REVISED March 21, 2005

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

U.S. Department of Education

Cover Sheet

Type of School: __ Elementary **X** Middle **X** High __ K-12

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

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

School Mailing Address **11133 NE 65th**
(If address is P.O. Box, also include street address)

Kirkland **Washington** **98033**- 7116
City State Zip Code+4 (9 digits total)

County **King** School Code Number* **480552**

Telephone **(425) 889-6880** Fax **(425) 889-6881**

Website/URL **www.icsschool.info** E-mail **cduenas@lwsd.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.

Cindy Duenas Date February 7, 2005
(Principal's Signature)

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

District Name **Lake Washington School District No. 414** Tel. **(425) 702-3200**

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

Dr. Don Saul Date February 7, 2005
(Superintendent's Signature)

Name of School Board President/Chairperson **Mr. Doug Eglington**
(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.

Mr. Doug Eglington Date February 7, 2005

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

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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

All data are the most recent year available.

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

1. Number of schools in the district: 29 Elementary schools
   12 Junior high schools
   7 High schools

   48 TOTAL

2. District Per Pupil Expenditure: $7151

   Average State Per Pupil Expenditure: $7436

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [**X**] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 5 Number of years the principal has been in her/his position at this school.

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

5. Number of students 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
PreK					**7**	25	41	66
K					**8**	29	36	65
1					**9**	24	33	57
2					**10**	35	32	67
3					**11**	33	39	72
4					**12**	26	23	49
5					**Other**			
6								
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					**376**

[Throughout the document, round numbers to avoid decimals.]

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

77 %	White
0 %	Black or African American
2%	Hispanic or Latino
21%	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: **0**%

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

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	0
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	0
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	0
(4)	Total number of students in the school as of October 1	376
(5)	Subtotal in row (3) divided by total in row (4)	0
(6)	Amount in row (5) multiplied by 100	0

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

0 Total Number Limited English Proficient

Number of languages represented: **0**
Specify languages:

9. Students eligible for free/reduced-priced meals: **1**%

Total number students who qualify: **2**

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: **1%**
3 Total Number of Students Served

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

____Autism	____Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	_**2**__Specific Learning Disability
____Emotional Disturbance	____Speech or Language Impairment
__**1**_Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
____Multiple Disabilities	

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

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	_____	____**1**___
Classroom teachers	__**14**___	___**4**____
Special resource teachers/specialists	_____	___**1**____
Paraprofessionals	_______	___**2**____
Support staff	___**3**____	_____
Total number	__**17**___	___**8**____

12. Average school student-"classroom teacher" ratio: _25:1__

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	98%	99%	98%	98%	98%
Daily teacher attendance	95%	97%	97%	98%	N/I
Teacher turnover rate	0%	5%	0%	5%	0%
Student dropout rate (middle/high)	0%	0%	0%	N/I	N/I
Student drop-off rate (high school)	1%	1%	>1%	N/I	N/I

14. **(*High Schools Only*)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	34
Enrolled in a 4-year college or university	89 %
Enrolled in a community college	7 %
Enrolled in vocational training	2 %
Found employment	%
Military service	%
Other (travel, staying home, etc.)	2 %
Unknown	%
Total	100 %

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

International Community School (ICS) is a public *choice* school in Lake Washington School District. The school's concept was developed by a group of parents and educators in 1997 and approved by the District's Board of Directors as one of the District's choice school offerings. The ICS development group adhered to the criteria and process developed for proposing community- and staff-initiated schools in Lake Washington. ICS is a six-year school serving students in grades 7 through 12 with a vision that ICS graduates will have the knowledge and skills they need for success now and in the 21st century. Its mission is to provide a continuous six-year course of study in six core content areas: humanities, international studies, the arts, sciences, mathematics, and Spanish. The school provides students with continuity of learning experiences, rigorous academics, small school climate, and support for the joint efforts of the teaching and learning community.

ICS features include: small school with 375 total students; six years of continuous study in the core subjects; emphasis on depth of understanding rather than breadth of offerings; curriculum that emphasizes interconnected learning and skill development organized around essential themes; promotion tied to performance and mastery; focus on international awareness; arts emphasized as a full partner in the curriculum; and yearly opportunities for international travel.

ICS educates students to: analyze, evaluate, and synthesize a variety of information and effectively communicate the information to various audiences; use fundamental mathematical and scientific concepts as well as problem solving in real-world settings; and analyze and interpret world events/issues relating to world cultures, societies, and governments. An ICS education also focuses on teaching students to recognize and to respect diversity, model ethical conduct, and work cooperatively on team projects/presentations. ICS graduates understand who they are, continue their education to reach their goals, and are prepared to live in a wonderful, yet challenging global community.

ICS's curriculum is based on performance standards in line with the District's curriculum

framework. The staff works extensively with the District's standards to develop curriculum and to ensure students have mastered the skills, processes and content outlined for each grade band. Students remain in a class until they can demonstrate mastery through traditional and performance assessments such as presentations and culminating projects. Social promotion does not exist at ICS.

Parents commit to donating 30 hours of voluntary service to ICS through the school's parent organization. There are more than 20 parent committees ranging from facility development and arts enrichment to event supervision and fundraising. During focus week, a one-week extended learning opportunity, parents chaperone students every year to place including Italy, Greece and Mexico to apply their learning as part of the ICS curriculum.

ICS draws students from across the 24,000-student Lake Washington School District. Students are enrolled through a lottery process. Staff strive to meet the diverse needs of all students including our special needs and foreign exchange students.

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. Explain disparities among subgroups. If the school participates in the state assessment system, briefly explain the state performance levels and the performance level that demonstrates meeting the standard. Provide the website where information on the state assessment system may be found.**

   International School is an extremely high-performing school within the Lake Washington School District. In a comparison of schools in Washington State, with similar socio-economics and other characteristics in the student population, International is consistently performing more than 1 Standard Deviation above the average performance of all schools with like characteristics in the state. The data used to determine this is part of a 12-year study of school performance in all schools in the state of Washington. It is developed by using a multiple regression across student home and school environment characteristics. With a school that is as high performing as International Community School, one would not expect to see significant growth, and one would hope for maintenance over time.

   Achievement is measured by Washington Assessment of Student Learning (WASL) at grades 7 and 10, and by Iowa tests at grades 8 and 9. The state WASL assessments are criterion referenced, standards based, and require students to both select and create answers to demonstrate their knowledge, skills, and understanding in each of the Essential Academic Learning Requirements (EALRs)--from multiple-choice and short-answer questions to more extended responses, essays, and problem solving tasks. The test has four levels of performance: below basic, basic, proficient, and above proficient. Iowa tests are norm referenced tests. In addition, SAT information is available, since the participation rate is over 100% on that measure (due to some students doing multiple retakes).

   In the area of Reading, the high performance of students has not only been maintained, growth

has been achieved on the 7th grade and 10th grade WASL. 10th grade performance in reading has fluctuated between 97% and 100% of the students at standard, since 2002. The 8th and 9th grade Iowa Reading scores are now at 92.5%, using NPR. The performance of male and female students is comparable. There is a very small difference in performance by sub-groups. On the SAT, the school had a participation rate of 106% and an average verbal score of 648, having grown 63 points since 2002, the first year students took it.

In the area of Math, the high performance of students has again not only been maintained, growth has again been achieved on the 7th grade and 10th grade WASL. 10th grade performance in reading has fluctuated between 88% and 96% of the students at standard since 2002. The 8th and 9th grade Iowa Math scores are now at about 90% using NPR. The performance of male and female students is again comparable. There is a very small difference in performance by sub-groups. On the SAT, the school had a participation rate of 106% and an average Math score of 620, having grown 33 points since 2002, the first year students took it.

State Data web site http://reportcard.ospi.k12.wa.us

2. **Show in one-half page (approximately 300 words) how the school uses assessment data to understand and improve student and school performance.**

ICS uses large-scale and classroom-based assessment data to understand and improve student and school performance. Large-scale data is obtained from the Washington Assessment of Student Learning (WASL) and Advanced Placement (AP) testing.

Each academic department at ICS analyzes test results by content area and data strand. Staff then complete a data summary, and identify curricular areas to focus on for improvement with evidence to support their conclusions. In math, ICS has identified number sense and probability and statistics as areas of focus. This has resulted in modifying the math curriculum as well as individual courses.

The results of the large-scale assessment analysis together with classroom-based data are used to develop ICS's annual School Improvement Plan. Goals and objectives are written and must include results indicators, resource list, professional development trainings, and a target completion date. Departments continue the process by comparing the latest assessment data with current curriculum content and timeline issues. Instructors then make appropriate curriculum and skills acquisition adjustments. In addition, we move to a discussion of instructional practices to match these adjustments.

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

ICS mails student assessment results 10 times per year to all ICS families. ICS instructional staff discusses assessment data with students throughout the year in specific courses. This information is also communicated at various events, including monthly PTSA parent meetings, weekly electronic communication to parents and students, curriculum guides, and information meetings. Colleges also receive our data information through our School Profile. The community receives the assessment information in several ways, including our website,

weekly parent organizer electronic communication, quarterly newsletter, school profile, and the annual report.

4. **Describe in one-half page how the school has shared and will continue to share its successes with other schools.**

   ICS shares its successes with other schools through a variety of means. ICS is a member of the Redmond Learning Community, a K-12 feeder pattern, designed to share best practice and articulate the curriculum across grade levels. Teachers participate actively in district and collaborative learning community meetings, sharing educational practice and results. ICS instructors serve as trainers-of-trainers especially in science, technology, humanities and the arts. ICS is frequently asked to host visiting educator teams from across the state and region as other districts investigate beginning similar schools or programs in their districts. Because of the success of ICS students, there is great interest, from within and outside of the district, in better understanding ICS's program, structure and curriculum. The school budget is formulate to allow each of the school's 20 staff members to attend and/or present at national and state conferences and institutes including the Washington Science Teachers Association annual conference and the Office of Superintendent of Public Instruction's summer institute.

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 core curriculum is an eligibility requirement in grades seven and higher).**

   The ICS curriculum program focuses on international awareness with the goal of educating students to be global citizens. ICS offers an intensive six-year integrated course of study in six core disciplines: humanities, international studies, the arts, science, math, and Spanish. Each year's studies requires the student's mastery of a shared foundation of knowledge established in the prior years.

   International Studies (I.S.): The primary goal of the I.S. curriculum is global citizenship education. The curriculum focuses on developing students' cultural, historical, global, and political literacy to become well informed and active citizens of global society. Coursework focuses on essential themes including classical civilizations and contemporary world history. Students are required to research, analyze, and evaluate the components of an issue and determine the U.S. and world impact on the issue. Students are required to use the scientific method of inquiry and investigation, interpret the data, work with primary and secondary source documents, and communicate clearly and coherently.

   The Arts: The ICS arts curriculum concentrates on the arts as a universal language used to make sense of the world. Arts integrates with Humanities and I.S., focusing on our state's Essential Academic Learning Requirements (EALRs). The specific course work focuses on themes including: Art Foundations; Multicultural Arts, Art's Roots in the Ancient World; History and Communication In and Through Arts; Art in America; and Honors Studio Art.

Science: The goal of the science program is to increase the students' awareness, conceptual understanding, and appreciation of the world in which they live. Students are introduced to the fundamental principles of science and the process by which scientific knowledge is acquired. Students apply these principles and use the inquiry process in experimental work to develop their ability to think critically and to communicate intelligently. Emphasized in the science program are four main points: the collection and organization of data through careful observation, the search for underlying regularities in the data, the formation and testing of hypotheses, and the communication of results and conclusions. The ICS science program mandates active learning experiences in all coursework, and all students have access to a variety of equipment, computer-assisted instruction, and formal laboratory facilities.

Spanish: ICS subscribes to the belief that languages are essential for success in our global society. Our World Language curriculum and instruction is dedicated to providing a rigorous six-year program so that all students become fluent in the knowledge of a world language. Students begin Spanish at Level 1 and continue through Spanish Application and AP Spanish. Throughout the program, students explore the Spanish culture, history, arts, literature, governments, religions, and current events. Students participate not only in traditional course work but also in practicums and internships.

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.**

   These specific courses focus on literature and composition in the themes of The Foundations of Civilization; Limits, Freedom, Society, and the Individual; Foundations of the Western World: Metaphysics and the Hero; British Literature; American Literature; and The Life Journey: Searching for Meaning and Identity. Writing and reading standards are set at each grade level.

   Writing requirements include compare/contrast essay, literary analysis, persuasive essay, a timed expository, a college application essay, and a research paper. Reading requirements include a literary text analysis, informational text analysis, literary text critical thinking, and informational text critical thinking. Students reading below standard and/or at low standard receive services, including peer, adult or Ignite tutors; and formal class and text note takers. In addition, students are involved in completing the reading requirements through required outside reading projects, class team projects, and class discussions. The overall goals of the English Language curriculum are to teach students to read with comprehension, write with structure and a position, identify and use primary and secondary sources, and to think analytically followed by critical reflection.

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.**

   ICS mathematics is a sequential, integrated program. Pre-Algebra in grade 7 begins the program, and the most advanced course offered is AP Calculus. We partner with another district school to offer two additional AP classes: AP Calculus BC and AP Statistics. Students are required to take Pre-Algebra, Integrated 1, Integrated 2, and Algebra-Trigonometry at a

minimum. Students are counseled to take Math Analysis and AP course work. The math program focuses on developing students' logic and problem-solving skills and abilities. These thinking skills are then incorporated into all levels of the course work, including group projects based on real-world situations. Experimental design and application of mathematical concepts is fostered. The goals are to teach students to think conceptually and use logical reasoning and common sense to discover solutions to applications. Students must also construct arguments and communicate processes and solutions. This focus prepares ICS students to interact effectively in our challenging, global world.

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

Staff uses direct, indirect, inquiry-based, constructivist, and the didactic models of instructional methods. Through this variety of instructional practices, staff links course content with student learners to make the best match for knowledge acquisition. Further, many staff members use the Socratic method for class discussions. The goal is to work with students in a variety of ways so that they will combine content knowledge with cognitive skills and then apply their learning.

With approximately 375 student and 20 staff members, ICS students and staff get to one another over the course of the six-year program. Teachers know their students well and tailor their instruction and assignments to best meet the needs of each student.

As students self reflect and assess their level of learning, staff also self reflect and assess the level of instruction, weaving content, process, and thinking skills into the overall work. With the assistance of our staff development specialist, we link instruction to the district's staff development focus and programs.

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

At ICS, we have a two-tier system for professional development. The first tier consists of the staff participating in the various national organizations' workshops and Advanced Placement trainings. Instructors attend the annual conferences and workshops offered by organizations including the National Science Teachers Association, the National Council of Teachers of Math, and the National English Teachers Association. Additionally, staff members rotate attending the annual Advanced Placement trainings. The second tier of professional development consists of the agreed-upon, all-staff professional development goals and trainings. The staff is committed to and continues to receive training in technology integration in the content areas, formal essay writing, reading instruction, and Dimensions of Learning. These areas of training reflect the assessment data from WASL and AP. Further, staff uses *Understanding University Success* to guide staff development decisions. For example in the area of math, instructors reviewed the assessment data and discovered that students needed more instruction in data analysis and probability. The math instructors researched available course offerings and then attended the National Council of Teachers of Math workshop. The information has now been integrated into the math program.

STATE CRITERION-REFERENCED TESTS

Subject Math Grade 7 Test WASL

Edition/Publication Year N/A Publisher Washington State

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month – Late April, early May					
SCHOOL SCORES					
% At or Above Basic	100%	95.5%	96.4%	94.6%	88.2%
% At or Above Proficient	95.4%	87.9%	83.5%	87.2%	57.9%
% At Advanced	72.7%	69.7%	57.6%	58.5%	39.5%
Number of students tested	66	65	86	96	78
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Asian (specify subgroup)					
% At or Above Basic		7.2%	92.4%	87.9%	92.9%
% At or Above Proficient	100%	92.8%	86.5%	82%	64.3%
% At Advanced	84.6%	85.7%	58.8%	58.5%	50%
Number of students tested	13	14	17	17	14
STATE SCORES					
% At or Above Basic	66%	67%	47%	44%	43%
% At or Above Proficient	46%	47%	34%	27%	28%
% At Advanced	19%	19%	17%	13%	12%

STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 7 Test WASL

Edition/Publication Year N/A Publisher Washington State

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month – Late April, early May					
SCHOOL SCORES					
% At or Above Basic	100%	98.5%	100%	100%	97.3
% At or Above Proficient	98.5%	92.4%	94.1%	85.1%	77.6%
% At Advanced	78.8%	60.6%	50.6%	51.1%	36.8%
Number of students tested	66	65	86	96	78
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Asian (specify subgroup)					
% At or Above Basic	100%	100%	100%	100%	100%
% At or Above Proficient	92.3%	92.8%	88.2%	88.2%	78.6%
% At Advanced	84.6%	71.4%	41.2%	58.8%	42.9%
Number of students tested					
STATE SCORES					
% At or Above Basic	90%	83%	85%	82%	80%
% At or Above Proficient	61%	48%	45%	40%	41%
% At Advanced	30%	19%	14%	17%	14%

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 8th
Test Iowa Test of Basic Skills
Edition/Publication Year Spring 95
Publisher Riverside

Scores are reported here as Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month Late April-Early May					
SCHOOL SCORES					
Total Score	88	86	91	77	79
Number of students tested	61	80	94	75	74
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Asian	N/I				
Number of students tested					
2. Hispanic	N/I				
Number of students tested					

No state testing at this grade level.

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 8th
Test Iowa Test of Basic Skills
Edition/Publication Year Spring 95
Publisher Riverside

Scores are reported here as Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month Late April-Early May					
SCHOOL SCORES					
Total Score	92	89	89	86	86
Number of students tested	61	80	94	75	74
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Asian	N/I				
Number of students tested					
2. Hispanic	N/I				
Number of students tested					

No state testing at this grade level.

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 9th
Test Iowa Test of Educational Development
Edition/Publication Year Spring 95
Publisher Riverside

Scores are reported here as Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month Late April-Early May					
SCHOOL SCORES					
Total Score	93	90	87	89	90
Number of students tested	76	85	73	52	50
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Asian	92	87	90	87	92
Number of students tested	17	18	13	7	6
2. Hispanic		92	74	90	65
Number of students tested	0	2	1	1	1

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Quantitative Thinking Grade 9th
Test Iowa Test of Educational Development
Edition/Publication Year_____1995___
Publisher Riverside

Scores are reported here as Percentiles

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month Late April-Early May					
SCHOOL SCORES					
Total Score	92	92	88	90	97
Number of students tested	76	85	73	52	50
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Asian	92	91	90	87	95
Number of students tested	17	18	13	7	6
2. Hispanic		87	90	87	95
Number of students tested	0	2	1	1	1

STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 10 Test WASL

Edition/Publication Year N/A Publisher Washington State

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month – Late April, early May					
SCHOOL SCORES					
% At or Above Basic	100%		100%		
% At or Above Proficient	97.4	100%	97.3%		100%
% At Advanced	94.8%	91.5%	91.9%	100%	85.7%
Number of students tested	78	60	37	40	21
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. American Indian (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced	100%				
Number of students tested	1				
2. Asian (specify subgroup)					
% At or Above Basic		100%			
% At or Above Proficient	100%	90.9%			100%
% At Advanced	93.7%	81.8%	100%	100%	66.7%
Number of students tested	16	11	4	5	3
3.Hispanic (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced	100%	100%	100%	100%	100%
Number of students tested	1	1	1	1	1
STATE SCORES	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
% At or Above Basic	82%	80%	79%	82%	80%
% At or Above Proficient	65%	60%	59%	63%	60%
% At Advanced	51%	43%	44%	48%	38%

STATE CRITERION-REFERENCED TESTS

Subject Math Grade 10 Test WASL

Edition/Publication Year N/A Publisher Washington State

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month – Late April, early May					
SCHOOL SCORES					
% At or Above Basic	100%	98.3%	97.3%		
% At or Above Proficient	96.1%	88.1%	94.6%	100%	100%
% At Advanced	80.5%	66.1%	62.2%	71.8%	71.4%
Number of students tested	78	60	37	40	21
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. American Indian (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced	100%				
Number of students tested	1				
2. Asian (specify subgroup)					
% At or Above Basic	100%	100%			
% At or Above Proficient	93.8%	91.9%		100%	100%
% At Advanced	87.5%	81.8%	100%	80%	66.7%
Number of students tested	16	11	4	5	3
3.Hispanic (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced	100%	100%	100%	100%	100%
Number of students tested	1	1	1	1	1
STATE SCORES	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
% At or Above Basic	63%	61%	61%	60%	59%
% At or Above Proficient	44%	40%	38%	39%	35%
% At Advanced	22%	19%	16%	19%	15%