2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School (Check all that apply)

[ ] Elementary [ ] MIddle [X] High [ ] K-12
[ ] Charter [ ] Title I [ ] Magnet [ ] Choice

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

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

School Mailing Address 20120 Vashon Hwy.SW
(If address is P.O. Box, also include street address.)

Vashon	Washington	98070-6503
City	State	Zip Code+4(9 digits total)

County King State School Code Number* 402

Telephone (206) 463-9171 Fax (206) 463-1944

Web site/URL vashonsd.org/vhs E-mail shanson@vashonsd.org

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

Date

Principal's Signature

Name of Superintendent Dr. Terry N. Lindquist
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Vashon Island School District Tel. (206) 408-8110

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

Date

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Robert W Hennessey
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district:
   - 1 Elementary schools
   - 1 Middle schools
   - Junior High Schools
   - 1 High schools
   - Other
   - 3 TOTAL

2. District Per Pupil Expenditure: 8613

   Average State Per Pupil Expenditure: 8189

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban are
   [ ] Suburban
   [ ] Small city or town in a rural area
   [X] Rural

4. 10 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
Pre K			0		**7**			0
K			0		**8**			0
1			0		**9**	83	56	139
2			0		**10**	67	76	143
3			0		**11**	67	75	142
4			0		**12**	50	72	122
5			0		**Other**			0
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								546

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
2 %	Asian or Pacific Islander
1 %	Black or African American
3 %	Hispanic or Latino
93 %	White
100 %	**TOTAL**

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

7. Student turnover, or mobility rate, during the past year 11 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	20
(2)	Number of students who transferred from the school after October 1 until the end of the year	41
(3)	Total of all transferred students [sum of rows (1) and (2)]	61
(4)	Total number of students in the school as of October 1	546
(5)	Total transferred students in row (3) divided by total students in row	0.11
(6)	Amount in row (5) multiplied by 100	11

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

4 Total Number Limited English Proficient

Number of languages represented: 4

Specify languages: Spanish, Nepali, Thai, Vietnamese

9. Students eligible for free/reduced-priced meals: 8 %

Total number students who qualify: 43

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.

There is a higher percentage of free and reduced lunch lunch students at our elementary and middle schools. 15 % at the elementary and 16 % at the the middle school. Despite our efforts, parents of high school age students are less diligent about completing the required forms for free and reduced lunch.

10. Students receiving special education services: 8 %

41 Total Number of Students Served

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

1	Autism		Orthopedic Impairment
	Deafness	10	Other Health Impairment
	Deaf-Blindnes	25	Specific Learning Disability
3	Emotional Disturbance		Speech or Language Impairment
	Hearing Impairment		Traumatic Brain Injury
2	Mental Retardation		Visual Impairment Including Blindness
	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)	2	
Classroom teachers	24	7
Special resource teachers/specialists	2	
Paraprofessionals	3	
Support Staff	6	
Total number	37	7

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 — 20 **: 1**

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	98 %	98 %	99 %	99 %	99 %
Daily teacher attendance	97 %	98 %	96 %	99 %	99 %
Teacher turnover rate	13 %	9 %	15 %	8 %	7 %
Student drop out rate (middle/high	2 %	1 %	1 %	1 %	3 %
Student drop-off rate (high school)	95 %	96 %	95 %	95 %	95 %

Please provide all explanations below

VHS has experienced teacher retirements, new teachers leaving because the commute from the mainland via ferry was expensive and burdensome, and promotion of teaching staff to administrative positions in the district. The teaching core has been enriched with quality new teaching staff.

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

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

Graduating class size	130	
Enrolled in a 4-year college or university	58	%
Enrolled in a community college	15	%
Enrolled in vocational training	1	%
Found employment	4	%
Military service	1	%
Other (travel, staying home, etc.)	14	%
Unknown	7	%
Total	100	%

PART III - SUMMARY

The statement 'our mission is to ensure our students are self-motivated, constant learners with enduring knowledge, skills and values for leading responsible, productive lives,' guides our educational decisions. The learning community at Vashon Island High School not only believes that every student can learn, we are committed to ensuring that every student will learn. We are known as a warm and welcoming school that sets high academic and behavioral standards for every student. We work together to help students meet or exceed those standards.

We are a small rural school located on an island in Puget Sound accessible to the mainland only by ferry. Despite the challenge of an early morning ferry ride, over 70 students commute daily from the mainland to attend VHS. (Washington State Law allows students to attend schools outside their home district if there is room in the host school.) There are three villages on the island, but as part of unincorporated King County, there is no municipal government on the island. The schools are a focal point for the community.

In order to allow students additional opportunities for academic success and challenge, we developed an innovative 5:70 trimester schedule. Students attend five classes daily for 70 minutes each. A year's curriculum can be covered in two trimesters of extended instruction. This allows students to earn 7.5 credits per year, rather than the traditional 6 credits. Over their four years of high school, our students complete an additional 6 credits of course work. This encourages exploration in the arts and sciences, permits additional vocational work, specialization in world languages and both advanced placement and academic support courses.

Students are very active in the VHS learning community. They are members of the Site Council (staff, student and community advisory group), key members of interview committees for teaching staff and coaches, members of the Vashon Island Prevention and Intervention Team (a community and school district collaboration to reduce drug and alcohol use among teens), and mentors for elementary students. The Associated Student Body government plans a full schedule of student led activities and service projects at school. ASB sponsors a food drive for the local food bank, blood drives on campus, a campus wide recycling project, and leadership training for students. A notable student initiated activity is Open Mic. Once a month students plan and execute a cultural assembly. Students sign up in advance to perform. The set up, take down, and Master of Ceremony duties are all undertaken by students. Acts may be ballet, rock bands, folk singers, comedians or rappers. Students self select material that is screened by the student Open Mic committee. At a recent Open Mic, an autistic student recited all of Dr. Seuss' Green Eggs and Ham and received a standing ovation from the student body. Students annually produce a Literary Journal, composed of student writing and art work. Again, students solicit the material and decide what should be included in the book.

Staff work together both within academic departments and across departments to ensure continuity of instruction and support for students.

Community support and collaboration is key to our success. We are partners in educating our students. Professional artists work with teachers in the classrooms through the Artists in the Schools program. Parent volunteers assist in the office, help teachers in the classrooms, and tutor and mentor students. Volunteers chaperone field trips and dances, and assist at sporting events. Graduation is a community wide celebration.

We are a small school, but we are proud of our students and our staff and of their accomplishments.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Students in Washington State are held accountable to common learning standards for grades K-10 known as Grade Level Expectations. These expectations are basic expectations of what students should know and be able to do after they have reached a certain point in their formal education. Students are assigned a proficiency level based on the results of their tests: Level 4 (exceeds standard), Level 3 (met standard), Level 2 (below standard), and Level 1 (well below standard). Some special education students, due to their individualized education plans, are exempted from the testing or may meet a modified standard (Level 2). The assessment is know as Washington Assessment of Student Learning, or WASL.

Our reading results from 2006-07 indicate that 96.3% of our students have met or exceeded the Grade Level Expectations for reading of which 72.7% exceeded the state standard. The enrollment for the class was 144 students, 131 students met or exceeded the standard (1 with a modified standard), 11 students were exempted and 5 students were absent. Over the last several years, the percentage of each class meeting the grade level standard has increased. Of the students who tested, we had only 2 students test below standard (Level 2) and no students at Level 1. This seems to parallel the work in our district in aligning our reading curriculum Pre-Kindergarten through Grade 12 with more focused interventions at the middle and high school levels. The English department has worked collaboratively to help identify struggling students to address their needs while at the same time focusing instruction on reading strategies for all students. The English department has also developed a literacy class to help support students who have lower reading skills.

Our math results from 2006-07 indicate that 75.2% of our students have met or exceeded the Grade Level Expectations for math of which 40.3% exceeded the state standard. The enrollment for the class was 144, 103 students met or exceeded the standard, 6 students were exempted and 4 students were absent. Of the students who tested, we had 21 students at Level 2 and 13 students at Level 1. As with the reading results, we have seen improvement with each class. Again, there has been a focused effort Pre-Kindergarten through Grade 12 to align our mathematics curriculum and to provide consistent instructional materials and strategies to improve student learning. The high school mathematics department has developed common expectations and common course outlines. The mathematics department instituted some focused classes for the students who need additional support. One support class was available last year for our juniors who had not met the standard and that has been expanded to three classes this year (one for incoming 9th graders, one for our 10th graders, and one for 11th and 12th graders who have not met standard). These support classes focus on general problem-solving strategies as well as provide individual instruction in the skill areas that are below standard. In both reading and math, the goal in our school is to move all students towards Level 4. We measure our success towards this end by examining the distribution of scores each year. Ultimately, it is our goal that all of our students will meet or exceed standards in both reading and math.

State testing results may be accessed at www.k12.wa.us by clicking on 'School Report Card' listed under 'Research/Reports.' Our school district also provides a link to these scores on our curriculum Web site at www.vashonsd.org/curriculum. And finally, the administrative team prepares the annual program/school improvement plans (P/SIPs) which include a thorough analysis of our testing data and goals. These reports are posted on line through the curriculum Web site after they are presented to the Board of Directors.

2. **Using Assessment Results**

Student learning is the foundation of our School Improvement Plan that is reviewed continuously and prepared annually. We use multiple measures to determine progress towards this end. One measure of learning is the statewide assessment results from the Washington Assessment of Student Learning (WASL). In the fall of each year, our staff meets district-wide, building wide and then within departments to discuss cohort data, strand data, score distributions and individual performance data. We work as a staff to analyze the data, not to teach to the test, but to continue to enhance the quality of instruction and learning in our schools. Test results and item analyses

are used to adjust instruction to continue supporting students' skill improvement in reading, writing, mathematics, and science. We analyze scores by content area, by grade level and by student. We study general trends as well as individual student needs and we examine ways to support skill development across content areas.

Our high school staff examines data from our previous year's 10th graders as well as the data available for our entering freshman. We also study the results of the SAT, ACT and our high school math placement exam. All of these analyses provide the basis for making curricular and instructional decisions that impact individual student learning. We are able to track our students' progress against previous cohorts as well as their peers at the state and national levels. In addition to formal testing, the day-to-day measures such as classroom assessments, attendance and discipline patterns, observational data and various surveys are critical in assisting our instructional staff to monitor student progress, enhance student support and guide program development.

By dedicating professional development time each fall we enhance our understanding of WASL data toward student achievement, increase awareness and connections between data and curriculum and instruction, improve and enhance instruction toward measureable student learning outcomes, and enhance awareness of individual student strengths and weaknesses on assessments. In short, we are able to make informed decisions about instruction, instructional materials and student interventions.

3. **Communicating Assessment Results:**

Our school uses several sources to share assessment results with our community. First, we send parents a letter with their students' assessment results. The letter typically outlines how our schools performed, describes the type of analyses we conduct and their connection to teaching and learning. The letter also informs them how to access more detailed information regarding our school and school district. Second, our school district publishes a 'Back to School' newsletter containing the state testing results'this is distributed to every 'boxholder' in our community each fall. Third, we post the data and information about testing on the district and school Web sites. Fourth, our school distributes a monthly newsletter to our families that highlights our achievements as well as other school business. Fifth, the registrar of our school develops a 'Report to Colleges' that is sent with student transcripts to post secondary schools. This report highlights assessment results as well as curriculum offerings. Sixth, the schools in our district review and develop school improvement plans each fall. The entire report is posted to the Web site after it has been presented to the Board of Directors at a public meeting. Finally, we share assessment results at Site Council meetings, faculty meetings, parent meetings and with the student body at various recognition assemblies throughout the school year.

4. **Sharing Success:**

Our successes and the results of our learning interventions are shared with other schools both formally and informally.This year, our visual arts teacher presented at the Washington Art Education Associations annual conference. She highlighted our success at placing students in the Frye Art Museum's juried student works art show and the value of collaboration between the professional arts community and student artists. Our science department chair presented a paper about Public Communication of Science and Technology in South Africa in 2002. Teachers and scientists from all over the world were in attendance. Another science teacher presented at the National Science Teachers Association last year. The topic was the design and success of our Molecular Evolution course. The principal and assistant principal attend monthly meetings with the administrators of the schools in our league. Learning improvement is always one of the key topics of discussion. We encourage staff to attend regional and state conferences, again to both learn and to share our successes with other schools. Workshops and professional development outside the district are additional venues for staff to both learn new ideas and share their successful interventions with staff from other schools. We use professional development days to collaborate with the elementary and middle schools in our district to discuss best practices and interventions that are working for our students. As a rural district, we utilize our web-site as a means of communicating with parents, the community and other educators. A number of staff utilize blogs to communicate with educators in other districts to discuss best practices.

If we are named a Blue Ribbon School, in addition to continuing our current communication, we are willing to send a team to state and regional conferences to talk about what is working for our students.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

All entering students prepare a 'Five Year Plan' focused on goals beyond high school graduation that is updated annually. High school course choices should reflect those goals. Since the majority of VHS graduates will attend a four year university, or a community college upon graduation, our general curriculum is college preparatory. We have a basic section in each of the core academic areas to support students who may struggle. The basic sections deliver high quality informational content while providing direct instruction to raise reading and writing skills. Our goal is assist struggling students with skills development so they too will access the college preparatory instruction.

Entering students are given a math placement assessment to enable us to place them in appropriately rigorous courses. Freshmen are placed in pre-algebra, basic algebra, algebra I, or honors geometry. Our math curriculum is a traditional 'spiraling' curriculum, in which concepts are introduced and re-introduced with higher difficulty and greater depth as the student progresses in skills. The progression of course work beyond entry level is geometry, algebra II and trigonometry, pre-calculus, AP calculus. We offer an additional math tutorial section, WASL math prep, for students who have not met standards on the state assessment, and a personal finance class. Of our current 522 resident students, only 19 are not enrolled in four years of mathematics.

All students are required to take two years of lab based science: Introduction to chemistry and physics, and biology. Science instruction is discussed in item 3.

The humanities department emphasizes research and writing skills in both English and history courses. English instruction is discussed in question 2b. Freshmen study Pacific Northwest history and government. World history and current events is the sophomore social studies requirement. In the junior year, students take an integrated course of American Studies. Students spend two periods a day studying American literature and American history. Seniors select either AP American government and politics or college preparatory American government. Analytical reasoning, research, and data based arguments are the core of the social studies/history courses. Authentic assessment, Socratic seminars, project learning, graded discussions, and research are incorporated into social studies courses. Social studies electives include economics, women in history, international studies, debate, and psychology.

VHS teaches four years of two world languages: Japanese and Spanish. In addition to reading, writing and speaking, our world languages program emphasizes 'real world learning.' We sponsor exchanges with our sister school in Himeji, Japan. Many advanced Spanish students participate in Amigos de las Americas a summer service learning program in Central America, as well as tutoring English Language Learners at the elementary school. Almost a fourth of our student body attends World Language Day at the University of Washington each year.

The arts and vocational courses are part of our core curriculum and are required for graduation. In the arts, students may choose music, visual art (art foundations, painting and drawing, print making, ceramics) jewelry design and fabrication, or drama. Our drama program produces showcases at the entry level, straight plays, and a major musical production each year. The philosophy of the arts department is to create students who are willing to take artistic risks as they develop their talents. All students enrolled in arts courses participate in gallery shows or public productions. The vocational department emphasizes hands-on, experiential learning. Students may choose from computer technology, wood working, jewelry design and fabrication, metal working and welding, architectural and engineering drawing, multi media, horticulture, or video production. The emphasis is hands-on and experiential learning.

Students with disabilities are mainstreamed into the general curriculum and supported by the special education staff. The individual education plan guides and supports their learning.

2a. **(Elementary Schools) Reading:**

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

The English language curriculum at Vashon Island High School is multifaceted in that the core classes for each of the four grades take age specific instructional approaches. In the ninth grade students take English for an entire year, which includes a studies skills component, a writing workshop and both an independent reading workshop and a more formal introduction to the elements of literature. Our sophomores take two trimesters of English, the first geared toward writing and reading non-fiction with a sustained focus on expository and persuasive writing, and the second continues the more formal literary strand from Freshman English. The juniors take a two trimester interdisciplinary American Studies course combining history and American literature, synchronizing literature and historical events and themes. Additionally, the course includes a formal research paper as well as preparation for the SAT. At the senior level the students choose according to their plans after high school: Senior English, College Preparatory English or Advanced Placement English Literature and Composition, the first two of which prepare students for the kinds of reading and writing they will encounter after graduation, and the last of which is a college-level course approved by the College Board. In addition to these core courses, we offer four elective English courses that rotate in two year cycles: Elizabethan Drama, Film Studies, Creative Writing and Mythology.

We also have a number of courses designed to aide those reading below grade level. In the core courses, we designate a 'Basic' section for those who need more direct instruction in the mechanics of reading, writing and studying in general. These classes move at a pace more suited to those reading and writing below grade level and the smaller class sizes afford more one-on-one time with the instructors. For those who are having specific difficulties in reading there is Literacy Support which is designed to help students meet standards on the WASL in reading and the more general Study Skills course which combines a study hall workshop with direct instruction aimed at improving all academic proficiencies, including reading.

3. **Additional Curriculum Area:**

The science curriculum at Vashon High School is focused upon student success at all performance levels. The Science Department offers a course sequence for college-bound students and electives serving college-bound and non-college-bound students.

Our required freshman math-intensive laboratory course in Physical Science includes directed instruction, discussion, and inquiry related to introductory physics and chemistry. Labs addressing Newtonian motion, thermal energy, electromagnetism, and waves are followed in the second half of the course with labs on atomic structure, stoichiometery, acids, organic chemistry, and gel electrophoresis. Lessons incorporating earth science (Earth's structure, radiometric dating, paleomagnetism) rely upon a staff member's prior professional employment as a geologist and paleontologist.

A required course in biology is offered during the sophomore year. Evolution is a core theme of biology at Vashon High School. Our biology course focuses strongly on biotechnology in collaborations with the Fred Hutchinson Cancer Research Center and the University of Washington Human Genome Project; materials have been donated over the years by Amgen, Qiagen, and Biorad. Our biology teacher has prior professional experience in the biotech field.

Our chemistry and physics courses are offered to juniors and seniors, respectively, and include a course in AP Chemistry. Our chemistry teacher favors microchemistry labs to manage costs and minimize environmental impacts. Our physics teacher uses the latest probeware (courtesy of a generous PTSA) and her background in mechanical engineering to provide an engaging experience for seniors.

Students at all academic levels can take electives, among which have been courses in Biotechnology, Extreme Physiology, Molecular Evolution, Environmental Science, Marine Science, and a Geology course offered for university credit. Each course has drawn upon

the special knowledge of staff members and the latter two take advantage of our enviable location perched on a sole-source aquifer alongside Puget Sound.

Students in our courses struggle with ethical issues involving stem cell research and cloning, discussed the scientific rationale for evolutionary theory, aid local agencies by collecting environmental data, and attend department-sponsored evening science seminars open to the public. Many of our students also participate in the department-sponsored science club, which has taken students to museum, aquarium, and natural venues as close as Seattle and as far as Oregon and Yellowstone Park.

4. **Instructional Methods:**

Teachers across all curriculum areas are committed to providing academic rigor for their students. Staff employ a variety of teaching methods in each extended period in order to accommodate all learning styles. Math instructors begin each day with a warm up problem that requires students to not only problem solve, but to be able to explain the techniques they employ. This happens in pre-algebra through AP calculus. Humanities teachers begin class with writing prompts. Socratic seminars, debates, graded discussions, student designed project, mock Supreme Court arguments augment traditional assessments.

Our Spanish and Japanese teachers infuse their instruction with movement, games, songs, menus, maps, art projects and cultural exploration as well as grammar study and vocabulary. The goal is to develop students who can use their second language in real world situations.

Vocational education is focused on hands on learning and the creation of products. Journalism students learn skills by publishing an award winning newspaper. Jewelry design, wood art and iron working students create beautiful and useful items of their own design. They use written and video tutorials as well as direct instruction and demonstration to learn skills. Students create scripts, edit videos, and develop 3D animation in technology classes. Again, direct instruction is supplemented by tutorials and hands on experiential learning.

Science classes utilize experimentation, observation and synthesis in their courses.

Students who do not meet state standards in reading, writing or math have additional support in the Literacy Support class, in Study Skills or in Math Lab. We purposefully keep the class size small in these support classes to allow for individualized help. In Study Skills, students receive direct instruction for a portion of the period, then apply the skills they are learning to the course work from their core subjects. Students in Literacy Support work directly with the teacher and in small groups to improve reading comprehension and to acquire stronger writing skills. The teacher works closely with the English teachers to support the students in their core classes. Math Lab works on key math skills that students need in order to progress in their core math class. The instructor uses direct instruction, small groups, pair and share, and independent work.

Students with IEP are mainstreamed into all academic areas and receive direct instruction in the resource room as prescribed by their IEP. Often a faculty aid or a special education teacher will accompany a student in a core class to support them.

5. **Professional Development:**

Vashon Island High School provides and supports in-district and out-of-district professional development. Four years ago, we made a five-month commitment to bringing leaders from the Puget Sound Writing Project, based at the University of Washington, to present the latest research on writing strategies to our Humanities Dept. Additionally, VHS sent two teachers to the PSWP Writing Institute during the follow-up summer. High school English teachers have shared their creative writing ideas while conducting workshops with our elementary teachers. Teachers have also taken classes on implementing specific reading strategies to overcome reading problems, and in Teaching Reading in Content Areas. Another targeted learning area has been brain based learning with three teachers taking Brenda McKinney's class, Teaching with the Brain in Mind. Understanding teenage development was the objective when a teacher took Working with Externalizing

Adolescents, as well as the special needs focus of another class: Higher Functioning Asperger's. Workshops given by the district's ELL teacher to support in-classroom assistance helped teachers learn ways to reach our second language learners and our counselors participated in Spanish for Counselors. Individual scholarship by our teachers has long been a priority. Two members of our faculty are adjunct professors at Antioch University in Seattle while another spent a year in Turkey as a Fulbright Scholar with their exchange program. All other members of the Humanities Department have had the opportunity to take part in various seminars conducted by the Simpson Center for the Humanities at the University of Washington through its Teachers as Scholars Program. Additional professional development includes: Differentiated Instruction, Indelible Instruction Part II, Teaching the Holocaust: A Seminar for Educators, Issues of Abuse: What every Educator Should Know, Teaching Reading in Content Areas, Literacy at the High School Level. Building Administrators are participating in the District Leaders Seminar Series at the University of Washington. The science staff are working with the Lasar Inquiry Seminars. AP instructors take part in the summer AP training seminars in their content area. The entire staff participated in a workshop that focused on the challenges facing gay, lesbian and questioning youth in a public high school.

PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 10 Test Washington Assessment of Student Learning

Edition/Publication Year Publisher Riverside

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	96	91	89	81	76
% "Exceeding" State Standards	73	69	71	71	61
Number of students tested	136	125	128	113	
Percent of total students tested	94	95	95	93	
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard		62			
% "Exceeding" State Standards		31			
Number of students tested		13			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 10 Test Washington Assessment of Student Learning

Edition/Publication Year Publisher Riverside

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	75	68	69	66	57
% "Exceeding" State Standards	40	38	30	33	26
Number of students tested	137	122	128	113	
Percent of total students tested	95	92	95	95	
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Low Income					
% "Meeting" plus % "Exceeding" State Standard	70	54			
% "Exceeding" State Standards	30	0			
Number of students tested	10	13			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					