



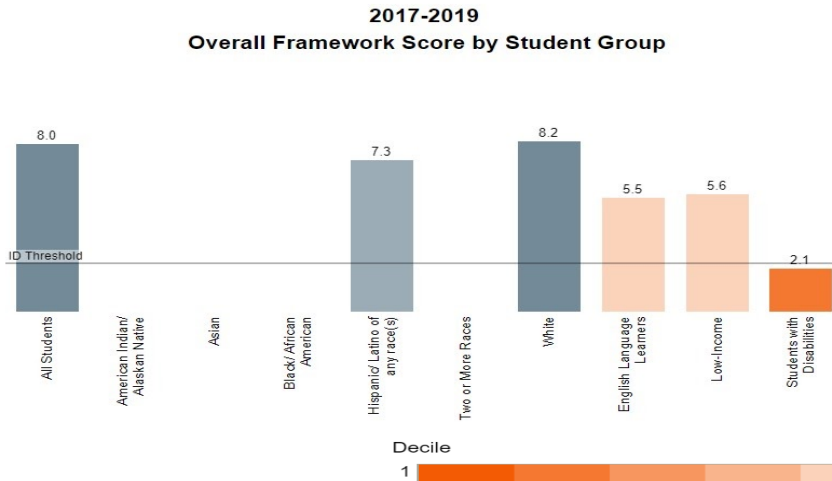
Cascade Elementary Report for 2021-22

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, (Exclusion rates are the % of the (D) disciplined, 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 %) from Prior Years																Staff Information from Prior Years					
Year	FTE	F & R	H	ELL	M	SpEd	A	MB	HL	D	E1	E2	E4	E6	E10	FTE	Cert	Para	Office	Maint	Adm
2016-17	520	43/56	38/46	22/19	6/12	12/12	/85	2/3	.6/2	/3.1	NA	NA	NA	NA	NA	56.5	30	21	2	2	1.5
2017-18	522	41/59	35/47	18/18	5/11	13/13	/85	2/3	.2/3	/3.7	/29	NA	NA	NA	NA	54.5	30	19	2	2	1.5
2018-19	512	43/59	35/47	17/17	5/11	16/13	85/86	4/3	5/4	/3.8	/19	0/30	/17	/16	/18	55	30.5	19	2	2	1.5
2019-20	520	41/58	35/48	18/17	5/11	14/13	95/86	2/3	.6/2	2/8	50/19	40/30	10/17	0/16	0/18	55	30.5	19	2	2	1.5
2020-21	458	38/56	36/50	16/17	7/10	12/13	98/92	4/3	4/2	NA	NA	NA	NA	NA	NA	62	36	26	2	2	2

Budget using prior year numbers: \$73,188 + prior year end balance of \$11,940 – expenditures of \$64,243 = year-end balance of \$8,977

Overall School Improvement Scores (Prior 3 years) **Data is up to 2018-19, which was the last complete State testing cycle prior to COVID.**



	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

District or Building Goal & Supporting Strategy/Activity	Progress/Data
Increase the number of students who are reading at grade level by focusing on intentional Tier 1 instruction that also aligns to Tier 2 & Tier 3 instruction.	All K-3 teachers are teaching 95% 5 days per week for 30 minutes each day and have agreed upon certain non-negotiables for the program. Fourth & Fifth grade teachers are also teaching foundational reading skills at their level using 95%. Common terminology, routines, and structures are crucial for struggling readers and EL students.
Focus on Math Essential standards by tracking progress over time and being intentional with providing Tier 2 in the classroom.	Without a building math intervention system, teachers have to rely on their own Tier 2 systems in the classroom. We continue to utilize best practices we learned from work with a math consultant last year, will continue to make sure Number Talks are part of all Math Routines, and make sure we continue to teach the agreed upon vertically aligned Problem-Solving types and processes.
Develop unit planning and formative assessment practices that lead to change for student learning.	Teachers continue to use the Design in Five practices 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.