School Report Card
CASTLE ROCK SCHOOL DIST 401
CASTLE ROCK HIGH SCHOOL

INTRODUCTION

On Jan. 8, 2002, President Bush signed into law the Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act of 2001 (NCLB). This act was developed around four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

One of the act's new accountability measures is a requirement that all schools, school districts and states publish “report cards” that contain specific data elements highlighting the progress of public schools. These report cards provide disaggregated data on the state’s assessment, the Washington Assessment of Student Learning, by the five major racial/ethnic subgroups; gender; disability; English proficiency; migrant/bilingual status; and economic standing. These reports also include data on school demographics; teacher qualifications; graduation and dropout rates for secondary students; and school improvement status.

Washington state believes these report cards can provide educators, parents, community members and the general public with important information about local public schools. It is the support of all of these stakeholders that ensures the success of all students in our state.

Report Card Information

- Introduction
- Demographics
- WASL Trend
- WASL Detail (2001-02)
- WASL Reading and Mathematics Scores by Level Trend
- WASL Scores by Gender
- WASL Scores by Race/Ethnicity
- Further Disaggregation of WASL Scores
- WASL Reading and Math Goals (2001-2002)
- Graduation and Dropout Rates (2000-2001)
- Title I School Improvement

DEMOGRAPHICS (2001-2002)

5180 WESTSIDE HWY
CASTLE ROCK WA 98611-0000
ESD/Co/Dist No.: 112 08401
Grade Span: 09-12
School Administrator: WALT WEGENER JR
Telephone Number: 360-274-6634
WASL TREND (top of page)

One key element of the report card is information on Washington's assessment system. Student performance on the Washington Assessment of Student Learning (WASL) reflect what students know and are able to do based on the state's Essential Academic Learning Requirements (EALRs). These clear targets in the subject areas of reading, writing, listening and mathematics represent the specific academic skills and knowledge Washington state students are required to meet in the classroom.

The WASL Trend shows the performance of our fourth- seventh- and 10th- grade students in meeting state standards beginning in the first year the test was administered at these grade levels. The accompanying chart shows the percent of students meeting the standards in reading, writing, listening and mathematics.

10th Grade

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>74.8</td>
<td>64.9</td>
<td>69.2</td>
<td>60.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>37.4</td>
<td>27.9</td>
<td>37.9</td>
<td>35.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>36.5</td>
<td>24.3</td>
<td>51.0</td>
<td>52.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>89.6</td>
<td>81.1</td>
<td>88.7</td>
<td>82.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WASL DETAIL (2001-2002) (top of page)

This section contains the percentage of students scoring at each of the performance levels on the WASL. Students scoring at Level 3 (Proficient) and Level 4 (Advanced) have met the standard; students scoring at Level 2 (Basic) and Level 1 did not meet standard. The terms “Basic,” “Proficient” and “Advanced” are consistent with the terms outlined in the No Child Left Behind Act of 2001. This section also contains percentages of students that were not tested and those that were exempted.
### Mathematics:

- **Number of Students Tested:** 89
- **Percent Who Met Standard:**
  - Level 4 (above standard): 35.6%
  - Level 3 (meeting standard): 8.9%
  - Level 2 (below standard): 26.7%
- **Percent Not Meeting Standard:**
  - Level 2 (below standard): 27.8%
  - Level 1 (below standard): 35.6%

### Reading:

- **Number of Students Tested:** 88
- **Percent Who Met Standard:**
  - Level 4 (above standard): 60.0%
  - Level 3 (meeting standard): 41.1%
  - Level 2 (below standard): 22.2%
- **Percent Not Meeting Standard:**
  - Level 2 (below standard): 22.2%
  - Level 1 (below standard): 15.6%

### Writing:

- **Number of Students Tested:** 88
- **Percent Who Met Standard:**
  - Level 4 (above standard): 52.2%
  - Level 3 (meeting standard): 47.8%
- **Percent Not Meeting Standard:**
  - Level 2 (below standard): 14.4%

### Listening:

- **Number of Students Tested:** 88
- **Percent Who Met Standard:**
  - Level 4 (above standard): 82.2%
  - Level 3 (meeting standard): 17.8%
- **Percent Not Meeting Standard:**
  - Level 2 (below standard): 14.4%

### Overall:

- **Percent Meeting Standards in...**
  - 4 Subjects: 26.7%
  - 3 Subjects: 24.4%
  - 2 Subjects: 18.9%
  - 1 Subjects: 18.9%
  - 0 Subjects: 14.4%
WASL Reading and Mathematics Scores by Level Trend

This trend data shows the percentage of students tested and not tested over time.

### 10th Grade - Reading

<table>
<thead>
<tr>
<th>Level Description</th>
<th>1997-98</th>
<th>1998-99</th>
<th>1999-00</th>
<th>2000-01</th>
<th>2001-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4 (above standard)</td>
<td>53.9</td>
<td>43.2</td>
<td>57.7</td>
<td>41.1</td>
<td></td>
</tr>
<tr>
<td>Level 3 (meeting standard)</td>
<td>20.9</td>
<td>21.6</td>
<td>11.5</td>
<td>18.9</td>
<td></td>
</tr>
<tr>
<td>Level 2 (below standard)</td>
<td>15.7</td>
<td>14.4</td>
<td>15.4</td>
<td>22.2</td>
<td></td>
</tr>
<tr>
<td>Level 1 (below standard)</td>
<td>7.8</td>
<td>16.2</td>
<td>9.6</td>
<td>15.6</td>
<td></td>
</tr>
<tr>
<td>Not Tested</td>
<td>1.7</td>
<td>4.5</td>
<td>5.8</td>
<td>2.2</td>
<td></td>
</tr>
</tbody>
</table>

### Graphs

- **1997-1998**
  - Level 4: 8%
  - Level 3: 16%
  - Level 2: 21%
  - Level 1: 12%
  - Not Tested: 61%

- **1998-1999**
  - Level 4: 17%
  - Level 3: 15%
  - Level 2: 23%
  - Level 1: 19%
  - Not Tested: 42%

- **1999-2000**
  - Level 4: 45%
  - Level 3: 55%
  - Level 2: 16%
  - Level 1: 10%
  - Not Tested: 12%

- **2000-2001**
  - Level 4: 42%
  - Level 3: 42%
  - Level 2: 20%
  - Level 1: 16%
  - Not Tested: 10%

- **2001-2002**
  - Level 4: 39%
  - Level 3: 39%
  - Level 2: 23%
  - Level 1: 16%
  - Not Tested: 16%

*NOTE: Pct Exempt may not equal the sum of the exemption categories due to rounding.*
10th Grade - Mathematics

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4 (above standard)</td>
<td>18.3</td>
<td>9.9</td>
<td>21.4</td>
<td>8.9</td>
<td></td>
</tr>
<tr>
<td>Level 3 (meeting standard)</td>
<td>19.1</td>
<td>18.0</td>
<td>16.5</td>
<td>26.7</td>
<td></td>
</tr>
<tr>
<td>Level 2 (below standard)</td>
<td>20.9</td>
<td>18.0</td>
<td>28.2</td>
<td>27.8</td>
<td></td>
</tr>
<tr>
<td>Level 1 (below standard)</td>
<td>40.0</td>
<td>54.1</td>
<td>29.1</td>
<td>35.6</td>
<td></td>
</tr>
<tr>
<td>Not Tested</td>
<td>1.7</td>
<td>0.0</td>
<td>4.9</td>
<td>1.1</td>
<td></td>
</tr>
</tbody>
</table>

WASL Scores by Gender

This section includes student assessment results disaggregated by gender.

10th Grade

**Reading:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>74.6</td>
<td>65.1</td>
</tr>
<tr>
<td>1998-99</td>
<td>75.0</td>
<td>42.9</td>
</tr>
</tbody>
</table>

**Mathematics:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>39.7</td>
<td>47.9</td>
</tr>
</tbody>
</table>
WASL Scores by Race/Ethnicity (top of page)

This section includes student assessment results disaggregated by race/ethnicity.

10th Grade

Reading:
American Indian
Asian
Black
Hispanic
White

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2000-01</th>
<th>2001-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>70.1</td>
<td>60.2</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Writing:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Male</td>
<td>37.2</td>
<td>21.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Female</td>
<td>64.4</td>
<td>72.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male Male</td>
<td>34.9</td>
<td>28.6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listening:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Male</td>
<td>84.4</td>
<td>78.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Female</td>
<td>94.9</td>
<td>85.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Male</td>
<td>84.4</td>
<td>78.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male Male</td>
<td>84.4</td>
<td>78.6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mathematics:
American Indian 37.5
Asian 37.3
Black
Hispanic
White

Writing:
American Indian 50.5
Asian 51.8
Black
Hispanic
White

Listening:
American Indian 90.9
Asian 83.1
Black
Hispanic
White
Further Disaggregation of WASL Scores

This section includes assessment data for students with limited English proficiency (served in the state’s Transitional Bilingual Program); student in Special Education; students in Migrant Education; and students in the Title I Reading and/or Mathematics program (used as an indicator of low socio-economic status).

WASL Scores by Bilingual Education (2001-2002)

No Data Available.

WASL Scores by Migrant Education (2001-2002)

No Data Available.

WASL Scores by Special Education (2001-2002)

<table>
<thead>
<tr>
<th>Mathematics:</th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Tested:</td>
<td>10th</td>
<td>10th</td>
<td>10th</td>
</tr>
<tr>
<td>Percent Meeting Standard:</td>
<td>6</td>
<td>6</td>
<td>5,558</td>
</tr>
<tr>
<td>Level 4: Above Standard</td>
<td>4.3%</td>
<td>1.0%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Level 3: Meets Standard</td>
<td>0.0%</td>
<td>0.0%</td>
<td>95.7%</td>
</tr>
<tr>
<td>Percent Not Meeting Standard:</td>
<td>95.7%</td>
<td>9.2%</td>
<td>73.5%</td>
</tr>
<tr>
<td>Level 2: Below Standard</td>
<td>13.0%</td>
<td>73.5%</td>
<td>95.7%</td>
</tr>
<tr>
<td>Level 1: Well Below Standard</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Percent Not Tested:</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Percent Exempted-Total *:</td>
<td>0.2%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>ESL:</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Sec. 504:</td>
<td>0.2%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Previously Passed:</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Percent Taking Washington Alternate Assessment System: 11.7%

Notes: Click for Level Information
### Reading:

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th</td>
<td>10th</td>
<td>10th</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>5,544</td>
</tr>
</tbody>
</table>

**Percent Meeting Standard:**
- Level 4: Above Standard: 12.6%
- Level 3: Meets Standard: 6.6%

**Percent Not Meeting Standard:**
- Level 2: Below Standard: 24.0%
- Level 1: Well Below Standard: 50.4%

**Percent Not Tested:** 13.0%

**Percent Exempted-Total:** 0.4%
- ESL: 0.0%
- Sec. 504: 0.2%
- Previously Passed: 0.2%

**Percent Taking Washington Alternate Assessment System:** 11.8%

**Notes:** a Click for Level Information

### Writing:

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th</td>
<td>10th</td>
<td>10th</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>5,096</td>
</tr>
</tbody>
</table>

**Percent Meeting Standard:** 9.1%

**Percent Not Meeting Standard:** 90.9%

**Percent Not Tested:** 19.8%

**Percent Exempted-Total:** 0.3%
- ESL: 0.1%
- Sec. 504: 0.2%
- Previously Passed: 0.1%

**Percent Taking Washington Alternate Assessment System:** 12.0%

**Notes:** a

### Listening:

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th</td>
<td>10th</td>
<td>10th</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>5,772</td>
</tr>
</tbody>
</table>

**Percent Meeting Standard:** 47.6%

**Percent Not Meeting Standard:** 52.4%

**Percent Not Tested:** 11.5%

**Percent Exempted-Total:** 0.7%
- ESL: 0.0%
- Sec. 504: 0.2%
- Previously Passed: 0.5%

**Percent Taking Washington Alternate Assessment System:** 9.5%

**Notes:** a a

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**WASL Scores by Title I Reading (2001-2002)**

No Data Available.

**WASL Scores by Title I Mathematics (2001-2002)**

No Data Available.

**WASL Reading and Math Goals (2001-2002)** [top of page]
The Academic Achievement and Accountability Commission (A+ Commission, http://www.k12.wa.us/accountability) has established three-year reading and mathematics improvement goals for schools and districts using the 2001 WASL results as baseline. These goals must reflect at least a 25 percent reduction in the percentage of students not meeting the WASL standard by 2004.

### 10th Grade Reading

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>Needed to Meet State Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>69.2%</td>
<td>7.7%</td>
</tr>
<tr>
<td><strong>State Goal:</strong></td>
<td>76.9%</td>
<td></td>
</tr>
<tr>
<td>2001 (2001)</td>
<td>69.2%</td>
<td></td>
</tr>
<tr>
<td>2002 (2002)</td>
<td>60.0%</td>
<td></td>
</tr>
</tbody>
</table>

### 10th Grade Math

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>Needed to Meet State Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>37.9%</td>
<td>15.5%</td>
</tr>
<tr>
<td><strong>State Goal:</strong></td>
<td>53.4%</td>
<td></td>
</tr>
<tr>
<td>2001 (2001)</td>
<td>37.9%</td>
<td></td>
</tr>
<tr>
<td>2002 (2002)</td>
<td>35.6%</td>
<td></td>
</tr>
</tbody>
</table>

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**Graduation and Dropout Rates (2000-2001)**

This section includes the two most recent statistics on graduation and dropout rates for the school year 2000-2001 school year. Both rates are based on the information collected at the end of the school year on OSPI Form P-210.

The first statistic represents the class of 2001 cohort graduation rate. This rate represents only those students with an expected graduation year of 2001. These students would have started grade 9 in the fall of 1997 and were expected to graduate “on-time” (e.g. in four years). More information about graduation and dropout rates in Washington state can be found online at: [http://www.k12.wa.us/dataadmin/reports/DG2000-01.pdf](http://www.k12.wa.us/dataadmin/reports/DG2000-01.pdf).

The second statistic, the dropout rate, is defined as the total number of students that drop out of school from grades 9 through 12, divided by the total number of students, less the number of students that transferred out of the district/school.

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>82.2%</td>
<td>82.2%</td>
</tr>
<tr>
<td>Dropout Rate</td>
<td>5.3%</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

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**Title I School Improvement**

This section includes information on schools and districts that qualify for Title I school improvement status under the new federal law. Title I is a federal program that provides resources to schools in order to improve teaching and learning.

Schools and districts that have not made “adequate yearly progress” (AYP) for two consecutive years are identified for Title I school improvement. This means schools and districts have not been successful in getting enough of their students to meet or exceed the state’s prescribed AYP criteria. The criteria contains a blend of measures including the WASL, Iowa Test of Basic Skills, Iowa Test of Educational Development, and the
state reading and mathematics goals. For a complete list of Washington state’s existing AYP criteria click here.

Once identified, schools and districts must demonstrate adequate yearly progress for two consecutive years in order to be removed from school improvement.

Under current AYP guidelines, 58 schools in Washington state were identified for Title I school improvement. If any of these schools demonstrate adequate yearly progress for two consecutive years under the existing criteria, they will be exited from improvement status.

**NOTE:** The U.S. Department of Education has issued a one time, one-year delay in identifying additional schools in school improvement based on their progress for the 2001-02 school year. As such, no new schools or school districts will be identified for Title I school improvement this year. OSPI is developing a new definition for AYP as a major component of a single state accountability system. This information is to be submitted to federal government by January 2003.

This school is not in school improvement.

This school is not in school improvement.