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

As students re-enter the full school experience, school-based strategies will contribute to an inclusive environment where all students feel a sense of belonging. Studies have shown that "a strong sense of belonging translates to students of all ages and developmental stages improving academically, being more engaged and motivated in school, and increasing their physical and emotional health."[1]

Sense of Belonging Measures and Targets

Increase percentage of students reporting a sense of belonging on the Panorama student survey, with a reduction in predictable outcomes by subgroup.

Panorama Survey School Climate Domain - Sense of Belonging Percentage Favorable						
Student Groups	Grades 6-8			Grades 9-12		
	Baseline 2017	Fall 2019	Fall 2021	Baseline 2017	Fall 2019	Fall 2021
All Students	68% (257)	66% (262)		63% (286)	63% (291)	
Asian	65% (112)	65% (127)		61% (101)	64% (144)	
Black	*	*		*	*	
Hispanic	*	68% (15)		*	54% (16)	
Multi-ethnic	72% (22)	60% (24)		52% (16)	61% (20)	
White	69% (101)	69% (90)		69% (87)	63% (103)	
Students with Disabilities	63% (11)	62% (15)		58% (16)	52% (11)	
English Learners	*	73% (11)		*	*	
Low Income	57% (21)	71% (19)		45% (13)	47% (20)	

*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

- International School continually strives to capitalize on being a small school community by creating and maintaining a strong culture of community.
- The data indicates that there was little change 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. Some exceptions to this include:
  - A 12% drop for multi-ethnic middle school students.
  - A 14% gain for low-income middle school students.
  - A 9% gain for multi-ethnic high school students.

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[1] *Why Student Belonging Matters: October 2020*. NASSP. (2020, October 1). https://www.nassp.org/publication/principal-leadership/volume-21-2020-2021/principal-leadership-october-2020/why-student-belonging-matters-october-2020/.

- The data indicates limited gaps in subgroups for middle school student; all groups are within 7% of the response for All Students. There is greater variability in response for high school students, with students who self-identify as Hispanic (54%), Students with Disabilities (52%), and students receiving free/reduced lunch (47%) all significantly lower in favorable responses than All Students (63%).
- A celebration is the response from middle school students receiving free/reduced lunch and students receiving Multi-Language Learner (MLL) services, who reported the highest sense of connection to peers (71% and 73%, respectively).
- Students receiving MLL services received 1:1 check ins with an MLL case manager, which likely contributed to select students feeling a greater sense of belonging.
- 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 and is refocusing on the development of strategies to strengthen student belonging as well as social-emotional health at the school. Some areas of focus of ISNext include the following:
  - An expansion of the retreats at the beginning of the year to include a day for 7th and 8th graders in addition to the previous iteration of a high school retreat followed by a 6th grade retreat. This provided an opportunity for all students to begin the year building connections with peers.
  - The support of clubs that take place during lunchtime to ensure that all students have an awareness of club offerings along with access without barriers.
  - Response to parent feedback on the health of students by designing additional activities to engage students at lunch time.
- Adjust assignment of students to a community period with a staff member, shifting from student or staff interest-based communities to students staying with the same teacher through middle and high school. These communities will each collaboratively determine the focus of how they will use this time based upon the needs and desires of the community members. The PBIS team is supporting the implementation of SEL frameworks within the communities.

Student Well-Being Priority: Social-Emotional Learning

Many students experienced isolation during the pandemic, with few opportunities to interact in-person socially. As we return to in-person learning it will be critical to recognize where each student is socially and emotionally and to provide them with intentional opportunities to support their development in social emotional learning. 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. These competencies are not discrete and are integrated into curriculum and instructional practices.

Social-Emotional Learning Measures and Targets

Increase social-emotional competencies from Fall 2021 to Spring 2022.

Grades 6-12: Panorama Social-Emotional Learning Survey				
Social Emotional Competency	Fall 2020 (n=554)	Spring 2021 (n=508)	Fall 2021	Spring 2022
Self-Management	80%	76%		
Social Awareness	76%	76%		
Self-Efficacy	46%	47%		

Data Reflection

- During the 2020 – 2021 school year, student survey responses in Panorama on the Social-Emotional Learning competencies revealed no growth from fall to spring. Response rates for Social Awareness and Self-Efficacy remained the same while response rates for Self-Management fell slightly from 80% to 76%.

- Self-Efficacy is the competency that students self-report having the lowest proficiency (47% compared to 76% for the other two competencies).
- Both surveys were taken while learning remotely. During this time, students reported high rates of sleeping in, distraction and boredom. These factors impacted their academic behavior which may have resulted in lower perceptions of self-efficacy and a decline in self-management as remote learning continued.

Key Strategies / Adjustment
ISNext is the student branch of the PBIS team and is refocusing on the development of strategies to strengthen student belonging as well as social-emotional health at the school. ISNext takes responsibility for responding to feedback on the health of students by designing additional activities to engage students at lunch time.

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: Academic Growth

A significant priority this year will be to measure student proficiency at the beginning of the school year and monitor academic growth for all students. Regardless of where students begin the year, the goal is for *all students* to experience expected or greater growth.

Academic Growth Measures and Targets
Increase percentage of students in grades 6-8 making typical or high growth in literacy and math from Fall 2021 to Spring 2022.

Grades 6-8: Percentage of students showing typical/high growth from fall to spring				
	Star Reading % Typical/High Growth		**SBA Math** % Typical/High Growth	
Subgroup	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2020-Spring 2021	Fall 2021-Spring 2022
All	66% (258)		*Not available*	
Asian	68% (133)		*Not available*	
Black	*		*Not available*	
Hispanic	58% (12)		*Not available*	
Multi-Ethnic	60% (20)		*Not available*	
White	64% (87)		*Not available*	
Low Income	65% (20)		*Not available*	
English Learner	*		*Not available*	
Students with Disabilities	*		*Not available*	
Female	67% (123)		*Not available*	
Male	64% (135)		*Not available*	
Advanced Learning	70% (47)		*Not available*	
Traditional	65% (211)		*Not available*	
Grade 6	59% (85)		*Not available*	
Grade 7	67% (87)		*Not available*	
Grade 8	72% (86)		*Not available*	

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

- During the 2020 – 2021 school year, 66% 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 two groups that made the lowest growth were students who self-identified as Hispanic (a gap of 8% compared to All students) and 6th Grade students (a gap of 7%).
- 8th Grade students made the most growth: 72%.
- The gap between All Students and the student subgroups is 8 percentage points or less.
- The 8th grade students have been part of the International community for a longer period of time, received more in-person services (prior to the pandemic), and had the same teacher for 7th and 8th grade as part of the looped curriculum.
- The small "n" size does result in greater variability of growth, particularly when the "n" size is 20 or less.

Key Strategies

Reading Strategies:
- International will utilize the district's assessment plan to identify and support students who are not yet reading at grade level and provide them the tools to accelerate their skill development. This assessment plan contains the following components:
    - *All students in grades 6 – 9 will take the STAR Reading universal screener.*
    - *Students flagged by Star Reading will take a diagnostic assessment (Lexia PowerUP).*
    - *Lexia PowerUp is designed to enhance core English Language Arts instruction for "not yet" proficient readers (Tier 2) in grades 6-9. Blending adaptive online instruction with offline educator-delivered lessons and independent skill-based activities, PowerUp Literacy accelerates the development of both foundational literacy skills and higher order thinking skills through personalized learning pathways. PowerUp addresses the needs of individual students by identifying gaps in instruction and providing personalized, systematic lessons in Word Study, Grammar, and Comprehension. This explicit instruction prepares students to comprehend and engage with complex texts across a range of genres.*
- 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.

Math Strategies
- International will utilize the district's assessment plan to identify and support students who are not yet reading at grade level and provide them with the tools to accelerate their skill development. This assessment plan contains the following components:
    - *All students in grades 6 – 9 will take the ALEKS universal screener.*
    - *Pre-unit diagnostic assessments for each unit, to identify students who need to master prerequisite skills as they start the unit (these are essentially just-in-time diagnostics). Teachers will be provided information and resources to integrate prerequisite skills into the upcoming unit.*
- 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 Growth Measures and Targets

At least 98% of students in the Class of 2022* will graduate in June 2022.

Class of 2022 Cohort** Percentage Earned Sufficient Credits for On-Track to Graduate On-Time			
	2019-20 (Grade 10)	2020-21 (Grade 11)	2021-22 (Grade 12)
All Students	99% (84)	100% (68)	
Asian	*	*	
Black	*	*	
Hispanic	*	*	
Multi-ethnic	*	*	
White	*	*	
Students with Disabilities	*	*	
English Learners	*	*	
Low Income	*	*	

*Data suppressed due to small group size, to protect student privacy.
**Cohort includes all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) are not included in this cohort data.

Data Reflection

- International School has consistently strong graduation rates with 100% of students graduating.
- International's data for the end of the 2020 – 2021 school year indicated that all students in the Class of 2022 are currently on track to meet this goal.
- International high school counselors meet with all students in their junior year. At these 'junior appointments', counselors meet with families and students to review transcripts and create a plan for their post-secondary education. This ensures that students and families are aware of graduation requirements and college entry requirements.
- High school counselors and the administrative team meet regularly to track students' progress toward fulfilling all graduation requirements on time. As a result of these meetings, graduation needs are identified and addressed with students.

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.

Academic Success Priority: ELA and Math Proficiency

We recognize that student learning experiences varied widely during the 2019-20 and 2020-21 school years due to the pandemic and the shift in learning models. Universal screeners administered in the fall will provide student proficiency data for educators as they design instruction and supports based on students' beginning of the year level in the core subject areas of literacy and math. Based on progress monitoring data during the 2020-21 school year, math is a focus area.

ELA and Math Proficiency Measures and Targets

Increase percent of students meeting or exceeding proficiency standards in literacy and math in grades 6-8.

Grades 6-8: Percentage of students meeting or exceeding standards in reading and math				
	Star Reading % Proficient		SBA Math % Proficient	
Subgroup	Spring 2021	Spring 2022	Fall 2021**	Spring 2022
All	**89% (259)**			
Asian	90% (133)			
Black	*			
Hispanic	77% (13)			
Multi-Ethnic	90% (20)			
White	91% (87)			
Low Income	70% (20)			
English Learners	*			
Students with Disabilities	*			
Female	93% (123)			
Male	85% (136)			
Advanced Learning	100% (47)			
Traditional	86% (212)			
Grade 6	91% (85)			
Grade 7	87% (87)			
Grade 8	89% (87)			

*Data suppressed due to small group size, in order to protect student privacy.
**Anticipated to be available in December 2021. Math data for 2020-21 is not shown as it is incomplete.

Data Reflection

- 89% of All students met or exceeded the standard on STAR reading in the Spring of 2021. This rate was similar for students who self-identify as Asian (90%), Multi-Ethnic (90%) and White (91%).
- A proficiency gap exists on STAR Reading results for the following groups of students: students self-identifying as Hispanic (77%) and students receiving free/reduced lunch (70%).
- The small "n" size does result in greater variability of growth, particularly when the "n" size is 20 or less.

Key Strategies

Reading Strategies:
- International will utilize the district's assessment plan to identify and support students who are not yet reading at grade level and provide them with the tools to accelerate their skill development. This assessment plan contains the following components:
  - *All students in grades 6 – 9 will take the STAR Reading universal screener.*
  - *Students flagged by Star Reading will take a diagnostic assessment (Lexia PowerUP).*
  - *Lexia PowerUp is designed to enhance core English Language Arts instruction for "not yet" proficient readers (Tier 2) in grades 6-9. Blending adaptive online instruction with offline educator-delivered*

lessons and independent skill-based activities, PowerUp Literacy accelerates the development of both foundational literacy skills and higher order thinking skills through personalized learning pathways. PowerUp addresses the needs of individual students by identifying gaps in instruction and providing personalized, systematic lessons in Word Study, Grammar, and Comprehension. This explicit instruction prepares students to comprehend and engage with complex texts across a range of genres.

- 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.

Math Strategies

- International will utilize the district's assessment plan to identify and support students who are not yet reading at grade level and provide them with the tools to accelerate their skill development. This assessment plan contains the following components:
  - *All students in grades 6 – 9 will take the ALEKS universal screener.*
  - *Pre-unit diagnostic assessments for each unit, to identify students who need to master prerequisite skills as they start the unit (these are just-in-time diagnostics). Teachers will be provided information and resources to integrate prerequisite skills into the upcoming unit.*
- 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.

Family Engagement

The 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

The experience of individual families is always subject to a wide array of conditions and contexts. These differences were highlighted throughout COVID, but one thing remained true: our families have expressed a desire to connect with us more deeply, to be more informed about their individual student's academic progress and social-emotional well-being, and to find ways where we can truly engage as partners for their children's success.

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 2021	Spring 2022	Spring 2021	Spring 2022
All Students	41% (101)		44% (101)		35% (101)	
Asian	48% (44)		53% (44)		41% (44)	
Black	*		*		*	
Hispanic	*		*		*	
Multi-ethnic	16% (10)		26% (10)		33% (10)	
White	42% (41)		41% (41)		27% (41)	
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 2021	Spring 2022	Spring 2021	Spring 2022
All Students	58% (136)		47% (136)		40% (136)	
Asian	56% (57)		47% (57)		42% (57)	
Black	*		*		*	

Hispanic	*		*		*	
Multi-ethnic	71% (17)		54% (17)		49% (17)	
White	54% (52)		43% (52)		32% (52)	
Students with Disabilities	*		*		*	
English Learners	*		*		*	
Low Income	*		*		*	

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

Data Reflection

- High school families generally reported higher levels of being informed, supported, and empowered than middle school families. This was most pronounced with the percentage of families feeling informed (58% high school compared to 41% middle school).
- At the middle school level, the following gaps are identified: families of students that self-identify as Multi-Ethnic reported lower levels of being Informed (a gap of 25%) and Supported (a gap of 18%). Families of students that self-identify as White reported the lowest level of feeling Empowered (a gap of 8%).
- At the high school level, the following gaps are identified: Families of students that self-identify as White feeling Empowered (a gap of 8%), and a positive gap for families of students that self-identify as Multi-Ethnic (13% greater than All families).
- Families expressed a serious sense of loss with students being served remotely during the pandemic, seeking a return to in-person learning at a rate sooner than was facilitated.

Key Strategies / Adjustment

- For the 2021 – 2022 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 to communicate through text as well as to post communications on the Website so that they can be translated.
- Listening circles will be utilized to support the 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.
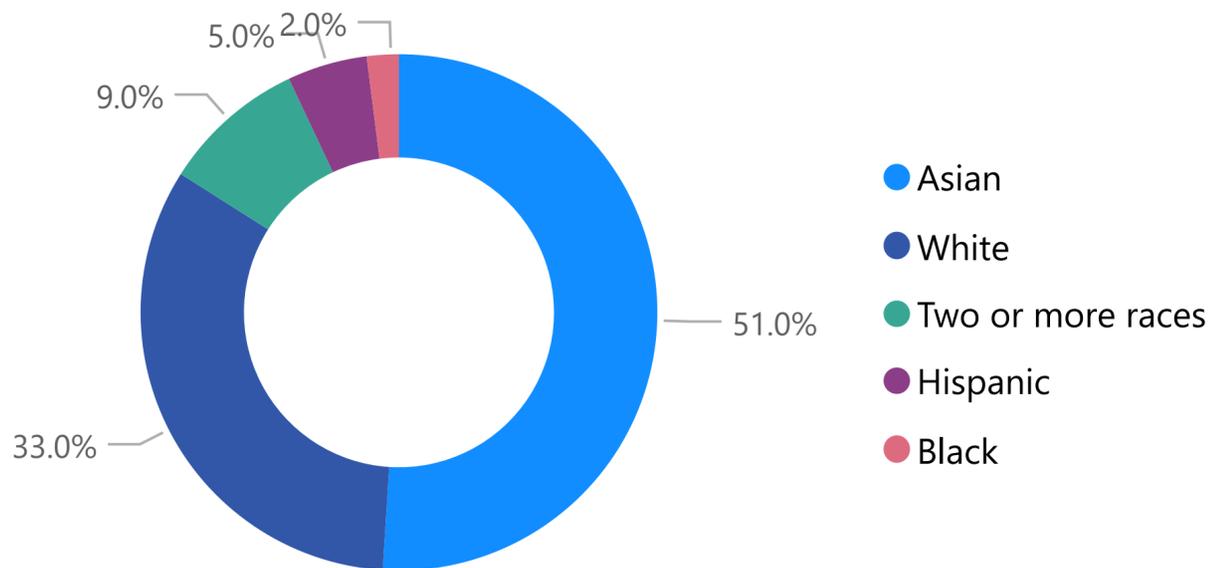
International School

School Overview

445 128th Ave SE
Bellevue, WA 98005

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.

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

Racial Diversity

- 5.0%
- 2.0%
- 9.0%
- 51.0%
- 33.0%

- Asian
- White
- Two or more races
- Hispanic
- Black

School & Student Characteristics [1]

	International School	District HS Average [2]
Enrollment (10/1/2020)	590	1056
Average Attendance Rate	96%	91%
Eligible for Free/Reduced Price Meals	7%	17%
Receiving Special Education Services	5%	8%
English Language Learners	3%	8%
First Language Other Than English	36%	36%
Mobility Rate [3]	1%	5%

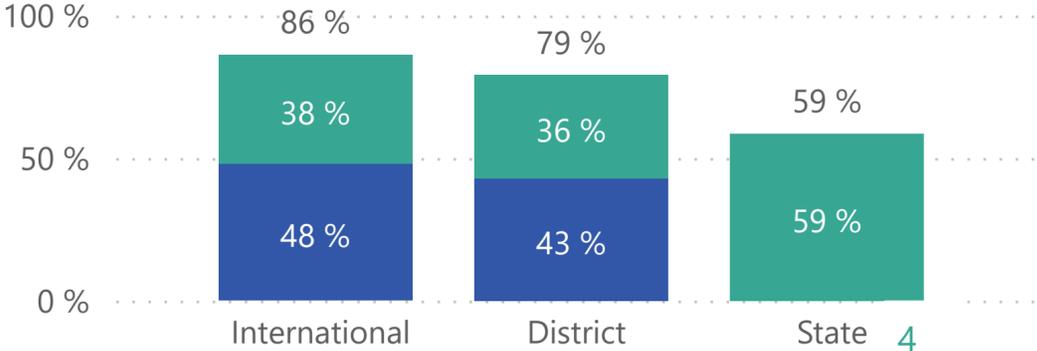# Summary of Student Achievement

Data from Fall 2021 testing will be added when it is available.

State Assessment Results for Grades 6 - 8 (Spring 2019)
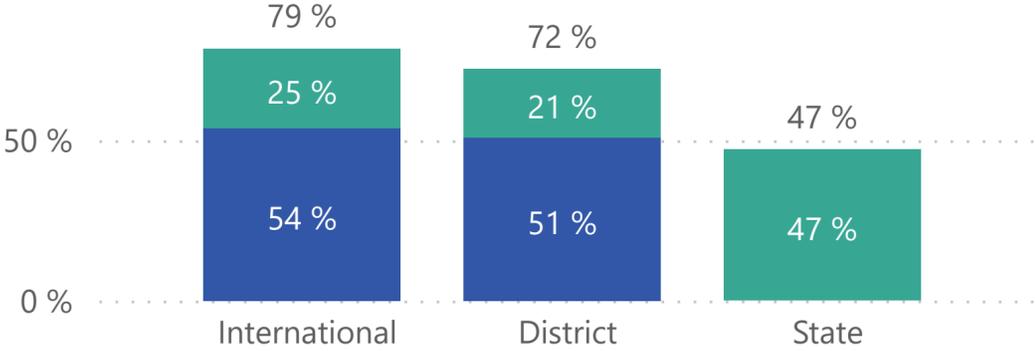Percentage of Students Meeting / Exceeding Standards

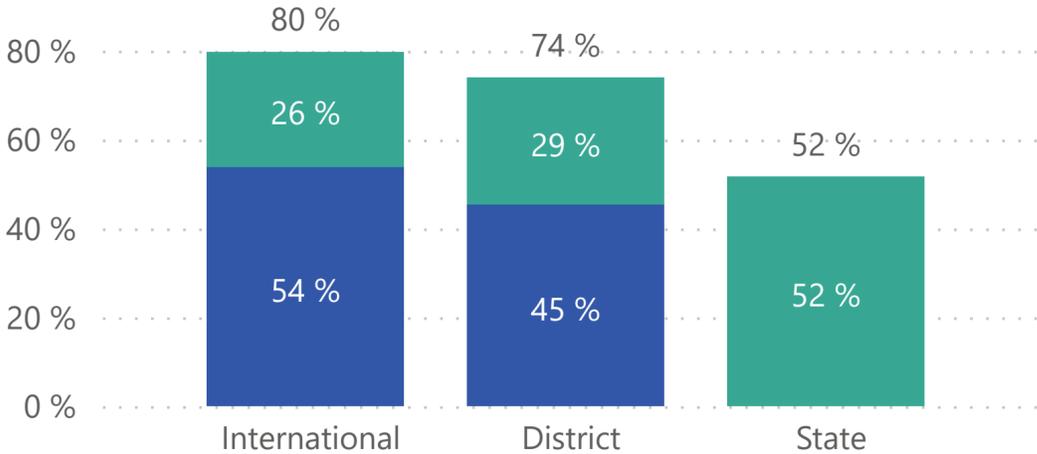### SBA: English Language Arts

● Exceeds Standards ● Meets Standards

	International	District	State
Total	86 %	79 %	59 %
Meets Standards	38 %	36 %	59 %
Exceeds Standards	48 %	43 %	

SBA: Math

● Exceeds Standards ● Meets Standards

	International	District	State
Total	79 %	72 %	47 %
Meets Standards	25 %	21 %	47 %
Exceeds Standards	54 %	51 %	

WCAS: Science

● Exceeds Standards ● Meets Standards

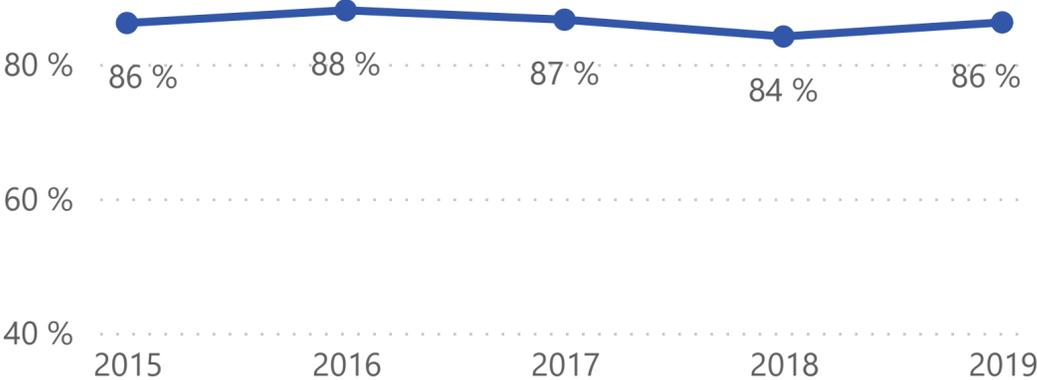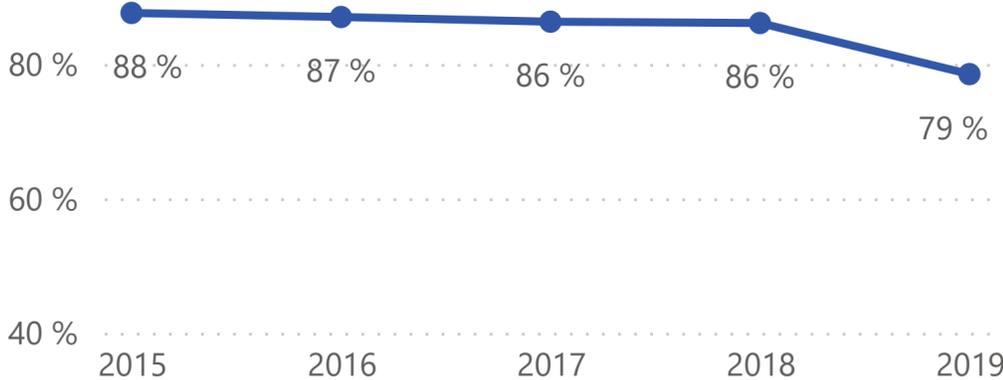|	International	District	State
Total	80 %	74 %	52 %
Meets Standards	26 %	29 %	52 %
Exceeds Standards	54 %	45 %	

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

SBA: English Language Arts

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

SBA: Math

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

WCAS: Science
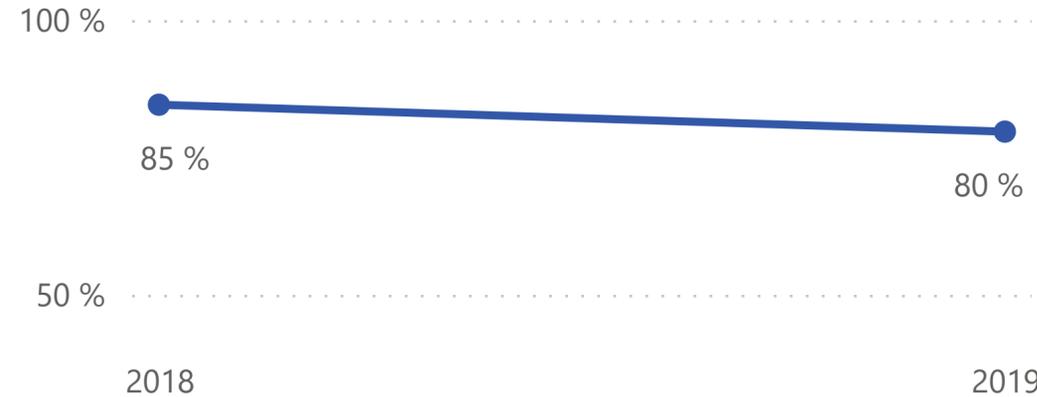
2018	2019
85 %	80 %

College & Career Readiness

On Time Graduation

On Time (4 year) Graduation Rate

100% — 100% — 100% — 100% (INTERNATIONAL)

93% — 93% — 94% (DISTRICT)

81% — 81% — 83% (STATE)

Y-axis: On Time (4 Year) — 80%, 85%, 90%, 95%, 100%
X-axis: School Year — 2017-18, 2018-19, 2019-20

● INTERNATIONAL ● DISTRICT ● STATE

5 year Graduation Rate

100% — 100% (INTERNATIONAL)

95% — 95% (DISTRICT)

84% — 84% (STATE)

Y-axis: 5 - Year High School Graduation Rate — 80%, 85%, 90%, 95%, 100%
X-axis: School Year — 2017-18, 2018-19
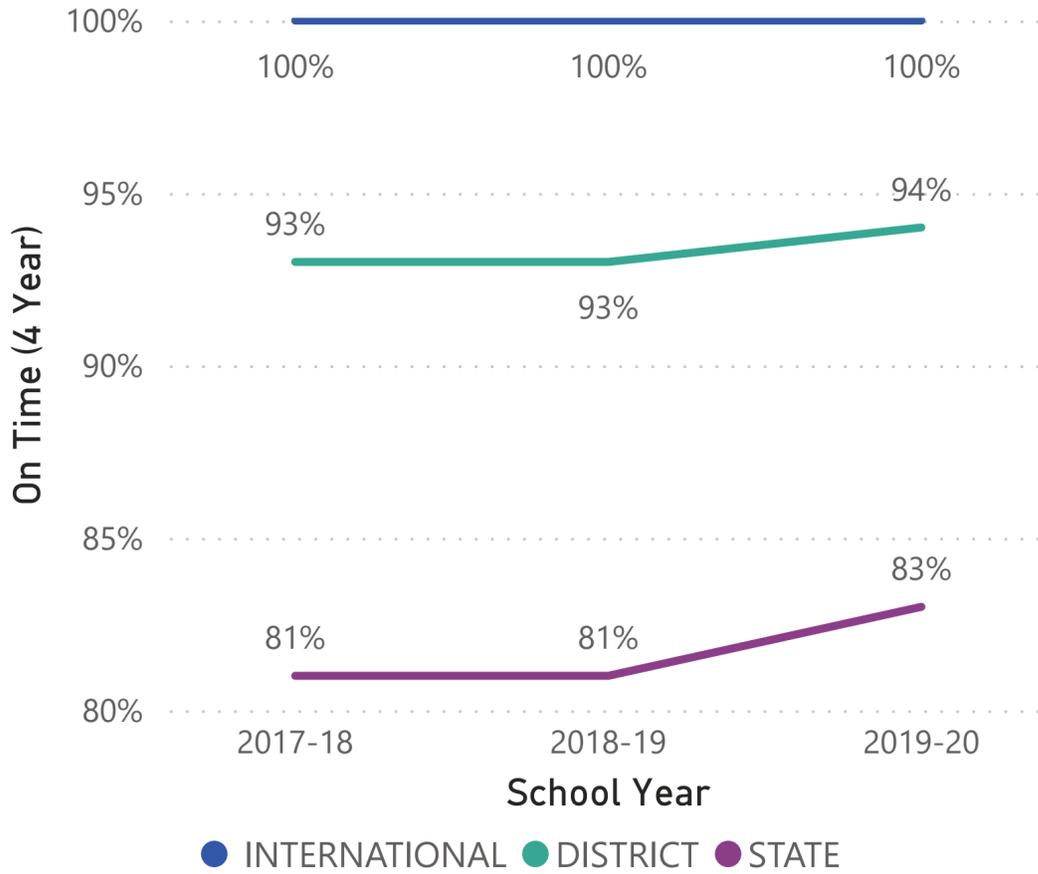
● INTERNATIONAL ● DISTRICT ● STATE

AP & IB

AP Exam Pass Rate

INTERNATIONAL: 80% — 78% — 80% — 74%
DISTRICT: 78% — 79% — 81% — 77%

Y-axis: 60%, 70%, 80%, 90%, 100%
X-axis: School Year — 2017-18, 2018-19, 2019-20, 2020-21

● INTERNATIONAL ● DISTRICT
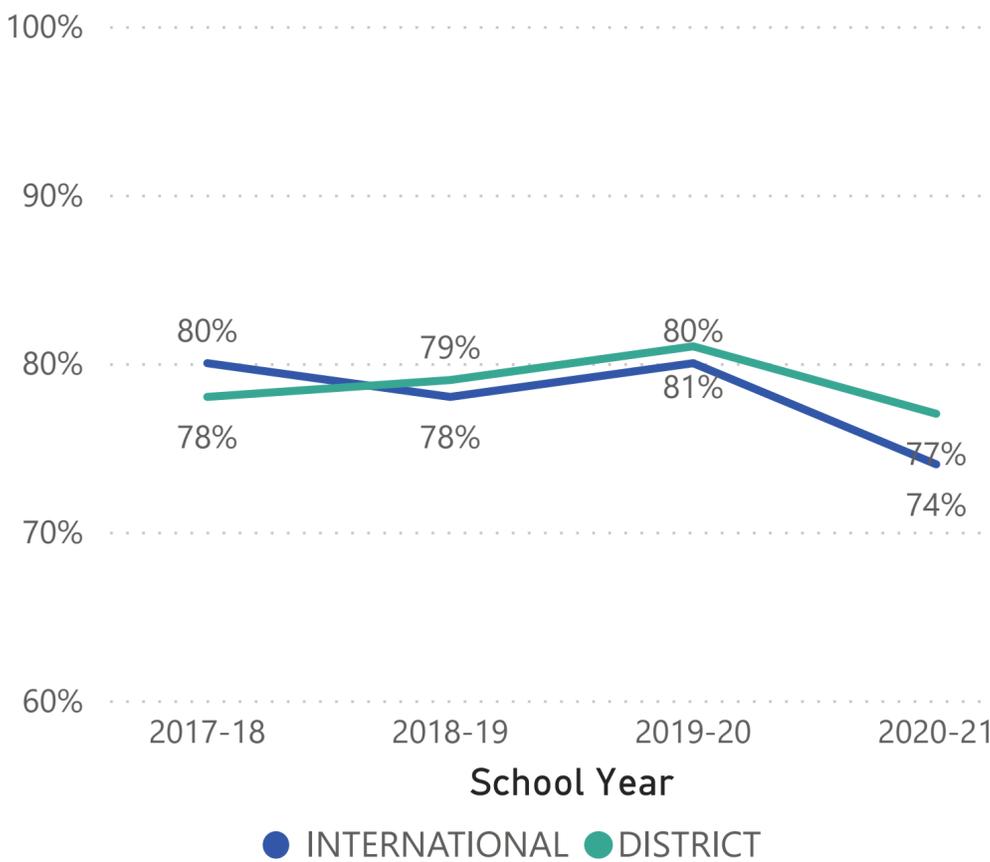
Students with at least one AP/IB Course by Graduation

INTERNATIONAL: 100% — 100% — 100% — 99%
DISTRICT: 93% — 93% — 91% — 93%

Y-axis: 60%, 70%, 80%, 90%, 100%
X-axis: School Year — 2017-18, 2018-19, 2019-20, 2020-21

● INTERNATIONAL ● DISTRICT
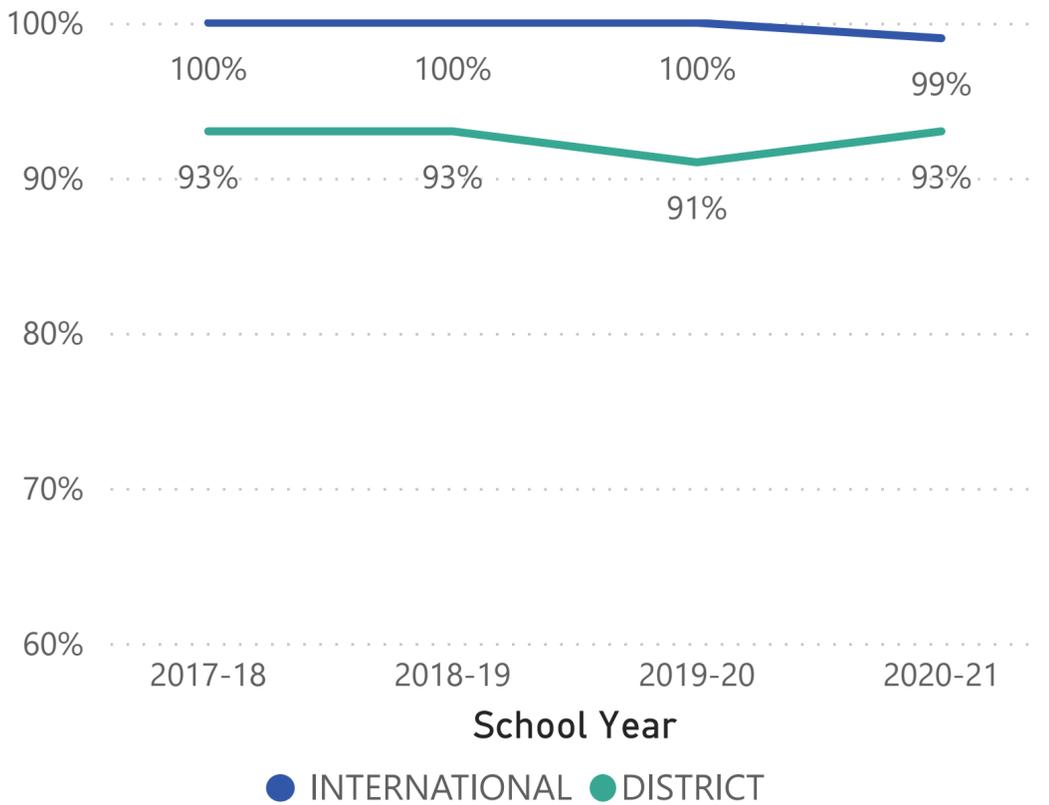
AP & IB

School Name	INTERNATIONAL				DISTRICT			
	2017-18	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	2020-21
AP Exam Pass Rate	80%	78%	80%	74%	78%	79%	81%	77%
Students Taking At Least One AP/IB Course by the Time They Graduate	100%	100%	100%	99%	93%	93%	91%	93%
Average Number of AP and IB Credits Earned by Graduates	7.7	7.7	8.4	8.6	6.9	6.8	6.9	7.4

SAT & ACT

School Name	INTERNATIONAL				DISTRICT				STATE			
	2017-18	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	2020-21
Average SAT Composite Score	1323		1337		1263	1273	1271	1358	1071	1074	1073	1072
Average ACT Composite Score	28.7	29.8	30.4	28.7	26.7	27.1	27.8	29.5	22.2	22.1	22.9	

Additional College Readiness Measures

11th Graders Meeting PSAT Benchmarks: Reading/Writing

INTERNATIONAL: 99%, 95%, 93%, 98%
DISTRICT: 85%, 85%, 83%, 94%
STATE: 67%, 68%, 68%, 83%

School Year

● INTERNATIONAL ● DISTRICT ● STATE

11th Graders Meeting PSAT Benchmarks: Math

INTERNATIONAL: 92%, 86%, 83%, 90%
DISTRICT: 71%, 72%, 69%, 82%
STATE: 46%, 47%, 45%, 60%

School Year

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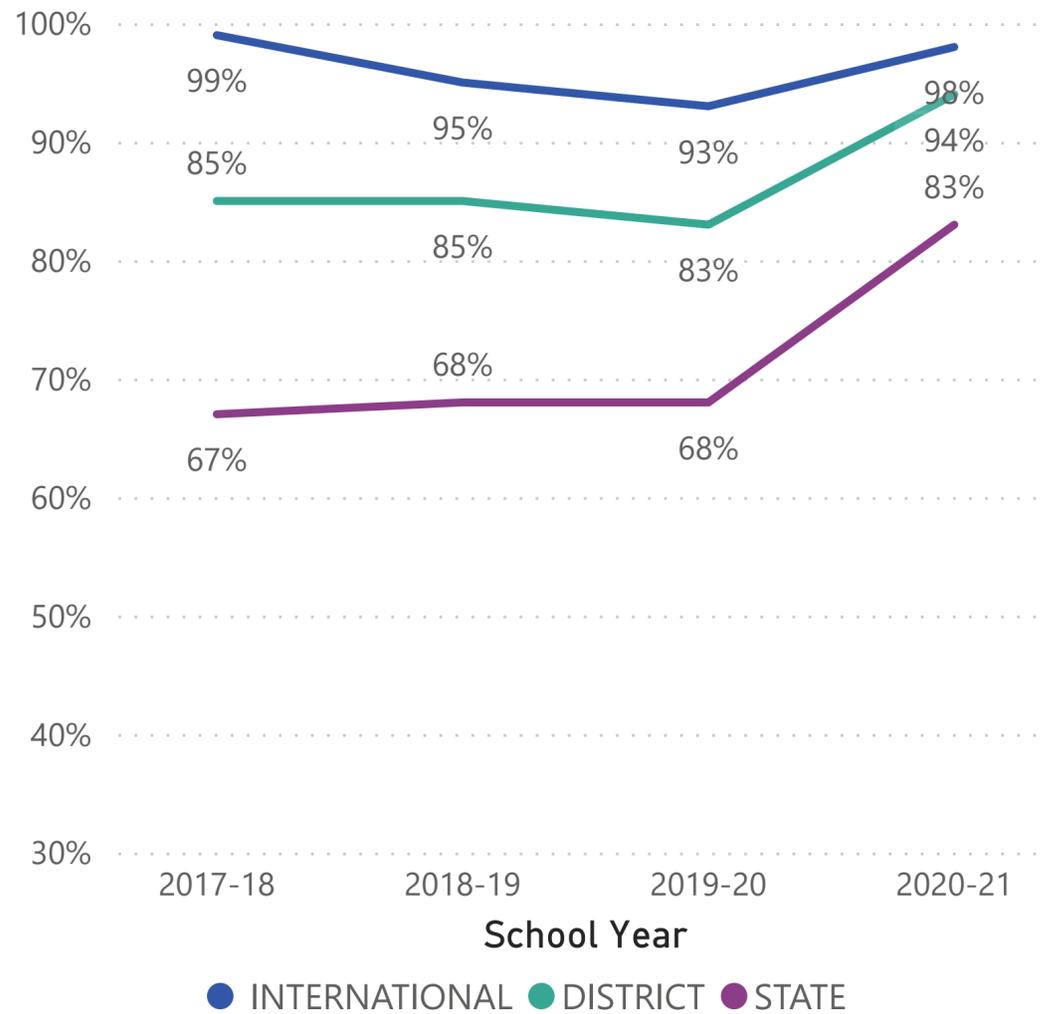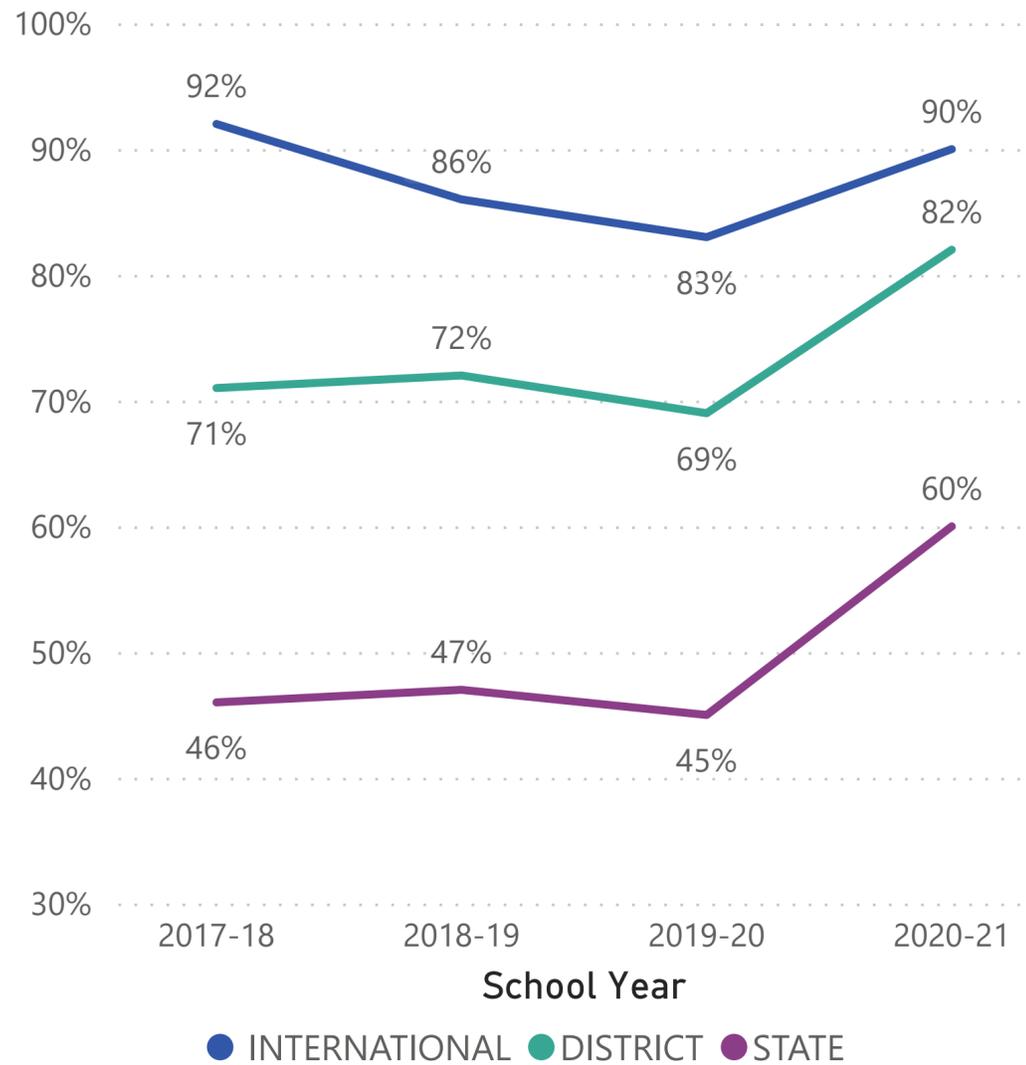
Note: Significantly fewer students participated in college testing (PSAT, SAT, ACT) in 2020-21 due to COVID, so these scores do not necessarily reflect the general student population and may not be comparable with prior years.

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/assessment/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, 2020 unless otherwise specified.

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