

How to Read the 2006-2007 District Report Cards

SAMPLE DISTRICT

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 2005-2006 and 2006-2007 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 50% in English/Language Arts and 49% in Mathematics. Student Participation is expected to be 95% 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/data/reportcard/reports.aspx

STUDENT GROUP	STUDENT ACHIEVEMENT		STUDENT PARTICIPATION		GRADUATION
	ENGLISH/LANGUAGE ARTS	MATHEMATICS	ENGLISH/LANGUAGE ARTS	MATHEMATICS	
White	MET	MET	MET	MET	MET
African American/Black	NA	NA	NA	NA	NA
Hispanic	MET	MET	MET	MET	MET
Asian/Pacific Islander	MET	MET	MET	MET	NA
Am. Indian/Alaskan Native	NA	NA	NA	NA	NA
Multi-Racial/Multi-Ethnic	NA	NA	NA	NA	NA
Students with Disabilities	MET	NOT MET	MET	MET	MET
Limited English Proficient	MET	MET	MET	MET	NA
Economically Disadvantaged	MET	MET	MET	MET	MET
All Students	MET	MET	MET	MET	MET

NA Too few test scores or students to determine a rating.

Department of Education Notes

1 Student Achievement

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

2 Department of Education Notes

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

3 Graduation

If graduation rates for 2005-06 or 2004-05 and 2005-06 combined are greater than or equal to the graduation target of 68.1%, the graduation rating is MET. 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. The graduation rate is calculated as:

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

A standard diploma requires at least 22 credits.

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1 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, 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.

2 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 2004-2005 and 2005-2006.

The Student Behavior Rating is based on attendance and dropout rates for the two most recent school years.

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 2005-2006 Oregon Statewide Assessments in Reading/Literature, Math Knowledge and Skills, and Writing.

2006-2007 District Report Card

SAMPLE SCHOOL DISTRICT



Dear Parents and Community Members,
The Oregon Department of Education is proud to issue the eighth annual school 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 in education for Oregon's children.

Federal Adequate Yearly Progress Rating: NOT MET

- MET See rating details on back page
 DID NOT MEET Identified for District Improvement

Susan Castillo
Susan Castillo, State Superintendent of Public Instruction

SCHOOLS	SCHOOL RATINGS				School Characteristics
	Overall	Academic Achievement Student Performance	Attendance/Dropout Student Behavior	Improvement	
High School	Strong	Strong	Strong	Stayed About The Same	Exceptional
Middle School	Exceptional	Exceptional	Strong	Improved	Exceptional
Elementary School	Strong	Strong	Strong	Stayed About The Same	Exceptional
Elementary School	Strong	Strong	Strong	Stayed About The Same	Exceptional
Elementary School	Not Rated	Not Rated	Not Rated	Not Rated	Exceptional
Elementary School	Strong	Strong	Strong	Stayed About The Same	Exceptional

FEDERAL DESIGNATION FOR TITLE I SCHOOLS REQUIRED BY THE FEDERAL NO CHILD LEFT BEHIND ACT	DISTRICT		STATE	
	SCHOOLS	PERCENTAGE	SCHOOLS	PERCENTAGE
Identified for School Improvement (S11 or S12)	0	0.0%	30	2.4%
Identified for Corrective Action (CA) or Restructuring (R1)	0	0.0%	15	1.2%

For more information, contact your local school or district.

3 Testing Participation School Characteristics Rating

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) in the same content area for two or three consecutive years are identified for School Improvement. Title I schools designated as Not Meeting Adequate Yearly Progress (AYP) for four consecutive years are identified for Corrective Action.

4 English Language Learners

A district is identified for improvement if it does not meet AYP in the same content area (i.e., English/Literature Arts, Mathematics, Other Indicator) for two years in a row.

How to Read the 2006-2007 District Report Cards

DISTRICT INFORMATION

Academic Achievement

Percentage of Students Meeting Standards

The graphs below show the percentage of students in your district at the indicated grades that met or exceeded the state standards on Oregon Statewide Assessments during the 2006-2007 school year. State averages are also displayed.

Reading Knowledge and Skills

Grade	District	State
Grade 3	87%	84%
Grade 4	88%	81%
Grade 5	82%	73%
Grade 6	87%	76%
Grade 7	92%	78%
Grade 8	89%	69%
Grade 9	81%	67%
Grade 10	81%	67%

Math Knowledge and Skills

Grade	District	State
Grade 3	78%	71%
Grade 4	84%	73%
Grade 5	78%	69%
Grade 6	83%	72%
Grade 7	90%	75%
Grade 8	84%	71%
Grade 9	61%	57%
Grade 10	61%	57%

Writing

Grade	District	State
Grade 4	55%	45%
Grade 7	55%	49%
Grade 10	64%	65%

District at a Glance

Testing Participation in District	District	State
Participation in 2006-2007 Statewide Assessment	99.0%	98.3%
Number of Reading Test Exemptions for Newly Enrolled Limited English Proficient Students	3.0	697.0

Attendance	District	State
2006-2007 School Year	92.9%	93.0%

District Staffing	District
Administrators (FTE)	9.0
Teachers (FTE)	159.2
Average Years of Experience	14.7
With a Master's Degree or Higher	55.3%
Educational Assistants (FTE)	47.3
Other Staff (FTE)	87.2

Classes Taught By Highly Qualified* Teachers	District	State
All Schools	88.2%	90.0%
High Poverty Schools	---	90.2%
Low Poverty Schools	85.6%	89.9%

* Federal No Child Left Behind Definition

Special Populations	District	State
Special Education	12.9%	13.3%
ESL Programs	2.5%	10.0%
Attending School in Another District	0.1%	0.5%
Attending School from Another District	0.7%	0.1%

Video Conferencing	District	State
Video Conferencing Facilities	1	174

For more information, contact the Oregon Department of Education at report.cards@state.or.us or 503-947-5739.

6 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.

7 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 ADM collection. 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 ADM collection. State averages are also displayed.

8 General Fund Expenditures

This table shows the dollars spent per student by your district during the 2004-2005 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 <http://www.ode.state.or.us/sfda/reports.aspx>.

9 Statewide Assessments

This table shows 2005-2006 assessment results for all students in the district. English/Language Arts includes Reading/Literature Knowledge and Skills and Writing results.

10 Student Group

Statewide Assessment results are displayed for the student groups required by the No Child Left Behind Act. Extended assessments measure the mastery of academic skills among students with significant disabilities.

1 Percentage of Students Meeting Standards

The graphs show the percentage of students in the district that met or exceeded the state standard on the 2005-2006 and 2006-2007 Oregon Statewide Assessments in Reading and Math Knowledge and Skills, Writing, and Science. The writing graph no longer includes students who conditionally met state standards. Displays are also shown for the state.

2 Testing Participation

Testing Participation is based on the percentage of students participating in 2006-2007 Oregon Statewide Assessments in Reading and Math Knowledge and Skills, and in Writing. The table shows the rate of participation in statewide assessments for the district and the state. Students who were absent or refused to be tested are counted as not participating.

3 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 annual ADM collection. ADM is an acronym for Annual Daily Membership.

4 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.

5 With Emergency or Provisional Credential as of September 1, 2007

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.

How to Read the 2006-2007 District Report Cards

DISTRICT INFORMATION

General Fund Expenditures

The table below shows dollars spent per student by your district for the 2005-2006 school year. For more information, visit the Database Initiative Project website: www.ode.state.or.us/data/reports/foe.aspx

General Fund	District	State
Direct Classroom	\$4,132	\$3,584
Classroom Support	\$1,122	\$1,208
Building Support	\$1,058	\$1,235
Central Support	\$548	\$326

Financial Data

Education Service District	District	State
ESD Support Per Student	\$370	\$359

Bond Levy / Local Option	Number of Elections	Election Result
		Yes No
Election Year: 2006	1	1 0
Election Year: 2005	0	0 0
Election Year: 2004	0	0 0

STATEWIDE ASSESSMENT RESULTS

The table below shows the percentage of students in your district in grades 3-8 and 10 that exceeded, met, or did not meet state standards and participated in 2005-2007 Oregon Statewide Assessments. For more information, see www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx

STUDENT GROUP	STUDENT ACHIEVEMENT						STUDENT PARTICIPATION	
	ENGLISH LANGUAGE ARTS			MATHEMATICS			ENGLISH LANGUAGE ARTS	MATHEMATICS
	EXCEEDED %	MET %	NOT MET %	EXCEEDED %	MET %	NOT MET %	%	%
White	49.7	39.0	11.3	46.4	34.2	19.4	100.0	100.0
African American/Black	9.4	56.3	34.4	18.8	40.6	40.6	100.0	100.0
Hispanic	21.0	44.4	34.6	25.9	34.6	39.5	100.0	100.0
Asian/Pacific Islander	42.9	41.1	16.1	50.0	39.3	10.7	100.0	100.0
American Indian/Alaskan Native	37.0	25.9	37.0	19.2	34.6	46.2	100.0	100.0
Multi-Racial/Multi-Ethnic	---	---	---	---	---	---	---	---
Male	44.8	38.3	16.9	45.5	33.6	20.9	98.7	99.5
Female	47.2	41.0	11.8	41.1	36.1	22.8	99.2	99.3
Talented and Gifted	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0	100.0	100.0
Students with Disabilities	19.8	35.4	44.9	18.3	24.8	56.9	97.6	99.2
Migrant	9.1	36.4	54.5	0.0	45.5	54.5	100.0	100.0
Limited English Proficient	2.5	35.0	62.5	5.0	30.0	65.0	100.0	97.8
Economically Disadvantaged	34.7	42.0	23.3	28.2	38.5	33.3	98.3	99.3
All Students	46.0	39.6	14.4	43.3	34.9	21.8	98.9	99.4
Extended Assessment	28.6	42.9	28.6	14.3	42.9	42.9	100.0	100.0

* Not displayed to protect student confidentiality. --- No data available

Department of Education Notes

For more information, please view documents at www.ode.state.or.us/data/reports/foe.aspx

SAMPLE SD 5 (2041)

11 Department of Education Notes

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

12 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.

13 Student Participation

Percentages in Student Participation include all students in the district who participated in the 2005-2006 Oregon Statewide Assessments in Reading and Math Knowledge and Skills, and Writing. Students who were absent or refused to be tested are included in the percentage not tested. If the parents of a student provided written refusal of consent for the student to be tested, the student's non-participation is included in the percentage not tested. *