

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

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

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

Official School Name Pullman High School
(As it should appear in the official records)

School Mailing Address 510 NW Larry
(If address is P.O. Box, also include street address.)

Pullman Washington 99163-3585
City State Zip Code+4(9 digits total)

County Whitman State School Code Number* 38267

Telephone (509) 332-1551 Fax (509) 332-6868

Web site/URL www.psd267.wednet.edu E-mail jthomps@psd267.wednet.edu

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

Principal's Signature Date _____

Name of Superintendent Mr. Paul Sturm
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pullman School District Tel. (509) 332-3581

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

(Superintendent's Signature) Date _____

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

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 3 Elementary schools
 _____ 1 Middle schools
 _____ 0 Junior High Schools
 _____ 1 High schools
 _____ 0 Other
 _____ 5 TOTAL
2. District Per Pupil Expenditure: _____ 8001
 Average State Per Pupil Expenditure: _____ 8189

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 2 Number of years the principal has been in her/his position at this school.
 _____ 4 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	0	0	0	7	0	0	0
K	0	0	0	8	0	0	0
1	0	0	0	9	92	76	168
2	0	0	0	10	83	88	171
3	0	0	0	11	90	78	168
4	0	0	0	12	103	90	193
5	0	0	0	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							700

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 10 | % Asian or Pacific Islander |
| 5 | % Black or African American |
| 4 | % Hispanic or Latino |
| 80 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 8 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	21
(2)	Number of students who transferred from the school after October 1 until the end of the year	35
(3)	Total of all transferred students [sum of rows (1) and (2)]	56
(4)	Total number of students in the school as of October 1	700
(5)	Total transferred students in row (3) divided by total students in row (4)	0.08
(6)	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: 2 %
- | | |
|----|---|
| 12 | Total Number Limited English Proficient |
|----|---|

Number of languages represented: 4

Specify languages: Chinese - unspecified
Korean
Swahili
Ukrainian

9. Students eligible for free/reduced-priced meals: 19 %

Total number students who qualify: 136

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{7}{52}$ %
 Total Number of Students Served

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

<u>4</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>9</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>29</u>	Specific Learning Disability
<u>6</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>4</u>	Multiple Disabilities		

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>3</u>	<u>0</u>
Classroom teachers	<u>28</u>	<u>9</u>
Special resource teachers/specialists	<u>6</u>	<u>0</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support Staff	<u>12</u>	<u>0</u>
Total number	<u>57</u>	<u>9</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	94 %	96 %	93 %	90 %	93 %
Daily teacher attendance	93 %	92 %	92 %	91 %	95 %
Teacher turnover rate	11 %	11 %	11 %	12 %	9 %
Student drop out rate (middle/high)	3 %	2 %	4 %	1 %	3 %
Student drop-off rate (high school)	34 %	41 %	38 %	23 %	31 %

Please provide all explanations below

2002-2003 Daily student attendance: No data available

2004-2005 Dropout rate is skewed because the number of 8th graders reported was incorrect

Student drop-off rate is impacted by the fact that we are in a community with a large university (Washington State University), which creates a significant transient population each year.

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

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

Graduating class size	184	
Enrolled in a 4-year college or university	65	%
Enrolled in a community college	20	%
Enrolled in vocational training	5	%
Found employment	7	%
Military service	2	%
Other (travel, staying home, etc.)	0	%
Unknown	1	%
Total	100	%

PART III - SUMMARY

Pullman High School has a long-standing tradition as one of the top academic schools in Washington. Students are provided with a rigorous, challenging curriculum from a broad selection of course work. Many Honors and Advanced Placement courses are available to students as well as advanced Running Start course work through Washington State University and area Community Colleges. In addition, PHS takes special pride in providing remedial coursework, support, and assistance for those students who happen to be behind grade level or who have not met standard on the state assessment. We offer a strong World Languages curriculum that includes Spanish, French, and Japanese as well as a large variety of online courses for our students. Our Career and Technical Education offerings include courses in the Agricultural Sciences, Graphic Arts and Broadcast Media, Business, Drafting, Electronics, Family and Consumer Studies, and Welding.

Pullman High School students and staff strive towards excellence in both the academic and athletic arenas. Students have the option of being involved in a variety of extra-curricular activities at PHS. Students can choose between 13 competitive clubs and 18 non-competitive clubs in addition to our ten interscholastic athletic offerings for both boys and girls.

Pullman High School is supported and perpetuated by a powerful network of caring teachers, parents, and community members. Our local Pullman Education Foundation has raised more than \$250,000 to support achievement in all areas of our school. The teamwork provided by people in our school and community continues to provide excellent learning opportunities as well as a high standard of achievement for all of us here at PHS.

Here in Pullman, PHS also stands for Pride, Honor, and Success. Our Mission Statement sums up our charge as it states, teachers and students, working together with the community, will continue to develop a quality school which will:

Encourage students to think independently and use their minds well.
Develop respect for others and understand the value of diversity.
Encourage students and teachers to take risks in an environment where they can collaborate and learn from each other in a positive learning climate of spirit and comradeship.
Academically prepare students to be productive through mastery and achievement in essential skill and knowledge areas as well as pursuing their individual needs.
Provide each student with a sense of accomplishment, community, and confidence to pursue personal and career goals.

At Pullman High School, we have built our School Improvement Plan around the Nine Characteristics of High-Performing Schools. Students and their learning, with an emphasis on all students, are central to our practices. We strive for:

A clear and shared focus
High standards and expectations for all students
Effective school leadership
High levels of collaboration and communication
Curriculum, instruction and assessments aligned with state standards
Frequent monitoring of learning and teaching
Focused professional development
A supportive environment
High levels of family and community involvement

It should be noted that Pullman High School is located in a relatively small city that is home to a major university (Washington State University). This creates a significant transient population that impacts our school and community. However, the benefits of being part of the university community has many educational benefits.

In summary, we are dedicated to providing high quality programs and instruction for each

student. We strive to provide a community of learners that includes students and staff and is based on trust and compassion as well as high expectations. Our goal is to be continually improving in order to meet all the needs of our entire student body.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Assessment results for Pullman High School for reading have traditionally been very strong and continually improving. Our school score of 93.6% of students meeting or exceeding state standards is one of the top scores in the state and our number of students exceeding the state standard is 72.2% is phenomenal. The state average is 80.8% of students meeting or exceeding the standard.

Our results for mathematics are much like our reading scores in that they are very high compared to the state and are continually improving from year to year. Our score of 78.2% of students meeting or exceeding the state standard is also among the highest in the state and our percentage of students exceeding state standards (51.3%) is higher than the state average of students meeting or exceeding state standard (50.4%).

It is very interesting to look at the disparities among subgroups in our student population. In reading, the disparity among our Asian students (83.3% compared to 93.6% overall) can most likely be attributed to difficulties in language conversion for some of the ESL students in that category. The other subgroup showing a discrepancy in scores in reading would be our students in the low-income category. Their scores of 84.2% meeting or exceeding the standard compared to 93.6% of students overall.

In the area of mathematics, our Asian students scored higher (84.2% meeting or exceeding) than the overall student population (78.2%). The other subgroup (low-income) scored lower (56.8%) than the overall student population (78.2%). This discrepancy can most likely be attributed to those factors that impact low-income students in all academic areas.

The state assessment used in Washington is known as the WASL or Washington Assessment of Student Learning. Students are tested in reading, math, science, and writing. Reading, math, and science assessments consist of open-ended questions that include short-answer as well as extended response. Writing prompts are scored using scoring guide rubrics.

Our state assessment system bases a student's performance on the reading, math, and science portions of the test using 'scale scores.' Scale scores are three-digit numbers that are used to place the student into one of four levels: Advanced (Level 4), Proficient (Level 3), Basic (Level 2) and Below Basic (Level 1). A scale score of 400 is assigned to a student who has just barely met the state standard; this score is at the lower end of level 3. Students scoring in level 4 are said to have exceeded the state standard. Students with scores of Level 1 or Level 2 have not met standard. Students generally have to achieve a score that represents approximately 60 to 65 percent of the points possible on each test to pass. That score or above means they have met the required standard for proficiency in that particular subject. Writing scores are reported in raw score units and the scores are also used to place students into one of the four levels mentioned above.

Standards on the WASL were approved by the state's A+ Commission, based on recommendations from standard-setting committees for each content area and grade level. These committees were composed of Washington educators and citizens with knowledge and experience in the content area and/or the grade level being assessed. Within each content area, tests are equated from one year to the next, so that scale scores will consistently represent equivalent levels of knowledge and skill in that subject area.

The information on the state assessment for Washington may be found at the following web address: <http://www.k12.wa.us/>

2. Using Assessment Results

Here at Pullman High School, we use assessment data in a variety of ways. We use data from state assessments, along with other assessment information, to help with curriculum planning and classroom instructional decisions. For example, if students are not performing well on our

state assessment of reading, we carefully look at strand scores and plan for classroom instruction for future years. It may be that students as a whole are successful comprehending and interpreting literature, but are not very successful with informational text. Curriculum planning can center on how to improve materials and instruction related to informational text.

If an individual student is having difficulties, we also use assessment data to plan for their future success. However, we never use scores from one test (such as our state assessment) to make important decisions about student placement or the type of instruction they will receive. We feel that it is important to corroborate individual scores on the state assessment with other evidence including classroom-based assessment.

At Pullman High School, we use Measuring Academic Progress Survey (MAPs) testing developed by Northwest Regional Assessment to measure student progress and improve our individual student and school performance. This allows us to align our instruction and curriculum and fill the achievement gaps represented by our data.

We have also used assessment data as a tool to provide information to parents in planning for their student's high school career. For example, our data has shown that students who have completed and passed our Statistics and Algebraic Concepts class have had an extremely high success rate on our state math assessment, which is also a graduation requirement.

3. Communicating Assessment Results

Pullman High School communicates student performance in a variety of ways. To begin with, students are 'unofficially' made aware of their performance on the state assessment as soon as we receive results. Most often, we receive the results in June, just as we are finishing our school year. Teachers meet individually with students and present their scores, which allows for the most immediate feedback as well as the opportunity to adjust scheduling for the next year and/or summer school.

Parents and guardians immediately receive a letter from school that also includes their student's 'official' assessment data on a form developed by the state. This information gives the parent/guardian a snap-shot of their student's performance as well as their standing in relation to graduation requirements tied to the state assessment. Also included in this communication are links to pertinent websites with information for parents and students.

We also make our test scores available to the community through our local newspaper. Each year, the press produces an article containing assessment information as well as the break downs and comparison of test data.

Another way we communicate student and school performance is through parent meetings. We hold monthly 'Parent Connection' meetings here at the school. Those meetings are broadcast over our school's cable channel as well. Any information presented to our school board is also available to the parents and communities as those meetings are broadcast as well.

We also communicate student performance and assessment data through our school newsletter and our school website. Our parents and community are growing accustomed to finding information related to the state assessment and our school's performance throughout the year on our website and in our monthly newsletter.

4. Sharing Success:

First, and probably our most common avenue for sharing our successes with other schools, comes through sharing information at local, county, and regional meetings. By developing bonds with schools and administrators in the immediate area, we have been able to communicate our accomplishments and challenges with a number of schools. For example, each month the schools in our interscholastic athletic league meet and principals from each school are able to dialogue about state tests, curriculum and instruction, and other strategies.

Another way we have been able to share our achievements is throughout the state by attending conferences and trainings. Our state and regional educational support structure creates many opportunities for imparting information to other schools as well as the opportunity to network with other schools.

Many times we are contacted by other schools from around the state because of our high academic achievement. This allows us to share our strategies and discuss how we deal with those areas of challenge.

Our plan to continue communicating our successes to other schools includes making more information available on our website. We have found that putting pertinent information on our website allows other schools easy access and an easy way for us to share.

Another goal for Pullman High School is to involve more of our staff in becoming presenters at state and regional meetings and trainings. This will help us to remain focused on sharing what we are doing and especially in those areas we are showing continued improvement.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Pullman High School offers a comprehensive curriculum in the areas of English, Mathematics, Science, Career-Technical Education, Fine/Visual/Performing Arts, Health and Fitness, Library/Media, Social Studies, Special Services, and World Languages. We realize that each student enters the high school experience with a unique set of needs, interests, skills, and abilities. Our instructional program is designed to include state and local graduation requirements as well as a broad range of elective courses. Each individual student program will include required courses and electives that meet his/her individual educational needs, interests, and career plans.

Our English curriculum builds a strong foundation of reading response and writing with classes at the freshman and sophomore levels meeting the needs of our high achieving population, our general student population, and our struggling students. The junior and senior levels are exposed to open enrollment Advanced Placement courses and coursework designed to meet the needs of the general learner through American and World Literature. Also available are Business and Technical Writing, Independent Study, and on-line coursework.

The Mathematics Department strongly encourages all students to take four years of mathematics and recommends a minimum grade of a 'C' be maintained for advancement to the next coursework to ensure maximum student learning and future success for each student. Our traditional curriculum track is Geometry or Statistics for freshman, Statistics or Algebra II for sophomores, Algebra II or Pre-Calculus for juniors, and Pre-Calculus or Calculus for seniors. We are in the process of adding AP courses into the mathematics curriculum.

In the area of Science, all of our course may be applied toward the graduation requirement of two years of science. For students planning a college major in engineering, science, or pre-medical/pre-veterinary areas, Physics and Anatomy/Physiology are available as electives after completing Chemistry. A typical student would take Physical Science, Biology, Chemistry, and finish their career with Physics or Anatomy/Physiology as a senior.

Our Career and Technical Education offerings include courses in the Agricultural Sciences, Graphic Arts and Broadcast Media, Business, Drafting, Electronics, Family and Consumer Studies, and Welding.

The Visual and Performing Arts curriculum includes Instrumental and Vocal Music, Ceramics, Drawing, Painting, and Beginning Studio. We also offer Advanced Placement Art for those students who are interested in a challenging extension of the typical studio track. Our music department includes outside the classroom commitments and competitions.

Pullman High School offers the complete gambit of Health and Fitness related courses. All freshmen take Fitness & Sport I and then can branch out into Fitness & Sport II, Fitness Only, Hydrofit (swimming), or Strength Training. Personal Wellness is a requirement for all PHS students.

Library Science and Advanced Library Science are part of the core of the Library/Media curriculum, which allows student the opportunity to be instructed on the procedures and operations of our library.

Our Social Studies offerings include Washington State History, World History, U.S. History, AP U.S. History, Current World Problems, and Economics. Students are exposed to a variety of challenging contents and instructional techniques to peak their interest. A typical student would take World History as a sophomore, U.S. History as a junior, and Current World Problems or Economics as a senior.

Our Special Services program includes Resource Room support, Transition support, and Transitional Work Experience. Students who qualify with an Individualized Education Plan

are assigned a case manager to help guide them through their high school career.

The Pullman High School World Language Department provides all students with the opportunity to learn the languages and study the cultures of the French, Japanese, and Spanish speaking world. The ability to communicate in another language and appreciate other cultures is a broadening experience, which contributes to personal fulfillment, cultural literacy, and a global vision.

2b. (Secondary Schools) English:

The Pullman High School English curriculum is designed to meet the various academic and emotional learning levels of all students who attend our classes. We build a strong foundation of reading response and writing with classes at the freshman and sophomore levels meeting the needs of our gifted population, general student population, and our struggling students. The junior and senior levels are exposed to open Advanced Placement courses and coursework designed to meet the needs of the general learner through American and World Literature. Also available are Business and Technical Writing, independent study open to juniors and seniors, and on-line course options designed to meet the unique needs of our alternative education students.

Ninth through twelfth graders who read and write well below their grade levels are supported by English Essential courses where the entire staff and English department are committed to small class sizes of eleven to eighteen with a curriculum that is individually differentiated. Class size impacts the rest of the schedule but it is understood that a strong foundation of reading skills helps students of all levels learn at deeper levels. Assessments such as the state WASL (Washington Assessment of Student Learning), MAPs (Measuring Academic Progress Survey), screening measures and progress monitoring are used to drive the curriculum for these struggling students.

Our commitment is to help prepare all students at all levels to thrive beyond high school in whatever path each chooses. The staff is committed to two class periods of involvement by teachers who coordinate a literacy coaching program to work cross-curriculum with teachers and LAP (Learning Assistance Program) tracking our students closely providing special after-school learning programs in reading. Curriculum design is continually ongoing with a strong emphasis in supporting each other with literacy in-service programs, sharing of research, and weekly lunch-time department meetings.

3. Additional Curriculum Area:

The Pullman High School World Language Department provides all students with the opportunity to learn the languages and study the cultures of the French, Japanese, and Spanish speaking world. The ability to communicate in another language and to appreciate other cultures is a broadening experience, which contributes to personal fulfillment, cultural literacy, and a global vision.

Many colleges require two or more years of the same world language study for acceptance and entrance. Knowledge of a world language may also be helpful and rewarding for those considering work in an international or bilingual environment, for the military, or for those who have future travel plans. Any student who plans to attend college or university after high school also benefit greatly from the essential language skills and study habits developed in our World Languages Program.

The Pullman High School World Languages Program clearly represents the essential skills and knowledge based on our mission. Students are encouraged go think independently and use their minds well. They also develop a respect for others and learn to understand the value of diversity. The high expectations and rigor combined with a caring staff provides each student with a sense of accomplishment, community, and the confidence to pursue personal and career goals. Students and teachers take risks in an environment where they can collaborate and learn from each other.

Our World Language Program embodies the critical abilities and understanding centered on our school's mission; academically preparing students to be productive through mastery and achievement in essential skill and knowledge areas as well as pursuing their individual learning needs.

4. **Instructional Methods:**

At Pullman High School we strive to engage all students by providing learner-centered approaches to instruction. We believe that powerful teaching results in powerful learners. We use a variety of instructional methods to realize our goals.

If one were to visit classrooms at Pullman High School, the use of technology for instructional purposes would be very noticeable. We have made it a priority to use the tools of technology to enhance student learning when appropriate. The use of LCD projectors for student and instructional presentations and video analysis, student and teacher led blogs, and web-based learning all play a part in our lessons.

More conventional forms of instructional methods one might see would include case studies involving groups of students working to analyze a problem or 'case' for a solution. Another more traditional method is the use of cooperative learning groups working together. Discovery learning, using the inquiry-based learning method in which learners use prior knowledge and experience to discover new information is also used in our classrooms. The use of learning centers, simulations, and other student-centered approaches are also very prevalent.

Although one may notice the use of some traditional teacher-centered instructional methods, they are not as common at Pullman High School. Those would include direct instruction, demonstrations, lecture-discussions, and the standard lecture format. These methods all can be modified to become more student-centered and are used as only a portion of most lessons.

5. **Professional Development:**

At Pullman High School we believe teachers who take responsibility for student learning are more likely to use practices that motivate and engage students in high quality intellectual work. Teachers need the opportunity to learn or to develop these practices and we know that high-quality professional development can help create and support strong, successful professional learning communities.

Our professional development program has most recently developed a focus on teaching and learning. We try to offer a variety of opportunities for professional development. Teachers participate on site through district sponsored learning improvement days as well as ongoing book studies and learning groups. They also have the chance to attend out of district training when necessary and appropriate.

A recent focus has been to provide as much imbedded professional development for our staff as possible. An example of this is the implementation of learning walks for teachers and administrators in order to provide training in our building, using our staff as the source of knowledge and professional expertise. Our teachers have found this to be a very valuable experience and have implemented new instructional methodology and classroom management procedures with their own students.

We realize that effective high schools provide many opportunities for teachers to grow both personally and professionally. Professional development is necessary to help teachers develop the knowledge and skills to successfully apply effective instructional strategies.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 10 Test Washington Assessment of Student Learning (WAS)
 Edition/Publication Year n/a Publisher Riverside Publishing

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 and 4	78	75	70	53	64
% "Exceeding" State Standards					
Level 4	51	43	34	34	35
Number of students tested	160	175	175	159	179
Percent of total students tested	95	95	99	100	95
Number of students alternatively assessed	3	1	3	1	1
Percent of students alternatively assessed	2	1	2	1	1
SUBGROUP SCORES					
1. Asian Students					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 and 4	84	80			62
% "Exceeding" State Standards					
Level 4	68	60			62
Number of students tested	19	20			
2. Low-Income Students					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 and 4	57	45	53	24	
% "Exceeding" State Standards					
Level 4	24	19	12	15	
Number of students tested	38	43	35	33	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 and 4	94	92	88	75	72
% "Exceeding" State Standards					
Level 4	76	81	67	58	55
Number of students tested	160	174	175	159	178
Percent of total students tested	95	95	99	100	95
Number of students alternatively assessed	3	2	3	1	1
Percent of students alternatively assessed	2	1	2	1	1
SUBGROUP SCORES					
1. Asian Students					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 and 4	83	100			74
% "Exceeding" State Standards					
Level 4	72	84			48
Number of students tested	18	19			19
2. Low-Income Students					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 and 4	84	76	77	42	
% "Exceeding" State Standards					
Level 4	55	60	47	24	
Number of students tested	39	44	35	33	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					