



Riverdale High School

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DISTRICT Riverdale SD 51J
SUPERINTENDENT Terry Brandon
PRINCIPAL Paula Robinson
GRADES SERVED 9-12

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 can compare Riverdale High School's percentages in each subject area with state and like district averages on the following pages. You will see that RHS scored significantly higher than state averages in all areas. We believe these high scores are due to our commitment to embedding the Coalition of Essential Schools 10 common principles within our school culture, our challenging college preparatory curriculum aligned to common core standards, and personal attention delivered by a talented and enthusiastic faculty.

We are proud of our students' growth in math demonstrated by an over 25% increase in students meeting or exceeding the standard from the previous school year. We attribute this leap in test scores to two factors. First, we worked with students and stakeholders to promote a culture that values assessment as an information gathering tool and opportunity for students to demonstrate their learning and achievement. As a result, we had fewer students submit incomplete or hastily done tests. In addition, Riverdale High School adopted new math curricula in 2016 that are better aligned to the CCSS expectation that students practice speaking and writing throughout their math problem-solving processes. I am pleased to report that students are engaging with math in new and exciting ways in our math classes. While we are confident our students are leaving Riverdale with the math skills they need for college and career (100% of students met the mathematics Essential Skills requirement in the 2016-17 school year), we know that we have room for growth and are committed to continual improvement.

With an eye on continued improvement, Riverdale High School staff has prioritized embedding the habits of heart and mind from the Coalition of Essential Schools in our curriculum and school culture. This will help students understand who they are as learners and workers, to engage in self-reflection and self-advocacy, and encourage students to be persistent and resilient in the face of challenging work and learning. Strong habits of mind foster critical thinking and the ability to consider other viewpoints. Our excellent teachers have committed to developing a more organized inquiry into practice including observation, analysis, and reflection of their teaching in order to refine their own teaching practices and promote student success.

We are thrilled to have the opportunity to guide our students in recognizing their passions and supporting their pursuit.

NOTE: In the outcomes section of this report, you will see our number of freshmen on track to graduate is significantly lower than previous years. This is due to a reporting error. Our corrected data shows >95% of last year's freshman class earned the appropriate amount of credits to be on track for graduation.

Thank you,

Principal | Paula Robinson

SCHOOL PROFILE

ENROLLMENT 2016-17 236

MEDIAN CLASS SIZE School Oregon

English Language Arts	20.0	24.0
Mathematics	18.0	24.0
Science	17.0	26.0
Social Studies	19.0	26.0
Self-Contained	--	--

IMMUNIZATION RATES

Percent of students with all required vaccines: 95
Percent of students without all required vaccines: 5

When data are unavailable or to protect student confidentiality:

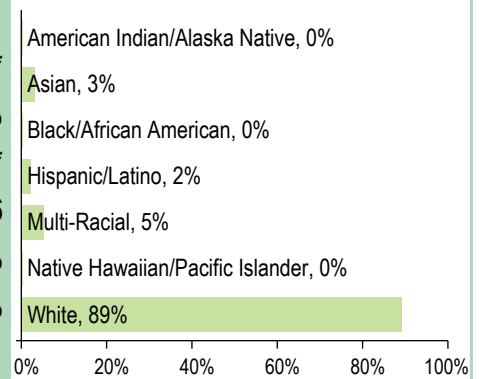
* refers to groups of less than 6 students.

<5 indicates that a percentage is less than 5%.

SELECTED DEMOGRAPHICS

Economically Disadvantaged	*
Students with Disabilities	11%
Ever English Learner	*
Different Languages Spoken	6
Regular Attenders	87.5%
Mobile Students	10.2%

STUDENTS



(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.

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	92.2	83.0		>95	71.1	75.5
Level 2	3.9	3.8		*	16.9	16.1
Level 1	3.9	13.2		*	12.0	8.4
Mathematics (Administered statewide in grades: 3-8, 11)						
Levels 3 & 4	68.8	50.9		76.6	35.3	41.7
Level 2	20.8	13.2		12.8	27.3	31.2
Level 1	10.4	35.8		10.6	37.4	27.1
Science (Administered statewide in Grades: 5, 8, 11)						
Exceeded	>95	88.9	88.6	76.6	57.8	66.4
Met	*	14.8	20.5	17.0	8.0	8.5
Did not meet	<5	74.1	68.2	59.6	49.8	57.9
		11.1	11.4	23.4	42.2	33.6

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 WHAT ARE STUDENTS ACHIEVING IN HIGH SCHOOL?

FRESHMEN ON-TRACK TO GRADUATE

Students who earned 25% of the credits required for a regular diploma by the end of their freshman year.

Freshmen on track to graduate within 4 years

School Performance (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)
2013-14	2014-15	2015-16	2016-17
>95	>95	>95	85.1
			55.4
			83.4

Note: Graduation methodology changed in 2013-14.

GRADUATION RATE

Students earning a standard diploma within four years of entering high school.

Overall graduation rate

School Performance (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)
2012-13	2013-14	2014-15	2015-16
85.9	95.3	100.0	85.0
			92.3
			74.8

COMPLETION RATE

Students earning a regular, modified, extended, or adult high school diploma or completing a GED within five years of entering high school.

Overall completion rate

School Performance (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)
2012-13	2013-14	2014-15	2015-16
94.2	100.0	98.4	90.7
			100.0
			81.9

DROPOUT RATE

Students who dropped out during the school year and did not re-enroll.

Overall dropout rate

School Performance (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)
2011-12	2012-13	2013-14	2014-15
0.4	0.0	0.0	1.9
			0.0
			3.9

CONTINUING EDUCATION

Students continuing their education after high school.

Students who enrolled in a community college or four-year school within 16 months of graduation

School Performance (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)
2011-12	2012-13	2013-14	2014-15
85.7	90.9	83.6	55.9
			62.5
			57.4

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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			
On Track	*	75.8	77.3	On Track	*	70.3	66.7	On Track	*	76.1	>95
Graduation	100.0	68.1	77.7	Graduation	--	56.4	69.7	Graduation	--	70.1	75.0
Completion	100.0	76.8	86.3	Completion	--	66.7	74.1	Completion	--	73.6	100
Dropout	0.0	4.2	2.5	Dropout	--	9.1	4.7	Dropout	--	5.5	3.9
Ever English Learners				Asian				White			
On Track	*	78.7	76.3	On Track	*	>95	>95	On Track	58.6	85.3	86.3
Graduation	100.0	71.1	78.7	Graduation	100.0	88.0	88.9	Graduation	91.7	76.6	85.5
Completion	100.0	75.6	100	Completion	100.0	91.9	94.4	Completion	100.0	83.9	90.8
Dropout	0.0	4.0	2.4	Dropout	0.0	1.3	3.0	Dropout	0.0	3.6	1.8
Students with Disabilities				Black/African American				Female			
On Track	66.7	69.5	69.5	On Track	*	75.6	50.0	On Track	57.6	86.5	89.9
Graduation	100.0	55.5	72.1	Graduation	--	66.1	84.6	Graduation	90.3	78.4	89.3
Completion	100.0	64.9	80.4	Completion	100.0	72.2	85.7	Completion	100.0	84.6	93.2
Dropout	0.0	5.7	3.6	Dropout	--	6.3	2.4	Dropout	0.0	3.4	1.5
Migrant				Hispanic/Latino				Male			
On Track	*	76.1	64.3	On Track	*	77.3	78.4	On Track	53.1	80.4	81.1
Graduation	--	68.9	60.0	Graduation	--	69.4	80.5	Graduation	94.1	71.4	81.4
Completion	--	73.8	85.7	Completion	--	76.5	92.0	Completion	100.0	79.4	88.4
Dropout	--	4.0	5.7	Dropout	0.0	4.6	2.0	Dropout	0.0	4.5	2.1
Talented and Gifted				Multi-Racial				<i>On-Track data are based on the 2016-17 school year; all other data are based on the 2015-16 school year.</i> <i>See previous page for outcome definitions.</i>			
On Track	57.1	>95	>95	On Track	*	83.6	79.0				
Graduation	100.0	92.7	97.2	Graduation	100.0	74.4	89.4				
Completion	100.0	96.8	100	Completion	100.0	81.3	92.7				
Dropout	0.0	0.6	0.3	Dropout	0.0	4.1	1.6				

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

SCHOOL READINESS	Counseling for emotional, academic, and behavioral issues; college counseling
	Weekly community meetings and advisory classes
	Freshman and new student orientation

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.

CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

ACADEMIC SUPPORT

Special education program supports students with disabilities.

Study skills classes offered to improve study habits and organization.

After school tutoring and homework help available.

ACT Aspire used to monitor individual student growth, inform instruction, and identify need for intervention/enrichment.

ACT and College Board - including AP - exams offered to all students.

ACADEMIC ENRICHMENT

World Language Courses:

Spanish, French

Riverdale Diploma requires 2 years of a world language or demonstration of proficiency.

Honors and Dual-Enrollment Courses:

Honors option available in every core course. Dual-enrollment college courses: English 121, Western Civilization A & B, Geology

Special Programs:

Riverdale Diploma requires 4 years visual or performing arts.
Extended senior project and 90 hours community service required.
Templeton Scholars program through Lewis & Clark College.
Week long field studies.

CAREER & TECHNICAL EDUCATION

College and Career Planning in advisory.

Family & Consumer Science, Economics and Civics offered as electives.

Technology courses include: Technology Applications, Database Design, Web Design, Game Development, Interactive Web Design, Programming (Beg-Advanced).

XV - Extreme Ventures Applied Science Courses.

EXTRACURRICULAR ACTIVITIES

Student led clubs and organizations

Interscholastic and Club Sports

3 Theatrical Productions per year

Robotics Team, Mock Trial, and Model United Nations

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