


SCHOOL REPORT
School: Beaverton High School

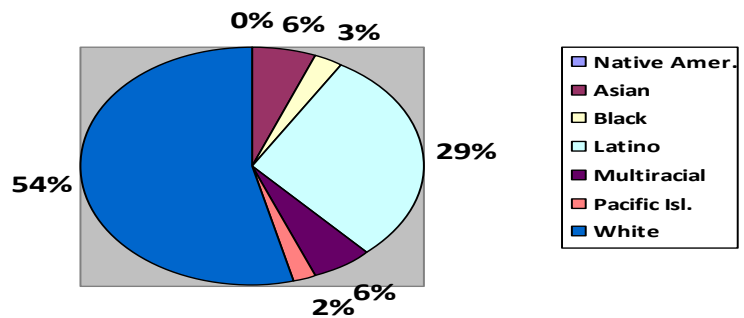
Principal: Anne Erwin

Years as School Principal: 6

Years in BSD: 7

School Demographics 2016-17

Enrollment: 1,784
Economically Disadvantaged: 42%
Students with Disabilities: 15%
Ever English Language Learner: 32%
Different Languages Spoken: 43


School Metrics
College Readiness

Grade 11 English	14-15	15-16	16-17	Grade 11 Mathematics	14-15	15-16	16-17
All Students	61%	62%	53%	All Students	42%	39%	29%
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities	23%	18%	18%	Students with Disabilities	9%	6%	8%
Talented and Gifted	>95%	>95%	>95%	Talented and Gifted	>95%	93%	81%
Asian	67%		50%	Asian	74%		32%
Hispanic/Latino	37%	36%	33%	Hispanic/Latino	15%	18%	9%
White	73%	73%	63%	White	48%	44%	41%
Multi-racial	61%		64%	Multi-racial	52%		39%
Male	58%	56%	47%	Male	44%	41%	32%
Female	66%	69%	59%	Female	39%	37%	26%
Grade 11 Reading	14-15	15-16	16-17	Grade 11 Science	14-15	15-16	16-17
All Students	43%	47%	36%	All Students	44%	39%	32%
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities	13%	15%	13%	Students with Disabilities	15%	12%	5%
Talented and Gifted	83%	86%	82%	Talented and Gifted	90%	88%	84%
Asian	56%		41%	Asian	59%		27%
Hispanic/Latino	17%	22%	14%	Hispanic/Latino	20%	16%	8%
White	51%	59%	47%	White	52%	47%	46%
Multi-racial	55%		46%	Multi-racial	52%		39%
Male	38%	42%	37%	Male	47%	42%	34%
Female	48%	52%	35%	Female	40%	36%	30%

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	2015	2016	2017	Five Year	2015	2016	2017
All Students	74%	79%	82%	All Students	78%	80%	84%
Economically Disadvantaged	61%	65%	69%	Economically Disadvantaged	66%	70%	73%
English Language Learners	54%	38%	40%	English Language Learners	43%	74%	66%
Ever English Language Learners	59%	65%	64%	Ever English Language Learners	59%	72%	78%
Students with Disabilities	59%	60%	64%	Students with Disabilities	65%	69%	66%
Talented and Gifted	97%	93%	95%	Talented and Gifted	95%	98%	93%
Asian	96%	93%	93%	Asian	93%	96%	96%
Hispanic/Latino	53%	61%	68%	Hispanic/Latino	57%	61%	71%
White	80%	86%	88%	White	84%	86%	88%
Multi-racial	77%	91%	86%	Multi-racial		77%	91%
Male	69%	78%	80%	Male	75%	78%	83%
Female	79%	81%	85%	Female	81%	83%	84%

2016-17 Participation Rates

ACT: 84%

Student Survey: 52%

	14-15	15-16	16-17		14-15	15-16	16-17
Students missing fewer than 10 days of school	58%	55%	54%	Students reporting that at least one adult cares about them		85%	90%
Students missing class due to suspensions or expulsion	58	63	65	Parents reporting they feel informed and valued as active partners in their child's education	83%	84%	84%
Number of class days missed due to suspensions or expulsion	793.5	989.5	698.5	Teachers and staff reporting they contribute to school decision making	63%	70%	69%
9 th Graders earning 6 or more credits	81%	85%	82%	Graduates completing OUS entrance requirements	53%	56%	63%
Students participating in job shadow, internship, apprenticeship, or service learning during high school		84%	87%	Graduates completing four or more credits in the six Career Learning Areas (C or better)	59%	60%	61%
				Graduates who are CTE concentrators	65%	61%	63%

Successes:

We are very proud of our increased graduation rate (overall) for the second year in a row. Our gains over the last two years total 8%. We know this is due to dedicated work by all of our staff and through a variety of efforts across the school.

We are pleased to see that at least 90% of students in 2016-17 report having at least one adult to turn to for help. We know this is due to efforts in our classrooms and our Beaver Lodge (advisory).

Despite our rising number of students who struggle with housing insecurity, the graduation rate for our Economically Disadvantage students rose.

Challenges:

The decreasing rates for all academic subjects is very concerning. The attendance data is a challenge for BHS and is connected to other important data points and aspects of academic success.

Action Plan:

This year we brought a variety of additional resources into BHS. Three graduation mentors, three Portland State University mental health interns, additional supports for our newcomer center, and additional community liaisons. These staff members are working closely with students, in a variety of ways, to support greater connection to school.

During the first Early Release Wednesday, we are moving through Culturally Responsive Teaching professional development, working on school wide implementation of AVID strategies, and integration of our Future You focus into all of our work.