

Pullman High School

510 NW Greyhound Way, Pullman, WA 99163 | 509.332.1551

2016-2017 Annual Report Card



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Building Information:

- Currently undergoing reconstruction, to be complete spring 2017
- 40 classrooms
- Library
- 2 Gymnasiums
- Rowland Activities Complex

Enrollment:

- 219 9th graders
- 221 10th graders
- 217 11th graders
- 185 12th graders
- 7% Special Needs
- 1.9% Limited English
- 7.7% Highly Capable
- 2.6% LAP
- 23.1% Free & Reduced

Student Ethnicity:

- 10.9% Hispanic/Latino
- 0.6% American Indian/Alaskan Native
- 9.1% Asian
- 2.5% Black/African American
- 0.4% Native Hawaiian/Other Pacific Islander
- 69.9% White
- 6.6% Two or More Races

Student Average Attendance:

- 95%

National Merit

Commendations: 5

Students Continuing to Post-Secondary Schools: 78%

Graduation Rate: 94%

Average Class Size: 30

Staff Information:

- 45 Teachers
- 3 Certificated support staff
- 17 Classified support staff
- 3 Administrators
- Numerous Volunteers

Level of Staff Education:

- 13 Bachelor Degrees
- 32 Master Degrees

Pullman High School has a long-standing tradition as one of the top academic schools in Washington. In 2014, Pullman High School received the Washington Achievement Award from the Office of Superintendent of Public Instruction. This award was in recognition for overall excellence and for improvement in math achievement. Pullman High was the largest high school in all of eastern and central Washington to receive this award. Pullman High School has been recognized by The College Board for Advanced Placement achievement. At least 30% of PHS students took at least one AP test and at least 30% of the graduating class received a 3 or better on an AP exam. In 2014 Pullman High was awarded a Silver Medal by the U.S. News and World Report as one of the top schools in the nation. In the 2013 ranking of high schools by U.S. News and World Reports, Pullman High School was ranked as number 19 amongst all high schools in the state of Washington. Students are provided with a rigorous and challenging curriculum from a broad range of course work. Many Advanced Placement courses are available to students, as well as Running Start course work offered through Washington State University and area community colleges. The 2017 graduating class had five students that received National Merit commendations.

PHS students and staff strive toward excellence in both academic and extracurricular arenas. During the 16-17 school year, the 2A academic state championships was won by our choir. The PHS Knowledge Bowl team won third at the state level competition and the Science Bowl teams took both first AND second at Regionals. We had several teams/students place at the state level in athletics including a couple of individual state champions in cross country and swimming. Students in VICA, competing in welding, CNC milling and visual communications won the state level competition and finished in the top 5 at nationals. Pullman High School finished 9th in the 2016-17 WIAA Scholastic Cup, a competition that combines the academic and athletic excellence of a school.

Please join us at Pullman High School for the dozens of activities that occur each week. If you are interested in volunteering your time at Pullman High School, please contact Principal Erik Heinz at ehinz@psd267.org.

2016-2017 School Goals

- Create comprehensive school safety plan that is "building-specific"
- Work with student leadership to create school wide presentations on social media etiquette and anti-harassment strategies
- Increase student involvement in 3 of the 4 "A's": Athletics, Activities, and the Arts
- Increase school spirit and overall ASB involvement
- Improve average daily attendance
- Identify and work to reduce student achievement gaps
- Increase the number of students participating in AP and College in the High School offerings/programs
- Improve communication pathways for staff, students, and the community
- Provide additional collaboration and leadership opportunities for staff

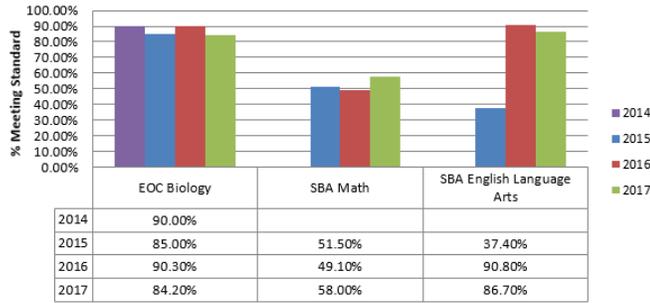
Learning Improvement Plan

Our School Improvement Plan is based on the nine characteristics that reflect the nature of highly effective schools. The characteristics of the plan are as follows:

- A clear and shared focus.
- High standards and expectations.
- Provide effective school leadership.
- Ensure high levels of collaboration and communication.
- Frequent monitoring of teaching and learning.
- Focused professional development.
- A supportive learning environment.
- A high level of parent and community involvement.

HSPE/EOC Test Performance*

10th Grade HSPE/EOC Trends



End-of-Course (EOC) assessment for high school Biology was implemented statewide during the 2010-11 school year. Smarter Balanced assessments for high school Math and English Language Arts were implemented statewide in spring 2015 and replaced the Math and English Language Arts EOC assessments.

Further information at Office of the Superintendent of Public Instruction website: <http://www.k12.wa.us/> PHS Graduation Requirements (Procedure 2410P) can be found in entirety our District website: www.pullmanschools.org.

Assessment Participation Rate

11 th Grade English Language Arts SBA	93.2%
11 th Grade Math SBA	93.6%

Student Achievement Data

Student Achievement Data can be found on the Office of the Superintendent of Public Education Website.

OSPI Report Card for Pullman High School:

<http://reportcard.ospi.k12.wa.us/Summary.aspx?domain=SBAC&groupLevel=District&schoolId=3115&reportLevel=School&year=2016-17&gradeLevelId=3&wasCategory=1&yrs=2016-17>

Minimum evaluation criteria for certificated classroom teachers

- Centering instruction on high expectations for student achievement. The related descriptor is: Expectations; the teacher communicates high expectations for student learning.
- Demonstrating effective teaching practices. The related descriptor is: Instruction; the teacher uses research-based instructional practices to meet the needs of all students.
- Recognizing individual student learning needs and developing strategies to address those needs. The related descriptor is: Differentiation; the teacher acquires and uses specific knowledge about students' cultural, individual, intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.
- Providing clear and intentional focus on subject matter content and curriculum. The related descriptor is: Content knowledge; the teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.
- Fostering and managing a safe, positive learning environment. The related descriptor is: Learning environment; the teacher fosters and manages a safe and inclusive learning environment that takes into account the physical, emotional and intellectual well-being of students.
- Using multiple student data elements to modify instruction and improve student learning. The related descriptor is: Assessment; the teacher uses

multiple data elements (both formative and summative) to plan, inform, and adjust instruction, and evaluate student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.

- Communicating and collaborating with parents and school community. The related descriptor is: Families and community; the teacher communicates and collaborates with students, families and all educational stakeholders in an ethical and professional manner to promote student learning.
- Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning. The related descriptor is: Professional practice; the teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.

About our Building

In the winter of 2013, the voters of the Pullman School District approved a school bond to modernize the existing Pullman High School. The project will include remodeling the existing PHS gym and CTE building, but will include all newly build space for classrooms, commons, theater and a new competition gym. The theater will double the capacity of the current theater space and allow for a more versatile facility. The new facility will provide for a more secure building while providing teaching and learning spaces better suited to the current demands of a comprehensive high school.

Ground breaking began in the summer of 2014 with the construction of the new theater, second gym and new classroom wing beginning in the fall of 2014. The new gym space, locker rooms, fitness and weights rooms were available for use with the start of the 2015-16 school year. A new wing of classrooms opened for use in the fall of 2015. The new music and theater spaces were opened for use in the winter of 15-16. The entire project is scheduled to be completed by fall/winter of 2016-17.

2016-2017 District Instructional Budget:

Basic Allocation	\$ 15,323,572
Instructional Support	\$ 2,929,986
Library	\$ 340,790
Special Education	\$ 3,082,443
Associated Student Body	\$ 569,672
Federal: Title 1	\$ 471,736
Per Pupil Expenditure*	\$ 10,431

* based on an average of 2,740 FTE (full-time equivalent)

The Pullman School District shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities programs without regard to race, religion, creed, 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, participation in the Boy Scouts of America or the use of a trained dog guide or service animal by a person with a disability. The district will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment.

The following employee has been designated to handle questions and complaints of alleged discrimination: Roberta Kramer, Assistant Superintendent, Pullman School District Administrative Offices, 240 SE Dexter Street, Pullman, WA 99163, 509.332.3144. Applicants with disabilities may request reasonable accommodations in the application process by contacting the Personnel Coordinator at (509) 332-3584.