

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. Chuck Wyborney

Official School Name: Columbia High and Elementary School

School Mailing Address:
4961 B Hunters Shop Road
P.O. Box 7
Hunters, WA 99137-0007

County: Stevens State School Code Number*: 33206 3508

Telephone: (509) 722-3311 Fax: (509) 722-3310

Web site/URL: www.columbia206.k12.wa.us E-mail: cwyborney@columbia206.k12.wa.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. B. Paul Turner

District Name: Columbia School District #206 Tel: (509) 722-3311

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. James Schrack

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 1 | Elementary schools |
| 1 | Middle schools |
| | Junior high schools |
| 1 | High schools |
| | Other |
| 3 | TOTAL |

2. District Per Pupil Expenditure: 14659

Average State Per Pupil Expenditure: 8692

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 6 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	4	4	8	7	6	9	15
K	1	7	8	8	12	6	18
1	5	3	8	9	12	9	21
2	5	4	9	10	6	9	15
3	8	9	17	11	8	7	15
4	9	9	18	12	7	6	13
5	10	8	18	Other			0
6	9	10	19				
TOTAL STUDENTS IN THE APPLYING SCHOOL							202

6. Racial/ethnic composition of the school: 38 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
2 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
58 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 6 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	13
(4)	Total number of students in the school as of October 1.	202
(5)	Total transferred students in row (3) divided by total students in row (4).	0.064
(6)	Amount in row (5) multiplied by 100.	6.436

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 79 %

Total number students who qualify: 160

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %

Total Number of Students Served: 23

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>3</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>5</u>	<u>0</u>
Total number	<u>36</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	99%	100%	100%	99%	99%
Daily teacher attendance	90%	90%	89%	89%	90%
Teacher turnover rate	0%	5%	0%	5%	0%
Student dropout rate	2%	1%	1%	1%	1%

Please provide all explanations below.

Our student attendance rate runs in the 99 - 100% range and our student dropout rate runs in the 1-2% rate. Our students come to school and generally stay until they graduate.

Our staff attendance rate is affected by the number of teachers who attend in-services, professional meetings, workshops, etc. as part of the professional development that is encouraged by our administration. There are relatively few work days missed because of illness, but two of our teachers have had short-term leaves because they have had babies. Teachers were allowed time off to work on their National Board Certification.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	14	
Enrolled in a 4-year college or university	<u>36</u>	%
Enrolled in a community college	<u>29</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>7</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>21</u>	%
Unknown	<u>7</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Columbia School's mission is to inspire students to lifelong success through academic excellence and responsible citizenship. We accomplish this by believing all students have the ability to learn and are entitled to a quality education, and that the teaching of a student is a collaborative effort between home, school, and community.

Columbia School District #206 is located in the community of Hunters, Washington. Columbia School serves approximately 210 students who come from the areas of Inchelium, Gifford, Summit Valley, Hunters, Fruitland, and the West End of the Spokane Indian Reservation. Students in grades Preschool-12th are served in one building and are offered a diversified selection of classes. The district employs 20.5 certificated staff and 24 classified employees. The average class size is 15 per grade level. With smaller class sizes and the teacher to student ratio at approximately 1 teacher to every 12 - 18 students, we are able to give our students more attention and individualized instruction that would not be possible in a larger school. We pride ourselves in getting to know every student in the school, not just the ones we have in class. This gives the students opportunities to communicate to any of our staff members, whether it is to get help proofreading an English paper, or simply to talk about what they did over the weekend. Because we are a small, rural school, the teachers at Columbia School wear many hats; we not only teach many different classes during the school day, but we also coach academic classes, act as "directors" of assessment, Title I, vocational programs, etc., direct activities such as the Mother's Tea, drama productions, or music concerts, coach sports, and assist wherever our services are needed.

Columbia School offers many extracurricular activities both academic and athletic. The athletic programs we offer include volleyball, football, basketball, baseball, softball, and track. While the sports programs are a big part of our community, we pride ourselves on the academic activities we can offer our students as well. These activities include National Honor Society, Knowledge Bowl, Math Team, Science Club, Drama, Columbia Student League, and Future Farmers of America (FFA). Student academic achievement and outstanding success in extracurricular activities are important sources of school and community pride.

The current school facility was built in 1962 making in one of the oldest schools in the area. Our school has always been the center of our small community. Our school not only serves as a community hub where much of the communication and organization of almost all community activities take place, but we also provide the physical facilities for many of the activities including the Hunters Community and 4-H Fair, Annual Pioneer Days Picnic, and AAU Youth basketball. While the current basic structure is sound, it is in need of updating. In addition to 18 classrooms, the school includes 2 full gymnasiums, a cafeteria, a library, and computer lab. The entire school is networked with over 100 computers for student and staff.

Parents, staff, and community members volunteer many hours of service to Columbia School. Students are involved in a variety of academic and sports programs before and after school. A dedicated teaching and coaching staff, along with a supportive administration, make Columbia School Students successful.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Washington State assessment system is the Washington Assessment of Student Learning (WASL). Students are tested in reading, writing, math, and science throughout their school career. Reading, math and science are scored at four performance levels. Students must score at a Level Three or Level Four to demonstrate that they have met the standards set by the State of Washington. Meeting the standards in reading, math or science is measured by a student scoring a 400 (or above) of the total number of points possible for each subject area. Writing is scored at two performance levels. Either the student meets standard or does not meet the standard. To meet the standard, a student in high school must score a 17 (or above) out of 24 on the Washington Assessment of Student Learning. Washington has also mandated that High School students must pass the Washington Assessment of Student Learning in Reading and Writing to earn the Certificate of Academic Achievement (CAA) necessary to receive their high school diploma. The web site where information about the state assessment system can be found is www.k12.wa.us.

From 2004 to 2008, the percentage of seventh and tenth grade students who met standard in reading and writing decreased slightly. In 2004, 76 percent of students met the reading standard compared to 72 percent in 2008. The percentage of students who met the writing standard went from 74 percent in 2004, to 64 percent in 2008. During that same period of time, the percentage of seventh and tenth grade students who met standard in math increased from 38 percent in 2004 to 61 percent in 2008. These results are achieved in spite of many factors that can affect Washington Assessment of Student Learning (WASL) data in smaller schools.

Columbia School District is a Kindergarten -12th grade district with a total student enrollment that varies between 190 and 220 students per year. Student grade level populations and demographics vary widely from grade to grade with grade level populations from eight to twenty five students. Some grades also experience a high level percentage of special education student population, again due to the smaller class sizes and student demographics. Columbia also experiences a high level of student transfers in and out of the district at the Junior High and High School levels. These factors can cause dramatic shifts in assessment data results, sometimes as much as ten or twenty percent. Columbia School District has fallen in the “N less than 10” category for Washington Assessment of Student Learning (WASL) data trend assessments and compliance purposes. With our lower levels of class and school student population, significant gain and loss data comparisons are at best inconclusive and if used by themselves without other local and state correlating data, can be misleading in the ongoing process of change to better meet our students’ academic needs.

Regardless of these factors, Columbia School has implemented several school mechanisms in the last few years that have positively affected student growth and progress as evidenced by local data collection methodologies. Columbia School has implemented an elementary Response to Intervention, a Three-Tiered elementary reading system which is now positively affecting the ability of students to succeed as they progress into the upper grade levels. Columbia is currently participating in the federal Reading First Program at the kindergarten -3rd grade levels which has also accelerated remediation of individual student deficits throughout the tiers in the elementary Reading to Intervention (RTI) program and has also provided funds to complete a reading curriculum alignment throughout grades kindergarten -6.

Columbia School is currently in the process, through the collaboration of administration and teachers across all grade levels, of developing and implementing a consistent math curriculum throughout the kindergarten -12th grade levels. Columbia has also implemented a Title I assistance program for struggling students at the junior high and high school levels incorporating the availability of extra instruction in the regularly scheduled school day, as well as an after school study hall.

Teachers continue to increase their proficiency at differentiating instruction with professional growth opportunities. The benefit of lower than average state class size, has also increased the ability for teachers to develop individual, effective teacher/student relationships, to meet students individual learning needs and to ensure student academic and social success. Columbia School's staff is committed to the process of the continuous improvement of student learning.

2. Using Assessment Results:

In the fall, results of the Washington Assessment of Student Learning (WASL) are reviewed by the staff and areas of concern, or low performance, are noted. Student Learning Plans for Junior High and High School students are written based on individual performance on the Washington Assessment of Student Learning (WASL). High School students who do not meet the standards in reading and writing are assigned to a remedial reading and writing class to help boost their skills so they can be more successful on the Washington Assessment of Student Learning (WASL). Students who do not meet the standards or who are struggling in Math are assigned to our Segmented Math or Pre-Algebra classes to help improve their skills.

In the Junior High, students are assessed in math daily using probes based on specific skills. Students needing extra help with particular skills are then assigned to a math lab class for extra instruction on those skills. When they master the skill, they return to their regular class. A study hall is also provided three days a week for students struggling with the regular classroom assignments and skill assessments. We have a tutor for both Junior High and High School students needing help after school one day a week.

In the elementary, we have implemented a Response to Intervention, (Three Tier) reading intervention system. All students kindergarten – 6th grade are progress monitored on a bi-weekly basis, using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS assessment tool, and a summative assessment is done each quarter. A reading team has been formed that reviews testing data on a bi-weekly basis and places students at appropriate tier levels depending on their instructional needs. Two years ago we also began participating in the Reading First Grant which has been integrated into the Response to Intervention (RTI) system and improved its effectiveness and efficiency. A school wide math curriculum/alignment team has been formed which meets on a weekly basis, and has been tasked with school wide curriculum alignment and is developing assessments based on the state standards to ensure effective curriculum alignment and classroom instruction to meet the needs of all students.

Within the individual classrooms, assessments, both formal and informal, are part of the daily routine and adjustments to what is taught and how it is being taught are made on a per need basis.

3. Communicating Assessment Results:

The staff of Columbia School does its best to ensure that the students taking the Washington Assessment of Student Learning (WASL) realize the importance of the Washington Assessment of Student Learning (WASL) and how their personal results affect their graduation status as well as class schedules, so there is a continuing dialogue with the Assessment Coordinator about, "When will the Washington Assessment of Student Learning (WASL) results be here?"

When the results arrive before school starts, they are shared with the administration and then with the staff at the in-services held before the school year begins. Those students who do not meet the standards on the Washington Assessment of Student Learning (WASL) are then scheduled into math and reading and writing classes designed to help them learn the skills they need to be successful on the Washington Assessment of Student Learning (WASL). Once the "official" results arrive, our school's results, as well as Adequate Yearly Progress (AYP) status, are published in the school newsletter that is mailed to all of the parents and members of our community. For those students who can't wait to get their results, the Assessment Coordinator will share their results with them on an individual basis.

In the past, we held individual conferences with the parents of the 4th, 7th, and 10th graders to share these results, but now that we are testing so many grades, our district is unable to find substitutes to cover for teachers while these conferences are held. Instead, the hard copy of the results along with information from Office of the Superintendent of Public Instruction (OSPI) about how to read a Washington Assessment of Student Learning (WASL) report is mailed to the parents of the students who took the assessment and results are discussed at the fall student-led conferences of our students. When we switched to student-led conferences, parent attendance jumped from 14% to an 85-95%.

We like to celebrate student success on the Washington Assessment of Student Learning (WASL) so during the halftime at one of our home football games we introduce those students who met the standards on the Washington Assessment of Student Learning (WASL) and hand out the congratulatory letters sent from the governor which we have put in a document folder for each student. We also recognize those students earning their Certificate of Academic Achievement or Certificate of Individual Achievement at graduation. We have found that these simple celebrations mean a great deal to the individual students. As one student put it, "This (letter) shows that I am smart."

4. Sharing Success:

Columbia School attributes a great deal of its success to the opportunities to share ideas with other school districts in our area. Columbia will continue to participate in a variety of Professional Learning Communities. The Superintendents of the nine surrounding districts have created the Panorama Rural Educational Partners (PREP) consortium. These nine schools are very similar in size; one of the biggest obstacles is that each school only has one teacher for each grade level or subject area. The Panorama Rural Educational Partners (PREP) consortium provides the opportunity for teachers to end their isolation. The purpose of this group was also to combine numbers to better acquire and more efficiently use resources. The superintendents and the principals meet monthly to share ideas and concerns. This provides a great format to share our ideas with our neighbors. The teachers also meet twice a year; they are split into like content and grade level groups. The purpose is to give our teachers a chance to share ideas and concerns with other teachers in similar grade levels. These Professional Learning Communities have created a great format to share ideas and improve the quality of education for our students as well as our neighboring students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Columbia School's Mission is to "inspire students to lifelong success through academic excellence and responsible citizenship." In establishing the curriculum and teaching methods for the education of our students, our focus is on assisting our students meet the State standards on the Washington Assessment of Student Learning (WASL), providing classes geared towards college preparation, and acquiring the skills they will need to be successful in life.

To graduate from Columbia School, a student must earn 25 credits which include the following requirements:

- 4 credits of English
- 2 credits of History, including Pacific Northwest History and United States History
- 2 credits of Health and Physical Education
- 1 credit of Current World Problems
- 3 credits of Math, one credit must be Algebra I or Geometry
- 3 credits of Science, one credit must be Biology, Chemistry, or Physics
- 1 credit of Consumer Survival
- 1 credit of Performing Arts
- 3 ½ credits of Vocational classes, 3 of which must be in one vocational area
- 5 ½ credits of electives

Mathematics is taught with an emphasis on the mastery and recognition of the principles necessary for problem solving. Instruction is done with the aid of whiteboards and document cameras for direct instruction, then practiced, both individually and in peer groups, using differentiated instruction, and finally, applied in practical problem solving. Principles and rules are revisited throughout the four years to ensure understanding, while projects and group problem solving activities enhance communication and thinking skills.

Reading, writing and problem solving skills are taught and integrated within the various Social Science and Science learning activities throughout the elementary, Junior High and High School curriculum. Individual, as well as group activities, are required at all levels which help develop group socialization and problem solving skills, as well as teaching and reinforcing independent learning skills.

Columbia School offers two years of Spanish instruction to the students. The Spanish curriculum incorporates the national Standards for Foreign Language Learning and includes communication through daily conversations and journal writing, vocabulary building through meaningful games and songs, and activities where students learn to understand and appreciate the Spanish culture. Students read, write, speak and listen to Spanish on a daily basis. The curriculum targets different learning styles and ability levels through the use of cooperative learning, constant review and application activities that require the use of the Spanish language.

Theatre Arts is offered at Columbia School. Each semester, one play is produced. The goal and purpose of the Theatre Arts class is to introduce the magic of performance by "freeing" the students to express ideas, emotion and story. This is accomplished through rehearsal of voice and body movement. Drama games and improvisation begin each semester followed by previewing, critiquing and selecting a play by the students. Each student gains experience in lighting, script memorization, set construction, costuming, promotion, and working as a cast under the director or teacher.

Band is introduced in the elementary grades and classes are also offered to our Junior High and High School students. Note reading, instrument technique, rhythm, and music interpretation are key components of the curriculum. Performing as a group at a high level of musicianship is emphasized.

A Visual Arts course is also offered. This class concentrates on the elements of art and the use of several different mediums is explored.

Vocational Education is divided into three departments: Family and Consumer Science, Vocational Agriculture, and Office and Business. The curriculum in all of these departments centers on preparing our students for a career after high school.

The education of our students is of utmost importance to the staff of Columbia School. No matter what the subject or how instruction is presented our ultimate goal is to prepare our students to be a success in whatever they do in life.

2a. (Elementary Schools) Reading:

Our elementary reading program is built on the foundation of research-based practices and materials. Our core curriculum for grades K-6 is Houghton Mifflin Reading, which provides a balanced, research-based approach to literacy instruction. It begins with a strong background in phonemic awareness and phonics in Kindergarten and provides a tight spiral of vocabulary, fluency and comprehension instruction and practice throughout the elementary grades. This core program also includes leveled text in addition to the whole group materials, which ensures an opportunity for every student to purposefully engage in appropriate text. Every classroom has support staff and the Reading Coach assists every teacher in conducting assessments, analyzing data and implementing core and intervention instruction.

There is a .98 correlation between scoring at Benchmark on the Dynamic Indicators of Basic Early Literacy Skills testing (DIBELS) and meeting standard on the Reading Washington Assessment of Student Learning (WASL) in our 3rd through 6th grades. According to a recent progress monitoring session in these grades, 20-30% more students in each grade are at benchmark now than at the beginning of the year. Our Kindergarten class started with only 38% of students at Benchmark and now, with a solid implementation of the core curriculum and masterful teaching with coach support, 75% are at benchmark. This kind of continual assessment and analysis allows us to evaluate the effectiveness of our instruction and modify to meet the needs of all students. We use the skill and strategy assessments provided by the core, as well as additional diagnostic assessments, to measure growth in phonemic awareness, phonics, vocabulary, fluency, and comprehension. Small group frameworks in the core and intervention classes provide the opportunity to provide targeted instruction for all levels of learners and address any range of instructional needs.

2b. (Secondary Schools) English:

Columbia School has adopted SpringBoard as a supplement to the primary English and Written Language curriculum in grades 7, 8, 9, and 10. SpringBoard was adopted several years ago through a grant by Columbia and several other schools in the Panorama Consortium. SpringBoard supplements the grade appropriate literature and grammar texts in each class, and the teachers attend yearly training, provided as part of the grant, for this program.

The theme for the 9th grade SpringBoard program is “Coming of Age.” Students read and respond to a variety of literature texts and formats, including poetry, non-fiction, short story, and three novels. The writing is completed in a summative format using expository essays, narrative essays, creative writing, and a research paper.

The theme for the 10th grade SpringBoard program is “Culture”. The curriculum includes activities aimed at developing the reading and writing skills necessary to pass the Washington Assessment of Student Learning (WASL). The writing focus is on persuasive and expository writing.

The 11th grade program includes learning to recognize and use proper phrases and clauses. The reading focus is on American literature with a focus on Colonial and Revolutionary literature, 19th century literature, and reading four novels one of which is *Of Mice and Men*. The writing consists primarily of summaries, expository essays, some creative writing, and a formal research paper.

The 12th grade program includes a unit on grammar usage. The reading focus is on British literature with a focus on Anglo-Saxon literature, medieval literature, and William Shakespeare's *Macbeth*. Students also read three novels, two of which must be from a required reading list, and write a summary and a 5 paragraph evaluation of each novel. Other written work includes expository essays, some creative writing, and the "Who Am I?" paper for the Senior project, and a formal research paper also for the Senior project.

Throughout the Junior High and High School curriculum, extra assistance is available for struggling readers and students with significant deficits in reading in the forms of after school study hall with individualized deficit remediation formats and modified curriculum as necessary. Audio book aural formats are also available for students whose reading levels do not match the required reading. Remedial reading and writing resource classes are also available for students who do not meet required proficiency levels. Differentiation of instruction is used on a daily basis in the classroom to help struggling students, as well as more advanced students, challenge themselves to meet their learning objectives. Peer grouping has also proven to be effective in helping students be more successful in completing assignments and gaining proficiency at making inferences and mastering higher level comprehension and writing skills.

With just three teachers who teach this subject, we are able to work closely together to provide our Junior High and High School students with consistent instruction in English/Language Arts which is reflected by student performance on the Washington Assessment of Student Learning.

3. Additional Curriculum Area:

Columbia School's science department works to inspire students to lifelong success through academic excellence and responsible citizenship in various ways. Although we have improved our science Washington Assessment of Student Learning (WASL) scores each year over the last three years, we are still in need of improvement. So, in June of 2007, our superintendent and a group of teachers from the elementary and high school attended the Washington State Leadership and Assistance for Science Education Reform (LASER) Strategic Planning Institute. During the week, our team created a strategic plan to develop a research-based science program for grades K-8. To help our students improve the essential science skills of inquiry, observation, and writing, the Kindergarten- Grade 8 classes are working on implementing science kits over a three year period. The core group that attended the session (plus a few more teachers) is now the Science Team that meets bi-weekly working to align the curriculum Kindergarten -12th grades, discussing current issues in science instruction in the classrooms, as well as planning possible field trips or projects in which the students could be involved.

In the high school, our science teachers develop and incorporate science inquiry into their curricula, balancing the scientific knowledge that students need to know along with the lab techniques that are essential for future coursework. The students are also involved in projects in the community. To inspire our students to become responsible citizens, several of our science classes are involved in a project with the National Park Service (NPS) in which the students are exploring the essential question: "How do we simultaneously use and protect our watershed?" They have adopted a mile of the Columbia River and their "job" is to monitor their mile by taking water quality samples at four different locations, learn about the organisms that reside or pass through their mile and record them on the Nature Mapping website. Students learn and use the knowledge, skills, and abilities needed to conduct on-going ecosystem health monitoring and develop stewardship as they return to their mile each fall and spring over several years. The information that the students collect will be used by the National park Service (NPS) and environmental/wildlife scientists in learning more about the area and the ecosystems involved.

4. Instructional Methods:

For all students we use visual, auditory, and kinesthetic teaching methods. We feel it very important to capture our student's interest and help them reach their greatest learning potential. We provide student led activities to help students and teachers explore individual learning styles. Informal assessment is used throughout the instructional and investigative process on a daily basis. Informal assessments, as well as ongoing and timely formal and subjective assessments, drive instruction in our classrooms, meeting student learning needs at higher and at risk instructional levels.

Unfortunately, because we are a small school with limited resources, advanced classes as well as finely focused remedial classes are limited. Most teachers have six preps each day to plan for and implement varied instruction. Fortunately, a small school affords smaller class sizes, which helps the teachers to effectively implement many different teaching styles and methodologies. It is very typical for all students in a particular classroom to read, write, and present at various levels and receive an assessment, with feedback, in a timely manner.

Examples of teaching styles and learning methodologies that we use to meet the needs of all our students are peer grouping, teacher role-modeling, group reading, modified grading, and creating student improvement plans for each student in grades 7-12. We also offer after school tutoring, an afternoon study hall, and math labs for students struggling with an assignment or a concept.

Most of our teachers teach both middle school and high school so they interface with students throughout their Junior High and High School careers. This personal relationship development and caring environment to nurture student success is the greatest contributing factor which continues to accelerate academic and social growth at Columbia School.

5. Professional Development:

Columbia School has been able to provide its teachers with many professional development opportunities during the past several years. Teachers have been able to attend an average of three conferences per year. Teachers request to attend a variety of trainings throughout the school year; if the conference pertains to their current or projected teaching assignment, teachers are allowed to attend at District expense. For the past two years, teachers have been able to attend all of the workshops that they requested.

The District has also received a waiver from the state allowing us to have a 177 day school year. This gives the teachers 5 full days of in-service training at the District level. Some of the trainings we have done to improve reading instruction include CReating Independence through Student-owned Strategies (C.R.I.S.S.) reading strategies for the Kindergarten – 12th grades staff, and WILSON Reading and Reading First training along with a reading coach for the elementary staff. The District provided a refresher course in Six-Trait writing for the Junior High and High School staff to promote better writing across the curriculum. Our Kindergarten – 12th grade math teachers meet weekly to work on aligning our curriculum with the state standards and our current textbooks and to write assessments based on the state standards. We also have a science coach, and Leadership and Assistance for Science Education Reform (LASER) training has been provided for the teachers. Two of the five in-service days are shared days with the nine surrounding small districts. This gives our teachers the opportunity to share ideas with teachers from other districts of similar size.

Columbia School has a Leadership Team that creates and implements our School Improvement Plan. This plan is updated annually and completely revised every three years. A variety of data is collected to create these school improvement goals. The Leadership Teams then uses these goals to plan effective in-services for our teachers.

6. School Leadership:

Columbia School district is a one building K-12 school governed by a five member school board and superintendent. The board's role is to give direction through policy and procedures which are implemented by the Superintendent.

The educational leader/administrator of the building is the Principal. At Columbia School District, the primary responsibility of the educational leader is to improve student learning.

Four years ago, a leadership team was established consisting of the principal, the superintendent and six teachers. Each year teachers rotate with six new teachers participating on the team. The goal of the leadership team is to review the school improvement plan for compliance and schedule staff in-service and professional development. Input from the leadership team is important in educational administrative decisions.

Two years ago, the Principal was trained as a Powerful Teaching and Learning (PTL) coach. As a Powerful Teaching and Learning (PTL) coach, the principal takes two or three teachers to observe a classroom at another school. This interactive professional learning provides an avenue for powerful teaching conversations. Student engagement is the main emphasis of Powerful Teaching and Learning (PTL).

At Columbia school, improving student achievement is paramount. The principal's role, in the two previous examples, gives rise to his importance as the instructional leader.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: Washington Assessment of Student Learning (WASL)
Edition/Publication Year: 2004 - 2008 Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Mets and Exceeds Standard	67	54	56	47	38
Exceeds Standard	20	23	17	5	24
Number of students tested	15	13	19	20	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met and Exceeds Standard	58		71	64	73
Exceeds Standard	17		64	36	27
Number of students tested	11		14	11	11
2. Racial/Ethnic Group (specify subgroup): American Indian/Alaskan Native					
Met and Exceeds Standard					30
Exceeds Standard					20
Number of students tested					10
3. (specify subgroup): Special Education					
Met and Exceeds Standard					
Exceeds Standard					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 10 Test: Washington Assessment of Student Learning (WASL)

Edition/Publication Year: 2004 - 2008 Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Apr	Apr
SCHOOL SCORES					
Met and Exceeds Standard	86	85	78	74	81
Exceeds Standard	57	38	67	53	38
Number of students tested	15	13	19	20	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met and Exceeds Standard	91		50	36	27
Exceeds Standard	55		14	9	27
Number of students tested	11		14	11	11
2. Racial/Ethnic Group (specify subgroup): American Indian Alaskan Native					
Met and Exceeds Standard					70
Exceeds Standard					50
Number of students tested					10
3. (specify subgroup): Special Education					
Met and Exceeds Standard					
Exceeds Standard					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 2006

Grade: 3 Test: Washington Assessment of Student Learning
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
Met and Exceeds Standard	60	54	65		
Exceeds Standard	0	8	15		
Number of students tested	17	13	20		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met and Exceeds Standard	64	40	53		
Exceeds Standard	0	10	20		
Number of students tested	14	10	15		
2. Racial/Ethnic Group (specify subgroup): American Indian/Alaskan Native					
Met and Exceeds Standard			60		
Exceeds Standard			10		
Number of students tested			10		
3. (specify subgroup): Special Education					
Met and Exceeds Standard					
Exceeds Standard					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The Washington Assessment of Student Learning was not given to third graders in 2003-2004 or 2004-2005 so there are not test results for those years.

Subject: Reading
Edition/Publication Year: 2006

Grade: 3 Test: Washington Assessment of Student Learning
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
Met and Exceeds Standard	53	39	60		
Exceeds Standard	20	8	20		
Number of students tested	17	13	20		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met and Exceeds Standard	57	50	53		
Exceeds Standard	21	10	20		
Number of students tested	14	10	15		
2. Racial/Ethnic Group (specify subgroup): American Indian/Alaskan Native					
Met and Exceeds Standard			60		
Exceeds Standard			20		
Number of students tested			10		
3. (specify subgroup): Special Education					
Met and Exceeds Standard					
Exceeds Standard					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There are no test scores for the Washington Assessment of Student Learning for 2003-2004 and 2004-2005 because third graders were not tested during those two years.

Subject: Mathematics Grade: 4 Test: Washington Assessment of Student Learning
Edition/Publication Year: 2004 Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met and Exceeds Standard	29	35	50	69	33
Exceeds Standard	14	30	13	31	17
Number of students tested	14	14	9	16	12
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met and Exceeds Standard	29	35		69	42
Exceeds Standard	14	30		31	8
Number of students tested	14	20		16	12
2. Racial/Ethnic Group (specify subgroup): American Indian Alaskan Native					
Met and Exceeds Standard					
Exceeds Standard					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 4 Test: Washington Assessment of Student Learning
Edition/Publication Year: 2004 Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met and Exceeds Standard	36	60	75	88	67
Exceeds Standard	14	10	13	13	17
Number of students tested	14	20	9	16	12
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met and Exceeds Standard	36	53		91	
Exceeds Standard	18	7		9	
Number of students tested	11	15		11	
2. Racial/Ethnic Group (specify subgroup): American Indian Alaskan Native					
Met and Exceeds Standard					
Exceeds Standard					
Number of students tested					
3. (specify subgroup): Special Education					
Met and Exceeds Standard					
Exceeds Standard					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No scores for the Low Income/Free and Reduced Lunch subgroup were available for 2003-2004.

Subject: Mathematics
Edition/Publication Year: 2006

Grade: 5 Test: Washington Assessment of Student Learning
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
Met and Exceeds Standard	32	43	67		
Exceeds Standard	18	29	17		
Number of students tested	22	7	18		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met and Exceeds Standard	26		54		
Exceeds Standard	11		8		
Number of students tested	19		13		
2. Racial/Ethnic Group (specify subgroup): American Indian Alaskan Native					
Met and Exceeds Standard	27				
Exceeds Standard	18				
Number of students tested	11		6		
3. (specify subgroup): Special Education					
Met and Exceeds Standard					
Exceeds Standard					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Science was the only test on the Washington Assessment of Student Learning given to the fifth graders in 2004-2005 and 2005-2006 so there is no Math results to report.

Subject: Reading
Edition/Publication Year: 2006

Grade: 5 Test: Washington Assessment of Student Learning
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
Met and Exceeds Standard	73	29	83		
Exceeds Standard	23	0	39		
Number of students tested	22	7	18		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met and Exceeds Standard	68		77		
Exceeds Standard	21		31		
Number of students tested	19		13		
2. Racial/Ethnic Group (specify subgroup): American Indian Alaskan Native					
Met and Exceeds Standard	55				
Exceeds Standard	9				
Number of students tested	11				
3. (specify subgroup): Special Education					
Met and Exceeds Standard					
Exceeds Standard					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Fifth graders were only tested in Science on the 2004-2005 and 2005-2006 Washington Assessment of Student Learning so there are no results to report for Reading.

Subject: Mathematics
Edition/Publication Year: 2006

Grade: 6 Test: Washington Assessment of Student Learning
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
Met and Exceeds Standard	25	50	43		
Exceeds Standard	0	6	14		
Number of students tested	8	17	14		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met and Exceeds Standard		36	36		
Exceeds Standard		9	0		
Number of students tested		11	11		
2. Racial/Ethnic Group (specify subgroup): American Indian Alaskan Native					
Met and Exceeds Standard					
Exceeds Standard					
Number of students tested					
3. (specify subgroup): Special Education					
Met and Exceeds Standard					
Exceeds Standard					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The Washington Assessment of Student Learning was not administered to the 6th grade students in 2004-2005 or 2005-2006 so there are no results to report.

Subject: Reading
Edition/Publication Year: 2006

Grade: 6 Test: Washington Assessment of Student Learning
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
Met and Exceeds Standard	50	77	43		
Exceeds Standard	0	18	7		
Number of students tested	8	17	14		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met and Exceeds Standard		64	46		
Exceeds Standard		18	9		
Number of students tested		11	11		
2. Racial/Ethnic Group (specify subgroup): American Indian Alaskan Native					
Met and Exceeds Standard					
Exceeds Standard					
Number of students tested					
3. (specify subgroup): Special Education					
Met and Exceeds Standard					
Exceeds Standard					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Sixth graders were not tested on the Washington Assessment of Student Learning in 2004-2005 or 2005-2006 so there is no test data for those years.

Subject: Mathematics Grade: 7 Test: Washington Assessment of Student Learning
Edition/Publication Year: 2004 Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met and Exceeds Standard	62	44	21	41	39
Exceeds Standard	19	17	5	6	15
Number of students tested	21	18	19	18	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met and Exceeds Standard	57	43	25	33	40
Exceeds Standard	14	7	6	8	20
Number of students tested	14	14	16	12	10
2. Racial/Ethnic Group (specify subgroup): American Indian Alaskan Native					
Met and Exceeds Standard					
Exceeds Standard					
Number of students tested					
3. (specify subgroup): Special Education					
Met and Exceeds Standard					
Exceeds Standard					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 7 Test: Washington Assessment of Student Learning
Edition/Publication Year: 2006 Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met and Exceeds Standard	67	61	32	50	69
Exceeds Standard	19	17	21	11	39
Number of students tested	21	18	19	18	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met and Exceeds Standard	57	57	38	58	60
Exceeds Standard	14	14	25	17	50
Number of students tested	14	14	16	12	10
2. Racial/Ethnic Group (specify subgroup): American Indian Alaskan Native					
Met and Exceeds Standard					
Exceeds Standard					
Number of students tested					
3. (specify subgroup): Special Education					
Met and Exceeds Standard					
Exceeds Standard					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 2006

Grade: 8 Test: Washington Assessment of Student Learning
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
Met and Exceeds Standard	39	38	43		
Exceeds Standard	11	19	7		
Number of students tested	18	16	14		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met and Exceeds Standard	33	40	42		
Exceeds Standard	7	20	8		
Number of students tested	15	15	12		
2. Racial/Ethnic Group (specify subgroup): American Indian Alaskan Native					
Met and Exceeds Standard					
Exceeds Standard					
Number of students tested					
3. (specify subgroup): Special Education					
Met and Exceeds Standard					
Exceeds Standard					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Since the 8th graders were only given the Washington Assessment of Student Learning in Science and not Mathematics, there are no scores for Math for 2004-2005 and 2005-2006.

Subject: Reading
Edition/Publication Year: 2006

Grade: 8 Test: Washington Assessment of Student Learning
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
Met and Exceeds Standard	50	56	79		
Exceeds Standard	22	19	14		
Number of students tested	18	16	14		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met and Exceeds Standard	47	53	75		
Exceeds Standard	13	20	8		
Number of students tested	15	15	12		
2. Racial/Ethnic Group (specify subgroup): American Indian Alaskan Native					
Met and Exceeds Standard					
Exceeds Standard					
Number of students tested					
3. (specify subgroup): Special Education					
Met and Exceeds Standard					
Exceeds Standard					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There are no Reading scores for the Washington Assessment of Student Learning for 2004-2005 or 2005-2006 because the 8th graders were only tested in Science those years and not in Reading.

Subject: Reading
Edition/Publication Year: 2006

Grade: 8 Test: Washington Assessment of Student Learning
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
% Proficient plus % Advanced	50	56	79		
% Advanced	22	19	14		
Number of students tested	18	16	14		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): American Indian Alaskan Native					
% Proficient plus % Advanced	33	75	80		
% Advanced			20		
Number of students tested	6	4	5		
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

There are no Reading scores for the Washington Assessment of Student Learning for 2004-2005 or 2005-2006 because the 8th graders were only tested in Science those years and not in Reading.