

# Options High School

BELLINGHAM PUBLIC SCHOOLS

## Learning is a Choice: Choose to Learn!

### Vision

Options High School is a small school where learning is a choice. Numerous opportunities are provided for students to engage in learning that is relevant, rigorous and personalized. A flexible schedule with many courses in math, science and world language are offered to all students. Learning through community partnerships, job shadows, internships and employment prepare students at Options for life and work in the 21st century and support post-high school opportunities in colleges and in high-wage careers.

### Core Beliefs

**Help students learn to use their minds well.**

**Emphasize depth over breadth.**

**Apply goals to all students.**

**Personalize teaching and learning.**

**Embrace the metaphor "student as worker."**

**Require students to demonstrate mastery through exhibition.**

**Stress expectations, trust and decency.**

**Model democratic and equitable practices, including incorporating student voice in decision making.**

### Principal's Message

GIGI MORGANTI



It is an honor to serve as the principal of Options High School, recognized as a 2010 School of

Distinction. During the last six years we have made significant changes. Options staff and students participated in the NAAS Accreditation Process in 2008 and are fully accredited. We offer several courses in science, mathematics and world language. Our staff is highly qualified, passionate and committed to the school and our students. Options High School received several Washington state grants for implementing Navigation 101 and is also the recipient of a federal grant that studies the impact of student plans on graduation outcomes. We are part of a national research and innovation network with our Individual Learning Plan Grant. All Options students build, maintain and refine a portfolio that includes their individual learning plan, resume, job search information, graduation requirements, courses and planning documents, High School & Beyond Plan, goals, reflections and

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## DEMOGRAPHICS

	Options Oct. 2010	Bellingham School District Oct. 2010
<b>Student characteristics</b>		
Total Enrollment	87	10,919
Class Size Average Grades 9-12	20	26
American Indian/ Alaskan Native	1%	1%
Asian/ Pacific Islander	2%	6%
Black	3%	3%
Hispanic	24%	14%
White	69%	76%
English Language Learners (ELL)	1	600
Highly Capable	1	206
Special Education	11	1,380
<b>2010-11 school year</b>		
Discipline*		
Suspensions	14	
Expulsions	1	
Free and Reduced Meals (May 2011)	60%	40%

\*This data represents the required incidents reported to the state in specific behavioral categories.

Student-to-computer ratio: 4 to 1

## Expenditure per pupil

In 2009-10, the per student expenditure rate was approximately \$9,310. About 72.3% of the district budget was spent on teaching and teaching support, well above the state average of 69%. Funding sources: 64.3% from state based on enrollment; 21% from local taxes supported by the maintenance and operations levy; 10.4% from federal; and 4.3% from other sources such as donations and investment earnings.

2009-10 is the latest year data is available.

2010-11

# Highlights of Progress

## Learn

- Added Lab Science, French and Algebra II to our course offerings
- Developed portfolios and Individual Learning Plans
- Created Intersession schedule
- Participated in 1:1 instructional coaching
- Participated in a national innovation and research study

## Personalize

- Supported Daily Advisory
- Held Town Meetings
- Participated in student-led conferencing
- Gave & received feedback
- Supported goal-setting and monitoring
- Provided students with narratives at end of semester

## Engage

- Participated in Intersession courses
- Partnered with Michael's Bookstore, Mock Trial, Whatcom County Teen Court, Truancy Board, Communities in Schools, Fred Meyer-Lakeway, Christy Bell-Senior Center, Junior Achievement, Whatcom Volunteer Center, Katie's Cupcakes, Bellingham Veterinary, Musician's Exchange, Blue Horse Gallery, Bellingham Physical Therapy, Phil Schofield, Park Bowl, Wrap & Roll, Child Development Center, Bellingham Beauty School, Emily Weiner, Tony's Coffee, Key Bank, St. Francis Extended Care, Bellingham Aviation, Western Washington University (WWU) Child Development, WWU's School of Service Learning, and WWU's Planning and Assessment class
- Launched community outreach
- Participated in job shadows and internships
- Performed for Communities in Schools Benefit, raising \$18,000 in one night



## Options Programs

- Project-based learning embedded in content area
- Intersession & exhibitions
- Daily Advisory
- Job shadows
- Internships
- Town meetings
- College visits
- Physical education program
- Options Build a Library Project
- Citizenship in action—volunteer opportunities
- Community service projects
- Outreach
- Academic Improvement Mentoring

## OPTIONS HIGH SCHOOL

Percentage meeting or exceeding standards

	Options 2011	District 2011	State 2011
Reading	86%	87%	83%
Writing	100%	89%	86%
Math*	34% (yr1) 64% (yr 2)	72% (yr 1) 82% (yr 2)	62% (yr1) 73% (yr 2)
Science	20%	63%	50%

The High School Proficiency Exam (HSPE) tests students in reading, writing and science.

\*Math is now measured by End-of-Course (EOC) exams in year 1 and year 2. The math numbers shown are the percentage of students meeting standard for all grades 9-12.

Please check the Washington State Report Card Web site at <http://reportcard.ospi.k12.wa.us> for more information.

## Adequate Yearly Progress (AYP)

As part of the “No Child Left Behind” (NCLB) legislation of 2001, schools and school districts are considered to be making “Adequate Yearly Progress” (AYP) if they meet targets in various categories, including those listed below. Academic progress in reading and math must be measured for: All Students, American Indian, Asian, Black, Hispanic, White, Special Education, Limited English, and Low Income. Missing the target in any one category causes a school or district not to make “Adequate Yearly Progress” overall. **Options overall did not make AYP in the target area of graduation rate for 2010-11.** The district made AYP in 61 of its 67 required categories. It did not make AYP at elementary level for reading proficiency in the categories of all, white, special education and low income. At the middle school level, the district did not make AYP in reading proficiency in the categories of all and low income. At the high school level, the district made AYP in all of its required categories.

Sanctions for not making “Adequate Yearly Progress” affect schools and districts receiving federal Title I funding. For more information about “No Child Left Behind,” visit <http://www.k12.wa.us/ESEA/>

## Options Plan to Improve Learning, 2011-12

Staff at Options understand that the number one predictor of student achievement is teacher effectiveness. We take learning and professional development seriously. A focus on instructional coaching and research-based practice will continue to guide our work. We are also working closely with families to raise student attendance and learning so that they

are successful in class and can graduate on time. We have a team of highly qualified teachers for each subject that is offered and are looking at our data to determine steps to increase student achievement in all subject areas, one student at a time. Our learning includes researching what it means to be intellectually engaged as students and adults.

## ON-TIME GRADUATION AND DROPOUT RATES\*

	OHS	District	State
Annual Dropout Rate	24.0%	4.2%	4.6%
On-time Graduation Rate	25.0%	73.1%	72.7%
Extended Graduation Rate	35.4%	78.3%	80.7%



Source: Office of Superintendent of Public Instruction

The numbers above are calculated based upon the state’s formula for determining graduation and dropout rates. The state-calculated graduation rate represents only those students with an expected graduation year of 2010. These students would have started grade nine in 2006 and were expected to graduate “on-time” (i.e. in four years). The state-calculated extended graduation rate includes students who graduated after their expected graduation year. The state-calculated dropout rate is defined as the total number of students that drop out of school from grades nine through 12, divided by the total number of students, less the number of students that transferred out of the district/school.

\*2010 is the latest year that cohort data is available from the state.



## ADEQUATE YEARLY PROGRESS STATUS

AYP Indicators	Options 2010-11	High Schools in District 2010-11
Sufficient percentage of high school students who met state testing standard	<b>In Reading N/A*</b>	<b>In Reading YES</b>
	<b>In Math N/A*</b> <i>*(NA = group has fewer than required)</i>	<b>In Math YES</b>
At least 95% of high school students participated in state testing	<b>In Reading N/A*</b>	<b>In Reading YES</b>
	<b>In Math N/A*</b> <i>*(NA = group has fewer than required)</i>	<b>In Math YES</b>
Met graduation rate/dropout rate requirement	<b>NO*</b> <i>*(All)</i>	<b>YES</b>
Met AYP	<b>Overall NO</b>	<b>Overall YES</b>

## PERFORMANCE REPORT

The annual School Performance Report, required by federal and state law, provides access to information on the educational programs in each school so families and community members can make informed decisions about the schools in their district. The Office of the Superintendent of Public Instruction (OSPI) also provides online access to more detailed data required by the federal Elementary and Secondary Education Act, known as No Child Left Behind (NCLB). District and school report cards can be viewed at <http://reportcard.ospi.k12.wa.us>. Select "Bellingham School District" or the name of the school to view further student achievement and demographic information. Printed copies of the reports are available at schools, district offices and the Bellingham Public Library.



## History & Facility Update

Options' facility is located adjacent to Bellingham High School. Options students serve their school by doing Campus Cleanup in Advisory Groups. In addition, students work in the flower gardens and plan to build a small vegetable garden in the coming year.

### Principal's Message

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samples of best work. These portfolios are both electronic and hard copy. We have a unique approach to scheduling and electives, called Intersession. Options offers two 15-week academic semesters with two 4-week Intersession blocks, in January and the end of May. Intersession courses are designed by students and teachers and include Drawing & Painting, Northwest American and Pacific Art,

Music Jam and History, Cooking 101, Photography, Yearbook, Hiking, Martial Arts, Body Combat classes, Rock Climbing, Field Sports, Tennis, Cardio Workouts and Survival PE. Many members of the Bellingham community, including many local and national artists, businesses and Western Washington University are partners with Options.

Kèm theo đây là giấy tờ bao gồm các chi tiết quan trọng về nhà trường của con em quý vị. Xin đưa những chi tiết này cho người nào đó có thể giải thích cho quý vị hiểu càng sớm càng tốt. Cảm ơn.

Прилагасмый документ содержит важную информацию из школы ваш его ребенка. Пожалуйста, попросите перевести вам эту информацию как можно скорее. Спасибо.

Adjunto se encuentra un documento que contiene información importante de la escuela de su hijo. Por favor solicite que le traduzcan esta información tan pronto como sea posible. Muchas gracias.

ਨੱਥੀ ਕੀਤਾ ਦਸਤਾਵੇਜ਼ ਤੁਹਾਡੇ ਬੱਚੇ ਦੇ ਸਕੂਲ ਵੱਲੋਂ ਜਰੂਰੀ ਜਾਣਕਾਰੀ ਰੱਖਦਾ ਹੈ। ਕਿਰਪਾ ਕਰਕੇ ਇਸ ਸੂਚਨਾ ਦਾ ਅਨੁਵਾਦ ਜਿੰਨੀ ਜਲਦੀ ਹੋ ਸਕੇ ਕਰੋ। ਧੰਨਵਾਦ।



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Go to <http://bellingshamschools.org/>

### Options High School

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