



2013-14

Annual School Performance Report

Sunny Hills Elementary School

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

Principal Leslie Lederman

Welcome

Having involved, supportive families, a hard working staff and students who take pride in their work mark the foundation of Sunny Hills! Together, we work on improving student learning, creating a Culture of Kindness and actively promoting habits of sustainability.

Leslie Lederman

Mission

Sunny Hills is a community of life-long learners who are committed to academic and social growth and who celebrate each student's unique strengths.

Demographics

Grades K-5; Enrollment 594; Black 1.4%; Asian 24.4%; American Indian/Alaska Native 0%; Hispanic 5.1%; Pacific Islander 0.7%; Multiracial 8.4%; White 60.1%; Attendance rate 96.0%. Free and reduced lunch 6.9%.

Teacher experience

Teachers with Master's/Ph.D. 63.6%; Teachers with National Board Certification 5; Average Years Teaching Experience 9.8.

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. Sunny Hills 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

- Between our strong cadre of parent volunteers and our partnership with V.O.I.C.E. and our PTA, students are supported in their learning. Families volunteer daily; working in classrooms in the areas of reading, writing and math. V.O.I.C.E. mentors meet weekly with students who need extra support either socially or academically. Through a PTA funded program, we are able to provide Educational Assistants for most classrooms to support reading and math.
- Students leading students has been a focus this year. During our morning announcements, students often share tidbits with their peers on ways they can help our school stay "green". Students also act as leaders by partnering with younger classes in a program we call Pony Pals. Next year, we have plans to increase our student leadership by introducing a Student Council. Each year we

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more Highlights...

alternate between a school-wide Young Author's Celebration and an Art Fair. This year, our PTA-sponsored Art Fair Celebration gave students the opportunity to share and exhibit their selected "Masterpieces."

- Our teachers and students are enthusiastically engaged in the integration of technology into all aspects of learning. Classrooms are equipped with a high ratio of computers, document cameras, digital cameras and ActivBoards. In addition, this year some classrooms have added netbooks and/or iPads for student use.
- Enriching learning through the arts is a powerful addition to our students' learning that has been sponsored by our PTA. Several times throughout the year, students participate in Art Walks. This is a time when docents introduce all students in the school, one class at a time, to works of art and the influence the artist has had on the world. Additionally, the PTA sponsors grade level specific art experiences. Some of those include cartoonist and kite making.

Environmental Consciousness

Sustainability has been a focus for our building. Through student led efforts, Sunny Hills has achieved Level 2 status in the King County Green Schools program. Our Green Team of fourth graders taught us how to conserve energy and reduce waste through special days such as our "Waste Free Wednesday". We were visited by Congressman Dave Reichert who enjoyed a tour of our outdoor classroom. During his visit, he learned about producers and consumers from our 1st and 4th graders. This year, four Sunny Hills teachers were honored through King County's Earth Hero awards. Kathy Dunn, Cody Johansen, Cami Przybylski and Jane Ulrich were our teacher leaders who received the award. In addition to our student led efforts, we had the pleasure of learning about sustainability through a free assembly provided by King County.

Culture of Kindness

Our school year began with efforts by families, students and staff committed to creating a Culture of Kindness. Through school assemblies, school wide goal setting and communication with families during the year, we were able to increase awareness and decrease unkind behavior. We began two new recognition programs for students: Moments of Greatness and Great Kids. We were also fortunate to participate in a powerful assembly against bullying led by the Taproot Theater. Our final act of kindness came when middle schoolers led by teacher Patrick Ford partnered with our PTA President Kym Clayton to build a "Buddy Bench"—the newest addition of kindness to our school campus.

Community and School Partnership

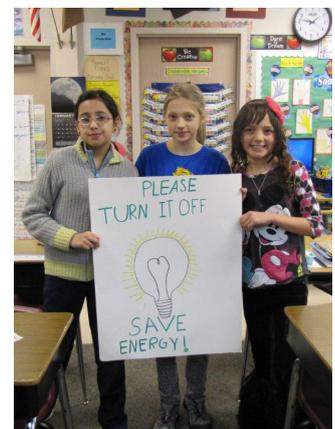
We are proud of our partnership with our PTA and with ISF. As a team, we have worked together to bring many valuable programs and supports to Sunny Hills. Both our families and staff have reached the coveted 100% mark for PTA memberships. Our partnership with ISF is also something to brag about! We have nearly 32% of our families contributing to ISF; a statistic that puts us well ahead of the district average of nearly 21%. Our school is well represented on both the ISF board with several board members and with even more parents serving as ISF committee members.

PTA has brought us:

- Community building events that unify our families even though our students leaving Sunny Hills after 5th grade attend two different middle/high schools.
- Support our green efforts and our Culture of Kindness.
- Partnered with us to create a safe campus.
- Raised funds to allow for a successful implementation of our new curriculum.

ISF has allowed us to:

- Build teacher capacity--Two Sunny Hills teachers received National Board Certification with funding provided by ISF and by paying for professional development for our new writing curriculum.
- Enrich classrooms--Sunny Hills (Damaris Melton) received a Classroom Enrichment Grant through ISF for new (kindergarten) readers.
- Our school is represented on ISF board with several board members, with even more parents serving as ISF committee members.
- Support student learning through the VOICE mentor program.



Green Team students sharing the message to conserve energy.

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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
68/64	63/63	78/77
71/67	75/74	84/84

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
87.6	88.3/72.0	89.9	87.9/70.0	87.5	88.3/72.4
n/a	n/a	84.4	83.2/62.1	n/a	n/a
86.5	83.9/63.0	88.0	85.9/60.8	87.5	83.2/63.5
n/a	n/a	n/a	n/a	81.7	83.8/66.8