


SCHOOL REPORT
School: Rock Creek Elementary

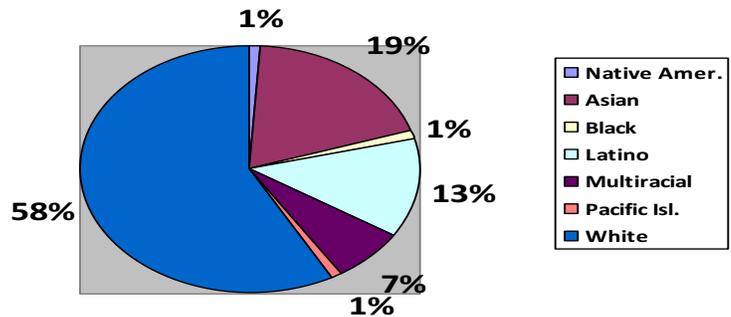
Principal: Tiffany Wiencken

Years as School Principal: 2

Years in BSD: 15

School Demographics 2016-17

Enrollment: 596
Economically Disadvantaged: 23%
Students with Disabilities: 14%
Ever English Language Learner: 15%
Different Languages Spoken: 31


School Metrics
Kindergarten Readiness

Letter Names*	14-15	15-16	16-17	Early Mathematics	14-15	15-16	16-17
All Students	23.3	29.1	41.5	All Students	9.7	11.3	11.5
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Students with Disabilities				Students with Disabilities			
Letter Sounds	14-15	15-16	16-17	Approaches to Learning	14-15	15-16	16-17
All Students	8.1	14.3	16.1	All Students	3.8	3.6	3.8
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Students with Disabilities				Students with Disabilities			

* Prior to 2016-17, letter names was a single timed test. Beginning in 2016-17, there are two untimed tests – one for uppercase and one for lowercase letters.

College Readiness

Grade 3 English Language Arts	14-15	15-16	16-17	Grade 3 Mathematics	14-15	15-16	16-17
All Students	74%	71%	66%	All Students	74%	81%	74%
Economically Disadvantaged	50%		47%	Economically Disadvantaged	33%		53%
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities			40%	Students with Disabilities			40%
Talented and Gifted			95%	Talented and Gifted			
Asian			81%	Asian			85%
Hispanic/Latino				Hispanic/Latino			
White	75%	72%	59%	White	78%	80%	74%
Multi-racial				Multi-racial			
Male	71%	71%	65%	Male	77%	86%	78%
Female	77%	71%	66%	Female	70%	76%	70%

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.

Grade 5 English Language Arts	14-15	15-16	16-17	Grade 5 Mathematics	14-15	15-16	16-17
All Students	78%	90%	77%	All Students	66%	76%	59%
Economically Disadvantaged	57%	91%	62%	Economically Disadvantaged	39%	59%	35%
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			>95%
Asian		>95%		Asian		>95%	
Hispanic/Latino				Hispanic/Latino			
White	80%	89%	83%	White	69%	77%	59%
Multi-racial				Multi-racial			
Male	71%	86%	73%	Male	61%	75%	67%
Female	86%	93%	82%	Female	71%	76%	51%
Growth English Language Arts	14-15	15-16	16-17	Growth Mathematics	14-15	15-16	16-17
All Students	60%	63%	54%	All Students	65%	65%	45%
Economically Disadvantaged	59%	54%	53%	Economically Disadvantaged	63%	51%	35%
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities			44%	Students with Disabilities			32%
Talented and Gifted		74%	72%	Talented and Gifted	75%	77%	77%
Asian		71%	72%	Asian		74%	50%
Hispanic/Latino			62%	Hispanic/Latino			46%
White	55%	61%	44%	White	66%	66%	45%
Multi-racial				Multi-racial			
Male	57%	55%	49%	Male	65%	70%	45%
Female	62%	71%	60%	Female	66%	60%	46%

2016-17 Participation Rates

Smarter Balanced ELA: **99%**

Smarter Balanced Math: **98%**

Student Survey: **85%**

	14-15	15-16	16-17		14-15	15-16	16-17
Students missing fewer than 10 days of school	78%	73%	72%	Students reporting that at least one adult cares about them	89%	92%	86%
Students missing class due to suspensions or expulsion	10	3	4	Parents reporting they feel informed and valued as active partners in their child's education	95%	91%	88%
Number of class days missed due to suspensions or expulsion	17.0	2.0	5.0	Teachers and staff reporting they contribute to school decision making			

Successes:

Referring to the metrics above, our school is proud of our ELA growth and achievement. Our TAG students also consistently make a lot of growth. Our data shows that 9/10 of our students are reporting that at least one adult cares about them. This is reflective of our wonderful staff who build positive relationships with our students and know the needs and strengths of their students. Another data point that we are celebrating is that 9/10 of our parents report that they feel informed and valued as active partners in their child's education. Our school works hard to proactively communicate with families and work as a team to support our students.

Challenges:

Regarding these same metrics, we are most concerned about student achievement for our 5th graders as evidenced by the data for ELA and math achievement during the 2016-2017 school year. Our specialists and teachers did a lot of collaborating and problem solving to support our 5th graders last year and the SBAC data is a snapshot of a grade level that had many challenges as a whole.

Action Plan:

Our plan of action to address these concerns is focused on making sure that we are continuing to maintain standards and differentiating to meet the needs of our students at the heart of our work. Our teachers are working hard to implement the ELA and Math adoptions, as well as to begin the journey of becoming a Primary Years Programme school. We are using our Wednesday early release collaboration time to maximize our work on these areas of focus. Our schoolwide advisory team and leadership team meet frequently to make sure that we are accessing professional learning opportunities for our teachers based on the needs they have for the students they serve. We are beginning to attend our trainings for the Culture of Care work and we are eager to learn more about how to best serve our students who struggle emotionally and behaviorally. We have dedicated building funds to add several additional members to our school Culture of Care team so that we can quickly spread this important work across our school for the benefit of our students.