

# Glenridge Elementary

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## *Our Mission*

Voyagers Discover Academic Success  
and Personal Growth

## *School Profile*

Glenridge Elementary opened in the fall of 1996 as a replacement school for Spring Glen Elementary. Glenridge, serving approximately four hundred sixty students, has been recognized nationally for implementation of instructional practices supported by brain research. This commitment to provide a stimulating, sound learning environment is reflected in the Glenridge Covenant Statements. The staff at Glenridge use critical examination of research, best practices, and ongoing assessment to drive instruction. Performing and visual arts are also incorporated as instructional vehicles. This results in a caring learning climate that is rich with high interest, relevant learning opportunities. This approach challenges all Glenridge students to develop both their critical and creative thinking skills. Glenridge Elementary remains committed to maintaining a supportive, challenging learning environment that creates consistency and focus in our students' lives.

## *Staff*

In 2003-2004, Glenridge Elementary School staff was composed of 19 regular classroom certified staff members, 7.5 other certified staff (such as librarians, counselors and administrators), 4.3 instructional assistants, and 6.1 non-instructional classified staff. Staffing totals are based on Full Time Equivalent (FTE) counts. For example, two half-time teachers would be counted as one FTE teacher.

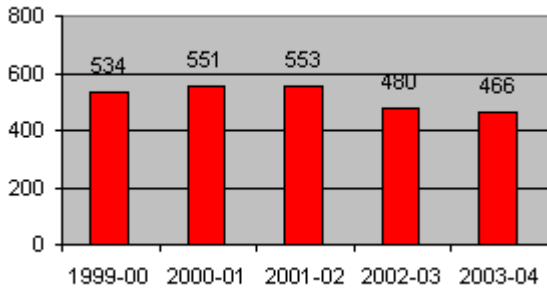


## **Glenridge Covenant Statements**

- We will use critical examination of research, best practices, and ongoing assessment to drive instruction.
- We will incorporate the arts as an instructional vehicle to enhance student learning.
- We will maintain a supportive, challenging learning environment that creates consistency and focus in students' lives.
- We will collaborate to exchange ideas, support each other, and reflect on student achievement.
- We will promote students' academic success and self-esteem by diversifying and individualizing approaches to instruction.
- We will maintain a caring learning environment that promotes and celebrates student achievement.
- We will provide high interest, relevant learning opportunities which will prepare Voyagers for the future.
- We will develop critical and creative thinking skills within our students.

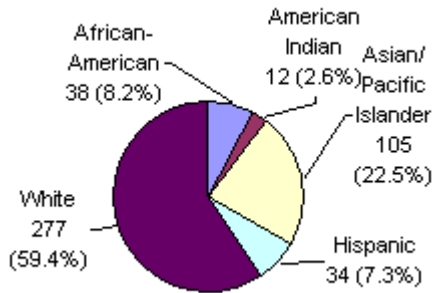
## Our Students

### Total Enrollment



Enrollment at Glenridge Elementary has fluctuated during the last five years. In 2003-2004, enrollment decreased to 468 students.

### Student Ethnicity



During the 2003-2004 school year, ethnic minorities comprised approximately 40.6% of the student body at Glenridge Elementary. This reflects an increase of approximately 3% from the prior term.

### Average Attendance

On a typical day in 2003-2004, 96% of Glenridge Elementary students attended class.



At Glenridge, community and shared learning are essential traits of life-long learners.

## School Improvement Plan

The 2003 - 2004 Glenridge School Achievement Action Plan focused on the following Washington State Learning Goals: Analysis and Interpretation of Fiction Text in reading, Content/Organization/Style in writing, and Problem Solving/Reasoning in mathematics. To increase the achievement of minority students, there was a building-wide emphasis on the use of constructivist teaching techniques across subject areas.

### Reading

**Results:** Students learned reading strategies and skills specific to the analysis and interpretation of fiction text. This included the use of text references and comparison/contrast skills.

**Provided:** Staff training and support in the implementation of Deep Structure reading strategies, best practices of effective literacy blocks, and guided reading groups.

**Action Plan:** Staff will implement constructivist instructional techniques to create a community of readers.

### Writing

**Results:** Students analyzed and self-evaluated their work using the Six Traits of Writing model.

**Provided:** Cache of writing prompts developed by teachers, collaboration by teachers to create and implement a writing matrix for the year, training on the integration of writing with other subjects.

**Action Plan:** Through subject integration and the use of Writer's Workshop techniques, students will improve upon their capacity to analyze their work and effectively use the revision process.

### Math

**Results:** Students engaged in cooperative learning and learned how to construct/communicate mathematical arguments.

**Provided:** Staff training in Constructivist Theory and its application, effective questioning strategies, and assessment of mathematical problem solving and reasoning.

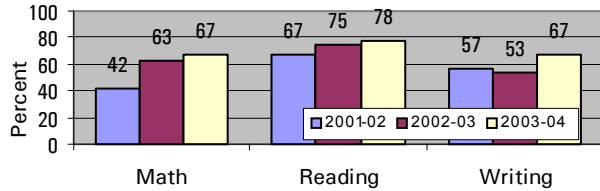
**Action Plan:** Staff will embed elements of problem solving and reasoning (as defined by the Essential Academic Learning Requirements) across all math activities.

The 2002 - 2003 action plan resulted in significant student learning improvement in the areas of math and reading. The 2004 - 2005 action plan will continue the focus on: Interpretation and Analysis of Fiction text, Content/Organization/Style in writing, and Mathematical Problem Solving/Reasoning. To address gender achievement issues in mathematics, teachers will increase the frequency of female students engaged in deeper levels of instructional conversations. This includes extended oral responses to questions and justification of answers.

# Assessment Results

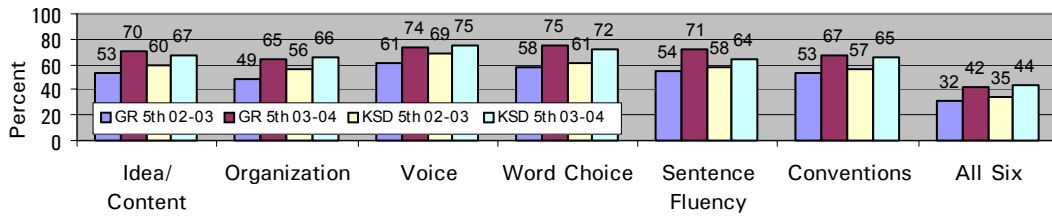
The Washington Assessment of Student Learning (WASL) is a standardized achievement test. It requires students to either choose the correct answer or to produce an answer to an open-ended question. Scores for the past three years are shown. The information in the WASL chart does not include certain special education students for whom the test was inappropriate.

**Grade 4: Percent of Students Meeting WASL Standard**



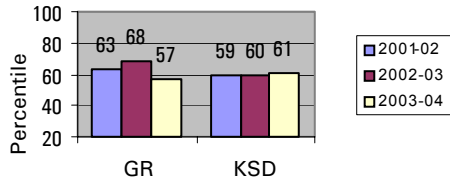
Six-Trait Writing is an instructional assessment that evaluates six general skill areas in writing. The percentage of students who scored a three or above on each trait and on all six traits are shown. Scores for the past two years are shown.

**Grade 5: Six Trait Writing Assessment**

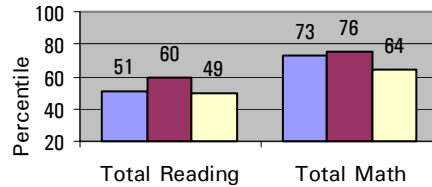


The Iowa Test of Basic Skills (ITBS) is a standardized achievement test. The 50<sup>th</sup> percentile is the score that half of the students in the nation score above and half score below.

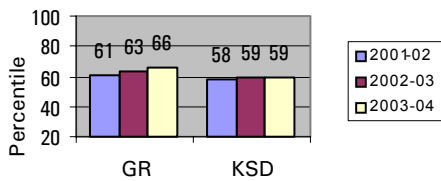
**Grade 3: ITBS Reading/ Math Composite**



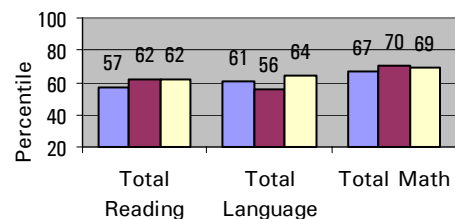
**Grade 3: ITBS Subject Areas**



**Grade 6: ITBS Core Total**



**Grade 6: ITBS Subject Areas**

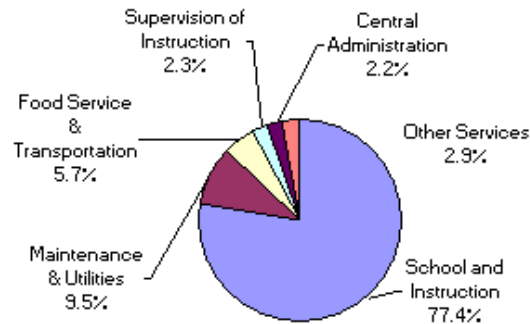


## *Financial Resources*

### *Budget Information*

During the 2003-2004 school year, the Kent School District spent \$7,785 per pupil in general fund expenditures.

A breakdown of how those funds were spent is shown in the chart on the right.



## *Community Use of Building*

Glenridge makes its building available to the community for various activities. From August 2003 through June 2004, our school was used by the community members and organizations for an average of nearly 100 hours a month.



Learning is our Voyage  
Knowledge is our Quest  
The World is our Classroom

## *Invitation to Parents and Citizens*

As a community of learners, Glenridge recognizes the importance of maintaining an active partnership with parents and stakeholders. Whether you contribute at home or at school, your efforts have a positive impact on the academic and social success of our students. Please, come join us in our Voyage and share in the joy of discovery!

If you would like more information about how you can become involved, please contact us at Glenridge (253)-373-7494

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Annual Performance Reports for each school are published and made available each year as required by Washington State Law and district policy. Reports for every school in KSD are available on the district's web site, <http://www.kent.k12.wa.us/schools/schooldirectory.aspx>. Click on a school's name. After selecting a school, a tan box appears on the left side of the page. Click on "Reports, Plans & Budgets" and you will find the school's Annual Performance Reports. Click on the school year of the report that you would like to review.

In 2001, the *No Child Left Behind Act* was passed by Congress and signed by the President. This law sets high standards for meeting the educational needs of all children. As part of this act, individual schools and districts must provide the public with performance reports. Washington State's Office of the Superintendent for Public Instruction has made available these reports for all schools and districts in the state. You can review these reports for any of the state's schools or districts by visiting the following web site: <http://reportcard.ospi.k12.wa.us/>.