2011-12

*Annual School Performance Report*

Cascade Ridge Elementary School
2020 Trossachs Blvd. SE, Sammamish, WA 98075
(425) 837-5500
www.cascaderidge.issaquah.wednet.edu
Principal Natalie Fowler

**Welcome**
Involved parents and community members enrich our school and enhance our students' learning experiences. Thanks for making a difference!

**Mission**
The Cascade Ridge Elementary mission is to challenge, support, and celebrate each student as they learn, work to meet standards, and excel to be their best—both academically and socially.

**Demographics**
Grades K-5; Enrollment 571; Black 0%; Asian 28.0%; American Indian/Alaska Native 0%; Hispanic 2.8%; Pacific Islander 0%; Multiracial 4.6%; White 64.6%; Attendance rate 96.5%.

**Teacher experience**
Teachers with Master's/Ph.D. 47.2%

**OSPI data**
In July 2012, Washington state received a federal waiver. It replaced *Adequate Yearly Progress (AYP)* with *Annual Measurable Objectives (AMO)*. AMO requires that each school and district must reduce by half the number of students who are not proficient in reading and math by 2017.

Cascade Ridge met Annual Measurable Objectives for the “All Students” group in reading and math. For complete information about highly qualified teachers, Annual Measurable Objectives, assessment data, and state NAEP results, go to [www.issaquah.wednet.edu/schools/elementary/](http://www.issaquah.wednet.edu/schools/elementary/); select Cascade Ridge; select state report cards.

**District report**
For budget details and more go to [www.issaquah.wednet.edu/district/CommunityReport/](http://www.issaquah.wednet.edu/district/CommunityReport/)

The Issaquah School District believes in seeking continual feedback from a broad and diverse range of constituents regarding their experiences with the District and their neighborhood school. See the Community Polling Study site at [www.issaquah.wednet.edu/district/polling.aspx](http://www.issaquah.wednet.edu/district/polling.aspx) for more information and survey results.

**Highlights**

- **Commitment to student achievement**: Staff and parent partnerships focus on quality education and high student achievement for all students. This past year, Cascade Ridge was one of only 53 elementary schools to be honored with the OSPI School of Distinction Award. The award is given for achievement in math and reading. This marks the second time Cascade Ridge has won this award.

- **Staff collaboration**: Staff works collaboratively on a weekly basis to plan and implement quality, rigorous curriculum aligned across the grade levels. Wednesday early release provides staff members time to work as teams, as well as a whole staff, to develop and support school improvement plans. The Continuous
Improvement Plan for 2010–2013 focuses on improving reading skills for all students, with an added emphasis on closing the gender gap between boys and girls in literacy.

**Emphasis on the whole child:** Students benefit from PE, Music and Library specialists instruction to enrich core curriculum each week. In addition, PTSA grants support a dynamic drama program, art docents, science docents and a variety of guest speaker opportunities.

**Community and School Partnerships:** 100% membership in our PTSA provides a deep and caring commitment to the important partnership between the school and families. Thousands of volunteer hours provide enrichment opportunities, academic support, and social events for all students and families. Staff and PTSA work together to offer a variety of programs for kids focusing on academic support, enrichment, and fun! The PTSA also boasts one of the most comprehensive and informative websites for families.

Cascade Ridge’s Continuous Improvement Plan focuses on improving reading skills for all students. The desired student outcomes include students understanding how to choose an appropriately leveled book for themselves, students being able to answer higher level questions and apply thinking strategies to facilitate and extend comprehension, students being able to make connections to texts, students reading for pleasure, and students having access to a wide variety of reading materials. In order to reach this goal, we have begun implementing the district’s balanced literacy approach and continue to receive staff development around formative reading assessments, guided reading, effective instructional practices of comprehension skills, and higher level questioning strategies.

We are proud to host three Learning Resource Center (LRC) classrooms delivering quality education to students with special needs and those needing additional academic support. Reading Explorers offers support for students needing additional help with reading and writing. Highly capable students participate in the SAGE program for additional academic challenge. Cascade Ridge is also home to one of the three elementary Science and Technology Magnet programs in the district for 4th and 5th graders.

Student Council, Safety Patrol, Chorus, Marimba Club, Math Club, Chess Club, Spanish Language Class, and Running Club. We also have a dynamic before and after school child care program—Coyote Club.

This year marked our inaugural Cascade Ridge Olympics. As an alternative to Field Day, students from different grade levels and classes were mixed and assigned a country. During their PE classes, country representatives competed in eleven different “Olympic events” including Roller Mat Relay, the 50 Yard Dash and Scooter Shuffleboard. Gold, silver and bronze medals were awarded to winning countries with all countries recognized and celebrated at the end of the year assembly.

*Science is everywhere at Cascade Ridge! Pictured here are a Cascade Ridge first grader (left) and fourth graders (right) actively engaged in the new science curriculum.*
The Stanford 10 is a national test that the district administers to students in grades 1, 2, and 5. It shows how well Issaquah students are learning compared to a representative group of other students in the country (the norm group). Issaquah Stanford 10 scores are compared to the norm group scores and are reported as a percentile rank. Students who earn a score of 70, for example, can say that they scored higher than 70% of the norm group.

This year, the norm group changed to a more current sample that is more representative of the nation as a whole. This has produced a “tougher” norm to which our Issaquah School District students are being compared. Therefore, we see lower average scores at the school and district level than last year when there was a less rigorous norm. Because of this different norm group and shift in scores, it is important to avoid comparing scores from years past to draw conclusions about changes in performance.

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