

**2006-2007 No Child Left Behind – Blue Ribbon Schools Program**  
**U.S. Department of Education**

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**COVER SHEET**

Type of School:  Elementary  Middle  High  K-12  Charter

Name of Principal: Mr. Michael Johnson

Official School Name: South Whidbey High School

School Mailing Address: PO Box 390, 5675 South Maxwelton Road

Langley WA 98260-0390

County: Island

State School Code Number: 4149

Telephone: (360) 221-4300

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Web Site/URL: www.sw.wednet.edu

E-mail: mjohnson@sw.wednet.edu

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

Date:

(Principal's Signature)

Name of Superintendent: Dr. Fred McCarthy

District Name: South Whidbey School District, No. 206

Telephone: 360-221-6100

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.

Date:

(Superintendent's Signature)

Name of School Board: South Whidbey School Board

President/Chairperson: Mr. Rich Parker, Chairperson

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.

Date:

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

## **PART I - ELIGIBILITY CERTIFICATION**

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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**

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All data are the most recent year available.

**DISTRICT:**

- |                                       |          |                     |
|---------------------------------------|----------|---------------------|
| 1. Number of schools in the district: | 2        | Elementary schools  |
|                                       | 1        | Middle schools      |
|                                       |          | Junior high schools |
|                                       | 2        | High schools        |
|                                       | <u>1</u> | Other *             |
|                                       | 6        | TOTAL               |

\* Whidbey Island Academy (Home School Program, Grades 1 – 12 served.)

2. District Per Pupil Expenditure:     \$9,330.00    

Average State Per Pupil Expenditure:     \$7,876.00    

**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.     8     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     | 99         | 65           | 164         |
| 2  |            |              |             | 10    | 98         | 109          | 207         |
| 3  |            |              |             | 11    | 87         | 71           | 158         |
| 4  |            |              |             | 12    | 78         | 74           | 152         |
| 5  |            |              |             | Other |            |              |             |
| 6  |            |              |             |       |            |              |             |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b> |            |              |             |       |            |              | <b>681</b>  |

6. Racial/ethnic composition of the school:

|            |                                  |
|------------|----------------------------------|
| 90         | % White                          |
| 2          | % Black of African American      |
| 3          | % Hispanic or Latino             |
| 3          | % Asian/Pacific Islander         |
| 2          | % American Indian/Alaskan Native |
| <u>100</u> | % Total                          |

7. Student turnover, or mobility rate, during the past year: 11%

|    |  |      |
|----|--|------|
| 1. | Number of students who transferred <i>to</i> the school after October 1 until the end of the year:   | 28   |
| 2. | Number of students who transferred <i>from</i> the school after October 1 until the end of the year: | 52   |
| 3. | Total of all transferred students [sum of rows (1) and (2)]:   | 80   |
| 4. | Total number of students in the school as of October 1:  | 700  |
| 5. | Total transferred students in row (3) divided by total students in row (4):                          | 0.11 |
| 6. | Amount in row (5) multiplied by 100  | 11   |

8. Limited English Proficient students in the school: 0 %  
3 Total Number Limited English Proficient

Number of languages represented: 1  
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 15 %

Total number students who qualify: 104

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: 7 %  
48 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>2</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>10</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>26</u> Specific Learning Disability         |
| <u>4</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>3</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:

|                                       | <u>Number of Staff</u> |                  |
|---------------------------------------|------------------------|------------------|
|                                       | <u>Full-Time</u>       | <u>Part-Time</u> |
| Administrator(s)                      | 2                      | 1                |
| Classroom Teachers                    | 24                     | 9                |
| Special Resource Teachers/Specialists | 4                      | 5                |
| Paraprofessionals                     |                        | 3                |
| Support Staff                         | 4                      | 13               |
| Total Number                          | 34                     | 31               |

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 17:1

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            | 94 %      | 94 %      | 95 %      | 96 %      | 95 %      |
| Daily teacher attendance            | 96 %      | 96 %      | 96 %      | 96 %      | 96 %      |
| Teacher turnover rate               | 11 %      | 10 %      | 10 %      | n/a       | n/a       |
| Student dropout rate (middle/high)  | 3 %       | 2 %       | 4 %       | 1 %       | 9 %       |
| Student drop-off rate (high school) | 30 %      | 20 %      | 28 %      | 42 %      | 32 %      |

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

|  |              |
|--|--------------|
| Graduating class size                      | 152          |
| Enrolled in a 4-year college or university | 41 %         |
| Enrolled in a community college            | 25 %         |
| Enrolled in vocational training            | 5 %          |
| Found employment                           | %            |
| Military service                           | 1 %          |
| Other (travel, staying home, etc.)         | %            |
| Unknown                                    | 28 %         |
| <b>Total</b>                               | <b>100 %</b> |

## **PART III - SUMMARY**

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South Whidbey High School (SWHS) serves students in grades 9 through 12. At SWHS, "Our commitment is to create a safe, supportive environment that fosters personal responsibility and integrity, inspires and demonstrates academic excellence, and promotes life-long learning."

To help students prepare to become responsible and informed members of society, SWHS offers a variety of programs to foster intellectual, physical, social, emotional, and career growth. In a school climate that prioritizes safety, success and achievement, students actively participate in leadership programs, clubs, student government, and other areas. As a highly successful school, South Whidbey is proud of its reputation for student achievement on standardized and local tests, as well as the innovations made through our writing assessment standards and portfolio assessments. SWHS faculty and support staff implement rigorous standards while supporting students of all learning abilities in achieving success. Our volunteer-driven Site Council brings school staff, parents and students together to help govern the school and resolve issues. Our active Parent-Teacher Student Association has organized an academic letter award program for students, and established a teacher grant and recognition program.

South Whidbey High School is committed to a continuous school improvement process based on the School Improvement Planning Technical Assistance Project model, and guided by the nine characteristics of high-performing schools as identified by Washington school improvement researchers. These characteristics include high standards and expectations for all students, effective school leadership, and high levels of family and community involvement.

Funded by a grant from ESD 189, our school developed a School Improvement Team (SIT) which has led our school community in developing a vision for SWHS as a positive learning environment. After gathering school performance data and perception data from diverse stakeholders, the SIT analyzed this data using the framework of the nine characteristics of effective schools. This data-driven process guided the identification of two major goals to improve student achievement at SWHS: 1) Develop, promote and provide remedial support for students who score at or below 400 on the 7<sup>th</sup> and/or 10<sup>th</sup> grade WASL in reading, math and writing, and 2) Implement the state required educational reform efforts regarding student Portfolios, Culminating Projects, Educational Pathways and the 13<sup>th</sup> Year Plan. The SIT established two study teams (Enrichment Team and Reinforcement Team) which research best practices and develop/monitor the action plans based on these goals.

The work of these teams has guided changes in our instructional practices in math and English, such as the creation of a new English Prep course and the use of Edudata Software to enable students to review their academic work and identify strengths and weaknesses. Another integral component of the continuous school improvement process at SWHS is the "Falcon Tutorial" program in which teachers serve as advisors to approximately 20 students each. The structure allows participants to meet in small, large or school-wide groups, with a focus on successful achievement on the Washington Assessment of Student Learning (WASL), the Student Portfolio, 13<sup>th</sup> Year Plan, and Culminating Project.

SWHS is innovative in its implementation of service-learning programming which links community engagement by students to academic curriculum, in ways that target the unique needs of students. Funded by a three-year U.S. Department of Education grant, the Learning and Community Engagement Program (LACEP) offers resiliency groups, service-learning activities, adventure activities, individual and group counseling, and alcohol prevention education at SWHS. The Academic Support Initiative is an OSPI-funded, one-year LACEP program with a full-time coordinator addressing the WASL remediation needs of class of 2008 students. Through the diverse strategies outlined here, SWHS works in a creative, collaborative, and data-driven way to provide the best possible education to all students.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

In grade 10, SWHS students take the Washington Assessment of Student Learning (WASL) tests in reading, writing, math and science. The WASL assesses student achievement in these areas in the context of Washington State's academic standards, and is used to meet testing requirements under the federal No Child Left Behind Act. The purpose of the WASL is to aid teachers in developing instructional strategy, increase student achievement and provide performance data for schools and districts. A score of 400 is the cutoff point separating Level 1 and Level 2, which indicate not meeting grade level standard, from Level 3 and Level 4, which indicate meeting standard. Beginning with the class of 2008, all students must demonstrate a certain level of skill in reading, writing and math to be eligible to graduate. Science will soon be added to this list of required WASL subjects. Statewide, students have several options for meeting the state's achievement requirements. Students can pass the WASL (or a state-approved alternative – available after two attempts at the WASL) or, for students receiving special education services only, pass one of the options available under the Washington Alternate Assessment System. Unlike many standardized tests, the WASL includes multiple-choice, short-answer and extended-response questions. In addition to information about the achievement of individual students, WASL scores determine whether a school, a district or the state has met Adequate Yearly Progress criteria. More information about the WASL exams and the Washington State assessment system is available at the website of the Washington State Office of Superintendent of Public Instruction (<http://www.k12.wa.us/>).

A review of SWHS assessment result trends from 1998 to the present shows a number of markedly positive trends, indicative of the school's effective work in addressing student learning needs. In reading, there has been an increase every school year in the number of students who achieved Level 4 results in the WASL, moving from 40.7% in 1998-99 to 79.2% in 2005-06. The percentage of students who met standard in reading (by achieving *either* Level 3 or Level 4 results) has increased every year during this time period as well, progressing from 59.4% in 1998-99 to 94.6% in 2005-06. In mathematics, there has been a continuous improvement in 10<sup>th</sup> grade WASL results from 2001-02 to 2005-06, with a marked jump in scores between 2004-05 and 2005-06. In 2001-02, 52.5% of students met standard, while in 2004-05 that percentage was 59.1%, indicative of a steady, gradual improvement over those four school years. In 2005-06, the percentage of students meeting the math standard leapt to 72.3%, a dramatic improvement which demonstrates the effectiveness of SWHS mathematics faculty in implementing new curriculum approaches identified through our continuous school improvement process.

Comparisons between SWHS results and Washington State results also affirm the efficacy of our work. For the spring 2006 WASL tests, 94.6% of SWHS 10<sup>th</sup> grade students met reading standards, compared to the state percentage of 81.9%. For mathematics, that difference was even more pronounced, with 72.3% of SWHS students meeting standard, compared to a statewide average for that year of 51.0%. Within SWHS, no dramatic disparity in scores by subgroup was noted, although in 2006 4.7% more males met mathematics standard than females (74.2% vs. 69.5%), slightly exceeding the statewide gap of 2.3% (52.2% - males vs. 49.9% - females). This gap is indicative of the ongoing need to address learning style and cultural issues which research has shown can impact female students' success in mathematics. At the same time, we note that both males and females at SWHS met math standard at a rate approximately 20% higher than the state average for their gender.

### **2. Using Assessment Results:**

Since 2001, SWHS has utilized student performance data as part of the continuous school improvement planning process described above. Yearly reviews of student performance data, including WASL reading, writing, and math assessment results, have guided our approach to developing and working

toward our goals. During school in-service days, we review assessment results data and use this data to celebrate successes, reaffirm existing goals and action plans, and establish new goals or action plans to address needs.

This ongoing process developed from the work of the School Improvement Team, which initially gathered assessment results, performance data, and stakeholder perception data, then facilitated a group process to identify the two SWHS major goals described above. The data-driven process which led to these goals also served as the springboard for our action plans, which directly guide our staff development and our allocation of building resources and staffing. The study teams established by the SIT serve as vehicles to evaluate, monitor, and refine our school improvement action plans.

In this way, we use assessment results and other data to guide our macro-level programming in ways that meet the needs of individual students. One good example of this was the development of an English Prep class for 9<sup>th</sup> graders who did not meet standard on the 7<sup>th</sup> grade WASL, to help them acquire the skills needed to succeed in English classes and to meet standard on their 10<sup>th</sup> grade WASL test. WASL result *trends* led to the creation of this class, while *individual* WASL scores determine a student's assignment to the class. Another example of the specific use of assessment results is seen when low WASL scores help flag class of 2008 students as candidates for referral to LACEP's Academic Support Initiative, which provides intensive remediation in WASL content areas.

### **3. Communicating Assessment Results:**

South Whidbey High School prepares an annual school performance report containing school data which is sent home to every parent as part of the school newsletter. This report includes information related to WASL assessment results, demographics, academics and behavior issues. This report is made available to the wider community through the school's web site (accessible through the district web site, [www.sw.wednet.edu](http://www.sw.wednet.edu)). Parents are provided with *A Parent's Guide to the Washington Assessment of Student Learning*, an in-depth booklet explaining the WASL, and SWHS sends each parent and student a letter sharing that student's WASL scores, along with an invitation to meet with school counselors to discuss the scores and what they mean. Some parents take advantage of this opportunity. In addition, the SWHS principal sends a letter to students who did not meet standard inviting these students and their parents to a meeting to discuss standards and review the Certificate of Academic Achievement options, an alternative approach to fulfilling graduation requirements.

Students meet with school counselors to review WASL scores and other assessment data as part of developing plans for summer options, schedules and graduation. Information about assessment results is also shared through articles in the school's *Falcon Flyer* newsletter, school newspaper interviews, and new student enrollment conversations. In the 2006-07 school year, an Academic Support Coordinator meets with all class of 2008 students who did not meet standard in reading, writing or math to explore individually appropriate programming for each student based on their assessment results.

### **4. Sharing Success:**

SWHS is committed to sustaining strong communication networks with other schools to in order to share experience and effective practices. Each year, SWHS hosts several representatives from school improvement planning teams from visiting schools. These are typically schools of similar size and districts, some local and some as far away as eastern Washington. SWHS's outstanding assessment results and effective instructional approaches enable us to serve as a model to these school improvement planning teams as they work to identify what practices and approaches will support them in improving their own results. These are typically half-day visits in which we host the visiting representatives, lead dialogues and answer questions about our programming, with a particular focus on approaches which will

help with reading, writing, math, curriculum, assessment, and school planning. In addition, our SWHS school improvement planning team presented this year at the OSPI Conference regarding a delivery model for implementing state education reform related to reading, writing, and math. Our math chairperson presented at OSPI's pre-conference gathering on a school-wide approach to improving mathematics instruction. Another way that SWHS shares its success is through the monthly meetings of our regional Principal's League which occur throughout the school year. There are seven schools which participate in this league, and the SWHS principal regularly presents SWHS programs and improvement efforts at these conference meetings.

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

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### **1. Curriculum:**

The SWHS curriculum challenges each student to reach his or her potential, and provides a solid foundation in English, math, science, social studies, and physical education. Core programs have accelerated course offerings, enabling students to study areas of special interest in depth. Our directed or elective choices are broad, allowing students to select courses that support future goals, while introductory and prep courses ensure that all students can progress and learn effectively. SWHS is noted for its excellent Fine, Visual and Performing Arts program. Our Career and Technical Education programs provide students with the opportunity for hands-on learning, with program areas such as computer education, woods construction, metals, and sports medicine. Students may attend a vocational skill center in Everett, or participate in the Running Start program, earning high school and college credit simultaneously. The Six-Trait Writing Model is used across the curriculum as a way to assess and teach writing by focusing on six qualities found in outstanding written works: ideas, organization, voice, word choice, sentence fluency and conventions.

The English Department focuses on writing in conjunction with a vigorous reading program as its curricular foundation. When students, teachers, and parents focus on these areas, in the context of clearly communicated achievement standards, students across ability levels will learn and succeed. Key features of the Mathematics Department's recently adopted curriculum include teaching Algebra and Geometry yearly along with topics from Statistics and Discrete Mathematics, emphasizing mathematical modeling and applications, and teaching students to solve more challenging problems. Graduation requirements include credits in Laboratory Science, Physical Science, Biology, Social Studies, Eastern Civilization, World History, U.S. History or American Studies, Contemporary Problems, Physical Education, Health and the Arts. Foreign language instruction is a core part of our curriculum and is offered in Spanish and French, with whole-year options strongly recommended. To achieve fluency, students are encouraged to take as many levels of language instruction as possible. Students can receive up to five years of instruction in Spanish and three years in French. The Special Education Department provides a continuum of service that is standards-based and inclusive of the State's Essential Academic Learning Requirements and Grade Level Expectations. All Special Education students have an Individualized Education Plan that directs decisions regarding appropriate educational placements. Our service model provides all students an education in the least restrictive environment.

In addition, there are several required activities which challenge students to actively engage with their curriculum. Students spend four years developing a personal Student Portfolio chronicling their "best work", achievements and planning activities. The work artifacts and products are presented to a panel during junior year. Another requirement is the Culminating Project: During senior year, each student (in the class of 2008 and beyond) will organize a project and paper revolving around a chosen focus area. The student will demonstrate speaking proficiency by presenting the culminating project to a community/faculty panel. Another important element in students' relationships with their curriculum is the 13<sup>th</sup> Year Plan. Beginning in freshman year, students will develop a plan that encompasses the four

years of high school and at least one year post-high school. This document will help students plan courses and activities in and out of school, to achieve their educational and personal goals. A final element is the Educational Major. Students in the class of 2008 and beyond will identify a major educational path of interest to them, to use as a guide in choosing classes and activities leading to post-high school planning. Through these powerful tools, a highly structured framework helps students to engage in a thoughtful, committed way with planning their curriculum and making life choices.

## **2. (a) (Elementary Schools) Reading:**

Not Applicable

## **2. (b) (Secondary Schools) English:**

South Whidbey High School's English Department focuses on writing in conjunction with a vigorous reading program as the foundation of its curriculum. The Six-Trait Writing Model, implemented school-wide, is rooted in the work of the English Department, which uses this model to teach and assess student writing. This model's structured approach enables students to clearly understand their writing successes and the areas that need improvement. The model provides a shared language for understanding writing, breaking it down into a group of skills which can be readily taught and evaluated. When students, teachers, and parents focus on writing and reading, and when standards for achievement are clearly communicated as they are with the Six-Trait Writing Model, then students across ability levels will learn and succeed.

Four credits in English are required to graduate, and there is considerable depth and breadth of course offerings available, ranging from Advanced Composition (school newspaper), Shakespeare, and AP English to English Prep. As noted above, the English Prep course emerged from our data-driven continuous improvement process. This course offers individualized instruction to 9<sup>th</sup> grade students who did not meet standard on their 7<sup>th</sup> grade WASL, based on areas of student need as indicated by the WASL results. This course covers reading, writing, and study skills students need to be successful in English 9. In addition, class of 2008 students may be referred to the Academic Support Initiative, with the opportunity for multi-format intensive remediation efforts targeting reading and writing skills.

## **3. Additional Curriculum Area:**

The South Whidbey High School Mathematics department has recently adopted a new mathematics curriculum – *Contemporary Mathematics in Context: A Unified Approach*. *Contemporary Mathematics in Context* is a comprehensive standards-based three-year high school mathematics curriculum for all students, plus a fourth-year course continuing the preparation of students for college mathematics. Key features of the curriculum include: teaching Algebra and Geometry every year along with important new topics from Statistics and Discrete Mathematics, emphasizing mathematical modeling and applications, and teaching students to solve more challenging problems.

The *Contemporary Mathematics in Context* curriculum is published by Glencoe/McGraw-Hill. The U.S. Department of Education recognized *Contemporary Mathematics in Context* as an Exemplary Mathematics Program. Of 61 programs reviewed by the U.S. Department of Education Expert Panel on Mathematics, only five programs received the highest designation of "exemplary." The recognition was based on high ratings in each of four categories: quality, usefulness to others, educational significance, and evidence of effectiveness and success. In utilizing this approach, the SWHS mathematics curriculum is rooted in SWHS mission elements of academic excellence, life-long learning, and personal responsibility. Our students' 2006 WASL assessment results indicate the effectiveness of this approach. Students integrated knowledge in such a way that over 13% more SWHS students met standard on the

math WASL than in the previous year. In addition to this curriculum, class of 2008 students may be referred to the Academic Support Initiative, with the opportunity for multi-format intensive remediation efforts targeting mathematics skills using tutors and distance-learning methodologies.

#### **4. Instructional Methods:**

SWHS makes effective use of a standard block schedule with a framework of four 90-minute periods. These extended instructional periods allow for innovative strategies and more individual contact during instructional time. This approach also allows for acceleration or deceleration in the curriculum to fit student needs and respond to diverse student learning styles. This block schedule is complemented by an optional, modified scheduling approach with some courses offered in a year-long schedule with shorter class periods. While longer instructional periods enable more concentrated immersion in content, some students have better success, especially in math, with shorter classes which take place daily over an entire school year.

Because students can choose either the block format or the year-long format, student choice and empowerment is integrated into the instructional approach from the beginning. We believe this is one important aspect of our success. Other key instructional approaches include utilizing diverse teaching approaches to address diverse learning styles, engaging students in an active role in their learning, emphasizing integrated and meaningful learning rather than simply acquisition of disconnected facts, and creating a collaborative learning atmosphere in which dialogue is welcome. Fundamentally, our expectation for achievement is combined with support so that students can achieve their learning goals.

Service-learning is an important instructional approach which is integrated into classes and included through such programs as LACEP. Students have the opportunity to link curriculum with community service in a way that helps them integrate academic material while developing personal skills, increasing community bonding, and providing needed service to the community. With this approach, curriculum is clearly connected to the real world in a way that is relevant for students and effective with many learning styles.

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

SWHS holds six yearly staff in-service days (two of which are learning improvement days provided by the state, and four of which are designated district in-service days). On these in-service days, some activities are teacher-focused, some are building-focused, and some are district-focused. Teachers have the opportunity to choose different activities to expand their professional knowledge and abilities. Based on the SWHS continuous school improvement plan, these days are used in part to allow staff and faculty to review data and reach data-driven decisions about school improvement planning. This serves as a springboard for specific planning on how to implement strategies for school improvement which support students in increased achievement. The successful implementation of (and modification to) courses, curricula, and instructional approaches described above, which have led to significant student achievement, all rely on the professional development opportunities offered at SWHS.

Because the school functions as a community of professionals collaboratively implementing an educational approach, there is tremendous value for professional development as teachers participate as actors and decision-makers in developing the school's process. This has clearly been effective in recent years, as shown by SWHS's successful assessment results. In addition to these process activities, specific professional development-oriented education related to topics such as technology and curriculum mapping is offered to teachers. By engaging in these trainings, teachers collaborate and share knowledge, improve their technology skills, and learn how to better align curriculum with state standards.

**FORMAT FOR STATE CRITERION-REFERENCED TESTS**

Subject: Reading                      Grade: 10                      Test: WASL

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Publisher: Riverside Publishing

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|  | 2005-<br>2006 | 2004-<br>2005 | 2003-<br>2004 | 2002-<br>2003 | 2001-<br>2002 |
|--|---------------|---------------|---------------|---------------|---------------|
| Testing month                              | March         | April         | April         | April         | April         |
| <b>SCHOOL SCORES*</b>                      |               |               |               |               |               |
| % "Level 3" plus "Level 4" Standards       | 95            | 83            | 80            | 78            | 78            |
| % "Level 4" Standards                      | 79            | 61            | 71            | 62            | 62            |
| Number of students tested                  | 149           | 159           | 170           | n/a           | n/a           |
| Percent of total students tested           | 95            | 94            | 96            | n/a           | n/a           |
| Number of students alternatively assessed  | 3             | 0             | 0             | n/a           | n/a           |
| Percent of students alternatively assessed | 2             | 0             | 0             | n/a           | n/a           |
|  |               |               |               |               |               |
| <b>SUBGROUP SCORES</b>                     |               |               |               |               |               |
| 1. <u>Low Income</u>                       |               |               |               |               |               |
| % "Level 3" plus "Level 4" Standards       | 91            | 79            | 57            | n/a           | n/a           |
| % "Level 4" Standards                      | 77            | 58            | 36            | n/a           | n/a           |
| Number of students tested                  | 22            | 24            | 14            | n/a           | n/a           |

**ALTERNATE ASSESSMENT:**

**Special Education - Washington Alternate Assessment System (WAAS)**

Students with an Individual Education Program (IEP) that have significant cognitive disabilities who are unable to take paper and pencil tests show their skills and knowledge through a collection of their work.

**FORMAT FOR STATE CRITERION-REFERENCED TESTS**

Subject: Writing                      Grade: 10                      Test: WASL

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Publisher: Riverside Publishing

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|  | 2005-<br>2006 | 2004-<br>2005 | 2003-<br>2004 | 2002-<br>2003 | 2001-<br>2002 |
|--|---------------|---------------|---------------|---------------|---------------|
| Testing month                              | March         | April         | April         | April         | April         |
| <b>SCHOOL SCORES*</b>                      |               |               |               |               |               |
| % "Level 3" plus "Level 4" Standards       | 88            | 78            | 80            | 76            | 74            |
| % "Level 4" Standards                      | 56            | 40            | n/a           | n/a           | n/a           |
| Number of students tested                  | 152           | 162           | 166           | n/a           | n/a           |
| Percent of total students tested           | 95            | 96            | 90            | n/a           | n/a           |
| Number of students alternatively assessed  | 3             | 0             | 0             | n/a           | n/a           |
| Percent of students alternatively assessed | 2             | 0             | 0             | n/a           | n/a           |
|  |               |               |               |               |               |
| <b>SUBGROUP SCORES</b>                     |               |               |               |               |               |
| 1. <u>Low Income</u>                       |               |               |               |               |               |
| % "Level 3" plus "Level 4" Standards       | 65            | 58            | 64            | n/a           | n/a           |
| % "Level 4" Standards                      | 35            | 17            | 36            | n/a           | n/a           |
| Number of students tested                  | 23            | 24            | 14            | n/a           | n/a           |

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**FORMAT FOR STATE CRITERION-REFERENCED TESTS**

Subject: Math

Grade: 10

Test: WASL

Publisher: Riverside Publishing

|  | 2005-<br>2006 | 2004-<br>2005 | 2003-<br>2004 | 2002-<br>2003 | 2001-<br>2002 |
|--|---------------|---------------|---------------|---------------|---------------|
| Testing month                              | April         | April         | April         | April         | April         |
| <b>SCHOOL SCORES*</b>                      |               |               |               |               |               |
| % "Level 3" plus "Level 4" Standards       | 72            | 59            | 57            | 55            | 52            |
| % "Level 4" Standards                      | 30            | 26            | 28            | 28            | 21            |
| Number of students tested                  | 148           | 167           | 170           | n/a           | n/a           |
| Percent of total students tested           | 93            | 99            | 93            | n/a           | n/a           |
| Number of students alternatively assessed  | 3             | 0             | 0             | n/a           | n/a           |
| Percent of students alternatively assessed | 2             | 0             | 0             | n/a           | n/a           |
|  |               |               |               |               |               |
| <b>SUBGROUP SCORES</b>                     |               |               |               |               |               |
| 1. <u>Low Income</u>                       |               |               |               |               |               |
| % "Level 3" plus "Level 4" Standards       | 55            | 46            | 36            | n/a           | n/a           |
| % "Level 4" Standards                      | 18            | 8             | 21            | n/a           | n/a           |
| Number of students tested                  | 22            | 24            | 14            | n/a           | n/a           |

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