

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

The Collaborative Academic Supportr Team (CAST)/Tier 1 team meets three times a year to monitor and discuss each student's progress. McLoughlin 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.

Iká pwe ke mochen pwe sipwe aweweóchú masowan ei taropwe nón fóósun 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

	McLoughlin	Vancouver School District
<b>October 2012</b>		
Total enrollment	875	22,879
Percent American Indian/ Alaskan Native	1%	1%
Percent Asian/ Pacific Islander	11%	6%
Percent Black	4%	3%
Percent Hispanic	38%	21%
Percent White	41%	64%
<b>For the 2012-13 school year</b>		
Low income	83%	53%
In Transitional Bilingual	17%	11%
In Special Education	15%	13%

### Expenditure by pupil

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

## McLOUGHLIN MIDDLE SCHOOL

### Measurement (Percent) of Student Progress (MSP) 2012 - 2013

Group*	6TH GRADE				7TH GRADE						8TH 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	59	49	40	38	52	44	39	56	52	58	50	35	49	34	46	39
Male	53	43	38	38	44	42	38	45	41	45	45	28	48	34	45	37
Female	64	55	43	39	59	45	40	46	63	69	56	41	49	35	47	41
Native American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	76	55	53	47	50	53	27	62	62	79	36	21	42	38	21	29
Black	*	42	*	8	38	*	13	*	19	*	50	23	36	8	35	43
Hispanic	48	40	20	28	43	27	35	29	49	49	34	27	38	27	30	28
White	63	56	53	49	59	58	48	57	58	62	64	45	60	43	62	54
Limited English	29	19	10	9	18	10	11	16	31	21	13	5	22	12	6	7
Special Educ.	41	21	13	4	24	27	5	23	24	12	9	12	6	3	16	18
Low Income	54	44	33	33	50	40	36	40	52	55	40	30	41	30	37	34

\* Subgroups with fewer than 10 members are not reported.

For comparison purposes, percentages of 7th-graders (All Students) in Washington who met the standards are as follows: 2012 Reading: 66%; 2013 Reading: 61%; 2012 Math: 51%; 2013 Math: 57%.