



OREGON  
DEPARTMENT OF  
EDUCATION

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# AT-A-GLANCE SCHOOL AND DISTRICT PROFILES

## 2020-2021 TECHNICAL MANUAL

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## UPDATES & CHANGES

Updated July 28, 2021

### Special Note:

New on the 2020-21 At-A-Glance School and District Profiles is a text section, “Special Note,” that describes the impact to the data included on the At-A-Glance School and District Profiles and directs the public to where they can find more information that was not included on the At-A-Glance School and District Profiles due to space limitations. This new text section is written by the Oregon Department of Education (ODE) and is the same for each At-A-Glance Profile.

To make room for the “Special Note” on the Elementary/Middle and High School profiles, the Class Size dial was removed. To find more information on class size, visit the [Class Size Report webpage](#).

To make room for the “Special Note” on the District profile, the Individual Student Progress dial was removed. The [Accountability Waiver](#) that ODE received from the U.S. Department of Education removes the requirement to calculate and report Individual Student Progress (growth) data. Accordingly, the student group disaggregations for Individual Student Progress were removed from the back page on the district profile.

### Assessment Data:

Assessment data are not included on the 2020-21 At-A-Glance School and District profiles. The [Assessment Waiver](#) allowed ODE to shorten test blueprints and reduce the number of required assessments by grade and test subject. Due to the Assessment Waiver and the anticipated impacts to assessment participation, there is not enough room on the At-A-Glance School and District Profiles to provide adequate context and caution for interpreting the 2020-21 assessment data.

2020-21 English Language Arts, Math, and Science assessment data will be published on ODE’s webpage instead.

### Regular Attenders Data:

Regular Attenders data are not included on the 2020-21 At-A-Glance School and District profiles. Due to updates to reporting attendance and the suspension of the 10-Day drop rule in the Cumulative ADM collection, there is not enough room on the At-A-Glance School and District Profiles to provide adequate context and caution for interpreting 2020-21 Regular Attendance data.

2020-21 Regular Attenders data will be published on ODE’s webpage instead.

### Prior Year Comparison Arrows:

The prior year comparison arrows were removed for all dials on the front page of the At-A-Glance profiles.

### **On-Time Graduation Suppression**

The On-Time Graduation data element was updated to apply suppression to the student group disaggregations. The total school and district level rates remain unsuppressed. See the [Outcomes](#) section for more information.

### **Free/Reduced Price Lunch:**

Schools that offered Free or Reduced Price Lunch to all students regardless of their individual eligibility will appear as “>95”. In prior report years these were schools operating under the U.S. Department of Agriculture’s (USDA) Community Eligibility Provision or Provision 2. In 2020-21 this provision expanded to include schools that participated in the expanded Seamless Summer Option or the Summer Food Service Program under the USDA’s COVID-19 waiver.

### **Homeless Student Group:**

Homeless students were added as a student group disaggregation for all three At-A-Glance profile types. Homeless student data is sourced from the 2020-21 McKinney-Vento Homeless collection.

### **College Going:**

Calculation updated to include students that have a postsecondary enrollment start date within 16 months of completing high school. Updated College Going data for students that graduated in 2018-19 will not be available to be included on the 2020-21 At-A-Glance profiles. Instead, the At-A-Glance Profiles will display previously calculated rates for students that graduated in 2017-18. See the [College Going](#) section for more details.

### **Our Staff:**

Starting with the [2019-20 Adapted At-A-Glance profiles](#), the Counselor adjusted FTE count was updated to include Psychologist adjusted FTE on the school profiles. The label for this data point has been updated to, “Counselors/Psychologists” to reflect the new calculation. See the [Counselors/Psychologists section](#) for more information.

Starting with the 2019-20 Adapted At-A-Glance profiles, the Average Teacher Turnover Rate was replaced with Average Teacher Retention Rate. See the [Average Teacher Retention section](#) for more information.

Starting with the 2019-20 Adapted At-A-Glance profiles, the Teacher Experience calculation was updated to no longer connect with the Teacher Standards and Practices Commission (TSPC) data. Instead, licensure for this metric is determined based on the License Flag in the Staff Position collection. See the [Teacher Experience section](#) for more information.

## **WHAT ARE THE AT-A-GLANCE PROFILES?**

The At-A-Glance School and District profiles are published each year alongside the Accountability Detail sheets. Together, the At-A-Glance School and District Profiles and the Accountability Detail Sheets

comprise the Oregon Department of Education's larger reporting system as required by the Oregon State legislature and the Every Student Succeeds Act (ESSA). The At-A-Glance School and District Profiles were designed by and for parents and community members to be an understandable and easy to read overview of how schools and districts serve their students. For more information on the redesign project, go to the [Report Card Redesign webpage](#).

The At-A-Glance School and District Profiles do not rate or grade schools and districts and they are not used to determine levels of support under ESSA.

Districts can preview the data published on the At-A-Glance in the [Achievement Data Insight](#) (ADI) application. District staff should contact their [district security administrator](#) for access to the ADI.

All data is based on the 2020-21 school year unless otherwise noted. Exceptions include the On-Time Graduation, Five-Year Completion, College Going, Teacher Retention, and Same Principal data elements.

The following document provides business rules for the data elements included on the At-A-Glance School and District Profiles. The data elements included in profiles vary depending on institution type.

There are three profile types: Elementary/Middle, High School, and District. This document is organized into two sections. This first section describes the data included on the Elementary/Middle and High School profiles. The second section describes the data included on the District profiles.

## STAFF RESPONSIBILITIES & CONTACT LIST

### ODE Contacts

Topic	Contact Person	Phone Number
General Questions	<a href="#">Elyse Bean</a>	503-947-5831
Student Enrollment	<a href="#">Robin Stalcup</a>	503-947-0849
Staff Information	<a href="#">Ryan Clark</a>	503-947-5632
Class Size	<a href="#">Robin Stalcup</a>	503-947-0849
Regular Attenders	<a href="#">Elyse Bean</a>	503-947-5831
Individual Student Progress	<a href="#">Josh Rew</a>	503-947-5845
On-Track To Graduate	<a href="#">Jon Wiens</a> , <a href="#">Ryan Clark</a>	503-947-5632
Assessment Data	<a href="#">Cindy Barrick</a>	503-947-5822
Graduation Data	<a href="#">Jon Wiens</a>	503-947-5764
College Going	<a href="#">Josh Rew</a>	503-947-5845
Student Mobility	<a href="#">Josh Rew</a>	503-947-5845
Narrative Collection	<a href="#">Elyse Bean</a>	503-947-5831

### Regional ESD Partners

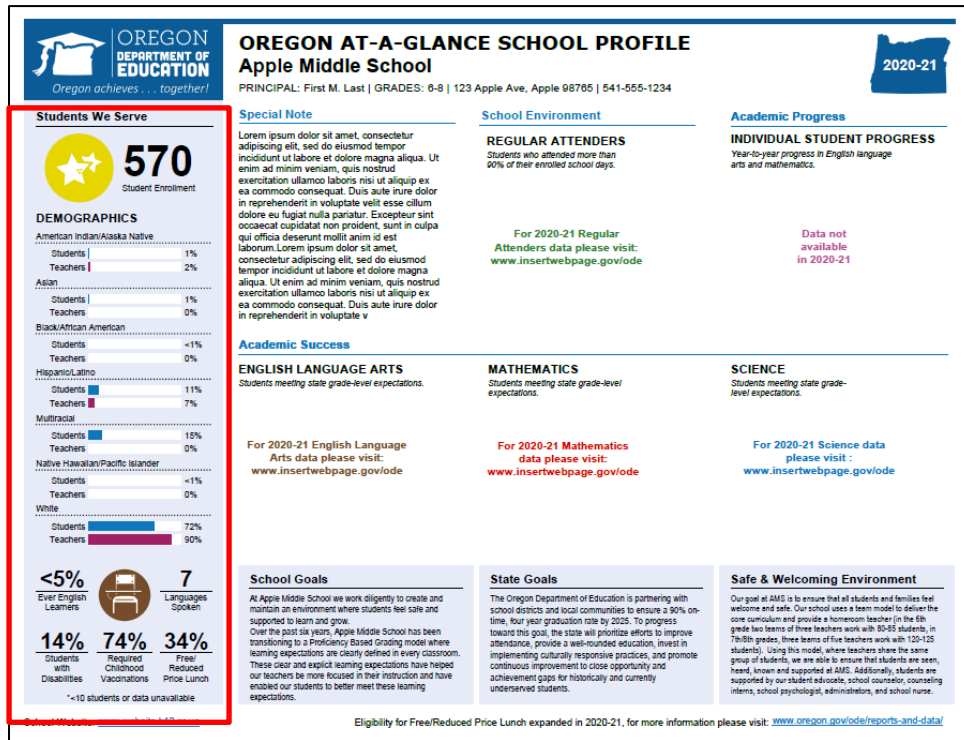
The Regional Education Service District (ESD) Partners are your contacts for collection and accountability support.

Name	E-mail Address	Phone Number
Karen Brown Smith	<a href="mailto:Karen.Brown@imesd.k12.or.us">Karen.Brown@imesd.k12.or.us</a>	1-800-706-4447 x3124
Peter Campbell	<a href="mailto:Peter.Campbell@imesd.k12.or.us">Peter.Campbell@imesd.k12.or.us</a>	1-800-706-4447 x3203

# ELEMENTARY/MIDDLE AND HIGH SCHOOL PROFILES

## STUDENTS WE SERVE

The major data sources for this section are Spring Membership, as extracted from Third Period Cumulative ADM and other student level collections, and the Staff Position collection.



Note: This is a preliminary mockup; the layout may change by time of publication.

## STUDENT ENROLLMENT

The count of students enrolled in a school. The basis is the attending school as captured in the Spring Membership extract, which is a record of student enrollment on the first school day in May. For more information on membership extracts, refer to the [Student Membership Manual](#).

## STUDENT DEMOGRAPHICS

Student race/ethnicity in a school as reported in Spring Membership. In cases where at least one student in a group is enrolled at the school, but the percentage would round to 0, we display "<1". Similarly, if the percentage would round to 100, but not every student in the school belongs to that group, we display ">99".

## TEACHER DEMOGRAPHICS

Staff race/ethnicity in a school as reported in the Staff Position collection. The Staff Position Collection is a December 1 snapshot of all public school and district staff. The calculation includes Head Teachers, Teachers, Special Education Teachers, Special Education Physical Education Teachers, Principal, Assistant

Principal, Licensed Librarians, and Guidance Counselors (position codes 3, 4, 5, 8, 9, 10, 22, or 23). In cases where at least one staff member in a group is reported at the school, but the percentage would round to 0, we display “<1”. Similarly, if the percentage would round to 100, but not every staff member in the school belongs to that group, we display “>99”. For more information, refer to [Staff Position Manual](#).

### EVER ENGLISH LEARNERS

The percentage of students in Spring Membership who are current or former English learners. The data source is the Title III English Learners Spring Collection, matched to Spring Membership records. Students are considered Ever English Learners if they appear in the current year unduplicated Title III English Learner collection with a record type other than ‘3H’, ‘2J’, ‘SE’, or ‘EI’. The data are suppressed when the number of students in the denominator is less than ten then this indicator is suppressed with an ‘\*’; when the percentage is less than 5 or greater than 95, we display “<5” and “>95”, respectively.

### LANGUAGES SPOKEN

The number of distinct languages in a school as reported in the “Language of Origin” field in Spring Membership.

### STUDENTS WITH DISABILITIES

The percentage of students on an Individualized Education Plan (IEP) at any time in the school year, as reported in Spring Membership. The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with an ‘\*’; when the percentage is less than 5 or greater than 95, we display “<5” and “>95”, respectively.

### REQUIRED CHILDHOOD VACCINATIONS

The percentage of students in a school with all required childhood vaccinations. Note that this does **not** include the COVID-19 vaccine. The denominator is attending school enrollment as reported to the Oregon Health Authority (OHA). The numerator is the total number of students with all required vaccinations. An ‘\*’ is displayed for schools where no vaccination data are available. ODE receives immunization data from the OHA; for more information, go to the OHA’s [School Immunization Rates](#) web page.

### FREE/REDUCED PRICE LUNCH

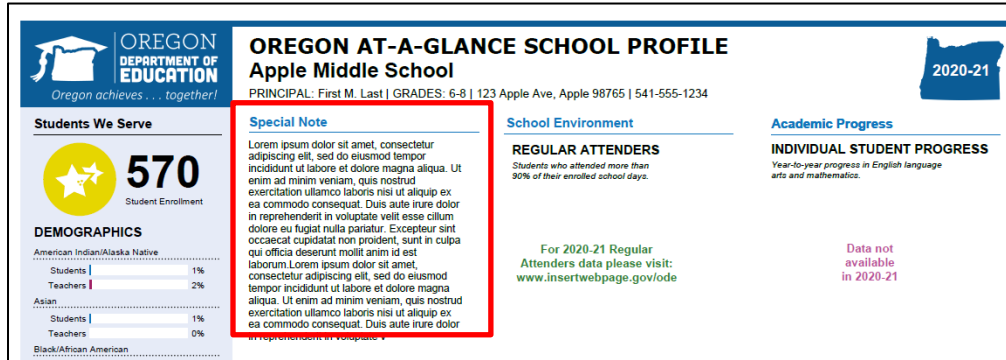
The percentage of students in Spring Membership that were eligible for Free or Reduced Price school meals at any time in the school year, as reported in Spring Membership. The data are suppressed when the number of students in the denominator is less than ten then this indicator is suppressed with an ‘\*’; when the percentage is less than 5 or greater than 95, we display “<5” and “>95”, respectively.

**Note:** Schools that offered Free or Reduced Price school meals to all students regardless of their individual eligibility will appear as “>95”. This includes schools operating under the Community Eligibility Provision, Provision 2, or schools that participated in the expanded summer meals programs under the U.S. Department of Agriculture’s COVID-19 waiver.



## SPECIAL NOTE

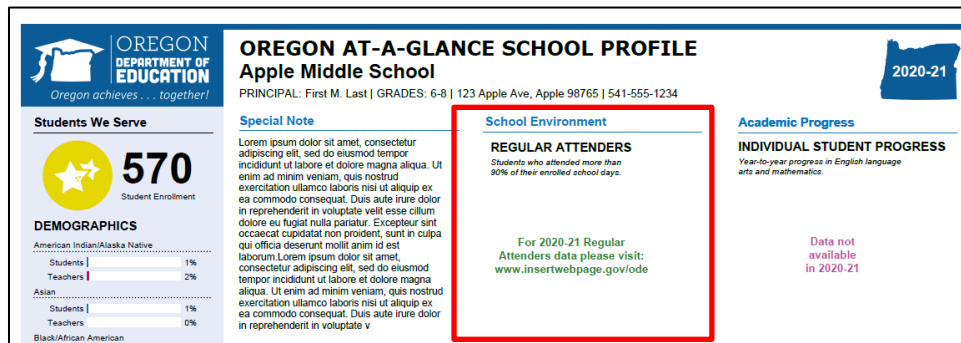
New text section filled by ODE. The purpose of this text section is to provide context for the changes to the 2020-21 At-A-Glance profiles due to COVID-19 pandemic and the [Accountability](#) and [Assessment](#) Waivers from the U.S. Department of Education.



Note: This is a preliminary mockup; the layout may change by time of publication.

## SCHOOL ENVIRONMENT

For 2020-21, this section only includes Regular Attenders.



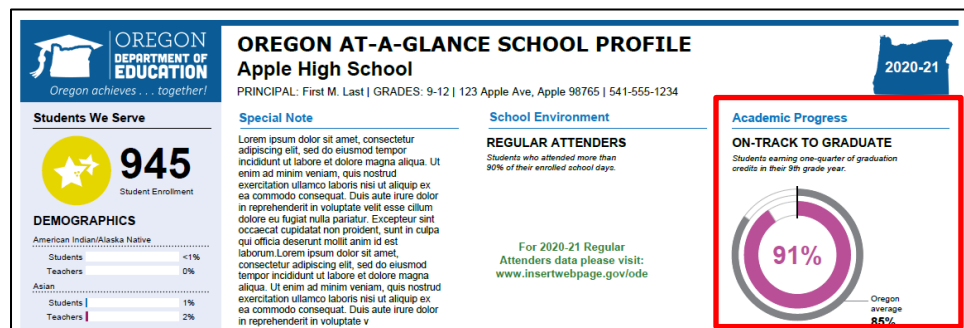
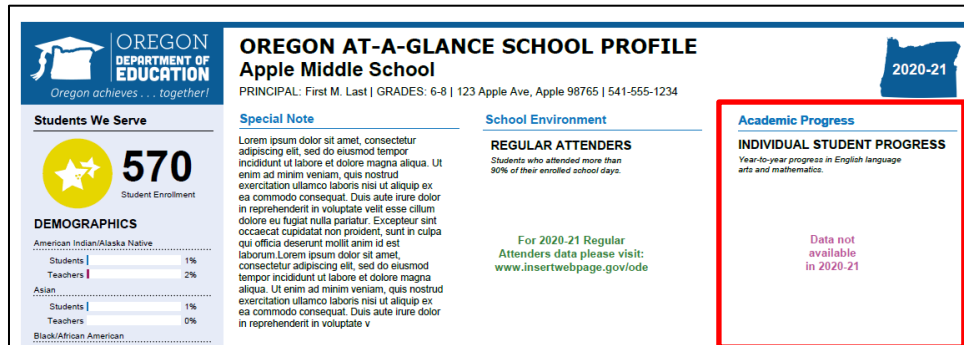
Note: This is a preliminary mockup; the layout may change by time of publication.

## REGULAR ATTENDERS

Regular Attenders data are not included on the 2020-21 At-A-Glance School and District profiles. Due to updates to reporting attendance and the suspension of the 10-Day drop rule in the Cumulative ADM collection there is not enough room on the At-A-Glance School and District Profiles to provide adequate context and caution for interpreting 2020-21 Regular Attendance data. Data will instead be published on a separate webpage.

## ACADEMIC PROGRESS

The Academic Progress indicator varies by school. Elementary and middle school profiles include Individual Student Progress, based on individual student growth on the English language arts (ELA) and Mathematics statewide assessments. High schools and combined schools use On-Track to Graduate.



Note: This is a preliminary mockup; the layout may change by time of publication.

## INDIVIDUAL STUDENT PROGRESS

Individual Student Progress data are not included on 2020-21 At-A-Glance School and District profiles. The [Accountability Waiver](#) that ODE received from the U.S. Department of Education removes the requirement to calculate and report Individual Student Progress (growth) data.

## ON-TRACK TO GRADUATE

The percentage of students that have earned at least one quarter of their required credits for graduation in their first year in high school. The denominator is the number of resident students in Spring Membership that are full academic year at the school and have a high school entry year of 2020-2021. The numerator is the number of students earning at least one quarter of required credits by August 31, 2021 following their first year in high school.

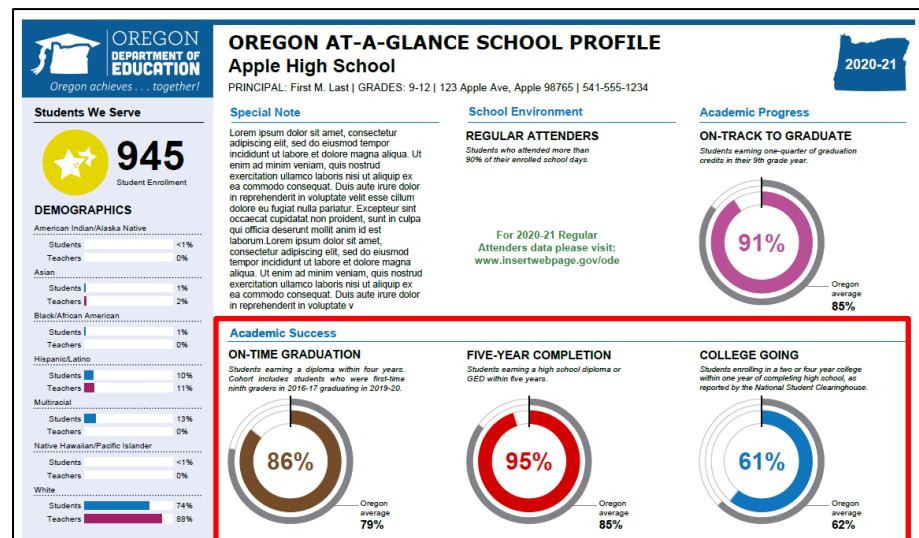
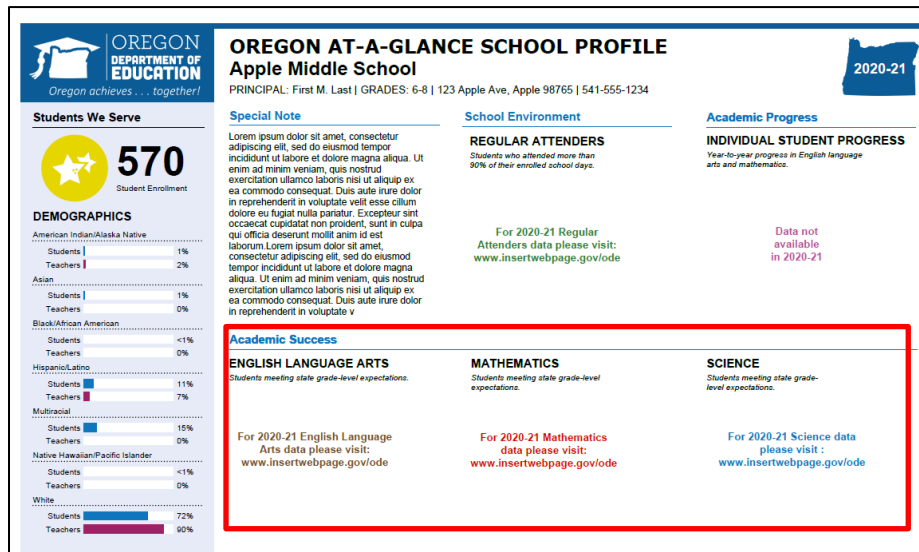
Students are full academic year if the total ADM for their May 3, 2021 spring membership record is greater than 0.5 ADM across all of their Third Period Cumulative ADM records. The denominator excludes

students who enrolled on the first week day in May but who transfer out of the school prior to the end of the school year. For more information, refer to the [Ninth Grade On-Track collection manual](#).

The data are suppressed when the number of students in the denominator is less than ten then this indicator is suppressed with an “\*”; when the percentage is less than 5 or greater than 95, we display “<5” and “>95”, respectively.

## ACADEMIC SUCCESS

The Academic Success indicators vary by school. Elementary and Middle school profiles include English Language Arts, Mathematics, and Science assessment, while high schools and combined schools include On-Time Graduation, Five-Year Completion, and College Going rates.



Note: This is a preliminary mockup; the layout may change by time of publication.

## ENGLISH LANGUAGE ARTS (ELA)

Assessment data are not included on the 2020-21 At-A-Glance profiles. The [Assessment Waiver](#) allowed ODE to shorten test blueprints and reduced the number of required assessments by grade and test subject. Due to the Assessment Waiver and the anticipated impact to assessment participation there is not enough room on the At-A-Glance profiles to provide adequate context and caution for interpreting 2020-21 data.

## MATHEMATICS

Assessment data are not included on the 2020-21 At-A-Glance profiles. The [Assessment Waiver](#) allowed ODE to shorten test blueprints and reduced the number of required assessments by grade and test subject. Due to the Assessment Waiver and the anticipated impact to assessment participation there is not enough room on the At-A-Glance profiles to provide adequate context and caution for interpreting 2020-21 data.

## SCIENCE

Assessment data are not included on the 2020-21 At-A-Glance profiles. The [Assessment Waiver](#) allowed ODE to shorten test blueprints and reduced the number of required assessments by grade and test subject. Due to the Assessment Waiver and the anticipated impact to assessment participation there is not enough room on the At-A-Glance profiles to provide adequate context and caution for interpreting 2020-21 data.

## ON-TIME GRADUATION

The percentage of students earning a regular or modified diploma within four years of entering high school. Data is shown for the cohort of students entering high school for the first time in the 2016-2017 school year. This was the expected class of 2019-2020 school year. Rates are based on an adjusted cohort. Each school's cohort begins with the incoming 9<sup>th</sup> grade class each fall. Students are then added to the cohort when they transfer into the school and are removed from the school's cohort if they transfer to another diploma-granting high school (in state or out-of-state) or are deceased.

The denominator is the four-year adjusted cohort for the school. The numerator is students in the denominator who earned a regular or modified diploma by August 31, 2020. For more information, refer to the [Cohort Graduation Rate Policy and Technical Manual](#).

No suppression is applied to the total school level rate.

## FIVE-YEAR COMPLETION

The percentage of students earning a regular diploma, modified diploma, extended diploma, adult high school diploma, or GED within five years of entering high school. Data are shown for the cohort of students entering high school for the first time in the 2015-2016 school year. This was the expected class of 2018-2019 school year. Rates are based on an adjusted cohort. Each school's cohort begins with the incoming 9<sup>th</sup> grade class each fall. Students are then added to the cohort when they transfer into the school and are

removed from the school’s cohort if they transfer to another diploma-granting high school (in state or out-of-state) or are deceased.

The denominator is the five-year adjusted cohort for the school. The numerator is students in the denominator who earned a GED or a regular, modified, extended, or adult high school diploma by August 31, 2020. For more information, refer to the [Cohort Graduation Rate Policy and Technical Manual](#).

No suppression is applied to the total school level rate.

## COLLEGE GOING

This is the percentage of On-Time graduates who enroll in a postsecondary institution after graduating and before the end of the first academic year that follows the cohort’s graduation. The source of the postsecondary enrollment data is the National Student Clearinghouse.

The denominator includes the cohort of students entering high school for the first time in the 2014-2015 school year and earning a regular or modified diploma by the 2017-2018 school year (within four years of entering high school). The numerator is students in the denominator who have a postsecondary enrollment begin date that follows their high school exit date and is on or after June 1, 2018 and before October 1, 2019.

The data are suppressed when the number of students in the denominator is less than ten then this indicator is suppressed with an ‘\*’; when the percentage is less than 5 or greater than 95, we display “<5” and “>95”, respectively.

## SCHOOL GOALS, STATE GOALS, AND SAFE & WELCOMING ENVIRONMENT

The Oregon Department of Education (ODE) provides the State Goals section. The School Goals and the Safe & Welcoming Environment sections are submitted to ODE by districts in the At-A-Glance Narrative Collection. For more information on this collection, please refer to the [At-A-Glance Narrative Collection manual](#).


<p><b>&lt;5%</b> Ever English Learners</p> <p><b>7</b> Languages Spoken</p> <p><b>14%</b> Students with Disabilities</p> <p><b>74%</b> Required Childhood Vaccinations</p> <p><b>34%</b> Free/Reduced Price Lunch</p> <p><small>* &lt;10 students or data unavailable</small></p>	<p><b>School Goals</b></p> <p>At Apple Middle School we work diligently to create and maintain an environment where students feel safe and supported to learn and grow. Over the past six years, Apple Middle School has been transitioning to a Proficiency Based Grading model where learning expectations are clearly defined in every classroom. These clear and explicit learning expectations have helped our teachers be more focused in their instruction and have enabled our students to better meet these learning expectations.</p>	<p><b>State Goals</b></p> <p>The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.</p>	<p><b>Safe &amp; Welcoming Environment</b></p> <p>Our goal at AMS is to ensure that all students and families feel welcome and safe. Our school uses a team model to deliver the core curriculum and provide a homeroom teacher (in the 6th grade two teams of three teachers work with 80-85 students, in 7th/8th grades, three teams of five teachers work with 120-125 students). Using this model, where teachers share the same group of students, we are able to ensure that students are seen, heard, known and supported at AMS. Additionally, students are supported by our student advocate, school counselor, counseling interns, school psychologist, administrators, and school nurse.</p>
<p>School Website: <a href="http://www.website.k12.or.us">www.website.k12.or.us</a></p>		<p>Eligibility for Free/Reduced Price Lunch expanded in 2020-21, for more information please visit: <a href="http://www.oregon.gov/ode/reports-and-data/">www.oregon.gov/ode/reports-and-data/</a></p>	

Note: This is a preliminary mockup; the layout may change by time of publication.

## OUR STAFF (ROUNDED FTE)


The data source for this section is the Staff Position collection, which is a snapshot of school and district staff employed on December 1 each year. Full time equivalent (FTE) is adjusted to account for staff who do not work the full contract year (FTE \* Contract Length/Full Contract Length). Fractional FTE is

rounded based on the following rules: FTEs that are zero, remain as zero; FTEs that are less than 1 will be reported as “<1”. FTEs that are 1 or greater will be rounded to the nearest whole number (e.g. an FTE of 1.2 rounds to 1, and 1.9 rounds to 2). For more information, refer to the Staff Position Manual.



**OREGON**  
DEPARTMENT OF  
EDUCATION  
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**OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED**  
**Apple Middle School**



2020-21

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**Our Staff (rounded FTE)**

-  **31**  
Teachers
-  **12**  
Educational Assistants
-  **1**  
Counselors/  
Psychologists
-  **12%**  
Average teacher retention rate
-  **82%**  
% of licensed teachers with more than 3 years of experience
-  **Yes**  
Same principal for the last 3 years

Data are suppressed to protect confidential student information.

REGULAR ATTENDERS	ENGLISH LANGUAGE ARTS	MATHEMATICS
American Indian/Alaska Native		
Asian		
Black/African American		
Hispanic/Latino		
Multiracial		
Native Hawaiian/Pacific Islander		
White		
Free/Reduced Price Lunch		
Ever English Learner		
Students with Disabilities		
Migrant		
Talented and Gifted		
Female		
Male		
Non-Binary		

**About Our School**

**BULLYING, HARASSMENT, AND SAFETY POLICIES**

AMS strives to create and maintain a positive school environment where students of all races, ethnicities, cultures, languages, nationalities, gender identities, sexual orientations, religious beliefs, political points of view, ages, socio-economic status, and physical, cognitive, and social abilities feel safe on campus. Maintaining an environment of safety is critical for the learning and social emotional health of every student. Harassment, bullying or intimidation, including cyberbullying, hazing, racial or sexual harassment, intimidation, hate speech or any act that injures, degrades, or disrespects a student or staff member is not permitted or tolerated. Students who are found to be responsible will be subject to disciplinary action, up to and including expulsion.

**EXTRACURRICULAR ACTIVITIES**

Apple Middle School has a wide range of extracurricular activities for students that occur before school, after school or at lunch time. Some of these extracurricular activities include: Jazz Band, Science Bowl, Brain Bowl, Garden Club, Scavenger Hunt, Pentagames, Debate Club, Oregon Battle of Books, Spanish Club, Chess Club, Skateboarding Club, Theater Program, Cross Country, Football, Volleyball, Basketball, and Track and Field. Between 65 and 70 percent of the student body typically participate in AMS extracurricular activities.

**PARENT ENGAGEMENT**

AMS values parent engagement and believes that active parent engagement and partnership is essential for ensuring student learning and growth. Each year, AMS hosts a number of parent nights including New 6th Grade Parent Night, Welcome Back Night, "What's That? - How to Keep the Lines of Communication Open", "Packing Good - Tips and Tricks to Support your Student's Mental and Emotional Health", "Open Values and Your Family - You, Your Kid, and the Age of the Smart Phone", and "Making Smart Choices - The Brain at the Age". Additionally, parents are welcome and encouraged to attend school conferences, volunteer to support classrooms, and join the AMS School Site Council or any of the other committees that arise throughout the school year.

**COMMUNITY ENGAGEMENT**

AMS partners with a number of community agencies to support our students including Apple Art Center, Apple Fire Department, Apple Independent Film Festival, Apple Police Department, Apple County Mental Health, Apple County Sexual Assault Response Team, On-Track Counseling, Oregon Community Foundation - Studio to School, Oregon Shakespeare Festival, Resolve, Southern Oregon University, and WintersSpring.

For more information please visit: [www.oregon.gov/ode/reports-and-data/](http://www.oregon.gov/ode/reports-and-data/)

Note: This is a preliminary mockup; the layout may change by time of publication.

## TEACHERS

This is the total adjusted FTE of teachers as reported in [Staff Position](#). FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Head Teachers, Teachers, Special Education Teachers, and Special Education Physical Education Teachers (staff reported using position codes 5, 8, 22, or 23). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the [Staff FTE and Staff Ethnicity Validation guidance document](#).

## EDUCATIONAL ASSISTANTS

The total adjusted FTE of educational assistants, as reported in [Staff Position](#). FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Paraprofessionals and Special Education Paraprofessionals (staff reported with position codes 16 or 35). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the [Staff FTE and Staff Ethnicity Validation guidance document](#).

## COUNSELORS/PSYCHOLOGISTS

The total adjusted FTE of counselors and psychologists at the school, as reported in Staff Position. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full

academic year. This calculation includes Guidance Counselors and Special Education Counselors, Rehabilitation Counselors (staff reported with position codes 10 and 33), Psychologists, and Special Education Psychologists (staff reported with position codes 7 and 27). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the [Staff FTE and Staff Ethnicity Validation guidance document](#).

### **AVERAGE TEACHER RETENTION RATE**

Based on the three-year average of the percentage of teachers employed at a school that return to the school in at least one of the two following school years. The denominator for each school year is the total adjusted FTE of teachers (staff members reported with position codes 5, 8, 22 or 23) at the school, while the numerator is the total adjusted FTE of the staff included in the denominator that returned to the school in any position in at least one of the following two years.

The three-year average is calculated by taking the sum of the numerators for the 2016-17 through 2018-19 school years divided by the sum of the denominators for the 2016-17 through 2018-19 school years. Data is pulled from the 2016-2017 through 2020-21 Staff Position collections. For more information, refer to the [Staff Retention and Experience Validation Guidance](#) document.

### **TEACHER EXPERIENCE**

The Teacher Experience percentage is calculated by dividing the number of Experienced Teachers who are licensed by the total number of Teachers who are licensed at a given institution. Data come from the 2020-21 Staff Position Collection. A teacher is defined as a teacher, head teacher, special education teacher, or special education physical education teacher (position codes 5, 8, 22, or 23). They are considered an Experienced Teacher if they are reported as licensed and the sum of the years of experience in Oregon and outside of Oregon is greater than three years.

Teachers who are not included in this calculation include the following:

- Teachers who are reported as unlicensed in the Staff Position Collection or
- Teachers who are on TSPC's charter school registry but not otherwise licensed.

For more information, refer to the [Staff Retention and Experience Validation Guidance](#) document.

### **SAME PRINCIPAL FOR THE LAST 3 YEARS**

A "Yes" indicates that the school had the same principal in the previous three years. Schools with co-principals will have a "Yes" as long as at least one of the co-principals was employed at the school for all three years. Schools that opened in 2020-21 or that are assigned new school status will show "Yes."

A "No" indicates that the school had a change in principals in the previous three years. Principals are staff members reported with position code 3. Schools that had no principal, but reported a Head Teacher (position code 5) use the Head Teacher to calculate this metric.

Data are from the 2018-19 through 2020-21 Staff Position collections. For more information, refer to the [Staff Retention and Experience Validation Guidance](#) document.

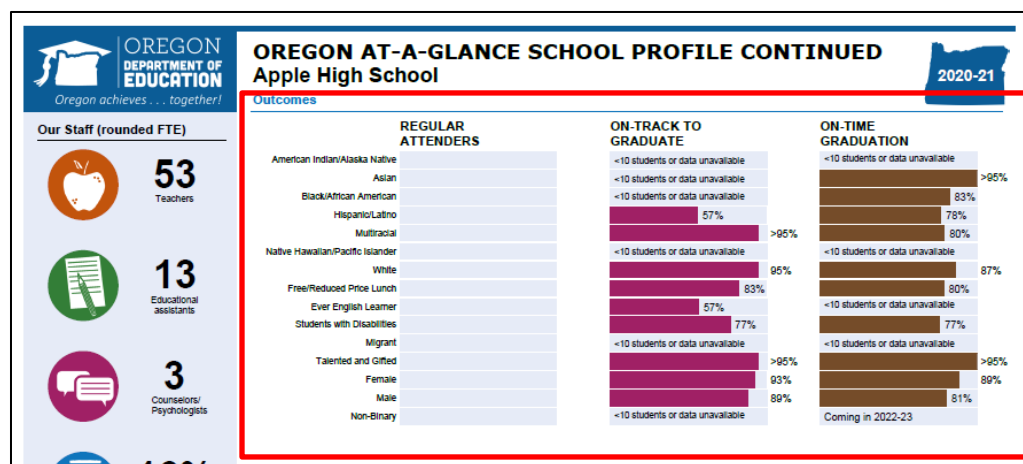
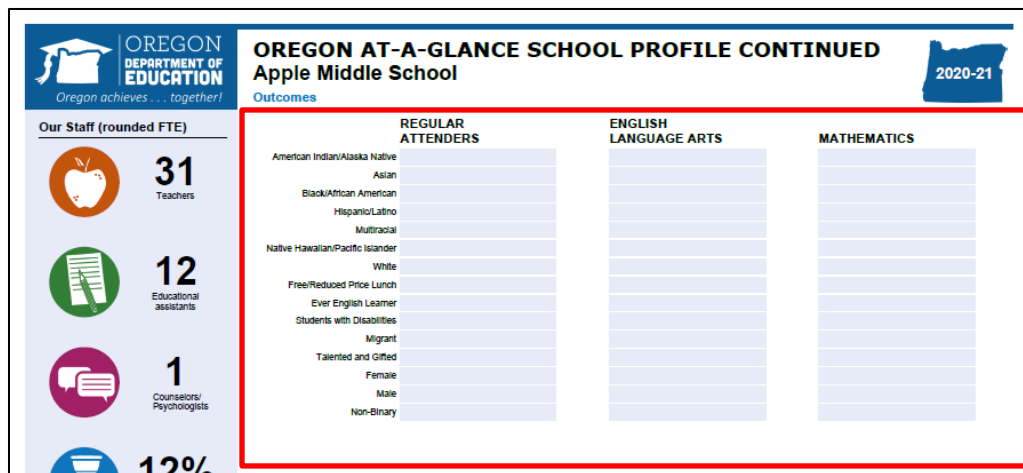
## OUTCOMES

**Note:** Disaggregated student Assessment and Regular Attenders data are not included on the 2020-21 At-A-Glance school profiles.

The Outcomes section shows disaggregated data for three key indicators from the first page of the report. The Elementary and Middle School profiles include student group disaggregations for Regular Attenders, English Language Arts performance, and Mathematics performance.

The High School profiles include student group disaggregations for Regular Attenders, On-Track to Graduate, and On-Time Graduation.

The following rules describe how student group inclusion is determined. The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with “<10 students or data unavailable”; when the percentage is less than 5 or greater than 95, we display “<5” and “>95”, respectively.



Note: This is a preliminary mockup; the layout may change by time of publication.



## REGULAR ATTENDERS

Disaggregated student Regular Attenders data are not included on the 2020-21 At-A-Glance school profiles.

## ENGLISH LANGUAGE ARTS

Disaggregated student English Language Arts data are not included on the 2020-21 At-A-Glance school profiles.

## MATHEMATICS

Disaggregated student Mathematics data are not included on the 2020-21 At-A-Glance school profiles.

## ON-TRACK TO GRADUATE

- **Race/Ethnicity**: as reported in Spring Membership.
- **Free/Reduced Price Lunch**: students eligible at any time during the school year, as reported in Spring Membership.
- **Ever English Learners**: students submitted as current or former English Learners in the 2020-21 Title III English Learners Spring Collection with a record type code other than '3H', '2J', 'SE', or 'EI'.
- **Students with Disabilities**: students on an IEP at any time during the school year, as submitted in Third Period Cumulative ADM.
- **Migrant**: students submitted to the Oregon Migrant Student Information System (OMSIS) collection.
- **Homeless**: students submitted to the 2020-21 McKinney-Vento Homeless collection.
- **Talented and Gifted**: students with 'Y' in any of the seven TAG fields in Spring Membership.
- **Female/Male/Non-Binary**: as reported in Spring Membership.

## ON-TIME GRADUATION

- **Race/Ethnicity**: as reported on the record with the student's highest ranked outcome.
- **Free/Reduced Price Lunch**: students eligible at any time during high school, as reported in Spring Membership.
- **Ever English Learners**: students submitted as current or former English Learners in the Title III English Learners Spring Collection. This would be any student reported in the English Learner's collection with record type code other than '3H' or '2J' during the period 2009-10 through 2019-20.
- **Students with Disabilities**: students on an IEP at any time during high school (grade 9-12), as submitted in Special Education Child Count and Exit Collections.
- **Migrant**: students submitted to the Oregon Migrant Student Information System (OMSIS) collection in any of the four most recent collections.
- **Homeless**: students submitted to the McKinney-Vento Homeless collection in any of the four most recent collections.




- **Talented and Gifted:** students with ‘Y’ in any of the seven TAG fields in Spring Membership for 2015-16 through 2019-20.
- **Female/Male/Non-Binary:** as reported on the record with the student’s highest ranked outcome.
- For details, refer to the [Cohort Graduation Rate Technical Manual](#).




## ABOUT OUR SCHOOL

Elementary and Middle School profiles include information on Bullying Harassment and Safety Policies, Extracurricular Activities, Parent Engagement, and Community Engagement.

High School profiles include information on Advanced Coursework, Career & Technical Information, Extracurricular Activities, and Parent & Community Engagement.

These sections are submitted to ODE by districts in the At-A-Glance Narrative collection. For more information on this collection, please refer to the [At-A-Glance Narrative collection manual](#).

 <b>12%</b> Average teacher retention rate   <b>82%</b> % of licensed teachers with more than 3 years of experience   <b>Yes</b> Same principal for the last 3 years	<p><b>About Our School</b></p> <p><b>BULLYING, HARASSMENT, AND SAFETY POLICIES</b></p> <p>AMS strives to create and maintain a positive school environment where students of all races, ethnicities, cultures, languages, nationalities, gender identities, sexual orientations, religious beliefs, political points of view, ages, socio-economic status, and physical, cognitive, and social abilities feel safe on campus. Maintaining an environment of safety is critical for the learning and social emotional health of every student. Harassment, bullying or intimidation, including cyberbullying, hazing, racial or sexual harassment, intimidation, hate speech or any act that injures, degrades, or disrespects a student or staff member is not permitted or tolerated. Students who are found to be responsible will be subject to disciplinary action, up to and including expulsion.</p> <p><b>EXTRACURRICULAR ACTIVITIES</b></p> <p>Apple Middle School has a wide range of extracurricular activities for students that occur before school, after school or at lunch time. Some of these extracurricular activities include: Jazz Band, Science Bowl, Brain Bowl, Garden Club, Scavenger Hunt, Pentagames, Debate Club, Oregon Battle of Books, Spanish Club, Chess Club, Skateboarding Club, Theater Program, Cross Country, Football, Volleyball, Basketball, and Track and Field. Between 65 and 70 percent of the student body typically participate in AMS extracurricular activities.</p> <p><b>PARENT ENGAGEMENT</b></p> <p>AMS values parent engagement and believes that active parent engagement and partnership is essential for ensuring student learning and growth. Each year, AMS hosts a number of parent nights including New 8th Grade Parent Night, Welcome Back Night, "What's That?" – How to Keep the Lines of Communication Open!, "Feeling Good – Tips and Tricks to Support your Student's Mental and Emotional Health", "Cyber Values and Your Family – You, Your Kid, and the Age of the Smart Phone", and "Making Smart Choices – The Brain at this Age". Additionally, parents are welcome and encouraged to attend school conferences, volunteer to support classrooms, and join the AMS School Site Council or any of the other committees that arise throughout the school year.</p> <p><b>COMMUNITY ENGAGEMENT</b></p> <p>AMS partners with a number of community agencies to support our students including Apple Art Center, Apple Fire Department, Apple Independent Film Festival, Apple Police Department, Apple County Mental Health, Apple County Sexual Assault Response Team, On-Track Counseling, Oregon Community Foundation – Studio to School, Oregon Shakespeare Festival, Resolve, Southern Oregon University, and WinterSpring.</p> <p>Data are suppressed to protect confidential student information. For more information please visit: <a href="http://www.oregon.gov/ode/reports-and-data/">www.oregon.gov/ode/reports-and-data/</a></p>
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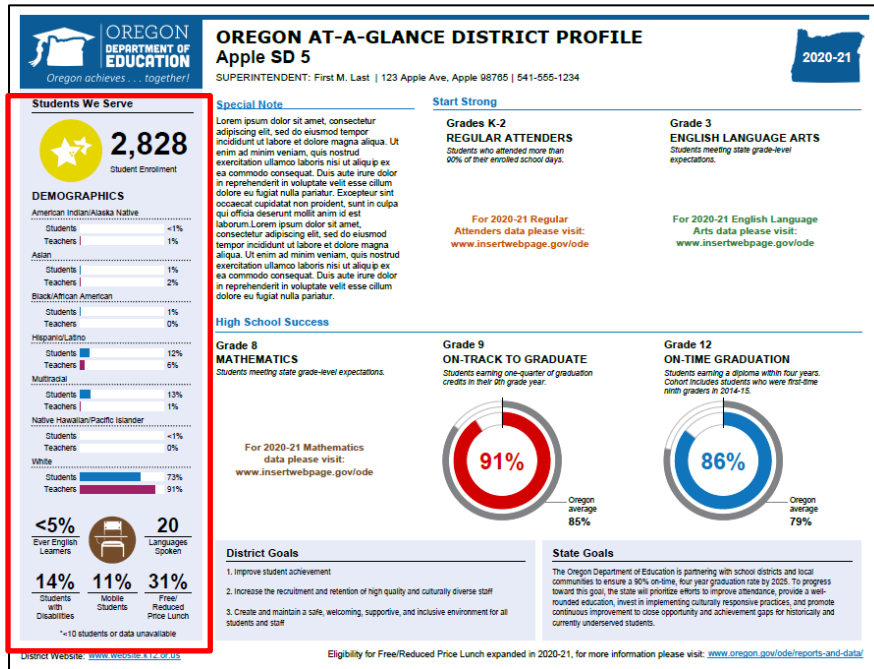
 <b>16%</b> Average teacher retention rate   <b>79%</b> % of licensed teachers with more than 3 years of experience   <b>Yes</b> Same principal for the last 3 years	<p><b>About Our School</b></p> <p><b>ADVANCED COURSEWORK</b></p> <p>AHS offers 12 Advanced Placement courses, including:</p> <ul style="list-style-type: none"> <li>* U.S. History, European History, Macroeconomics, and Government</li> <li>* Calculus AB and BC</li> <li>* English Literature and English Composition</li> <li>* Spanish and French</li> <li>* Physics and Biology</li> </ul> <p>Additionally, AHS offers a number of dual-enrollment courses through Southern Oregon University and local community colleges. Highlights include: Anatomy and Physiology, Culinary Arts, and Statistics.</p> <p><b>CAREER &amp; TECHNICAL EDUCATION</b></p> <p>Our students have the opportunity to enroll in a variety of CTE courses, earning dual credit and valuable skills. These include:</p> <ul style="list-style-type: none"> <li>* Culinary</li> <li>* Mechanics</li> <li>* Wood Manufacturing</li> <li>* Metal Fabrication</li> <li>* Business/Marketing</li> <li>* Computer Science/Engineering</li> <li>* Graphic Design</li> <li>* Technical Theatre</li> </ul> <p><b>EXTRACURRICULAR ACTIVITIES</b></p> <p>80% of students participate in extra-curricular or school activities!</p> <ul style="list-style-type: none"> <li>* OSAA Sports</li> <li>* Club Sports</li> <li>* Theatre</li> <li>* Band</li> <li>* Orchestra</li> <li>* Speech and Debate</li> </ul> <p><b>PARENT &amp; COMMUNITY ENGAGEMENT</b></p> <p>AHS engages our parents and community by hosting a variety of events intended for parents and community members to attend:</p> <ul style="list-style-type: none"> <li>* Open House/Resource Fair</li> <li>* Ninth grade orientation</li> <li>* College Information Nights</li> <li>* Parent Academies</li> <li>* Career Fair</li> <li>* Business Luncheon</li> <li>* Graduation!</li> </ul> <p>We also have a number of business partnerships and internship opportunities available. There are many other events and opportunities throughout the year. Please see our website for complete details.</p> <p>Data are suppressed to protect confidential student information. For more information please visit: <a href="http://www.oregon.gov/ode/reports-and-data/">www.oregon.gov/ode/reports-and-data/</a></p>
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Note: This is a preliminary mockup; the layout may change by time of publication.

## DISTRICT PROFILES

### STUDENTS WE SERVE

The major data sources for this section are Spring Membership, as extracted from Third Period Cumulative ADM and other student level collections, and the Staff Position collection.



Note: This is a preliminary mockup, the layout may change by time of publication.

### STUDENT ENROLLMENT

The count of students enrolled in a district. The basis is attending district as captured in the Spring Membership extract, which is a record of student enrollment on the first school day in May. For more information on membership extracts, refer to the [Student Membership Manual](#).

### STUDENT DEMOGRAPHICS

Student race/ethnicity in a district as reported in Spring Membership. In cases where at least one student in a group is enrolled at the school, but the percentage would round to zero, we display “<1”. Similarly, if the percentage would round to 100, but not every student in the school belongs to that group, we display “>99”.

### TEACHER DEMOGRAPHICS

Staff race/ethnicity in a district as reported in the Staff Position collection. The Staff Position Collection is a December 1 snapshot of all public school and district staff. The calculation includes Head Teachers, Teachers, Special Education Teachers, Special Education Physical Education Teachers, Principal, Assistant Principal, Licensed Librarians, and Guidance Counselors (position codes 3, 4, 5, 8, 9, 10, 22, or 23). In cases where at least one staff member in a group is reported at the school, but the percentage would round to

zero, we display “<1”. Similarly, if the percentage would round to 100, but not every staff member in the school belongs to that group, we display “>99”. For more information, refer to the [Staff Position Manual](#).

### **EVER ENGLISH LEARNERS**

The percentage of students in Spring Membership who are current or former English learners. The data source is the Title III English Learners Spring Collection, matched to Spring Membership records. Students are considered English Learners if they appear in the current year unduplicated Title III English Learner collection with a record type other than ‘3H’, ‘2J’, ‘SE’, or ‘EI’. The data are suppressed when the number of students in the denominator is less than ten then this indicator is suppressed with an ‘\*’; when the percentage is less than 5 or greater than 95, we display “<5” and “>95”, respectively.

### **LANGUAGES SPOKEN**

The number of distinct languages in district as reported in the “Language of Origin” field in Spring Membership.

### **STUDENTS WITH DISABILITIES**

The percentage of students on an Individualized Education Plan (IEP) at any time in the school year, as reported in Spring Membership. The data are suppressed when the number of students in the denominator is less than ten then this indicator is suppressed with an ‘\*’; when the percentage is less than 5 or greater than 95, we display “<5” and “>95”, respectively.

### **MOBILE STUDENTS**

The percentage of mobile students in a district as reported in Third Period Cumulative ADM. Students are considered mobile if they meet one or more of the following criteria:

- First reported enrollment was after October 1, 2020
- Last reported enrollment was before the first school day in May 2021. Unless the last event was the award of a credential (ADM End Date Codes 4A, 4C, 4D, or 4E), the student aged out (ADM End Date Code 3B), or the student is deceased (ADM End Date Code 6A), or the student previously earned a credential (ADM End Date Code 6B).
- Enrolled in more than one school or program, including Juvenile Detention Education Program (JDEP) or Long Term Care and Treatment (LTCT) placements.
- Had a gap of 10 or more consecutive weekdays between enrollments within the same school.

The denominator is the number of attending students enrolled in the district at any point during the school year. The numerator is the total number of students who meet one or more of the above criteria. For more information, refer to the [Student Mobility Methodology and Calculation Guide](#).

The data are suppressed when the number of students in the denominator is less than ten then this indicator is suppressed with an ‘\*’; when the percentage is less than 5 or greater than 95, we display “<5” and “>95”, respectively.

## FREE/REDUCED PRICE LUNCH

The percentage of students in Spring Membership that were eligible for free or reduced price school meals at any time in the school year, as reported in Third Period Cumulative ADM. The data are suppressed when the number of students in the denominator is less than ten then this indicator is suppressed with an “\*”; when the percentage is less than 5 or greater than 95, we display “<5” and “>95”, respectively.

**Note:** Schools that offered Free or Reduced Price Lunch to all students regardless of their individual eligibility appear as “>95”. District level rates are not overridden with “>95”.

## SPECIAL NOTE

New text section filled by ODE. The purpose of this text section is to provide context for the changes to the 2020-21 At-A-Glance profiles due to COVID-19 pandemic and the [Accountability](#) and [Assessment](#) Waivers from the U.S. Department of Education.

**OREGON DEPARTMENT OF EDUCATION**  
Oregon achieves... together!

**OREGON AT-A-GLANCE DISTRICT PROFILE**  
Apple SD 5  
SUPERINTENDENT: First M. Last | 123 Apple Ave, Apple 98765 | 541-555-1234

2020-21

**Students We Serve**  
2,828  
Student Enrollment

**DEMOGRAPHICS**

American Indian/Alaska Native	Students   <1%
Teachers	1%
Asian	Students   1%
Teachers	2%
Black/African American	Students   1%
Teachers	1%

**Special Note**  
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**Start Strong**

**Grades K-2 REGULAR ATTENDERS**  
Students who attended more than 90% of their enrolled school days.

For 2020-21 Regular Attenders data please visit: [www.insertwebpage.gov/ode](http://www.insertwebpage.gov/ode)

**Grade 3 ENGLISH LANGUAGE ARTS**  
Students meeting state grade-level expectations.

For 2020-21 English Language Arts data please visit: [www.insertwebpage.gov/ode](http://www.insertwebpage.gov/ode)

Note: This is a preliminary mockup, the layout may change by time of publication.

## START STRONG

The At-A-Glance District profiles are designed to mirror a student’s education journey from kindergarten through graduation. The Start Strong section of the At-A-Glance District profiles include student data from the first three years of education, Regular Attendance rates of kindergarten through second grade and third grade English Language Arts performance.

**OREGON DEPARTMENT OF EDUCATION**  
Oregon achieves... together!

**OREGON AT-A-GLANCE DISTRICT PROFILE**  
Apple SD 5  
SUPERINTENDENT: First M. Last | 123 Apple Ave, Apple 98765 | 541-555-1234

2020-21

**Students We Serve**  
2,828  
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**Start Strong**

**Grades K-2 REGULAR ATTENDERS**  
Students who attended more than 90% of their enrolled school days.

For 2020-21 Regular Attenders data please visit: [www.insertwebpage.gov/ode](http://www.insertwebpage.gov/ode)

**Grade 3 ENGLISH LANGUAGE ARTS**  
Students meeting state grade-level expectations.

For 2020-21 English Language Arts data please visit: [www.insertwebpage.gov/ode](http://www.insertwebpage.gov/ode)

Note: This is a preliminary mockup, the layout may change by time of publication.

## GRADES K-2 REGULAR ATTENDERS

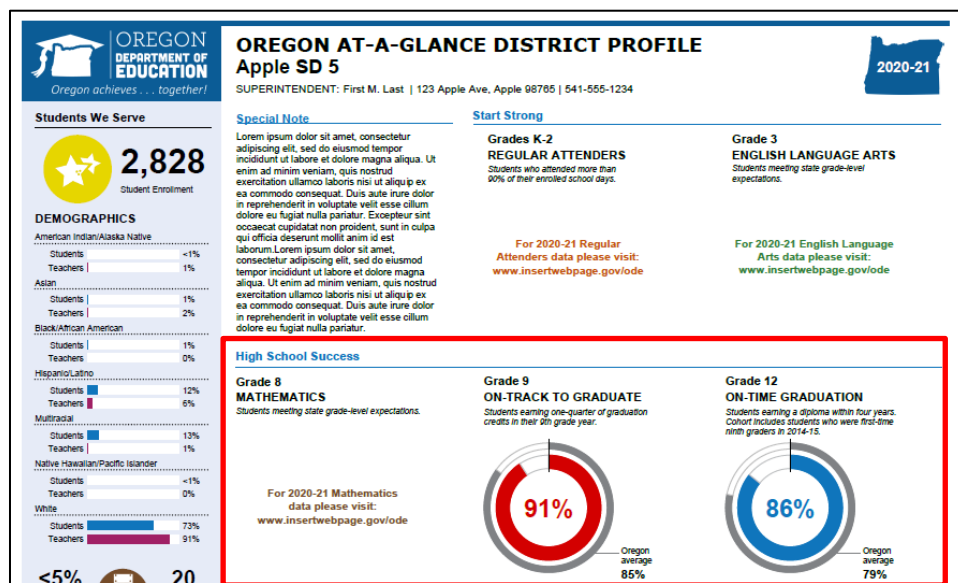
Regular Attenders data are not included on the 2020-21 At-A-Glance School and District profiles. Due to updates to reporting attendance and the suspension of the 10-Day drop rule in the Cumulative ADM collection there is not enough room on the At-A-Glance School and District Profiles to provide adequate context and caution for interpreting 2020-21 Regular Attendance data. Data will instead be published on a separate webpage.

## GRADE 3 ENGLISH LANGUAGE ARTS (ELA)

Assessment data are not included on the 2020-21 At-A-Glance profiles. The Assessment Waiver allowed ODE to shorten test blueprints and reduced the number of required assessments by grade and test subject. Due to the Assessment Waiver and the anticipated impact to assessment participation there is not enough room on the At-A-Glance profiles to provide adequate context and caution for interpreting 2020-21 data.

## HIGH SCHOOL SUCCESS

The district At-A-Glance profiles are designed to mirror a student's education journey from kindergarten through graduation. The High School Success section of the At-A-Glance profiles includes eighth grade performance on the Mathematics statewide assessment, ninth graders On-Track to Graduate, and the four-year cohort On-Time Graduation rate.



Note: This is a preliminary mockup; the layout may change by time of publication.

## GRADE 8 MATHEMATICS

Assessment data are not included on the 2020-21 At-A-Glance profiles. The [Assessment Waiver](#) allowed ODE to shorten test blueprints and reduced the number of required assessments by grade and test subject. Due to the Assessment Waiver and the anticipated impacts to assessment participation there is

not enough room on the At-A-Glance profiles to provide adequate context and caution for interpreting 2020-21 data.

### **GRADE 9 ON-TRACK TO GRADUATE**

The percentage of students that have earned at least one quarter of their required credits for graduation in their first year in high school. The denominator is the number of resident students in Spring Membership that are full academic year at the district and have a high school entry year of 2020-2021. The numerator is the number of students earning at least one quarter of required credits by August 31, 2021 following their first year in high school.

Students are full academic year if the total ADM for their May 3, 2021 spring membership record is greater than 0.5 ADM across all of their Third Period Cumulative ADM records. The denominator excludes students who enrolled on the first week day in May but who transfer out of the district prior to the end of the school year. For more information, refer to the [Ninth Grade On-Track collection manual](#).

The data are suppressed when the number of students in the denominator is less than ten then this indicator is suppressed with an '\*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

### **GRADE 12 ON-TIME GRADUATION**

The percentage of students earning a regular or modified diploma within four years of entering high school. Data are shown for the cohort of students entering high school for the first time in the 2016-2017 school year. This was the expected class of 2019-2020 school year. Rates are based on an adjusted cohort. Each school's cohort begins with the incoming 9<sup>th</sup> grade class each fall. Students are then added to the cohort when they transfer into the school and are removed from the school's cohort if they transfer to another diploma-granting high school (in state or out-of-state) or are deceased.

The denominator is the four-year adjusted cohort for the school. The numerator is students in the denominator who earned a regular or modified diploma by August 31, 2020. For more information, refer to the [Cohort Graduation Rate Policy and Technical Manual](#).

No suppression is applied to the total district level rate.

## DISTRICT AND STATE GOALS

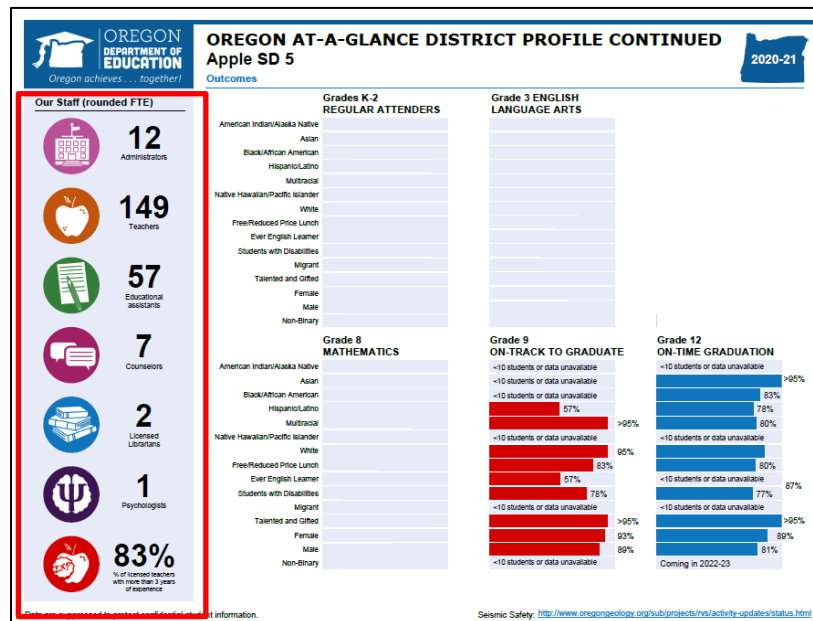
The Oregon Department of Education (ODE) provides the State Goals section. The District Goals section is submitted to ODE in the Narrative Collection. For more information on this collection, please refer to the [At-A-Glance Narrative collection manual](#). This manual includes information on what kind of information should be included in each submitted section as well as examples.

<p>Ever English Learners <b>14%</b> Students with Disabilities * &lt;10 students or data unavailable</p> <p>Mobile Students <b>11%</b></p> <p>Languages Spoken <b>31%</b> Free/Reduced Price Lunch</p>	<p><b>District Goals</b></p> <ol style="list-style-type: none"> <li>1. Improve student achievement</li> <li>2. Increase the recruitment and retention of high quality and culturally diverse staff</li> <li>3. Create and maintain a safe, welcoming, supportive, and inclusive environment for all students and staff</li> </ol>	<p><b>State Goals</b></p> <p>The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.</p>
<p>District Website: <a href="http://www.website.k12.or.us">www.website.k12.or.us</a> Eligibility for Free/Reduced Price Lunch expanded in 2020-21, for more information please visit: <a href="http://www.oregon.gov/ode/reports-and-data/">www.oregon.gov/ode/reports-and-data/</a></p>		

Note: This is a preliminary mockup; the layout may change by time of publication.

## OUR STAFF (ROUNDED FTE)

The data source for this section is the Staff Position collection, which is a snapshot of school and district staff employed on December 1 each year. Full time equivalent (FTE) is adjusted to account for staff who do not work the full contract year (FTE \* Contract Length/Full Contract Length). Fractional FTE is rounded based on the following rules: FTEs that are zero, remain as zero; FTEs that are less than 1 will be reported as “<1.” FTEs that are 1 or greater will be rounded to the nearest whole number (e.g. an FTE of 1.2 rounds to 1 and 1.9 rounds to 2). For more information, refer to the [Staff Position Manual](#).



Note: This is a preliminary mockup; the layout may change by time of publication.

## ADMINISTRATORS

This is the total adjusted FTE of Administrators reported in [Staff Position](#). FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation



includes Superintendents, Assistant Superintendents, Principals, Assistant Principals, and Special Education Administrators (staff reported using position codes 1, 2, 3, 4, 37, or 38). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the [Staff FTE and Staff Ethnicity Validation guidance document](#).

## TEACHERS

This is the total adjusted FTE of teachers as reported in [Staff Position](#). FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Head Teachers, Teachers, Special Education Teachers, and Special Education Physical Education Teachers (staff reported using position codes 5, 8, 22, or 23). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the [Staff FTE and Staff Ethnicity Validation guidance document](#).

## EDUCATIONAL ASSISTANTS

The total adjusted FTE of educational assistants, as reported in [Staff Position](#). FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Paraprofessionals and Special Education Paraprofessionals (staff reported with position codes 16 or 35). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the [Staff FTE and Staff Ethnicity Validation guidance document](#).

## COUNSELORS

The total adjusted FTE of counselors at the district, as reported in [Staff Position](#). FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Guidance Counselors and Special Education Counselors and Rehabilitation Counselors (staff reported with position codes 10 or 33). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the [Staff FTE and Staff Ethnicity Validation guidance document](#).

## LICENSED LIBRARIANS

The total adjusted FTE of licensed librarians in the district, as reported in [Staff Position](#). FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Library/Media Specialists (staff reported with position code 9). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the [Staff FTE and Staff Ethnicity Validation guidance document](#).

## PSYCHOLOGISTS

The total adjusted FTE of psychologists at the district, as reported in [Staff Position](#). FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Psychologists and Special Education Psychologists (staff reported with position codes

7 and 27). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the [Staff FTE and Staff Ethnicity Validation guidance document](#).

## TEACHER EXPERIENCE

The Teacher Experience percentage is calculated by dividing the number of Experienced Teachers who are licensed by the total number of Teachers who are licensed at a given institution. Data come from the 2020-21 Staff Position Collection. A teacher is defined as a teacher, head teacher, special education teacher, or special education physical education teacher (position codes 5, 8, 22, or 23). They are considered an Experienced Teacher if they are reported as licensed and the sum of the years of experience in Oregon and outside of Oregon is greater than 3 years.

Teachers who are not included in this calculation include the following:

- Teachers who are reported as unlicensed in the Staff Position Collection or
- Teachers who are on TSPC's charter school registry but not otherwise licensed.
- 

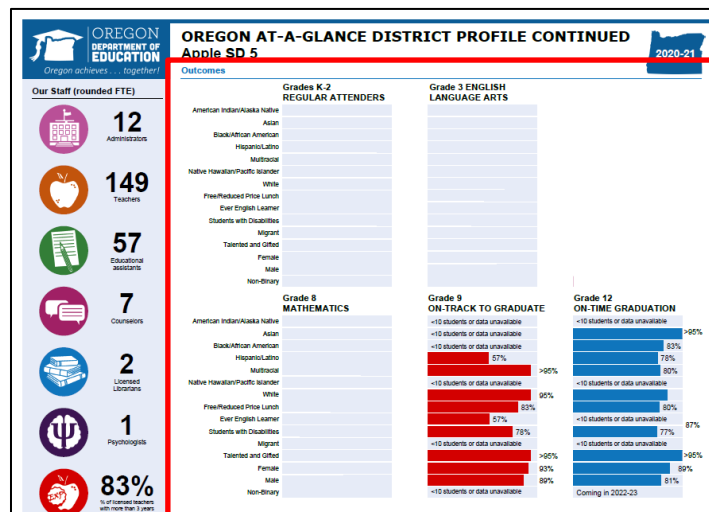
For more information, refer to the [Staff Retention and Experience Validation Guidance](#) document.

## OUTCOMES

**Note:** Disaggregated student Assessment and Regular Attenders data are not included on the 2020-21 At-A-Glance district profiles.

The Outcomes sections shows disaggregated data for the indicators from the first page of the At-A-Glance district profile.

The following rules describe how student group inclusion is determined. The data are suppressed when the number of students in the denominator is less than ten then this indicator is suppressed with an “\*”; when the percentage is less than 5 or greater than 95, we display “<5” and “>95”, respectively.



Note: The data displayed are for demonstration purposes only and are not reflective of actual data.

## GRADES K-2 REGULAR ATTENDERS

Disaggregated student Regular Attenders data are not included on the 2020-21 At-A-Glance school profiles.

## GRADE 3 ELA, GRADE 8 MATHEMATICS, AND GRADES 3-8 INDIVIDUAL STUDENT PROGRESS

Disaggregated student Assessment data are not included on the 2020-21 At-A-Glance school profiles.

## GRADE 9 ON-TRACK TO GRADUATE

- **Race/Ethnicity:** as reported in Spring Membership.
- **Free/Reduced Price Lunch:** students eligible at any time during the school year, as reported in Spring Membership.
- **Ever English Learners:** students submitted as current or former English Learners in the 2020-21 Title III English Learners Spring Collection with a record type code other than '3H', '2J', 'SE', or 'EI'.
- **Students with Disabilities:** students on an IEP at any time during the school year, as submitted in Third Period Cumulative ADM.
- **Migrant:** students submitted to the Oregon Migrant Student Information System (OMSIS) collection.
- **Homeless:** students submitted to the 2020-21 McKinney-Vento Homeless collection.
- **Talented and Gifted:** students with 'Y' in any of the seven TAG fields in Spring Membership.
- **Female/Male/Non-Binary:** as reported in Spring Membership.

## GRADE 12 ON-TIME GRADUATION

- **Race/Ethnicity:** as reported on the record with the student's highest ranked outcome.
- **Free/Reduced Price Lunch:** students eligible at any time during high school, as reported in Spring Membership.
- **Ever English Learners:** students submitted as current or former English Learners in the Title III English Learners Spring Collection. This would be any student reported in the English Learner's collection with record type code other than '3H' or '2J' during the period 2009-10 through 2019-20.
- **Students with Disabilities:** students on an IEP at any time during high school (grade 9-12), as submitted in Special Education Child Count and Exit Collections.
- **Migrant:** students submitted to the Oregon Migrant Student Information System (OMSIS) collection in any of the four most recent collections.
- **Homeless:** students submitted to the 2020-21 McKinney-Vento Homeless collection in any of the four most recent collections.
- **Talented and Gifted:** students with 'Y' in any of the seven TAG fields in Spring Membership for 2016-17 through 2019-20.
- **Female/Male/Non-Binary:** as reported on the record with the student's highest ranked outcome.
- For details, refer to the [Cohort Graduation Rate Policy and Technical Manual](#).

**TABLE 1: DATA ELEMENTS INCLUDED ON AT-A-GLANCE BY INSTITUTION TYPE**

<b>Data Element</b>	<b>Elementary/Middle</b>	<b>High School</b>	<b>District</b>
<b>Students We Serve</b>			
Student Enrollment	X	X	X
Student Demographics	X	X	X
Teacher Demographics	X	X	X
Ever English Learners	X	X	X
Languages Spoken	X	X	X
Students with Disabilities	X	X	X
Required Childhood Vaccinations	X	X	
Mobile Students			X
Free/Reduced Price Lunch	X	X	X
<b>School Environment / Start Strong</b>			
Regular Attenders	*	*	*
<b>Academic Progress</b>			
Individual Student Progress	^		
On-Track to Graduate		X	X
<b>Academic Success / High School Success</b>			
English Language Arts	*		*
Mathematics	*		*
Science	*		
On-Time Graduation		X	X
Five-Year Completion		X	
College Going		X	
<b>Our Staff (rounded FTE)</b>			
Teachers	X	X	X
Educational Assistants	X	X	X
Teacher Experience	X	X	X
Average Teacher Retention Rate	X	X	
Counselors/Psychologists	X	X	
Same Principal	X	X	
Administrators			X
Counselors			X
Psychologists			X
Licensed Librarians			X
<b>Outcomes</b>			
Regular Attenders	*	*	*
English Language Arts	*		*
Mathematics	*		*
On-Track to Graduate		X	X
On-Time Graduation		X	X

\*: Data not are not included on the At-A-Glance profiles but will be published on ODE’s website.

^: Data not calculated for the 2020-21 report year.