

2007-08 School Performance Report



Sehome High School

Bellingham Public Schools

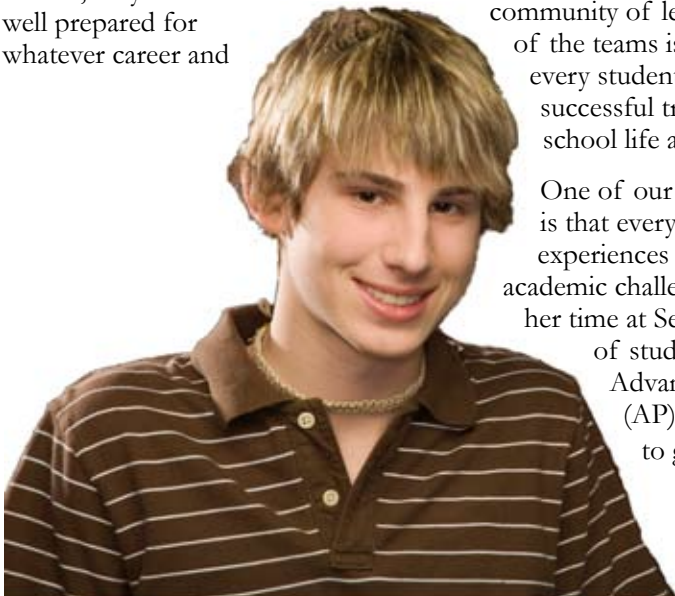
Our School

Sehome High School is the proud home of the Mariners. We work to provide a challenging and rigorous academic experience for each student. The Sehome name is synonymous with quality, pride and commitment. Our students and staff work together to create learning experiences that prepare our children for the 21st century. We want all of our students to know that going to college is a viable and realistic possibility. Students should feel confident that when they will leave Sehome High School, they will be well prepared for whatever career and

educational paths they choose after graduation.

Our small ninth grade learning communities are entering their third year. They have grown to be a vital and important first step as our freshmen transition into high school. Students learn about the Sehome culture, our high academic expectations, and they experience our school's commitment to social and global awareness. Students team with English and social studies teachers to form a tight-knit, integrated community of learners. The goal of the teams is to ensure that every student makes a full and successful transition to high school life at Sehome.

One of our school goals is that every single student experiences high levels of academic challenge during his or her time at Sehome. The number of students who take Advanced Placement (AP) classes continues to grow.



Principal's Welcome



Principal Phyllis Textor

It is my pleasure and honor to serve as the principal of Sehome High School. Our students and staff make this a wonderful learning environment. We strive to educate every child during his or her time with us. Academics are

extremely important at Sehome. We pride ourselves on being one of the top schools in our state. Our students need and deserve a well-rounded education, with a full slate of music, art, drama and technology offered. Our school is equally proud of the artistic and creative accomplishments of our students. We are committed to creating a school and learning environment that challenges and enriches each and every student.

One of our main goals is that every student graduates from Sehome with endless opportunities. All of our students will be college ready, they will understand and be knowledgeable about their career choices, and will be ready to take their place as citizens in the community. Our staff is dedicated to serving the academic and social needs of each and every student at Sehome.

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demographics

Sehome High School

“At Sehome, we know that students learn in a variety of ways. We are committed to educating the whole child, allowing each student to play the lead role in his or her own education.”
Principal Phyllis Textor

Student characteristics

	Sehome High	Bellingham School District
As of Oct. 1, 2007		
Total Enrollment	1,109	10,805
Class Size Average		
Grades 9-12	25	25
Percent American Indian/ Alaskan Native		
	3%	3%
Percent Asian/ Pacific Islander		
	6%	7%
Percent Black		
	2%	2%
Percent Hispanic		
	5%	10%
Percent White		
	83%	75%
Percent Other (Includes Not Provided)		
	1%	3%
English Language Learners (ELL)		
	17	564
Highly Capable		
	105	320
Indian Education		
	20	98
Title I Reading/LAP/KIDS		
	—	503
Special Education		
	102	1,309

For the 2007-08 school year

Discipline		
Suspensions	76	—
Expulsions	5	—
Free and Reduced Meals (May 2008)		
	19%	33%

Student to computer ratio: 4 to 1

Expenditure per pupil

In 2006-07, the per student expenditure rate was approximately \$8,469. About 72% of the district budget was spent on teaching and teaching support, well above the state average of 69%. Funding sources: 67% from state based on enrollment; 20% from local taxes supported by the maintenance and operations levy; 8% from federal; and 5% from other sources such as donations and investment earnings.

2006-07 is the latest data available

Our School *continued*

Our students continue to outperform the state and national averages on the WASL, the AP test scores, the SAT and the ACT exams. Our AP scores last year earned us a spot on the Top 1,000 Schools in the Nation List, a distinction of which we are especially proud.

Academics are not the only area in which Sehome excels. Our sports program earned the honor of being the best overall sports program in the state of Washington for the 2007-08 school year. Our student athletes earned top state championships in six different sports: girls' cross country, girls' swimming, girl's golf, boys' soccer, boys' baseball and boys' track. The Mariners also took three second place state finishes in boys' cross-country, boy's tennis and girls' track. Sehome had several more state appearances, including our boys' fifth place finish in basketball. In addition, our gymnastics team won top state honors for having the highest grade point average as a team.

Pride, quality, and commitment—that's what puts Sehome High School a cut above. If you are looking for a school where your child is challenged every day, both academically and physically, Sehome is the place for you. Welcome to the home of the Mariners.

Personalize Learning



Our teachers meet regularly to discuss how best to support and challenge each student, who is struggling, meeting standards or exceeding standards.

Focus on Powerful Teaching and Learning



Our staff has a strong educational background and varied experiences that strongly qualify them as high school instructors.

We continue to identify and use successful teaching strategies in all classes. Our staff regularly gets together to reflect on instruction, curriculum and student work to further increase student learning.

Engage Families and Community in Student Learning



Families play an important role in the lives of Sehome students. Families are encouraged to maintain open lines of communication with their child's teachers to reinforce education in the

home. We want to help all of our families sign up for ParentConnect, a free service that allows you to log in and view your child's homework assignments, grades, transcripts, attendance, discipline records and school cafeteria choices.

Principal's Welcome, *continued*

Inside this report, you will learn more about our school and what we are about. If you have questions or comments about the content of this report, I would love to hear your thoughts. The partnership between school and home is the most important partnership there is. I invite and encourage you to be a visible and active parent in your child's education. Together we can help your student succeed.

Sehome High School...serving *every* student *every* day.

Washington Assessment of Student Learning (WASL)

(Percent of grade 10 students meeting or exceeding standards)

	SEHOME		DISTRICT		STATE	
	2007	2008	2007	2008	2007	2008
Reading	91%	93%	85%	87%	81%	81%
Writing	95%	92%	88%	90%	84%	86%
Math	83%	78%	65%	63%	50%	49%
Science	70%	71%	53%	52%	36%	40%

The WASL is a standards-based test used in Washington state to measure how students are progressing in meeting state academic standards. As a graduation requirement, students in the classes of 2008-2012 must pass the reading and writing WASL, a state-approved alternative to the WASL, or an assessment for students in special education. Students have a few additional options to meet the state's math requirement. The scores above represent last year's 10th graders who either took the WASL for the first time or who passed the high school WASL in previous years. The next retake opportunity is in spring 2009. Each of the four high schools in the district is providing extended day learning and support for students.

The Washington State Report Card Web site is available at <http://reportcard.ospi.k12.wa.us>

Plan to Improve Learning for 2008-09

Improving student learning is the forefront of every decision we make at Sehome High School. Last year, our teachers decided to help struggling students succeed and named that as the schoolwide goal. Our staff studied data and planned our professional development around learning new instructional practices to reach different kinds of learners, motivate the unmotivated student and understand the special learning needs of our students living in poverty. Our over-arching yearlong essential question was, "How do we respond as a school when students do not learn?" We created a Pyramid of Interventions, establishing successful interventions at the classroom level, grade level, school level and the community level. We are bringing this pyramid of interventions to life this year, and we will continue to study data so that we can monitor and adjust our efforts to reach every student.

On-Time Graduation and Dropout Rates*

Academic Year (2006-07)	SHS	District	State
Annual Dropout Rate	3%	5%	6%
On-Time Graduation Rate	77%	73%	72%
Extended Graduation Rate	80%	77%	77%

Source: Office of Superintendent of Public Instruction

The numbers above are calculated based upon the state's formula for determining graduation and dropout rates. The state-calculated graduation rate represents only those students with an expected graduation year of 2007. These students would have started grade nine in 2003 and were expected to graduate "on-time" (i.e. in four years). The state-calculated extended graduation rate includes students who graduated after their expected graduation year. The state-calculated dropout rate is defined as the total number of students that drop out of school from grades nine through 12, divided by the total number of students, less the number of students that transferred out of the district/school.

*2007 is the latest year that cohort data is available from the state. The district conducted a thorough records review of the Class of 2008 cohort that needed to meet all four graduation requirements of a high school and beyond plan, culminating project, course credits and state assessments: 73% of district students had completed all four requirements as of June 2008.

Scholastic Aptitude Test (SAT) Results

School	2008 Critical Reading	2008 Math	2008 Writing	2008 # Test Takers
SHS	575	578	552	156
State	526	533	509	36,306
National	502	515	494	1.5 million

Source: Overall mean scores are represented above from The College Board's 2008 College-Bound Seniors report.

"Adequate Yearly Progress"

As part of the "No Child Left Behind" (NCLB) legislation of 2001, schools and school districts are considered to be making "Adequate Yearly Progress" (AYP) if they meet targets in various categories, including those listed below. Academic progress in reading and math must be measured for: All Students, American Indian, Asian, Black, Hispanic, White, Special Education, Limited English, and Low Income. For 2008, the targets increased by as much as 20 percentage points in every category. Schools and districts must have a minimum number of students in a category before it becomes a requirement for AYP, so larger districts and schools are more likely to miss targets. Missing the target in any one category causes a school or district not to make "Adequate Yearly Progress" overall. Sehome made AYP in 11 of its 13 required categories. Our school missed the AYP targets for not having a sufficient number of students in the category of low income participate in the reading and math WASL.

"Adequate Yearly Progress" Status			
AYP Indicators		Sehome 2007-08	District 2007-08
Sufficient percentage of 10 th graders who met WASL standard	Reading	yes	yes
	Math	yes	no (Low Income only)
At least 95% of 10 th graders participated in WASL testing	Reading	no (Low Income only)	no (Low Income only)
	Math	no (Low Income only)	no (Low Income only)
On-Time Graduation Rate		yes	yes
Met AYP	Overall	no	no

The district made AYP in 50 of its 67 required categories. It did not make AYP in high school for WASL participation in reading and math for low-income students, and in WASL math proficiency for low-income students. Sanctions for not making "Adequate Yearly Progress" only affect schools and districts receiving federal Title I funding. The district does not have any Title I schools facing sanctions for the 2008-09 school year. For more information about "No Child Left Behind," visit <http://www.k12.wa.us/ESEA/>

Sehome High School

Sehome opened in 1967 near the Western Washington University campus.

Sehome High School
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(360) 676-6482
<http://sehome.bham.wednet.edu/>

Principal: Phyllis Textor
Assistant Principals:
Nancy Barga
John VanHaalen
Secretary: Jill Fox

PTSO President 2008-09:
Karin Saadat

Stay informed. Register for the Mariner Memo and district news via e-mail at www.bham.wednet.edu

The annual School Performance Report provides access to information on the educational programs in each school so that families and community members can make informed decisions about the schools in their district. The Office of the Superintendent of Public Instruction (OSPI) also provides online access to more detailed data required by the federal Elementary and Secondary Education Act, known as No Child Left Behind (NCLB). District and school report cards can be viewed at <http://reportcard.ospi.k12.wa.us>. Select "Bellingham School District" or the name of the school to view detailed student achievement and demographic information. Printed copies of the reports are available at schools, district offices and the Bellingham Public Library.



Accessibility

The district ensures that each program, service or activity, when reviewed in its entirety, is readily accessible to and usable by individuals with disabilities per the Americans with Disabilities Act (ADA). Some of our schools or programs are not accessible. Therefore, persons needing special accommodations should contact the school principal or Student Services at (360) 676-2787.

Annual Notices

The health and safety of students and staff are paramount. The district manages vegetation and pests using a minimum of pesticides. The district uses physical, mechanical, cultural, biological and educational tactics as primary controls. Chemical controls are a last resort and the least toxic alternative is used. When pesticides are used, notification signs are posted at buildings 48 hours prior to pesticide use and for 24 hours after. Individuals wishing advance notification of pesticide use at any site may contact the Maintenance Department at the address and phone number listed below. The asbestos notification requirement is in response to the Asbestos Hazard Emergency Response Act (AHERA). The district has developed and maintains an asbestos management plan, including records of surveillance, training and abatement activities. Detailed reports of both pesticide use and asbestos records are available at the Maintenance Department, 4060 Bakerview Valley Road, or by calling (360) 676-6548. The Bellingham School District maintains a Phase II Permit for Western Washington, "National Pollutant Discharge Elimination System and State Waste Discharge General Permit for Discharges from Small Municipal Separate Storm Sewers in Western Washington." Refer to the district Web site for contact information.

Kèm theo đây là giấy tờ bao gồm các chi tiết quan trọng về nhà trường của con em quý vị. Xin đưa những chi tiết này cho người nào đó có thể giải thích cho quý vị hiểu càng sớm càng tốt. Cảm ơn.

Прилагаемый документ содержит важную информацию из школы в его ребенка. Пожалуйста, попросите перевести вам эту информацию можно скорее. Спасибо.

Adjunto se encuentra un documento que contiene información importante de la escuela de su hijo. Por favor solicite que le traduzcan esta información tan pronto como sea posible. Muchas gracias.

ਨੱਥੀ ਕੀਤਾ ਦਸਤਾਵੇਜ਼ ਤੁਹਾਡੇ ਬੱਚੇ ਦੇ ਸਕੂਲ ਵੱਲੋਂ ਜ਼ਰੂਰੀ ਜਾਣਕਾਰੀ ਰੱਖਦਾ ਹੈ। ਕਿਰਪਾ ਕਰਕੇ ਇਸ ਸੂਚਨਾ ਦਾ ਅਨੁਵਾਦ ਜਿੰਨੀ ਜਲਦੀ ਹੋ ਸਕੇ ਕਰੋ। ਧੰਨਵਾਦ।

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