

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

Official School Name Pine Lake Middle School
(As it should appear in the official records)

School Mailing Address 3200 228th Avenue S.E.
(If address is P.O. Box, also include street address)

Sammamish Washington 98075-9208
City State Zip Code+4 (9 digits total)

County King State School Code Number 3879

Telephone (425) 837-5700 Fax (425) 837-5762

Website/URL: www.plms.issaquah.wednet.edu E-mail: adlerroy@issaquah.wednet.edu

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. Janet Barry
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Issaquah School District Tel. (425) 837-7000

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. Mark Warner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office 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:
 - 13 Elementary schools
 - 4 Middle schools
 - 0 Junior high schools
 - 3 High schools
 - 2 Other – Alternative High School, 9th Grade Campus
 - 22 TOTAL

2. District Per Pupil Expenditure: 6823.48
 Average State Per Pupil Expenditure: 7597.70

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban school with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural

4. 5 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students 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	162	139	301
K				8	179	156	335
1				9			
2				10			
3				11			
4				12			
5				Other			
6	166	139	305				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							941

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>81</u> | % White |
| <u>2</u> | % Black or African American |
| <u>3</u> | % Hispanic or Latino |
| <u>14</u> | % Asian/Pacific Islander |
| <u>0</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: 3.66%

[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.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)]	34
(4)	Total number of students in the school as of October 1	929
(5)	Total transferred students in row (3) divided by total students in row (4)	.0366
(6)	Amount in row (5) multiplied by 100	3.66

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:

9. Students eligible for free/reduced-priced meals: 2.8 %
 Total number students who qualify: 26

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: 8.72 %
81 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>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>34</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>33</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</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>32</u>	<u>14</u>
Special resource teachers/specialists	<u>0</u>	<u>7</u>
Paraprofessionals	<u>0</u>	<u>8</u>
Support staff	<u>8</u>	<u>5</u>
Total number	<u>42</u>	<u>34</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 24.7:1

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	98.63 %	95.21 %	95.43 %	-- %	-- %
Daily teacher attendance	90 %	88 %	89 %	N/A	N/A
Teacher turnover rate	13 %	18 %	20 %	18 %	15 %
Student dropout rate (middle/high)	0 %	0 %	0 %	-- %	-- %
Student drop-off rate (high school)	%	%	%	%	%

Part III. School Summary

Pine Lake Middle School, located in Sammamish, Washington, is one of four middle schools in the Issaquah School District. Opening its doors as a junior high in 1974, it was converted to a middle school serving grades six through eight in 1984. Completely renovated in 1999, the school currently serves 941 students. Students come primarily from four elementary schools: Discovery, Endeavour, Sunset, and Sunny Hills. For grade nine, students move on to the new Pacific Cascade Freshman Campus and then are split between Issaquah and Skyline High Schools for the remainder of their high school careers.

PLMS has a long tradition of academic rigor, high expectations, and outstanding results. We embrace a true middle school philosophy, addressing the developmental needs of early adolescence while providing a challenging and stimulating educational experience. Our mission is straightforward: *At PLMS, staff, students, parents and community work together to provide the best opportunities for learning.* Teachers routinely evaluate the success of their students and effectiveness of their instructional strategies. Our dedicated staff continually expands its own knowledge and expertise, keeping our eyes on the prize: maximum student performance. Our school's Continuous Improvement Plan (CIP) keeps us focused on standards, data gathering, and identifying areas that need improvement.

Within this rigorous environment, support for struggling students is abundant. We offer after-school programs for reading and homework help. Many teachers provide "homework hotlines" to help students keep track of their assignments. We have developed humanities blocks (language arts and social studies) with substantially lower class sizes for students who need individualized help and support during the school day. Focused reading classes serve students who have not met standards in literacy. Study Skills is a year-long class to support students in their core subjects. All of our teachers' grade books are on-line and available for students and parents to check on missing assignments and assess progress.

PLMS students work hard and play hard. We make the middle school years fun and rewarding in many ways. Our active ASB shares in decisions regarding assemblies and special events. Each trimester's "social" includes dancing and sports activities for all grades. Creative assemblies such as lip-sync and talent show (including a now nearly famous staff band) are annual high points. Our after-school athletic programs attract hundreds of students. Annual participation in spring track alone rises as high as 300. Our chess team is award-winning; our math team competes with steely determination, and our 2005 National Geography Bee finalist finished seventh in the nation. Our music programs contribute rich and lively learning and performance to the school's tradition of excellence. Band, chorus, jazz band, and orchestra all enjoy outstanding reputations—even beyond the state. Our instrumental groups have earned annual invitations to perform at Disneyland, and chorus was invited last year as well.

Parent involvement anchors Pine Lake's extraordinary achievement. For the past several years, our PTSA has ranked as one of Washington's top units with more than 100% membership (that means more PTA members than we have students enrolled!). Parents volunteer enthusiastically for the full spectrum of school activities from classroom helpers to athletic timekeepers. Partnering with health/fitness teachers, they help produce Pine Lake's annual Hoe Down—an exhilarating finish to square dance instruction. Drawing more than a thousand students, siblings, parents, and alumni, this foot-stompin' event is described by our police chief as the largest shindig in the city. Our students even suggest we could make the *Guinness Book of Records* for number of square dancers on a middle school campus.

Collaboration strengthens every aspect of school life. Site Council blends the perspectives of teachers and parents. Teachers exchange ideas at grade level meetings every Friday. Regular team leader meetings solve school-wide problems proactively. PLMS staff makes strategic use of a two-hour late start every Wednesday to work together. Pine Lake parents appreciate arena-style teacher conferences each fall and on-line progress reports on their students every three weeks.

Part IV. #1 Assessment Results

Washington state seventh grade students have participated in the Washington Assessment of Student Learning (WASL) since the spring of 1998. This standards-based criterion-referenced test requires students to select and create answers that show their skills, knowledge, and understanding in each of the Essential Academic Learning Requirements (EALRs). Test questions challenge students to apply their understanding in a range of question formats: multiple choice, short answer, extended responses, essays, and problem-solving tasks. The test is untimed, allowing students to demonstrate their full range of proficiency. Various accommodations make the WASL accessible to nearly all students; those who are not assessed through the WASL use the Washington Alternative Assessment System (WAAS). More information about the state assessment program can be found at <http://www.k12.wa.us/assessment>.

As the tables in part VII clearly indicate, despite performance scores well above the state scores in 2000, Pine Lake students have continued to post dramatic increases in the percentage of students meeting standard each year. Pine Lake Middle School achievement results have increased at a much higher rate than the state average. According to Washington's Office of the Superintendent of Public Instruction (OSPI), when comparing Pine Lake to other middle schools in Washington State with similar demographics, Pine Lake is the highest performing school in WASL Reading, Mathematics, and Writing.

While the Mathematics section of the WASL has proven most challenging for all Washington State students, PLMS students show a steeper trajectory of mathematics growth, well above the rest of the state. The percentage of Pine Lake students meeting WASL math standards has increased from 57.8% in 2000-2001 to 81.1% in 2004-2005. The subgroup scores for PLMS show similar growth for both Asian and White students. The trend for all students *Below* and *Well Below Standard* continues to decrease. The reduction of students *Well Below Standard*, along with Pine Lake's overall excellent results, clearly show that instruction at PLMS reaches all learners. A special point worth celebrating: across the five-year period reported here, the percent of students *Well Below Standard* is down from 24.1% to 6.8%!

WASL Reading performance shows a similarly steep growth trend. In 2000-01, 69.9% of PLMS students met or exceeded the standard; 30.1% were *Below* or *Well Below Standard*. By 2004-05, 92.3% performed *At* or *Above Standard*; only 7.1% scored *Below* or *Well Below Standard*. This continuing, strong increase over the five-year period left only 0.9% of PLMS students *Well Below Standard*. By any measure—the high percentage succeeding or the tiny percentage not responding—Pine Lake's reading achievement is an example of remarkable student success in our focused learning community.

PLMS teachers and administrators routinely use large-scale assessment data, as well as classroom-based assessments, to design instruction. The Continuous Improvement Plan identifies a school-wide SMART goal (an instructional goal that is student-centered, m measurable, attainable, r realistic and time-bound). With current focus on writing, our CIP includes an action plan to engage the entire school in strategic work to improve student writing. Reading, researching, and identifying best practices are traditional professional strategies that PLMS teachers use to increase their ability to personalize learning for all students.

Part IV. #2 Using Assessment Results

Teachers use classroom performance assessments routinely, and each of our departments develops common rubrics to standardize expectations for student learning.

For standardized test data results, we follow a series of steps designed to help identify significant trends:

- We start by laying out the data in each category by grade level and by sub-groups.
- We look for two or three-year trends in each category, identified by at least a 5% increase or decrease.
- We share this data with all staff in settings that allow for review and discussion.
- We formulate goals as directed by data trends and staff analysis.

Individual student test results help us place students appropriately in a variety of academic settings, including math classes, advanced levels of humanities, and state-funded remediation in reading.

Our three-year trend in WASL writing scores revealed an achievement gap between girls and boys in writing, ranging from 9 to 17%. This analysis has led us to a school-wide effort to close this gender gap in student writing performance. The first step in our plan was an “All-School Write,” in which all students wrote to a single prompt, and trained teachers strengthened their knowledge of standards through common scoring of student work. Teachers analyzed the scored work to set baseline data for long-term improvement efforts and begin developing grade-level strategies to improve weaker areas. Our review of research pointed to the importance of motivational strategies for boys in the writing process. Therefore, our writing prompts are now “boy friendly,” and our teachers actively consider when to use same-gender or mixed-gender writing groups. A second All-School Write is scheduled for later in the school year; all of our teachers will share in the scoring.

Part IV. #3 Communicating Assessment Results

PLMS students and parents receive assessment data for self-review in multiple ways:

- Every three weeks, using a software program called *Basmati*, teachers prepare on-line progress reports for students and parents.
- Students receive mid-trimester progress reports with current grades every six weeks. Parents of students in danger of failing at mid-trimester receive those reports in the mail.
- Students receive trimester report cards every twelve weeks.
- All standardized test data is mailed home.
- Each fall, parents attend arena-style parent-teacher conferences.
- Teachers and the administration share overall test data with parents each fall during Curriculum Night and distribute supportive pamphlets explaining in plain language how to interpret test data.
- Parent conferences with individual teachers, counselors, and administrators, as well as full staffings with teacher teams and families, occur before and after school whenever needed.
- Our school newsletter shares highlights of activities related to identified assessments and goals.
- Our CIP is presented in face-to-face, conversational style meetings with our school board, where they are able to better understand our data and ultimately support our efforts to maximize student learning.
- Similarly, our leadership team meets face-to-face with our Site Council, which is comprised of staff and parents, and PTSA to review PLMS test data and improvement plans.
- Student Learning Plans are developed for students not meeting seventh grade WASL standards in one or more areas. Beginning this year, parents will receive letters outlining the school’s instructional strategies to help students meet standards. Staff will monitor progress and partner with students and parents as needed for student success.

Part IV. #4 Sharing Success

PLMS shares its successes and expertise, in part, with a sense of duty; in part, from a spirit of generosity. As a public institution, we believe in being easily accessible as we support and receive support from our own community and beyond.

Our district's Teaching and Learning Services Department organizes a cadre of teacher leaders to work in various grade-level teams. These leadership groups redefine our K-12 scope and sequence in keeping with state grade-level expectations in each subject. District-wide, teachers are piloting and assessing new curricula and making decisions that result in new program adoptions. This collaborative sharing of what does and does not improve learning generates a K-12 articulation that benefits all students and staff.

Middle school administrators meet monthly. Agendas focus on what we do and how we will approach new challenges together. This collaboration continues to yield consistency and best practice.

Pine Lake nurtures young professionals and prepares district leaders. We provide excellent student teaching experiences for many college students each year. Our reputation draws frequent requests from prospective classroom and administrative interns. We are now supporting a counseling internship, and we have sent many excellent teachers to serve in district leadership positions. One outstanding PLMS teacher now coordinates language arts and health at the district level and one of our special education teachers provides professional development in secondary special education. Last year alone, PLMS produced three new administrators, two hired internally and one to a neighboring district.

PLMS is pleased to host site visits of teachers, parents, and administrators from other schools and school districts every year—including a visit last year from a UK principal. Our staff's creative dedication to improvement and high performance is contagious, and their genuine enthusiasm for a true middle school philosophy inspires visitors to the school.

Part V. #1

Curriculum: All PLMS students enroll in year-long language arts, social studies, math, and science classes. Language arts and social studies are the components of our two-hour humanities block. Several of these blocks serve special needs and high performing students. Math students are placed by ability level. All students take year-long fitness/health. All students enroll in year-long electives (Spanish, band, chorus, orchestra, study skills) or trimester electives (art, video production, electronics, rocketry, culinary arts, basic technology, web design, study hall, photography).

Library Media Center: As the hub of our school, our media center keeps educational material of all types current and appropriate for the curriculum. With continual, thoughtful purchase of newly published titles and those requested by students and teachers, it is not surprising that our circulation is the highest in the district.

Social Studies: Meeting state and district learning goals, our social studies curriculum helps students master the skills and knowledge to become effective world citizens. Integrated history, economics, civics, and geography give students a solid understanding of past and present. Students take on a variety of complex projects to hone their critical thinking, analysis, and research skills.

Science: Pine Lake's Science Department strives to create life-long learners who will explore their world through scientific investigation. Students explore life sciences, physical sciences, and earth systems in a curriculum that effectively spirals throughout sixth, seventh, and eighth grades. Students engage in active investigations, scientific inquiries emphasizing the scientific method, and written reporting and real-world applications of classroom materials.

Spanish: Meaningful communication in the target language, along with appreciation and understanding of Latino culture, are the primary goals of the first-year Spanish program. Speaking, listening, reading, and writing are equally emphasized in the context of the language. To meet the entrance expectations of the high school Spanish II program, lessons are taught primarily in Spanish—preparing students to communicate almost entirely in their new language to the instructor and one another by year's end.

Health/Fitness: Students participate and find ways to excel at creating life-long fitness regardless of physical abilities or limitations. We emphasize growth as a team player and create the supportive environment needed during this pre-adolescent developmental phase. Health topics are taught with a variety of instructional methods which include small group work, presentations, role play, simulations, discussion, cooperative learning and inquiry.

Web Design: Using Microsoft FrontPage, students learn how to design web sites to create powerful presentations that effectively communicate their messages to an intended audience.

Visual Arts: Students learn the elements and principles of art through various projects which may include drawing, calligraphy, origami, animation, painting, and pottery. A popular after-school pottery club is offered to all students so they can continue to explore and create projects.

Video/Woods/Electronics: These classes emphasize practical, age-appropriate projects and explorations. Students' creative efforts are relevant; hands-on work is highly engaging, and students examine possible futures in related vocations. Safety and proper use of tools are important values in every project.

Culinary Arts: With personal responsibility, teamwork, and transfer of practical skills to real life, students in this popular program plan and prepare meals. Guest chefs from well-known Seattle area restaurants inspire vocational interest and new ways of thinking. Safe handling of food and equipment are special emphases, and parents love the transfer of skills and knowledge to family settings.

Band and Orchestra: These programs are committed to preparing students for lifelong enjoyment of the performing arts and the possibility of a successful performing arts future. Students learn musical terminology and instrumental techniques; they sharpen both sight reading and prepared performance skills. Using selected methods books, they learn melodic and rhythmic techniques for later application in published music literature.

Chorus: Students learn and develop basic musicianship skills: understanding music theory, vocal production and technique, and performance practices. Students build individual and ensemble skills.

Part V. #2b English

Pine Lake Middle School's language arts curriculum is devoted not only to preparing students for success in high school and life beyond, but also to helping students discover the joys of reading and writing.

Students write often and maintain individual writing portfolios, practicing a variety of modes. They compose pieces using the Six Traits model of writing, and the writing process guides them from brainstorming ideas to crafting a finished piece. Our students develop well-focused persuasive and expository essays. Pine Lake Middle School students use their analytical research skills to support opinions. By 8th grade, PLMS students have strengthened their writing of literary analysis, research, poetry, narrative fiction, scientific and technical reports, business letters, resumes, essays, and speeches.

Students are exposed to a wide variety of literary genres. They augment assigned readings with books they choose to read throughout the year. A well-stocked library of carefully selected books and a knowledgeable, enthusiastic librarian inspire and reinforce our students' love of reading. To maintain high interest and provide appropriate challenge, our school uses Accelerated Reader software, which allows families and teachers to track student reading progress.

Students who read below grade level are supported in many ways. Students with significant reading delays receive specially designed instruction through our Special Education Department. Struggling 7th and 8th grade readers may be enrolled in a small size language arts class which reinforces basic skills. Any student needing extra help in reading may also be enrolled in a Benchmark Enrichment Learning (BEL) reading class as an elective. BEL delivers specialized reading strategies in all academic subjects. Pine Lake Middle School also hosts after-school tutorial sessions with trained, certified literacy coaches who offer any extra help needed.

Pine Lake Middle School is dedicated to supporting students to become excellent readers, writers, and communicators.

Part V. #3 Mathematics

The Pine Lake Middle School math curriculum supports our school's mission. Our math staff provides an excellent learning environment with clear supports, stimulates students' mathematical thinking and problem solving skills, and promotes discussion as students work towards mastery of the Washington State Grade Level Expectations (GLE's).

Students actively participate in constructing various problem-solving strategies. In our integrated approach, students continuously build on prior knowledge, applying it to the mastery of new concepts and problems. The Math in Context (MiC) curriculum is used in 6th, 7th, and 8th grade while College Preparatory Math (CPM) is used for Algebra 1 and Geometry. In both of these carefully linked programs, teachers are active learners, formulating new strategies to guide students to increasingly complex learning goals. To master the Washington State GLE's, students use technology, work collaboratively in teams, small groups, or as an entire class; they use manipulatives to help visualize the abstract and relate mathematical concepts to real life problems.

Pine Lake students demonstrate their reasoning and conclusions orally and in writing. This may include graphs and graph interpretation, number reasoning, data collection and interpretation, algebraic explanations, geometric proofs and logic.

The Pine Lake Math Department works collaboratively to create fluid lessons and assessments and rigorous and challenging curriculum. Our math team uses differentiated instruction to challenge gifted students at the same time they support those who are challenged. Our teachers' commitment, growing range of strategies, and professional support for one another contribute significantly to student success.

Part V. #4 Instructional Methods

The success of Pine Lake students grows organically as teachers in all disciplines embrace the challenge and benefits of research-proven instructional methods. Using a variety of instructional strategies to engage students, teachers target each student's strengths and needs. Math classrooms use the scaffolding of *Understanding by Design* to build deep understanding of math concepts. Students work in small, cooperative groups and frequently use manipulatives to build understanding. Science teachers use an inquiry-based model to create hands-on investigations with real life applications. Students see science in action. In language arts classes, writing is guided by targeted instruction on topics that build understanding in all academic areas. Elective class choices embrace the whole child and give students a variety of high interest areas to pursue. Because they experience "best practices" in classroom instruction, PLMS students excel on both the WASL and classroom-based assessments.

Classroom learning opportunities are enriched by offerings in the library and at Homework Club. The PLMS library boasts the highest circulation of any library in the Issaquah School District. Students have access to information technologies, up-to-date reference material, and a highly trained library team that collaborates with students and staff. Giving students opportunities to learn problem-solving and research skills hooks them on relevant learning. The Homework Club, staffed with two classroom teachers and an educational assistant, shows students how to organize and complete work on time. By carefully building this supportive learning community, PLMS has learning opportunities for a wide range of learners.

Highly qualified Educational Assistants (EA's) work alongside Special Education teachers to deliver differentiated and specially designed instruction. Through individualized and small group strategies, students with unique needs are accelerated through challenging material.

Part V. #5 Professional Development

Much of our recent professional development has centered on the adoption of new curricula, integration of technology into all classrooms, and development of meaningful, school-wide improvement plans.

We are implementing new math and science programs this year. Staff receives periodic training from program vendors and developers teamed with district curriculum leaders. Staff participated in pilot programs and represented PLMS on district committees charged with making adoptions. Selection criteria required teachers to match new materials to our state standards and grade level expectations. Training occurs during the summer months, after school, and on weekends. Our social studies and health teachers are now involved in new adoptions processes for next year.

We have made great strides in integrating technology into all subjects. Our district provides summer training for teachers (Issaquah Technology Project) – an intense week-long experience in a retreat setting in eastern Washington. Two thirds of our staff has completed this training, and eleven will attend next summer. Participants explore and learn district adopted productivity software to understand its application to their curriculum. Teachers create classroom curriculum that seamlessly integrates use of technology into teaching of the Washington Essential Learnings and into student learning.

Our staff took part in intensive training about how to gather and analyze student performance data and build a school-wide improvement plan driven by data. Teams and departments have identified learning targets, explored research, and identified strategies to meet learning targets. Strategic staff training is a regular part of monthly staff meetings, department meetings, retreats, and Learning Improvement Day (non-student day) professional development.

Part VII Assessment Results

Table 1 – Grade Level: 7th Grade, Pine Lake Middle School
Test: Mathematics, Washington Assessment of Student Learning (WASL)
Publisher: Riverside

	2004- 2005	2003- 2004	2002- 2003	2001- 2002	2000 2001
Testing month	April	April	April	April	April
School Scores	81.1	78.1	68.6	62.4	57.8
% above standard	50.8	42.2	46.6	39.1	36.2
% at standard	30.3	35.9	22.0	23.3	21.6
% below standard	11.5	15.0	16.8	14.3	16.7
% well below standard	6.8	6.2	12.9	21.9	24.1
Number of students tested	321	304	304	275	282
Percent of total students tested	99.4	99.3	98.4	98.6	N/A
Number of students excluded	2	2	5	4	N/A
Percent of student excluded	0.6	0.7	1.6	1.4	N/A

Subgroup scores (N<required American Indian, Black, Hispanic, Special Education)
(NA=Limited English, Low Income)

1 Asian					
% who met standard	90.6	86	65.7	71.1	55.2
% above standard	66.0	60.5	45.7	44.7	41.4
% at standard	24.5	25.6	20.0	26.3	13.8
% below standard	7.5	11.6	20.0	10.5	17.2
% well below standard	1.9	2.3	14.3	18.4	27.6
Number of students tested	53	43	35	38	29
2. White					
% who met standard	80.8	77.9	69.4	62.4	58.5
% above standard	49.2	40.6	48.1	39.7	35.6
% at standard	31.5	37.3	21.3	22.7	22.9
% below standard	12.3	14.9	15.9	14.8	15.7
% well below standard	6.2	6.4	12.8	21.0	24.2
Number of students tested	258	247	253	225	232

State Scores

% who met standard	50.8	46.4	55.2	51.8	43.4
% above standard	24.0	19.3	26.7	24.8	20.3
% at standard	26.7	27.1	28.5	26.9	23.1
% below standard	20.2	22.0	24.0	26.9	28.4
% well below standard	27.3	29.7	19.4	20.0	26.8

Table 2 – Grade Level: 7th Grade, Pine Lake Middle School
Test: Reading, Washington Assessment of Student Learning (WASL)
Publisher: Riverside

	2004- 2005	2003- 2004	2002- 2003	2001- 2002	2000 2001
Testing month	April	April	April	April	April
School Scores	92.3	86.3	82.2	74.9	69.9
% above standard	66.9	54.4	48.9	31.2	35.8
% at standard	25.4	31.9	33.3	43.7	34.0
% below standard	6.2	12.7	15.5	22.2	25.9
% well below standard	0.9	1.0	1.3	1.8	4.3
Number of students tested	320	307	306	276	282
Percent of total students tested	99.1	100	99.0	98.9	N/A
Number of students excluded	3	0	3	3	N/A
Percent of student excluded	0.9	0	1.0	1.1	N/A

Subgroup scores (N<required American Indian, Black, Hispanic, Special Education)
 (NA=Limited English, Low Income)

1 Asian					
% who met standard	94.3	88.4	88.6	81.6	65.5
% above standard	83.0	69.8	48.6	34.2	31.0
% at standard	11.3	18.6	40.0	47.4	34.5
% below standard	3.8	11.6	8.6	18.4	20.7
% well below standard	1.9	0.0	2.9	0	13.8
Number of students tested	53	43	35	38	29
2. White					
% who met standard	91.5	86.4	81	73.8	70.8
% above standard	64.2	52.8	49.2	31.0	36.0
% at standard	27.3	33.6	31.8	42.8	34.7
% below standard	6.9	12.4	16.7	22.7	25.8
% well below standard	0.4	1.2	1.2	2.2	3.4
Number of students tested	257	250	255	226	236

State Scores

% who met standard	69.0	60.5	47.9	44.5	39.8
% above standard	38.9	29.5	19.3	14.2	16.8
% at standard	30.1	30.9	28.6	30.4	23.0
% below standard	22.0	29.3	36.4	39.9	41.7
% well below standard	7.3	8.2	13.3	13.2	15.6

Table 3 – Grade Level: 6th Grade, Pine Lake Middle School
Test: Reading, Iowa Tests of Basic Skills (ITBS)
Publisher: Riverside
 Scores are reported here as percentile ranks

	2004- 2005	2003- 2004	2002- 2003	2001- 2002	2000 2001
Testing month	April	April	April	April	April
School Scores	76	76	74	75	74
Q4 (76 th to 99 th Percentile)	52	54	50	51	53
Q3 (51 st to 75 th Percentile)	36	33	35	33	32
Q2 (26 th to 50 th Percentile)	10	10	13	12	9
Q1 (1 st to 25 th Percentile)	2	4	2	4	5
Number of students tested	289	328	307	306	281
Percent of total students tested	100	100	100	100	100

Table 4 – Grade Level: 6th Grade, Pine Lake Middle School
Test: Math, Iowa Tests of Basic Skills (ITBS)
Publisher: Riverside
 Scores are reported here as percentile ranks

	2004- 2005	2003- 2004	2002- 2003	2001- 2002	2000 2001
Testing month	April	April	April	April	April
School Scores	76	78	80	81	79
Q4 (76 th to 99 th Percentile)	52	53	57	63	58
Q3 (51 st to 75 th Percentile)	27	29	29	24	26
Q2 (26 th to 50 th Percentile)	15	13	9	11	10
Q1 (1 st to 25 th Percentile)	5	5	5	2	5
Number of students tested	288	324	305	306	280
Percent of total students tested	100	98	99	100	100