

**ENDS 2: Academics and Foundations**  
**PART 1**  
**December 13, 2017**

**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/or specialized career training (3) tracking our students' enrollment and need for remediation in post-secondary education and other programs that prepare our students for a career.

**Overall Evidence**

As students navigate the ISD K-12 system they are exposed to rigorous content and learning opportunities. Our graduation requirements mandate that students take a broad range of core academic and elective courses and pass all state required examinations. Therefore, graduating from the ISD is evidence that students have met the standards and requirements of E-2 Academics and Foundations.

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.

## Graduation Rate

Source: OSPI Report Card

	% On-time Adjusted 4 year cohort	% Extended Adjusted 5 year cohort
Class of 2013	92.9	94.3
Class of 2014	92	93.4
Class of 2015	92	93.7
Class of 2016	92	

## Graduation Rate by School

Source: OSPI Report Card

Class of 2015/Baseline	% On-time Adjusted 4 year cohort	% Extended Adjusted 5 year cohort
IHS	92.8	93.9
LHS	89.8	92.9
SHS	96.1	97.1

## Graduation Rate by School

Source: OSPI Report Card

Class of 2016	% On-time Adjusted 4 year cohort	% Extended Adjusted 5 year cohort
IHS	91.5	94.2
LHS	89.4	91.7
SHS	95.6	97.5

## 2017 Non-Grad Report

Source: Skyward

The Non-graduated Report is unduplicated count of students for the Grad Year of 2017.

School	Down Credits	Testing	Non-Grads- unspecified	Total
Issaquah High	14	3	14	31
	*Class of 2017 N=517; 6.3% non-grads			
Liberty High	4		10	14
	*Class of 2017 N=279; 5.2% non-grads			
Skyline High	0		4	4
	*Class of 2017 N=522; .8% non-grads			

\*N is the total of Grads and Non Grads for the Class of 2017.

\*2017 Grads in 2016-17 school year (1 Year Cohort) students enrolled between 9/1/16- 6/20/17  
Students in the ACT Program are included in the graduation totals, but not in the non-grad percentage and not in the unspecified percentage.

[Class of 2016 Disaggregated Data by High School - OSPI](#)

[Class of 2016 ISD Disaggregated Data - OSPI](#)

[Class of 2016 ISD Disaggregated Data - OSPI - Chart](#)

[Link to OSPI Website - All Dropout and Graduation Reports](#)

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

Source: Education Research and Data Center

2014 P-20 Reports Comparing Districts (Cohort)

Graduating Class of 2014	Washington					Out of State					Total	
		Public	Private	Public	Private		Public	Private	Public	Private	HS Grads	% Going to College
	Total	4yr	4yr	2yr	2yr	Total	4yr	4yr	2yr	2yr		
<b>Issaquah</b>	72%	40%	6%	25%	0-1%	28%	15%	12%	0-1%	0-1%	1206	84%
<b>Statewide</b>	82%	31%	5%	45%	0-1%	18%	8%	8%	2%	0-1%	65881	61%

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

Source: Education Research and Data Center

2015 P-20 Reports Comparing Districts (Cohort)

Graduating Class of 2015	Washington					Out of State					Total	
		Public	Private	Public	Private		Public	Private	Public	Private	HS Grads	% Going to College
	Total	4yr	4yr	2yr	2yr	Total	4yr	4yr	2yr	2yr		
<b>Issaquah</b>	68%	38%	6%	24%	0-1%*	32%	16%	13%	2%	0-1%*	1,221	85%
<b>Statewide</b>	82%	32%	5%	44%	0-1%*	18%	7%	8%	3%	0-1%*	67,841	60%

\*High school reporting 10 – 20 graduates have percentages reported in interval widths: high schools reporting 41 – 100 graduates in a given year have interval widths of 5%

Link – [2015 Graduates in Postsecondary Education](#)

Additional Links:

[2015 Postsecondary Graduates by Demographic Characteristic](#)

[2015 Postsecondary Graduates by Program – Bilingual, 504, Special Education, Title 1, LAP](#)

[2015 Postsecondary Graduates - Remediation Rates](#)

[2015 High School Performance by Postsecondary Enrollment](#)

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**

- Senior Exit Survey
- Grads Immediately After Graduation (Decision Research and ERDC)
- Post-secondary Participation Characteristics (ERDC)
- Confidence measure: Question 20 of Decision Research Survey
  - 3- Numerical problems and finances
  - 5- Using research and study methods
  - 10- Informed consumerism
- Smarter Balanced Assessments meeting standard in, English Language Arts (ELA), math, and science
- 2015-16 Middle School Common Reading Assessment (MSCRA) Grade 8
- 2016-17 Language Arts Common Assessments Grade 8

**Confidence/Preparedness to Pursue - Question 11**Source: Senior Exit Survey

*As I am completing high school, I feel prepared for and am hopeful and optimistic about my future.*

<b>Strongly Agree/Agree</b>	<b>Issaquah High</b>	<b>Liberty</b>	<b>Skyline</b>
<b>2015</b>	90%	91%	94%
<b>2016</b>	90.3%	89.4%	93.1%
<b>2017</b>	91.77%	91.8%	92.89%

**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
<b>2011* N=333</b>	59	1	13	3	5	4	4	2	4	5
<b>2013** N=343</b>	59	1	15	1	6	7	2	1	1	5
<b>2015*** N=332</b>	54	1	22	1	5	4	2	2	2	8

\* 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.

\*\*\*Of the students who responded to the 2015 survey, 83% reported they are in school full or part time.

**Postsecondary Participation Characteristics for  
Students Enrolled in Washington Public Institutions**

Source: Education Research and Data Center

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

<b>Graduating Class of 2014</b>	<b>2 year enrolled</b>	<b>2 year enrolled</b>	<b>4 year enrolled</b>	<b>4 year enrolled</b>
	Issaquah	State	Issaquah	State
	% enrolled	% enrolled	% enrolled	% enrolled
<b>Enrollment in Pre-College Course Work in English</b>	12	23	0-1	2
<b>Enrollment in Pre-College Course Work in English <u>and</u> Math</b>	9	16	0-1	0-1
<b>Enrollment in <u>any</u> Pre-College Course Work</b>	29	42	3	9

<b>Graduating Class of 2015</b>	<b>2 year enrolled</b>	<b>2 year enrolled</b>	<b>4 year enrolled</b>	<b>4 year enrolled</b>
	Issaquah	State	Issaquah	State
	% enrolled	% enrolled	% enrolled	% enrolled
<b>Enrollment in Pre-College Course Work in English</b>	10	22	2	3
<b>Enrollment in Pre-College Course Work in English <u>and</u> Math</b>	5	15	0-1	0-1
<b>Enrollment in <u>any</u> Pre-College Course Work</b>	31	50	6	11

**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
2015 N=332***	71	23	3	3

\*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.

\*\*\*Of the 83% 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 of the students who took the survey (in 2015 N = 332)

<i>Upon graduation, how prepared did you feel in each of the following areas, regardless of where you acquired the knowledge and skills?</i>												
Graduation Year	% Prepared				% Not Sure				% Not Prepared			
	2009	2011	2013	2015	2009	2011	2013	2015	2009	2011	2013	2015
<b>Numerical Problems and Finances</b>	72	68	67	67	10	14	19	15	16	17	14	19
<b>Using Research and Study Methods</b>	82	86	80	78	7	8	11	11	10	7	9	10
<b>Informed Consumerism</b>	77	72	69	64	12	16	21	22	10	12	9	15

Smarter Balanced ELA for High School grade 11 percent meeting standard which includes previously passed

Source: OSPI Report Card

School Year	Number of Students who Met Standard	ELA % Meeting Standard	Math	Science
2015-2016**	1270	93.7	See EOC Results	See EOC Results
2016-2017***	1338	91.3	See EOC Results	See EOC Results

\*\*2015-16 Students who previously passed the test in 2014-15 and that number is added to the 2015-16 numbers.

\*\*\*2016-17 Students who previously passed the test in 2015-16 and that number is added to the 2016-17 numbers.

Note: 98% of the students in 12<sup>th</sup> grade met the math graduation requirements for the class of 2017.

Smarter Balanced ELA Claim Data, Source: OSPI EDS Score File

All High School Students who took the Smarter Balanced ELA and generated a score. (This number does not include NNEP (new non-English proficient), No Booklet, Absent Excused and Unexcused, etc.)

School Year 2015-16	Reading	%	Listening Speaking	%	Writing	%	Research Inquiry	%
Standard	Number of Students		Number of Students		Number of Students		Number of Students	
Above Standard	1005	67	569	38	1069	72	1005	67
At/Near Standard	411	28	865	58	363	24	428	29
Below Standard	74	5	56	4	58	4	57	4
Total Students	1490		1490		1490		1490	

School Year 2016-17	Reading	%	Listening Speaking	%	Writing	%	Research Inquiry	%
Standard	Number of Students		Number of Students		Number of Students		Number of Students	
Above Standard	897	61	642	44	954	65	875	60
At/Near Standard	479	33	751	51	429	29	497	34
Below Standard	87	6	70	5	80	5	91	6
Total Students	1463		1463		1463		1463	

**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**

- MSP/SBA District Comparisons
- Graduation requirements: Students are required to take 4 credits of English to graduate.
- 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.
- SAT/ACT Ethnicity/Race Charts
- AP Gender Charts
- Smarter Balanced ELA Charts
- 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, 3<sup>rd</sup> Grade
- Middle School Common Reading Assessments, 8<sup>th</sup> Grade
- High School Common Language Arts Assessments, 11<sup>th</sup> Grade
- Balanced Literacy and Readers Workshop

Source: OSPI Report Card

[2015-2016 SB/MSP District Comparison Chart](#)

[2016-2017 SB/MSP District Comparison Chart](#)

**Smarter Balanced ELA for High School Grade 11 Percent Meeting Standard (includes previously passed)**

Source: OSPI Report Card

School Year	Number of Students	ELA
2015-2016	1270	93.7
2016-2017	1338	91.3



### SAT Reading and Writing Mean Scores

Source: College Board/Skyward

Graduation Year	Number of Students Taking the Test			% of Class*	Critical Reading			Writing		
	Nat'l	State	ISD		Nat'l	State	ISD	Nat'l	State	ISD
<b>Class of 2014</b>	1,672,395	41,277	940		497	510	573	487	491	560
<b>Class of 2015</b>	1,698,521	44,423	913	77.2%	495	502	578	484	484	563
<b>Class of 2016</b>	1,637,589	43,783	890	68.9%*	494	501	582	482	481	568

\*Total of Graduate and Non-Graduates for the Class of 2016 (Base Grad Year) = 1291

### SAT Reading and Writing Mean Scores

Source: College Board/Skyward

Graduation Year	Number of Students Taking the Test			% of Class*	Evidence Based Reading and Writing		
	Nat'l	State	ISD		Nat'l	State	ISD
<b>Class of 2017</b>	1,832,683	41,731	753	57.1%	538	539	618

\*Total of Graduate and Non-Graduates for the Class of 2017= 1318

### SAT College Bound Seniors –Evidence Based Reading and Writing Breakdown by Race/Ethnicity

Source: College Board/Skyward College-Bound Seniors represents data on high school graduates in the year 2016 who participated in the SAT Program. Students are counted only once and only their latest scores.

Race/Ethnicity	Number of Students Taking the Test					Critical Reading Mean Score			Writing Mean Score		
	Nat'l	State	ISD***	Number in Class**	% of Class	Nat'l	State	ISD	Nat'l	State	ISD
<b>Class of 2016</b>											
American Indian or Alaska Native	7,778	545	4	4	100%	468	470	*	447	442	*
Asian	196,735	5,656	249	290	85.9%	529	503	594	534	495	597
Black or African American	199,306	2,277	10	16	62.5%	430	426	514	415	413	515
Native Hawaiian or Pacific Islander	2,371	168	1	2	50%	432	419	*	423	409	*
Hispanic or Latino	355,829	5,837	41	91	45.1%	448	441	529	436	425	511
White	742,436	23,964	520	832	62.5%	528	533	583	511	507	562
Two or More Races, Non-Hispanic	28,460	1,235	20	56	35.7%	511	517	577	488	487	554
Other	20,604	832	16		N/A	496	484	589	491	466	537
No Response	840,070	3,269	29		N/A	451	436	577	452	419	546
<b>Total</b>				1291							

\*Suppressed

\*\*Total of Graduate and Non-Graduates for the Class of 2016 (Base Grad Year)

\*\*\*Self-reported by test takers

**SAT College Bound Seniors –Evidence Based Reading and Writing Breakdown by Race/Ethnicity**

Source: College Board/SkywardCollege-Bound Seniors represents data on high school graduates in the year 2016 who participated in the SAT Program. Students are counted only once and only their latest scores.

Race/Ethnicity	Number of Students Taking the Test			Number in Class**	% of Race Ethnicity	Evidence Based Reading and Writing Mean Score		
	Nat'l	State	ISD***			Nat'l	State	ISD
<b>Class of 2017</b>								
American Indian or Alaska Native	7782	434	3	6	50%	486	491	*
Asian	158,031	4715	185	291	63.6%	569	549	639
Black or African American	225,860	2248	10	22	45.5%	479	472	543
Native Hawaiian or Pacific Islander	4131	404	3	5	60%	498	462	*
Hispanic or Latino	408,067	7192	51	111	45.9%	500	490	593
White	760,362	23,937	439	820	53.5%	565	567	613
Two or More Races, Non-Hispanic	57,049	2720	41	63	65%	560	559	618
Other					N/A			
No Response	94,199	2261	21		N/A	475	482	635
Total				1318				

\*Suppressed

\*\*Total of Graduate and Non-Graduates for the Class of 2017

\*\*\*Self-reported by test takers

**ACT English Mean Scores**

Source: College Readiness/Skyward

Graduation Year	Count			% of Class	English		
	Nat'l	State	ISD		Nat'l	State	ISD
<b>Class of 2013</b>	1,799,243	14,316	467		20.2	22.1	25.3
<b>Class of 2014</b>	1,845,787	14,667	476		20.3	22.3	26.3
<b>Class of 2015</b>	1,924,436	16,944	508	42.9%	20.4	21.5	26.2
<b>Class of 2016</b>	2,090,342	16,652	598	46.3%*	20.1	22.3	26.2
<b>Class of 2017</b>	2,030,038	19,581	651	49.4%**	20.3	20.9	26.9

\*Total of Graduate and Non-Graduates for the Class of 2016 (Base Grad Year) = 1291

\*\*Total of Graduate and Non-Graduates for the Class of 2017 = 1318

**ACT English Average Scores by Race/Ethnicity**

Source: College Readiness

Race/Ethnicity	Number of Students Taking the Test				English Average Score	
	State N	% of total # of WA students who tested	ISD N	% of total # of ISD students who tested	State	ISD
Class of 2016						
Black/African American	583	4%	7	1%	16.6	20.1
American Indian/Alaskan Native	120	1%	1	0%	16.4	*
White	9,060	54%	384	64%	23.9	25.9
Hispanic/Latino	2,325	14%	26	4%	17.1	24.7
Asian	2,053	12%	101	17%	22.8	27.5
Native Hawaiian/Other Pac. Isl.	147	1%	1	0%	16.3	*
Two or More Races	1,154	7%	36	6%	22.6	26.5
Prefer not/No Response	1,210	7%	42	7%	23.4	27.5
Total All Students	16,652	100%	598	100%	22.3	26.2

\*Suppressed

**ACT English Average Scores by Race/Ethnicity**

Source: College Readiness

Race/Ethnicity	Number of Students Taking the Test				English Average Score	
	State N	% of total # of WA students who tested	ISD N	% of total # of ISD students who tested	State	ISD
<b>Class of 2017</b>						
Black/African American	897	5%	6	1%	15.1	23
American Indian/Alaskan Native	161	1%	2	0%	15.2	*
White	9744	50%	384	59%	23.2	26.4
Hispanic/Latino	3554	18%	32	5%	15.2	25.5
Asian	2217	11%	139	21%	22.5	28.3
Native Hawaiian/Other Pac. Isl.	271	1%	5	1%	14.6	*
Two or More Races	1364	7%	49	8%	22	27.7
Prefer not/No Response	1373	7%	34	5%	21.4	28.0
<b>Total All Students</b>	<b>19,581</b>	<b>100%</b>	<b>651</b>	<b>100%</b>	<b>20.9</b>	<b>26.9</b>

\*Suppressed

**PSAT 10<sup>th</sup> Grade:**

Source: College Board

Test	Issaquah 10 <sup>th</sup>			Liberty 10 <sup>th</sup>			Skyline 10 <sup>th</sup>			Gibson Ek 10 <sup>th</sup>	District Mean Score			State Mean			National Mean				
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017		
<b>Total Test Takers</b>	456	510	541	261	293	288	516	536	479	25			1077			946			937		
<b>Critical Reading</b>	49.3	N/A		47.3	N/A		49.7	N/A					49.1	N/A		43.4			41.6		
<b>Math</b>	51.6	536	534	49.1	524	525	53.2	561	552	485	51.7	543	538	45.1	470	473	42.8	462	466		
<b>Writing</b>	46.8	N/A		44.1	N/A		47.2	N/A					46.4	N/A		40.4			39.5		
<b>EBRW*</b>		530	536	-	523	525	-	547	550	533	-	535	539		470	473		459	472		

\*EBRW = Evidence Based Reading and Writing

\*\*\*Beginning in 2015-2016, the redesigned PSAT is scored on a scale between 320 and 1520. Scores range from 160 to 760 for math and 160 to 760 for reading and writing.

**SAT 11<sup>th</sup> Grade**

Source: College Board

Test	Issaquah 11 <sup>th</sup>			Liberty 11 <sup>th</sup>			Skyline 11 <sup>th</sup>			District Mean Score			State Mean			National Mean		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
<b>Total Test Takers</b>	458	394	435	256	206	232	423	413	421			1174			1012			1081
<b>Critical Reading</b>	53.1	N/A		51.7	N/A		54.3	N/A		53.1	N/A		46.8			46.2		
<b>Math</b>	55.5	582	580	53.3	547	578	57.4	584	607	55.6	575	590	48.7	449	505	47.9	500	505
<b>Writing</b>	50.8	N/A		50.3	N/A		53.2	N/A		51.5	N/A		44			44.7		
<b>EBRW*</b>		569	573		542	574		577	602		567	584		497	507		496	513

\*EBRW = Evidence Based Reading and Writing

\*\*\*Beginning in 2015-2016, the redesigned PSAT is scored on a scale between 320 and 1520. Scores range from 160 to 760 for math and 160 to 760 for reading and writing.

**[AP Test Passing Rates by Ethnicity](#) - Link**

Sources: Districtwide student demographic data - **2015-2016 OSPI Wa State Report Card**

## AP Tests taken by Gender - 2016 and 2017

Name of Exam	Male	% Male	Female	% Female	Male	% Male	Female	% Female
	2015-2016				2016-2017			
Studio Art 2D	0	0%	5	100%	0	0%	8	100%
Studio Art Drawing	0	0%	6	100%	0	0%	3	100%
Eng Lang and Comp 11	62	33%	127	67%	76	36%	134	64%
Eng Lit and Comp 12	41	33.30%	82	66.60%	45	37%	77	63%
European History	35	41%	51	59%	42	47%	48	53%
Human Geography	101	53%	89	47%	129	49%	135	51%
Psychology	42	38%	68	62%	21	25%	62	75%
US Govt and Politics	60	58%	43	42%	68	48%	75	52%
US History	57	56%	44	44%	76	50%	77	50%
World History	33	38%	53	62%	40	48%	43	52%
Calc AB	133	56%	104	44%	125	56%	99	44%
Calc BC	44	58%	32	42%	41	56%	32	44%
Comp Science A	69	73%	26	27%	63	60%	42	40%
Statistics	58	52%	53	48%	53	46%	62	54%
Biology	30	35%	56	65%	19	24%	61	76%
Chemistry	35	55%	29	45%	31	39%	49	61%
Environmental Science	19	38%	31	62%	12	43%	16	57%
Physics 1	6	86%	1	14%	0	0%	2	100%
Physics 2					1	100%		0%
Physics C: Electricity	1	100%	0	0%	2	100%	0	0%
Physics C: Mechanics	36	80%	9	20%	41	70%	18	31%
Chinese Language	8	47%	9	53%	9	43%	12	57%
French Language	7	35%	13	65%	10	42%	14	58%
German Language	2	100%	0	0%	2	50%	2	50%
Japanese Language	0	0%	1	100%	2	15%	12	85%
Spanish Language	10	42%	14	58%	7	19%	30	81%
<b>Total # of exams</b>	890		946		915		1113	

Data pulled July of 2017

\* Source - 2015-2016 and 2016-2017 College Bd AP Report

## 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 %		
	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017
<b>AP Lang. and Comp (11<sup>th</sup> Grade)</b>	314	200	214	303	189 (2 SHS) (1TMHS)	210	261	168 2 SHS	190	86.1%	89%	90%
<b>IHS</b>	196	120	125	186	114	119	168	105	112	90.3%	92%	94%
<b>LHS</b>	118	80	89	117	72	91	93	61	78	79.5%	85%	86%
<b>AP Lit. and Comp. (12<sup>th</sup> grade)</b>	176	157	136	129 (3 SHS) (1 TM)	123	122	116	112	112	89.9%	91%	92%
<b>IHS</b>	132	121	111	84	93	97	76	83	88	90.5%	89%	91%
<b>LHS</b>	44	36	25	41	30	22	37	29	21	90.2%	97%	95%
<b>SHS**</b>						3			3			100%
<b>SHS IB Eng. 11**</b>	155	152	166	No exam	No exam	0	No exam	No exam	-	No exam	No exam	-
<b>SHS IB Eng. 12</b>	113	131	132	102	122	122	102	122	122	100%	100%	100%

\* % overall of enrollment by grade level

AP: A 3 on an AP exam is considered passing and may give the student college credit OR advanced placement at a higher education institution. IB: An average of 4s on an IB exam across 6 subjects are required to get an IB Diploma with an aggregated total, not subject to subject evaluation. The 2014/15 and 2016/17 scores do not include 3s, the 2015/16 scores do include 3s.

\*\*SHS is now offering the AP exams on campus this row for SHS is now included.

## AP/IB English Courses with Grade Level Enrollment

Source: Skyward

Course	Enrollment			Total Enrollment			Grade Level Enrollment*			Percent of Enrollment		
	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017
<b>AP Lang and Comp 11<sup>th</sup> Gr</b>				314	200	214	848	727	853	37.0%	27.5%	25.1%
<b>IHS</b>	196	120	125									
<b>LHS</b>	118	80	89									
<b>AP Lit. and Comp 12<sup>th</sup> Gr</b>				176	157	136	715	742	669	24.6%	21.2%	20.3%
<b>IHS</b>	132	121	111									
<b>LHS</b>	44	36	25									
<b>IB Eng 11</b>	155	152	132	155	152	132	462	475	503	33.5%	32.0%	26.2%
<b>IB Eng 12</b>	113	131	166	113	131	166	439	448	454	25.7%	29.4%	36.6%

\*Grade Level Enrollment based on October 2016 P-223 and does not include Gibson Ek HS

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

Source: Skyward

Course	Enrollment			Total Enrollment			Grade Level Enrollment*			Percent of Enrollment		
	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017
<b>Honors English 9</b>				540	561	616	1494	1470	1488	36.1%	38.2%	41.4%
<b>IHS</b>	176	198	244									
<b>LHS</b>	133	123	121									
<b>SHS</b>	231	240	251									
<b>Honors English 10</b>				537	594	607	1340	1487	1438	40.0%	39.9%	42.2%
<b>IHS</b>	211	223	247									
<b>LHS</b>	85	117	115									
<b>SHS</b>	241	254	245									

\*Grade Level Enrollment based on October 2016 P-223 and does not include Gibson Ek HS



<b>SBA ELA High School 2015-16 Levels</b>	
<b>Level</b>	<b>Count</b>
L - 1	48
L - 2	44
L - 2 Met via WA Minimum Grad. Req	62
L - 3 Met via CCR score	390
L - 4 Met via CCR score	937
Total Meeting Standard	1,389
Total Students Who Took Test	1,481
WA Minimum Grad Requirement Score 2548-2582	
Career & College Readiness (CCR) Score 2583-2795	

Source: OSPI EDS Score File

<b>SBA ELA High School 2016-17 Levels</b>	
<b>Level</b>	<b>Count</b>
L - 1	46
L - 2	49
L - 2 Met via WA Minimum Grad. Req	68
L - 3 Met via CCR score	458
L - 4 Met via CCR score	802
Total Meeting Standard	1,328
Total Students Who Took Test	1,423
WA Minimum Grad Requirement Score 2548-2582	
Career & College Readiness (CCR) Score 2583-2795	

Source: OSPI EDS Score File

**Confidence Measure: Question 20 –**

Source: Decision Research Survey of students who took survey (in 2015 N = 332)

<i>Upon graduation, how prepared did you feel in each of the following areas, regardless of where you acquired the knowledge and skills?</i>												
Graduation Year	% Prepared				% Not Sure				% Not Prepared			
	2009	2011	2013	2015	2009	2011	2013	2015	2009	2011	2013	2015
Read for information and pleasure	85	85	83	83	4	4	11	10	10	11	5	7
Write reports, letters, notes	88	84	87	80	4	8	9	11	7	9	4	9
Speaking proper English	91	93	90	90	3	3	9	6	5	4	2	4

[2015-16 Grade 3 F&P Tri 1 and Tri 2 Common Reading Assessments](#)

[2016-17 Grade 3 F&P Tri 1 and Tri 2 Common Reading Assessments](#)

[2015-16 Middle School Common Reading Assessments, 8<sup>th</sup> Grade](#)

[2016-17 Language Arts Grade 8 Common Assessments](#)

[2015-16 High School Common Language Arts Assessments, 11<sup>th</sup> Grade](#)

[2016-17 High School Common Language Arts Assessments, 11<sup>th</sup> Grade](#)

[Balanced Literacy](#)

[Reader's Workshop grades 3-8](#)

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

We interpret 2.3 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**

- 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 %		
	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017
<b>AP US Government</b>	134	118	156	125 (2 TMHS, 1 SHS)	103	143	108	95	130	86.4%	92%	91
<b>IHS</b>	77	72	121	68	62	110	63	56	106	92.3%	90%	96
<b>LHS</b>	57	46	35	54	41	33	43	39	24	79.6%	95%	73
<b>IB History of 20<sup>th</sup> Century</b>	51	35	43	40	32	39	40	32	38	100%	100%	97/100

AP: A 3 on an AP exam is considered passing and may give the student college credit OR advanced placement at a higher education institution. IB: An average of 4s on an IB exam across 6 subjects are required to get an IB Diploma with an aggregated total, not subject to subject evaluation. The 2014/15 and 2016/17 scores do not include 3s, the 2015/16 scores do include 3s.

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

[2016-17 Social Studies District Common Assessment, Grade 6](#)

**2.4 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**

- Graduation requirements: Students are required to take 3 credits of Social Studies to graduate.
- 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 %		
	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017
<b>AP US History</b>	90	103	158	88 (1 SHS and 1 TMHS)	101 (3 SHS)	153	80	91 (3 SHS)	136	90.9%	90%	89
<b>IHS</b>	51	85	98	50	83	94	48	73	85	96%	88%	90
<b>LHS</b>	39	18	60	36	15	58	30	15	50	83.3%	100%	86
<b>SHS</b>						1			1			100
<b>IB American Studies</b>	155	152	165	No tests taken	-	0	-	-	-	-	-	-

*AP: A 3 on an AP exam is considered passing and may give the student college credit OR advanced placement at a higher education institution. IB: An average of 4s on an IB exam across 6 subjects are required to get an IB Diploma with an aggregated total, not subject to subject evaluation. The 2014/15 and 2016/17 scores do not include 3s, the 2015/16 scores do include 3s.*

**Other Social Studies Courses w/Enrollment**

Source: Skyward

Course	Enrollment By School			Total Enrollment In Course			Grade Level Enrollment**			Percent of Enrollment		
	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016
<b>Honors World (9<sup>th</sup>)</b>				620	421	477	1333	1156	1470	46.5%	36.4%	32.4%
<b>IHS</b>	234	190	207									
<b>LHS</b>	152	N/A	32									
<b>SHS</b>	234	231	238									
<b>Honors European (10<sup>th</sup>)</b>				421	240	N/A	835	598	N/A	48.3%	40.1%	N/A
<b>LHS</b>	160	N/A	N/A									
<b>SHS</b>	243	240	N/A									
<b>LHS AP Human Geography (9<sup>th</sup>)</b>		133	20		133	20		338	329		39.3%	6.1%
<b>IHS AP Human Geography (10<sup>th</sup>)</b>		125	181		125	181		508	572		24.6%	31.6%
<b>IHS AP European Studies (10<sup>th</sup>)</b>		127	94		127	94		508	572		25.0%	16.4%
<b>LHS AP World History (10<sup>th</sup>)</b>		92	85		92	85		291	340		31.6%	25.0%

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

\*\*Grade Level Enrollment based on October 2015 P-223

**Other Social Studies Courses w/Enrollment**

Source: Skyward

Course	Enrollment			Total Enrollment			Grade Level Enrollment**			Percent of Enrollment		
	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017
<b>Honors World (9<sup>th</sup>)</b>				421	477	456	1156	1470	1496	36.4%	32.4%	30.5%
IHS	190	207	205									
LHS	N/A	32	0									
SHS	231	238	251									
<b>Honors European (10<sup>th</sup>)</b>				240	N/A	N/A	598	N/A	N/A	40.1%	N/A	N/A
LHS	N/A	N/A	N/A									
SHS	240	N/A	N/A									
<b>AP Human Geography (9<sup>th</sup>)</b>				133	21	86	338	923	927	39.3%	2.28%	9.3%
IHS	N/A	***1	0									
LHS	133	20	86									
<b>AP Human Geography (10<sup>th</sup>)</b>				125	181	195	508	572	597	24.6%	31.6%	32.7%
IHS	125	181	195									
LHS	N/A	N/A	N/A									
SHS	N/A	N/A	N/A									
<b>AP European Studies (10<sup>th</sup>)</b>				127	94	99	508	572	597	25.0%	16.4%	16.6%
IHS	127	94	99									
LHS	N/A	N/A	N/A									
SHS	N/A	N/A	N/A									
<b>AP World History (10<sup>th</sup>)</b>				92	85	90	291	340	322	31.6%	25.0%	28%
IHS	N/A	N/A	N/A									
LHS	92	85	90									
SHS	N/A	N/A	N/A									

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

\*\*Grade Level Enrollment based on October 2017 P-223

## AP Euro Studies

Source: College Board

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate %		
	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017
<b>AP Euro Studies</b>	129	94	99	119	86	90	109	70	71	91.6%	81%	79
<b>IHS</b>	129	94	99	118	86	90	108	70	71	90.8%	81%	79
<b>LHS</b>	-	-		*	-		*	-		100%	-	-
<b>SHS</b>	-	-		-	-		-	-		-	-	-
<b>AP Human Geography</b>	258	208	281	239 (*SHS)	190	264	197	154	219	82.4%	81%	83
<b>IHS</b>	125	188	195	115	172	181	92	138	151	80%	80%	83
<b>LHS</b>	133	20	86	123	18	83	104	16	68	84.5%	89%	82
<b>LHS AP World History</b>	92	85	90	79	86	83 (* IHS)	51	67	59	64.5%	78%	72 (*% IHS)

\*suppressed

AP: A 3 on an AP exam is considered passing and may give the student college credit OR advanced placement at a higher education institution. IB: An average of 4s on an IB exam across 6 subjects are required to get an IB Diploma with an aggregated total, not subject to subject evaluation. The 2014/15 and 2016/17 scores do not include 3s, the 2015/16 scores do include 3s.

## 2016-2017 U.S. History Common Assessment 2016-17 World History Common Assessment

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

#### Interpretation:

We interpret 2.5 to mean each student is able to demonstrate comprehension of the fundamental elements of fine, visual and performing arts.

#### Evidence:

- Art Lessons K-5
- Elementary Art Docent Program
- Secondary Visual Arts Common Assessment Rubric
- Grad Requirement 2 Credits of either Visual or Performing Arts

[Art Lessons K-5 \(1<sup>st</sup> Grade as an example\)](#)

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

[Secondary Visual Arts Common Assessment Rubric](#)

## High School Visual Arts

Source: Skyward

School	Number of Classes			Total Enrollment by School (duplicated)			*Total Enrollment			Percent of Enrollment		
	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017
<b>Total</b>	49	43	44	3121	2815	2838	5298	5349	5405	58.9%	54.2%	52.5%
<b>IHS</b>	17	16	17	1114	1005	1029	2042	2123	2184	54.5%	48.0%	47.1%
<b>LHS</b>	14	11	13	834	765	830	1216	1181	1184	68.6%	70.6%	70.1%
<b>SHS</b>	18	16	14	1173	1045	979	2040	2045	2037	57.5%	51.1%	48.1%

\*Total Enrollment from Oct 2017 P223

Class offering vary from year to year

## High School Performing Arts

Source: Skyward

School	Number of Classes			Total Enrollment by School (duplicated)			*Total Enrollment			Percent of Enrollment		
	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017
<b>Total</b>	49	49	48	1779	1796	1739	5298	5349	5405	33.6%	33.6%	32.2%
<b>IHS</b>	14	14	14	537	620	621	2042	2123	2184	26.3%	29.2%	28.4%
<b>LHS</b>	13	14	14	586	562	588	1216	1181	1184	48.2%	47.6%	50%
<b>SHS</b>	22	21	20	656	614	530	2040	2045	2037	32.2%	30.0%	26%

\*Total Enrollment from Oct 2017 P223

Class offering vary from year to year

## Middle School Visual Arts

Source: Skyward

School	Number of Classes			Total Enrollment by School (duplicated)			*Total Enrollment			Percent of Enrollment		
	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017
<b>Total</b>	20	29	26	1424	1712	1712	4438	4678	4844	32.1%	36.6%	35.3%
<b>IMS</b>	3	5	4	177	305	468	776	767	935	22.8%	39.8%	50%
<b>MMS</b>	3	5	4	353	418	392	1017	1084	1139	34.7%	38.6%	34.4%
<b>BLMS</b>	2	7	7	209	411	425	848	867	837	24.6%	47.4%	50.7%
<b>PLMS</b>	5	2	2	364	127	94	873	911	939	41.7%	13.9%	10%
<b>PCMS</b>	7	10	9	321	451	333	924	1049	994	34.7%	43.0%	33.5%

\*Total Enrollment from Oct 2017 P223 (duplicated)

Class offering vary from year to year



Middle School Performing Arts

Source: Skyward

School	Number of Classes			Total Enrollment by School (duplicated)			*Total Enrollment			Percent of Enrollment		
	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017
<b>Total</b>	46	43	41	2233	2260	2150	4438	4678	4844	50.3%	48.3%	44.3%
<b>IMS</b>	7	7	7	305	301	308	776	767	935	39.3%	39.2%	32.9%
<b>MMS</b>	8	8	6	454	425	345	1017	1084	1139	44.6%	39.2%	30.2%
<b>BLMS</b>	8	9	9	489	487	455	848	867	837	57.7%	56.2%	54.3%
<b>PLMS</b>	9	8	8	471	530	586	873	911	939	54.0%	58.2%	62.4%
<b>PCMS</b>	14	11	11	514	517	456	924	1049	994	55.6%	49.3%	45.8%

\*Total Enrollment from Oct 2017 P223 (duplicated)

Class offering vary from year to year

**2.6 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 2.6 to mean each student will demonstrate knowledge and understanding of another world culture.

**Evidence:**

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

[2016-17 World History Common Assessment](#)  
[Social Studies Year at a Glance, Grade 6](#)  
[Social Studies Year at a Glance, Grade 7](#)

**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		
	Class of 2015	Class of 2016	Class of 2017	Class of 2015	Class of 2016	Class of 2017	Class of 2015	Class of 2016	Class of 2017
<b>IHS</b>	440	493	517	398	451	426	90.5%	91.5%	82.4%
<b>LHS</b>	276	285	279	250	252	228	90.6%	88.4%	82%
<b>SHS</b>	470	479	522	432	441	463	92.0%	90.2%	89%
<b>Total</b>	1186	1257	1318	1080	1144	1117	91.1%	91.0%	85%

## 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 %		
	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017	2014 2015	2015 2016	2016 2017
<b>French AP/IB total</b>	110	94	51	28 (1 SHS)	20 (1 SHS)	24 (1 SHS)	25	20 (1 SHS)	23 (1 SHS)	89.3%	100%	96
IHS	26	20	16	23	18	15	23	18	15	100%	100%	100
LHS	66	53	20	4	1	8	2	1	7	50%	100%	87.5
SHS -IB HL	-	1		-	1	-	-	1	-	-	100%	-
SHS - IB SL	18	20	15	11	19	13	11	19	13	100%	100%	100
<b>Japanese total</b>	13	9	12	1	1	14 (1 SHS)	1	1	9 (0 SHS)	100%	100%	64
IHS	-	-		1	1	5	1	1	5	100%	100%	100
LHS						8			4			50
SHS - IB SL	13	9	12	10	7	5	10	7	5	100%	100%	100
SHS - IB HL						2			2			100
<b>Spanish AP/IB total</b>	123	112	122	40	24 (2 SHS)	37 (1 SHS)	39	24 (2 SHS)	37 (1 SHS)	97.5%	100%	100
IHS	41	21	37	39	22	36	38	22	36	97.4%	100%	100
LHS	-	-		1	-	-	1	-	-	100%	100%	-
SHS - IB HL	16	15	7	16	14	7	16	14	7	100%	100%	100
SHS- IB SL	66	76	78	47	55	65	47	55	65	100%	100%	100
<b>Mandarin Chinese AP/IB total</b>	6	5	27	-	17	21	-	17	21	-	100%	100
IHS - AP	-	N/A	N/A	-	8	10	-	8	10	-	100%	100
LHS - AP			N/A		-	2	-	-	2			100
SHS (AP scores of IB kiddos)	6	*		2	-	9	2	-	9	100%	100%	100
<b>IB Chinese HL - SHS</b>	-	2	1		1	0	-	1	-	-	-	-
<b>IB Chinese SL - SHS</b>	-	5	26	-	5	12	-	5	11	-	100%	92%

AP: A 3 on an AP exam is considered passing and may give the student college credit OR advanced placement at a higher education institution. IB: An average of 4s on an IB exam across 6 subjects are required to get an IB Diploma with an aggregated total, not subject to subject evaluation. The 2014/15 and 2016/17 scores do not include 3s, the 2015/16 scores do include 3s.

\*No SHS enrollment number available for 2015-2016

\*\*These students were never enrolled in an AP Spanish class, however they sat for an AP test prior to 2015-2016

Board approval: December 13, 2017