

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 Ms. Christine Olsen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Vancouver School of Arts and Academics
(As it should appear in the official records)

School Mailing Address 3101 Main Street
(If address is P.O. Box, also include street address)

Vancouver WA 98663-2751
City State Zip Code+4 (9 digits total)

County Clark School Code Number 481480

Telephone (360) 313-4600 Fax (360) 313-4601

Website/URL http://www.vansd.org E-mail chris.olsen@vansd.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 _____

Name of Superintendent* Dr. John W. Erickson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Vancouver School District #37 Tel. (360) 313-1000

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. Dale Rice, President
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

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

**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 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: 21 Elementary schools
 5 Middle schools
 0 Junior high schools
 6 High schools
 1 Other

 33 TOTAL
2. District Per Pupil Expenditure: \$7,546

 Average State Per Pupil Expenditure: \$7,597

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. 4 years Number of years the principal has been in her/his position at this school.

 1 year 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	32	62	94
K				8	24	65	89
1				9	28	57	85
2				10	21	44	65
3				11	27	41	68
4				12	23	40	63
5				Other			0
6	20	67	87				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							551

10. Students receiving special education services: 5 %
26 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>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>2</u> Deafness	<u>4</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </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>2</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>19</u>
Special resource teachers/specialists	<u>0</u>	<u>3</u>
Paraprofessionals	<u>1</u>	<u>3</u>
Support staff	<u>9</u>	<u>7</u>
Total number	<u>29</u>	<u>32</u>

12. Average school student-“classroom teacher” ratio: 1-28

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	95%	95%	95%	93%	89%
Daily teacher attendance	n/a%	n/a%	n/a%	n/a%	n/a%
Teacher turnover rate	n/a%	n/a%	n/a%	n/a%	n/a%
Student dropout rate (middle/high)	n/a%	0%	0%	0%	n/a%
Student drop-off rate (high school)	n/a%	n/a%	n/a%	n/a%	n/a%

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

Graduating class size	<u>63</u>
Enrolled in a 4-year college or university	<u>54</u> %
Enrolled in a community college	<u>30</u> %
Enrolled in vocational training	<u>5</u> %
Found employment	<u>2</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>9</u> %
Total	100 %

PART III - SUMMARY

Summary/Profile of School

The Vancouver School of Arts and Academics (VSAA) is a magnet school of choice where the arts are immersed in academic study. Five hundred and fifty students in grades 6-12 apply and are chosen to attend VSAA based on their interest in the arts. At the school, they pursue a wide variety of learning opportunities ranging from subject exploration to in-depth projects.

The School of Arts and Academics offers a complete middle and high school program including advanced levels of science, history, language arts, mathematics, and foreign language. All students attend the school full-time. The daily atmosphere of creative work integrated with the academics helps to prepare students for college and future work. In accordance with the vision of the Vancouver School District, the school's goal is for graduates to "achieve literacy and appropriate core competencies, and become responsible and compassionate citizens."

Vancouver's School of Arts and Academics is characterized by a block schedule with students attending all six classes each Monday and three alternating classes the other days of the week. Additionally, middle school students have a fitness/health time scheduled three times a week in the middle of the day while high school students attend an interdisciplinary class. Science, math, social studies, and language arts are studied every year by all middle school and most high school students. In addition to academic classes, students take at least two art classes each year. High school students, once they have met academic graduation requirements, have the option of taking additional art classes. Beginning to advanced levels of six art forms are offered: dance, music, theatre, literary arts, visual arts, and moving image arts.

All students are expected to explore each art form but may choose to focus in one or more arts during their seven years at the school. Professional artists play an important role in the curriculum. They are brought in for delineated periods to work alongside certificated teachers as part of VSAA's commitment to the arts and to interdisciplinary instruction. Each year the school chooses a theme which is integrated into all classes. The theme presents a curricular vehicle for integrating the arts with the academics in meaningful project based instruction.

Each student at the Vancouver School of Arts and Academics has a teacher assigned who remains his or her advocate for seven years. The advocate comes to know the student well and, in cooperation with the school counselor and the student's family, helps to guide that student toward academic success.

One of the strong features of the school is its talented staff. All who teach at the school agree that the arts are essential to self-fulfillment as well as being the vehicle to help students be successful in academic areas of school. If students choose to study here based on the arts program, they tend to be more motivated in all of their classes.

The school is located on Main Street in the city of Vancouver, Washington and near the heart of the Portland, Oregon metropolitan area. Originally built as Shumway Junior High School in 1929, the school was remodeled in 1996 through local bond dollars and a generous grant from the Washington State Department of Community, Trade and Economic Development.

“It is the Mission of the Vancouver School of Arts and Academics to see that our students lead satisfying productive lives. Students will recall their school experience as one of artistry, rigor, and community, where they were known as individuals. Here, they will have learned to think critically and creatively, as well as act responsibly”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessments

VSAA participates in the state assessment system: WASL or Washington Assessment of Student Learning. The state established four ways to measure student achievement and meet federal requirements mandated by the Elementary and Secondary Education Act: **1) Performance of 4th, 7th, and 10th graders on the WASL 2) The rate of unexcused absences for 1st through 8th graders 3) The graduation rate for high school students 4) A participation rate of 95% on the the WASL**

The WASL assesses students in reading, writing, mathematics, and science. The state sets benchmarks in each academic area. In order to achieve Adequate Yearly Progress (AYP), schools must meet the targets established by state and federal guidelines. In the content areas of reading and math, VSAA students have generally demonstrated continued improvement in their test results for the past three years.

In Washington, disaggregated data for socioeconomic, ethnic/racial and other groups of students are reported only if they have 10 or more members. No subgroup at the Vancouver School of Arts and Academics has been of sufficient size for all of the past three years. The WASL is given in grades 4, 7, and 10. As part of their graduation requirements, the class of 2008 must meet or exceed the 10th grade WASL benchmarks in math, reading, and writing.

Within the WASL assessment, there are 4 levels of achievement determined by the state: Level 4 (above the benchmark standard), Level 3 (at the benchmark standard), Level 2 (basic—below the benchmark standard), and Level 1 (developing—below the benchmark standard). A student must achieve at the level of 3 or 4 in order to meet benchmarks established for the WASL. The percentage of students assessed at or above benchmark standard (Level 3 and 4) determines whether a school has made Adequate Yearly Progress (AYP). The state sets the percentage each school must attain to achieve AYP.

Looking at VSAA’s WASL test results in reading and math for grades 7 and 10 in the past three school years (01-02, 02-03, 03-04, there has been a relatively steady increase annually. (The 10th grade WASL in 02-03, decreased, but then increased significantly during 03-04, after instructional delivery changes were made.) The reading scores over three years at both grade

levels increased or statistically stayed the same

The state website for viewing school performance data on the Washington Assessment of Student Learning is: <http://reportcard.ospi.k-12.wa.us/reports/wasl> More detailed information on the performance of Vancouver School of Arts and Academics is available on the district website as well: www.vansd.org. Go to School Information and select School Performance Reports.

2. Use of assessment data to improve student performance

Math teachers have been able to study the mathematical strands represented on WASL in mathematics to determine VSAA's overall strengths and weaknesses in math instruction. Patterns emerged after several test results indicating significant gaps in the study of geometric sense and probability. Teachers were also able to perform specific item analysis, further isolating areas of marginal performance in mathematics. The results from WASL helped to inform instruction, generate dialogue between math teachers, and help to set math goals at the middle and high school levels for the annual School Improvement Plan.

Students achieving at Level 2 and Level 1 were given additional opportunities to receive math tutoring. On site teachers provided the tutoring in before and after school programs.

Additionally, the significant decrease in math scores at the 10th grade level in 2002-03 provided significant impetus to implement a first order change which increased the frequency as well as the "contact time" in classes for the high school sequence of math curriculum.

WASL results in reading were one of multiple assessments used to identify and provide struggling students with the opportunity to take an additional class in literacy. The student takes this class in lieu of an arts class. When the student demonstrates reading proficiency or "reading at grade level or better", the student is exited from the literacy class. Teachers in all content areas implement reading strategies intended to improve the student's comprehension. VSAA follows the Vancouver School District's framework for literacy and its subsequent literacy interventions when determining a student's literacy level and/or language arts class.

3. Communicating students' assessment performance

The Vancouver School of Arts and Academics communicates student test scores to parents through multiple means. Overall group results are communicated through the school newspaper, the local community newspaper, and through the annual school profile (mailed to all parents and available to anyone upon request). VSAA's monthly Parent Advisory Council is apprised of assessment data as data is released.

Individual student test scores are:

- Directly mailed to parents, including interpretive guide
- Given to each student in their advisory period for inclusion in their learning plan
- Discussed with parent at one of two annual student conferences

4. Communication of School's Successes

The Vancouver School of Arts and Academics shares its school successes through these venues and opportunities:

- Teacher led curriculum cadres
- Monthly, district k-12 Institutes for administrators (topics: curriculum and assessment)
- District publications
- Washington state administrator conferences and meetings
- Clark County monthly principals' meeting
- OSPI (Office of the Superintendent for Public Instruction) communication and annual conference in January
- Formal visits to other schools as well as tours to VSAA
- Website
- Articles in educational and arts related journals

PART V – CURRICULUM AND INSTRUCTION

1. Vancouver School of Arts and Academics Curriculum

Mathematics

- Mathematical Concepts and Procedures: A student understands and applies mathematical concepts and procedures from the content domains of number sense, measurement, geometric sense, data and probability, and algebraic sense.
- Mathematical Problem solving
- Mathematical Communications
- Mathematical Connections: A student makes connections by relating and extending patterns within mathematics to other subject areas, and in real world applications.

Social Studies

- Historic/Geographic Perspective
- Citizenship
- Interdependence
- Participation Skills
- Inquiry Process

Language Arts / English

Reading

Writing

Listening

Speaking

Health and Physical Education

- Fitness
- Personal Development

- Community & Environmental Health

Science

- Systems: The student understands and uses scientific concepts and principles to understand systems.
- Inquiry: The student knows and applies the skills, processes, and nature of science inquiry.
- Context: The student knows and applies the design process to create solutions to human problems in societal contexts.

Foreign Language

- Determines audience, purpose, & form: A student develops a world view through language and culture.
- Knowledge, skills & strategies: A student communicates by constructing and conveying meaning in the target language.
- Makes connections: A student makes connections by integrating the target language into real life situations.
- Reasons logically, critically and creatively: A student reasons critically and creatively to construct and convey meaning through the target language.

The Arts: Dance, Music, Theatre, Moving Image Arts, Visual Arts, Literary Arts

Interdisciplinary Core: see explanation below

2b. English/Language Arts Curriculum

VSAA follows the district developed Framework for Literacy which provides differentiated instruction and interventions. VSAA students are given multiple assessments, in addition to the state WASL, which determine reading level ability. If multiple assessments demonstrate that a student is reading below grade level, that student is automatically referred to the Learning Improvement Team (LIT). The “LIT” contacts student and parent to make a formal recommendation for the student’s enrollment in “Academic Literacy”. The Academic Literacy class is an intense reading intervention class designed to help students improve reading strategies and increase the level of their reading comprehension. Once a student achieves his/her grade level in reading, s/he can exit Academic Literacy.

All of our students’ reading levels are tested a minimum of three times throughout the year. If a student needs to be enrolled in the Academic Literacy class, this is taken in lieu of an elective arts class. Reading (with comprehension) is more important to a student’s success in life than any other required or elective class taught at the Vancouver School of Arts and Academics.

3. Interdisciplinary Core class

Core consists of an integration of the arts and academics through a project based curriculum aligned with an art centered, school-wide theme. A framework of inquiry, known as the fundamental questions guides a student’s study/work. Those fundamental questions include:

- How do you know what you know? (Evidence)
- From whose viewpoint is this being presented? (Perspective)
- How is this connected to anything else? (Connections)
- What if things were different? (Supposition)

- Why is this important? (Relevance)
- What is next? (Transition)

The student works on a theme based arts (music, art, theatre, film, dance, literary arts) project that must also include academic disciplines appropriate to his/her level in school: math, science, language arts, social studies. Core is the application of skills learned in separate classes and through guided/independent research.

Assessment in CORE involves several stages of reflection by students and their teachers. Clear targets, common to all, are shared at the start. These targets are based on Washington state's Essential Learning Goals. Checkpoints are provided to determine where improvement can be made and time for revision towards mastery is provided. Students demonstrate where/how they incorporate each discipline into their project in a reflection paper. Integration of art and academic subjects is tracked yearly and remains on file. VSAA teachers believe that an interdisciplinary approach to curriculum builds life-skill competencies. The fundamental questions developed in this interdisciplinary class are also applied in all other classes at VSAA.

4. Instructional Methods

Learning Intervention Team and Assessment Literacy Team:

VSAA's principal and associate principal, counselor, special education teacher, data facilitator, literacy facilitator, and teachers/advocates (as needed or identified) comprise the Learning Intervention Team. The goal of this team is to identify and screen students needing additional support and learning assistance. The group coordinates and schedules staffings from which collaborative action plans (at VSAA known as Plan for Success) are created. The data facilitator works with the Assessment Literacy Team as well as identified classroom teachers to coordinate the collection of data from multiple assessments used to screen and diagnose reading levels and intervention strategies. Assessment Literacy Team: The VSAA Assessment Literacy Team is comprised of: Data Facilitator, Literacy Facilitator, teachers. This team works together to identify and screen struggling students. The information needed from middle school teachers for high school teachers is easily facilitated by VSAA's 6-12 configuration. Using the district framework for reading instruction and interventions, students are placed appropriately: intensive, strategic, benchmark, and advanced.

Academic Literacy Class:

This class is offered for those students identified as needing intensive and/or strategic interventions. Instructional emphasis is on fluency, vocabulary, comprehension, motivation, cognition, and knowledge. It is also taken in lieu of an elective arts class.

VSAA's key curriculum components include:

- Differentiated instruction using district reading framework and district curriculum
- Ongoing screening and assessment of students to place in appropriate intervention level
- Provision of Academic Literacy class for struggling readers
- Provision of Advanced Placement high school classes in: History, English, Calculus, Statistics, Studio Art, and Government
- Teacher training in content literacy strategies

- Peer coaching
- “Zero” period classes (classes occurring before the school day begins)
- Literacy Facilitator who works with teachers and students

5. Professional Development

Professional development in the district is predominantly district-wide. Teachers annually complete a self assessment against the district’s forty competencies for highly qualified teachers and urgency of specific criteria for any given school. Administrators review the self assessment with the teacher and they jointly identify targeted professional development for the coming year. The district aggregates the needs across building, specialties, and district, and then designs specific training opportunities to meet the needs. Needs fulfillment is analyzed annually. Additional training needs are identified for both certificated and classified employees based on priority curricular issues at the district, state and building level. In 2001, a multi-year professional development program specifically targeting literacy and assessment was implemented. Training and work effort is district wide with building specific project work.

PART VII - ASSESSMENT RESULTS

School of Arts and Academics

Edition: Annual Publisher: OSPI/Riverside Reference: www.k12.wa.us

Testing Window: Mid April – Early May (3 weeks)

NOTE ON DISAGGREGATION: Washington State reports disaggregated data for socioeconomic, ethnic/racial and other groups of students only if they have 10 or more members. No subgroup at the School of Arts and Academic has been of sufficient size for all of the past three years.

Washington Assessment of Student Learning – Reading, Grade 7

School Scores	01-02	02-03	03-04
% At/Above Basic (Levels 2,3,4)	98.9	99	100
% At/Above Proficient (Levels 3,4)	86.7	88.6	86.3
% Advanced (Level 4)	31.1	63.5	65.3
# enrolled	90	96	95
# tested	89	96	96
% tested	99	100	100
State Scores			
% At/Above Basic (Levels 2,3,4)	84.4	84.3	89.8
% At/Above Proficient (Levels 3,4)	44.5	47.9	60.5
% Advanced (Level 4)	14.2	19.3	29.5

Washington Assessment of Student Learning – Reading, Grade 10

	01-02	02-03	03-04
% At/Above Basic (Levels 2,3,4)	100	98.9	98.6
% At/Above Proficient (Levels 3,4)	88.5	86.7	89.9
% Advanced (Level 4)	67.9	66.7	77.4
# enrolled	78	90	62
# tested	76	88	62
% tested	97.4	97.8	100
State Scores			
% At/Above Basic (Levels 2,3,4)	79.2	79.1	81.7
% At/Above Proficient (Levels 3,4)	59.2	60.0	64.6
% Advanced (Level 4)	44.0	42.7	50.8

Washington Assessment of Student Learning – Math, Grade 7

	01-02	02-03	03-04
% At/Above Basic (Levels 2,3,4)	68.9	92.7	93.7
% At/Above Proficient (Levels 3,4)	36.7	62.9	73.7
% Advanced (Level 4)	11.1	46.9	41.1
# enrolled	90	96	95
# tested	89	95	95
% tested	99	99	100
State Scores			
% At/Above Basic (Levels 2,3,4)	47.5	55.9	68.4
% At/Above Proficient (Levels 3,4)	30.4	36.8	46.4
% Advanced (Level 4)	13.2	19.2	19.4

Continued on next page.

Washington Assessment of Student Learning – Math, Grade 10

School Scores	01-02	02-03	03-04
% At/Above Basic (Levels 2,3,4)	92.3	82.2	90
% At/Above Proficient (Levels 3,4)	61.6	52.2	70.9
% Advanced (Level 4)	29.5	18.9	40.3
# enrolled	78	90	62
# tested	76	88	62
% tested	97.4	97.8	100
State Scores			
% At/Above Basic (Levels 2,3,4)	60.0	60.8	63.2
% At/Above Proficient (Levels 3,4)	37.3	39.4	44.0
% Advanced (Level 4)	15.6	18.8	21.9