

How to Read the 2009-2010 High 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 2008-2009 and 2009-2010 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 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		
	ENGLISH/LANGUAGE ARTS	MATHEMATICS	ENGLISH/LANGUAGE ARTS	MATHEMATICS	GRADUATION
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	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	MET	NOT MET	MET	MET	MET
Limited English Proficient	NA	NA	NA	NA	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

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 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:

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

3 Department of Education Notes

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

4 Local Information

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

How to Read the 2009-2010 High School Report Cards

2009-2010 School Report Card

Sample High School



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.

Susan Castillo, State Superintendent of Public Instruction

Federal Adequate Yearly Progress Rating: NOT MET
 DID NOT MEET MET
 See rating details on back page

Oregon Report Card Overall Rating: SATISFACTORY
 In Need of Improvement | Satisfactory | Outstanding

SCHOOL AT A GLANCE

Student Population	School	Attendance	School	District	State	
Number of Students	1,759	2008-2009	90.8%	90.5%	91.3%	
Percentage of Students in English as a Second Language Programs	8.6%	2009-2010	89.7%	89.6%	91.1%	
Staffing	School	Expulsions	School	State		
Administrators (FTE)	3.0	Number of Expulsions Due to Weapons	1	245		
Teachers (FTE)	86.3	Testing Participation	School	State		
Average Years of Experience	10.9	Participation in 2009-2010 Statewide Assessment	98.2%	98.8%		
With a Master's Degree or Higher	75.5%	Graduation Rates 2008-2009	School	State		
With Emergency or Provisional Credential as of January 15, 2010	0.0%	Cohort Graduation Rate	71.3%	66.2%		
Classes Taught by Teachers Who Meet Federal Definition of Highly Qualified Teacher	100%	NCES Graduation Rate	95.8%	85.1%		
Classes Taught by Teachers Who Do Not Meet Federal Definition of Highly Qualified Teacher	0.0%	Dropout	Number	School	District	State
Educational Assistants (FTE)	19.3	2007-2008	68	3.7%	4.5%	3.6%
Other Staff (FTE)	44.3	2008-2009	14	0.8%	2.0%	3.4%
SAT Scores	School	State	Nation	Department of Education Notes		
Critical Reading	493	523	501			
Math	490	524	516			
Writing	469	499	492			
Percentage Tested	33%	54%	47%			
Number Tested	136	18,461	1,547,990			

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

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 Not Meeting 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 School Rating is based on student achievement, improvement in student achievement, attendance, graduation and participation rates. The data included in the calculation of the rating can be found on the Report Card Detail Sheets.

3 Student Population

This table shows the average number of students enrolled in the school during the 2009-2010 school year. This table also shows the percentage of the school population enrolled in English as a Second Language programs. Data are collected from each school district through the ADM collection. ADM is an acronym for average daily membership.

4 Attendance

This table displays the average daily attendance for the school. The district and state averages are also shown. Data are collected from each school through the annual ADM collection.

5 Staffing

This table shows the number of administrators, teachers, educational 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.

6 With Emergency or Provisional Credential as of January 15, 2010

Refers to the 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.

7 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.

8 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 through the Suspensions, Expulsions, and Truancy collection.

9 Testing Participation

This table shows the percentage of students participating in 2009-2010 Oregon Statewide Assessments in Reading, Math, Science, and Writing for the school and state.

10 SAT Scores

This table is displayed only if the school has grade 12. It shows the school average SAT scores for college admission compared to state and national averages. Data are collected directly from the College Board.

11 Graduating Rates

This table shows the Cohort and NCES graduation rates for the school and state in 2008-09. Data are collected from each school district in the High School Completers and Early Leavers Collections.

12 Dropout

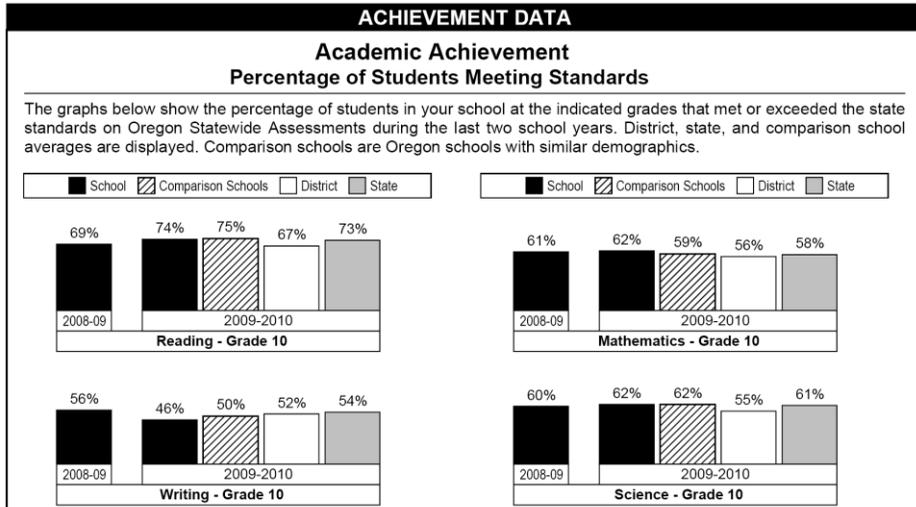
This table shows the number of dropouts for the school for the 2007-08 and 2008-09 school years and the dropout rate for the school as compared to the district and the state. Data are collected from each school district in the Early Leavers Collection.

13 Department of Education Notes

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

How to Read the 2009-2010 High School Report Cards

1



2

Improvement in Student Performance

The table below shows the percentage of students in your school in grades 3-8 and 10 who either met or exceeded state standards or met their growth target in reading and mathematics for the last two years. Growth targets are set yearly for students up to grade 8 and are based on each student's performance in the previous school year. The table also shows two graduation rates for your school. The NCES graduation rate is defined as the number of graduates in 2008-2009 divided by the number of graduates and dropouts in 2008-2009. The Cohort Rate is defined as the percent of student who started high school in 2005-06 and graduated within four years.

STUDENT GROUP	READING		MATHEMATICS		GRADUATION	
	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2008-2009
	%	%	%	%	NCES Rate	Cohort Rate
American Indian/Alaskan Native	*	66.7	33.3	50.0	100.0	75.0
Asian/Pacific Islander	60.0	53.3	80.0	46.7	100.0	73.9
Black (not of Hispanic origin)	*	*	*	*	100.0	50.0
Hispanic	45.8	55.0	41.0	48.7	93.4	79.6
White (not of Hispanic origin)	76.9	80.9	69.1	67.0	96.7	86.8
Multi-Racial/Multi-Ethnic	76.0	88.2	60.0	76.5	100.0	86.7
Students with Disabilities	21.1	31.1	18.9	28.3	79.2	53.5
Limited English Proficient	11.4	7.1	29.5	7.1	83.3	63.4
Economically Disadvantaged	51.2	61.4	46.6	50.2	94.4	76.9
All Students	68.7	73.6	61.3	61.5	96.3	83.6

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

1 Percentage of Students Meeting Standards

The bar charts show the percentage of students in the school at the indicated grades that met or exceeded state standards on the 2008-2009 and 2009-2010 Oregon Statewide Assessments in Reading, Math, and Science Knowledge and Skills. Displays are also shown for three other groups: comparison schools, district, and state. Comparison schools have similar percentages of students eligible for free and reduced price meals, students moving in and out of school during the year, English Language Learners, and similar attendance rates.

2 Improvement in Student Performance

This table shows the percent of students who either met or exceeded state standards, or who demonstrated significant progress toward meeting state standards on the 2008-2009 and 2009-2010 Oregon Statewide Assessments in Reading and Math. The data are displayed for the student groups that are included in Adequate Yearly Progress reports.

This table also includes the 2008-2009 NCES and Cohort graduation rates for each student group.

3 Statewide Assessments

This table shows 2009-2010 assessment results for all students in the school in English/Language Arts, Math, and Science. English/Language Arts includes Reading/Literature. 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%.

4 Student Group

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

5 Student Participation

Percentages in Student Participation include all students in the school who participated in the 2009-2010 Oregon Statewide Assessments in Reading, Math, and Science. Students who were absent or refused to be tested are included in the percentage not tested. If a student's parents provided written refusal of consent for the student to be tested, the student's non-participation is included in the percentage not tested.

6 Department of Education Notes

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

How to Read the 2009-2010 High School Report Cards

3

STATEWIDE ASSESSMENT RESULTS

The table below shows the percentage of students in your school in grades 3-8 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/pagrsuppressed.aspx>

STUDENT GROUP	STUDENT ACHIEVEMENT								
	ENGLISH/ LANGUAGE ARTS			MATHEMATICS			SCIENCE		
Race/Ethnicity	EXCEEDED %	MET %	NOT MET %	EXCEEDED %	MET %	NOT MET %	EXCEEDED %	MET %	NOT MET %
American Indian/Alaskan Native	16.7	50.0	33.3	16.7	33.3	50.0	16.7	16.7	66.7
Asian/Pacific Islander	6.7	46.7	46.7	13.3	33.3	53.3	6.7	46.7	46.7
Black (not of Hispanic origin)	*	*	*	*	*	*	*	*	*
Hispanic	6.3	48.4	45.2	6.4	42.4	51.2	10.7	33.6	55.7
White (not of Hispanic origin)	12.8	67.0	20.2	9.1	55.9	35.0	22.0	45.9	32.1
Multi-Racial/Multi-Ethnic	0.0	88.9	11.1	0.0	72.2	27.8	16.7	66.7	16.7
Male	11.8	61.0	27.2	12.3	53.3	34.4	25.4	41.5	33.0
Female	9.2	63.5	27.3	4.6	50.6	44.8	12.1	44.7	43.2
Talented and Gifted	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0
Students with Disabilities	0.0	29.2	70.8	0.0	26.5	73.5	4.3	28.3	67.4
Migrant	0.0	30.0	70.0	0.0	40.0	60.0	10.0	10.0	80.0
Limited English Proficient	0.0	10.5	89.5	0.0	5.3	94.7	0.0	5.9	94.1
Economically Disadvantaged	4.6	56.3	39.1	4.3	44.7	51.1	11.2	38.4	50.4
All Students	10.5	62.3	27.3	8.2	51.9	39.9	18.3	43.2	38.5

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

STUDENT GROUP	STUDENT PARTICIPATION		
	ENGLISH/ LANGUAGE ARTS %	MATHEMATICS %	SCIENCE %
Race/Ethnicity			
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	99.2	98.4	96.1
White (not of Hispanic origin)	99.4	98.8	98.1
Multi-Racial/Multi-Ethnic	100.0	100.0	100.0
Male	99.1	98.7	97.4
Female	99.6	98.9	98.1
Talented and Gifted	100.0	98.4	97.7
Students with Disabilities	98.0	98.0	90.2
Migrant	90.9	90.9	90.9
Limited English Proficient	95.2	95.2	85.7
Economically Disadvantaged	99.2	97.9	96.7
All Students	99.4	98.8	97.8

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

Department of Education Notes

6