

SEHOME
HIGH SCHOOL

Sehome High School

BELLINGHAM PUBLIC SCHOOLS

Welcome to Sehome High School. Our mission is to support students in creating a vision for their future, realizing their potential, and cultivating their growth as contributing citizens of our world. We provide a learning environment that tends to students' academic, social, emotional, and behavioral development with provisions for individual learning styles and needs. Learning is the collective responsibility of the entire school community including students, their families, staff and community members.

Vision

Our vision is to create and maintain a learning environment that will result in high levels of achievement with all students prepared for college,



career and citizenship. That is accomplished through active plans and goals in the areas of learning, personalizing, and engaging each student.



Principal's Message

PHYLLIS TEXTOR



Sehome High School continues to serve our students by providing rich and challenging curriculum

and instruction, outstanding extra-curricular programs, and rewarding opportunities for community service learning. Students at Sehome graduate ready and prepared for post-high school education and active and positive citizenship.

Our motto is "Serving every student, every day," and we take that very seriously. This year, we have taken bold steps to de-track our classrooms in order to ensure access and equity without compromising rigor. By de-tracking our English and science classes, we are able to provide a richer level of diversity in each classroom, which will lead to a diminishing achievement gap. Our new "Anchor Class" is another addition to help all students succeed. Each student has one teacher who will guide them through their high school years and serve as an advisor, or "anchor." The main goal of Anchor Class is to provide the support, time, and outreach that each student needs in order to graduate on time.

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DEMOGRAPHICS

	Sehome Oct. 2010	Bellingham School District Oct. 2010
Student characteristics		
Total Enrollment	1,085	10,919
Class Size Average Grades 9-12	25	26
American Indian/ Alaskan Native	1%	1%
Asian/ Pacific Islander	6%	6%
Black	3%	3%
Hispanic	7%	14%
White	82%	76%
English Language Learners (ELL)	19	600
Highly Capable	74	206
Special Education	92	1,380
2010-11 school year		
Discipline*		
Suspensions	86	
Expulsions	5	
Free and Reduced Meals (May 2011)	29%	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

- In their fourth year, our Professional Learning Communities for staff are evolving to better meet the needs of all students. Our PLC's work to answer the "critical four" questions: 1) What do we want all student to know and be able to do? 2) How do we know if they have learned it? 3) How do we respond when students do not learn? 4) How do we respond when students already know the material?
- Last year, we developed beliefs and goals focused on student learning, learning styles and student motivation. This year we are bringing those core beliefs to life through our Anchor Classes, where a mixed group of students will remain together throughout their years at high school to create their own learning community.
- Our staff and students are re-committing to the idea that we are a culture of readers. Twice a week, we spend time reading together. Book groups and discussion groups are being developed that combine staff and students around common reading materials.
- Our staff continues to learn how technology skills can be used in the classroom. Our students are micro-blogging as they share ideas and discuss text, and our teachers are sharing knowledge and expertise through a variety of technology skills.

Personalize

- Our student mentor program is in its third year. We partner with Communities in Schools to provide struggling students with either an adult mentor or an upperclassman mentor. These matches are growing immensely in number and our success rate is improving dramatically.
- Our AP programs at Sehome continue to flourish and provide rigorous college-level classes to our students. We allow our students to self-select into any AP course, and we encourage every student to take at least one AP class during the course of their high school career.
- We continue to earn recognition by various news agencies as being one of the top overall schools in the country based on a combination of factors.

Engage

- We continue to find ways to engage students in real-life learning connections. Students competed in Robotics, Bridge-Building, Math and Science Olympiads, Knowledge Bowl, and Mock Trial, where they matched their problem-solving skills against students from around the state and nation.
- We partnered with the Puget Sound Blood Bank for our twice-a-year student blood drive. We also partnered with Fred Meyer for our Bring Joy to a Child service-learning project.
- We created new partnerships with Western Washington University for student mentorships and with Communities in Schools of Whatcom County.

Sehome Programs

- **Advanced Placement Program offers classes in all major subject areas**
- **Robotics First Program, where students create robots and compete with them across the state in VEX Robotics Program**
- **Drama program offers two major productions per year, plus numerous other performance opportunities**
- **MECHA club, year three in 2011 (Mexican/Chicanos of America)**
- **Bridge-builders, state and national contenders: Our students love participating in this contest sponsored by the state's engineering association**
- **Full student-body participation in our schoolwide service-learning project, Bring Joy to a Child**
- **Five state championships in sports**
- **during the 2010-11 school year: girls' soccer, girls' cross country, girls' track and field, boys' swimming and boys' cross country.**
- **Orchestra students earned local and all-state honors**
- **Morning intramural badminton, where students and staff play and compete together**
- **Video production classes that create and present our Friday Morning Live weekly videos**
- **College in the High School for Physics**
- **The staff of the Rising Tide, our school newspaper, has been recognized for the past two years at the state level for outstanding journalism**

SEHOME HIGH SCHOOL

Percentage meeting or exceeding standards

	Sehome	District	State
	2011	2011	2011
Reading	92%	87%	83%
Writing	92%	89%	86%
Math*	73% (yr 1) 88%(yr 2)	72%(yr 1) 82% (yr 2)	64%(yr 1) 74% (yr 2)
Science	69%	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>.

Adequate Yearly Progress

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.

Sehome made AYP in 11 of its 13 required categories for 2010-11. Our school met all of the proficiency requirements and missed the AYP target for not having a sufficient number of students in the Low Income category who participated in the math and reading HSPE.

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/>

Sehome's Plan to Improve Learning, 2011-12

- Provide an "Anchor Class" for every student at Sehome
- Work to meet the needs of every student at Sehome, regardless of learning ability, learning style or learning obstacles.
- Provide staff with ongoing time and training in Professional Learning Communities
- Implement a broad-scale mentorship program for our at-risk and struggling students
- Provide training and professional development for our staff as they work with our students to meet the wide range of needs in the classrooms
- Focus schoolwide on improving on-time graduation rate and lowering the dropout rate
- Hire a student success coordinator, who keeps track of every student's on-time graduation status and provides meaningful data to counselors, teachers and administrators

ON-TIME GRADUATION AND DROPOUT RATES*

	SHS	District	State
Annual Dropout Rate	3.5%	4.2%	4.6%
On-time Graduation Rate	78.5%	73.1%	72.7%
Extended Graduation Rate	83.0%	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.

SCHOLASTIC APTITUDE TEST (SAT) RESULTS

	2011 Critical Reading	2011 Writing	2011 Math	2011 # Test Takers
SHS	569	556	580	139
State	523	508	529	38,972
National	497	489	514	1,647,123

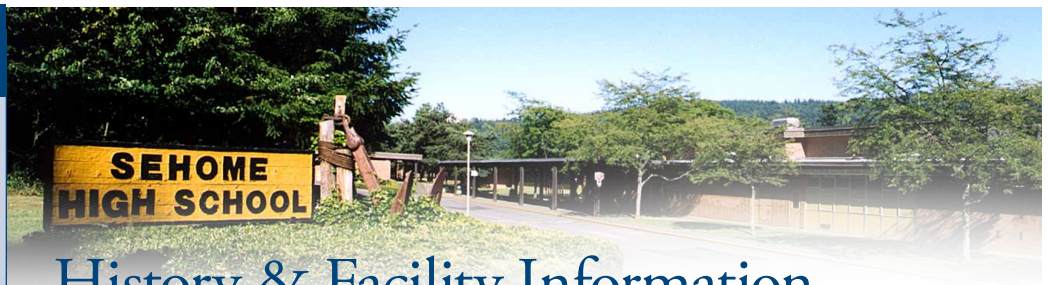
Source: Overall mean scores are represented above from The College Board's 2011 College-Bound Seniors report.

ADEQUATE YEARLY PROGRESS STATUS

AYP Indicators	Sehome 2010-11	High Schools in District 2010-11
Sufficient percentage of high school students who met state testing standard	In Reading YES In Math YES	In Reading YES In Math YES
At least 95% of high school students participated in state testing	In Reading NO* In Math NO* *(Low Income)	In Reading YES In Math YES
Met graduation rate/dropout rate requirement	YES	YES
Met AYP	Overall NO	Overall YES

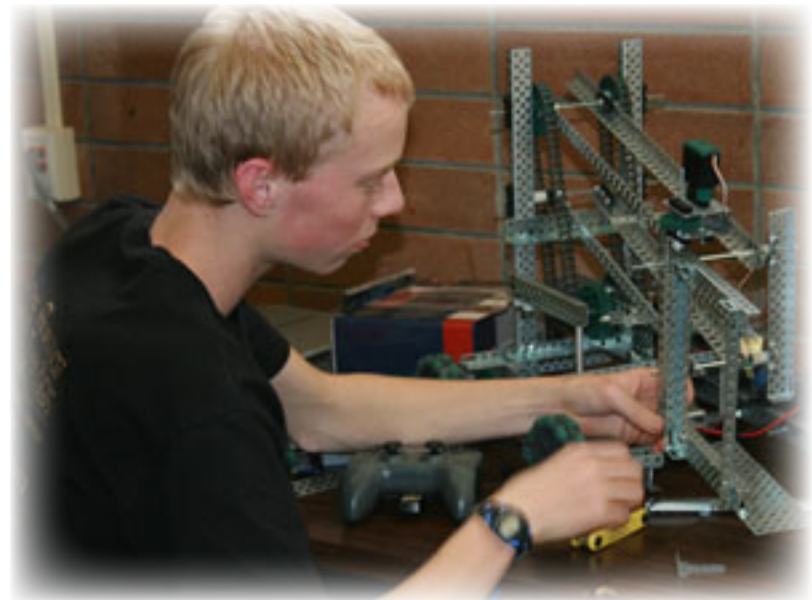
PERFORMANCE REPORT

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 Information

Sehome opened in 1967 near the Western Washington University campus.



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.

Прилагаемый документ содержит важную информацию из школы вашего 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 ਜ਼ਰੂਰੀ ਜਾਣਕਾਰੀ ਰੱਖਦਾ ਹੈ। ਕਿਰਪਾ ਕਰਕੇ ਇਸ ਸੂਚਨਾ ਦਾ ਅਨੁਵਾਦ ਜਿੰਨੀ ਜਲਦੀ ਹੋ ਸਕੇ ਕਰੋ। ਧੰਨਵਾਦ।



Receive phone, e-mail or text notifications by managing your account.

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

Principal's Message

CONTINUED FROM FRONT

By caring for each student and by not allowing our students to fall through the cracks, we hope their high school years become an unforgettable and positive experience.

Students have the best experience when their academic challenges are balanced with an active extra-curricular program. At Sehome, we have a proud tradition of excellence, including our state-winning drama program, our outstanding debaters and chess players, and our perennial top state finishes in cross-country, swimming and soccer. In addition, our students come together to

show their compassion for our community via our bi-annual student blood drives, and the schoolwide service-learning project we call Bring Joy to a Child.

We are proud of our reputation at Sehome High School and we've worked hard to earn it. We expect a lot from our students and staff, and they deliver with every challenge. We appreciate our parent and community partnerships, and we know that together we can provide the education for our children that will enable them to graduate ready and able to confidently step into their futures.

Sehome High School

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