


WE EXPECT EXCELLENCE

WE INNOVATE

WE EMBRACE EQUITY

WE COLLABORATE

SCHOOL REPORT

School: Cedar Park Middle

Principal: Dr. Shannon Anderson

Years as School Principal: 2

Years in BSD: 2

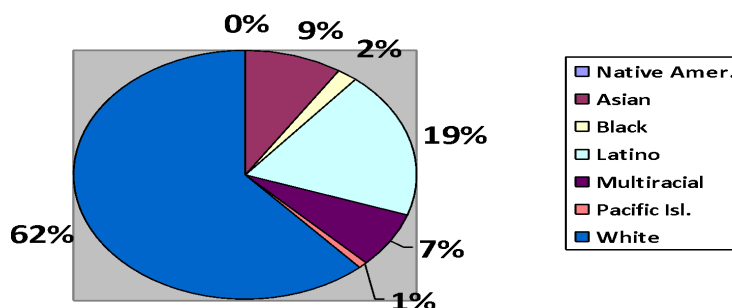
School Demographics 2016-17

Enrollment: 1,057

Economically Disadvantaged: 25%

Students with Disabilities: 15%

Ever English Language Learner: 22%

Different Languages Spoken: 35


School Metrics

College Readiness

Grade 8 English Language Arts	14-15	15-16	16-17	Grade 8 Mathematics	14-15	15-16	16-17
All Students	72%	64%	63%	All Students	65%	50%	55%
Economically Disadvantaged	46%	35%	26%	Economically Disadvantaged	29%	22%	11%
English Language Learners	8%	<5%	14%	English Language Learners	8%	7%	<5%
Ever English Language Learners	45%	36%	28%	Ever English Language Learners	36%	28%	12%
Students with Disabilities	40%	15%	19%	Students with Disabilities	27%	8%	13%
Talented and Gifted	>95%	>95%	>95%	Talented and Gifted	>95%	>95%	>95%
Asian	77%	86%	>95%	Asian	82%	78%	90%
Hispanic/Latino	52%	33%	35%	Hispanic/Latino	27%	12%	15%
White	79%	72%	69%	White	75%	61%	64%
Multi-racial	87%	77%	70%	Multi-racial	81%	46%	62%
Male	68%	59%	58%	Male	65%	49%	55%
Female	77%	70%	70%	Female	65%	51%	54%
Growth English Language Arts	14-15	15-16	16-17	Growth Mathematics	14-15	15-16	16-17
All Students	54%	56%	51%	All Students	48%	52%	44%
Economically Disadvantaged	49%	40%	41%	Economically Disadvantaged	39%	40%	38%
English Language Learners	49%	36%	51%	English Language Learners	31%	61%	32%
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities	45%	44%	43%	Students with Disabilities	42%	39%	29%
Talented and Gifted	58%	69%	59%	Talented and Gifted	50%	65%	51%
Asian	68%	66%	61%	Asian	48%	65%	61%
Hispanic/Latino	48%	45%	39%	Hispanic/Latino	42%	39%	36%
White	54%	59%	54%	White	51%	55%	43%
Multi-racial	61%	49%	56%	Multi-racial	24%	54%	59%
Male	48%	54%	49%	Male	43%	52%	42%
Female	62%	57%	55%	Female	52%	52%	47%

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.

2016-17 Participation Rates

Smarter Balanced ELA: 97%

Smarter Balanced Math: 96%

Student Survey: 88%

	14-15	15-16	16-17		14-15	15-16	16-17
Students missing fewer than 10 days of school	67%	66%	66%	Students reporting that at least one adult cares about them	82%	78%	75%
Students missing class due to suspensions or expulsion	62	39	58	Parents reporting they feel informed and valued as active partners in their child's education	73%	79%	74%
Number of class days missed due to suspensions or expulsion	226.0	56.5	141.5	Teachers and staff reporting they contribute to school decision making	87%	83%	80%

Successes:

There are many things that Cedar Park has to celebrate as successes, many of which are not reflected in this specific data, but there are a few that are important to note. In examining the data, it's important to note that the College Readiness test changed in 2015-16, so the following analysis is focused primarily on the 15-16 and 16-17 data.

1. We showed great success in advancing the skills and proficiency of a few of our most critical sub-populations of students: English Language Learners and Students with Disabilities.
 - a. We advanced the skills and proficiency of our ELL students in English Language Arts. Their college readiness increased by 10%, and the growth percentage increased by 15%. This is significant because our ELL population is 22% of our school, and they represent some of the most underserved students throughout our district. We have focused resources to help support their language growth in reading and writing, and that is paying off. It is crucial that our students enter high school at the highest proficiency possible, as success in 9th grade is the greatest determinant of high school completion.
 - b. We advanced the skills and proficiency of our Students with Disabilities in demonstrating college readiness in ELA by 4% and in math by 5%. We believe that ALL students should access the curriculum with support and encouragement, and the diversity of our classrooms and schools makes everyone stronger. Our special education teachers and instructional assistants, as well as the general education teachers, embrace our students with disabilities with a focus on academic expectations and goals. We attribute this growth to a well-trained staff, distinguishing between behavioral growth and academic growth, problem solving through restorative practices, and promoting a school culture of inclusion and collaboration.
2. We are pleased to see that our 8th grade students increased their college readiness proficiency by 5%. Obviously increasing scores are something to celebrate, but we are not satisfied with the overall numbers and have made significant additions to our schedule to support the students who need more support. This year we added tier 3 math intervention classes, in addition to the established tier 2 interventions. Students in these classes get individualized attention in a small group setting to specifically address their needs, and we are confident that they will continue to grow and show more improvement.

Challenges and Action Plan:

1. While we have much to celebrate, the achievement gap is still very real at our school. It would be nice to point to one specific metric and tout our improvement. Instead of focusing on our achievements, I have no problem transparently admitting that our numbers are not where they need to be. What is encouraging is that we see some trends emerging that indicate we are moving in the right direction. These are not accidental or happenstance. Rather, these bright points, combined with our strategic action plan, will prove these trends to be consistent and will work to close the achievement gap at Cedar Park in tangible, measurable ways.

What does this look like specifically?

As all Cedar Park Students continue to be challenged by accelerated Math classes, we have high expectations for students and their abilities, and provide targeted support in the form of Math intervention classes. This allows students to respond to the challenge in their own, individual ways, and show growth that is timely and tailored to their own situation.

We also strategically hire instructional assistants to work with general education teachers in areas requiring the most support. For example, we have one general education IA working specifically with ELL students and another IA with advanced degrees in Science and Mathematics to support specific classes, further reducing the student-to-qualified adult ratio.

We continue to advance AVID strategies schoolwide, as well as support over 90 students in our AVID elective. Over 70% of our teachers have attended an AVID summer institute or an AVID strand training, and we know that advancing our Culturally Relevant Teaching efforts will make learning more meaningful for everyone. Finally, our staff as a whole has participated in at least 4 sessions that focused on examining our biases and seeing school through the varied lenses of students. We have engaged in difficult conversations, and we are just beginning.

Additionally, we're laser focused on developing our career readiness through real-world, innovative projects and opportunities. Starting next semester, our science teachers will have the opportunity to partner with professionals from Nike and Intel in offering their classes the chance to hone their engineering and design skills in our new Maker Lab, funded generously by our parent group. All science teachers will have the chance to engage their students in projects that include mechanical engineering, product development, and robotics. Also, Cedar Park continues to offer after-school opportunities for students with career-related interests, ranging from coding to competitive math. Through these extra-curricular groups, we also seek to build positive relationships between students and adults, specifically focusing on students of color. For instance, our after school soccer club requires students to show academic growth and a positive investment in the school community in order to participate in regular tournaments with other BSD middle schools.

Systematic initiatives like these provide incentives, create accountability for students and ignite curiosity. We recognize that there is no silver bullet in closing the achievement gap and turning around test scores. It will require a campaign of nuanced, intentional strategies to provide support to all students, and that's just what we're doing. Change takes time, and we're just starting to see the beginnings of a much larger shift in the right direction.