

How to Read the 2005-2006 Elementary School Report Cards

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 school. A school 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 2004-2005 and 2005-2006 Oregon Statewide Assessments for the students in your school 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		
	ENGLISH/LANGUAGE ARTS	MATHEMATICS	ENGLISH/LANGUAGE ARTS	MATHEMATICS	ATTENDANCE
White	MET	MET	MET	MET	MET
African American/Black	NA	NA	NA	NA	NA
Hispanic	MET	MET	MET	MET	MET
Asian/Pacific Islander	NA	NA	NA	NA	NA
Am. Indian/Alaskan Native	NA	NA	NA	NA	NA
Multi-Racial/Multi-Ethnic	NA	NA	NA	NA	NA
Special Education	MET	NA	MET	NA	NA
Limited English Proficient	MET	MET	MET	MET	MET
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. --- No data available

Department of Education Notes

LOCAL INFORMATION PROVIDED BY YOUR SCHOOL OR DISTRICT

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 Attendance
If attendance rates for 2005-2006 or 2004-2005 and 2005-2006 combined is greater than or equal to the attendance target of 92.0%, the attendance rating is Met.

3 Department of Education Notes
If necessary, this area is used for footnotes that clarify information displayed on this panel of the report card.

4 Local Information
Local information included on this page of the report card was written and produced by the local school or district. The Oregon Department of Education did not write, edit, or endorse the displayed information.

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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 Oregon Report Card Overall Rating

The Overall Rating is based on component ratings. The Student Performance Rating is determined by averaging the results of the 2004-2006 and 2005-2006 Oregon Statewide Assessments in Reading and Math Knowledge and Skills. The Student Behavior Rating is determined by averaging the attendance rates for the 2004-2005 and 2005-2006 school years. The Improvement Rating is based on changes in assessment results and attendance rates during the last four school years. The School Characteristics Rating is based on participation in Oregon Statewide Assessments during the 2005-2006 school year.

3 Testing Participation School Characteristics Rating

The School Characteristics Rating is based on the percentage of students participating in 2005-2006 Oregon Statewide Assessments in Reading, Math, and Writing. The table shows the participation in statewide assessments for the school and state. Students who were absent or refused to be tested are counted as not participating.

4 School Size

This table shows the average number of students enrolled in the school during the 2005-2006 school year. School size is calculated from annual ADM collection sent by each school district to the Oregon Department of Education.

5 English Language Learners

This table shows the percentage of the school population enrolled in English as a Second Language programs. Data are collected from each school district through the annual ADM collection.

2005-2006 School Report Card

SAMPLE
ELEMENTARY SCHOOL



Dear Parents and Community Members, October 13, 2006
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 two ratings displayed on this report card: an Oregon rating and a federal rating required by the No Child Left Behind Act. The report card is not meant to tell you everything about your school, but it offers a starting point for discussions about where improvement might be needed and for celebrating successes in education for Oregon's children.

Susan Castillo
Susan Castillo, State Superintendent of Public Instruction

1 Federal Adequate Yearly Progress Rating: MET **2 Oregon Report Card Overall Rating: STRONG**

DID NOT MEET MET Unacceptable | Low | Satisfactory | Strong | Exceptional

See rating details on back page

SCHOOL AT A GLANCE

3 Testing Participation School Characteristics Rating: EXCEPTIONAL	8 Staffing																						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>Participation in 2005-2006 Statewide Assessment</th> <th>School</th> <th>State</th> </tr> <tr> <td></td> <td>100.0%</td> <td>98.4%</td> </tr> </table>	Participation in 2005-2006 Statewide Assessment	School	State		100.0%	98.4%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Administrators (FTE)</td> <td align="right">1.0</td> </tr> <tr> <td>Teachers (FTE)</td> <td align="right">39.0</td> </tr> <tr> <td>• Average Years of Experience</td> <td align="right">6.1</td> </tr> <tr> <td>• With a Master's Degree or Higher</td> <td align="right">75.6%</td> </tr> <tr> <td>• With Emergency or Provisional Credential as of September 1, 2006</td> <td align="right">6.8%</td> </tr> <tr> <td>• Classes Taught by Teachers Who Meet Federal Definition of Highly Qualified Teacher</td> <td align="right">100.0%</td> </tr> <tr> <td>Educational Assistants (FTE)</td> <td align="right">2.9</td> </tr> <tr> <td>Other Staff (FTE)</td> <td align="right">12.1</td> </tr> </table>	Administrators (FTE)	1.0	Teachers (FTE)	39.0	• Average Years of Experience	6.1	• With a Master's Degree or Higher	75.6%	• With Emergency or Provisional Credential as of September 1, 2006	6.8%	• Classes Taught by Teachers Who Meet Federal Definition of Highly Qualified Teacher	100.0%	Educational Assistants (FTE)	2.9	Other Staff (FTE)	12.1
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4 School Size	9 With a Master's Degree or Higher																						
Number of Students	490																						
5 English Language Learners	10 Classes Taught by Teachers Who Meet Federal Definition of Highly Qualified Teacher																						
Percentage of Students in ESL Programs	64.9%																						
6 Elementary Class Size	11 Department of Education Notes																						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th></th> <th>Number of Classes in School</th> <th>School</th> <th>State</th> </tr> <tr> <td>Fewer than 20 Students</td> <td align="center">5</td> <td align="right">29.4%</td> <td align="right">17.7%</td> </tr> <tr> <td>20-25 Students</td> <td align="center">12</td> <td align="right">70.6%</td> <td align="right">45.9%</td> </tr> <tr> <td>26-30 Students</td> <td align="center">0</td> <td align="right">0.0%</td> <td align="right">30.9%</td> </tr> <tr> <td>More Than 30 Students</td> <td align="center">0</td> <td align="right">0.0%</td> <td align="right">5.5%</td> </tr> </table>		Number of Classes in School	School	State	Fewer than 20 Students	5	29.4%	17.7%	20-25 Students	12	70.6%	45.9%	26-30 Students	0	0.0%	30.9%	More Than 30 Students	0	0.0%	5.5%			
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7 Expulsions																							
Number of Expulsions Due to Weapons	0 461																						

For more information, contact your local school.

6 Elementary Class Size

This table shows the number of classes at the school by size of classes. School and state percentages are also displayed. Data are collected from each school or district on the Self-Contained Class Size reports.

7 Expulsions

This table shows the number of expulsions due to weapons. The numbers for the school and the state are displayed. Data are collected from each school district on the Suspensions, Expulsions, and Truancy collection.

8 Staffing

This table shows the number of administrators, teachers, instructional assistants, and other staff in the school. 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.

9 With Emergency or Provisional Credential as of September 1, 2006

Refers to a percentage of licenses held by teachers in the school. The emergency or provisional licenses are a category of all teaching licenses issued by the Teacher Standards and Practices Commission.

10 Classes Taught by Teachers Who Meet Federal Definition of Highly Qualified Teacher

Refers to 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.

11 Department of Education Notes

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