

FROM THE PRINCIPAL

Dear Parents and Community Members,

Margaret Scott Elementary School's mission is to provide a rigorous and relevant education for all students through nurturing relationships and assessments used to guide instruction ensuring success for all.

For the 2013-14 year, Margaret Scott's results show that our students continue to struggle in reading and math. As a result, teachers and staff met this summer to make changes to our curriculum and to learn new ways to help students learn more effectively.

We invite you to come spend time in the classrooms and to attend our family events to learn more about these changes. Teachers, staff and leaders at Scott are dedicated to doing whatever it takes to improve our student achievement.

Family members can help improve reading and math scores by reading for at least 20 minutes each day and by helping children learn basic math facts. Ask your children often about their reading and math "Power Goals."

It is also very important for students to be at school every day in order to learn. Help us improve our attendance rate to 95% or better.

We are excited to see the gains our students will make this year and thank you for your help in making this happen!

Thank you,

Principal | Mychael Irwin

SCHOOL PROFILE

Enrollment 2013-14	490
K-3	321
4-5	169
Change from previous year	+27.3%
Students attending 90% or more of enrolled days	76.8%
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Average elementary class size in 2012-13	27.2

Note: a "*" is displayed when the data must be suppressed to protect student confidentiality.

Select Demographics 2013-14

English Learners 45%

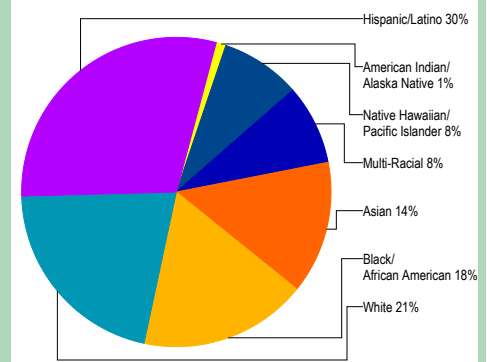
Students who have ever been eligible for or participated in a program to acquire academic English.

Economically disadvantaged 70%

Students with disabilities 13%

Number of different languages spoken: 29

STUDENTS

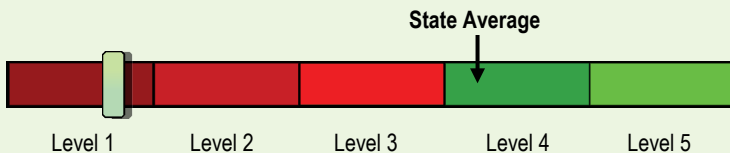


OVERALL STATE RATING

HOW ARE STUDENTS AT THIS SCHOOL PERFORMING COMPARED TO THOSE AT OTHER SCHOOLS?

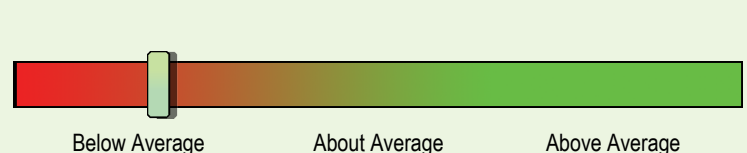
The overall state rating is intended to summarize this school's particular successes and challenges. It is based on a combination of up to five factors. Three of these factors come from standardized test scores in reading and math: student achievement, student growth, and the growth of underserved subgroups. Please be aware that this rating is based mainly on high-stakes testing and accordingly, represents a limited view of student performance. Other aspects of this report card are designed to put this rating in the proper context.

Compared to all schools statewide in 2013-14, this school is rated as Level 1.



- Level 1** = Falls into the bottom 5% of schools
- Level 2** = Falls between 5% and 15% of schools
- Level 3** = Falls between 15% and 44% of schools
- Level 4** = Falls between 44% and 90% of schools
- Level 5** = Falls into the top 10% of schools

Compared to elementary schools with similar student demographics in 2013-14, this school's rating is below average.



- Below average** = Falls into the bottom third of comparison schools
- About average** = Falls into the middle third of comparison schools
- Above average** = Falls into the top third of comparison schools

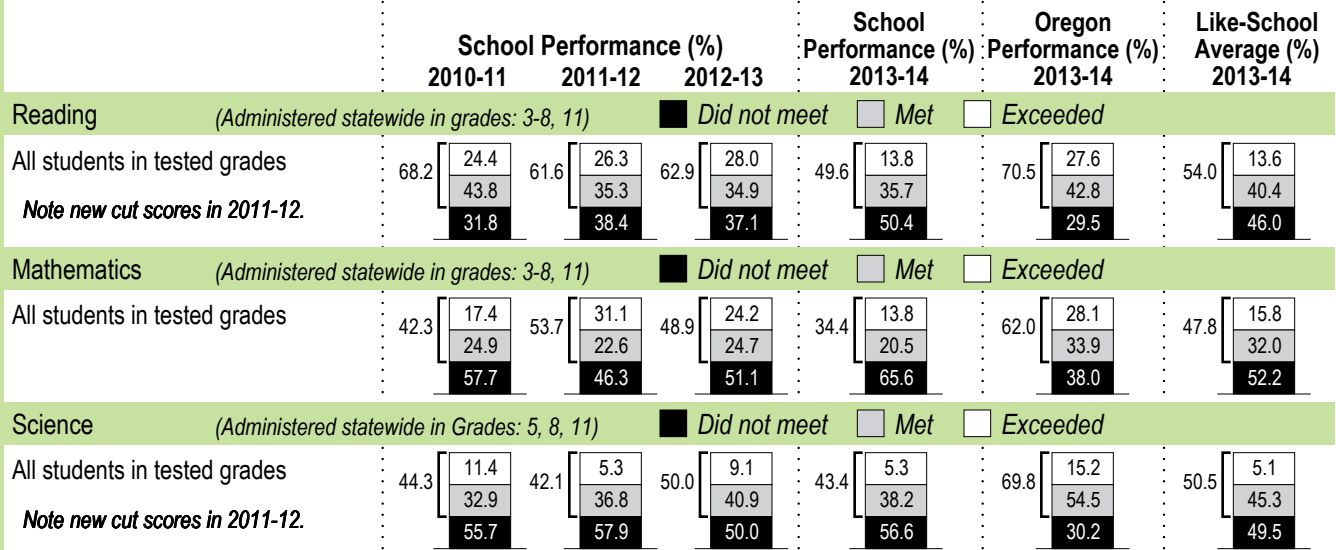
PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

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

Participation rate criteria are in place to ensure schools test as many eligible students as possible



Visit www.ode.state.or.us/go/data for additional assessment results.

Note: a "*" is displayed when data are unavailable or 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 (%)	School Compared to OR Average	School Performance (%)	Oregon Performance (%)	School Compared to OR Average	School Performance (%)	Oregon Performance (%)	School Compared to OR Average		
Economically Disadvantaged				American Indian/Alaska Native			Native Hawaiian/Pacific Islander				
Reading	41.3	59.1	-17.8	Reading	*	57.5	*	Reading	45.5	54.8	-9.3
Mathematics	25.7	49.5	-23.8	Mathematics	*	48.4	*	Mathematics	45.5	48.9	-3.4
Science	37.9	57.5	-19.6	Science	*	56.4	*	Science	*	49.6	*
English Learners				Asian			White				
Reading	38.1	45.0	-6.9	Reading	67.6	79.2	-11.6	Reading	65.2	77.7	-12.5
Mathematics	37.1	42.7	-5.6	Mathematics	73.5	78.5	-5.0	Mathematics	28.3	68.3	-40.0
Science	29.0	42.1	-13.1	Science	66.7	78.0	-11.3	Science	47.6	78.2	-30.6
Students with Disabilities				Black/African American			Female				
Reading	35.7	41.8	-6.1	Reading	46.7	52.6	-5.9	Reading	45.0	73.0	-28.0
Mathematics	21.4	33.2	-11.8	Mathematics	26.7	38.8	-12.1	Mathematics	30.3	61.4	-31.1
Science	44.4	44.2	+0.2	Science	50.0	48.5	+1.5	Science	41.7	67.9	-26.2
Migrant				Hispanic/Latino			Male				
Reading	*	41.3	*	Reading	29.2	50.9	-21.7	Reading	53.9	68.0	-14.1
Mathematics	*	40.9	*	Mathematics	19.4	44.6	-25.2	Mathematics	38.3	62.5	-24.2
Science	*	40.5	*	Science	18.2	47.0	-28.8	Science	45.0	71.6	-26.6
Talented and Gifted				Multi-Racial							
Reading	>95	98.4	*	Reading	73.3	75.6	-2.3	<div style="border: 1px solid black; padding: 5px;"> Note: a "*" is displayed when data are unavailable or to protect student confidentiality. </div>			
Mathematics	>95	98.2	*	Mathematics	53.3	64.7	-11.4				
Science	>95	98.2	*	Science	75.0	75.1	-0.1				

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

SCHOOL READINESS

- PBIS Positive Behavior Intervention Program
- Full-day Kindergarten program
- Restorative Justice Specialist
- Social-Emotional Counselor/Coach
- Professional Learning Communities (PLCs)
- Community Partnership: Rivercrest Community Church
- SUN Community School: Boys and Girls Club of America
- Bullying and Harassment Prevention Program
- Universal breakfast and lunch program
- Dental Sealants and Checks
- G.R.E.A.T Program
- Attendance Matters Program

ACADEMIC SUPPORT

- Title I Reading and Math Coaches
- Restorative Justice and Social-Emotional Coaches
- "Enrich and Intervene" schedule
- *Imagine Learning* computer-based reading and language program
- ixl.com and ReadingEggs.com (for use at school and home)
- Daily book bags sent home in grades K-2
- Second Steps curriculum
- Daily Attendance calls
- SUN Community School Academic Hour

ACADEMIC ENRICHMENT

- Community Partnerships
- Family Involvement BOOSTERS (all welcome to join)
- Engage New York Math Curriculum
- Independent Reading Level Assessment (IRLA)
- *Imagine Learning* computer-based reading and language program
- ixl.com web-based math skills practice
- ReadingEggs.com web-based reading skills practice
- SUN Community School Program: BGCA
- Frequent family "Side-by-Side" learning events
- Talented and Gifted (TAG) Program
- Reteach and Enrich time in daily schedule

EXTRA-CURRICULAR ACTIVITIES/ AFTER SCHOOL PROGRAMS

- Recipient of Portland Art tax
- Full-time Music teacher
- Certificated Art teacher
- SUN Community School Enrichment Activities
- Family "Side-by-Side" learning events
- Young Author events
- Science Fair
- BOOSTER Family Fun Events

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

FEDERAL TITLE I DESIGNATION

Priority Focus Model

Focus Schools are high poverty schools that were ranked in the bottom 5% -15% of Title I-A schools in the state with a significant achievement gap based on Oregon's rating formula. These schools need additional support in closing the achievement gap among historically underserved student populations.

Priority and Focus school designations were based on 2011-12 data. Model school designations were based on 2013-14 data.