

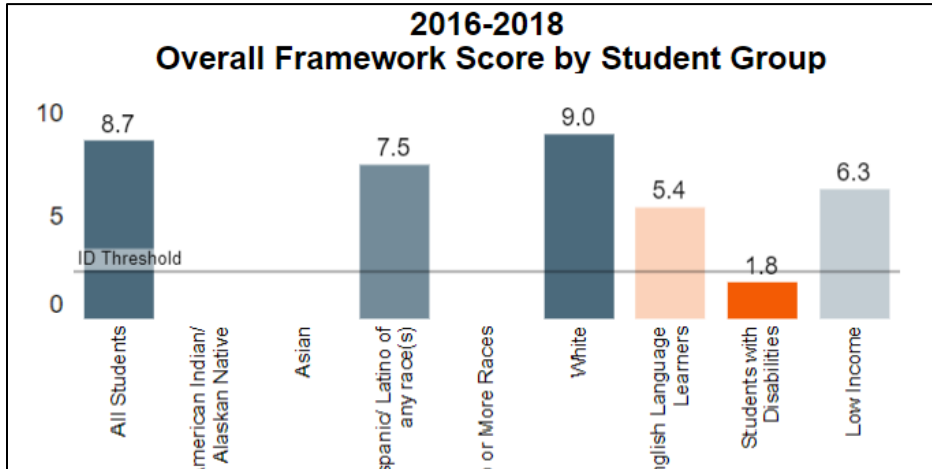


Cascade Elementary Report for 2019-20

FTE = Full-time Equivalent Students/Staff, F & R = Free & Reduced, H = Hispanic, ELL = English Language Learners, M = Migrant, Sp Ed = Special Education; A = Students with <2 Absences per Month, MB = Mobility, HL = Homeless, D = Discipline Rate, E = Exclusion of <=1 day

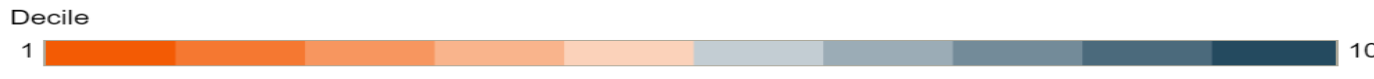
Yea	Student Totals (School % / District %)											Staff Totals					
	FTE	F & R	H	ELL	M	Sp Ed	A	MB	HL	D	E	FTE	Cert.	Para	Office	Maint	Adm
2014-15	471	46/56	36/44	NA/19	8/11	11/12		NA	NA	NA	NA	55	30	20	2	2	1
2015-16	470	43/56	35/46	NA/19	6/11	11/12		NA	NA	NA	NA	55.5	30	20	2	2	1.5
2016-17	520	43/56	38/46	NA/19	6/10	12/12		NA	NA	NA	NA	56.5	30	21	2	2	1.5
2017-18	522	41/55	35/47	NA/18	5/10	13/12		NA	NA	1.3/3.7	71/29	54.5	30	19	2	2	1.5
2018-19	512	43/59	35/47	17/17	5/11	16/13	85/85	4.3/3.8	5.3/4.0	NA/NA	NA/NA	55	30.5	19	2	2	1.5

Budget using prior year numbers: \$79,673 + prior year end balance of \$1,806 – expenditures of \$68,791 = year-end balance of \$12,687



	All Students	American Indian/Alaskan Native	Asian	Hispanic/Latino of any race(s)	Two or More Races	White	Low Income	English Language Learners	Students with Disabilities
ELA Proficiency Rate	69.2%			53.9%		78.9%	53.4%		26.7%
Math Proficiency Rate	66.7%			53.9%		75.0%	52.0%		25.3%
ELA Median SGP	55.5			57		54	50		49
Math Median SGP	64			62		68	55		56
Graduation Rate									
EL Progress Rate*	78.0%								
Regular Attendance Rate	92.8%			95.6%		91.4%	90.9%		94.4%
Ninth Grade On Track Rate									
Dual Credit Rate									
Final Score									

*The EL Progress measure only applies to students who are English Learners



District or Building Goal & Supporting Strategy/Activity	Progress/Data
Develop unit planning and formative assessment practices that lead to change for student learning.	We sent a team to the Design in 5 Assessment workshop. Those teachers have all shared with their grade level to increase professional practice. All grade levels spent one day planning units and assessments using information from the workshop. Teachers will continue the work in PLC teams.
Increase academic growth for our students with disabilities.	We changed the format of Data Meetings to increase communication between classroom teachers and those providing direct services (RTI, ELL, SPED) We are increasing rigor by creating IEP goals that align to CCSS.
Create a culture where all students are engaged, active learners who are self-aware, caring, respectful, connected to others, and responsible decision makers.	We started the year with proactive support for students who we know have behavior concerns. All teachers are using Purposeful People from Character Strong. Counseling groups are grouped by need and data. We use SWIS to track data and provide behavior supports and interventions. Involve the District's Behavior Team, when needed.