

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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

Name of Principal: Mr. Kevin Davis

Official School Name: Klickitat Elementary and High School

School Mailing Address:  
98 School Drive  
P.O. Box 37  
Klickitat, WA 98628-0037

County: Klickitat State School Code Number\*: 3494

Telephone: (509) 369-4145 Fax: (509) 369-3422

Web site/URL: www.klickitat.wednet.edu/facility.htm E-mail: kdavis@potlatch.esd112.wednet.edu

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. Jerry Lynch

District Name: Klickitat Tel: (509) 369-4145

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Andy Schlagen

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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.*  
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## 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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- |          |                     |
|----------|---------------------|
| 1        | Elementary schools  |
|          | Middle schools      |
| 1        | Junior high schools |
| 1        | High schools        |
|          | Other               |
| <b>3</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 14989

Average State Per Pupil Expenditure: 8752

**SCHOOL** (To be completed by all schools)

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

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

4. 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	0	0	0	7	4	5	9
K	3	2	5	8	0	7	7
1	4	3	7	9	8	7	15
2	8	5	13	10	6	2	8
3	4	0	4	11	6	9	15
4	2	5	7	12	8	1	9
5	2	7	9	Other			0
6	6	5	11				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							119

6. Racial/ethnic composition of the school: 8 % American Indian or Alaska Native  
0 % Asian  
2 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
87 % White  
0 % Two or more races  
**100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 18 %

This rate is 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.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	15
(3)	Total of all transferred students [sum of rows (1) and (2)].	23
(4)	Total number of students in the school as of October 1.	131
(5)	Total transferred students in row (3) divided by total students in row (4).	0.176
(6)	Amount in row (5) multiplied by 100.	17.557

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 55 %

Total number students who qualify: 65

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 free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

N.A.

10. Students receiving special education services: 13 %

Total Number of Students Served: 15

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

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>0</u>	<u>1</u>
Classroom teachers	<u>10</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>5</u>
Support staff	<u>2</u>	<u>6</u>
Total number	<u>13</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 12 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	97%	97%	98%	98%
Daily teacher attendance	95%	95%	96%	92%	94%
Teacher turnover rate	8%	8%	15%	0%	8%
Student dropout rate	4%	9%	0%	5%	4%

Please provide all explanations below.

1. **Daily Teacher Attendance** - Teacher attendance rates fell below 95% due to extended teacher illness during the two school years of 2004 to 2006.
2. **Teacher Turnover Rate** - With such a small staff a minor change in staffing represents a disproportional change in the total teacher work force. In 2005-2006 we had a reduction in staff because of declining enrollment.
3. **Student Dropout Rate** - Again with such a small enrollment one student has a large percentage impact on the student rate. During the 2006-2007 school year we had a some students leave school who were struggling to succeed and enroll in the local Job Corp Program with district support. All three students have since graduated from the Job Corp Program with GED's.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	7	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	57	%
Enrolled in vocational training	0	%
Found employment	29	%
Military service	0	%
Other (travel, staying home, etc.)	14	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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The Klickitat School District is located in an extremely small isolated rural community. The community has an approximate population of 350 individuals, a post office, gas station, small grocery, and a northwest renowned steak house & Pub where people have actually flown and landed on the ball field (w/permission) to dine. The nearest communities with other services are a 60 mile round trip. The mountain community is located in a deep narrow canyon along the picturesque Klickitat River which originates from the glaciers of Mount Adams, a dormant volcano.

Historically Klickitat was a timber and lumber industry depended community that was once owned entirely by the company which provided all services, complete with the company store and medical services. In this prior environment the graduates of the Klickitat School District had available life time employment, complete with family living wages and benefits. Those students wishing to further their post secondary education were easily supported by their parents and the local company by providing financial resources through scholarships and summer employment. The down turn of the lumber industry in the 90's and the eventual closure of the mill have had a dramatic negative impact on the community and presented a great challenge to provide for our children. As a community we embraced this challenge and have met with great success as is demonstrated by being deemed a Washington State School of Distinction and a Blue Ribbon nominee.

Once we had virtually no free and reduced students where as now we fluctuate from 50% to 70%. In spite of these tough times, the school and community continue to grow and improve through a concerted effort by all community groups which include; Klickitat Schools, Parents For Students, Klickitat Community Council, Horizons, local businesses, religious organizations, and numerous other groups and individuals.

The vision set forth by the Klickitat School District Board of Directors envision that our graduates will be lifelong learners and possess by graduation the essential skills, competencies, and attitudes considered fundamental in becoming a young adult and a responsible citizen in the 21st century. The mission of Klickitat Schools is to provide each student the curriculum and opportunity to prepare to be a 21st century citizen. Beginning with the premise that all students can learn when given a safe and orderly environment, staff have the challenge to motivate and inspire students using the most up to date methods identified by educational research. Further, because the school does not act in isolation from the community, it is essential that staff engage parents to share in the decision-making processes related to school governance.

There is a sense of great pride that surrounds our school within the community. We have the reputation of providing an excellent education for all students as is demonstrated in our enrollment. Approximately one third of our students choose to come to our school from other school districts. The students and their parents show their determination and willingness to attend our school by traveling steep narrow roads to reach our community that most of us would avoid if possible. The main focal point of the community is the school, its' the heart and soul.

Unique partnerships are common in our community. A few of the collaborative projects in our community include; athletic events, student fund raisers, play performances, parent conferences, elementary music, renovating the old mill office, which the district owns into a community center. These partnerships are embraced by all that live here.

This is truly a place where the village raises all the children and has a vision of hope and success for them with the support and guidance not only from teachers' but the local business person with no children, who checks regularly on students' progress to reinforce the importance of education with that child when they enter his store. As our superintendent says; "We're the best private public school in the state".

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The Washington State Assessment of Student Learning (WASL) was implemented in grades 4, 7, and 10 in the year 1998-99. These grades were identified as “Benchmark Grades” to assess the learning of students. The state in 1993 approved a law that all students must pass a basic assessment of learning (WASL) to graduate from high school. It was deemed that the assessment would be administered at the end of the 10th grade. The first class by state law which had to pass the WASL to graduate was the class of 2008. However, the Klickitat School District established the requirement that all students pass the 10th grade WASL or placed above the fiftieth percentile on a national norm referenced exam to graduate in 2001. In 2005-06 the state extended the WASL to grades 3, 5, 6, and 8 to meet the federal requirements of No Child Left Behind, hence the lack of 5 years worth of data for those grade levels.

The assessment of data in an extremely small school is difficult when trying to compare data with other schools of dissimilar size. It is not uncommon to see percentage swings in specific areas of 20 to 30 percent. As an example, our 4th, 8th, and 10th grade currently have 7 students at each grade level. Each student in those classes represent 14% of the class, hence the ability to skew data when assessing data year to year, which is why we tend to focus on individuals and long term growth and progress.

The cohort class of 2014 which took the 6th grade WASL in 2008 and the 5th grade WASL in 2007 is a disproportional class of special needs students. 63% of the students qualify for special education programs. When the cohort class of 2014 is compared to the other classes that have taken the 5th and 6th grade WASL one will see that they scored an average of 43% and 29% lower than the average in reading and math respectively.

The general trend over the last ten years has shown dramatic growth in closing the achievement gap across all bench mark grade levels and subjects of students meeting the WASL requirements. As shown in the table below the district has closed the achievement gap as compared to the state wide data by 22 percent. Because we have such small enrollment numbers, the data is an average of the first two years of testing and the last two years.

Klickitat schools benchmark grades percentage gains for the past decade.

#### Reading

4th grade: 61% total gain (12% greater than state gain, 8% higher than state final %)

7th grade: 41% total gain (14% greater than state gain, 5% higher than state final %)

10th grade: 46% total gain (21% greater than state gain, 8% higher than state final %)

#### Math

4th grade: 65% total gain (22% greater than state gain, 22% higher than state final %)

7th grade: 52% total gain (22% greater than state gain, 12% higher than state final %)

10th grade: 57% total gain (41% greater than state gain, 17% higher than state final %)

#### Writing

4th grade: 22% total gain (0% greater than state gain, 2% lower than state %)

7th grade: 46% total gain (11% greater than state gain, 5% lower than state %)

10th grade: 60% total gain (12% greater than state gain, 14% lower than state %)

The total percentage average gain by Klickitat schools is 50% across all areas & grades.

The total percentage average gain by Washington State is 28% across all areas & grades.

The Klickitat School has closed the achievement gap by 22%.

## Gains/ losses 5 years

When looking at the 5 year averages at the bench mark grade levels (grades 4, 7, 10) one sees that the ten year trend as stated above continues. In the past five years the bench mark grades have raised their overall combined score by 27%. A more detailed look shows increases of reading 27%, math 15%, and writing by 41%.

When assessing the data of the NCLB grade level assessments in grades 3, 5, 6, & 8 one will generally find a decrease of scores. When combining all NCLB scores one finds that scores decrease 20% in reading, 3% in math for a total decrease of 11%. However when you remove the cohort class of 2014 as described above, you will find that the decreasing trend is very minimal. Reading decrease by 7% and math actually increases by 2% for an overall decrease of 3%. The special needs cohort class of 2014 skews the overall percentage by -8%.

When combining all grade levels and subjects (minus the cohort class of 2014) you will find an overall increase of 18% when evaluating the data collected during the past 3 & 5 years. Overall reading increased 7%, writing 41%, and math 8%.

## Pertinent Websites:

Washington State OSPI Homepage  
<http://www.k12.wa.us/>

Washington State Assessment (WASL) Homepage  
<http://www.k12.wa.us/assessment/WASL/default.aspx>

Klickitat School District State Assessment Data Homepage  
<http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=135&reportLevel=District&orgLinkId=135&yrs=&year=2007-08>

Klickitat School District Homepage  
<http://www.klickitat.wednet.edu/>

## 2. Using Assessment Results:

The small size of our district allows us to truly design individual learning plans for all students to meet their needs. When the district receives the assessment results the counselor develops a packet of data to be shared with the staff and principal. The staff then meets as two separate teams, the elementary staff which consists of the K-6 staff and the secondary staff of 7-12. These teams include all teaching staff. They then look analytically at the data looking for overall district trends, class cohort trends, stand data trends, and individual student trends. By starting with a broad focus at the district level and sequentially narrowing our focus we develop a picture of district, classroom, and individual student needs. Once these needs are identified the staff develops a plan of action to address those needs. An example of district and classroom action plan is the schedule for this year's classes. When evaluating the data the need for addition math support became apparent especially for the cohort class of 2014 as mentioned above. To meet these identified needs the elementary staff developed a schedule that provided a weekly average increased math instructional time of 100 minutes for all elementary students. This instructional time is focused on computational skills as identified. The secondary staff has developed a schedule that has increase math support for the 7th & 8th grade approximately 250 minutes per week to meet the needs of the 2014 cohort class (we schedule 7th & 8th together because of small class size). An example of meeting our individual students' needs is the development of our "Accelerated Learning" classes in the secondary. If a student 7-12 does not pass any section of the WASL they must take an Accelerated Learning class in that area of specific deficiency. The quarter length classes are designed to provide support in any deficient area of reading, math, and writing. Goals of the classes are to accelerate the learning of the students to close their own achievement gap. This structure allows 4 ½ years of credit of additional support for a student from 7th to 12th

grade if needed. Students on SLP's or that have failed classes are targeted for participation in the 21st Century Afterschool REACH Program, which provides support and instruction in; math, reading and writing.

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

All students who do not pass a reading, writing, and math section of the WASL in grades 3-12 will be placed on an individual "Student Learning Plan" (SLP). The SLP is an agreement of actions to be taken by the student, parents, and school. The SLP is developed by the teachers, counselor, and principal with input from the parents and student. There are 3 main areas of the SLP which outlines the responsibilities and efforts of the; student, parents, & school. These items detail what is necessary to improve the success of the student. In these areas details describe what the student will do, parent will do, and school will do to ensure success. A parent conference is held with the student, parent, counselor or principal to review and sign the agreement. This is an annual process and the student can only exit the program when they are successful and pass all sections of the WASL. If the student should fail any portion of the WASL at a later time they will immediately be placed again on a SLP.

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

Our school has a rich and deep history of collaboration and sharing. Our district openly participates in programs that share and support other local districts. We have participated in the local LAZER math and science grants in which several districts with the guidance from the local Educational Service District evaluated, selected and designed math and science curriculums as a regional effort for student improvement. As a Gates Small Schools Grantee we developed the structure of electives in the Project Based Learning format as modeled by the Minnesota New Country School <http://www.newcountryschool.com/default.asp>, and have shared our Project Learning model with others on numerous occasions. We routinely work with several local districts on collaborative efforts centered on student activities like; sports, outdoor school, & assemblies. An example is the current effort by our superintendent to establish a regional math adoption committee with the other local districts. At this time all districts within a 100 mile radius of our district have committed to participate, for a total of 13 school districts. This will provide an immeasurable amount of benefits for all the districts involved, from professional development, student transfers, to economy of size. The goal is to continue this process for science.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Beginning nearly a decade ago the Klickitat School District began to change their core requirements for graduation to meet the future needs of our students. Below is a comparison of our requirements as compared to the state of Washington, as one can see the Klickitat School Districts requirements far exceed the State of Washington's by a total of 7 credits in specific core areas of study.

#### Klickitat Course Requirements

Math: Core, a combination of 3 math credits & 4 science credits or the reverse

(Classes offered: Algebra 1 & 2, Geometry, Trigonometry, Calculus, or Integrated Math, I, II, III )

Science: Core, a combination of 3 math credits & 4 science credits or the reverse

(IPS, Chemistry, Biology, Physics)

Social Studies: Core, 3.5 credits

(World/US/CWP & WA State)

P.E./Health Core, 2 credits Career Ed. (Core)

Career Ed. : Core, 2 credits

(1 Project Learning/.5 Technology/.5 Careers)

Fine Arts: Core, 2 credits

Project Learning or Electives 1 Fine Arts 1

Foreign language: Core, 1 credit

Spanish 1 Foreign language

Electives: 5.5 credits

Project Learning or Electives

KSD Total Credits 26

#### Washington state Requirements

Math: 2 credits

Science: 2 credits

Social Studies: 2.5 credits

P.E./Health: 2 credits

Career Ed.: 1 credit

Fine Arts: 1 credit

Foreign Language: 0 credits

Electives: 5.5 credits

State Total credits 19

The guiding tenets of the schedule and requirements:

- All offerings are based on a 7 period day.
- All courses/classes will be defined as 1) Cores, 2) Accelerated Learning, 3) Project Learning, and 4) Electives.
- All core classes are scheduled for the first 5 periods; the last 2 periods are for elective course work only, Project Learning, Accelerated Learning, & Electives. This structure ensures a minimum amount of interruptions in the core content classes because of activities.
- Core Classes are all required course work not defined as electives.
- Accelerated Learning classes that support students not passing the WASL will be offered during the electives periods.
- All students will meet their Accelerated Learning obligations before being allowed to take electives.
- All electives will be earned through Project Based Learning or Electives course work.
- Electives will be based on individual student career pathway choices.

- Project Learning is a quarter credit classes in which the student and teacher design a research project in an area of student interest and then share the learning with the student body in a presentation.
- Electives are teacher designed career interest quarter courses that are of high appeal to students across a broad spectrum. Examples of titles; Armchair Naturalist, Geo-Art, Novels, Weight Training, Construction, Traffic Safety, etc.
- Using all assets, everyone teaches including counselor, principal, and superintendent so that experts can teach in all core subjects, all staff will be and are deemed highly qualified as set forth in NCLB.
- All students will take a minimum of one year of Spanish; most take 2 years and must request to be exempt from the 2nd year.
- All students will take a minimum of 3 years of math; most take 4 years and must request to be exempt from the 4th year.

### Senior Requirements

All seniors must complete the below requirements to graduate.

1. Futures – A course design to facilitate post high school success
2. Senior English
3. CWP/US History (depends on the curriculum cycle)
4. Senior Math/Science
5. Senior Culminating Project
6. Volunteerism (75 hours for the class of 2008)
7. 5.5 Minimum Credits
8. Pathway (Documented through Portfolio, 2+2 Plan and Futures)
9. Portfolio – Hard copy or electronic collection of achievements and successes
10. Skills Demonstration (WASL Assessment)
11. Technology Demonstration (School Board Presentation, Portfolio, Projects)

### Community Service Requirements

Community service is deemed an essential quality of all productive adults, therefore all students must provide 15 hours of volunteer service to their community starting in 7th grade for a total of 90 hours upon graduation.

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

Klickitat elementary adopted the research based programs of Scott Foresman for grades 2-6 and Read Well for K-1. These programs provide a blend of phonic skills and literature based learning. They provide pre/post assessments and unit assessments to continually evaluate student progress and growth for appropriate placement and instruction. Using these assessments, basic skills are easy to evaluate for growth analysis. All of this data is gathered into a portfolio of specific reading skills for each individual student for long term analysis of individual skills. The portfolio data is gathered the entire time the student is in the elementary building and then sent with the student to the secondary when they finish sixth grade. The curriculums also provide differentiated instruction for our students. A strong spelling and vocabulary component, along with hands on learning games supplement the curriculums.

Another component of our reading program is the Accelerated Reading Program. Daily for 15-30 minutes students read at their grade level for interest and the love of reading. We use community volunteers to read with student one on one to provide support for those students in need. For students of high needs and assistance we use the direct instruction program of Reading Mastery. The goal of this program, which works with two students to one instructor, is to raise the reading skills of the student to their grade level. Additional reading support is provided for our 5th & 6th grade students in our afterschool REACH program.

The results of these combined programs in the past decade has raised our 4th grade reading skills by 61% as assessed by the WASL, and to be 8% higher than the state's average in reading.

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

The research based language arts curriculum for the secondary is the Prentice Hall Penguin series. This curriculum provides a basic foundation which is used in combination with the Accelerated Reading program and Silent Sustained Reading. Selected contemporary teen novels are used to motivated and increase the interest of the students to read during S.S.R. With novels such as the recent novel Twilight, students eagerly engage in their own learning. When students read novels of this nature, discussions, text analysis, and personal learning increase greatly. The Accelerated Reading program provides an opportunity for students to select topics of their own interest and yet be accountable for the accuracy of their reading. This program also identifies grade level reading capabilities of students for appropriate text selection and placement. The data is also used for individual student assessment and future individual Student Learning Plans (SLP) if deemed necessary. A variety of reading strategies are employed to help ensure success, some of those strategies are; read around the text, writing in the margin, highlighting, personal inferences, and literature circles, are a few examples.

Students who do not meet WASL reading standards in the secondary school (grades 7-12) will be placed on a SLP. They also must take an Accelerated Reading class every year until they meet the proscribe standard. If they should fail at a later date the student will be reenrolled in the class once more. Also, those same students are invited and given top priority in our afterschool REACH program for additional support in language arts. Additionally those same students are invited to participate in our summer school program to accelerate their learning to close their personal achievement gap.

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

An example of our curriculum offering as it relates to essential skills and knowledge is the course we describe as "Senior Math". Generally all seniors take a course in mathematics their senior year. They do have the option of electing not to enroll in the class; however they must ask for approval from the principal, which rarely happens. The senior math class is designed specifically for each individual student's career choice. One of the benefits of being such a small school and having a class size of around 10 students is the ability to individualize instruction. We have had students in one class room with a single teacher teaching 3 to 4 different math subjects at once. We achieve this by using online courses when appropriate and available. For example this year the teacher is teaching most students pre-calculus; however we have two students taking online courses, one in a college calculus course, the other in a personal finance course. This is the entire senior class minus one special needs student. We design our offerings to meet the needs of individual students by being creative and thinking outside the box. We generally are willing to try anything if we think that it is in the best interest of our student(s). By focusing on the needs of the students and their career interests we provide the essential skills and knowledge base to build a foundation for a successful life and career.

## **4. Instructional Methods:**

Instructional methods vary greatly based on the needs of individual students.

At the elementary level there is a student to teacher ratio of 12 to 1. If you include our paraprofessionals that ratio is further reduced to 7 to 1. This low student to staff ratio allows us to meet the needs of students in multiple groupings with sizes of around 6 students. Some of the largest groupings are around 12 students. Elementary students are at times placed at appropriate levels instruction in other grades to remediate or accelerate student learning. This small cohesive environment easily allows these actions without difficulties for the student. The secondary uses the ability to quickly assess the needs of individual students and to design an appropriate education plan for the student or group of students. This is demonstrated by the multiple actions within the secondary school such as; Accelerated classes to support students in WASL preparation, online courses to meet individual student needs for acceleration, remediation, or credit recovery, specifically design classes to meet student needs like the increased math time for the 7th & 8th grade. The speed at which the school can react to a specific need is an invaluable tool. An example of which just occurred this past month.

With the completion of the first semester at a secondary staff meeting it was identified that 6 freshman were not successful in passing some of their classes and did not earn credit. After a discussion the staff decided to place those students in a “Studies Skills” class to be taught and monitored by the principal during one of the student’s two elective periods. The goal of this class is to provide support for the students to ensure that they will be successful in the spring semester. Three months of focused effort, for three years of success is a good deal.

## 5. Professional Development:

Professional development has long been established in the district. In the fall of 2000 the district approved a weekly half day in-service focused on school improvement. The focus of every effort across the district is on student improvement. This focus has supported all the changes during the past decade as represented in the assessment gains for which we are being recognized. Since that time the district staff has been involved in an enormous professional development effort. Below is a list of grants and programs in which the staff has engaged. The list takes on an even greater significance when one considers that we only averaged 12 to 13 certificated staff members including the counselor, principal, and superintendent. Each grant or program represents a multi-year commitment that ranged from 2 to 5 years.

### Organizational School Improvement

1. Comprehensive School Reform
2. On Ward to Excellence (Northwest Regional Educational Laboratories)
3. Gates Small School Project

### Instruction Methods & Learning

1. Gates Small Schools Project (differentiated instruction)
2. No Limits (Math)
3. Gorge Math Project (Math)
4. Constitutional Connections (Social Studies)
5. Reading Achievement Now (Language Arts)
6. Tel Dec (Technology)
7. Teacher Learning Project (Gates)
8. Engaging The Past (Social Studies)

### Curriculum and Instruction

1. LAZER Math (Curriculum alignment with national standards)
2. LAZER Science (Curriculum alignment with national standards)
3. F.O.S.S. (Science kits K-8)
4. Investigations (Math)
5. I.M.P. (Math)
6. C.M.P. (Math)

### Student Focused/Centered

1. School to Work (Career)
2. Gear-Up (Post secondary education)
3. R.E.A.C.H. (collaborative 21st Century after school program)
4. Washington Reading Corp
5. Vista Job Corp

Not included are the untold scores of individual workshops and class work taken by staff. Annual staff professional development events include attendance of several staff members to the OSPI Summer/Winter workshops in which the state highlights the current educational trends. The staff is a highly professional stable group of dedicated individuals. 69% of the certificated staff members have a master’s degree. Our teachers

average 18 years of teaching experience. The local joke is that I came for 2 years and ended my career here; the average years teaching in district is 16 years.

## **6. School Leadership:**

Leadership is a shared responsibility that involves all teaching staff, the principal, the superintendent, the counselor, and various support staff. The district is divided into 4 teams, the elementary teaching team, secondary teaching team, the facilities & safety team, and the administration team. Each team has a focus of concern with the central goal of student improvement. The teaching teams specifically focus on student learning. The facilities team concern is providing a welcoming and safe environment. The administrative team has the responsibility to provide the support and structure to the other teams that ensures success for students. The facilities team meets monthly to address the needs of their focus. The principal and superintendent share oversight duties when one or the other are out of district. The principal conducts separate weekly staff meetings for the elementary team, secondary team, and the paraprofessionals at which the focus is on the details of policies, programs, relationships, resources and students of concern. "Students of Concern" are students that a staff member feels is slipping or struggling and needs an intervention by a staff team. We are so small that the teaching staff generally knows more about the students' lives than their grandparents. A lot of our staff has known most of our students their entire lives. The small campus allows the administrators to easily enter and view every classroom K-12 within 10 minutes. The principal makes a point to daily, if at all possible, enter every classroom and make contact with the teacher for the specific task of asking "How are things going and do you need anything". With such a small campus and staff, this is easily accomplished and the principal usually speaks to all staff several times a day. This point of contact is to make the administration available to staff so that any concerns can be addressed in the most expedite manner.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 10 Test: Washington Assessment of Student Learning  
 Edition/Publication Year: 2008 Publisher: Riverside Publishing Washington OSPI

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Level 3 & Level 4	73	60	45	75	50
Level 4	20	30	11	0	38
Number of students tested	15	10	9	8	8
Percent of total students tested	100	90	64	100	100
Number of students alternatively assessed	0	1	3		
Percent of students alternatively assessed	0	10	21		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading                      Grade: 10 Test: Washington Assessment of Student Learning  
 Edition/Publication Year: 2008 Publisher: Riverside Publishing Washington OSPI

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Apr	Apr
<b>SCHOOL SCORES</b>					
Level 3 & Level 4	86	60	67	100	63
Level 4	50	50	42	63	50
Number of students tested	14	10	13	8	8
Percent of total students tested	100	100	93	100	100
Number of students alternatively assessed			1		
Percent of students alternatively assessed			8		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics                      Grade: 3 Test: Washington Assessment of Student Learning  
Edition/Publication Year: 2008 Publisher: Riverside Publishing Washington OSPI

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Level 3 & Level 4	86	55	64		
Level 4	29	36	9		
Number of students tested	6	10	11		
Percent of total students tested	86	91	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Washington State OSPI started WASL testing grade 3 in the 2005-2006 year.

Subject: Reading                      Grade: 3 Test: Washington Assessment of Student Learning  
Edition/Publication Year: 2008 Publisher: Riverside Publishing Washington OSPI

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Level 3 & Level 4	86	73	55		
Level 4	43	27	18		
Number of students tested	7	11	11		
Percent of total students tested	86	100	100		
Number of students alternatively assessed	1				
Percent of students alternatively assessed	1				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Washington State OSPI started WASL testing grade 3 in the 2005-2006 year.

Subject: Mathematics                      Grade: 4 Test: Washington Assessment of Student Learning  
Edition/Publication Year: 2008 Publisher: Riverside Publishing Washington OSPI

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Level 3 & Level 4	70	77	18	83	67
Level 4	30	23	0	33	42
Number of students tested	10	12	11	6	12
Percent of total students tested	100	92	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading                      Grade: 4 Test: Washington Assessment of Student Learning  
Edition/Publication Year: 2008 Publisher: Riverside Publishing Washington OSPI

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Level 3 & Level 4	80	77	36	83	67
Level 4	60	8	18	17	0
Number of students tested	10	13	11	6	12
Percent of total students tested	100	92	100	100	100
Number of students alternatively assessed		1			
Percent of students alternatively assessed		1			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics                      Grade: 5 Test: Washington Assessment of Student Learning  
Edition/Publication Year: 2008 Publisher: Riverside Publishing Washington OSPI

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Level 3 & Level 4	20	10	25		
Level 4	10	10	0		
Number of students tested	10	10	8		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Washington State OSPI started WASL testing grade 5 in the 2005-2006 year.

Subject: Reading                      Grade: 5 Test: Washington Assessment of Student Learning  
Edition/Publication Year: 2008 Publisher: Riverside Publishing Washington OSPI

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Level 3 & Level 4	40	30	88		
Level 4	20	10	50		
Number of students tested	10	10	8		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Washington State OSPI started WASL testing grade 5 in the 2005-2006 year.

Subject: Mathematics                      Grade: 6 Test: Washington Assessment of Student Learning  
Edition/Publication Year: 2008 Publisher: Riverside Publishing Washington OSPI

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Level 3 & Level 4	10	29	29		
Level 4	0	0	0		
Number of students tested	10	7	14		
Percent of total students tested	100	100	93		
Number of students alternatively assessed			1		
Percent of students alternatively assessed			7		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Washington State OSPI started WASL testing grade 6 in the 2005-2006 year.

Subject: Reading                      Grade: 6 Test: Washington Assessment of Student Learning  
Edition/Publication Year: 2008 Publisher: Riverside Publishing Washington OSPI

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Level 3 & Level 4	20	71	71		
Level 4	10	57	7		
Number of students tested	10	7	14		
Percent of total students tested	100	100	93		
Number of students alternatively assessed			1		
Percent of students alternatively assessed			7		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Washington State OSPI started WASL testing grade 6 in the 2005-2006 year.

Subject: Mathematics                      Grade: 7 Test: Washington Assessment of Student Learning  
Edition/Publication Year: 2008 Publisher: Riverside Publishing Washington OSPI

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Level 3 & Level 4	60	69	36	42	40
Level 4	20	56	9	11	30
Number of students tested	5	16	11	19	10
Percent of total students tested	100	100	100	100	91
Number of students alternatively assessed					1
Percent of students alternatively assessed					9
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading                      Grade: 7 Test: Washington Assessment of Student Learning  
Edition/Publication Year: 2008 Publisher: Riverside Publishing Washington OSPI

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Level 3 & Level 4	80	63	45	42	40
Level 4	20	31	18	26	0
Number of students tested	5	16	11	19	10
Percent of total students tested	100	100	100	100	91
Number of students alternatively assessed					1
Percent of students alternatively assessed					9
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics                      Grade: 8 Test: Washington Assessment of Student Learning  
Edition/Publication Year: 2008 Publisher: Riverside Publishing Washington OSPI

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Level 3 & Level 4	50	33	59		
Level 4	7	0	18		
Number of students tested	14	9	17		
Percent of total students tested	100	100	94		
Number of students alternatively assessed			1		
Percent of students alternatively assessed			6		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Washington State OSPI started WASL testing grade 8 in the 2005-2006 year.

Subject: Reading                      Grade: 8 Test: Washington Assessment of Student Learning  
Edition/Publication Year: 2008 Publisher: Riverside Publishing Washington OSPI

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Level 3 & Level 4	64	78	71		
Level 4	29	22	24		
Number of students tested	14	9	17		
Percent of total students tested	100	100	94		
Number of students alternatively assessed			1		
Percent of students alternatively assessed			6		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Washington State OSPI started WASL testing grade 8 in the 2005-2006 year.