

REVISED March 21, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

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

School Mailing Address P. O. Box 138 E. 702 Lincoln Ave.
(If address is P.O. Box, also include street address)

Chewelah Washington 99109-0047
City State Zip Code+4 (9 digits total)

County Stevens School Code Number* 2404

Telephone (509) 935-8571 Fax (509) 935-9206

Website/URL Chewelah.k12.wa.us E-mail jpolm@chewelah.k12.wa.us

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 _____

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

District Name Chewelah School District Tel. (509) 935-8671

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Tim Whitley
(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 _____

PART I - ELIGIBILITY CERTIFICATION

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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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: 1 Elementary schools
 1 Middle schools
 Junior high schools
 1 High schools
 2 Other

 TOTAL
2. District Per Pupil Expenditure: 7,109

 Average State Per Pupil Expenditure: 5,712

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 8 Number of years the principal has been in her/his position at this school.
 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	46	50	96
2				10	52	51	103
3				11	44	42	86
4				12	50	45	95
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							380

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | | |
|-------------------|---|--------------------------------|
| 90 | % | White |
| 2 | % | Black or African American |
| 2 | % | Hispanic or Latino |
| 2 | % | Asian/Pacific Islander |
| 4 | % | American Indian/Alaskan Native |
| 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: 14 %

(This rate should be 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.	23
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	30
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	53
(4)	Total number of students in the school as of October 1	380
(5)	Subtotal in row (3) divided by total in row (4)	.14
(6)	Amount in row (5) multiplied by 100	14

8. Limited English Proficient students in the school: 0 %
1 Total Number Limited English Proficient

Number of languages represented: 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 46%

Total number students who qualify: 209

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: $\frac{11\%}{40}$ Total Number of Students Served

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

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 7 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 21 </u> Specific Learning Disability
<u> 1 </u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> 4 </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> 7 </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	Part-Time
Administrator(s)	1	2
Classroom teachers	16	11
Special resource teachers/specialists	2	0
Paraprofessionals	4	2
Support staff	6	1
Total number	29	16

12. Average school student-“classroom teacher” ratio: 23:1
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.).

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	94%	94%	94%	94%	93%
Daily teacher attendance	97%	94%	97%	98%	99%
Teacher turnover rate	1%	1%	1%	1%	1%
Student dropout rate (middle/high)	2%	2%	4%	3%	4%
Student drop-off rate (high school)	3%	8%	7%	6%	11%

Discrepancies between the dropout rate and the drop-off rate are a direct result of changing and refining the district policy regarding enrollment in alternative high school programs offered over the past five years.

14. (*High Schools Only*) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>86</u>
Enrolled in a 4-year college or university	<u>37 %</u>
Enrolled in a community college	<u>24 %</u>
Enrolled in vocational training	<u>9 %</u>
Found employment	<u>24 %</u>
Military service	<u>1 %</u>
Other (travel, staying home, etc.)	<u>5 %</u>
Unknown	<u>0 %</u>
Total	100 %

PART III - SUMMARY

Jenkins High School is a comprehensive public high school serving grades 9-12 in Chewelah, Washington. A comprehensive self-study was recently completed which resulted in the following mission statement: "Our mission is to successfully educate all students by providing a safe and productive learning environment where we foster mutual respect. Through quality instruction and programs, we strive to help all students realize their potential and become skilled and responsible citizens." Northwest Association of Accredited Schools currently accredits us. Our motto is "Aim for Excellence" and our building goals for 2003-2004 were:

1. Reduce D and F rate for all students from 14.03%.
2. Improve reading scores 2% on state assessments.
3. Improve math scores on state assessments by 2%.
4. Improve writing scores on state assessments by 2%.
5. Maintain high graduation rate for seniors (97% of students who start the year as seniors graduate the same school year).

The October 2003 enrollment of Jenkins High School was 380. Enrollment since 1997 has declined from approximately 500 students to 383 students as of October 2004. The mobility rate of students over the past three years has averaged 12.8%. There is concern that the enrollment will continue to decline as a result of the closure of Northwest Alloys in September 2001. This magnesium plant in nearby Addy, Washington formerly employed about 350 people.

The students of Jenkins High School are residents of a rural community with a population of approximately 2,000. Chewelah's primary industries have been farming, logging and mining with a mix of small businesses including a sod and tree farm, a hospital, and a casino just outside of town. A ski area and a golf course provide seasonal recreation and employment. Since the closure of Northwest Alloys, a reduction in enrollment has taken place. We believe this to be the result of a ripple effect on local businesses that provided goods and services to the Northwest Alloys plant and employees. After its closure, the school district became the largest single employer in the area. Fifty-four percent of the students ride a bus to/from school. According to the 2000 census, the average income of residents in Stevens County (in which Chewelah is located) is \$32,387 and the median home value is \$55,900. In 2003-2004, 46.2% of the students who attended Jenkins High School qualified for free or reduced meals. This number has risen to 53.2% in 2004-2005. Of residents 25 years old and up, 38% have graduated from high school, and 6% have graduated from college. The racial composition of the community is predominately Caucasian (90%) with small percentages of Asian or Pacific Islander, Native American, Hispanic and African American.

At this time, Jenkins High School educational staff includes 18 full-time teachers, 10 part-time teachers, one full-time counselor, a part-time athletic and vocational director, a part-time assistant principal, and a full-time principal. 18 out of the 28 certified teachers have completed their Masters Degree. Jenkins High School also receives services from district psychologist, speech therapist, OT/PT, and a registered nurse. Para-educators assist in special education and vocational classrooms. Three secretaries, two custodians, and a district cook also serve Jenkins High School.

At present, the campus includes 13 regular classrooms plus the art and music rooms in the main building. In addition, we have a library/media center as well as a cafeteria area that serves as the lunchroom for students and as an instructional area for drama and dance classes. Auto and wood shops and two additional classrooms are located in the vocational building. The high school square footage totals just over 60,000.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. MEANING OF ASSESSMENT RESULTS

Student Performance Data in reading and mathematics have shown significant improvement over the past five years. Information below includes a summary of students' performance on national, state, district, and school level assessments, as well as building-generated reports.

National Measures: The student performance data was collected from the Iowa Test of Educational Development (ITED). The ITED is a standardized achievement test administered to ninth grade students that measures Total Reading (vocabulary and comprehension); and Total Math (concepts/estimation, problem solving/data, and computation). This is a norm-referenced assessment. All tenth grade students take the (PLAN) Pre ACT in the fall. This is a norm-referenced assessment.

State Measure: WASHINGTON ASSESSMENT OF STUDENT LEARNING (WASL)

The WASL measures student achievement of academic standards that define what students should know and be able to do. The standard is rigorous and fixed. It measures the application of skills to problem-solving tasks and real-world situations. The WASL is a criterion-referenced assessment. The maximum score in reading is 460 with 400 or higher required to meet the standard. In math, the maximum score is 568, with 400 needed to meet the standard. In both reading and math, Levels 1, 2, 3, and 4 reflect: well below standard, below standard, meets standard and well above standard, respectively. Sub areas such as interpretation, analysis and comprehension provide individual and group information to assess and guide change.

During a five-year period, 1999-2004, Jenkins High School students have shown a 27.9% improvement in mathematics and a 22.9% improvement in reading. The most recent percent meeting standard (2004) are: reading 78.0, writing 79.1, mathematics 59.3 and science 42.9. This information may be found at the state website www.reportcard.ospi.k12.wa.us. From this site, simply find the drop down menu with Chewelah School District and then click on Jenkins High School. The state measure (WASL) is administered in April of each school year to students in the 10th grade. The percentage listed reflects the percent at proficient and advanced combined.

District Measures: School-wide assessments of student achievement in reading and mathematics have been in place for the past several years. Pre- and post-test procedures, utilizing (STAR) Standardized Test of Achievement in Reading, to measure progress were initiated in 1995. Student scores have averaged at or above grade level over that time. Local data include semester letter grades in courses, average GPA, honor roll, percent of Ds and Fs tracked by semester. Other building level data have been recently implemented and no longitudinal data is available at this time. These include annual reading, mathematics, science and writing assessments administered to grade nine and ten students.

Subgroups: Subgroup data is considered in several areas including: gender, low income, and length of enrollment in the district. The state system collects and displays this information on the website mentioned above. We are monitoring all areas and have identified disparities in male/female performance in reading, with females scoring approximately nine points higher. Low income students perform approximately 20 points lower than non-low income in both reading and math. There are no other significant disparities identified at this time. Our ethnic minority population is too small subgroups (less than 5%) to provide meaningful subgroup performance data.

2. USE OF ASSESSMENT DATA TO UNDERSTAND AND IMPROVE STUDENT AND SCHOOL PERFORMANCE

Student and school performance data is critical to the instructional and curricular decisions teachers make at our school. School-wide data helps to identify goals directly related to WASL scores. Data is disaggregated by classroom teacher, grade level, and learning strands to help teachers adjust instruction to the actual student performance in their classes. We work in small subject area or integrated groups called *Professional Learning Communities* (PLC's). These groups meet every two weeks to work together to set goals and work toward those goals in an environment of mutual cooperation. These groups plan lessons, develop assessments, analyze data, and consider best practice and research to improve instruction and student learning. The mantra for the groups and the school is:

What do you want all kids to know?
A common curriculum taught by all.

How do you know if they know it?
A common assessment given by all.

What do you do when they don't?
A common response by all.

The past few years have seen an increase in most scores. We agree that scores are a critical part of our accountability process, and we monitor and analyze these data on a continual basis. Most data is gathered annually, with other data gathered every three to five years. The entire staff has received copies of our school profile information, including surveys from staff, students, and community. The building and district goals identified for 2004-2005 and beyond are a response to the data.

Our strategy is to continue with the PLC's to provide collaboration time for teachers at our school. Some interesting data we have compiled has to do with a cohort study including two classes (1999/2002 and 2000/2003) in the seventh and tenth grades (Figure 3). The data shows that our students who were in Chewelah in those years showed impressive improvement in reading and math in the three-year span. At this time, the data shows our curriculum and instruction in grades 8-10 are appropriate as most students demonstrate moderate to high gains.

3. COMMUNICATION OF STUDENT PERFORMANCE DATA

Many processes are in place to continually monitor, review, and communicate the school improvement plan and student performance data.

Parents

A Parent Advisory Committee meets at least three times per year. This group reviews our Annual Performance Report, School Improvement Plan, Student Handbook (and discipline plan), and serves to provide input on issues relating to our school and the community. Parents receive at least eight mailings per year with performance data on their individual student(s) and with other information about the school. Parents also participate in conferences in the fall and spring. Student-led conferences will be implemented this school year (2004-2005). Students will present their portfolio to parents in an evening setting with an advisor facilitating the meeting.

Students

School-wide goals are published and posted in classrooms of the school. The principal annually presents student performance data to students in the spring of each school year in classes. Parents receive student progress and report cards eight times per year. A building newsletter is mailed at least three times per year with information on student performance along with the individual student report.

Community

A School Performance Report is completed and published for distribution at school events, in the Jenkins High School office, at the Chewelah School District office, and is posted on the district website. The Principal prepares a PowerPoint presentation annually on the school's performance. This is presented in the community at a School Board meeting, Kiwanis Club, Valley School (a non-high district near Chewelah), Loon Lake School (another non-high district near Chewelah), and for the Jenkins High School Parent Advisory Committee.

4. SHARING SUCCESSES WITH OTHER SCHOOLS

Profile

Recent trends in state assessment scores have afforded Jenkins High School recognition for its progress to date. The Office of the Superintendent of Public Instruction (OSPI) included Jenkins High School in its published profile of successful schools during the Summer Conference in 2004. The rising free and reduced meal rate and rising WASL scores generated interest from other schools with similar demographics. This interest resulted in contacts for information on curriculum and instruction at our school.

Visitations

In spring of 2004, we sent a team of teachers to Elma High School to meet with and share ideas with their mathematics teachers. Blaine High School and Sprague High School both visited our school in fall of 2004. Teams of teachers met with and observed our mathematics teachers. These visits created a collegial relationship between teachers at the different schools. These teachers regularly share ideas through e-mail communication.

Presentations

The Principal recently presented as part of a panel at Breaking Ranks II, a pre-conference to Washington's Annual OSPI Winter Conference. The panel included nine practicing principals from the state. We presented reform efforts in our schools that have led to improved student performance, and are part of the recommendations in *BREAKING RANKS II: Strategies for Leading High School Reform*. This publication, by the National Association of Secondary School Principals, is one tool used to implement reform at Jenkins High School. Over 350 school leaders attended this conference on January 18, 2005.

The Principal and the Assistant Principal of Jenkins High School were selected to present at the regular OSPI Winter Conference in a breakout session. Approximately 60 educators from around the state attended this session on "Academic Success – How to Get It!" These 90-minute presentations focused on our school improvement efforts in three general areas: Personalization, Collaborative Leadership, and Curriculum/Assessment/Instruction.

Professional Memberships

Finally, the Principal maintains membership on Washington Association of Secondary School Principal's Representative Council with quarterly meetings, and the Great Northern League with meetings every other month. These are ongoing memberships that include school leaders both locally and around our state. The Principal also participated in Northwest Association of Accredited Schools Annual Report Review Committee. The Assistant Principal maintains membership on the State Student Leadership Committee. This group meets quarterly. Both administrators use these opportunities to share successes and gain ideas with and from other schools.

PART V – CURRICULUM AND INSTRUCTION

1. DESCRIBE THE SCHOOL’S CURRICULUM

Jenkins High School offers a comprehensive program for its students. This includes a College Prep Program, a Vocational Program, and Special Education Services. Courses are aligned or are being aligned with state standards, and students are engaged in work to meet those standards. Curriculum adoption processes are regular. Small departmental and integrated teams work together to create common lessons, units and assessments in science, English, social studies and math. We include Title I targeted assistance in mathematics and reading. Jenkins High School maintains Carnegie Unit graduation requirements of 26 credits combined with standards-based models in the completion of a Portfolio and earning a Certificate of Academic Achievement (beginning with the class of 2008).

English: The core in English curriculum includes: Freshman English, Freshman Honors English, Sophomore English, Sophomore Honors English, Junior English (American Literature), Junior Honors English (American Literature), Senior English and Advanced Placement English. Advanced Placement students follow the national curriculum with testing in May on the Advanced Placement Exam. Students must earn at least four credits in English.

Mathematics: The core Mathematics curriculum includes: Applied Mathematics I, Applied Mathematics II, Algebra I, Geometry, Algebra II/Trigonometry, Pre-Calculus, and Calculus. Support services are offered in mathematics through Title I. Students must earn at least two credits in mathematics and meet standard on the WASL to complete the core requirements.

Science: The core Science curriculum includes: Integrated Physical Science in grade nine, Biology or Agricultural Science in grade 10, Chemistry, Anatomy, Geology, Bio-Technology and Physics for grades 11 and 12. Two credits are required with upper-level courses offered as electives.

Social Studies: Three years of social studies are required for all students at our school. Core courses include: World Cultures, You and the Law, US History, Advance Placement US History, and Current World Affairs. These courses are aligned with state standards. Students also have completed pilots for the new Classroom-Based Assessments to be required by 2008.

Fine Arts: One year of fine arts is required for all students at our school. Courses may include: Wind Ensemble, Jazz Band, Choir, Select Ensemble, Beginning Guitar, Drama, Advanced Drama, Dance, Pottery, Drawing, Painting, Arts and Crafts, or Studio Art.

Foreign Language: Spanish I and Spanish II are offered as part of the core curriculum at our school. All students planning to attend a university must pass these courses. Approximately 75% of our eligible students per year are involved in this program.

Health and Fitness: Two years of health and fitness are required for all students at our school. One of these core classes must be Freshman Health and Fitness. Students may fill their other core with Weight Training, Personal Fitness, or Lifetime Sports.

Career and Technical (Vocational): Two and one-half years are required with all students taking Careers, Micro Computer Applications, and Economics. Students take one year in an elective area of their choice. Our school offers over 20 classes, including work-based learning opportunities.

2. DESCRIBE THE SCHOOL'S ENGLISH LANGUAGE CURRICULUM

Jenkins High School believes all freshmen and sophomores should develop skills in reading, writing, and communication through the study of vocabulary, grammar, essay writing, and literature. Students study a common curriculum with honor students studying an expanded curriculum including summer assignments. The guiding principal in this curricular area is that teachers teach a larger curriculum, which may include deviations from the regular curriculum. A smaller curriculum is the written and approved curriculum. And the smallest or critical curriculum is that which is tested. If the learning objective is assessed, then it is related to a specific learning target. The tested curriculum is the part that is discussed the most among teachers. Teachers work together to align curriculum both horizontally and vertically.

Teachers agree upon the assessment, and instruction is based on this part of the curriculum. Researchers Betty E. Steffy and Fenwick W. English call this the doctrine of “no surprises” for children in *Deep Curriculum Alignment*, published by Scarecrow Press, Inc., pg 88. We use the *McDougal-Little Language and Literature* series.

All students are tested using the (STAR) Standardized Test of Assessment of Reading at least twice each year. This is combined with other data (WASL, ITBS, and ITED) to assess a student's reading level. Part of the curriculum includes independent reading at the student's reading level. Students identified at more than one grade level below are guided toward enrollment in our Title I Reading course. Students take Reading in conjunction with English. Students are given the opportunity to “double dose” themselves in an effort to raise their reading level to their current grade. Strategies include alignment of materials to (GLE's) Grade Level Expectations, structured instruction in vocabulary, word root origins, diction, comprehension, and fluency.

Students with identified learning disabilities are enrolled in Special Education English or they are placed in regular English classes with Special Education support. These placement decisions are made on an individual basis through an Individual Education Plan process.

3. DESCRIBE THE SCHOOL'S OTHER AREA CURRICULUM

Mathematics recently completed a curriculum adoption through alignment to the state Essential Academic Learning Requirements. New texts were purchased for all levels. An emphasis on “hands-on” activities was an outcome of this process.

Our school determined that students who have completed Algebra I and are enrolled in Geometry have over a 95% probability of meeting the standard on the WASL. Consequently, we modified our curriculum to accelerate students who are behind when they enter high school. We dropped PreAlgebra and modified the curriculum for students at that level. These students now take Applied Mathematics I. The curriculum is hands-on oriented with regular use of labs. We use a vocational approach combining materials approved for use in vocational courses in our state. We also employ some math lab philosophies that emphasize mastery of content before moving on to the next concept. Students who are below grade level are placed in this course and in a support course called Title I Mathematics. These students are effectively “double dosed” in mathematics in an effort to bring their performance up to grade level. Our goal is to get them ready for Algebra I in the sophomore year. Our data shows that approximately 60% of sophomores in Algebra I will meet standard on the WASL. If a student is below that level, he or she has a significantly lower probability of passing. Some data showed this to be below 15%.

For a student to become a skilled and responsible citizen, we believe he or she must have skills up to the level measured by the state assessment. The changes in our mathematics program have helped increase the percentage of students meeting this standard. We believe the more recent changes described above will help us come closer to this goal. Our 27.9% improvement is very good, but we still have over 40% of our students below standard. This needs to improve so that students perform in mathematics at similar levels to reading and writing.

4. DIFFERENT INSTRUCTIONAL METHODS

Instruction methods have been impacted by several different processes in the past five years. These include the adoption of a block schedule, training on instructional strategies, curriculum alignment, classroom practices, and common assessments.

Block Schedule

Seven years ago our staff began to study the benefits of block scheduling. Many of our teachers saw an opportunity to improve instructional methods if there could be more uninterrupted time with students. After a year of study, visits, and discussion, we made a decision to adopt a model called the “7 x 2 Modified Block” schedule. This model kept our previous seven period structure, but integrated 75 minute blocks into the schedule twice per week.

Training

Our staff participated in training on instructional strategies to use in block schedules. Training included how to create an interactive environment, positive interdependence, higher order thinking skills, multiple intelligences, Socratic Seminar method and cooperative learning social skills.

Curriculum Alignment

Course outlines were the first order of business. Several years ago the instructor determined course content. Now the courses are aligned to state standards and are aligned to one another. Teachers develop course outlines and revise these annually. These documents become the written map the teacher follows to deliver the course objectives. Alignment to the essential learning requirements is part of the process as the course outlines are developed.

Instructional Practices

Our entire staff participated in training on *The Effective Teacher*, by Harry Wong. This video series shared characteristic of effective teachers at every level. Our staff has been able to agree on some school-wide common practices. One of these is to make an “entry task” or “bell work” part of every class each day. This is work students complete as soon as they enter the classroom without the involvement of the teacher. It is individual work that is assigned in the same place every day. This enables teachers to take attendance silently and take care of other important tasks that do not involve students. This is only 3-5 minutes of the lesson and should be connected to past or future learning.

Assessment

The development of common assessments helped improve student learning as much as any other process at our school. This was controversial yet invigorating. Our teachers began having conversations about measuring student learning and then how best to respond when students did not learn. This has been a powerful change agent at our school. We continue to work on assessments every year in every content area.

5. PROFESSIONAL DEVELOPMENT PROGRAM AND IMPACT ON STUDENT ACHIEVEMENT

Our district leadership helps determine a direction for professional development usually related to student performance data and district curriculum adoption cycle. Our School Improvement Plan identifies several goals that align with the district goals with specific objectives developed to support those goals. Our PLC's are the vehicle for achieving the results. This structure has put into place a collaborative model for school improvement. One activity includes reading *Professional Learning Communities at Work*, by Richard DuFour and Robert Eaker. Teachers may earn clock hours for participation in this group. Conference attendance is part of the building plan as long as it is supporting the building or individual teacher goals. Finally, each teacher sets two goals each year. These also must support our building goals and mission. Recent staff questionnaire results show that 74% believe they "have an opportunity to develop their skills" and 56% believe "the school and district provide for ongoing, effective professional development."

The impact on student achievement has been dramatic. During a five year period, 1999-2004, Jenkins High School students have shown a 27.9% improvement in mathematics and a 22.9% improvement in reading. The most recent percent meeting standard (2004) are: reading 78.0, writing 79.1, mathematics 59.3 and science 42.9. Our on-time graduation rate was 91.8% in 2003-2004, and our dropout rate was 2.1% in 2002-03. These numbers are well above state and national averages.

PART VI – PRIVATE SCHOOL ADDENDUM

N/A

PART VII – ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS FOR READING

Data on this display table reflects READING scores earned by Jenkins High School tenth graders on the Washington Assessment of Student Learning (WASL), which is administered annually in April. Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles X

	03-04	02-03	01-02	00-01	99-00
Testing Month	April	April	April	April	April
SCHOOL SCORES					
Total of levels 3 and 4 (at or above standard)	78	73	67	63	69
% at Level 4 Most Advanced	61	53	58	47	42
% at Level 3 At or Above Proficient	16	20	9	16	27
Total of levels 1 and 2 (below standard)	22	26	23	22	28
% at Level 2 Below Standard	14	17	17	17	21
% at Level 1 Well Below Standard	7	9	6	5	7
Total Number of students tested	90	98	91	100	123
Percent of Total students tested	98	100	98	85	97
Number of students alternately assessed*	3	0	3	0	0
Percent of students alternately assessed	3	0	3	0	0
Number of students who refused or not tested	1	1	4	15	3
SUBGROUP SCORES					
Gender % Met Standard Males (Level 3 and 4)	73	65	57	65	
% Males at Level 4 Most Advanced	55	43	43	44	
% Males at Level 3 At or Above Proficient	18	23	14	21	
Gender % Met Standard Females (Level 3 and 4)	83	79	78	85	
% Females at Level 4 Most Advanced	68	62	74	69	
% Females at Level 3 At or Above Proficient	15	17	4	15	
Poverty % Met Standard (Level 3 and 4)	66				
% at Level 4 Most Advanced	49				
% at Level 3 At or Above Proficient	17				
Poverty % Did NOT Meet Standard (Level 1&2)	34				
% at Level 2 Below Standard	20				
% at Level 1 Well Below Standard	14				
STATE SCORES					
Total of levels 3 and 4 (at or above standard)	65	60	59	62	60
% at Level 4 Most Advanced	51	43	44	48	38
% at Level 3 At or Above Proficient	14	17	15	14	22
Total of levels 1 and 2 (below standard)	35	40	41	38	40
% at Level 2 Below Standard	17	19	20	19	20
% at Level 1 Well Below Standard	12	13	14	11	12
Not Tested	6	8	7	8	9
Gender % Met Standard Males (Level 3 and 4)	60	54	53	57	55
% Males at Level 4 Most Advanced	46	37	22	41	33
% Males at Level 3 At of Above Proficient	14	17	17	15	23
Gender % Met Standard Females (Level 3/4)	71	66	67	70	68
% Female at Level 4 Most Advanced	57	49	52	56	
% Female at Level 3 At or Above Proficient	14	17	15	14	
Poverty % Who Met Standard	46	43			
Poverty % Who did NOT Meet Standard	54	57			

*WAAS = Washington Alternative Assessment System. Blank cells indicate data unavailable.

STATE CRITERION-REFERENCED TESTS FOR MATHEMATICS

Data on this display table reflects MATHEMATICS scores earned by Jenkins High School tenth graders on the Washington Assessment of Student Learning (WASL), which is administered annually in April.

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

	03-04	02-03	01-02	00-01	99-00
Testing Month	April	April	April	April	April
SCHOOL SCORES					
Total of levels 3 and 4 (at or above standard)	58	58	57	44	43
% at Level 4 Most Advanced	29	34	26	19	16
% at Level 3 At or Above Proficient	29	24	31	25	27
Total of levels 1 and 2 (below standard)	39	42	35	42	54
% at Level 2 Below Standard	20	19	17	26	32
% at Level 1 Well Below Standard	19	23	18	16	22
Total Number of students tested	89	86	87	102	124
Percent of Total students tested	97	100	92	86	98
Number of students alternately assessed*	3	0	3	0	0
Percent of students alternately assessed	3	0	3	0	0
Number of students who refused or not tested	0	0	8	16	3
SUBGROUP SCORES					
Gender % Met Standard Males (Level 3 and 4)	59	65	54	51	
% Male at Level 4 Most Advanced	27	40	22	19	
% Male at Level 3 At or Above Proficient	32	25	32	32	
Gender % Met Standard Females (Level 3 and 4)	60	51	60	51	
% Female at Level 4 Most Advanced	32	28	31	28	
% Female at Level 3 At or Above Proficient	28	23	29	23	
Poverty % Met Standard (Level 3 and 4)	46				
% at Level 4 Most Advanced	17				
% at Level 3 At or Above Proficient	29				
Poverty % Did NOT Meet Standard (Level 1&2)	52				
% at Level 2 Below Standard	23				
% at Level 1 Well Below Standard	29				
STATE SCORES					
Total of level 3 and 4 (at or above standard)	44	39	37	39	35
% at Level 4 Most Advanced	22	19	15	20	15
% at Level 3 At or Above Proficient	22	21	22	20	20
Total of levels 1 and 2 (below standard)	56	61	63	61	65
% at Level 2 Below Standard	19	21	23	20	23
% at Level 1 Well Below Standard	31	32	33	32	35
Not Tested	6	7	7	8	7
Gender % Met Standard Males (Level 3 and 4)	44	38	37	40	37
% Males at Level 4 Most Advanced	23	19	16	21	17
% Males at Level 3 At of Above Proficient	22	20	21	19	20
Gender % Met Standard Females (Level 3 and 4)	44	41	38	39	35
% Female at Level 4 Most Advanced	22	19	15	18	
% Female at Level 3 At or Above Proficient	23	22	23	21	
Poverty % Met Standard	25	24			
Poverty % Did Not Meet Standard	75	76			

*WAAS= Washington Alternative Assessment System. Blank cells indicate data unavailable.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS FOR READING

Data on this display table reflects READING scores earned by Jenkins High School ninth grade students on the PLAN Test, which is administered annually in November.

Scores are reported here as PERCENT AT OR ABOVE NATIONAL MEDIAN SCORE

	2003-2004	2002-2003	2001-2002
Testing month	November	November	November
SCHOOL SCORES			
Total Score - READING	70	72	69
Number of students tested	102	95	92
SUBGROUP SCORES *			
Gender % Above National Median Males	43	42	45
Gender % Above National Median Females	58	59	55

* Ethnic Subgroups less than nine (9) students not reportable

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS FOR MATHEMATICS

Data on this display table reflects MATHEMATICS scores earned by Jenkins High School 10TH grade students on the PLAN Test, which is administered annually in November.

Scores are reported here as PERCENT AT OR ABOVE NATIONAL MEDIAN SCORE

	2003-2004	2002-2003	2001-2002
Testing month	November	November	November
SCHOOL SCORES			
Total Score - MATHEMATICS	61	76	66
Number of students tested	102	95	92
SUBGROUP SCORES *			
Gender % Above National Median Males	34	51	51
Gender % Above National Median Females	66	50	49

* Ethnic Subgroups less than nine (9) students not reportable

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS FOR READING

Data on this display table reflects READING scores earned by Jenkins High School ninth grade students on the Iowa Test of Educational Development (ITED), which is administered annually in April.

Scores are reported here as PERCENT ABOVE NATIONAL MEDIAN SCORE based on data available at time of reporting:

	2003-2004	2002-2003	2001-2002
Testing month	April	April	April
SCHOOL SCORES			
Total Score - READING	53	53	60
Number of students tested	94	100	109
SUBGROUP SCORES			
Gender % Above National Median Males			
Gender % Above National Median Females			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE	53	53	54
NATIONAL STANDARD DEVIATION	2	2	2

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS FOR MATHEMATICS

Data on this display table reflects MATHEMATICS scores earned by Jenkins High School ninth grade students on the Iowa Test of Educational Development (ITED), which is administered annually in April.

Scores are reported here as PERCENT ABOVE NATIONAL MEDIAN SCORE based on data available at time of reporting:

	2003-2004	2002-2003	2001-2002
Testing month	April	April	April
SCHOOL SCORES			
Total Score - MATHEMATICS	62	59	59
Number of students tested	94	99	109
SUBGROUP SCORES			
Gender % Above National Median Males			
Gender % Above National Median Females			

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE	59	59	59
NATIONAL STANDARD DEVIATION	2	2	2