

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

The Tier 1 team meets three times a year to monitor and discuss each student's progress. Hough's Early Childhood team also complete a Collaborative Academic Support team process to mentor the progress of preschool students through the year. Hough 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, 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

	Hough	Vancouver School District
October 2012		
Total enrollment	260	22,879
Percent American Indian/ Alaskan Native	<1%	1%
Percent Asian/ Pacific Islander	2%	6%
Percent Black	2%	3%
Percent Hispanic	14%	21%
Percent White	74%	64%
For the 2012-13 school year		
Low income	59%	53%
In Transitional Bilingual	4%	11%
In Special Education	18%	13%

Expenditure by pupil

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

HOUGH 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	75	70	64	62	65	80	41	57	43	43	75	74	50	55	55	55
Male	61	74	44	68	50	71	40	64	35	36	85	74	50	58	55	68
Female	77	70	59	61	82	88	41	50	53	50	65	75	50	53	55	42
Native American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	70	*	40	*	*	*	*	80	*	60	*	50
White	74	74	67	63	65	76	48	56	52	40	82	67	63	65	70	61
Limited English	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Special Educ.	*	50	*	50	30	*	20	*	*	*	64	*	7	*	36	*
Low Income	71	67	53	57	58	77	27	41	35	35	70	74	37	42	50	46

* Subgroups with fewer than 10 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%.