

ARLINGTON PUBLIC SCHOOLS

...educates all students, preparing and inspiring them to achieve their full potential.

2014-2015



*“Learning today...
Leading tomorrow.”*

ANNUAL SCHOOL PERFORMANCE REPORT

ARLINGTON HIGH SCHOOL ~ “Home of the Eagles”
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Welcome

As the principal of Arlington High School, I am honored to serve with teachers, support staff, and administrators who are committed to working together in a collaborative learning community guided by our belief that all students can learn. We strive each day to live up to our District’s mission of educating all students, preparing and inspiring them to achieve their full potential. We offer our students and the community a program that combines excellence in academic and extra-curricular programs. We provide a rigorous curriculum that challenges our students to push themselves in an atmosphere where they learn to solve problems and rise to a challenge. Our success is supported by a strong connection with our parents and community who we openly invite to participate in all areas of our program. ~ Mr. Brian Beckley, Principal

Our School

With the Arlington High School learning community of teachers, support staff, administrators, coaches, parents, community members and students working together, Arlington High School has developed a treasured reputation of academic and athletic excellence with rigor and significance in the classroom and out. Our many successes and accolades are representative of what can be accomplished in a community who desires the best for their youth. Arlington High School is proud to serve 1,578 students where we offer a balance of general, special, and arts education as well as career and technical education programs and college prep courses. We maintain open communication and a focus on instructional standards with our three middle school programs at Post Middle, Haller Middle, and Stillaguamish Valley Learning Center, providing our incoming freshmen with every opportunity for the best possible transition.

Students are encouraged to develop an appropriate academic/career plan leading to advanced post high school study at a four-year college or university, community or technical college, military service, or direct entry into the world of work. Assessments of student interest, aptitudes, and abilities are integrated with a variety of career exploration opportunities in classes such as *Computers and Careers* and within our Eagle Period advisory program. We utilize Naviance which is a college and career readiness platform that helps connect academic achievement to post-secondary goals. It empowers students and families to connect learning and life; provides schools and districts with information they need to help students prepare for life after high school; and allows students to create a plan for their future.

Our School (cont.)

As a staff, we believe in the mission statement we created for Eagle Period: *Through advisory we build relationships to support academic, social, and emotional success for all students at Arlington High School.* Guidance counselors, administrators, advisors, teachers, and support professionals assist students and partner with their families and the community as they explore options, make informed program decisions and set goals regarding college and career choices.

Mission/Belief Statements

Our Mission: “AHS is proud to be a collaborative learning community where all staff inspire all students to act as responsible, productive citizens who embrace lifelong learning.”

Our Beliefs: Based on the Nine Characteristics of High-Performing Schools.

1. The AHS Learning Community* maintain and demonstrate a clear and shared focus through open communication and cooperation.
2. The AHS Learning Community* consistently holds all students to high standards and expectations which empowers them to take responsibility for the challenges of a rigorous educational experience so that they may achieve their full potential.
3. Effective school leadership advances the school’s mission, promotes learning, encourages all to develop their potential and embraces involvement from the AHS Learning Community.
4. The AHS Learning Community* collaborates and communicates across grade levels and curricula to identify problems and seek solutions.
5. Through collaboration and the utilization of common assessments, teachers develop curriculum using a variety of instructional activities that involve their students, allowing them to demonstrate their ability to meet the state standards.
6. Frequent monitoring of teaching and learning provides assessment data that teachers use to adjust their instruction to promote student success.
7. Professional development focuses on continuous improvement through the sharing and use of best practices.
8. A safe, supportive learning environment values everyone as an individual, promotes respectful and civil interactions, recognizes and celebrates successes and shows enthusiasm for our AHS Learning Community.
9. High levels of family and community involvement foster positive, respectful, and supportive partnerships, which are essential for students to grow and develop into responsible and productive citizens.

Demographics

Grades 9-12; Enrollment 1,578; White 82.4%; Hispanic/Latino 9.5%; Multi-Race 2.4%; Asian 1.9%; American Indian/Alaskan Native 1.4%; Black/African American 1.3%; Native Hawaiian/Pacific Islander 1.1%

Teacher experience

Teachers with Master’s/PhD. 88.6%; Average Years of Teacher Experience 15.8



Assessments

Beginning in the spring of 2015, the Measurement of Student Progress (MSP) was replaced with the Smarter Balanced Assessment (SBA). Since the SBA is a new test on new standards, it created a new benchmark for Math and English Language Arts (ELA) in grades three through eight and 11. Fifth, eighth and high school students will continue to be assessed in science with the MSP or End of Course Biology test.

The SBA reports differently than the MSP. Each student will have a score in English/Language Arts and Math that falls within one of four levels. Levels one and two are below standard and levels three and four are above standard.

SBA results help schools, teachers, and parents know how well each student is meeting learning targets, and the results help schools plan instruction and curriculum focused on these learning targets.

Additional data is located on the last page of this report.

School Improvement Plan

Arlington High School will strive to improve instructional practices and support systems to increase student performance.

Our specific goals and action plan center around three school level expected indicators:

- ◆ Monitoring the progress of the Extended Learning Time programs and strategies being implemented and use data to inform modifications.
- ◆ Differentiate assignments (individualized instruction) in response to individual student performance on pre-tests and other methods of assessment.
- ◆ Teachers developing standards-aligned units of instruction for each subject and grade level.

Our goals were addressed in a variety of approaches:

- ◆ Identifying students who are not at standard on state assessments or below grade level in English Language Arts, Math, and Science.
- ◆ In order to evaluate instructional practices and identify deficiencies in teaching and learning, we collaborated through Professional Learning Communities (PLCs) and engaged in the PLC Cycle: Identifying essential standards, communicating learning targets, creating checks for understanding, creating and giving common assessments, analyzing student work/data, and applying interventions.
- ◆ Developing student learning plans or IEP plans to help students in their goal areas.
- ◆ Enrolling students in intervention classes, such as additional math support, study skills, and remedial English.
- ◆ Providing an online learning option for students to retrieve credit.
- ◆ Using a variety of reading strategies in elective programs with a specific focus in their content area.
- ◆ Partnering with our Math and English TOSAs to develop a Guaranteed and Viable Curriculum.
- ◆ Incorporating technology such as graphing calculators, SMART Boards, Student Response Devices and document cameras, as well as online resources such as Moodle, Holt, and ALEKS into math instruction to enhance learning.
- ◆ Bridging the gap between general education and special education by working collaboratively, through team teaching, to develop curriculum, instructional practices, and modified assessments.
- ◆ Providing extended library hours and teacher availability for additional student support.
- ◆ Increasing the rigor and relevancy of student learning through the addition of AP, College in the High School, and advanced courses.
- ◆ Improving the school's climate through Link Crew, Respect Team, and Leadership class.
- ◆ Increasing parental/family communication through different media; the Eagle's Nest newsletter, website, Connect-Ed, email and the "Good News" notecards.

OSPI Data

Click on the link below to read more about Arlington High School, including:

- Student Demographics (Enrollment, Gender, Ethnicity, Special Programs)
- Staff Demographics
- SBA/MSP Scores and Comparisons
- Annual Yearly Progress

[Washington State OSPI Report Card Arlington High School](#)

Highlights

- ◆ State Board of Education Achievement Index overall Proficiency & College and Career Rating –Exemplary.
- ◆ 12 National Board Certified teachers on staff.
- ◆ 90% On time Graduation Rate.
- ◆ Class of 2015: 110 President's Educational Excellence Awards and 39 Washington State Honors Awards winners.
- ◆ Past two-time recipient as a School of Distinction for improvement in reading and math.
- ◆ Acknowledged as Evidence of Effectiveness Award by Solution Tree All Things PLC website.
- ◆ Named a high-ranking school by Puget Sound Business Journal in Puget Sound's Top 10 Neighborhoods Ranked by School Performance.
- ◆ Neighborhoods based on State Board of Education's Achievement Index score of 7.093.
- ◆ AHS started a new First Tech Challenge Team and served as host for two FTC team meets in the 2015 school year. The team was awarded an Imaging Award and a Team Spirit Award at regional competitions in recognition of the unique and comprehensive branding of their team. Two students made a presentation on robotics in our schools to the Washington State House Committee on Early Learning.
- ◆ AHS had a SkillsUSA state officer for 2012, 2013, 2014, and 2015. In 2015, AHS had the SkillsUSA State President and an alternate State Officer. In 2014, our state officer was a National Delegate for SkillsUSA Nationals. In 2015, we had four members compete at State competition in Early Childhood Education, Culinary Arts, Commercial Baking, Extemporaneous Speech, & Prepared Speech. Four students were Washington State Delegates at Nationals. One student competed at Nationals, placing 22nd in Commercial Baking.

Athletics

2014-2015:

- ◆ Cross Country: Boys and Girls League Champions; Boys 4th in State
- ◆ Volleyball: League Champions
- ◆ Girls Basketball: League Champions & 4th in State
- ◆ Wrestling: Sub Regional Champions, Regional Champions, 6th in State
- ◆ Boys Soccer: League Champions
- ◆ Boys and Girls Track: League Champions, District Champions

2013-2014:

- ◆ Boys & Girls Basketball League Champions
- ◆ Girls Track Bi-District Champions
- ◆ Girls Fast Pitch State Champions



Volunteering

We believe involving parents in the daily learning process is one of the most effective ways to improve student performance. We invite parents, community members, and other educators to join the Eagle family and become partners in the learning process. Our school community is enhanced by a close connection with our families and community volunteers and their active support of Arlington High School in a variety of ways:

- ◆ Parent and community volunteers can work one-on-one with students in their academic pursuits, assist in the library or office, chaperone events and field trips, serve as culminating project panelists, or share their expertise with students in our classrooms.
- ◆ “Link Parents” establish community connections with students by walking the commons and hallways during lunches.
- ◆ Our Booster Club, which supports Academics, Activities, Arts and Athletics, provides a multitude of ways for family and community involvement.
- ◆ Arlington High School has over 200 registered parent volunteers during the 2015-2016 school year.

Contact the main office at 360.618.6300 for more details.

Facilities

The current Arlington High School building was dedicated on August 30, 2003, replacing the former 1936 structure. The site consists of 243,006 square feet with 70 classrooms, eight science labs, two shops, two art rooms, one band room, one choir room, four business computer labs, and a sports medicine classroom/lab. The school has a separate agriculture building, commons, main gym, auxiliary gym, and has internet access to all classrooms. Our outside recreational area includes four baseball and softball fields, eight tennis courts and a state-of-the-art, all-purpose stadium. Additionally, the AHS site is home to the 673 seat “Linda M. Byrnes Performing Arts Center” (BPAC), a state-of-the-art performance hall which opened in the spring of 2007.

Community Use

The community uses the facilities at Arlington High School in many different ways. Over twenty community groups use the BPAC, gym, commons, fields, and library. Some of these groups include the North Cascades Concert Band, the Arlington School of Dance, the Boy Scouts, the Girl Scouts, the Arlington Boys and Girls Club, YMCA Teen Services, AAU wrestling, AAU basketball and the Stilly Valley Little League. Community use is encouraged and may be scheduled by contacting Katherine Rynning at the district office at 360.618.6255.

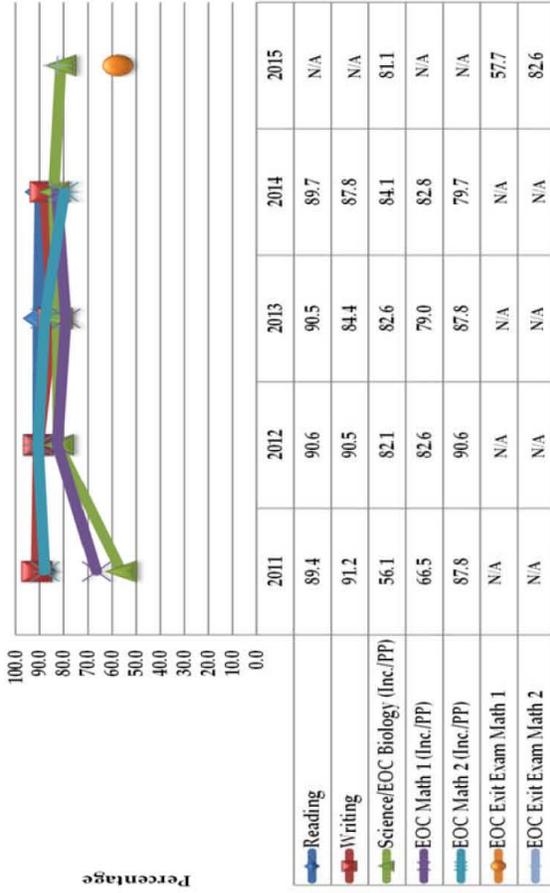
ARLINGTON HIGH SCHOOL

SCHOOL IMPROVEMENT PLANNING 2015-16

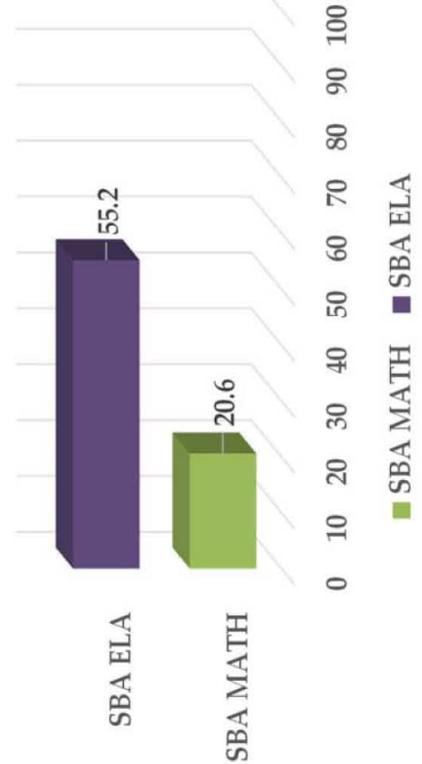
School Improvement Team Members: Brian Beckley, Alan Boatman, Erik Heinz, Christine Hinojosa, Mike Blue, Brent Copenhagen, Shanna Crookes, Chad Duskin, Greg Hurst, Susan Jensen, Margot Lloyd, Chad Palmiter, Emily Palmiter, Allison Piccolo and Hans Weber

Longitudinal Data:

10TH GRADE STATE ASSESSMENTS



11TH GRADE STATE ASSESSMENTS



Achievement Index:

2012 INDEX RATING										7.68					
Proficiency										Proficiency Average	8.63				
All Students										10.00	9.00	10.00	9.00	9.50	8.63
Targeted Subgroups										8.33	7.67	8.00	7.00	7.75	8.63
Growth										Reading	Math	Science	Growth Average	6.25	
All Students										6.00	6.00	6.00	6.00	6.25	
Targeted Subgroups										6.50	6.50	6.50	6.50	6.25	
Career and College Readiness										Graduation Rate	Dual Credit/ Industry Certification	11th Grade Assessments	Overall Average	8.17	
All Students										9.00	To be phased-in	9.00	8.17		
Targeted Subgroups										7.33	To be phased-in	7.33	8.17		
2013 INDEX RATING										7.00					
Proficiency										Proficiency Average	8.17				
All Students										9.00	9.00	9.00	9.00	8.17	
Targeted Subgroups										8.00	6.67	7.00	7.67	8.17	
Growth										Reading	Math	Growth Average	4.83		
All Students										4.00	6.00	5.00	4.83		
Targeted Subgroups										4.00	5.33	4.67	4.83		
Career and College Readiness										Graduation Rate	Dual Credit/ Industry Certification	11th Grade Assessments	Overall Average	8.00	
All Students										9.00	To be phased-in	9.00	8.00		
Targeted Subgroups										7.00	To be phased-in	7.00	8.00		
2014 INDEX RATING										6.99					
Proficiency										Proficiency Average	7.96				
All Students										10.00	8.00	9.00	9.00	7.96	
Targeted Subgroups										7.67	5.67	7.33	7.00	7.96	
Growth										Reading	Math	Growth Average	5.00		
All Students										4.00	6.00	5.00	5.00		
Targeted Subgroups										4.00	6.00	5.00	5.00		
Career and College Readiness										Graduation Rate	Dual Credit/ Industry Certification	11th Grade Assessments	Overall Average	8.00	
All Students										9.00	2.00	To be phased-in	9.00		
Targeted Subgroups										7.00	To be phased-in	7.00	8.00		

