

# 2004-2005 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

Cover Sheet

Type of School:  Elementary  Middle  High  K-12

Name of Principal Mrs. Lauren Hopson

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

Official School Name Image Elementary School

(As it should appear in the official records)

School Mailing Address 4400 NE 122<sup>nd</sup> Ave

(If address is P.O. Box, also include street address)

Vancouver

WA

98682-6836

City

State

Zip Code+4 (9digits total)

County Clark

School Code Number\*N/A

Telephone (360)604-6850

Fax ( 360)604-6852

Website/URL http://www.egreen.wednet.edu

E-mail lhopson@egreen.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 \_\_\_\_\_

Name of Superintendent\* Mr. Richard Melching

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Evergreen School District #114

Tel. ( 360) 604-4000

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. Joan Skelton

(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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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

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All data are the most recent year available.

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

1. Number of schools in the district:       21   Elementary schools  
    6   Middle schools  
    0   Junior high schools  
    4   High schools  
    3   Other  
  
   34   TOTAL
2. District Per Pupil Expenditure:       \$6,877.54  
  
     Average State Per Pupil Expenditure: \$7,436.15

**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.   2 ½   Number of years the principal has been in her/his position at this school.  
  
  4 ½   If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
<b>PreK</b>					<b>7</b>			
<b>K</b>	70	53	<b>123</b>		<b>8</b>			
<b>1</b>	63	51	<b>114</b>		<b>9</b>			
<b>2</b>	64	57	<b>121</b>		<b>10</b>			
<b>3</b>	56	71	<b>127</b>		<b>11</b>			
<b>4</b>	79	73	<b>152</b>		<b>12</b>			
<b>5</b>	68	81	<b>149</b>		<b>Other</b>			
<b>6</b>								
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>								<b>786</b>

6. Racial/ethnic composition of the students in the school:
- 73 % White
  - 5 % Black or African American
  - 8 % Hispanic or Latino
  - 13 % Asian/Pacific Islander
  - 1 % American Indian/Alaskan Native
  - 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 26 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	98
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	88
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	186
(4)	Total number of students in the school as of October 1	732
(5)	Subtotal in row (3) divided by total in row (4)	.26
(6)	Amount in row (5) multiplied by 100	26

8. Limited English Proficient students in the school: 13 %  
106 Total Number Limited English Proficient

Number of languages represented: 13

Specify languages: Bosnian, Cambodian, Chinese-Mandarian, Hindi, Japanese, Korean, Romanian, Samoan, Spanish, Tibetan, Ukranian,

9. Students eligible for free/reduced-priced meals: 48 %

Total number students who qualify: 380

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the 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:  $\frac{11}{82}$  %  
82 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>        </u> Orthopedic Impairment
<u>        </u> Deafness	<u>6</u> Other Health Impaired
<u>        </u> Deaf-Blindness	<u>27</u> Specific Learning Disability
<u>        </u> Hearing Impairment	<u>45</u> Speech or Language Impairment
<u>        </u> Mental Retardation	<u>        </u> Traumatic Brain Injury
<u>        </u> Multiple Disabilities	<u>        </u> Visual Impairment Including Blindness
<u>        </u> Emotional Disturbance	

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>32</u>	<u>1</u>
Special resource teachers/specialists	<u>7</u>	<u>5</u>
Paraprofessionals	<u>4</u>	<u>2</u>
Support staff	<u>7</u>	<u>8</u>
Total number	<u>52</u>	<u>16</u>

12. Average school student-“classroom teacher” ratio: 22.3:1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	95%	94%	94%	94%
Daily teacher attendance	91%	92%	91%	91%	92%
Teacher turnover rate	7%	23%	20%	17%	10%

## **PART III - SUMMARY**

Image Elementary School's vision statement is to "provide a high quality, engaging learning community featuring a relevant curriculum, developed by teachers and implemented with instructional strategies based on research and classroom experience." This vision comes alive through a dedicated staff for which student success is not just a job, it is a passion. At Image, we have developed a truly inclusive learning community, featuring high expectations for all students and staff; focused, collaborative staff development and; a curriculum that is rigorous, engaging, and intrinsically motivating to students. We have developed a common language that clearly communicates our shared expectations for academic and behavioral success for all Image students.

Our learning community is comprised of 798 culturally, economically, and developmentally diverse kindergarten through fifth grade students, and 68 caring adults. 119 of our students are new to the United States and English is their second language. Spanish, Russian, and Ukrainian are spoken in our hallways. Approximately 48% of our students are from economically challenged families and qualify for Free or Reduced Price lunches. Image's school family also includes 96 students in the "Excel" program for gifted and talented students in 3<sup>rd</sup> through 5<sup>th</sup> grades. Image Elementary School is a unique and central part of the community. It not only serves students during the day, but it also is a place of outreach in the evenings for parent/community meetings. Also housed on the Image campus is the Image Community Learning Center. This center provides valuable educational activities for birth to five year old children. The learning center offers parents and their young children resources focused on kindergarten readiness. Our learning community extends to our feeder high school. The "Kids Program" uses an accompanying set of high school students to give more individual attention for our kindergartners on the high school campus. As an additional benefit, high school students have an opportunity to experience the educational career they intend to pursue.

The Beacons project, a research collaboration between Image and the University of Washington, has helped us develop a positive, proactive approach for teaching behavior and for helping students with challenging behavior become successful in the school. The project, coupled with our Character Education program and our "Image High Fives," Be safe, Be kind, Be responsible, Be respectful, Do your best, ensure a respectful learning climate.

Image Elementary School's collaborative culture amongst staff has truly provided the climate needed for positive school growth. Grade level teams, as well as vertical teams, have collaborated on such tasks as curriculum maps, analyzing student work, and best practice discussions. These positive collaborative practices have been modeled and implemented by Image staff in their own professional learning groups.

Tutoring by community members and staff provides valuable academic support for our 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> graders. Grade "Looping" (two years with the same teacher) has proven to be very effective in helping our students achieve academic proficiency, and our assessment data supports this practice. Clustering our ESL and Special Education students in regular classrooms is another effective practice that allows us to provide supportive learning experiences using an in-class rather than a pull-out model for academic support. Our Math Problem Solving strategies are taught in every classroom at least three times a week providing students with a powerful learning model across all grade levels.

Image Elementary has capitalized on our rich and diverse community to provide our students with even more enriching opportunities. Through community partnerships with SEH America, Inc. and IQ Credit Union, we have been able to fund programs and resources not usually available to our students. After school activities such as Chess Club, Writing Club, arts and crafts, and various sports and academic programs, provide students with an array of experiences.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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1. All 4<sup>th</sup> graders in our state take the Washington Assessment of Student Learning (WASL) in the spring. This test measures students attainment of grade level standards in reading, writing and mathematics through a mix of multiple-choice, short answer, and extended response items administered over seven days. Student scores are reported as Levels 1, 2, 3 and 4 corresponding to Below Basic, Basic, Proficient, and Advanced designations on similar assessments. Third grade students in Washington take the Iowa Test of Basic Skills (ITBS) each March. These scores are reported as national percentiles (NPR). Results from both tests are accessible at <http://reportcard.ospi.wednet.edu>.

Our WASL reading scores improved dramatically in 2004. 82.4% of our students met or exceeded the standard in Reading, with a greater percentage of children scoring at levels 3 and 4 than the previous year. Economically disadvantaged students performed lower than others, but still scored an impressive 70.5% at Levels 3 and 4. Population numbers are too small (less than 10) to meaningfully analyze minority group achievement with the exception of Asian/Pacific Islander students. Their scores increased from 87.5% to 100% meeting standard. While ITBS reading scores have remained basically the same, they did show that 100% of students were tested in 2004 compared to 90% in 2000. This was due to the No Child Left Behind requirements. There has been a marked increase in the number of LEP and economically disadvantaged students enrolled at Image and the percent tested has risen. When percent tested increases, scores typically drop as more struggling students are included in the sample. During this same time period the percentage of district students meeting the standard was 75.6% and at the state level was 74.4%.

WASL math scores were steadily increasing from 39.7% meeting standard in 2000 to 55.7% in 2003. Scores jumped significantly in 2004 with 83.2% at or above standard. This included nearly double the number of students in the advanced level. As in reading, economically disadvantaged children scored lower somewhat with 69.4% meeting standard. Disaggregated data, ITBS, and WASL, show that both Hispanic and LEP students, many of whom were children of poverty, were well above the 29.7% NCLB State Uniform Bar. Data was not available for earlier years.

2. Image Elementary School's assessment data provided valuable information for teachers and administrators. We used test scores to help identify instructional areas in need of improvement and set goals for the coming school year (2003-2004). In addition, these goals provided a school-wide focus for teachers and budget decisions.

After analyzing the data from 1997-1999 Washington Assessment of Student Learning (WASL) tests, the state's standardized test, Image staff found a need to focus school-wide on writing and mathematics. With this focus, administrators directed Gates Grant funds in alignment with these efforts. JoAnn Portalupi, a nationally acclaimed writing consultant, was hired to work with all staff in improving instructional practices in writers' workshop. Image staff conducted a book study using *Writing Workshop* by Ralph Fletcher to augment the consultant's visits. In addition, *Qualities of Writing* by Ralph Fletcher and JoAnn Portalupi was purchased for third through fifth grade teachers. Monies were also used to purchase *The Write Source* materials to supplement writing instruction.

Additionally, the data indicated a need to improve students' ability to communicate via mathematics. Therefore, two math building coaches provided additional support to K-5 classroom teachers. These coaches assisted staff by implementing a K-5 problem-solving model which teaches students how to communicate their thinking logically. Teachers are required to use this model at least three times a week. Math coaches, through classroom visitations, modeling lessons, and mentoring continue to ensure consistent and effective teaching of the district frameworks and state Grade Level Expectations in mathematics. "The Everyday Counts Program" materials were purchased for grades K-2 to improve

student ability to communicate mathematically.

Image received state funding through grants for “before school” tutoring in literacy and mathematics. These programs ran for 11 weeks, two times per week, at 45 minutes per session. Students were selected on the basis of individualized assessments. Using formative and summative assessments, we determined students who would best benefit from the experience.

Following extensive assessment disaggregating, our students have benefited from improved instruction through collaboration, teacher-generated curriculum mapping, individualized coaching, and creating building-wide common language in each curricular area, and creatively designed programs specific to our building needs. To illustrate this point, our fourth grade WASL writing scores improved 15% and mathematics 27% in 2004.

3. Image communicates student performance in a variety of ways with parents, students, and the community. The Image Elementary School Report Card outlines state and federal assessment data, the school’s mission statement, demographics, goals for the year, and our building’s extracurricular programs. This document is mailed to Image families and community members.

In addition, student progress reports are issued three times a year and parent conferences are conducted twice per year. Progress reports are aligned with the Washington State Grade Level Expectations (GLEs) and indicate students’ progress towards proficiency in each curricular area. Teacher comments are an important component of a student’s academic performance. Parent, teacher, and student conferences are held in the fall to set goals for the year and review federal, state, and district assessment data from the previous year. In the spring, conferences are conducted to review improvement towards the stated goals and discuss student progress towards end of year grade level expectations. Parent conversations are held to suggest goals for the next school year.

We pride ourselves on building positive relationships with parents of all Image students through consistent verbal and written communication. We utilize our school’s weekly news bulletin as one vehicle for communication. This newsletter includes student achievements, calendar of events, suggestions for parent involvement, and a weekly math problem solving activity. In addition, teachers send classroom newsletters on a regular basis to inform parents of units of study, and to offer suggestions for home study activities. Email is also used for quick and accurate communication with parents and community members.

Some outreach efforts to parents and the community include Curriculum Night in the fall, “Imagine This” (an evening for celebration of student work and achievement), Title 1 Parent Informational Meetings, Fourth Grade WASL Parent Night, Donuts with Dad, Muffins with Mom, PTO meetings, and PTO sponsored events.

Our Shared Leadership Team is a group of community members/staff/parents/administrators that meet regularly, and whose goal is to improve student learning. The SLT is also an effective communication link between the school and the Image community.

4. Image staff members are willing and excited to share their successes, expertise, and experience with others. Their doors are always open and they give generously of their time to others. During district-wide “Data Digging” days we share successful strategies and practices with other schools while looking at the previous year’s WASL scores.

We open our doors to those who are interested in attending our writing training. District specialists and teachers participate in Writing Workshop training with our writing consultant. We also have teachers who

facilitate training for our district. One of our second grade teachers provides Basic Literacy Training for first year teachers district-wide. Our math Teachers on Special Assignment (TOSA) share ideas/adaptations of programs/ successes at monthly meetings. Image's Literacy facilitators also share ideas/adaptations of programs/ successes at monthly meetings. Principal K-12 council meetings allow our school administrators to share their ideas, successes, and learn with their peers bi-monthly.

Several Evergreen School District Elementary Schools requested our K-5 problem solving model after seeing our math scores. Various other elementary schools around the state contacted us to gain information about our WASL success.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. School Curriculum**

#### Curriculum:

Image's curriculum goals are framed through the state's GLEs, and Essential Academic Learning Requirements (EALRs) as well as the district's Curriculum Frameworks. These outline the content, processes, and skills needed for student achievement in grades K-5.

#### Reading:

Our reading program focuses on skills, strategies, comprehension, and fluency. Students read different materials for a variety of purposes and learn to set goals and evaluate their progress to improve reading. Reading is emphasized in all curricular areas and supported with a number of motivating school-wide activities. In addition to adopted materials, classrooms engage in literature studies and integrated reading opportunities in science, social studies, and mathematics. Teachers, administrators, and community members model the value and love of reading daily.

#### Writing:

The writing program at Image is designed to instruct children to write clearly and effectively, write in a variety of forms, and for different audiences and purposes. Students learned to use the writing process and analyze and evaluate the effectiveness of their written work.

#### Math:

Image students will understand and use number sense, geometry, measurement, probability and statistics, algebraic sense, problem solving, mathematical reasoning, mathematical communication, and making connections. We used the district-adopted Mathland series to achieve these objectives. After further analysis of our student needs, we determined that we could use Every Day Counts as a supplement to strengthen needed areas.

#### Science:

Science is taught using the district adopted FOSS kits, which provide hands-on experiences using the inquiry method of instruction. Image fifth grade students attend a week-long Outdoor Science School which focuses on hands-on life and earth science.

The content areas, including social studies, music, physical education, library/media and art are taught through an integrated approach. In addition, Image has a fine arts program which includes strings, choir, and instrumental band.

### **2. Reading**

Our reading curriculum is a balanced literacy program. It was chosen based on current research and the

most successful instructional practices available. Balanced literacy is comprised of guided, shared, and independent reading using a book room approach with leveled text.

Teachers use their observations of children reading in order to inform instruction. The use of observations, conferencing, and classroom assessments allow teachers to provide authentic, focused and effective instruction. With careful book selection by the teacher during shared and guided reading, coupled with many opportunities to read books at the appropriate level, children are ready for new challenges.

Shared reading allows teachers to model fluency, phrasing, appropriate pitch and tone. It exposes children to book language and extensive vocabulary. Teachers develop activities for word study and developing comprehension strategies. With *Reading with Meaning*, teachers use techniques for modeling thinking, give specific examples for inferring, asking questions, making connections, determining importance in text, creating mental images, and synthesizing information. *Reading with Meaning* also creates a school-wide common vocabulary and practice which leads to the consistency in reading instruction and student success.

In the primary grades, guided reading allows teachers to use flexible, skills-based small groups to teach specific strategies that lead to independent reading. In the intermediate grades, the specific focus of the small groups is directed toward comprehension strategies.

In the last two years, Image has added a full-time Title 1 teacher for third and fourth grade students. A Reading Recovery teacher for primary grades was hired for those students who need extra help. In addition, “before school” tutoring is also available for students identified with reading needs.

Reading achievement at Image is supported with a variety of activities and events throughout the year. Donuts with Dad, held in January, and Muffins with Mom, held in May, are opportunities for children to practice their reading success with the significant adults in their lives before-school in a relaxed, informal environment. We recently welcomed Greg Brown, author of *Confidence Counts*. Author visits motivate our children to read more and they learn first-hand the value and process of writing.

### **3. Writing**

After a careful review of our building’s assessment data we researched best practices for writing instruction and chose Ralph Fletcher and JoAnn Portalupi’s, *Writing Workshop to be implemented in every classroom*. *Writing Workshop* is highly engaging and motivating to students as it teaches the writing process, the various writing genres, and the six traits used by effective writers. These areas are all required by the GLEs and the EALRs and reflect the Image Elementary School Vision Statement. All staff participated in a book study of *Writing Workshop, the Essential Guide* by Ralph Fletcher and JoAnn Portalupi. We also viewed the four “*Writing Workshop*” videos that support the book. Each staff member was involved in a year-long training with our writing consultant. We recognized a need to have common language and instructional consistency throughout the school in writing. We had one representative from each grade level meet for one week to collaborate and create a school-wide writing curriculum map.

*Writing Workshop* has also impacted student confidence with writing and the ability to express ideas more effectively. As a direct result, students at Image love to write. The Image Publishing Center, run by parent volunteers, is constantly producing books written by students. Our library has a special section which showcases student work.

*Writing Workshop* also gave the staff the opportunity to collaborate. We shared ideas, discussed student writing samples and visited one another’s classrooms. We became reflective in practice and more skilled at using classroom assessments to drive instruction.

We have found that *Writing Workshop* improves student performance in all areas of the curriculum where writing is a component such as reading, math, science and social studies. After the first year of implementation, our fourth grade WASL scores increased 12% in writing. Mathematics scores increased 27% and reading scores increased 17%.

#### **4. Differentiated Instructional Methods**

Employing careful data analysis allows us to match instructional strategies with individual student needs.

Our reading and writing curriculums (*Reading with Meaning* and *Writing Workshop*) are very prescriptive, yet allow student choice. Children self-select independent reading books and writing topics. Flexible grouping based on need allow for tailored instruction. Individual student conferences allow teachers and students to set meaningful learning goals. Students progress from their individual skill level. Instructional methods are engaging and rigorous and are reflective of our Vision Statement ensuring that students meet state and district learning requirements.

All classroom teachers utilize a variety of activities and methods to meet each student's instructional needs. This takes into account the various learning styles, prior learning, and achievement levels. Small group instruction is provided for not only guided reading, but math and writing. This allows for pre-teaching or reteaching of specific skills appropriate to student needs.

Image Elementary has two Special Education teachers who employ a variety of methods that individualize the curriculum for students with special needs.

Our highly-capable students are encouraged to learn through in-depth project work that is taught by teachers with expertise in working with these gifted students. The program is conducted at a faster pace, with fewer repetitions, broader depth and understanding, and is highly individualized. Other features of this program include: Complexity, Blooms Taxonomy, higher level thinking skills, and Williams' model of *Creative Thinking Behaviors*. These practices are shared and utilized by all teachers at Image.

#### **5. Professional Development**

Within our school, professional development and collaboration are highly valued. All staff members at Image model life long learning by participating in numerous staff development trainings as well as book studies to keep current with best practices in education. Some book studies have included *Reading with Meaning*, *Strategies That Work*, *I Read it, but Don't Get It*, and *Writing Workshop*.

Staff development has been provided for all first year teachers in literacy, math and science training. Many of our teachers are taking classes through local colleges and universities. Our local Education Service District offers numerous classes and trainings to teachers on a variety of subjects from computer science to academic curricular areas to affective learning issues. Teachers are encouraged to take advantage of these classes and often are provided the funding required to attend these classes. All staff members participated in a year-long *Writing Workshop* training with our writing consultant and are part of continuing staff development trainings during regular staff meetings.

Two math coaches attend monthly math meetings and bring back the knowledge they have gained to coach staff in mathematical instructional strategies. Literacy Facilitators attend meetings and disseminate important information and practices to the staff from district trainings. Through staff developments such as literacy and math trainings the teachers were able to implement their expertise directly into the classroom. The use of literacy and math facilitators have provided on-site support to individual teachers that have improved direct instruction as well as small group work.

Many of our teachers have attended regional and national conferences focusing on literacy and mathematics. For example, one math coach attended a conference in Seattle, Washington sponsored by the Office of the Superintendent of Public Instruction focusing on scoring and range finding for WASL mathematics. Also, all K-2 teachers attended a two-day Western Early Literacy and Reading Recovery Conference in Portland, Oregon. It is an expectation at Image that all teachers who attend such conferences share their learning and expertise with the entire staff.

Jerry Evans, our school assistant principal, is conducting a number of staff development opportunities on collaboration. Grade level teams meet on a weekly basis to plan, share and problem solve together. Increasing the knowledge base on effective collaboration through professional learning teams has given the teachers the needed tools to evaluate and improve teaching practices. Increased teacher participation in college and Educational Service District courses have brought back to Image even more researched based information which has been passed on in their collaborative learning teams. The training provided by our consultant in writing workshop has given the common practices and language needed to greatly improve writing instruction.

**Washington Assessment of Student Learning (WASL)  
Grade 4**

**Math**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	May	May	May	May	May
<b>School Scores</b>					
Total (met standard):					
% At or above Basic	91.3	78.3	77.9	62.8	65.9
% At of above Proficient	83.2	55.7	49.5	42.1	39.7
% At Advanced	62.4	32.2	32.1	19.8	27.0
Number of Students Tested	149	115	107	121	126
% of Total Students Tested	100	100	98.2	100	100
Number of Students Alternatively Assessed	0	0	9	NA	NA
% of Students Alternatively Assessed	0	0	8.1	NA	NA
<b>SUBGROUP SCORES</b>					
<b>1. Economically Disadvantaged (Free/Reduced Lunch)</b>					
% At or above Basic	83.9				
% At or above Proficient	69.4				
% At Advanced	41.9				
Number of Students Tested	62	NA	NA	NA	NA
<b>2. Black/African American</b>					
% At or above Basic					
% At or above Proficient					
% At Advanced					
Number of Students Tested	5<10	2<10	6<10	2<10	n<10
<b>3. White</b>					
% At or above Basic	93.7	76.5	81.3	64.7	
% At or above Proficient	86.5	51.8	52.7	43.1	
% At Advanced	63.1	28.2	34.1	19.6	
Number of Students Tested	111	85	89	102	
<b>4. Hispanic</b>					
% At or above Basic	60.0				
% At or above Proficient	40.0				
% At Advanced	10.0				
Number of Students Tested	10	9<10	6<10	8<10	NA
<b>5. Asian/Pacific Islander</b>					
% At or above Basic	100	87.5			
% At or above Proficient	95.7	81.3			
% At Advanced	91.3	50.0			
Number of Students Tested	23	16	5<10	9<10	NA

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	May	May	May	May	May
<b>6. American Indian/Alaskan Native</b>					
% At or above Basic					
% At or above Proficient					
% At Advanced					
Number of Students Tested	0<10	3<10	0<10	0<10	NA
<b>7. English Limited Learner (ELL)</b>					
% At or above Basic					
% At or above Proficient					
% At Advanced					
Number of Students Tested	9<10	4<10	1<10	6<10	NA
<b>STATE SCORES</b>					
% At or above Basic	82.4	79.2	78.7	71.8	66.7
% At or above Proficient	59.9	55.2	51.8	3.4	41.8
% At Advanced	31.8	26.7	24.8	20.3	19.3

**Washington Assessment of Student Learning (WASL)  
Grade 4**

**READING**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Total (met standard)					
% At or above Basic	94.6	93	92.2	91.8	94.5
% At or Above Proficient	82.4	65.2	67.0	56.6	67.7
% At Advanced	52	32.2	33	27.9	24.4
Number of Students Tested	147	115	110	120	126
% of Total Students Tested	99.3	100	95.7	98.4	99.2
Number of Students Alternatively Assessed		0	06	NA	NA
% of Students Alternatively Assessed	0	0	5.6	NA	NA
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged (Free/Reduced Lunch)					
% At or above Basic	90.2				
% At or above Proficient	70.5				
% At Advanced	31.1				
Number of Students Tested	60	NA	NA	NA	NA
2. Black/African American					
% At or above Basic					
% At or above Proficient					
% At Advanced					
Number of Students Tested	5<10	2<10	6 <10	2<10	N<10
3. White					
% At or above Basic	96.4	92.9	94.8	92.3	
% At or above Proficient	84.7	63.5	71.9	58.3	
% At Advanced	51.4	34.1	33.3	29.1	
Number of Students Tested	100	85	92	101	NA
4. Hispanic					
% At or above Basic					
% At or above Proficient					
% At Advanced					
Number of Students Tested	9<10	9<10	7<10	8<10	NA
5. Asian/Pacific Islander					
% At or above Basic	100	93.7			
% At or above Proficient	100	87.5			
% At Advanced	73.9	62.5			
Number of Students Tested	23	16	6<10	9<10	NA

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	May	May	May	May	May
<b>6. American Indian/Alaskan Native</b>					
% At or above Basic					
% At or above Proficient					
% At Advanced					
Number of Students Tested	0<10	3<10	0<10	0<10	NA
<b>7. English Limited Learner (ELL)</b>					
% At or above Basic					
% At or above Proficient					
% At Advanced					
Number of Students Tested	9<10	4<10	1<10	6<10	NA
<b>STATE SCORES</b>					
% At or above Basic	93.8	92	93.9	93.5	92.8
% At or above Proficient	74.4	66.7	65.6	66.1	65.8
% At Advanced	27.9	24	27	21.5	22.4

Note: While data for some NA cells are available from other sources, only those found on the OSPI Report Card site (<http://reportcard.ospi.k12.wa.us>) are reported.

**Iowa Test of Basic Skills (ITBS)  
Grade 3**

**Math**

Scores are reported as percentiles

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
Total Score      Mean NPR	67	66	65	65	69
Number of Students Tested	129	124	119	123	105
% of Total Students Tested	98	93	95	88	91
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged (Free/Reduced Lunch)	NA	NA	NA	NA	NA
2. Black/African American	9<10	6<10	2<10	3<10	2<10
3. White	66	68	6	66	71
4. Hispanic	49	7<10	7<10	1<10	3<10
5. Asian/Pacific Islander	87	80	87	7<10	6<10
6. American Indian/Alaskan Native	1<10	1<10	3<10	1<10	1<10
7. English Limited Learner (ELL)	34	9<10	7<10	5<10	0<10
<b>STATE SCORES</b>					
Total Score      Mean NPR	67	67	66	64	63

Note:

1. Percent tested has increased from 91% in 1999-2000 to 98% in 2003-2004 at Image
2. Subgroup scores extracted from Query software supplied by OSPI to district.

**Iowa Test of Basic Skills (ITBS)  
Grade 3**

**Reading**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
Total Score      Mean NPR	57	59	55	56	54
Number of Students Tested	131	125	118	128	103
% of Total Students Tested	100	93	94	92	90
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged (Free/Reduced Lunch)					
2. Black/African American	9<10	6<10	2<10	3<10	1<10
3. White	56	61	54	58	57
4. Hispanic	38	8<10	7<10	2<10	3<10
5. Asian/Pacific Islander	71	67	71	7<10	6<10
6. American Indian/Alaskan Native	1<10	1<10	3<10	1<10	1<10
7. English Limited Learner (ELL)	19	9<10	7<10	5<10	0<10
<b>STATE SCORES</b>					
Total Score      Mean NPR	58	58	57	57	56