



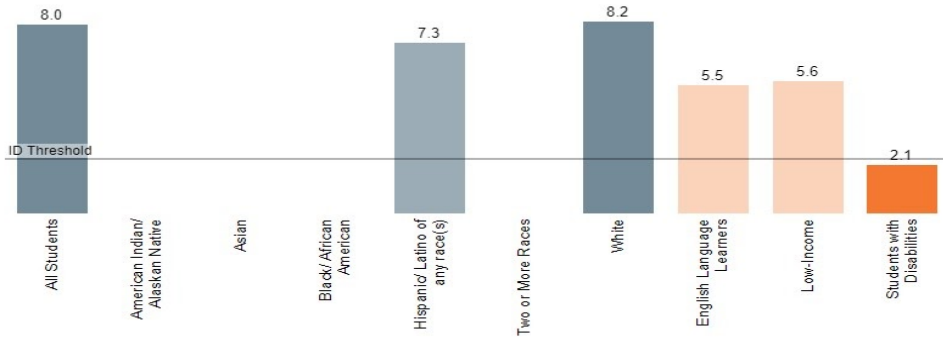
Cascade Elementary Report for 2020-21

FTE=Full-time Equivalent; 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, E1=Exclusion of <=1 day; E2=2-3 days; E4=4-5 days; E6=6-10 days; E10=>10 days.

Student Demographics and Information (School % / District %)														Staff Information							
Year	FTE	F & R	H	ELL	M	SpEd	A	MB	HL	D	E1	E2	E4	E6	E10	FTE	Cert	Para	Office	Maint	Adm
2015-16	470	43/56	35/46		6/11	11/12										55.5	30	20	2	2	1.5
2016-17	520	43/56	38/46		6/17	12/12										56.5	30	21	2	2	1.5
2017-18	522	41/55	35/47		5/10	13/12										54.5	30	19	2	2	1.5
2018-19	512	43/56	35/44	17/17	5/11	16/13	85/83	4/4	5/4							55	30.5	19	2	2	1.5
2019-20	520	41/58	35/48	18/17	5/10	14/13	95/86	2/3	4/4	2/4	50/19	40/30	10/17	0/16	0/18	55	30.5	19	2	2	1.5

Budget using prior year numbers: \$80,246 + prior year end balance of \$12,687 – expenditures of \$68,061 = year-end balance of \$11,940

2017-2019
Overall Framework Score by Student Group



2017-2019
Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/African American	English Language Learners	Hispanic/Latino of any race(s)	Low-Income	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	69.4%				28.2%	53.6%	51.2%	27.8%		79.6%
Math Proficiency Rate	69.7%				40.7%	56.8%	52.9%	29.1%		77.9%
ELA Median SGP	53				49	56.5	49	38.5		48
Math Median SGP	64				63.5	62	54	46.5		66.5
Graduation Rate										
EL Progress Rate*	71.4%									
Regular Attendance Rate	91.4%				93.9%	94.4%	88.1%	82.4%	88.9%	89.9%
Ninth Grade On Track Rate										
Dual Credit Rate										

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

Decile



District or Building Goal & Supporting Strategy/Activity	Progress/Data
Develop unit planning and formative assessment practices that lead to change for student learning.	Teachers will continue to use the Design in Five practices we learned about last year to create unit plans that identify Essential Standards, complete learning progressions for Essential Standards, and develop/use formative assessments that give students feedback in a timely way.
Increase academic growth for our students with disabilities.	We will increase the rigor of IEP goals by aligning them to standards in ELA and focusing on Number Concepts in Math. In addition, all reading instruction in 1 st -3 rd grades in RTI and Special Education will be based on LETRS routines. Time for communication between programs will be part of all data meetings.
Decrease the learning gap for our low income and EL students in math and ELA.	To create a math intervention program that utilizes best practices, we will work with a math consultant to train teachers in best practices and implement math intervention. We will also increase rigor during Tier 2 by intentionally focusing on speaking, phonics, background knowledge, and vocabulary instruction.