



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

Rock Island 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	ELL	Migrant	Sp Ed	AA	UAR	Mobility	Stu. STS	Days	FTE	Cert.	Para	Office	Maint	Adm
2013-14	299	86/58	71/43	41/18	22/11	14/12	95%	.03/.2	22/15			28.2	16.2	10	2	1.25	.6
2014-15	227	87/58	74/44	54/19	23/11	15/12	94%	.15/.2	16/14			28.8	15	11	1	1.25	.5
2015-16	226	81/56	71/46	52/19	20/11	17/12	94/93	.9/.3	24/19			28.8	15	11	1	1.25	.5
2016-17	218	83/56	69/46	49/19	23/10	16/12	95/92	.08/1.3	27/17	2.2%	11	30.25	16	11	1.5	1.25	.5
2017-18	223	83/55	71/47	48/18	22/10	13/12	95/94	1.2/.4	24/18	3	8	29.75	15.5	11	1.5	1.25	.5

Budget using prior year numbers: \$55,283 + prior year end balance of \$9,156 – expenditures of \$50,827 = year end balance of \$4,244

Required Test Results (School/State) Yellow indicates score improved (9/20), **bold** met or exceeded State avg. for that area (6/20)

Year	Improvement Score (1-10)	3rd Reading All Students	3rd Reading Low Income	3rd Reading Hispanic	3rd Reading ELL	3rd Reading Special Ed.	3rd Math All Students	3rd Math Low Income	3rd Math Hispanic	3rd Math ELL	3rd Math Special Ed.	4th Reading All Students	4th Reading Low Income	4th Reading Hispanic	4th Reading ELL	4th Reading Special Ed.	4th Math All Students	4th Math Low Income	4th Math Hispanic	4th Math ELL	4th Math Special Ed.
13-14		Pilot Year for Smarter Balanced Tests – No Results Provided																			
14-15	NA	30/52	16/36	15/34	7/19	9/33	31/57	27/41	27/39	17/29	9/21	58/55	NA/38	53/35	32/17	25/19	56/54	NA/38	46/35	23/23	25/21
15-16	NA	33/54	30/38	28/35	16/21	0/14	33/59	32/44	24/42	21/31	13/12	39/57	36/40	30/39	20/21	8/27	30/55	27/39	28/38	12/24	0/17
16-17	NA	47/53	49/36	40/34	19/17	14/25	48/58	50/42	46/41	19/29	29/28	41/55	42/38	41/37	12/16	33/23	37/54	36/38	30/37	13/21	0/24
17-18	5.1	53/56	36/39	44/37	14/19	9/25	40/58	36/42	24/41	14/28	9/28	50/58	49/42	41/40	21/17	6/24	44/55	49/38	39/37	16/20	6/23

District or Building Goal & Supporting Strategy/Activity	Progress/Data
Enhance our Response to Intervention for Reading as measured by SGP from STAR Early Literacy & Reading	This year all students were screened using multiple sources of data. Further diagnostics were done to identify specific needs and then all staff came together to match the instruction to the need.
Refine our Competency Based Learning in Math as measured by STAR Math with a target of less than 5% of our students still Intensive on the Spring Benchmark assessment.	We averaged 53 Student Growth Percentile on STAR in 2017-18. According to STAR Math 34% of our students are Intensive on the Fall Benchmark. Through the intentional instruction at the students' learning level, we are hoping to reduce that by 29%.
Align PBIS Practices with District Expectations with a reduction in Office and Make It Right referrals by the end of 2018-19.	This year we are focusing on Tier 1 behavior systems that are consistent and reinforced often using the new SWIS program to track office referrals. We see how many, when, where, and why referrals are happening. So far, we have had 28 office referrals, which is about 33% less than last year at this time.
Develop a MakerSpace in the Library as measured by an increase in students participating in STEM activities between 2017-18 to 2018-19.	Every child at Rock Island spends at least 50 minutes a week in the MakerSpace working on STEAM activities. We observe that students are engaged and motivated by the opportunity. We will also have a Parent Night in December for an "Hour of Coding."