



2013-14

Annual School Performance Report

Clark Elementary School

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

Principal Dr. Tod Wood

Welcome

At Clark Elementary, we are fortunate to experience a warm, welcoming, and engaging community as a result of involved parents, community members, and a deeply invested staff. Together, we provide a highly enriched and purposeful learning environment that greatly enhances our students' experiences. Our community is committed to working together in order to make a meaningful difference in the life of every child we serve.

Mission

Clark Elementary believes in the potential of every student to achieve high levels of learning. We are committed to inspiring and supporting each individual in order to attain high levels of success.

Demographics

Grades K-5; Enrollment 553; Black 3.4%; Asian 19.1%; American Indian/Alaska Native 0.4%; Hispanic 10.7%; Pacific Islander 0%; Multiracial 7.9%; White 58.6%; Attendance rate 95.1%. Free and reduced lunch 24.8%.

Teacher experience

Teachers with Master's/Ph.D. 57.1%; Teachers with National Board Certification 1; Average Years Teaching Experience 7.7.

OSPI data

In March 2014, the U.S. Department of Education declined to renew the state of Washington's conditional Elementary and Secondary Education Act Flexibility Waiver for schools receiving Title I, Part A funds. This decision affects all schools in Washington State, which are now subject to the requirements of the federal No Child Left Behind Act (NCLB). Washington is the only state that has lost its waiver and must revert to NCLB standards and timelines of assessment. For schools and districts to be considered succeeding under NCLB, schools must meet Adequate Yearly Progress (AYP) standards. For schools to meet AYP, 100 percent of all students, regardless of special needs or English language mastery, must meet proficiency standards. Clark did not meet AYP this year. For complete information about the Issaquah School District's assessment data, highly qualified teachers, annual yearly progress, and state NAEP (National Assessment of Educational Progress) results, please visit the [state's online district report card](#).

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 school community embraces this family-like environment that has been an important part of Clark's culture throughout the school's history.
- We enjoy kicking off each school year with our very own Shark Week, to provide all students the opportunity to review school expectations at multiple locations and engage in team-building opportunities.
- Students who exemplify our Clark Commitments (to be Safe, Kind, and Productive) are honored weekly as Clark Sharks of the Week.
- Classes who model excellence are awarded Library, Music, and PE Class of the Week.
- Our Monday morning announcement welcomes students back from the weekend, recognizes students and classes of the week, and updates any important information for the week.
- Students at Clark have numerous opportunities to be involved in Student Leadership. These include

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more Highlights...

- planning school spirit days with Student Council, leading community support activities, and participating in the Principal's Cabinet sessions.
- 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. 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.
 - We are also fortunate to have partnerships with Issaquah and Tiger Mountain High Schools, who provide volunteer students to provide one-to-one academic support and lead activities during our recess times. Issaquah High School students assist our teachers, support lessons, and mentor students as part of their high school course work or community service. Tiger Mountain students develop and plan specific games and activities for our students to enjoy during their recess periods.
 - 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.

Improving student achievement

Clark has a focused goal on improving student achievement in writing. In addition to teacher training and implementation of our new writing curriculum, we are specifically looking at how to engage our male students in the writing process. All teachers receive training throughout the year on strategies in addition to the components of our newly adopted writing curriculum. 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. In addition, our 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 receive ongoing support through our 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 literacy support while working with Costco volunteers, 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 the Everyday Math curriculum, leading students in daily problem solving, concept development, higher level thinking skills, and ongoing practice in computation. Adult and high school mentors provide students with positive role models to assist with their success in school. Many teachers are trained in GLAD, a student-centered, language-rich program designed to meet the varied needs of our students. With the support of our GLAD 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 taught through a hands-on approach to learning. Clark also hosts the Issaquah Skills Enhancement Program (ISEP), a self-contained program for K-5 students with emotional and behavioral concerns.

Before/after school

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



Second grade students brainstorming story ideas in a writing workshop hosted by a visiting author.

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What's new

We have just begun work towards a new school-wide writing goal—which includes having 75% of our students writing at grade level within one school year. To help us meet our goal we collected baseline writing assessment data on all students, continually monitored growth throughout the year, and provided professional development to teachers at least once a month. This year, our student and staff populations have both grown considerably, including 12 new adult faces to serve our nearly 600 students! We are all flexing and working together as we enter into the initial stages of planning for our new school location and facility!

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.

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
47/64	40/63	72/84
56/67	52/74	76/84

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
72.7	88.3/72.0	83.1	87.9/70.0	81.3	88.3/72.4
n/a	n/a	82.0	83.2/62.1	n/a	n/a
68.8	83.9/63.0	80.8	85.9/60.8	71.2	83.2/63.5
n/a	n/a	n/a	n/a	74.4	83.8/66.8