

How to Read the 2005-2006 Middle 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 A	MATHEMATICS	ENGLISH/LANGUAGE A	MATHEMATICS	ATTENDANCE
White	MET	MET	MET	MET	MET
African American/Black	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA
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	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. --- No data available

Department of Education Notes

LOCAL INFORMATION PROVIDED BY YOUR SCHOOL OR DISTRICT

Sample Middle School

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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2005-2006 School Report Card

SAMPLE MIDDLE 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

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.

Federal Adequate Yearly Progress Rating: MET

DID NOT MEET MET

See rating details on back page

Oregon Report Card Overall Rating: STRONG

Unacceptable Low Satisfactory Strong Exceptional

3 Testing Participation

School Characteristics Rating: EXCEPTIONAL

	School	State
Participation in 2005-2006 Statewide Assessment	99.9%	98.4%

8 Staffing

Administrators (FTE)	School
Administrators (FTE)	2.0
Teachers (FTE)	20.7
Average Years of Experience	13.3
With a Master's Degree or Higher	45.2%
With Emergency or Provisional Credential as of September 1, 2006	0.0%
Classes Taught by Teachers Who Meet Federal Definition of Highly Qualified Teacher	96.6%
Educational Assistants (FTE)	5.1
Other Staff (FTE)	5.6

4 English Language Learners

	School
Percentage of Students in ESL Programs	4.4%

5 School Size

	School
Number of Students	360

6 Expulsions

	School	State
Number of Expulsions Due to Weapons	0	461

7 Department of Education Notes

For more information, contact your local school.

6 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.

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

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.

