



2012-13

Annual School Performance Report

Newcastle Elementary School

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

Principal Marla Newton

Welcome

Newcastle Elementary works with a sense of community. Involved parents and community members enrich our school and enhance our students' learning experiences. Thanks for making a difference!

Mission

Newcastle Elementary inspires academic excellence through quality learning time in a compassionate atmosphere.

Demographics

Grades K-5; Enrollment 553; Black 1.8%; Asian 27.8%; American Indian/Alaska Native 0.2%; Hispanic 7.4%; Pacific Islander 0.9%; Multiracial 5.7%; White 56.2%; Attendance rate 96.2%. Free and reduced lunch 8.0%.

Teacher experience

Teachers with Master's/Ph.D. 82.8%

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.

Newcastle did not meet 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/; select Newcastle; 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

- We are proud of our beautiful school on the hill which includes up-to-date classrooms, a gymnasium, multi-purpose room, stage, music room, library, computer lab, kiln room, and an outdoor covered play area. All students every week are engaged in each of these environments. Technology is used as a tool for teaching and learning. All students (grades 1–5) visit the computer lab once a week not only to learn keyboarding, word processing, slideshows, and internet research methods, but to implement the use of technology into their curricular learning projects. All classrooms (kindergarten-5th grade) are equipped with technology from ACTIVboards and document cameras to student-used computers, I-pads and ACTIV votes.

Issaquah School District—Newcastle Elementary School

more Highlights . . .

- Staff uses research and best practices to guide their teaching. The weekly schedule provides students with early release time on Wednesday afternoons which allows staff team planning time. Staff also use this time for district training and focus on differentiation. Highly dedicated staff improve their skills by attending classes and trainings.
- A variety of unique learning activities is provided for all students during the school day. Students at each grade level participate in musical performances. An art docent provides students the experience of making clay/multimedia creations. In addition to the curriculum provided by the district, we at Newcastle supplement our students' experiences to keep interest high and students motivated and, in turn, continually learning.
- Newcastle Elementary maintains a strong connection with its parents and community. Numerous volunteers assist in our school every year. The PTSA sponsors family events including a Geography Bee, Costume Carnival, Literacy Night, as well as many in-house activities.

Improving student achievement

Newcastle Elementary supports every student in their learning. Staff continually engage in professional development, district training and outside courses to strengthen their skills to support diverse learners. Newcastle has been focusing on literacy over the past few years. Our Continuous Improvement Plan (CIP) illustrates numerous activities, staff development and strategies all focused to improve students achievement in the area of literacy (reading and writing). The incorporation of site based literacy teachers at each elementary school has proven to be one of the most effective staff development models. Teacher's understanding and student learning in the area of balanced literacy is growing every year. Teachers and staff are frequently engaged in conversation around literacy and how best to instruct and meet the needs of all students in this area.

Special programs

Artist in Residence, Literacy Celebration- Read Across America, Grade Level Musical Productions (K-5), Weekly Great Kid Lunches—Lunch with the Principal, VOICE mentors, Book Club, Literacy Night, Sage.

Before/after school

Chess Club, Art Program, Lego Club, Spanish, Video Production Club, Math Olympiad, Lion Club before and after school-age care and Chorus.

What's new

Designed to educate our children for the new millennium, Newcastle is a state-of-the-art school that includes sophisticated educational technology—enabling teachers with the flick of a switch to engage students in computerized lessons using ActivSlates, ActiVotes, DVD experiences, and internet exploration. In line with our newly acquired CIP focus, Newcastle has installed a leveled book room and staff will be engaged throughout the year in staff development on student assessment, reading components and balanced literacy. PTSA has purchased new Netbooks for student use.



Newcastle students join in "The Amazing Race," the school's annual ASB fundraiser.



Third grade students working together create salmon out of clay.

Issaquah School District—Newcastle Elementary School

Assessment

Two tests given to elementary school students—The Stanford 10 Achievement Test and the Measurements 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.

In 2012 the norm group changed to a more current sample. Generally speaking, the new norm group was more representative of the nation as a whole and produced a “tougher” norm to which our Issaquah School District students are now compared. Therefore, last year we expected to see lower average scores at the school and district level than the year before, when there was a less rigorous norm. This year’s scores can be compared to last year’s and, moving forward, we will be able to notice trends in performance.

Grade level

Total Reading

Total Math

1/District	2/District	5/District
70/62	75/64	76/78
66/66	82/75	81/85

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 percentage meeting or exceeding standard.

Grade level

Reading

Writing

Math

Science

3	District/State	4	District/State	5	District/State
86.3	90.7/73.0	87.2	87.1/72.4	82.2	87.6/72.6
n/a	n/a	89.4	80.0/62.1	n/a	n/a
83.2	83.5/65.2	87.2	83.9/62.5	77.8	83.1/62.6
n/a	n/a	n/a	n/a	80.0	86.5/66.5