

School Profile

Beverly Cleary K-8 School, Fernwood Campus

1915 NE 33rd Avenue

Portland, OR 97212

Phone: (503) 916-6480

Location, Size & Age

The Fernwood campus of Beverly Cleary K-8 School is located at 1915 NE 33rd Avenue in Portland, Oregon. This location is less than a block from Grant Park in a residential neighborhood comprised mainly of upper-middle class single-family homes. Although the school sits on NE 33rd Avenue (a moderately-sized street) and directly across from a QFC grocery store, for the most part the school is surrounded by small, tree-lined streets.

The Fernwood campus, originally constructed in 1911 and extensively remodeled in 1978, houses Beverly Cleary's second through eighth grades; kindergarten and first grade are located at the Hollyrood campus a few blocks away. The 1978 remodel added a gymnasium, music room and many additional classrooms, greatly increasing the size of the school building.

The Fernwood campus had long been a middle school, but was combined with Hollyrood Elementary School in 2008 to form a K-8 school. At that time, the school was renamed the Beverly Cleary K-8 School in honor of the author, who attended the school as a child.

Facilities, Technology & Financial Resources

Beverly Cleary K-8, Fernwood campus has both a computer lab and a library/media resource center with numerous desktop computers; the library is staffed by a full-time librarian who also acts as the school's technology coordinator. Although there is no wireless access in the building, the classrooms are all hardwired for Internet access and many have LCD projectors. In addition, a telephone system upgrade is currently underway.

Beverly Cleary K-8 School currently has a budget of \$5,147.00 per student.

Faculty Profile

The faculty at Beverly Cleary K-8 School consists of 29.6 FTEs, which includes part time PE, music, and Spanish teachers. In addition, there are 9.7 FTE paraeducators, and 3 administrators (one principal and two assistant principals).

The faculty, collectively, have 14.6 average years of experience and 63.7 percent have at least a Master's Degree; 100 percent meet the Federal definition of Highly Qualified Teacher.

The faculty is also overwhelmingly White and female (no minority teachers and only 4.5 of the teacher FTEs are male teachers).

Co-curricular Activities

Beverly Cleary offers numerous co-curricular opportunities for students for a fee, including Mad Science classes, Portland Early Learning Project Spanish classes, Young Rembrandts art classes and Young Players drama classes. Some scholarships are available for students with financial need.

Parent Involvement

Beverly Cleary has an impressive level of parental involvement, including office and classroom volunteers, fundraising, parent-teacher conferences, and various PTA activities. In recent years, the school had the highest number of parent volunteer hours of any school in Portland Public Schools.

Student Body Profile

The demographics of the student body changed considerably when Fernwood, formerly a middle school, merged with Hollyrood Elementary School to form the new Beverly Cleary K-8 School. Because the catchment area of the new K-8 school is considerably smaller than the previous middle school, it is also more concentrated in the affluent, mostly White neighborhoods surrounding the school. As a result, the student body of 518 students is now approx. 80 percent White, with only 14.4 percent of students receiving free or reduced lunches.

The charts below lay out some additional information about the student body from the 2008-2009 school year:

Student Body Information

School Receives Title I Funds?	No
Special Education	13.5%
English Language Learners	1.1%
Talented and Gifted	14.7%

Racial/Ethnic Background

Asian	African American	Hispanic	Native American	White	Multiple Ethnicities	Unspecified
4.8%	7.4%	4.3%	1.4%	80.3%	1.4%	0.4%

Summary of Student Test Scores

Beverly Cleary K-8 School met AYP and received an overall school rating of Outstanding in November 2009. In addition, the school met AYP in all applicable subgroups for English/Language Arts, Mathematics, and attendance.

Although AYP was met across all subgroups, disparate outcomes are still evident in the data. For example, 24 percent of Black students did not meet state standards in English/Language Arts compared with only 6.8 percent of White students. Similarly, the data show disparate outcomes by gender, with female students doing markedly better in English/Language Arts and worse in Mathematics than their male peers.

The largest group of students not meeting state standards in English/Language Arts is the “Economically Disadvantaged” subgroup (36.2 percent not meeting standards); the largest group of students not meeting state standards in Mathematics is Black students (33.3 percent did not meet standards).

Classroom Profile

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Physical Space and Resources

The classroom is a spacious room brimming with models, charts, student work, posters, globes, maps, books of literature and other social studies and language arts realia. The classroom has an entrance on one side and another door to a storeroom (also brimming with teaching materials) behind the teacher's space. The room looks and feels like a classroom.

The student seating area is comprised of eight sets of rectangular tables, four to a side with a center aisle. There are also tables, storage cabinets and a white board in the back of the room. The teacher's seating area contains two desks, one for the regular classroom teacher and the other for a student teacher. There is also a pull-down projection screen and an easel with paper in the teacher area.

In addition to the wealth of educational materials which reside in the classroom, there are also significant technological resources, including a laptop computer (PC), document camera, LCD projector, audio speaker system, television and DVD player.

Student Demographics

As illustrated in the tables below, the students in this classroom are overwhelming White, all are native English speakers, and all appear to come from middle class or upper middle class backgrounds. Based on a recent class assignment (parent interviews) as well as the high attendance rate at parent-teacher conferences and IEP meetings, it is also apparent that most of the students' parents are actively involved in their child's academic life.

Subject:	Literature / Language Arts / Social Studies (block period)
Grade level:	8 th grade, age 13/14
Number of students:	21

Ethnicity

White:	18 students (86%)*
Hispanic:	2 students (10%)*
Multi-racial:	1 student (5%)*

* total does not equal 100% due to rounding

Gender

Male:	12 students (57%)
Female:	9 students (43%)

Special needs

TAG:	5 students (24%)
IEPs:	4 students (19%)
ELL:	0 students

Implications for Practice

The nature of the class — both the physical classroom and the students — has significant implications for curriculum and instructional practice.

First, there is a significant range of academic/intellectual ability in the classroom, ranging from students identified as TAG to students with IEPs; even among the students with IEPs there is considerable differentiation. For example, one student with an IEP has a visual disability that necessitates seating at the front of the room, copies of materials projected via the LCD display, and verbal cues for notes on the board. Another student with an IEP requires access to a word processor, a spell check device and staff editing assistance for written assignments. A third student with an IEP needs additional time to complete assignments, use of a word processor for written assignments, frequent breaks, and breaking down larger tasks into smaller chunks. A fourth student with an IEP requires a 40 percent reduced workload, additional time to complete assignments, use of a word processor for written assignments, and breaking down larger tasks into smaller chunks. This range of abilities necessitates preparing lessons that meet all students where they are, at their appropriate academic level.

Second, the access to a wide variety of models, charts, posters, globes, maps books of literature and other social studies and language arts realia in the classroom is a huge asset for sparking student interest and tapping into different learning styles.

Third, the broad parental support and involvement suggests that the teacher can likely rely upon parental support in addressing students' disciplinary and/or academic issues. It also fosters a broader sense of community and links the classroom to that community.

Finally, because there is a noticeable lack of diversity in this class, it is possible that multiculturalism may not naturally "bubble up" in class discussions. This requires that the teacher make a conscious effort to incorporate a multicultural perspective in class activities.