

# Annual End of Year Report



**WASHINGTON ELEMENTARY SCHOOL**  
 1205 SE BYERS \* PENDLETON, OR 97801 \* 541-276-2241

2025-26 School Year

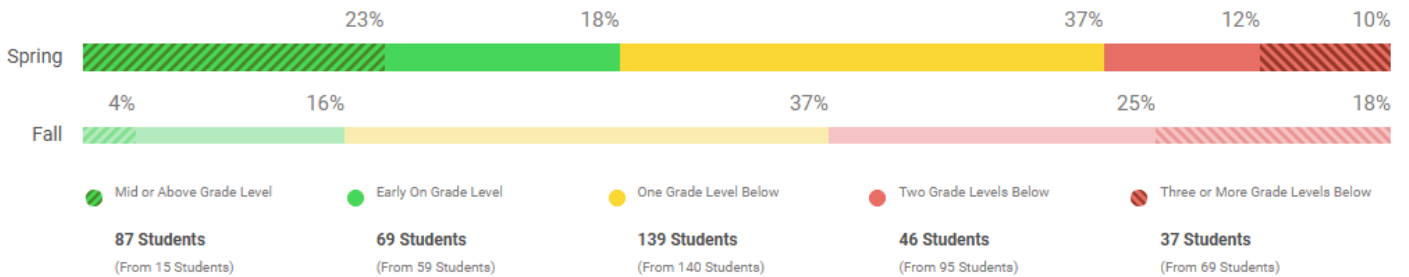
Heidi Paullus, Principal Rachael Olson, Assistant Principal

## Student Learning:

### Reading: iReady Diagnostic Data

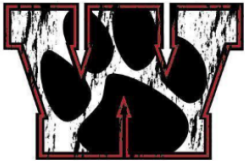
Grade		Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 1	Spring		33%	11%	55%	2%	0%	64/75
	Fall		2%	5%	75%	19%	0%	
Grade 2	Spring		33%	21%	36%	9%	0%	66/68
	Fall		8%	15%	38%	39%	0%	
Grade 3	Spring		27%	21%	28%	13%	12%	78/86
	Fall		4%	29%	14%	31%	22%	
Grade 4	Spring		22%	13%	42%	8%	15%	78/85
	Fall		5%	13%	42%	10%	29%	
Grade 5	Spring		7%	24%	27%	25%	17%	92/100
	Fall		2%	14%	25%	27%	32%	

### Whole School Data:



Grade 1 implemented UFLI as part of their TIER 1 Core instruction this year and 2nd grade will be adding it to their CORE instructional time this next year. All grade levels have 60 minutes of CORE Tier 1 time and 30 minutes of targeted skills times with assistant support.

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## Math:

Grade		Overall Grade-Level Placement	●	●	●	●	●	Students Assessed/Total
Grade 1	Spring		18%	21%	58%	3%	0%	66/75
	Fall		2%	0%	64%	35%	0%	
Grade 2	Spring		38%	18%	36%	8%	0%	66/68
	Fall		3%	8%	42%	47%	0%	
Grade 3	Spring		21%	17%	48%	8%	6%	77/86
	Fall		1%	12%	43%	29%	16%	
Grade 4	Spring		13%	18%	47%	12%	10%	78/85
	Fall		4%	10%	37%	27%	22%	
Grade 5	Spring		5%	16%	33%	22%	24%	92/100
	Fall		1%	5%	34%	22%	38%	

We have a continued pattern of strong gains in the primary level in math, with the gap growing in the upper grades. We focused on math fact fluency this year as a staff, which is not reflected in this data and we saw gains at all levels in stronger basic fact fluency. This next year will be a continued focus on math as a building.

## Student Attendance:

Totals	Count	Session Days	Days Absent	Days Present	Rate
95.0 - 100%	185				
90.1 - 94.9%	112				
85.0 - 90.0%	64				
80.0 - 84.9%	20				
< 80%	31				
<b>Total</b>	<b>412</b>	<b>67119</b>	<b>5121</b>	<b>61998</b>	<b>92.370</b>
Count Students > 90%	297				
Count Students <= 90%	115				
Percent Students <= 90%	27.91				
<b>School</b>	<b>Count</b>	<b>Session Days</b>	<b>Days Absent</b>	<b>Days Present</b>	<b>Rate</b>
<b>Washington Elementary</b>	<b>412</b>	<b>67119</b>	<b>5121</b>	<b>61998</b>	<b>92.370</b>

Regular Attender Rate is 72% as of June 3, 2026  
 Average Daily Rate is 92% as of June 3, 2026

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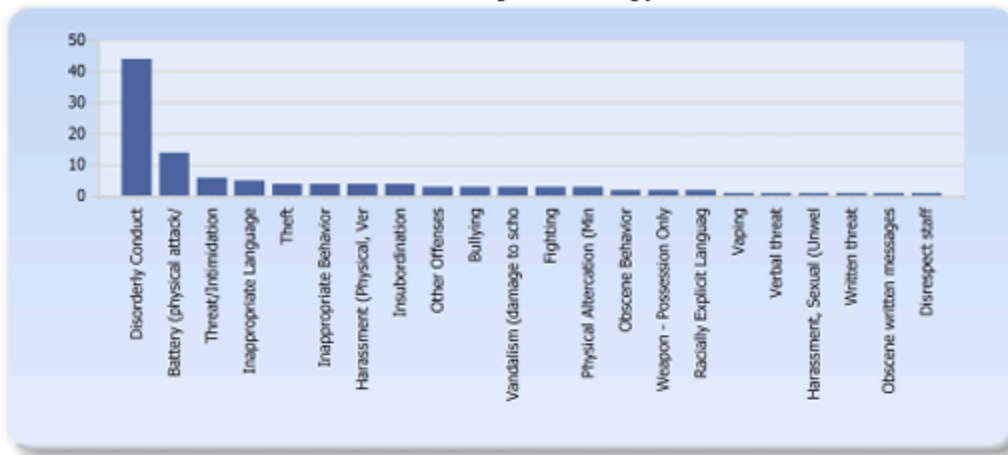
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WES tracked student attendance, focusing on daily phone calls, positive postcards home, attendance meetings in building and with tribal leaders, movie reward at semester, and using our everyday matters tracking.

### Learning Environment:

Violations by Incident Type



Incident Type	Frequency	Percent
Disorderly Conduct	44	39.29
Battery (physical attack/harm)	14	12.50
Threat/Intimidation	6	5.36
Inappropriate Language	5	4.46
Theft	4	3.57
Inappropriate Behavior	4	3.57
Harassment (Physical, Verbal or Psychological)	4	3.57
Insubordination	4	3.57
Other Offenses	3	2.68
Bullying	3	2.68
Vandalism (damage to school or personal property)	3	2.68
Fighting	3	2.68
Physical Altercation (Minor)	3	2.68
Obscene Behavior	2	1.79
Weapon - Possession Only	2	1.79
Racially Explicit Language	2	1.79
Vaping	1	0.89
Verbal threat	1	0.89
Harassment, Sexual (Unwelcome Sexual Conduct)	1	0.89
Written threat	1	0.89
Obscene written messages	1	0.89
Disrespect staff	1	0.89
<b>Totals:</b>	<b>112</b>	<b>100%</b>

\*As of June 3, 2026

Of the total incidents, this was 48 students, 70% male and 30% female. 16 of the students had more than 3 incidents. Of the top 4 students with incidents, 2 of the 4 have IEPs with behaviors as a known part of their disability. 14 of the 16 students above 3 infractions are all on our Tier 3 list with support from our counseling

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team. The majority of the incidents were 41% in the classroom and 37% on the playground. We do not include bus infractions in this data.

### ***Building focus/goals:***

Our building focus this year was on math fact fluency. Every year our reading scores continue to improve but we have felt stagnant with our math scores. We started looking at some of the basic building blocks and saw that at all levels we were behind in our math fact fluency which was impacting students' ability to do more complex math concepts. We started grade level incentive programs for meeting benchmarks, recognized students, and used time in staff meetings to discuss strategies in increasing math fact fluencies. Next year we will be training and using Facts on Fire across the grade levels.

### ***Staff Professional Development:***

Grades 3 - 5 continued their work with Impact Teams this year, focusing on reading and writing standards. We did a learning walk to Greenwood Elementary as a leadership team to see their implementation into year 3 and math to give us ideas on how to continue to grow in our focus on collective teacher efficacy around writing rubrics, success criteria, and common language. The district is bringing 1st and 2nd on board to this work as well, which we are looking forward to.

### ***Community:***

We shared a bi monthly newsletter via SMORE with our families this year, focusing on a different grade level or program each time. Mid year we started a Sunday evening ParentSquare message to families with next weeks events. We had Portland Opera, Forest Service, National Park Service, GoSTEM, Round Up Directors, Pendleton Public Library, Knights of Pythias all involved in our schools in some way as guest speakers, assembly presentations, or family night presenters. We have a great group of Parent Club parents and Altrusa Volunteers who come and read with students and offer to help out with our activities.