WE EXPECT EXCELLENCE   WE INNOVATE   WE EMBRACE EQUITY   WE COLLABORATE

SCHOOL REPORT

School: Health & Science School

Principal: Brian Sica   **Years as School Principal:** 4   **Years in BSD:** 4
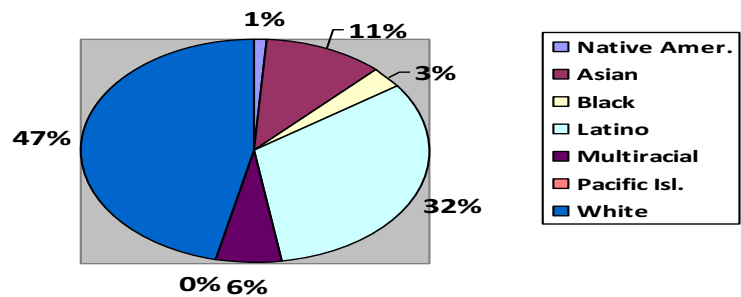
School Demographics 2016-17

Enrollment: 687

Economically Disadvantaged: 44%

Students with Disabilities: 10%

Ever English Language Learner: 33%

Different Languages Spoken: 24

Pie chart: Native Amer. 1%, Asian 11%, Black 3%, Latino 32%, Multiracial 6%, Pacific Isl. 0%, White 47%

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	57%	64%	75%	All Students	54%	56%	64%
Economically Disadvantaged	34%	50%	66%	Economically Disadvantaged	34%	38%	47%
English Language Learners				English Language Learners			
Ever English Language Learners	36%	54%	60%	Ever English Language Learners	39%	44%	40%
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	27%	47%	63%	Hispanic/Latino	17%	42%	40%
White	66%	71%	80%	White	66%	64%	72%
Multi-racial				Multi-racial			
Male	54%	61%	73%	Male	54%	54%	66%
Female	62%	70%	78%	Female	54%	58%	63%

Grade 11 English	14-15	15-16	16-17	Grade 11 Mathematics	14-15	15-16	16-17
All Students	45%	55%	63%	All Students	33%	41%	36%
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	17%	28%	36%	Hispanic/Latino	10%	21%	14%
White	60%	77%	76%	White	48%	62%	50%
Multi-racial				Multi-racial			
Male	49%	56%	64%	Male	38%	48%	41%
Female	40%	52%	62%	Female	27%	30%	27%

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

Grade 11 Reading	14-15	15-16	16-17	Grade 11 Science	14-15	15-16	16-17
All Students	36%	39%	43%	All Students	38%	45%	41%
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	10%	14%	18%	Hispanic/Latino	<5%	21%	14%
White	48%	54%	61%	White	64%	69%	58%
Multi-racial				Multi-racial			
Male	38%	44%	41%	Male	44%	52%	43%
Female	33%	30%	46%	Female	30%	31%	38%

Cohort Graduation Rates

Four Year	2014	2015	2016	Five Year	2014	2015	2016
All Students	86.0%	84.6%	93.9%	All Students	85.7%	89.8%	94.1%
Economically Disadvantaged	82.4%	83.9%	95.0%	Economically Disadvantaged	83.3%	85.3%	100%
English Language Learners				English Language Learners			
Ever English Language Learners		77.3%	96.6%	Ever English Language Learners	82.8%		100%
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino		75.0%	96.2%	Hispanic/Latino	69.6%		
White	91.7%		87.5%	White	88.9%	91.7%	
Multi-racial				Multi-racial			
Male	85.2%	80.0%	95.0%	Male	78.8%	88.5%	88.5%
Female	87.0%	88.9%	92.3%	Female	90.9%	91.3%	100%

2016-17 Participation Rates

SBAC ELA (Gr 6-8):	97%	SBAC Math (Gr 6-8):	97%	Student Survey:	74%	ACT (Gr 11):	94%

	14-15	15-16	16-17		14-15	15-16	16-17
Students missing fewer than 10 days of school	64%	66%	71%	Students reporting that at least one adult cares about them	83%	84%	86%
Students missing class due to suspensions or expulsion	41	17	24	Parents reporting they feel informed and valued as active partners in their child's education	74%	69%	73%
Number of class days missed due to suspensions or expulsion	675	232.5	353.5	Teachers and staff reporting they contribute to school decision making		74%	83%
9th Graders earning 6 or more credits	68%	59%	82%	Graduates completing OUS entrance requirements	73%	73%	NA
Students participating in job shadow, internship, apprenticeship, or service learning during high school		70%	75%	Graduates completing four or more credits in the six Career Learning Areas	95%	85%	NA
				Graduates completing a CTE program of study	89%	97%	NA

Successes:

The mission of the Health and Science School is to provide a rigorous STEM education that is available to all of the students in the Beaverton School District. We actively focus on removing the institutional barriers that have interrupted our most under-represented students from finding success. Many of the trends in this data set reflect progress toward realizing that mission. In particular, we have closed the racially predicted opportunity gap as measured by the four year graduation rate. The Cohort Rate table above indicates our ELL, Economically Disadvantaged, and Hispanic/Latino students graduate a higher rate than the overall cohort.

Challenges:
The most concerning data lies in the *College Readiness* Table. The data indicates that our Hispanic/Latino students are inadequately prepared for post secondary success, especially as compared to their white couterparts.

Action Plan:
Our "Playbook" is framed around the mantra "Empathy, Equity, Ownership, and Action". We are partnering with Mr. John Lenssen, as one of his priority schools, to engage in a staff wide (certified and classfied) investigation of our own bias as well as the potential for the collective efficacy toward changing our racially predicted outcomes. Our certified staff are engaging in varied but related work around instructional and systematic improvements that can be made to interrupt this trend. Examples include, the use of sheltering supports in increase meaning in the Sciences, targeted differentiation strategies, and co-teaching for all SPED and ELL students