


**WE EXPECT EXCELLENCE**

**WE INNOVATE**

**WE EMBRACE EQUITY**

**WE COLLABORATE**

## SCHOOL REPORT

**School:** West Tualatin View Elementary

**Principal:** Kalay McNamee

**Years as School Principal:** 9

**Years in BSD:** 19

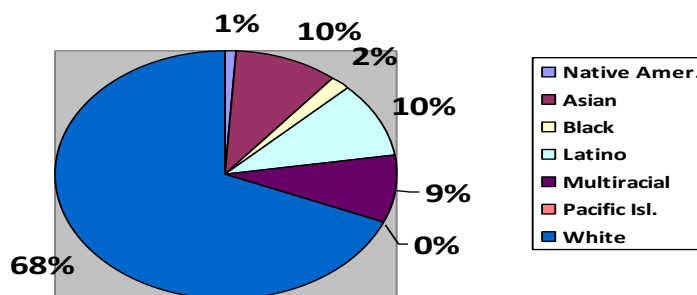
### School Demographics 2016-17

**Enrollment:** 366

**Economically Disadvantaged:** 9%

**Students with Disabilities:** 14%

**Ever English Language Learner:** 10%

**Different Languages Spoken:** 18


### School Metrics

#### Kindergarten Readiness

Letter Names*	14-15	15-16	16-17	Early Mathematics	14-15	15-16	16-17
All Students	24.4	31.3	41.3	All Students	9.4	8.8	10.2
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	9.0	11.6	16.9	All Students	3.8	3.7	4.0
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	61%	72%	76%	All Students	68%	77%	76%
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				Hispanic/Latino			
White	56%	76%	81%	White	67%	82%	75%
Multi-racial				Multi-racial			
Male	48%	69%	64%	Male	64%	74%	77%
Female		76%	87%	Female		80%	74%

**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.

<b>Grade 5 English Language Arts</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>Grade 5 Mathematics</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
All Students	88%	75%	66%	All Students	72%	61%	67%
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				Hispanic/Latino			
White	91%	80%	63%	White	77%	67%	67%
Multi-racial				Multi-racial			
Male	87%	72%	64%	Male	73%	76%	65%
Female		77%		Female		41%	
<b>Growth English Language Arts</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>Growth Mathematics</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
All Students	55%	46%	51%	All Students	69%	65%	54%
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			50%	Talented and Gifted			
Asian				Asian			
Hispanic/Latino				Hispanic/Latino			
White	57%	48%	49%	White	74%	70%	44%
Multi-racial				Multi-racial			
Male	54%	47%	54%	Male	73%	73%	58%
Female	56%	46%	44%	Female	63%	55%	47%

Interpret with caution - fewer than 90% of students have valid test scores.

## 2016-17 Participation Rates

Smarter Balanced ELA: 95%

Smarter Balanced Math: 96%

Student Survey: 100%

	<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	75%	77%	74%	Students reporting that at least one adult cares about them	86%	92%	89%
Students missing class due to suspensions or expulsion	7	1	0	Parents reporting they feel informed and valued as active partners in their child's education	94%	88%	92%
Number of class days missed due to suspensions or expulsion	31	1	0	Teachers and staff reporting they contribute to school decision making			

## Successes:

- Cohort data (14-15 third graders and 16-17 fifth graders) reflects improved academic achievement in ELA and remains steady in Math.
- Cohort data for current 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade students indicates a pattern of improved academic achievement in ELA and Math.
- 89% of 4<sup>th</sup>-5<sup>th</sup> grade students report at least one adult cares for them.
- 92% of parents/guardians feel informed and valued as partners in their child's education.
- Decreased number of students missing class due to suspensions as a result of a staff mindset shift toward restorative practices
- International Baccalaureate Primary Years Program instructional model influencing an increase in academic rigor

**Challenges:**

- Academic growth gap in mathematics for female students. Note: Data for 14-15 and 16-17 5<sup>th</sup> graders and 14-15 3<sup>rd</sup> graders too small to calculate cell data for females. Over all school gender trends 60% male and 40% female students.
- ~25% of students missing more than 10 days of school per year

**Action Plan:**

- Continue professional development in the inquiry and workshop approaches to teaching and learning.
- Provide professional development for math instructional materials, web-based applications and formative assessment practices.
- Maintain collaboration and learning team schedules for teams to meet weekly in order to examine student achievement data, reflect on instructional practices and set short-term student learning goals.
- Conduct student intervention meetings 5 times per year to discuss and plan for individual student learning and behavior needs.
- Institute professional development in instructional practices under the umbrella of Culture of Care.
- Utilize collaboration days to provide professional development for Instructional Assistants and Special Education Program Aides.
- Design and implement an attendance improvement campaign.
- Use the 5D+ Teacher Evaluation Rubric to conduct reflective conversations with teachers to support professional growth goals.
- Achieve authorization to become an International Baccalaureate World School Primary Years Program by June 2018.
- Provide a positive learning environment that is collaborative and accessible to all.