



2011-12

Annual School Performance Report

Clark Elementary School

500 Second Avenue SE, Issaquah, WA 98027

(425) 837-6300

<http://connect.issaquah.wednet.edu/elementary/clark/default.aspx>

Principal Dr. Tod Wood

Welcome

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

Mission

Through the joy of learning, Clark Elementary honors all children and inspires them to reach their full potential.

Demographics

Grades K-5; Enrollment 345; Black 2.6%; Asian 13.9%; American Indian/Alaska Native 1.7%; Hispanic 11.3%; Pacific Islander 0%; Multiracial 3.5%; White 67.0%; Attendance rate 95.5%.

Teacher experience

Teachers with Master's/Ph.D. 66.7%

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.

Clark met Annual Measurable Objectives for the "All Students" group in reading. It did not meet Annual Measurable Objectives for the "All Students" group in 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/; select Clark; select state report cards.

District report

For budget details and more go to 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 for more information and survey results.

Highlights

- Clark has a very warm and friendly small school atmosphere. Our small enrollment creates a community feeling among families and staff.
- Students who exemplify our school rules (safe, respectful, and responsible) or the Six Pillars of Character (Respect, Responsibility, Caring, Citizenship, Trustworthiness and Fairness) are honored weekly as Clark Sharks of the Week.
- Classes who model excellence are awarded Library, Music, and PE *Class of the Week*.
- Daily announcements recognize students and classes of the week, as well as reinforce school wide expectations and share school-wide messages.
- We are proud of our continued strong partnership with our parents and the community. Over 20 COSTCO volunteers provide one-on-one reading support to our students. Issaquah High School students assist our teachers, teach lessons, and mentor students as part of their high school course work or community service. VOICE mentors support our students each week. Parents are actively involved in the life of the school as they volunteer countless hours to support student learning.

Issaquah School District—Clark Elementary School

more Highlights...

- Clark teachers and students are enthusiastically engaged in the integration of technology into all aspects of learning. All classrooms are equipped with computers, document cameras, digital cameras and ActivBoards. Teachers use classroom websites as communication tools to families and teachers keep current on ways to use the latest technology through Issaquah Technology Project (ITP) and other professional development opportunities.
- In addition to the Computer Lab, there is a fully equipped Art Room, Cooking Lab, and Science Room that provide students with enriched learning experiences. Students learn to play keyboards, recorders, guitars, and a variety of rhythmic instruments in our rich music program.
- We are proud of our partnership with the Issaquah Schools Foundation and the support the foundation has given us through grants such as guided reading materials for our bookroom, kindergarten assessments and summer reading materials for our incoming kindergarten students.

Improving student achievement

Clark has a focused goal on improving student achievement in reading. We are specifically looking at understanding the elements of an effective reading block and utilizing comprehension strategies. All teachers are trained in the components of a balanced reading block (read to, guided reading, shared reading, and independent reading), comprehension strategies aimed to build active and engaged readers through visible thinking, and have received ongoing support through the Literacy Support Teacher. This year, teachers gave reading assessments at the beginning of the year and based their instruction throughout the year on individual student needs. They reassessed students throughout the year during reading conferences and running records and again formally at the end of the year to show growth. Students receive reading support while working with COSTCO volunteers on a phonics-based program, in our Title 1 Reading Club, and through guided groups led by teachers, parent volunteers and educational assistants. Teachers continue to refine their teaching of our math curriculum Everyday Math, leading students in daily problem solving, concept development, higher level thinking skills, and ongoing practice in math computation. Students are engaged in daily writing instruction, practice, and celebration. Writing activities include journaling, poetry, publishing and sharing of personal writing. In order to determine specific areas of need and to measure student progress, grade level teacher teams score writing samples and chart the data. Adult and high school mentors also provide students with positive role models to assist with their success in school. Many teachers are trained in G.L.A.D., a student-centered, language-rich program designed to meet the varied needs of our students. With the support of our G.L.A.D. Building Leader, teachers use the classroom strategies daily and students are highly motivated and actively engaged in learning.

Special programs

Clark hosts a District Science-Technology Magnet program, a 4/5 multi-age classroom with a focus on environmental science. It is taught through a hands-on approach to learning. In addition, Clark hosts the Issaquah Skills Enhancement Program (ISEP), a self-contained program for K-5 students with emotional and behavioral concerns.

Before/after school

The Issaquah School District provides a tuition-based before and after school child care program at Clark called Shark Club. In addition to Shark club, Clark offers a variety of extracurricular activities through PTA and teacher led clubs such as: Choir, Student Council, Homework Club, Cooking, Art Club, Safety Patrol, Math Club, Reading Club, After School Movies, and Lego Club.

What's new

We just finished year two of our three year reading goal—to have 89% of our students reading at grade level by 2013. To help us meet our goals we collected baseline reading assessment data on all students, continually monitor growth throughout the year, and teachers participate in professional development at least once a month. With the recent passage of the school bond, Clark is excited to begin the planning process for our new school location and building. We are excited to welcome Dr. Tod Wood as Clark's new principal in July, 2012.



For the first time, Clark sent a team of fourth and fifth grade Math Club students to the Washington Math Championship.

Issaquah School District—Clark Elementary School

Assessment

Two tests given to elementary school students—The Stanford 10 Achievement Test and the Measurement of Student Progress (MSP)—help indicate how well Issaquah students are learning.

Stanford 10

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.

Grade level Total Reading Total Math

1/District	2/District	5/District
50/62	55/66	68/77
58/68	66/78	71/85

MSP

The MSP is an exam developed by and mandated by the state; it replaced the state’s original annual exam, the WASL, in spring 2010. Washington’s education reform efforts began in 1993 and involve annual state-specific tests for students in grades 3-8 in reading, writing, math, and science (MSP) and then again in grade 10 (High School Proficiency Exams in reading and writing and End of Course assessments in math and biology). MSP goes beyond multiple choice tests like the Stanford 10. The tests are much shorter than the WASL and include multiple-choice and short-answer questions. Four-point essay questions have been eliminated on reading, math and science tests. This change allows students to show they are able to solve the problems, while not being scored on their writing ability on the math, reading and science tests.

Besides being a state test rather than a national assessment, MSP results are reported differently. Each student either “Meets Standard,” “Exceeds Standard,” or “Does Not Meet Standard” in each subject—reading, math, writing, science—and subjects tested vary among grade levels. MSP scores do not compare students to other students; instead they show the learning level of each student as compared to the state’s expectations for a well-taught student at that grade level.

MSP results help parents know how well each student is meeting learning targets, and the results help schools plan instruction and curriculum focused on these learning targets. Numbers represent the percentage meeting or exceeding standard.

Grade level Reading Writing Math Science

3	District/State	4	District/State	5	District/State
78.7	83.7/68.7	92.9	87.7/71.4	66.3	87.4/71.0
n/a	n/a	64.3	81.2/61.3	n/a	n/a
66.0	81.8/65.3	84.3	83.6/59.3	70.0	83.9/63.7
n/a	n/a	n/a	n/a	73.8	85.4/66.1