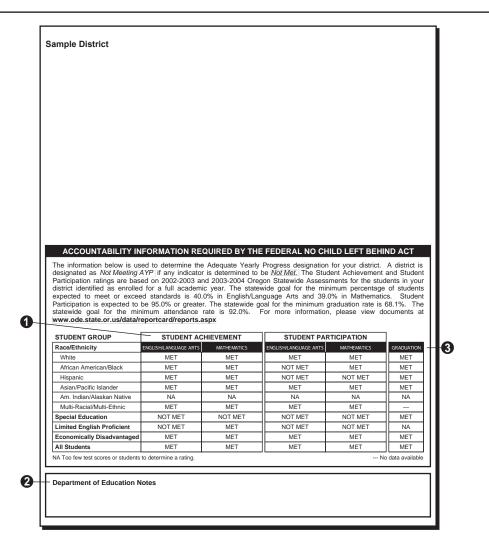
How to Read the 2003-2004 District Report Cards



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%

2 Department of Education Notes

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

Graduation

If graduation rates for 2002-2003 or 2001-2002 and 2002-2003 combined is greater than or equal to the graduation target of 68.1%, the graduation rating is *Met*.

For the school or district to meet AYP, 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 All Students group must meet the graduation target.

The graduation rate is:

Number of students leaving school with a standard diploma (Number of students leaving school with a standard diploma + Number of students dropping out)

A standard diploma requires at least 22 credits.

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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 district meets the target for attendance or graduation, the district is designated as *Meeting AYP*. If any target is not met, then the district is designated as *Did Not Meet AYP*.

2

3

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.

School Ratings

Schools are rated in four categories.

The **Student Performance Rating** is based on results of the Oregon Statewide Assessments during the school years 2002-2003 and 2003-2004.

The **Student Behavior Rating** is based on attendance and dropout rates for the two most recent school years.

The *Improvement Rating* is based on change in assessment results and attendance and dropout rates during the last four school years.

The **School Characteristics Rating** is based on the percentage of students that participated in the 2003-2004 Oregon Statewide Assessments in Reading/Literature, Math Knowledge and Skills, Writing, and Math Problem Solving.

2003-2004 District Report Card



Dear Parents and Community Members,

December 7, 2004

The Oregon Department of Education is proud to issue the sixth 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 a federal rating displayed on this report card. This district rating is required by the No Child Left Behind Act. The report card is not meant to tell you everything about or district, but it offers a starting point for discussions about where improvement might be needed and for celebrating successes.

Federal Adequate Yearly Progress Rating: NOT 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	Academic Achievement Student Performance	Attendance/Dropout Student Behavior	Improvement	School Characteristics				
Adams Elementary School	Strong	Strong	Exceptional	Stayed About The Same	Exceptional				
Cheldelin Middle School	Strong	Strong	Strong	Stayed About The Same	Exceptional				
Corvallis High School	Satisfactory	Strong	Satisfactory	Stayed About The Same	Exceptional				
Crescent Valley High School	Exceptional	Strong	Strong	Improved	Exceptional				
Franklin School	Exceptional	Exceptional	Strong	Stayed About The Same	Exceptional				
Garfield Elementary School	Satisfactory	Satisfactory	Strong	Stayed About The Same	Exceptional				
Hoover Elementary School	Exceptional	Exceptional	Exceptional	Stayed About The Same	Exceptional				
Inavale Elementary School	Exceptional	Exceptional	Strong	Stayed About The Same	Exceptional				
Jefferson Elementary School	Strong	Strong	Strong	Stayed About The Same	Exceptional				
Lincoln Elementary School	Satisfactory	Satisfactory	Satisfactory	Stayed About The Same	Exceptional				
Mt View Elementary School	Not Rated	Strong	Strong	Not Rated	Exceptional				
Westland Middle School	Not Rated	Satisfactory	Satisfactory	Not Rated	Exceptional				
Wilson Elementary School	Strong	Strong	Strong	Stayed About The Same	Exceptional				

FEDERAL DESIGNATION FOR TITLE 1 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%	31	2.5%				
Identified for Corrective Action (CA) or Restructuring (R1)	0	0.0%	4	0.3%				
For more information, contact your local school or district.								

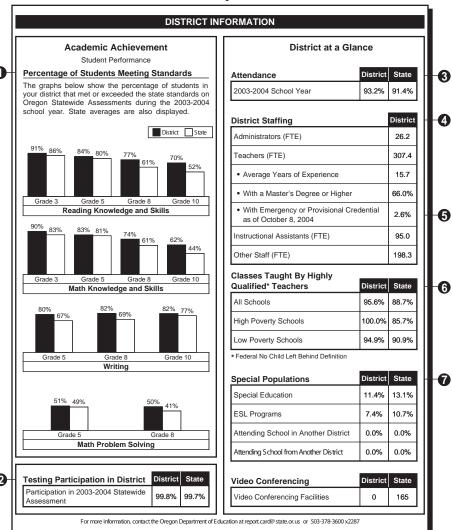
3 Federal Designation for Title I Schools

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) for two or three consecutive years are identified for School Improvement (SI). Title I schools designated as Not meeting Adequate Yearly Progress (AYP) for four consecutive years are identified for Corrective Action (CA).

d Identified for District Improvement

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.

How to Read the 2003-2004 District Report Card



Percentage of Students Meeting Standards

The two graphs on the top show the percentage of students in the district that met or exceeded the state standards on the 2002-2003 and 2003-2004 Oregon Statewide Assessments in Reading and Math Knowledge and Skills. The lower two graphs show the percentage of students in the district that met, exceeded, or conditionally met the state standards on the 2002-2003 and 2003-2004 Oregon Statewide Assessments in Writing and Math Problem Solving. Conditionally Met the Standards or almost met the standards refers to the expectation that students in this designation must show, through additional work samples in the classroom, that they are capable of producing quality work in the range of Met the Standards. Displays are also shown for the state.

2 Testing Participation

Testing Participation is based on the percentage of students participating in 2003-2004 Oregon Statewide Assessments in Reading and Math Knowledge and Skills, Writing, and Math Problem Solving. The table shows the participation in statewide assessments for the district and the state. Students who participated are included. Students who were absent or refused to be tested are included in the percentage not assessed.

3 Attendance

This table displays the average daily attendance for the district. The state average is also shown. Attendance is factored into each schools Overall rating. Data are collected from each school on the Quarterly ADM reports. ADM is an acronym for annual 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 masters 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 October 8, 2004

Refers to a 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.

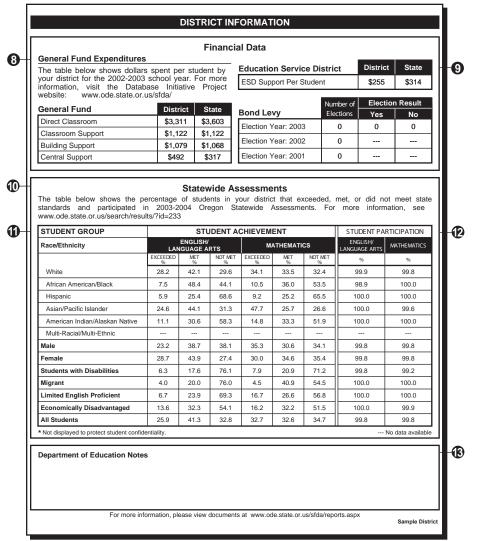
G Classes Taught By Teachers Who Meet Federal Definition of Highly Qualified Teacher

This table displays the percentage of core content classes taught by teachers holding licenses that meet the definition approved under the No Child Left BehindAct. 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.

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 Annual School Fund report. 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 Annual School Fund report. State averages are also displayed.

How to Read the 2003-2004 District Report Card



3 General Fund Expenditures

This table shows the dollars spent per student by your district during the 2002-2003 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/sfda/reports.aspx.

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.

Statewide Assessments

This table shows 2003-2004 assessment results for all students in the district. English/Language Arts includes Reading/Literature Knowledge and Skills and Writing results. Mathematics includes Math Knowledge and Skills and Math Problem Solving results.

Student Group

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

Student Participation

Percentages in Student Participation include all students in the district who participated in the 2003-2004 Oregon Statewide Assessments in Reading and Math Knowledge and Skills, Writing, and Math Problem Solving. Students who were absent or refused to be tested are included in the percentage not tested. If a students parents provided written refusal of consent for the student to be tested, the students non-participation is included in the percentage not tested.

Department of Education Notes

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