

ENDS 2: Academics and Foundations November 18, 2015

Upon graduation, students will be academically prepared and confident to pursue higher education or specialized career training.

Interpretation

- We interpret **students** to mean each student in the previous graduating class.
- We interpret **graduation** to mean meeting the District's established graduation requirements and earning a diploma.
- We interpret **academically prepared** to mean meeting the state's high school proficiency exams and meeting Washington state public universities' or community/technical colleges' minimum entrance requirements.
- We interpret **confident** to mean a feeling of self-assurance about one's ability to accomplish his/her personal plan for post-secondary pursuits.
- We interpret **to pursue higher education** to mean post-secondary education institutions including two- and four-year colleges and universities.
- We interpret **specialized career training** to mean programs that prepare students for a particular career, including apprenticeships, technical schools, military service, and specialized training programs.

Reasonable progress: We have confidence that students are meeting the targets of E-2 when they navigate our educational system and earn a diploma and affirm their high school experiences have prepared them for a wide range of post-graduate opportunities of their choosing. For graduation, the Issaquah School District requires that a student pass the state's proficiency exams, earn credits in courses that satisfy community/technical college entrance, and establish and implement a post-graduation plan of action. Additionally, students have the opportunity to earn credits in courses that meet four year college and university entrance requirements. Under this definition, monitoring will focus on three major areas: (1) ensuring the graduation requirements meet the requirements of E-2, (2) ensuring students have ample opportunities to take classes that help better prepare them for post-secondary education, and (3) tracking our students' enrollment and need for remediation in post-secondary education and other programs that prepare our students for a career.

Students will:

2.1 think and solve problems using both creative and critical thinking skills;

We interpret 2.1 to mean students will have the ability to synthesize, analyze and evaluate information, in order to draw conclusions and/or solve real life problems.

Evidence

Alignment: District K-12 curriculum aligns with state standards. ISD selects curriculum that requires the same or higher level of cognitive demand (critical thinking) as is defined in the State Standards.

- Post-high school enrollment information Remediation Data
- High School Proficiency Exams meeting standard in, English Language Arts (ELA), math, and science
- Confidence measure: Question 20 of Decision Research Survey
 - 3- Numerical problems and finances
 - 5- Using research and study methods
 - 10- Informed consumerism
- Graduation rate/breakdown of students not graduating on time
- Senior Exit Survey
- Middle School Common Reading Assessment (MSCRA) Grade 8

2.1, 2.2, 2.3, 2.4, 2.5, 2.9

2015 Non-Grad Report

The Non-graduated Report is unduplicated count of students for the Grad Year of 2015. This report also includes students who should have graduated in 2014 or 2013 and left the District in the 2014-15 school year.

Withdraw Reason	Issaquah High	Liberty High	Skyline High	Tiger	Total
Down Credits	13	10	2		25
Did not Graduate because of testing	5	2		2	9
Dropped Out	3				3
20+ days non-attendance	2	3			5
Verbal Confirmation of transfer			2		2
Unknown		2	1		3
Pursing GED	1				1
CEO* Program at Bellevue			1		1
CEO* Program through LWSD	1				1
Moved out of area		1			1
No Show			1	2	3
School not for me				1	1
4+ year-Did not Graduate				1	1
Total	25	18	7	6	56

*Career Education Opportunities (CEO)

Grads immediately after graduation of the students who took the survey

Source: Decision Research Survey (administered bi-annually)

Graduation Year	% School Full Time	% School FT Work FT	% School FT Work PT	% School PT Only	% School PT Work PT		% Work FT Only	% Work PT Only	% Military	% Unemployed	% Other
2007 N=324	58	4	19	1	3		8	2		1	2
2009 N=332	63	1	18	1	4		4	2	1	2	4
2011* N=333	59	1	13	3	5		4	4	2	4	5
2013** N=343	59	1	15	1	6		7	2	1	1	5

* Of the students who responded to the 2011 survey, 81% reported they are in school full or part time.

** Of the students who responded to the 2013 survey, 82% reported they are in school full or part time.

Post secondary enrollment of the students who took the survey

Source: Decision Research Survey

Graduation Year	% 4-Yr College/Univ.	% Community College	% Trade/Tech School	% Other/ Don't Know
2007 N=324	69	27	3	1
2009 N=332	68	27	4	1
2011* N=333	68	28	3	1
2013 N=343	69	27	2	2

*Of the 81% of the students who reported being in school full or part time, this chart represents a percentage of the type of school attended.

** Of the 82% of the students who reported being in school full or part time, this chart represents a percentage of the type of school attended.

HSPE Grade 10 - percent meeting standard

Source: OSPI Report Card

School Year	Reading	Writing	Math	Science
2011-2012	93.5	95.6	See EOC Results	See EOC Results
2012-2013	94.1	95.9	See EOC Results	See EOC Results
2013-2014	94.2	94.7	See EOC Results	See EOC Results
2014-2015	SB ELA (see below)			

Smarter Balanced ELA Grade 10 – percent meeting standard

Source: OSPI

School Year	Number of Students	ELA % Meeting Standard	Math	Science
2014-2015	1282	94	See EOC Results	See EOC Results

Smarter Balanced ELA Grade 10 – percent meeting standard

Source: OSPI

School Year 2014-2015	Reading	%	Listening and Speaking	%	Writing	%	Research Inquiry	%
Standard	Number of Students		Number of Students		Number of Students		Number of Students	
Above Standard	984	77	485	38	978	76	863	67
At/Near Standard	265	21	766	60	280	22	384	30
Below Standard	33	3	31	2	24	2	35	3
Total Students	1282		1282		1282		1282	

Smarter Balanced Math Grade 11 – percent meeting standard

Source: OSPI

School Year	Number of Students	Math
2014-15	Suppressed	Suppressed

92% of the class of 2015 met graduation requirement, which included passing the math requirement.

[2014-15 EOC Algebra Chart](#)

[2014-15 EOC Geometry Chart](#)

End of Course Exams – percent meeting standard

Source: OSPI Report Card

School Year	Math EOC 1	Math EOC 2	Biology
2012-2013	78.3	93.7	90.2
2013-2014	83.9	*60	91.1
2014-2015	See above	See above	94.6

These percentages represent all ISD students in all grades who took the test as reported in the year indicated.

*In the 2013-14 school year students were no longer required to pass two Math EOC exams, therefore those who passed an EOC 1 did not take the EOC 2.

Confidence measure: Question 20

Source: Decision Research Survey of the students who took the survey (in 2013 N = 343)

Upon graduation, how prepared did you feel in each of the following areas, regardless of where you acquired the knowledge and skills?

Graduation Year	% Prepared			% Not Sure			% Not Prepared		
	2009	2011	2013	2009	2011	2013	2009	2011	2013
Numerical Problems and Finances	72	68	67	10	14	19	16	17	14
Using Research and Study Methods	82	86	80	7	8	11	10	7	9
Informed Consumerism	77	72	69	12	16	21	10	12	9

Graduation Rate

2.1, 2.2, 2.3, 2.4, 2.5, 2.9

Source: OSPI Report Card

	% On-time Adjusted 4 year cohort	% Extended Adjusted 5 year cohort
Class of 2010/Baseline	92.7	94.5
Class of 2011	91.1	93.3
Class of 2012	91.8	94.7
Class of 2013	92.9	94.3
Class of 2014	92	

Confidence/Preparedness to Pursue Question 11

Source: Senior Exit Survey

<i>I feel prepared for and am hopeful and optimistic about my future (Senior Exit Survey)</i>				
Strongly Agree/Agree	Issaquah High	Liberty	Skyline	Tiger Mountain
2012 Baseline	94%	89%	95%	80%
2013	96%	97%	96%	100% of 11
2014	95%	93%	95%	No data
2015	90%	91%	94%	93% of 14

[2014-15 Middle School Common Reading Assessments, 8th Grade](#)

2.2 read, write and speak the English language effectively for a wide range of purposes, including the interpretation and analysis of both literary and informational texts;

We interpret 2.2 to mean each student will be able to read closely and analytically to comprehend, and respond to, both verbally and in written form, a wide range of increasingly complex literary and informational texts for multiple purposes such as investigating topics, integrating, presenting information and reading for pleasure.

Evidence

Alignment: District K-12 curriculum aligns with state standards. ISD selects curriculum that requires the same or higher level of cognitive demand (critical thinking) as is defined in the State standards.

- MSP/SB District Comparisons
- Graduation requirements: Students are required to take 4 credits of English to graduate.
- Proficiency: Graduation rate, college remediation rate-(Education Research & Data Center – Base Year Data 2009) SB ELA, Critical Reading and Writing PSAT, English ACT, Critical Reading and Writing SAT, enrollment AP/IB English and numbers enrolled/taking test/number passing exam, enrollment in Honors courses.
- Confidence measure: Question 20 of Decision Research Survey
 - 1- Reading for information and pleasure

- 2- Writing reports, letters, and notes
- 4- Speaking proper English
- Elementary Common Reading Assessments, 3rd Grade
- Middle School Common Reading Assessments, 8th Grade
- High School Common Language Arts Assessments, 11th Grade
- Balanced Literacy and Readers Workshop

Source: OSPI Report Card

[2014-2015 SB/MSP District Comparison Chart](#)

HSPE 3 years- grade 10 percent meeting standard

Source: OSPI Report Card

School Year	Reading	Writing
2012 - 2013	94.1	95.9
2013 - 2014	94.2	94.7
2014 - 2015 See below		

Smarter Balanced ELA Grade 10 – percent meeting standard

Source: OSPI

School Year	Number of Students	ELA
2014-2015	1282	94

SAT Reading and Writing Mean Scores

Source: College Board

Graduation Year	Count			% of Class	Critical Reading			Writing		
	Nat'l	State	ISD		Nat'l	State	ISD	Nat'l	State	ISD
Class of 2013	1,660,047	40,254	925		496	515	576	488	499	565
Class of 2014	1,672,395	41,277	940		497	510	573	487	491	560
Class of 2015	1,698,521	44,423	913	77.2%	495	502	578	484	484	563

ACT English Mean Scores

Source: College Readiness

Graduation Year	Count			% of Class	English		
	Nat'l	State	ISD		Nat'l	State	ISD
Class of 2013	1,799,243	14,316	467		20.2	22.1	25.3
Class of 2014	1,845,787	14,667	476		20.3	22.3	26.3
Class of 2015	1,924,436	16,944	508	42.9%	20.4	21.5	26.2

PSAT Chart:

Source: College Board

ISD - 10th Grade 2014-2015								
	IHS -10	LHS -10	SHS -10	ISD Avg	State	Nat'l	2013-2014 ISD Avg	
Critical Reading	49.3	47.3	49.7	49.1	43.4	41.6	49	
Math	51.6	49.1	53.2	51.7	45.1	42.8	50	
Writing	46.8	44.1	47.2	46.4	40.4	39.5	47.1	
Total Test Takers	456	261	516					
ISD - 11th Grade 2014-2015								
	IHS-11	LHS- 11	SHS -11	ISD Avg	State	Nat'l	2013-2014 ISD Avg	
Critical Reading	53.1	51.7	54.3	53.1	46.8	46.2	52.9	
Math	55.5	53.3	57.4	55.6	48.7	47.9	54.8	
Writing	50.8	50.3	53.2	51.5	44	44.7	50.8	
Total Test Takers	458	256	423					

AP/IB English Course Enrollment and Exams

Source: College Board and International Baccalaureate Organization

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate		
	2012 2013	2013 2014	2014 2015	2012 2013	2013 2014	2014 2015	2012 2013	2013 2014	2014 2015	2012 2013	2013 2014	2014 2015
AP Lang. and Comp (11th Grade)		293 37.5*	314		279	303		222	261		79.6%	86.1%
IHS	151 31.6*	172	196	149	162	186	141	136	168	94.6%	83.9%	90.3%
LHS	111 41*	121	118	110	117	117	73	86	93	66.3%	73.5%	79.5%
AP Lit. and Comp. (12th grade)		188 27.0*	176		152 (2 SHS)	129 (3 SHS) (1 TM)		133	116		87.5%	89.9%
IHS	113 25*	139	132	76	103	84	68	91	76	89.5%	88.3%	90.5%
LHS	17 6*	49	44	17	47	41	17	40	37	100%	85.1%	90.2%
IB Eng. 11	146 31*	139 30.0*	155		No exam				No exam			
IB Eng. 12	134 30*	138 31*	113	116	118	102	114	118	102	98.2%	100%	100%

* % overall of enrollment by grade level

A 3 on an AP exam is considered passing and may give the student college credit OR advanced placement at a higher education institution. A 3 on an IB exam is considered passing for purposes of an IB Diploma. A score of 4 is the lowest level accepted by higher education institutions (WSU accepts 4's, UW, Eastern and Western require 5 and above).

AP/IB English Courses with Grade Level Enrollment

Source: Skyward

Course	Enrollment		Total		Grade Level Enrollment		Percent of Enrollment	
	2013 2014	2014 2015	2013 2014	2014 2015	2013 2014	2014 2015	2013 2014	2014 2015
AP Lang and Comp 11th Gr ENG600			293	314	782	848	37.5%	37.0%
IHS	172	196						
LHS	121	118						
AP Lit. and Comp 12th Gr ENG610			188	176	698	715	27.0%	24.6%
IHS	139	132						
LHS	49	44						
IB Eng 11 ENG650	139	155	139	155	464	462	30.0%	33.5%
IB Eng 12 ENG660	138	113	138	113	446	439	31.0%	25.7%

Other English Courses Broken Down by High School, w/Enrollment

Source: Skyward

Course	Enrollment		Total		Grade Level Enrollment		Percent of Enrollment	
	2013 2014	2014 2015	2013 2014	2014 2015	2013 2014	2014 2015	2013 2014	2014 2015
Honors English 9 ENG109/ENG110			549	540	1333	1494	41.2%	36.1%
IHS	194	176						
LHS	114	133						
SHS	241	231						
Honors English 10 ENG210/ENG211			566	537	1383	1340	41.0%	40.0%
IHS	214	211						
LHS	103	85						
SHS	249	241						

Post-Grad Remedial Rates

Source: Education Research and Data Center

Graduation Year	Total Grad.	Total Enrolled in Post-Secondary	Enrolled in Pre-College English
2009	1143	957	56 (2yr) + 0 (4yr) = 56 or 5.9%
2010	1224	1028	56 (2yr) + 0 (4yr) = 56 or 7.8%
2011	1085	890	50 (2yr) + 13 (4yr) = 63 or 7.0%
2012	1080	896	59 (2yr) + 7 (4yr) = 66 or 7.4%

Postsecondary Participation Characteristics for Students Enrolled in Washington Public Institutions

Source: Education Research and Data Center

Graduating Class of 2013	2 year enrolled	4 year enrolled	2 year enrolled	4 year enrolled
	Issaquah	Issaquah	State	State
	% enrolled	% enrolled	% enrolled	% enrolled
Enrollment in Pre-College Course Work in English	10%	0-1%	24%	3%
Enrollment in Pre-College Course Work in English and Math	8%	0-1%	17%	0-1%
Enrollment in <u>any</u> Pre-College Course Work	31%	3%	54%	7%

Confidence Measure: Question 20 –

Source: Decision Research Survey of students who took survey (in 2011 N = 333)

Upon graduation, how prepared did you feel in each of the following areas, regardless of where you acquired the knowledge and skills?

Graduation Year	% Prepared			% Not Sure			% Not Prepared		
	2009	2011	2013	2009	2011	2013	2009	2011	2013
Read for information and pleasure	85	85	83	4	4	11	10	11	5
Write reports, letters, notes	88	84	87	4	8	9	7	9	4
Speaking proper English	91	93	90	3	3	9	5	4	2

[2014-15 Grade 3 F&P Tri 1 and Tri 2 Common Reading Assessments](#)

[2014-15 Middle School Common Reading Assessments, 8th Grade](#)

[2014-15 High School Common Language Arts Assessments, 11th Grade](#)

[Balanced Literacy Reader's Workshop](#)

2.3 know and apply mathematics to a level of fluency that ensures a broad range of post-secondary opportunities and career choices

We interpret 2.3 to mean each student adequately demonstrates and applies mathematical proficiency to pursue post-graduate goals of his/her choosing, including: post-secondary education at two and four-year colleges and universities, *specialized career training* programs such as apprenticeships, technical schools, and military service.

Evidence

Alignment: District K-12 curriculum aligns with state standards. ISD selects curriculum that requires the same or higher level of cognitive demand (critical thinking) as is defined in the Performance Expectations formerly EALRs/GLEs

- MSP/HSPE District Comparisons
- Proficiency: Graduation rate, college remediation rate math - (Education Research & Data Center – Base Year Data 2009), HSPE trends, Math SAT, Math ACT, enrollment in AP/IB Math and numbers passing AP/IB exams.
- Confidence measure: Question 20 item of Decision Research Survey (3)
 - #3-numerical problems and finances
 - Algebra 1, Geometry, Algebra 2, District Common Assessments
 - Middle School CC Math Sequence

Source: OSPI Report Card

[2014-2015 SB/MSP District Comparison Chart](#)

Postsecondary Participation Characteristics for Students Enrolled in Washington Public Institutions

Source: Education Research and Data Center

Graduating Class of 2013	2 year enrolled	2 year enrolled	4 year enrolled	4 year enrolled
	Issaquah	State	Issaquah	State
	% enrolled	% enrolled	% enrolled	% enrolled
Enrollment in Pre-College Course Work in Math	29%	47%	3%	6%
Enrollment in Pre-College Course Work in <i>Both English and Math</i>	8%	17%	0-1%	0-1%
Enrollment in <u>any</u> Pre-College Course Work	31%	54%	3%	7%

2014-2015 Smarter Balanced High School Cut Score Ranges

Source: State Board of Education

English Language Arts Represents Grades 10 & 11					
Washington Minimum Graduation Score		2548			
	Level 1	Level 2	Level 3	Level 4	
	2299-2492	2493-2582	2583-2681	2682-2795	
College and Career Ready Score		37*	**	**	
Math Represents Grade 11					
Washington Minimum Graduation Score		2595			
	Level 1	Level 2	Level 3	Level 4	
	2280-2542	2543-2627	2628-2717	2718-2862	
College and Career Ready Score		11*	**	**	

*Students who met proficiency using the Washington Minimum Graduation Cut Score who did not meet the CCR cut score

**Students who met proficiency using the College and Career Ready Cut Score

Math End of Course-1/End of Course-2 percent meeting standard

Source: OSPI Report Card

School Year	EOC-1	EOC-2
2012-2013	78.3%	93.7%
2013-2014	83.9%	60%
2014-2015		

92% of the Class of 2015 met graduation requirements which included passing the math requirement. See link to charts below:

[2014-15 EOC Algebra Chart](#)

[2014-15 EOC Geometry Chart](#)

SAT Math Mean Scores

Source: College Board

Graduating Class	Count			Math		
	Nat'l	State	ISD	Nat'l	State	ISD
2013	1,660,047	40,254	925	514	523	590
2014	1,672,395	41,277	940	513	518	588
2015	1,698,521	44,423	913	511	510	597

ACT Math Mean Scores

Source: College Readiness

Graduating Class	Count			Math		
	Nat'l	State	ISD	Nat'l	State	ISD
2013	1,799,243	14,316	467	20.9	22.8	25.6
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2015	1,924,436	16,944	508	20.8	22.4	26.5

AP/IB Math Course Enrollment and Exams

Source: College Board and International Baccalaureate Organization

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate		
	2012 2013	2013 2014	2014 2015	2012 2013	2013 2014	2014 2015	2012 2013	2013 2014	2014 2015	2012 2013	2013 2014	2014 2015
AP Calculus AB		152	178		154 (24 SHS)	181 (19 SHS)		123 (13 SHS)	157		79.8% (54.2 SHS)	86.7%
IHS	120	97	112	114	82	101	106	73	99	92.9%	89%	98%
LHS	39	55	66	38	48	61	16	37	52	42.1%	77%	85.2%
AP Calculus BC		108	77		81	78 (8 SHS)		71	72		88.6%	92.3%
IHS	36	58	41	35	51	38	35	50	37	100%	98	97.4%
LHS	36	50	36	29	30	32	18	21	29	62%	70%	90.6%
IB Math Methods 1	144	167	162									
IB Math Methods 2	109	118	140	54	56	83	54	54	80	100%	96.4%	96.4%
IB Math Methods 3	34	58	65	33	45	41	29	35	33	87.8%	77.8%	80.5%
AP Statistics		76	158		70	148 (1 SHS)			103			69.6%
IHS AP Statistics	32	22	27	32	21	29	28	17	23	87.5%	81%	79.3%
LHS AP Statistics	0	54	131		47	118		36	80		76.1%	67.8%
IB Math Studies (not a course)					12			10			83.3%	

A 3 on an AP exam is considered passing and may give the student college credit OR advanced placement at a higher education institution. A 3 on an IB exam is considered passing for purposes of an IB Diploma. A score of 4 is the lowest level accepted by higher education institutions (WSU accepts 4's, UW, Eastern and Western require 5 and above).

**Graduates who have Math above Algebra 2
(does not include Algebra 2 classes in data)**

School	Number in Students in Graduating Class			Number of Students in Graduating Class with Math above Algebra 2			% of Graduating Class with Math above Algebra 2		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Issaquah HS	440	448	440	337	326	301	76.60%	72.80%	68.4%
Liberty HS	254	252	276	198	208	224	78.00%	82.50%	81.1%
Skyline HS	481	477	470	383	370	361	79.60%	77.60%	76.9%
Total	1175	1177	1186	918	904	886	78.10%	76.80%	74.7%

- [2014-15 Algebra 1 Common Assessments](#)
- [2014-15 Geometry Common Assessments](#)
- [2014-15 Algebra 2 Common Assessments](#)
- [Middle School CC Math Sequence](#)

2.4 use analytic and scientific principles to draw sound conclusions

We interpret 2.4 to mean each student is able to identify and apply the scientific method to formulate a hypothesis, apply processes and procedures, collect and analyze data to test the hypothesis, take into account variables, and infer and draw informed conclusions.

Evidence

Alignment: District K-12 curriculum aligns with state standards. ISD selects curriculum that requires the same or higher level of cognitive demand (critical thinking) as is defined in the EALRs/GLEs

- MSP/HSPE District Comparisons
- Proficiency: Graduation rate, WASL/HSPE trends, enrollment in AP/IB Science and numbers passing AP/IB exams.
- Biology District Common Assessment
- Elementary Science Adoption Charter

[Science Adoption Webpage](#)

Source: OSPI Report Card

[2014-2015 SB/MSP District Comparison Chart](#)

Biology EOC

Source: OSPI Report Card

School Year	Biology
2012-2013	90.2%
2013-2014	91.1%
2014-2015	94.6%

AP/IB Science Course Enrollment and Exams

Source: Skyward, College Board and International Baccalaureate Organization

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate		
	2012 2013	2013 2014	2014 2015	2012 2013	2013 2014	2014 2015	2012 2013	2013 2014	2014 2015	2012 2013	2013 2014	2014 2015
AP Physics C: Mechanics		33	48		32	46 (3 SHS)		31	43		96.9%	93.5%
IHS	25	33	48	22	32	42	22	31	41	100%	96.9%	97.6%
LHS	0	0				1			1			100%
AP Biology		83	64		77 (1 SHS)	67 (1 SHS)		66	67		86.7%	100%
IHS	36	47	32	32	44	33	31	37	33	96.8%	84.1%	100%
LHS	26	36	33	26	32	33	17	28	33	65.3%	87.5%	100%
AP Chemistry		69	57		68	56 (5 LHS, 1 TMHS)		53	48		77.9%	85.7%
IHS	34	69	57	28	65	50	17	51	43	60.7%	78.5%	86%
IB Biology 1	142	122	151		No test	No test		No test	No test			
IB Biology 2	64	56	68	62	49	64	55	45	62	88.7%	91.8%	96.9%
IB Chemistry 1	136	98	107	51	51	42	29	24	17	56.8%	47.1%	40.5%
IB Chemistry 2	30	31	17	21	28	14	15	10	9	71.4%	35.7%	64.3%
IB Physics 1	110	108	85	38	11	No test	23	7	No test	60.5%	63.6%	
IB Physics 2	51	29	53	32	25	44	25	22	27	78.1%	88.0%	61.4%
IB Envir. & Soc Systems			38	8	4	4	5	4	3	62.5%	100%	75%
AP Envir. Science		79	78		69	71		55	57		79.7%	80.3%
IHS		19	20		16	18		13	16		81.2%	88.9%
LHS	26	60	58	27	52	53	22	41	41	81.5%	78.8%	77.3%

A 3 on an AP exam is considered passing and may give the student college credit OR advanced placement at a higher education institution. A 3 on an IB exam is considered passing for purposes of an IB Diploma. A score of 4 is the lowest level accepted by higher education institutions (WSU accepts 4's, UW, Eastern and Western require 5 and above).

Other Science Courses w/ Enrollment-College in the High School Courses

Source: Skyward

School Year	Adv. Biology (IHS)	Honors Physics (LHS)	Anatomy & Physiology (IHS) College in the High School
2012-2013	64	46	
2013-2014	Not offered 2013-14	32	
2014-2015	Not offered 2014-15	31	51

Number of Students with 3 or more Science Credits

Source: Skyward

Graduating Class	Number of students in graduating class	Number of Students in graduating class with 3 or more credits of science	% of students in graduating class with 3 or more credits of science
2013	1175	968*	82.4%
2014 See Chart below - by School			

Number of Students with 3 or more Science Credits

Source: Skyward

School	Number of Students in graduating class		Number of Students in Graduating class with 3 or more credits of a science		% of graduating class with 3 or more credits of science	
	Class of 2014	Class of 2015	Class of 2014	Class of 2015	Class of 2014	Class of 2015
Issaquah HS	448	440	351	382	78.3%	86.8%
Liberty HS	252	276	204	241	81.0%	87.3%
Skyline HS	477	470	390	436	81.8%	92.8%
Total	1177	1186	945	1059	80.3%	89.3%

ACT Science Mean Scores

Source: College Readiness

Graduating Class	Count			Science		
	Nat'l	State	ISD	Nat'l	State	ISD
2013	1,799,243	14,316	467	20.7	22.5	24.9
2014	1,845,787	14,667	476	20.8	22.7	25.8
2015	1,924,436	16,944	508	20.9	22.4	26.1

[2014-15 Biology District Common Assessment](#)
[Elementary Science Adoption Charter](#)

2.5 understand geography, natural resources, and their shaping effect on government, economics and social patterns;

We interpret 2.5 to mean each student will understand the five themes of geography (location, place, human environmental interactions, movement, and regions) and their impact on systems, cycles, relationships, and interdependence.

Evidence

Alignment: District K-12 curriculum aligns with state standards. ISD selects curriculum that requires the same or higher level of cognitive demand (critical thinking) as is defined in the EALRs/GLEs.

- Proficiency: Graduation rate, enrollment in AP/IB Social Studies and numbers passing AP/IB exams.
- Social Studies District Common Assessment, Grade 6
- Social Studies Year at a Glance, Grade 6

[Social Studies Curriculum on ISD Webpage](#)

AP/IB Social Studies Course Enrollment and Exams

Source: College Board and International Baccalaureate Organization

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate		
	2012 2013	2013 2014	2014 2015	2012 2013	2013 2014	2014 2015	2012 2013	2013 2014	2014 2015	2012 2013	2013 2014	2014 2015
AP US Government		74	134		69	125 (2 TMHS, 1 SHS)		63	108		91.3%	86.4%
IHS	42	40	77	32	35	68	31	34	63	96.8%	97.1%	92.3%
LHS	62	34	57	61	34	54	53	29	43	86.8%	85.3%	79.6%
IB History of 20th Century	69	52	51	63	45	40	60	42	40	95.2%	93.3%	100%

A 3 on an AP exam is considered passing and may give the student college credit OR advanced placement at a higher education institution. A 3 on an IB exam is considered passing for purposes of an IB Diploma. A score of 4 is the lowest level accepted by higher education institutions (WSU accepts 4's, UW, Eastern and Western require 5 and above).

2.6 understand the concept of community within the context of national and world history, comparative forms and influences of governments and major world religions;

We interpret 2.6 to mean each student is able to identify and understand why people organize to meet human needs at the local, national and international levels.

Evidence

Alignment: District K-12 curriculum aligns with state standards. ISD selects curriculum that requires the same or higher level of cognitive demand (critical thinking) as is defined in the EALRs/GLEs

- Graduation requirements: Students are required to take 3 credits of Social Studies to graduate. Percentage of students NOT graduating because of this requirement.
- Proficiency: Graduation rate, enrollment in AP/IB Social Studies and numbers passing AP/IB exams
- AP European Studies enrollment and pass rate
- US History District Common Assessment
- World History Common Assessment

AP/IB Social Studies Course Enrollment and Exams

Source: College Board and International Baccalaureate Organization

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate		
	2012 2013	2013 2014	2014 2015	2012 2013	2013 2014	2014 2015	2012 2013	2013 2014	2014 2015	2012 2013	2013 2014	2014 2015
AP US History		114	90		101	88 (1 SHS and 1 TMHS)		93	80		92.1%	90.9%
IHS	63	58	51	63	56	50	59	51	48	93.6%	91.1%	96%
LHS	50	56	39	49	45	36	40	43	30	81.6%	95.6%	83.3%
IB American Studies	146	129	155			No tests taken						

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School Year	Honors World (9 th Grade) Course	Total 9 th Grade Enrollment	% of Enrollment	Honors European (10 th Grade)	Total 10 th Grade Enrollment	% of Enrollment
2012-2013	641	1401	45.8%	518	1335	38.8%
Beginning in 2013-2014 Chart is broken down by School. See Chart Below						

**New Consolidated Table:
Other Social Studies Courses w/Enrollment**

Source: Skyward

Course	Enrollment			Total Enrollment	Grade Level Enrollment*	Percent of Enrollment
	IHS	LHS	SHS			
Honors World (9th)						
2013-2014	234	152	234	620	1333	46.5%
2014-2015	190	N/A	231	421	1156	36.4%
Honors European (10th)						
2013-2014	N/A	160	243	403	835	48.3%
2014-2015	N/A	N/A	240	240	598	40.1%
AP Human Geography (9th)						
2014-2015	N/A	133	N/A	133	338	39.3%
AP Human Geography (10th)						
2014-2015	125	N/A	N/A	125	508	24.6%
AP European Studies (10th)						
2014-2015	127	N/A	N/A	127	508	25%
AP World History (10th)						
2014-2015	N/A	92	N/A	92	291	31.6%

*Total Grade Level Enrollment reflects only those schools offering the class

AP Euro Studies

Source: College Board

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate		
	2012 2013	2013 2014	2014 2015	2012 2013	2013 2014	2014 2015	2012 2013	2013 2014	2014 2015	2012 2013	2013 2014	2014 2015
AP Euro Studies			129		132	119		114	109		86.4%	91.6%
IHS	124	140	129	122	131	118	104	114	108	85.2%	87.0%	90.8%
SHS					1			0			0%	
LHS						1			1			100%
AP Human Geography			258			239 (1 SHS)			197			82.4%
IHS			125			115			92			80%
LHS			133			123			104			84.5%
AP World History			92			79			51			64.5%
LHS			92			79			51			64.5%

A 3 on an AP exam is considered passing and may give the student college credit OR advanced placement at a higher education institution. A 3 on an IB exam is considered passing for purposes of an IB Diploma. A score of 4 is the lowest level accepted by higher education institutions (WSU accepts 4's, UW, Eastern and Western require 5 and above).

[2014-2015 U.S. History Common Assessment](#)

[2014-2015 World History Common Assessment](#)

2.7 understand and appreciate the basic concepts of fine, visual and performing arts;

Interpretation:

We interpret 2.7 to mean each student is able to demonstrate comprehension of the fundamental elements of fine, visual and performing arts.

Evidence:

- Art Lessons
- Elementary Art Docent Program

[Elementary Art from the ISD Connect Site](#)

[Issaquah PTSA Council Art Docent Lesson Plans](#)

2014-2015 Visual and Performing Arts Data

Source: Skyward

High School 2014-2015 Visual and Performing Arts Data									
Visual Arts					Performing Arts				
	#classes	VA Enrollment	Total Enrollment	% Enrolled in VA		#classes	PA Enrollment	Total Enrollment	% Enrolled in PA
Issaquah	17	1114	2042	54.50%		14	537	2042	26.30%
Liberty	14	834	1216	68.60%		13	586	1216	48.20%
Skyline	18	1173	2040	57.50%		22*	656	2040	32.20%
ISD Total # classes	40	3121	5298	58.90%		35	1779	5298	33.60%
* this includes one 7th period classes and 5 IB offerings where students are co-enrolled with students in another class.									

Middle School 2014-2015 Visual and Performing Arts Data									
Visual Arts					Performing Arts				
	# classes	VA Enrollment	Total Enrollment	% Enrolled in VA		# classes	PA Enrollment	Total Enrollment	% Enrolled in PA
IMS	3	177	776	22.80%		7	305	776	39.30%
MMS	3	353	1017	34.70%		8	454	1017	44.60%
PLMS	2	209	848	24.60%		8	489	848	57.70%
BLMS	5	364	873	41.70%		9	471	873	54%
PCMS	7	321	924	34.70%		14	514	924	55.60%
ISD Total # classes	13	1424	4438	32.10%		29	2233	4438	50.30%
**Total enrollment based on October 2014 P-223									

Capacity Building:

- Visual Arts Common Assessments
- Music Common Assessments

Common rubric developed in visual arts and music in order to assess students on the same standards.

[Visual Arts and Music Common Rubric](#)

2.8 develop an appreciation of at least one other world culture, which may include the understanding of the basic structure of another world language.

We interpret 2.8 to mean each student will demonstrate knowledge and understanding of another world culture.

Evidence:

- World History Common Assessments
- World Language Participation
- Middle School Grades 6 and 7 Social Studies Year at a Glance Documents

[2014-2015 U.S. History Common Assessment](#)

[Social Studies Year at a Glance, Grade 6](#)

[Social Studies Year at a Glance, Grade 7](#)

- Common assessments were developed during the 2014-15 school year for World History II and III. World Language common assessments have been developed and were given during the 2014-15 school year.

Graduating Class World Language Participation, by High School

Source: Skyward

Course	Number of Students in Graduating Class		Number of Students in Graduating Class with 2 or more Credits of World Language		% of Graduating Class with 2 or more credits of a World Language	
	2014	2015	2014	2015	2014	2015
IHS	448	440	377	398	84.2%	90.5%
LHS	252	276	228	250	90.3%	90.6%
SHS	477	470	407	432	85.3%	92.0%
Total	1177	1186	1012	1080	86.0%	91.1%

AP/IB World Language Course Enrollment and Exams

Source: College Board and International Baccalaureate Organization

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate		
	2012 2013	2013 2014	2014 2015	2012 2013	2013 2014	2014 2015	2012 2013	2013 2014	2014 2015	2012 2013	2013 2014	2014 2015
French AP/IB total		108	110			28 (1 SHS)			25			89.3%
AP- IHS	21	2	26	15	3	23	14	3	23	93.3%	100%	100%
AP- LHS	76	75	66	2	0	4	1	0	2	50%	0	50%
IB – HL	2	5		2	4		2	3		100%	75%	
IB – SL	37	26	18	26	16	11	25	15	11	96%	93.7%	100%
Japanese total		6	13			1			1			100%
AP - IHS	32			9	2	1	4	2	1	44.4%	100%	100%
IB - SL - SHS	7	6	13	6	6	10	6	6	10	100%	100%	100%
Spanish total		119	123			40			39			97.5%
AP - IHS	32	29	41	27	26	39	22	26	38	81.4%	100%	97.4%
AP - LHS	0			1	0	1	1	0	1	100%	0	100%
IB – HL - SHS	10	15	16	9	14	16	8	14	16	88.8%	100%	100%
IB – SL - SHS	58	75	66	37	48	47	35	48	47	94.5%	100%	100%
Mandarin Chinese total		16	11		6			6			100%	
IB SHS		16	6		6	2		6	2		100%	100%

A 3 on an AP exam is considered passing and may give the student college credit OR advanced placement at a higher education institution. A 3 on an IB exam is considered passing for purposes of an IB Diploma. A score of 4 is the lowest level accepted by higher education institutions (WSU accepts 4's, UW, Eastern and Western require 5 and above).

2.9 apply academic skills to life situations;

We interpret 2.9 to mean each student will be able to demonstrate their ability to access multiple sources of information, evaluate that information, and make informed decisions to extend their personal abilities and productivity.

- Percentage of students with successful admission to post-secondary education opportunities
- Graduation requirements
- Applicable post-graduation survey results
- Confidence measure: Question 20 of Decision Research Survey (1, 2, 3, and 5)
- College persistence rate
- Graduates Meeting Washington 4-Year College Admissions Requirements

[High school course guides](#)

Post Secondary Enrollment

Source: Decision Research Survey of students who took survey (in 2013 N = 343)

Graduating Class	% 4-Yr College/Univ.	% Community College	% Trade/Tech School	% Other/ Don't Know
2007	69	27	3	1
2009	68	27	4	1
2011	68	28	3	1
2013	69	27	2	2

*Of the 81% of the students who reported being in school full or part time, this chart represents a percentage of the type of school attended.

** Of the 82% of the students who reported being in school full or part time, this chart represents a percentage of the type of school attended.

Confidence Measure: Question 20

Source: Decision Research Survey (This Chart applies to 2.1, 2.2, and 2.3)

Upon graduation, how prepared did you feel in each of the following areas, regardless of where you acquired the knowledge and skills?

	% Prepared			% Not Sure			% Not Prepared		
	2009	2011	2013	2009	2011	2013	2009	2011	2013
Reading for Information and Pleasure	85	85	83	4	4	11	10	11	5
Writing Reports, Letters, Notes	88	84	87	4	8	9	7	9	4
Numerical Problems and Finances	72	68	67	10	14	19	16	17	14
Using Research and Study Methods	82	86	80	7	8	11	10	7	9

Count of Students Enrolled in College the Fall Immediately After High School

Source: National Student Clearinghouse

Class of	2011	2012	2013	2014
Total in the Class	1,088	1,070	1,188	1,194
Total Enrolled*	865	861	938	919
Total in Public	681	671	723	726
Total in Private	184	190	215	193
Total in 4-Year	837	845	905	885
Total in 2-Year	28	16	33	34
Total In-State	605	600	629	624
Total Out-of-State	260	261	309	295

*Percentage of Students Enrolled in College in the Fall Immediately After High School:

Class of 2014 - 76.96%

Class of 2013 – 78.9%

Class of 2012 – 80.5%

Class of 2011 – 79.5%

Board approval: