

Validation Notes for Elementary School Summary Version 2017.10.05

Validation Notes for RC Summaries Version 2017.10.05

This is the first preview of the 2016-17 school and district report cards.

For more information on the School and District Report Cards, please visit:

<http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/default.aspx>

Video trainings for the report cards can be found at:

<https://district.ode.state.or.us/search/page/?id=257>

FROM THE PRINCIPAL

Dear Parents and Community Members,

Nestled in the western corner of Newberg School District attendance boundary, Ewing Young Elementary is the smallest and most unique K-5 school in the district. Having the largest geographic attendance zone, our students come to school by bus or parent transportation, traveling from within Newberg, Hillsboro, Gaston, and areas within Yamhill County. Ewing Young’s special “small town” feel creates an inviting, warm environment, built upon relationships between staff, students and parents. Ewing Young is a calm, productive, healthy-sized institution that is conducive to meeting the needs of its students. The principal and teachers are attentive to students and work to meet their individual needs in all areas

including the classroom, the playground, on field trips, etc. Parent volunteers are highly involved and are committed to the success of staff and students. There is an openness between the staff and parent—teacher cooperation is “above excellent.” The Ewing Young Staff collaborates well, supports each other, and shares their expertise openly. Working collaboratively with our students and community, Ewing Young is committed to helping students reach their full potential and works diligently to stay in the forefront of technology, innovation, collaboration, communication, creativity and critical thinking.

Thank you,
Principal | Kevin Milner

SCHOOL PROFILE

ENROLLMENT 2016-17	217
K-3	144
4-5	73
6-8	--

MEDIAN CLASS SIZE	School	Oregon
Self-Contained	31.0	24.0
Departmentalized	31.0	25.0

IMMUNIZATION RATES

Percent of students with all required vaccines: 93
Percent of students without all required vaccines: 7

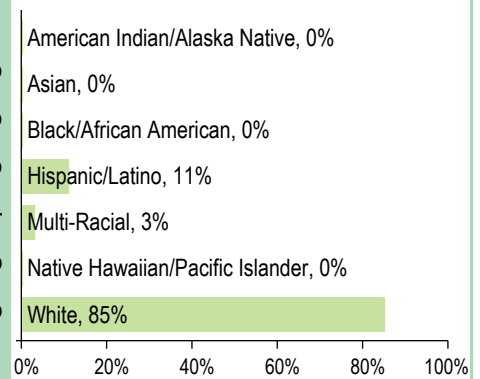
When data are unavailable or to protect student confidentiality:
* refers to groups of less than 6 students.
<5 indicates that a percentage is less than 5%.

SELECTED DEMOGRAPHICS	
Economically Disadvantaged	26%
Students with Disabilities	7%
Ever English Learner	5%
Different Languages Spoken	4
Regular Attenders	94.3%
Mobile Students	11.6%

(The percent without required vaccines includes students with medical exemptions, nonmedical exemptions, no immunization records, or up-to-date but incomplete immunization records. Visit <http://www.healthoregon.org/immdata> for more information.)

>95 indicates that a percentage is greater than 95%.
*** refers to a school that offers lunch at no charge to all students.

STUDENTS



The Oregon Department of Education (ODE) will not assign summative, overall ratings to schools on the 2016-17 report cards given the upcoming implementation of the Every Student Succeeds Act (ESSA) in 2017-18. However, the ODE will report indicator ratings (e.g., achievement, growth, graduation, etc.) for each school and student group on the 2016-17 Report Card (RC) Rating Details reports. These reports are accessible at <http://www.oregon.gov/ode/schools-and-districts/reportcards>. For more information about ESSA and the redesign of the school and district report cards, please visit <http://www.oregon.gov/ode/rules-and-policies/ESSA>.

PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

SCHOOL PERFORMANCE

Performance of students enrolled in the school for a full academic year

Did at least 95% of the students at this school take required assessments? Yes No, Interpret Results with Caution
Participation rate criteria are in place to ensure schools test all eligible students.

The Smarter Balanced and alternate assessments have four performance levels where levels 3 and 4 are meeting the standard for school and district accountability.

2014-15 was the first operational year of the new English language arts and mathematics assessments.

School Performance (%) **School Performance (%)** **Oregon Performance (%)** **Like-School Average (%)**

English Language Arts (Administered statewide in grades: 3-8, 11)

	2013-14	2014-15	2015-16	2016-17	2016-17	2016-17
Levels 3 & 4	66.7	68.4	64.6	64.6	49.6	58.4
Level 2	20.7	18.9	17.2	17.2	21.4	21.3
Level 1	12.6	12.6	18.2	18.2	29.1	20.3

Mathematics (Administered statewide in grades: 3-8, 11)

	2013-14	2014-15	2015-16	2016-17	2016-17	2016-17
Levels 3 & 4	70.1	55.2	59.6	59.6	43.6	52.2
Level 2	20.7	29.2	22.2	22.2	27.6	27.8
Level 1	9.2	15.6	18.2	18.2	28.8	20.0

See report cards from previous years to view historical OAKS performance data.

Science (OAKS) (Administered statewide in Grades: 5, 8, 11)

	2013-14	2014-15	2015-16	2016-17	2016-17	2016-17
Exceeded	75.0	84.8	77.1	88.9	66.0	79.2
Met	16.7	39.4	25.7	14.8	14.9	18.7
Did not meet	58.3	45.5	51.4	74.1	51.1	60.6
	25.0	15.2	22.9	11.1	34.0	20.8

Visit www.oregon.gov/ode/reports-and-data for additional assessment results.

*, <5, and >95 are displayed when the data must be suppressed to protect student confidentiality.

OUTCOMES FOR KEY STUDENT GROUPS AT THIS SCHOOL COMPARED TO THE SAME GROUPS STATEWIDE

STUDENT GROUP OUTCOMES

	School Performance (%)	Oregon Performance (%)	Like-School Average (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)		
Economically Disadvantaged			American Indian/Alaska Native			Native Hawaiian/Pacific Islander					
Eng. Lang. Arts	53.8	37.5	45.6	Eng. Lang. Arts	*	30.4	48.8	Eng. Lang. Arts	*	33.8	33.3
Mathematics	50.0	31.6	40.0	Mathematics	*	26.6	36.6	Mathematics	*	26.6	25.0
Science	83.3	55.0	72.1	Science	*	48.8	66.7	Science	*	43.8	*
Ever English Learners			Asian			White					
Eng. Lang. Arts	33.3	26.0	34.5	Eng. Lang. Arts	*	68.5	66.0	Eng. Lang. Arts	65.5	56.6	59.9
Mathematics	33.3	23.0	33.0	Mathematics	*	66.7	67.3	Mathematics	63.1	50.2	53.4
Science	*	37.1	56.5	Science	*	73.8	72.2	Science	87.0	75.0	81.1
Students with Disabilities			Black/African American			Female					
Eng. Lang. Arts	28.6	23.4	30.2	Eng. Lang. Arts	*	29.0	33.3	Eng. Lang. Arts	76.2	54.1	64.9
Mathematics	14.3	21.1	27.9	Mathematics	*	20.2	20.0	Mathematics	57.1	42.2	51.6
Science	*	38.9	56.7	Science	*	40.9	66.7	Science	90.0	64.4	79.0
Migrant			Hispanic/Latino			Male					
Eng. Lang. Arts	*	22.4	37.5	Eng. Lang. Arts	45.5	30.9	44.8	Eng. Lang. Arts	56.1	45.2	52.4
Mathematics	*	19.7	25.0	Mathematics	27.3	25.8	39.2	Mathematics	61.4	44.9	52.6
Science	*	32.9	*	Science	*	44.5	66.7	Science	88.2	67.4	79.4
Talented and Gifted			Multi-Racial								
Eng. Lang. Arts	*	94.8	>95	Eng. Lang. Arts	*	54.7	59.1	*, <5, and >95 are displayed when the data must be suppressed to protect student confidentiality.			
Mathematics	*	95.0	>95	Mathematics	*	47.5	57.6				
Science	*	97.7	>95	Science	*	71.7	79.4				

CURRICULUM & LEARNING ENVIRONMENT WHAT IS THIS SCHOOL DOING TO IMPROVE STUDENT LEARNING AND TO PREPARE STUDENTS FOR THE FUTURE?

SCHOOL READINESS

Working with our district, families and our community, we support students and ensure they are ready for learning by:

- Supporting our new kindergarten students, allowing them with an opportunity to come to

school early (Kindergarten Jump Start) prior to the start of the school year.

- Provide supplies and materials for students in need.

ACADEMIC SUPPORT

In order to provide support for our students with academic challenges, our school is committed to providing students with a strong “core” curriculum in reading, writing and math at the classroom level. In addition, we have targeted time for our support staff to help students with lagging skills in these key academic areas.

ACADEMIC ENRICHMENT

With a common passion for science, over the past four years, our school's focus has been directed toward creating an integrated, STEM-focused learning experience for our students. With the support of our instructional facilitator, our teachers have been working collaboratively to create STEM units and lessons that are based upon engineering design principles, and include math and literacy practices that are aligned to Common Core Standards. Ewing Young parents have been very supportive of our focus, dedicating financial support from fundraisers that have helped our school to purchase STEM resources and technology that bolster classroom instruction and student learning. This next year we plan to implement Art elements to our STEM units, in pursuit of evolving our STEM school into a STEAM school. We realized that this process takes dedicated time, energy, and concentration. As a result, in order to maintain a collective focus, we have made a conscious decision to embed STEAM into our school improvement goals whenever possible.

EXTRA-CURRICULAR ACTIVITIES/ AFTER SCHOOL PROGRAMS

Through our local parks and recreation department and the Newberg community, many of our students are involved in activities outside of the school day. During they day, our school has an active Kiwanis K-Kids Club, providing

students with an opportunity to be positive leaders at our school. In addition, we offer students opportunities to participate in “Battle of the Books” and “Math 24”.

Data and information in the Curriculum and Learning Environment section were provided by local schools and districts, and were not verified by the Oregon Department of Education.