

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

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

Official School Name Chelan Middle/High School
(As it should appear in the official records)

School Mailing Address P.O Box 369 215 West Webster Avenue
(If address is P.O. Box, also include street address.)

Chelan Washington 98816-0369
City State Zip Code+4(9 digits total)

County Chelan State School Code Number* HS 4260 MS 2317

Telephone (509) 682-4061 Fax (509) 682-5001

Web site/URL www.chelanschools.org E-mail depaolib@chelanschools.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Principal's Signature Date _____

Name of Superintendent Dr. Jim BuseyEd.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lake Chelan School District #129 Tel. (509) 682-3515

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Jim Colbert
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information 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.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 1 Elementary schools
 _____ 1 Middle schools
 _____ Junior High Schools
 _____ 2 High schools
 _____ 1 Other
 _____ 5 TOTAL
2. District Per Pupil Expenditure: _____ 9088
 Average State Per Pupil Expenditure: _____ 8189

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 are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 7 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
Pre K			0	7	52	45	97
K			0	8	69	52	121
1			0	9	52	49	101
2			0	10	57	49	106
3			0	11	54	43	97
4			0	12	43	47	90
5			0	Other			0
6	58	34	92				
TOTAL STUDENTS IN THE APPLYING SCHOOL							704

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 2 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| | % Black or African American |
| 37 | % Hispanic or Latino |
| 60 | % White |

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 13 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	11
(2)	Number of students who transferred from the school after October 1 until the end of the year	40
(3)	Total of all transferred students [sum of rows (1) and (2)]	51
(4)	Total number of students in the school as of October 1	408
(5)	Total transferred students in row (3) divided by total students in row (4)	0.13
(6)	Amount in row (5) multiplied by 100	13

8. Limited English Proficient students in the school: 6 %
- | | |
|----|---|
| 45 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals 50 %

Total number students who qualify: 352

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: $\frac{10}{72}$ %
 Total Number of Students Serve

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

3	Autism	1	Orthopedic Impairment
1	Deafness	6	Other Health Impairment
0	Deaf-Blindnes	52	Specific Learning Disabilit
0	Emotional Disturbanc	0	Speech or Language Impairment
0	Hearing Impairment	1	Traumatic Brain Injury
2	Mental Retardation	0	Visual Impairment Including Blindness
6	Multiple Disabilities		

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

Number of Staff

	Full-time	Part-time
Administrator(s)	3	0
Classroom teachers	33	2
Special resource teachers/specialist	3	0
Paraprofessionals	8	0
Support Staff	6	3
Total number	53	5

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 $\frac{21}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	93 %	95 %	94 %	97 %	93 %
Daily teacher attendance	93 %	93 %	92 %	92 %	90 %
Teacher turnover rate	8 %	4 %	5 %	5 %	8 %
Student drop out rate (middle/high	2 %	4 %	5 %	15 %	14 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

14. **(High Schools Only. Delete if not used.)**

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

Graduating class size	70	
Enrolled in a 4-year college or university	34	%
Enrolled in a community college	41	%
Enrolled in vocational training	9	%
Found employment	13	%
Military service	2	%
Other (travel, staying home, etc.)	1	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Chelan Middle/High School (CMHS) serves approximately 700 students in grades 6-12; thirty seven percent of our student population is Latino and fifty percent qualify for free and reduced lunch. Chelan is located at the south end of Lake Chelan, a beautiful resort community in the north central region of Washington. CMHS promotes and enjoys a high standard of excellence in all program offerings that has been maintained over many years. CMHS has a history of high attendance and graduation rates and excellent performance results on state achievement tests. Needless to say the school is both a focal point and a source of tremendous pride to the entire community.

The many successes of CMHS are a direct reflection of the mission of the school 'To prepare students to attain high academic standards and to promote the character qualities which provide the foundation for success'. At CMHS we truly believe in setting high expectations not only in our classrooms but in everything we do. Our mission is further supported by the following beliefs:

The Value of Relationships:

Common goals are achieved through collaboration, communication, and commitment
Every person is valued and respected with unique physical, social, emotional, and intellectual needs
There is a shared responsibility for learning and an emphasis on continual improvement

The Importance of Rigor

All students will be engaged in learning based on rigorous academic standards

High expectations for all members of our learning community

The Necessity of Relevance

Instruction based on relevant curriculum that makes connections to other subject areas, real life experiences, as well as addressing all learning styles

Instruction that is meaningful and focused on creating life long learners

As a result of a talented, dedicated faculty, and the support of the entire community, CMHS continues to be recognized by the state for 'outstanding, continuous improvement in student achievement'. The seventh grade level has received state recognition in reading and mathematics for four out of the last five years. In the 2005-06, the school received a \$10,000.00 award for closing the achievement gap in both reading and mathematics. At the tenth grade level state recognition in reading was awarded for the past three years in a row and for the past two years in mathematics.

Chelan Middle/High school believes in, and encourages student involvement in a wide variety of extra curricular programs including athletic and academic teams, clubs, and organizations. This involvement serves to compliment and enhance the curriculum outside the classroom. We believe that such experiences not only contribute the overall growth and development of our students but that they also have a positive effect on academic performance. Our athletic and academic teams along with our club programs and concert bands receive regional and state recognition on a regular basis. This past year the Knowledge Bowl team won the state championship, the FFA chapter was 'Chapter of the Year' for the region, and both high school and middle school Science Olympiad teams qualified for the State meet. The middle school science Olympiad team has won the regional meet ten times in the last eleven years.

CMHS is a member of the Northwest Association of Accredited Schools and this past year went through an extensive self study process designed to improve the quality of the school. As a result of this work, it was determined by the review team that CMHS met the rigorous standards essential for quality education and thus was awarded 'full accreditation status'. We credit our success to an outstanding staff who are committed and dedicated to continuous improvement, a supportive community, and a school board that promotes 'Excellence in Education for Everyone.'

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The performance of Chelan Middle/High School students on state assessments in reading and mathematics is impressive. We consistently score well above the state average and rank among the top schools in the region. When compared with schools with similar demographics, we rank among the highest performing schools in the state. Our results clearly demonstrate that CMHS is achieving at high levels, closing the achievement gap, and we continue to improve year after year. This past year, at the 10th grade level, 88% of our students met or exceeded the standard in reading demonstrating a 35% improvement over a five year period. Our low income population improved by 30 percentage points over the past three years and Hispanic students improved 53 percentage points over the past five years. The achievement gap in reading was narrowed by 28% over the last five years! In mathematics 70.5% of our students met or exceeded the standard and overall scores have improved by 29% for all students. Low income students improved performance by 30%, while Hispanic students improved by 20% over the same time period.

At the seventh grade level we see the same upward trend in improvement over the past five years. In reading, scores have improved by 18% overall and by a similar amount in both Anglo and Hispanic subgroups. In mathematics scores have risen 21% overall and by 25% in both subgroups. Based on our subgroup scores and overall assessment performance, it is obvious that at CMHS continuous improvement is the norm, and we expect all students to do well.

Chelan Middle/High School participates in the state's assessment system known as the Washington State Assessment of Student Learning, commonly referred to as the WASL. The state uses the WASL as the accountability measure for achievement under the NCLB. This assessment requires students to both select and create answers to demonstrate their knowledge, skills, and understanding of the Essential Academic Learning Requirements (standards). Test questions range from multiple choice and short answer to more extended responses, essays, and problem solving tasks.

Following the first operational assessment at each grade level, a standard setting committee determines the level of performance on the assessments required to 'meet the standard'. Progress categories or Performance Level Descriptors were established to show growth over time as well as to provide specific information for teachers, parents and students about a student's strengths and areas for improvement. Performance Level Descriptors are broken into four categories: Level I and Level II (Basic) are considered below standard, Level III (Proficient) meets standard, and Level IV (Advanced) exceeds the standard.

Further information about the state's assessment system can be found at [Http://www.k12.wa.us/assessment](http://www.k12.wa.us/assessment)
Data pertaining to the NCLB can be found at [www.http://reportcard.ospi.k12.wa.us](http://reportcard.ospi.k12.wa.us)

2. **Using Assessment Results:**

The staff at Chelan Middle/High School studies and utilizes assessment data to improve student performance, to guide instructional decisions, for student placement purposes, and to address gaps in content and/or achievement. At the beginning of each school year departments work in 'data teams' for the purpose of analyzing state assessment results and designing content specific improvement plans. These plans involve an item analysis to pull questions that proved to pose problems for students and determining strategies that can be used to better prepare students to meet standard. This past year, through the self study process the entire staff was engaged in an extensive data carousel activity for the purpose of designing a school improvement plan. To further break down our data we consulted with the Center for Educational Effectiveness. After an extensive review of the data we made one of our school improvement goals to research a comprehensive data management system that we could utilize in reading and mathematics. This review has led to the implementation of the NWEA MAPS assessment system this spring in addition to hiring of a district assessment coordinator in the fall.

As a result of our data review we have created lab classes in reading and mathematics based on student performance on state tests. Students who are at Level I (below standard) are placed in a reading or math lab to assist them in meeting the standard. In addition we utilize data to place students in honors classes.

3. **Communicating Assessment Results:**

Chelan Middle/High school realizes the importance of communicating student performance, and also the value of promoting such performance. Performance information is shared on a regular basis and in a variety of formats. Feedback on performance begins with the student in the classroom. On a daily basis, students learn from their teachers through both formal and informal methods including grading rubrics, higher level applications questions, performance-type applications, projects, and traditional tests. Grades are posted and updated on a regular basis by teachers and can be accessed on line so parents can monitor progress and missed assignments.

Formal comprehensive grade reports are mailed home eight times during the school year (approximately every 4 ½ weeks). In addition to these 'report cards' a grade summary report is issued to every student through their 'teacher advisor' in between grading periods (every two weeks). The teacher advisor then conferences with students, one on one, and may choose to contact the parent via telephone, email or through a conference depending on the situation. Parents also receive a copy of their child's current 'credit evaluation' at the end of each semester so they can monitor progress toward graduation.

In addition to formal report cards and grade report summaries, all students are required to lead a conference with a parent and their advisor both in the fall and the spring of each school year. The purpose of the student led conference is to share individual work samples and to further communicate performance on a personal level to parents. Students assume greater responsibility for their academic work and are held to a higher standard of accountability through this process.

State assessment results are mailed to each student and the principal summarizes overall results by grade level in the school newsletter. At the district level, an annual report card including K-12 assessment results and program evaluation narratives is mailed to each household and posted on the website.

To promote and further inspire performance, the school hosts the annual 'Evening of Excellence' where students are recognized through a nomination process for subject area awards. This celebration of performance is well supported by business community and draws some 400 community members. This past year over 200 students were honored. During each reporting period the principal reviews all student report cards and writes a positive comment for all students achieving a 3.0 GPA or higher.

4. Sharing Success:

We can learn much from one another. At Chelan Middle/High school we clearly understand the value of collaborating and sharing success both within our school district and outside our school district. We know that by developing partnerships and openly sharing will also benefit us in the process of continuous improvement. With this thought in mind, we welcome and encourage visitations to our school.

The principal receives requests to visit our school on a regular basis, and in particular from teaching teams who wish to observe instruction. He works with the teaching faculty to accommodate such requests and also coordinates tours, demonstrations, and readily shares copies of any materials requested to augment and further explain program information. Following is a list of examples of how we have shared information within and outside of our school district:

We have hosted four teaching observation visitations from out of district teams.

A teacher in our math department has been provided release time to serve on the State Standards review committee.

Several staff members have assisted other area districts as coaching leaders in powerful teaching and learning visitations.

We have assisted other school districts in supporting teachers to present workshops on instructional strategies

We have agreed to pilot an assessment program in reading and mathematics at our school this spring.

One of our CTE teachers presented her program at a national medical conference.

The principal readily shares information at regional principal meetings.

The Agricultural Education Department hosts regional meetings that focus on collaboration on a monthly basis.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Chelan Middle/High school offers a relevant, rigorous, standards-based curriculum designed to challenge students whether they choose college preparatory course work or classes in career and technical fields.

The curriculum is well matched to the unique and diverse needs of our school population and it is aligned with the grade level expectations (state standards) outlined by the state of Washington. At CMHS we are extremely proud of the fact that we offer over 60 credits of 'College in the High School' classes for students who desire to earn college credit without having to leave campus.

Credit Requirements: In order to meet CMHS graduation requirements, students are required to successfully complete 26 credits (16.5 required and 9.5 elective) while the State of Washington only requires students to complete 19. At CMHS students must complete 4 credits in English, 3 credits in mathematics, 2.5 credits in Social Studies, and 2 credits in Science (1 credit must be a laboratory science). In addition to these core requirements, students must also complete 2 credits in Physical Education, 1 credit in career and technical education, and a .5 credit in Health and Micro Applications. Following is a brief description of the core curriculum at Chelan Middle High School. The English and Medical Science Curriculum are described in more detail in sections 2b and 3.

Mathematics: The Mathematics curriculum at CMHS is designed to provide all students the opportunity to develop and apply the essential processes of problem solving, reasoning and communication. Approximately 50% of our middle level students complete one credit of Algebra prior to entering High School. These students typically follow a sequence of upper level course work leading them through Geometry, Algebra II, Pre-Calculus Trigonometry and Calculus. For students who do not intend to pursue a college education, course work such as business and applied math serve to incorporate real world applications in the context of a variety of vocations.

Social Studies: In Social Studies, students will complete World History in their sophomore year, US History and Government in their junior year and Current World Problems during their senior year. We also offer an honors course in Sociology for college credit for seniors along with the addition of a newly developed elective course, Latino History, to further promote cultural diversity. From time to time we have offered American studies (an integrated course with the English Department) as an option for juniors.

Science: Our Science curriculum has two distinct offerings dependent upon the goals of the student. For those who are college bound, the sequence begins with Physical Science which provides a foundational experience for our freshman. During the sophomore and junior year, biology and chemistry are offered. Students also have the option of taking Physics in their junior and senior year. In addition to these courses, we offer Agri-science Biology and Agri-science Technology. Both classes were designed for students requiring more of a 'hands on' practical curriculum who are involved in our Future Farmers of America program, a very popular and successful organization at CMHS.

Foreign Language: At CMHS Spanish instruction begins in the seventh grade with an introductory elective course to expose and excite students to learning a second language. Upon entering High School, students can choose to take 3 years of Spanish. The fact that our school population is almost 40% Hispanic allows us to further enrich our curriculum by having Latino students share their culture and traditions while taking on leadership roles in the classroom. During conversational lessons, native and non-native speakers are paired together to further promote engagement and understanding.

Fine Arts: The visual arts program at CMHS prides itself on integrating and collaborating with other curricular areas to enhance the core curriculum. Such assignments incorporate historic and cultural themes that serve to accent and emphasize the elements of art. An example of this integration is students from the Latino History class, the ESL class, a second grade class, and advanced art students are working together with a local artist to create a mural for the Elementary school. Courses include General Art, Crafts and Pottery, and Advanced Art. All middle school students are exposed to a quarter of Art as well. The music department at CMHS focuses on teaching music through performance. Performance opportunities include local concerts, regional and state festivals, parades, athletic events and other community events. At the high school level, both choral and instrumental opportunities allow students to express themselves and offer yet another venue for continuing rigorous musical preparation and performance.

Physical Education: At CMHS we encourage students to engage in habits that promote a healthy lifestyle. The curriculum has shifted in philosophy from a skill based focus (sports) to more to health related fitness. The curriculum offers a general Life Activities course for freshman and sophomores while juniors and seniors have the choice of Strength and Conditioning or Fitness.

2b. (Secondary Schools) English:

The English department at Chelan Middle/High school believes strongly that all students must be exposed to a comprehensive literary curriculum that includes extensive opportunities to read, write, communicate and reflect upon their work. With this end in mind all students are required to take 4 years of English. A rigorous honors program, culminating with College Prep English, is offered at each grade level for those who meet application requirements.

The curriculum invites a wide variety of applications and techniques to enhance oral and written communication experiences such as summary response writing, persuasive essays, research writing, and writing short stories. In all assignments, teachers address every level of writing, from punctuation to word choice to content development and reflection of personal meaning. The curriculum balances strong process-level activities, such as structured feedback, with high finished product expectations. Each student receives significant individual attention, feedback and support on each piece of writing. Students spend a significant amount of time reading books of their own choosing at their reading level through the Accelerated Reader Program, and we encourage students to pursue literary interests outside of the program as well. At the high school level we select literature based on thematic and literary merit, and we strive to choose literature that appeals to our diverse population. Our assessments include strong skill based evaluations similar to the state assessment; we also foster creativity, critical thinking, and personal connections to literature through projects. Whenever possible, we search out audiences beyond our classroom to authenticate learning activities.

Students who do not meet standard, or read below grade level receive direct reading and writing instruction from a Reading Specialist through lab classes. These labs provide reading and writing support including WASL preparation tutorials utilizing current released items. We use the Gates McGinitie Reading test to evaluate all students each spring to determine growth.

3. Additional Curriculum Area:

CTE ' Medical Science

Chelan High School offers a unique opportunity for students to experience the medical field first hand, through the Medical Sciences Career and Technical Education Program. Because of collaborative partnerships that have been established between the school and a variety of medical providers throughout our community, our students are able to apply the concepts that they have learned in our school classrooms. Weekly, students in this program visit the local hospital and clinics, where they participate in mentoring experiences, labs, and clinical training situations.

While Chelan High School students experience academic rigor in the school classrooms, studying subjects such as anatomy, physiology, and mathematics at the local hospital, allows them to apply their knowledge first hand. For example, during one hospital lesson, students learn how to give injections to oranges. While calculating the dosage of medication to be administered, students quickly realize that algebra is used every day in the healthcare field, and that what they are learning in mathematics class, is relevant to their future.

Students enrolled in the program also participate in an extracurricular leadership component. Through a medical careers club, 'Med Club', students develop leadership skills and practice civic responsibility by planning and implementing yearly American Red Cross blood drives, community disaster training drills, and cancer fundraising events.

Real world experiences in this program have served to inspire our students to pursue careers in the health care field. Many of our former students have successfully completed post secondary health career training programs and are now employed in careers such as veterinary medicine, physical therapy, radiology, and medicine. With the current critical shortage of health care professionals across our nation, Chelan High School students are able to get a head start on a career that will guarantee a well paying job in the future!

4. Instructional Methods:

Instruction is the main focus at CMHS and echoes our school beliefs; rigor, relevance and relationships. Teachers are moving away from conventional practices that position the teacher as the expert and toward constructivist methods that provide students with meaningful responsibilities that shape their learning. The emphasis is on making students' interests, personal experiences, and prior learning the context for in-depth study of core academic concepts, and by requiring products and performances that demonstrate habits of mind (weighing of evidence, considering alternative view points, making connections and relationships, speculating on possibilities, and assessing personal and social value).

The instructional methods employed by teachers at CHMS are based on 'Powerful Teaching and Learning' (PTL). Such practices are 'research based' and have been proven to mitigate the effects of poverty. Specific strategies include scaffolding, flexible grouping, cooperative learning, project based learning and community-based (service) learning. Traditional methods such as lecture, discussion, and question answer sessions are also utilized depending on the nature of the lesson. Technology is also highly utilized by many of our teachers in their lessons. LC projectors and document cameras are common place in our classrooms allowing teachers to incorporate video streaming into lesson presentations.

At CMHS our teachers understand the critical link between curriculum, instruction and assessment. The key to instruction is that all students develop quality work aligned with state standards. The assessment of this work is based on standards rather than simply accomplishing a task. This type of instruction lends itself to authentic assessments that include rubrics, presentations, and student exhibits. Class field trips, and speakers from the community are used to supplement instruction in many departments.

5. Professional Development:

At Chelan Middle/High School we firmly believe that high quality professional development is results driven, standards based, and job-embedded. Although teachers continue to have the opportunity to attend conferences and workshops based on school improvement goals, our focus has shifted to a job-embedded approach to improve teaching practices and student performance. Thus, we have adopted the model of 'Powerful Teaching and Learning' (PTL) as a district wide focus.

The PTL model has resulted in a culture that promotes a collegial exchange of ideas to improve student learning. In this model, teachers observe teachers and the focus is on professional growth rather than performance. The goal of this job-embedded approach is to promote and encourage conversations about teaching and learning, to utilize best practice strategies, and to learn how to improve one's own teaching.

As a result, teachers work in teams during late start days to: discuss instruction and analyze student data; observe colleagues teaching; organize team visitations to other schools to observe instruction; and work together to plan lessons and units. In addition staff meetings focus on collaborative activities that are issue driven, rather than traditional management items.

Teachers are supported by the district with release time, substitute costs and financial support including paying for \hat{A} ½ of the registration fee for National Board Certification. To date six teachers from CMHS are enrolled in the National Board Certification Program. The school district provides three paid learning improvement days and in 2006 the board approved 12 late start days thus providing a structure to support collaboration and the development of professional learning communities. Individual professional development and school based staff development are aligned with the goals of the CMHS school improvement plan.

This past year, the entire faculty participated in a staff retreat to review the school improvement goals, study teaching strategies, and implement a school wide advisory program. Early this fall all staff participated in a building wide presentation on 'How the Brain Learns and the Powerful Teaching and It Needs for Powerful Learning'.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 10 Test Washington Assessment of Student Learning

Edition/Publication Year 2007 Publisher Riverside Publishing Washington OSPI

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Level 3 + Level 4	88	84	63	47	53
% "Exceeding" State Standards Level 4	62	61	38	40	39
Number of students tested	97	97	98	88	127
Percent of total students tested	95	92	100	100	93
Number of students alternatively assessed	1	6	0	0	0
Percent of students alternatively assessed	1	5	0	0	0
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard Level 3 + Level 4	78	63	48		
% "Exceeding" State Standards Level 4	47	32	21		
Number of students tested	47	38	42		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard Level 3 + Level 4	73	60	42	27	20
% "Exceeding" State Standards Level 4	43	29	19	17	10
Number of students tested	30	35	31	30	40
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 + Level 4	71	60	42	36	41
% "Exceeding" State Standards					
Level 4	34	30	14	14	22
Number of students tested	95	98	99	88	127
Percent of total students tested	93	92	100	100	94
Number of students alternatively assessed	1	6	0	0	0
Percent of students alternatively assessed	1	5	0	0	0
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 + Level 4	54	33	24		
% "Exceeding" State Standards					
Level 4	17	10	7		
Number of students tested	46	39	42		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 + Level 4	37	32	16	20	18
% "Exceeding" State Standards					
Level 4	10	16	3	7	5
Number of students tested	30	37	32	30	40
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 + Level 4	71	69	72	62	54
% "Exceeding" State Standards					
Level 4	35	37	46	35	23
Number of students tested	105	98	102	103	99
Percent of total students tested	99	94	99	99	99
Number of students alternatively assessed	0	5	1	1	0
Percent of students alternatively assessed	0	5	1	1	0
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 + Level 4	58	56	62		
% "Exceeding" State Standards					
Level 4	26	18	34		
Number of students tested	57	50	53		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 + Level 4	55	58	46	39	36
% "Exceeding" State Standards					
Level 4	25	22	12	18	11
Number of students tested	40	36	33	28	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 + Level 4	59	58	56	49	38
% "Exceeding" State Standards					
Level 4	26	26	26	18	25
Number of students tested	105	98	102	103	100
Percent of total students tested	99	94	99	99	100
Number of students alternatively assessed	0	5	1	1	0
Percent of students alternatively assessed	0	5	1	1	0
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 + Level 4	40	44	51		
% "Exceeding" State Standards					
Level 4	19	10	17	0	0
Number of students tested	57	50	53	0	
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 + Level 4	35	44	42	18	19
% "Exceeding" State Standards					
Level 4	15	8	12	4	14
Number of students tested	40	36	33	28	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 + Level 4	72	71			
% "Exceeding" State Standards					
Level 4	25	22			
Number of students tested	100	95			
Percent of total students tested	100	95			
Number of students alternatively assessed	0	4			
Percent of students alternatively assessed	0	4			
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 + Level 4	60	59			
% "Exceeding" State Standards					
Level 4	14	18			
Number of students tested	50	49			
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 + Level 4	55	54			
% "Exceeding" State Standards					
Level 4	12	16			
Number of students tested	42	37			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 + Level 4	51	37			
% "Exceeding" State Standards					
Level 4	14	10			
Number of students tested	100	95			
Percent of total students tested	100	95			
Number of students alternatively assessed	0	4			
Percent of students alternatively assessed	0	4			
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 + Level 4	38	25			
% "Exceeding" State Standards					
Level 4	12	4			
Number of students tested	50	49			
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 + Level 4	33	13			
% "Exceeding" State Standards					
Level 4	12	8			
Number of students tested	42	38			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 + Level 4	70	76			
% "Exceeding" State Standards					
Level 4	29	46			
Number of students tested	99	104			
Percent of total students tested	99	92			
Number of students alternatively assessed	0	6			
Percent of students alternatively assessed	0	5			
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 + Level 4	58	67			
% "Exceeding" State Standards					
Level 4	16	39			
Number of students tested	55	52			
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 + Level 4	55	55			
% "Exceeding" State Standards					
Level 4	15	26			
Number of students tested	40	38			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 + Level 4	60	48			
% "Exceeding" State Standards					
Level 4	20	11			
Number of students tested	100	105			
Percent of total students tested	100	93			
Number of students alternatively assessed	0	6			
Percent of students alternatively assessed	0	5			
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 + Level 4	50	34			
% "Exceeding" State Standards					
Level 4	16	9			
Number of students tested	56	53			
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 + Level 4	43	28			
% "Exceeding" State Standards					
Level 4	13	8			
Number of students tested	40	39			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					