

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

1. Number of schools in the district: 16 Elementary schools
 7 Middle schools
 0 Junior high schools
 6 High schools
 29 TOTAL

2. District Per Pupil Expenditure: \$7,440.23
 Average State Per Pupil Expenditure: \$7,224.85

SCHOOL

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. 2 Number of years the principal has been in her/his position at this school.
2 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				7			
1				8			
2				9	195	183	378
3				10	161	144	305
4				11	169	137	306
5				12	169	178	347
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							1336

6. Racial/ethnic composition of the students in the school: 64.72 % White
1.12 % Black or African American
2.34 % Hispanic or Latino
31.50 % Asian/Pacific Islander
.32 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 5.89 %

(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.	25
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	52
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	77
(4)	Total number of students in the school as of October 1	1306
(5)	Subtotal in row (3) divided by total in row (4)	.0589
(6)	Amount in row (5) multiplied by 100	5.89%

8. Limited English Proficient students in the school: 0 % (either go to other school in the district which has an LES Program or sign out of ESL to attend Newport High School)

0 Total Number Limited English Proficient

Number of languages represented: 23

Specify languages: Bosnian, Cambodian-Khmer, Chinese-Cantonese, Chinese-Mandarin, Chinese-Taiwanese, Farsi (Persian), German, Hebrew, Hindi, Indonesian, Japanese, Korean, Latvian, Other, Pashto, Persian, Romanian, Russian, Spanish, Turkish, Ukrainian, Urdu, Vietnamese

9. Students eligible for free/reduced-priced meals: 6.85 %

79 Total Number Students Who Qualify

10. Students receiving special education services: $\frac{5.61}{73}$ %
 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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>30</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>38</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>0</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>1</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness
	<u>3</u> Seriously Behaviorally Disabled

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>3</u>	<u>0</u>
Classroom teachers	<u>66</u>	<u>2</u>
Special resource teachers/specialists	<u>5</u>	<u>4</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>18</u>	<u>8</u>
Total number	<u>95</u>	<u>14</u>

12. Student-“classroom teacher” ratio: 23.37

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	97%	97%	96%	Not available	Not available
Daily teacher attendance	98%	98%	97%	Not available	Not available
Teacher turnover rate	25.35	26.47	35.29	22.67	24.68
Student dropout rate	3.8%	3.0%	11.0%	9.0%	7.0%
Student drop-off rate	14.67%	13.60%	16.54%	9.23%	25.51%

The drop-off and dropout rate percentages vary due to the number of students that transferred to other schools and/or districts during their four-year high school careers. Newport High School's dropout rates are lower since students who successfully completed a transfer and their high school education at another institution in four total years are not counted as a dropout. Students in the drop-off rate numbers include any student who started as a freshmen and did not graduate with his/her class at Newport High School, though may have graduated at another institution.

14. Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	<u>315</u>
Enrolled in a 4-year college or university	<u>72</u> %
Enrolled in a community college	<u>20</u> %
Enrolled in vocational training	<u>2</u> %
Found employment	<u>2</u> %
Military service	<u>1</u> %
Other (travel, staying home, etc.)	<u>2</u> %
Unknown	<u>1</u> %
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.

Newport High School is one of four comprehensive high schools in Bellevue School District, Bellevue, Washington. Newport's mission is to continually improve student performance through quality instruction and a rigorous academic learning environment. We strive to give every student the kind of education traditionally given to only the top 20% of the children in the nation, as we believe each student is entitled to that education and capable of performing at high levels of learning. This involves acquiring and gaining the knowledge and skills at a level greater than the student's comfort zone, thereby causing some disequilibrium, expanding growth. Challenging students beyond their comfort level is done so in a positive, empathetic, and engaging learning environment. Newport students embrace the challenge, with over 85% of the student body currently enrolled in honors and/or Advanced Placement (AP) coursework. Enrollment in Newport's twenty-six AP classes has nearly doubled in the last four years, from 626 AP enrollments in 1999 – 2000 to the current enrollment of 1198. Last May, Newport students took 1091 AP exams, with over 66% of the students earning a 3 or higher, enhancing their opportunities to earn college credit while in high school. Their accomplishments reinforce Newport's belief system that all students are capable of learning at high levels.

Students meeting the challenge develop impressive life-long skills. They demonstrate persistence, inquisitiveness, reflection, ambition, decisiveness, creativity, analytical skills and/or goal orientation. They take initiative and responsibility for their own learning. Ultimately, they ask and respond to challenging questions, access information, compare, contrast and evaluate information, create and support hypotheses, apply general knowledge, synthesize and evaluate information and solve problems. Ultimately, these students pursue knowledge for the love of learning as opposed to the external grade. We believe all students are capable of gaining and demonstrating these skills.

To promote high levels of academic achievement for students, Newport teachers are trained and knowledgeable in their content areas. They support students with a variety of teaching strategies. Instruction is scaffolded and lessons task analyzed. Teachers model high expectations and incorporate higher thinking skills in their daily instruction and lessons. To facilitate greater opportunities to delve deeply into concepts and learning, Newport's Program Delivery Council (PDC), the instructional decision-making body, recently adopted and implemented a modified block schedule, with fifty-minute periods three days a week and ninety-minute periods two days a week. Student, staff and parent responses have been favorable, noting a positive impact on student learning.

In addition to the high academic expectations, students are encouraged to be actively engaged in extracurricular activities and community service opportunities. Over 75% of our students participate in one or more school-related activities. Newport students excel in these areas, earning numerous awards to include 107 Kingco League titles, 54 District titles, and 29 State titles. More than half of our students earn Knight Valor status, accumulating over 100 hours of community service. Newport students strive to achieve at high levels in all areas.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Public Schools

STATE CRITERION-REFERENCED TEST FOR READING AND MATHEMATICS

Grade 10

Test Washington Assessment of Student Learning (WASL)

Edition/publication year Published Annually

Publisher Office of Superintendent of Public Instruction (OSPI), Washington State

What groups were excluded from testing? Why, and how were they assessed?

From 1999 – 2002, less than two percent of the tenth grade students were excluded. In any given year, six or less students were excluded. Approximately three students per year were exempted from one or more sections of the WASL due to significant learning disabilities, outlined in each student's Individualized Educational Plan. Up to two students per year failed to attend school during the state-mandated testing weeks. The remaining students, up to four per year, officially withdrew prior to the testing dates. The specific number of students excluded for the reading and mathematics sections of the WASL for each of the four reporting years is outlined on the State Criterion-referenced Test Data Table located on pages 13 and 14.

The discrepancy in exclusions in reading and mathematics is a result of the number of exempted students with significant learning disabilities in that particular content area, as outlined in each student's IEP. Students with learning disabilities in mathematics may not have been diagnosed with a specific learning disability in reading, resulting in a greater number of students exempted in math.

Alternative assessments were administered to the special education students, as outlined in each of their Individualized Educational Plans (IEP). Special education teachers administered these assessments. Students who failed to attend school during the testing dates were assessed through classroom tests conducted in their content courses to include English and Reading Across the Curriculum. The remaining students were likely assessed at their new school site located out of district.

Tenth grade WASL scores are reported as Levels 1, 2, 3, and 4. Students scoring in the Level 1 category have not met the state standard or basic competency. Percentages from these students do not appear on the State Criterion-referenced Tests Data Tables on pages 14 and 15. Level 2, 3 and 4 scores are reported on these tables. Students scoring a 2 are reported as “At or Above Basic”, Level 3 students “At or Above Proficient”, and Level 4 students “at Advanced”.

In the WASL tables, data is reported by school scores and subgroups, to include ethnicity and special education. Washington state determines scores to be statistically significant when more than thirty students from a particular group are represented. While some of the ethnic groups listed do not include a minimum of thirty students, those with numbers in excess of five students are included to demonstrate their growth and successes, though are not classified as statistically significant. The total number of students included in each of the groups is provided, providing a clear picture of the groups and scores that would be considered statistically significant.

As outlined in the WASL data from the last four years (see data table attached to application), over 97% of Newport tenth graders have scored “At or Above Basic” in reading, scoring well above the state scores of up to 60%. In mathematics, over 85% of our students scored “At or Above Basic”, surpassing state scores of up to 60%. Significant growth over the four years has been noted in mathematics. While there is some fluctuation in scores of our minority students, these students are also excelling at Newport. Staff continue to provide support services to assist our special education students in achieving at high levels of learning.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
FOR READING AND MATHEMATICS

Grade 9th

Test Iowa Test of Educational Development (ITED)

Edition/publication year Copyright 1996, Form M

Publisher Riverside Publishing

What groups were excluded from testing? Why, and how were they assessed?

Over the last three years of testing reported in the Assessments Referenced Against National Norms tables on page 15, less than two percent of the ninth graders were excluded from the ITED. Some of the students were excluded from one or more sections of the ITED due to significant learning disabilities, outlined in each student’s Individualized Educational Plan, while others failed to attend school during the state-mandated testing weeks or officially withdrew prior to the testing dates. The discrepancy in exclusions in reading and mathematics is a result of the number of exempted students with significant learning disabilities in that particular content area, as outlined in each student’s IEP.

Alternative assessments were administered to the special education students, as outlined in each of their IEPs. Special education teachers administered these assessments. Students who failed to attend school during the testing dates were assessed through classroom tests conducted in their content courses to include English and Reading Across the Curriculum. The remaining students were likely assessed at their new school site located out of district.

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

Results from the last three years of the ITED, administered to Newport ninth graders in April of each year, are reported on the Assessments Referenced Against National Norms data tables on page 15. The

reading and mathematics results are reported as percentiles and referenced against national norms. Data from special education students and ethnic subgroups that represent five or more students is reported. The number of total students tested and the number of students from each of the subgroups are included.

A review of the ITED scores is indicative of high levels of learning by Newport students. Improvements have been noted in the reading and mathematics scores of our minority students. As a staff, we continue to pursue avenues to assist our special education students in experiencing high levels of academic achievement.

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

Newport used assessment data to develop its state accreditation goals and implementation plans. Data from various sources (state and national assessments, an Adolescent Health Behavior survey, and school-wide information) was carefully analyzed. Thirteen goal areas were then identified. Specific plans were developed and implemented. Due to conscious focused efforts, significant gains have been noted. For example, in 1999-2000, 32% of the students were earning one or more D's or F's. Following implementation of a structured plan, less than 25% of the students are currently earning one or more D's or F's. This data, disaggregated by class, teacher and grade level, is collected and analyzed eight times a year. Similar improvements were noted on assessments. Due to focused instruction on writing, WASL writing scores continue to improve, from 74% meeting the state standard in 2000 – 2001, to the current rate of 85%.

Representatives from the PDC, PTSA and the Leadership class adopted the remaining goal areas. After collecting and evaluating data, they noted a number of students were seeking tutoring from outside agencies. To ensure equal opportunities for all students and support students in their pursuit of rigor, Newport implemented an extended-day tutorial program two days a week from 3:30 – 6:30 PM in the library. Up to 120 students attend each tutorial session, receiving one-on-one tutoring and/ or small group instruction from Newport certificated staff and mentors.

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

School performance is regularly communicated to the parents, students and community. In October of each year at an evening PTSA meeting, administrators share progress on accreditation goals. Parts of this PowerPoint presentation are shared at the Ninth Grade Parent Night, during parent and student registration presentations, and at Open House. Progress and data are also included in the bimonthly PTSA newsletters, the district and school's websites, the school and local newspapers, BellViews, a bimonthly district publication, and the Guide to Schools, an annual publication sponsored by the Seattle Times. Opportunities to share data at district-wide parent meetings, to include the recent Spanish Immersion K-12 parent forum, and school board meetings are also utilized.

Time is allocated to review individual assessment results with students and parents. Counselors and/or administrators meet with students individually, in small group, or in classroom settings to assist them in the interpretation of results. A copy of the assessment results are also sent home to the parents and placed in the student's permanent file. Parents may consult with the counselors for further interpretations of the results.

Students experiencing difficulties in one or more classes receive interim progress reports during the fifth week of each quarter. At the end of each quarter and semester, students receive a grade report for all classes. Each of these reports is sent home to parents. Many teachers post progress reports in their classrooms and/or on their websites on a weekly basis.

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

Given that Newport teachers are vested in helping all students achieve at high levels, opportunities to share our beliefs and strategies and expand the opportunities for high levels of learning to more students would be welcome. Currently colleagues from neighboring districts observe Newport teachers, seeking assistance with instructional strategies and lesson plan development. Most recently, Newport staff welcomed eight staff from the Everett School District. Grouped by disciplines, staff from both schools discussed ways to develop rigorous, empowering lessons. Newport staff shared their work with lesson study, a process in which two or more staff work collaboratively to plan and implement a lesson on a clear, precise objective. Newport staff would be eager to share this information with staff from other districts. Presenting information on our accreditation implementation plans and methods for regularly collecting and analyzing data would also be helpful. This could be done through opportunities at the Educational Service District (ESD), district offices, staff meetings and/or community meetings in districts throughout the state. Sharing and collaborating is a natural and vital component of the Newport culture, as it allows staff to positively impact the learning of even more students. The opportunities to share this information are endless.

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.

Newport offers a wide range of courses in core and elective curricular areas. Students are required to complete a core curriculum of English, mathematics, social studies, laboratory science, occupational education, speech, fine arts and physical education. Technology tools are available to support classroom learning. The new math and ninth grade reading curriculum calls for mastery of basic skills while demanding more analysis, deeper thinking, more extensive written explanation and a great deal of problem-solving. With over 90% of our students attending college after high school, students are encouraged to enroll in four years in the core areas and in one or more AP classes during their 10th, 11th, and 12th grade years. Newport currently offers twenty-six AP classes and numerous honors courses. Students are also encouraged to enroll in at least three consecutive years of the same foreign language (Spanish, French, Chinese or German). Ninth through twelfth graders enrolled in the district's K-12 Spanish Immersion program continue their intensive studies at Newport, focusing on Spanish language, literature and culture. Many students take advantage of our specialty programs, enrolling in CISCO, a computer networking class, or Culinary Arts, a commercial foods production course.

To ensure high standards in the courses, staff work collaboratively with building and district colleagues to develop curriculum and assessments that are closely aligned with the Washington State Commission of Student Learning, Essential Academic Learning Requirements (EALRS) and Standards for Success outcomes. Efforts are made to offer courses that have an external assessment often referenced against national norms to provide students an opportunity to assess their learning and ultimately our teaching and curriculum. Students enrolled in one or more college-level AP classes are required to take The College Board AP examination in May. CISCO and Adobe Graphics also require an outside assessment to demonstrate mastery. Running Start, offered at the local community college, and College in the High School and Tech Prep are also viable options for Newport students. Each of these courses provides an opportunity to earn college credits while in high school.

Graduation requirements promote high expectations. Students must earn a minimum cumulative 2.0 grade point average, 23.5 credits, and a minimum of forty hours of community service in order to receive a diploma. Students must also demonstrate competency in reading and writing. Newport students are encouraged to enroll in seven periods each year to facilitate engagement in rigorous coursework, enhance college and career preparation, and allow students an opportunity to pursue elective coursework in areas of passion. Extensive career and technical courses are offered to suit every student's interest. Students may take courses at their home high schools, enroll in courses at other Bellevue high schools or even attend schools in neighboring districts through a vocational cooperative.

2. 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.

The goals of Newport's English language curriculum are: to instill in students a passion for the English language, to nurture students' innate curiosity as learners, to create life-long readers, to support the development of effective communication skills, and to encourage cultural literacy. Specific curricula at each grade level are vertically aligned with other grade levels to ensure a cohesive and complete four-year education. The language arts program is aligned with both state and national standards. Honors-level and/or AP courses are offered at each grade level. Students self-select their own placement and are encouraged to challenge themselves with rigor.

At each grade level, students read a broad spectrum of literary works that include both fiction and nonfiction. Emphasis is placed on the process of analysis with particular attention paid to the author's purpose. Students analyze the style and techniques of the writers as well as their use of the literary elements. The study of literature is integrated with the instruction of writing. The writing curriculum components emphasize the writing process: prewriting, drafting, editing, and publication, and students write in the modes of exposition, narration, argumentation, and persuasion. Teachers use the Six Trait model for assessment.

To improve the reading skills of all students, a structured vocabulary program was added. Students are assigned a novel to read and study over the summer. Accompanying lessons emphasize students' personal connections to works and include opportunities for predictions. Background information is provided so that they may better understand the context in which the work was written. Students are taught to ask questions of what they read and are required to keep reading logs or journals. Teachers model the process of annotating texts. Students are also taught techniques to read critically and analyze inferences.

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.

The mathematics curriculum reflects several fundamental beliefs shared by the Newport learning community. Students are encouraged to take math all four years and to strive to reach the highest level possible, with most students completing courses at the pre-calculus level or higher. Students are held to a high standard of performance, requiring them to explain and present convincing arguments as well as solve problems. Students work collaboratively to construct mathematical ideas. The teacher launches and orchestrates the activity and acts as coach. Students develop conjectures that are presented and verified in class discussions. Students are the focus of instruction and are responsible for doing most of the actual mathematical work.

Newport's math curriculum materials and activities are based on the standards of the National Council of Teachers of Mathematics and require students to solve non-trivial problems, demonstrate higher level thinking skills and explain their reasoning. Technology is used to develop visualization skills and connect data to real world applications. Students are encouraged to attack problems using multiple

approaches: graphically, numerically, verbally and symbolically. This assists even our most challenged students in learning and understanding mathematics at a high level. Advanced curricular offerings are available and open to all students. Freshmen can enroll in an honors level second year course which will allow them to take AP Calculus or AP Statistics their senior year. Approximately one third of our students take AP Calculus and one fourth take AP Statistics. Through an arrangement with the local community college, we offer an Advanced Calculus course that allows students to go beyond what is offered in the AP Calculus curriculum and earn college credit.

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

Newport High School employs a variety of instructional methods. Lessons and units include both small group and whole class instruction. Students work with partners and cooperative groups as well as individually. Students assess their own learning and reflect on their progress. Curricula are integrated and emphasize cross-discipline connections. Teachers model high expectations and skills for students and monitor their practice. They incorporate higher thinking skills in their daily instruction and lessons. In English, teachers use the Great Books approach to questioning, a Socratic method. Students analyze literature and draw conclusions through inductive reasoning. Throughout disciplines, teachers utilize the Inquiry approach to teach higher-level thinking skills and solicit thoughtful responses from students. Lessons that require students to take initiative, to solve problems, to defend responses and to apply learning to real-life situations are the norm. Teachers are encouraged to incorporate at least three different instructional methods and/or strategies in each lesson to meet the students' diverse learning styles. Staff provide ample opportunities for students to show and to demonstrate their knowledge and growth in a variety of ways, accommodating varied learning styles and individual differences. These strong instructional methods enhance the learning environment, facilitating a high level of student engagement.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Newport staff work closely together to create relevant professional development opportunities to enhance student learning. Staff meetings are devoted to professional development. Topics include effective strategies for teaching in a block period, Inquiry training, and teaching reading and writing in content classes. Departmental members meet regularly to ensure ongoing collaboration and to reflect on the application of the learning and share successes and challenges. Feedback and suggestions are provided and risk taking encouraged. Students benefit from the ongoing professional development, as teachers learn and utilize varied teaching strategies to assist all students in experiencing success. Every semester, students provide teachers with written feedback on their instruction through the use of teacher evaluations. Teachers use the evaluations as a tool to determine future needs in the area of professional development.

On Wednesday afternoons during a district-wide early release, Newport staff participate in lesson study. This process involves teachers working collaboratively to develop and implement lessons, examine student outcomes, share results and then refine the lessons. Lesson study leads to a completed lesson that is part of the district's curriculum. Lessons are submitted for "Blue Ribbon" status and posted on the district website, providing valuable resources for colleagues. Students benefit from the teacher's involvement in lesson study by being immersed in meaningful, relevant lessons. Being deliberate about teaching and assessing a lesson objective carries over into future lessons, improving the quality of all instruction and, ultimately, student learning.

Attachments

STATE CRITERION-REFERENCED TESTS FOR READING

Data on this display table reflects reading scores earned by Newport tenth graders on the Washington Assessment of Student Learning (WASL), which is administered annually in April.

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
TOTAL –READING				
At or Above Basic	97.5%	97.8%	97.5%	97.2%
At or Above Proficient	90.8%	91.3%	92.2%	83.8%
At Advanced	80.3%	84.8%	82.8%	62.1%
Number of students tested	314	357	322	367
Percent of total students tested	98.1%	98.0%	98.7%	98.6%
Number of students excluded	6	6	4	3
Percent of students excluded	1.9%	1.7%	1.3%	0.8%
SUBGROUP SCORES				
1. White				
At or Above Basic	88.3%	87.1%	92.9%	85.2%
At or Above Proficient	67.0%	76.6%	80.0%	66.4%
At Advanced	40.6%	50.4%	53.8%	34.5%
Number of students tested	197	249	227	235
2. Asian				
At or Above Basic	96.8%	96.6%	95.0%	93.1%
At or Above Proficient	86.2%	94.4%	82.3%	79.2%
At Advanced	67.0%	73.3%	58.2%	52.5%
Number of students tested	94	90	90	101
3. African American				
At or Above Basic	77.7%	100.0%	100.0%	91.7%
At or Above Proficient	66.6%	80.0%	100.0%	66.7%
At Advanced	33.3%	80.0%	83.3%	25.0%
Number of students tested	9	5	6	13
4. Hispanic				
At or Above Basic	100.0%	100.0%	100.0%	100.0%
At or Above Proficient	88.9%	100.0%	80.0%	85.8%
At Advanced	66.7%	100.0%	80.0%	42.9%
Number of students tested	9	5	5	7
5. Multi-Ethnic				
At or Above Basic	100.0%	100.0%	100.0%	88.9%
At or Above Proficient	100.0%	85.7%	100.0%	88.9%
At Advanced	100.0%	71.4%	100.0%	33.3%
Number of students tested	5	7	4	9
6. Special Education				
At or Above Basic	53.0%	20.0%	66.6%	23.5%
At or Above Proficient	11.8%	5.0%	33.3%	17.6%
At Advanced	11.8%	0.0%	4.8%	5.9%
Number of students tested	17	21	22	19
STATE SCORES				
TOTAL –READING				
At or Above Basic	60.0%	59.4%	57.9%	52.4%
At or Above Proficient	37.3%	38.9%	35.0%	33.0%
At Advanced	15.6%	19.0%	14.8%	13.9%

STATE CRITERION-REFERENCED TEST FOR MATHEMATICS

Data on this display table reflects mathematics scores earned by Newport tenth graders on the Washington Assessment of Student Learning (WASL), which is administered annually in April.

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES-MATHEMATICS				
TOTAL				
At or Above Basic	89.8%	89.3%	93.5%	85.5%
At or Above Proficient	72.0%	79.5%	80.6%	67.2%
At Advanced	47.5%	54.2%	54.9%	37.8%
Number of students tested	314	357	322	367
Percent of total students tested		96.9%	99.7%	98.6%
Number of students excluded	10	9	1	3
Percent of students excluded	3.5%	2.8%	.3%	.8%
SUBGROUP SCORES				
1. White				
At or Above Basic	88.3%	87.1%	92.9%	85.2%
At or Above Proficient	67.0%	76.6%	80.0%	66.4%
At Advanced	40.6%	50.4%	53.8%	34.5%
Number of students tested	197	249	227	235
2. Asian				
At or Above Basic	96.8%	96.6%	95.0%	93.1%
At or Above Proficient	86.2%	94.4%	82.3%	79.2%
At Advanced	67.0%	73.3%	58.2%	52.5%
Number of students tested	94	90	80	101
3. African American				
At or Above Basic	44.4%	80.0%	100.0%	58.3%
At or Above Proficient	33.3%	40.0%	83.3%	25.0%
At Advanced	11.1%	0.0%	50.0%	0.0%
Number of students tested	9	5	6	13
4. Hispanic				
At or Above Basic	88.8%	100.0%	80.0%	71.5%
At or Above Proficient	55.5%	20.0%	80.0%	28.6%
At Advanced	11.1%	20.0%	60.0%	14.3%
Number of students tested	9	5	5	7
5. Multi-Ethnic				
At or Above Basic	80.0%	71.5%	100.0%	55.5%
At or Above Proficient	100.0%	57.2%	75.0%	33.3%
At Advanced	80.0%	14.3%	50.0%	22.2%
Number of students tested	5	7	4	9
6. Special Education				
At or Above Basic	53.0%	20.0%	66.6%	23.5%
At or Above Proficient	11.8%	5.0%	33.3%	17.6%
At Advanced	11.8%	0.0%	4.8%	5.9%
Number of students tested	17	21	22	19
STATE SCORES				
TOTAL –MATHEMATICS				
At or Above Basic	60.0%	59.4%	57.9%	52.4%
At or Above Proficient	37.3%	38.9%	35.0%	33.0%
At Advanced	15.6%	19.0%	14.8%	13.9%

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS FOR READING

Data on this display table reflects reading scores earned by Newport ninth graders on the Iowa test of Educational Development (ITED), which is administered annually in April.

	2001-2002	2000-2001	1999-2000
Testing month/ (Number of students in subgroups)	April	April	April
SCHOOL SCORES			
Total Score -READING	82.0%	78%	82%
Number of students tested	290	295	344
SUBGROUP SCORES			
1. Asian	85% (80)	72% (90)	83% (82)
2. White	90% (184)	80% (185)	82% (243)
3. African American	68% (5)	72% (7)	51% (6)
4. Hispanic	88% (6)	72% (6)	81% (5)
5. Multi-Ethnic	90% (15)	90% (6)	69% (7)
6. Special Education	32% (16)	44% (13)	39% (17)

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS FOR READING

Data on this display table reflects mathematics scores earned by Newport ninth graders on the Iowa test of Educational Development (ITED), which is administered annually in April.

	2001-2002	2000-2001	1999-2000
Testing month/(Number of students in subgroups)	April	April	April
SCHOOL SCORES			
Total Score -MATHEMATICS	84%	80%	83%
Number of students tested	290	291	341
SUBGROUP SCORES			
1. White	81% (184)	78% (181)	82% (240)
2. Asian	89% (80)	87% (90)	90% (82)
3. African-American	55% (5)	49% (7)	42% (6)
4. Hispanic	86% (6)	66% (6)	74% (5)
5. Multi-Ethnic	89% (15)	87% (6)	74% (7)
6. Special Education	38% (16)	36% (11)	44% (17)