



Riverdale Grade School

11733 SW Breyman Ave
Portland, OR 97219 (503) 262-4842
www.riverdaleschool.com

DISTRICT Riverdale SD 51J
SUPERINTENDENT Terry Brandon
PRINCIPAL Joanna Tobin
GRADES SERVED K-8

For more report card measures, including detailed demographic information, visit www.oregon.gov/ode/reports-and-data

FROM THE PRINCIPAL

Dear Parents and Community Members,

In order to analyze our school's standing and progress, one approach for a broad perspective is to compare Riverdale Grade School percentages in each subject area with state and similar district averages on the following pages. You will see that Riverdale Grade School scored significantly higher than state averages in all areas. Our high scores are directly connected to our standards-aligned curriculum for K-8 grade and enriching experiences both in and out of the classroom. That said, we find more value in focusing on individual student growth. We believe that the K-8 grade programming culminates with high expectations and the appropriate supports for students to achieve these expectations.

We believe our students have the potential to stretch and grow, increasing their performance even more. This year we continue to strengthen our reading and math practices with a new assessment and intervention tool, i-Ready. Additionally, with the support of our designated staff facilitators, we lean on the 10 Common Principles of the Coalition of Essential Schools to reflect and grow our practices. We continue to place a strong emphasis on the principle of "democracy and

equity". This work is strengthened by our teaching and learning around the Habits of Mind and Growth Mindset. These practices contribute to our overall success.

Over the past year, we have reflected on our implementation of the Habits of Mind. This year, we refined our work, identifying "core habits" that will become a part of our daily instruction and practice. Our teachers build lessons with cross-curricular connections that are deeply rooted in fostering these identified habits of successful people. Our students regularly hear, use and apply the language of Habits of Mind. Our students are recognized on a daily basis by teachers, as well as weekly, monthly and every trimester by the school for growth in the Habits of Mind and academics. This is a part of our cohesive work with Positive Behavior Interventions and Supports (PBIS) and Habits of Mind. We believe that our focus on helping students to use their minds well will develop successful students who will become our future leaders.

Thank you,

Principal | Joanna Tobin

SCHOOL PROFILE

ENROLLMENT 2016-17	393
K-3	163
4-5	84
6-8	146

MEDIAN CLASS SIZE	School	Oregon
Self-Contained	20.0	24.0
Departmentalized	21.0	25.0

IMMUNIZATION RATES

Percent of students with all required vaccines: 91
Percent of students without all required vaccines: 9

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%.

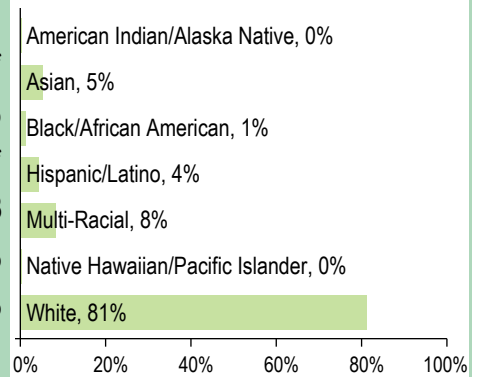
SELECTED DEMOGRAPHICS	
Economically Disadvantaged	*
Students with Disabilities	8%
Ever English Learner	*
Different Languages Spoken	8
Regular Attenders	89.7%
Mobile Students	5.6%

(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.

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

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 (%)
	2013-14	2014-15	2015-16	2016-17	2016-17	2016-17
English Language Arts (Administered statewide in grades: 3-8, 11)						
Levels 3 & 4	83.8	91.2	93.3	93.3	52.3	77.8
Level 2	14.2	6.9	3.4	3.4	22.6	14.4
Level 1	2.0	1.9	3.4	3.4	25.1	7.7
Mathematics (Administered statewide in grades: 3-8, 11)						
Levels 3 & 4	86.9	85.4	89.5	89.5	42.8	72.7
Level 2	9.9	12.3	7.9	7.9	27.1	18.9
Level 1	3.2	2.3	2.6	2.6	30.1	8.4
Science (OAKS) (Administered statewide in Grades: 5, 8, 11)						
Exceeded	>95	93.3	92.9	>95	64.5	88.6
Met	*	30.3	39.8	*	13.3	27.3
Did not meet	<5	62.9	53.1	<5	51.2	61.3
		6.7	7.1		35.5	11.4

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	*	39.7	57.3	Eng. Lang. Arts	*	33.0	81.3	Eng. Lang. Arts	*	36.3	85.7
Mathematics	*	30.1	50.1	Mathematics	*	26.3	62.5	Mathematics	*	26.9	71.4
Science	*	53.2	76.9	Science	*	48.9	*	Science	*	42.9	*
Ever English Learners			Asian			White					
Eng. Lang. Arts	*	30.8	51.6	Eng. Lang. Arts	>95	71.9	84.0	Eng. Lang. Arts	93.1	58.7	78.2
Mathematics	*	23.7	46.9	Mathematics	92.3	67.8	79.8	Mathematics	90.3	48.9	73.4
Science	*	37.1	52.4	Science	>95	71.9	85.7	Science	94.4	73.0	89.5
Students with Disabilities			Black/African American			Female					
Eng. Lang. Arts	73.7	21.1	52.2	Eng. Lang. Arts	*	31.1	48.7	Eng. Lang. Arts	>95	57.7	82.4
Mathematics	52.6	17.6	46.8	Mathematics	*	19.8	28.2	Mathematics	91.1	42.4	71.7
Science	*	34.9	70.8	Science	*	37.8	50.0	Science	92.7	62.8	87.4
Migrant			Hispanic/Latino			Male					
Eng. Lang. Arts	*	26.6	*	Eng. Lang. Arts	84.6	34.6	67.5	Eng. Lang. Arts	90.9	47.2	73.6
Mathematics	*	19.9	*	Mathematics	76.9	25.3	61.2	Mathematics	88.1	43.1	73.6
Science	*	32.4	*	Science	*	43.4	85.2	Science	>95	66.1	89.7
Talented and Gifted			Multi-Racial								
Eng. Lang. Arts	*	95.1	>95	Eng. Lang. Arts	>95	56.9	79.2	*, <5, and >95 are displayed when the data must be suppressed to protect student confidentiality.			
Mathematics	*	94.5	>95	Mathematics	90.5	46.4	73.3				
Science	*	97.6	>95	Science	>95	69.9	87.9				

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

SCHOOL READINESS

- LEED Gold certified facility program
- Pre--Kindergarten through 8 grade program
- Positive Behavior Interventions and Supports (PBIS): bullying and harassment prevention
- Counseling for emotional, academic, and behavioral issues
- Before and after care provided by Parent Teacher Club (PTC)

ACADEMIC SUPPORT

- Special education program (Learning Specialists, OT/PT and Speech) supports students with disabilities.
- Teaching Assistants support teachers and students in the classroom and school.
- Reading and math specialists provide interventions/enrichment.
- Measures of Academic Progress (MAP) used to monitor individual student growth, inform instruction, and identify need for intervention/enrichment.
- Independent Reading Level Assessment (IRLA) Framework provides differentiated reading support aligned to Common Core Standards.

ACADEMIC ENRICHMENT

- Talented and Gifted (TAG) Program
- Visual Arts, Music, Physical Education program (grades K-8)
- Writing, Math Support and Math Extensions provided as an elective course in addition to core classes (grades 7 and 8)
- Accelerated math programs offered by placement testing (grades 6 through 8)
- Spanish courses (grades 7 and 8)
- Leadership course for all seventh and eighth graders
- Field Study program combines learning experiences with the opportunity to explore Oregon's resources.
- Outdoor Classroom and Garden provides outdoor learning space to support instructional programs and after school opportunities. Opportunities for collaboration among teachers and community garden facilitators for lesson planning and thematic units.
- Read to the Dogs program with local organization to promote reading in the primary grades

EXTRA-CURRICULAR ACTIVITIES/ AFTER SCHOOL PROGRAMS

- Club Sports available (grades K-4)
- Interscholastic Sports (grades 5-8)
- Community School programs in music, STEM, and arts and language
- Music and Community School programs supported by Parent Teacher Club (PTC)
- Before school music: Jazz band and Marimba

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.