicate with teachers at any time. Parents can register to access their child's school information online through Parent Access on the district's website.

For Spanish, Russian or Chuukese translations call, Stephanie Ongtooguk at 360-771-5479
Katrina Walla, 360-771- 5548 or
Juanita Yasu, 360-771-5343

Si desea que le lean o aclaren este informe en español, favor de llamar a la intérprete, Sra. Stephanie Ongtooguk, al 360-771-5479. Gracias.

Если вы хотите, чтобы этот отчёт вам прочитали или пояснили по-русски, позвоните Екатерине Валла по телефону 360-771-5548.

Iká pwe ke mochen pwe sipwe aweweóchú masowan ei taropwe nón fóósun Chuuk, kose mochen kékkéri Juanita Yasu, 360-771-5343. Kinisou Chapwúr.