

**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  (Junior-Senior High)  
 Charter  Title I  Magnet  Choice

Name of Principal: Mrs. Karen Wirkkala

Official School Name: Naselle Junior Senior High School

School Mailing Address:  
793 State Route 4  
Naselle, WA 98638-9508

County: Pacific State School Code Number\*: 3295

Telephone: (360) 484-7121 Fax: (360) 484-3191

Web site/URL: www.naselle.wednet.edu E-mail: jtienhaa@naselleschools.org

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. Alan Bennett

District Name: Naselle-Grays River Valley Tel: (360) 484-7121

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: Mrs. Deanna Gjovik

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  
           Junior high schools  
           High schools  
      2   Other  
      3   **TOTAL**
2. District Per Pupil Expenditure:  10843

Average State Per Pupil Expenditure:  8692 

### 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.  6  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	7	13	15	28
K			0	8	13	17	30
1			0	9	13	10	23
2			0	10	15	12	27
3			0	11	18	11	29
4			0	12	17	8	25
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							162

6. Racial/ethnic composition of the school:
- |  |
|--|
| <u>1</u> % American Indian or Alaska Native          |
| <u>2</u> % Asian                                     |
| <u>3</u> % Black or African American                 |
| <u>7</u> % Hispanic or Latino                        |
| <u>0</u> % Native Hawaiian or Other Pacific Islander |
| <u>87</u> % White                                    |
| <u>0</u> % Two or more races                         |
| <b><u>100</u> % Total</b>                            |

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: 7 %

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

<b>(1)</b>	Number of students who transferred <b>to</b> the school after October 1 until the end of the year.	2
<b>(2)</b>	Number of students who transferred <b>from</b> the school after October 1 until the end of the year.	10
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)].	12
<b>(4)</b>	Total number of students in the school as of October 1.	162
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4).	0.074
<b>(6)</b>	Amount in row (5) multiplied by 100.	7.407

8. Limited English proficient students in the school: 4 %

Total number limited English proficient 7

Number of languages represented: 2

Specify languages:

Tagalog and Spanish

9. Students eligible for free/reduced-priced meals: 48 %

Total number students who qualify: 77

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.

10. Students receiving special education services: 8 %

Total Number of Students Served: 13

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>0</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>0</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>1</u>	<u>1</u>
Classroom teachers	<u>7</u>	<u>5</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>15</u>	<u>7</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 17 :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	92%	93%	94%	94%	92%
Daily teacher attendance	97%	97%	97%	98%	97%
Teacher turnover rate	0%	5%	0%	10%	10%
Student dropout rate	5%	4%	2%	5%	4%

Please provide all explanations below.

Student Attendance: Because our classes are so small, a small amount of students absent results in a larger percentage overall. We have a strict attendance policy and we do not have a severe attendance problem.

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	21	
Enrolled in a 4-year college or university	<u>19</u>	%
Enrolled in a community college	<u>52</u>	%
Enrolled in vocational training	<u>5</u>	%
Found employment	<u>14</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>10</u>	%
<b>Total</b>	<b><u>100</u></b>	<b>%</b>

## PART III - SUMMARY

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Naselle is a rural community located in SW Washington approximately twenty minutes from Astoria, Oregon. With a population of fewer than 2000 residents, the supporting economy stems from logging, fishing, employment at the Naselle Youth Camp and the school district itself. Residents value the uncrowded quality of life and regularly demonstrate their commitment of excellent education for their students through continual support of school district levies.

Naselle Junior Senior High School has been fully accredited by the Northwest Association of Schools and Colleges since 1990. The school serves grades 7-12, has an enrollment of 162 students and will graduate 25 seniors. The school operates on a semester system with seven 50 minute periods per day for 180 days.

Mission Statement: "In partnership with the community, the Naselle School District is dedicated to broadening the horizons of all students by facilitating a quality education in order to promote lifelong learning and citizenship."

FACULTY: Twelve teachers, all hold Bachelor of Science, Arts, or Education degrees; 10 hold Masters Degrees of Science, Arts, or Education. Several classified staff serve as support personnel.

### Graduation Requirements:

English 4 credits  
Mathematics 4 credits  
US History/Gov 1 credit  
Washington State History .5 credit  
Contemporary World History 1 credit  
World History 1 credit  
Science (1 credit lab) 2 credits  
Occupational Ed 1 credit  
Fine Arts 1 credit  
Physical Ed 1.5 credits  
Health .5 credits  
Senior Projects 1 credit  
Communications Related .5 credits  
Communications .5 credits  
Choices/Careers .5 credits  
Electives 6 credits

### CURRICULUM FEATURES:

- Strong college preparatory curriculum.
- Advanced courses in English.
- A Running Start agreement with local community colleges that allows students to earn college credits while they attend high school.
- A strong vocational program that partners with local businesses including local state fish hatcheries and the Willapa National Wildlife Refuge. Also integrates a school FFA Chapter and several vocational courses.

- Four full computer labs that include two mobile computer labs, all with internet access and networked to a local area network.
- Extended learning opportunities including online classes and summer school.

College Attendance:

4 year school: approximately 20%

2 year school: approximately 50%

Technical/Vocational: approximately 10%

Armed Forces: approximately 5%

The majority of students at Naselle participate in some type of extracurricular activity. Offerings include numerous sports teams, school newspaper/yearbook, drama, Knowledge Bowl, and FFA.

It is the mission of the Naselle Comet Athletic Program to teach and encourage students' to compete in a manner that promotes personal development, fosters teamwork, and teaches important life skills necessary for becoming a valued member of society. Our coaches strive to teach the basic fundamentals appropriate to their coaching level and to be a positive role model for their athletes.

Naselle Junior Senior High School is organized around two site-based groups which we call Building Improvement Teams. The teams have been in existence for 18 years. It is from the continual work and effort of these groups that our ongoing goal setting and improvement plans are developed. The Building Improvement Teams meet on a regular basis in order to evaluate and propose improvements that include all aspects of the learning environment. Examples of such actions include yearly curriculum adoptions, professional development opportunities, and goal setting/action planning to improve student assessment scores. The BIT's also assist the administration in developing and implementing school procedures, student discipline, and various opportunities for students.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The State of Washington has four levels of achievement on the State assessments: Level 1 (well below standard); Level 2 (below standard); Level 3 (met standard); and Level 4 (exceeds standard). [Additional information can be found at <http://reportcard.ospi.k12.wa.us>]

Naselle Junior Senior High School has shown overall improvement in the tenth grade Washington State assessments in the areas of math, reading and writing. Our assessment results have consistently been above the State average. The only significant subgroup that we have due to our small class sizes is low income. Other subgroups are significantly below 10% of our school population.

**Math:** Since 2004 our tenth grade math scores have increased significantly both overall and in our low income subgroup. Though our scores were slightly lower than the state average in 2004 and 2006, we have maintained a steady overall increase for the past five years. For the last two years our scores have been significantly above the state average. Our only significant subgroup is low income. Though this subgroup scored lower than our overall grade level, it showed consistent improvement over the last four years and scored much higher than the low income subgroup at the state level. With the exception of 2006, our low income subgroup also scored higher than the state overall average. We attribute this to our offering more math classes allowing us to give more individual attention to all students. We have also within the last three years changed our math curriculum which has better prepared our students.

**Reading:** Since 2004 our tenth grade reading scores have increased significantly both overall and in our low income subgroup. Our scores were lower in 2004 than the state average, but we have shown marked improvement and have scored higher than the state average in subsequent years. Though our low income subgroup was only six percent lower in 2005 and 2006, this group actually scored higher in 2007 and 2008 than our overall population. Our low income group also scored much higher than the state low income subgroup, and also scored higher than the state overall average, with the exception of 2006 when the two groups were almost equal. We attribute these scores and improvement to targeted reading instruction at each of our grade levels and teacher interventions based on assessment data. Our teachers also integrate reading and writing instruction across the curriculum, meaning that all teachers teach reading and writing.

**Writing:** Since 2004 our tenth grade writing scores have increased significantly both overall and in our low income subgroup. Our scores were higher than the state average each of these years and were significantly higher than the state average since 2005. Our low income subgroup also has increased over the last four years and has not been significantly different than our overall scores except in 2006. Our low income subgroup was significantly higher than the state low income subgroup and was also higher than the state overall scores for each of the years other than 2006. We attribute these scores and improvement to targeted writing instruction at each of our grade levels and teacher interventions based on assessment data.

### 2. Using Assessment Results:

Naselle Junior Senior High School faculty and staff are committed to academic excellence. We believe that every child in our school system can learn and we strive to meet the needs of each individual. Assessment data plays an important role in this process.

We have a Building Improvement Team (BIT) consisting of teachers and administrators that study and implement ways to improve the educational program. One of these processes is looking at specific strand data generated from student results on the Washington Assessment of Student Learning (WASL). The BIT analyzes data from these results in an attempt to disaggregate trends and/or areas of improvement for both individuals and class cohorts.

Once the strand data is disaggregated and compiled, teachers make recommendations for changes to the curriculum and/or instructional materials. These changes are made in an attempt to improve specific curricular areas as identified in the WASL strand data. However, we have found that on several occasions our data validates our practices. In these instances teachers attempt to build upon those practices and replicate them in other academic areas.

Another process used to improve student and school performance from assessment data is the creation of Student Learning Plans (SLP) for students who do not meet state standard on the WASL in core subjects. This process is comprehensive and involves all stakeholders including teachers, administrators, students and parents. The SLP outlines specific strategies at the school, student and parent level designed to aid the student in improvement. The SLP is reviewed periodically with the student and parents and adjustments are made as needed. As student improvement progresses to meeting state standards, they are exited from the SLP process.

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

Upon receipt of assessment data, the principal and school counselor review and analyze the results. When looking at the data we separate individuals according to their proficiency level as determined by the individual scores. This allows us to see how many students as a whole do not meet, meet or exceed the state minimum standard. This information is then shared with the school district board of directors and is communicated to the local newspapers, along with a summary explaining the results. This information is also shared with the entire community in the form of a mailer that goes out once per year. This mailer advertises our school report card and shows how to access it on the Internet. Residents are also told that they may come to the school to request a hard copy of our test data.

We also analyze individual results. When we determine the individual's achievement level, copies of the scores are mailed home to the parents. The scores include a detailed analysis of the student results and also give parents ideas on what the student needs to improve upon. Parents are invited to meet with school staff if they have questions.

Finally, each student keeps a portfolio that includes their assessment information and scores. Students monitor this information and keep track of their progress. Students utilize this information for planning and reflection purposes.

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

Naselle Junior Senior High School has a history of not only modeling academic success, but sharing strategies for academic success with other schools. Each year we have schools from around the state contact us in order to arrange site visits. At these site visits, teacher teams from the visiting schools observe our classes, interview teachers and principals and view our curriculum and instructional materials. We also have individuals from schools call and/or email us asking specific questions about our educational program—we are always happy to help.

We firmly believe in the importance of sharing strategies for success with our colleagues and peer institutions. Should we be awarded Blue Ribbon School status, we would be happy to continue sharing our success with other schools. Our teachers are experts in their fields and remain current in educational best practices and scholarship. We also have a good working relationship with our Educational Service District, and would be willing to make our school available to help other schools increase their assessment scores.

Our school principal also attends monthly principal meetings that include all the school principals in the region. We would be glad to utilize these meeting times to serve as a resource to other schools. We are willing to share our curriculum and instructional materials, and collaborate with others to help improve instructional practice.

# PART V - CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

The Naselle Junior Senior High School curriculum is centered on and aligned with the Washington State Essential Academic Learning Requirements (EALRS) and Grade Level Expectations (GLEs) as adopted by the Office of the Superintendent of Public Instruction (OSPI). Our school curriculum consists of the following core academic areas:

- English/Language Arts
- Mathematics
- Science
- Social Studies/History
- Foreign Language (Spanish)
- Visual & Performing Arts (Choir, Band, Marimba Band, Design)

**English/Language Arts:** Students at Naselle Junior Senior High School are required to earn an English/Language Arts credit each year during their grades 7-12 school career. They are also required to pass the Washington Assessment of Student Learning (WASL) in reading and writing in order to receive a high school diploma. The classes are taught by Highly Qualified (HQ) teachers who specialize in delivering instruction designed to engage students and prepare them to meet and exceed state standards. At the completion of each class, students have met the state GLE's for their specific grade.

Classroom instruction is delivered in a manner that meets the needs of multiple intelligences. Teachers strive to reach all students in a way that brings meaning and understanding to the learning objectives. Each teacher's classroom is organized in a way that maximizes quality instructional delivery. Direct instruction, constructivist teaching and group collaboration are examples of instructional styles found in our English/Language Arts classes.

**Mathematics:** Students at Naselle Junior Senior High School are required to earn a mathematics credit each year during their grades 7-12 school career. The classes are taught by Highly Qualified (HQ) teachers who specialize in delivering instruction designed to engage students and prepare them to meet and exceed state standards. At the completion of each class, students have met the state GLE's for their specific grade. They are also required to pass the Washington Assessment of Student Learning (WASL) in mathematics in order to receive a high school diploma.

Our mathematics teachers are very knowledgeable in content and are able to meet each student at their individual level. Students are placed according to their mathematic ability and in some cases receive additional instruction according to their student learning plan (SLP). Teachers utilize direct instruction and visual manipulation to teach the skills necessary for meeting state standards.

**Science:** Students at Naselle Junior Senior High School are required to earn two science credits in junior high (grades 7-8) and two lab science credits in high school (grades 9-12). The classes are taught by Highly Qualified (HQ) teachers who specialize in delivering instruction designed to engage students and prepare them to meet and exceed state standards. At the completion of each class, students have met the state GLE's for their specific grade.

Teachers utilize direct instruction, inquiry and group learning in order to teach science concepts and skills. Science classes are centered on the scientific method and teach students in a constructivist manner.

**Social Studies/History:** Students at Naselle Junior Senior High School are required to earn a Social Studies/History credit each year during their grades 7-12 school career. The classes are taught by Highly

Qualified (HQ) teachers who specialize in delivering instruction designed to engage students and prepare them to meet and exceed state standards. At the completion of each class, students have met the state GLE's for their specific grade.

Teachers utilize direct instruction, thematic instruction and group learning as instructional techniques. Students are required to demonstrate their understanding of state learning objectives through classroom based assessments (CBA's).

Foreign Language: Students at Naselle Junior Senior High School have access to Spanish as our regular foreign language offering. We currently have three classes of Spanish, which are taught by a fluent and Highly Qualified teacher. The teacher utilizes direct instruction, immersion and group learning as instructional techniques. Students desiring to attend a four year university are required to take two consecutive years of a foreign language.

Visual and Performing Arts: Students at Naselle Junior High School have access to band in grades 7-8. In grades 9-12, students have access to band, marimbas, and choir through our performing arts program and design classes through our career and technical education (CTE) program. Students are required to earn one credit in order to graduate. Classes are instructed by Highly Qualified teachers who are experts in their respective fields. Teachers utilize one-on-one and large group instructional techniques. Students have the opportunity to showcase their artistic skills at various performances and shows.

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

Naselle Junior Senior High School offers a comprehensive English program that has prepared our students to achieve top assessment results across the State of Washington. In grades seven and eight, students take both English and Literature. Our curriculum consists of SRA Reading Laboratory, Renaissance Reading Program, and Read Naturally. These programs are aligned with the Washington State Essential Learnings and focus on reading comprehension, vocabulary, fluency, word analysis, metacognition and study skills. In grades nine and ten, students study genres of literature in the context of preparing students for the State Reading and Writing assessments. Teachers utilize various instructional techniques in order for students to enhance their reading comprehension, vocabulary and writing skills. Our eleventh grade English class consists of American Literature and an extensive research paper, while our twelfth grade English program consists of British Literature and precise of Greek, Latin, Italian, French, German, Russian, Japanese and Chinese origin.

Students also have the opportunity to participate in Advanced Placement (AP) English through an online partnership with the University of North Carolina. Students have also taken advanced courses through the Digital Learning Commons (DLC). We also offer extracurricular activities such as Elocution competitions and Drama productions. We encourage all students to participate in these activities.

For students who fall below grade level in reading, our teachers develop individual programs and work with them outside of class. Teachers offer supplemental work in writing, reading and memorization. We also encourage students and their parents to practice reading at home and make reading a priority in the family setting. Students who do not meet standard on the State assessments have a Student Learning Plan (SLP) and receive supplemental assistance. This takes place in the form of after school tutoring and summer school through our Learning Assistance Program (LAP).

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

The mission of our school, "... in partnership with the community, is dedicated to broadening the horizons of our students by providing a quality education in order to promote lifelong learning and citizenship." One manner in which we achieve this result is to provide our students with a comprehensive technology education. With state-of-the-art computer equipment, wireless mobile computer labs, productivity software, regular education

technology integration and specialized technology classes, students in our school have ample opportunities to “broaden their horizons” through the use of technology.

Because we are a remote and rural school, it is vital that we invest in our students’ technological literacy. In an increasingly digital age, our students are learning skills that will enable them to be competitive in a global society. Examples of these opportunities include the following class offerings: Computer-aided Drafting (CAD), Communications Technologies, Publications, and Career/Technical. Technology is also integrated into our regular education classes by means of video production, web development, video conferencing and day-to-day desktop applications including the Internet. As part of their education, students collaborate with their peers and teachers utilizing technology. Our students also take Advanced Placement (AP) courses through the Internet, utilize the Digital Learning Commons (DLC) through the University of Washington and communicate with student peers throughout the state on class projects.

All of these skills and opportunities give our students the tools they need to become educated, positive contributors to society. Technology enhances this education and in many cases provides opportunities to our rural school that otherwise would be impossible. Technology helps our students realize that the world is larger than their individual perspective, and in doing so broadens our students’ perspectives. A technological education is part of this process and one that we at Naselle Junior Senior High School embrace.

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

We at Naselle Junior Senior High School believe that all students can learn. Staff are dedicated to seeing all students succeed and graduate from high school on time. Part of helping all students be successful is offering a class schedule that includes options for students at different levels of comprehension. When this is not possible (due to our small size), individual teachers differentiate instruction in their specific classes. Scheduling accommodations that we are able to provide to differentiate instruction include offering numerous math classes at various levels. We require students to take a math class each year. Having different levels of math allows us to place students according to their individual needs. We also utilize the Student Learning Plan (SLP) which provides recommendations for students to be successful in core academic areas. Teachers are aware of the SLP’s and provide additional assistance as required.

In order for us to effectively serve the diverse needs of student subgroups, we employ several different tools. The first tool we utilize is our Child Find committee. The Child Find group consists of teachers, administration, our counselor, special education teachers, speech therapist and school psychologist. This group meets once per week to identify students that may be having academic and/or social challenges. Strategies are developed to meet the unique learning needs of the student and are then communicated to the student’s individual teachers. This information allows teachers to differentiate/modify their instruction so that the student can then be more successful. Examples of modification include: extended timelines, use of manipulatives, additional assistance outside of class, alternative assignments and alternative forms of assessment. We also utilize Section 504, which gives us the ability to make accommodations for students with identified needs that could impact their education. In this case, teachers, parents and the student come together to develop a plan that allows the student specific accommodations to be successful due to a personal challenge, health issue or disability.

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

Naselle Junior Senior High School values and encourages quality professional development. Each of our teachers is provided with \$1000 per year to pursue targeted professional development. They also have access to both Building Improvement Team (BIT) and District funds to help in this endeavor. Each teacher develops with the principal a Professional Growth Plan (PGP) at the beginning of the school year. This plan works as a guide to facilitate teachers’ professional growth activities. Student learning and improvement are tied to this plan.

Professional growth activities must be connected to future student improvement. Examples of the types of activities that our teachers have participated in include various activities offered by the Washington State Superintendent of Public Instruction (OSPI): Assessment trainings; specific curricular workshops in math, science, reading and writing; and workshops in content alignment to the State learning standards. Teachers have also participated in workshops teaching the latest brain research and its direct benefit to understanding how students learn. Teachers have gained valuable experience through these activities and as a result have been able to adapt their classes.

These activities are all focused on student improvement and aid teachers in developing effective instructional practices. When teachers attend a professional development activity, they are asked to present key points to the rest of the staff during our next regular staff meeting. This allows other teachers to learn key ideas that could impact their students and provides opportunity for consistency amongst the staff.

Principals also attend professional development with teachers. Each year, we attend national conferences that focus on school improvement and effective schools. These have included the Annual Effective School's Conference and Professional Learning Community Summit, both hosted by Solution Tree. These types of activities allow staff and administration to confront the issues together and develop team strategies to better the education of students.

## **6. School Leadership:**

The leadership structure at Naselle Junior Senior High School is a comprehensive and inclusive model that includes teachers and administrators. The principal serves as the head instructional leader and coordinates efforts through the staff. Specifically, there is a Building Improvement Team (BIT) which contains teachers and the principal. One of the teachers is hired as the BIT Chair and holds regular meetings which the principal also attends as a contributor. It is at these meetings where both curriculum and instructional efforts are planned and evaluated. The BIT Chair then coordinates the efforts with staff to ensure they are carried out. The principal works with the BIT Chair to advise as needed.

We have found that this process is extremely effective. It encourages teamwork and gives the entire staff ownership in what we endeavor to accomplish. Our leadership model facilitates a collaborative relationship between the administration and the faculty, one that maintains the needs of students as first priority. A specific example of how our model benefits the improvement of student achievement is the utilization of student assessment data. Each fall when the previous year's assessment data is made available from the State, the BIT looks over the individual results of our students. The principal is involved in this process and a determination is made on what in our curriculum can be adapted to better meet the needs of students. Once a plan of action is agreed upon, the BIT carries out the plan in each of the affected classes. As the year progresses, teachers are evaluating specific areas to be sure student learning is impacted accordingly. The BIT discusses this progress and makes changes as needed.

The BIT also coordinates building-wide professional development. The BIT sets school improvement goals each year and allocates resources to teachers to help achieve the specified goals. The principal is closely involved in these determinations and guides the staff in this area as needed. All school improvement goals must be measurable and directly related to improving student learning and achievement.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10

Test: WASL

Edition/Publication Year: 10th Grade

Publisher: Riverside Publishing

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Level 3 and 4	86	63	48	66	35
Level 4	5	25	4	37	15
Number of students tested	30	24	23	38	19
Percent of total students tested	97	100	100	93	73
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>					
Level 3 and 4	83	50	40	54	
Level 4	7	8	0	23	
Number of students tested	18	14	10	13	
<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:

Because we are so small, our only subgroup 10% of our population is low income. We do not have data for this subgroup for the 2003-04 school year.

Subject: Reading

Grade: 10

Test: WASL

Edition/Publication Year: 10th Grade

Publisher: Riverside Publishing

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Level 3 and 4	96	89	87	90	50
Level 4	53	58	57	66	42
Number of students tested	30	26	23	38	18
Percent of total students tested	97	100	100	93	69
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>					
Level 3 and 4	100	93	80	85	
Level 4	40	46	60	46	
Number of students tested	18	15	10	13	
<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:

Because we are so small, the low income subgroup is the only sub-group that represents 10% of our population. We do not have information for this subgroup for the 2003-04 school year.

Subject: Mathematics

Grade: 7

Test: WASL

Edition/Publication Year: 7th Grade

Publisher: Riverside Publishing

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Level 3 and 4	64	78	56	77	52
Level 4	36	52	24	27	28
Number of students tested	25	27	25	26	29
Percent of total students tested	100	100	100	92	100
Number of students alternatively assessed			1		
Percent of students alternatively assessed			100		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level 3 and 4	55			69	
Level 4	18			0	
Number of students tested	11			13	
<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:

No "Low Income" data for 2004, 2006 and 2007.

Subject: Reading  
Edition/Publication Year: 7th

Grade: 7 Test: WASL  
Publisher: Riverside Publishing

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Level 3 and 4	84	78	84	92	62
Level 4	48	56	64	73	38
Number of students tested	25	27	25	26	29
Percent of total students tested	100	100	100	92	100
Number of students alternatively assessed			1		
Percent of students alternatively assessed			100		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Level 3 and 4	82			92	
Level 4	27			62	
Number of students tested	11			13	
<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:

No "Low Income" data for 2004, 2006 or 2007.

Subject: Mathematics

Grade: 8 Test: WASL

Edition/Publication Year: 8th Grade

Publisher: Riverside Publishing

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Level 3 and 4	82	75	66		
Level 4	43	25	30		
Number of students tested	28	28	32		
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>					
Level 3 and 4	83	46	60		
Level 4	33	18	13		
Number of students tested	12	11	15		
<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:

No State test in 2004 and 2005

Subject: Reading  
Edition/Publication Year: 8th

Grade: 8 Test: WASL  
Publisher: Riverside Publishing

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Level 3 and 4	86	71	84		
Level 4	46	39	50		
Number of students tested	28	28	32		
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>					
Level 3 and 4	75	36	87		
Level 4	25	18	27		
Number of students tested	12	11	15		
<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:

No state test in 2004 and 2005.