Our School’s Mission
Arlington High School is proud to be a collaborative learning community where all staff inspires all students to be responsible, productive citizens who embrace lifelong learning.

Duane Fish, Principal
Annual School Performance Report– 2018-19

<table>
<thead>
<tr>
<th>2018-19 District Year-End Fund Balance</th>
<th>General Fund</th>
<th>Associated Student Body</th>
<th>Debt Service</th>
<th>Capital Projects</th>
<th>Transportation Vehicle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Fund Balance</td>
<td>$8,658,550</td>
<td>$713,956</td>
<td>$5,331,422</td>
<td>$576,230</td>
<td>$1,312,962</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>$81,559,415</td>
<td>$977,952</td>
<td>$6,308,337</td>
<td>$1,350,225</td>
<td>$250,020</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>$76,995,402</td>
<td>$968,659</td>
<td>$5,504,700</td>
<td>$742,075</td>
<td>$1,103,851</td>
</tr>
<tr>
<td>Inter Fund Transfer</td>
<td>($812,000)</td>
<td>$49,544</td>
<td>$250,000</td>
<td>$512,456</td>
<td></td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>$12,410,563</td>
<td>$723,249</td>
<td>$6,184,603</td>
<td>$1,434,380</td>
<td>$971,587</td>
</tr>
<tr>
<td>Budgeted Projected FB</td>
<td>$12,280,065</td>
<td>$737,000</td>
<td>$6,321,000</td>
<td>$1,423,000</td>
<td>$970,030</td>
</tr>
</tbody>
</table>

Student Demographics

<table>
<thead>
<tr>
<th></th>
<th>Enrollment</th>
<th>Graduation Rate</th>
<th>Expenditures per pupil</th>
<th>Students Regularly Attend</th>
<th>Student Dropout Rate</th>
<th>Free/Reduced-Price Meals</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,719</td>
<td>93.8% (Class of 2019)</td>
<td>$12,043</td>
<td>80.8%</td>
<td>4.4%</td>
<td>32%</td>
<td>14%</td>
</tr>
</tbody>
</table>

Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino of any race</td>
<td>12.6%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.7%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>0.8%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.1%</td>
</tr>
<tr>
<td>White</td>
<td>75.2%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

Facility Use

The current Arlington High School building was dedicated on Aug. 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 Per-forming Arts Center” (BPAC), a state-of-the-art performance hall which opened in the spring of 2007. You are invited to become an active part of our school.

School Improvement Plan

For 2019-20, AHS will continue its focus to increase the potential for success for “Every Eagle.” With this in mind our School Improvement Plan will be centered on three primary goals:

- 9th Grade Success Rates – Every freshman on-time for graduation heading into 2020-21
- Campus Culture and Building a Safe and Caring Environment – Using Equity as our lens via Character Strong and Be Involved, Work Hard, Be Kind
- Closing the Identified Achievement Gaps in Grad Rates, Course Success Rates, and other key indicators

To best accomplish our building goals, we will engage our students and community stakeholders, align our resources and utilize research-based practices to ensure every student finds his or her connection to AHS while advancing toward on-time graduation. The 9th Grade year is often called the “most important year” for high school as students establish the foundation for which their future is built upon. According to the OSPI, “students who end their ninth-grade year on-track are four times more likely to graduate from high school than those who are off track.”