How to Read the 2002-2003 District Report Card

Return Address

(signature)

ACCOUNTABILITY INFORMATION REQUIRED BY THE FEDERAL NO CHILD LEFT BEHIND ACT

The information below is used to determine the Adequate Yearly Progress designation for your district. A district is designated as *Not Meeting AYP* if any indicator is determined to be *Not Met*. The Student Achievement and Student Participation ratings are based on 2001-2002 and 2002-2003 Oregon Statewide Assessments for the students in your district identified as enrolled for a full academic year. The statewide goal for the minimum percentage of students expected to meet or exceed standards is 40.0% in English/Language Arts and 39.0% in Mathematics. Student Participation is expected to be 95.0% or greater. The statewide goal for the minimum graduation rate is 68.1% The statewide goal for the minimum attendance rate is 92.0%. For more information, please view documents at **www.ode.state.or.us/nclb/ayp/index.asp**

| Student Group | STUDENT ACHIEVEMENT | | STUDENT PARTICIPATION | | |
Race/Ethnicity	ENGLISH/LANGUAGE ARTS	MATHEMATICS	ENGLISH/LANGUAGE ARTS	MATHEMATICS	GRADUATION
White	MET	MET	MET	MET	MET
African American/Black	MET	MET	MET	MET	MET
Hispanic	MET	MET	MET	MET	MET
Asian/Pacific Islander	MET	MET	MET	MET	MET
Am. Indian/Alaskan Native	MET	MET	MET	MET	MET
Multi-Racial/Multi-Ethnic	MET	MET	MET	MET	—
Special Education	MET	MET	MET	MET	MET
Limited English Proficient	MET	MET	MET	MET	—
Econ. Disadvantaged	MET	MET	MET	MET	—
All Students	MET	MET	MET	MET	MET

NA – Too few test scores or students to determine rating.   *— No data available.*

Department of Education Notes

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❶ Student Achievement

To meet each student achievement requirement, the student group must meet the statewide academic target or must reduce the percentage of tests not meeting standards by 10%.

❷ Graduation

If graduation rates for 2001-2002 or 2000-2001 and 2001-2002 combined is greater than or equal to the graduation target of 68.1%, the graduation rating is *Met*.

❸ Graduation

For the school or district to meet AYP, student groups other than All Students are required to meet the graduation target only when the group does not meet the statewide academic target. The All Students group must meet the graduation target.

❹ Graduation Rate

The graduation rate is

$$\frac{\text{Number of students leaving school with a standard diploma}}{(\text{Number of students leaving school with a standard diploma} + \text{Number of students dropping out})}$$

A standard diploma requires at least 22 credits.

❺ Department of Education Notes

If necessary, this area is used for footnotes that clarify information displayed on this panel of the report card.

How to Read the 2002-2003 District Report Card

❶ Federal Adequate Yearly Progress Rating

The No Child Left Behind Act requires the annual determination of whether schools, districts, and the state have made adequate yearly progress (AYP) toward the goal of having all students meet rigorous state academic standards by the 2013-2014 school year. Each year, the performance of all students in the school and district, as well as subgroups of students, is measured against annual performance targets.

If all groups meet the targets in English/Language Arts and Mathematics, and the school meets the target for attendance or graduation, the school is designated as *Meeting AYP*. If any target is not met, then the school is designated as *Did Not Meet AYP*.

A school or district that does not meet AYP should not be labeled as failing. The description of not meeting AYP signals that the school or district as a whole, or one or more subgroups of students, is not "on track" for meeting the national goals for student achievement by the target year of 2014. The school or district as a whole may have strong academic performance, but the designation may be based on a single factor or a single subgroup.

❷ School Ratings

Schools are rated in four categories. The **Student Performance Rating** is based on results of the Oregon Statewide Assessments during the school years 2001-2002 and 2002-2003. The **Student Behavior Rating** is based on attendance and dropout rates for the school years 2001-2002 and 2002-2003. The **Improvement Rating** is based on change in assessment results and attendance and dropout rates during the last four school years. The **School Characteristics Rating** is based on the percentage of students that participated in the 2002-2003 Oregon Statewide Assessments in Reading and Math Knowledge and Skills. The percentage of students in Grade 10 that participated in statewide assessments in Writing and Math Problem Solving is also included in the rating.

❸ Federal Designation for Title I Schools

Title I schools are schools with a high number of students from families in poverty. The school receives additional federal funds to address the educational needs of students in poverty. Title I schools designated as *Not Meeting* Adequate Yearly Progress (AYP) for two or three consecutive years are identified for *School Improvement* (SI). Title I schools designated as *Not Meeting* Adequate Yearly Progress (AYP) for four consecutive years are identified for *Corrective Action* (CA).

2002-2003 District Report Card

SAMPLE School District — STATE OF OREGON

Dear Parents and Community Members,   January 29, 2004

The Oregon Department of Education is proud to issue the fifth annual district report card. As Oregon schools and districts continue to face many challenges, educators remain committed to providing the highest quality education for Oregon students. This year you will find a federal rating displayed on this report card. This district rating is required by the No Child Left Behind Act. The report card is not meant to tell you everything about your district, but it offers a starting point for discussions about where improvement might be needed and for celebrating successes.

❶ Federal Adequate Yearly Progress Rating: MET

☐ Did Not Meet   ☒ Met

See rating details on back

(signature) Susan Castillo, Superintendent of Public Instruction

❷ SCHOOL RATINGS

SCHOOLS	Overall	Academic Achievement Student Performance	Attendance/Dropout Student Behavior	Improvement	School Characteristics
Beaver Ridge Middle School	Strong	Exceptional	Satisfactory	Stayed About the Same	Exceptional
Beaver Ridge Elementary School	Strong	Exceptional	Satisfactory	Stayed About the Same	Exceptional
Beaver Ridge Middle School (SI)	Satisfactory	Strong	Satisfactory	Stayed About the Same	Exceptional
Beaver Ridge School	Strong	Exceptional	Satisfactory	Stayed About the Same	Exceptional
Beaver Ridge School (CA)	Satisfactory	Strong	Satisfactory	Stayed About the Same	Exceptional
Beaver Ridge Middle School	Strong	Exceptional	Satisfactory	Stayed About the Same	Exceptional
Beaver Ridge Middle School	Strong	Exceptional	Satisfactory	Stayed About the Same	Exceptional
Beaver Ridge Middle School	Strong	Exceptional	Satisfactory	Stayed About the Same	Exceptional
Beaver Ridge High School	Strong	Exceptional	Satisfactory	Stayed About the Same	Exceptional
Beaver Ridge Elementary School	Satisfactory	Strong	Satisfactory	Stayed About the Same	Exceptional
Beaver Ridge Middle School	Satisfactory	Strong	Satisfactory	Stayed About the Same	Exceptional

❸ FEDERAL DESIGNATION FOR TITLE I SCHOOLS
REQUIRED BY THE FEDERAL NO CHILD LEFT BEHIND ACT

| | DISTRICT | | STATE | |
	NUMBER OF SCHOOLS	PERCENTAGE	NUMBER OF SCHOOLS	PERCENTAGE
Identified for School Improvement (SI)	3	18.2%	62	5.0%
Identified for Corrective Action (CA)	1	6.3%	18	5.0%

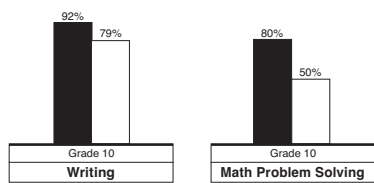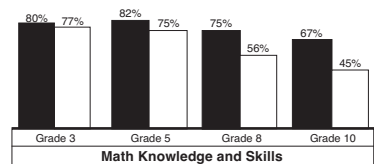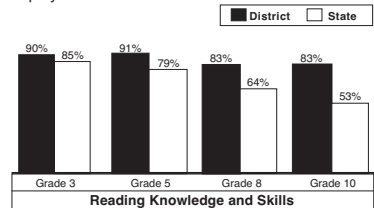For more information, contact your local school or district.

DISTRICT INFORMATION

Academic Achievement
Student Performance

❶ Percentage of Students Meeting Standards

The graphs below show the percentage of students in your district that met or exceeded the state standards on Oregon Statewide Assessments during the last two school years. State averages are also displayed.

Legend: ■ District □ State

Reading Knowledge and Skills — Grade 3: 90%/85%, Grade 5: 91%/79%, Grade 8: 83%/64%, Grade 10: 83%/53%

Math Knowledge and Skills — Grade 3: 80%/77%, Grade 5: 82%/75%, Grade 8: 75%/56%, Grade 10: 67%/45%

Writing — Grade 10: 92%/79%

Math Problem Solving — Grade 10: 80%/50%

❷ Testing Participation

Testing Participation	District	State
Participated in 2002-2003 Statewide Assessment	98.2%	97.2%

For more information, contact the Oregon Department of Education at report.card@state.or.us or 503-378-3600.

District at a Glance

Attendance	District	State
2002-2003 School Year	93.3%	91.5%

District Staffing	District
Administrators (FTE)	2.0
Teachers (FTE)	75.6
• Average Years of Experience	13.0
• With a Master's Degree or Higher	42.0%
• With Emergency or Provisional Credential as of November 25, 2003	4.0%
Instructional Assistants (FTE)	11.4
Other Staff (FTE)	4.2

Classes Taught By Highly Qualified* Teachers	District	State
All Schools	96.0%	82.0%
High Poverty Schools	96.0%	82.0%
Low Poverty Schools	96.0%	82.0%

★ Federal No Child Left Behind Definition

Special Populations	District	State
Special Education	9.6%	13.1%
ESL Programs	1.9%	9.1%
Attending School in Another District	0.2%	0.4%
Attending School From Another District	0.4%	0.1%

Video Conferencing	District	State
Video Conferencing Facilities	1	178

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❶ Percentage of Students Meeting Standards

The two graphs on the top show the percentage of students in the district that met or exceeded the state standards on the 2001-2002 and 2002-2003 Oregon Statewide Assessments in Reading and Math Knowledge and Skills. The lower two graphs show the percentage of students in the district that met, exceeded, or conditionally met the state standards on the 2001-2002 and 2002-2003 Oregon Statewide Assessments in Writing and Math Problem Solving. *Conditionally Met the Standards or almost met the standards* refers to the expectation that students in this designation must show, through additional work samples in the classroom, that they are capable of producing quality work in the range of *Met the Standards*. Displays are also shown for the state.

❷ Testing Participation

Testing Participation is based on the percentage of students participating in 2002-2003 Oregon Statewide Assessments in Reading and Math Knowledge and Skills, Writing, and Math Problem Solving. The table shows the participation in statewide assessments for the district and the state. Students who participated are included. Students who were absent or refused to be tested are included in the percentage not assessed.

❸ Attendance

This table displays the average daily attendance for the district. The state average is also shown. Attendance is factored into each school's Overall rating. Data are collected from each school on the Quarterly ADM reports. ADM is an acronym for *annual daily membership*.

❹ District Staffing

This table shows the number of administrators, teachers, instructional assistants, and other staff in the district. The number of teaching staff members with a master's degree or higher and the average number of years of teaching experience are shown. Data are collected from each school district on the Certificated Staff and the FTE of School Level Staff reports. FTE is an acronym for *full-time equivalent*.

❺ With Emergency or Provisional Credential as of November 25, 2003

Refers to a percentage of licenses held by teachers in the district. The emergency or provisional licenses are a category of all teaching licenses issued by the Teacher Standards and Practices Commission.

❻ Classes Taught By Teachers Who Meet Federal Definition of Highly Qualified Teacher

This table displays the percentage of core content classes taught by teachers holding licenses that meet the definition approved under the No Child Left Behind Act. Core content classes include English, reading/language arts, mathematics, science, foreign languages, social studies, and the arts. In a self-contained classroom setting, teachers must also meet specific licensure qualifications. Schools are classified as high poverty and low poverty based on the numbers of students qualifying for free and reduced price meals.

❼ Special Populations

This table shows descriptive information about students in the district. The number of students enrolled in special education classes is shown. Data are collected from the Special Education Child Count report. The percentage of students enrolled in English as a Second Language programs is displayed. Data are collected from the Annual School Fund report. Additionally, the number of students that live in the district but are attending school outside the district is displayed. The number of students that live outside the district but are attending school in the district is also shown. These data are collected from the Annual School Fund report. State averages are also displayed.

DISTRICT INFORMATION

Financial Data

❽ General Fund Expenditures

The table below shows dollars spent per student by your district for the 2001-2002 school year. For more information, visit the Database Initiative Project website: dbi.ode.state.or.us

General Fund	District	State
Direct Classroom	$3749	$3650
Classroom Support	$1073	$1244
Building Support	$773	$1089
Central Support	$325	$327

❾ Education Service District

Education Service District	District	State
ESD Support Per Student	$264	$305

Bond Levy

Bond Levy	Number of Elections	Election Result Yes	Election Result No
Election Year: 2002	0	—	—
Election Year: 2001	0	—	—
Election Year: 2000	0	—	—

❿ Statewide Assessments

The table below shows the percentage of students in your district that exceeded, met, or did not meet state standards and participated in 2002-2003 Oregon Statewide Assessments. For more information, see www.ode.state.or.us/asmt/results

STUDENT GROUP	STUDENT ACHIEVEMENT						STUDENT PARTICIPATION	
	ENGLISH/ LANGUAGE ARTS			MATHEMATICS			ENGLISH/ LANGUAGE ARTS	MATHEMATICS
Race/Ethnicity	EXCEEDED	MET	DID NOT MEET	EXCEEDED	MET	DID NOT MEET		
White	10.4	70.3	10.2	10.4	70.3	10.2	96.3	96.3
African American/Black	10.4	70.3	10.2	10.4	70.3	10.2	96.3	96.3
Hispanic	10.4	70.3	10.2	10.4	70.3	10.2	96.3	96.3
Asian/Pacific Islander	10.4	70.3	10.2	10.4	70.3	10.2	96.3	96.3
American Indian/Alaskan Native	10.4	70.3	10.2	10.4	70.3	10.2	96.3	96.3
Multi-Racial/Multi-Ethnic	10.4	70.3	10.2	10.4	70.3	10.2	96.3	96.3
Male	10.4	70.3	10.2	10.4	70.3	10.2	96.3	96.3
Female	10.4	70.3	10.2	10.4	70.3	10.2	96.3	96.3
Students with Disabilities	10.4	70.3	10.2	10.4	70.3	10.2	96.3	96.3
Migrant	10.4	70.3	10.2	10.4	70.3	10.2	96.3	96.3
Limited English Proficient	10.4	70.3	10.2	10.4	70.3	10.2	96.3	96.3
Economically Disadvantaged	10.4	70.3	10.2	10.4	70.3	10.2	96.3	96.3
All Students	10.4	70.3	10.2	10.4	70.3	10.2	96.3	96.3

★ Not displayed to protect student confidentiality.

Department of Education Notes

For more information, please view documents at: www.dbi.ode.state.or.us/reports/htm

Sample District

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❽ General Fund Expenditures

This table shows the dollars spent per student by your district during the 2001-2002 school year. The state averages are also displayed. **Direct Classroom** funding refers to the regular and special programs related directly to instruction. These expenditures include TAG, special education, Title I, and summer school. **Classroom Support** funding includes extracurricular expenditures and support services such as guidance, health, and speech. Other support services include the office of the principal, library media expenses, and staff development. **Building Support** refers to the expenditures for maintenance of the building. **Central Support** refers to the expenditures of the school district central office. Data are collected from each school district as part of the Database Initiative Project and can be accessed on the Oregon Department of Education web site at dbi.ode.state.or.us

❾ Education Service District Support

This table shows the support per student the district received from the education service district. Data are collected from ESD Direct Support reports. The average ESD state support is also displayed. ESD support is delivered to districts through funding and services.

❿ Statewide Assessments

This table shows 2002-2003 assessment results for all students in the district. English/Language Arts includes Reading/Literature Knowledge and Skills and Writing results. Mathematics includes Math Knowledge and Skills and Math Problem Solving results.

⓫ Student Group

Statewide Assessment results are displayed for the student groups required by the No Child Left Behind Act.

⓬ Student Participation

Percentages in Student Participation include all students in the district who participated in the 2002-2003 Oregon Statewide Assessments in Reading and Math Knowledge and Skills, Writing, and Math Problem Solving. Students who were absent or refused to be tested are included in the percentage not tested. If a student's parents provided written refusal of consent for the student to be tested, the student's non-participation is included in the percentage not tested.

⓭ Department of Education Notes

If necessary, this area is used for footnotes that clarify information displayed on the inside pages of the report card.