

How to Read the 2010-2011 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 2009-2010 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/sfd/reports.aspx>.

4 Graduation

The graduation rating is MET if the combined 2005-2006 and 2006-2007 Four-Year Cohort graduation rate is greater than or equal to 65.0%, 2005-2006 five-year cohort graduation rate is at least 70%, or if school reduces the percent of students not graduating by 10%. 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 2006-2007 Four-Year Cohort graduation rates is calculated as:

$$\frac{\text{Number of students in the adjusted cohort that earned a regular high school diploma by August 2010}}{\text{The cohort of first time 9th graders in 2006-07 adjusted by transfers in minus transfers out}}$$

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 2009-2010 and 2010-2011 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 70% in English/Language Arts and in Mathematics. Student Participation is expected to be 95% or greater. The statewide goal for the minimum graduation rate is 65%. The statewide goal for the minimum attendance rate is 92.0%. For more information, please view documents at www.ode.state.or.us/data/reports/card/r-reports.aspx

STUDENT GROUP	STUDENT ACHIEVEMENT		STUDENT PARTICIPATION	
	ENGLISH/LANGUAGE ARTS	MATHEMATICS	ENGLISH/LANGUAGE ARTS	MATHEMATICS
Race/Ethnicity				
Asian/Pacific Islander	NA	NA	NA	NA
Black/Pacific Islander	NA	NA	NA	NA
Hispanic	MET	MET	MET	MET
White (not of Hispanic origin)	MET	MET	MET	MET
Multi-Race/Ethnicity	NA	NA	NA	NA
Students with Disabilities	MET	MET	MET	MET
Limited English Proficient	NA	NA	NA	NA
Economically Disadvantaged	MET	MET	MET	MET
All Students	MET	MET	MET	MET

NA: Too few 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/ipeds/reports/>

2010 NAEP RESULTS	Grade	State	Participation Rate				
			Advanced %	Proficient %	Basic %	Below Basic %	Students with Disabilities / Language Learners
Reading	Grade 4	Oregon	7	26	25	22	80
	Grade 4	United States	7	26	24	24	79
Math	Grade 4	Oregon	1	31	49	20	88
	Grade 4	United States	1	29	43	19	83

DISTRICT INFORMATION

Financial Data

The table below shows dollars spent per student by your district for the 2009-2010 school year. For more information, visit the Database Initiative Project website: www.ode.state.or.us/data/reports/foi.aspx

General Fund	District		State	
	District	State	District	State
Direct Classroom	\$4,354	\$4,547		
Classroom Support	\$1,284	\$1,597		
Building Support	\$1,352	\$1,387		
Central Support	\$516	\$363		

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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How to Read the 2010-2011 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. The School Improvement Status is the Federal designation for Title I schools required by the No Child Left Behind Act.

2010-2011 District Report Card

Sample School District

Dear Parents and Community Members,
 The Oregon Department of Education is proud to issue the 13th annual Oregon School Report Card. 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," based on a number of factors including student test results, participation, and academic growth. While these ratings cannot tell you everything about your school, they are a good starting point for talking about our successes and our opportunities for improvement.

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

SCHOOL RATINGS

SCHOOL	Oregon Report Card Rating	Federal School Improvement Status
Elementary School	Satisfactory	
High School	In Need of Improvement	
Middle School	Satisfactory	

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 (SI or SICI)	0	0.0%	65	3.1%
Identified for Corrective Action (CA) or Restructuring (RT)	0	0.0%	23	1.8%

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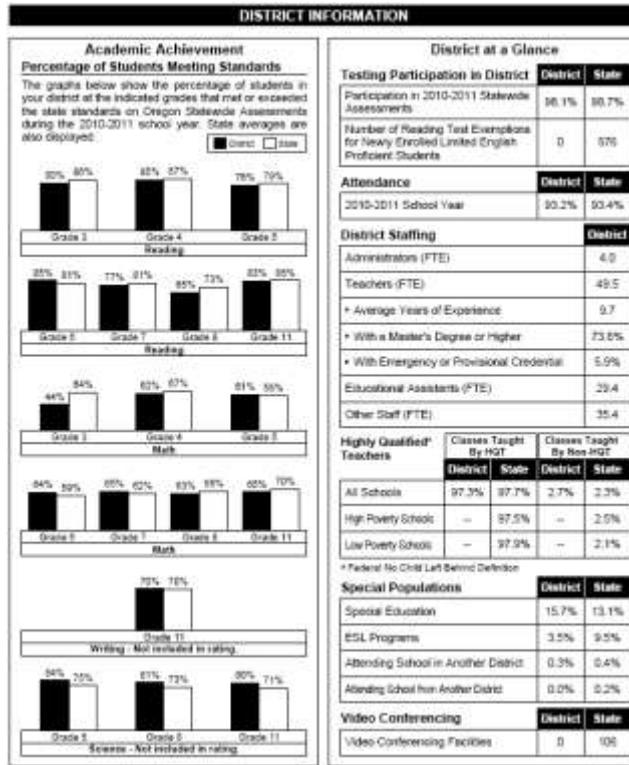
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4 Federal Designation for Title I Schools

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 2010-2011 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 2010-2011 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. Contracted staff, coaches, and extra-duty assignments are included for the first time in 2010-11. 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 district. The emergency or provisional licenses are a category of all teaching licenses issued by the Teacher Standards and Practices Commission.

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STUDENT GROUP	STUDENT ACHIEVEMENT								
	ENGLISH LANGUAGE ARTS			MATHEMATICS			SCIENCE		
	SCORED	MET	EXCEEDED	SCORED	MET	EXCEEDED	SCORED	MET	EXCEEDED
American Indian/Alaskan Native	< 95.0	< 95.0	< 5.0	0.0	66.7	33.3	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*
Black (not of Hispanic origin)	—	—	—	—	—	—	—	—	—
Hispanic	30.8	25.8	41.9	9.3	16.5	61.2	15.4	23.1	81.6
White (not of Hispanic origin)	36.0	55.7	33.3	15.6	44.6	36.6	39.0	55.7	15.3
Multi-Race/Multi-Ethnic	25.0	43.8	31.3	6.3	50.0	43.8	14.3	57.1	28.8
Male	23.8	34.8	32.8	18.7	45.1	36.2	35.4	51.3	13.6
Female	27.2	50.0	32.8	15.1	44.1	42.6	20.4	56.3	23.3
Talented and Gifted	> 95.0	> 95.0	< 5.0	97.6	38.4	8.1	> 95.0	> 95.0	< 5.0
Students with Disabilities	4.3	40.4	55.1	4.5	16.9	78.7	8.4	45.9	48.8
Migrant	—	—	—	—	—	—	—	—	—
Limited English Proficient	8.2	8.2	83.3	8.2	25.0	66.7	*	*	*
Economically Disadvantaged	22.1	31.1	28.8	11.2	48.0	48.0	24.3	51.5	24.3
All Students	25.2	52.4	22.4	14.5	44.7	40.6	27.9	53.3	15.9

* 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	95.7	100.0	95.3
Black (not of Hispanic origin)	—	—	—
Hispanic	100.0	100.0	100.0
White (not of Hispanic origin)	99.9	97.9	94.8
Multi-Race/Multi-Ethnic	100.0	100.0	100.0
Male	95.9	96.0	94.1
Female	98.7	97.4	95.4
Talented and Gifted	100.0	100.0	100.0
Students with Disabilities	97.4	97.5	84.1
Migrant	—	—	—
Limited English Proficient	100.0	100.0	100.0
Economically Disadvantaged	95.3	97.2	95.9
All Students	98.3	96.2	94.3

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

Department of Education Notes

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 2010-2011 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 2010-2011 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.