

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

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

Official School Name Laura Ingalls Wilder Elementary
(As it should appear in the official records)

School Mailing Address 22130 NE 133rd Street
(If address is P.O. Box, also include street address)

Woodinville Washington 98072-7270
City State Zip Code+4 (9 digits total)

Tel. (425)869.1909 Fax (425)702.0114

Website/URL www.wil.lkwash.wednet.edu Email: dphillips@lkwash.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.

(Principal's Signature) Date March 28, 2003

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

Name of Superintendent Dr. Don Saul
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lake Washington School District Tel. (425)702.3200

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.

(Superintendent's Signature) Date March 28, 2003

Name of School Board
President/Chairperson Mrs. Nancy Bernard
(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.

(School Board President's/Chairperson's Signature) Date March 28, 2003

Technical Specifications

Please keep the following requirements in mind when completing the application. Failure to comply will result in the school's application not being reviewed.

1. **Eligibility.** To be eligible, the school must completely fill in the cover sheet and all sections of the application. For example, the school must give a street address even if the mailing address is a post office box number, provide the nine-digit zip code, the school's Web address, and the email address.
2. **Paper, Spacing, and Type Size.** All responses must be typed on white paper, single-spaced, with one-inch margins on right, left, top, and bottom. Use normal spacing between lines, as in the example in the box below.

Print size must not be reduced smaller than 11-point computer font, the same physical size as the Times New Roman font used in this box. Do not use condensed or compressed type; the font style used should be easily reproducible.
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3. **Copies.** Each school submits three copies (the original plus two) of the completed application. The original and copies must be without any additional covers or folders and stapled in the upper left-hand corner. The signed original should be printed on one side. To minimize environmental impact, the two copies may be photocopied on both sides of the paper. The application should have no additional plastic cover page or backing, nor be placed in a folder, nor have attachments other than assessment data.
4. **Electronic Files.** The school also submits the application on a 3.5-inch floppy disk that contains the entire application. The file must be written in Microsoft Word in PC format; the assessment tables may be in either Word or Excel in PC format.
5. **Cover Sheet.** Note that the cover sheet requires the signatures of the principal, the district superintendent, and the president/chairperson of the local school board. These signatures certify that each of the three individuals has reviewed the content of the application, including the statement of eligibility, and has determined that it is accurate. (All of these signatures may not be applicable for private schools; write N/A in the space where the position or its equivalent is not applicable.)
6. **Pagination.** Paginate the application and number all pages consecutively including the appendices.
7. **Format.** Narrative answers to questions are generally limited to one-half page, approximately 200 words. No attachments to the application are allowed except for the school assessment tables and subgroup norms/standards supplied by publishers needed to interpret assessment data. Any other attachments will be discarded.
8. **Submission.** All applications are submitted to the U.S. Department of Education at the following address:

J. Stephen O'Brien
No Child Left Behind – Blue Ribbon Schools Program
Office of Intergovernmental and Interagency Affairs
U.S. Department of Education
400 Maryland Avenue SW, 5E205
Washington, DC 20202-3521

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: 28 Elementary schools
 0 Middle schools
 11 Junior high schools
 6 High schools
- 45 TOTAL
2. District Per Pupil Expenditure: \$6,600
- Average State Per Pupil Expenditure: \$5,200

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. 3 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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	22	38	60	7			
1	39	30	69	8			
2	33	34	67	9			
3	39	36	75	10			
4	53	29	82	11			
5	43	27	70	12			
6	38	34	72	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							495

6. Racial/ethnic composition of the students in the school:
- | | | |
|--|----|----------------------------------|
| | 90 | % White |
| | 1 | % Black or African American |
| | 1 | % Hispanic or Latino |
| | 7 | % Asian/Pacific Islander |
| | 1 | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 1.42%

(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.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1	494
(5)	Subtotal in row (3) divided by total in row (4)	.01
(6)	Amount in row (5) multiplied by 100	1.42

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: English

9. Students eligible for free/reduced-priced meals: 1.42%

7 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: 7.2%
33 Total Number of Students Served

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

<u>4</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>15</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>1</u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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>1</u>	<u> </u>
Classroom teachers	<u>23</u>	<u>3</u>
Special resource teachers/specialists	<u>5</u>	<u> </u>
Paraprofessionals	<u>8</u>	<u> </u>
Support staff	<u>4</u>	<u>4</u>
Total number	<u>48</u>	<u> </u>

12. Student-“classroom teacher” ratio: 21.5

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	<u>96%</u>	<u>96%</u>	<u>96%</u>	<u>96%</u>	<u>96%</u>
Daily teacher attendance					
Teacher turnover rate					
Student dropout rate					
Student drop-off rate					

14. (**High Schools Only**) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school’s mission or vision in the statement and begin the first sentence with the school’s name, city, and state.

Laura Ingalls Wilder is an innovative and exciting school located within suburban Redmond Washington, approximately twenty miles northeast of Seattle in Woodinville Washington. Wilder is a K-6 school currently housing 460 students.

Wilder’s mission is to “*Provide a challenging, nurturing environment where diversity and individuality are valued. Where students will have the opportunity to develop to their fullest potential and cultivate the skills to become life-long learners and participants in a complex society.*” Our school is staffed by exceptionally dedicated and talented individuals whose main focus is creating success for all students. The entire Wilder staff has a deep belief that each child has a potential for learning and that it is our responsibility to assist all children in realizing their potential.

To maximize student growth, we created an environment in which social and academic expectations are clearly defined and where the curriculum is continually being reviewed and refined to accommodate national, state, and district standards as well as those special guidelines and needs reflected in the community we serve. Opportunities for children to achieve success academically, physically and socially are evident throughout Wilder.

Our population consists of middle class to upper middle class students. Our families are represented by retired parents, dual working parents and some single parents. Wilder is an inclusionary school. We serve the hearing impaired, neurologically impaired, autistic children and those with multiple social and emotional challenges. Wilder is a very special place where many individuals share their love for children. Parents and community support are key components in the success of our programs. Over forty volunteers participate daily to facilitate programs, tutor or volunteer in the classrooms. Our PTSA sponsored programs include: Wilder Watershed, Science Enrichment, Math Enrichment, Art Docent, Classic Books, Foreign Languages, Drama, Chess, Algebra and Math clubs. Wilder fosters an atmosphere of cooperation: true collaborative partnerships can be found. Everyone is involved in helping educate our students and everyone benefits from this interaction.

Volunteers also assist teachers with our new wireless lab. Wilder has successfully integrated technology into both curriculum and operation of the school to a high degree. Every classroom has at least three networked computers, internet connections and an email system. Each pod area (we have three) houses a mini lab.

It is always with great pride that we share with others the outstanding programs we have at Wilder, but we are most proud of our remarkable students and their impressive accomplishments and good behavior. Our visitors often share with us how impressed they are with our students' behaviors and attitudes, the warm supportive learning environment, and the students' joy for learning that is so obviously prevalent throughout the classrooms.

Wilder has a shared vision, an excellent and dedicated staff as well as a solid PTSA partnership. We set meaningful goals and continually refine these goals and restructure our curriculum and teaching strategies to better meet both present and future student needs. Wilder students are surrounded by a caring staff and highly supportive community. It is this positive attitude of collaboration shown by our active PTSA, our parental support, our staff, our community and our student effort which encourages Wilder Elementary to continue its focus to raise standards and to provide a world class education for all learners.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Public Schools

A public school may be recognized as a *No Child Left Behind – Blue Ribbon School* in two ways. First, a school may be recognized if it has at least 40 percent of its students from disadvantaged backgrounds who have dramatically improved their performance and are achieving at high levels in reading (language arts or English) and mathematics, as measured by state criterion-referenced assessments or assessments that yield national norms.

A student from a “disadvantaged background” is defined as one having low socioeconomic status who is eligible for free or reduced-priced meals at the school or is identified by some other method determined by the school. At least 40 percent of the school’s total enrollment must be from low-income families, students with limited English proficiency, migratory students, or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*.

“Dramatically improved” is defined by the CSSO of each state. All student groups, including disadvantaged students, must show dramatic improvement as shown by disaggregated data. The nomination criteria, including assessments, must pertain equally to all schools that are nominated from the individual state. “High levels” is defined by the CSSO of each state, but at a minimum includes student achievement at the 55th percentile on state assessments. **States must rely on the state accountability system to identify schools for submission to the Secretary.** If the state does not have an accountability system in place, in the letter to the Secretary the CSSO explains in detail the criteria used by the state to nominate the schools.

Second, regardless of a school’s demographics, it may be recognized if its students achieve at the highest levels, that is, the school is in the top 10 percent in the state in reading (language arts or English) and mathematics. This achievement is measured by state criterion-referenced assessments or assessments that yield national norms. If the state uses only assessments referenced against national norms at a particular grade, the state should explain how these tests measure the depth and breadth of the state’s academic content standards.

The CSSO of each state certifies in a letter to the U.S. Secretary of Education that accompanies the list of nominated schools that the schools have all met the minimum requirements established by the CSSO for “dramatically improved” and achieving at “high levels.” The letter from the CSSO to the Secretary explains the criteria used by the state to nominate the schools. **States may not submit schools that have been in school improvement status within the last two years.**

1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system. For formatting, if possible use the sample tables (no charts or graphs) at the end of this application. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them. If the state allows the use of the SAT or ACT as part of its accountability system, at least 90 percent of the students in the appropriate classes must take the tests. If fewer than 90 percent take the tests, do not report the data.
 - a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant. Schools should use their own state’s interpretation of

- statistical significance. Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.
- b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.
 - c. Attach all test data to the end of this application and continue to number the pages consecutively.

Private Schools

A private school may be recognized as a *No Child Left Behind – Blue Ribbon School* in two ways. First, a school can be recognized if it has at least 40 percent of its students from disadvantaged backgrounds who have dramatically improved their performance in the past three years in reading (language arts or English) and mathematics, and are achieving at high levels. A student from a “disadvantaged background” is defined as one having low socioeconomic status who is eligible for free or reduced-priced meals at the school or is identified by some other method determined by the school. At least 40 percent of the school’s total enrollment must be from low-income families, students with limited English proficiency, migratory students, or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*.

“Dramatically improved” is defined as an increase of at least one-half standard deviation over at least three years and includes the disadvantaged students as shown by disaggregated data. “High levels” is defined as student achievement at or above the 55th percentile on assessments referenced against national norms at a particular grade, or at or above the 55th percentile on state tests.

Second, regardless of the school’s demographics, it may be recognized if its students achieve at the highest levels, that is, if the school is in the top 10 percent of the schools in the nation in reading (language arts or English) and mathematics in the last grade tested, as measured by an assessment referenced against national norms at a particular grade or in the top 10 percent in its state as measured by a state test.

- 1. Report the school’s assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested using either state tests or assessments referenced against national norms at a particular grade. For formatting, use the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments and assessments referenced against national norms administered by the school. If at least 90 percent of the students take the SAT or ACT, high schools should include the data. If fewer than 90 percent of the students in the appropriate classes take the SAT or ACT, do not report the data. Limit the narrative to one page.**

Wilder Elementary is an extremely high performing school. Scores on all tests were initially high at Wilder and have continued to improve. In a comparison of 15 baseline scores, all scores have increased with the exception of one. Scores are in an upward direction, therefore resulting in positive trend lines. As the initial scores were so strong, large gains will not be possible. Wilder scores in approximately the top 5-10% of schools nationally and at times has been in the top 1% on some sub tests.

In the area of reading, student achievement is extremely strong at the primary level. This can be attributed to students being able to decode words and understand meaning. In the area of reading, strong

positive gains were also found with second grade students who entered school as non-proficient readers. By the time students exited from 2nd grade, virtually all students were reading at grade level as determined by the ARI. Students receive a balanced approach to reading, as vocabulary and comprehension are equally strong with students. They do, however, seem to perform better in vocabulary at the 3rd grade level. The ability to understand text and deal with material on a higher level is a strength. Though student performance is high in the area of reading, they do perform better with fictional text as compared with non-fictional text. The performance of male vs. female students is not an issue at Wilder. Students are equally successful.

The area of mathematics is strength at Wilder. The performance of male and female is comparable; however males slightly outscore females. This is most pronounced with the incoming group of 3rd and 5th graders. It was found that males outscore females by about 10 percentage points. A strong trend has emerged that in of all the subtests in math, students perform the lowest in computation, often time as much as 15 percentage points lower than other sub tests. This weakness is affirmed in the WASL where lower scores were found in the “number sense” category. In cohort studies, students were found to do well with problem solving and weakest with geometry and measurement.

In the area of LA/writing, a trend exists showing that students perform slightly stronger with the conventions in writing than do they with content/organization/ and style. A trend was found where female students outperform male students, with differences being greatest at the 4th grade level, and the least at the 6th grade level. In the incoming group of 4th grade students, female students have consistently outperformed the male students.

To strengthen the reading skills of students, students need to spend more time with evaluative meaning in comprehension. This trend was found in all cohort groups, although recent improvement has been achieved. This can be taught by methods such as encouraging discussion which forces students to think about the author’s meaning, to explain cause and effect, as well as being able to compare and contrast ideas. Students should also be encouraged to examine fact and opinions, which would also help to raise results in working with technical or non-fictional materials.

- a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant (generally 10 percent or more of the student body of the school). Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.
- b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.
- c. Attach all test data to the end of this application and continue to number the pages consecutively.

For Public and Private Schools

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

The primary purpose of assessment at Wilder is to improve student achievement. We just completed the IOWA Test of Basic Skills in grades 1, 2, 3, 5, and 6. Fourth grade students will complete the Washington Assessment of Student Learning in April. We look forward to the results so that we can adjust the curriculum to better meet the individual students’ needs.

We look at the data as a whole school, grade level, and by individual student performance so that we can adjust our strategies and curriculum accordingly as well as develop and/or adjust our building goals. We are able to measure individual student growth over time, specific grade level growth and school performance over time. We also disaggregate the data into quartile levels, male/female, etc. Besides standardized tests, we have used grade level pre/post tests and assessments to measure improvement and assess students in reading, writing, and math.

Teachers also assess students using teacher generated tests, observations, and various types of performance assessments i.e. oral presentations, multi-media presentations, group projects, and portfolio collections. These types of assessments are diagnostic and allow teachers to adjust curriculum to better meet the needs of the students to further ensure student success.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Wilder communicates student performance on an ongoing basis. Our school performance is communicated through the principal's September letter, at our PTSA meetings, our Parent Advisory Committee (PAC) meetings, and at the end of the year in our school's Annual Report. This information also goes onto our school website.

Individual student performance is communicated to parents through our performance-based report card, State testing, teacher driven assessments, student/parent teacher conferences, and through daily communication.

One way our sixth grade students participate in understanding their growth is by looking at their past fifth grade ITBS and measuring their growth on the sixth grade ITBS then graphing it. Most of our intermediate students actively participate in their conferences by setting goals.

We celebrate all successes both academic and non-academic every Friday; announcements are made congratulating students or classrooms for various awards. The following awards are presented: the Golden Dustpan award for keeping classrooms clean, the Golden Note award for music, and/or individual Student Pride awards for exhibiting a life skill throughout the week. On Fridays, student dismissal is followed by our theme song piped through the building. Sponge Bob plays and our students, staff and parents know we've had another successful week!

4. Describe in one-half page how the school will share its successes with other schools.

Wilder staff is always open to having individuals and/or groups view our school successes. For example, a team of teachers from another district visited Wilder to learn about our wireless lab, talk to teachers and observe. Wilder Staff enjoy presenting to other schools as well as to administrators. Our science committee presented for two other schools and trained 80 teachers in inquiry-based methods. Our website is user friendly. We generate many questions from the site regarding test scores and our program which the principal always responds to. As a district, we always share and discuss what we're doing in our building. Our Academic Achievement Plan developed with teacher leadership and parent participation is definitely our blue print for Wilder's continued success.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show

how all students are engaged with significant content, based on high standards.

Wilder staff uses the LWSD Curriculum Framework as a guide that specifically describes what students should know and be able to do as they progress toward the goals inherent in our community-developed Student Profile. The Framework is a concept and process based curriculum guide aligned with the State's Essential Academic Learning Requirements (EALRs) and our Student Profile. The content, understandings, processes and skills in each subject area establish clear standards for student achievement at every level.

Wilder teachers use the framework to design lessons that incorporate meaningful instruction and assessment strategies that will lead students toward greater depth in thinking and learning. Our Student Profile and Curriculum Framework emphasize the basic skills, plus additional knowledge and skills students need to succeed now and into the 21st century. By applying their skills to challenging problems and issues, students will reach higher levels of achievement. Our profile and Framework establish higher standards for all students.

Students learn best and remember knowledge and skills when they are actively involved and have opportunities to solve real world problems that have meaning to them. The Profile and Framework encourage active student learning, investigations, and problem solving. Our K-6 hands-on science watershed program demonstrates this type of learning through the Profile. Our Profile and Framework provide curriculum that is consistent across the district and is connected from preschool through 12th grade.

The Framework is developed in eight content areas representing all curriculum in the district K through graduation. It is also divided into five levels that establish benchmarks toward active student profile goals: Level 1: K-2, Level 2: 3-5, Level 3: 6-8, Level 4: 9-10, Level 5: 11-12.

The Framework allows for teachers to make the best use of their own personal gifts in meeting the needs of their specific classroom and therefore encourages the individual to bring life to the Framework through their own personal style while adhering to the basic benefits of the document. For example, 6th grade students learn about Ancient Civilizations and then demonstrate and apply their understanding of the topic through a multi-media presentation.

2. (Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Our district adopted the Scott Foresman (SF) Curriculum in 2001 for our K-2 grade students. The SF Company provides a core skill scope and sequence which completely correlates to the WASL, ITBS, and 6 + 1 Trait Writing. Our K-2 reading program includes explicit phonic skills instruction, leveled books for differentiated instruction as well as ongoing assessment. Our district adopted Houghton Mifflin (HM) for 3-6 grade students this past school year. HM provides planned reading instruction.

Reading is most successfully when you have sufficiently motivated your students for the long road ahead and provide them with enough successful experiences to see themselves as readers. Our primary teachers do an excellent job in those two areas and therefore have children who adore books and believe they are readers. Motivation and self-esteem, however, are not sufficient if the teachers have no interest in changing tried and true methods to meet the needs of today's young learners. All our teachers have participated in district staff development languages arts opportunities. Some have visited other sites and all staff have embraced our new and purposeful reading program and utilized all available technology from taped books to computers.

Our more mature readers are provided with numerous reading opportunities during the day. We have students reading novels which are accompanied by direct instruction in comprehension skills, projects, and presentations which are developed around the novels. Additional reading experiences include: the use of the newspaper, Time For Kids magazines, Scholastic News, and Weekly Reader, Read Naturally, and SRA. We also piloted a Classic Books program K-6 facilitated by parents. Four parents in each class lead groups of 5-6 students. Students participate in discussions using higher order thinking skills. Parents check for understanding and comprehension with students. All parents receive prior training. This program enriches our current LA curriculum and stretches students' comprehension and thinking. Helping our students to understand the various purposes and opportunities for reading and its role in their future helps them to see how these skills will be integrated into their lives.

(Secondary Schools) Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Wilder's *Adopt-A-Watershed* program was created in 1994 by a Wilder parent. The goal of the program was to provide an enriched educational environment within which students could experience nature, hands-on-science, and learn the importance and inter-connectedness of life in the watershed.

Watershed instructions occur three times a year, fall, winter and spring. For two weeks, students receive classroom instruction. The following two weeks, students move to the watershed near Wilder and perform tasks and experiments discussed in class. Students perform the following eight water quality and habitat type tests at seven sites within our watershed; dissolved oxygen, ph, flow and velocity, macro invertebrate pollution tolerance, stream/wetland survey, wildlife and plant inventories, and photo documentation. Our kindergarten and first grade students study colors and shapes in nature, living/non living components of the watershed, the importance of stream temperature, and participate in spider and seed investigations. Our fourth grade studies the life cycle of salmon by raising their own salmon from eggs. In the fall, they visit a salmon hatchery and perform a stream survey while observing spawning salmon in the nearby creek. In the spring, they release their salmon into a creek located in our watershed. This program continues to be facilitated by parents and ties into our state defined Essential Academic Learning Requirements as well as our district profile.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

We develop awareness of student needs and expectations by continually examining our practices and changing them to meet student need more efficiently. This is done as a whole staff, by grade level teams and by our committees. We assess what students are doing on an ongoing basis. We utilize teacher assessments, our Student Profile and district assessments as well as standardized tests including the ITBS and WASL to continually refine our practices to best meet our student needs.

Each staff member employs a variety of instructional methods to deliver lessons in class. Often times, a particular teaching method will naturally flow into another, all within the same lesson as our teachers have developed the skills to make the process seamless to the student. The instructional method chosen by the teacher depends on a variety of things; developmental levels, prior student experiences, what they need to know to succeed with the lesson, content, and the objective of the lesson. Instructional strategies used in our classrooms include direct/indirect instruction, cooperative learning, brainstorming, multi-media presentations, panel of experts, guest teachers, small group discussion, role playing,

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

\$ _____ K	\$ _____ 1 st	\$ _____ 2 nd	\$ _____ 3 rd	\$ _____ 4 th	\$ _____ 5 th
\$ _____ 6 th	\$ _____ 7 th	\$ _____ 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ _____ Other				

2. What is the educational cost per student? \$ _____
(School budget divided by enrollment)

3. What is the average financial aid per student? \$ _____

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? _____%

5. What percentage of the student body receives scholarship assistance, including tuition reduction? _____%

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade Fourth

Test Washington Assessment of Student Learning

Edition/publication year N/A Publisher Riverside Publishing

What groups were excluded from testing? Why and how were they assessed? None

Number excluded None

Percent excluded 0%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Washington Assessment of Student Learning measures students in Reading, Mathematics, Writing, and Listening. Students are reported by Level of Proficiency: Level 1 means below standard and the state equates it to below basic; Level 2 means approaching standard and the state equates it to basic; Level 3 means at standard and the state equates it to proficient; and Level 4 means exceeds standard and the state equates it to advanced.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month March					
SCHOOL SCORES					
TOTAL	96%	89%	95%	90%	86%
At or Above Basic	100%	100%	5%	100%	100%
At or Above Proficient	96%	89%	95%	90%	86%
At Advanced	51%	51%	57%	34%	45%
Number of students tested	67	74	95	84	127
Percent of total students tested	100%	100%	100%	98%	100%
Number of students excluded	0%	0%	0%	2%	0%
Percent of students excluded	0%	0%	0%	2%	0%
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
At or Above Basic	100%	100%	100%	100%	
At or Above Proficient	97%	91%	94%	98%	
At Advanced	51%	52%	55%	33%	
2. <u>Asian/Pacific Islands</u> (specify subgroup)					
At or Above Basic	100%	100%	100%	100%	
At or Above Proficient	100%	100%	100%	100%	
At Advanced	67%	20%	86%	60%	
3. <u>Hispanic</u> (specify subgroup)					
At or Above Basic	100%	100%	100%	100%	
At or Above Proficient	100%	100%	100%	100%	
At Advanced	0%	100%	50%	0%	
STATE SCORES					
TOTAL	66%	66%	66%	59%	57%
At or Above Basic	95%	95%	95%	93%	92%
State Mean Score					
At or Above Proficient	66%	66%	66%	59%	57%
State Mean Score					
At Advanced	27%	22%	22%	18%	16%
State Mean Score					

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
TOTAL	90%	73%	81%	83%	62%
At or Above Basic	97%	94%	98%	99%	86%
At or Above Proficient	90%	73%	81%	83%	62%
At Advanced	57%	47%	50%	57%	33%
Number of students tested	86	74	95	82	127
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. <u>White</u> _____ (specify subgroup)					
At or Above Basic	96%	95%	98%	98%	
At or Above Proficient	89%	75%	81%	88%	
At Advanced	54%	49%	50%	57%	
2. <u>Asian/Pacific Islands</u> _____ (specify subgroup)					
At or Above Basic	100%	80%	100%	100%	
At or Above Proficient	100%	40%	100%	100%	
At Advanced	100%	20%	43%	80%	
3. <u>Hispanic</u> _____ (specify subgroup)					
At or Above Basic	100%	100%	100%	100%	
At or Above Proficient	100%	100%	100%	50%	
At Advanced	100%	100%	50%	0%	
STATE SCORES					
TOTAL	51%	43%	42%	37%	31%
At or Above Basic	73%	73%	75%	66%	62%
State Mean Score					
At or Above Proficient	51%	43%	42%	37%	31%
State Mean Score					
At Advanced	25%	20%	19%	14%	11%
State Mean Score					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in **Mathematics**. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 2 Test Iowa Test of Basic Skills

Edition/publication year 1996 Publisher Riverside Publishing

What groups were excluded from testing? Why and how were they assessed? None

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month April	April	April	April	April	
SCHOOL SCORES					
Total Score	87%	78%	78%	73%	
Number of students tested	71	73	62	74	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES	*	*	*	*	
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

* No data available for subgroups

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in **reading**. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 2 Test Iowa Test of Basic Skills

Edition/publication year 1996 Publisher Riverside Publishing

What groups were excluded from testing? Why, and how were they assessed? None

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	
SCHOOL SCORES					
Total Score	85%	82%	81%	83%	
Number of students tested	71	73	62	74	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES	*	*	*	*	
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

* No subgroup population is over 10, and state regulations require no state test data be released publicly for groups of students who number fewer than 10. Our largest subgroup population is 3.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in **mathematics**. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 3 Test Iowa Test of Basic Skills

Edition/publication year 1996 Publisher Riverside Publishing

What groups were excluded from testing? Why and how were they assessed? None

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	
SCHOOL SCORES					
Total Score	85%	80%	79%	77%	
Number of students tested	75	63	72	98	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. <u>White</u> _____ (specify subgroup)	85%	81%	80%		
2. <u>Asian/Pacific Islands</u> (specify subgroup)	92%	89%	73%		
3. <u>Hispanic</u> _____ (specify subgroup)	81%	*	*		
4. <u>Black</u> _____ (specify subgroup)	62%	67%	*		
5. _____ (specify subgroup)					

* One or fewer students in other subgroups

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in **reading**. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 3 Test Iowa Test of Basic Skills

Edition/publication year 1996 Publisher Riverside Publishing

What groups were excluded from testing? Why, and how were they assessed? None

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	
SCHOOL SCORES					
Total Score	74%	78%	73%	77%	
Number of students tested	75	63	72	98	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. <u>White</u> _____ (specify subgroup)	75%	79%	73%		
2. <u>Asian/Pacific Islands</u> _____ (specify subgroup)	81%	82%	66%		
3. <u>Hispanic</u> _____ (specify subgroup)	*	*	*		
4. <u>Black</u> _____ (specify subgroup)	56%	54%	*		
5. _____ (specify subgroup)					

* One or fewer students in other subgroups

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in **mathematics**. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 5 Test Iowa Test of Basic Skills

Edition/publication year 1996 Publisher Riverside Publishing

What groups were excluded from testing? Why and how were they assessed? None

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	
SCHOOL SCORES					
Total Score	76%	75%	75%	74%	
Number of students tested	71	74	79	96	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES	*	*	*	*	
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

* No subgroup population data is available

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in **reading**. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 5 Test Iowa Test of Basic Skills

Edition/publication year 1996 Publisher Riverside Publishing

What groups were excluded from testing? Why and how were they assessed? None

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	
SCHOOL SCORES					
Total Score	76%	76%	71%	69%	
Number of students tested	71	74	79	96	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES	*	*	*	*	
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

* No subgroup population data is available

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in **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 1996 Publisher Riverside Publishing

What groups were excluded from testing? Why and how were they assessed? None

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	
SCHOOL SCORES					
Total Score	79%	82%	76%	79%	
Number of students tested	71	92	79	96	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)	79%	82%	76%		
2. <u>Asian/Pacific Islands</u> (specify subgroup)	89%	93%	80%		
3. <u>Hispanic</u> (specify subgroup)	*	*	74%		
4. <u>Black</u> (specify subgroup)	*	*	59%		
5. _____ (specify subgroup)					

* One or fewer students in other subgroups

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in **reading**. 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 1996 Publisher Riverside Publishing

What groups were excluded from testing? Why and how were they assessed? None

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	
SCHOOL SCORES					
Total Score	80%	78%	76%	76%	
Number of students tested	71	92	79	96	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. <u>White</u> _____ (specify subgroup)	81%	79%	77%		
2. <u>Asian/Pacific Islands</u> _____ (specify subgroup)	73%	82%	70%		
3. <u>Hispanic</u> _____ (specify subgroup)	*	*	*		
4. <u>Black</u> _____ (specify subgroup)	*	*	69%		
5. _____ (specify subgroup)					

* One or fewer students in subgroup