


WE EXPECT EXCELLENCE

WE INNOVATE

WE EMBRACE EQUITY

WE COLLABORATE

SCHOOL REPORT

School: Bonny Slope Elementary

Principal: Janet Maza

Years as School Principal: 4

Years in BSD: 24

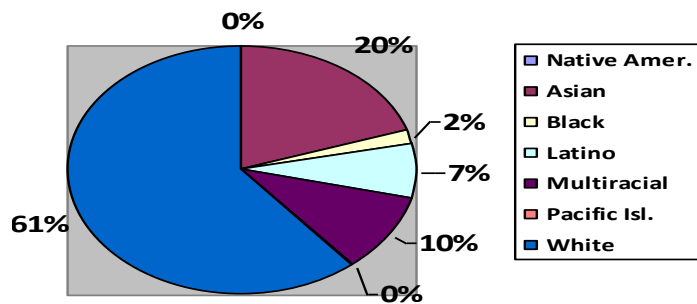
School Demographics 2016-17

Enrollment: 640

Economically Disadvantaged: 9%

Students with Disabilities: 8%

Ever English Language Learner: 10%

Different Languages Spoken: 28


School Metrics

Kindergarten Readiness

Letter Names*	14-15	15-16	16-17	Early Mathematics	14-15	15-16	16-17
All Students	26.7	32.8	42.5	All Students	9.1	10.3	10.8
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	12.0	16.5	17.5	All Students	3.8	3.5	3.2
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	87%	84%	74%	All Students	85%	89%	80%
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	>95%			Talented and Gifted	>95%		
Asian	>95%	>95%		Asian	>95%	>95%	
Hispanic/Latino		81.3		Hispanic/Latino			
White	84%		69%	White	82%	88%	76%
Multi-racial				Multi-racial			
Male	80%	78%	81%	Male	84%	86%	81%
Female	95%	91%	68%	Female	87%	91%	79%

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	88%	85%	86%	All Students	82%	71%	70%
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	>95%	>95%	>95%	Talented and Gifted	>95%	>95%	>95%
Asian			>95%	Asian			91%
Hispanic/Latino				Hispanic/Latino			
White	89%	85%	84%	White	83%	69%	68%
Multi-racial				Multi-racial			
Male	80%	83%	82%	Male	79%	82%	73%
Female	96%	85%	90%	Female	85.7	59%	68%
Growth English Language Arts	14-15	15-16	16-17	Growth Mathematics	14-15	15-16	16-17
All Students	87%	85%	59%	All Students	83%	80%	52%
Economically Disadvantaged	67%	57%	55%	Economically Disadvantaged	42%	49%	
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities		48%	38%	Students with Disabilities		48%	43%
Talented and Gifted	>95%	>95%	63%	Talented and Gifted	>95%	>95%	60%
Asian	>95%	>95%	69%	Asian	>95%	92%	69%
Hispanic/Latino				Hispanic/Latino			
White	87%	84%	58%	White	82%	78%	47%
Multi-racial	87%	93%	44%	Multi-racial	87%	88%	63%
Male	82%	82%	56%	Male	85%	82%	51%
Female	91%	89%	61%	Female	81%	77%	54%

2016-17 Participation Rates

Smarter Balanced ELA: 99%

Smarter Balanced Math: 99%

Student Survey: 99+%

	14-15	15-16	16-17		14-15	15-16	16-17
Students missing fewer than 10 days of school	77%	76%	74%	Students reporting that at least one adult cares about them	92%	91%	90%
Students missing class due to suspensions or expulsion	11	4	6	Parents reporting they feel informed and valued as active partners in their child's education	93%	86%	82%
Number of class days missed due to suspensions or expulsion	16.0	6.0	7.5	Teachers and staff reporting they contribute to school decision making	80%	84%	79%

Successes:

- Science scores rose after a concerted effort by all teachers to focus on teaching science through inquiry and the Next Generation Science Standards.
- Bonny Slope Elementary (BSE) key student groups, when compared to “like Schools” in the state of Oregon, have a higher percentage of students meeting or exceeding in all areas except in the area of mathematics for students who are economically disadvantaged. Last year, our data teams specifically focused on the students from these sub-groups. Staff provided interventions and instructional practices to specifically meet the needs of students in these key student groups.
- The performance of our students with disabilities is the highest in BSD for ELA and Mathematics. Teachers at BSE recognize that they have the greatest influence in providing an academic experience where our students with specific learning disabilities succeed. This includes having high expectations for our students in Special Education, as well as providing and monitoring accommodations and the success of these accommodations.

- Ninety percent of the students reported that at least one adult cares about them. Teachers are striving for 100% and are working to develop strong relationships, a more inclusive school environment and to recognize/celebrate the successes that happen every day, especially for our most at-risk students.
- The efforts to gather input of parents were successful. Parents answering the survey increased from 98 to 190.
- Bonny Slope has never seen higher participation in community events than they have over the past two years. This is a result of the parent organization and the staff striving for inclusive practices at school and in the community.

Challenges:

- Students missing fewer than 10 days of school has decreased over the past three years.
- The percentage of students meeting or exceeding in the area of Mathematics and ELA decreased this year.
- Students economically disadvantaged and in special education continue to show less growth than their peers not in special education or who are not economically disadvantaged.
- Parents reported in the District survey that they need more information about their child's academic and social growth.
- Students arriving to school lacking the social and emotional skills needed to be successful in an educational environment
- Creating an inclusive environment where ALL students succeed, feel valued and cared for

Action Plan:

- Actively educate parents about the importance of getting students to school by communicating to parents via email, phone, and in person to determine how we can support them in getting their students to school.
- Provide monthly professional development in using the workshop model for both ELA and Mathematics. We also survey teachers to see if additional PD is required to make sure their PD needs are met. Currently, teachers are dissecting the math standards for their grade levels. They are then analyzing the standards with grade level lessons above and below their own for a more seamless vertical alignment, not only with mathematical concepts, but to also utilize common vocabulary from one grade level to the next.
- Continue bi-monthly learning teams for grades K-5 to examine student achievement data, reflect on instructional practices and set student goals. Participate in data teams four times a year to focus on the effectiveness of the instructional strategies used in the classroom.
- Implement Culture of Care practices school-wide. This includes providing PD for classified staff during Early Release Wednesdays.
- Culture Committee with parents and teachers began this year with the goal of creating an avenue for parents to share and contribute their hopes, dreams and goals for their children that involve our curriculum and how our children and their families see the world and each other.

- Provide leadership opportunities for ALL of our older students, which include working with younger students. This enables students to show the school community their strengths, their ability to contribute to the school, to feel valued by adults outside of their own classroom, and to support the inclusiveness of our school.
- Support students' social and emotional growth before entering kindergarten as well as create an inclusive environment for ALL students, we opened an inclusive preschool at BSE with the support of NWRESD. It is our hope that students, especially our disadvantaged students will have a level playing field when beginning their educational experience at BSE by attending the preschool. For the older students, we are currently implementing a #kindness matters campaign to identify key social and emotional practices that can help our world become a kinder place.