

Beaverton High School Profile**Community**

Beaverton High School
1300 SW Second Street
Beaverton, OR 97005

Geographic Setting, Location & Size:

Beaverton High School is one of five high schools in the Beaverton School District. The Beaverton is the third largest district in Oregon and serves 38,571 students. Beaverton County is positioned adjacent to and west of Multnomah County. The city of Beaverton is located 7 miles west of Portland and is considered part of the Portland Metro Region of Oregon, which is ranked as the fifth largest west coast city in the United States.

Beaverton High School is located near the city of Beaverton's historic downtown area. To the south and east residences, local businesses, and the Beaverton Swim Center surround it, which is part of the Tualatin Hills Park & Recreation District. Immediately north of the high school OR 8 and OR 10 run parallel to and within a block of each other. These Oregon highways are major thoroughfares running east and west and connecting the Portland Metro Area. The area is served by TriMet, which provides bus and train service throughout the Portland Metro Area.

Beaverton, OR is a growing in size and population. According to the 2010 census report, the population has increased by 18% since 2000. The city of Beaverton has also increased its land area per square mile by 14.7% since the 2000 census report. The city's density has increased by 2.8% in the same time period.

Beaverton High School's approximate boundary area is limited by OR 8 to the north, SW Brockman Rd. to the south, the county line to the east, and SW Murray Blvd. to the west. The boundary area for Beaverton High School includes several zip codes including 97005, 97008 and a small part of 97007. The majority of residents in the zip code 97007 send their high school students to Aloha High School, also in the Beaverton School District. Statistics from the zip code 97007 are included because they include information for Beaverton High School students. The statistics also serve as an exemplar of another region of the greater Beaverton community.

Types of Housing:

According to the 2000 census report, the average age of housing in Beaverton is as follows. There is great variation between the percent of owner-occupied housing units and the percent of renter-occupied housing units in the three zip codes. Most Beaverton High School students live within the 97005 and 97008 zip codes. The highest percentage of renter-occupied housing is in the 97005 zip code. The highest rate of home-owner ship is in the 97007 zip codes.

	97005	97008	97007*
Owner-occupied housing units	38.6%	56.7%	66.1%
Renter-occupied housing units	61.4%	43.3%	33.9%
Vacant housing units	5.3%	4.4%	4.6%

U.S. Census Bureau (2000): <http://factfinder.census.gov/>

Socioeconomic Status:

The educational attainment for the nation was reported as part of the 2000 U.S. census report. 80.4% of the nation's population are high school graduates, and 24.4% of the nation's population has attained a bachelor degree or higher. The educational statistics for Beaverton are at or slightly above the national average. Household income for the nation was reported as \$41,994 in 1999. The median household income for Beaverton varies across the three zip codes from \$6,000 below the national average to \$18,000 above the national average. Unemployment and poverty in the area also varies greatly. The statistics of the household income correlate to the percent of residents on unemployment and below the poverty line. Racial and ethnic diversity in community of Beaverton is represented by less than 25% of the total population.

Educational attainment:

The residents that reside within 97008 have attained the highest level of education in comparison with the other two zip codes. 97005, which includes many parents of Beaverton High School students, has a rates of educational attainment closest to the national averages.

	97005	97008	97007*
9 th -12 th grade (no diploma)	10.6%	5.9%	6.8%
High school or higher	80.6%	91.2%	89.9%
Bachelors or higher	23.4%	37.5%	34.9%

Data in this table is for population 25 years and older.

U.S. Census Bureau (2000): <http://factfinder.census.gov/>

Household income:

Although they do not have the highest rate of educational attainment, the residents of 97007 have the highest median household income of the three zip codes. When comparing the median household incomes between the three zip codes, there is at least a \$10,000 difference between them.

	97005	97008	97007*
Under \$10,000	7.8%	4.5%	3.2%
\$10,000-\$49,999	59.7%	46.6%	37.3%
\$50,000-\$99,999	27.3%	34.9%	39.7%
\$100,000+	5.2%	14.0%	19.4%
Median household income	\$34,716	\$48,575	\$59,280

U.S. Census Bureau (2000): <http://factfinder.census.gov/>

Unemployment/Poverty:

The Oregon Employment Department reported in September 2011 that the rate of unemployment in Washington County, which includes the city of Beaverton, was 7.8%. The rate of unemployment for the greater Portland Metro Region was reported as 9.1% in comparison to the national rate of 9.0%. The following statistics were reported in the 2000 census. They are included here to illustrate the relative difference between the three zip codes.

	97005	97008	97007*
Unemployed	5.1%	2.7%	3.0%
Below Poverty Line	13.6%	6.1%	5.8%

U.S. Census Bureau (2000): <http://factfinder.census.gov/>

Race & Ethnicity

Race and ethnicity is variable across the three zip codes. 97005 has the highest diversity overall. This zip code also reports the lowest rate of educational attainment and the highest rates of poverty and unemployment. Although there is no information related to race and ethnicity in the statistics concerning education, poverty and unemployment, these statistics describe the demographics of the same area. For the three zip codes, racial diversity of the residents ranges from 26% to 16% of the population.

	97005	97008	97007
White	74.1%	83.6%	81.2%
Black or African American	2.0%	1.6%	1.5%
American Indian and Alaska Native	0.9%	0.65%	0.6%
Asian	6.5%	6.1%	8.9%
Native Hawaiian and Other Pacific Islander	0.3%	0.3%	0.3%
Some other race	12.0%	4.1%	4.0%
Hispanic or Latino of any race	21.5%	9.4%	7.9%

U.S. Census Bureau (2000): <http://factfinder.census.gov/>

Bilingual/Bicultural Statistics:

According to the 2010 statistics, 14.6% of Oregonians, 5 years or older, speak a language other than English at home. Although statistics from 2000 displayed in the table below are not as current as the 2010 statistics for Oregon, all three zip codes show a higher rate of bilingualism than the state's average rate.

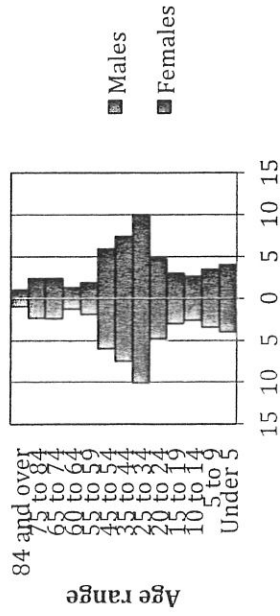
	97005	97008	97007
Language other than English Spoken at home*	29%	20.1%	18.3%
Two or more races	4.2%	3.8%	3.5%

*Data is for the population of 5 years and over.

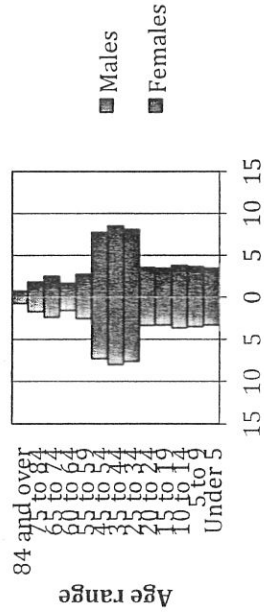
U.S. Census Bureau (2000): <http://factfinder.census.gov/>

to 64 years old for the three zip codes is near 62%. Median age for the areas is reported as between 31 and 34 years old.

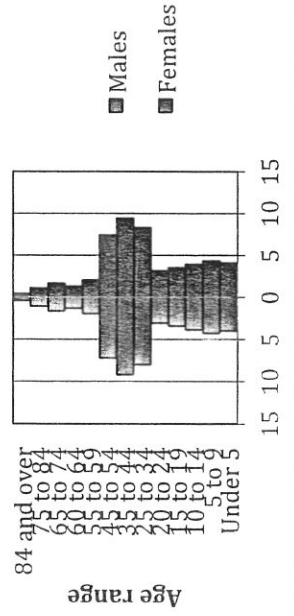
Population profile 97005



Population profile 97008



Population profile 97007



Foods, and the businesses located in Canyon Square. These businesses employ a workforce trained in a variety of retail and service industries.

Significant social or cultural events:

The city of Beaverton hosts a variety of Arts and Cultural events. The events calendar for the city includes regularly scheduled musical performances, theater performances and art showcases. Beaverton hosts an annual parade through the city of Beaverton. In addition, there are many events that include picnics hosted in the park, movies shown by the town fountain, and holiday celebrations. The city hosts neighborhood meetings and offers many public service events like Community Vision, which encourages the community to participate in decision making. In addition, the public transportation system connects the residents of the city of Beaverton to cultural and social events in the larger Portland Metro Area.

Interviews with to community people:

Brian, who works at the Beaverton Swim Center, spoke briefly on the community's support of Beaverton High School. Brian commented that the community of Beaverton supports local youth especially youth who participate in athletics. He noted that the local Buffalo Wild Wings displays local high school athletic banners and posters in their restaurant. Brian also commented that each year the Beaverton School District hosts a district wide "food drive" competition. Each high school competes to collect the most canned food to support local food banks. The community in Beaverton rallies behind their neighborhood high school to donate for the cause.

Cece, who works at the Beaverton Music Services in downtown Beaverton, spoke about the community support of music education. She noted that her business offers donations to the local schools in the form of musical instruments and supplies. She feels strongly that music education supports student success. She worries that, although the community supports youth during community events, there is a lack of support for music education in the community.

Reflection:

Beaverton High School is prominent in the community due to its location and the media coverage of high school events especially athletics. Beaverton High School in particular has a long tradition in the community. It was established in 1902, and even today it has an active alumni population. An active community of supporters fundraises and participates in events at Beaverton High School. Therefore I would consider it to be well connected to the community.

This community connection is a valuable tool when considering instruction and curriculum in my classroom. Knowledge of the community and its dedication to the high school encourages me to call upon resources in order to support student experiences in and out of the classroom. While funding may be in jeopardy for the district, there are opportunities for fundraising and community support. Field trips to local sites and regional sites may be possible with the support of community and alumni organizations. Inviting professionals from STEM fields to visit the classroom or mentor aspiring science students is possible due to the highly educated workforce from the greater professional community. Local technology and science education businesses are available to provide students with experiences related to STEM fields. Community resources will be actively scouted to support my student's success in STEM fields.

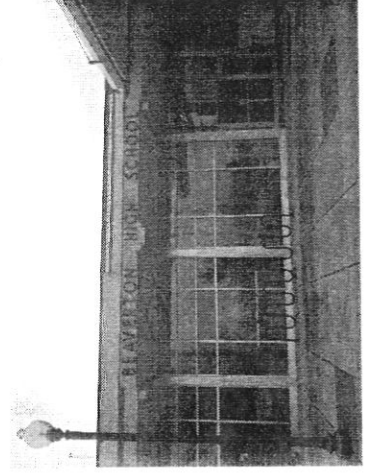
Genetics Unit

The demographic profile of the community is represented in the neighborhood high school. The racial, socioeconomic and linguistic diversity of the neighborhood high school represents to some extent the larger community. Currently, the families in the high school experience similar economic struggles of the community and of the school district. For example, the current economic downturn impacts the students in the high school due to the increased risk of financial insecurity of many families in the community.

The demographic profile that I constructed will influence my decisions about curriculum and instructional practice. Because connecting curriculum to student experience can influence student success, I will tailor my practice to meet the needs of the students in my classroom by making content and skills relevant to students. In terms of daily classroom instruction, I will conduct a technology survey with my students in order to ensure that materials and policies regarding technology reflect reasonable access to technology. I will ensure that my students are aware of resources available to them in the high school and in the larger community. I will also tailor my classroom policies and procedures to reflect not only the school district's goals for student success, but also the values and expectations of the greater community. Finally, awareness of the diversity of the community and my students by extension demands that I support equity in my classroom. Instruction and curriculum choices will reflect careful consideration of my target audience. Differentiation strategies and attention to literacy will be used in daily lessons to support all students' success in my classroom. My dedication to working in the teaching community and my vision of each student as an individual learner are fundamental in my professional vision. This vision will serve to providing the educational needs of each student in my classroom.

School

Beaverton High School (BHS) is located near historic downtown Beaverton, Oregon. The campus is surrounded by Farmington Rd. to the north, Stott St. to the east, 5th St. to the south and Erickson Ave. to the west. Beaverton is a busy, suburban area west of Portland, Oregon. BHS served 1,720 students in the 2010-2011 school year. Enrollment for the current school year decreased from the previous year. BHS has experienced an 18% decrease in the student population since the 2006-2007 school year. BHS shares the district's goal that



Main entrance at BHS

"All students will show continuous progress toward their personal learning goals,

the racial or ethnic demographic of the student body. An informal survey at a recent meeting reported more than 90% of the faculty and staff represent the white majority.

Percent of Minority Students	School	District
American Indian	1%	1%
Asian or Pacific Islander	7%	13%
Black	3%	3%
Hispanic	22%	22%
White	61%	54%
Multiple Categories Selected	6%	6%

Table 1: Percent of minority students at Beaverton High School

The Beaverton School District reported the following program enrollment at BHS (see Table 2). This description of the student population is reflected in the presence of ESL and Special Ed faculty in classrooms and in resource support rooms at BHS.

Program Enrollments:	School	District
Percent of Special Ed Students	13%	12%
Percent of ESL Students	7%	14%
Percent of Free and Reduced Lunch	37%	38%
Percent of TAG Students	14%	11%

Table 2: Program enrollments at Beaverton High School

The Oregon Department of Education labeled BHS with an outstanding rating for the 2010-2011 school year. Table 3 reports the rating for BHS over the past three school years. It reflects a yearly improvement in BHS' rating since the 2008-2009 school year.

Oregon Report Card Overall Rating:	
2010-2011	Outstanding
2009-2010	Satisfactory
2008-2009	In Need of Improvement

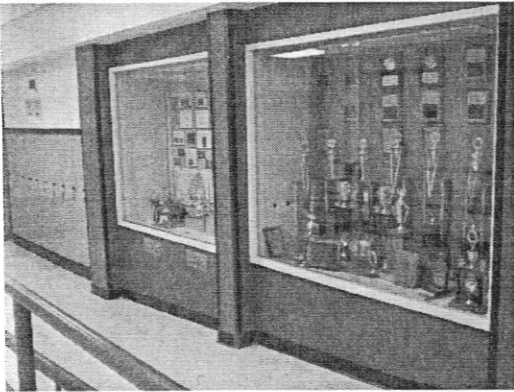
Table 3: ODE Report Card for Beaverton High School

The Oregon Department of Education released a detailed report of student achievement for several metrics including reading, social studies, math and science. The scores were provided from state achievement tests from juniors in the 2010-2011 school year. The report disaggregates scores for several ethnic and racial groups. These results are detailed in the Table 4 below.

Ethnic/Racial Group	Meets or Exceeds Expectations		
	Beaverton High School	Beaverton School District	Oregon
Asian	72.7%	77.3%	71.1%
African American	30.0%	42.3%	37.7%
Hispanic	51.2%	43.1%	46.0%
White	87.7%	81.0%	76.9%

Table 4: Detailed Report of achievement for Beaverton High School

BHS is the oldest of the five high schools in Beaverton School District. Beaverton High School's original building was built in 1902. The building and campus has been renovated and added to over the years. Campus improvements include a track field and football facilities located on campus. Parents and alumni are actively involved in the high school community. The Tradition, the parent newsletter written by the principal, regularly details current events including clubs, activities, athletics, and performances happening at the high school. The Booster Club, a parent and alumni run organization, meets monthly to hear requests for funds and coordinate fund raising events.



Hallway in science wing

The main entrance to the original building opens into a student center, main office and community room. From these common areas, hallways lead students to a series of classrooms in various wings and stairways. The main building includes the library, counseling offices, auditorium, drama room, band room, choir room, college career center and a health career center. The cafeteria is connected to the main building by a skywalk on the second floor. The cafeteria was renovated and certified as a LEEDS building in August 2005.

The hallways of BHS are numerous. Some are filled with inset, orange lockers, others offer glass cases featuring student work, and many are covered in student created posters. The glass cases house student art, trophies, student projects, and discipline specific displays. On the hallway walls, students display posters advertising club meetings, athletic events, elections, and food drives.

The main building also houses the main office, administrative offices, ESL offices and SPED offices. These offices offer support to the teachers and students of BHS. Many instructional aides offer assistance to students by attending classes and collecting notes and materials. This connection between SPED faculty and staff, students and teachers builds academic support for many students at BHS. In addition, BHS offers support to homeless students. The Beaver Den offers students personal necessities, academic supplies, and clothing to all students who are in need of support. The homeless liaison for the district also coordinates support for all students in the district.

Merle Davies, a former elementary school, was annexed and renovated in 2006 and reopened in 2010. The Merle Davies Annex classrooms are equipped with state of the art educational technology. Sound systems and projectors are mounted in each classroom, which feature smart boards. In addition there is a U.N. Room and modern lecture hall in Merle Davies. The annex houses many language arts, social studies and business classrooms.



Displayed student art work

BHS offers a variety of sports, clubs, and activities. The athletic facilities include a football field, wrestling gym, main gym, weight room, and distinct locker rooms for varsity sports



Mural in staircase near science wing

and general use. While BHS does not have a pool on campus, Tualatin Hills Park and Recreation maintains a swim center adjacent to the high school. BHS' swimming and water polo teams practice at this facility. BHS athletics is planning on building a new football stadium in the near future. Fundraising and donations are being collected towards the project. BHS offers numerous non-varsity sports including dragon boat, racquetball and lacrosse. BHS students can participate in a variety of clubs including OSAA

clubs and organizations such as Marching Ensemble, BHS sponsored clubs such as Health

Occupation Student Association, academic clubs such as Science Research Team, and special interest clubs such as Gay-Straight Alliance. Students may also work on student run publications such as the yearbook or the student newspaper, The Hummer.

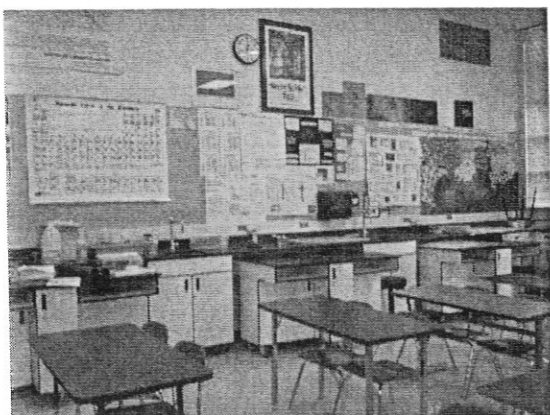
BHS offers students unique academic programs. Health Careers is offered at Beaverton High School. Health Careers offers students a unique experience in health care professions. Currently BHS offers both International Baccalaureate (IB) and Advanced Placement (AP) courses. It is the only school in the district to offer both. This past fall, the faculty of BHS decided to eliminate the IB program from BHS' curriculum. Advanced Placement courses will continue to offer rigorous, college preparation classes in each discipline area.

Beaverton High School runs on a two-day block schedule. Four, ninety-minute periods are scheduled each day. In order to accommodate 1700 students, BHS places students on two separate lunch schedules detailed in Table 5.

	Lunch 1	Lunch 2
7:45 – 9:15	Period 1	Period 1
9:20 – 10:50	Period 2	Period 2
10:50 – 11:20 (L1)	Lunch 1	Period 3
10:55 – 12:25 (L2)		
11:25 – 12:55 (L1)	Period 3	Lunch 2
12:25 – 12:55 (L2)		
1:00 – 2:30	Period 4	Period 4

Table 5: Beaverton High School's Bell Schedule

BHS has alternative schedules for assemblies and advisory periods, which may last thirty-five or fifty-five minutes. The majority of Fridays are scheduled for advisory or assembly. In fall 2011, many assemblies were dedicated to school events like homecoming or diversity day. Advisory schedules are held in order for students to meet with their advisory teacher. Students are assigned an advisory teacher for their four-year BHS experience. Each teacher hosts an advisory where students complete requirements for graduation that are designed to prepare students for their post-secondary futures. These requirements include mock interviews and career education.



Sharon Cooper's classroom

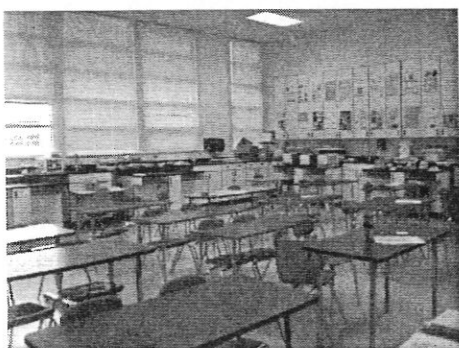
and

BHS runs a block schedule. Therefore the classroom is filled with students three out of the four periods each day. The Sharon Cooper's classroom schedule is displayed in Table 6.

		Day 1	Day 2
Period 1	7:45-9:15	AP/IB Environmental Sciences	BCP-10
Period 2	9:20-10:50	BCP-10	Planning Period
Lunch	10:50-11:20	Lunch	Lunch
Period 3	11:25-12:55	Planning Period	BCP-10
Period 4	1:00-2:30	BCP-10	BCP-10

Table 6: Sharon Cooper's classroom schedule

The classroom is located on the second floor of the original building. The large windows face north towards Farmington Road. The classroom seats 31 students. Around the perimeter of the room there are work benches equipped with gas valves and sinks. There is a fume hood in the classroom. The classroom is also equipped with a safety shower, eyewash, fire extinguisher and fire blanket.



A view of Sharon Cooper's classroom

student seating, there is a desk for the teacher and two desks for instructional aides or a student teacher.

Students

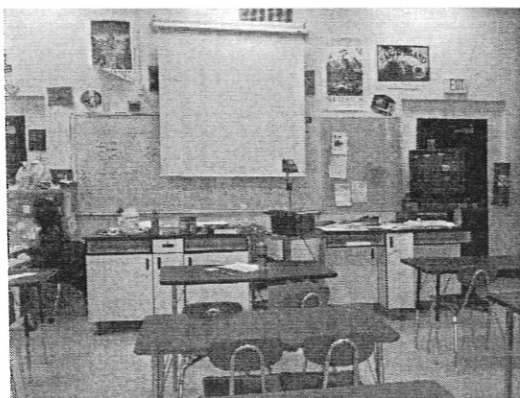
Sharon Cooper's classroom accommodates between 26 students during first period of BCP-10 on Day 2. Table 7 (see below) details the demographic of the students who attend BCP-10 during this period. While BCP-10 is a requisite for sophomores, this BCP-10 class roster includes 9th, 10th, 11th, and 12th graders. The racial and ethnic diversity does not reflect the school profile accurately. This classroom hosts 46% white students, 42% Hispanic students, 7% Asian students, and 3% African American students. In

Classroom

The second floor of the original building houses the science department including individual classrooms, a science department office, and a storage area for chemicals and equipment. Sharon Cooper teaches BCP-10, which is an integrated biology, chemistry, physics course for sophomores at BHS. The classroom is located on the second floor of the original building on campus. The classroom is dedicated to Sharon Cooper. She teaches five sections of BCP-10 one section of AP/IB Environmental Sciences.

Technology available to the teacher includes an Apple desktop computer, white board, projector, transparency projector, and tv with a DVD and VCR player. Sharon Cooper has provided a refrigerator, microwave and electric teakettle for her own personal use. Sharon decorated her room with a mix of student art from past years, current student work, discipline related posters, and inspirational art. In addition to

contrast to the school profile which reports 61% white students, 22% Hispanic students, 7% Asian students, and 3% African American students. Language diversity is also present in each class period of BCP-10. Spanish, Chinese, Ilocano and Tagalog are first languages of students attending first period of BCP-10. Two students received additional resources from the SPED faculty, and three students receive support as English Language Learners. Three students in this class have been labeled TAG for math, reading or as gifted. Finally, several students have applied for Honors designation. This



A student's view of Sharon Cooper's classroom

designation is offered by the science department and will be reflected on the student's transcript if they complete the additional coursework. Finally the gender ratio is fairly even. I described each demographic detail in terms of gender in Table 6 in order to describe the class population more completely. There is a disproportionate number of males who are also categorized as culturally diverse, linguistically diverse, and older. The females in this classroom tend to be younger, less likely to be linguistically or culturally diverse and more likely to be TAG or Honors.

For classroom supplies, the department and Sharon Cooper's classroom are well equipped. Sharon is able to provide all that is needed to provide a rich educational experience for her students. In terms of curriculum, Sharon Cooper provides all curriculum materials. There are no textbooks for BCP-10 because the faculty developed the curriculum for the course over 13 years ago. Therefore, all instructional supplements are handed out daily. Students are required to bring notebooks, writing utensils, and a calculator.

	Males	Females
Gender	15	11
Language	-----	-----
• English	7	7
• Spanish	6	4
• Tagalog/Ilocano	1	0
• Chinese	1	0
Ethnicity	-----	-----
• Hispanic/Latino	7	4
• Asian	2	0
• African American	0	1
ELL	1-Intermediate 1-Advanced	1-Advanced
Grade	-----	-----
• 9 th	1	4
• 10 th	12	7
• 11 th	1	0

• 12 th	1	0
Age	-----	-----
• 14	1	3
• 15	4	4
• 16	8	4
• 17	1	0
• 18	1	0
SPED/504	1	1
Honors	1	1
TAG	1	2

Table 7: Demographic of Day2, Period 1 BCP-10 with Sharon Cooper

Accommodations for Individual Students of Day 2, 1st Period BCP-10

Student 1: Student 1 is new to BCP-10 second semester. This student's schedule is designed to include academic support classes in order to provide support for the academic classes. This student also receives preferential seating in the classroom.

Student 2: Student 2 receives several accommodations as directed by his case manager. Student 2 may receive additional time during assessments and assignments. Student 2 may take tests in alternative settings such as the resource room of the SPED department. This student also receives preferential seating and graphic organizers when developing written work.

Student 3: Student 3 has been labeled TAG for math. There are no accommodations listed for this student as a TAG student by the school. In order to serve this student's academic needs, I will provide extension questions for critical thinking when integrating math into the curriculum.

Student 4: Student 4 has been labeled TAG for reading. There are no accommodations listed for this student as a TAG student by the school. In order to serve this student's academic needs, I will provide alternative reading and critical thinking questions as assignments.

Student 5: Student 5 has been labeled TAG as intellectually gifted. There are no accommodations listed for this student as a TAG student by the school. In order to serve this student's academic needs, I will provide extension questions that stimulate critical thinking throughout the curriculum and including assessments and assignments.

For the ELL students in this classroom, I will provide literacy strategies that support their learning of science. I will offer materials at various reading levels and vocabulary guides. In addition during direct instruction, I will be sure to introduce new vocabulary and offer various synonyms for difficult vocabulary, as much as possible. These students are offered support in ELL classes, but the school does not designate accommodations for individual students who are labeled ELL.

How will the implications of your classroom profile influence your decisions about curriculum and instructional practice?

The classroom population consists of linguistically and culturally diverse students. The socioeconomic status of the classroom students also varies. In order to serve every student in the classroom, curriculum and instructional practice will be considered in light of this demographic profile. For linguistically diverse students and their family, all correspondence to parents will be offered in both English and the home language of each student. For instruction, literacy strategies will be employed in order to support students who have various literacy levels. For culturally diverse students, instruction will offer opportunities for students to practice skills and knowledge utilizing a variety of approaches. Students will be asked to demonstrate understanding through

verbal, written and mathematical expressions. There will be opportunities for creative and social outlets during the unit of instruction.

References

American FactFinder: <http://factfinder.census.gov>

Beaverton School District, District Statistics: Historical and current indicators from State Reports and the BSD Annual Survey.

http://www.beaverton.k12.or.us/pdf/dist/res_rep/dist_res_rep_bsd_statistics.pdf

City of Beaverton's website: <http://www.beavertonoregon.gov/>

Detailed Report for Beaverton High School.

<http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/pagrsurpressed.aspx>

Oregon Employment Department: www.qualityinfo.org/olmisj/OlmisZine

Portland State University's College of Urban & Public Affairs

2010 Census Profiles Oregon Cities:

<http://www.pdx.edu/prc/2010-census-profiles-oregon-cities-alphabetically>