

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

Official School Name Marvista Elementary School
(As it should appear in the official records)

School Mailing Address 19800 Marine View Drive SW
(If address is P.O. Box, also include street address)

Normandy Park Washington 98166-4120
City State Zip Code+4 (9 digits total)

Tel. (206)433-2571 Fax (206)433-2468

Website/URL <http://www.hsd401.org/marvista/index.htm> E-mail garciad@hsd401.org

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

(Principal's Signature) Date 2/1/04

Name of Superintendent* Dr. Joseph McGeehan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Highline School District Tel. (206) 433-0111

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

Signature) Date 2/1/04 (Superintendent's

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date 2/1/04

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

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2003-2004 school year.
3. If the school includes grades 7 or higher, it has 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 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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.

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

1. Number of schools in the district: 22 Elementary schools
 4 Middle schools
 n/a Junior high schools
 5 High schools
 _____ Other (Briefly explain)
- 31 TOTAL

2. District Per Pupil Expenditure: \$7,161
- Average State Per Pupil Expenditure: \$7,225

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. 5 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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	29	35	64	7			
1	42	29	71	8			
2	37	36	73	9			
3	38	33	71	10			
4	32	24	56	11			
5	35	37	72	12			
6	33	40	73	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							480

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>81.6</u> % White |
| <u>2.7</u> % Black or African American |
| <u>2.7</u> % Hispanic or Latino |
| <u>11.8</u> % Asian/Pacific Islander |
| <u>1.2</u> % American Indian/Alaskan Native |
| 100% Total |

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

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	24
(4)	Total number of students in the school as of October 1	462
(5)	Subtotal in row (3) divided by total in row (4)	0.0519
(6)	Amount in row (5) multiplied by 100	5.194

8. Limited English Proficient students in the school: .0062 %
3 Total Number Limited English Proficient

Number of languages represented: 3
Specify languages: Korean, English, Vietnamese

9. Students eligible for free/reduced-priced meals: 7 %
34 Total Number Students Who Qualify

If this method does not produce a reasonably 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: .035 %
17 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

_____ Autism	_____ Orthopedic Impairment
_____ Deafness	<u>2</u> Other Health Impaired
_____ Deaf-Blindness	<u>12</u> Specific Learning Disability
_____ Hearing Impairment	<u>9</u> Speech or Language Impairment
<u>2</u> Mental Retardation	_____ Traumatic Brain Injury
_____ Multiple Disabilities	_____ Visual Impairment Including Blindness

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)	1	
Classroom teachers	19	1
Special resource teachers/specialist	4	1
Paraprofessionals	3	2
Support staff	9	2
Total number	36	6

12. Average school student-“classroom teacher” ratio: 23

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96	96	96	96	96
Daily teacher attendance	96	97	96	97	97
Teacher turnover rate	16	.08	.04	17	17
Student dropout rate					
Student drop-off rate					

PART III – SUMMARY

Provide a brief, narrative snapshot of the school.

Marvista Elementary is a suburban school about 10 miles south of Seattle, Washington, serving 472 students, K-6. Our mission, *Educate All Children and Expect Excellence*, drives our efforts to meet the needs of all students. Coming from diverse socioeconomic and ethnic backgrounds, the students at Marvista reflect a cross-section of American society. Included in our student population are 58 students (12%) from outside our school or district boundaries who have elected to attend Marvista. Our school is configured to serve kindergarten students with both half-day and full-day programs. Three self-contained classrooms serve each grade level, first through fourth. Five multiage classrooms serve fifth and sixth graders. Music, physical education, library and reading specialists enrich each grade level.

Teachers at Marvista bring rich and varied training and experience to the classroom setting. For example, some of our teachers have experience in self-contained special education, special-education resource programs, speech and language programs, counseling, and bilingual education. Our teachers have been honored with awards such as the National Science Foundation Presidential Award for the Teaching of Elementary Science, chosen as Teacher of the Year for the South King County ADD/ADHD Association, selected for participation in the Bill & Melinda Gates Foundation Teacher Leadership Project, and held membership on the National Faculty Goals 2000.

Parent support is an important component in the success of Marvista Elementary. From fund raising to classroom volunteer activities, Marvista parents volunteered an average of 6,115 hours at our school during each of the last three years. Membership in Marvista's PTSA exceeds 446, nearly 100% participation. Parent and PTSA-supported programs include the Fine Arts Program for fifth and sixth graders, allowing students to select from visual arts, band, orchestra, or xylophone classes. The before-school advanced math classes, taught twice weekly by parent volunteers, enrich the math experiences of fifth and sixth grade students. School-wide Chess Club, before-school Spanish classes, and after-school enrichment programs are additional examples of PTSA supported activities for Marvista students. Many successful fund-raising activities have enabled the PTSA to provide Marvista with increased technology for each classroom, instructional materials, field trips, playground equipment, and enrichment assemblies. Our students' educational experiences have been enriched by our strong parent-teacher alliances. On any given day, parents can be found tutoring individual students, teaching art lessons, preparing instructional materials for teacher use, supervising the playground and chaperoning field trips.

Our mission, *Educate All Children and Expect Excellence*, is reflected in the tone and culture of the school. Marvista staff and parents expect students to learn and achieve; these factors contribute to students' academic success. Student behavior, both inside and outside the classroom, is focused on respectful and responsible attitudes toward themselves, other students, and adults. This safe and respectful environment enables students to focus on learning.

PART IV INDICATORS OF ACADEMIC SUCCESS

1. Describe the meaning of the school's assessment results in reading and math.

Marvista Elementary consistently performs at high levels on assessments of reading across all grade levels. Specifically at fourth grade, data from the *Washington Assessment of Student Learning* (WASL) illustrates that students consistently meet or exceed state reading standards. During the last five years, reading achievements on the WASL has ranged from 85.9% to 98.6% of students demonstrating reading proficiency. Of that group, a significant number of students between 42.2%

and 51.4%, have exceeded state standards. Within the data from the WASL, it was clear that one area that needed improvement was in the reading of information text. To meet this need, Marvista took several steps. First, the staff adopted a building-wide goal to increase student achievement in reading non-fiction. Additionally, Marvista's librarian added many new non-fiction titles to the school library at all levels. A third step incorporated much more non-fiction into our reading instruction program at every grade level. To supplement this, students were encouraged to set non-fiction reading goals for independent reading as monitored by *Accelerated Reader*. The emphasis placed on informational or non-fiction text has been successful. Data from the 2002-03 WASL shows that student achievement in this area has increased markedly.

At grades three and six, the *Iowa Test of Basic Skills* (ITBS) data reveals student achievement in reading is consistently above the state and district averages. Average student scores over the last five years have been in the 70 to 78th percentile range, while the state averages are between the 53rd and 58th percentile. Examining the data, the Marvista staff found that comprehension performance was somewhat lower than vocabulary. To address this need, Walk to Reading, a model to provide students with reading instruction at their skill level, has been implemented. In addition, independent reading is being supported through individual teacher-student conferencing. Through these conferences, teachers are identifying needed strategies and supplying instruction through mini-lessons to increase student reading comprehension.

In the area of math, information gained from the WASL at fourth grade level indicates steady growth in student achievement over the past five years. Two recognized areas of need were math communication and problem solving. To address these needs, Marvista teachers formed cross-grade level study groups to examine student work and instructional practices in math. The product of this three-year effort was a K-6 seamless continuum of instruction in problem solving and math communication. The results have been excellent, as illustrated by 92.9% of all fourth graders meeting the state standards in math last year.

Grades three and six are assessed in math using the ITBS. Again, students performed above state averages each year. However, math achievement at third and sixth grade was a reflection of building-wide need for improved computational skills. To meet this need, each grade level made modifications in their instructional program to include an increased emphasis on computation as a companion to problem-solving and other math strands. For example, students strengthen their math skills with daily participation in *Accelerated Math* or other computational programs as well as teacher conferencing and small group instruction. This and other program modifications have increased the computational skills of our students.

Marvista teachers strive constantly to improve student performance by isolating areas of need and developing plans to address them. These efforts have been rewarded. Student achievement at Marvista is exemplary.

2. Show how the school uses assessment data to understand and improve performance.

Assessment at Marvista is more than the Iowa Test of Basic Skills (ITBS) in grades 2, 3, 5, and 6 and Washington Assessment of Student Learning (WASL) given in grade 4. In addition to these state and/or district mandated annual assessments, instruction at Marvista is guided by more frequent measurements of student progress. Kindergarten and first-graders are tested using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The MASI-R is used as an oral reading measure in grade two. The Achievement Level Test of reading and math skills is used to assist teachers in designing instruction to meet individual needs for students in grades three through six. All three tests are administered twice yearly, and the data from these standardized assessments is examined in detail. For example, the WASL data reveals student strengths and areas of need by strand. Last year, when the data showed weaknesses in math measurement and computation skills, these needs were addressed through program modifications

at all grade levels. Data from these assessments is examined by the whole school staff, grade-level teams, and individual teachers to make adjustments in instructional programming as needed.

The data gleaned from these formal assessments is coupled with more frequent informal measures to guide instruction and learning. Also used are instructional programs and teacher-created performance assessments to monitor student progress. Student work is examined daily by teachers to indicate further instructional needs. The states Essential Academic Learning Requirements (EALRs) are the yardstick by which we measure achievement.

3. Describe how the school communicates student performance.

Marvista communicates student performance in a multitude of ways with the parents, students, and community we serve. The Marvista Elementary School Annual Report is a reflection of this and outlines assessment data, a summary of current work, and goals for the coming year. Other publications include the school newsletter (*Marvista Update*), teacher newsletters, and the Marvista Web site. The principal presents student performance and assessment data to the parents annually through publications and PTSA meetings. Each grade level conducts a curriculum night in the fall, outlining academic programs for the year. Because of the importance placed on the WASL, fourth-grade parents are invited to participate in an evening presentation by teachers. Parents are provided with information and suggestions for supporting their students. The fall student-teacher-parent conferences for all grade levels communicate current achievement and set student goals for the remainder of the school year. Report cards with a narrative of teacher observations are sent home three times a year. Daily communication is maintained with parents through telephone contacts, notes, and e-mail as needed. Teachers are available to confer with parents before and after school. Marvista staff members believe that on-going communication with students and parents is an important key to student success.

Student work is honored in many ways during the school year. Their work is displayed and celebrated throughout the school and community. Classrooms and common areas of the school are lined with bulletin boards sharing student work with all. Consistently, student work is on view at the local city hall and other venues in the community. Examples of student work are published in the school newsletter. Monthly school-wide assemblies feature student work and performances. We are proud of the everyday accomplishments of our students.

4. Describe how the school will share its successes with other schools.

Marvista staff members are willing and excited to share their successes, expertise, and experiences with others. Recently, we welcomed a team of educators from a neighboring district interested in learning about Marvista's team collaboration, instructional strategies, and the role of assessment in planning. Marvista teachers are frequently asked to be trainers or instructors for district workshops in reading, math and science. We are sought out for mentoring pre-service teachers from local universities. Additionally, we receive requests to mentor high-school students interested in teaching as a career.

Currently, we are engaged in literacy coaching in which a nationally recognized educator is teaming with the principal and teachers to visit every classroom in the school, observing instructional information with neighboring schools for similar demographics whose educators seek our ideas for instructional improvement.

We will continue to collaborate with other schools, sharing our successes and instructional model. We have learned from experience that this is beneficial not only to our visitors but also to the Marvista staff as well. For example, our kindergarten teachers and their counterparts from nearby schools have collaborated through on-site visits to enhance the instructional program for all schools involved. Our school welcomes visitors and invitations to go elsewhere to share our successes.

PART V – CURRICULUM AND INSTRUCTION

1. Describe the school’s curriculum and show how all students are engaged with significant content, based on high standards.

Guiding Marvista’s curriculum are the state Essential Academic Learning Requirements (EALRs) and district Content Standards. Encompassing all curricular areas, these dictate the content, understandings, processes, and skills needed for student achievement at every grade level. Teachers use these guides to design quality instruction and assess progress.

Our reading program focuses on skills, strategies, vocabulary and comprehension. Believing that reading is the backbone of all education, it is stressed in every subject area and supported with motivational activities school-wide. Beyond our adopted materials, classes engage in literature studies, and use materials associated with social studies, science, and other curricular areas for enrichment and research activities. It is evident that Marvista students value reading and are actively engaged in learning to read. On any given day, many students share reading with their class in book talks, visit our Reading Center or library for quiet reading time at recess, and take *Accelerated Reader* tests to document yet another successful completion of an independent reading book. Marvista is a community of readers.

Utilizing the *Step Up to Writing* program as our primary source of writing-instruction strategies enables students to engage in interesting and varied writing projects. The writing process is stressed as students work from the pre-writing stage to a completed and published work. The conventions of writing, spelling, grammar, and punctuation are emphasized in daily mini-lessons, followed by writer’s workshop activities as students engage in creative writing. Peer editing and sharing are vital elements of the writing experience at Marvista. Writing is valued and shared in many ways, through assemblies, hallway bulletin boards and school newsletters.

While our adopted math curriculum, *Investigations*, is new this year, the core of our math program remains a student-centered, hands-on, multi-faceted approach to math instruction. Every day students engage in interesting, experiential math activities such as cooking projects in kindergarten, integration of math into the arts, and use of manipulatives to demonstrate and visualize concepts. Every classroom has an ample supply of math manipulatives and resources that are used daily. Added to the regular school day, Marvista offers twice-weekly advanced-math classes for intermediate students. Facilitated by a teacher, these classes are taught by volunteer parents, many of whom hold advanced degrees in science or math. Students at Marvista benefit from a math program that draws from not only the adopted materials but from teacher collaboration focusing on inclusion of math communication skills, problem-solving skills, and vocabulary.

Content areas, including science and social studies, are taught through an integrated approach. Reading, writing, communication, the arts, and many other skills enhance the curriculum in these areas. As an example, our third-graders study immigration. Within this unit each student researches his/her own family history, prepares a presentation and display, and the entire third grade performs a program including music, drama and art centered on the theme of immigration. Science receives similar integrated instruction, such as the science-fair presentation for grades 5 and 6. The sixth-graders also have a yearlong study of environmental education, including spending one week at Camp Waskowitz, our school district’s outdoor camp.

All students participate in a variety of fine-arts and music programs. Primary students give musical and dramatic performances, while intermediate students select from orchestra, instrumental band, visual arts, and xylophone ensemble programs in our arts-block period. The arts play a vital role in the education of all students at Marvista.

2. Describe the school reading curriculum.

Open Court 2000, published by SRA, was adopted by the district and is used school-wide as the core for our reading instruction. Comprehensive in scope, this program includes explicit phonics instruction, reading skills and strategies for fiction and non-fiction, spelling, and writing extensions. The scope and sequence for *Open Court* is closely aligned with the state Essential Academic Learning Requirements. *Accelerated Reader* has been a supplemental program component for five years. This program supports reading at the student's independent-reading level, in both fiction and nonfiction. To maximize the benefit of both *Open Court* and *Accelerated Reader*, all teachers have received specific training in workshops.

Students receive at least 90 minutes of reading instruction daily, supplemented with independent reading monitored by *Accelerated Reader*, teacher read-alouds, and projects. Students performing below-grade level receive an additional 30 minutes of instruction each day from our Reading Specialist. This intervention begins in kindergarten to ensure that all students will be reading at or above grade level by third grade. Student engagement incorporates literature circles, exploration of supplemental materials such as *Time for Kids*, *Washington Studies Weekly*, and *National Geographic Explorer*.

Read Naturally and *The Six Minute Solution*, both reading fluency programs, are incorporated into reading instruction. These and other materials supplement reading instruction contributing to developing successful readers. Reading folders for all first-graders facilitate the home-school connection for reading development. Our school Reading Center supports students with additional reading instruction and teachers with materials for use in their classrooms. To maintain progress, our school offers summer reading opportunities for our youngest readers. District summer school is recommended and encouraged for those reading below grade level.

Reading achievement at Marvista is motivated by a variety of activities and events throughout the year. As an example, our school library is open to families one evening each month and once per week during the summer for unlimited checkout of books. The library also sponsors reading incentives each year. This year our reading-incentive program, *Read A Million Words*, is a great success. Our school is striving to read 1 million words or more as monitored by the *Accelerated Reader* independent-reading program. Many students have already reached their reading goal.

3. Describe one other curriculum area of the school's choice.

Our school's mission, *Educate All Children and Expect Excellence*, guided us to select writing as an area of emphasis in our curriculum. After a review of assessment data several years ago, we determined it was necessary to look at ways to help children become more capable writers. This led to implementation of the *Step Up to Writing* program at all grade levels. To facilitate this program, all staff members have participated in multiple staff-development workshops to standardize the presentation of the writing program to our students. As we worked with the program, we recognized that it improves student performance in all curriculum areas where writing is a component: reading, math, science, social studies, and more. Narrative, expository, persuasive, and creative writing have all dramatically improved through the use of *Step Up to Writing* techniques. Further, we have seen increases in student organizational skills, reading comprehension, vocabulary, and confidence in expressing their ideas in writing. Teachers have embraced the program, incorporating it into their teacher-created materials, using the framework to add consistency to all areas of the curriculum where writing is needed. Regardless of grade level, students at Marvista are finding success in writing.

4. Describe the different instructional methods the school uses.

Instructional methods at Marvista are selected after assessing the needs of the students we serve. This takes into account learning styles, achievement levels, and prior experiences. As an example, our

intermediate students, grades 4-6, participate in a “walk to reading” program designed to provide reading instruction and support focused specifically on individual achievement levels and needs. Pre-teaching and re-teaching are provided individually or in small groups as needed. Many of our students are highly capable learners and for these students our teachers provide activities appropriate to their needs. Methods employed include reading buddies, cooperative learning activities, technology-assisted learning, mini-lessons for small or whole group instruction, literature circles, tutoring by student or adult volunteers, role-playing activities, hands-on activities, and experiential learning such as field trips, guest presenters, or the week-long outdoor education program for our sixth-grade students.

Including all students in our instructional programs with learning assistance is a key element of the educational experience at Marvista. Our curriculum is adapted to meet the needs of all students, ranging from special education to the highly capable.

5. Describe the school’s professional development program and its impact on improving student achievement.

The staff members of Marvista Elementary are life-long learners. They value learning as they strive continually to improve the academic program of our school. Our district offers a strong on-going professional-development program in a variety of curricular areas. Marvista staff accesses these classes, workshops, and seminars regularly. For example, monthly math workshops are held to facilitate implementation of the new district curriculum, *Investigations*, and teachers at all Marvista grade levels are attending these workshops. Similar opportunities are available in language arts, science, social studies, art, health and fitness, and music. These are all well-attended by Marvista staff members.

Marvista teachers consistently initiate and seek out professional development opportunities that best fit their goals and interests. Examples include teachers attending Project Zero at Harvard University, national conferences such as the National Council for Teachers of Math, and state-sponsored training in implementing and scoring the WASL, the fourth-grade assessment test. Nearly half of Marvista’s teachers hold Master’s Degrees and several more are currently enrolled in university programs to complete Master’s Degrees. Staff sharing of learning and expertise is a continual process at Marvista.

Within our school, professional development and collaboration are highly valued. Marvista staff participated in a three-year effort that resulted in a unified approach to math instruction, particularly in the areas of problem-solving and math communication. As a result of this collaboration, student achievement dramatically improved in these areas. Presently we are utilizing the study-group model to focus on literacy, emphasizing student engagement, read-aloud strategies, and analyzing test data related to reading strands. We strive to link our professional development activities to improve student performance. Twice monthly staff-development opportunities allow teachers to work in grade-level and cross-grade-level teams to share ideas and successes, develop integrated thematic instructional units and learn from guest presenters in specific curricular areas.

PART VII ASSESSMENT RESULTS

Grade: 3

Test: Iowa Tests of Basic Skills (ITBS)

Edition/publication year: 1996

Publisher: Riverside Publishing

What groups were excluded from testing? Why, and how were they assessed? None

Subgroup results are not reported due to the small number of students in the categories.

Scores are reported here as (check one): NCEs ___ Scaled Scores ___ Percentiles X

READING	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	March	March	March	March	March
SCHOOL SCORES					
Total Score (Average NPR)	70	75	76	75	76
Number of students tested	54	72	74	73	72
Number of students in 3 rd grade	54	72	74	73	72
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
STATE SCORES					
Total Score (Average NPR)	58	57	57	56	55

Grade: 3

Test: Iowa Tests of Basic Skills (ITBS)

Edition/publication year: 1996

Publisher: Riverside Publishing

What groups were excluded from testing? Why, and how were they assessed? None

Subgroup results are not reported due to the small number of students in the categories.

Scores are reported here as (check one): NCEs ___ Scaled Scores ___ Percentiles X

MATHEMATICS	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	March	March	March	March	March
SCHOOL SCORES					
Total Score (Average NPR)	79	77	85	76	81
Number of students tested	54	72	74	73	72
Number of students in 3 rd grade	54	72	74	73	72
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
STATE SCORES					
Total Score (Average NPR)	67	66	64	63	60

Grade: 4

Test: Washington Assessment of Student Learning (WASL)

Edition/publication year: Revised Annually

Publisher: Riverside Publishing

What groups were excluded from testing? Why, and how were they assessed? None

Subgroup results are not reported due to the small number of students in the categories. Over the last five years, the free and reduced lunch percentage has been between four and seven percent. The largest number of students in any subgroup was nine.

On the Washington Assessment of Student Learning students are reported by Level of Proficiency: Level 1 means below standard and the state equates it to below basic. Level 2 means approaching standard and the state

equates it to basic. Level 3 means at standard and the state equates it to proficient while Level 4 means exceeds standard and the state equates it to advanced.

READING	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
SCHOOL SCORES					
At or Above Basic	100.0%	98.7%	98.7%	98.4%	98.7%
At or Above Proficient	98.6%	88.2%	92.0%	85.9%	90.1%
At or Above Advanced	51.4%	46.1%	45.3%	42.2%	44.4%
Number of students tested	70	76	75	64	81
Percent of total students tested	100.0%	100.0%	100.0%	100.0%	100.0%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0.0%	0.0%	0.0%	0.0%	0.0%
STATE SCORES					
At or Above Basic	92.0%	93.9%	93.4%	92.8%	90.3%
At or Above Proficient	66.7%	65.6%	66.0%	65.8%	59.1%
At or Above Advanced	24.0%	27.0%	21.5%	22.4%	17.7%

Grade: 4

Test: Washington Assessment of Student Learning (WASL)

Edition/publication year: Revised Annually

Publisher: Riverside Publishing

What groups were excluded from testing? Why and how were they assessed? None

Subgroup results are not reported due to the small number of students in the categories. Over the last five years, the free and reduced lunch percentage has been between four and seven percent. The largest number of students in any subgroup was nine.

On the Washington Assessment of Student Learning students are reported by Level of Proficiency. Level 1 means below standard and the state equates it to below basic. Level 2 means approaching standard and the state equates it to basic. Level 3 means at standard and the state equates it to proficient, while Level 4 means exceeds standard and the state equates it to advanced.

MATHEMATICS	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
SCHOOL SCORES					
At or Above Basic	100.0%	98.7%	97.3%	89.1%	85.2%
At or Above Proficient	92.9%	82.9%	82.7%	70.3%	56.8%
At or Above Advanced	67.1%	60.5%	57.3%	39.1%	21.0%
Number of students tested	70	75	75	64	81
Percent of total students tested	100%	100.0%	100.0%	100.0%	100.0%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0.0%	0.0%	0.0%	0.0%	0.0%
STATE SCORES					
At or Above Basic	79.2%	78.6%	71.8%	66.6%	64.6%
At or Above Proficient	55.2%	51.7%	43.4%	41.7%	37.2%
At or Above Advanced	26.7%	24.8%	20.3%	19.3%	13.9%

Grade: 6

Test: Iowa Tests of Basic Skills (ITBS)

Edition/publication year: 1996

Publisher: Riverside Publishing

What groups were excluded from testing? Why, and how were they assessed? None. Discrepancies between enrollment and the number of students tested can be attributed to absences.

Subgroup results are not reported due to the small number of students in the categories.

Scores are reported here as (check one): NCEs ___ Scaled Scores ___ Percentiles X

READING	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	March	March	March	March	March
SCHOOL SCORES					
Total Score (Average NPR)	70	78	78	75	N/A
Number of students tested	72	62	80	69	N/A
Number of students in 6 th grade	72	62	81	70	N/A
Percent of total students tested	100%	100%	100%	100%	N/A
Number of students excluded	0	0	0	0	N/A
Percent of students excluded	0%	0%	0%	0%	N/A
STATE SCORES					
Total Score (Average NPR)	55	54	53	54	N/A

Grade: 6

Test: Iowa Tests of Basic Skills (ITBS)

Edition/publication year: 1996

Publisher: Riverside Publishing

What groups were excluded from testing? Why, and how were they assessed? None. Discrepancies between enrollment and the number of students tested can be attributed to absences.

Subgroup results are not reported due to the small number of students in the categories.

Scores are reported here as (check one): NCEs ___ Scaled Scores ___ Percentiles X

MATHEMATICS	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	March	March	March	March	March
SCHOOL SCORES					
Total Score (Average NPR)	72	75	78	79	N/A
Number of students tested	72	62	80	69	N/A
Number of students in 6 th grade	72	62	81	70	N/A
Percent of total students tested	100%	100%	100%	100%	N/A
Number of students excluded	0	0	0	0	N/A
Percent of students excluded	0%	0%	0%	0%	N/A
STATE SCORES					
Total Score (Average NPR)	58	58	56	56	N/A