

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [] Elementary [] Middle [] High [] K-12 [] Charter

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

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

School Mailing Address 15500 Simonds Road NE
(If address is P.O. Box, also include street address.)

Kenmore Washington 98028-4430
City State Zip Code+4 (9 digits total)

County King State School Code Number 480101

Telephone (425) 489.6501 Fax (425) 489.6593

Web site/URL ihsweb.nsd.org E-mail vsherwood@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) 489.6353

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. B-Z Davis
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(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

[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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
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

1. Number of schools in the district:
- | | |
|----|---|
| 20 | Elementary schools |
| 0 | Middle schools |
| 6 | Junior high schools |
| 3 | High schools |
| 3 | Other – Alternative Junior High/High School,
Home School Network, Early Childhood Center |
| 32 | TOTAL |
2. District Per Pupil Expenditure: \$7,834
- Average State Per Pupil Expenditure: \$7,876 (2004-2005)

SCHOOL

3. Category that best describes the area where the school is located:
- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural
4. 15 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			
K					8			
1					9	1		1
2					10	339	326	665
3					11	324	308	632
4					12	333	302	635
5					Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								1933

6. Racial/ethnic composition of the school:
- | | |
|------------|----------------------------------|
| <u>76</u> | % White |
| <u>3</u> | % Black or African American |
| <u>5</u> | % Hispanic or Latino |
| <u>15</u> | % Asian/Pacific Islander |
| <u>1</u> | % 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: 9%

[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	60
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	106
(3)	Total of all transferred students [sum of rows (1) and (2)]	166
(4)	Total number of students in the school as of October 1	1933
(5)	Total transferred students in row (3) divided by total students in row (4)	0.09
(6)	Amount in row (5) multiplied by 100	9

8. Limited English Proficient students in the school: 2%
34 Total Number Limited English Proficient

Number of languages represented: 10

Languages: Spanish, Russian, Arabic, Thai, Vietnamese, Korean, Farsi, Chinese, Taiwanese, Mandarin

9. Students eligible for free/reduced-priced meals: 8%

Total number students who qualify: 153

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: $\frac{7}{134}$ %
134 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>56</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>58</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>10</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>1</u>
Classroom teachers	<u>80</u>	<u>19</u>
Special resource teachers/specialists	<u>7</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>10</u>
Support staff	<u>7</u>	<u>7</u>
Total number	<u>97</u>	<u>40</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1
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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	95%	94%	95%	94%
Daily teacher attendance	95%	96%	94%	94%	94%
Teacher turnover rate	9 %	5%	15%	12%	12%
Student dropout rate (middle/high)	*	1%	7%**	0.2%	0.9%
Student drop-off rate (high school)	3%	5%	3%	2%	4%

* Available Summer 2007

** State modified the calculation formula

High Schools

Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	<u>571</u>	
Enrolled in a 4-year college or university	<u>58</u>	%
Enrolled in a community college	<u>22</u>	%
Enrolled in vocational training	<u>3</u>	%
Found employment	<u>15</u>	%
Military service	<u>.7</u>	%
Other (travel, staying home, etc.)	<u>.9</u>	%
Unknown	<u>.4</u>	%
Total	100	%

PART III - SUMMARY

Inglemoor High School of Kenmore, Washington, is a three-year high school that serves over 1933 students and has a reputation of high academic accomplishments. Students are able to choose from a diverse array of academic offerings and extracurricular programs. Our professional staff holds high expectations for students and works collaboratively to improve student achievement. Students, staff, and parents alike share the responsibility for student success and Inglemoor is consistently recognized as a high-achieving school.

The Inglemoor community is located twelve miles northeast of Seattle and three miles south of the town of Bothell. Our community is comprised of residential neighborhoods, innovative new businesses, and an ever-growing high-tech corridor.

Surrounded by evergreen trees, Inglemoor was built in 1964 on 49.2 acres. Our one-story school contains 77 classrooms, 11 computer labs, a performing arts center, a student health facility, a career/counseling center, a centrally-located library, a student center, and a state-of-the-art planetarium. A newly updated sports complex and athletic fields surround the campus, providing the school and community with excellent instructional and athletic facilities. Various local groups use our campus for weekend and evening activities, providing multiple opportunities for the community to engage in learning experiences in a first-class instructional facility.

The Inglemoor community emphasizes academic success, responsible citizenship, and a commitment to life-long learning. We value parent involvement and strong community partnerships and work together to contribute to our dynamic and ever-changing learning environment. Programs for all types of learners are provided at Inglemoor from the International Baccalaureate for the academically strong and highly motivated, to various academic support programs for students who require intervention.

Extracurricular activities contribute to Inglemoor's stimulating environment and excellent reputation. Twenty-two sports are offered through our athletic department, eleven for both girls and boys. Over one-third of our students participate in at least one sport. The associated student body sponsors over fifty clubs, offering activities for students outside the classroom who are interested in academics, languages, service, international issues, and the promotion of school spirit. Almost 63% of our students are participating in an activity or club. Inglemoor's standard of excellence is continuously confirmed through our successful participation in academic, fine arts, and athletic competitions.

The staff enjoys working with students, and addressing the needs of individual learners. There are numerous formal and informal opportunities for students and staff to build relationships through activities, athletics, academic classes, advisory period, assemblies, clubs, and fundraising. Students and staff celebrate school pride by donning their black and gold attire on weekly Viking spirit days. IHS earned an award from *The Seattle Times* for being the high school with the best school spirit in the state of Washington.

Our collective mission is “to provide a safe, caring environment that fosters life-long learning and inspires students to develop their full potential as contributing members of a global society.” Our vision is “to offer programs for *all* students, to approach learning in a supportive and positive environment where students and staff share responsibility for knowledge and value working and learning together.” Inglemoor staff has identified a set of values that we believe in and strive to model for our students: Compassion, Enthusiasm, Fun, Honesty, Integrity, Mutual Respect, Responsibility, Teamwork, Tolerance, and Appreciation.

Moving into the twenty-first century and supporting educational reform, the Inglemoor staff focuses on identifying vital skills and knowledge, determining the degree of proficiencies each student must master, and confirming students’ achievement through a variety of meaningful assessment tools. Our collective challenge is to continually assess and improve the high school experience to ensure mastery and engagement for all students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results

Since 1998, 10th grade students in Washington have taken the Washington Assessment of Student Learning (WASL). A criterion-referenced test, the WASL is designed to enable students to demonstrate 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 scores (ranging from 300 to 600) that provide consistent information about cognitive difficulty. The standard is set at 400 and 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 National Assessment of Educational Progress (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 the 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. More information about the state assessment program can be found at www.k12.wa.us/assessment.

Our efforts over the past eight years to focus on specific students and programs have improved student scores by 22% in Reading, 30% in Writing, and 23% in Math. In the spring of 2006, 96% of Inglemoor sophomores met or exceeded standard on this test in Reading, 95% met or exceeded standard in Writing, and 80% met or exceeded standard in Math. The 2006 Inglemoor scores exceeded the Washington State mean scores by 14% in Reading, 17% in Writing, and 29% in Math.

School districts across the state of Washington track performance of both aggregate data and data disaggregated by subgroups, as required by NCLB. The goal is to support all students in their efforts to meet or exceed standards. The only sub groups of sufficient size at Inglemoor to allow for valid statistical analysis and fall under NCLB accountability requirements include our Asian population, students who qualify for free and reduced lunch, and our Special Education population. Each group includes a variety of students with special strengths and limitations. In only one of our sub groups (Special Education) is students' performance lower than the school average in Reading, Writing, and Math. The Special Education student group continues to improve in performance and meet AYP goals. In 2005, 35.2% of Special Education students met Math standards, whereas in 2006, 42.3% met standard. These improvements are due primarily to a concerted school-wide effort to use assessment to design instructional strategies to improve student performance.

The performance of students at Inglemoor on state assessments in reading, Writing, and Mathematics is consistently rated among the highest for all schools in Washington State. Inglemoor is ranked in the 95th percentile in Math and Writing and 90th percentile in reading. The mean combined SAT/ACT scores put Inglemoor among the top scoring schools in the nation.

Using Assessment Results

The use of assessment data is the centerpiece of the IHS School Improvement Plan (SIP) and is the driving force behind building-wide, discipline-specific and individual teacher planning. The principal works closely with the Leadership Team in analyzing WASL and other test score data that is then disaggregated in order to discover trends and relationships between demographic characteristics and achievement. The findings from this dialogue are then used to create a two-year plan directed at addressing data gaps.

This plan, consisting of three student achievement goals, is the foundation of our building's Professional Learning Communities. These communities are given one of several data-driven goals and proceed to develop plans, using best practices data, to implement and then assess instructional strategies. These communities are charged with reporting to the Leadership Team with empirical data and evidence of the impact of these practices on student learning.

The principal facilitates a data-driven discussion with Department Heads to develop discipline-specific programs for addressing student learning. These programs include changes in current curriculum and instructional strategies at the department level, the development of courses that address specific learners, and the creation of support opportunities for specific students. Each decision and program is tracked and analyzed in terms of its effectiveness in impacting student achievement.

At the classroom level, instructors are provided with aggregate and disaggregate data to inform their instructional practices. WASL data is disaggregated by test item and by student so that teachers have a specific skill set targeted for individual students. Instructors also have computer access to Student Learning Plans (SLP) that delineate interventions and strategies determined to be successful for specific students. All Level 1 and 2 learners are placed on individual learning plans that speak to specialized support interventions and student progress is monitored frequently.

Communicating Assessment Results

Because student performance and assessment data is critical to student success, Inglemoor places a great deal of importance on communicating this information to all stakeholders. The purpose of this communication is to establish a climate of transparency so that students, parents, and community members can make informed decisions to improve student performance and enhance community and school collaboration.

Individual assessment data is communicated to students and parents through individualized reports from the Gates MacGinitie, WASL, SAT, ACT, PSAT, and International Baccalaureate (IB). Teachers or counselors explain the information to students, and a contact staff member is identified for parents to call for more information. The purpose of distributing individual testing reports is to inform parents about a child's progress, strengths, and areas of potential concern. The assessment information is coupled with information about our Academic Support Programs so that parents and students can identify particular programs and opportunities that our alternative programs offer.

Aggregate assessment data is communicated in a variety of ways: the annual "School Profile" mailed to all families within the IHS service area, the school's website that allows access to links where testing information is available, and *The Seattle Times* report published annually. The state also maintains a website that posts relevant school testing information. IHS works to ensure the results are understood. When the WASL test was introduced and piloted, the school administration and the Standards and Assessment Training Team hosted evenings for parents to gather information and ask questions. Results are also shared in our PTSA newsletter and monthly meetings. When the student WASL test results are sent home and school results are published, the students receive the state provided booklet Reaching Higher: A Parents' Guide to the Washington Assessment of Student Learning, which is explained to the students as the individual results are distributed.

Sharing Success

Inglemoor actively shares its success with a goal of creating a dialogue centered on improving student achievement. WASL data and test scores are discussed with our "feeder pattern" schools with a goal of supporting the efforts of those schools that send students to Inglemoor. These meetings also allow the schools to discuss specific intervention strategies that work to improve student achievement and how these strategies can best be implemented with best practices to build upon our successes.

IHS staff work closely with and provide leadership to other in-district and out-of-district high schools. Inglemoor's Leadership Team has become a model for the district in terms of school improvement planning. The IHS principal actively presents assessment data, intervention strategies, and reform efforts in frequent and scheduled meetings with the regional principals association.

IHS frequently hosts visitors from other schools and districts interested in studying our strong academic programs and our school reform efforts. In 2006 Inglemoor was recognized by the National Center for Accountability for Best Instructional Practices based on a visitation in 2005. Several schools from the Northwest IB Association have sent teams of teachers to observe our IB teachers. During our recent accreditation process, administrators, superintendents, representatives from the local business community, and parents spent a day observing our instructional programs and evaluating our school reform efforts.

The Counseling Department, Career Specialist, and IB Coordinators actively communicate with post-secondary schools. Each scholarship letter and high school transcript report sent out includes a copy of our school profile with comprehensive data regarding school accomplishments. Extensive contact is made with colleges regarding the academic performance of our students, and we work closely with post-secondary institutions to inform them about the IB program in an effort to encourage these schools to award students college credit for IB test scores.

PART V – CURRICULUM AND INSTRUCTION

Curriculum

Inglemoor offers a unique curriculum customized by passionate, collaborative teachers to meet the diverse needs of students. Visible in more ways than the rigor of the International Baccalaureate or Inglemoor's dedication to improving struggling students' achievement through alternative programs, the key to Inglemoor's success is what goes on in the classroom.

The Science Department partners with the Seattle medical community and the result is a first for high school students: involvement in hands-on work with DNA. Inglemoor's course offerings go beyond the expected Biology, Chemistry and Physics courses to include Astronomy and a 2007-08 offering of Marine Biology. This course will take advantage of regional geographic elements and stimulate interest in Marine Biology degrees offered at Washington universities. Both the Science and Math departments are doing their share to break the gender barrier thanks to many competent female teachers. One female Science teacher recently received the Amgen Award for Science Teaching Excellence and another female Math teacher was inducted into the National Honor Roll of Outstanding American Teachers.

The Social Studies department utilizes a team approach to deliver both the core and IB curriculum, which emphasizes critical thinking, project-based learning, and civic responsibility at the local, state, and national levels. With authentic learning as a goal, they hold mock elections and congressional sessions, write bills, and study Pacific Rim countries, culminating in a festival of food and handicrafts.

Students choose from a large selection of World Language offerings: five years Spanish, four years French, German, and Japanese, three years of ASL, and our newest addition, Mandarin Chinese. Seventh graders from our junior highs can begin a full year of Spanish, thus allowing them to complete a 5th year at Inglemoor.

Business Technology students earn certification in our CISCO, Microsoft Office Lab, or Accounting certificate programs. Our Marketing/DECA program is continually ranked in the top five at national competitions in which students design small businesses and market products. Digital photography and video production students bring together feelings and emotions with the technical and physical.

Fine Arts students acquire knowledge and skills to communicate through music, theatre, and visual arts. As a three-time Grammy Signature School, our music students participate in award-winning jazz, orchestra, and symphonic bands and choirs. Theatre Arts provides training and experience for high school actors and technicians in our state-of-the-art Performing Arts Center. Visual Arts offer photography, metal design, stained glass and graphic design. Student work has been displayed at Seattle's Frye Art Museum.

Using integrated health instruction, the Health and Fitness program focuses on developing positive self-esteem, goal-setting, dealing with stress, and decision-making for a healthy lifestyle. Nutrition and the benefits of exercise round out the program.

Inglemoor offers many special services and alternative programs: The Consulting Program, PM Program, and Distance Learning all address the needs of non-traditional learners. Both our English Language Learner and Special Education departments build skills and offer mainstreaming support. Inglemoor participates in the North East Vocational Area Cooperative (NEVAC). Students may participate in Running Start or Tech Prep, simultaneously earning high school and college credit. Junior high students can enroll in Inglemoor's accelerated classes in Math, Science, and World Languages.

The Inglemoor High School Library is a vibrant resource center utilized by the entire Inglemoor community. Integrating the research process into curricular areas, students question, research, evaluate, and synthesize information for project-based learning. In addition to a broad print and digital collection, students and staff have access to technology equipment for projects and presentations.

Not content to teach students how to select the right answer from a multiple choice exam, Inglemoor's curriculum provides relevant, experiential learning to prepare our students for possibility—the possibility to cure cancer, find renewable sources of energy, or bring democracy to places of tyranny.

Secondary School English

The English department offers a variety of challenging options from basic study skills to the International Baccalaureate Program. The goal is to develop skills in reading, communication (oral and written), and critical thinking.

Sophomores have the option of taking English 10, Pre-IB/Honors English 10, or specialized programs to meet unique needs. A strong emphasis is given to those who have not been successful in the past with Reading or Writing. Such programs include The Sophomore Academy (small learning community using a thematic, interdisciplinary approach), Credit Advancement Program (assisting students who have not reached 10th grade level credit status by combining credit retrieval class with a full-year English class), Consulting Model (customized instructional approach for students who struggle with a traditional high school schedule), Distance Learning (online learning courses), PM Program (dropout prevention to promote the earning of a diploma), and Reading Methods classes (small-sized class to help students who have not met 7th grade WASL expectations).

American literature and humanities are the foundation of junior level English: English 11, Honors English, or IB English 11—a more rigorous and challenging exploration of literature.

Seniors have a wide variety of options, as Inglemoor will require a fourth year of English starting next year. Classes currently include English 12 (writing development, real-world applications, communication, and college preparation), Honors English 12 (increased expectations in content and pace), and IB English 12 (intense exam of world literary genres).

Many Special Education students follow an inclusion model as they receive instruction in the grade-appropriate English class supported by an academic lab class. Additional options with varying degree of support and services are available according to their Individual Education Plan.

Additional Curriculum Area

Student achievement results in Mathematics are outstanding and enrollment in challenging courses is high. Teachers use standards-based strategies that balance skills and procedures with real-world problem solving across the Math curriculum. Students move from concrete, hands-on activities to higher levels of abstraction. Students display mathematical thinking through reading complex problems and writing about their problem-solving methods, working to achieve the statewide standards in the process. These standards require students to understand and apply mathematical concepts and procedures; use math to define and solve problems; use mathematical reasoning; communicate in everyday and mathematical language; and understand how math ideas connect within mathematics to other subject areas and to real-life situations.

The district provides a clear framework for curriculum throughout the content area. The Core Plus Mathematics Program, levels 100 through 400, covers Integrated Algebra, Geometry, and Calculus. Inglemoor students may take advanced mathematics, including Pre-IB Advanced Algebra/Trigonometry, IB Math Studies, AP Stats, IB Pre-Calculus, IB Calculus, and IB Higher Level (Advanced Calculus). Content areas are integrated throughout the mathematics program. Students are encouraged to read mathematics, clearly communicate their skills, and utilize applications of mathematics into the real world. Our teachers stay abreast of the latest mathematics education research and have been trained to incorporate best practices of reading support and consideration for various learning styles.

IHS students consistently earn outstanding scores on National Mathematics Exams such as the Math Olympiad and The American High School Math Exam. The majority complete upper division math classes, and 89% of our students are currently enrolled in a Math class. Students achieve beyond the two-year state graduation requirement, with 56% of the students enrolled in the Core Program and 33% enrolled in the IB Program. The Math program has shown improved and impressive results on state assessment, and IB and AP exams.

Instructional Methods

Teachers at IHS are passionate about teaching and strive to reach all students by incorporating a variety of instructional methods and working to maintain rigor while at the same time differentiating their instruction to reach the needs of individual learners. In order to improve student learning, teachers utilize both traditional, direct methods of teaching and innovative, student-centered methods. To complement these methods, teachers also employ various forms of assessment to drive their instruction.

Many creative instructional strategies can be seen on a daily basis throughout the classrooms of IHS. To highlight a few examples, in an effort to create authentic, real world connections, several subject areas incorporate simulation activities. For example, in their senior civics project, students participate in a Model UN, write a bill, and attempt to pass it. Teachers also use the arts and creative expression, music, and kinesthetic learning to diversify their instruction. In their English classes, students not only write papers, but also create art pieces to express their thoughts about literature. In World Language classes, students can be found studying grammar through popular music and participating in TPR activities, which allow student to learn through movement and actions. Students also have the opportunity to learn by way of projects and cooperative groups. Math students work in small groups applying mathematical concepts to real-life situations, and Science students conduct experiments, which lead them to their learning through discovery. Many teachers also incorporate new technologies both to vary and enliven their instruction and require their students to use it for research and project-based assessments. IHS teachers recognize the importance of finding various ways of teaching and allowing students to process information. Much of the reason for such widespread student success at IHS is due to teachers reaching this goal on a daily basis.

Professional Development

Inglemoor is part of a district that stresses the importance of continuous learning for staff and promotes professional development opportunities for its teachers. Our district Secondary Education department provides 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 between colleagues. 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 pursue meaningful professional development opportunities.

Inglemoor Math teachers attend on-going training in Core Math programs with trainers from our own district and neighboring districts, all trained by the national Core Math team. Science teachers participate in district-wide professional development focusing on aligning state standards. A group of teachers from various departments attended the district's 2004 Secondary Literacy Institute, a three-day intensive summer and on-going monthly professional development program designed to train teachers in reading strategies across the curriculum. History teachers attend training on Understanding by Design, as they begin to implement new state essential learnings in Social Studies. District-wide, Fine Arts teachers meet regularly to identify the desired skills and essential knowledge needed to demonstrate proficiency. Secondary librarians are standardizing a model for students relative to Informational Literacy. Technology training is on-going in developing teacher web pages, and the use of interactive white boards. The entire staff is completing the second school year of staff development training related to a new state graduation requirement: Culminating Project. Our school has divided into 43 Advisory Teams with three facilitators each. Also, all staff are members of a professional learning community. Each of the ten communities are working with a specific goal to improve student achievement and learning opportunities for students.

PART VII - ASSESSMENT RESULTS

Part VII CRITERION-REFERENCED ASSESSMENT

SUBJECT: READING GRADE: 10
Edition/Publication Year: N/A

Test: Washington Assessment of Student Learning
Publisher: Riverside

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES					
% achieving a Level 3 and Level 4	96	89	84	82	88
% achieving a Level 4	79	63	74	64	72
Number of students tested	627	606	651	580	602
Percent of total students tested	96	96	98	95	97
Number of students alternatively assessed	20	0	2	0	10
Percent of students alternatively assessed	3	0	0	0	2
SUBGROUP SCORES					
1. Special Education					
% achieving a Level 3 and Level 4	91	42	47	32	48
% achieving a Level 4	41	8	39	20	31
Number of students tested	32	50	74	N/A	N/A
2. Low Income					
% achieving a Level 3 and Level 4	89	63	57	N/A	N/A
% achieving a Level 4	55	27	44	N/A	N/A
Number of students tested	71	59	63	N/A	N/A
3. Asian Ethnicity					
% achieving a Level 3 and Level 4	96	94	92	84	88
% achieving a Level 4	78	73	87	74	74
Number of students tested	88	103	95	N/A	N/A

Source: B. Lagerquist

<http://reportcard.ospi.k12.wa.us/>

1/05/07

Part VII CRITERION-REFERENCED ASSESSMENT

SUBJECT: MATH GRADE: 10
Edition/Publication Year: N/A

Test: Washington Assessment of Student Learning
Publisher: Riverside

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES					
% achieving a Level 3 and Level 4	80	75	73	69	65
% achieving a Level 4	41	40	48	44	33
Number of students tested	618	606	647	579	598
Percent of total students tested	96	96	98	95	97
Number of students alternatively assessed	25	0	2	0	5
Percent of students alternatively assessed	4	0	0	0	0
SUBGROUP SCORES					
1. Special Education					
% achieving a Levels 3 and Level 4	52	20	37	16	21
% achieving a Level 4	10	6	16	6	10
Number of students tested	31	50	74	N/A	N/A
2. Low Income					
% achieving a Level 3 and Level 4	51	44	41	N/A	N/A
% achieving a Level 4	16	15	25	N/A	N/A
Number of students tested	73	59	63	N/A	N/A
3. Asian Ethnicity					
% achieving a Level 3 and Level 4	83	82	84	77	78
% achieving a Level 4	48	51	72	59	47
Number of students tested	86	103	95	N/A	N/A

Source: B. Lagerquist

<http://reportcard.ospi.k12.wa.us/>

1/05/07

Part VII NORM-REFERENCED ASSESSMENT					
SUBJECT: READING GRADE: 10-12			Test: SAT		
Edition/Publication Year: N/A			Publisher: COLLEGE BOARD		
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES					
Total Score	559	563	558	573	554
Number of students tested*	417	379	365	353	347
Percent of total students tested*	N/A	N/A	N/A	N/A	N/A
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES					
1. Asian					
Total Score	566	563	574	554	524
Number of students tested	82	57	44	45	32

Source: B. Lagerquist College Board SAT 2006 College-Bound Seniors High School Highlights Report 1/05/07

*Numbers do not meet or exceed the 90% inclusion criteria.

Part VII NORM-REFERENCED ASSESSMENT					
SUBJECT: MATH GRADE: 10-12			Test: SAT		
Edition/Publication Year: N/A			Publisher: COLLEGE BOARD		
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES					
Total Score	584	582	578	589	581
Number of students tested*	417	379	365	353	347
Percent of total students tested*	N/A	N/A	N/A	N/A	N/A
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES					
1. Asian					
Total Score	610	615	632	610	604
Number of students tested	82	57	44	45	32

Source: B. Lagerquist College Board SAT 2006 College-Bound Seniors High School Highlights Report 1/05/07

*Numbers do not meet or exceed the 90% inclusion criteria.