Overview

Bellevue School District Vision
To affirm and inspire each and every student to learn and thrive as creators of their future world.

Eastgate is a community that values the racial, cultural, and individual differences of each of our students. We feel it is through nurturing healthy relationships with our students and families where we can best prepare each and every student with foundational, social, emotional, and academic skills to be confident and thriving lifelong learners. At Eastgate, we are honored to embrace the linguistic and cultural diversity of our community, having over 30 languages spoken by our student body and over 15 languages spoken by our staff. As one of two elementary schools in the district supporting students in the Olympic program, we are proud of our work around academic inclusion. The partnership we have with our Eastgate PTA provides opportunities for enrichment in arts and literacy.

The Eastgate staff believe it is our responsibility to ensure each student in our care feels a strong sense of belonging and a sense of connection. For students, this means engaging in activities that build a sense of identity and pride who we are. This may be through activities like identity maps, I am From Poems, or Circle of Friends presentations. Our staff has been working over the past few years to ensure classroom libraries act as both windows and mirrors for students; meaning students see themselves represented in the stories we read aloud and the stories they read, as well as these stories teach them about people whose lives may be different from them.

The Eastgate staff also believes it is our responsibility to help students define what it means to be creators of their future world. Students have a variety of leadership opportunities they may choose to engage in depending on their interests. Our Service Team helps our young activist learn about ways they can better our community. Our Students Organized Against Racism Team allows students the opportunity to discuss race and inequities they see in our world and

what they can do to impact change. Our Eastgate Green Team students are impacting environmental changes in our school and beyond. Additionally, the Eastgate PTA supports students to become creators of their future world through support of a variety family engagement nights.

See Appendix for School Profile

Affirm and Inspire
Student Well-Being

Strategic Plan Student Well-Being Goal: Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

Student Well-Being Priority: Sense of Belonging

Providing school and classroom environments where all students feel a sense of belonging can increase academic success and well-being. Schools have increased students' sense of belonging by engaging students in the conversation and in the creation and leading of strategies and improvements.

Sense of Belonging Measures and Targets
Increase percentage of students reporting a sense of belonging on the Panorama student survey from Spring 2022 to Spring 2023, with a reduction in subgroup disparities.

Panorama Survey School Climate Domain - Sense of Belonging Percentage Favorable (Grades 3-5)							
Student Groups	Fall 2017	Fall 2019	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Spring 2022-Spring 2023 Change
All Students	79% (241)	73% (214)	73% (148)	72% (154)			
Asian	79% (88)	71% (91)	73% (53)	75%			
Black	*	59% (10)	71% (6)	59%			
Hispanic	*	78% (21)	84% (17)	76%			
Multi-ethnic	75% (32)	75% (24)	69% (28)	67%			
White	80% (73)	77% (68)	73% (44)	71%			
Students with Disabilities	68% (34)	72% (28)	68% (20)	63%			
English Learners	68% (16)	71% (31)	73% (14)	82%			
Low Income	78% (33)	67% (31)	75% (28)	70%			

Note: As a general rule of thumb, a difference of 4 or more percentage points is considered meaningful on the Panorama survey.

Data Reflection
2021-22 Reflection –

Although our Asian students noted one of our highest data points on sense of belonging, we recognized that there is an opportunity for growth in this subgroup as our Asian students noted that they did not see themselves represented in, were not connected to, and did notdevelop their identify in social studies curriculum as evidenced by their response rate of 21% to the questions –

- social studies lessons encourage you to understand your own identity
- have you been encouraged to share personal experiences as they relate to social studies curriculum
- connections of your personal experiences to the curriculum

We need to focus on ways to our help our teachers better understand our social studies curriculum and find ways to integrate identity and personal connections into the curriculum. Specifically, we want our Asian students see themselves connected to the learning and curriculum they engage with. Our scores for our Asian students are significantly lower than the district average and not comparable with other subgroups.

2020-2021 Reflection - Increasing student sense of belonging has been a focus for the Eastgate staff for multiple years. In reflecting on data trends over the past few years, staff noted that overall sense of belonging data is not as high as we would hope, especially due to the school-wide focus. This is especially true when we look at specific subgroups such as students who identify as Black, who reported the lowest sense of belonging at 59% favorable, and our students identified as low income who showed a significant drop from 2017 to 2019.

In further analysis of our low-income data our staff compared this to our family engagement data and noted a comparison between our students self-reporting and their parents not feeling as informed, engaged, and connected to Eastgate.

Key Strategies / Adjustments

To continue to help our students grow and thrive in their Sense of Belonging the following key strategies and adjustments will be made:
- **Student Leadership** Enhanced leadership roles throughout school – Student Jobs, SOAR, Eagle Broadcasters, Eastgate Journalism Club, Homework Club, Friday Club (student interest) and Patrol for example
- **Explicit Opportunities for Increased Student Belonging**
  - Strategic placement of students to allow for co-teaching between classroom teacher and special education teacher, allowing special education students to remain in class during core academic areas
  - New student interviews to help students feel welcome and connected at Eastgate
- **Cultural Connections –** Ensure students see their culture represented and celebrated at Eastgate through cultural studies, community events, and class libraries
- **Professional Development** - Professional development focus on strategies and activities that increase sense of belonging and build student self-identity and self-efficacy across all content areas

Student Well-Being Priority: Social-Emotional Learning

There was much joy in the return to in-person learning last year. At the same time, the learning environment was not the same and required many health measures, such as masking and distancing to prevent the spread of COVID. Social-emotional learning has taken front stage in terms of student needs and will continue to be a high priority this year. Most evident is the need for embedded SEL in all classrooms, while also providing specific time and space for SEL lessons. Our universal (tier 1) social emotional learning curriculum encompasses the five CASEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making.

Social-Emotional Learning Measures and Targets							
Increase social-emotional competencies from Fall 2022 to Spring 2023.							
Grades 3-5: Panorama Social-Emotional Learning Survey							
Social Emotional Competency	Fall 2020 (n=174)	Spring 2021 (n=127)	Fall 2021 (n=155)	Spring 2022 (n=154)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	69%	71%	72%	71%			
Social Awareness	63%	64%	66%	66%			
Self-Efficacy	48%	53%	54%	56%			
Emotional Regulation	41%	44%	43%	41%			

2021-2022 Reflection

Our data did not demonstrate any measurable growth so Social-Emotional Learning will remain a goal. We are committed to keeping this as a goal area for our staff.

- The building leadership team (BLT) would like to focus on ensuring we have a strong Tier 1, meaning all teachers are teaching our core SEL curriculum.
- The BLT also wanted to work to gain clarity on Tier 2 strategies that could be implemented to support our students who need further social emotional learning.
- Work has been done this year in the planning and structuring of a more robust MTSS process which will include Social Emotional as well as academics.
- Lastly, we plan to have a school-wide focus on building student self-efficacy.

2020-2021 Reflection - In reflecting on our student data specific to social emotional competencies, staff wondered what the impact of the pandemic had on student feelings of their own social emotional competencies. The noted the following:

- Students are self-identifying feeling less confident in their self-efficacy and emotional regulation skills
- Fall and spring Panorama data show minimal growth in each social emotional competency
- From Fall 2020 to Spring of 2021 the total sample size decreased by approximately 50 students

Key Strategies / Adjustment

To continue to help our students grow and thrive in their social-emotional learning the following key strategies and adjustments will be made:

- **Tier 1 SEL Instruction**
  - o Ensure all classrooms are providing tier 1 SEL instruction through Second Step in grades K-2, Ruler in grades 3-5, and Digital Second Step Grades K-5

- Build whole class community through class talk opportunities such as community circles and math language routines
- Staff modeling of metacognition to discuss struggles and personal strengths

- **Self-Efficacy**
  - Professional development for all staff on strategies for increasing student and staff self-efficacy
  - Create stamina goals with students for independent work through teaching study and adaptive skills (taking care of self)
  - Explicit teaching of self-efficacy using Panorama questions as a model
- **Emotional Regulation**
  - Collaborative practices between OT/PT, classroom teachers, and special education staff and ongoing professional development on social emotional regulation such coping skills; creating a general understanding of sensory through regulation, motor, behavior
  - Professional development for staff on "Ways to Feel Calm" supporting emotional regulation and creating Calm Spots for students around the school
  - Explicit teaching of emotional regulation using Panorama questions as a model

Learn and Thrive
Academic Success

Strategic Plan Academic Success Goal: Students achieve high levels of academic success and outcomes are not predicted by race or income.

Academic Success Priority: Literacy
Early literacy will be a priority, with professional development and support provided to all K-2 educators to implement science of reading and evidence-based interventions.

English Language Arts Growth and Proficiency Measures

Increase percentage of students in grades 3-5 meeting or exceeding proficiency standards in literacy and making typical or high growth in literacy from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Subgroup	Grades 3-5: Star Reading Proficiency and Growth					
	Star Reading % Proficient			Star Reading % Typical/High Growth		
	Spring 2021	Spring 2022	Spring 2023	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023
All	**69% (178)**	**68% (165)**		**74% (177)**	73% (152)	
Asian	71% (65)	72% (68)		69% (64)	75% (59)	
Black	*	*		*	*	
Hispanic	45% (22)	35% (17)		50% (22)	63% (16)	
Multi-Ethnic	73% (26)	71% (28)		77% (26)	74% (27)	
White	76% (59)	77% (47)		85% (59)	76% (46)	
Low Income	37% (27)	50% (26)		70% (27)	67% (24)	

English Learner	19% (26)	39% (18)		68% (25)	83% (12)	
Students with Disabilities	46% (26)	29% (24)		92% (26)	68% (22)	
Female	74% (91)	68% (85)		79% (91)	74% (80)	
Male	64% (87)	69% (80)		69% (86)	72% (72)	
Advanced Learning	100% (19)	100% (14)		84% (19)	77% (13)	
Traditional	65% (159)	66% (151)		73% (158)	73% (139)	
Grade 3	66% (77)	62% (47)		72% (76)	77% (43)	
Grade 4	70% (40)	68% (57)		60% (40)	73% (52)	
Grade 5	72% (61)	74% (61)		85% (61)	70% (57)	

Data Reflection

2021-2022 Reflection
Our data shows no significant changes in reading data from the previous year.
Strategies to continue for next year include:

- Continuing to bring a LAP facilitator to support teachers in grades 3 and 4.
- Building an understanding of how to teach foundational skills with focus on grades K-1.

2020-2021 Reflection
In reflecting out our reading growth and proficiency we noted that our percent of students meeting proficiency was slightly below where it had been in previous years but when looking at our percent of students making typical or high growth, we are on trajectory to have more students showing proficiency in the future. We are attributing the lower overall scores in our percent of students meeting proficiency to challenges we faced in engaging students in small group interventions during remote learning, specifically around consistent attendance and access to hard copy print materials.

We noted our students who identify as Hispanic demonstrated lower rates of proficiency (45% of students) as well the lowest percent of students demonstrating typical or high growth on the STAR assessments (50%).

Our growth data for special education students was quite remarkable with 92% of our students showing typical or high growth. The special education staff feels this was due to removing distractions, creating cohesion between class instruction and interventions, ensuring students participated in whole group general education instruction in addition to receiving individualized interventions, providing interventions during a non-instructional time, and an increased use of technology supports to enhance engagement. These were adjustments to instruction we started in 2020 as we moved to an inclusion model and due to their success for students will continue to refine in 2021.

Key Strategies

- **Eastgate Powerful Practices**
  - Through our data reflections and based on the work of John Hattie, the Eastgate staff identified the following research based powerful practices to focus on teaching in order to enhance student learning:
    - Metacognition
    - Student Self Efficacy

- **Support Staff:** Support staff such as the MLL Facilitator(s), Special Education Teacher, ITCL, and LAP Facilitator will provide direct instruction to students using a variety of co-teaching models to allow support and modification of core curriculum as well as targeted interventions within the general education classroom
- **Academic MTSS**: Students' literacy data and progress will be monitored through an MTSS cycle every 6-8 weeks. Grade level teams meet together with administration, ITCL, special education, MLL facilitator, and LAP facilitator to determine intervention plans and progress monitoring.
- **Science of Reading Professional Development:** K-2 staff will have the opportunity to engage in Science of Reading professional development. PLC time will support team learning and planning for increased teaching of reading foundational skills.

Academic Success Priority: Math Proficiency

Math proficiency will continue to be a high priority at all levels, based on student outcome data. Key instructional strategies center on deepening implementation of the Illustrative Math curriculum and culturally responsive and inclusive practices, such as language routines.

Math Proficiency and Growth Measures

Increase percentage of students in grades 3-5 meeting or exceeding proficiency standards in math, and making typical or high growth in math from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

| Subgroup | Grades 3-5: Star Math Proficiency and Growth | | | | | |
| | **Star Math** % Proficient | | | **Star Math** % Typical/High Growth | | |
	Spring 2021	Spring 2022	Spring 2023	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023
All	**50% (175)**	**57% (166)**		68% (92)	**69% (154)**	
Asian	65% (65)	71% (69)		71% (42)	76% (62)	
Black	*	*		*	*	
Hispanic	23% (22)	18% (17)		53% (15)	60% (15)	
Multi-Ethnic	42% (26)	39% (28)		45% (11)	63% (27)	
White	50% (56)	60% (47)		82% (22)	67% (46)	
Low Income	20% (25)	33% (27)		67% (12)	68% (25)	
English Learners	24% (25)	50% (18)		71% (17)	75% (12)	
Students with Disabilities	27% (26)	32% (25)		58% (12)	65% (23)	
Female	52% (92)	50% (84)		70% (46)	67% (79)	
Male	48% (83)	63% (82)		67% (46)	72% (75)	
Advanced Learning	95% (19)	93% (14)		92% (13)	69% (13)	
Traditional	45% (156)	53% (152)		65% (79)	70% (141)	
Grade 3	51% (72)	60% (47)		64% (33)	71% (42)	
Grade 4	64% (39)	57% (58)		73% (37)	66% (53)	
Grade 5	41% (64)	54% (61)		68% (22)	71% (59)	

Data Reflection

2021-2022 Reflection

Overall, we are seeing slight growth in math proficiency, and we anticipate further growth as we get more knowledgeable about the math curriculum. Our strategies for next year are to:

- Engage in professional development around accountable talk
- Focus on understanding the math language routines
- Continue to unpack and understand the resources provided by the curriculum

2020-2021 Reflection

Themes showed up as we reviewed our Spring 2021 STAR Math data, especially in comparing proficiency data with growth data. Our Advanced Learning students demonstrate both high performance and typical to high growth. As we looked more closely at other subgroups, we noted that our white students are making more growth than other populations. Specifically, growth is above 60% for most racial groups except our Hispanic and multi-ethnic students and under 60% of our students with disabilities are also not making typical or high growth.

Growth celebrations showed up when looking at our low-income students and our English Language Learners. Both subgroups under 25% of student demonstrating proficiency but almost 70% of both subgroups demonstrate typical to high growth.

Key Strategies

- **Professional Learning Community:** We will dedicate our PLC time to focus on planning and implementation of Illustrative Math, allowing us to implement the curriculum with fidelity across the building. We will monitor this through our professional development agendas and ensuring we have at least 50% of our professional development time devoted to PLC work.
- **Support Staff:** The MLL Facilitator and Special Education Teachers will collaborate, co-plan, and co-teach with classroom teachers to implement WIDA Language Routines and identified special education supports from the Illustrative Math curriculum
- **Professional Development Focus**: Building-wide focus on professional development focused on Accountable Talk as well as instructional routines to support our students with disabilities. These will include non-verbal responses, embedded visual supports, occupational therapy accommodations to support motor accessibility

Family Engagement

Strategic Plan Family Engagement Goal: Families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are more empowered to contribute to student success.

Family Engagement Priority: Inform, Support, and Empower

Family and Community Engagement will continue to center on three priority objectives:

- **Informed:** A BSD family is informed when they can understand the academic and developmental expectations for their student and knows how to navigate the school system, where to find school-related information and obtain academic, health and wellness services.
- **Supported**: A BSD family is supported when they can utilize the systems within the district to serve their student's unique needs, strengths, and circumstances.

- **Empowered**: A BSD family is empowered when they can use their individual or their community's collective voice to advocate for student needs to be more equitably identified, answered, and solved, often through the definitive reallocation or redistribution of financial and/or other resources.

Priority Family Engagement Measures and Targets

Increase percent of families reporting they feel informed, supported, and empowered to contribute to their student's success.

| Family Subgroups | Percentage of Favorable Responses on Family Engagement Survey | | | | | | | | |
| | Informed | | | Supported | | | Empowered | | |
	Spring 2021	Winter 2022	Spring 2023	Spring 2021	Winter 2022	Spring 2023	Spring 2021	Winter 2022	Spring 2023
All Students	54% (170)	57% (106)		51% (170)	60% (106)		51% (170)	55% (106)	
Asian	59% (73)	61% (40)		53% (73)	60% (40)		54% (73)	60% (39)	
Black	*	*		*	*		*	*	
Hispanic	74% (15)	83% (10)		77% (15)	79% (10)		77% (15)	62% (10)	
Multi-ethnic	45% (24)	43% (15)		46% (24)	54% (15)		40% (24)	54% (15)	
White	44% (56)	44% (37)		38% (56)	50% (37)		40% (56)	40% (37)	
Students with Disabilities	55% (22)	57% (20)		52% (22)	56% (20)		58% (22)	55% (20)	
English Learners	66% (34)	68% (20)		57% (34)	64% (20)		61% (34)	50% (20)	
Low Income	54% (16)	69% (12)		66% (16)	67% (12)		56% (16)	58% (12)	

Data Reflection

21-22 Reflection
Our family engagement team analyzed the results from the Winter 2022 parent survey and made the following changes due to these results:

Informed - Our family engagement team created a weekly email for teachers, so they could relay important information and participation opportunities to their students' families.

Supported - The family engagement team created a handout to support social emotional learning at home, as well as, provided three family engagement nights throughout the year.

Empowered – The family engagement team sent out multiple surveys for parent input throughout the year.

20-21 Reflection
Themes showed up when we look at our data by racial subgroups. For example, our Asian families and our White families both noted wanting more extracurricular activities, more opportunities to be in the school, and more communication on achievement from teachers. They also were more critical of the teacher and workload given to the students. Our Hispanic families noted wanting more community events and more opportunities for families to connect in events. Family to family connections was a theme across all subgroups.

As a result of our 19-20 data, we formed a Family and Engagement Partnership Team. We have launched a Family Ambassador program aimed to connect new families with veteran Eastgate families. We send regular engagement emails to the veteran family in order to give them ideas to connect to the new Eastgate family with. We are also in the

process of updating our family handbook and creating new family welcome bags. The data in the district survey indicates families from all races would like more opportunities to connect with one another. We created our own family survey and this was the lowest area with 40 percent of respondents giving a neutral or disagree response to the question – I feel connected to other Eastgate families. This needs to be an area we prioritize. Suggestions from families included grade level or cohort meetups.

Key Strategies / Adjustment
Informed
• Use translation supports such as Talking Points to ensure all families have access to information coming from the school and classroom
• Increase opportunities for families to engage in school beginning with modifying Curriculum Night to be family inclusive
Supported
• Use our building survey data to create opportunities for parents to better know what is happening in their child's classroom - specifically parents identified wanting to be more informed about ways they can support their children at home, regular communication on student progress, and what learning is happening in the classroom
Empowered
• Use our weekly Coffee House to listen to and learn from our families

Creators of Their Future World

Strategic Plan Goal: Students effectively problem solve and lead for positive local and global change by developing global awareness and cultural competency, and learn advanced skills in processing and applying information through the effective use of technology and engineering.

PreK-12 education in the Bellevue School District will prepare each and every student to be a creator of their future world. The creator of their future world will think critically, problem solve collaboratively, communicate effectively, and take action for positive change of local and global issues.

The entry point or lever into this effort will be global competency. Global competence as defined by the Global Competence Task Force[1], is *the capacity and disposition to understand and act on issues of global significance.* These four domains further define global competency:

Global Competencies
1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives, others' and their own**, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas effectively with diverse audiences**, bridging geographic, linguistic, ideological, and cultural differences.
4. **Take action to improve conditions**, viewing themselves as players in the world and participating reflectively.
Mansilla 2012

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[1] Global Competence Task Force—a group of state education agency leaders, education scholars, and practitioners—under the auspices of the Council of Chief State School Officers EdSteps initiative (CCSSO-EdSteps) and the Asia Society Partnership for Global Learning.

Priority Global Competency Targets
Shared Vision: Develop a shared vision and understanding of global competency with stakeholders

Key Strategies / Adjustment
Professional Learning Community: We will dedicate our PLC time to focus on planning and implementation of Global Competency Standards; specifically focusing on Recognize Perspective and Communicate Ideas   **Support Staff:** One time per month utilize Wednesday classified PLC time to focus on professional development on Global Competency Standards of Recognize Perspective and Communicate Ideas and ways support staff can engage in these with the students they work with   **Professional Development Focus**: Ongoing professional development focused on Accountable Talk and instructional routines to support our students with disabilities and our Multilingual Learners, ensuring they have multiple opportunities to engage in conversations sharing perspective and communicating ideas **School-wide Launch of Global Competency:** The month of December will be a focus on Taking Action through our shared value of service. The month of April will be a second school-wide focus on Taking Action through our shared value of collaboration.

Eastgate Elementary School

School Overview

Eastgate serves students from K through 5th grade with an academically rigorous program. Our talented teaching staff is committed to providing the support and individualized attention needed to ensure that all of our students achieve at high levels and are well prepared for middle school. Mission: Together we will provide a safe environment where we will prepare each and every student with the foundation social, emotional, and academic skills to be confident and successful life-long learners.
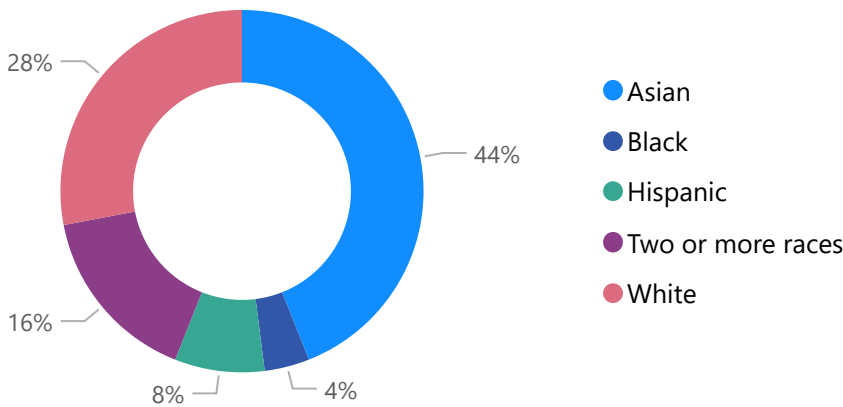
4255 153rd Ave SE
Bellevue, WA 98006

http://www.bsd405.org/eastgate
425-456-5100
May Pelto

Programs Offered

Olympic (special education)

Racial Diversity

- Asian — 44%
- Black — 4%
- Hispanic — 8%
- Two or more races — 16%
- White — 28%

School & Student Characteristics [1]

|	Eastgate Elementary School	District Elementary Average [2]
Enrollment (10/1/2021)	343	435
Average Attendance Rate	94%	93%
Eligible for Free/Reduced Price Meals	10%	17%
Receiving Special Education Services	12%	8%
English Language Learners	23%	25%
First Language Other Than English	39%	44%
Mobility Rate [3]	19%	16%

Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2022)
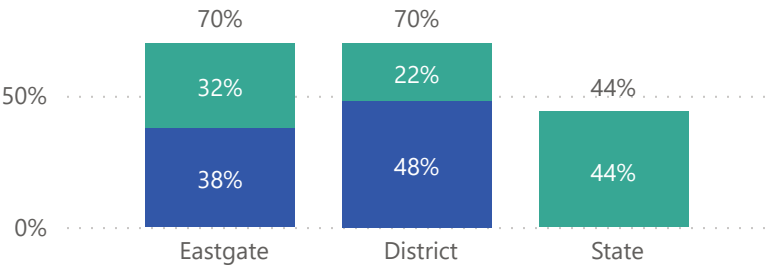Percentage of Students Meeting / Exceeding Standards

SBA: English Language Arts
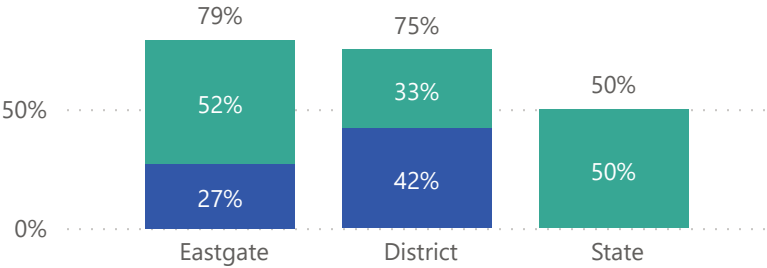● Exceeds Standards ● Meets Standards

	Eastgate	District	State
Meets Standards	30%	22%	
Exceeds Standards	46%	51%	49%
Total	76%	73%	49%
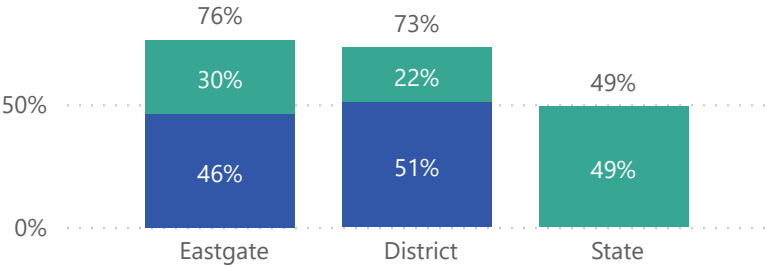
SBA: Math
● Exceeds Standards ● Meets Standards

	Eastgate	District	State
Meets Standards	32%	22%	
Exceeds Standards	38%	48%	44%
Total	70%	70%	44%

WCAS: Science
● Exceeds Standards ● Meets Standards

	Eastgate	District	State
Meets Standards	52%	33%	
Exceeds Standards	27%	42%	50%
Total	79%	75%	50%

State Assessment Results for Grades 3-5
Percentage of Students Meeting Standards

SBA: English Language Arts

2015	2016	2017	2018	2019	2022
78%	80%	75%	72%	78%	76%

SBA: Math

2015	2016	2017	2018	2019	2022
74%	79%	75%	71%	72%	70%

WCAS: Science

2018	2019	2022
78%	67%	79%
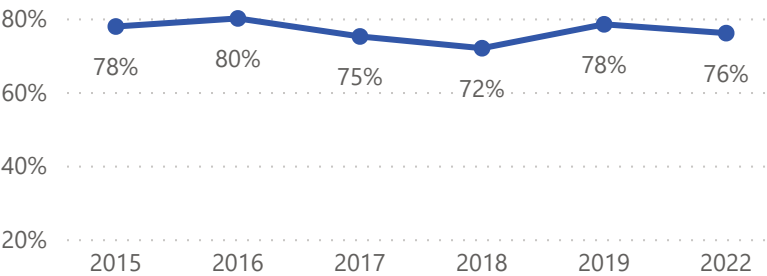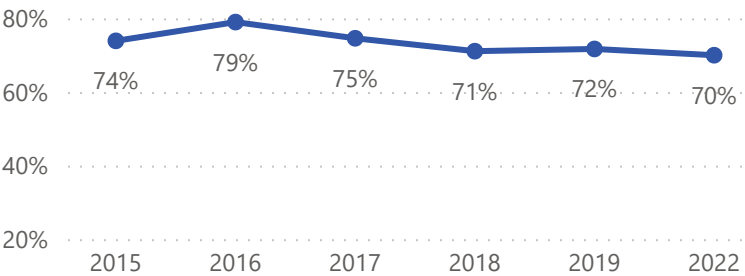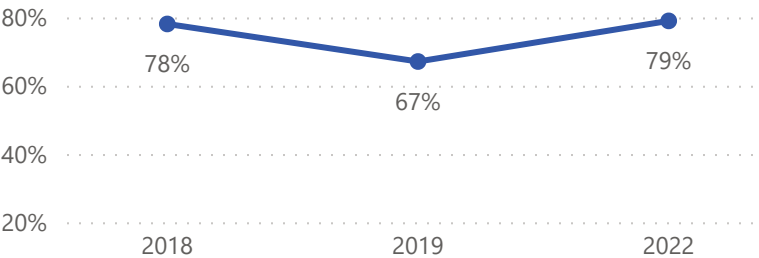
Glossary

Science Assessments - WCAS
WCAS stands for Washington Comprehensive Assessment of Science, first administered in Spring 2018 to students state-wide in grades 5, 8 and 11. The WCAS is aligned to Next Generation Science Standards, which emphasize engineering and technology. The standards were adopted by the state in 2013. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Smarter Balanced
Starting in 2014-15, Washington State adopted the Smarter Balanced exams to assess student learning in English language arts and math in grades 3-8 and 10-11. These computer-based exams are aligned to the state's Common Core learning standards. For more information see www.k12.wa.us/assess-ment/StateTesting/default.aspx.

**Special Education Services
Neighborhood schools provide a continuum of special education services.
We provide specialty centers as well:**

* **Cascade** program for students who benefit from behavioral supports due to emotional stressors.
* **Evergreen** program to serve young adults (ages 18-21) with disabilities.
* **Olympic** program to support students on the autism spectrum.
* **Pacific** program for students with significant developmental and intellectual disabilities.
* **PALS** (Preschool Age Learning) preschool to provide early intervention services for children with special needs (ages 3-5), together with typically developing peers.

End Notes

1 School and Student Characteristics
Data are from October 1, 2021 unless otherwise specified.

2 District Average
The district averages displayed here are the averages for district elementary schools.

3 Mobility Rate
The percent of students who entered or withdrew from the school between October 1 and June 15, based on October 1 enrollment.

4 State Assessment Results
State pass rate percentages combine "Meets Standard" and "Exceeds Standard."