Bellevue School District Vision

To affirm and inspire each and every student to learn and thrive as creators of their future world

What is Unique about International?

- 6th -12th grade choice school with lottery selection with approximately 90 students in each grade level.
- Students take 7 core subjects for 7 years to promote depth of learning.
- Students complete a Senior Project in which students select a project and connect with a mentor in the field.
- International School continually strives to capitalize on being a small school community by creating and maintaining a strong culture of community.

Inside:

- School Profile
- Affirm and Inspire
- Learn and Thrive
- Family Engagement

See Appendix for School Profile

Affirm and Inspire
Student Well-Being

Strategic Plan Student Well-Being Goal: **Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.**

Student Well-Being Priority: Sense of Belonging

Providing school and classroom environments where all students feel a sense of belonging can increase academic success and well-being. Schools have increased students' sense of belonging by engaging students in the conversation and in the creation and leading of strategies and improvements.

Sense of Belonging Measures and Targets

Increase percentage of students reporting a sense of belonging on the Panorama student survey from Spring 2022 to Spring 2023, with a reduction in subgroup disparities.

Panorama Survey School Climate Domain – Sense of Belonging Percentage Favorable (Grades 6-8)							
Student Groups	Fall 2017	Fall 2019	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
All Students	68% (257)	66% (262)	72% (266)	64% (225)			
Asian	65% (112)	65% (127)	72% (148)	67%			
Black	*	*	73% (5)	*			
Hispanic	*	68% (15)	74% (12)	*			
Multi-ethnic	72% (22)	60% (24)	69% (27)	55%			
White	69% (101)	69% (90)	72% (74)	65%			
Students with Disabilities	63% (11)	62% (15)	69% (8)	64%			
English Learners	*	73% (11)	76% (8)	60%			
Low Income	57% (21)	71% (19)	79% (15)	65%			

Panorama Survey School Climate Domain – Sense of Belonging Percentage Favorable (Grades 9-12)							
Student Groups	Fall 2017	Fall 2019	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
All Students	63% (286)	63% (291)	66% (281)	66% (202)			
Asian	61% (101)	64% (144)	66% (145)	67%			
Black	*	*	*	*			
Hispanic	*	54% (16)	56% (16)	*			
Multi-ethnic	52% (16)	61% (20)	57% (24)	52%			
White	69% (87)	63% (103)	69% (94)	70%			
Students with Disabilities	58% (16)	52% (11)	59% (10)	66%			
English Learners	*	*	*	*			
Low Income	45% (13)	47% (20)	56% (26)	60%			

*Data suppressed due to small group size, in order to protect student privacy.

Note: As a general rule of thumb, a difference of 4 or more percentage points is considered meaningful on the Panorama survey.	

Data Reflection

- The data indicates that the Fall Panorama climate surveys show growth in sense of belonging for both middle school and high school students between the baseline in 2017 and 2019 for all students and most subgroups. The only subgroups that did not show growth include:
  - A 3% drop for multi-ethnic middle school students.
  - No gain or drop for white high school students.
- The Fall data indicates limited gaps in subgroups for middle school students; all groups are within 5% of the response for All Students. This pattern continued in the Spring for all groups except for multi-ethnic middle school students. There is greater variability in response for high school students, with all subgroups reporting a variable of 10% from All Students in the Fall. In the Spring, the variability for high school students was reduced to 6% for all groups except for multi-ethnic students (14%).
- A celebration is the response from middle school students who were either Hispanic or who were Low Income, who reported the highest sense of connection to peers in the Fall (74% and 79%, respectively).
- Given the data, it appears individual students are reporting different experiences. It is challenging to ascertain why there is a variation in the data with select student groups, as the student size in several of the groups is quite small, increasing variability in percentile movement.

Key Strategies / Adjustments

- ISNext is the student branch of the PBIS team focused on the development of strategies to strengthen student belonging as well as social-emotional health at the school. This year, ISNext will partner with student groups such as SOAR (Students Organized Against Racism), QSA (Queer-Straight Alliance) and other student groups to create authentic school-wide activities and acknowledgements that celebrate diversity in accordance with the BSD cultural calendar.
- The PBIS Team will launch a program wherein each staff member engages in a casual daily exchange outside the classroom environment with a student they know is less socially connected than others.
- Adjust Community lessons to allow for peer mentoring, collaboration, and friendly competition between grade levels.

Student Well-Being Priority: Social-Emotional Learning

There was much joy in the return to in-person learning last year. At the same time, the learning environment was not the same and required many health measures, such as masking and distancing to prevent the spread of COVID. Social-emotional learning has taken front stage in terms of student needs and will continue to be a high priority this year. Most evident is the need for embedded SEL in all classrooms, while also providing specific time and space for SEL lessons. Our universal (tier 1) social emotional learning curriculum encompasses the five CASEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making.

Social-Emotional Learning Measures and Targets

Increase social-emotional competencies from Fall 2022 to Spring 2023.

Grades 6-12: Panorama Social-Emotional Learning Survey						
Social Emotional Competency	Fall 2020 (n=554)	Spring 2021 (n=508)	Fall 2021 (n=524)	Spring 2022 (n=431)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	80%	76%	79%	79%			
Social Awareness	76%	76%	76%	76%			
Self-Efficacy	46%	47%	50%	58%			

Data Reflection

- During the 2021 – 2022 school year, student survey responses in Panorama on the Social-Emotional Learning competencies revealed no growth from fall to spring for Self-Management and Social Awareness.
- Self-Efficacy is the competency that students self-report having the lowest proficiency, but also the area of highest growth for students, increasing 11% from Spring 2021 to Spring 2022. As students moved out of a school environment that was extremely structured for them, they began to experience more opportunities to practice ownership of their learning environment and increasing opportunities to advocate for their needs.

Key Strategies / Adjustment

- Students' social emotional competency will be increased through targeted teacher-led lessons in Community as well as counselor-led classroom lessons connected to curricular learning targets. Community lessons occur at least twice-monthly and are developed through a combination of PBIS/ISNext, SOAR, and counselors. Student feedback is gathered after Community lessons and is used to revise for future needs.

Learn and Thrive
Academic Success

Strategic Plan Academic Success Goal: Students achieve high levels of academic success and outcomes are not predicted by race or income.

Academic Success Priority: Middle Years Literacy

Middle grades literacy is an important priority, as reading and writing become critical to success in high school courses.

Literacy Proficiency and Growth Targets

Increase percentage of students in grades 6-8 making typical or high growth in literacy and math from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Grades 6-8: Star Reading Proficiency and Growth							
Subgroup	Star Reading % Proficient				Star Reading % Typical/High Growth			
	Spring 2019	Spring 2021	Spring 2022	Spring 2023	Fall 2018-Spring 2109	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023
All	86% (211)	89% (259)	90% (273)		62% (210)	66% (258)	71% (271)	
Asian	86% (96)	90% (133)	93% (147)		59% (96)	68% (133)	73% (147)	
Black	*	*	*		*	*	*	
Hispanic	59% (17)	77% (13)	76% (17)		59% (17)	58% (12)	69% (16)	
Multi-Ethnic	100% (15)	90% (20)	93% (27)		53% (15)	60% (20)	59% (27)	
White	89% (80)	91% (87)	90% (77)		67% (79)	64% (87)	71% (76)	
Low Income	62% (29)	70% (20)	61% (18)		62% (29)	65% (20)	76% (17)	
English Learner	20% (10)	*	*		40% (10)	*	*	
Students with Disabilities	55% (11)	*	50% (12)		45% (11)	*	73% (11)	
Female	89% (106)	93% (123)	91% (127)		66% (105)	67% (123)	72% (126)	
Male	84% (105)	85% (136)	88% (146)		59% (105)	64% (135)	70% (145)	

Advanced Learning	100% (30)	100% (47)	99% (67)		77% (30)	70% (47)	73% (66)	
Traditional	84% (181)	86% (212)	87% (206)		60% (180)	65% (211)	70% (205)	
Grade 6	86% (88)	91% (85)	88% (92)		63% (88)	59% (85)	66% (92)	
Grade 7	87% (62)	87% (87)	92% (92)		63% (62)	67% (87)	68% (91)	
Grade 8	85% (61)	89% (87)	89% (89)		62% (60)	72% (86)	78% (88)	

* Data suppressed due to small group size, in order to protect privacy.

Data Reflection

- During the 2021 – 2022 school year, 71% of all students made typical to high growth in STAR Reading from fall to spring.
- Most of the subgroups of students made similar STAR Reading growth compared to "All Students." The group that made the lowest growth were students who self-identified as Multi-Ethnic (a gap of 12% compared to All students).
- Hispanic students and Low Income students have the lowest proficiency rate.
- 8th Grade students made the most growth: 78%.
- The gap between "All Students" and the student subgroups for Reading growth is 5 percentage points or less for all demographic subgroups except for Multi-Ethnic students.
- The small "n" size does result in greater variability of growth, particularly when the "n" size is 20 or less.
- International School's curriculum program—in which all students take the same sequence of courses for seven year—is likely a strong contributor to the general consistency of student growth in the data.

Key Strategies

Literacy Strategies:

- Using a classroom walkthrough tool in partnership with the Achievement Network, International administrators, the ITCL, and the building's ANet coach have identified ANet Core Actions 2 and 3 to help students make meaning of high-quality complex texts. These Core Actions will be implemented in the following ways:
  - Building directed professional development will be focused on WIDA aligned language learning routines that can be implemented across curricular areas and grade levels.
  - District interim assessment data will be analyzed to identify standards-aligned areas of improvement and make instructional adjustments in accordance with BDPD literacy routines.
  - Participating PLCs will engage in cycles of inquiry around reading comprehension facilitated by building administrators, the ITCL, or ANet coach.
- Grades 6-8 will have dedicated class time for students to engage in the Lexia PowerUp learning platform. Teachers will monitor student progress to make real time interventions and lesson adjustments according to identified goal areas in textual, vocabulary or grammatical comprehension.
- The specialist teacher in each cotaught class will provide additional literacy support for students whose state reading assessments are below standard.

Academic Success Priority: Math Proficiency

Math proficiency will continue to be a priority at all levels, based on student outcome data.

Math Proficiency and Growth Measures

Increase percentage of students in grades 6-8 meeting or exceeding proficiency standards in math, and making typical or high growth in math from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

	Grades 6-8: Star Math Proficiency and Growth					
	Math % Proficient			Star Math % Typical/High Growth		
Subgroup	Spring 2019 (Star)	Spring 2022 (SBA)**	Spring 2023 (Star)	Fall 2017-Spring 2018	Fall 2018-Spring 2019	Fall 2022-Spring 2023
All	**82% (220)**	**85% (264)**		**63% (60)**	**65% (216)**	
Asian	91% (90)	92% (145)		64% (25)	72% (89)	
Black	*	*		*	*	
Hispanic	44% (18)	67% (15)		*	50% (18)	
Multi-Ethnic	100% (19)	81% (27)		*	78% (18)	
White	78% (89)	79% (72)		59% (27)	57% (87)	
Low Income	47% (30)	50% (18)		*	37% (30)	
English Learners	*	*		*	*	
Students with Disabilities	40% (10)	36% (11)		*	20% (10)	
Female	84% (120)	83% (123)		66% (29)	70% (117)	
Male	79% (100)	87% (141)		61% (31)	59% (99)	
Advanced Learning	100% (22)	100% (66)		*	73% (22)	
Traditional	80% (198)	80% (198)		64% (59)	64% (194)	
Grade 6	86% (84)	82% (85)		63% (60)	67% (82)	
Grade 7	80% (85)	93% (91)		*	58% (83)	
Grade 8	78% (51)	80% (88)		*	73% (51)	

*Data suppressed due to small group size, in order to protect privacy.
** Star Math data are not available for spring 2020, 2021, or 2022.

Data Reflection

- 85% of 6th-8th grade students were proficient on SBA Math in the Spring of 2022. Students who identified as Asian, Multi-Ethnic, and White had similar results.
- A proficiency gap exists on SBA Math results for the following groups of students: students self-identifying as Hispanic (76%), Low Income (50%), and Students with Disabilities (36%).
- The students with the largest increase in SBA Math proficiency were Hispanic students (44% to 67%) and 7th Graders (80% to 93%).
- The small "n" size does result in greater variability of growth, particularly when the "n" size is 20 or less.

Key Strategies

Math Strategies
- The Math department will collaboratively meet to review student performance data of students at least quarterly. Initially identifying students based on Spring Smarter Balanced Assessment results, additional data points used to monitor student progress will include STAR Math assessments, BSD interim assessments, and classroom-based performance data. This data review will provide the team to refine classroom-based Tier 1 instruction and supports as well as identifying students for targeted interventions such as school-provided math tutoring.
- The implementation of student discourse through Math Language Routines will provide students the opportunity to fully engage with mathematic learning while making their thinking visible during the class period through disciplinary language.
- The development of Professional Learning Communities (PLCs) this year will provide a structure in which educators collaborate in small groups to examine instructional materials, student work, student achievement outcomes, professional literature, and/or opportunities to increase equity and inclusion.

- An expansion of standards-based grading will provide an opportunity for teachers to deepen their understanding of standard-aligned instruction. This shift will be supported by the Building Leadership Team and Professional Learning Communities developed by staff.

Academic Success Priority: College and Career Ready

Graduation Success Measure

Increase the percentage of students in each grade level who earn sufficient credits by the end of the year to be on track to graduate (given their expected timeline since some students have a 5+ year plan).

Percentage of Students Earning Sufficient Credits to be On-Track to Graduate (Active students, 2021-22 as of July 2022)				
Group	Grade 9 (7 or more credits)	Grade 10 (12 or more credits)	Grade 11 (18 or more credits)	Grade 12 (24 or more to graduate)
All Students	99%	100%	96%	
Asian	100%	100%	100%	
Black				
Hispanic				
Multi-ethnic				
White	96%	100%	95%	
Students with Disabilities				
English Learners				
Low Income				

Data Reflection

- International School has consistently strong graduation rates with 100% of students graduating.
- International's data for the end of the 2021 – 2022 school year indicated that 96% of all students in the Class of 2023 are currently on track to meet this goal.

Key Strategies

- International's Multi-Tiered Systems of Support (MTSS) team and Student Support Team will analyze student progress data to identify students who are at risk of not progressing. These teams will develop individualized support to assist students and connect them to essential resources and services to ensure their progress toward graduation.

Family Engagement

Strategic Plan Family Engagement Goal: Families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are more empowered to contribute to student success.

Family Engagement Priority: Inform, Support, and Empower

Family and Community Engagement will continue to center on three priority objectives:

- **Informed:** A BSD family is informed when they can understand the academic and developmental expectations for their student and knows how to navigate the school system, where to find school-related information and obtain academic, health and wellness services.
- **Supported**: A BSD family is supported when they can utilize the systems within the district to serve their student's unique needs, strengths, and circumstances.
- **Empowered**: A BSD family is empowered when they can use their individual or their community's collective voice to advocate for student needs to be more equitably identified, answered, and solved, often through the definitive reallocation or redistribution of financial and/or other resources.

Priority Family Engagement Measures and Targets

Increase the percentage of families reporting they feel informed, supported, and empowered to contribute to their student's success.

Grades 6-8: Percentage of Favorable Responses on Family Engagement Survey									
Family Subgroups	**Informed**			**Supported**			**Empowered**		
	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023
All Students	41% (101)	58% (71)		44% (101)	57% (71)		35% (101)	44% (71)	
Asian	48% (44)	61% (42)		53% (44)	52% (42)		41% (44)	45% (42)	
Black	*	*		*	*		*	*	
Hispanic	*	63% (6)		*	68% (6)		*	40% (6)	
Multi-ethnic	16% (10)	53% (5)		26% (10)	53% (5)		33% (10)	40% (5)	
White	42% (41)	47% (16)		41% (41)	64% (16)		27% (41)	40% (16)	
Students with Disabilities	*	*		*	*		*	*	
English Learners	*	*		*	*		*	*	
Low Income	*	*		*	*		*	*	

*Data suppressed due to small group size to protect student privacy.

Grades 9-12: Percentage of Favorable Responses on Family Engagement Survey									
Family Subgroups	**Informed**			**Supported**			**Empowered**		
	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023
All Students	58% (136)	56% (84)		47% (136)	44% (84)		40% (136)	38% (84)	
Asian	56% (57)	53% (33)		47% (57)	43% (33)		42% (57)	37% (33)	
Black	*	*		*	*		*	*	
Hispanic	*	64% (8)		*	63% (8)		*	43% (8)	

Multi-ethnic	71% (17)	22% (8)		54% (17)	13% (8)		49% (17)	32% (8)	
White	54% (52)	65% (35)		43% (52)	46% (34)		32% (52)	38% (35)	
Students with Disabilities	*	*		*	*		*	*	
English Learners	*	*		*	*		*	*	
Low Income	*	83% (8)		*	75% (8)		*	67% (8)	

*Data suppressed due to small group size, to protect student privacy.

Data Reflection

- Middle school families generally reported higher levels of being informed, supported, and empowered than high school families. This was most pronounced with the percentage of families feeling Supported (57% middle school compared to 44% high school).
- At the middle school level, every subgroup increased their percentage of favorable responses for all three areas (Informed, Supported, and Empowered).
- At the middle school level, the following gaps are identified: families of students that self-identify as White reported lower levels of being Informed (a gap of 11%). However, only 16 family members from this demographic completed the survey.
- At the middle school level, Hispanic families reported the highest levels of being Informed and Supported.
- At the high school level, all three areas dropped by 2-3 percentage points. Hispanic and Low Income families had higher levels of favorable responses in all areas compared to All students.
- Results are lower than anticipated for International School given the history of creating opportunities for family engagement and partnership. During the first part of the 2022-23 school year, many traditional family engagement activities were not occurring yet.

Key Strategies / Adjustment

- For the 2022 - 2023 school year, a variety of communication tools will be utilized to ensure that families have access to consistent information in a format that meets their needs. Rather than relying solely on email communications, we will regularly be utilizing Talking Points, a text message-based application in which families receive information in their home languages, to communicate as well as to post communications on the Website so that they can be translated.
- Listening circles will be utilized to support the continued implementation of the new math curriculum in IMT1 and IMT2 along with other emerging issues that arise. Feedback received from families will be shared with the math team and will inform shifts in practice to increase student achievement, engagement, and confidence.
- In-person meetings with families will be utilized to share information, listen to family perspectives, engage our community within the school, and strengthen our community.

Creators of Their Future World

Strategic Plan Goal: Students effectively problem solve and lead for positive local and global change by developing global awareness and cultural competency, and learn advanced skills in processing and applying information through the effective use of technology and engineering.

PreK-12 education in the Bellevue School District will prepare each and every student to be a creator of their future world. The creator of their future world will think critically, problem solve collaboratively, communicate effectively, and take action for positive change of local and global issues.

The entry point or lever into this effort will be global competency. Global competence as defined by the Global Competence Task Force[1], is *the capacity and disposition to understand and act on issues of global significance.* These four domains further define global competency:

Global Competencies
1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research. 2. **Recognize perspectives, others' and their own**, articulating and explaining such perspectives thoughtfully and respectfully. 3. **Communicate ideas effectively with diverse audiences**, bridging geographic, linguistic, ideological, and cultural differences. 4. **Take action to improve conditions**, viewing themselves as players in the world and participating reflectively. *Mansilla 2012*

Priority Global Competency Targets
Shared Vision: Develop a shared vision and understanding of global competency with stakeholders

Key Strategies / Adjustment
• All staff will engage in professional development training on global competency that includes depth of understanding of the pillars of global competency, indicators of student success, as well as thinking routines that develop global thinking skills for students. • Teachers will have opportunities to strengthen the presence of global competency within their curriculum. • School-wide activities will be designed to intentionally align with our vision of an international school. One example of this is our fall High School Retreat. The academic content of the retreat will follow a four-year cycle of geographic and cultural regions including Africa, Latin America, Asia, and the Middle East. This year, the retreat's objectives are for students to explore a few forms of Middle Eastern cultural expression and to understand some of the challenges facing different Middle Eastern societies and the power we and the world community have to address them. • "Bite of IS" will be returning after a COVID hiatus. "Bite of IS" is an extracurricular fundraising event that provides families and students the opportunity to share their food and culture while raising funds and awareness for a global cause chosen by the student body.

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[1] Global Competence Task Force—a group of state education agency leaders, education scholars, and practitioners—under the auspices of the Council of Chief State School Officers EdSteps initiative (CCSSO-EdSteps) and the Asia Society Partnership for Global Learning.
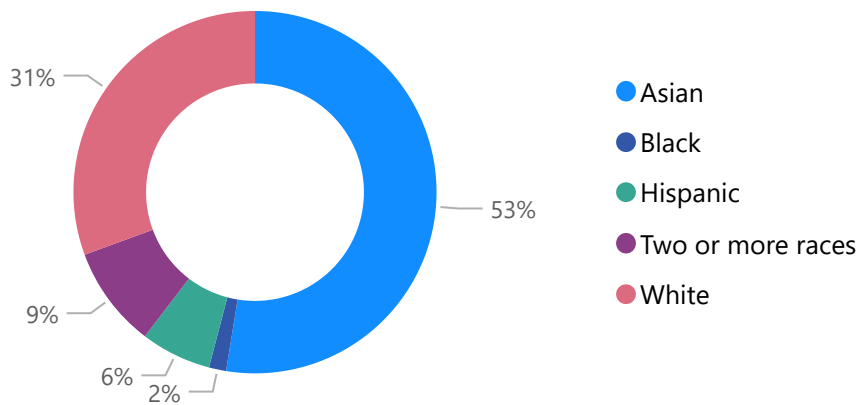
International School

School Overview

445 128th Ave SE
Bellevue, WA 98005

http://www.bsd405.org/international
425-456-6500
Russell White

International is a choice school for grades 6-12, emphasizing global citizenship with a rigorous program that is housed in a supportive, nurturing environment. Student are prepared intellectually, socially, creatively, physically, and emotionally, so that they are inspired to become lifelong learners and realize their dreams in the world at large.

Racial Diversity

- Asian — 53%
- Black — 2%
- Hispanic — 6%
- Two or more races — 9%
- White — 31%

School & Student Characteristics [1]

|	International School	District HS Average [2]
Enrollment (10/1/2021)	588	1054
Average Attendance Rate	93%	89%
Eligible for Free/Reduced Price Meals	6%	18%
Receiving Special Education Services	4%	8%
English Language Learners	2%	9%
First Language Other Than English	38%	38%
Mobility Rate [3]	2%	9%

Summary of Student Achievement

State Assessment Results for Grades 6-8 (Spring 2022)
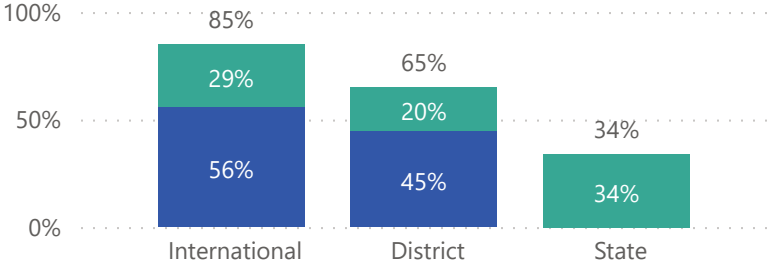Percentage of Students Meeting / Exceeding Standards

SBA: English Language Arts
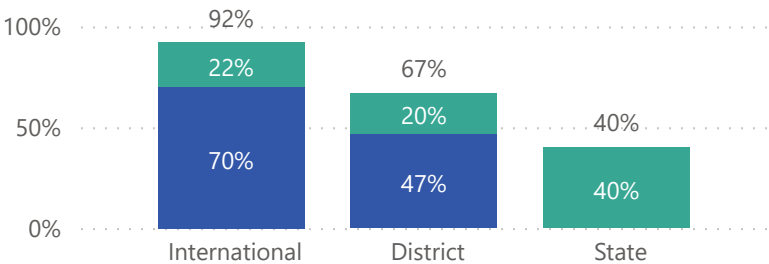● Exceeds Standards ● Meets Standards

	International	District	State
Total	92%	71%	48%
Meets Standards	41%	33%	48%
Exceeds Standards	51%	38%	
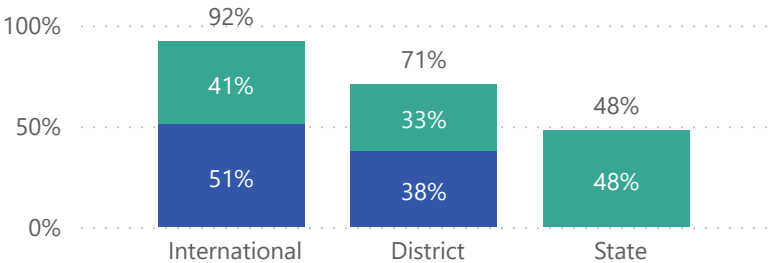
SBA: Math
● Exceeds Standards ● Meets Standards

	International	District	State
Total	85%	65%	34%
Meets Standards	29%	20%	34%
Exceeds Standards	56%	45%	

WCAS: Science
● Exceeds Standards ● Meets Standards

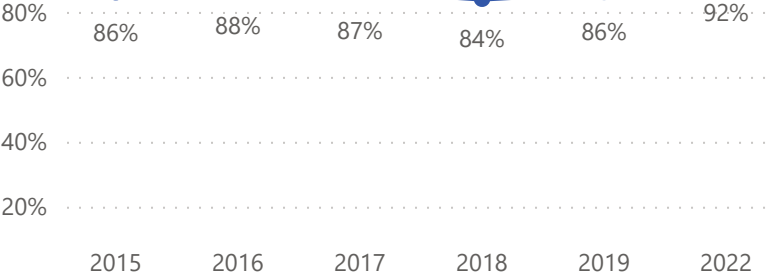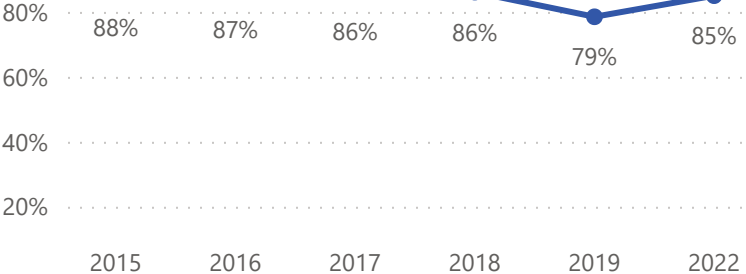|	International	District	State
Total	92%	67%	40%
Meets Standards	22%	20%	40%
Exceeds Standards	70%	47%	

State Assessment Results for Grades 6-8
Percentage of Students Meeting Standards

SBA: English Language Arts

2015	2016	2017	2018	2019	2022
86%	88%	87%	84%	86%	92%

SBA: Math

2015	2016	2017	2018	2019	2022
88%	87%	86%	86%	79%	85%

WCAS: Science

2018	2019	2022
85%	80%	92%
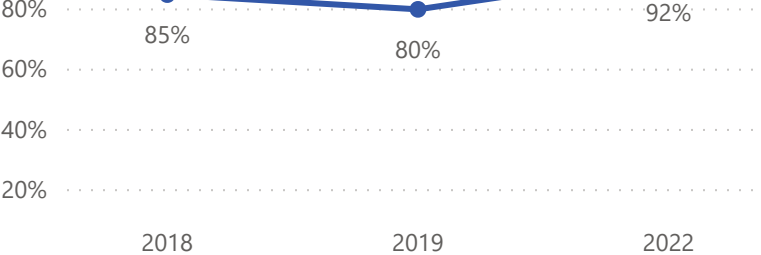
College and Career Readiness

On Time Graduation

On Time (4 year) Graduation Rate

100%   100%   100%   100%   100%
93%   93%   94%   95%
81%   81%   83%   83%

| | 2017-18 | 2018-19 | 2019-20 | 2020-21 |

Y-axis: On Time (4 Year)
X-axis: School Year

● DISTRICT ● INTERNATIONAL ● STATE

5 year Graduation Rate

100%   100%   100%
95%   95%   95%
84%   84%   84%

| | 2017-18 | 2018-19 | 2019-20 |

Y-axis: 5-Year High School Graduation Rate
X-axis: School Year
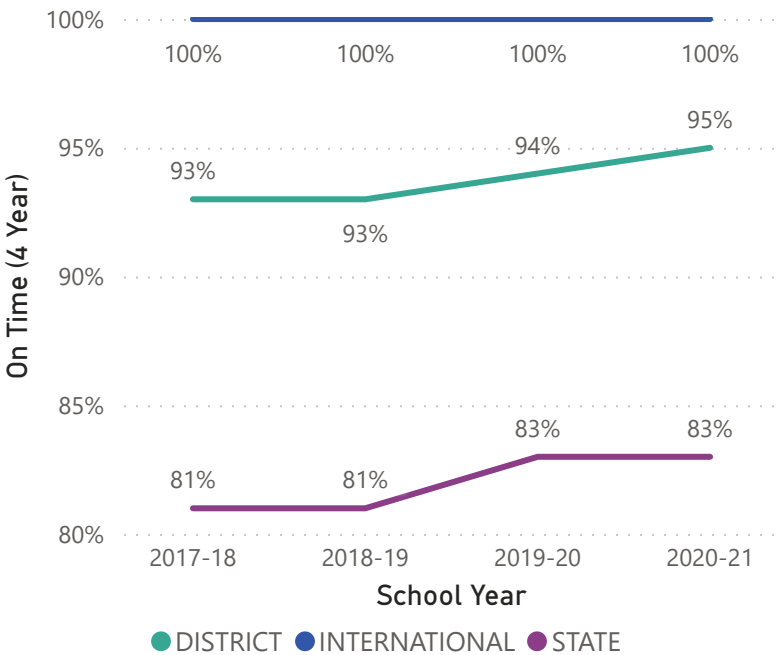
● DISTRICT ● INTERNATIONAL ● STATE

AP & IB

AP Exam Pass Rate

78%   81%   77%   82%
79%   80%   74%   72%

| | 2018-19 | 2019-20 | 2020-21 | 2021-22 |

X-axis: School Year
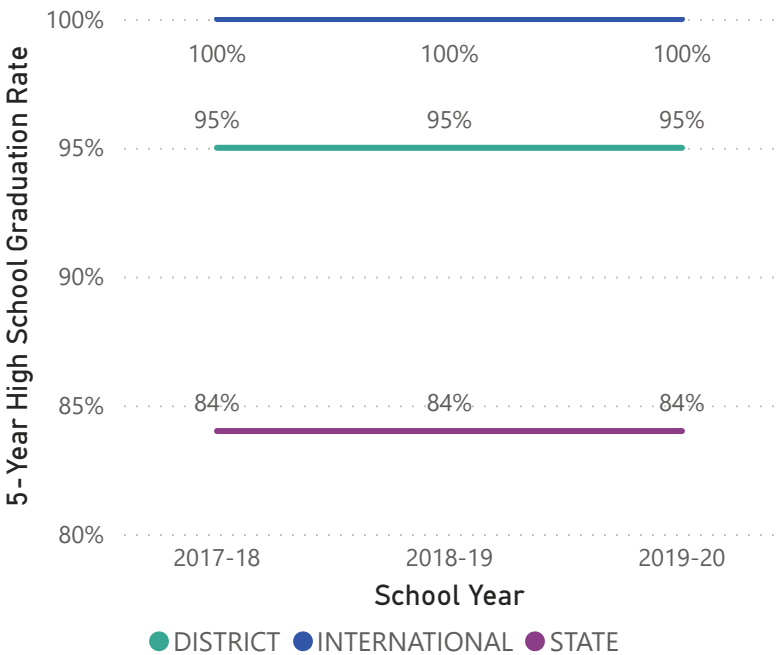
● DISTRICT ● INTERNATIONAL
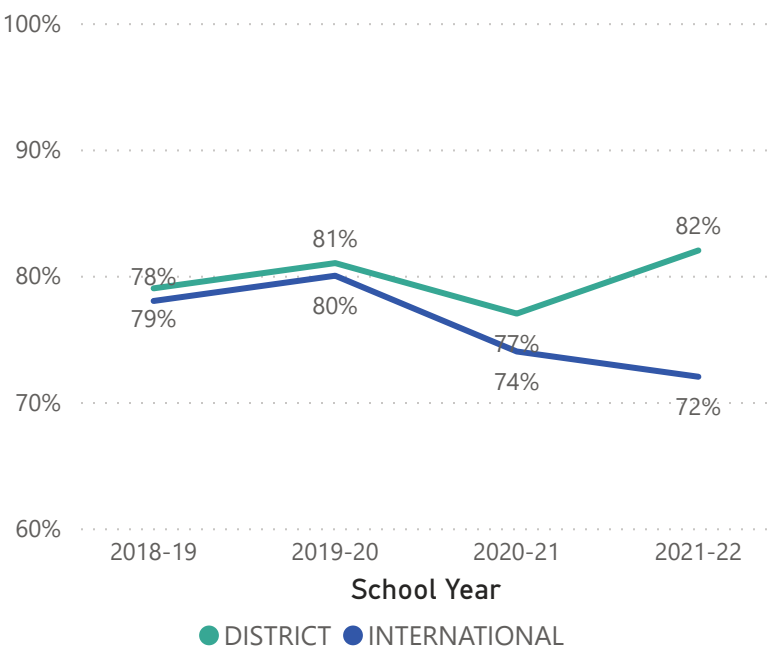
Students with at least one AP/IB Course by Graduation

100%   100%   93%   100%
93%   91%   93%   93%

| | 2018-19 | 2019-20 | 2020-21 | 2021-22 |

X-axis: School Year

● DISTRICT ● INTERNATIONAL
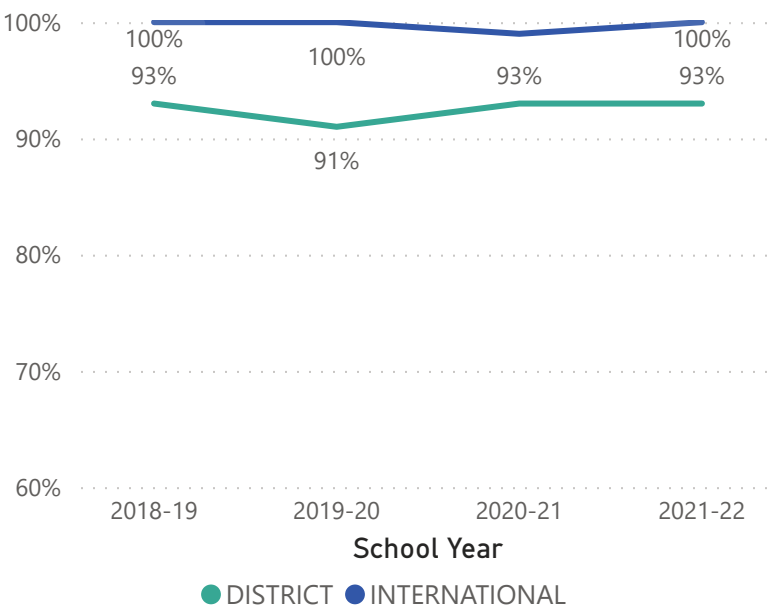
AP & IB

School Name	DISTRICT				INTERNATIONAL			
	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22
AP Exam Pass Rate	79%	81%	77%	82%	78%	80%	74%	72%
Students Taking At Least One AP/IB Course by the Time They Graduate	93%	91%	93%	93%	100%	100%	99%	100%
Average Number of AP and IB Credits Earned by Graduates	6.8	6.9	7.4	7.4	7.7	8.4	8.6	8.8

SAT & ACT

School Name	DISTRICT				INTERNATIONAL				STATE			
	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22
Average SAT Composite Score	1273	1271	1358	1263		1337	1297	1300	1074	1073	1072	
Average ACT Composite Score	27.1	27.8	29.5	29.4	29.8	30.4	28.7	28.5	22.1	22.9	23.6	22.9

Additional College Readiness Measures

11th Graders Meeting PSAT Benchmarks: Reading/Writing

11th Graders Meeting PSAT Benchmarks: Math
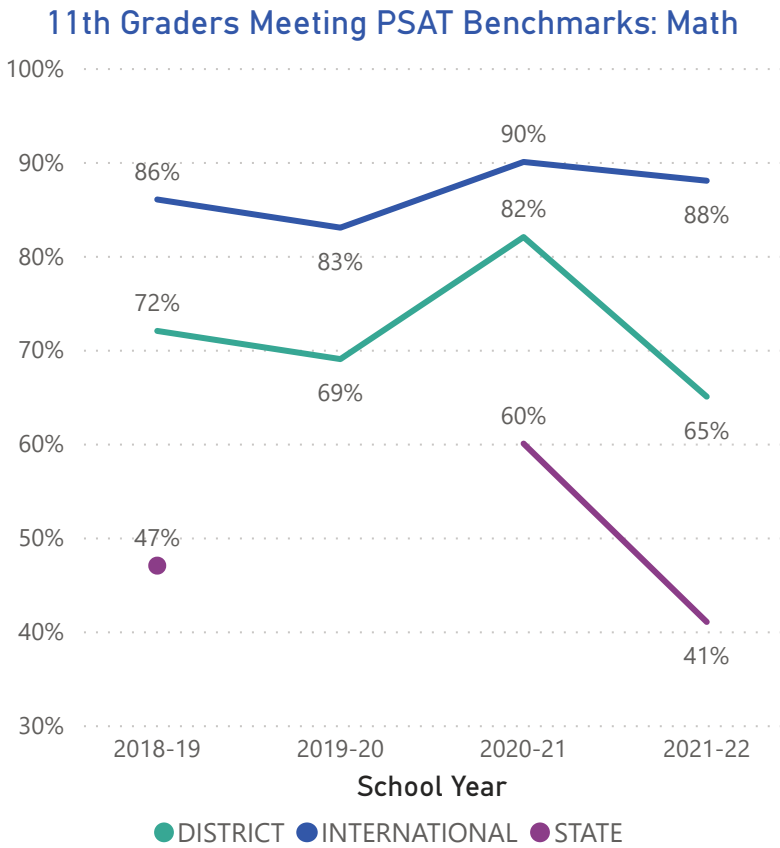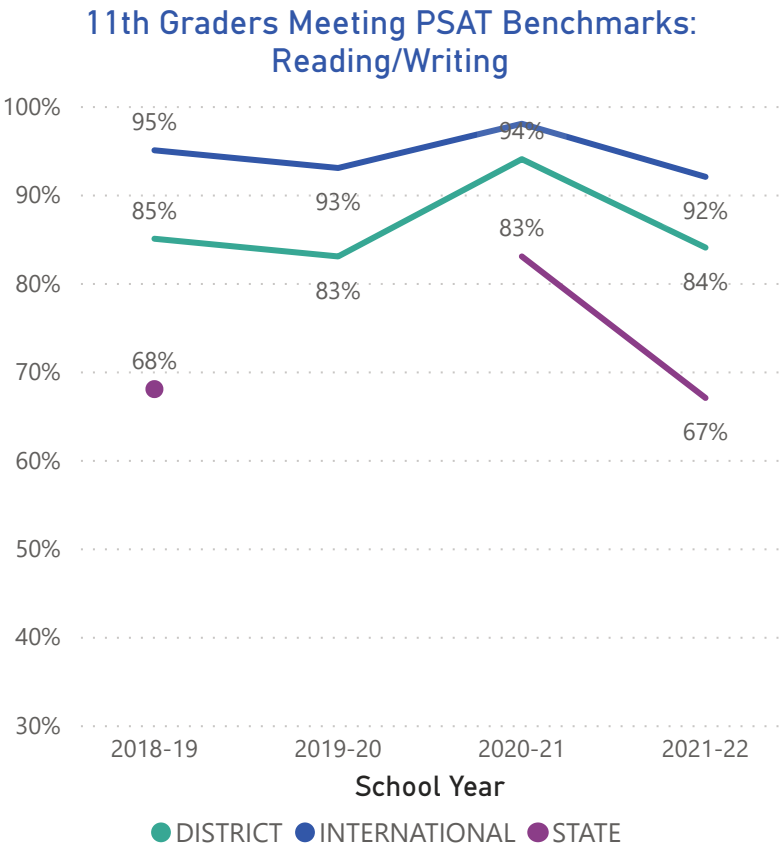
Note: Significantly fewer students participated in college testing (PSAT, SAT, ACT) in 2020-21 due to COVID, so these scores do not necessarily reflect the general student population and may not be comparable with prior years.

Glossary

ACT
The ACT is a college admissions test with four subjects (English, math, reading, and science) scored on a scale from 1-36. The Composite ACT score is the average of the four subject test scores.

AP
Advanced Placement (AP) courses are college-level courses offered in high school. These courses culminate in an AP exam that is given by the College Board. Many college grant course credit to students receiving passing scores. AP tests are scored on a scale from 1-5, with 3 or higher considered passing.

IB
The International Baccalaureate (IB) program is a rigorous college-preparatory program offered at selected schools in many countries around the world. Students who pass a challenging set of IB exams at the end of selected courses earn an internationally-recognized IB diploma. IB exams are scored on a scale from 1-7, with 4 or higher considered passing.

PSAT College and Career Readiness Benchmark
All BSD students take the PSAT test in 11th grade, as preparation for the SAT and the college application process. The PSAT benchmark is one indicator of whether students are on track to be ready for college. Students who score at or above the benchmark level have a 75% chance of earning at least a C in first-year core college courses.

SAT
The SAT is a college admissions test which was substantially revised in 2017. The new SAT includes two subject areas (ERW - evidence-based reading and writing, and math). The previous SAT had three subject areas (critical reading, writing, and math). Each subject is still scored on a scale from 200-800; however, the combined score on the new test is now 1600, instead of the previous combined score of 2400.

Science Assessments - WCAS
WCAS stands for Washington Comprehensive Assessment of Science, first administered in Spring 2018 to students state-wide in grades 5, 8 and 11. The WCAS is aligned to Next Generation Science Standards, which emphasize engineering and technology. The standards were adopted by the state in 2013. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Smarter Balanced
Starting in 2014-15, Washington State adopted the Smarter Balanced exams to assess student learning in English language arts and math in grades 3-8 and
10-11. These computer-based exams are aligned to the state's Common Core learning standards. For more information
see www.k12.wa.us/assess-ment/StateTesting/default.aspx.

Special Education Services
Neighborhood schools provide a continuum of special education services. We provide specialty centers as well:

* **Cascade** program for students who benefit from behavioral supports due to emotional stressors.
* **Evergreen** program to serve young adults (ages 18-21) with disabilities.
* **Olympic** program to support students on the autism spectrum.
* **Pacific** program for students with significant developmental and intellectual disabilities.
* **PALS** (Preschool Age Learning) preschool to provide early intervention services for children with special needs (ages 3-5), together with typically developing peers.

End Notes

1 School and Student Characteristics
Data are from October 1, 2021 unless otherwise specified.

2 District Average
The district averages displayed here are the averages for district elementary schools.

3 Mobility Rate
The percent of students who entered or withdrew from the school between October 1 and June 15, based on October 1 enrollment.