



## SCHOOL REPORT

**School:** School of Science and Technology

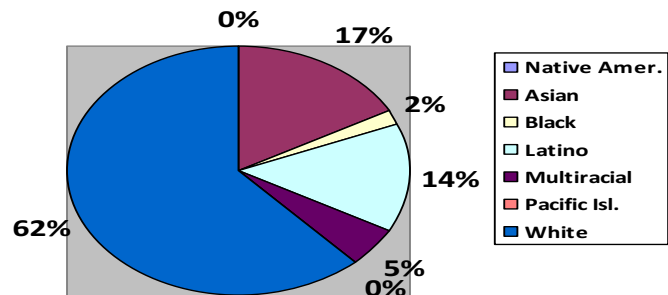
**Principal:** Brian Sica

**Years as School Principal:** 3

**Years in BSD:** 4

### School Demographics 2016-17

**Enrollment:** 168  
**Economically Disadvantaged:** 24%  
**Students with Disabilities:** 8%  
**Ever English Language Learner:** 20%  
**Different Languages Spoken:** 20



### School Metrics

#### College Readiness

Grade 11 English	14-15	15-16	16-17	Grade 11 Mathematics	14-15	15-16	16-17
All Students	87%	89%	>95%	All Students	87%	72%	84%
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino				Hispanic/Latino			
White	>95%	92%	>95%	White	87%	79%	77%
Multi-racial				Multi-racial			
Male	>95%	90%	>95%	Male	86%	77%	90%
Female				Female			
Grade 11 Reading	14-15	15-16	16-17	Grade 11 Science	14-15	15-16	16-17
All Students	87%	81%	90%	All Students	93%	75%	94%
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino				Hispanic/Latino			
White	87%	88%	91%	White	91%	83%	91%
Multi-racial				Multi-racial			
Male	86%	84%	90%	Male	91%	81%	90%
Female				Female			

**District Goal:** WE empower all students to achieve post-high school success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

### Cohort Graduation Rates

Four Year	2014	2015	2016	Five Year	2014	2015	2016
All Students	86.0%	81.1%	89.7%	All Students	100%	90.2%	91.4%
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities				Students with Disabilities			
Talented and Gifted	95.2%			Talented and Gifted		95.2%	
Asian				Asian			
Hispanic/Latino				Hispanic/Latino			
White	88.5%	74.1%	86.4%	White		92.0%	88.0%
Multi-racial				Multi-racial			
Male	87.1%	76.9%	87.0%	Male	100%	93.1%	88.0%
Female				Female			

### 2016-17 Participation Rates

ACT: 91%

Student Survey: 52%

	14-15	15-16	16-17		14-15	15-16	16-17
Students missing fewer than 10 days of school	73%	68%	74%	Students reporting that at least one adult cares about them	97%	97%	93%
Students missing class due to suspensions or expulsion	2	1	9	Parents reporting they feel informed and valued as active partners in their child's education		71%	72%
Number of class days missed due to suspensions or expulsion	1.5	2	25	Teachers and staff reporting they contribute to school decision making			
9 <sup>th</sup> Graders earning 6 or more credits	93%	82%	83%	Graduates completing OUS entrance requirements	93%	79%	NA
Students participating in job shadow, internship, apprenticeship, or service learning during high school	55%	46%	56%	Graduates completing four or more credits in the six Career Learning Areas	17%	37%	NA
				Graduates completing a CTE program of study	0%	0%	0%

### Successes:

Ultimately, we want all of our students prepared to change the world through a post-secondary experience. The *College Readiness* table indicates that the majority (>84%) of SST students are "college ready" as indicated by the selected metrics.

### Challenges:

The most concerning metrics are the blank and redacted areas, that indicate too small of a student body for reporting purposes. I am concerned that our population at SST, a school that provides a traditional Advanced Placement Experience, does not meet and exceed the demographic diversity that our district enjoys.

### Action Plan:

We are framing our shifts around the 2016-2017 accreditation report by AdvanceED. Our long-term work engages our staff in reframing the mission and vision of the school. The work far extends the verbiage of statements, and presses into values of acceptance, retention, response and support. Our short-term work is to continue to refine our publication and enrollment process to ensure that as many of the barriers are removed as possible.