



**ANYTOWN COUNTY  
SCHOOL DISTRICT**

2000 S.1680 Anytown Blvd.  
Anytown, OR 97213, (503) 555-2000  
[www.anytown.k12.or.us](http://www.anytown.k12.or.us)

**SUPERINTENDENT** John Doe  
**GRADES SERVED** K - 12

**For more report card  
measures** including detailed  
demographic information visit  
[www.ode.state.or.us/go/reportcard](http://www.ode.state.or.us/go/reportcard)

**FROM THE DISTRICT SUPERINTENDENT**

Dear Parents and Community Members,

This redesigned annual report card issued by the Oregon Department of Education offers a comprehensive picture of what Anytown County School District offers.

In the 2012-2013 school year, Anytown County School District received an Overall State Rating of average. That means our students are performing about as well on standards-based tests and graduating in about the same numbers as students at other Oregon districts. When compared to schools with similar student demographics, Anytown County School District is above average. That means our students are generally outperforming those at like-schools.

Key academic highlights:

- 89% met/exceeded state standards for reading
- 80% met/exceeded state standards for math
- 89% met/exceeded state standards for science

In the same time frame, however, we have seen relatively slow growth in our reading scores among English language learners. We've chosen to address this issue by focusing our resources on implementing the new Common Core State Standards (CCSS), which reinforce literacy across content areas. We promise to deliver the same excellence you have come to expect from us here at Anytown County School District.

You can help by monitoring your student's homework, attending parent-teacher conferences, or even volunteering. You can review your student's assignments and grades at any time by visiting [www.anytowngrades.org](http://www.anytowngrades.org).

We look forward to partnering with you over the coming year to make sure all of our students reach their potential!

Thank you,

Superintendent | John Doe

**DISTRICT PROFILE**

ENROLLMENT	Total enrollment 2012-13	Change from previous year	Students attending 90% or more of enrolled days
Grades K - 3	X	+X%	X%
Grades 4 - 5	X	+X%	X%
Grades 6 - 8	X	+X%	X%
Grades 9 - 12	X	+X%	X%

STUDENT MOBILITY	2012-13	Previous three year average
Students transferring:		
Into district	X%	X%
Out of district	X%	X%

SELECT DEMOGRAPHICS	2012-13			
	Grades K - 3	Grades 4 - 5	Grades 6 - 8	Grades 9 - 12
English Learners	X%	X%	X%	X%
Economically disadvantaged	X%	X%	X%	X%
Students with disabilities	X%	X%	X%	X%
Number of different languages spoken	X	X	X	X

**STUDENT WELLNESS POLICY**

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent has prepared and implemented a comprehensive district program consistent with state and federal requirements.

CLASS SIZE	Average class size 2012-13	Change from previous year
Grades K - 3	X	+X
Grades 4 - 5	X	+X

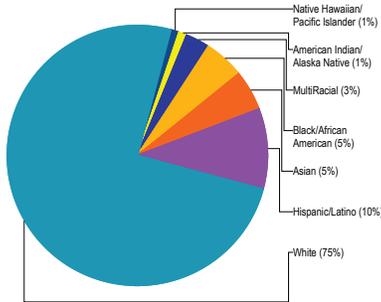
TEACHER PROFICIENCY	2012-13
Percentage of highly qualified teachers (as defined by the federal government)	X%

**RACIAL EQUITY IN HIRING**

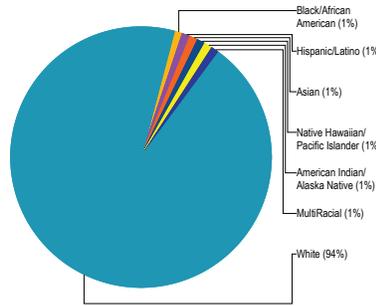
Districts with a student population of color of at least 15% and a minimum of 30 such students should include a statement re: its strategy for hiring teachers and administrators of color to better match its student demographics.

**DISTRICT PROFILE (CONTINUED)**

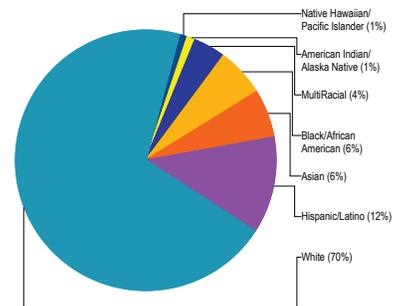
**GRADES K - 3 STUDENTS**



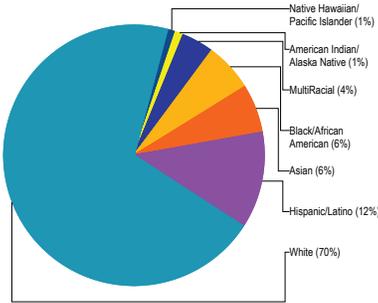
**GRADES 4 - 5 STUDENTS**



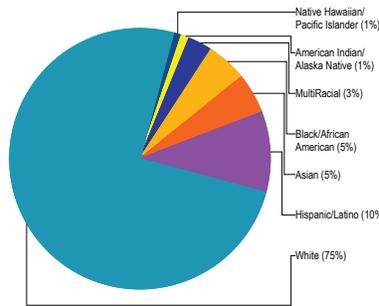
**GRADES 6 - 8 STUDENTS**



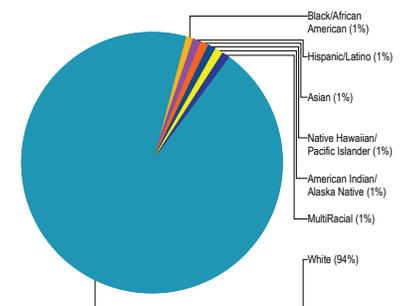
**GRADES K - 3 STAFF**



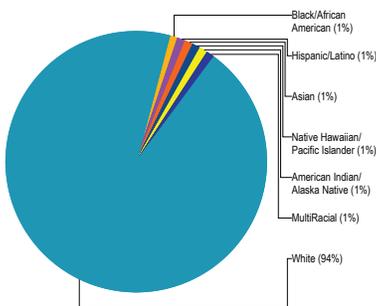
**GRADES 4 - 5 STAFF**



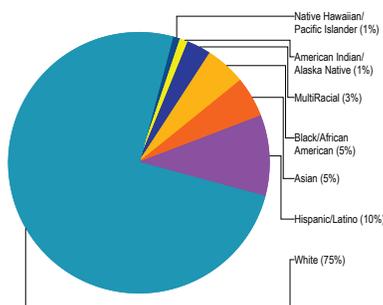
**GRADES 6 - 8 STAFF**



**GRADES 9 - 12 STUDENTS**



**GRADES 9 - 12 STAFF**



**PER PUPIL SPENDING**

	2012-13	2011-12	2010-11	2009-10	2008-09
District	\$X	\$X	\$X	\$X	\$X
State	\$X	\$X	\$X	\$X	\$X

Oregon's quality education model (QEM) suggests adequate per pupil funding should be \$X in 2012-13. (Statewide average) 2012-13 data reflects budgeted not actual.

**FUNDING SOURCES**

District funding derived from the following sources:

Local taxes and fees	X%
State funds	X%
Federal funds	X%

**SEISMIC SAFETY RATING**

For a detailed report for each school, please visit:  
[www.oregongeology.com/sub/projects/rvs/county/county-sites.htm](http://www.oregongeology.com/sub/projects/rvs/county/county-sites.htm)

**EXPULSIONS & SUSPENSIONS**

Student counts under 6 are suppressed to protect student confidentiality.

	Expulsions	Suspensions
Total Students	X	X
American Indian/Alaska Native	X	X
Asian	X	X
Black/African American	X	X
Hispanic/Latino	X	X
Native Hawaiian/Pacific Islander	X	X
White	X	X
Multi-racial	X	X

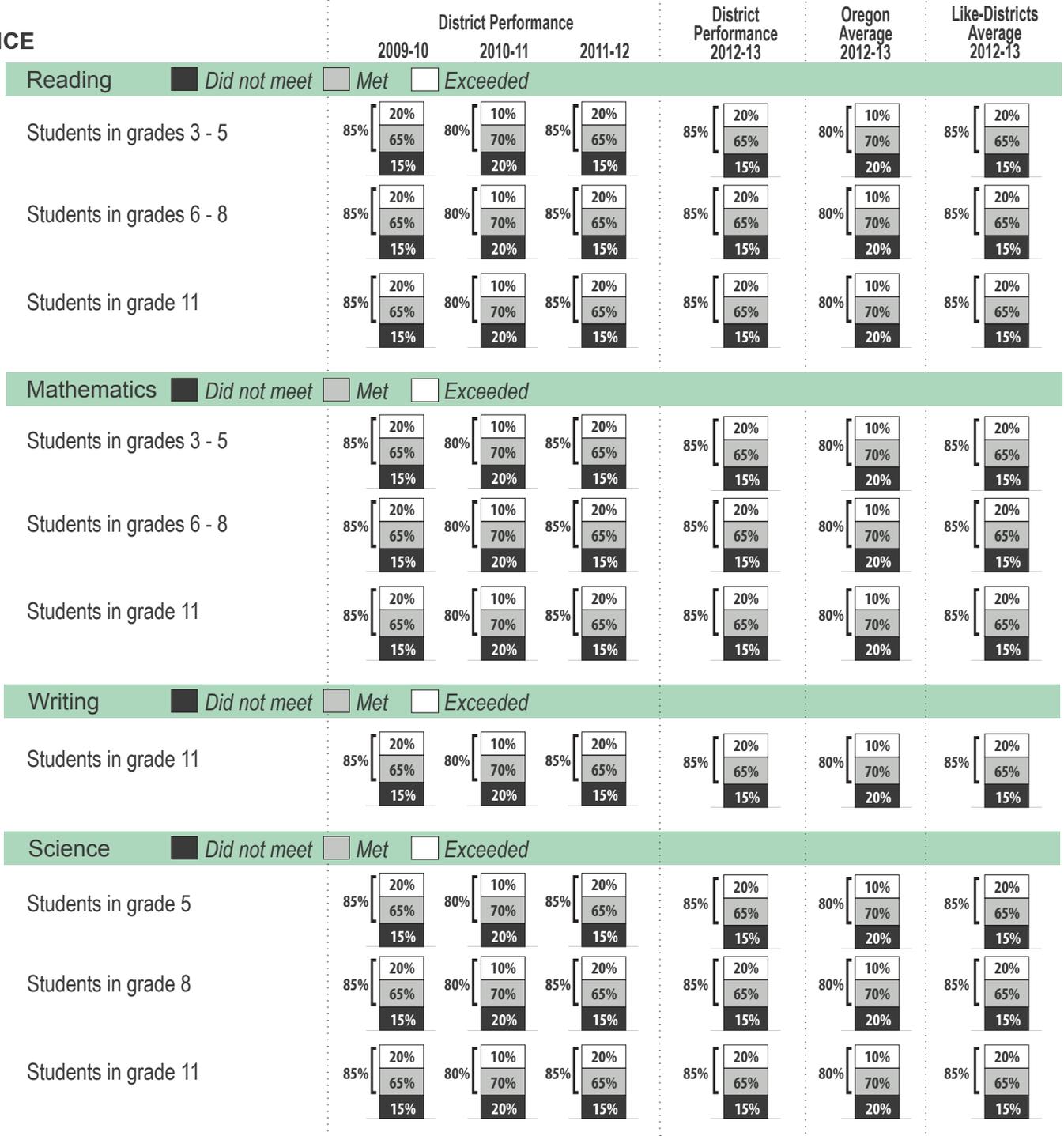
**PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?**

Students in the district meeting or exceeding state standards on exams

Did at least 95% of students in this district take state exams?  Yes  No

Participation rate criteria are in place to ensure schools test as many eligible students as possible

**SCHOOL  
PERFORMANCE**



Visit [www.ode.state.or.us/go/data](http://www.ode.state.or.us/go/data) for additional state exam results.

**OUTCOMES** WHAT ARE STUDENTS ACHIEVING IN HIGH SCHOOL?

		District Performance 2009-10 2010-11 2011-12			District Performance 2012-13	Oregon Average 2012-13	Like-District Average 2012-13					
<b>COLLEGE AND CAREER READINESS</b>	Students preparing for college and careers.											
	Freshmen on track to graduate within 4 years	90%	89%	93%	95%	95%	92%					
	Students taking SAT	89%	86%	94%	80%	90%	83%					
		District Performance 2008-09 2009-10 2010-11			District Performance 2011-12	Oregon Average 2011-12	Like-District Average 2011-12					
<b>GRADUATION RATE</b>	Students graduating with a regular diploma within four years of entering high school.											
	Overall graduation rate	89%	86%	94%	90%	90%	88%					
<b>COMPLETION RATE</b>	Students receiving a regular, modified, extended, or adult high school diploma or completing a GED within five years of entering high school.											
	Overall completion rate	95%	97%	97%	97%	98%	96%					
<b>DROPOUT RATE</b>	Students who dropped out during the school year and did not re-enroll.											
	Overall dropout rate	5%	8%	7%	3%	6%	2%					
		District Performance 2008-09 2009-10 2010-11			District Performance 2010-11	Oregon Average 2010-11	Like-District Average 2010-11					
<b>CONTINUING EDUCATION</b>	Students continuing their education after high school.											
	Students who enrolled in a community college or four-year school within 16 months of graduation	87%	91%	90%	75%	80%	79%					
<b>STUDENT GROUP OUTCOMES</b>	Only groups at this district with 6 or more students are represented to ensure confidentiality.											
		District Performance	Oregon Average	District Compared to OR Average		District Performance	Oregon Average	District Compared to OR Average		District Performance	Oregon Average	District Compared to OR Average
	<b>All Students</b>				<b>American Indian/Alaska Native</b>				<b>Native Hawaiian/Pacific Islander</b>			
	On Track	95%	95%	--	On Track	95%	95%	--	On Track	95%	95%	--
	Graduation	90%	85%	+5%	Graduation	90%	85%	+5%	Graduation	90%	85%	+5%
	Completion	97%	98%	-1%	Completion	97%	98%	-1%	Completion	97%	98%	-1%
	Dropout	3%	6%	-3%	Dropout	3%	6%	-3%	Dropout	3%	6%	-3%
	<b>Economically Disadvantaged</b>				<b>Asian</b>				<b>White</b>			
	On Track	95%	95%	--	On Track	95%	95%	--	On Track	95%	95%	--
	Graduation	90%	85%	+5%	Graduation	90%	85%	+5%	Graduation	90%	85%	+5%
	Completion	97%	98%	-1%	Completion	97%	98%	-1%	Completion	97%	98%	-1%
	Dropout	3%	6%	-3%	Dropout	3%	6%	-3%	Dropout	3%	6%	-3%
	<b>English Learners</b>				<b>Black/African American</b>				<b>Female</b>			
On Track	95%	95%	--	On Track	95%	95%	--	On Track	95%	95%	--	
Graduation	90%	85%	+5%	Graduation	90%	85%	+5%	Graduation	90%	85%	+5%	
Completion	97%	98%	-1%	Completion	97%	98%	-1%	Completion	97%	98%	-1%	
Dropout	3%	6%	-3%	Dropout	3%	6%	-3%	Dropout	3%	6%	-3%	
<b>Students with Disabilities</b>				<b>Hispanic/Latino</b>				<b>Male</b>				
On Track	95%	95%	--	On Track	95%	95%	--	On Track	95%	95%	--	
Graduation	90%	85%	+5%	Graduation	90%	85%	+5%	Graduation	90%	85%	+5%	
Completion	97%	98%	-1%	Completion	97%	98%	-1%	Completion	97%	98%	-1%	
Dropout	3%	6%	-3%	Dropout	3%	6%	-3%	Dropout	3%	6%	-3%	
<b>Talented and Gifted</b>				<b>Multi-racial</b>								
On Track	95%	95%	--	On Track	95%	95%	--					
Graduation	90%	85%	+5%	Graduation	90%	85%	+5%					
Completion	97%	98%	-1%	Completion	97%	98%	-1%					
Dropout	3%	6%	-3%	Dropout	3%	6%	-3%					

On-Track data is based on the 2012-13 school year, all other data is based on the 2011-12 school year.



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## CURRICULUM & LEARNING ENVIRONMENT

SCHOOL READINESS	Elementary Schools	Middle Schools	High Schools
	<p>City Clinic, a private non-profit, has partnered with this district to provide free or reduced-cost health services</p>	<p>Schools do not meet/meet the state standard of 225 minutes/week for students in grades 6-8 the entire school year</p> <p>City Clinic, a private non-profit, has partnered with this district to provide free or reduced-cost health services</p>	<p>School meets the national standard of 225 minutes/week of physical education (PE) for each enrolled student</p>
ACADEMIC SUPPORT	Elementary Schools	Middle Schools	High Schools
	<p>Bilingual/ESL model program: support based on language proficiency level and grade level with an additional line added</p>	<p>Bilingual/ESL model program: support based on language proficiency level and grade level</p> <p>Special education program: support for students with qualified learning disabilities</p> <p>Murtagh Center, a private non-profit, has partnered with this district to provide on-campus afterschool homework assistance</p> <p>The Parent-Teacher Association (PTA) funded two teacher's aide positions at Anytown Middle School</p>	<p>Bilingual/ESL model program: support based on language proficiency level and grade level</p> <p>Special education program: support for students with qualified learning disabilities</p> <p>Murtagh Center, a private non-profit, has partnered with this district to provide on-campus afterschool homework assistance</p> <p>The Parent-Teacher Association (PTA) funded two teacher's aide positions at Anytown Middle School</p>
ACADEMIC ENRICHMENT	Elementary Schools	Middle Schools	High Schools
	<p>College-bound students are expected to complete 2 years of a world language, or demonstrate proficiency by exam</p>	<p><b>WORLD LANGUAGE COURSES</b></p> <p>College-bound students are expected to complete 2 years of a world language, or demonstrate proficiency by exam</p> <p><b>SPECIAL PROGRAMS</b></p> <p>Talented &amp; gifted (TAG) program is available at all schools will carry and additional line to make it three lines each</p> <p>Spanish immersion program is available at Anytown Middle School will carry and additional line to make it three lines each</p> <p>College-bound students are expected to complete 2 years of a world language, or demonstrate proficiency by exam</p>	<p><b>WORLD LANGUAGE COURSES</b></p> <p>College-bound students are expected to complete 2 years of a world language</p> <p><b>HONORS &amp; DUAL-ENROLLMENT COURSES</b></p> <p>Dual-enrollment courses for college credit: 2 math, 2 career &amp; technical education, 2 science</p> <p><b>SPECIAL PROGRAMS</b></p> <p>Dual-enrollment courses for college credit: 2 math, 2 career &amp; technical education, 2 science</p>



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## CURRICULUM & LEARNING ENVIRONMENT (CONTINUED)

CAREER & TECHNICAL EDUCATION	Elementary Schools	Middle Schools	High Schools
		Computer-aided design/computer-aided manufacturing (CAD/CAM)	Computer-aided design/computer-aided manufacturing (CAD/CAM)
EXTRACURRICULAR ACTIVITIES	Elementary Schools	Middle Schools	High Schools
	Students participating in at least 1 extracurricular activity: 42%	Students participating in at least 1 extracurricular activity: 42%	Students participating in at least 1 extracurricular activity: 42%

*Data and information in the Curriculum and Learning Environment section was provided by local schools and districts and was not verified by the Oregon Department of Education.*

## FEDERAL TITLE I DESIGNATION

Priority and Focus school designations were based on 2011-12 data. Model school designations were based on 2012-13 data.

	Priority	Focus	Model	
Number of Elementary Schools	X	X	X	<p><b>Priority Schools</b> are high poverty schools that were ranked in the bottom 5% of Title I-A schools in the state based on Oregon's rating formula. These schools generally have overall very low achievement and limited growth over time. Additional supports and interventions to make improvements are needed.</p> <p><b>Focus Schools</b> are high poverty schools that were ranked in the bottom 5% -15% of Title I-A schools in the state with a significant achievement gap based on Oregon's rating formula. These schools need additional support in closing the achievement gap among historically underserved student populations.</p> <p><b>Model Schools</b> are high poverty schools that were ranked in the top 5% of Title I-A schools in the state based on Oregon's rating formula. These schools serve as models of successful student outcomes.</p>
Number of Middle Schools	X	X	X	
Number of High Schools	X	X	X	