


WE EXPECT EXCELLENCE

WE INNOVATE

WE EMBRACE EQUITY

WE COLLABORATE

SCHOOL REPORT

School: Aloha Huber Park K-8

Principal: Scott Drue

Years as School Principal: 11

Years in BSD: 12

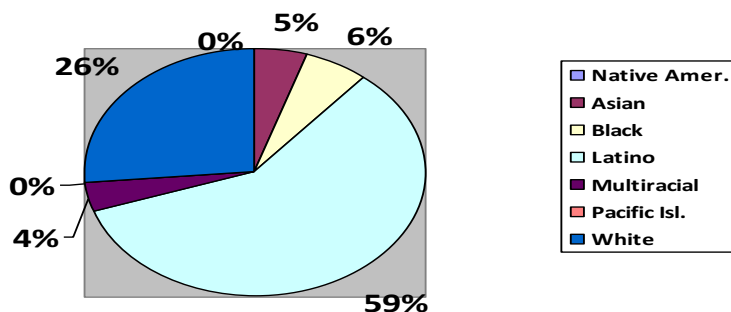
School Demographics 2016-17

Enrollment: 942

Economically Disadvantaged: 79%

Students with Disabilities: 11%

Ever English Language Learner: 56%

Different Languages Spoken: 30


School Metrics

Kindergarten Readiness

Letter Names*	14-15	15-16	16-17	Early Mathematics	14-15	15-16	16-17
All Students	12.5	14.5	21.0	All Students	7.2	8.6	7.9
Economically Disadvantaged	10.7	9.6	18.2	Economically Disadvantaged	7.0	8.0	7.9
English Language Learners	7.3	7.9	13.9	English Language Learners	6.6	7.6	7.6
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	4.3	4.4	5.8	All Students	3.8	3.6	3.8
Economically Disadvantaged	3.1	2.2	4.8	Economically Disadvantaged	3.8	3.5	3.8
English Language Learners	2.1	1.2	3.2	English Language Learners	3.8	3.5	3.8
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	37%	38%	31%	All Students	49%	44%	37%
Economically Disadvantaged	33%	35%	29%	Economically Disadvantaged	47%	39%	35%
English Language Learners	27%	25%	20%	English Language Learners	42%	34%	32%
Ever English Language Learners	27%	24%	20%	Ever English Language Learners	42%	33%	32%
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	28%	36%	22%	Hispanic/Latino	43%	43%	35%
White	46%	37%	43%	White	49%	49%	39%
Multi-racial				Multi-racial			
Male	27%	30%	33%	Male	43%	41%	41%
Female	46%	46%	29%	Female	54%	46%	32%

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	38%	47%	47%	All Students	29%	35%	39%
Economically Disadvantaged	35%	46%	45%	Economically Disadvantaged	25%	35%	38%
English Language Learners	34%	37%	32%	English Language Learners	26%	20%	34%
Ever English Language Learners	39%	45%	42%	Ever English Language Learners	30%	28%	44%
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	42%	40%	47%	Hispanic/Latino	30%	34%	44%
White	28%	51%	50%	White	24%	46%	36%
Multi-racial				Multi-racial			
Male	29%	40%	31%	Male	25%	32%	37%
Female	48%	54%	64%	Female	32%	37%	43%
Grade 8 English Language Arts	14-15	15-16	16-17	Grade 8 Mathematics	14-15	15-16	16-17
All Students	75%	58%	62%	All Students	67%	64%	62%
Economically Disadvantaged	74%	56%	57%	Economically Disadvantaged	70%	62%	59%
English Language Learners		30%		English Language Learners		40%	
Ever English Language Learners	72%	54%	65%	Ever English Language Learners	70%	56%	62%
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	70%	53%	58%	Hispanic/Latino	61%	58%	60%
White				White			
Multi-racial				Multi-racial			
Male	64%	54%	56%	Male	68%	65%	56%
Female	85%	62%	70%	Female	65%	62%	70%
Growth English Language Arts	14-15	15-16	16-17	Growth Mathematics	14-15	15-16	16-17
All Students	56%	49%	60%	All Students	58%	56%	70%
Economically Disadvantaged	57%	50%	59%	Economically Disadvantaged	58%	56%	70%
English Language Learners	53%	44%	52%	English Language Learners	54%	47%	60%
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities	39%	33%	33%	Students with Disabilities	47%	36%	48%
Talented and Gifted		52%	56%	Talented and Gifted		77%	91%
Asian				Asian			
Hispanic/Latino	62%	44%	61%	Hispanic/Latino	57%	53%	69%
White	45%	48%	61%	White	58%	54%	73%
Multi-racial				Multi-racial			
Male	51%	48%	53%	Male	53%	58%	67%
Female	62%	50%	68%	Female	62%	53%	74%

2016-17 Participation Rates

Smarter Balanced ELA: 99%

Smarter Balanced Math: 99%

Student Survey: 100%

	14-15	15-16	16-17		14-15	15-16	16-17
Students missing fewer than 10 days of school	73%	70%	66%	Students reporting that at least one adult cares about them		85%	84%
Students missing class due to suspensions or expulsion	30	45	28	Parents reporting they feel informed and valued as active partners in their child's education	81%	90%	79%
Number of class days missed due to suspensions or expulsion	69.5	78	75	Teachers and staff reporting they contribute to school decision making	75%	85%	77%

Successes:

Aloha-Huber Park K-8 School continues to make steady, accelerated growth across EVERY one of its sub groups. SBAC Median Growth Percentiles between Hispanic and White students remain equal at the 65th percentile in reading, and the 69th percentile and 74th percentile respectively in math.

What is particularly significant about this data is that, as per the 2017 State School Report Card, AHP ranks number one out of Beaverton's 15 Title I schools for achievement and academic growth, and is ranked sixth in the District overall. English Learners at Aloha-Huber Park made more academic growth during the 2016-2017 school year than students from any other school in the state of Oregon, by more than doubling the "Like-School M/E Comparison Average" of 20% to 54% in reading, and almost quadrupling the "Like-School Comparison M/E Average" of 16% to 62% in math. Moreover, for the past nine consecutive years, AHP has exited all English Learners from ESL services before entering high school. All of this continues to be accomplished despite the fact that AHP is the largest high-poverty school in the Beaverton School District, and serves the highest number of students learning English as a second language.

Aloha-Huber Park has become a very unique school-community, one where **our students' race, ethnicity, language proficiency, or socio-economic status are NOT predictors of their academic achievement.**

Challenges:

Students in grades 3 and 5 at Aloha-Huber Park continue to Meet or Exceed below 50% on SBAC in reading and math. In a school that serves 53 ethnicities and 30 spoken languages, where 80% of our students are economically disadvantaged, and 600 students are learning English, the concern is in ensuring that all students receive an academic program that is both Guaranteed and Viable.

Providing a guaranteed curriculum means that each student, regardless of their grade or teacher, is provided the same access to Common Core Standards. A viable curriculum is accessible for all students, regardless of their academic needs, **and** realistic for our teachers to teach to mastery in the time available.

Action Plan:

The goal of establishing a school-wide guaranteed and viable curriculum in reading and math has required the following adult actions:

1. Implementing a multi-tiered system of support, where students who are below grade level are immediately identified and supported in a small group instructional setting
2. Developing an understanding that Curriculum Mapping is an essential part of providing core instruction to all students
3. Collaborating to thoughtfully place grade level Common Core Standards on year-long projection maps to ensure appropriate pacing, coverage and depth for proficiency, as well as accounting for competing priorities on instructional time
4. Generating unit maps to include Common Core focus-standards, which ensures that each member of a grade level teacher team is teaching the content in a similar instructional design, and on the agreed upon timeline
5. Creating high-quality COMMON assessments
6. Following an established process which guides AHP teacher teams through effective collaboration in making data-driven instructional decisions
7. Engaging in "backwards mapping", an essential collaborative practice for knowing the difference between what was intended to be taught and what students actually learned