

ENDS 2: Academics and Foundations November 12, 2014

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 exam (HSPE/EOC) 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 E2 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 E2, (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 EALRs and in the new Common Core State Standards.

- Post-high school enrollment information Remediation Data
- High School Proficiency Exam (HSPE/EOC) % meeting standard in reading, writing, 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

2014 Non-Grad Report

Withdraw Reason	Issaquah High	Liberty High	Skyline High	Tiger	Total
Down Credits	5		2		7
Testing	1				1
Dropped Out	6		2	11	19
20+ days non-attendance	1	2	1	8	12
Verbal Confirmation of transfer	7	2	6	3	18
Unknown		8			8
Graduation pending for BC class in August		1			1
Pursued GED		3		4	7
Pursued *CEO Program				1	1
Total	20	16	11	27	74

*Career Education Opportunities (CEO)

Capacity Building – partnering with Graduation Specialists to capture more detailed information on non-grads

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
2010-2011	94.7	96.0	See EOC Results	77.9
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

End of Course Exams

Source: OSPI Report Card

School Year	Math EOC 1	Math EOC 2	Biology
2010-2011	86.7	91.0	N/A
2011-2012	82.4	92.4	84
2012-2013	78.3	93.7	90.2
2013-2014	83.9	*60	91.1

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 School 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	

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%	

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 adequately communicate in the English language in order to pursue the post-secondary education goals of their choosing. These choices include two- and four-year colleges and universities and *specialized career training* in programs that prepare students for a particular career, 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 EALRs.

- MSP/HSPE 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) WASL/HSPE trends, English SAT, English ACT, 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

2014 MSP/HSPE/EOC District Comparison Chart

Source: OSPI Report Card

HSPE 3 years- grade 10 percent meeting standard

Source: OSPI Report Card

School Year	Reading	Writing
2011 - 2012	93.5	95.6
2012 - 2013	94.1	95.9
2014 - 2015	94.2	94.7

SAT Reading and Writing Mean Scores

Source: College Board

School Year	Count			Critical Reading			Writing		
	Nat'l	State	ISD	Nat'l	State	ISD	Nat'l	State	ISD
Class of 2012	1,664,479	39,019	857	496	519	570	488	503	562
Class of 2013	1,660,047	40,254	925	496	515	576	488	499	565
Class of 2015	1,672,395	41,277	940	497	510	573	487	491	560

ACT English Mean Scores

Source: College Readiness

School Year	Count			English		
	Nat'l	State	ISD	Nat'l	State	ISD
Class of 2012	1,666,017	13,929	420	20.5	22.3	25.4
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

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**		
	2011 2012	2012 2013	2013 2014	2011 2012	2012 2013	2013 2014	2011 2012	2012 2013	2013 2014	2011 2012	2012 2013	2013 2014
AP Lang. and Comp (11th Grade)	277 36.5*		293 37.5*	275		279	250		222	91%		79.6%
IHS		151 31.6*	172		149	162		141	136		94.6%	83.9%
LHS		111 41*	121		110	117		73	86		66.3%	73.5%
AP Lit. and Comp. (12th grade)	147 22.0*		188 27.0*	126		152 (2 SHS)	101		133	80.2%		87.5%
IHS		113 25*	139		76	103		68	91		89.5%	88.3%
LHS		17 6*	49		17	47		17	40		100%	85.1%
IB Eng. 11	153 31.7*	146 31*	139 30.0*			No exam						
IB Eng. 12	129 32.2*	134 30*	138 31*	99	116	118	97	114	118	98%	98.2%	100%

* % overall of enrollment by grade level

**The 2012 passing statistics are based on a change of what is considered "passing" for AP and IB courses. 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).

2013-14 AP/IB English Courses with Grade Level Enrollment

Source: Skyward

Course	Enrollment IHS	Enrollment LHS	Enrollment SHS	Total	Grade Level Enrollment	Percent of Enrollment
AP Lang. and Comp (11 th Grade) ENG600	172	121		293	782	37.5%
AP Lit. and Comp.(12 th Grade) ENG610	139	49		188	698	27.0%
IB Eng 11 ENG650			139	139	464	30.0%
IB Eng 12 ENG660			138	138	446	31.0%

Other English Courses w/ Enrollment

Source: Skyward

School Year	Honors English 9	Enrollment	% of Enrollment	Honors English 10	Enrollment	% of Enrollment
2011-12	568	1345	42.2%	517	1304	39.6%
2012-13	543	1401	38.8%	525	1335	39.3%
2013-14 By High School - See Chart Below						

School Year 2013 - 2014 Other English Courses Broken Down by High School, w/Enrollment

Source: Skyward

Course	Enrollment IHS	Enrollment LHS	Enrollment SHS	Total	Grade Level Enrollment	Percent of Enrollment
Honors English 9 ENG109/ENG110	194	114	241	549	1333	41.2%
Honors English 10 ENG210/ENG211	214	103	249	566	1383	41.0%

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%

Capacity Building: 2015 monitoring will use the Smarter Balanced, College Career Ready cut scores, not this chart.

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

[Elementary Common Reading Assessments, 3rd Grade](#)

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

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

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

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

[2014 MSP/HSPE/EOC District Comparison Chart](#)

Source: OSPI Report Card

Post-Grad Remedial Rates

Source: Educational Research and Data Center

Graduation Year	Total Grad.	Total Enrolled in Post-Secondary	Enrollment in Pre-Col. Math
2009	1143	957	92 (2yr) + 13 (4yr) = 105 or 11%
2010	1224	1028	75 (2yr) + 23 (4yr) = 97 or 13.5%
2011	1085	890	60 (2yr) + 19 (4yr) = 79 or 8.9%
2012	1080	896	81 (2yr) + 19 (4yr) = 100 or 11.1%

Capacity Building: 2015 monitoring will use the Smarter Balanced, College Career Ready cut scores, not this chart.

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

Source: OSPI Report Card

School Year	EOC-1	EOC-2
2010-2011	86.7%	91.0%
2011-2012	82.4%	92.4%
2012-2013	78.3%	93.7%
2013-2014	83.9%	60%

SAT Math Mean Scores

Source: College Board

Graduating Class	Count			Math		
	Nat'l	State	ISD	Nat'l	State	ISD
2011	1,647,123	38,972	909	514	529	582
2012	1,664,479	39,019	857	514	530	586
2013	1,660,047	40,254	925	514	523	590
2014	1,672,395	41,277	940	513	518	588

ACT Math Mean Scores

Source: College Readiness

Graduating Class	Count			Math		
	Nat'l	State	ISD	Nat'l	State	ISD
2011	1,623,112	13,677	396	21.1	22.9	25.7
2012	1,660,017	13,929	420	21.1	23.1	26.2
2013	1,799,243	14,316	467	20.9	22.8	25.6
2014	1,845,787	14,667	476	20.9	23.3	26.8

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*		
	2011 2012	2012 2013	2013 2014	2011 2012	2012 2013	2013 2014	2011 2012	2012 2013	2013 2014	2011 2012	2012 2013	2013 2014
AP Calculus AB	177		152	85		154 (24 SHS)	77		123 (13 SHS)	90.6%		79.8% (54.2 SHS)
IHS		120	97		114	82		106	73		92.9%	89%
LHS		39	55		38	48		16	37		42.1%	77%
AP Calculus BC	60		108	52		81	37		71	71.1%		88.6%
IHS		36	58		35	51		35	50		100%	98
LHS		36	50		29	30		18	21		62%	70%
IB Math Methods 1	131	144	167									
IB Math Methods 2	80	109	118	44	54	56	42	54	54	95.4%	100%	96.4%
IB Math Methods 3	25	34	58	21	33	45	18	29	35	85.7%	87.8%	77.8%
AP Statistics	51		76	47		70	39			83%		
IHS AP Statistics		32	22		32	21		28	17		87.5%	81%
LHS AP Statistics		0	54			47			36			76.1%
IB Math Studies (not a course)						12			10			83.3%

*The 2012 passing statistics are based on a change of what is considered "passing" for AP and IB courses. 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	2013	2014	2013	2014
Issaquah HS	440	448	337	326	76.6%	72.8%
Liberty HS	254	252	198	208	78.0%	82.5%
Skyline HS	481	477	383	370	79.6%	77.6%
Total	1175	1177	918	904	78.1%	76.8%

[Algebra 1 Common Assessments](#)

[Geometry Common Assessments](#)

[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](#)

[2014 MSP/HSPE/EOC District Comparison Chart](#)

Biology EOC

Source: OSPI Report Card

School Year	Biology
2011-2012	84%
2012-2013	90.2%
2013-2014	91.1%

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**		
	2011 2012	2012 2013	2013 2014	2011 2012	2012 2013	2013 2014	2011 2012	2012 2013	2013 2014	2011 2012	2012 2013	2013 2014
AP Physics C: Mechanics	19		33	21		32	19		31	90.5%		96.9%
IHS		25	33		22	32		22	31		100%	96.9%
LHS		0	0									
AP Biology	74*		83	71		77 (1 SHS)	29		66	40.8%		86.7%
IHS		36	47		32	44		31	37		96.8%	84.1%
LHS		26	36		26	32		17	28		65.3%	87.5%
AP Chemistry	25		69	26		68	18		53	69.2%		77.9%
IHS		34	69		28	65		17	51		60.7%	78.5%
IB Biology 1	126	142	122			No test			No test			
IB Biology 2	36	64	56	31	62	49	28	55	45	90.3%	88.7%	91.8%
IB Chemistry 1	126	136	98	47	51	51	28	29	24	59.6%	56.8%	47.1%
IB Chemistry 2	24	30	31	19	21	28	14	15	10	73.7%	71.4%	35.7%
IB Physics 1	103	110	108	27	38	11	17	23	7	63%	60.5%	63.6%
IB Physics 2	237	51	29	29	32	25	16	25	22	55.2%	78.1%	88.0%
IB Envir. & Soc Systems					8	4		5	4		62.5%	100%
AP Envir. Science	52		79	45		69	21		55	46.7%		79.7%
IHS			19			16			13			81.2%
LHS		26	60		27	52		22	41		81.5%	78.8%

*Only IHS offered AP Biology during the 2011-12 school year

**The 2012 passing statistics are based on a change of what is considered "passing" for AP and IB courses.

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)
2010-2011	79	32
2011-2012	28*	34
2012-2013	64	46
2013-2014	Not offered 2013-14	32

*IHS offered AP Biology

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
2011	1106	953	86.2%
2012	1051	881*	83.3%
2013	1175	968*	82.4%
2014 See Chart below - by School			

*These statistics do not include students who may have taken Material Science as a third science class.

Material Science is a CTE course that has equivalency for science. While not a standard course- the students that take this course includes students who have 5 and 6 credits in science. NOTE: It may not meet college entrance requirements in its current form but it does meet graduation requirements.

Graduating Class 2014 - Number of Students with 3 or more Science Credits

Source: Skyward

School	Number in 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
Issaquah HS	448	351	78.3%
Liberty HS	252	204	81.0%
Skyline HS	477	390	81.8%
Total	1177	945	80.3%

ACT Science Mean Scores

Source: College Readiness

Graduating Class	Count			Science		
	Nat'l	State	ISD	Nat'l	State	ISD
2011	1,623,112	13,677	396	20.9	22.3	24.2
2012	1,666,017	13,929	420	20.9	22.4	24.9
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

[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*		
	2011 2012	2012 2013	2013 2014	2011 2012	2012 2013	2013 2014	2011 2012	2012 2013	2013 2014	2011 2012	2012 2013	2013 2014
AP US Government	96		74	84		69	80		63	95.2%		91.3%
IHS		42	40		32	35		31	34		96.8%	97.1%
LHS		62	34		61	34		53	29		86.8%	85.3%
IB History of 20th Century	51	69	52	49	63	45	44	60	42	89.8%	95.2%	93.3%

*The 2012 passing statistics are based on a change of what is considered "passing" for AP and IB courses. 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).

[Social Studies District Common Assessment, Grade 6](#)

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

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*		
	2011 2012	2012 2013	2013 2014	2011 2012	2012 2013	2013 2014	2011 2012	2012 2013	2013 2014	2011 2012	2012 2013	2013 2014
AP US History	133		114	138		101	127		93	92%		92.1%
IHS		63	58		63	56		59	51		93.6%	91.1%
LHS		50	56		49	45		40	43		81.6%	95.6%
IB American Studies	160	146	129									

*The 2012 passing statistics are based on a change of what is considered "passing" for AP and IB courses. 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 Social Studies Courses w/ Enrollment

Source: Skyward

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
2011-2012	607	1345	45.1%	385 LHS/SHS	812	47.4%
2012-2013	641	1401	45.8%	518	1335	38.8%
2013-2014 See Chart below - by School						

2013-14 School Year - Other Social Studies Courses w/Enrollment

Source: Skyward

Course	Enrollment IHS	Enrollment LHS	Enrollment SHS	Total	Grade Level Enrollment	Percent of Enrollment
Honors World (9 th Grade) SST109/SST110	234	152	234	620	1333	46.5%
Honors European (10 th Grade) SST210/SST211		160	243	403	835 (LHS & SHS)	48.3%

AP Euro Studies

Source: College Board

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate*		
	2011 2012	2012 2013	2013 2014	2011 2012	2012 2013	2013 2014	2011 2012	2012 2013	2013 2014	2011 2012	2012 2013	2013 2014
AP Euro Studies						132			114			86.4%
IHS		124	140		122	131		104	114		85.2%	87.0%
SHS						1			0			0%

**The 2012 passing statistics are based on a change of what is considered "passing" for AP and IB courses. 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).*

[U.S. History Common Assessment](#)

[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](#)

Capacity Building:

- Visual Arts Common Assessments
- Music Common Assessments

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

[World History Common Assessments](#)

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

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

Capacity Building:

- World II or III Common Assessments
- World Language Common Assessments

World Language Participation

Source: Skyward

Graduating Class	Number of students in graduating class	Number of Students in graduating class with 2 or more credits of a world language	% of graduating class with 2 or more credits of world language
2011	1108	949	85.6%
2012	1050	967	92.1%
2013	1175	1032	87.8%
2014	1177	1012	86.0%

2014 Graduating Class World Language Participation, by High School

Source: Skyward

School	Number in students in graduating class	Number of Students in Graduating class with 2 or more credits of a World Language	% of graduating class with 2 or more credits of World Language
Issaquah HS	448	377	84.2%
Liberty HS	252	228	90.3%
Skyline HS	477	407	85.3%
Total	1177	1012	86.0%

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**		
	2011 2012	2012 2013	2013 2014	2011 2012	2012 2013	2013 2014	2011 2012	2012 2013	2013 2014	2011 2012	2012 2013	2013 2014
French AP/IB total			108									
AP- IHS		21	2		15	3		14	3		93.3%	100%
AP- LHS		76	75		2	0		1	0		50%	0
IB – HL		2	5		2	4		2	3		100%	75%
IB – SL		37	26		26	16		25	15		96%	93.7%
Japanese total			6									
AP - IHS		32			9	2		4	2		44.4%	100%
IB - SL - SHS		7	6		6	6		6	6		100%	100%
Spanish total			119									
AP - IHS		32	29		27	26		22	26		81.4%	100%
AP - LHS		0			1	0		1	0		100%	0
IB – HL - SHS		10	15		9	14		8	14		88.8%	100%
IB – SL - SHS		58	75		37	48		35	48		94.5%	100%
Mandarin Chinese total			16			6			6			100%
IB SHS			16			6			6			100%

**The 2012 passing statistics are based on a change of what is considered “passing” for AP and IB courses. 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)

Graduation Year	% 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)

<i>Upon graduation, how prepared did you feel in each of the following areas, <u>regardless of where</u> you acquired the knowledge and skills?</i>									
	% 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

Persistence Rate

Source: College Tracking Data Services (BERC Group)

Graduation Year	% College Direct	% To Two Year College	% To Four Year College	% Persistence Rate
2010	75.3 (74.7%)	19.5 (20.0%)	57.2 (56.1%)	67.8*(94.3%)
2011	74.7%	25.4%	56.7%	-- not provided --
2012				
2013				

**In 2010 a new method of measuring persistence rate was implemented. We are using this as our baseline year*

*** Persistence rate data will be available for the most recent class two years after high school graduation.*

NOTE: BERC and ERDC were not able to get the information for 2012 and 2013 from OSPI.

Graduates Meeting Washington 4-Year College Admissions Requirements

Source: Education Research and Data Center

Graduation Year	Total # of Graduates	% Students Meeting 4-year College Requirements
2010	1,180	78.2
2011	1,053	75.5
2012	1,049	75.7
2013	Not available as of this printing	

Board approval: November 12, 2014