



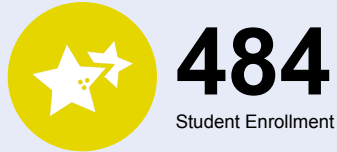
# OREGON AT-A-GLANCE SCHOOL PROFILE

## Creslane Elementary School

PRINCIPAL: Amy Halley | GRADES: K-5 | 996 W A St, Creswell 97426 | 541-895-6140

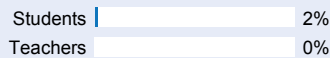
2024-25

### Students We Serve

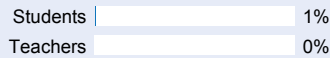


### DEMOGRAPHICS

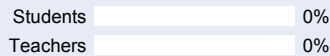
#### American Indian/Alaska Native



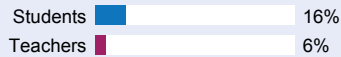
#### Asian



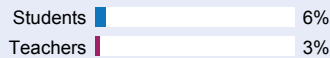
#### Black/African American



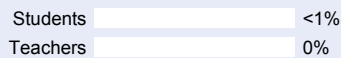
#### Hispanic/Latino



#### Multiracial



#### Native Hawaiian/Pacific Islander



#### White



**6%**

Ever English  
Learners



**2**

Languages  
Spoken

**20%**

Students  
with  
Disabilities

**92%**

Required  
Childhood  
Vaccinations

**38%**

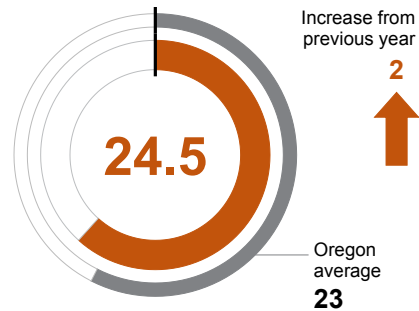
Students  
Experiencing  
Poverty

\*<10 students or data unavailable

### School Environment

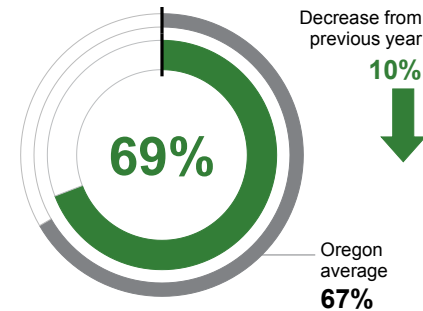
#### CLASS SIZE

Median class size.



#### REGULAR ATTENDERS

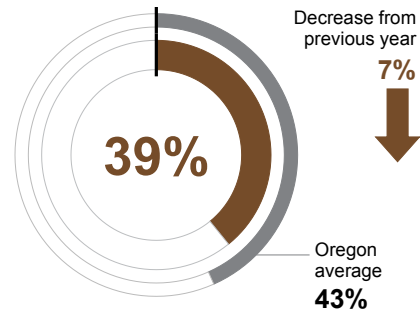
Students who attended more than 90% of their enrolled school days.



### Academic Success

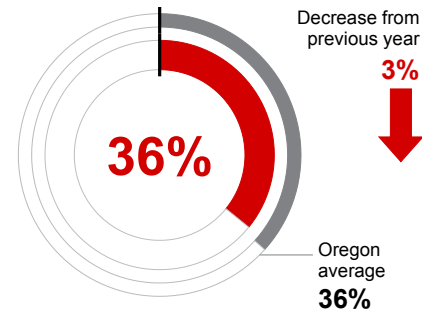
#### ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



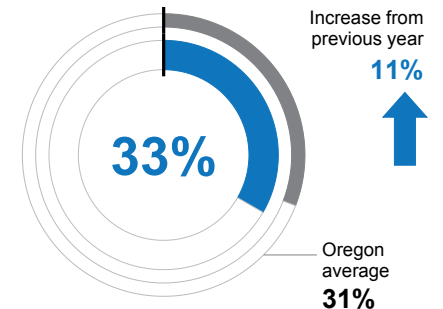
#### MATHEMATICS

Students meeting state grade-level expectations.



#### SCIENCE

Students meeting state grade-level expectations.



### School Goals

At Creslane Elementary, we are committed to creating a supportive and engaging learning environment where every child can thrive. Our goals focus on strengthening early literacy and math skills, fostering positive behavior and social-emotional growth, and ensuring students feel safe, valued, and ready to learn. By addressing the academic, social, emotional, and behavioral needs of each student, we empower children to reach their full potential and build a strong foundation for future success.

### State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

### Safe & Welcoming Environment

Creslane Elementary is dedicated to creating a safe, welcoming, and supportive community where students thrive. We honor diversity and foster a culture of kindness and respect. The social-emotional well-being of all students is at the core of our work. We actively communicate with our community through a variety of channels and provide interpreters for parent meetings and conferences. We also encourage our families and community members to be involved in strategic planning and school leadership, such as our site council.



# OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

## Creslane Elementary School

2024-25

### Outcomes

#### Our Staff (rounded FTE)



26

Teachers



14

Educational  
assistants



1

Counselors/  
Psychologists/  
Social Workers



78%

Average teacher  
retention rate over  
the past three years



64%

% of licensed teachers  
with more than 3 years  
of experience



Yes

Same principal in  
the last 3 years

#### REGULAR ATTENDERS

|                                  |                                  |
|----------------------------------|----------------------------------|
| American Indian/Alaska Native    | <10 students or data unavailable |
| Asian                            | <10 students or data unavailable |
| Black/African American           | <10 students or data unavailable |
| Hispanic/Latino                  | 53%                              |
| Multiracial                      | 56%                              |
| Native Hawaiian/Pacific Islander | <10 students or data unavailable |
| White                            | 73%                              |
| Students Experiencing Poverty    | 60%                              |
| Ever English Learner             | 54%                              |
| Students with Disabilities       | 64%                              |
| Migrant                          | <10 students or data unavailable |
| Homeless                         | 52%                              |
| Students in Foster Care          | <10 students or data unavailable |
| Military Connected               | <10 students or data unavailable |
| Talented and Gifted              | <10 students or data unavailable |
| Female                           | 69%                              |
| Male                             | 69%                              |
| Non-Binary                       | <10 students or data unavailable |

#### ENGLISH LANGUAGE ARTS

|                                  |
|----------------------------------|
| <10 students or data unavailable |
| <10 students or data unavailable |
| <10 students or data unavailable |
| 22%                              |
| 46%                              |
| <10 students or data unavailable |
| 40%                              |
| 33%                              |
| 13%                              |
| 17%                              |
| <10 students or data unavailable |
| 19%                              |
| <10 students or data unavailable |
| <10 students or data unavailable |
| <10 students or data unavailable |
| <10 students or data unavailable |
| 44%                              |
| 34%                              |
| <10 students or data unavailable |

#### MATHEMATICS

|                                  |
|----------------------------------|
| <10 students or data unavailable |
| <10 students or data unavailable |
| <10 students or data unavailable |
| 24%                              |
| 31%                              |
| <10 students or data unavailable |
| 38%                              |
| 30%                              |
| 19%                              |
| 15%                              |
| <10 students or data unavailable |
| 13%                              |
| <10 students or data unavailable |
| <10 students or data unavailable |
| <10 students or data unavailable |
| 38%                              |
| 33%                              |
| <10 students or data unavailable |

### About Our School

#### BULLYING, HARASSMENT, AND SAFETY POLICIES

At Creslane Elementary, student safety is our top priority. Our staff receives yearly training on policies and procedures for bullying, harassment, and school safety. These important topics are also woven into student curriculum and social-emotional learning lessons. We conduct regular safety drills and share information with families about how to report incidents or concerns.

#### EXTRACURRICULAR ACTIVITIES

Creslane Elementary provides a well-rounded education by offering students a variety of extracurricular activities. Our programs, including music, give students opportunities to explore new interests, develop talents, and gain valuable leadership skills.

#### PARENT ENGAGEMENT

At Creslane Elementary, communication and collaboration are essential to our partnership with families. We offer multiple opportunities for parents to share feedback and connect with our staff, including Back-to-School and open house nights, conferences, and community forums. We also share regular updates through our website and other communication platforms. Our teachers and staff actively encourage two-way communication with families and we welcome volunteers to strengthen these connections.

#### COMMUNITY ENGAGEMENT

We keep our broader community informed through regular updates on our website and various communication channels. We value volunteer opportunities and community partnerships as ways to build stronger connections. We actively seek community feedback as a key part of our school's leadership and strategic planning. A great example of our commitment to successful partnerships is the Intergenerational Reading Collaboration (IRC) program, which benefits our students and strengthens community bonds.