

FROM THE PRINCIPAL

Dear Parents and Community Members,

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Harold Oliver Elementary School is proud to serve an extremely diverse community. Our mission to help each student grow, Achieve, and Contribute to a positive school community is evident in all that we do. Our focus is clear - through an inclusive and welcoming environment we will work hard to Provide students with a Rigorous and Relevant education. We Have An 'all means all' mentality, meaning we believe *all* children deserve a quality education.

This annual report card, issued by the Oregon Department of Education (ODE) offers a view of how our students Performed During the 2014-15 school year. The student test results released this fall to mark new baseline enabling us to know Where students stand on Their path to success.

ODE Generates a school report card for every school That details the results of the state's new assessment, SBA (Smarter Balanced Assessment). The new assessment Replaced our previous end of year tests, OAKS (Oregon Assessment of Knowledge and Skills). It is a better, more accurate tool for educators, students, and parents as we work together to preparing students for academic success. Based on the results of this new assessment, we Recognize the need to Increase the rigor in our literacy & math programs. These we will address needs by continued implementation of the Common Core State Standards and providing Differentiated instruction to meet the needs of each and every student.

While test results Important Provide feedback to students, parents, and educators They are only one measure of students' academic success. The information is Important as it Gives a view of how a student grew in the previous school year and information on how to better serve

students in the upcoming year. Continued professional development for staff in areas: such as assessment, equity, and literacy will support our dedicated and hardworking teachers in meeting our students' needs.

Three years ago Oliver Elementary was designated a "priority school" due to below average student achievement. This designation will continue for one more year. We are focused on Developing a Rigorous academic program utilizing the Common Core State Standards in English Language Arts and Mathematics. It is our goal to work our way out of this status for the benefit of the whole school and every student, and are Committed to doing so in collaboration With students, families, and the Entire community.

Yours faithfully,

Jeb Hubbs
Principal

Thank you,

Principal | Jeb Hubbs

SCHOOL PROFILE

ENROLLMENT 2014-15	394
K-3	231
4-5	105
6-8	58
.....	
MEDIAN CLASS SIZE	
	School : Oregon
Self-Contained	26.0 : 25.0
Departmentalized	-- : --

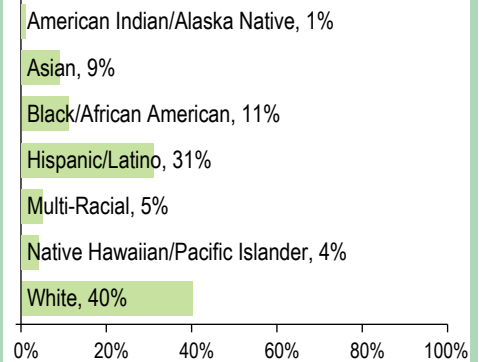
* is displayed when the data must be suppressed to protect student confidentiality.

SELECTED DEMOGRAPHICS

Economically Disadvantaged	***
Students with Disabilities	13%
English Learners	46%
Different Languages Spoken	21
Regular Attenders	79.4%
Mobile Students	18.0%

*** indicates that, in 2014-15, this school offered lunch at no charge to all students.

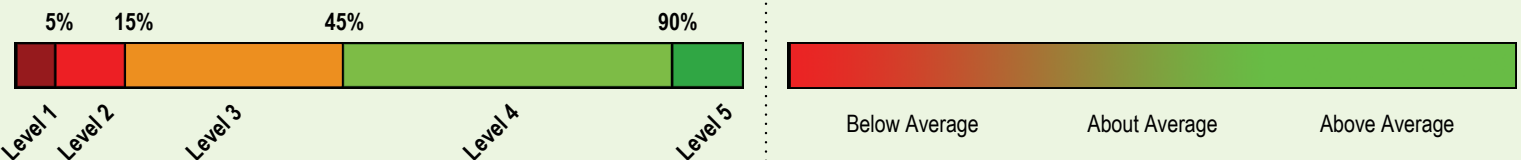
STUDENTS



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

The overall school 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 note that this rating is based mainly on high-stakes testing and, accordingly, doesn't represent a complete view of your school's performance. Other aspects of this report card are designed to put this rating in the proper context.

The U. S. Department of Education has given the State of Oregon approval to temporarily suspend the assignment of school ratings during the transition from the Oregon Assessment of Knowledge and Skills (OAKS) to the new college and career readiness assessments. Schools will not receive an overall school rating on this report card and will receive a new overall school rating on the 2015-16 school report cards.



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.

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

	School Performance (%)			School Performance (%)	Oregon Performance (%)	Like-School Average (%)
	2011-12	2012-13	2013-14	2014-15	2014-15	2014-15
English Language Arts (Administered statewide in grades: 3-8, 11)				Level 1	Level 2	Levels 3 & 4
All students in tested grades	2014-15 is the first operational year of English language arts assessments that measure college/career readiness.			31.2 22.3 46.5	51.9 23.3 24.7	40.7 25.7 33.6
Mathematics (Administered statewide in grades: 3-8, 11)				Level 1	Level 2	Levels 3 & 4
All students in tested grades	2014-15 is the first operational year of mathematics assessments that measure college/career readiness.			21.1 30.7 48.2	43.5 29.7 26.9	35.2 31.0 33.8
Science (OAKS) (Administered statewide in Grades: 5, 8, 11)				Did not meet	Met	Exceeded
All students in tested grades	17.2	25.0	21.6	25.0	66.8	51.0
	0.0 17.2 82.8	1.9 23.1 75.0	0.0 21.6 78.4	6.3 18.8 75.0	13.4 53.4 33.2	7.5 43.6 49.0

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 (%)	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	31.2	39.8	36.4	Eng. Lang. Arts	*	34.4	36.1	Eng. Lang. Arts	25.0	40.1	27.3
Mathematics	21.1	31.2	31.8	Mathematics	*	28.1	37.8	Mathematics	8.3	28.0	13.4
Science	25.0	55.8	45.9	Science	*	55.1	70.0	Science	*	47.6	41.7
English Learners				Asian				White			
Eng. Lang. Arts	29.8	30.3	29.2	Eng. Lang. Arts	47.8	69.2	53.5	Eng. Lang. Arts	40.7	58.2	50.4
Mathematics	22.5	23.7	26.4	Mathematics	43.5	66.0	54.3	Mathematics	32.5	49.7	44.6
Science	30.0	38.4	35.3	Science	28.6	74.9	59.0	Science	36.8	75.6	65.0
Students with Disabilities				Black/African American				Female			
Eng. Lang. Arts	24.2	25.6	22.0	Eng. Lang. Arts	10.5	33.7	25.4	Eng. Lang. Arts	34.8	57.3	45.6
Mathematics	9.1	21.8	18.2	Mathematics	<5	22.1	16.7	Mathematics	27.0	42.7	33.8
Science	25.0	43.4	27.8	Science	*	37.4	26.2	Science	23.3	65.0	50.1
Migrant				Hispanic/Latino				Male			
Eng. Lang. Arts	*	26.1	15.0	Eng. Lang. Arts	19.0	34.1	31.5	Eng. Lang. Arts	28.3	46.8	35.8
Mathematics	*	20.1	21.3	Mathematics	5.4	25.5	26.7	Mathematics	16.4	44.2	36.7
Science	*	34.6	25.0	Science	10.0	44.3	39.2	Science	27.8	68.6	51.9
Talented and Gifted				Multi-Racial							
Eng. Lang. Arts	>95	95.6	90.6	Eng. Lang. Arts	25.0	57.5	46.7				
Mathematics	>95	94.7	90.9	Mathematics	12.5	47.7	37.7				
Science	*	98.2	90.9	Science	*	73.3	59.8				

Note: a "*" is displayed when data are unavailable or to protect student confidentiality.

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

SCHOOL READINESS

- Universal Daily Breakfast and Lunch Program
- Early Kindergarten Transition (EKT) Program
- School--Wide Positive Behavior and Supports (PBIS) Program
- Counseling and Guidance Curriculum and Instruction on College and Career Readiness
- Title I Reading Intervention Program (grades K--3)
- ELL Program Language Instruction Based on Proficiency Level
- Special Education Program
- Counseling for Academic, Emotional and Behavior Issues
- Mental Health Counseling through Multnomah County and Trillium Family Services

ACADEMIC SUPPORT

- Title I Reading Intervention Program (grades K-3)
- ELL Language Instruction Program Based on Proficiency Level
- Special Education Program
- All Day Kindergarten
- Positive Behavior Interventions and Support (PBIS)

ACADEMIC ENRICHMENT

- Talented and Gifted (TAG) Program
- School Uniting Neighborhoods (SUN) After School Program
- SUN - Summer Program
- IXLComputerBased · Math Skills and Enrichment Program

EXTRA-CURRICULAR ACTIVITIES/ AFTER SCHOOL PROGRAMS

- SUN after school program
- SUN choir Program (grades 5-6)
- Track program (grades 4-6)
- After school music program

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.

FEDERAL TITLE I DESIGNATION

Priority Focus Model

Priority Schools are high poverty schools that were ranked in the bottom 5% of Title I-A schools in the state based on Oregon's rating formula. These schools generally have overall very low achievement and limited growth over time. Additional supports and interventions to make improvements are needed.

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