U.S. Department of Education **November 2002**

2002-2003 *No Child Left Behind—Blue Ribbon Schools Program* Cover Sheet

Name of Principal Ms Sharon Gillaspie
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Islander Middle School
(As it should appear in the official records)

School Mailing Address 8225 SE 72nd Street
(If address is P.O. Box, also include street address)

Mercer Island WA 98040- 5322
City State Zip Code+4 (9 digits total)

Tel. (206) 236-3403 Fax (206) 236-3408

Website/URL www.misd.wednet.edu/imswebpage/ims.html Email Sharon_Gillaspie@misd.wednet.edu

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

_____ Date_____
(Principal's Signature)

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

Name of Superintendent Dr. Paul Sjunnesen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mercer Island School District Tel. (206) 236-3301

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

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Ms Carrie George
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.

2. The school has been in existence for five full years.

3. 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.

4. The 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.

5. 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.

6. 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

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

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

2. District Per Pupil Expenditure: $7700

   Average State Per Pupil Expenditure: $7224

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
   [x] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 2 Number of years the principal has been in her/his position at this school.

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

5. Number of students enrolled at each grade level or its equivalent in applying school: (**2002-03 data)**

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					**7**	180	188	368
1					**8**	180	189	369
2					**9**			
3					**10**			
4					**11**			
5					**12**			
6	171	145	316		Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL					1053

6. Racial/ethnic composition of the students in the school:

79.49 % White
1.52 % Black or African American
1.61 % Hispanic or Latino
17.38 % Asian/Pacific Islander
0.00 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 0.9328 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.) **(2001-2002 data)**

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	13
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	3
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	10
(4)	Total number of students in the school as of October 1	1072
(5)	Subtotal in row (3) divided by total in row (4)	0.009328
(6)	Amount in row (5) multiplied by 100	0.9328

8. Limited English Proficient students in the school: 2 %
18 Total Number Limited English Proficient

Number of languages represented: 3
Specify languages: Hebrew, Korean, Mandarin

9. Students eligible for free/reduced-priced meals: 2 %

23 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch 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: 8 %
85 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____Autism	____Orthopedic Impairment
____Deafness	27 Other Health Impaired
____Deaf-Blindness	43 Specific Learning Disability
1 Hearing Impairment	8 Speech or Language Impairment
2 Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	1 Visual Impairment Including Blindness
	3 Emotional Behavior Disorder

11. Indicate number of full-time and part-time staff members in each of the categories below:
(2002-2003 data)

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	3	0
Classroom teachers	48	8
Special resource teachers/specialists	4	0
Paraprofessionals	0	20
Support staff	7	4
Total number	62	32

12. Student-"classroom teacher" ratio: 18.8

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96%	96%	95%	96%	95%
Daily teacher attendance	92%	92%	93%	90%	91%
Teacher turnover rate	2%	0%	0%	0%	0%
Student dropout rate	Information not provided per conversation with Stephen O'Brien, 3/21/03.				
Student drop-off rate					

PART III - SUMMARY

Islander Middle School (IMS), Mercer Island, Washington, is the Mercer Island School District's (MISD) only middle school. IMS is "A Place to Learn, A Place to Grow" for the district's 1053 sixth, seventh and eighth graders. Every aspect of the program aims to meet the needs of the middle level learner. Working with staff, parents and community, IMS's program is designed to address the learning needs of a uniquely high-achieving population. Students are encouraged to reach their highest potential in academics, health and fitness, the arts, citizenship and leadership. Parents and teachers hold every child to high standards. The Mercer Island community values education and demands excellence. Students come to school ready and expected to learn.

The sixth grade structure creates a "school within a school" which mitigates the effects of our large population and effectively lowers class size. Students are assigned to two-teacher core teams. Core instruction includes language arts, social studies, mathematics and science. Students choose a fine arts exploratory (visual arts, drama, general music) or an instrumental music (orchestra or band) elective. Fifty percent of sixth graders participate in the band/orchestra option. On alternating days with music/fine arts, sixth graders participate in an Extended Core which provides an opportunity for teachers to build relationships with students in smaller groups. Organization and study skills, as well as extensions and reinforcement of core curriculum, are taught during this time. The Extended Core experience serves as a safety net and is a key component in the transition from elementary to middle school.

The seventh and eighth grade structure guides and supports students toward independence in academics and prepares them to accept responsibility as they transition to multiple teachers and more curricular choices. In addition to the four core classes of language arts, social studies, mathematics and science, students choose from a diverse menu of semester and year long elective courses for two periods of the day. Elective courses include band, orchestra, choir, visual arts, integrated arts and writing, creative writing, aerospace, Science Olympiad, a variety of fitness classes, Spanish, structured studies, and computer technology. Electives are skills and standards based and contribute to IMS's high performance.

Students achieve at high levels and IMS continually seeks to improve both curriculum and instruction. Through a formal, site-based improvement process, academic and school climate data are continuously revisited to identify opportunity gaps. At IMS state standards help focus curricular decision-making but do not limit student achievement. For example, two new initiatives have targeted students who will benefit from a unique delivery of curriculum to meet their learning needs. Seventh grade teachers customized literacy instruction for three classes of students who required focused instruction to meet reading and writing standards. In eighth grade, a class of students self-selected a language arts/social studies/science block with two teachers committed to a student-centered, project-based approach to learning.

Other special programs that contribute to opportunities for optimal student learning include Title I- study skills in sixth grade, English Language Learners, Special Education including a new program for severely impacted students, Natural Helpers and Peer Mediation. An active, student-led Associated Student Body sponsors many after school clubs and activities, as well as both interscholastic and intramural sports. Islander Middle School is a lively and safe place after school. Community support includes 100% PTSA participation by parents, a strong Mercer Island Schools Foundation (MISF) and countless parent volunteer hours spent in support of IMS programs.

As "A Place to Learn, A Place to Grow," the programs offered at IMS provide a caring community where all children feel safe to take the necessary risks to grow. A unique combination of staff, parents, and community partners, coupled with children who come ready to learn, makes IMS an exemplary school.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Washington state currently uses the Washington Assessment of Student Learning (WASL) as the sole indicator in the state accountability system. The WASL is a criterion-referenced test which is based on the state's Essential Academic Learning Requirements (EALR's) in reading, mathematics, writing, and listening. The WASL is administered in grades 4, 7, and 10; therefore, we are reporting the grade 7 data for Islander Middle School.

   Meeting standard on the WASL will be a graduation requirement for the Class of 2008 (the current seventh graders), so at IMS the WASL scores are considered to be a key indicator of the level of students' success and preparation. The fourth grade WASL data of incoming sixth grade students is carefully analyzed, along with other standardized measures and classroom assessments in determining class placements and appropriate programs to meet the needs of each student.

   IMS has scored among the top schools in the state since the implementation of the WASL in 1998, and often is the top scoring school. Based on spring 2002 data, IMS students had the highest percentage of seventh grade students meeting standard (the state accountability indicator) in reading, and IMS was second place in math (behind a school with only 20 students tested).

   Even while achieving at one of the highest levels in the state since the WASL began, IMS's percentage of students reaching standard in math has increased almost 14% and in reading over 10% in the last five years due to the hard work of students, staff, and families to assure that all students reach standard in these critical skills.

   Although the ITBS is not part of the state accountability model, it is required for all students in grade 6 throughout the state and the data are a critical part of our school improvement effort.

   a. Socioeconomic Status: The Mercer Island community has very little poverty. Additionally, students are currently not identified as receiving free or reduced lunch in the state's student information system or assessment database. IMS has a small Title I program, and only in grade 6. The non-Caucasian ethnic groups are very small (only Asians number more than 30 students which is the state adopted number for statistical significance for ESEA reporting). The one significant and identifiable population at academic risk is students of Limited English Proficiency (LEP) for whom improving academic performance is a high priority at IMS. They achieve at a lower level than non-LEP students. They tend to be strong in mathematics (less language dependent) and relatively weaker in reading. The IMS school improvement plan targets the reading skills of LEP students and strategies are in place to improve their skills.

   b. Exclusions: All IMS students take the WASL with the exception that, prior to this year, the state allowed Limited English Proficient students to be exempt if they were in the country for less than one year and scored at the lowest level on an English proficiency test. This was generally three IMS students per year.

2. Assessment data is used to identify students at risk and to better understand how to challenge the highly capable students at IMS to achieve beyond the standards. At the Site Council level, data is used to assess overall school performance, detailing successes and gaps. In addition to standardized test data, demographic and climate surveys of teacher, students and parents are included in a "big picture" analysis. The school profile is updated annually and analyzed for learning opportunities. This gap analysis becomes the focus of the school improvement plan at the classroom and individual student levels. Teachers and guidance counselors use data disaggregated by grade level and student to plan and modify programs for individual instruction. For example, this year, study of the data of those students not meeting standards in reading or writing resulted in IMS forming three smaller special groupings of seventh grade classes for focused instruction in reading and writing.

   Planning for the next school year always includes study of test data by grade. Teachers rely on criteria to group students for mathematics instruction. That data includes state mandated tests but also includes a standardized algebra readiness test and teacher-developed skills tests. Academic core area teachers use test data to plan ongoing instruction in every classroom. Guidance counselors assist classroom teachers in accessing and disaggregating test data by skill area and teachers use that information to customize instruction in order to address the learning needs of all students.

3. Student achievement data is priority news in the Mercer Island community. Reports of both individual WASL results and ITBS scores, along with interpretive explanations, are mailed to parents as soon as they are received in the fall. Counselors and teachers meet with parents as needed to interpret achievement data. Quarterly report cards and mid-term progress reports give students and parents opportunities to ensure that student achievement remains on track and helps provide early identification of children at risk. Teachers and parents routinely initiate conferences about individual student achievement.

   WASL and ITBS results and interpretative explanations appear in the local and regional media along with other school districts' scores. IMS test score data, including graphs of scores over time, are posted on the IMS website. Scores are also posted on various other regional websites such as Seattle Pacific University's "Just For the Kids", a site that allows comparison of test scores among demographically comparable schools (www.spu.edu/orgs/research/justkids.asp). The IMS principal interprets the school's assessment data annually to the School Board. That presentation relates student achievement to the learning goals of the IMS school improvement plan.

   Additional ways IMS parents receive information about assessment data include an annual principal's column in the PTSA newsletter discussing the assessment process, and how that data becomes an integral part of planning for the educational program. Parent education nights and curriculum nights also include assessment information. Monthly "principal's coffee chats" give parents another opportunity to discuss testing, test results and improvement of student learning with IMS staff. The district prepares an annual report of assessment data and issues quarterly newsletters that often address achievement results.

4. If selected as a No Child Left Behind - Blue Ribbon School, IMS's successes will be shared in numerous ways and at various levels to the extended educational community. Sharing stories of success is already part of the IMS community and the MISD philosophy. In the educational community, IMS believes in high levels of collaboration and communication to share and learn best practices as well as strive for ongoing improvement. (For example, IMS is presently pursuing a partnership with a middle school in Yakima, WA to exchange successful practices.)

   The MISD website is a reliable and well-publicized source of information. A regular feature of the site focuses on creative activities within classrooms and would be used to detail the successes of IMS's No Child Left Behind-Blue Ribbon designation. In addition, local and regional on-air and print media would be notified of IMS's recognition.

   IMS staff would make themselves available, via phone or e-mail, to other school districts that inquire about programs. IMS would welcome site visits for groups that seek more in-depth information or to observe strategies in action.

   At the professional level, teachers and administrators participate in state OSPI committees in reading, writing, and math. Teachers would willingly propose and conduct "best practices" workshops for conferences affiliated with professional organizations such as the National Council for the Teachers of English, the International Reading Association, Association for Supervision and Curriculum Development, and The Middle School Association, as well as others. They will also submit articles for publication in their respective journals.

   The local, state and national PTSA organizations would also be notified of the No Child Left Behind – Blue Ribbon designation.

PART V – CURRICULUM AND INSTRUCTION

1. Sixth grade curriculum includes core academic subjects of language arts, social studies, math and science. Language arts and social studies curricula are integrated through themes that connect social studies content and skills goals with achievement of grade level reading and writing targets. Social studies content includes ancient civilizations, literature and myths. Students are ability grouped for mathematics instruction. Math instructional methods allow students to reach or exceed grade level learning targets. Emphasis is placed on problem solving and communicating mathematically. The accelerated math class curriculum is enriched through in-depth learning and skills mastery. Sixth grade science addresses scientific topics including energy, light and sound, magnets and motors, speed and motion, ecosystems, human growth and development, weather, and scientific method. One highly successful project is the Lego Logo exploration where students design and build Lego machines with motors, pulleys, etc., and write a computer program to control the machine's motion.

All IMS sixth graders take one semester of Spanish language and one semester of Physical Education during a fifth period. Spanish focuses on elements of culture as well as basic conversational language and is taught using a "total body response" strategy for language acquisition. During the remaining sixth class period, half of the sixth grade students take either instrumental music or a fine arts exploratory class (that includes music, drama and visual arts), while the other half remains with the core team teachers in an "Extended Core." The groups alternate daily, thus allowing sixth graders to work with core curricular teachers in small groups. This provides for individual instruction and enrichment activities, as well as remedial support and conferences to help students in their core subjects.

Language arts and social studies remain linked or "blocked" in the seventh and eighth grades. Seventh grade students study geographic and social, political and religious systems from the Fall of Rome through the 1500's. Expository and persuasive writing are emphasized in seventh grade. Critical thinking in reading both literary and nonfiction texts is developed throughout the year. Eighth grade includes writing extended essays and honing research skills. Students learn to identify themes in literature such as awareness of self, self in society and rights of passage. Eighth grade students focus on civics including the origins of democracy, the Constitution, structures of government, civil rights and social justice. Math curriculum continues by ability grouping. The numbers of students placed in accelerated math in seventh grade historically increases over sixth grade. Successful seventh grade accelerated students advance to Integrated I, the first high school level math course. Students not meeting standard are grouped in smaller basic classes in grade level. All math classes emphasize problem solving and communicating about mathematics. Seventh graders study life science while eighth graders study earth science. Both courses extend student mastery of principles of scientific inquiry while providing a hands-on collaborative science experience. Grade level learning targets guide instruction in all subjects.

Seventh and eighth graders choose two electives from a rich menu of courses offerings that includes music, speech, debate, aerospace, Science Olympiad, painting and drawing, ceramics and sculpture, integrated art and writing, drama, advanced writing, Spanish, physical education, competitive sports, life skills, structured study, computer technology, and yearbook. Music electives (band, choir or orchestra) are chosen by more than thirty percent of seventh and eighth grade students.

An extensive co-curricular program of clubs, activities, interscholastic and intramural sports complete and enhance the IMS middle school experience.

2. The goal of IMS's English language curriculum is that every child develops the language skills necessary to comprehend, analyze, evaluate and articulate both orally and in writing, at or above state standards. An on-going self-assessment of the English language department's clearly defined learning targets ensures consistency of curriculum delivery and provides a visible, accountable way of moving students toward and beyond state standards. In each grade, reading and writing assignments in social studies and English are coordinated and integrated to build on the development of essential reading and writing targets. The state's WASL standards and EALR's have given teachers a tangible focus and direction but allow the flexibility of programming and instructional techniques that make for dynamic teaching and reaches students with varying learning styles and abilities.

State English language standards help IMS staff identify and assist students who need additional help and assess how to best keep higher performing students challenged and engaged. As one veteran teacher said, "I used to *assume* I was doing a good job. Our Learning Targets and standards-based approach give me a way to tell if I really am. The standards have helped me become a better teacher." The sixth grade Extended Core program gives students an opportunity to receive additional help or further challenge, as needed, from their core teachers. The seventh and eighth grade Structured Studies option and broad-based elective program (which includes advanced writing, advanced writing/art, debate, speech drama and yearbook) gives students an opportunity to reinforce language skills throughout their day.

3. The Science department and curriculum at IMS contribute to IMS students' consistently high performance. Not only do all students have three full years of science instruction, but they are exposed to science electives such as aerospace, Science Olympiad and computer technology and after school clubs (chess, Science Olympiad team, architecture and math). These electives offer students a wide range of opportunities to expand and reinforce their learning.

The IMS science curriculum follows a "You can do it" philosophy that fosters a scientific mindset and encourages students to look at the big picture. The belief at IMS is that students need to learn to ask the right questions. They are encouraged "be" scientists, urged to find the way, not the answer. The IMS science curriculum planning is driven by the state EALR's. Writing is emphasized and students are taught to be systematic and thorough in their work. Students often work in cooperative teams that provide outlet to all learning styles and give all students opportunities to be successful. Because the course content and instructional methods are tied to but not limited by state standards, IMS staff is in a position to readily identify and provide for students who need additional help or enrichment.

Core course content includes an understanding and application of scientific concepts and principles, application of knowledge and skills to solve problems and meet challenges, and an understanding of how science knowledge and skills are connected to other subject areas and real life situations. The rigor and excitement of the science program contributes to the high achievements of IMS students on WASL and national tests. As one outstanding IMS science teacher describes, "When I started here I thought achieving the state standard should be good enough. I quickly understood that standards are higher here in order to meet the potential of IMS students. Our kids are ready, willing and eager to take on more." The high expectations and support of the community (via MISF grants for equipment and enrichment as well as active parent volunteers) allows science teachers to go beyond textbook offerings and continually provide a very rich, hands-on experience for students.

4. Teachers at IMS use a wide range of instructional methods to reach and develop students of varying learning styles and ability levels. Direct instruction and collaborative projects, modeling and peer review, parent assistance in the classroom (i.e. Word Market, a vocabulary building activity), literature circles, guest speakers and artists-in-residence, Homework Hotline and teacher websites are just a few examples of instructional methods. Methods and programs such as Six Trait Writing, "Storypath" social studies simulation and the sixth grade Extended Core program allow teachers to work very specifically on students' language and math skills development. Special programs such as the seventh grade "Focus Learning Blocks" and the new eighth grade "Project Block" are ways to teach to children's unique learning styles most effectively. The IMS administration, teaching staff and parent community recognize that all children benefit when all children are doing their best. In an on-going effort to leave no child behind, IMS has found great success by providing Binder Reminders or "daytimers" for students to track their daily work. The Structured Studies elective provides one-on-one help to students, as well as "Math Homework Help" and "Homework Center" after school provides additional academic support. One unique instructional method employed at IMS that extends beyond the classroom is the successful evening series of Study Skills workshops offered each year to parents and students.

The communication between staff members is a key component in the effort to ensure that each student receives a consistent and meaningful educational experience during their middle school years. One of the most effective "instructional methods" employed at IMS is the hiring of dynamic, cooperative, ready to be challenged staff. Teachers here exhibit a similar attitude, they share what they know and want to learn more both from each other and the students. IMS is a place where teachers know that community support is a key component in making it "A Place to Learn, A Place to Grow."

5. Professional development activities at IMS include academic classes, professional workshops, in-building, teacher-led workshops and on-going conversations about teaching and learning by subject area and grade level. Providing time for professional development and teacher collaboration is a priority for MISD. Teacher contracts include three Learning Improvement Days per year and Early Release Mondays (providing 1½ hours additional planning time) each week.

Recent professional development activities aimed at improving student achievement have included:

- developing "teacher trainers" who attended state sponsored WASL instructional seminars, then train their IMS colleagues.
- IMS teacher teams working to define learning targets in reading, writing and mathematics; targets are then aligned across grade level K-12.
- language arts/studies teachers meeting regularly to study the literature on best practices in instruction of grammar and train colleagues in the following strategies: integration of writing and art, "Storypath" and "Supreme Court."
- teachers attending workshops on differentiation of instruction to meet the needs of all students.
- teacher teams attending conferences on gifted and alternative education.

STATE CRITERION-REFERENCED TESTS

Grade: **7** Test: **Washington Assessment of Student Learning**

Edition/publication year: **Annual** Publisher: **Riverside Publishing**

What groups were excluded from testing?
Special education students who had exclusion from testing in their Individual Educational Programs, and Limited English Proficient students who were in the country for less than one year and were at level 1 on the Language Assessment Scales.

Why, and how were they assessed?
These exclusion criteria were set by the state and were in effect until spring 2002 for special education and until this year for LEP students. As the 2002-03 assessment has not been administered yet, the data in this report are covered by the previous exclusion criteria.

Number excluded_*****_ Percent excluded_*****_

***See individual tables for reading and mathematics exclusions for the last 5 years.**

Student performance on the WASL is scored on a scale of approximately 200-600. 400 has been set as "at standard" for both reading and mathematics. The key indicator for state accountability and for school improvement goals is the percent of students who meet standard. In addition, the percent of students at levels 1 and 2 (below standard) and 3 and 4 (at or above standard) are reported. The cutoff score for levels 2 and 4 vary by year and by test, but the cutoff for level 3 is constant at 400. The numbers in the following tables are the percent of students achieving at each level.

STATE CRITERION-REFERENCED TESTS

Data Display Table for Reading
The percentages shown represent the percent of students meeting the criteria for at or above levels 2, 3, and 4 on the Washington Assessment of Student Learning

READING

	2001-2002	2000-2001	1999-2000
Testing month	May	May	May
SCHOOL SCORES			
TOTAL			
At or Above Basic (Levels 1&2) *	14	24	19
At or Above Proficient (Level 3)	39	28	31
At Advanced (Level 4)	47	47	49
Number of students tested	359	340	340
Percent of total students tested	99	99	99
Number of students excluded	3	1	1
Percent of students excluded	0.8	0.3	0.3
SUBGROUP SCORES			
1._____**Asians** **_____ (specify subgroup)			
At or Above Basic (Level 1&2)	17	22	22
At or Above Proficient (Level 3)	43	27	41
At Advanced (Level 4)	40	52	39
2._____**LEP**_____(specify subgroup)			
At or Above Basic (Level 1&2)	45	50	57
At or Above Proficient (Level 3)	45	21	43
At Advanced (Level 4)	9	29	0
STATE SCORES			
TOTAL			
At or Above Basic (Level 1&2)	56	60	59
State Mean Score ***	N/A		
At or Above Proficient (Level 3)	30	23	28
State Mean Score	N/A		
At Advanced (Level 4)	14	17	14
State Mean Score	N/A		

* The WASL is reported as percent of students reaching each of four levels with levels 1 and 2 being below standard, and levels 3 and 4 being above standard.

** Asians were the only ethnic group at Islander Middle School which had 30 or more students at the grade tested. 30 students is the Washington State minimum for statistical significance for ESEA reporting.

*** The Washington State accountability measure is percent of students reaching standard (levels 3 & 4) on the WASL. There is no mean score which represents WASL performance overall.

STATE CRITERION-REFERENCED TESTS

Data Display Table for Mathematics
The percentages shown represent the percent of students meeting the criteria for at or above levels 2, 3, and 4 on the Washington Assessment of Student Learning

MATHEMATICS

	2001-2002	2000-2001	1999-2000
Testing month	May	May	May
SCHOOL SCORES			
TOTAL			
At or Above Basic (Levels 1&2)*	28	26	28
At or Above Proficient (Level 3)	24	20	21
At Advanced (Level 4)	48	53	52
Number of students tested	359	342	340
Percent of total students tested	99	99	99
Number of students excluded	3	1	4
Percent of students excluded	0.8	0.3	1.0
SUBGROUP SCORES**			
1._____**Asians** _____ (specify subgroup)			
At or Above Basic (Level 1&2)	24	17	20
At or Above Proficient (Level 3)	16	20	29
At Advanced (Level 4)	60	61	51
2._____**LEP**_____(specify subgroup)			
At or Above Basic (Level 1&2)	27	28	29
At or Above Proficient (Level 3)	9	36	43
At Advanced (Level 4)	64	36	29
STATE SCORES			
TOTAL			
At or Above Basic (Level 1&2)	70	73	72
State Mean Score	N/A***		
At or Above Proficient (Level 3)	17	14	16
State Mean Score	N/A		
At Advanced (Level 4)	13	13	12
State Mean Score	N/A		

* The WASL is reported as percent of students reaching each of four levels with levels 1 and 2 being below standard, and levels 3 and 4 being above standard.

** Asians were the only ethnic group at Islander Middle School which had 30 or more students at the grade tested. 30 students is the Washington State minimum for statistical significance for ESEA reporting.

*** The Washington State accountability measure is percent of students reaching standard (levels 3 & 4) on the WASL. There is no mean score which represents WASL performance overall.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 6 Test Iowa Test of Basic Skills

Edition/publication year 1995 Publisher Riverside Publishing

What groups were excluded from testing? Why, and how were they assessed?
Under state criteria in effect through the spring of 2002, LEP students in the country for less than one year who score at level 1 on the Language Assessment Scales were excluded, as were special education students who had exclusion in their IEPs.

Scores are reported here as (check one): NCEs Scaled scores X Percentiles

READING

	2001-2002	2000-2001	1999-2000
Testing month	March	March	March
SCHOOL SCORES			
Total Score	254	251	247
Number of students tested	352	361	340
Percent of total students tested	Approx. 99%	Approx. 99%	Approx. 99%
Number of students excluded *	*		
Percent of students excluded *	*		
SUBGROUP SCORES			
1._____ Asian ____ (specify subgroup)**	245	243	245
2._____LEP_____ (specify subgroup)	221	218	210
National Mean Scaled Score	227	227	227

*As this test is not used for state accountability, the reports we receive do not indicate the number or percent of students excluded. However, we exclude only one or two students per year from this assessment, as it is our intent to gather data on all of our students who can meaningfully show learning on this form of assessment.

** Asians are the only ethnic group in our school with more than 30 students per grade level. (30 is the state cutoff for statistical significance for accountability reporting purposes.)

Although the ITBS is not part of the state accountability model, it is required for all students in grade 6 throughout the state and the data are a critical part of our school improvement effort. Along with the WASL data, these scores are analyzed by our school teams to identify successes and gaps and to target those students who have specific needs or to identify areas on which our entire school needs to focus.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 6 Test Iowa Test of Basic Skills

Edition/publication year 1995 Publisher Riverside Publishing
What groups were excluded from testing? Why, and how were they assessed?
Under state criteria in effect through the spring of 2002, LEP students in the country for less than one year who score at level 1 on the Language Assessment Scales were excluded, as were special education students who had exclusion in their IEPs.

Scores are reported here as (check one): NCEs Scaled scores X Percentiles

MATHEMATICS

	2001-2002	2000-2001	1999-2000
Testing month	March	March	March
SCHOOL SCORES			
Total Score	260	256	255
Number of students tested	352	361	340
Percent of total students tested	Approx. 99%	Approx. 99%	Approx. 99%
Number of students excluded *	*		
Percent of students excluded *	*		
SUBGROUP SCORES			
1._____ Asian ____ (specify subgroup)**	263	263	264
2._____LEP_____ (specify subgroup)	249	261	253
National Mean Scaled Score	227	227	227

*As this test is not used for state accountability, the reports we receive do not indicate the number or percent of students excluded. However, we exclude only one or two students per year from this assessment, as it is our intent to gather data on all of our students who can meaningfully show learning on this form of assessment.

** Asians are the only ethnic group in our school with more than 30 students per grade level. (30 is the state cutoff for statistical significance for accountability reporting purposes.)

Although the ITBS is not part of the state accountability model, it is required for all students in grade 6 throughout the state and the data are a critical part of our school improvement effort. Along with the WASL data, these scores are analyzed by our school teams to identify successes and gaps and to target those students who have specific needs or to identify areas on which our entire school needs to focus.