

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

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

School Mailing Address 445 128th AV SE
(If address is P.O. Box, also include street address)

Bellevue WA 98005-3617
City State Zip Code+4 (9 digits total)

Tel. (425) 456-6500 Fax (425) 456-6565

Website/URL http://www.bsd405.org/international/info E-mail duenwaldt@bsd405.org

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 _____

Name of Superintendent* Dr. Michael N. Riley
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bellevue School District Tel. (425) 456-4172

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 _____

Name of School Board President/Chairperson Mrs. Judy Bushnell
(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 _____

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

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.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|-----------|--------------------------|
| <u>16</u> | Elementary schools |
| <u>5</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>4</u> | High schools |
| <u>5</u> | Other (Briefly explain)* |

30 TOTAL

* Bellevue School District hosts several innovative alternative educational programs. They include: K-12 Spanish Immersion, Kelsey Creek Home School, Robinswood Middle School, Robinswood High School, and International School.

2. District per Pupil Expenditure: \$7440

Average State per Pupil Expenditure: \$7225

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

9 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	0	0	0	7	38	37	75
1	0	0	0	8	42	33	75
2	0	0	0	9	33	42	75
3	0	0	0	10	20	28	48
4	0	0	0	11	24	32	56
5	0	0	0	12	22	30	52
6	40	37	77	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							458

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

$\frac{77}{100}$ % White
 $\frac{1}{100}$ % Black or African American
 $\frac{0}{100}$ % Hispanic or Latino
 $\frac{19}{100}$ % Asian/Pacific Islander
 $\frac{0}{100}$ % American Indian/Alaskan Native
 $\frac{3}{100}$ % Multi-ethnic
 $\frac{100}{100}$ % Total

7. Student turnover, or mobility rate, during the past year: 0.7 %

(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.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	3
(4)	Total number of students in the school as of October 1	461
(5)	Subtotal in row (3) divided by total in row (4)	.007
(6)	Amount in row (5) multiplied by 100	.7

8. Limited English Proficient students in the school: $\frac{0}{100}$ %

$\frac{0}{100}$ Total Number Limited English Proficient

International School does not have a Limited English Proficient program.

Number of first languages, other than English, represented: 18 (75 students, this represents 16.4 % of the students enrolled.)

Specify languages: Arabic, Cantonese Chinese, Mandarin Chinese, Taiwanese Chinese, Farsi, French, Hebrew, Italian, Japanese, Korean, Latvian, Persian, Punjabi, Russian, Ukrainian, Urdu, and Vietnamese.

9. Students eligible for free/reduced-priced meals: $\frac{5}{100}$ %

21 Total Students Who Qualify

If this method does not produce 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: 8.7%
40 Total Students Served

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

<u> 2 </u> Autism	<u> 0 </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 8 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 40 </u> Specific Learning Disability
<u> 2 </u> Hearing Impairment	<u> 2 </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

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> 1 </u>
Classroom teachers	<u> 19 </u>	<u> 9 </u>
Special resource teachers/specialists	<u> 1 </u>	<u> 6 </u>
Paraprofessionals	<u> 0 </u>	<u> 1 </u>
Support staff	<u> 3 </u>	<u> 4 </u>
Total number	<u> 25 </u>	<u> 21 </u>

12. Average school student-“classroom teacher” ratio: 458 Students/25.4 FTE = 18.03 Students per Teacher

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95%	97%	97%	96%	Not available
Daily teacher attendance	97%	98%	98%	96%	Not available
Teacher turnover rate	10.6%	5.3%	15.2%	3.8%	6.1%
Student dropout rate	3.6 %	0 %	3 %	0 %	5 %
Student drop-off rate	2.4 %	2.6 %	0 %	2.7 %	3.6 %

14. (**High Schools Only**) Show what the students who graduated in Spring 2003 are doing as of September 2003.

From an International School 2003 Exit Survey of Graduating Seniors

Graduating class size	54
Enrolled in a 4-year college or university	83 %
Enrolled in a community college	13 %
Enrolled in vocational training	2 %
Found employment	0 %
Military service	2 %
Other (travel, staying home, etc.)	0 %
Unknown	0%
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.

The vision for our school is:

Students will leave our school with their dreams intact, their love of learning enhanced, and with the ability not only to take part in, but also to relish their role in the human conversation.

Our school mission statement is:

The International School is an interdependent community of ongoing learning for all. International provides students with a liberal arts education that equips all students with skills and knowledge to become responsible citizens capable of adapting and succeeding in the 21st century. Our mission is to develop and maintain in all our students the ability and desire to use their minds and talents well. Our graduates are able to demonstrate the ability to view the world and its peoples analytically and realistically. They will be able to present themselves as critical and creative thinkers, efficient problem solvers and effective communicators.

International School opened thirteen years ago as a grade 6-12 school of choice within the Bellevue School District in Bellevue, Washington. The city of Bellevue is geographically part of the Puget Sound Metropolitan area. Approximately 15,000 students attend 30 schools within the Bellevue School District.

The planning phase of International School was funded by a State of Washington "Schools for the 21st Century" grant. A group of six teachers who believed in innovative and international school models spent a year planning and building the current foundation for the school. International School was founded on the belief that involving all stakeholders in school decisions was crucial. The Bellevue School District supports a school-based group consisting of students, parents, and staff (Program Delivery Council) focused on improving student learning. International has established a rigorous academic climate of high expectations using the "student-as-worker" model for active learning as defined by The Coalition of Essential Schools.TM International School has remained committed to providing a rigorous and nurturing seven-year course of study.

Each year 75 sixth grade students are selected through a random lottery of 200-300 applicants to embark on a coordinated seven year course of study of seven core subjects: International Studies, World Language (French or German), Math, Science, Humanities (English Language), the Fine or Performing Arts (choice of Band, Choir, Orchestra or Fine Arts). Our objective is for a seven-year commitment toward the goal of proficiency in all seven core areas. We use a modified block schedule to give teachers and students a 93 minute block of time for deep learning experiences.

Students, teachers and parents are provided the time necessary to develop deep working relationships, to appreciate different learning styles, and to work toward a common goal of student academic success. Teachers focus on helping students master the learning in their course. The teachers who develop lessons focused on mastery learning will know from direct experience where the students are and what is needed to achieve success. Students must earn at least a "C" grade to reach mastery and earn credit. Student progress is monitored closely. Teachers meet regularly to discuss student progress. Teachers are able to conference with 80-90% of the student's parents annually.

We have a curriculum that frequently exceeds the requirements of the district curriculum. International integrates the curriculum to help students synthesize and develop a deep understanding of interdisciplinary skills and ideas. Common year-long themes unify and integrate multiple disciplines. For example in the middle school, we use the theme “Systems” and a second year loop “Systems in Conflict.” Each year every student participates in a self-selected Focus Week exploratory experience developed by teachers according to their individual strengths and interests. Seniors are required to complete a year-long culminating project called Senior Project.

By the time they graduate our students develop the skills, content knowledge and thought processes necessary to be successful in college. They present themselves as critical thinkers, efficient problem solvers, effective communicators, and informed and engaged citizens.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school’s assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

The Office of the Superintendent of Public Instruction and the Washington State Legislature established the Essential Academic Learning Requirements (EALR’s) as the academic standards for the State. Every year a rigorous exam based on the EALR’s called the Washington Assessment of Student Learning (WASL) is administered to students in grades 4, 7, and 10. Passing all components of the 10th grade WASL becomes a graduation requirement for the class 2008. The WASL currently assesses students in the areas of Reading, Writing, Mathematics, and Listening. A Science test was piloted at the 8th grade level last year. All parts of the test consist of a combination of multiple choice, short response, and extended response prompts. To complete the test at a level that meets or exceeds standard, students must explain their answers, justify a position, and write an extended response to a specific prompt in all sections of the test.

The WASL is not a norm referenced test. The lack of norm referencing for the test limits the analysis one can do of the results. The results in the tenth grade cannot be compared to the results for the same cohort when they were in seventh grade, nor can the results of this year’s seventh or tenth grade students be compared to the previous year’s students. It is appropriate, however, to compare students in one grade level during one year to other students in the same grade level, in the same year. When you examine the tables of results, International School’s percent at or above proficient can be compared to the State Scores at or above proficient.

The Reading test assesses students’ comprehension, analysis, and critical thinking skills with respect to both literary and informational text. The Mathematics test evaluates students understanding measurement, number sense, geometry, probability, statistics, algebraic reasoning, problem solving, and communication. The Writing test requires students to write an essay. The essay is evaluated for content, organization, style, and conventions.

At the International School we work with each student cohort for seven years, in grades 6-12. This structure provides us with a unique opportunity to monitor student academic progress individually and the school’s academic progress as a whole.

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

The staff at International School uses assessment data from district, state and national exams to monitor and adjust the instructions that students receive.

District assessments are a part of the instructional program in all departments. The results of these assessments show the performance of individual students. Teachers use these results to plan and implement interventions that are tailored to the needs of individual students.

The Washington Assessment of Student Learning, WASL, is administered to 7th and 10th grade students each year. Results are reported for both individual students and by subject area. Academic departments use the subject area results to identify areas where students show weakness. This information is used to develop an action plan to address areas of weakness within our curriculum.

National assessments are given to International School students in addition to state and local assessments. All students are enrolled in a world language class each year. As part of the course students take the National French Exam and the National German Exam each year. We offer Advanced Placement courses in World History, United States History, Calculus, Statistics, Environmental Science, Art, and Literature. Every student who enrolls in an Advanced Placement course will take an AP Exam as a part of the course requirements. As a small school we are not able to offer AP Courses in all subject areas where they are available. In spite of this, we encourage our students to sit for the AP Exams in subjects such as Biology, Chemistry, Physics, and Foreign Language. We encourage our students to stretch themselves beyond the classroom.

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

Student performance is communicated formally four times a year through mid-term progress reports and final semester grade reports. Parent/teacher conferences are held in November with a majority of families attending, either during the time allotted or at another scheduled time. In the spring, students targeted because of academic concerns, and their families are encouraged to participate in conferences with their teachers. Standardized test results are shared and discussed between the school counselor and students when they are received.

The school website communicates the daily bulletin, weekly newsletter, and current news of interest to the International School community. It is updated daily. Homework is posted daily for middle school classes and for those high school classes that wish to participate. This is a student led initiative. Announcements for improved learning classes, generalized assessment reports, awards, and other indicators of performance are all included. In this way we communicate with the International School community opportunities both internal and external. Many teachers share their class expectations, syllabi, and classroom achievements on the website.

Teacher email addresses, phone numbers and other contact information is available on both the website and mailed to each family as hard copy in order to facilitate communication between home and school. The school counselor and classroom teachers meet regularly to help each student to attain mastery in his coursework.

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

Since our early years, we have welcomed interested educators. For example, the International Community School in the Lake Washington School District adopted several of our core areas of focus. We continue to welcome visiting educators to the school and endeavor to help them understand what is working for the students at International School. Visitors have the opportunity to meet with staff and observe classes while they are in session. Recently, five educators from Lopez Island visited International School to learn strategies to improve their WASL scores. Teachers are encouraged to attend professional development workshops where they have the opportunity to expand their experiences and share their knowledge of the practices at International School.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).

International School offers a rigorous seven subjects for seven years curriculum. The curriculum contributes greatly to creating the culture at International School. The liberal arts philosophy requiring common core academic disciplines along with a commitment to the pursuit of the arts and life long physical fitness approaches student learning from a “whole citizen” viewpoint and serves to underscore a lifelong commitment to learning. With a common core of curriculum a culture of shared inquiry exists and inspires spontaneous and rich conversation extending beyond the classroom.

The *Science* curriculum is structured to prepare for the lab courses in high school. Inquiry based science methods are taught in the middle school curriculum. Each of the high school classes are designed with important skills required for advanced study of science. For example, Conceptual Physics in the 9th grade succeeded by Chemistry in 10th enables students to study Honors Biology. A choice between Advanced Physics and AP Environmental Science is offered in the senior year giving the skills required for success at the university level. Writing is emphasized across the curriculum with an emphasis on research, analytical writing and reading of primary sources. Each year Science, Humanities, and International Studies require an integrated research paper and project.

In *Mathematics* all students are enrolled in heterogeneously grouped classes. The Mathematics department uses the Bellevue School District adopted honors curriculum for both middle school and high school courses. The middle school classes use *Connected Mathematics*, published by Dale Seymour. The high school courses use *Contemporary Mathematics in Context* (Core Plus) a National Science Foundation exemplary program, published by Everyday Learning. Both the middle school and the high school programs rely on constructivist learning to develop the students’ conceptual understanding of mathematics. Many of our students complete the four year core in high school Mathematics prior to their senior year. At that time they have the option of enrolling in the Advanced Placement Calculus course or the Advanced Placement Statistics course. Every year we have a small group of graduates who have completed both of the Advanced Placement Mathematics courses.

The goal of the *World Language* core at International School is to achieve proficiency in speaking, writing, reading, listening and cultural understanding in a second language. Our ability to articulate over seven years of a language gives us unique advantages to ensure success. Students who complete all seven years are typically bilingual. Students test annually with the National French or German Exam and

consistently rank in the top ten scores at both the Regional and National levels. Our seven levels of language are an excellent preparation for the AP Language tests, allowing a high percentage of our graduates to continue in their study at the university level. Each academic year, we offer a four week long exchange with our sister schools in France and Germany. Our students travel through the country for two weeks, spend two weeks with a home stay experience, and attend school with the student in the family. In the junior year, students may go to our sister schools for a semester academic experience. Our PTSA provides funding that allows us to recruit, select and provide a stipend for three interns from universities in France and Germany. Families from the school community host the interns in their homes for the school year. Interns enrich the learning experience by assisting each day in language classes, by providing native pronunciation, discussion of culture, and individualized oral practice and assessment.

International is possibly one of the few schools to require *Physical Education and Health* for seven years. It is our belief that a healthy body supports intellectual, emotional, and social well being. Students are taught activities to provide stress relief, and perform a variety of fitness activities, many of which utilize the beautiful setting of our school that is located near greenways, parks and trails.

Proficiency in either the *Fine Arts or Performing Arts* is the goal of our seven year arts program. Students may choose between band, orchestra, choir, or studio art. The music programs participate in regional, state and local performance events. Through the arts students are encouraged to develop their self expression.

Humanities (English language) and *International Studies* curriculum are addressed in Part V, 2 and 3.

2. **(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.

Our English language curriculum at the International School has an international focus, with emphasis on our long-term goal for students to think globally, to read critically and to write and speak clearly in various modes of discourse. Grade-level curricula are vertically aligned from the sixth through the twelfth grade to meet, and even exceed, state and national standards. Many of the titles read at the middle school level are first read district-wide at the high school level, which leaves our 9/10 loop open to read Asian, African and Middle Eastern literature. Students are encouraged to think deeply and discuss widely, relating literature from different periods and countries. Students read a wide variety of genres in both fiction and non-fiction.

Our writing program is based on the Six Traits model, incorporating Jane Shaffer analytical approach. Writing moves from narrative to close analysis, with analytical writing introduced in the sixth grade and finally peaking with the senior paper: an extensive, college-level research paper to inform each student's senior project. All of our English classes are taught at an honors level, with AP offered formally in the junior year, composed of students who self-select for that class. Writing process is emphasized, with students given ample opportunity to revise and edit their own, and others' work.

Because some entering sixth-grade students were reading significantly below grade level, four years ago we instituted a developmental reading program. Qualifying students enroll in both their regular language arts class and the reading class, which has resulted in impressive gains for most students. In addition, all English classes spend time building student vocabulary, promoting interaction with the text through reading journals and annotated text, as well as providing practical tips and study skills for both different kinds of reading and test-taking. Teachers in other curricular areas often review appropriate study skills as needed, so student skills are reinforced.

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 International Studies curriculum closely reflects the International School's emphasis on making global connections, becoming life-long learners and writing for a variety of purposes. Beginning in the sixth grade, themes of geography and elements of culture are examined, especially in relation to Canada and Europe. The 7/8 loop students study the ancient civilizations of Greece, Rome and Egypt, and is integrated with the English classes. The 9/10 loop is integrated with that level of English, so that one year emphasizes Asia and India, while the other year focuses on Africa and the Middle East. Many students take the AP World exam at the end of their sophomore year. Juniors study American history, with AP U.S. History offered. First semester of senior year is reserved for American Government and work on the senior project research paper.

Writing is emphasized in the International Studies curriculum, with a heavy emphasis on research and critical thinking and reading. These research projects are usually integrated with the English department, but sometimes include 3 or 4 departments. Each department is responsible for several steps in the research, so that the major focus is on the process of research: finding and evaluating sources, developing a thesis, organizing findings, and finally synthesizing information. In addition, students work extensively with current events, searching for the seeds of contemporary problems in the history of a country or area. Discussion and debate involve students directly in both contemporary and historic events.

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

Variety is essential instructional practices at International School. Student's learning is mastery based. This means that teaching is tailored to the lesson or unit being studied while addressing the varied learning styles of the students. Instructional methods include individual, pair and group work. Teachers not only impart knowledge but also guide students in inquiry based learning. In Social Studies and English classes, for example, the Socratic Method is often used. Students discuss and hypothesize in order to better understand what they are studying. Teachers often work in interdisciplinary teams. They benefit from this collaboration as do the students who gain deeper knowledge from this cohesive, interconnected program. Higher level thinking skills are a regular part of IS expectations for students. Inquiry based instruction is inherent to the science and math curricula. This involves hands on learning with clear expectations.

The math classes are structured so that students develop knowledge of concepts by engaging in analysis of applied mathematics, teaching through a constructivist approach. The 9th grade science students do a unit on solar energy and as part of their learning, design and race mini solar powered cars. Much of the students' work at International calls for analysis: observation and prediction. As is the case with most subjects at International School, the students' work is reflective: from a sixth grade World Language class to the senior project, students are asked to evaluate what they have learned and how they learned it. Student learning at the International School is enriched through community involvement, a seven subjects/seven year program and their engagement in multidisciplinary education.

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

The staff at the International School is committed to not merely preparing every child for college entrance, but preparing every child for success in college. To make this a reality the staff participates in a variety of professional development activities designed to enhance their instructional skills and content

knowledge, both at the District level and beyond. For a small school such as ours this is critical, as many teachers do not have a colleague, teaching the same content, available on campus to share ideas and information with; professional development programs help fill this need. The following are examples:

- Four teachers and our principal attended a workshop on grading practice and mastery learning presented by Tom Guskey in January 2004.
- Teams of teachers who are participating in the College Board's Advanced Placement Vertical Teams.
- The World Language teachers meet monthly with teachers throughout the District, as part of the District's curriculum team called CADRE.
- The Mathematics teachers participate in the annual Core-Plus Mathematics Workshops and Connected Mathematics Program Workshops.
- The Language Arts and Mathematics teachers attended the College Board's College Success Initiative Workshops for middle school.
- The majority of our teachers have also participated in Advanced Placement Workshops.
- Many of our teachers are collaborating in Lesson Study groups.
- Two of our teachers are currently completing Master's Degrees at the University of Washington.
- Our principal is participating in the second year of a University of Washington experienced leadership course focused on closing the achievement gap.
- Our music teachers attend a variety of workshops and events throughout the year, such as the Birch Bay String Teachers Conference annually. Our orchestra teacher shared, "Since I started going, about ten years ago, I have been much more in touch with the available literature and teaching materials. This has been especially useful on the middle school level. The students seem genuinely to like the music I hand out, and, as a result, practice it more thoroughly."

STATE CRITERION-REFERENCED TESTS

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: 7

Test: Washington Assessment of Student Learning-WASL

Edition/publication year: Published Annually

Publisher: Office of the Superintendent of Public Instruction, Washington State

Number of students in the grade in which the test was administered: 76

Number of students who took the test: 76

What groups were excluded from testing? Why, and how were they assessed?
All students were tested; no students are excluded for any reason.

Number excluded: 0 Percent excluded: 0%

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make

clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

WASL scores are reported as Levels 1, 2, 3, and 4. Levels 1 and 2 represent students who have not met the state standard, and levels 3 and 4 represent students who have met the state standard. On the table on the following page, “At or Above Proficient” scores represent the percentage of students meeting the standard at Level 3, and “At or Above Excellent” scores represent the percentage of students meeting the standard at Level 4. In the content areas of Writing, the percent meeting the standard is not divided in Levels 3 and 4; either a student meets the standard or does not meet the standard.

STATE CRITERION-REFERENCED TESTS, Continued

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES-Reading					
% Not Meeting Standard	17.1	25.0	36.5	23.4	14.5
% At or Above Proficient	82.9	72.2	63.5	75.3	85.5
% At Advanced	44.7	Not available	Not available	Not available	Not available
Number of students tested	76	70	74	76	76
Percent of total students tested	100%				
Number of students excluded	0				
Percent of students excluded	0%				
STATE SCORES					
% At or Above Proficient	47.9	44.5	39.8	41.5	40.8
SCHOOL SCORES-Writing					
% Not Meeting Standard	13.2%	22.2	29.7	19.5	27.6
% Meeting Standard	86.8%	77.8	70.3	80.5	72.4
Number of students tested	76	72	74	77	76
Percent of total students tested	100%				
Number of students excluded	0				
Percent of students excluded	0%				
STATE SCORES					
% At or Above Proficient	54.7	53.0	48.5	42.6	37.1
SCHOOL SCORES-Mathematics					
% Not Meeting Standard	18.4	40.3	41.9	29.9	26.3
% At or Above Proficient	81.6	56.9	55.4	68.8	72.4
% At Advanced	48.7	Not available	Not available	Not available	Not available
Number of students tested	76	70	72	76	75
Percent of total students tested	100%				
Number of students excluded	0				
Percent of students excluded	0%				
STATE SCORES					
% At or Above Proficient	36.8	30.4	27.4	28.2	24.2

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

STATE CRITERION-REFERENCED TESTS, Continued

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: 10

Test: Washington Assessment of Student Learning-WASL

Edition/publication year: Published Annually

Publisher: Office of the Superintendent of Public Instruction, Washington State

Number of students in the grade in which the test was administered: 63

Number of students who took the test: 63

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

All students were tested; no students are excluded for any reason.

Number excluded: 0 Percent excluded: 0 %

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

WASL scores are reported as Levels 1, 2, 3, and 4. Levels 1 and 2 represent students who have not met the state standard, and levels 3 and 4 represent students who have met the state standard. On the table on the following page, “At or Above Proficient” scores represent the percentage of students meeting the standard at Level 3, and “At or Above Excellent” scores represent the percentage of students meeting the standard at Level 4. In the content areas of Writing, the percent meeting the standard is not divided in Levels 3 and 4; either a student meets the standard or does not meet the standard.

STATE CRITERION-REFERENCED TESTS, Continued

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES-Reading					
% Not Meeting Standard	0.0	1.6	0.0	1.9	2.2
% At or Above Proficient	100.0	98.4	96.7	98.1	91.1
% At Advanced	90.3	Not available	Not available	Not available	Not available
Number of students tested	62	63	58	54	42
Percent of total students tested					
Number of students excluded					
Percent of students excluded					
STATE SCORES					
% At or Above Proficient	59.9	59.2	62.4	59.8	51.4
SCHOOL SCORES-Writing					
% Not Meeting Standard	1.6	9.5	10.1	25.9	26.7
% Meeting Standard	98.4	90.5	70.0	74.1	73.3
Number of students tested	62	63	60	54	45
Percent of total students tested					
Number of students excluded					
Percent of students excluded					
STATE SCORES					
% At or Above Proficient	60.4	54.3	46.9	31.7	41.1
SCHOOL SCORES-Mathematics					
% Not Meeting Standard	6.5	11.1	6.6	3.7	11.1
% At or Above Proficient	93.5	88.9	90.0	96.3	82.2
% At Advanced	62.9	Not available	Not available	Not available	Not available
Number of students tested	62	63	58	54	42
Percent of total students tested					
Number of students excluded					
Percent of students excluded					
STATE SCORES					
% At or Above Proficient	39.4	37.3	38.9	35.0	33.0

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (c) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

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, and place it on a separate page.

Grade: 6 Test: Iowa test of Basic Skills

Edition/publication year: 1996 Publisher: Riverside Publishing
 Number of students in the grade in which the test was administered: 77

Number of students who took the test: 77

What groups were excluded from testing? Why, and how were they assessed?
No students are excluded from testing.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	82	79	77	75	
Number of students tested	75				
Percent of total students tested	100 %				
Number of students excluded	0				
Percent of students excluded	0%				

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, and place it on a separate page.

Grade: 9 Test: Iowa Test of Educational Development

Edition/publication year: N/A Publisher: Riverside Publishing
 Number of students in the grade in which the test was administered: 59

Number of students who took the test: 59

What groups were excluded from testing? Why, and how were they assessed?
No students are excluded from testing.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	86	88	89	88	
Number of students tested					
Percent of total students tested					
Number of students excluded					
Percent of students excluded					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS *continued*

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, and place it on a separate page.

Grade: 12

Test: Scholastic Aptitude Test

Edition/publication year: 2003 Publisher: College Board

Number of students in the grade in which the test was administered: 54

Number of students who took the test: 42

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

No students were excluded. 12 students elected not to take the SAT.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	October	October	October	October	October
SCHOOL SCORES					
Total Score	1201	1209	1193	1191	1177
Number of students tested	42	34	44	37	47
Percent of total students tested	100%	100%	100%	100%	96%
Number of students excluded	0	0	0	0	2
Percent of students excluded	0%	0%	0%	0%	4.1%

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE	1026	1020	1020	1019	1016
NATIONAL STANDARD DEVIATION					