

## 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 2002-2003 and 2003-2004 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 40.0% in English/Language Arts and 39.0% in Mathematics. Student Participation is expected to be 95.0% 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](http://www.ode.state.or.us/data/reportcard/reports.aspx)

| STUDENT GROUP              | STUDENT ACHIEVEMENT   |             | STUDENT PARTICIPATION |             | GRADUATION |
|----------------------------|-----------------------|-------------|-----------------------|-------------|------------|
|                            | ENGLISH/LANGUAGE ARTS | MATHEMATICS | ENGLISH/LANGUAGE ARTS | MATHEMATICS |            |
| Race/Ethnicity             |                       |             |                       |             |            |
| White                      | MET                   | MET         | MET                   | MET         | MET        |
| African American/Black     | NA                    | NA          | NA                    | NA          | NA         |
| Hispanic                   | NA                    | NA          | NOT 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          | ---        |
| 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

# 2003-2004 School Report Card

ASHLAND  
HIGH SCHOOL



Dear Parents and Community Members,

December 7, 2004

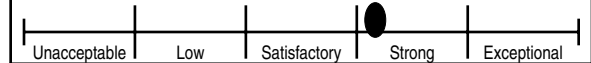
The Oregon Department of Education is proud to issue the sixth annual school report card. As Oregon schools and districts continue to face many challenges, educators remain committed to providing the highest quality education for Oregon students. This year you will find two ratings displayed on this 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, State Superintendent of Public Instruction

### Federal Adequate Yearly Progress Rating: MET

DID NOT MEET     MET  
See rating details on back page

### Oregon Report Card Overall Rating: STRONG



## SCHOOL AT A GLANCE



### Testing Participation

School Characteristics Rating: **EXCEPTIONAL**

#### Grade 10

|   | School | State |
|---|--------|-------|
| Participation in 2003-2004 Statewide Assessment | 99.7%  | 99.7% |

#### School Size

|                    | School |
|--------------------|--------|
| Number of Students | 1,099  |

#### English Language Learners

|  | School |
|--|--------|
| Percentage of Students in ESL Programs | 1.9%   |

#### Students Graduating 2002-2003

|                          | School | State  |
|--------------------------|--------|--------|
| With a Diploma           | 275    | 32,466 |
| With a Diploma and a CIM | 138    | 10,494 |

#### SAT Scores

|                   | School | State  | Nation |
|-------------------|--------|--------|--------|
| Verbal            | 568    | 527    | 508    |
| Math              | 549    | 528    | 518    |
| Percentage Tested | 58%    | 56%    | ---    |
| Number Tested     | 180    | 19,253 | ---    |

#### Expulsions

|                                     | School | State |
|-------------------------------------|--------|-------|
| Number of Expulsions Due to Weapons | 1      | 387   |

### Staffing

|  | School |
|--|--------|
| Administrators (FTE)   | 3.0    |
| Teachers (FTE)   | 58.6   |
| • Average Years of Experience  | 14.7   |
| • With a Master's Degree or Higher   | 47.6%  |
| • With Emergency or Provisional Credential as of October 8, 2004                     | 5.6%   |
| • Classes Taught by Teachers Who Meet Federal Definition of Highly Qualified Teacher | 100.0% |
| Instructional Assistants (FTE)   | 5.7    |
| Other Staff (FTE)  | 21.6   |

### Department of Education Notes

## SCHOOL RATINGS AND SUPPORTING DATA



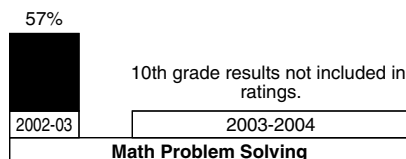
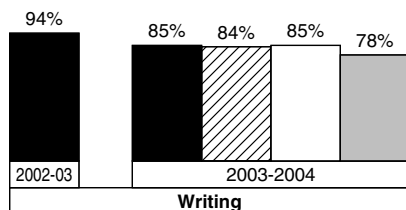
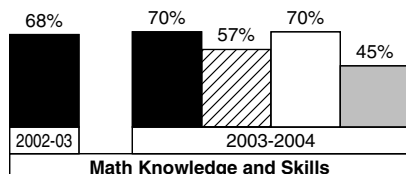
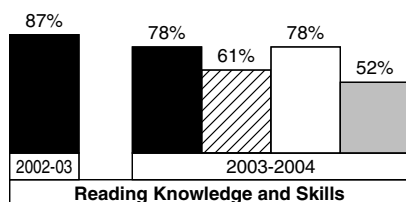
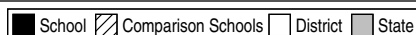
### Academic Achievement

Student Performance Rating: **STRONG**

#### Percentage of Students Meeting Standards

The graphs below show the percentage of students in your school that met or exceeded the state standards on Oregon Statewide Assessments during the last two school years. District, state, and comparison school averages are displayed. Comparison schools are Oregon schools with similar demographics.

#### Grade 10



### Improvement

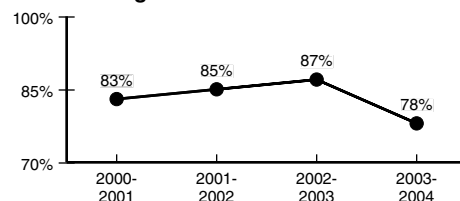
#### Assessments, Attendance, Dropout

Improvement Rating: **STAYED ABOUT THE SAME**

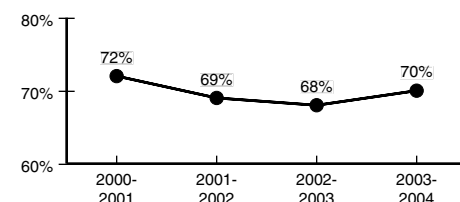
#### Four-Year Improvement

The graphs below show change during the past four years in the percentage of students meeting standards on Reading and Math Knowledge and Skills Statewide Assessments and in attendance and dropout rates. Improvement ratings are described by one of the following: Improved, Stayed About the Same, or Declined.

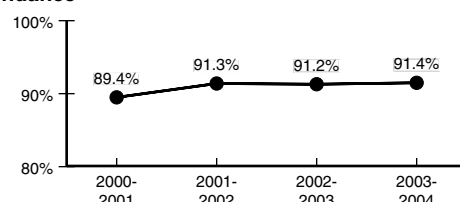
#### Grade 10 Reading



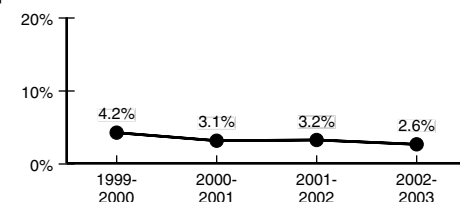
#### Grade 10 Mathematics



#### Attendance



#### Dropout Rate



## SCHOOL RATINGS AND SUPPORTING DATA



### Attendance/Dropout Rates

Student Behavior Rating: **STRONG**

| Attendance | School | District | State | Dropout   | Number in School | School | District | State |
|------------|--------|----------|-------|-----------|------------------|--------|----------|-------|
| 2002-2003  | 91.2%  | 92.8%    | 91.8% | 2001-2002 | 39               | 3.2%   | 3.2%     | 4.9%  |
| 2003-2004  | 91.4%  | 93.0%    | 91.4% | 2002-2003 | 31               | 2.6%   | 2.6%     | 4.4%  |

### Statewide Assessments

The table below shows the percentage of students in your school that exceeded, met, or did not meet state standards and participated in 2003-2004 Oregon Statewide Assessments. For more information, see [www.ode.state.or.us/search/results/?id=233](http://www.ode.state.or.us/search/results/?id=233)

| STUDENT GROUP                  | STUDENT ACHIEVEMENT       |       |           |             |       |           | STUDENT PARTICIPATION     |             |
|--------------------------------|---------------------------|-------|-----------|-------------|-------|-----------|---------------------------|-------------|
|                                | ENGLISH/<br>LANGUAGE ARTS |       |           | MATHEMATICS |       |           | ENGLISH/<br>LANGUAGE ARTS | MATHEMATICS |
| Race/Ethnicity                 | EXCEEDED %                | MET % | NOT MET % | EXCEEDED %  | MET % | NOT MET % | %                         | %           |
| White                          | 24.5                      | 49.1  | 26.4      | 38.6        | 30.9  | 30.5      | 100.0                     | 100.0       |
| African American/Black         | 0.0                       | 16.7  | 83.3      | *           | *     | *         | 100.0                     | 100.0       |
| Hispanic                       | 15.0                      | 55.0  | 30.0      | 44.4        | 11.1  | 44.4      | 100.0                     | 100.0       |
| Asian/Pacific Islander         | 4.8                       | 52.4  | 42.9      | 10.0        | 40.0  | 50.0      | 100.0                     | 100.0       |
| American Indian/Alaskan Native | *                         | *     | *         | *           | *     | *         | 100.0                     | 100.0       |
| Multi-Racial/Multi-Ethnic      | ---                       | ---   | ---       | ---         | ---   | ---       | ---                       | ---         |
| Male                           | 20.1                      | 47.3  | 32.6      | 40.3        | 30.9  | 28.8      | 100.0                     | 100.0       |
| Female                         | 25.7                      | 50.9  | 23.4      | 34.4        | 29.8  | 35.9      | 100.0                     | 100.0       |
| Students with Disabilities     | 2.5                       | 17.5  | 80.0      | 0.0         | 27.3  | 72.7      | 100.0                     | 100.0       |
| Migrant                        | *                         | *     | *         | *           | *     | *         | 100.0                     | 100.0       |
| Limited English Proficient     | < 5.0                     | < 5.0 | > 95.0    | *           | *     | *         | 100.0                     | 100.0       |
| Economically Disadvantaged     | 11.7                      | 56.7  | 31.7      | 26.7        | 33.3  | 40.0      | 100.0                     | 100.0       |
| All Students                   | 22.8                      | 49.1  | 28.1      | 37.4        | 30.4  | 32.2      | 100.0                     | 100.0       |

\* Not displayed to protect student confidentiality.

--- No data available

### Department of Education Notes