



## SCHOOL REPORT

**School:** Meadow Park

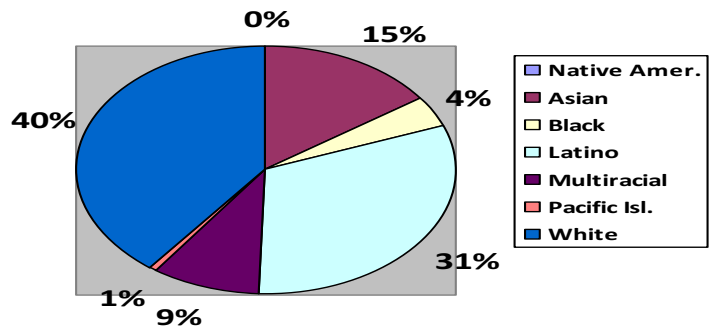
**Principal:** Jared Freeman

**Years as School Principal:** 3

**Years in BSD:** 8

### School Demographics 2016-17

**Enrollment:** 870  
**Economically Disadvantaged:** 43%  
**Students with Disabilities:** 17%  
**Ever English Language Learner:** 34%  
**Different Languages Spoken:** 33



### School Metrics

#### College Readiness

Grade 8 English Language Arts	14-15	15-16	16-17	Grade 8 Mathematics	14-15	15-16	16-17
All Students	59%	66%	51%	All Students	54%	61%	46%
Economically Disadvantaged	37%	45%	26%	Economically Disadvantaged	28%	39%	15%
English Language Learners	7%	16%	9%	English Language Learners	14%	18%	7%
Ever English Language Learners	31%	4%	30%	Ever English Language Learners	30%	38%	18%
Students with Disabilities	23%	24%	8%	Students with Disabilities	23%	13%	6%
Talented and Gifted	>95%	>95%	>95%	Talented and Gifted	>95%	>95%	95%
Asian	86%	82%	84%	Asian	93%	84%	86%
Hispanic/Latino	24%	43%	23%	Hispanic/Latino	21%	33%	12%
White	69%	77%	62%	White	58%	72%	60%
Multi-racial	81%		50%	Multi-racial	80%		50%
Male	53%	68%	48%	Male	55%	65%	45%
Female	66%	64%	55%	Female	53%	55%	48%
Growth English Language Arts	14-15	15-16	16-17	Growth Mathematics	14-15	15-16	16-17
All Students	51%	50%	35%	All Students	45%	50%	38%
Economically Disadvantaged	48%	44%	30%	Economically Disadvantaged	42%	43%	35%
English Language Learners	49%	36%	27%	English Language Learners	41%	36%	29%
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities	39%	35%	21%	Students with Disabilities	36%	38%	36%
Talented and Gifted	56%	54%	40%	Talented and Gifted	52%	61%	46%
Asian	70%	54%	50%	Asian	58%	72%	54%
Hispanic/Latino	43%	48%	28%	Hispanic/Latino	39%	41%	33%
White	48%	53%	34%	White	48%	50%	34%
Multi-racial	49%	52%	33%	Multi-racial	35%	39%	46%
Male	44%	49%	33%	Male	44%	49%	36%
Female	60%	52%	37%	Female	47%	50%	40%

**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.

**2016-17 Participation Rates**

Smarter Balanced ELA: 98%

Smarter Balanced Math: 98%

Student Survey: 92%

	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>		<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
Students missing fewer than 10 days of school	65%	67%	67%	Students reporting that at least one adult cares about them	86%	80%	79%
Students missing class due to suspensions or expulsion	63	73	77	Parents reporting they feel informed and valued as active partners in their child's education	82%	76%	78%
Number of class days missed due to suspensions or expulsion	296.5	378.5	509.0	Teachers and staff reporting they contribute to school decision making	74%	89%	74%

**Successes:**

I'm proud of the increase between 14-15 and 15-16 of teachers and staff feeling like they contribute to decision-making. I don't believe the 16-17 data is representative because we didn't provide time for staff to take the TELL survey so our participation was low at about 40%. I would anticipate that if everyone took the survey we would be at or above the 89% we had in 15-16.

**Challenges:**

I'm concerned with our SBAC data, particularly around student growth. The data is not representative of what our students are capable of or the hard work our staff is doing to move students forward. We had a large shift in our staff last year and with new staff we didn't focus on the importance of SBAC testing.

**Action Plan:**

Through retirements and transitions, approximately 50% of the staff was new to Meadow Park during the 16-17 school year. A culture is starting to be formed where students' learning is the central focus. Our staff has come together to develop common expectations, both social and academic in nature, and there is positive momentum among the staff.

This year, we have already introduced Baseline Edge to all staff at our October Early Release. Using that tool, we had staff look at SBAC results from the previous year for all of their students and encouraged them to consider the data in setting Student Growth Goals through the evaluation process. In January, we will begin to work with staff to prepare them to administer the SBAC within their own classrooms (we have previously used a testing lab) and utilize our Grade Level Team times to plan and communicate when the test will be given in the spring. Giving staff more ownership of the process should help students to take the test much more seriously and give their best effort. I anticipate our growth data will improve with this process.