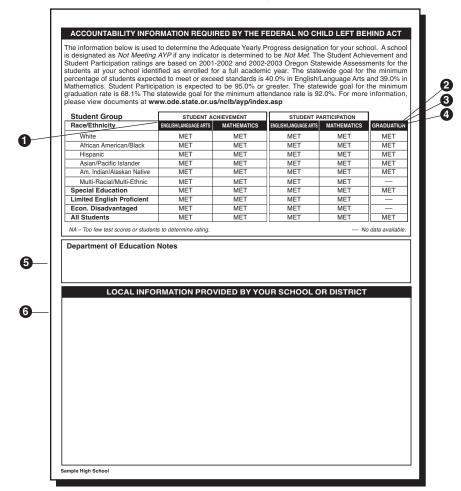
How to Read the 2002-2003 High School Report Cards



1 Student Achievement

To meet each student achievement requirement, the student group must meet the statewide academic target \underline{o} r must reduce the percentage of tests not meeting standards by 10%.

Graduation

If graduation rates for 2001-2002 or 2000-2001 and 2001-2002 combined is greater than or equal to the graduation target of 68.1%, the graduation rating is *Met*.

Graduation

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.

Department of Education Notes

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6 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.

4 Graduation Rate

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 school meets the target for graduation, 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 combining the results of the 2001-2002 and 2002-2003 Oregon Statewide Assessments in Reading and Math Knowledge and Skills, Writing, and Math Problem Solving. The Student Behavior Rating is determined by averaging the attendance and dropout rates for the 2001-2002 and 2002-2003 school years. The Improvement Rating is based on changes in assessment results and attendance and dropout rates during the last four school years. The School Characteristics Rating is based on participation in Oregon Statewide Assessments during the 2002-2003 school year.

Testing Participation School Characteristics Rating

The School Characteristics Rating is based on the percentage of students participating in 2002-2003 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 school and state. Students who participated are included. Students who were absent or refused to be tested are included in the percentage not assessed.

A School Size

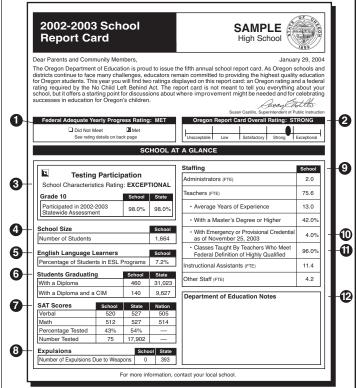
This table shows the average number of students enrolled in the school during the 2002-2003 school year. School size is calculated from quarterly ADM reports sent by each school district to the Oregon Department of Education.

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 on the Annual School Fund ESL reports.

Students Graduating

This table shows the number of students graduating with a diploma during the 2002-2003 school year. Data are collected from each school district on the High School Completers report. The table also shows the number of students completing the Certificate of Initial Mastery. Oregon students are assessed in Reading and Math Knowledge and Skills, Writing, and Math Problem Solving. Students must meet the standards and also successfully complete classroom work samples in many subject areas to earn a CIM. Data are collected from each school district on the Students Receiving a CIM reports.



SAT Scores

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

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 Expulsions reports.

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.

With Emergency or Provisional Credential as of November 25, 2003

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.

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.

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SCHOOL RATINGS AND SUPPORTING DATA Improvement **Academic Achievement** Assessments, Attendance, Dropout Student Performance Rating: SATISFACTORY Improvement Rating: IMPROVED Percentage of Students Meeting Standards Four-Year Improvement The graphs below show the percentage of students The graphs below show change during the past four at your school that met or exceeded the state years in the percentage of students meeting standards on Oregon Statewide Assessments during standards on Reading and Math Knowledge and the last two school years. District, state, and Skills Statewide Assessments and in attendance and comparison school averages are displayed. dropout rates. Improvement ratings are described Comparison schools are Oregon schools with similar by one of the following: Improved, Stayed About the demographics. Same, or Declined. Grade 10 Grade 10 Reading School Comparison Schools District State **Grade 10 Mathematics** Reading Knowledge and Skills 2001 2002 Math Knowledge and Skills Attendance 2001 2002 **Dropout Rate** Math Problem Solving For more information, contact the Oregon Department of Education at report.card@state.or.us or 503-378-3600

1 Student Performance Rating

The Student Performance Rating is based on results of Oregon Statewide Assessments in Reading and Math Knowledge and Skills, Writing, and Math Problem Solving during the 2001-2002 and 2002-2003 school years.

2 Percentage of Students Meeting Standards

The top two graphs show the percentage of students in the school that met or exceeded state standards on the 2001-2002 and 2002-2003 Oregon Statewide Assessments in Reading and Math Knowledge and Skills. The lower two graphs show the percentage of students in the school that met, exceeded, or conditionally met the state standards on the 2001-2002 and 2002-2003 Oregon Statewide Assessments in Writing and Math Problem Solving, Conditionally Met the Standards or almost met the standards refers to students who 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 three other groups: comparison schools, the district, and the state. Comparison schools have similar numbers of students eligible for free and reduced price meals, similar numbers of students moving in and out of school during the year. and similar attendance rates.

3 Improvement

3

The graphs show four-year improvement in student performance on Oregon Statewide Assessments in Reading and Math Knowledge and Skills, attendance, and dropout rates.

4 Attendance

This table displays the average daily attendance for the school. The district and state averages are also shown. Attendance is factored into the Overall rating. Data are collected from each school on the Quarterly ADM reports. ADM is an acronym for annual daily membership.

5 Dropout Rate

This table shows the number of students at the school in Grades 9-12 that dropped out of school during the 2001-2002 and 2002-2003 school years. Data are collected from each school district on the Early Leavers reports.

6 Statewide Assessments

This table shows 2002-2003 assessment results for all students in the school. English/Language Arts includes Reading/Literature Knowledge and Skills and Writing results. Mathematics includes Math Knowledge and Skills and Math Problem Solving results.

7 Student Group

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

8 Student Participation

Percentages in Student Participation include all students in the school who participated in the 2002-2003 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 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.

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