

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Mr. Wayne Roellich

Official School Name: Tekoa High School

School Mailing Address:  
513 East Henkle  
P.O. Box 869  
Tekoa, WA 99033-0869

County: Whitman    State School Code Number\*: 38265

Telephone: (509) 284-3401    Fax: (509) 284-5802

Web site/URL: http://www.tekoa.wednet.edu/    E-mail: wroellich@tekoa.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.

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

Name of Superintendent\*: Mr. Wayne Massie

District Name: Tekoa    Tel: (509) 284-3281

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.

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

Name of School Board President/Chairperson: Mrs. Holly Squibb

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)
- |          |                                     |
|----------|-------------------------------------|
|          | 1 Elementary schools (includes K-8) |
|          | 1 Middle/Junior high schools        |
|          | 1 High schools                      |
|          | K-12 schools                        |
| <b>3</b> | <b>TOTAL</b>                        |

2. District Per Pupil Expenditure: 14456

**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. 15 Number of years the principal has been in her/his position 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	6			0
K			0	7	3	14	17
1			0	8	2	8	10
2			0	9	9	12	21
3			0	10	11	8	19
4			0	11	11	15	26
5			0	12	10	7	17
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							110

6. Racial/ethnic composition of the school: 11 % American Indian or Alaska Native  
1 % Asian  
1 % Black or African American  
3 % Hispanic or Latino  
     % Native Hawaiian or Other Pacific Islander  
84 % White  
     % 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: 22 %

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.	9
(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)].	24
(4)	Total number of students in the school as of October 1.	110
(5)	Total transferred students in row (3) divided by total students in row (4).	0.218
(6)	Amount in row (5) multiplied by 100.	21.818

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: 51 %

Total number students who qualify: 56

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: 14 %

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</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>1</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>0</u>
Classroom teachers	<u>7</u>	<u>1</u>
Special resource teachers/specialists	<u>0</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>2</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>11</u>	<u>4</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 14 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	99%	96%	94%	96%	95%
Daily teacher attendance	90%	98%	97%	98%	98%
Teacher turnover rate	0%	10%	0%	0%	0%
Student dropout rate	0%	0%	1%	2%	3%

Please provide all explanations below.

In 2008-09 one teacher, who was diagnosed with leukemia, missed work from October until the end of the school year. He did recover from the disease and is back with us this year. In 2006-07 we experienced an unusual number of students who caught the flu with many getting a relapse.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	19	
Enrolled in a 4-year college or university	<u>47</u>	%
Enrolled in a community college	<u>21</u>	%
Enrolled in vocational training	<u>16</u>	%
Found employment	<u>11</u>	%
Military service	<u>5</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<u><b>100</b></u>	<b>%</b>

## PART III - SUMMARY

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Located in eastern Washington, two miles west of Idaho, Tekoa (population 800) lies at the northeastern corner of Whitman County, approximately 50 miles between Spokane and Pullman, Washington; and within 50 miles of Coeur d'Alene, and Moscow, Idaho. Agriculture provides the economic base for the region, where local farmers produce primarily wheat and lentil crops. Tekoa High School enjoys working with our district's citizens by providing a sound education for our students, who are very involved with community activities and projects, as attested in our school's mission statement: "With pride, commitment, and caring, the Tekoa School district will work in partnership with students, parents, and community to provide our youth with knowledge and skills, so they may reach their educational potential."

Each year a large percentage of our seniors continue their education by attending four-and two-year colleges of their choice. Last year was no exception, where 68% of our seniors elected to further their education. As a recipient of a Gear-Up grant over the past three years, our students entering seventh grade very much become believers in the Gear-Up theme of "COLLEGE: It's Not A Dream... It's a PLAN!" By the time our seniors leave high school, they are well prepared for their future, because they have been extremely active in the planning process.

Our students' assessment scores over the years have been very impressive, as recognized by this year's U.S. News and World Report of America's Best High Schools in 2009. In 2008 our junior/senior high school was recognized as a "School of Distinction" by the state's Superintendent Learning Improvement Award. Our test scores have been highly publicized in past years. Washington has a "choice" program where a student from one district can "choice" into another district. We have not had the declining enrollment problems most schools in our area have experienced. Out of our student body of 110 students, 23 have "choiced" into our district with no students electing to "choice" out. The students "choicing" into our district see a need for a quality education and do not mind the additional miles they must travel to attend school each day.

The entire staff of Tekoa Junior/Senior High School possesses a very competitive attitude, best summed up by our current math teacher shortly after he was hired: "Tekoa will have the highest math scores in the state in a few years." Needless to say, this became a reality. We have enjoyed extremely high scores, not just in math, but in all subjects. All staff members are currently coaching—or have at one time coached—athletics while employed in our district. This same competitive attitude to excel on the court or field has carried over into the classroom. Our teachers "go the extra mile" to help students become some of the best in the state. Our very stable staff lost only one teacher in the last five years due to retirement after 34 years in our district.

Tekoa's staff is also proactive in incorporating programs that benefit students. Our building improvement team (BIT)—consisting of parents, students, community members, teachers, and administrators—is very much a part of this process by studying, planning, and ensuring that these new programs provide maximum benefit to our students. Seniors began completing their culminating project, fifth-year plan, and senior projects in 1995, several years before our state required them. Our Navigation 101 program, implemented many years ago, involved students already taking part in the activities prior to our school's receiving a grant and training for the program. Additionally, student-led conferences have proven to be a great opportunity for parents to learn about their son/daughter's academic achievements, plans, and goals for the future. These vital conferences—with 100% participation by parents and students—require students to know what they need to accomplish before graduation and their fifth-year plan. Thus, students take responsibility for managing their academic career.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Our students are required to master Washington State's extremely high standards for learning and teaching called *Essential Academic Learning Requirements* (EALR's), and grade level expectations (GLE's), based on Washington's four-state learning goals. More information on the goals, EALR's, and GLE's can be found at

<http://reportcard.ospi.k12.wa.us> or [www.k12.wa.us](http://www.k12.wa.us)

The Washington Assessment of Student Learning (WASL) was developed by Washington teachers and administrators, parents, business and community leaders, with assistance from state and national experts. This series of criterion-referenced tests in reading, writing, math, and science that students take each spring for grades 7, 8, and 10 consists of questions requiring selected response (multiple choice), short constructed responses, and long constructed responses. There are four levels of achievement: level 1 (well below standards); level 2 (below standards); level 3 (above standards); and level 4 (exceeds standards). Scores of 400 or higher have met standards, and scores below 400 have not met standards. Teachers and administrators analyze test data to determine individual and class strengths and challenges.

Although Washington will be administering different tests—called the high school proficiency exam (HSPE) and measurement of student progress (MSP)—in the spring of 2010, the test data included in this application are all from the WASL. Since we are a very small school, our test data can be somewhat difficult to interpret, because one student's score can tremendously impact the composite scores for a class.

Our test scores achieved over the years reflect the work teachers have done to bolster our academic curriculum and enhancement programs, increasing student success. Building goals, set each year with community and student involvement, have been essential in achieving these high test scores. Since our community has a high poverty rate, as reflected in our free and reduced lunch count, it has been rewarding to watch our students' progress. In some of our classes we have not had 10 students who meet the poverty guidelines, and these numbers and scores were not recorded, as the instructions requested. If they were displayed, one could see that those poverty-level students' scores are not much different than those of the rest of the class.

**Math:** Our test scores have steadily improved in the last five years and in all cases have been significantly higher than the state average. Last spring (2009) 78% of our 10th grade students met state standards, while the state average was 45%. Of our 8th graders, 81% met standards, while the state average was 51%. Our 7th grade contained fewer than 10 students, so the scores were not reported. In 2007-2008, however, 85% of our 7th grade met state standards, scoring significantly higher than the state average.

**Reading:** Our 10th grade reading scores have always been high. It is interesting to note that out of 27 students who took the 10th grade test last spring, 25 met standards. One student moved before the test was completed. The parents of another student who was home-linked (coming in one day a week after school for instruction in one subject) refused to allow their child to take the test.

Since the state required students to pass the reading and writing WASL during their 10th grade year, all of our students have done so. Our present 11th and 12th graders have already accomplished this feat and are currently on track to graduate.

## 2. Using Assessment Results:

The WASL is only part of what we utilize to determine the strengths and weaknesses of a class or individual. We also administer the Measurement of Student Progress (MAP) to all our students, along with diagnostic tests in reading (Eduss Learning) and math (Academy of Math). The STAR assessment (from Renaissance Learning) is utilized in our Accelerated Reading program. SAT, PSAT, and ACT scores are also recorded. Our counselor records all test data on a chart that is computer accessible for all teachers, who review the information on a regular basis. A teacher has a very good “snapshot” of how a class is doing as well as the individual student. Teachers utilize test data to develop appropriate lesson plans. They can address areas of weakness while maintaining and advancing areas of strength. Test data is also used to develop IEP’s for our special learners. Staff members analyze test data to determine future needs such as building goals, professional development, use of personnel and resources, instructional strategies, and curriculum development.

The above assessment results are especially important when we build student learning plans for our students who need additional assistance in passing the WASL. WASL scores are used to determine if students need to be filtered into our WASL Prep Math and Reading classes at the junior high level. These classes have significantly helped our students become more proficient in areas where they scored “low” on the WASL. We also use WASL scores to channel high school students who are deficient in reading skills into the WASL Prep Reading classes, so they can improve their skills. Assessment results are vital for our staff to set up a prescribed individual program. Here they can strengthen areas of concern and improve test scores. All of these are extremely important in preparing students for life after high school.

## 3. Communicating Assessment Results:

WASL scores are shared with all teachers, administrators, and board members. Important information is broken down by the number of students who were proficient on the tests, how many were in level 4 (advanced), and the number of students who need additional help in order to be successful on the WASL. Test results comparing our school to the state average and other schools in our area are also made available to parents, community members, and news media. Scores are always reported in the *Colfax Gazette* as well as our monthly newsletter that goes to all community members in our district.

WASL scores are sent home each year in the fall, along with a letter explaining the results and what the strengths and weaknesses were for this particular assessment. The letter also provides the Office of Superintendent of Public Instruction (OSPI) web page where more information can be obtained under “My School Report Card.” Parents are invited to visit our counselor or individual teachers for any questions they might have. We also have found that the biggest part of communicating the assessment results needs to be with the individual student. Test results are maintained in each student’s portfolio that s/he starts when entering our building as a 7<sup>th</sup> grader. During twice-a-year student-led conferences, students review the latest test results with their parent/s, thereby taking ownership and increasing efforts on future tests (knowing that results will be explained to their parent/s). Students also realize the importance of this information in preparing them for the PSAT, SAT, and ACT, potentially increasing their ability to attend the college/university of their choice. The importance of good test results is also carried over into the classroom, where students recognize that information obtained in class is essential for building background knowledge.

Besides test scores, our parents can view—online—attendance, lunch accounts, classroom assessment results, and daily grades. They can see if assignments have been turned in and what grade was earned, which fosters meaningful conversations at night. Parents have expressed great satisfaction with the communications taking place between the school and home. Although students sometimes regret so much information being available to parents, they know that it is advantageous for them.

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

We continue to receive calls from schools all over the state wanting to know specific information on how we have improved our test scores over the years. Requested information topics also include our culminating project, senior projects, curriculum guides, class schedules, student-led conferences, Navigation 101 program, test data collection, MAP testing, and PLC work. We have had site visits as well. Besides modeling academic success, we also enjoy sharing information with other schools. Along with our student learning plans, we have shared with other county schools the professional learning communities (PLC's) that we have established in our building. This is our third year with PLC work, and we realize the importance of everyone's input in building a stronger school. (This information will be discussed in more detail later on in this application.)

Teachers who have attended conferences and workshops have also been contacted to provide information about our school. These professional conferences have provided a network for our staff members to share practices and, in return, gather information that could benefit our school.

Our school counselor, principal, and superintendent attend monthly meetings with their specific groups, sharing information that is working for us. We also impart other schools' strengths at our own staff meetings. Since we were on the U.S. News and World Report for America's Best High Schools of 2009, along with being a "School of Distinction" by the state's Superintendent Learning Improvement Award, we have had several inquiries about what has made us so successful.

Whitman County is currently developing professional learning communities in all of our schools. Because our schools are small—where, for example, one teacher in high school teaches all science classes for grades 7-12—it is essential that the teacher has opportunities to communicate with other science teachers in the county. Last fall we began the process by having an in-service day, where all teachers met in Colfax to hear Janel Keating and Robert Eaker discuss the importance of PLC's and how to build them properly. We at Tekoa High School believe in sharing successes, so we all can become better at educating our youth.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Washington State's Essential Academic Learning Requirements (EALR's) and Grade Level Expectations (GLE's), as adopted by the Office of the Superintendent of Public Instruction (OSPI), guide instruction for all our core classes. We also offer regional, state, and nationally recognized vocational classes to students who want to compete in various leadership opportunities. In the past five years, several of our students have been elected to state and national offices.

Technology is vital for daily lessons. Each classroom is equipped with computers, document cameras, LCD projectors, and an online membership to United Streaming, where video clips from different curricular areas can enhance classroom lesson objectives. Since we are a rural school, technology offers our students the opportunity to visit sites that are available to students in a large city which offers museums, large libraries, etc. Our two computer labs reveal students working on research, assignments, or engaging in other meaningful academic activities. Besides using technology, students participate in constructivist teaching, direct instruction, group collaborations, and enriching projects for both the high achiever and the special education student. Our teachers—all highly qualified—instruct in their area of expertise.

Our strong, futuristic-thinking school board expects each student to receive an enriched education, allowing him/her to compete in a global society to gain admittance to a college/university of his/her choice. Therefore, our district has developed significantly higher standards than those required by the state. For example, since 1998, our students have been required to earn three credits of math, where the state only requires two. Our school board, building improvement team, faculty, and administration positively facilitate the changes we make in our curriculum and instruction.

English/Language Arts: Reading and English skills are not only taught in their respective classes, but also across the curriculum. Increasing assessment scores in reading and writing is a school-wide objective, so all our teachers—trained in Six-Trait Writing—provide instruction for these skills, and they expect quality writing on assignments and classroom assessments. This consistency shows in our students' writing scores: All 27 sophomores passed the writing WASL this past spring. AP classes offer advanced curriculum for students seeking college credit. Students may also participate in our Running Start program. For the more challenged, we offer WASL Prep classes for all our junior high and high school students needing additional reading skills.

Math: For the past five years our building goal has been to improve our curriculum and instruction to achieve higher assessment scores. Consequently, our math scores have significantly increased. We teach algebra to 8<sup>th</sup> graders, and WASL Prep classes provide students additional help, increasing their math skills. More students now take pre-calculus and calculus. We also offer AP Calculus. One teacher teaches math for all grades, 7-12. He knows each individual's strengths and weaknesses and can analyze assessment data for both the class and individual, providing a solid curriculum for the advanced—as well as the more challenged—math student.

Science: We recently developed an integrated science program which exposes junior high students to several science fields each year. This improves upon the earlier method of providing one specific science class in the younger grades, where students would not see that material again until the 10<sup>th</sup> grade WASL. Our modern lab engages students in pursuing the inquiry method, direct instruction, and group learning.

Social Studies/History: State EALR's and GLE's drive the curriculum and focus on a thorough understanding of concepts in economics, history, geography, current world problems, and citizenship. Technology is vital for

our classes as well as group discussions, projects, community service, and research. Students participate in class discussions, where higher level thinking skills are taught. The teachers focus on content reading strategies to assist students in learning.

Foreign Language: Although students can pursue other foreign languages online, we offer two years of Spanish. Immersed in Spanish, students participate in group projects and presentations, history of the language, and current events. This year Spanish II contains 73% of our 11<sup>th</sup> graders, and Spanish I holds 57% of our sophomores.

Visual and Performing Arts: Students select among instrumental music, art, physical education, health, photography, and numerous vocational education classes. Our highly qualified instructors encourage students to participate in local, state, national contests, and leadership opportunities. Students showcase their artistic talents at various places and through performances during the year.

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

(This question is for secondary schools only)

Students who fall below grade level in reading follow an individual Student Learning Plan developed by the English teachers, specifically addressing the weaknesses outlined in the student's WASL report. Besides taking their regular English classes, these students are also enrolled in our school's WASL Prep Reading classes—called SOAR To Success—to improve their reading skills. Summer WASL Prep Reading classes are also offered, if needed.

All English classes incorporate vocabulary building with etymological studies; research projects; expository, analytical, and creative writing; readings/projects involving different genres of world literature; and oral recitations. English 11-12 (Traditional)—often utilizing technology—emphasizes EALR essentials in creative writing, newspaper publishing, literary analyses, and oral presentations. College-Prep/AP English American and British literature students create and sustain arguments based on readings and research; effectively write in various genres; and apply strategies for different effects in active reading, student compositions, and oral presentations. AP students also prepare for their spring AP test.

All 7<sup>th</sup>-12<sup>th</sup> grade students utilize research. Eleventh graders produce an all-inclusive career/educational research paper. Besides online sources, students consult mentor teachers across the curriculum. These include—but are not limited to—the counselor, for college and career information; the history teacher, to refine and research a historical component of their career; economics and life skills teachers to calculate income tax and budgetary needs; and the math teacher, to ensure graphs and tables are correctly presented within the text and on appendix pages.

Twelfth graders take their 11<sup>th</sup> grade paper one step farther (or they may choose a new career). They must define a major problem within the career, explain how the problem impacts society, discuss some solutions which have been unsuccessfully tried in the past, and explain why they aren't working. Finally, they propose their own detailed solution, explaining how this has impacted their career choice, and the major role they can play in this solution. These findings comprise a major portion of the Senior Culminating Project, in which students use Power Point demonstrations to celebrate their academic and extra-curricular achievements, their fifth-year plan, and future aspirations.

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

Isolated in our rural area, we make sure our students are technologically literate upon graduation. Our mission is to "... work in partnership with students, parents, and community to provide our youth with knowledge and skills, so they may reach their educational potential." Besides reading, math, and writing skills, our state-of-the-art technology holds a ratio of 1-to-1.5 students to computers in the classroom as well as two labs, as

previously mentioned. From our wireless mobile computer labs, students can also check out laptops to take home or when traveling long distances to competition sites. This is especially opportunistic, not only for students who need to be away from school for health reasons, but for others such as those in athletics, FFA, FCCLA, band, and Future Problem Solving (gifted ed.) who travel to county, state, national, or international competitions. We also offer flash drives for work done at home as well as school. Each student has an account with his/her own security code.

Our junior high students are required to take a computer class each year, demonstrating their developing technology skills with presentations in different projects. We also offer Computer-Aided Drafting and yearbook classes in high school. Advanced Computer Class students actually build computers, develop web sites, learn software applications, and work diagnostically on district computers when malfunctions occur. Many of our classes utilize technology—as do most colleges—in communicating lesson plans and student assignments. Students also electronically submit assignments to teachers for assessments, with results returned to the student the same way. This process demonstrates we are “going green.”

Upon graduation, our students can compete technologically with others and can feel confident in their knowledge to succeed in advanced educational opportunities and life in general.

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

Since we are a small school, we take advantage of knowing the particular needs of each of our students. Test data is readily available to the individual teacher to show strengths and weaknesses of students and classes. A strong staff with very limited turnover also assists us with understanding the needs of students. Every two weeks we take grade checks. Those students needing assistance are asked to come in early in the mornings, where teachers are available at 7:30 to provide additional instruction. School starts at 8:10, so the additional time allows some great teacher-student contact time. Parents are contacted, and the student goes to the teacher where s/he is experiencing difficulty. Teachers are dedicated to helping students and expect all students to be able to learn. The excellent rapport we have with parents also is a benefit for our small district. During the day our special education department also assists in helping the challenged students. A pull-out method is utilized, where differentiated instruction takes place by a highly qualified teacher or paraprofessionals. IEP's are developed and reviewed during our weekly staff meetings. Student learning plans are also developed by teachers, students, and parents for those students who are struggling with academics. These plans serve as a means to best meet the needs of the individual student.

Our staff is divided into groups of three, called professional learning communities (PLC's). They meet in their groups on a regular basis, where there is discussion on individual students and instructional techniques. PLC members also visit each other's classrooms to view instruction and students. The information gathered during the visit is then discussed at the next PLC meeting. This method helps teachers improve building instruction and their own personal professional development. Trust is very much a part of what our faculty believes in. Information from each PLC group is then shared at regular staff meetings.

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

Besides professional development opportunities mentioned above from PLC work, our staff also has money available to pursue extra workshop opportunities, as determined by each teacher's professional growth plan. These plans are developed from our building goals at the beginning of each year by each teacher and administrator. The building goals are developed each year by staff as well as our building improvement team, which consists of parents, community members, teachers, and students.

Our district is fortunate to be in a county where educators work together to discuss, build plans, and provide professional development experiences for staff members. One district is unable to provide enough revenue to accomplish what our county can do. Currently, we are working on larger professional learning communities

on a county-wide basis. Having only one science teacher and one math teacher at the high school level leaves few other people in a district for a teacher to discuss concerns and unique problems relevant to only that teacher. Now teachers have the opportunity to communicate through e-mails, Skype, Messenger, and Log Me In. By pooling our money, the county is also able to bring in presenters that would be too costly for individual schools. We recently brought in Janel Keating and Robert Eaker to discuss the values of PLC's.

Due to our staff's experience and qualifications, members have been asked by OSPI to help in scoring and developing WASL questions. This experience allows for great individual professional development as well as the information staff members bring back to share with the rest of the staff. This information has been extremely helpful in preparing our students for the WASL. AP teacher training is also available for staff members during the summer. Our principal is also involved in county, regional, and state meetings and workshops. He attends the OSPI summer conference each year as well as the Washington Association of School Administrators' conference.

## **6. School Leadership:**

Tekoa Junior Senior High School's leadership style is not the traditional "from the top down." Instead, we feel it takes the cooperation of all staff members to effectively operate a school. Our very proactive school board, constantly seeking ways to improve student education, is open to recommendations made from each building. The superintendent understands what is needed to educate students and stays abreast of modern educational trends. He is in his fourth year as our superintendent. Prior to this assignment, he was a middle school principal, where his school also earned the Blue Ribbon Award.

We believe in a leadership style where all members have a part in decision-making relevant for our building. This has not always been a comfortable position for the principal—who facilitates the process of building leaders within the school—but it is extremely important for all staff members when it comes to "buying into" decisions. Consequently, everyone wants a program to prosper when each person has ownership in it. Our staff's dedication and past track record assisting in the decision-making process have resulted in the development of some very successful programs for students. Before any decisions are made, teachers review ample research and discuss the pros and cons of implementing a new practice. The principal has also introduced a book-study program, where faculty members often discuss current trends and proven educational classroom strategies. We believe in the philosophy that more minds are better than one. Our building improvement team is also vital in generating ideas and assisting with our established goals.

Our entire staff's experience and dedication, along with staff retention, have allowed our building to prosper by this form of leadership. Staff members are not "held back," but instead are leaders who feel a vital part of our team, building, and district unity. We believe our past state assessment, number of graduates attending college, SAT scores, and the success of our students entering professions—some of which are doctors, lawyers, engineers, international business leaders, government analysts, and top educators—speak for how successful we have been during the past decade.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10

Test: WASL

Edition/Publication Year: Revised Annually

Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	78	64	64	67	61
% Advanced	39	14	32	47	28
Number of students tested	23	14	22	15	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	46		60		
% Advanced	23		20		
Number of students tested	13		10		
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: Revised Annually

Grade: 10 Test: WASL  
Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	93	92	96	87	73
% Advanced	52	85	59	73	53
Number of students tested	27	13	22	15	19
Percent of total students tested	96	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	92		100		
% Advanced	31		60		
Number of students tested	13		10		
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 7 Test: WASL

Edition/Publication Year: Revised Annually

Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	85	68	70	77
% Advanced	86	55	31	35	41
Number of students tested	7	20	16	20	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced			67	40	
% Advanced			25	20	
Number of students tested			12	10	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 7 Test: WASL

Edition/Publication Year: Revised Annually

Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	75	81	80	94
% Advanced	43	65	50	55	47
Number of students tested	7	20	16	20	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced			67	80	
% Advanced			42	50	
Number of students tested			12	10	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 8 Test: WASL

Edition/Publication Year: Revised Annually

Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	81	54	79	92	
% Advanced	38	46	50	50	
Number of students tested	16	15	24	14	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced		54	62		
% Advanced		46	31		
Number of students tested		13	13		
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Washington State did not have a WASL mathematics test in 2004-05 for the 8th grade.

Subject: Reading

Grade: 8 Test: WASL

Edition/Publication Year: Revised Annually

Publisher: Riverside Publishing

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	68	80	67	85	
% Advanced	56	40	54	71	
Number of students tested	16	15	24	14	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced		85	54		
% Advanced		38	38		
Number of students tested		13	13		
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Washington State did not have a WASL reading test in 2004-05 for the 8th grade.