

# How to Read the 2011-2012 Middle School Report Cards

## PUBLIC SCHOOL SEISMIC SAFETY INFORMATION

The Department of Geology and Mineral Industries maintains a website with information about seismic safety surveys of K-12 public school buildings and community college buildings that have a capacity of 250 or more persons. Website location: <http://www.oregongeology.org/sub/projects/rvs/default.htm>

## Department of Education Notes

## LOCAL INFORMATION PROVIDED BY YOUR SCHOOL OR DISTRICT

### 1 Seismic Safety Information

This box provides information on how to access seismic safety information for this and other schools.

### 2 Department of Education Notes

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

### 3 Local Information

Local information included on this page of the report card was written and included by the local school or district. Staff at the Oregon Department of Education did not write, edit, or endorse the displayed information.

# How to Read the 2011-2012 Middle School Report Cards

## 2011-2012 School Report Card

Sample Middle School



Dear Parents and Community Members, October 11, 2012  
The Oregon Department of Education is proud to issue the 14th annual Oregon School Report Cards. Oregon currently rates schools as either "Outstanding," "Satisfactory," or "In Need of Improvement" based on factors including student test results, participation, and academic growth. In order to ensure that these reports provide you with the best possible information about your school and your student's education, we will be working to redesign and improve the Report Cards over the coming year. We welcome your feedback on this redesign process and hope that the information in this Report Card helps to paint a picture of both the successes and opportunities for improvement in our schools. To share your feedback, go to: [www.ode.state.or.us/go/nextgen](http://www.ode.state.or.us/go/nextgen).

*Rob Saxton*  
Rob Saxton, Deputy Superintendent of Public Instruction

**Federal Designation For Title 1 Schools<sup>1</sup>**  
 PRIORITY  FOCUS  MODEL

**Oregon Report Card Overall Rating: SATISFACTORY**  
 In Need of Improvement | Satisfactory | Outstanding

SCHOOL AT A GLANCE			
<b>Student Population</b>	<b>School</b>	<b>Attendance</b>	<b>School</b>   <b>District</b>   <b>State</b>
Number of Students	214	2010-2011	93.4%   93.6%   94.7%
Percentage of Students in English as a Second Language Programs	0.5%	2011-2012	94.4%   93.9%   94.9%
<b>Staffing</b>	<b>School</b>	<b>Expulsions</b>	<b>School</b>   <b>State</b>
Administrators (FTE)	1.0	Number of Expulsions Due to Weapons	0   218
Teachers (FTE)	12.0	<b>Testing Participation</b>	<b>School</b>   <b>State</b>
• Average Years of Experience	18.2	Participation in 2011-2012 Statewide Assessments	99.6%   99.1%
• With a Master's Degree or Higher	83.3%	<b>Department of Education Notes</b>	
• With Emergency or Provisional Credential	0.0%	<sup>1</sup> This designation is part of Oregon's approved ESEA Flexibility Waiver. Only 20 percent of Title I schools receive a designation under the waiver.	
• Classes Taught by Teachers Who Meet Federal Definition of Highly Qualified Teacher	100%		
• Classes Taught by Teachers Who Do Not Meet Federal Definition of Highly Qualified Teacher	0.0%		
Educational Assistants (FTE)	3.6		
Other Staff (FTE)	6.1		

\* Not displayed to protect student confidentiality. — No data available. For more information, contact your local school.

### 1 Federal Designation for Title 1 Schools

The United States Department of Education granted Oregon a Waiver to the No Child Left Behind Act. This waiver eliminated the requirement of annual determination of whether schools, districts, and the state made adequate yearly progress (AYP) toward the goal of having all students meet rigorous state academic standards by the 2013-2014 school year.

Instead, as part of the ESEA Waiver Oregon was required to identify at least 15 percent of its lowest-performing high poverty (Title I) schools as "Focus" and "Priority" schools, and about 5% of its Title I schools as "Model" schools. At the elementary and middle school level, the model that made these identifications assigned significant weight to both student achievement and to overall student growth as expressed by year-over-year improvement of students on statewide assessments in reading and mathematics. At the high school level, the model also puts emphasis on 4- and 5-year cohort graduation rates, in order to ensure the state is poised to reach the 40-40-20 Goal for improved educational attainment by 2025.

Schools that were identified as priority, focus, or model schools are indicated in this box. More details on the ESEA Waiver can be found at: <http://www.ode.state.or.us/search/page/?id=3475>.

### 2 Oregon Report Card Overall Rating

The Overall School Rating is based on student achievement, improvement in student achievement, attendance, graduation and participation. The data included in the calculation of the rating can be found on the Report Card Detail Sheets.

### 3 Student Population

This table shows the average number of students enrolled in the school during the 2011-2012 school year. This table also shows the percentage of the school population enrolled in English as a Second Language programs. Data are collected from each school district through the Average Daily Membership (ADM) collection.

### 4 Staffing

This table shows the number of administrators, teachers, educational assistants, and other staff in the school. The number of teaching staff members with a master's degree or higher and the average number of years of teaching experience are shown. Contracted staff, coaches, and extra-duty assignments were included for the first time in 2010-2011. Full-time equivalency (FTE) has been proportionately reduced for staff members who were not employed for the full school year.

### 5 With Emergency or Provisional Credential

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

### 6 Classes Taught by Teachers Who Meet Federal Definition of Highly Qualified Teacher

Refers to 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.

### 7 Attendance

This table displays the average daily attendance for the school. The district and state averages are also shown. Data are collected from each school through the ADM collection.

### 8 Expulsions

This table shows the number of expulsions due to weapons. The numbers for the school and the state are displayed. Data are collected from each school district through the Suspensions, Expulsions, and Truancy collection.

### 9 Testing Participation

This table shows the percentage of students participating in 2011-2012 Oregon Statewide Assessments in Reading, Math, Science, and Writing for the school and state.

### 10 Department of Education Notes

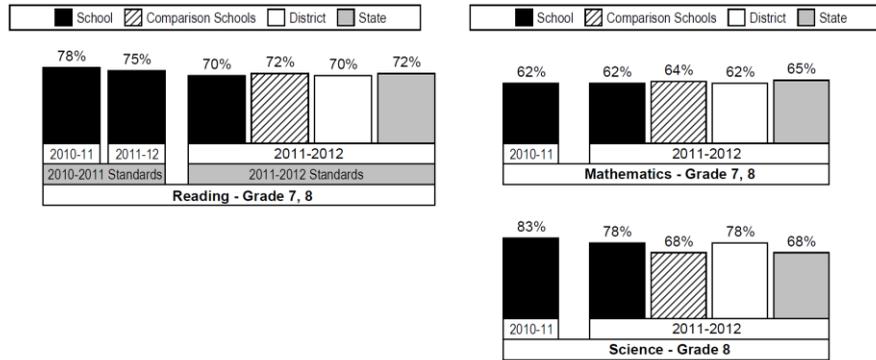
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# How to Read the 2011-2012 Middle School Report Cards

## ACHIEVEMENT DATA

### Academic Achievement Percentage of Students Meeting Standards

The graphs below show the percentage of students in your school at the indicated grades that met or exceeded the state standards on Oregon Statewide Assessments during the last two school years. District, state, and comparison school averages are displayed. Comparison schools are Oregon schools with similar demographics.



### Improvement in Student Performance

The table below shows the percentage of students in your school in grades 3-8 who either met or exceeded state standards or met their growth target in reading and mathematics for the last two school years. Growth targets are set yearly for students up to grade 8 and are based on each student's performance in the previous school year. Growth targets do not apply to students in high school or students who did not test in the previous year.

STUDENT GROUP	READING		MATHEMATICS	
	2010-2011	2011-2012	2010-2011	2011-2012
American Indian/Alaskan Native	83.3	*	83.3	*
Asian/Pacific Islander	*	*	*	*
Black (not of Hispanic origin)	*	*	*	*
Hispanic	75.0	69.2	64.3	53.8
White (not of Hispanic origin)	82.1	76.3	69.9	70.1
Multi-Racial/Multi-Ethnic	66.7	85.7	88.9	50.0
Students with Disabilities	36.7	33.3	23.3	20.6
Limited English Proficient	*	--	*	--
Economically Disadvantaged	73.7	73.8	58.8	63.1
All Students	80.7	75.7	69.8	66.5

\*Not displayed to protect student confidentiality.

-- No data available

### 1 Percentage of Students Meeting Standards

The bar charts show the percentage of students in the school at the indicated grades that met or exceeded state standards on the 2010-2011 and 2011-2012 Oregon Statewide Assessments in Reading, Math, and Science Knowledge and Skills. Reading achievement standards were revised for 2011-2012. To aid in year-to-year comparisons, the 2011-2012 reading results are displayed using both the 2010-2011 and 2011-2012 standards. Displays are also shown for three other groups: comparison schools, district, and state. Comparison schools have similar percentages of students eligible for free and reduced price meals, students moving in and out of school during the year, English Language Learners, and similar attendance rates.

### 2 Improvement in Student Performance

This table shows the percent of students who either met or exceeded state standards, or who demonstrated significant progress toward meeting state standards on the 2010-2011 and 2011-2012 Oregon Statewide Assessments in Reading and Math. The data are displayed for the student groups that are required by the No Child Left Behind Act.

### 3 Statewide Assessments

This table shows 2011-2012 assessment results for all students in the school in English/Language Arts, Math, and Science. English/Language Arts includes Reading/Literature. Results are suppressed to protect student confidentiality when there are fewer than 6 students in a group, when the percent meeting or exceeding is greater than 95.0%, or when the percent meeting or exceeding is less than 5.0%.

### 4 Student Group

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

### 5 Student Participation

Percentages in Student Participation include all students in the school who participated in the 2011-2012 Oregon Statewide Assessments in Reading, Math, and Science. 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.

### 6 Department of Education Notes

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## STATEWIDE ASSESSMENT RESULTS

The table below shows the percentage of students in your school in grades 3-8 and 11 that exceeded, met, or did not meet state standards and participated in 2011-2012 Oregon Statewide Assessments. For more information, see <http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/pagrsuppressed.aspx>

STUDENT GROUP	STUDENT ACHIEVEMENT								
	ENGLISH/LANGUAGE ARTS			MATHEMATICS			SCIENCE		
Race/Ethnicity	EXCEEDED %	MET %	NOT MET %	EXCEEDED %	MET %	NOT MET %	EXCEEDED %	MET %	NOT MET %
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*
Black (not of Hispanic origin)	*	*	*	*	*	*	--	--	--
Hispanic	19.2	42.3	38.5	23.1	26.9	50.0	33.3	44.4	22.2
White (not of Hispanic origin)	17.1	53.7	29.3	9.7	54.5	35.8	26.4	50.6	23.0
Multi-Racial/Multi-Ethnic	13.3	60.0	26.7	13.3	40.0	46.7	*	*	*
Male	17.5	50.9	31.6	15.7	44.3	40.0	42.4	40.7	16.9
Female	18.4	53.1	28.6	7.1	57.1	35.7	16.4	56.4	27.3
Talented and Gifted	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0
Students with Disabilities	0.0	22.9	77.1	0.0	16.7	83.3	0.0	31.6	68.4
Migrant	--	--	--	--	--	--	--	--	--
Limited English Proficient	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	18.9	45.9	35.2	9.0	48.4	42.6	28.8	45.5	25.8
All Students	17.9	51.9	30.2	11.7	50.2	38.0	29.8	48.2	21.9

\* Not displayed to protect student confidentiality.

-- No data available

STUDENT GROUP	STUDENT PARTICIPATION		
	ENGLISH/LANGUAGE ARTS	MATHEMATICS	SCIENCE
Race/Ethnicity	%	%	%
American Indian/Alaskan Native	100.0	100.0	100.0
Asian/Pacific Islander	100.0	100.0	100.0
Black (not of Hispanic origin)	100.0	100.0	--
Hispanic	100.0	100.0	100.0
White (not of Hispanic origin)	99.4	100.0	98.9
Multi-Racial/Multi-Ethnic	100.0	100.0	100.0
Male	99.1	100.0	98.4
Female	100.0	100.0	100.0
Talented and Gifted	100.0	100.0	100.0
Students with Disabilities	97.2	100.0	100.0
Migrant	--	--	--
Limited English Proficient	100.0	100.0	100.0
Economically Disadvantaged	100.0	100.0	100.0
All Students	99.5	100.0	99.1

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-- No data available

### Department of Education Notes