

This report meets state and federal reporting requirements for Elementary and Secondary Education ACT (ESEA). In July of 2012, Washington received a waiver from ESEA requirements. The waiver allowed the state to replace the Adequate Yearly Progress (AYP) requirement that all students pass both the reading and math assessments by 2014 with Annual Measurable Objectives (AMO) that allow a greater focus on opportunity gaps. To meet AMO, subgroups of students (such as Black, Hispanic, Asian, special education, low-income) must have the difference between their 2011 scores and 100 percent cut in half by 2017. In Washington State, four measurements are used to meet ESEA requirements.

1. Performance of 3<sup>rd</sup>-8<sup>th</sup> graders on the Measurements of Student Progress (MSP), and 10<sup>th</sup> 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. A participation rate of 95%.

For information about the ESEA waiver and requirements go to: <http://www.k12.wa.us/ESEA/PublicNotice.aspx>.

### **School Improvement**

Teachers and parents work together to make sure Felida students are successful at school. They create a School Improvement Plan each year to identify and describe specific actions Felida is taking to improve student achievement. Parents are encouraged to contact the school to see Felida's School Improvement Plan.

Tier 1 team meets three times a year to monitor and discuss each student's progress. Felida also uses Student Learning Plans to gauge the progress of each student.

### **Our 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 2012-13, 99 percent of Vancouver's 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](http://www.vansd.org), pull down Schools, then select School Report Cards Data. Printed copies of school reports are available on request.

### **Annual measurable achievement progress**

The Elementary and Secondary Education Act (ESEA) includes English Language Learners (ELL) in the state accountability system and requires states to 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).

To view your school's AMAO report go to: <http://reportcard.ospi.k12.wa.us/WLPTAmao.aspx>.

For Spanish, Russian or Chuukese translations call,  
Stephanie Ongtooguk at 360-771-5548,  
Katrina Walla, 360-771-5479 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 360-771-5548. Gracias.

Если вы хотите, чтобы этот отчёт вам прочитали  
или пояснили по-русски, позвоните Екатерине  
Валла по телефону 360-771-5479.

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

To access information about the National Assessment of  
Education Progress (NAEP) click the following link:  
<http://reportcard.ospi.k12.wa.us/naepCurrent.aspx?year=2008-09&gradeLevelId=4&waslCategory=1&chartType=1>

## Student characteristics

	Felida	Vancouver School District
<b>October 2012</b>		
Total enrollment	630	22,879
Percent American Indian/ Alaskan Native	<1%	1%
Percent Asian/ Pacific Islander	<1%	6%
Percent Black	1%	3%
Percent Hispanic	8	21%
Percent White	80%	64%

### For the 2012-13 school year

Low income	16%	53%
In Transitional Bilingual	2%	11%
In Special Education	9%	13%

### Expenditure by pupil

In 2012-13, the actual per pupil expenditure rate for instruction was \$7,592.

## FELIDA ELEMENTARY SCHOOL

### MEASUREMENT (PERCENT) OF STUDENT PROGRESS (MSP) 2012 - 2013

Group*	3RD GRADE						4TH GRADE						5TH GRADE					
	Reading		Math		Reading		Math		Writing		Reading		Math		Science			
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013		
All Students	85	89	81	92	81	91	68	80	67	79	76	77	82	70	78	69		
Male	88	88	97	94	73	88	62	90	60	74	75	80	81	67	75	69		
Female	82	90	85	90	90	93	75	69	75	86	78	73	83	73	81	69		
Native American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
Black	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
Hispanic	70	*	80	*	64	*	64	*	82	*	64	*	79	*	43	*		
White	86	94	93	94	84	90	69	81	66	79	76	84	81	73	78	74		
Limited English	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
Special Educ.	58	*	83	*	83	75	39	58	56	75	25	50	33	35	33	40		
Low Income	57	64	81	71	81	76	50	52	62	71	69	69	75	55	63	52		

\* Subgroups with fewer than 20 members are not reported.

For comparison purposes, percentages of 4th-graders (All Students) in Washington who met the standards are as follows: 2012 Reading: 63%; 2013 Reading: 66%; 2012 Math: 52%; 2013 Math: 56%.