

Walla Walla High School Advanced Placement Offerings:

- American Government & Politics
- Biology
- Calculus (AB and BC)
- Chemistry
- Environmental Science
- Language and Composition
- Literature and Composition
- Physics
- Psychology
- Spanish Language
- Studio Art
- US History

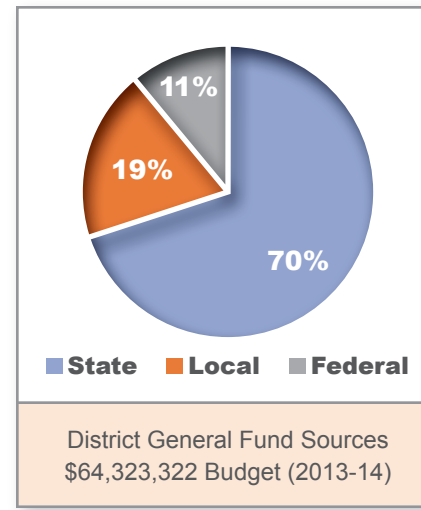
2014 Washington Achievement Award Winner

Walla Walla High School is a recipient of the 2014 Washington Achievement Award for the fifth consecutive year for high progress in math and reading.

District Financial Resources

In 2013-14, Walla Walla School District received 70 percent of its revenue from the state, 19 percent locally (Levy), and 11 percent from federal sources. Total General Fund budget expenditures were \$64,323,322 which averages \$10,589 per student. The cost to educate one student for one year: \$5,882

Source: Office of Superintendent of Public Instruction Financial Reporting Summary FY 2013-14



Levy Accounting

The following programs and services were funded by the \$10,745,215 Educational and Operational levy during the 2014-15 school year:

PROGRAM / STAFF	ESTIMATED % OF LEVY
- Extra Teachers - which include:	39%
1. Teachers to reduce class size	
2. Music specialists	
3. Fine arts (music and drama)	
4. Physical Education specialists	
5. Course offerings at Wa-Hi (AP, honors, 6th & 7th periods)	
6. Staffing salaries and benefits above state funded levels	
- School Health Clinicians K-12	2%
- Highly Capable (gifted) Program	2%
- Extra-Curricular Student Activities - which include:	13%
• Athletics, music, art, drama, FFA, coaches and advisors	
- Educational Assistants	5%
- Special Education Programs	6%
- Bargaining Agreements	15%
- Utilities	6%
- Facilities Maintenance/Custodial Services	8%
- Technology (equipment/supplies)	4%

FINANCES

How School Dollars Are Invested

Central Administration	6.0%
Building Administration	5.7%
Teaching & Teaching Support	69.8%
School Nutrition Services	4.1%
Maintenance & Operations	9.5%
Pupil Transportation	2.0%
Other	2.9%

Source: OSPI Financial Reporting Summary FY 2013-14



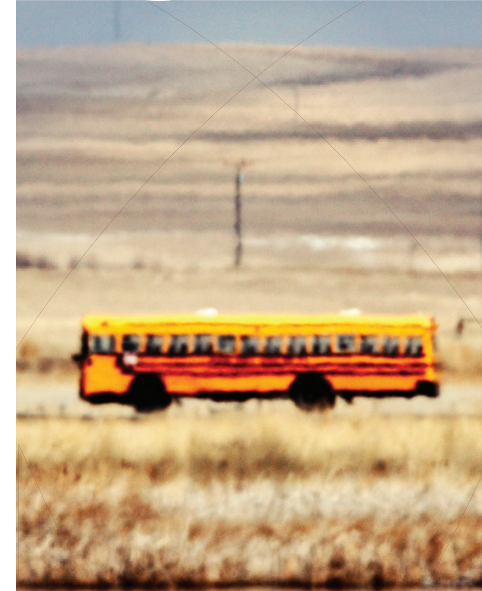
Economic Impact

WWPS is a strong driver in the local economy. District salaries infuse approximately \$50 million into the Walla Walla economy annually. Most of these dollars are spent locally by the staff and district.

Board of Directors:

Anne Golden
Dr. David Hampson
Ruth Ladderud
Cindy Meyer
Sam Wells

BOARD



2014-2015 Annual Report

Is a community publication published annually by Walla Walla Public Schools.

Walla Walla Public Schools

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Walla Walla, WA 99362
509.529.7713 (FAX)
509.527.3000
website: www.wwps.org

Walla Walla Public Schools is an Equal Opportunity Employer and complies with all the requirements of the ADA.

HUMAN RESOURCES

“Highly Qualified” Staff

Walla Walla Public Schools continues to be committed to hiring and retaining “Highly Qualified” teachers and para-educators..

STAFFING	
Certificated Administrators	24
Classified Administrators	8
Classified Staff	407
Certificated Staff	371
- Master's Degrees	281
- Highly Qualified	99%

(As of summer 2015 -Includes Management)

The Walla Walla School District provides equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion, and training. Such equal employment opportunity will be provided without discrimination with respect to race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability.

TEACHERS

The average teacher in Walla Walla has over 14 years of experience and at least 75% of all teachers have earned a master's degree. Our National Board Certified teacher percentage is 11%.

PARA-EDUCATORS

99% of classroom para-educators are highly qualified. They have either completed an AA degree or higher, have 72 college level credits or have passed the State Para-Professional Assessment test.

HIGHLY QUALIFIED

NON PROFIT ORG
U.S. POSTAGE PAID
WALLA WALLA, WA 99362
Permit No. 35

A report to
the residents of
Walla Walla

Walla Walla Public Schools

2014-2015 Annual Report

Walla Walla Public Schools...



Superintendent's Message

Thank you for taking a few minutes to review this year's Annual Report. We are proud of our students, staff, parents and community supporters for partnering with us to provide Walla Walla students a first-class public education. This report serves as a platform to communicate our demographics, finances, test scores, staffing and federal requirements. Please contact me directly if you have any questions or concerns. Thank you for making public education a priority in Walla Walla.

William L. Jordan
 Dr. Bill Jordan
 Superintendent
 (509) 527-3000
 bjordan@wwps.org

WHO WE ARE:

Student Total.....6074
 Special Education Students..... 708
 English Language Learners..... 760

NUMBER OF SCHOOLS:

Elementary Schools.....6
 Middle Schools2
 High Schools2
 Skills Center 1
 Preschool (*Head Start/ECEAP*) 1
 Other Programs (*Opportunity*) 1

ETHNIC DIVERSITY:

Data: October 2014
 American Indian/Alaskan Native ..>1%
 Asian.....1%
 Pacific Islander>1%
 African American>1%
 Hispanic.....36%
 White56%
 Multi-Racial.....4%

AVERAGE CLASS SIZE:

Student to Teacher Ratio 2013-14
 K-120
 2-524
 6-824
 9-1224

HOMELESS:.....2013-14:.....14-15:

Students Reporting.....245284

SOCIAL ECONOMIC:

Receiving Free or 2013-14: 14-15:
 Reduced-Cost Meals56% 55%
(Based on income, percent of students who qualify for free/reduced price meals)

GRADUATION RATES:

LINCOLN HIGH SCHOOL
 4-year Cohort (*Class of 14*)..... 76.4%
 5-year Cohort (*Class of 13*) 68.3%

WALLA WALLA HIGH SCHOOL

4-year Cohort (*Class of 14*)..... 83.3%
 5-year Cohort (*Class of 13*) 88.4%
Source: OSPI - WA State Report Card

STUDENT ENROLLMENT:

GRADE: 2013-14: 14-15:
 Kindergarten.....448..... 456
 First.....435..... 428
 Second.....427..... 417
 Third.....484..... 404
 Fourth.....438..... 476
 Fifth.....431..... 432
 Sixth.....465..... 419
 Seventh.....434..... 441
 Eighth.....425..... 427
 Ninth.....535..... 445
 Tenth.....544..... 524
 Eleventh.....534..... 575
 Twelfth.....614..... 665
Oct. 2013 Oct. 14

YOUR RIGHT TO KNOW

RIGHTS

The Title I, Part A Program makes it possible to expand the basic educational programs schools and districts offer with services and interventions that support struggling learners. Title I, Part A is one of many programs governed by the Elementary and Secondary Education Act or ESEA.

Report Card for Every Student:

You have a right to know how well your child is progressing. Schools that operate Title I, Part A programs must generate a report card for every student that explains how well that student scored on the state assessment in at least reading, English language arts and mathematics.

State Report Card:

The Office of Superintendent of Public Instruction - Washington's education agency - publishes a State Report Card online at: reportcard.ospi.k12.wa.us

Notification - Mandatory Throughout School Improvement:

Federal law, ESEA, sets a standard for state, district and school accountability, and directs public schools that receive Title I, Part A funds to reach 100% proficiency: all students meet state academic standards in math and reading. Under ESEA, schools whose students have taken the state assessments and have not met these standards two years in a row begin a process of improvement in the next school year. There are five steps to school improvement. At each step, schools and districts must make sure parents and guardians receive a detailed explanation of the causes and consequences of the schools' performance and how to get involved in their student's education.

Citizens Complaint Procedure:

If parents/guardians and other citizens believe that schools have violated any federal rule, law or state regulation that applies to a federal program, a Citizens Complaint may be filed. Walla Walla Public Schools has copies of the Complaint Process form online at: www.wwps.org - under "Citizen Complaint."

Teacher Qualifications:

Parents of children who attend schools that receive Title I, Part A funding have the right to request and receive information about the qualifications of the educators who teach their children core subjects: reading, English language arts and mathematics. The same applies to paraprofessionals who instruct.

At a minimum, the information you receive must explain these three essential components of an educator's qualifications.

- Whether or not the teacher met state qualifications and certification requirements for the grade level and subject(s) he or she is teaching.
- Whether or not the teacher has an emergency or conditional certificate by which state qualifications were waived.
- What undergraduate and graduate degree(s) the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

Para-professional Qualifications:

Districts employ para-professionals to provide instructional support consistent with the instruction provided by the classroom teacher or teachers. In schools that operate a schoolwide program all para-professionals who instruct must have special qualifications.

Notification: If Your Child's Teacher Is Not Highly Qualified ESEA directs schools to send timely notices to parents and guardians IF their child has been assigned to, is or taught for more than four consecutive weeks by, a teacher of a core academic subject who is not highly qualified.

*Title I, Part A Office at OSPI
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 Office of Superintendent of Public Instruction
 Old Capitol Building, PO Box 47200
 Olympia, WA 98504-7200
 U.S. Department of Education
 1-800-USA-LEARN (872-5327)*

ASK US

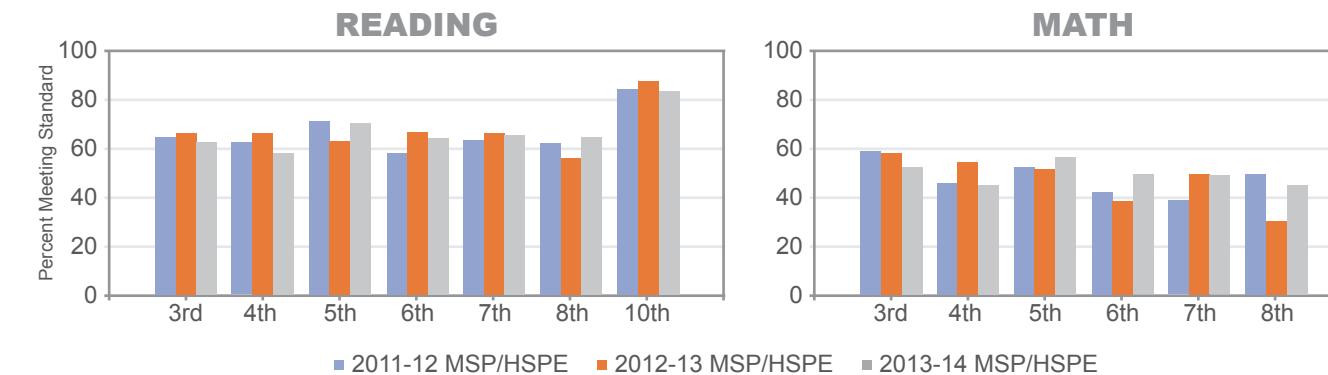
TEST SCORES

Accountability

The 2014-15 school year saw considerable changes to the Washington Comprehensive Assessment Program, as the Smarter Balanced Assessment Consortium (SBAC) assessments were fully implemented. The new Smarter Balanced assessments replaced the Measurement of Student Progress exams this year, and will also gradually replace the High School Proficiency Exams and End of Course exams, with full implementation in place for the Class of 2019. The district expects to receive SBAC test scores in late August. The district has made a significant investment in technology, both to support technology-based instruction and to make sure the district is efficient with its testing window. More devices = more students testing at once = a shorter testing season. While it's important the district to assess students on their achievement of the standards, the goal is to have limited impact on instruction time.

The test scores shown below are from the 2013-14 school year.

2013-14 MSP/HSPE RESULTS				
GRADE LEVEL	READING	MATH	WRITING	SCIENCE
3rd Grade*	62.1%	52.5%	-	-
4th Grade*	57.6%	45.1%	57.6%	-
5th Grade*	70.6%	56.7%	-	67.4%
6th Grade	64.2%	49.4%	-	-
7th Grade	65.4%	48.8%	62.9%	-
8th Grade	64.6%	45.0%	-	66.2%
10th Grade	83.0%	See EOC below	86.5%	See EOC below
GRADE LEVEL	EOC MATH YEAR 1		EOC MATH YEAR 2	
All Grades	58.5%		62.5%	
GRADE LEVEL	EOC BIOLOGY			
All Grades	74.0%			



*NOTE: Three elementary schools (Edison, Prospect Point and Sharpstein) participated in the Smarter Balanced Field Test in 2013-14. Any data shown for 2013-14 in reading, writing, and math in grades 3-8 only reflect students tested on the Measurement of Student Progress. At a district level, the data reported here may reflect results for only some of the schools in the district rather than the entire district.



Trauma-informed practices making difference at Lincoln High School

Five years ago, Lincoln High School began a transformation through a new approach to student discipline. These new trauma-informed educational strategies challenged the system to keep students in school by getting to the root cause of the inappropriate student behavior. Once a better understanding of the issue was discovered, addressed and resolved, students would face in-school suspensions or in-school discipline as opposed to out-of-school expulsions or suspensions. The trend of fewer discipline issues continued in 2014-15.

Lincoln Discipline Data:

- 2009-10:**
(Before new approach):
- 600 written referrals
 - 798 cumulative days of suspension
 - 50 emergency expulsions
 - 48 incidents requiring police action
- 2014-15:**
(Using trauma-informed practices)
- 170 written referrals
 - 94.5 cumulative days of suspension
 - 2 emergency expulsions
 - 0 incidents requiring police action