

WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE



SCHOOL REPORT

School: Errol Hassell

Principal: Scarlet Valentine

Years as School Principal: 8

Years in BSD: 12

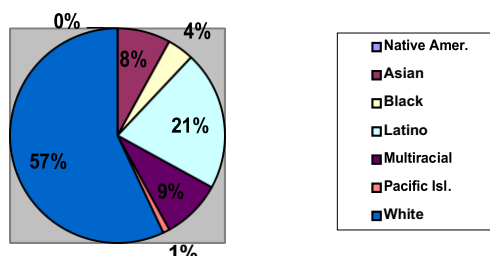
School Demographics 2017-18

Enrollment: 485

Economically Disadvantaged: 37%

Students with Disabilities: 15%

Ever English Language Learner: 20%

Different Languages Spoken: 16


School Metrics

Kindergarten Readiness

Letter Names*	15-16	16-17	17-18	Early Mathematics	15-16	16-17	17-18
All Students	28.7	29.5	29.2	All Students	9.7	9.5	11.3
Economically Disadvantaged	22.5	20.1	19.7	Economically Disadvantaged	8.6	7.7	10.4
English Language Learners				English Language Learners			
Students with Disabilities				Students with Disabilities			
Letter Sounds	15-16	16-17	17-18	Approaches to Learning	15-16	16-17	17-18
All Students	10.5	10.3	8.6	All Students	3.8	3.8	4
Economically Disadvantaged	6.2	5.6	5.8	Economically Disadvantaged	3.5	3.4	3.7
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	15-16	16-17	17-18	Grade 3 Mathematics	15-16	16-17	17-18
All Students	62%	57%	54%	All Students	61%	58%	65%
Economically Disadvantaged	48%	58%	35%	Economically Disadvantaged	48%	67%	50%
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	67%	66%	72%	White	69%	64%	70%
Multi-racial				Multi-racial			
Male	65%	63%	58%	Male	58%	57%	72%
Female	58%	51%	51%	Female	64%	60%	57%

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

"The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes."

Grade 5 English Language Arts	15-16	16-17	17-18	Grade 5 Mathematics	15-16	16-17	17-18
All Students	72%	71%	62%	All Students	56%	56%	56%
Economically Disadvantaged	56%		54%	Economically Disadvantaged	38%		49%
English Language Learners				English Language Learners			
Ever English Language Learners	50%			Ever English Language Learners	32%		
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino				Hispanic/Latino			
White	77%	79%	67%	White	60%	62%	64%
Multi-racial				Multi-racial			
Male	67%	88%	58%	Male	49%	76%	58%
Female	77%	57%	68%	Female	62%	38%	54%
Growth English Language Arts	15-16	16-17	17-18	Growth Mathematics	15-16	16-17	17-18
All Students	45%	62%	54%	All Students	58%	59%	51%
Economically Disadvantaged	43%	68%	44%	Economically Disadvantaged	50%	58%	52%
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities		58%	70%	Students with Disabilities		48%	
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	32%	54%	52%	Hispanic/Latino	47%	42%	48%
White	48%	63%	56%	White	64%	64%	51%
Multi-racial				Multi-racial			
Male	43%	66%	52%	Male	60%	57%	55%
Female	46%	59%	56%	Female	56%	61%	47%

2017-18 Participation Rates

Smarter Balanced ELA: **>99%**

Smarter Balanced Math: **>99%**

Student Survey: **90%**

	15-16	16-17	17-18		15-16	16-17	17-18
Students missing fewer than 10 days of school	68%	64%	68%	Students reporting that at least one adult cares about them	87%	86%	79%
Students missing class due to suspensions or expulsion				Parents reporting they feel informed and valued as active partners in their child's education			
	6	1	5		87%	88%	84%
Number of class days missed due to suspensions or expulsion				Teachers and staff reporting they contribute to school decision making			
	6	2	12		60%	56%	

Successes:

I am proud of the growth made in English Language Arts by our Students with Disabilities. I attribute this growth to the use of a research-based Intervention Program - the Fountas & Pinnell Leveled Literacy Intervention Program. This program consists of daily, intensive, small-group instruction with engaging leveled books and fast-paced systematically designed lessons. Last year 12 of our 59 ELL students were able to exit out of ELL services. I attribute this to the close teaming of the ELL teacher, ELL aide and classroom teachers to ensure the curriculum is aligned throughout the school year. Our overall attendance has increased to 88%. I attribute the high rate of attendance to students feeling connected to our school and being recognized for having good attendance.

We have strong parent involvement with volunteers running our Art Literacy and Passport Club programs. We have an active PTO that organizes family nights each month, including a Science Fair, Dance, Bingo Night and Carnival. Our school participates in the Oregon Battle of the Books every year and this year we will also participate in One School One Book. We offer students a variety of after school activities, the most popular being the Robotics Club. We are a PBIS school and have all-school assemblies each month to help students feel connected to the school and to build school spirit – at each assembly we say our EH

Community Pledge, sing our school song, recognize students for perfect and almost perfect attendance and enjoy musical performances by students and staff.

At Errol Hassell approximately 1 out of 3 students live in poverty (37%). Many of our students are homeless, come to school tired, hungry and are not ready to learn. This year we've started a new program for breakfast called the 'grab 'n go breakfast' and we've doubled the number of students eating breakfast at school.

Challenges:

I am most concerned about the decrease in both our English Language Arts and Math scores. I attribute this decline to the adoption of the new ELA curriculum and the new Math curriculum. Teachers are learning the reading, writing and math workshop models and working toward mastery of the new curriculum materials. Our school also experienced a dramatic increase in the number of students with challenging behaviors that impacted learning in classrooms. Last year we had an increase of students with mental health and behavioral needs and that number continues to rise each year.

Action Plan:

This year we are continuing our professional development focus in ELA and Math. Teachers are becoming expert with the reading, writing and math workshop models during collaboration on Early Release Wednesdays. We are addressing the challenging student behavior by adopting Social Emotional Learning (SEL) programs schoolwide to help students stay regulated throughout the school day. We also have a half time Student Success Coach this year that works alongside classroom teachers to assist them in implementing SEL programs with students - programs such as Collaborative Problem Solving, Zones of Regulation, Universal Non-Verbal Signals, Universal Voice Level System, Structured Morning Routine, Calming Spaces, Relaxing Music, and Community Building (Community Circles & students being greeted at the door by name when they enter the school each morning).