

Gildo Rey Elementary School

2013-14 School Performance Report



"Home of the Hawks"



area; a conference room was added in the office, along with an updated counselor's office; new sinks were added to all student restrooms; and two new basketball hoops were added to the gym. Our early childhood education classroom that was located in a portable has been moved into one of the main buildings and all buildings have been retrofitted for earthquake safety.

Gildo Rey Elementary School's 26 classrooms are well designed and spacious. They provide ample room for students to develop their social, emotional and academic needs. Each pod has a foyer that provides additional space for small group instruction. The large gym and permanent stage allow for exceptional P.E., drama and musical opportunities for students.

MISSION STATEMENT

The Gildo Rey community works in partnership to create a safe, nurturing environment where all are valued. We believe that by providing support, high standards and quality instruction, all students will reach their full potential.

Our motto is, "Gildo Rey, Hawks Soar." We embrace Professional Learning Communities as a fulcrum to give us the lift needed to help each student perform to standard.

TITLE PROGRAM

Gildo Rey Elementary School is a building-wide Title school. Funds for the 2011-12 school year provided supplementary services for students needing assistance in reading (grades K-5) and math (grades 3-5) to meet the state grade-level performance expectations. Title students work in small groups that provide the students with instruction at the child's performance level. Title I offers parents a variety of opportunities to become involved in their child's school experience. Gildo Rey Elementary School is an all-building Title I school. This allows all students to benefit from the smaller groups and research-based materials purchased with Title dollars. Gildo Rey Elementary School qualifies for full-day kindergarten. Kindergarten students receive Title services in readiness and beginning reading skills. Test results confirmed academic growth for students involved in the Title programs in grades K-5.

ABOUT OUR SCHOOL

Gildo Rey Elementary School has been central to the neighborhood since its dedication in 1969. The majority of students at Gildo Rey are in walking distance. The large playfields and updated play equipment benefit the community at large and the building provides a meeting place for a variety of school and community functions.

Student Information

Enrollment (October 2012)	516
Enrollment (May 2013)	531

Gender (October 2012)

Male	55.8%
Female	44.2%

Race/Ethnicity (October 2012)

American Indian/ Alaskan Native	1.4%
Asian	3.9%
Pacific Islander	7.4%
Asian/Pacific Islander	11.2%
Black	5.0%
Hispanic	50.8%
White	25.0%
Two or More Races	6.6%

Special Programs

• Free/Reduced Price Meals (May 2013)	88.3%
• Special Education (May 2013)	10.4%

• Transitional Bilingual (May 2013)	38.6%
• Migrant (May 2013)	0.0%
• Section 504 (May 2013)	0.8%
• Foster Care (May 2013)	0.0%

Other Information

Unexcused Absence Rate (2012-13)	0.4%
Mobility Rate (2012-13)	30.0%

Teacher Information (2011-12)

Classroom Teachers	27
Average Years of Teacher Experience	10.4
Teacher's with at least a Master's Degree	77.8%

OUR SCHOOL BUILDING

Gildo Rey Elementary School has five main buildings which were built in 1969 and contain 26 classrooms, a large gymnasium, library, and office and staff area. The school's two portables house the music program and reading interventions.

During the summer of 2012, Gildo Rey Elementary School underwent remodeling that included: a new parking lot with additional parking spots; an addition to the kitchen which includes a new servery and some new kitchen equipment; two new offices were created for Occupational/Physical Therapy and speech that replaced the three portables that were in the parking

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ASSESSMENT

Testing Students in Washington State

Washington uses the grades 3-8 Measurements of Student Progress (MSP), the High School Proficiency Exam (HSPE) and End-of-Course (EOC) exams to test its students. The HSPE and EOCs are used as the state's high school exit exams.

For English language learners (ELL), the state translates the math and science exams into six languages (Spanish, Russian, Korean, Chinese, Vietnamese and Somali). Students can listen to the test questions on a CD, but must answer in English. This covers about 80 percent of the ELL population in our state.

Measurements of Student Progress (MSP)

The MSP is the state's exam for students in grades 3-8. Testing is one subject per day, with the writing test occurring on two days. Students are tested in reading (grades 3-8), math (grades 3-8), writing (grades 4 & 7) and science (grades 5 & 8).

High School Proficiency Exam (HSPE)

HSPEs are comprehensive exams that measure the basic proficiency of high school students in reading and writing, and serve as the state's exit exams in those subjects.

Students must pass one HSPE in reading and one in writing to satisfy a portion of the graduation assessment requirements.

End-of-Course (EOC) Exams

EOCs measure the knowledge of students in algebra 1/integrated math 1, geometry/integrated math 2 and biology when they complete each course. They serve as the state's exit exams for math and science.

Students in the classes of 2013 and 2014 must pass one math EOC in algebra 1/integrated math 1 or geometry/integrated math 2 to satisfy a portion of the graduation assessment requirements.

Students in the class of 2015 and beyond must pass one math EOC in algebra 1/integrated math 1 or geometry/integrated math 2, and the biology EOC to satisfy a portion of the graduation assessment requirements.

Washington Alternate Assessment System (WAAS)

About one percent of students participate in the WAAS, a challenging program for some students in special education.

Washington English Language Proficiency Assessment (WELPA)

The WELPA annually assesses growth in English language development by the state's English language learners. This assessment tests reading, writing, listening and speaking knowledge and skills.

Three Year MSP Trend for Gildo Rey: Grade 3

Subject	2011	2012	2013
Reading	84.8	74.1	85.5
Math	80.3	71.6	89.9

Three Year MSP Trend for Gildo Rey: Grade 4

Subject	2011	2012	2013
Reading	82.0	84.9	88.6
Math	91.8	79.5	94.9
Writing	49.2	56.2	65.8

Three Year MSP Trend for Gildo Rey: Grade 5

Subject	2011	2012	2013
Reading	86.7	80.6	84.2
Math	90.7	93.1	88.2
Science	58.7	54.2	77.3

FINANCIAL RESOURCES

<i>Auburn School District Funds Spent Per Student for 2012-13</i>	
Total Expenditures (includes salaries)	\$9,683.79
Supplies and Materials	484.39
Equipment	16.37

<i>Gildo Rey Elementary School 2012-13 Budget Funds Spent Per Student (not including salary)</i>	
Books and Supplies:	
Basic Education	\$35.71
Special Education	40.64
Library	3.00
Field Trips	1.80
Administrative Supplies	.90

Legal Notice

Auburn School District complies with all federal rules and regulations and does not illegally discriminate on the basis of age; gender; race; color; creed; religion; national origin (including language); sex; sexual orientation including gender expression or identity; honorably discharged veteran or military status; the presence of any sensory, mental, or physical disability; the use of a trained dog guide or service animal; and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding compliance procedures may be directed to: Tim Cummings at (253) 931-4932, Title IX Officer and Section 504 and ADA Coordinator.

SCHOOL IMPROVEMENT PLAN

Gildo Rey Elementary School's staff is organized into a Professional Learning Community that is committed to the ongoing implementation of research-based instructional strategies that will assist students in demonstrating mastery of the Essential Academic Learning Requirements as defined by the state of Washington. There is a continuous effort on the part of the staff to increase their instructional repertoire to more effectively meet the individual needs of students. The staff works to differentiate instruction to meet individual student needs.

Current building instructional practices in reading, math and writing are reviewed on a continual basis. Data from standardized tests, common formative assessments and summative assessments form the basis for the establishment of instructional goals and the strategies that will help students to meet standard. A building-wide reading assessment system and systematic data review support the building-wide effort of making assessment-based instructional decisions to improve student performance. Teachers use waiver days to review data and plan research-based interventions to improve student performance.

Teachers work to accommodate individual differences in a variety of ways. Reading and math instruction are carefully aligned with the Grade Level Expectations issued by the state of Washington. All students receive grade-level instruction in reading. Intermediate students demonstrating above grade-level competencies are given extended learning opportunities. All students receive reading instruction at their individual levels of performance during a 45-minute "Walk to Read" block. The Auburn School District adopted the Harcourt Trophies reading series. This tool will provide teachers with a current research-based curriculum to deliver high quality reading instruction. Gildo Rey Elementary School staff believes that a literature-rich environment encourages literacy. Funding sources are combined to build classroom resources to support the use of research-based materials for literacy instruction. Gildo Rey Elementary School enjoys the support of a strong Title I program that provides additional small group support for students in reading and math. Additionally, a TOSA (Teacher on Special Assignment) provides our students with additional support for literacy instruction. Teachers welcome and encourage community involvement in the classroom.

The state mathematics standards (Performance Expectations) and the Power Standards guide math instruction. School staff use materials from a wide variety of sources to expertly meet student needs and provide carefully scaffolded math instruction. Students also have the opportunity to be involved in leveled math groups for a portion of the school day to work. Math groups provide additional support, enrichment and support in developing problem-solving skills. Computer programs such as Larson's Math (a supplemental computer program that allows students to progress along on a continuum of skill development as quickly as they are able to demonstrate mastery) also enhance students' math instruction. These are just some of the many opportunities that students at Gildo Rey Elementary School enjoy as staff seeks to provide optimal learning opportunities for each individual student.

WHAT IS SPECIAL ABOUT OUR SCHOOL?

Gildo Rey Elementary School offers a variety of programs supporting the emotional, academic and physical well-being of its students. Some of these include: band, orchestra, volleyball, Mile High Running club, all-school musical, music programs, and a culture fair which gives recognition to the various nationalities at our school, homework club, and safety patrol. The school counselor has made groups for special needs students available such as: friendship, anger management, losses, self-esteem and emotional expression.

Gildo Rey Elementary School has a proud tradition of recognizing positive behavior. The teachers and staff strongly believe that children learn positive behaviors by having positive role models. Teachers and students at Gildo Rey Elementary School hold themselves accountable to reach high standards in creating positive relationships and working toward the high academic standards set by the state of Washington. The heart of the school is a program called

"Capturing Kids' Hearts," which trains staff and students to relate to each other based on an agreement called a social contract. Each room has a contract posted and teachers and students make a conscientious effort to live by the contract. Teachers and students strive for excellence in all academic areas believing that, in doing their best, they will succeed. Positive student performance and behaviors are reinforced through a variety of student incentive programs such as recognition assemblies, lunch with the principal and "Hawk Buck" drawings. In addition, recognition assemblies give acknowledgment to students who have been outstanding in the school environment. After-school programs include soccer, volleyball, basketball and homework club. An up-to-date computer lab in the library with formal computer training supports technology.

Gildo Rey Elementary School is intimately connected to the Auburn community. Auburn Communities in Schools provides our students with additional after-school tutoring opportunities, access to the First and Goal program, Meals to Go and the support of an 'on site' coordinator. Green River Community College works with the fifth graders to introduce them to their programs and help the students develop a vision for higher education as well as providing our ELL parents with English classes.

Gildo Rey Elementary School has a positive and supportive PTA. They consistently seek to work with the staff to enhance the educational opportunities for students. They have contributed financial support for Camp Auburn and they support the Accelerated Reader program, special assemblies and a variety of enrichment opportunities for students. Gildo Rey Elementary School invites and encourages parent and community support.

ACHIEVEMENT/AWARDS:

Awards and recognition of achievement are granted through the district, state and national level for improvement, overall excellence and special recognition. Below are awards received by our building:

- 2013 School of Distinction Award
- 2012 School of Distinction Award
- 2012 Washington Achievement Award
- 2011 Washington Achievement Award
- 2010 Washington Achievement Award
- 2011 National Title I Distinguished School Award
- 2011 Title I Academic Achievement/Improvement Award
- 2011 Reward School
- 2009 Linda Cowan Schools of Distinction Award

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**Gildo Rey Elementary School
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“In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners.”

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