

Under the federal “No Child Left Behind” law, schools must demonstrate Adequate Yearly Progress (AYP) in basic subject areas. Performance data must be broken down in multiple subgroups. Through the 2013-14 school year, four measurements are used to meet the federal mandate in Washington State.

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. Participation rate of 95%.

Hough Elementary School did not meet Adequate Yearly Progress in 2 of 37 categories. Hough is in Step 2 stage of improvement. For information about AYP including 2014 results: <http://reportcard.ospi.k12.wa.us/ayp.aspx?domain=AYP&groupLevel=District&schoolId=1&reportLevel=State&year=2013-14>.

### **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 2013-14, 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**

(2010-2011, 2011-2012, 2012-2013)

Under Washington’s ESEA Flexibility Waiver (2010-2011, 2011-2012, 2012-2013), the state 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).

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

Если вы хотите, чтобы этот отчёт вам прочитали  
или пояснили по-русски, позвоните Екатерине  
Валла по телефону 360-771-5548.

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?domain=NAEP&groupLevel=District&schoolId=505&reportLevel=School&year=2012-13&gradeLevelId=4&w>

## Student characteristics

	Hough	Vancouver School District
<b>October 2013</b>		
Total enrollment	270	23,035
Percent American Indian/ Alaskan Native	<1%	1%
Percent Asian/ Pacific Islander	3%	5%
Percent Black	1%	3%
Percent Hispanic	16%	22%
Percent White	72%	63%

### For the 2013-14 school year

Low income	58%	53%
In Transitional Bilingual	4%	12%
In Special Education	18%	13%

### Expenditure by pupil

In 2013-14, the actual per pupil expenditure rate for instruction was \$8,286.

X = *Hough Elementary is one of seven VPS schools that participated in the Smarter Balanced Field Test in 2014, therefore students were not required to take the MSP in reading, writing, or math.*

## HOUGH ELEMENTARY SCHOOL

### Measurement (Percent) of Student Progress (MSP) 2013 - 2014

Group*	3RD GRADE		4TH GRADE			5TH GRADE										
	Reading		Math		Writing	Reading		Math		Science						
	2013	2014	2013	2014		2013	2014	2013	2014	2013	2014					
All Students	70	X	62	X	80	X	57	X	43	X	74	X	55	X	55	56
Male	74	71	68	X	71	X	64	X	36	X	74	X	58	X	58	X
Female	70	X	61	X	88	X	50	X	50	X	75	X	53	X	50	53
Native American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	74	X	63	X	*	X	*	X	*	X	67	X	65	X	61	*
Limited English	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Special Educ.	50	X	50	X	*	X	*	X	*	X	*	X	*	X	*	*
Low Income	67	X	57	X	77	X	41	X	35	X	74	X	42	X	46	47

\* 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: 2013 Reading: 73%; 2014 Reading: 71%; 2013 Math: 63%; 2013 Math: 62%.