



2013-14

Annual School Performance Report

Creekside Elementary School

20777 SE 16th Street, Sammamish, WA 98075

(425) 837-5200

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

Principal Robin Earl

Welcome

Creekside Elementary is a leadership-themed school where students learn the key habits we need to succeed. We believe leadership includes communicating people's worth and potential so clearly that we are inspired to see it in themselves.* In partnership with our parents and community, we "inspire greatness, one child at a time."

Mission

The Creekside Elementary community will work collaboratively to provide a safe, engaging, supportive, and challenging environment, ensuring that all students meet their highest potential in academics and citizenship while honoring their personal strengths.

Demographics

Grades K-5; Enrollment 685; Black 0.4%; Asian 23.3%; American Indian/Alaska Native 0.1%; Hispanic 4.4%; Pacific Islander 0%; Multiracial 4.7%; White 67.0%; Attendance rate 95.9%. Free and reduced lunch 2.5%.

Teacher experience

Teachers with Master's/Ph.D. 64.9%; Teachers with National Board Certification 9; Average Years Teaching Experience 10.2.

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. Creekside 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

- In October, Creekside was recognized as a 2013 School of Distinction at a ceremony held at the Puget Sound Educational Service District. Creekside was among the top 5% in the state showing outstanding improvement in student achievement over the past five years (or during its first three years of existence for Creekside!).
- Previously designated as a Leader in Me school, Creekside achieved the uncommon distinction of Lighthouse Status with the FranklinCovey group this year. This milestone required robust evidence of effective school-wide student leadership and empowerment and an in-depth review process by coaches and consultants from FranklinCovey. Creekside implements the 7 Habits of Highly Effective People as a component of its leadership theme for students and staff. All staff members participate in annual 7 Habits training to deepen their understanding and to better integrate concepts into subject

Issaquah School District—Creekside Elementary School

more Highlights

areas as they build leadership traits in students. Each year, students host a parent education night and community leadership day where they showcase their learning. Nearly 100 community members representing local businesses, government, and numerous Washington school districts are in attendance.

- Creekside was built with state of the art technology (wireless capability, 4:1 ratio of laptops and desk top stations, ActivBoards, document cameras, and sound systems in each room, a 30 station computer lab and additional mini lab in the library) balanced with a green design (an increased emphasis on day lighting and natural ventilation strategies to reduce energy consumption, use of clean, renewable products such as seed board, and rain gardens to filter water before it returns as groundwater). Creekside received King County Level I, II, and III Green School Awards for student and staff involvement in environmental stewardship, including food and paper recycling and raised bed gardens. Earth Hero awards have been earned four times, most recently by student Waste Watcher Captains. Creekside received the 2011 Terry Husseman Sustainable School Award, achieved Green Leader School Pillar One status, and the Certificate of Excellence in 2012's Zero Waste Challenge.
- Creekside staff have created a supportive Professional Learning Community culture where staff members participate in ongoing school-wide professional development to stay abreast of current research and best practices and to find ways to meet the diverse needs of our students.
- Creekside has been awarded various grants: a K-5 guided reading leveled book room, art supplies, and numerous enrichment grants from the Issaquah Schools Foundation, additional art materials from the Issaquah Arts Commission, and 7 Habits Leadership training and teaching materials from the Panda Restaurant Group, Inc.
- Music and the arts are very important at Creekside and each grade level performs an evening concert. Students learn how to play marimbas, guitars, and recorders, and fourth and fifth graders may participate in an extracurricular choir and marimba clubs. The PTSA sponsors a strong art docent program and provides grants to bring artists into the classrooms.
- Fifth grade students participate in a three day/two night environmental education program at Camp Colman in Longbranch, WA.
- Students may participate in numerous student led groups such as Shine the Light (teaching our culture to guests or new students), Techsperts (tech applications to benefit the school), and Fashion Friday (organizing and finding owners for lost and found items); school sponsored activities such as Student Lighthouse Team, Safety Patrol, Global Readers, Cross Country Club, Waste Watchers, and Newspaper Club. Other after school programs include Chess, Art, and foreign language (Mandarin and Spanish).
- Otter Club, a branch of the District's on-site school age care programs, offers a fun, safe environment for children before and after school.
- Creekside enjoys a very strong PTSA partnership. Family fun activities include Science Fair, Eager Reader and Math, Spelling Bee, art docent program, Destination Imagination, cultural fair, talent show, movie night, Halloween Bash, Reflections art program and end-of-year barbeque.

Improving student achievement

Creekside combines writing and thinking for our Continuous Improvement Plan focus. Emphasis includes professional development in STAR Protocol (Skills/Knowledge, Thinking, Application, Relationships) and instructional practices for staff and goal setting with planning and reflective strategies for students. One-to-one and peer writing conferences during daily Writers' Workshops helps teachers meet the needs of all writers. Creekside students build leadership notebooks (goal setting and data collection) which are showcased during student participatory conferences and Leadership Days.



Students sharing learning data with guests.

Special programs

Special programs include Special Education pull-out/drop-in programs with certificated and classified staff, Learning Assistance Program (LAP) to support developing readers and mathematicians, English Language Learner (ELL) support for students learning English, SAGE (Special Approach to Gifted Education) for qualifying K-5th grade students, and the V.O.I.C.E. (Volunteers Of Issaquah Supporting Education) mentorship program.



Fifth grade students experiencing the Touch Tank at 5th Grade Camp.

Issaquah School District—Creekside 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
65/64	76/63	78/77
69/67	80/74	83/84

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 percentage meeting or exceeding standard.

Grade level

Reading

Writing

Math

Science

3	District/State	4	District/State	5	District/State
91.7	88.3/72.0	88.8	87.9/70.0	89.7	88.3/72.4
n/a	n/a	85.8	83.2/62.1	n/a	n/a
86.7	83.9/63.0	86.5	85.9/60.8	82.6	83.2/63.5
n/a	n/a	n/a	n/a	90.5	83.8/66.8