

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet **Type of School:** (Check all that apply) Elementary Middle High K-12 Charter

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

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

School Mailing Address 4925 Corson Avenue South
(If address is P.O. Box, also include street address)

Seattle WA 98108-1834
City State Zip Code+4 (9 digits total)

County King **State School Code Number*** 17001 2353

Telephone (206) 252-8310 **Fax** (206) 252-8311

Website/URL <http://www.seattleschools.org/area/main/ShowSchool?sid=252>

E-mail phunter@seattleschools.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* Mr. Raj Manhas
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Seattle **Tel.** (206) 252-0000

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 Ms. Brita Butler-Wall
(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 _____

*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 for 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 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *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:
- | | |
|-----|---------------------|
| 66 | Elementary schools |
| 11 | Middle schools |
| 0 | Junior high schools |
| 12 | High schools |
| 15 | Other |
| 104 | TOTAL |
2. District Per Pupil Expenditure: \$,9342
- Average State Per Pupil Expenditure: \$7,658

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. 6 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	37	38	75	8	--	--	--
1	36	43	79	9	--	--	--
2	38	35	73	10	--	--	--
3	36	33	69	11	--	--	--
4	27	36	63	12	--	--	--
5	40	36	76	Other	--	--	--
6	--	--	--				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							435

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>7</u> | % White |
| <u>10</u> | % Black or African American |
| <u>15</u> | % Hispanic or Latino |
| <u>66</u> | % Asian/Pacific Islander |
| <u>2</u> | % 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: 11%

[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.	25
(3)	Total of all transferred students [sum of rows (1) and (2)]	48
(4)	Total number of students in the school as of October 1	428
(5)	Total transferred students in row (3) divided by total students in row (4)	.11
(6)	Amount in row (5) multiplied by 100	11

8. Limited English Proficient students in the school: 38%
161 Total Number Limited English Proficient
 Number of languages represented: 16
 Specify languages: Cantonese, Chinese, Mandarin, Tagalog, Ilokano, Spanish, Samoan, Arabic, Panjabi, Vietnamese, Toishanese, Cambodian, Laotian, Amharic, Oromo, Somalian

9. Students eligible for free/reduced-priced meals: 63%
 Total number students who qualify: 268

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: 7%
29 Total Number of Students Served

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

- | | |
|-----------------------------------|---|
| <u>1</u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u>3</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>15</u> Specific Learning Disability |
| <u>5</u> Emotional Disturbance | <u> </u> Speech or Language Impairment |
| <u> </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>1</u>	<u> </u>
Classroom teachers	<u>16</u>	<u>4</u>
Special resource teachers/specialists	<u>8</u>	<u>4</u>
Paraprofessionals	<u>9</u>	<u> </u>
Support staff	<u>6</u>	<u>4</u>
Total number*	<u>40</u>	<u>12</u>

*Total does not include our Seattle University work study students.

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 25:1

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.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	91%	92%	93%	94%	96%
Teacher turnover rate	7%	13%	12%	3%	18%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Maple Elementary School watches Seattle at work every day. From our school's front door on the west side of Seattle's Beacon Hill, we can see the vast Boeing complex sprawling on the flats below; hear freight trains rumbling between container terminals on the waterfront; and look up at planes slowing overhead as they prepare to land at nearby Boeing Field.

Seattle grew as a gateway to the world. And Maple Elementary, which looks out every day on the tangible examples of this gateway at work, is a gateway itself, welcoming students whose families hail from all over the world. Nearly 40% of our 428 students arrive at the school with limited English; they speak more than 17 languages at home; and they celebrate a multitude of different cultures every day.

At many schools, this much cultural and linguistic diversity could pose a real challenge. But at Maple Elementary, students' diversity is our school's greatest strength, much as Seattle's willingness to embrace the world has been its strength throughout its history. A commitment to the contributions of many cultures and many places is reflected in everything that happens at our school. It is reflected in the clocks in our front hall, which show the time in Seattle and in Hong Kong, in Seoul and in London, to remind students of the lives other people – and maybe even their families – are living in other places. It is reflected in our creed: "I know that our country was built by people of all races, and I know that people of all races keep our country great." And it is reflected in our mission, which commits that "every student will attain his or her highest potential and be empowered to become a life-long learner."

Motivated Achievers Perform, Learn and Excel, begins our school's vision; and it goes on to commit that "the Maple School community of parents, staff, volunteers, and students is responsible for providing each student with the opportunity to have a positive and meaningful education in a pluralistic learning environment." *Each* student can thrive at Maple Elementary; each student with his or her individual skills, experiences, and needs. And that is the secret to our school's success: a commitment to the needs of each child in a way that is built on Seattle's globe-spanning past and responds to the challenges of its future.

Because Maple's students arrive at the school with such different skill levels, the faculty and staff don't attempt a one-size-fits-all approach; instead, we tailor our instruction to each student's needs. We assess each student's performance regularly, compare what we know about students and their progress, and then act on what we learn. We created an intervention team to help teachers get extra resources for students who are struggling, and we schedule instructional aides' time so that students who need the most help get it quickly. We raised money for a computer lab and trained our staff in computing to help our students bridge the digital divide. We've made writing the foundation of our curriculum, and have adopted a variety of innovative approaches to help students learn to read, to comprehend, and then to write fluently. We've made Maple Elementary an inquiry-based school, challenging students to learn by exploring the world around them and then communicating what they learn. Our data told us that we were not meeting the needs of our Latino students so we placed fluent Spanish-speaking teachers in one kindergarten and one first grade class and provided instruction in English and Spanish to honor their culture, communicate effectively with parents, and offer them early language support. And we've involved parents in everything we do, from preparing for assessment exams to rebuilding our playground to celebrating our successes.

It's only natural in Seattle that this harbor city on the edge of the Pacific Rim should have succeeded by welcoming the world. And it's only natural at Maple Elementary, where we welcome students every day from cultures around the world, that we should succeed in just the same way: by embracing their differences and their skills, and by creating a place where each child can feel at home.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results (in reading and mathematics):

In spring 2005, 87% of Maple Elementary's 4th grade students met Washington State standards in the reading portion of the Washington Assessment of Student Learning (WASL) exam; 79% met the standard in mathematics; and 73% met the standard in writing.

These results were significantly higher than the average for either the Seattle Public Schools or Washington State (see table below), placing Maple Elementary 13th in rank out of Seattle's 66 elementary schools, and well within the score ranges of Washington State's most elite suburban schools. Scores this high would not be surprising, in fact, if Maple was located in the suburbs and drew a homogeneous group of upper-middle class students. But our school is located in the heart of Seattle, 38% of our students qualify for bilingual education, and 63% qualify for free or reduced-price lunches.

Washington Assessment of Student Learning Fourth Grade Students Meeting Standard, Spring 2005			
Test Group	Reading	Mathematics	Writing
Washington State	79%	61%	58%
Seattle Public Schools	77%	59%	58%
Maple Elementary	87%	79%	73%

Our test scores were not always this high. In spring 2000, our students' test scores were more consistent with what was expected for a poor, inner-city school: only 64% met the standard in reading, 35% in math, and 51% in writing. That fall, we began a School Transformation process that focused on an analysis of what we needed to do to help our students improve. Our initial analysis led us to strengthen our school's math instruction, concentrating our strategies on the WASL-related skills of understanding the questions and using National Urban Alliance (NUA) writing strategies to explain the answers. Reading and writing were particularly important skills for our students, as so many of them arrived at the school with only a limited command of English.

By spring 2001, our school's math average had improved by 21 percentage points. We continued to work, focusing next on our low writing scores and developing strategies to help students write more fluently. By spring 2002, our scores had climbed again: to 63% for both writing and math.

Even as we witnessed significant gains in writing and math, we remained concerned that our reading scores had remained stagnant, particularly for our Latino students, who have consistently lagged about 10 points behind their peers. Our data showed that while students did well in comprehending literal text, they were less successful in vocabulary development and comprehending literature-based text. We began the computerized Read Naturally Program, which works on both reading fluency and comprehension. We also scheduled both instructional aides and tutors to practice fluency and retelling with students in first and second grades and intensified our reading comprehension efforts. Since then, reading scores have increased by 15 points.

The State WASL is only one of our assessment measures. We continue to monitor it, even as we use teachers' judgment and classroom-based assessments to ensure that each student's needs are being met, and to identify trends and skills that will help our students continue to thrive.

2. Using Assessment Results:

Maple Elementary's high test scores did not happen by accident. Rather, they were the result of five years of intensive work by our school's faculty and staff to understand, first, what assessment results can tell us about how our students are learning; and second, how we can do a better job to help them learn.

Each spring, before leaving school for the summer, the Maple staff meets to preview the needs of rising students and to develop "student learning plans" as needed. Each student's plan is based on assessment data, written work, and input from classroom teachers and support staff. When school starts in September, the plan is reviewed by the classroom teacher, modified as necessary, presented to the Student Intervention Team (SIT, which consists of the school's principal, a special-education teacher, classroom teacher, and counselor), and then presented to the student and parents (with translators, if necessary), to ensure that struggling students get the extra resources they need to succeed. Preparing student learning plans helps our teachers develop an in-depth understanding of the skills, needs and learning style of each student, even before the school year starts. Teachers then build on this information with their observations in the classroom, adjusting their learning plans as needed to match students' successes and setbacks.

Writing is a key focus for all students, and begins in kindergarten. We use a variety of strategies to help students strengthen their writing skills across all content areas so that they can clearly articulate their thinking whether they are responding to a reading question or solving problems in math or science on the assessment exams.

Cooperation and communication among faculty and staff are a key part of our use of assessment data. Our school's open classroom floor plan facilitates frequent meetings among grade level teachers, and we have organized our schedule to allow for regular "vertical" and "horizontal" team time. This helps us focus on students' needs and analyze successful instructional strategies. We believe that "many heads on their worst day are always better than one head on its best day." We are a data-driven school. We do not measure our success by how much we teach our students. Rather, we measure it by how well they learn, and by how well they can articulate what they've learned.

3. Communicating Assessment Results:

As any visitor to our school will quickly notice, we are very proud of our assessment results! We have our WASL test scores posted on large sheets of paper right inside the school's front door, where students and teachers can see them every day. Making our test scores a part of our daily life at Maple helps us focus on our goal: to help every student continue to improve, every year.

We also have several more formal mechanisms for communicating assessment results. As noted above, teachers receive each student's results before the start of the school year, and use the information to plan an instructional strategy for each child. We also mail test results home to each family early in the school year, and supplement that communication with a workshop at the school for our parents and families, to ensure that parents understand how we are doing and what we are striving to achieve.

We also communicate our assessment results to the larger community through the Seattle Public Schools' regular communications and school rankings, our school and district websites, our local news media, and our state Office of Superintendent of Public Instruction.

In addition, because of our published success over the last several years, our faculty and staff have been pleased to have the opportunity to share our successes – and our strategies – with faculty from other schools and districts.

4. Sharing Success:

We've worked hard to help Maple Elementary students succeed, and we're very proud of the results. Over the last several years we've developed a variety of strategies and programs particularly suited to help English Language Learners improve their reading fluency, reading comprehension, and writing, and we're delighted to share what we've learned with other teachers.

We share our success in several ways. Within the Seattle Public Schools, we serve as a model for other diverse inner city schools by hosting teacher groups and presenting at teacher training sessions. Several of our teachers are being trained as National Urban Alliance (NUA) and Guided Language Acquisition Design (GLAD) trainers so that they can provide extra support to their peers in the teaching methods we use. We're also happy to help schools in other districts, and have hosted a number of teacher delegations from around the state, who have toured Maple and met with our teachers and principal to share strategies and resources.

We've also written about our success and the lessons we've learned. Principal Patricia Hunter has published an article on Maple's instructional strategies in *New Horizons for Learning*, presented data and strategies to the Seattle School Board, and plans to continue to reply to requests on Maple's success from interested educators around the country.

We believe that our faculty and staff are the key to our success, and they are also key to sharing our success. They have been most generous with their time and will continue to share their passion for education with other teachers around the city, state and country.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Writing is the foundation of Maple’s curriculum. Writing is a crucial skill for all students, of course, but it is particularly important at our school with its many English Language Learners. As we help them learn to read English and to comprehend what they are reading, we also help them learn to write fluently so that they can express their thoughts on any subject. (Or, to quote Gushneet, a fourth grade student, whose recent essay argued for a laptop on every desk, “If you disagree, please read this again!”)

Teaching students to write well is a time-consuming activity and that is especially the case at Maple. But our faculty and staff see the benefits of students’ writing skills every day, and attribute our students’ marked improvement in assessment scores largely to their ability to write clearly.

Our teachers have adopted a variety of innovative strategies to help students improve their reading and writing skills, and have integrated those strategies into every aspect of our curriculum. We use the Guided Language Acquisition Design (GLAD) model to help our multilingual students start their journey into the English language. GLAD integrates listening, speaking, reading, and writing skills into all subject areas, allowing students to learn language skills in a way that is relevant and rewarding. In addition, all Maple staff also use strategies taught by the National Urban Alliance’s (NUA) Seattle Literacy Initiative. These methods begin with our Kindergartners, a majority of whom are English Language Learners. They are taught to write in their own words, using best-guess spelling. This journal writing in language, science and math continues through fifth grade.

Reading is the other key underpinning of Maple Elementary’s curriculum. Students can’t learn to write well – and can’t succeed in other subjects – until they can read well and understand what they’ve read. Teaching reading at Maple is complicated by the fact that so many of our students don’t speak English at home. As a result, we use strategies to help students decode words, build their vocabulary, increase their reading fluency, and improve their reading comprehension. We integrate reading skills into every subject, and constantly stress the connection between reading and writing, between thinking and saying.

Mathematics and Science instruction have both benefited tremendously from our implementation of the National Science Foundation’s (NSF) inquiry-based learning method. This method of learning is student-driven and requires students to read and write extensively, recording their analytical observations and problem-solving strategies in math and science journals. By focusing so much of our substantive curriculum on problem-solving, we help our students become skilled at organizing and analyzing information, and using graphic organizers across the content areas. These “backbone” skills help them organize their thoughts in class and on assessment exams.

Art and music instruction are key to help students learn to understand patterns, observe the world around them, and express their creativity. Our art and music instruction incorporates concepts from many different cultures to build on our students’ diverse backgrounds and help them understand the importance of math, reading and writing in the fine arts.

Home-School Connections are often not thought of as part of a school’s curriculum, but they are very important at Maple Elementary. We involve all our families in reading, writing, and helping their students achieve; and we reach out to our students’ multicultural and multilingual parents to make them a valued part of our community. Our back-to-school multi-ethnic dinner is a delicious event that is enjoyed by all!

2. Reading (Elementary Schools):

Maple's reading program uses an inquiry-based instruction method balanced between fiction and non-fiction. Reading is integrated across all subject areas, to help students with the key skills of vocabulary development and text comprehension. We pay particular attention to reading at Maple because so many of our students are learning English as a Second Language, and are hampered in all subject areas if they can't learn to read well.

Because of our students' diversity, we've adopted a variety of approaches to help students learn to read and then to write. We use a networked Read Naturally program on our computers, which allows students to hear selections read aloud to them while they follow along. We're part of the National Urban Alliance's Seattle Literacy Initiative, which has helped our teachers translate the standards-based learning system into instructional strategies, with a focus on accelerating students' acquisition of reading, writing, and communications skills. And teachers in every subject and at every grade guide students to speak their thoughts first, then write them down, and then read them aloud, so that reading and writing skills develop organically. Students begin keeping journals in Kindergarten, and soon learn to write out their thoughts in science, math, and social studies as well.

Because of the cultural diversity of our school community – our families speak languages from Amharic to Toishanese – we work hard to incorporate students' cultures and families in the reading process as well. We've developed a culturally relevant curriculum that includes guided reading groups beginning in Kindergarten, and we've implemented a School-Home reading connection that involves parents in their students' reading success.

3. Mathematics, Science, Art, Etc. (select one subject area):

Mathematics is a key part of our curriculum at Maple, and here, too, we've adopted a variety of strategies tailored to our diverse students' individual needs. Because our state assessment exam, the WASL, requires students to explain their reasoning on math problems rather than simply providing an answer, we realized quickly that if students couldn't read or write well, they couldn't succeed at math. As a result, we've integrated our reading and writing strategies into our math curriculum: students keep math journals, engage in daily WASL word problem practice, and become accustomed to explaining their reasoning on math challenges either verbally or in writing.

Maple is an inquiry-based school, and all our teachers have received training in the National Science Foundation's inquiry-based method of teaching. We use the TERC K-5 math curriculum, which focuses on probing, discussing, and understanding mathematical relationships and problems. Although students do need to learn their "math facts" – and our P.E. teacher provides ongoing, student-centered math drills – we want to make sure that their knowledge of mathematics is much more than merely rote memorization, and the inquiry-based approach helps us do that.

Because students learn in different ways, we've set up math centers in each of our classroom areas. Each math center is equipped with grade-appropriate manipulatives and inquiry-based activities, allowing students to experiment with what they've been learning. Our computer teacher has set up an assessment program that gives students the opportunity to test their math skills and provides teachers with immediate feedback on how well students are understanding new skills in each of the math strands.

4. Instructional Methods:

Because our student body is so diverse and because each child learns in a different way, we use a variety of instructional methods at Maple Elementary. All of our instruction, however, is united by our use of the National Science Foundation's inquiry-based learning approach, which helps students achieve by exploring the world around them and then explaining what they learn. All of our teachers have been trained in inquiry-based instructional methods, and have integrated an inquiry-based approach into every subject they teach.

We also use a variety of language acquisition, reading, and writing approaches specifically targeted at students who are learning English as a Second Language. These methods include the Guided Language Acquisition Design (GLAD) model for language acquisition and vocabulary development; the Read Naturally program for reading fluency, decoding, and comprehension; the National Urban Alliance's Seattle Literacy Initiative to accelerate reading, writing, and communications skills; and, teacher-created math lessons, TERC, Math Their Way, and Addison Wesley mathematics tools.

We use computers as an integral part of the curriculum, both to provide an additional way for students to practice their skills and also to help them bridge the digital divide, since a majority of them are low income and do not have access to a computer at home. We use culturally relevant curriculum materials to reflect the fact that our students come from a variety of different countries and cultures and speak over 17 languages at home. And we work hard to include students' parents and families in everything we do at the school – from our School-Home reading connection to our multicultural, multilingual PTSA – with support from our multilingual teachers and instructional assistants to help parents who may be new to America and our educational system help their children succeed at school.

5. Professional Development:

Maple's faculty and staff are the key to our success. But they can't help students succeed without support, and we have provided support in the form of targeted professional development as well as the conscious organization of each school day to allow teachers to work with and learn from each other as they focus on helping our students succeed.

Communication among teachers has been particularly important to their growth as professionals and to the achievement gains we've witnessed in our students. As we developed our Transformation Plan during the early 2000s, we realized that more time for communication between teachers was imperative in order to accelerate student achievement. We then restructured our school day to provide regular time for both horizontal (across each grade level) and vertical (from one grade level to the next) team meetings. Our school's open concept architecture facilitates this type of teamwork, and we are committed to continuing it as we feel it is vital to our students' success.

We have also provided teachers with opportunities to enhance their skills and to ensure that teachers throughout Maple share the same toolbox of instructional approaches. All Maple teachers have been trained in the National Science Foundation's inquiry-based learning method, and all teachers have now integrated inquiry-based learning into their science, math, reading, and other subject-area classes. All teachers have been trained in the effective use of computers in the classroom to help our mostly low-income students bridge the digital divide. And our teachers continue to work – both with their peers within the school and at schools around the District – to learn about the latest approaches in teaching and in assessment and to learn to understand and use the wealth of data now available to us through our state's assessment program.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS:

Subject: Reading **Grade:** 4

Test: Washington Assessment of Student Learning (WASL)

Edition/Publication Year: 2005

Publisher: Washington State Office of Superintendent of Public Instruction (OSPI)

MAPLE ELEMENTARY SCHOOL Reading WASL – 4th Grade	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	April	April	April	April
SCHOOL SCORES				
% At or Above Meets State Standards	87%	78%	59%	62%
% At Exceeds State Standards	40%	37%	14.7%	16%
Number of students tested	77	74	70	73
Percent of total students tested	99%	100%	93%	97%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%
SUBGROUP SCORES				
1. Asian				
% At or Above Meets State Standards	96%	80%	65%	66%
Number of students tested	49	49	49	47
2. Latino				
% At or Above Meets State Standards	67%	69%	N/A	50%
Number of students tested	12	13	< 10	10
3. Low income (Free/ reduced lunch)				
% At or Above Meets State Standards	84%	73%	56%	50%
Number of students tested	50	44	55	44
4. Bilingual (In ESL program)				
% At or Above Meets State Standards	81%	37%	39%	38%
Number of students tested	27	19	23	21

Subject: Writing Grade: 4
Test: Washington Assessment of Student Learning (WASL)

Edition/Publication Year: 2005
Publisher: Washington State Office of Superintendent of Public Instruction (OSPI)

MAPLE ELEMENTARY SCHOOL Writing WASL – 4th Grade	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	April	April	April	April
SCHOOL SCORES				
% At or Above Meets State Standards	73%	70%	68%	63%
% At Exceeds State Standards	31%	20%	N/A*	N/A*
Number of students tested	76	74	69	73
Percent of total students tested	97%	100%	92%	97%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%
SUBGROUP SCORES				
1. Asian				
% At or Above Meets State Standards	78%	78%	78%	70%
Number of students tested	49	49	49	47
2. Latino				
% At or Above Meets State Standards	58%	54%	N/A	40%
Number of students tested	12	13	< 10	10
3. Low income (Free/ reduced lunch)				
% At or Above Meets State Standards	64%	64%	64%	55%
Number of students tested	50	44	55	44
4. Bilingual (In ESL program)				
% At or Above Meets State Standards	56%	37%	57%	38%
Number of students tested	27	19	23	21

**Prior to Spring 2004, the Writing WASL had only two scores: “meets standard” and “does not meet standard.”*

Subject: Mathematics **Grade:** 4
Test: Washington Assessment of Student Learning (WASL)

Edition/Publication Year: 2005
Publisher: Washington State Office of Superintendent of Public Instruction (OSPI)

MAPLE ELEMENTARY SCHOOL Mathematics WASL – 4th Grade	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	April	April	April	April
SCHOOL SCORES				
% At or Above Meets State Standards	79%	78%	53%	63%
% At Exceeds State Standards	60%	50%	35%	38%
Number of students tested	78	74	70	73
Percent of total students tested	100%	100%	93%	97%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%
SUBGROUP SCORES				
1. Asian				
% At or Above Meets State Standards	88%	84%	61%	74%
Number of students tested	50	49	49	47
2. Latino				
% At or Above Meets State Standards	67%	54%	N/A	30%
Number of students tested	12	13	< 10	10
3. Low income (Free/ reduced lunch)				
% At or Above Meets State Standards	73%	75%	47%	50%
Number of students tested	51	44	55	44
4. Bilingual (In ESL program)				
% At or Above Meets State Standards	78%	26%	26%	38%
Number of students tested	27	19	23	21

Subject: Reading **Grade:** 2 (Spring)
Test: Developmental Reading Assessment (DRA)

Edition/Publication Year: 2005
Publisher: Washington State Office of Superintendent of Public Instruction (OSPI)

MAPLE ELEMENTARY SCHOOL Reading DRA – 2nd Grade	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Meets State Standards	90%	92%	91%	86%
Number of students tested	60	59	76	72
Percent of total students tested	98%	95%	100%	100%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%
SUBGROUP SCORES				
1. Asian				
% At or Above Meets State Standards	93%	97%	94%	90%
Number of students tested	43	37	50	50
2. Latino				
% At or Above Meets State Standards	N/A	89%	71%	69%
Number of students tested	< 10	9	14	13
3. Low income (Free/ reduced lunch)				
% At or Above Meets State Standards	84%	85%	86%	77%
Number of students tested	37	34	50	35
4. Bilingual (In ESL program)				
% At or Above Meets State Standards	92%	88%	88%	63%
Number of students tested	26	25	40	19

Subject: Reading **Grade:** 2 (Fall)
Test: Developmental Reading Assessment (DRA)

Edition/Publication Year: 2005
Publisher: Washington State Office of Superintendent of Public Instruction (OSPI)

MAPLE ELEMENTARY SCHOOL Reading DRA – 2nd Grade	2005- 2006**	2004- 2005	2003- 2004	2002- 2003
Testing month	October	October	October	October
SCHOOL SCORES				
% At or Above Meets State Standards	85%	80%	77%	63%
Number of students tested	67	59	61	68
Percent of total students tested	98%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%
SUBGROUP SCORES				
1. Asian				
% At or Above Meets State Standards	93%	86%	85%	67%
Number of students tested	46	42	39	49
2. Latino				
% At or Above Meets State Standards	50%	N/A	70%	36%
Number of students tested	12	< 10	10	14
3. Low income (Free/ reduced lunch)				
% At or Above Meets State Standards	79%	83%	71%	53%
Number of students tested	38	36	34	49
4. Bilingual (In ESL program)				
% At or Above Meets State Standards	81%	80%	67%	48%
Number of students tested	32	25	24	40

***The Developmental Reading Assessment is administered to all 2nd grade students both in the fall and then the following spring. Both sets of scores are provided here, though please note that this report includes the first testing (Fall 2005) for the 2005-2006 school year.*

Subject: Reading **Grade:** 1 (Spring)
Test: Developmental Reading Assessment (DRA)

Edition/Publication Year: 2005
Publisher: Washington State Office of Superintendent of Public Instruction (OSPI)

MAPLE ELEMENTARY SCHOOL Reading DRA – 1st Grade	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Meets State Standards	76%	76%	80%	57%
Number of students tested	68	67	59	81
Percent of total students tested	98%	94%	100%	100%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%
SUBGROUP SCORES				
1. Asian				
% At or Above Meets State Standards	91%	79%	90%	61%
Number of students tested	43	48	39	49
2. Latino				
% At or Above Meets State Standards	37%	N/A	N/A	38%
Number of students tested	16	< 10	< 10	16
3. Low income (Free/ reduced lunch)				
% At or Above Meets State Standards	70%	74%	69%	49%
Number of students tested	40	43	35	55
4. Bilingual (In ESL program)				
% At or Above Meets State Standards	76%	80%	78%	48%
Number of students tested	38	35	32	42

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS:

Subject: Reading **Grade:** 3 (Spring)
Test: Iowa Test of Basic Skills (ITBS)

Edition/Publication Year: 2005
Publisher: ITBS

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

MAPLE ELEMENTARY SCHOOL Reading ITBS – 3rd Grade	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	March	March	March	March
SCHOOL SCORES				
Total Score	47	49	48	45
Number of students tested	55	71	75	72
Percent of total students tested	96%	100%	96%	96%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%
SUBGROUP SCORES				
1. Asian				
Total score	49	50	48	45
Number of students tested	37	47	53	52
2. Latino				
Total score	41	44	42	N/A
Number of students tested	9	15	13	< 10
3. Low income (Free/ reduced lunch)				
Total score	43	46	41	43
Number of students tested	32	52	43	51
4. Bilingual (In ESL program)				
Total score	38	44	27	33
Number of students tested	12	23	16	19
NATIONAL MEAN SCORE	48	51	48	42
NATIONAL STANDARD DEVIATION	16.2	16.8	18.2	16.8

Subject: Mathematics Grade: 3 (Spring)
Test: Iowa Test of Basic Skills (ITBS)

Edition/Publication Year: 2005
Publisher: ITBS

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

MAPLE ELEMENTARY SCHOOL Mathematics ITBS – 3rd Grade	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	March	March	March	March
SCHOOL SCORES				
Total Score	61	59	61	59
Number of students tested	55	71	75	72
Percent of total students tested	96%	100%	96%	96%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%
SUBGROUP SCORES				
1. Asian				
Total score	68	62	64	63
Number of students tested	37	47	53	52
2. Latino				
Total score	46	50	52	N/A
Number of students tested	9	15	13	< 10
3. Low income (Free/ reduced lunch)				
Total score	58	52	55	57
Number of students tested	32	52	43	51
4. Bilingual (In ESL program)				
Total score	51	54	43	52
Number of students tested	12	23	16	19
NATIONAL MEAN SCORE	71	60	70	67
NATIONAL STANDARD DEVIATION	19.5	16.4	17.6	17.0