

How to Read the 2008-2009 District Report Cards

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 NAEP Results

This table shows the state results in reading and math from the National Assessment of Educational Progress, which is administered by the United States Department of Education. Math and reading assessments are conducted periodically, and results are based on representative samples of students.

3 General Fund Expenditures

This table shows the dollars spent per student by your district during the 2007-2008 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>.

4 Graduation

If graduation rates for 2007-08 or 2006-07 and 2007-08 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.

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 2007-2008 and 2008-2009 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 60% in English/Language Arts and 59% 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 visit 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	
Race/Ethnicity					
Am. Indian/Alaskan Native	NA	NA	NA	NA	NA
Asian/Pacific Islander	NA	NA	NA	NA	NA
Black (not of Hispanic origin)	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA
White (not of Hispanic origin)	MET	MET	MET	MET	MET
Multi-Racial/Multi-Ethnic	NA	NA	NA	NA	NA
Students with Disabilities	MET	MET	MET	MET	NA
Limited English Proficient	NA	NA	NA	NA	NA
Economically Disadvantaged	MET	MET	MET	MET	NA
All Students	MET	MET	MET	MET	MET

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

The National Assessment of Education Progress (NAEP) is only in grades 4, 8, and 12. NAEP results are based on representative samples of students and NAEP does not provide results for individual students, schools, or districts in Oregon. The table below lists the most recently available NAEP data for reading and mathematics. Small differences between results for Oregon and the U.S. may not be statistically significant. For more information, see <http://nces.ed.gov/nationsreportcard/>.

2007 NAEP RESULTS	Grade	State	Participation Rates					
			Advanced %	Proficient %	Basic %	Below Basic %	Students with Disabilities	
Reading	Grade 4	Oregon	6	22	34	38	72	85
		United States	7	24	34	34	66	80
	Grade 8	Oregon	3	31	43	23	77	86
		United States	2	27	43	27	66	77
Math	Grade 4	Oregon	4	31	44	21	85	93
		United States	5	33	43	19	80	92
	Grade 8	Oregon	9	26	38	27	76	90
		United States	7	24	39	30	76	89

DISTRICT INFORMATION

Financial Data			
General Fund Expenditures			
The table below shows dollars spent per student by your district for the 2007-2008 school year. For more information, visit the Database Initiative Project website: www.ode.state.or.us/data/reports/toc.aspx .			
	Education Service District	District	State
	ESD Support Per Student	\$603	\$392
General Fund			
	District	State	
Direct Classroom	\$4,513	\$4,540	
Classroom Support	\$905	\$1,369	
Building Support	\$1,638	\$1,411	
Central Support	\$576	\$383	
Bond Levy / Local Option			
	Number of Elections	Yes	No
Election Year: 2008	0	0	0
Election Year: 2007	0	0	0
Election Year: 2006	1	0	1

5 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.

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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 District Improvement Status

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.

3 School Ratings

The School Ratings section includes the Overall Rating and School Improvement Status for each school in the district. The Overall School Rating is based on student achievement, improvement in student achievement, attendance, graduation and participation rates. The School Improvement Status is the Federal designation for Title I schools required by the No Child Left Behind Act.

2008-2009 District Report Card

SAMPLE SCHOOL DISTRICT



Dear Parents and Community Members,

November 10, 2009

The Oregon Department of Education is proud to issue the 11th annual school Report Card. This year's report cards include two significant changes: a simplified rating system for schools and a new description of how much students have learned from year to year called a "Growth Model." The new rating system uses three categories: Outstanding, Satisfactory and In Need of Improvement. These ratings cannot tell you everything about your school but are a good starting point for talking about our successes and opportunities for improvement.

1 Federal Adequate Yearly Progress Rating: MET
 MET See rating details on back page
 DID NOT MEET Identified for District Improvement

2 Susan Castillo, State Superintendent of Public Instruction

SCHOOL RATINGS

SCHOOLS	Overall	School Improvement Status
Sample School	Outstanding	

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 (SII or SIZ)	0	0.0%	56	4.3%
Identified for Corrective Action (CA) or Restructuring (R1)	0	0.0%	17	1.3%

For more information, contact your local school or district.

4 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) 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.

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DISTRICT INFORMATION

1 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 2008-2009 school year. State averages are also displayed.

■ District □ State

2 District at a Glance

Testing Participation in District	District	State
Participation in 2008-2009 Statewide Assessment	99.9%	98.8%
Number of Reading Test Exemptions for Newly Enrolled Limited English Proficient Students	0	527

Attendance	District	State
2008-2009 School Year	94.8%	93.3%

3 District Staffing

	District	State
Administrators (FTE)	2.6	
Teachers (FTE)	36.4	
Average Years of Experience	9.3	
With a Master's Degree or Higher	71.8%	
With Emergency or Provisional Credential as of January 15, 2009	0.0%	
Educational Assistants (FTE)	3.7	
Other Staff (FTE)	16.1	

4 Highly Qualified* Teachers

	Classes Taught By HQT		Classes Taught By Non-HQT	
	District	State	District	State
All Schools	89.2%	94.2%	10.8%	5.8%
High Poverty Schools	---	94.8%	---	5.2%
Low Poverty Schools	89.2%	94.4%	10.8%	5.6%

* Federal No Child Left Behind Definition

Special Populations	District	State
Special Education	6.7%	14.6%
ESL Programs	0.0%	10.0%
Attending School in Another District	1.5%	0.5%
Attending School from Another District	0.0%	0.2%

5 Video Conferencing

	District	State
Video Conferencing Facilities	0	184

For more information, contact the Oregon Department of Education at report.cards@state.or.us or 503-947-5764.

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.

1 Percentage of Students Meeting Standards

The bar charts show the percentage of students in the district that met or exceeded the state standard on the 2007-2008 and 2008-2009 Oregon Statewide Assessments in Reading and Math Knowledge and Skills, Writing, and Science. Writing and Science data are included for display only and not included in the Achievement Index Rating. Displays are also shown for the state.

2 Testing Participation

Testing Participation is based on the percentage of students participating in 2008-2009 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 Average 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 January 15, 2009

Refers to the 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.

8 Statewide Assessments

This table shows 2008-2009 assessment results for all students in the district in English/Language Arts, Mathematics, and Science. English/Language Arts includes Reading/Literature Knowledge and Skills and Writing results.

9 Student Group

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

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 2008-2009 Oregon Statewide Assessments. For more information, see www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx

STUDENT GROUP	STUDENT ACHIEVEMENT								
	ENGLISH LANGUAGE ARTS			MATHEMATICS			SCIENCE		
	EXCEEDED %	MET %	NOT MET %	EXCEEDED %	MET %	NOT MET %	EXCEEDED %	MET %	NOT MET %
American Indian/Alaskan Native	0.0	40.0	60.0	0.0	40.0	60.0	> 95.0	> 95.0	< 5.0
Asian/Pacific Islander	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0	50.0	0.0	60.0
Black (not of Hispanic origin)	0.0	60.0	40.0	0.0	60.0	40.0	< 5.0	< 5.0	> 95.0
Hispanic	13.3	40.0	46.7	6.7	60.0	33.3	14.3	42.9	42.9
White (not of Hispanic origin)	28.4	56.5	15.2	22.9	56.2	20.9	19.4	54.4	26.3
Multi-Racial/Multi-Ethnic	< 5.0	< 5.0	> 95.0	< 5.0	< 5.0	> 95.0	< 5.0	< 5.0	> 95.0
Male	24.6	57.2	18.2	24.8	57.6	17.6	25.8	52.7	21.5
Female	29.7	54.5	15.8	20.1	54.5	25.4	11.4	53.2	35.4
Talented and Gifted	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0
Students with Disabilities	19.2	26.9	53.8	7.7	30.8	61.5	10.0	30.0	60.0
Migrant	< 5.0	< 5.0	> 95.0	< 5.0	< 5.0	> 95.0	< 5.0	< 5.0	> 95.0
Limited English Proficient	< 5.0	< 5.0	> 95.0	< 5.0	< 5.0	> 95.0	< 5.0	< 5.0	> 95.0
Economically Disadvantaged	14.1	48.2	37.6	4.7	49.4	45.9	12.8	33.3	53.8
All Students	27.3	55.8	16.9	22.2	56.1	21.7	19.2	52.9	27.9

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

STUDENT GROUP	STUDENT PARTICIPATION		
	ENGLISH LANGUAGE ARTS %	MATHEMATICS %	SCIENCE %
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	100.0
Hispanic	100.0	100.0	100.0
White (not of Hispanic origin)	100.0	100.0	100.0
Multi-Racial/Multi-Ethnic	---	---	---
Male	100.0	100.0	100.0
Female	100.0	100.0	100.0
Talented and Gifted	100.0	100.0	100.0
Students with Disabilities	100.0	100.0	100.0
Migrant	---	---	---
Limited English Proficient	100.0	100.0	100.0
Economically Disadvantaged	100.0	100.0	100.0
All Students	100.0	100.0	100.0

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

11 Department of Education Notes

For more information, please view documents at www.ode.state.or.us/data/reports/loc.aspx Sample 90 Print Date: 10/29/2009

10 Student Participation

Percentages in Student Participation include all students in the district who participated in the 2008-2009 Oregon Statewide Assessments in English/Language Arts, Mathematics, and Science. English/Language Arts includes Reading/Literature 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.

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.