

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

*U.S. Department of Education*

Type of School:  Elementary  Middle  High  K-12

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

Official School Name Northshore Junior High  
(As it should appear in the official records)

School Mailing Address 12101 NE 160<sup>th</sup> St.  
(If address is P.O. Box, also include street address)

Bothell WA 98011-4198  
City State Zip Code+4 (9 digits total)

County King Code Number\* 47

Telephone (425) 489-6411 Fax (425) 402-7653

Website/URL NJHWEB@nsd.org E-mail gschaefer@nsd.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.. Karen Forys  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Northshore School District Tel. ( 425 ) 489-6000

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. Cathy Swanson  
(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 \_\_\_\_\_

## **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**

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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:       19   Elementary schools  
    Middle schools  
   7   Junior high schools  
   4   High schools  
   2   Other  
  
    32  TOTAL
2. District Per Pupil Expenditure:         \$7,631.85  
  
     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.   3   Number of years the principal has been in her/his position at this school.  
           If fewer than three years, how long was the previous principal at this school?
5. Number of students 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	161	142	303
K				8	173	158	331
1				9	173	129	302
2				10			
3				11			
4				12			
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>938</b>

6. Racial/ethnic composition of the students in the school:
- 75 % White
  - 2 % Black or African American
  - 7 % Hispanic or Latino
  - 15 % 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: 5 %

(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.	15
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	28
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	43
(4)	Total number of students in the school as of October 1	938
(5)	Subtotal in row (3) divided by total in row (4)	.00458
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 3 %  
24 Total Number Limited English Proficient  
 Number of languages represented: 6  
 Specify languages: Chinese, Korean, Farsi, Punjabi, Spanish, Mandarin

9. Students eligible for free/reduced-priced meals: 10 %

Total number students who qualify: 90

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: \_\_\_\_\_10\_%  
 \_\_\_\_\_97\_ Total Number of Students Served

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

- |                             |   |
|-----------------------------|---|
| _____15_ Autism             | _____ Orthopedic Impairment                 |
| _____ Deafness              | _____47_ Other Health Impaired              |
| _____ Deaf-Blindness        | _____21_ Specific Learning Disability       |
| 1_ Emotional Disturbance    | _____ Speech or Language Impairment         |
| _____ Hearing Impairment    | _____ Traumatic Brain Injury                |
| 12_ 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**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	_2_____	___2___
Classroom teachers	_42_____	___5___
Special resource teachers/specialists	_3_____	___6___
Paraprofessionals	_11_____	___4___
Support staff	_12_____	___13___
Total number	_70_____	___30___

12. Average school student-“classroom teacher” ratio: \_22:1\_\_\_\_\_

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	96%	95%	96%	94%	94%
Daily teacher attendance	93%	89%	94%	93%	92%
Teacher turnover rate	5%	10%	6%	6%	9%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

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### Part III

Northshore Junior High is a seventh through ninth grade secondary school in the Northshore School District, a suburban school district located east of Lake Washington and the city of Seattle. The average annual enrollment is 925 students evenly split across the three grade levels.

Our mission is to provide every student with the opportunity for learning success. We believe that children thrive in quality learning experiences when their basic needs are met. All students can learn, succeed in school, and become productive citizens of our community, given time to grow and when fundamentally supported by the adults in their lives. At NJH, education is a partnership built upon a foundation of mutual respect among staff, students, parents, and the community.

We hold the following values for our school community: leadership, responsibility, and excellence and quality in all work. Our goal is for students to experience a sense of belonging and the joy of learning while at NJH. Respect for all, and tolerance of cultural diversity, are highlighted during Cultural Diversity Week in January of each school year. Welcome Every Body (WEB), a student to student transition program for incoming seventh graders, is a seventh grade orientation program led by ninth graders that exemplifies our commitment to building leadership abilities in our oldest students while creating a welcoming school community for the youngest.

Fully remodeled during the 2002 through 2004 school years, our facility is designed with the goals of integration and connectivity of student learning. The heart of the school is a central courtyard, around which the main entry, library, and student commons are aligned. The design emphasizes an abundance of natural lighting, putting into practice recent research on the positive effects of natural light on student achievement. Six team areas of four classrooms each surround a common student work area, facilitating the integration of Science, Social Studies, English, and Math instruction.

Northshore Junior High is committed to helping all students meet standard in reading, writing, math, and science, as measured by the Washington Assessment of Student Learning (WASL) in grades seven and ten. Through our annual school improvement planning process, skill areas needing improvement are identified in each of the core disciplines. This annual review directs departmental goals, staff professional development, and instructional practices to be implemented school-wide for maximum student benefit. Northshore Junior High is committed to aligning curriculum and instruction in a professional pathway relationship with the three elementary schools whose students matriculate into our school, as well as with Inglemoor High School, the next step in our students' educational program.

The Northshore community is supportive of its schools, and votes consistently to fund general operational levies, construction bonds, and technology bonds/levies. This local support results in a technology-rich school, with a state-of-the-art library, computer lab, and video productions lab. Each classroom and instructional area enjoys multiple ports for high speed internet access. Our school technology plan is driven by the goals for increasing student achievement in our school improvement plan.

With the high school graduating class of 2008, all Northshore School District junior high students will successfully complete a culminating Freshman Project as a new high school graduation requirement. The project has four main components: A proposal and action plan, a research paper, an oral presentation, and an essay wherein the student reflects as a learner. The essential question asks: What inducement is there for prosperous countries to delay personal gratification for the greater global good? NJH freshmen build a global perspective as they research United Nations issues of concern, and the impact of the issue on a Pacific Rim country. Students consider solutions and develop proposals to make a difference in their world. In preparation for the Freshman Project, NJH staff developed consistent school-wide strategies across all grades in note-taking, guiding questions, research techniques, final draft format, works cited, and visual and oral presentations.

#### Part IV

1. Since 1998, seventh grade students in Washington have taken the WASL each spring. A criterion-referenced test, the WASL is designed to enable students to show their knowledge, skills, and understanding in each of the state's content standards—the Essential Academic Learning Requirements (EALRs)—in reading, writing, mathematics, and science. Test items range from multiple choice and short answer responses, to more extended responses, essays, and problem-solving tasks.

Scores on the WASL are reported in two ways. First, raw scores are converted to standard scale scores (ranging from 300 to 600) that provide consistent information about cognitive difficulty. The standard is set at 400; a score of 400 always represents the same level of achievement. This scale enables us to observe growth in student achievement with confidence that increases in scores are due to increased student learning. Second, scale scores are grouped into levels of performance, similar to those on the NAEP. Scale scores below 400 represent “Level 1” (well below standard) and Level 2 (below standard) performance, while scale scores from 400 to 425 represent Level 3 (meets standard) performance, and scale scores above 425 represent Level 4 (well above standard) performance. School performance is reported as the percent of students scoring within each level or the percent of students meeting or exceeding the standard. The WASL is a criterion-referenced test, and scores are not reported in percentile ranks. More information about the state assessment program can be found at [www.k12.wa.us/assessment](http://www.k12.wa.us/assessment).

The enclosed tables report NJH student performance on the grade seven WASL Reading and Math tests since 1999. The performance of NJH students has been excellent, with average scores and the percent of students meeting standard increasing dramatically. Performance on the WASL has increased at a faster rate than the state average, with larger percentages of NJH students meeting the standard each year than their peers throughout the state. Three subgroups of special student populations are large enough to report results: the socioeconomically disadvantaged, Asians, and special education students. All three subgroups of NJH students share in the overall increase in student WASL performance reported above.

NJH measures the success of its instructional efforts in larger percentages of students earning higher scores on the WASL tests. We strive to reduce the percent of students scoring in Levels 1 and 2 and to increase the percent of students scoring in Levels 3 and 4. These results are evidence of our effectiveness in identifying areas of student need and providing targeted instruction to successive cohorts of students. NJH has successfully cut in half the number of students scoring below standard in math at Level 1 over the past five years, moving students forward in achievement towards standard or above standard.

Reading results are reported for the last five years of the assessment. Student performance has increased 18 percent points, from 58 to 76% in the number of students reaching Level 3 (standard), and a 29 percent point increase in the number of students scoring at Level 4 (above standard) in reading. Our subgroups have shared in this success. The percent of socioeconomically disadvantaged students scoring at Level 4 has doubled over the past three years. Asians have demonstrated a 35 percent point increase in students scoring at Level Three, and a 30 percent point increase in students scoring at Level 4 in reading. Special education students have increased their proficiency from 3%, to 18% scoring above standard (Level 4), and have doubled the percent of students scoring at standard (Level 3). Average student performance across all of these subgroups has increased at higher rates than the state average results as a whole.

Math results are also reported over five years. In 2004, 75 percent of NJH seventh graders scored at or above standard in math, an increase of 28 points in the percent of Level 3 students, and a 13 point increase in the percent of students at Level 4. NJH students have significantly increased scores at a higher rate than the state results. Each of our statistically significant subgroups has shared in this success, increasing scores at a higher rate than the state average increase as a whole. Special education students have increased 16 percent points in math, Asians students 22 percent points, and the socioeconomically disadvantaged have increased 37 percent points in the number of students at standard (Level 3).

2. Northshore Junior High engages in an annual school improvement planning cycle to plan, act, and then reflect upon results. The Northshore School District dedicates five additional teacher work days beyond the student calendar for the purpose of improving schools and student performance. One day each fall NJH teachers review data and analyze assessment trends over time on the seventh grade reading, writing, math, and science WASL. NJH staff consider cohort group performance by looking at students' fourth grade WASL scores of three years earlier. Tenth grade WASL scores of former NJH students are also included in our analysis.

Washington State's Office of the Superintendent of Public Instruction (OSPI) provides reports on individual student performance in discrete assessment subsets. Additional student data, outlining a student's full assessment history in the Northshore School District, is available to teachers through [eddatasolutions.com](http://eddatasolutions.com), a school assessment data base. Teachers identify the students in each of their current classroom groups who performed below standard – at a level one or two – on the state assessments.

On the remaining non-student work days scheduled through the school year NJH teachers work in curricular teams to develop instructional strategies targeting specific student skill deficits. English, math, and science teachers study the state assessment released items and conduct item analysis of student responses, investigating the academic sub-areas where student performance is below standard. Plans are developed for addressing the weak areas of student performance through changes in instructional practices. Extended school day - after school study help - to support struggling learners is staffed by certificated teachers.

Student assessment data is reviewed again in the spring at the beginning of the school improvement planning cycle. Curricular departments review the current year's body of work, and consider evidence presented in classroom-based assessments to determine the efficacy of their efforts. Teachers set school improvement goals for the coming year, identifying instructional strategies and professional development needs, as indicated by assessment data.

3. Each student and parent/guardian receive their student's individual assessment results for each WASL sub-test, either hand-delivered to parents at a parent meeting, or mailed directly to homes. School results are published in the local newspapers as well as district publications and the school newsletter. Northshore Junior High prepares an annual school performance report, mailed to the local school community, that also charts the school's assessment results over time. Through the school comprehensive guidance and counseling program, students meet individually with school counselors to review academic progress.

Progress reports based on classroom-based assessments are sent home every three to five weeks. Northshore Junior High students receive grade reports every nine weeks. NJH teachers post student grades on-line, and e-mail communication between teachers and parents is frequent. Student staffings, where parents and student meet with all of the student's classroom teachers and counselor, are held on an as needed basis.

Beginning with the class of 2008, students must meet standard on the tenth grade WASL in order to graduate from high school in Washington State. Parent meetings have been held at the district and school level to communicate the new requirements, during which district and school assessment results are presented.

4. Northshore Junior High enjoys a strong collegial partnership with the other junior highs in the Northshore School District, and uses administrative and curricular meetings to share the successes of our school programs. A team of NJH English and content area teachers participates in a professional development program for secondary literacy, during which the NJH team has shared school-wide reading programs and strategies with other schools. Throughout the development of the Northshore School District Freshman Project, the NJH team was a leader among the junior high schools, and other schools modeled aspects of the program.

Since the completion of our new facility, we have hosted many school groups for tours as they prepare the design phase of their own new buildings.

On non-student teacher workdays, Northshore Junior High staff participate with other pathway (attendance pattern) staff for professional development on reading. We have initiated cross-school professional conversations between 7<sup>th</sup> grade English teachers, and 5<sup>th</sup> and 6<sup>th</sup> grade classroom teachers to align writing instruction as students transition between elementary and junior high.

Northshore Junior benefits from strong professional teachers who are pioneers in school reform in their fields. The NJH math department chair assists with district-wide implementation of Connecting Math Project and Core math curriculum. Two NJH English teachers serve as model instructors for the Northshore School District teacher mentor program for new teachers. The NJH science department chair trains teachers in other districts across the state in the Middle School Science Partnership for Systemic Change through a grant with the University of Washington.

We believe that professional collaboration at any level strengthens our teachers and school instructional programs. We are eager and willing to learn from, as well as share results, with other schools/teachers.

## Part V

1. Every Northshore Junior High student is enrolled in a core program of Language Arts, Social Studies, Science, Math, and a semester of Health/Fitness during a six period day. In addition, all students select elective courses from World Languages and the Arts, as well as Health and Fitness. Courses are aligned with the state EALRs and grade level expectations. Ten percent of students take Honors classes in social studies and language arts, and twenty percent take honors math classes. Students are selected for these programs based upon high scores on the CoGat test. NJH also serves a diverse student population of special needs students. Programming is determined by the identified needs, and includes academic support in reading, writing, math, life skills, and or English language learning.

**Social Studies:** This program offers students the opportunity to study and develop understandings of the global community and a deeper appreciation for their own state and national history and civic responsibilities. The grades seven through nine social studies program includes the study of Eastern Hemisphere geography, peoples, and cultures, US history through the Reconstruction period, and Washington State's past and present, and its role in the Pacific Rim global community.

**Science:** Students learn scientific principles through experimental design, by conducting investigations, collecting and analyzing data, and making observations. The scientific method is taught as a strategy to answer questions and find solutions to problems, draw valid conclusions, and communicate findings through scientific writing. NJH students study life science in grade seven, earth science in grade eight, and physical science in grade nine.

**World Languages:** Spanish classes begin in seventh and eighth grade for students who are on a path of intensive language study in the high school experience. Students focus on learning and expressing oral and written language through the development of basic conversational vocabulary. Art and the appreciation of different Hispanic cultures enrich the language learning experience. NJH ninth graders who do not begin Spanish in seventh grade can choose to study Spanish or French 100 at Northshore JH, or choose German or Japanese 100 as ninth graders through an interschool agreement with Inglemoor High School. Spanish 200 rounds out the language experience for the early start language learners. This class prepares students for the Pre-IB Spanish program at our pathway high school.

**Arts:** NJH offers a wide variety of arts classes to meet the talents and interests of our students. We have a large choral and instrumental music program, including orchestra, aligned with the state music EALRS. Tech Ed students study the history of technology, its evolution and effects on society. Home Arts focuses on family, values, character and integrity development, decision-making skills, nutrition, food preparation, teamwork and leadership. Visual arts classes instruct students in the creative process, drawing, painting, 3-D work, and printmaking, with a focus on reflection and self-evaluation, and the communication of ideas through art and history. In drama and video production, students learn to express the human condition through movement and light.

**Health/Fitness:** The health/fitness program's goal is to develop healthy active youth. The program components of physical fitness instruction include building aerobic capacity, muscular strength, muscular endurance, flexibility and personal development through the use of cardiovascular monitoring technology. The curriculum is aligned with state EALRs and grade level expectations. The integrated health instruction focuses on developing positive self-esteem, goal setting, dealing with stress, social pressure, critical thinking, and decision-making for a healthy lifestyle. Nutrition and the benefits of exercise, and how these relate to teenagers and their developmental need for physical activity round out the program.

Our school library program strives to be fully integrated into all areas of student learning. In addition to a broad print collection, students and teachers have access to many state-of-the-art technology resources. Through frequent research opportunities grounded in curricular areas, students use questioning, research, evaluation and synthesis to cultivate information literacy skills that support life-long learning.

2b. The primary goal of the NJH English department is to develop fluent readers and skilled communicators in both oral and written language. Literature and non-fiction issue-based contemporary writings are used throughout the three years of study. These readings act as vehicles for students to read, write, discuss, debate in seminar, and reflect upon the topics and themes central to the developing adolescents' experience.

Students learn Latin and Greek roots of English words in a three year vocabulary building program that supports decoding skills and vocabulary development across the math and science curriculum as well. We strive to provide students with a deep understanding of the English language as a strategy for increasing reading ability. English teachers have aligned the study of literature across all three grades with a systematic teaching of the skills of reading comprehension, literature construction, and literary analysis.

NJH English teachers differentiate instruction based on the needs of their learners. Having read the book, "I Read It, But I Don't Get It" by Chris Tovanni in a professional book club during the last school year, teachers work with their struggling readers to identify and employ strategies that good readers use. Both English and content area teachers instruct students in specific content area reading strategies such as analyzing text structure and creating connections – text to self, text to text, text to world. Inferring, questioning, visualizing, distilling the essence of text, synthesizing, and reflecting are other good reader strategies students learn in English.

The Six Trait Writing process is the construct for the development of writing skills. Seventh graders learn the essay development process, eighth graders focus on writing the expository essay, and ninth graders learn the persuasive essay.

Seventh grade English teachers prepare students for the annual state assessment with WASL-like learning activities in reading comprehension and writing, drawn from the OSPI "Tool Kit" of released test items for seventh grade teachers.

3. Developing mathematical thinkers is central at NJH. Mathematics instruction builds students' ability to make sense out of data using graphic displays and summary statistics while extrapolating their ability to evaluate data into understanding linear algebra's form and function and connection to geometry. The four strands of mathematical content are integrated: algebra and functions, probability and statistics, geometry and trigonometry, and discrete math. Grades seven and eight use the Connected Mathematics Program (CMP) as the primary instruction source, with supplemental computation skill building. Grade nine students work in the Contemporary Math in Context (Core) program.

The NJH math team firmly believes in fluid instructional grouping. Any student who is willing to work hard and can demonstrate success is admitted into the school's honors math program. Students are advanced or reassigned to smaller classes for more intensive skill work, throughout the school year as their needs and performance indicates.

Northshore Junior High is committed to preparing students for a productive future, and not our past. Problems are presented in real-world contexts. Students show their processes and communicate their reasoning in written and oral forms. The ability to describe their conclusions and explain their reasoning helps students better understand their own thinking and the mathematics they are studying. This is a skill, like teamwork, that businesses and industries desire in new employees.

Ninth graders advance to the use of graphing calculators, enabling students to see data in multiple representations (numerical, graphical, and symbolic). We supplement the curriculum with continued practice in symbol manipulation to help the students become efficient and fluent in computation as well as good problem solvers. Our emphasis is on the students not just completing work, but doing quality work.

4. NJH teachers use a variety of instructional methods to actively engage adolescents in their learning, implementing researched-based best practices in their instruction. The organization of small groups of students in collaborative work teams facilitates differentiated instruction. The use of the Socratic Seminar pushes students to higher levels of critical thinking. In essay writing, students interact with visuals, such as art and photography, as a means of generating essay themes that stretch students beyond the standard formulaic writing. In science and math, teachers employ inquiry-based experiences and investigations with students to develop logical, critical thinking using real world situations. Working in groups, students problem-solve mathematical solutions. The collaborative group dynamic matches the adult work place, and provides opportunity for support for students of varying abilities and skills. As teachers move around the classroom monitoring student work, they prompt student thinking, answer questions, and provide specific instruction to students struggling with concepts or skills. Social studies teachers begin units of study with an essential question that challenges students to think deeply about topics of substantial import to them and their world.

National research studies have repeatedly shown strong school library programs significantly improve student achievement. Our library provides access to information technologies as well as extensive print resources, and works collaboratively with classroom teachers to help students achieve academic and personal success. Through frequent research opportunities emphasizing questioning, research and problem-solving skills, students learn foundational information skills that support their academic endeavors.

Standards for student performance are clear communicated to staff, students, and parents. Instructional practices have been adapted to match the new expectations for student performance. We work to align instructional vocabulary and practices across schools so that a student can move within our district or pathway and not need to relearn because of a different teacher's approach to a common curriculum.

NJH has a talented cadre of paraprofessionals who accompany special education students into social studies and science classes. Special needs students attend a daily academic lab class where they receive small group and individual instruction in math, writing, social studies, and science.

5. The Northshore School District believes in the power of continuous learning for adults as well as students, and promotes professional development opportunities for all teachers in all curricular areas. Our district Secondary Education department is committed to providing training in best practices reflecting new trends and instructional strategies in each of the disciplines. Training occurs formally at the state, school, and building levels, as well as informally teacher to teacher. The district provides numerous after school and summer opportunities for professional development in curricular and technology fields. Each teacher annually receives staff development funds and is encouraged to seek out meaningful professional development opportunities.

NJH math teachers attend on-going training in CMP and the Core Math programs with trainers from our own district as well as those from neighboring districts, all who have been trained by the national CMP/Core Math team. NJH science teachers participated in professional development through a partnership with the University of Washington in the Middle School Science Partnership for Systemic Change, and are now proficient enough to be trainers of teachers in other school districts. A cadre of NJH teachers from across curricular areas attended the Northshore School District 2004 Secondary Literacy Institute, a three-day intensive summer and on-going monthly professional development program designed to increase teachers' instructional skills in reading in the content area. Social studies teachers attended training in December from national presenter Jay McTige on Understanding by Design as they begin work on implementing proposed new state essential learnings in social studies. Technology training is on-going at the building level in video productions for student performance assessments, developing teacher web pages, and on the use of electronic white boards.

Part VII

CRITERION-REFERENCED ASSESSMENT

Subject: Reading      Grade: 7      Test: Washington Assessment of Student Learning (WASL)

Edition/Publication Year: N/A      Publisher: Riverside

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month: April					
<b>SCHOOL SCORES</b>					
% Exempted	0.0	3.4	0.0	1.3	2.9
% Not Tested	2.5	2.1	1.0	1.0	0.3
% at Level 1	100.0	100.0	100.0	100.0	100.0
% at Level 2	94.7	91.6	93.5	92.6	92.3
% at Level 3	76.7	66.1	68.2	62.7	58.5
% at Level 4	49.8	37.8	26.0	35.4	20.7
Number of Students Tested	323	286	308	306	298
Percent of Total Students Tested	97.5	96.7	95.7	98.7	96.8
Number of Students Alternatively Assessed	0	3	7	N/A	N/A
Percent of Students Alternatively Assessed	0.0	1.3	2.5	N/A	N/A
<b>SUBGROUP SCORES</b>					
<b>1. Socioeconomically Disadvantaged</b>					
% Exempted	0.0	4.2	14.8	N/A	N/A
% Not Tested	0.0	8.3	0.0	N/A	N/A
% at Level 1	100.0	100.0	100.0	N/A	N/A
% at Level 2	83.3	62.5	69.5	N/A	N/A
% at Level 3	50.0	29.2	30.4	N/A	N/A
% at Level 4	25.0	16.7	13.0	N/A	N/A
Number of Students Tested	24	23	23	N/A	N/A
<b>2. Asian</b>					
% Exempted	0.0	5.4	4.4	0.0	0.0
% Not Tested	2.4	0.0	0.0	2.0	0.0
% at Level 1	100.0	100.0	100.0	100.0	100.0
% at Level 2	97.5	86.5	91.2	91.8	86.7
% at Level 3	95.1	81.1	75.6	75.5	60.0
% at Level 4	61.0	54.1	35.6	46.9	33.3
Number of Students Tested	40	35	43	48	30
<b>2. Special Education</b>					
% Exempted	0.0	13.5	29.0	11.4	17.1
% Not Tested	10.9	8.1	.0	0.0	0.0
% at Level 1	100.0	100.0	100.0	100.0	100.0
% at Level 2	80.0	51.3	50.0	68.6	96.5
% at Level 3	36.4	16.2	9.1	17.2	58.6
% at Level 4	18.2	8.1	0.0	8.6	3.4
Number of Students Tested	49	32	22	31	29
<b>STATE SCORES</b>					
% Not Tested	2.1	2.4	2.3	2.9	3.3
% at Level 1	100.0	100.0	100.0	100.0	100.0
% at Level 2	89.7	84.3	84.5	81.5	80.6
% at Level 3	60.4	47.9	44.6	39.8	41.5
% at Level 4	29.5	19.3	14.2	16.8	13.9

Subject: Math Grade: 7      Test: Washington Assessment of Student Learning (WASL)

Edition/Publication Year: N/A      Publisher: Riverside

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month: April					
<b>SCHOOL SCORES</b>					
% Exempted	0.0	2.0	4.3	1.3	2.9
% Not Tested	2.5	2.4	1.3	1.9	8.7
% at Level 1	100.0	100.0	100.0	100.0	100.0
% at Level 2	85.1	82.7	70.3	70.1	63.2
% at Level 3	75.2	65.5	52.1	50.8	47.8
% at Level 4	36.8	40.7	30.0	31.2	23.7
Number of Students Tested	317	283	308	30.3	2.0
Percent of Total Students Tested	97.5	95.6	95.7	98.7	97.1
Number of Students Alternatively Assessed	0	3	7	N/A	N/A
Percent of Students Alternatively Assessed	0.0	1.3	2.5	N/A	N/A
<b>SUBGROUP SCORES</b>					
<b>1. Socioeconomically Disadvantaged</b>					
% Exempted	0.0	0.0	14.8	N/A	N/A
% Not Tested	0.0	4.2	0.0	N/A	N/A
% at Level 1	100.0	100.0	100.0	N/A	N/A
% at Level 2	66.6	87.5	26.0	N/A	N/A
% at Level 3	54.1	58.3	17.3	N/A	N/A
% at Level 4	20.8	20.8	13.0	N/A	N/A
Number of Students Tested	24	22	23	N/A	N/A
<b>2. Asian</b>					
% Exempted		2.7	4.4	0.0	0.0
% Not Tested	2.4	2.7	0.0	2.0	3.3
% at Level 1	100.0	100.0	100.0	100.0	100.0
% at Level 2	95.1	81.1	77.8	73.5	70.0
% at Level 3	87.8	73.0	66.7	65.3	53.3
% at Level 4	46.3	54.1	46.7	53.1	33.3
Number of Students Tested	40	36	43	48	29
<b>2. Special Education</b>					
% Exempted	0.0	13.5	29.0	11.4	17.1
% Not Tested	10.9	6.2	0.0	3.2	3.4
% at Level 1	100.0	100.0	100.0	100.0	100.0
% at Level 2	50.9	40.6	13.6	35.4	37.8
% at Level 3	38.2	18.7	9.1	22.5	20.6
% at Level 4	16.4	3.1	0.0	6.4	3.4
Number of Students Tested	49	32	22	31	28
<b>STATE SCORES</b>					
% Not Tested	1.9	2.2	2.3	2.7	2.8
% at Level 1	100.0	100.0	100.0	100.0	100.0
% at Level 2	73.5	55.9	47.5	44.1	43.5
% at Level 3	46.4	36.8	30.4	27.4	28.2
% at Level 4	19.3	19.2	13.2	13.1	12.0

## NORM-REFERENCED ASSESSMENT

Subject: Reading      Grade: 9      Test: Iowa Tests of Educational Development (ITED)

Edition/Publication Year: N/A      Publisher: Riverside

Scores are reported here as: Percentile Ranks

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month: April 2004					
<b>SCHOOL SCORES</b>					
Total Score	70	73	70	70	69
Number of students tested	307	294	288	288	290
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
<b>SUBGROUP SCORES</b>					
1. Socioeconomically Disadvantaged	47	60	N/A	N/A	N/A
Number of Students Tested	24	23	N/A	N/A	N/A
2. Asian	76	71	71	70	70
Number of Students Tested	47	52	31	36	48
2. Special Education	50	51	N/A	N/A	N/A
Number of Students Tested	34	20	N/A	N/A	N/A

Subject: Math          Grade: 9          Test: Iowa Tests of Educational Development (ITED)

Edition/Publication Year: N/A          Publisher: Riverside

Scores are reported here as: Percentile Ranks

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month: April 2004					
<b>SCHOOL SCORES</b>					
Total Score	78	78	76	75	75
Number of students tested	307	294	288	288	290
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
<b>SUBGROUP SCORES</b>					
1. Socioeconomically Disadvantaged	62	68	N/A	N/A	N/A
Number of Students Tested	24	23	N/A	N/A	N/A
2. Asian	83	79	77	78	76
Number of Students Tested	47	52	31	36	48
2. Special Education	60	50	N/A	N/A	N/A
Number of Students Tested	34	20	N/A	N/A	N/A