



Washington High School

12420 Ainsworth Avenue, Tacoma, WA 98444 | 253-298-4700
Brent Whitemarsh, Principal

School Mission Statement

To provide students an engaging educational environment built upon proven academics and high standards, resulting in successful and contributing citizens.

School Beliefs Statement

- Every student can learn to think, reason, and achieve at high levels
- Every student can learn more every day
- Every student has potential for educational and economic success beyond high school
- Every teacher is a “leader of learning” whose primary job is to engage students in meaningful experiences that result in desired learning
- Every staff member has the ability to build positive relationships with students that contribute to learning
- Every school principal is a “leader of leaders”
- Every staff member has the responsibility to support the core business

A Message from the Principal

This year marks the beginning of my 21st year at Washington High School and my second year as the principal. During my time here, I have been blessed to work with a wonderful group of students and staff. In a recent independent study, WHS was identified as the 6th most diverse public high school in our state. This diversity is a significant source of pride and is a reason why over 90% of our students and staff consistently report being “proud of [our] school” in our annual SLC survey. Washington High School has been recognized as a positive outlier in student achievement among high schools in our area, and, as highlighted in this report, we believe that we are constantly improving. This is a great time for our school community; with your involvement and support, our best year is ahead of us.

School Information

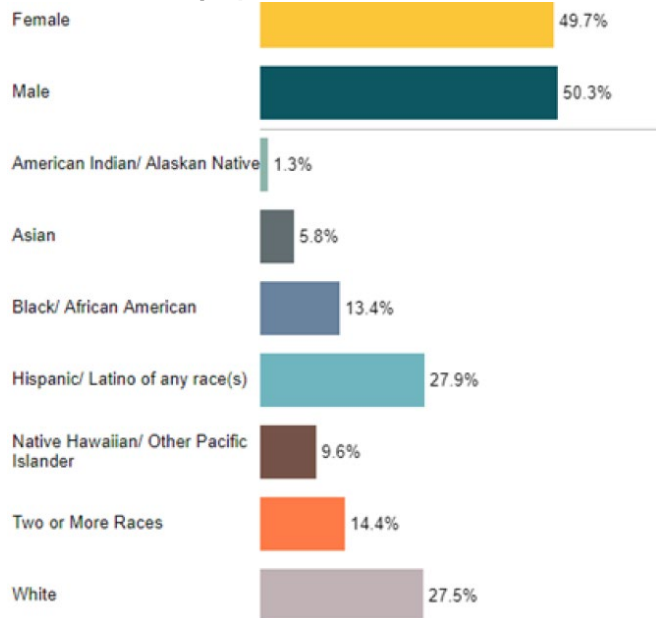
Total students: 970

Expenditure Per Pupil: \$82.70/day

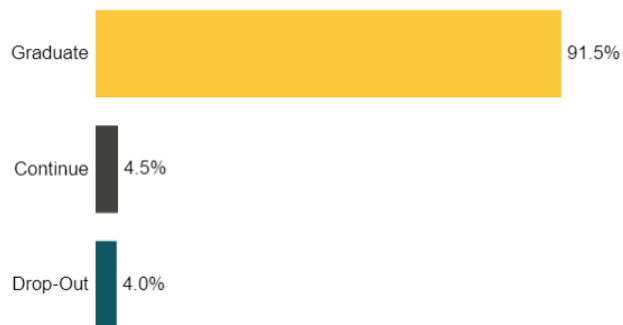
Test Scores: Due to early school facility closure and the suspension of end of year testing, 2019-2020 assessment data is not available.

Attendance: 77.3% of students had fewer than two absences per month, on average.

Student Demographics:



Graduation:



To view the complete report, visit:

<https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/102279>

School Facility Information



Washington High School opened its current facility in 1969 with the first graduating class in 1971. In 1990, the south campus athletic fields were upgraded, and the buildings received a major energy efficiency remodel in 1991. The track and the football practice facility received major upgrades in 1994-95. In 1998 our community passed an important Capital Projects Bond. The first phase of the capital improvement project at Washington High was the construction of an auxiliary gymnasium. The second phase of the project was completed in the fall of 2004 with the

addition of five classrooms, performing arts center, expanded cafeteria, and renovated classrooms and library. A new STEM building and renovations to the 900 building began in September of 2018 and finished in the winter of 2019. Funding for the building and renovations were part of a state STEM grant that was awarded to Washington High School in 2017. Washington High School is also available for public use. For information, call 298-4700.

Parent and Community Feedback Summary

The most meaningful contact we have with our parents happens during Spring Student Led Conferences (SLCs). These Spring conferences were unfortunately cancelled during the 2019-2020 school year due to the COVID-19 pandemic.

Events are held throughout the year to provide parents with the opportunity to review our instructional programs. Examples of these events include:

- College Readiness Night to go over the college application and essay process as well as providing information on the FAFSA. This was unfortunately cancelled during the 2019-2020 school year due to the COVID-19 pandemic.
- There are a variety of parent booster clubs on campus to be involved with if interested. Please inquire at the WHS Main Office for more information.
- Annual parent and community feedback surveys were not administered for the 2019-2020 school year due to COVID-19. In lieu of that information results from the 2018-2019 school year are provided [here](#).

Volunteer Engagement

Education is truly a cooperative effort among parents, students, staff, and the community. Your support and help are needed and appreciated.

If your business is interested in establishing a school/business partnership, please contact the Superintendent's Office at 253-298-3000.

If you are interested in volunteering at Washington High School, please contact the office at 253-298-4705 to learn about what opportunities are available. Volunteer applications must be completed online at www.fpschools.org. All individuals assisting with student activities are

required to complete the online volunteer application and be cleared by the Washington State Patrol. Due to the COVID-19 pandemic, there are no opportunities to volunteer on our campus at this time. Volunteer applications are good for the current school year only and must be updated after July 31st each year in order to remain an active volunteer.

Plans for Learning Improvement

Washington High School has a multi-layered School Improvement Plan with action plans in the areas of reading, mathematics, and on-time Graduation Rate. WHS continued many improvement initiatives for 2019-2020, based on the performance and research completed since the 2005-2006 school year. These action plans have become the major focus of our monthly staff meetings, classroom instruction improvement efforts, and behavior and academic interventions for students who require additional support. Specific examples of our other improvements include our continued focus on literacy through monthly staff trainings, implementation and continued focus on instruction in our math classes, and organization of a building RTI team that meets weekly to discuss specific student needs and develop strategic intervention for academics and behavior. Additionally, our staff collaborates as departments on a weekly basis to develop engaging lessons and reflect on student work.

WHS implements a performance-based curriculum founded on the National and Washington State Learning Standards. Emphasis is also placed on school-wide literacy initiatives for core instruction. During the 2018-19 school year, staff continued to focus on the new Common Core Standards for English/Language Arts and our math department looked closely at the Common Core Standards for math. Beyond the curriculum, our staff implemented a variety of instructional strategies from AVID and SIOP to increase student engagement and rigor in the instruction provided to students.

Our pre-AP courses prepare more students to participate in college-bound coursework and prepare them for post-secondary education. Advanced Placement courses offered in 2019-2020 included: AP Biology, AP Chemistry, AP US History, AP World History, AP Human Geography, AP Calculus, AP Statistics, AP Literature & Composition, AP Language & Composition, AP Art, AP Psychology and AP Spanish.

Our Freshman Success Program was replaced by our Academic Success Program which affected all students and all classes instead of focusing just on English, Math, Social Studies and Science. Students failing or missing critical assignments, projects or summative assessments were put on an Academic Support Program list (ASP) on a weekly basis. They needed to complete the assignments, projects, or summative assessment by the end of the week. Students who did not complete their work were pulled out during the school day to work on the missing assignments.

In addition to the pullouts, students were expected to use our 25-minute advisory/study hall after 2nd period on every full day. During this time, targeted students are sent to classes where they had critical missing assignments. Students not on an intervention list were eligible for Independent Study Time (IST) in the cafeteria, library, or certain classrooms (gym, band, etc. On Thursdays, the 25-minute period was used for Navigation 101 and assemblies on Fridays.

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We also have the following programs in place to address the needs of all students:

- **ELA, & Math COE**: this program was designed by the state and is being used with 12th grade students who have not met standard as measured by the SBA for ELA and math with submission of a collection of work produced in each subject matter.
- **Read 180**: this is a strategic/intensive intervention program using computer-based curriculum to assess student learning and provide explicit instruction in areas of need.
- **Special Education Programs**: we offer a variety of special education courses designed to meet the needs of students who qualify for services. We have also started a Behavior Support program to meet the needs of behaviorally challenged students who have behavior plans. We continue to provide a Support Center at WHS to meet the needs of students with more significant cognitive disabilities.
- **Bridge English and Math**: Designed for students who did not pass the SBA English/Language Arts or math and wish to attend a post-secondary school. Students who pass this class with a B or better will not have to take a college placement test for English or Math. They would automatically enroll into college-level English and math classes. * During the 2019/2020 school year, all SBA testing was cancelled due to the COVID-19 pandemic.
- **ELL Program**: these courses are available for English Language Learners students who qualify.
- **AP Programs**: we have a wide variety of Advanced Placement courses available for students.
- **Safe and Civil Schools**: school-wide procedures and protocols have been established to create a structured and focused learning environment critical to students' academic success.

During the 2019-2020 school year, we continue to emphasize the on-time graduation rate for the Class of 2018. The electronic version of the Collection of Evidence assessment, an on-line credit retrieval program (Apex) and extended semester grading strategy helped to increase the number of seniors graduating on time. We have continued to identify students as at risk to not graduate on time and used the Jobs for America's Graduates program to assist them. In 2018-19 we had 30 seniors, and all 30 graduated on time. The on-time graduation rate increased from 68.5% for the Class of 2008 to 87.3% for the Class of 2019. The state also tracks graduates a year after their graduation year, and the extended graduation rate for the Class of 2018 is 92.1.

Franklin Pierce School District Statements

District Vision

Every student graduates from high school prepared to succeed in post-secondary education.

District Core Business

Engage all students in rigorous, relevant, high quality work.

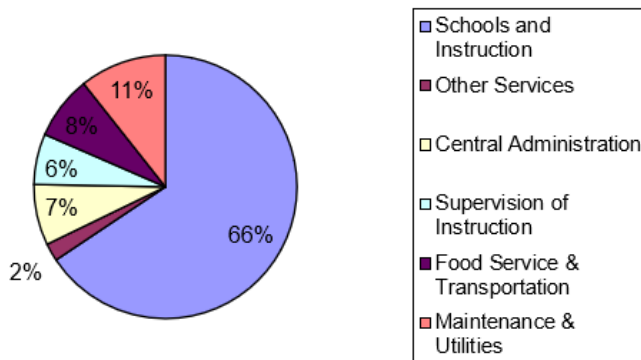
District Mission

To provide students an engaging educational environment, built upon proven academics and high standards, resulting in successful and contributing citizens.

District Goals

- Increase academic achievement of all students.
- Prepare students for success beyond high school.
- Maintain safe and caring schools.
- Promote family and community involvement in our schools.

2019-2020 FPS District Expenditures



Schools and Instruction	65.63%
Other Services	2.19%
Central Administration	7.48%
Supervision of Instruction	6.22%
Food Service & Transportation	7.81%
Maintenance & Utilities	10.67%
Total	100.00%

District Fund Balance (Fund Summary)	
19-20 Beginning Fund Balance	\$20,555,906
Income	\$123,166,896
Expenses	-\$127,582,958
19-20 Ending Fund Balance	\$16,139,844
General Fund / Income	
Tax Base (Local Property Tax)	\$10,766,498
State Support	\$100,326,945
Federal Support	\$11,991,262
Other Sources	\$82,191
Total	\$123,166,896

Expenditures Per Student	
Teaching Activities	44.91
Teaching Support	9.36
Food Service	2.98
Transportation	3.48
Building Administration	5.14
Building Operation	8.83
Central Administration	6.19
Other Support Services	1.81
Total Cost Per Day	82.70

Non-Discrimination Statement

Franklin Pierce Schools does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, 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 in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Questions and complaints of alleged discrimination should be directed to Brandy Marshall, Compliance Coordinator for State and Civil Rights Laws; Wendy Malich, Title IX Officer; or John Sander, 504/ADA Coordinator at 315 129th St S, Tacoma, WA 98444-5099 or at (253) 298-3000.