



Eastmont School District #206 Relationships, Relevance, Rigor, and Results

Cascade Elementary School Report for 2018-19

School Demographics: FTE = Full-time Equivalent Students/Staff, F & R = Free & Reduced, Sp Ed = Special Education; AA = Average Attendance; UAR = Unexcused Absence Rate; Students STS = Short Term Suspensions; and Days = # of Days Suspended.

Student Totals (School % / District %)												Staff Totals					
Year	FTE	F & R	Hispanic	Bilingual	Migrant	Sp Ed	AA	UAR	Mobility	Students STS	Days	FTE	Cert.	Para	Office	Maint	Adm
2013-14	601	46/58	37/43	22/18	9/11	12/12	95%	.1/2	12/15			63.6	32.6	27	2	2	1.5
2014-15	471	46/56	36/44	24/19	8/11	11/12	95%	.1/2	13/14			55	30	20	2	2	1
2015-16	470	43/56	35/46	24/19	6/11	11/12	93/93	0/3	13/19			55.5	30	20	2	2	1.5
2016-17	520	43/56	38/46	22/19	6/10	12/12	95/92	.04/1.3	12/17	13	12	56.5	30	21	2	2	1.5
2017-18	522	41/55	35/47	18/18	5/10	13/12	94/94	.4/4	14/18	11	12.5	54.5	30	19	2	2	1.5

Budget using prior year numbers: \$ 75,538 + prior year end balance of \$4,349 – expenditures of \$ 78,288 = year-end balance of \$1,599

Required Test Results (School/State) Yellow indicates score improved (8/20), **bold** met or exceeded State avg. for that area (18/20).

Year	3 rd Reading All Students	3 rd Reading Low Income	3 rd Reading Hispanic	3 rd Reading ELL	3 rd Reading Special Ed.	3 rd Math All Students	3 rd Math Low Income	3 rd Math Hispanic	3 rd Math ELL	3 rd Math Special Ed.	4 th Reading All Students	4 th Reading Low Income	4 th Reading Hispanic	4 th Reading ELL	4 th Reading Special Ed.	4 th Math All Students	4 th Math Low Income	4 th Math Hispanic	4 th Math ELL	4 th Math Special Ed.
13-14	Pilot Year for Smarter Balanced Tests – No Results Provided																			
14-15	70/52	66/36	69/34	50/19	50/57	54/57	37/41	31/39	21/29	36/38	60/55	51/38	44/35	19/18	14/35	49/54	36/38	24/35	6/23	29/54
15-16	62/54	48/38	51/35	40/21	11/59	58/59	52/44	49/42	40/31	11/40	75/57	67/40	73/39	45/21	33/38	70/55	53/39	65/38	36/24	33/55
16-17	73/53	55/36	47/34	19/17	54/25	75/58	60/42	58/41	50/29	54/28	70/55	60/38	58/37	42/16	13/23	64/54	52/38	58/37	38/21	13/24
17-18	68/56	47/39	52/37	33/19	15/25	67/58	44/42	48/41	33/28	23/28	73/58	55/42	51/40	27/17	38/24	68/55	53/38	49/37	40/20	23/23

District or Building Goal & Supporting Strategy/Activity	Progress/Data
Disproportionality area of analysis for current year:	Office referrals – male/female for 2017-18 males = 88%/female = 11%
(2000) Students will perform academically at or above the state avg. for districts of similar size and demographics. (2000B-1) Develop core & supplemental interventions by RTI tier level in reading and math and special education services. (2000B-2) Use formative assessment to identify core & supplemental instructional interventions.	Our master schedule & RTI system support students by allocating time & staff resources for interventions that are focused & intentional. We practice true PLC collaboration to look at formative assessment data and make instructional decisions based on data. We are committed to sending teacher teams to the PLC conference each summer. All Tier III reading groups are based on specific student need and instruction is targeted to address academic needs. Data is gathered regularly to make intentional instructional decisions to help all students with behavior, social-emotional needs, and academics. All means all at Cascade.
(2000C-1) Establish & support a continuing culture of professional collaboration. (2000C-2) Provide in-district peer visitations	Our Leadership Team participated in a book study on <i>The Culture Code</i> to help shape our culture this year by using strategies in our staff meetings. We are focusing on the cultural aspects of safety, vulnerability, and purpose. Teachers will do learning walks at least 2 times this school year in our own building.
(3000A-3) Recognize appropriate behavior, improvement, and academic success.	We are becoming more proactive with behavior and strengthening our PBIS systems. We are committed to improving attendance with encouragement, celebrations, meetings with families, and home visits. We are offering a <i>Love and Logic</i> class for parents and teachers. We celebrate growth in academics, attendance, and behavior.