

How to Read the 2009-2010 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 or graduation.

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 2008-2009 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/data/reports/toc.aspx>.

4 Graduation

The graduation rating is MET if the 2008-2009 Cohort graduation rate is greater than or equal to 65.0% or the NCES graduation rates for 2008-2009 or for 2007-2008 and 2008-2009 combined are greater than or equal to 68.1%. For the school or district to meet AYP the All Students group must meet the graduation target. 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 Cohort rate is calculated as:

$$\frac{\text{Number of students in the adjusted cohort that earned a high school diploma by August 2009}}{\text{The cohort of first time 9th graders in 2005-06 adjusted by transfers in minus transfers out}}$$

The NCES rate is calculated as:

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

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 2008-2009 and 2009-2010 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 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 | |
| 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 | MET | NOT MET | MET | MET | NA |
| White (not of Hispanic origin) | MET | MET | MET | MET | MET |
| Multi-Racial/Multi-Ethnic | NA | NA | NA | NA | NA |
| Students with Disabilities | NOT MET | NOT MET | MET | MET | MET |
| Limited English Proficient | NOT MET | MET | MET | MET | NA |
| Economically Disadvantaged | MET | NOT MET | MET | MET | MET |
| All Students | MET | MET | MET | MET | MET |

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

The National Assessment of Educational Progress (NAEP) provides state level results for grades 4 and 8. Results are based on representative samples of students. 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>.

| 2009 NAEP RESULTS | | | Participation Rates | | | | English Language Learners | |
|-------------------|---------|---------------|---------------------|----|-------------|----|---------------------------|----------------------------|
| | | | Advanced | | Below Basic | | | Students with Disabilities |
| | | | % | % | % | % | | |
| Reading | Grade 4 | Oregon | 7 | 24 | 35 | 35 | 80 | |
| | | United States | 7 | 24 | 34 | 34 | 70 | |
| | Grade 8 | Oregon | 3 | 31 | 43 | 24 | 81 | |
| | | United States | 2 | 28 | 43 | 26 | 70 | |
| Math | Grade 4 | Oregon | 5 | 32 | 43 | 29 | 86 | |
| | | United States | 6 | 33 | 43 | 19 | 83 | |
| | Grade 8 | Oregon | 8 | 28 | 38 | 25 | 80 | |
| | | United States | 7 | 25 | 39 | 29 | 77 | |

DISTRICT INFORMATION

Financial Data

General Fund Expenditures
The table below shows dollars spent per student by your district for the 2008-2009 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 | \$315 | \$393 |

| General Fund | District | State |
|-------------------|----------|---------|
| Direct Classroom | \$4,755 | \$4,670 |
| Classroom Support | \$1,486 | \$1,444 |
| Building Support | \$1,507 | \$1,430 |
| Central Support | \$295 | \$366 |

| Bond Levy / Local Option | Number of Elections | Election Result | |
|--------------------------|---------------------|-----------------|----|
| | | Yes | No |
| Election Year: 2009 | 0 | 0 | 0 |
| Election Year: 2008 | 0 | 0 | 0 |
| Election Year: 2007 | 0 | 0 | 0 |

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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.

How to Read the 2009-2010 District Report Cards

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.

2009-2010 District Report Card

Sample School District

Dear Parents and Community Members, October 7, 2010

The Oregon Department of Education is proud to issue the 12th annual school Report Card. This year's high school report cards include a new graduation calculation called a "Cohort Graduation Rate" which tracks the number of students graduating within four years. As in previous years, this report card contains two ratings: an Oregon rating and a federal rating. Oregon rates schools as either Outstanding, Satisfactory, or In Need of Improvement, and while these ratings cannot tell you everything about your school, they 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

Susan Castillo, State Superintendent of Public Instruction

SCHOOL RATINGS

| SCHOOLS | Overall | School Improvement Status |
|--------------------------|--------------|---------------------------|
| Sample Elementary School | Outstanding | |
| Sample Middle School | Satisfactory | |
| Sample High School | Satisfactory | |

| FEDERAL DESIGNATION FOR TITLE I SCHOOLS | DISTRICT | | STATE | |
|---|----------|------------|---------|------------|
| REQUIRED BY THE FEDERAL NO CHILD LEFT BEHIND ACT | SCHOOLS | PERCENTAGE | SCHOOLS | PERCENTAGE |
| Identified for School Improvement (SI1 or SI2) | 0 | 0.0% | 59 | 4.6% |
| Identified for Corrective Action (CA) or Restructuring (R1) | 0 | 0.0% | 18 | 1.4% |

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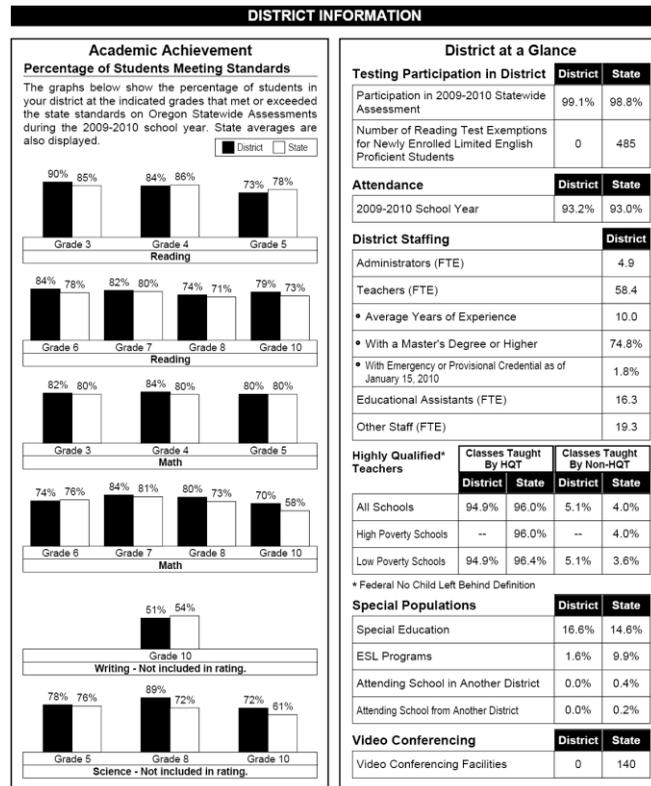
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4 Federal Designation for Title I Schools

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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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 2009-2010 Oregon Statewide Assessments in Reading, Math, Writing, and Science. Displays are also shown for the state.

2 Testing Participation

Testing Participation is based on the percentage of students participating in 2009-2010 Oregon Statewide Assessments in Reading, Math, Science, and 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 in the 3rd period 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, 2010

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 ASSESSMENT RESULTS

The table below shows the percentage of students in your district in grades 3-5 and 10 that exceeded, met, or did not meet state standards and participated in 2009-2010 Oregon Statewide Assessments. For more information, see <http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/pagrsurpressed.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 | 9.1 | 81.8 | 9.1 | 0.0 | 54.5 | 45.5 | 0.0 | 88.9 | 11.1 |
| Asian/Pacific Islander | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Black (not of Hispanic origin) | * | * | * | * | * | * | * | * | * |
| Hispanic | 3.0 | 43.7 | 53.3 | 3.7 | 51.9 | 44.4 | 0.0 | 48.8 | 51.2 |
| White (not of Hispanic origin) | 11.7 | 56.5 | 31.9 | 11.0 | 57.9 | 31.1 | 13.0 | 54.3 | 32.6 |
| Multi-Racial/Multi-Ethnic | 0.0 | 66.7 | 33.3 | 0.0 | 50.0 | 50.0 | * | * | * |
| Male | 9.3 | 49.3 | 41.3 | 11.1 | 52.4 | 36.4 | 14.3 | 53.6 | 32.1 |
| Female | 8.8 | 57.0 | 34.1 | 6.0 | 59.2 | 34.8 | 6.5 | 54.6 | 38.9 |
| Talented and Gifted | 33.3 | 61.1 | 5.6 | 30.6 | 63.9 | 5.6 | 35.0 | 55.0 | 10.0 |
| Students with Disabilities | 1.0 | 23.2 | 75.8 | 0.0 | 26.5 | 73.5 | 0.0 | 27.3 | 72.7 |
| Migrant | * | * | * | * | * | * | * | * | * |
| Limited English Proficient | 4.1 | 39.8 | 56.1 | 3.1 | 50.0 | 46.9 | 0.0 | 42.9 | 57.1 |
| Economically Disadvantaged | 6.9 | 49.3 | 43.8 | 5.5 | 53.8 | 40.7 | 2.6 | 54.8 | 42.6 |
| All Students | 9.1 | 53.4 | 37.6 | 8.4 | 56.0 | 35.6 | 9.9 | 54.2 | 35.9 |

* 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 | -- | -- | -- |
| Black (not of Hispanic origin) | 100.0 | 100.0 | 100.0 |
| Hispanic | 99.3 | 99.3 | 100.0 |
| White (not of Hispanic origin) | 98.1 | 98.5 | 98.6 |
| Multi-Racial/Multi-Ethnic | 100.0 | 100.0 | 100.0 |
| Male | 98.3 | 98.3 | 97.7 |
| Female | 98.8 | 99.2 | 100.0 |
| Talented and Gifted | 100.0 | 100.0 | 100.0 |
| Students with Disabilities | 97.1 | 97.0 | 97.1 |
| Migrant | 100.0 | 100.0 | 100.0 |
| Limited English Proficient | 99.0 | 99.0 | 100.0 |
| Economically Disadvantaged | 99.3 | 99.3 | 100.0 |
| All Students | 98.5 | 98.8 | 99.0 |

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

Department of Education Notes

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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 3rd period 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 3rd period ADM collection. State averages are also displayed.

8 Statewide Assessments

This table shows 2009-2010 assessment results for all students in the district in English/Language Arts, Mathematics, and Science. English/Language Arts includes Reading/Literature Knowledge and Skills.

9 Student Group

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

10 Student Participation

Percentages in Student Participation include all students in the district who participated in the 2009-2010 Oregon Statewide Assessments in English/Language Arts, Mathematics, and Science. English/Language Arts includes Reading/Literature. 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.