

SEAC

SPECIAL EDUCATION ADVISORY COMMITTEE

“When schools engage families in ways that are linked to improving learning, students make greater gains. When schools build partnerships with families that respond to their concerns and honor their contributions, they are successful in sustaining connections that are aimed at improving student achievement. And when families and communities organize to hold poorly performing schools accountable, studies suggest that school districts make positive changes in policy, practice, and resources.” *A New Wave of Evidence, The Impact of School, Family and Community Connections on Student Achievement, 2002.* www.ode.state.or.us/search/page/?id=194



ANNUAL REPORT TO THE SCHOOL BOARD

February 28, 2011

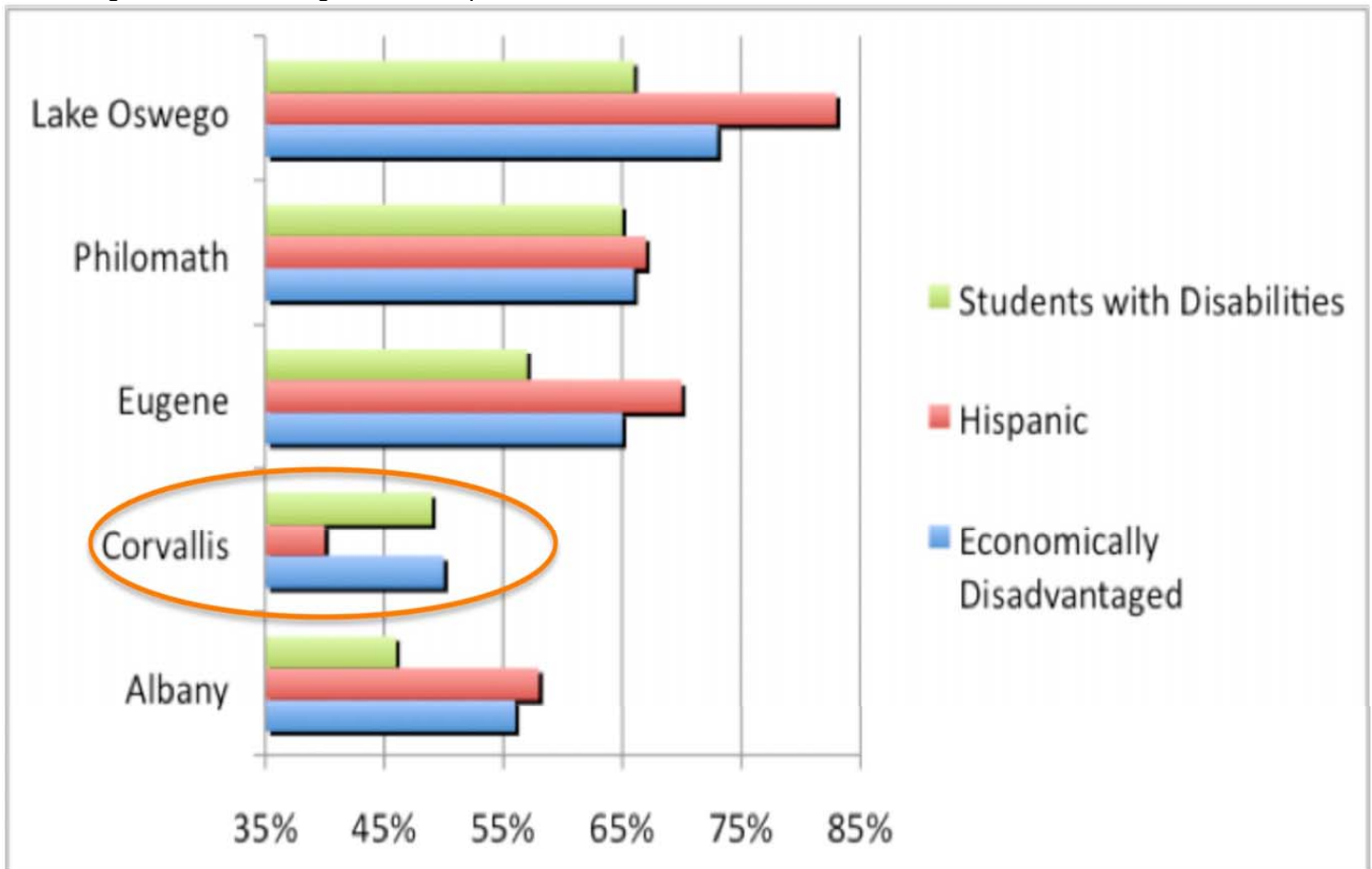
AN EYE OPENER

Graduation Rates offer important insights

Graduation Rates

2009 – 2010 Academic Year

Corvallis graduation rates lag behind comparison Districts



*Graduation rates compiled from AYP data
www.ode.state.or.us/data/reportcard/AYPpdfs/

EXECUTIVE SUMMARY

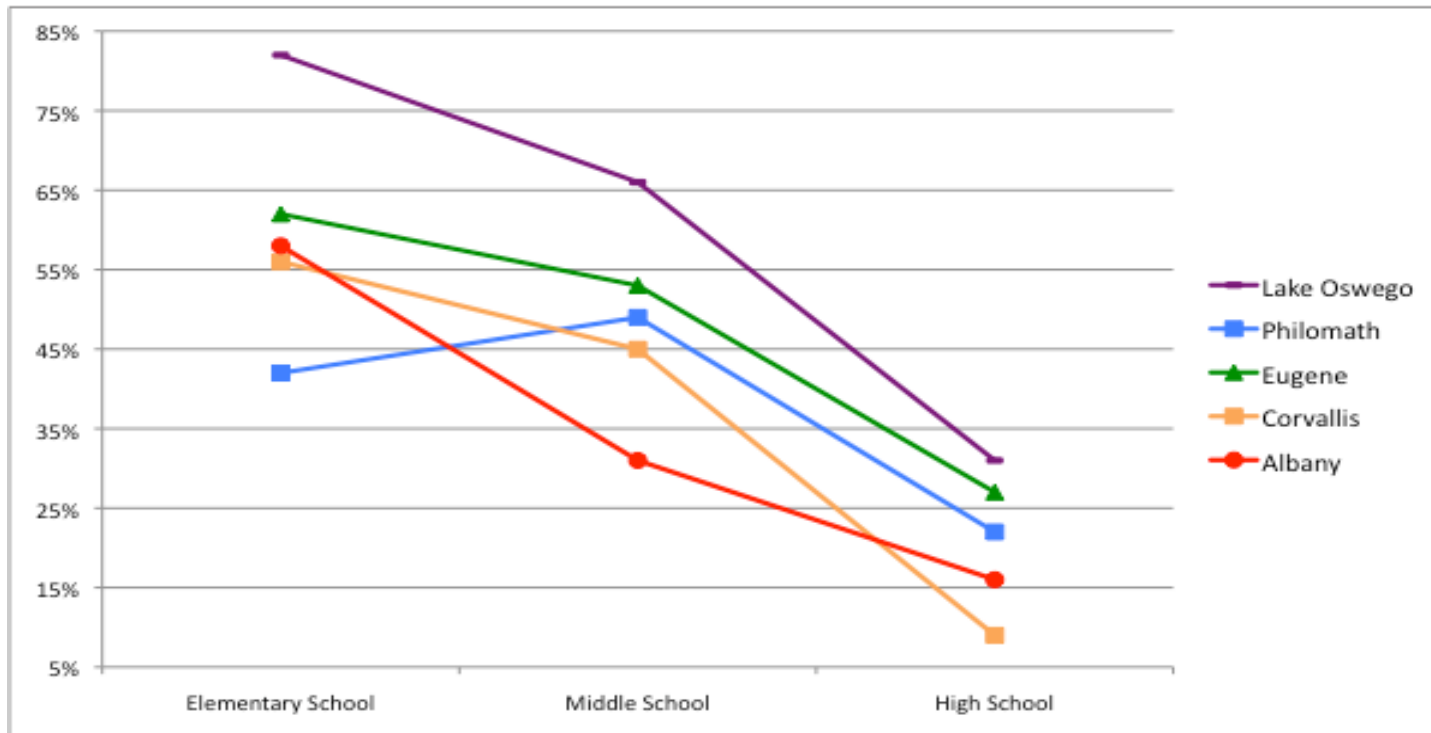
Students with Disabilities in Corvallis School District 509j, (Corvallis), are not graduating from high school at levels commensurate with their peers in other Districts. The Special Education Advisory Committee, (SEAC), is concerned about the situation and feels it necessary to inform our elected officials. Hispanic students and economically disadvantaged students are examples of two other groups failing to achieve graduation rates enjoyed by their similarly situated peers elsewhere in the State.

How can a community regarded as one of “America’s Smartest Cities” allow such widespread academic failure to occur?¹ **We Must Do Better!**

Is the failure to graduate with a regular diploma due to an inability of Students with Disabilities to learn? No. More than thirty years of educational research supports the notion that, “students with disabilities can learn when given, high expectations, well trained teachers using research proven methods of teaching and learning...”² What explanation can there be when Hispanic students and those economically disadvantaged students in other Districts are graduated at rates much higher than ours?

Students with Disabilities in Corvallis trail their similarly situated peers in a “head to head” comparison of 4 other Oregon Districts. Less than 10% of high school students with disabilities in our District could meet proficiency standards in mathematics last year.

Math Performance
(Students with Disabilities meeting AYP benchmarks)
2009 – 2010 Academic Year



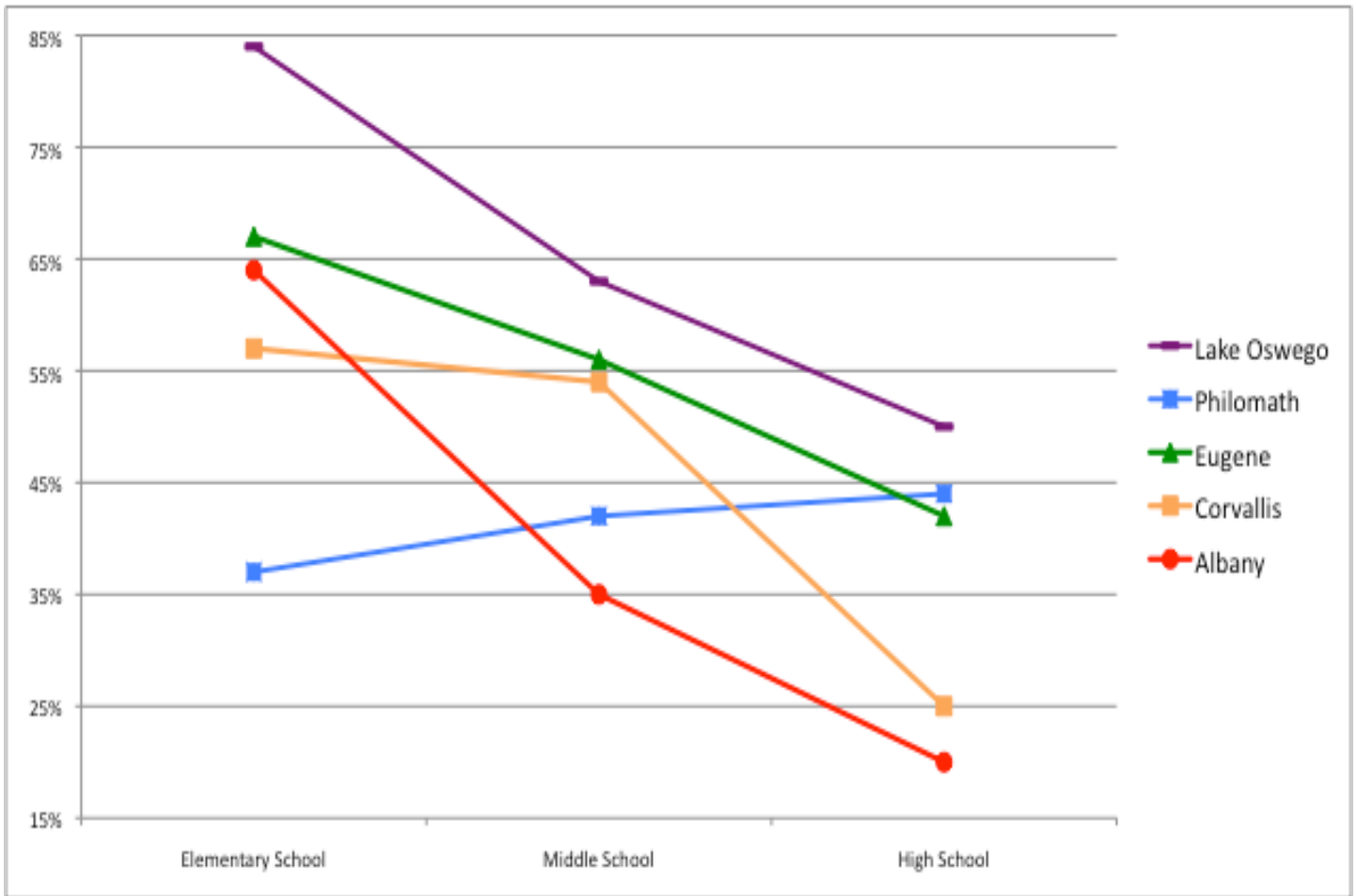
*Source: Actual AYP data from 2009 – 2010
www.ode.state.or.us/data/reportcard/AYPpdfs/

¹ “America’s Smartest Cities,” 2/07/08, www.forbes.com,

² I.D.E.A. 20 U.S.C. Section 1400(c)

Reading Performance

(Students with Disabilities meeting AYP benchmarks)
2009 – 2010 Academic Year



*Source: Actual AYP data from 2009 – 2010
www.ode.state.or.us/data/reportcard/AYPpdfs/

Only 25% of high school students with disabilities in Corvallis were able to meet minimum proficiency standards in Reading last year.

With nearly 700 students in our District in Special Education, nearly 11% of our entire student population, it seems important to evaluate what we are doing and how we could be more effective.

While not all Districts in Oregon are performing more effectively than Corvallis, the examples provided here demonstrate the reality that it is possible to achieve better academic outcomes for students. The AYP data for other, potentially more “equal” Districts may reflect more dismal academic numbers than we see for ourselves. Yet any notion of, “things aren’t that bad,” must be tempered with the realization that we are failing to help more than 75% of our special education students learn enough to graduate from high school in four years with a regular diploma. It would be faint praise indeed to list other Oregon schools in worse shape in an attempt to “balance” the data. Through use of “actual raw data” rather than “adjusted” data, a clear picture of where we are now emerges.

SEAC wants to partner with the District to improve student outcomes but is aware that we cannot change what we do not acknowledge.

THE FRAMEWORK

Historically, students with disabilities were left out of the educational setting entirely. But in 1983 that narrow view of ability was effectively de-bunked in the Educational research and hearings leading up to passage of No Child Left Behind, (NCLB).³ Federal law now requires “all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.” As such, No Child Left Behind, (NCLB) now requires schools to assess students beginning in the 3rd grade at regular intervals in grades 3 -12 to ensure all students in the United States receive the same quality instruction and ensure that all students will be able to achieve proficiency in reading and mathematics by academic year 2013-14.

In order to ensure the same high quality education exists, from Michigan to Mississippi, and the other 48 states, data is gathered regarding student performance in Reading and Mathematics. This Annual Yearly Progress, (AYP) data is used to provide feedback to schools needing improvement so all students will be able to achieve proficiency in Reading and Mathematics by Academic Year 2013-14.⁴

Oregon School Report Cards are not the same as AYP data. The last AYP rating that was based on the Oregon School and District Report Cards was in January 2002. Therefore, the Oregon District and School Report Card ratings have no bearing on AYP.⁵

Why is the District Special Education Advisory Committee, (SEAC) talking about testing data when the typical report discusses projects or “goals” throughout the year? Simply, all the meetings and trainings are meaningless if students aren’t learning. SEAC believes it is time to pull back the curtain and take a hard look at where we are and where we are going.

At the State level, Oregon Department of Education, (ODE) supports the existence of Special Education Advisory Committees as a means of providing “parents of students with disabilities a voice in how the school or district operates its special education programs. It can also improve communication between the school or district and the parents, thereby increasing parental support for the school/district and reducing the likelihood of costly litigation.”⁶

At the local level, Corvallis SEAC members meet monthly with District Staff to discuss Special Education in the District and “provide suggestions and ideas for improvements.”⁷ In so doing, confusion often arises regarding how the number of Students with Disabilities not meeting federal Annual Yearly Progress, (AYP) fit with Oregon District Report Cards which say Corvallis schools are “Outstanding” or at the very least, “Satisfactory?” Through research and conversations with Data collection and reporting experts at ODE, we’ve learned AYP data looks solely at student performance on academic tests in reading and math. Oregon School and District Report Cards include four or five different categories of information more “nuanced” than AYP data. The application of the formulas and algorithms used to calculate student performance at the State level also add significant weight or “points” to a District with highly achieving students, (TAG), effectively “offsetting” under-achievement statistics in the academic area. Additionally, schools are rated on criteria for Student Behaviors, School Characteristics and other Improvement or Growth factors.

³ NC.L.B., 20 U.S.C. Section 6301 et. seq.

⁴ AYP Policy and Technical Manual 2005-06

⁵ AYP Policy and Technical Manual 2005-2006 p.3

⁶ A Toolkit for Family Involvement in Education, Oregon Department of Education, <http://www.ode.state.or.us>, 4/14/06.

⁷ SEAC By-Laws, as amended November 13, 2010

SPECIFIC PARENTAL INPUT

In response to claims that SEAC represents only the view of 4 or 5 parents, SEAC solicited input from all 66 members of the District run Special Ed. list-serve and had specific discussions with groups of parents of children with disabilities. These comments represent the feedback received from 38 adults regarding the education of nearly 50 students. The feedback covered the educational experiences of students in 5 elementary schools, both middle schools and both high schools.

Given the inherent risks in, “please give me your feedback” requests, it would be naïve to think that all parents are frustrated with Special Education Services. Moreover, those that do respond are likely to be disgruntled or critical in some way. Yet, themes have emerged which may be useful to consider in moving forward.

- * The Home Court system seems to work well for most students on the Autism Spectrum with some parents describing it as a “life saver.”
- * Most parents identify particular teachers who have strong skills in working with students with disabilities. Some parents report a classroom teacher with “amazing creativity” or “incredible patience,” or comment on how significant it is to have a building principal willing to think creatively about ways to help a child feel more comfortable in school.
- * The District Autism specialists have been important members of IEP teams and problem solvers, and a number of parents responded with gratitude at the expertise and information they provide to the IEP process.
- * By far the biggest criticism of parents responding to the survey concerned frustration that some District staff don’t work cooperatively with parents or are not respectful of parental input in crafting Individual Education Plans, (IEPs).
- * The feedback received most commonly from Parents of Students with specific learning Disabilities concern the rather limited use and understanding of requirements for use of Research based curriculum and interventions delivered in an intensive, structured, systematic way, consistent with the research documenting its effectiveness.
- * Nearly all parents reported knowing families that had left the public school system entirely because of difficulty working with the special education “system” in District.⁸
- * Parents reported not being informed about assistive technology available to aid student learning, and students not understanding or being taught how to use that technology.
- * Elementary parents seem particularly concerned about “pull-out” for interventions that don’t seem to work and the length of time that passed before other options were tried or formal evaluations for Special Education eligibility were conducted.
- * Parents raised concerns that the person responsible for evaluating and documenting intervention success was the very person whose job performance was dependent on the demonstration of that success.
- * Classroom and LRC Staff seem to lack information about what interventional math curriculum options are available and how to identify students who could benefit from their use.⁹

⁸ Declining enrollment in District may be in part due to difficulties getting special education services for students.

⁹ SEAC membership volunteered to inventory curriculum used in LRC’s in the District and compile a database of math interventions. It was determined no district-wide research based math interventional curriculum or database of interventional curriculum used in specific schools existed. District management said no such effort was needed, an e-mail had resulted in receipt

- * Nearly half of the parents identified concerns about the school's ability to address a student's anxiety related to school or manifestations of anxiety problems while at school.
- * Parents are exhausted by the increased demands of parenting students with special needs. IEP implementation issues, specifically with the number of classes at upper grades, often falls to the parents to manage, sometimes on a weekly or daily basis.
- * Parents identify the success of collaborating with teachers and identifying strategies that work for their child, and having a successful year for the child yet being faced with yearly burdens of being asked to justify those same strategies each year, and losing important ground without those supports.
- * Parents of students on the autism spectrum and parents of students with behavioral or mental health concerns cited a lack of alternative ed. programs/transitions program for 3rd through 5th grade students.
- * For students with mental health or behavioral disabilities qualified mental health provider are often not included in decision making discussions.
- * Parents report being frustrated by frequent contact with truancy officers regarding students who have health related attendance conditions.
- * For student who require day placement treatment for significant mental health conditions, finding timely day treatment facilities in close proximity is difficult.
- * Parents are concerned that their students with disabilities are not performing well on objective state tests even though teachers report good progress in the classroom. There does not appear to be a direct correlation between standardized test result and what teachers report.
- * Concern regarding the use of "seclusion and restraint" was of concern at particular schools. Not all staff at those schools had been trained in or followed District policy and subsequent documentation and follow up with parents seemed weak at best.
- * Finally, a fear of retaliation, for speaking out or being seen as a "trouble maker" keeps some parents from being willing to advocate for their child. A fear of a disabled child being made to "pay the price" for a parent's advocacy seems particularly concerning for parents already concerned about the inherent obstacles to success faced by many disabled students.

CONCLUSION

The AYP data presented here, in “raw” form from 2009-10 will be surprising to many. While it is only a “snap-shot” of achievement in our District, without the buffer of the “margin of error” or other “adjustment factors”, we are left with the reality that only 4 high school students with disabilities in our District were able to meet AYP benchmarks on high school math exams. Our community may not “look down its nose” at neighboring Districts after seeing Cohort Graduation Rates contained in AYP reports¹⁰. We simply are not as good at helping struggling students.

There is much more to say about Students with Disabilities, why they are performing so poorly on standardized tests and immediate steps that can be taken to work together on solutions.

SEAC is hopeful we will have an opportunity to visit with our elected School Board regarding these issues. We would encourage the Board to invite Special Education parents to a community forum to share their experiences regarding Special Education and ideas for improvement. A meaningful Survey that is well advertised, and available to all Corvallis parents, even those who have removed their children from Special Education may shed important light on decreasing enrollment numbers and academic failures. Any of these approaches could provide the School Board with the ability to determine the depth and breadth of concerns in the Corvallis Special Education Community and begin making significant strides toward improving academic outcomes for Students.

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with input from parents and children with disabilities.

¹⁰ Cohort graduation rates are the number of regular diplomas received within 4 years divided by the number of students in the adjusted cohort. The adjusted cohort is the number of ninth graders 4 years earlier plus those who transfer in and minus those who transfer out.

2009-10 Final AYP Report (Public)
District and School Designations

AYP Designation

District:	Corvallis SD 509J	NOT MET
School(s):	Adams Elementary School	MET
	Cheldelin Middle School	MET
	Corvallis High School	NOT MET
	Crescent Valley High School	NOT MET
	Franklin School	MET
	Garfield Elementary School	MET
	Hoover Elementary School	MET
	Jefferson Elementary School	MET
	Lincoln Elementary School	NOT MET
	Linus Pauling Middle School	MET
	Mt View Elementary School	MET
	Muddy Creek Charter School	MET
	Wilson Elementary School	MET

2009-10 Final AYP Report (Public)

Summary

(As of 9/8/2010)

District: Corvallis SD 509J

AYP Designation: **NOT MET**

Did the district meet the standard for AYP?

Overall AYP	English/ Language Arts AYP	Math AYP	Other Indicator
District			MET
Elementary Grades (K-5)	MET	MET	
Middle Grades (6-8)	MET	NOT MET	
High School Grades (9-12)	NOT MET	NOT MET	

English/Language Arts (Reading)

	ELEM	MS	HS
All Students	MET	MET	MET
Economically Disadvantaged	MET	MET	NOT MET
Limited English Proficient	MET	MET	NOT MET
Students with Disabilities	MET	MET	NOT MET
Asian/Pacific Islander	MET	MET	MET
Black (not of Hispanic origin)	MET	MET	NA
Hispanic origin	MET	MET	NOT MET
American Indian/Alaskan Native	NA	NA	NA
White (not of Hispanic origin)	MET	MET	MET
Multi-Racial/Multi-Ethnic	MET	MET	NA

Mathematics (Math)

	ELEM	MS	HS
All Students	MET	MET	MET
Economically Disadvantaged	MET	MET	NOT MET
Limited English Proficient	MET	NOT MET	NOT MET
Students with Disabilities	MET	NOT MET	NOT MET
Asian/Pacific Islander	MET	MET	MET
Black (not of Hispanic origin)	MET	MET	NA
Hispanic origin	MET	MET	NOT MET
American Indian/Alaskan Native	NA	NA	NA
White (not of Hispanic origin)	MET	MET	MET
Multi-Racial/Multi-Ethnic	MET	MET	NA

To meet AYP, subgroups are only required to meet attendance (or graduation for high schools) when the academic status target is not met.

2009-10 Final AYP Report (Public)

Reading Knowledge and Skills Elementary Details

District: Corvallis SD 509J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	1432	1428	2	5	2867	100
Economically Disadvantaged	MET	489	495	1	3	988	100
Limited English Proficient	MET	145	158	0	0	303	100
Students with Disabilities	MET	213	183	0	2	398	99
Asian/Pacific Islander	MET	140	129	0	0	269	100
Black (not of Hispanic origin)	MET	31	18	0	0	49	100
Hispanic origin	MET	145	186	1	0	332	100
American Indian/Alaskan Native	NA	17	9	0	0	26	100
White (not of Hispanic origin)	MET	1041	1007	1	5	2054	100
Multi-Racial/Multi-Ethnic	MET	0	77	0	0	77	100

The participation target may be met using either a two-year or the current year participation rate.

ELA Target: 60%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	1385	1214	1390	1229	2008-2010	88.04	3.06	91.10
Economically Disadvantaged	MET	465	354	473	362	2008-2010	76.33	5.27	81.60
Limited English Proficient	MET	123	89	138	93	2008-2010	69.73	9.99	79.72
Students with Disabilities	MET	206	114	182	104	2008-2010	56.19	8.20	64.38
Asian/Pacific Islander	MET	123	113	117	108	2008-2010	92.08	10.42	102.50
Black (not of Hispanic origin)	MET	31	27	17	14	2008-2010	85.42	23.30	108.72
Hispanic origin	MET	136	97	181	131	2008-2010	71.92	9.07	80.99
American Indian/Alaskan Native	NA	16	15	9	6	2008-2010	84.00	*	*
White (not of Hispanic origin)	MET	1024	910	988	897	2008-2010	89.81	3.60	93.41
Multi-Racial/Multi-Ethnic	MET	*	*	77	72	2008-2010	*	18.40	111.90

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	87.65	88.42	0.76	1.23
Economically Disadvantaged	NA	76.13	76.53	0.40	2.39
Limited English Proficient	NA	72.36	67.39	-4.97	2.76
Students with Disabilities	NA	55.34	57.14	1.80	4.47
Asian/Pacific Islander	NA	91.87	92.31	0.44	0.81
Black (not of Hispanic origin)	NA	87.10	82.35	-4.74	1.29
Hispanic origin	NA	71.32	72.38	1.05	2.87
American Indian/Alaskan Native	NA	93.75	66.67	-27.08	*
White (not of Hispanic origin)	NA	88.87	90.79	1.92	1.11
Multi-Racial/Multi-Ethnic	NA	--	93.51	--	10.00

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)
Reading Knowledge and Skills Middle School Details

District: Corvallis SD 509J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	1562	1509	8	8	3087	99
Economically Disadvantaged	MET	511	516	8	2	1037	99
Limited English Proficient	MET	126	120	0	0	246	100
Students with Disabilities	MET	206	213	4	0	423	99
Asian/Pacific Islander	MET	129	126	0	2	257	99
Black (not of Hispanic origin)	MET	41	27	0	0	68	100
Hispanic origin	MET	159	174	1	2	336	99
American Indian/Alaskan Native	NA	21	15	0	0	36	100
White (not of Hispanic origin)	MET	1137	1113	6	4	2260	100
Multi-Racial/Multi-Ethnic	MET	0	54	0	0	54	100

The participation target may be met using either a two-year or the current year participation rate.

ELA Target: 60%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	1516	1256	1474	1273	2008-2010	84.58	2.95	87.53
Economically Disadvantaged	MET	495	319	497	357	2008-2010	68.15	5.13	73.27
Limited English Proficient	MET	107	46	104	58	2008-2010	49.29	11.11	60.40
Students with Disabilities	MET	197	97	207	111	2009-2010	53.62	8.03	61.65
Asian/Pacific Islander	MET	117	106	113	99	2008-2010	89.13	10.64	99.77
Black (not of Hispanic origin)	MET	38	24	25	21	2008-2010	71.43	20.34	91.77
Hispanic origin	MET	153	83	168	110	2008-2010	60.12	9.01	69.13
American Indian/Alaskan Native	NA	20	16	15	14	2008-2010	85.71	*	*
White (not of Hispanic origin)	MET	1114	964	1101	983	2008-2010	87.90	3.43	91.33
Multi-Racial/Multi-Ethnic	MET	*	*	52	46	2008-2010	*	22.39	110.85

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	82.85	86.36	3.51	1.72
Economically Disadvantaged	NA	64.44	71.83	7.39	3.56
Limited English Proficient	NA	42.99	55.77	12.78	5.70
Students with Disabilities	NA	49.24	53.62	4.38	5.08
Asian/Pacific Islander	NA	90.60	87.61	-2.99	0.94
Black (not of Hispanic origin)	NA	63.16	84.00	20.84	3.68
Hispanic origin	NA	54.25	65.48	11.23	4.58
American Indian/Alaskan Native	NA	80.00	93.33	13.33	*
White (not of Hispanic origin)	NA	86.54	89.28	2.75	1.35
Multi-Racial/Multi-Ethnic	NA	--	88.46	--	10.00

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)

Reading Knowledge and Skills High School Details

District: Corvallis SD 509J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	546	523	16	1	1086	98
Economically Disadvantaged	MET	126	146	9	0	281	97
Limited English Proficient	MET	30	34	2	0	66	97
Students with Disabilities	MET	53	47	3	0	103	97
Asian/Pacific Islander	MET	52	35	0	0	87	100
Black (not of Hispanic origin)	NA	15	6	0	0	21	100
Hispanic origin	MET	39	51	2	0	92	98
American Indian/Alaskan Native	NA	3	6	0	0	9	100
White (not of Hispanic origin)	MET	424	410	14	1	849	98
Multi-Racial/Multi-Ethnic	NA	1	9	0	0	10	100

The participation target may be met using either a two-year or the current year participation rate.

ELA Target: 60%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	506	380	510	382	2008-2010	75.00	5.06	80.06
Economically Disadvantaged	NOT MET	107	53	140	66	2008-2010	48.18	10.27	58.45
Limited English Proficient	NOT MET	24	2	29	3	2008-2010	9.43	22.17	31.61
Students with Disabilities	NOT MET	46	14	44	11	2008-2010	27.78	17.02	44.79
Asian/Pacific Islander	MET	48	31	31	22	2008-2010	67.09	18.16	85.25
Black (not of Hispanic origin)	NA	14	7	6	4	2008-2010	55.00	*	*
Hispanic origin	NOT MET	35	10	48	16	2008-2010	31.33	17.72	49.04
American Indian/Alaskan Native	NA	*	*	*	*	2008-2010	*	*	*
White (not of Hispanic origin)	MET	395	320	406	326	2008-2010	80.65	5.70	86.35
Multi-Racial/Multi-Ethnic	NA	*	*	9	6	2008-2010	*	*	*

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	75.10	74.90	-0.20	2.49
Economically Disadvantaged	NOT MET	49.53	47.14	-2.39	5.05
Limited English Proficient	NOT MET	8.33	10.34	2.01	9.17
Students with Disabilities	NOT MET	30.43	25.00	-5.43	6.96
Asian/Pacific Islander	NA	64.58	70.97	6.38	3.54
Black (not of Hispanic origin)	NA	50.00	66.67	16.67	*
Hispanic origin	NOT MET	28.57	33.33	4.76	7.14
American Indian/Alaskan Native	NA	*	*	*	*
White (not of Hispanic origin)	NA	81.01	80.30	-0.72	1.90
Multi-Racial/Multi-Ethnic	NA	--	66.67	--	*

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)

Mathematics Knowledge and Skills Elementary Details

District: Corvallis SD 509J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	1432	1429	2	4	2867	100
Economically Disadvantaged	MET	489	496	1	2	988	100
Limited English Proficient	MET	144	158	1	0	303	100
Students with Disabilities	MET	213	184	0	1	398	100
Asian/Pacific Islander	MET	139	129	1	0	269	100
Black (not of Hispanic origin)	MET	31	18	0	0	49	100
Hispanic origin	MET	146	187	0	0	333	100
American Indian/Alaskan Native	NA	17	9	0	0	26	100
White (not of Hispanic origin)	MET	1042	1009	1	4	2056	100
Multi-Racial/Multi-Ethnic	MET	0	77	0	0	77	100

The participation target may be met using either a two-year or the current year participation rate.

Math Target: 59%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	1385	1137	1391	1208	2008-2010	84.47	3.06	87.54
Economically Disadvantaged	MET	465	310	474	359	2008-2010	71.25	5.27	76.51
Limited English Proficient	MET	123	78	138	99	2008-2010	67.82	9.99	77.81
Students with Disabilities	MET	206	96	183	103	2008-2010	51.16	8.18	59.34
Asian/Pacific Islander	MET	123	114	117	108	2008-2010	92.50	10.42	102.92
Black (not of Hispanic origin)	MET	31	22	17	15	2008-2010	77.08	23.30	100.38
Hispanic origin	MET	136	85	181	134	2008-2010	69.09	9.07	78.15
American Indian/Alaskan Native	NA	16	13	9	6	2008-2010	76.00	*	*
White (not of Hispanic origin)	MET	1024	855	990	876	2008-2010	85.95	3.60	89.55
Multi-Racial/Multi-Ethnic	MET	*	*	77	69	2008-2010	*	18.40	108.01

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	82.09	86.84	4.75	1.79
Economically Disadvantaged	NA	66.67	75.74	9.07	3.33
Limited English Proficient	NA	63.41	71.74	8.32	3.66
Students with Disabilities	NA	46.60	56.28	9.68	5.34
Asian/Pacific Islander	NA	92.68	92.31	-0.38	0.73
Black (not of Hispanic origin)	NA	70.97	88.24	17.27	2.90
Hispanic origin	NA	62.50	74.03	11.53	3.75
American Indian/Alaskan Native	NA	81.25	66.67	-14.58	*
White (not of Hispanic origin)	NA	83.50	88.48	4.99	1.65
Multi-Racial/Multi-Ethnic	NA	--	89.61	--	10.00

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)

Mathematics Knowledge and Skills Middle School Details

District: Corvallis SD 509J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	1556	1513	14	5	3088	99
Economically Disadvantaged	MET	509	518	10	0	1037	99
Limited English Proficient	MET	122	120	4	0	246	98
Students with Disabilities	MET	205	213	5	0	423	99
Asian/Pacific Islander	MET	125	128	4	0	257	98
Black (not of Hispanic origin)	MET	41	27	0	0	68	100
Hispanic origin	MET	159	175	1	1	336	99
American Indian/Alaskan Native	NA	21	15	0	0	36	100
White (not of Hispanic origin)	MET	1134	1114	8	4	2260	99
Multi-Racial/Multi-Ethnic	MET	1	54	0	0	55	100

The participation target may be met using either a two-year or the current year participation rate.

Math Target: 59%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	1514	1234	1475	1196	2008-2010	81.30	2.95	84.25
Economically Disadvantaged	MET	493	322	497	312	2008-2010	64.04	5.13	69.17
Limited English Proficient	NOT MET	107	48	104	49	2008-2010	45.97	11.11	57.08
Students with Disabilities	NOT MET	196	83	207	93	2008-2010	43.67	8.04	51.71
Asian/Pacific Islander	MET	117	103	113	100	2008-2010	88.26	10.64	98.91
Black (not of Hispanic origin)	MET	38	23	25	17	2008-2010	63.49	20.34	83.83
Hispanic origin	MET	153	79	168	94	2008-2010	53.89	9.01	62.90
American Indian/Alaskan Native	NA	20	14	15	13	2008-2010	77.14	*	*
White (not of Hispanic origin)	MET	1112	955	1102	925	2008-2010	84.91	3.43	88.34
Multi-Racial/Multi-Ethnic	MET	*	*	52	47	2008-2010	*	22.39	112.77

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	81.51	81.08	-0.42	1.85
Economically Disadvantaged	NA	65.31	62.78	-2.54	3.47
Limited English Proficient	NOT MET	44.86	47.12	2.26	5.51
Students with Disabilities	NOT MET	42.35	44.93	2.58	5.77
Asian/Pacific Islander	NA	88.03	88.50	0.46	1.20
Black (not of Hispanic origin)	NA	60.53	68.00	7.47	3.95
Hispanic origin	NA	51.63	55.95	4.32	4.84
American Indian/Alaskan Native	NA	70.00	86.67	16.67	*
White (not of Hispanic origin)	NA	85.88	83.94	-1.94	1.41
Multi-Racial/Multi-Ethnic	NA	--	90.38	--	10.00

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)

Mathematics Knowledge and Skills High School Details

District: Corvallis SD 509J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	542	523	24	3	1092	98
Economically Disadvantaged	MET	124	145	14	1	284	95
Limited English Proficient	MET	33	34	1	0	68	99
Students with Disabilities	MET	51	47	6	0	104	94
Asian/Pacific Islander	MET	50	34	1	1	86	98
Black (not of Hispanic origin)	NA	15	6	0	0	21	100
Hispanic origin	MET	42	51	1	0	94	99
American Indian/Alaskan Native	NA	3	6	0	0	9	100
White (not of Hispanic origin)	MET	420	411	22	2	855	97
Multi-Racial/Multi-Ethnic	NA	0	9	0	0	9	100

The participation target may be met using either a two-year or the current year participation rate.

Math Target: 59%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	505	327	510	313	2008-2010	63.05	5.07	68.12
Economically Disadvantaged	NOT MET	107	43	139	39	2008-2010	33.33	10.29	43.63
Limited English Proficient	NOT MET	26	6	29	4	2008-2010	18.18	21.77	39.95
Students with Disabilities	NOT MET	46	11	44	4	2008-2010	16.67	17.02	33.68
Asian/Pacific Islander	MET	46	31	30	21	2008-2010	68.42	18.52	86.94
Black (not of Hispanic origin)	NA	14	7	6	3	2008-2010	50.00	*	*
Hispanic origin	NOT MET	37	9	48	8	2008-2010	20.00	17.51	37.51
American Indian/Alaskan Native	NA	*	*	*	*	2008-2010	*	*	*
White (not of Hispanic origin)	MET	394	270	407	267	2008-2010	67.04	5.70	72.74
Multi-Racial/Multi-Ethnic	NA	*	*	9	6	2008-2010	*	*	*

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	64.75	61.37	-3.38	3.52
Economically Disadvantaged	NOT MET	40.19	28.06	-12.13	5.98
Limited English Proficient	NOT MET	23.08	13.79	-9.28	7.69
Students with Disabilities	NOT MET	23.91	9.09	-14.82	7.61
Asian/Pacific Islander	NA	67.39	70.00	2.61	3.26
Black (not of Hispanic origin)	NA	50.00	50.00	0.00	*
Hispanic origin	NOT MET	24.32	16.67	-7.66	7.57
American Indian/Alaskan Native	NA	*	*	*	*
White (not of Hispanic origin)	NA	68.53	65.60	-2.93	3.15
Multi-Racial/Multi-Ethnic	NA	--	66.67	--	*

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)

Graduation

District: Corvallis SD 509J

Graduation Summary	Graduation AYP	Class of 2009 Cohort Graduation	NCES Graduation
All Students	MET	MET	MET
Economically Disadvantaged	MET	NOT MET	MET
Limited English Proficient	NA	NA	MET
Students with Disabilities	MET	NOT MET	MET
Asian/Pacific Islander	MET	MET	MET
Black (not of Hispanic origin)	NA	NA	MET
Hispanic origin	MET	NOT MET	MET
American Indian/Alaskan Native	NA	NA	NA
White (not of Hispanic origin)	MET	MET	MET
Multi-Racial/Multi-Ethnic	NA	NA	NA

Cohort Graduation Target: 65.0%

Cohort Graduation Rate Class of 2009	Cohort Graduation	Adjusted Cohort (2005-06 to 2008-09)	Regular Diplomas	Non-Graduates		Cohort Graduation
				Other Completers (such as GED)	Non-completers (such as dropouts)	
All Students	MET	650	480	73	97	73.8
Economically Disadvantaged	NOT MET	185	93	45	47	50.3
Limited English Proficient	NA	29	17	3	9	58.6
Students with Disabilities	NOT MET	94	46	21	27	48.9
Asian/Pacific Islander	MET	46	41	2	3	89.1
Black (not of Hispanic origin)	NA	11	7	2	2	63.6
Hispanic origin	NOT MET	47	19	9	19	40.4
American Indian/Alaskan Native	NA	13	6	5	2	46.2
White (not of Hispanic origin)	MET	526	402	54	70	76.4
Multi-Racial/Multi-Ethnic	*	*	*	*	*	*

The cohort graduation rate is calculated as the number of regular diplomas received within 4 years divided by the number of students in the adjusted cohort. The adjusted cohort includes all first-time ninth graders in 2005-2006 plus students who transfer into the school minus students who transfer out. To be rated on graduation, a school must have grade 12 in 2008-2009 and at least 40 in its adjusted cohort.

NCES Graduation Target: 68.1%

NCES Graduation Rate	Graduation	2007-2008				2008-2009				NCES Combined Graduation
		#Enroll	#Grad	#DO	%Grad	#Enroll	#Grad	#DO	%Grad	
All Students	MET	2421	467	66	87.6	2401	494	33	93.7	90.7
Economically Disadvantaged	MET	641	71	30	70.3	687	87	20	81.3	76.0
Limited English Proficient	MET	116	14	3	82.4	127	11	3	78.6	80.4
Students with Disabilities	MET	281	22	10	68.8	268	38	5	88.4	78.3
Asian/Pacific Islander	MET	165	35	2	94.6	174	41	1	97.6	96.1
Black (not of Hispanic origin)	MET	68	6	3	66.7	57	7	0	100.0	81.9
Hispanic origin	MET	167	21	11	65.6	192	22	2	91.7	79.6
American Indian/Alaskan Native	NA	29	5	2	71.4	20	6	1	85.7	77.3
White (not of Hispanic origin)	MET	1955	397	46	89.6	1879	412	28	93.6	91.6
Multi-Racial/Multi-Ethnic	NA	1	--	--	--	0	--	--	--	--

The combined graduation is calculated as the weighted average of enrollment times the graduation rate for each year. The NCES graduation rate equals graduates divided by graduates plus dropouts. Enrollment includes all students in grades 9-12 enrolled on the first school day in October.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)

AYP History

District: Corvallis SD 509J

Attendance Target: 92.0%

Middle Grades (6-8)

Attendance

	Attendance	2008-2009		2009-2010		Combined Attendance
		Enroll	% Attend.	Enroll	% Attend.	
All Students	MET	1553	94.0	1513	95.4	94.7
Economically Disadvantaged	MET	504	92.1	516	94.5	93.3
Limited English Proficient	MET	110	95.2	106	96.7	95.9
Students with Disabilities	MET	195	92.4	208	94.4	93.4
Asian/Pacific Islander	MET	129	96.4	128	97.4	96.9
Black (not of Hispanic origin)	NA	41	93.7	27	97.2	95.1
Hispanic origin	MET	159	93.6	176	95.5	94.6
American Indian/Alaskan Native	NA	22	86.7	15	90.3	88.2
White (not of Hispanic origin)	MET	1126	93.9	1113	95.1	94.5
Multi-Racial/Multi-Ethnic	NA	--	--	54	96.4	96.4

Attendance Target: 92.0%

Elementary Grades (K-5)

Attendance

	Attendance	2008-2009		2009-2010		Combined Attendance
		Enroll	% Attend.	Enroll	% Attend.	
All Students	MET	2848	95.0	2812	94.7	94.9
Economically Disadvantaged	MET	1028	94.2	1052	93.7	93.9
Limited English Proficient	MET	339	96.0	343	95.6	95.8
Students with Disabilities	MET	321	93.8	313	93.5	93.7
Asian/Pacific Islander	MET	256	96.4	228	96.1	96.3
Black (not of Hispanic origin)	MET	60	94.6	31	93.8	94.3
Hispanic origin	MET	341	95.5	416	95.0	95.2
American Indian/Alaskan Native	NA	41	92.6	22	90.3	91.8
White (not of Hispanic origin)	MET	2000	94.9	1962	94.5	94.7
Multi-Racial/Multi-Ethnic	MET	--	--	147	95.3	95.3

Combined Attendance is based on attendance rates (Grades 1 - 12) calculated from Third Period Cumulative ADM and weighted by enrollment counts submitted from Spring Membership for each year.

Designation	Explanation
MET	Met AYP requirement
NOT MET	Did not meet AYP requirement
PENDING	Designation pending additional data from district
NA	Not applicable
NOTE	New or reconfigured school or district lacking required data to determine a designation
NO DATA	No Rating Provided. District has not submitted required information.

AYP History	Overall AYP *	English/ Language Arts AYP	Math AYP	Graduation
2007-2008	NOT MET	MET	NOT MET	MET
2008-2009	NOT MET	MET	MET	MET
2009-2010	NOT MET	MET	MET	MET

* To Meet Overall AYP, a district must meet AYP in each content area and at each grade span (see Summary page).

2009-10 Final AYP Report (Public)
District and School Designations

AYP Designation

District:	Lake Oswego SD 7J	NOT MET
School(s):	Bryant Elementary School	MET
	Forest Hills Elementary School	MET
	Hallinan Elementary School	MET
	Lake Grove Elementary School	MET
	Lake Oswego Junior High School	MET
	Lake Oswego Senior High School	MET
	Lakeridge High School	MET
	Oak Creek Elementary School	MET
	Palisades Elementary School	MET
	River Grove Elementary School	MET
	Uplands Elementary School	MET
	Waluga Junior High School	MET
	Westridge Elementary School	MET

2009-10 Final AYP Report (Public)

Summary

(As of 9/8/2010)

District: Lake Oswego SD 7J

AYP Designation: **NOT MET**

Did the district meet the standard for AYP?

Overall AYP	English/ Language Arts AYP	Math AYP	Other Indicator
District			MET
Elementary Grades (K-5)	MET	MET	
Middle Grades (6-8)	MET	MET	
High School Grades (9-12)	MET	NOT MET	

English/Language Arts (Reading)

	ELEM	MS	HS
All Students	MET	MET	MET
Economically Disadvantaged	MET	MET	MET
Limited English Proficient	MET	MET	NA
Students with Disabilities	MET	MET	MET
Asian/Pacific Islander	MET	MET	MET
Black (not of Hispanic origin)	NA	NA	NA
Hispanic origin	MET	MET	MET
American Indian/Alaskan Native	NA	NA	NA
White (not of Hispanic origin)	MET	MET	MET
Multi-Racial/Multi-Ethnic	MET	MET	NA

Mathematics (Math)

	ELEM	MS	HS
All Students	MET	MET	MET
Economically Disadvantaged	MET	MET	MET
Limited English Proficient	MET	MET	NA
Students with Disabilities	MET	MET	NOT MET
Asian/Pacific Islander	MET	MET	MET
Black (not of Hispanic origin)	NA	NA	NA
Hispanic origin	MET	MET	MET
American Indian/Alaskan Native	NA	NA	NA
White (not of Hispanic origin)	MET	MET	MET
Multi-Racial/Multi-Ethnic	MET	MET	NA

To meet AYP, subgroups are only required to meet attendance (or graduation for high schools) when the academic status target is not met.

2009-10 Final AYP Report (Public)
Reading Knowledge and Skills Elementary Details

District: Lake Oswego SD 7J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	1487	1462	4	7	2960	100
Economically Disadvantaged	MET	151	164	0	2	317	99
Limited English Proficient	MET	32	30	1	0	63	98
Students with Disabilities	MET	209	199	1	3	412	99
Asian/Pacific Islander	MET	124	112	1	0	237	100
Black (not of Hispanic origin)	NA	20	10	0	0	30	100
Hispanic origin	MET	45	87	0	0	132	100
American Indian/Alaskan Native	NA	7	3	0	0	10	100
White (not of Hispanic origin)	MET	1205	1145	3	6	2359	100
Multi-Racial/Multi-Ethnic	MET	45	105	0	1	151	99

The participation target may be met using either a two-year or the current year participation rate.

ELA Target: 60%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	1458	1405	1437	1390	2008-2010	96.55	3.00	99.55
Economically Disadvantaged	MET	141	126	154	137	2008-2010	89.15	9.40	98.55
Limited English Proficient	MET	24	20	24	17	2008-2010	77.08	23.30	100.38
Students with Disabilities	MET	204	174	194	163	2008-2010	84.67	8.09	92.76
Asian/Pacific Islander	MET	121	118	103	102	2008-2010	98.21	10.79	109.00
Black (not of Hispanic origin)	NA	20	17	9	9	2008-2010	89.66	*	*
Hispanic origin	MET	44	38	85	79	2008-2010	90.70	14.21	104.91
American Indian/Alaskan Native	NA	6	6	*	*	2008-2010	*	*	*
White (not of Hispanic origin)	MET	1184	1145	1133	1099	2008-2010	96.85	3.35	100.20
Multi-Racial/Multi-Ethnic	MET	44	42	104	98	2008-2010	94.59	13.27	107.86

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	96.36	96.73	0.36	0.36
Economically Disadvantaged	NA	89.36	88.96	-0.40	1.06
Limited English Proficient	NA	83.33	70.83	-12.50	1.67
Students with Disabilities	NA	85.29	84.02	-1.27	1.47
Asian/Pacific Islander	NA	97.52	99.03	1.51	0.25
Black (not of Hispanic origin)	NA	85.00	100.00	15.00	*
Hispanic origin	NA	86.36	92.94	6.58	1.36
American Indian/Alaskan Native	NA	100.00	*	*	*
White (not of Hispanic origin)	NA	96.71	97.00	0.29	0.33
Multi-Racial/Multi-Ethnic	NA	95.45	94.23	-1.22	0.45

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)
Reading Knowledge and Skills Middle School Details

District: Lake Oswego SD 7J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	1667	1667	7	10	3351	99
Economically Disadvantaged	MET	151	170	1	1	323	99
Limited English Proficient	MET	25	31	2	0	58	97
Students with Disabilities	MET	155	160	2	6	323	98
Asian/Pacific Islander	MET	142	135	0	1	278	100
Black (not of Hispanic origin)	NA	17	13	0	0	30	100
Hispanic origin	MET	53	92	1	1	147	99
American Indian/Alaskan Native	NA	12	7	1	0	20	95
White (not of Hispanic origin)	MET	1370	1319	5	8	2702	100
Multi-Racial/Multi-Ethnic	MET	46	100	0	0	146	100

The participation target may be met using either a two-year or the current year participation rate.

ELA Target: 60%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	1640	1542	1633	1523	2008-2010	93.64	2.82	96.47
Economically Disadvantaged	MET	140	112	157	126	2008-2010	80.13	9.37	89.50
Limited English Proficient	NA	17	8	23	12	2008-2010	50.00	*	*
Students with Disabilities	MET	148	98	153	96	2008-2010	64.45	9.30	73.76
Asian/Pacific Islander	MET	137	125	129	117	2008-2010	90.98	9.90	100.88
Black (not of Hispanic origin)	NA	13	10	11	10	2008-2010	83.33	*	*
Hispanic origin	MET	50	46	90	78	2008-2010	88.57	13.64	102.21
American Indian/Alaskan Native	NA	12	10	6	5	2008-2010	83.33	*	*
White (not of Hispanic origin)	MET	1355	1281	1298	1219	2008-2010	94.23	3.13	97.37
Multi-Racial/Multi-Ethnic	MET	46	44	99	94	2008-2010	95.17	13.41	108.58

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	94.02	93.26	-0.76	0.60
Economically Disadvantaged	NA	80.00	80.25	0.25	2.00
Limited English Proficient	NA	47.06	52.17	5.12	*
Students with Disabilities	NA	66.22	62.75	-3.47	3.38
Asian/Pacific Islander	NA	91.24	90.70	-0.54	0.88
Black (not of Hispanic origin)	NA	76.92	90.91	13.99	*
Hispanic origin	NA	92.00	86.67	-5.33	0.80
American Indian/Alaskan Native	NA	83.33	83.33	0.00	*
White (not of Hispanic origin)	NA	94.54	93.91	-0.63	0.55
Multi-Racial/Multi-Ethnic	NA	95.65	94.95	-0.70	0.43

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)

Reading Knowledge and Skills High School Details

District: Lake Oswego SD 7J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	600	590	9	8	1207	99
Economically Disadvantaged	MET	42	50	1	0	93	99
Limited English Proficient	NA	8	1	0	0	9	100
Students with Disabilities	MET	49	47	0	5	101	95
Asian/Pacific Islander	MET	38	43	0	0	81	100
Black (not of Hispanic origin)	NA	4	5	0	0	9	100
Hispanic origin	MET	21	24	0	0	45	100
American Indian/Alaskan Native	NA	5	5	2	0	12	83
White (not of Hispanic origin)	MET	504	500	7	8	1019	99
Multi-Racial/Multi-Ethnic	NA	15	12	0	0	27	100

The participation target may be met using either a two-year or the current year participation rate.

ELA Target: 60%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	586	528	581	513	2008-2010	89.20	4.73	93.93
Economically Disadvantaged	MET	37	26	47	40	2008-2010	78.57	17.61	96.18
Limited English Proficient	NA	*	*	*	*	2008-2010	*	*	*
Students with Disabilities	MET	46	26	46	23	2008-2010	53.26	16.83	70.09
Asian/Pacific Islander	MET	36	35	43	37	2008-2010	91.14	18.16	109.30
Black (not of Hispanic origin)	NA	*	*	*	*	2008-2010	*	*	*
Hispanic origin	MET	19	11	23	19	2008-2010	71.43	24.91	96.34
American Indian/Alaskan Native	NA	*	*	*	*	2008-2010	*	*	*
White (not of Hispanic origin)	MET	495	449	492	436	2008-2010	89.67	5.14	94.80
Multi-Racial/Multi-Ethnic	NA	15	14	12	12	2008-2010	96.30	*	*

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	90.10	88.30	-1.81	0.99
Economically Disadvantaged	NA	70.27	85.11	14.84	2.97
Limited English Proficient	NA	*	--	--	*
Students with Disabilities	NA	56.52	50.00	-6.52	4.35
Asian/Pacific Islander	NA	97.22	86.05	-11.18	0.28
Black (not of Hispanic origin)	NA	*	*	*	*
Hispanic origin	NA	57.89	82.61	24.71	4.21
American Indian/Alaskan Native	NA	*	*	*	*
White (not of Hispanic origin)	NA	90.71	88.62	-2.09	0.93
Multi-Racial/Multi-Ethnic	NA	93.33	100.00	6.67	*

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)
Mathematics Knowledge and Skills Elementary Details

District: Lake Oswego SD 7J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	1488	1462	3	7	2960	100
Economically Disadvantaged	MET	151	164	0	2	317	99
Limited English Proficient	MET	33	30	0	0	63	100
Students with Disabilities	MET	208	199	1	3	411	99
Asian/Pacific Islander	MET	125	112	0	0	237	100
Black (not of Hispanic origin)	NA	20	10	0	0	30	100
Hispanic origin	MET	45	87	0	0	132	100
American Indian/Alaskan Native	NA	5	3	0	0	8	100
White (not of Hispanic origin)	MET	1206	1145	3	6	2360	100
Multi-Racial/Multi-Ethnic	MET	46	105	0	1	152	99

The participation target may be met using either a two-year or the current year participation rate.

Math Target: 59%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	1458	1388	1437	1381	2008-2010	95.65	3.00	98.65
Economically Disadvantaged	MET	141	114	154	131	2008-2010	83.05	9.40	92.45
Limited English Proficient	MET	24	18	24	18	2008-2010	75.00	23.30	98.30
Students with Disabilities	MET	204	159	194	160	2008-2010	80.15	8.09	88.24
Asian/Pacific Islander	MET	121	119	103	100	2008-2010	97.77	10.79	108.55
Black (not of Hispanic origin)	NA	20	17	9	9	2008-2010	89.66	*	*
Hispanic origin	MET	44	37	85	78	2008-2010	89.15	14.21	103.36
American Indian/Alaskan Native	NA	*	*	*	*	2008-2010	*	*	*
White (not of Hispanic origin)	MET	1184	1130	1133	1095	2008-2010	96.03	3.35	99.38
Multi-Racial/Multi-Ethnic	MET	45	43	104	96	2008-2010	93.29	13.22	106.51

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	95.20	96.10	0.90	0.48
Economically Disadvantaged	NA	80.85	85.06	4.21	1.91
Limited English Proficient	NA	75.00	75.00	0.00	2.50
Students with Disabilities	NA	77.94	82.47	4.53	2.21
Asian/Pacific Islander	NA	98.35	97.09	-1.26	0.17
Black (not of Hispanic origin)	NA	85.00	100.00	15.00	*
Hispanic origin	NA	84.09	91.76	7.67	1.59
American Indian/Alaskan Native	NA	*	*	*	*
White (not of Hispanic origin)	NA	95.44	96.65	1.21	0.46
Multi-Racial/Multi-Ethnic	NA	95.56	92.31	-3.25	0.44

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)
Mathematics Knowledge and Skills Middle School Details

District: Lake Oswego SD 7J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	1666	1662	8	15	3351	99
Economically Disadvantaged	MET	151	166	1	5	323	98
Limited English Proficient	MET	27	29	0	2	58	97
Students with Disabilities	MET	156	157	2	9	324	97
Asian/Pacific Islander	MET	142	132	0	4	278	99
Black (not of Hispanic origin)	NA	17	13	0	0	30	100
Hispanic origin	MET	53	91	1	1	146	99
American Indian/Alaskan Native	NA	12	6	1	1	20	90
White (not of Hispanic origin)	MET	1369	1320	6	8	2703	99
Multi-Racial/Multi-Ethnic	MET	46	99	0	1	146	99

The participation target may be met using either a two-year or the current year participation rate.

Math Target: 59%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	1639	1538	1629	1543	2008-2010	94.28	2.82	97.10
Economically Disadvantaged	MET	140	112	154	130	2008-2010	82.31	9.41	91.73
Limited English Proficient	NA	19	14	22	18	2008-2010	78.05	*	*
Students with Disabilities	MET	149	95	151	100	2008-2010	65.00	9.32	74.32
Asian/Pacific Islander	MET	137	129	127	121	2008-2010	94.70	9.94	104.63
Black (not of Hispanic origin)	NA	13	11	11	9	2008-2010	83.33	*	*
Hispanic origin	MET	50	45	90	80	2008-2010	89.29	13.64	102.93
American Indian/Alaskan Native	NA	12	11	*	*	2008-2010	*	*	*
White (not of Hispanic origin)	MET	1354	1275	1298	1238	2008-2010	94.76	3.13	97.89
Multi-Racial/Multi-Ethnic	MET	46	43	98	90	2008-2010	92.36	13.45	105.81

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	93.84	94.72	0.88	0.62
Economically Disadvantaged	NA	80.00	84.42	4.42	2.00
Limited English Proficient	NA	73.68	81.82	8.13	*
Students with Disabilities	NA	63.76	66.23	2.47	3.62
Asian/Pacific Islander	NA	94.16	95.28	1.12	0.58
Black (not of Hispanic origin)	NA	84.62	81.82	-2.80	*
Hispanic origin	NA	90.00	88.89	-1.11	1.00
American Indian/Alaskan Native	NA	91.67	*	*	*
White (not of Hispanic origin)	NA	94.17	95.38	1.21	0.58
Multi-Racial/Multi-Ethnic	NA	93.48	91.84	-1.64	0.65

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)
Mathematics Knowledge and Skills High School Details

District: Lake Oswego SD 7J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	604	591	5	7	1207	99
Economically Disadvantaged	MET	43	50	0	0	93	100
Limited English Proficient	NA	8	1	0	0	9	100
Students with Disabilities	MET	49	49	0	3	101	97
Asian/Pacific Islander	MET	39	43	0	0	82	100
Black (not of Hispanic origin)	NA	4	5	0	0	9	100
Hispanic origin	MET	22	24	0	0	46	100
American Indian/Alaskan Native	NA	5	5	1	0	11	91
White (not of Hispanic origin)	MET	504	501	4	7	1016	99
Multi-Racial/Multi-Ethnic	NA	17	12	0	0	29	100

The participation target may be met using either a two-year or the current year participation rate.

Math Target: 59%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	590	474	582	472	2008-2010	80.72	4.72	85.43
Economically Disadvantaged	MET	38	22	47	30	2008-2010	61.18	17.51	78.69
Limited English Proficient	NA	*	*	*	*	2008-2010	*	*	*
Students with Disabilities	NOT MET	46	19	48	15	2008-2010	36.17	16.65	52.82
Asian/Pacific Islander	MET	37	33	43	40	2008-2010	91.25	18.05	109.30
Black (not of Hispanic origin)	NA	*	*	*	*	2008-2010	*	*	*
Hispanic origin	MET	20	10	23	17	2008-2010	62.79	24.62	87.41
American Indian/Alaskan Native	NA	*	*	*	*	2008-2010	*	*	*
White (not of Hispanic origin)	MET	495	401	493	399	2008-2010	80.97	5.14	86.11
Multi-Racial/Multi-Ethnic	NA	17	15	12	12	2008-2010	93.10	*	*

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	80.34	81.10	0.76	1.97
Economically Disadvantaged	NA	57.89	63.83	5.94	4.21
Limited English Proficient	NA	*	--	--	*
Students with Disabilities	NOT MET	41.30	31.25	-10.05	5.87
Asian/Pacific Islander	NA	89.19	93.02	3.83	1.08
Black (not of Hispanic origin)	NA	*	*	*	*
Hispanic origin	NA	50.00	73.91	23.91	5.00
American Indian/Alaskan Native	NA	*	*	*	*
White (not of Hispanic origin)	NA	81.01	80.93	-0.08	1.90
Multi-Racial/Multi-Ethnic	NA	88.24	100.00	11.76	*

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)

Graduation

District: Lake Oswego SD 7J

Graduation Summary	Graduation AYP	Class of 2009 Cohort Graduation	NCES Graduation
All Students	MET	MET	MET
Economically Disadvantaged	MET	MET	MET
Limited English Proficient	NA	NA	NA
Students with Disabilities	MET	MET	MET
Asian/Pacific Islander	MET	MET	MET
Black (not of Hispanic origin)	NA	NA	NA
Hispanic origin	NA	NA	MET
American Indian/Alaskan Native	NA	NA	NA
White (not of Hispanic origin)	MET	MET	MET
Multi-Racial/Multi-Ethnic	NA	NA	MET

Cohort Graduation Target: 65.0%

Cohort Graduation Rate Class of 2009	Cohort Graduation	Adjusted Cohort (2005-06 to 2008-09)	Regular Diplomas	Non-Graduates		Cohort Graduation
				Other Completers (such as GED)	Non-completers (such as dropouts)	
All Students	MET	637	566	38	33	88.9
Economically Disadvantaged	MET	48	35	7	6	72.9
Limited English Proficient	NA	7	4	2	1	57.1
Students with Disabilities	MET	58	38	12	8	65.5
Asian/Pacific Islander	MET	49	43	3	3	87.8
Black (not of Hispanic origin)	*	*	*	*	*	*
Hispanic origin	NA	23	19	4	0	82.6
American Indian/Alaskan Native	NA	7	2	2	3	28.6
White (not of Hispanic origin)	MET	534	486	23	25	91.0
Multi-Racial/Multi-Ethnic	NA	13	9	4	0	69.2

The cohort graduation rate is calculated as the number of regular diplomas received within 4 years divided by the number of students in the adjusted cohort. The adjusted cohort includes all first-time ninth graders in 2005-2006 plus students who transfer into the school minus students who transfer out. To be rated on graduation, a school must have grade 12 in 2008-2009 and at least 40 in its adjusted cohort.

NCES Graduation Target: 68.1%

NCES Graduation Rate	Graduation	2007-2008				2008-2009				NCES Combined Graduation
		#Enroll	#Grad	#DO	%Grad	#Enroll	#Grad	#DO	%Grad	
All Students	MET	2426	537	31	94.5	2400	569	9	98.4	96.5
Economically Disadvantaged	MET	163	22	4	84.6	187	31	0	100.0	92.8
Limited English Proficient	NA	31	--	--	--	17	--	--	--	0.0
Students with Disabilities	MET	205	23	2	92.0	191	22	1	95.7	93.8
Asian/Pacific Islander	MET	175	37	3	92.5	181	43	1	97.7	95.2
Black (not of Hispanic origin)	NA	36	8	1	88.9	21	--	--	--	93.0
Hispanic origin	MET	86	14	2	87.5	93	19	0	100.0	94.0
American Indian/Alaskan Native	NA	15	--	--	--	20	--	--	--	100.0
White (not of Hispanic origin)	MET	2052	469	24	95.1	2011	488	8	98.4	96.7
Multi-Racial/Multi-Ethnic	MET	38	5	1	83.3	49	9	0	100.0	92.7

The combined graduation is calculated as the weighted average of enrollment times the graduation rate for each year. The NCES graduation rate equals graduates divided by graduates plus dropouts. Enrollment includes all students in grades 9-12 enrolled on the first school day in October.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)

AYP History

District: Lake Oswego SD 7J

Attendance Target: 92.0%

Middle Grades (6-8) Attendance	Attendance	2008-2009		2009-2010		Combined Attendance
		Enroll	% Attend.	Enroll	% Attend.	
All Students	MET	1655	94.5	1661	94.0	94.2
Economically Disadvantaged	MET	135	91.7	163	92.8	92.3
Limited English Proficient	NA	22	96.2	22	95.9	96.1
Students with Disabilities	MET	144	93.2	152	93.0	93.1
Asian/Pacific Islander	MET	140	96.6	135	96.1	96.4
Black (not of Hispanic origin)	NA	16	93.0	11	95.0	93.8
Hispanic origin	MET	52	93.5	90	93.4	93.4
American Indian/Alaskan Native	NA	12	90.7	6	87.8	89.7
White (not of Hispanic origin)	MET	1377	94.3	1321	93.8	94.1
Multi-Racial/Multi-Ethnic	MET	47	95.3	98	94.4	94.7

Attendance Target: 92.0%

Elementary Grades (K-5) Attendance	Attendance	2008-2009		2009-2010		Combined Attendance
		Enroll	% Attend.	Enroll	% Attend.	
All Students	MET	2743	95.8	2765	95.1	95.4
Economically Disadvantaged	MET	272	95.0	287	94.0	94.5
Limited English Proficient	MET	47	96.5	56	94.8	95.6
Students with Disabilities	MET	302	95.5	299	94.6	95.1
Asian/Pacific Islander	MET	218	97.0	200	96.2	96.6
Black (not of Hispanic origin)	NA	37	95.4	16	95.6	95.5
Hispanic origin	MET	86	95.8	175	94.3	94.8
American Indian/Alaskan Native	NA	13	94.9	8	89.1	92.7
White (not of Hispanic origin)	MET	2281	95.7	2193	95.1	95.4
Multi-Racial/Multi-Ethnic	MET	70	95.8	173	94.9	95.2

Combined Attendance is based on attendance rates (Grades 1 - 12) calculated from Third Period Cumulative ADM and weighted by enrollment counts submitted from Spring Membership for each year.

Designation	Explanation
MET	Met AYP requirement
NOT MET	Did not meet AYP requirement
PENDING	Designation pending additional data from district
NA	Not applicable
NOTE	New or reconfigured school or district lacking required data to determine a designation
NO DATA	No Rating Provided. District has not submitted required information.

AYP History	Overall AYP *	English/ Language Arts AYP	Math AYP	Graduation
2007-2008	MET	MET	MET	MET
2008-2009	MET	MET	MET	MET
2009-2010	NOT MET	MET	MET	MET

* To Meet Overall AYP, a district must meet AYP in each content area and at each grade span (see Summary page).

2009-10 Final AYP Report (Public)
District and School Designations

AYP Designation

District:	Philomath SD 17J	NOT MET
School(s):	Blodgett Elementary School	MET
	Clemens Primary School	NOT MET
	Kings Valley Charter School	MET
	Philomath Elementary School	NOT MET
	Philomath High School	MET
	Philomath Middle School	MET

2009-10 Final AYP Report (Public)

Summary
(As of 9/8/2010)

District: Philomath SD 17J

AYP Designation: **NOT MET**

Did the district meet the standard for AYP?

Overall AYP	English/ Language Arts AYP	Math AYP	Other Indicator
District			MET
Elementary Grades (K-5)	NOT MET	NOT MET	
Middle Grades (6-8)	MET	MET	
High School Grades (9-12)	MET	MET	

English/Language Arts (Reading)

	ELEM	MS	HS
All Students	MET	MET	MET
Economically Disadvantaged	MET	MET	MET
Limited English Proficient	NA	NA	NA
Students with Disabilities	NOT MET	MET	NA
Asian/Pacific Islander	NA	NA	NA
Black (not of Hispanic origin)	NA	NA	NA
Hispanic origin	MET	NA	NA
American Indian/Alaskan Native	NA	NA	NA
White (not of Hispanic origin)	MET	MET	MET
Multi-Racial/Multi-Ethnic	NA	NA	NA

Mathematics (Math)

	ELEM	MS	HS
All Students	MET	MET	MET
Economically Disadvantaged	MET	MET	MET
Limited English Proficient	NA	NA	NA
Students with Disabilities	NOT MET	MET	NA
Asian/Pacific Islander	NA	NA	NA
Black (not of Hispanic origin)	NA	NA	NA
Hispanic origin	MET	MET	NA
American Indian/Alaskan Native	NA	NA	NA
White (not of Hispanic origin)	MET	MET	MET
Multi-Racial/Multi-Ethnic	NA	NA	NA

To meet AYP, subgroups are only required to meet attendance (or graduation for high schools) when the academic status target is not met.

2009-10 Final AYP Report (Public)
Reading Knowledge and Skills Elementary Details

District: Philomath SD 17J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	331	335	0	0	666	100
Economically Disadvantaged	MET	106	128	0	0	234	100
Limited English Proficient	NA	13	12	0	0	25	100
Students with Disabilities	MET	57	57	0	0	114	100
Asian/Pacific Islander	NA	5	4	0	0	9	100
Black (not of Hispanic origin)	NA	6	4	0	0	10	100
Hispanic origin	MET	22	20	0	0	42	100
American Indian/Alaskan Native	NA	5	5	0	0	10	100
White (not of Hispanic origin)	MET	288	300	0	0	588	100
Multi-Racial/Multi-Ethnic	NA	0	0	0	0	0	--

The participation target may be met using either a two-year or the current year participation rate.

ELA Target: 60%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	318	255	335	258	2008-2010	78.56	6.32	84.88
Economically Disadvantaged	MET	96	61	128	85	2008-2010	65.18	10.79	75.96
Limited English Proficient	NA	10	3	12	4	2008-2010	31.82	*	*
Students with Disabilities	NOT MET	54	26	57	21	2008-2010	42.34	15.32	57.66
Asian/Pacific Islander	NA	*	*	*	*	2008-2010	*	*	*
Black (not of Hispanic origin)	NA	*	*	*	*	2008-2010	*	*	*
Hispanic origin	NA	17	7	20	8	2008-2010	40.54	*	*
American Indian/Alaskan Native	NA	*	*	*	*	2008-2010	*	*	*
White (not of Hispanic origin)	MET	281	234	300	238	2008-2010	81.24	6.70	87.94
Multi-Racial/Multi-Ethnic	NA	*	*	*	*	2008-2010	--	--	*

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	80.19	77.01	-3.17	1.98
Economically Disadvantaged	NA	63.54	66.41	2.86	3.65
Limited English Proficient	NA	30.00	33.33	3.33	*
Students with Disabilities	NOT MET	48.15	36.84	-11.31	5.19
Asian/Pacific Islander	NA	*	*	*	*
Black (not of Hispanic origin)	NA	*	*	*	*
Hispanic origin	NA	41.18	40.00	-1.18	*
American Indian/Alaskan Native	NA	*	*	*	*
White (not of Hispanic origin)	NA	83.27	79.33	-3.94	1.67
Multi-Racial/Multi-Ethnic	NA	--	--	--	*

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)
Reading Knowledge and Skills Middle School Details

District: Philomath SD 17J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	418	390	1	1	810	100
Economically Disadvantaged	MET	130	129	0	0	259	100
Limited English Proficient	NA	7	10	0	0	17	100
Students with Disabilities	MET	55	43	0	0	98	100
Asian/Pacific Islander	NA	8	9	0	0	17	100
Black (not of Hispanic origin)	NA	4	3	0	0	7	100
Hispanic origin	NA	21	18	0	0	39	100
American Indian/Alaskan Native	NA	6	5	0	0	11	100
White (not of Hispanic origin)	MET	375	354	1	1	731	100
Multi-Racial/Multi-Ethnic	NA	0	0	0	0	0	--

The participation target may be met using either a two-year or the current year participation rate.

ELA Target: 60%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	405	347	390	329	2008-2010	85.03	5.73	90.76
Economically Disadvantaged	MET	121	90	129	96	2008-2010	74.40	10.21	84.61
Limited English Proficient	NA	7	3	10	4	2008-2010	41.18	*	*
Students with Disabilities	MET	52	25	43	18	2008-2010	45.26	16.56	61.83
Asian/Pacific Islander	NA	8	8	9	9	2008-2010	100.00	*	*
Black (not of Hispanic origin)	NA	*	*	*	*	2008-2010	*	*	*
Hispanic origin	NA	19	14	18	11	2008-2010	67.57	*	*
American Indian/Alaskan Native	NA	6	5	*	*	2008-2010	*	*	*
White (not of Hispanic origin)	MET	364	313	354	302	2008-2010	85.65	6.02	91.68
Multi-Racial/Multi-Ethnic	NA	*	*	*	*	2008-2010	--	--	*

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	85.68	84.36	-1.32	1.43
Economically Disadvantaged	NA	74.38	74.42	0.04	2.56
Limited English Proficient	NA	42.86	40.00	-2.86	*
Students with Disabilities	NA	48.08	41.86	-6.22	5.19
Asian/Pacific Islander	NA	100.00	100.00	0.00	*
Black (not of Hispanic origin)	NA	*	*	*	*
Hispanic origin	NA	73.68	61.11	-12.57	*
American Indian/Alaskan Native	NA	83.33	*	*	*
White (not of Hispanic origin)	NA	85.99	85.31	-0.68	1.40
Multi-Racial/Multi-Ethnic	NA	--	--	--	*

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)
Reading Knowledge and Skills High School Details

District: Philomath SD 17J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	148	135	2	1	286	99
Economically Disadvantaged	MET	34	37	0	0	71	100
Limited English Proficient	NA	3	0	0	0	3	100
Students with Disabilities	NA	20	18	0	0	38	100
Asian/Pacific Islander	NA	4	2	0	0	6	100
Black (not of Hispanic origin)	NA	2	2	0	0	4	100
Hispanic origin	NA	11	5	0	0	16	100
American Indian/Alaskan Native	NA	3	1	0	0	4	100
White (not of Hispanic origin)	MET	127	125	0	1	253	100
Multi-Racial/Multi-Ethnic	NA	0	0	0	0	0	--

The participation target may be met using either a two-year or the current year participation rate.

ELA Target: 60%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	144	106	135	110	2008-2010	77.42	9.66	87.08
Economically Disadvantaged	MET	32	19	37	21	2008-2010	57.97	19.43	77.40
Limited English Proficient	NA	*	*	*	*	2008-2010	*	*	*
Students with Disabilities	NA	20	6	18	8	2008-2010	36.84	*	*
Asian/Pacific Islander	NA	*	*	*	*	2008-2010	*	*	*
Black (not of Hispanic origin)	NA	*	*	*	*	2008-2010	*	*	*
Hispanic origin	NA	10	5	*	*	2008-2010	*	*	*
American Indian/Alaskan Native	NA	*	*	*	*	2008-2010	*	*	*
White (not of Hispanic origin)	MET	124	96	125	103	2008-2010	79.92	10.23	90.15
Multi-Racial/Multi-Ethnic	NA	*	*	*	*	2008-2010	--	--	*

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	73.61	81.48	7.87	2.64
Economically Disadvantaged	NA	59.38	56.76	-2.62	4.06
Limited English Proficient	NA	*	--	--	*
Students with Disabilities	NA	30.00	44.44	14.44	*
Asian/Pacific Islander	NA	*	*	*	*
Black (not of Hispanic origin)	NA	*	*	*	*
Hispanic origin	NA	50.00	*	*	*
American Indian/Alaskan Native	NA	*	*	*	*
White (not of Hispanic origin)	NA	77.42	82.40	4.98	2.26
Multi-Racial/Multi-Ethnic	NA	--	--	--	*

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)
Mathematics Knowledge and Skills Elementary Details

District: Philomath SD 17J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	330	335	1	0	666	100
Economically Disadvantaged	MET	106	128	0	0	234	100
Limited English Proficient	NA	13	12	0	0	25	100
Students with Disabilities	MET	57	57	0	0	114	100
Asian/Pacific Islander	NA	5	4	0	0	9	100
Black (not of Hispanic origin)	NA	6	4	0	0	10	100
Hispanic origin	MET	22	20	0	0	42	100
American Indian/Alaskan Native	NA	5	5	0	0	10	100
White (not of Hispanic origin)	MET	287	300	1	0	588	100
Multi-Racial/Multi-Ethnic	NA	0	0	0	0	0	--

The participation target may be met using either a two-year or the current year participation rate.

Math Target: 59%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	317	237	335	258	2008-2010	75.92	6.32	82.24
Economically Disadvantaged	MET	96	54	128	85	2008-2010	62.05	10.79	72.84
Limited English Proficient	NA	10	2	12	3	2008-2010	22.73	*	*
Students with Disabilities	NOT MET	54	24	57	24	2008-2010	43.24	15.32	58.57
Asian/Pacific Islander	NA	*	*	*	*	2008-2010	*	*	*
Black (not of Hispanic origin)	NA	*	*	*	*	2008-2010	*	*	*
Hispanic origin	NA	17	6	20	8	2008-2010	37.84	*	*
American Indian/Alaskan Native	NA	*	*	*	*	2008-2010	*	*	*
White (not of Hispanic origin)	MET	280	216	300	238	2008-2010	78.28	6.70	84.98
Multi-Racial/Multi-Ethnic	NA	*	*	*	*	2008-2010	--	--	*

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	74.76	77.01	2.25	2.52
Economically Disadvantaged	NA	56.25	66.41	10.16	4.38
Limited English Proficient	NA	20.00	25.00	5.00	*
Students with Disabilities	NOT MET	44.44	42.11	-2.34	5.56
Asian/Pacific Islander	NA	*	*	*	*
Black (not of Hispanic origin)	NA	*	*	*	*
Hispanic origin	NA	35.29	40.00	4.71	*
American Indian/Alaskan Native	NA	*	*	*	*
White (not of Hispanic origin)	NA	77.14	79.33	2.19	2.29
Multi-Racial/Multi-Ethnic	NA	--	--	--	*

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)
Mathematics Knowledge and Skills Middle School Details

District: Philomath SD 17J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	419	390	0	1	810	100
Economically Disadvantaged	MET	130	129	0	0	259	100
Limited English Proficient	NA	7	10	0	0	17	100
Students with Disabilities	MET	55	43	0	0	98	100
Asian/Pacific Islander	NA	8	9	0	0	17	100
Black (not of Hispanic origin)	NA	4	3	0	0	7	100
Hispanic origin	MET	21	19	0	0	40	100
American Indian/Alaskan Native	NA	6	5	0	0	11	100
White (not of Hispanic origin)	MET	376	353	0	1	730	100
Multi-Racial/Multi-Ethnic	NA	0	0	0	0	0	--

The participation target may be met using either a two-year or the current year participation rate.

Math Target: 59%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	406	319	390	326	2008-2010	81.03	5.72	86.75
Economically Disadvantaged	MET	121	77	129	91	2008-2010	67.20	10.21	77.41
Limited English Proficient	NA	7	4	10	5	2008-2010	52.94	*	*
Students with Disabilities	MET	52	21	43	21	2008-2010	44.21	16.56	60.77
Asian/Pacific Islander	NA	8	8	9	8	2008-2010	94.12	*	*
Black (not of Hispanic origin)	NA	*	*	*	*	2008-2010	*	*	*
Hispanic origin	NA	19	14	19	14	2008-2010	73.68	*	*
American Indian/Alaskan Native	NA	6	5	*	*	2008-2010	*	*	*
White (not of Hispanic origin)	MET	365	285	353	296	2008-2010	80.92	6.02	86.94
Multi-Racial/Multi-Ethnic	NA	*	*	*	*	2008-2010	--	--	*

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	78.57	83.59	5.02	2.14
Economically Disadvantaged	NA	63.64	70.54	6.91	3.64
Limited English Proficient	NA	57.14	50.00	-7.14	*
Students with Disabilities	NA	40.38	48.84	8.45	5.96
Asian/Pacific Islander	NA	100.00	88.89	-11.11	*
Black (not of Hispanic origin)	NA	*	*	*	*
Hispanic origin	NA	73.68	73.68	0.00	*
American Indian/Alaskan Native	NA	83.33	*	*	*
White (not of Hispanic origin)	NA	78.08	83.85	5.77	2.19
Multi-Racial/Multi-Ethnic	NA	--	--	--	*

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)
Mathematics Knowledge and Skills High School Details

District: Philomath SD 17J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	148	135	2	0	285	99
Economically Disadvantaged	MET	34	37	0	0	71	100
Limited English Proficient	NA	3	0	0	0	3	100
Students with Disabilities	NA	20	18	0	0	38	100
Asian/Pacific Islander	NA	4	2	0	0	6	100
Black (not of Hispanic origin)	NA	2	2	0	0	4	100
Hispanic origin	NA	11	5	0	0	16	100
American Indian/Alaskan Native	NA	3	1	0	0	4	100
White (not of Hispanic origin)	MET	127	125	0	0	252	100
Multi-Racial/Multi-Ethnic	NA	0	0	0	0	0	--

The participation target may be met using either a two-year or the current year participation rate.

Math Target: 59%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	144	61	135	93	2008-2010	55.20	9.66	64.86
Economically Disadvantaged	MET	32	7	37	21	2008-2010	40.58	19.43	60.01
Limited English Proficient	NA	*	*	*	*	2008-2010	*	*	*
Students with Disabilities	NA	20	2	18	4	2008-2010	15.79	*	*
Asian/Pacific Islander	NA	*	*	*	*	2008-2010	*	*	*
Black (not of Hispanic origin)	NA	*	*	*	*	2008-2010	*	*	*
Hispanic origin	NA	10	3	*	*	2008-2010	*	*	*
American Indian/Alaskan Native	NA	*	*	*	*	2008-2010	*	*	*
White (not of Hispanic origin)	MET	124	54	125	89	2008-2010	57.43	10.23	67.66
Multi-Racial/Multi-Ethnic	NA	*	*	*	*	2008-2010	--	--	*

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	42.36	68.89	26.53	5.76
Economically Disadvantaged	NA	21.88	56.76	34.88	7.81
Limited English Proficient	NA	*	--	--	*
Students with Disabilities	NA	10.00	22.22	12.22	*
Asian/Pacific Islander	NA	*	*	*	*
Black (not of Hispanic origin)	NA	*	*	*	*
Hispanic origin	NA	30.00	*	*	*
American Indian/Alaskan Native	NA	*	*	*	*
White (not of Hispanic origin)	NA	43.55	71.20	27.65	5.65
Multi-Racial/Multi-Ethnic	NA	--	--	--	*

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)

Graduation

District: Philomath SD 17J

Graduation Summary	Graduation AYP	Class of 2009 Cohort Graduation	NCES Graduation
All Students	MET	MET	MET
Economically Disadvantaged	MET	MET	MET
Limited English Proficient	NA	NA	NA
Students with Disabilities	NA	NA	MET
Asian/Pacific Islander	NA	NA	NA
Black (not of Hispanic origin)	NA	NA	NA
Hispanic origin	NA	NA	NA
American Indian/Alaskan Native	NA	NA	NA
White (not of Hispanic origin)	MET	MET	MET
Multi-Racial/Multi-Ethnic	NA	NA	NA

Cohort Graduation Target: 65.0%

Cohort Graduation Rate Class of 2009	Cohort Graduation	Adjusted Cohort (2005-06 to 2008-09)	Regular Diplomas	Non-Graduates		Cohort Graduation
				Other Completers (such as GED)	Non-completers (such as dropouts)	
All Students	MET	162	129	23	10	79.6
Economically Disadvantaged	MET	50	33	12	5	66.0
Limited English Proficient	*	*	*	*	*	*
Students with Disabilities	NA	23	15	6	2	65.2
Asian/Pacific Islander	*	*	*	*	*	*
Black (not of Hispanic origin)	--	--	--	--	--	--
Hispanic origin	NA	6	4	1	1	66.7
American Indian/Alaskan Native	--	--	--	--	--	--
White (not of Hispanic origin)	MET	146	120	20	6	82.2
Multi-Racial/Multi-Ethnic	--	--	--	--	--	--

The cohort graduation rate is calculated as the number of regular diplomas received within 4 years divided by the number of students in the adjusted cohort. The adjusted cohort includes all first-time ninth graders in 2005-2006 plus students who transfer into the school minus students who transfer out. To be rated on graduation, a school must have grade 12 in 2008-2009 and at least 40 in its adjusted cohort.

NCES Graduation Target: 68.1%

NCES Graduation Rate	Graduation	2007-2008				2008-2009				NCES Combined Graduation
		#Enroll	#Grad	#DO	%Grad	#Enroll	#Grad	#DO	%Grad	
All Students	MET	638	130	12	91.5	555	130	1	99.2	95.1
Economically Disadvantaged	MET	148	18	6	75.0	142	27	1	96.4	85.5
Limited English Proficient	NA	11	--	--	--	9	--	--	--	81.7
Students with Disabilities	MET	79	10	3	76.9	73	12	0	100.0	88.0
Asian/Pacific Islander	NA	13	--	--	--	2	--	--	--	86.7
Black (not of Hispanic origin)	NA	4	--	--	--	2	--	--	--	100.0
Hispanic origin	NA	38	5	2	71.4	15	--	--	--	79.5
American Indian/Alaskan Native	NA	9	--	--	--	1	--	--	--	100.0
White (not of Hispanic origin)	MET	569	118	10	92.2	498	120	0	100.0	95.8
Multi-Racial/Multi-Ethnic	NA	0	--	--	--	0	--	--	--	--

The combined graduation is calculated as the weighted average of enrollment times the graduation rate for each year. The NCES graduation rate equals graduates divided by graduates plus dropouts. Enrollment includes all students in grades 9-12 enrolled on the first school day in October.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)

AYP History

District: Philomath SD 17J

Attendance Target: 92.0%

Middle Grades (6-8)

Attendance

	Attendance	2008-2009		2009-2010		Combined Attendance
		Enroll	% Attend.	Enroll	% Attend.	
All Students	MET	425	94.8	395	94.9	94.8
Economically Disadvantaged	MET	132	94.3	130	93.9	94.1
Limited English Proficient	NA	7	96.1	7	95.5	95.8
Students with Disabilities	MET	61	93.9	47	93.8	93.9
Asian/Pacific Islander	NA	*	*	6	96.8	97.0
Black (not of Hispanic origin)	NA	*	*	*	*	92.1
Hispanic origin	NA	19	94.3	18	95.4	94.8
American Indian/Alaskan Native	NA	7	91.6	6	88.9	90.4
White (not of Hispanic origin)	MET	390	94.9	356	95.0	94.9
Multi-Racial/Multi-Ethnic	NA	*	*	*	*	91.7

Attendance Target: 92.0%

Elementary Grades (K-5)

Attendance

	Attendance	2008-2009		2009-2010		Combined Attendance
		Enroll	% Attend.	Enroll	% Attend.	
All Students	MET	679	94.5	676	94.6	94.5
Economically Disadvantaged	MET	229	93.7	272	94.0	93.9
Limited English Proficient	NA	26	96.7	22	96.9	96.8
Students with Disabilities	MET	126	94.8	112	95.3	95.0
Asian/Pacific Islander	NA	9	96.5	10	97.7	97.1
Black (not of Hispanic origin)	NA	8	96.5	8	97.6	97.1
Hispanic origin	NA	37	95.2	41	95.9	95.6
American Indian/Alaskan Native	NA	7	97.5	7	97.2	97.4
White (not of Hispanic origin)	MET	544	94.5	567	94.5	94.5
Multi-Racial/Multi-Ethnic	NA	17	89.4	*	*	88.4

Combined Attendance is based on attendance rates (Grades 1 - 12) calculated from Third Period Cumulative ADM and weighted by enrollment counts submitted from Spring Membership for each year.

Designation	Explanation
MET	Met AYP requirement
NOT MET	Did not meet AYP requirement
PENDING	Designation pending additional data from district
NA	Not applicable
NOTE	New or reconfigured school or district lacking required data to determine a designation
NO DATA	No Rating Provided. District has not submitted required information.

AYP History	Overall AYP *	English/ Language Arts AYP	Math AYP	Graduation
2007-2008	NOT MET	MET	MET	MET
2008-2009	NOT MET	MET	MET	MET
2009-2010	NOT MET	MET	MET	MET

* To Meet Overall AYP, a district must meet AYP in each content area and at each grade span (see Summary page).

2009-10 Final AYP Report (Public)
District and School Designations

AYP Designation

District:	Eugene SD 4J	NOT MET
School(s):	Adams Elementary School	MET
	Arts and Technology Academy at Jefferson	MET
	Awbrey Park Elementary School	MET
	Buena Vista Elementary School	MET
	Cal Young Middle School	MET
	Camas Ridge Community Elementary	NOTE
	Cesar Chavez Elementary School	MET
	Charlemagne at Fox Hollow Elementary School	MET
	Churchill Alternative High School	NOT MET
	Churchill High School	MET
	Coburg Elementary School	MET
	Corridor Elementary School	MET
	Crest Drive Elementary School	MET
	Edgewood Community Elementary School	MET
	Edison Elementary School	MET
	Family School	MET
	Gilham Elementary School	MET
	Holt Elementary School	MET
	Howard Elementary School	MET
	Kelly Middle School	MET
	Kennedy Middle School	MET
	Madison Middle School	MET
	McCornack Elementary School	MET
	Meadowlark Elementary School	MET
	Monroe Middle School	NOT MET
	Network Charter School	NOT MET
	North Eugene Alternative High School	NOT MET
	North Eugene High School	MET
	Opportunity Center	NOT MET
	Parker Elementary School	MET
	Ridgeline Montessori	MET
	River Road/El Camino del Rio Elementary School	MET
Roosevelt Middle School	MET	
Sheldon High School	MET	
South Eugene High School	MET	
Spencer Butte Middle School	MET	
Spring Creek Elementary School	MET	
Twin Oaks Elementary School	MET	
Village School	MET	
Willagillespie Elementary School	MET	
Yujin Gakuen Elementary School	MET	

2009-10 Final AYP Report (Public)

Summary

(As of 9/8/2010)

District: Eugene SD 4J

AYP Designation: **NOT MET**

Did the district meet the standard for AYP?

Overall AYP	English/ Language Arts AYP	Math AYP	Other Indicator
District			MET
Elementary Grades (K-5)	MET	MET	
Middle Grades (6-8)	NOT MET	MET	
High School Grades (9-12)	NOT MET	NOT MET	

English/Language Arts (Reading)

	ELEM	MS	HS
All Students	MET	MET	MET
Economically Disadvantaged	MET	MET	MET
Limited English Proficient	MET	NOT MET	MET
Students with Disabilities	MET	MET	NOT MET
Asian/Pacific Islander	MET	MET	MET
Black (not of Hispanic origin)	MET	MET	NOT MET
Hispanic origin	MET	MET	MET
American Indian/Alaskan Native	MET	MET	MET
White (not of Hispanic origin)	MET	MET	MET
Multi-Racial/Multi-Ethnic	MET	MET	MET

Mathematics (Math)

	ELEM	MS	HS
All Students	MET	MET	MET
Economically Disadvantaged	MET	MET	NOT MET
Limited English Proficient	MET	MET	MET
Students with Disabilities	MET	MET	NOT MET
Asian/Pacific Islander	MET	MET	MET
Black (not of Hispanic origin)	MET	MET	NOT MET
Hispanic origin	MET	MET	MET
American Indian/Alaskan Native	MET	MET	NOT MET
White (not of Hispanic origin)	MET	MET	MET
Multi-Racial/Multi-Ethnic	MET	MET	MET

To meet AYP, subgroups are only required to meet attendance (or graduation for high schools) when the academic status target is not met.

2009-10 Final AYP Report (Public)

Reading Knowledge and Skills Elementary Details

District: Eugene SD 4J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	3904	3967	19	15	7905	100
Economically Disadvantaged	MET	1687	1847	6	3	3543	100
Limited English Proficient	MET	163	162	2	2	329	99
Students with Disabilities	MET	726	751	11	11	1499	99
Asian/Pacific Islander	MET	187	192	4	2	385	98
Black (not of Hispanic origin)	MET	99	114	1	1	215	99
Hispanic origin	MET	303	431	1	1	736	100
American Indian/Alaskan Native	MET	79	78	1	0	158	99
White (not of Hispanic origin)	MET	2780	2936	11	10	5737	100
Multi-Racial/Multi-Ethnic	MET	295	154	0	1	450	100

The participation target may be met using either a two-year or the current year participation rate.

ELA Target: 60%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	3796	3415	3846	3423	2008-2010	89.48	1.85	91.33
Economically Disadvantaged	MET	1622	1364	1766	1471	2008-2010	83.68	2.77	86.45
Limited English Proficient	MET	134	79	145	87	2008-2010	59.50	9.66	69.16
Students with Disabilities	MET	706	472	725	486	2008-2010	66.95	4.27	71.21
Asian/Pacific Islander	MET	169	153	181	162	2008-2010	90.00	8.63	98.63
Black (not of Hispanic origin)	MET	96	75	112	83	2008-2010	75.96	11.19	87.15
Hispanic origin	MET	287	222	414	320	2008-2010	77.32	6.10	83.42
American Indian/Alaskan Native	MET	73	63	72	62	2008-2010	86.21	13.41	99.61
White (not of Hispanic origin)	MET	2734	2512	2854	2603	2008-2010	91.54	2.16	93.69
Multi-Racial/Multi-Ethnic	MET	282	245	153	136	2008-2010	87.59	7.74	95.33

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	89.96	89.00	-0.96	1.00
Economically Disadvantaged	NA	84.09	83.30	-0.80	1.59
Limited English Proficient	NA	58.96	60.00	1.04	4.10
Students with Disabilities	NA	66.86	67.03	0.18	3.31
Asian/Pacific Islander	NA	90.53	89.50	-1.03	0.95
Black (not of Hispanic origin)	NA	78.13	74.11	-4.02	2.19
Hispanic origin	NA	77.35	77.29	-0.06	2.26
American Indian/Alaskan Native	NA	86.30	86.11	-0.19	1.37
White (not of Hispanic origin)	NA	91.88	91.21	-0.67	0.81
Multi-Racial/Multi-Ethnic	NA	86.88	88.89	2.01	1.31

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

2009-10 Final AYP Report (Public)
Reading Knowledge and Skills Middle School Details

District: Eugene SD 4J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	3987	3881	31	28	7927	99
Economically Disadvantaged	MET	1511	1612	13	10	3146	99
Limited English Proficient	MET	100	121	0	5	226	98
Students with Disabilities	MET	635	683	15	4	1337	99
Asian/Pacific Islander	MET	204	200	0	5	409	99
Black (not of Hispanic origin)	MET	106	112	0	1	219	100
Hispanic origin	MET	300	410	1	5	716	99
American Indian/Alaskan Native	MET	65	76	2	1	144	98
White (not of Hispanic origin)	MET	2804	2819	23	15	5661	99
Multi-Racial/Multi-Ethnic	MET	293	168	0	0	461	100

The participation target may be met using either a two-year or the current year participation rate.

ELA Target: 60%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	3882	3254	3769	3139	2008-2010	83.56	1.85	85.40
Economically Disadvantaged	MET	1448	1060	1538	1124	2008-2010	73.14	2.95	76.10
Limited English Proficient	NOT MET	82	27	103	36	2008-2010	34.05	11.87	45.92
Students with Disabilities	MET	609	331	655	364	2009-2010	55.57	4.54	60.11
Asian/Pacific Islander	MET	193	173	184	158	2008-2010	87.80	8.31	96.11
Black (not of Hispanic origin)	MET	103	69	108	71	2008-2010	66.35	11.11	77.46
Hispanic origin	MET	292	178	395	250	2008-2010	62.30	6.16	68.46
American Indian/Alaskan Native	MET	61	50	71	58	2008-2010	81.82	14.05	95.87
White (not of Hispanic origin)	MET	2736	2352	2749	2378	2008-2010	86.24	2.18	88.41
Multi-Racial/Multi-Ethnic	MET	288	242	168	138	2008-2010	83.33	7.56	90.89

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	83.82	83.28	-0.54	1.62
Economically Disadvantaged	NA	73.20	73.08	-0.12	2.68
Limited English Proficient	NOT MET	32.93	34.95	2.02	6.71
Students with Disabilities	NA	54.35	55.57	1.22	4.56
Asian/Pacific Islander	NA	89.64	85.87	-3.77	1.04
Black (not of Hispanic origin)	NA	66.99	65.74	-1.25	3.30
Hispanic origin	NA	60.96	63.29	2.33	3.90
American Indian/Alaskan Native	NA	81.97	81.69	-0.28	1.80
White (not of Hispanic origin)	NA	85.96	86.50	0.54	1.40
Multi-Racial/Multi-Ethnic	NA	84.03	82.14	-1.88	1.60

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

2009-10 Final AYP Report (Public)
Reading Knowledge and Skills High School Details

District: Eugene SD 4J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	1381	1300	60	49	2790	96
Economically Disadvantaged	MET	369	375	22	19	785	95
Limited English Proficient	MET	22	39	0	0	61	100
Students with Disabilities	NOT MET	165	195	23	17	400	90
Asian/Pacific Islander	MET	73	69	0	3	145	98
Black (not of Hispanic origin)	NOT MET	41	33	1	5	80	93
Hispanic origin	MET	94	136	9	5	244	94
American Indian/Alaskan Native	MET	30	24	7	1	62	87
White (not of Hispanic origin)	MET	1021	929	39	30	2019	97
Multi-Racial/Multi-Ethnic	MET	76	56	0	1	133	99

The participation target may be met using either a two-year or the current year participation rate.

ELA Target: 60%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	1346	1001	1251	988	2008-2010	76.59	3.17	79.76
Economically Disadvantaged	MET	361	200	359	244	2008-2010	61.67	6.02	67.68
Limited English Proficient	NOT MET	18	3	33	11	2008-2010	27.45	22.60	50.06
Students with Disabilities	NOT MET	155	44	183	76	2008-2010	35.50	8.78	44.28
Asian/Pacific Islander	MET	73	57	64	49	2008-2010	77.37	13.79	91.16
Black (not of Hispanic origin)	MET	40	20	31	15	2008-2010	49.30	19.16	68.45
Hispanic origin	MET	89	35	124	70	2008-2010	49.30	11.06	60.36
American Indian/Alaskan Native	MET	29	17	21	12	2008-2010	58.00	22.83	80.83
White (not of Hispanic origin)	MET	993	785	902	754	2008-2010	81.21	3.71	84.92
Multi-Racial/Multi-Ethnic	MET	76	51	56	48	2008-2010	75.00	14.05	89.05

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	74.37	78.98	4.61	2.56
Economically Disadvantaged	NA	55.40	67.97	12.56	4.46
Limited English Proficient	MET	16.67	33.33	16.67	8.33
Students with Disabilities	MET	28.39	41.53	13.14	7.16
Asian/Pacific Islander	NA	78.08	76.56	-1.52	2.19
Black (not of Hispanic origin)	NA	50.00	48.39	-1.61	5.00
Hispanic origin	NA	39.33	56.45	17.13	6.07
American Indian/Alaskan Native	NA	58.62	57.14	-1.48	4.14
White (not of Hispanic origin)	NA	79.05	83.59	4.54	2.09
Multi-Racial/Multi-Ethnic	NA	67.11	85.71	18.61	3.29

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

2009-10 Final AYP Report (Public)
Mathematics Knowledge and Skills Elementary Details

District: Eugene SD 4J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	3908	3958	15	23	7904	100
Economically Disadvantaged	MET	1689	1840	4	9	3542	100
Limited English Proficient	MET	164	161	1	3	329	99
Students with Disabilities	MET	729	744	9	18	1500	98
Asian/Pacific Islander	MET	187	192	3	4	386	98
Black (not of Hispanic origin)	MET	99	114	1	1	215	99
Hispanic origin	MET	286	430	0	2	718	100
American Indian/Alaskan Native	MET	80	78	0	0	158	100
White (not of Hispanic origin)	MET	2784	2930	10	15	5739	100
Multi-Racial/Multi-Ethnic	MET	312	154	0	1	467	100

The participation target may be met using either a two-year or the current year participation rate.

Math Target: 59%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	3799	3200	3838	3250	2008-2010	84.46	1.85	86.30
Economically Disadvantaged	MET	1623	1209	1758	1342	2008-2010	75.45	2.78	78.23
Limited English Proficient	MET	136	70	145	87	2008-2010	55.87	9.63	65.50
Students with Disabilities	MET	709	428	719	447	2008-2010	61.27	4.27	65.55
Asian/Pacific Islander	MET	170	153	182	164	2008-2010	90.06	8.60	98.66
Black (not of Hispanic origin)	MET	96	67	112	76	2008-2010	68.75	11.19	79.94
Hispanic origin	MET	272	182	413	301	2008-2010	70.51	6.17	76.68
American Indian/Alaskan Native	MET	75	56	72	59	2008-2010	78.23	13.31	91.55
White (not of Hispanic origin)	MET	2735	2380	2849	2469	2008-2010	86.84	2.16	89.00
Multi-Racial/Multi-Ethnic	MET	297	225	153	131	2008-2010	79.11	7.61	86.72

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	84.23	84.68	0.45	1.58
Economically Disadvantaged	NA	74.49	76.34	1.85	2.55
Limited English Proficient	NA	51.47	60.00	8.53	4.85
Students with Disabilities	NA	60.37	62.17	1.80	3.96
Asian/Pacific Islander	NA	90.00	90.11	0.11	1.00
Black (not of Hispanic origin)	NA	69.79	67.86	-1.93	3.02
Hispanic origin	NA	66.91	72.88	5.97	3.31
American Indian/Alaskan Native	NA	74.67	81.94	7.28	2.53
White (not of Hispanic origin)	NA	87.02	86.66	-0.36	1.30
Multi-Racial/Multi-Ethnic	NA	75.76	85.62	9.86	2.42

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

2009-10 Final AYP Report (Public)
Mathematics Knowledge and Skills Middle School Details

District: Eugene SD 4J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	3983	3889	35	17	7924	99
Economically Disadvantaged	MET	1516	1617	8	4	3145	100
Limited English Proficient	MET	100	125	0	1	226	100
Students with Disabilities	MET	639	676	11	6	1332	99
Asian/Pacific Islander	MET	205	204	0	1	410	100
Black (not of Hispanic origin)	MET	104	110	0	2	216	99
Hispanic origin	MET	303	415	0	3	721	100
American Indian/Alaskan Native	MET	65	75	2	1	143	98
White (not of Hispanic origin)	MET	2806	2829	28	9	5672	99
Multi-Racial/Multi-Ethnic	MET	298	169	0	0	467	100

The participation target may be met using either a two-year or the current year participation rate.

Math Target: 59%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	3877	3126	3773	3126	2008-2010	81.73	1.85	83.57
Economically Disadvantaged	MET	1451	985	1541	1122	2008-2010	70.42	2.95	73.37
Limited English Proficient	MET	82	37	106	67	2008-2010	55.32	11.77	67.09
Students with Disabilities	NOT MET	613	274	650	342	2008-2010	48.77	4.54	53.32
Asian/Pacific Islander	MET	195	175	186	170	2008-2010	90.55	8.27	98.82
Black (not of Hispanic origin)	MET	103	62	106	74	2008-2010	65.07	11.17	76.24
Hispanic origin	MET	296	184	400	278	2008-2010	66.38	6.12	72.50
American Indian/Alaskan Native	MET	62	43	70	55	2008-2010	74.24	14.05	88.29
White (not of Hispanic origin)	MET	2737	2266	2757	2335	2008-2010	83.75	2.18	85.92
Multi-Racial/Multi-Ethnic	MET	287	227	169	140	2008-2010	80.48	7.56	88.04

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	80.63	82.85	2.22	1.94
Economically Disadvantaged	NA	67.88	72.81	4.93	3.21
Limited English Proficient	NA	45.12	63.21	18.09	5.49
Students with Disabilities	MET	44.70	52.62	7.92	5.53
Asian/Pacific Islander	NA	89.74	91.40	1.65	1.03
Black (not of Hispanic origin)	NA	60.19	69.81	9.62	3.98
Hispanic origin	NA	62.16	69.50	7.34	3.78
American Indian/Alaskan Native	NA	69.35	78.57	9.22	3.06
White (not of Hispanic origin)	NA	82.79	84.69	1.90	1.72
Multi-Racial/Multi-Ethnic	NA	79.09	82.84	3.75	2.09

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

2009-10 Final AYP Report (Public)
Mathematics Knowledge and Skills High School Details

District: Eugene SD 4J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	1359	1282	81	67	2789	95
Economically Disadvantaged	NOT MET	353	364	37	30	784	91
Limited English Proficient	MET	22	37	0	1	60	98
Students with Disabilities	NOT MET	158	185	30	24	397	86
Asian/Pacific Islander	MET	72	69	1	3	145	97
Black (not of Hispanic origin)	NOT MET	40	33	2	5	80	91
Hispanic origin	MET	89	134	12	6	241	93
American Indian/Alaskan Native	NOT MET	30	21	7	5	63	81
White (not of Hispanic origin)	MET	1008	912	56	45	2021	95
Multi-Racial/Multi-Ethnic	MET	78	57	0	1	136	99

The participation target may be met using either a two-year or the current year participation rate.

Math Target: 59%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	1326	823	1237	825	2008-2010	64.30	3.19	67.49
Economically Disadvantaged	NOT MET	345	136	349	183	2008-2010	45.97	6.13	52.09
Limited English Proficient	MET	18	6	33	15	2008-2010	41.18	22.60	63.78
Students with Disabilities	NOT MET	149	18	176	47	2008-2010	20.00	8.95	28.95
Asian/Pacific Islander	MET	72	52	66	58	2008-2010	79.71	13.74	93.45
Black (not of Hispanic origin)	NOT MET	39	13	31	9	2008-2010	31.43	19.29	50.72
Hispanic origin	NOT MET	84	34	122	57	2008-2010	44.17	11.25	55.42
American Indian/Alaskan Native	MET	29	11	19	10	2008-2010	43.75	23.30	67.05
White (not of Hispanic origin)	MET	983	643	888	626	2008-2010	67.82	3.73	71.56
Multi-Racial/Multi-Ethnic	MET	78	45	56	33	2008-2010	58.21	13.95	72.15

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	62.07	66.69	4.63	3.79
Economically Disadvantaged	MET	39.42	52.44	13.02	6.06
Limited English Proficient	NA	33.33	45.45	12.12	6.67
Students with Disabilities	MET	12.08	26.70	14.62	8.79
Asian/Pacific Islander	NA	72.22	87.88	15.66	2.78
Black (not of Hispanic origin)	NOT MET	33.33	29.03	-4.30	6.67
Hispanic origin	MET	40.48	46.72	6.25	5.95
American Indian/Alaskan Native	NA	37.93	52.63	14.70	6.21
White (not of Hispanic origin)	NA	65.41	70.50	5.08	3.46
Multi-Racial/Multi-Ethnic	NA	57.69	58.93	1.24	4.23

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

2009-10 Final AYP Report (Public)

Graduation

District: Eugene SD 4J

Graduation Summary	Graduation AYP	Class of 2009 Cohort Graduation	NCES Graduation
All Students	MET	MET	MET
Economically Disadvantaged	MET	NOT MET	MET
Limited English Proficient	NA	NA	NOT MET
Students with Disabilities	MET	NOT MET	MET
Asian/Pacific Islander	MET	MET	MET
Black (not of Hispanic origin)	MET	MET	MET
Hispanic origin	MET	MET	MET
American Indian/Alaskan Native	MET	MET	MET
White (not of Hispanic origin)	MET	MET	MET
Multi-Racial/Multi-Ethnic	MET	MET	MET

Cohort Graduation Target: 65.0%

Cohort Graduation Rate Class of 2009	Cohort Graduation	Adjusted Cohort (2005-06 to 2008-09)	Regular Diplomas	Non-Graduates		Cohort Graduation
				Other Completers (such as GED)	Non-completers (such as dropouts)	
All Students	MET	1624	1281	138	205	78.9
Economically Disadvantaged	NOT MET	512	330	71	111	64.5
Limited English Proficient	NA	29	21	2	6	72.4
Students with Disabilities	NOT MET	196	112	45	39	57.1
Asian/Pacific Islander	MET	70	60	2	8	85.7
Black (not of Hispanic origin)	MET	47	34	4	9	72.3
Hispanic origin	MET	98	69	10	19	70.4
American Indian/Alaskan Native	MET	49	32	6	11	65.3
White (not of Hispanic origin)	MET	1225	984	101	140	80.3
Multi-Racial/Multi-Ethnic	MET	73	57	10	6	78.1

The cohort graduation rate is calculated as the number of regular diplomas received within 4 years divided by the number of students in the adjusted cohort. The adjusted cohort includes all first-time ninth graders in 2005-2006 plus students who transfer into the school minus students who transfer out. To be rated on graduation, a school must have grade 12 in 2008-2009 and at least 40 in its adjusted cohort.

NCES Graduation Target: 68.1%

NCES Graduation Rate	Graduation	2007-2008				2008-2009				NCES Combined Graduation
		#Enroll	#Grad	#DO	%Grad	#Enroll	#Grad	#DO	%Grad	
All Students	MET	6263	1352	127	91.4	5983	1353	87	94.0	92.7
Economically Disadvantaged	MET	1683	275	41	87.0	1792	314	31	91.0	89.1
Limited English Proficient	NOT MET	75	8	3	72.7	100	6	4	60.0	65.5
Students with Disabilities	MET	770	96	20	82.8	784	95	15	86.4	84.6
Asian/Pacific Islander	MET	325	73	5	93.6	307	59	1	98.3	95.9
Black (not of Hispanic origin)	MET	151	20	7	74.1	163	37	7	84.1	79.3
Hispanic origin	MET	398	65	16	80.2	398	72	8	90.0	85.1
American Indian/Alaskan Native	MET	180	25	4	86.2	159	39	12	76.5	81.6
White (not of Hispanic origin)	MET	4634	1054	83	92.7	4348	1035	54	95.0	93.8
Multi-Racial/Multi-Ethnic	MET	311	63	8	88.7	328	61	3	95.3	92.1

The combined graduation is calculated as the weighted average of enrollment times the graduation rate for each year. The NCES graduation rate equals graduates divided by graduates plus dropouts. Enrollment includes all students in grades 9-12 enrolled on the first school day in October.

2009-10 Final AYP Report (Public)

AYP History

District: Eugene SD 4J

Attendance Target: 92.0%

Middle Grades (6-8)

Attendance

	Attendance	2008-2009		2009-2010		Combined Attendance
		Enroll	% Attend.	Enroll	% Attend.	
All Students	MET	4034	94.5	3922	94.2	94.4
Economically Disadvantaged	MET	1531	93.5	1627	93.4	93.4
Limited English Proficient	MET	97	96.0	93	96.4	96.2
Students with Disabilities	MET	666	93.5	657	93.3	93.4
Asian/Pacific Islander	MET	204	96.3	206	96.5	96.4
Black (not of Hispanic origin)	MET	101	95.4	111	94.2	94.8
Hispanic origin	MET	307	94.5	422	94.0	94.2
American Indian/Alaskan Native	MET	65	93.1	78	92.6	92.8
White (not of Hispanic origin)	MET	2874	94.5	2855	94.2	94.4
Multi-Racial/Multi-Ethnic	MET	320	93.9	170	93.3	93.7

Attendance Target: 92.0%

Elementary Grades (K-5)

Attendance

	Attendance	2008-2009		2009-2010		Combined Attendance
		Enroll	% Attend.	Enroll	% Attend.	
All Students	MET	7673	94.6	7688	94.1	94.3
Economically Disadvantaged	MET	3323	93.8	3556	93.5	93.6
Limited English Proficient	MET	388	95.4	324	95.6	95.5
Students with Disabilities	MET	1278	93.7	1273	93.4	93.6
Asian/Pacific Islander	MET	362	96.1	369	95.2	95.6
Black (not of Hispanic origin)	MET	194	93.5	218	92.8	93.1
Hispanic origin	MET	590	94.6	856	94.4	94.5
American Indian/Alaskan Native	MET	150	93.4	168	93.5	93.5
White (not of Hispanic origin)	MET	5504	94.6	5691	94.1	94.3
Multi-Racial/Multi-Ethnic	MET	605	94.5	280	94.0	94.3

Combined Attendance is based on attendance rates (Grades 1 - 12) calculated from Third Period Cumulative ADM and weighted by enrollment counts submitted from Spring Membership for each year.

Designation	Explanation
MET	Met AYP requirement
NOT MET	Did not meet AYP requirement
PENDING	Designation pending additional data from district
NA	Not applicable
NOTE	New or reconfigured school or district lacking required data to determine a designation
NO DATA	No Rating Provided. District has not submitted required information.

AYP History	Overall AYP *	English/ Language Arts AYP	Math AYP	Graduation
2007-2008	NOT MET	MET	MET	MET
2008-2009	NOT MET	MET	MET	MET
2009-2010	NOT MET	MET	MET	MET

* To Meet Overall AYP, a district must meet AYP in each content area and at each grade span (see Summary page).

2009-10 Final AYP Report (Public)
District and School Designations

AYP Designation

District:	Greater Albany Public SD 8J	NOT MET
School(s):	Albany Options School	NOT MET
	Calapooia Middle School	NOT MET
	Central Elementary School	MET
	Clover Ridge Elementary School	NOTE
	Fairmount Elementary School	MET
	Fir Grove Primary School	MET
	Lafayette Elementary School	MET
	Liberty Elementary School	MET
	Memorial Middle School	NOT MET
	North Albany Elementary School	MET
	North Albany Middle School	NOT MET
	Oak Elementary School	MET
	Oak Grove Intermediate	MET
	Periwinkle Elementary School	NOT MET
	South Albany High School	NOT MET
	South Shore Elementary School	NOTE
	Sunrise Elementary School	MET
	Takena Elementary School	MET
	Tangent Elementary School	MET
	Timber Ridge School	NOTE
Waverly Elementary School	MET	
West Albany High School	MET	

2009-10 Final AYP Report (Public)

Summary

(As of 9/8/2010)

District: Greater Albany Public SD 8J

AYP Designation: **NOT MET**

Did the district meet the standard for AYP?

Overall AYP	English/ Language Arts AYP	Math AYP	Other Indicator
District			MET
Elementary Grades (K-5)	MET	NOT MET	
Middle Grades (6-8)	NOT MET	NOT MET	
High School Grades (9-12)	NOT MET	NOT MET	

English/Language Arts (Reading)

	ELEM	MS	HS
All Students	MET	MET	MET
Economically Disadvantaged	MET	MET	MET
Limited English Proficient	MET	NOT MET	MET
Students with Disabilities	MET	NOT MET	NOT MET
Asian/Pacific Islander	MET	MET	NA
Black (not of Hispanic origin)	MET	MET	NA
Hispanic origin	MET	MET	MET
American Indian/Alaskan Native	NA	MET	NA
White (not of Hispanic origin)	MET	MET	MET
Multi-Racial/Multi-Ethnic	MET	NA	NA

Mathematics (Math)

	ELEM	MS	HS
All Students	MET	MET	MET
Economically Disadvantaged	MET	MET	NOT MET
Limited English Proficient	NOT MET	NOT MET	NOT MET
Students with Disabilities	MET	NOT MET	NOT MET
Asian/Pacific Islander	MET	MET	NA
Black (not of Hispanic origin)	MET	MET	NA
Hispanic origin	MET	MET	NOT MET
American Indian/Alaskan Native	NA	MET	NA
White (not of Hispanic origin)	MET	MET	MET
Multi-Racial/Multi-Ethnic	MET	NA	NA

To meet AYP, subgroups are only required to meet attendance (or graduation for high schools) when the academic status target is not met.

2009-10 Final AYP Report (Public)
Reading Knowledge and Skills Elementary Details

District: Greater Albany Public SD 8J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	2159	2152	13	6	4330	100
Economically Disadvantaged	MET	999	1083	9	4	2095	99
Limited English Proficient	MET	142	151	0	0	293	100
Students with Disabilities	MET	340	384	13	3	740	98
Asian/Pacific Islander	MET	43	28	1	0	72	99
Black (not of Hispanic origin)	MET	34	14	0	0	48	100
Hispanic origin	MET	328	393	2	0	723	100
American Indian/Alaskan Native	NA	20	11	1	0	32	97
White (not of Hispanic origin)	MET	1671	1589	9	5	3274	100
Multi-Racial/Multi-Ethnic	MET	0	110	0	1	111	99

The participation target may be met using either a two-year or the current year participation rate.

ELA Target: 60%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	2108	1801	2105	1805	2008-2010	85.59	2.49	88.08
Economically Disadvantaged	MET	964	744	1046	835	2008-2010	78.56	3.60	82.16
Limited English Proficient	MET	137	72	145	71	2008-2010	50.71	9.61	60.32
Students with Disabilities	MET	330	202	370	236	2008-2010	62.57	6.10	68.67
Asian/Pacific Islander	MET	43	38	27	25	2008-2010	90.00	19.29	109.29
Black (not of Hispanic origin)	MET	33	24	14	10	2008-2010	72.34	23.55	95.89
Hispanic origin	MET	321	230	381	278	2008-2010	72.36	6.09	78.46
American Indian/Alaskan Native	NA	19	17	11	9	2008-2010	86.67	*	*
White (not of Hispanic origin)	MET	1631	1435	1560	1385	2008-2010	88.37	2.86	91.23
Multi-Racial/Multi-Ethnic	MET	*	*	107	93	2008-2010	*	15.61	102.52

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	85.44	85.75	0.31	1.46
Economically Disadvantaged	NA	77.18	79.83	2.65	2.28
Limited English Proficient	NA	52.55	48.97	-3.59	4.74
Students with Disabilities	NA	61.21	63.78	2.57	3.88
Asian/Pacific Islander	NA	88.37	92.59	4.22	1.16
Black (not of Hispanic origin)	NA	72.73	71.43	-1.30	2.73
Hispanic origin	NA	71.65	72.97	1.31	2.83
American Indian/Alaskan Native	NA	89.47	81.82	-7.66	*
White (not of Hispanic origin)	NA	87.98	88.78	0.80	1.20
Multi-Racial/Multi-Ethnic	NA	--	86.92	--	10.00

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)
Reading Knowledge and Skills Middle School Details

District: Greater Albany Public SD 8J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	2115	2156	10	17	4298	99
Economically Disadvantaged	MET	913	1020	5	5	1943	99
Limited English Proficient	MET	95	82	0	0	177	100
Students with Disabilities	MET	299	351	6	5	661	98
Asian/Pacific Islander	MET	42	36	1	0	79	99
Black (not of Hispanic origin)	MET	31	21	0	0	52	100
Hispanic origin	MET	317	319	1	3	640	99
American Indian/Alaskan Native	MET	28	24	0	0	52	100
White (not of Hispanic origin)	MET	1676	1728	8	14	3426	99
Multi-Racial/Multi-Ethnic	NA	1	26	0	0	27	100

The participation target may be met using either a two-year or the current year participation rate.

ELA Target: 60%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	2064	1533	2115	1525	2008-2010	73.18	2.50	75.67
Economically Disadvantaged	MET	877	548	993	597	2008-2010	61.23	3.73	64.96
Limited English Proficient	NOT MET	91	26	79	11	2008-2010	21.76	12.38	34.15
Students with Disabilities	NOT MET	294	99	343	121	2008-2010	34.54	6.40	40.93
Asian/Pacific Islander	MET	39	34	36	30	2008-2010	85.33	18.64	103.97
Black (not of Hispanic origin)	MET	31	25	19	15	2008-2010	80.00	22.83	102.83
Hispanic origin	MET	308	187	311	165	2008-2010	56.87	6.49	63.35
American Indian/Alaskan Native	MET	27	18	23	14	2008-2010	64.00	22.83	86.83
White (not of Hispanic origin)	MET	1639	1251	1698	1278	2008-2010	75.79	2.79	78.58
Multi-Racial/Multi-Ethnic	NA	*	*	26	21	2008-2010	*	*	*

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	74.27	72.10	-2.17	2.57
Economically Disadvantaged	NA	62.49	60.12	-2.36	3.75
Limited English Proficient	NOT MET	28.57	13.92	-14.65	7.14
Students with Disabilities	NOT MET	33.67	35.28	1.60	6.63
Asian/Pacific Islander	NA	87.18	83.33	-3.85	1.28
Black (not of Hispanic origin)	NA	80.65	78.95	-1.70	1.94
Hispanic origin	NA	60.71	53.05	-7.66	3.93
American Indian/Alaskan Native	NA	66.67	60.87	-5.80	3.33
White (not of Hispanic origin)	NA	76.33	75.27	-1.06	2.37
Multi-Racial/Multi-Ethnic	NA	--	80.77	--	*

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)
Reading Knowledge and Skills High School Details

District: Greater Albany Public SD 8J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	715	667	0	3	1385	100
Economically Disadvantaged	MET	261	245	0	1	507	100
Limited English Proficient	MET	25	24	0	0	49	100
Students with Disabilities	MET	57	87	0	1	145	99
Asian/Pacific Islander	NA	12	8	0	0	20	100
Black (not of Hispanic origin)	NA	4	8	0	0	12	100
Hispanic origin	MET	102	79	0	1	182	99
American Indian/Alaskan Native	NA	14	8	0	0	22	100
White (not of Hispanic origin)	MET	574	551	0	2	1127	100
Multi-Racial/Multi-Ethnic	NA	1	12	0	0	13	100

The participation target may be met using either a two-year or the current year participation rate.

ELA Target: 60%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	687	489	650	455	2008-2010	70.61	4.41	75.02
Economically Disadvantaged	MET	247	135	237	126	2008-2010	53.93	7.34	61.26
Limited English Proficient	NOT MET	23	1	21	3	2008-2010	9.09	24.34	33.43
Students with Disabilities	NOT MET	45	7	84	17	2008-2010	18.60	14.21	32.82
Asian/Pacific Islander	NA	11	10	7	5	2008-2010	83.33	*	*
Black (not of Hispanic origin)	NA	*	*	8	4	2008-2010	*	*	*
Hispanic origin	MET	95	41	77	37	2009-2010	48.05	12.31	60.36
American Indian/Alaskan Native	NA	12	9	7	4	2008-2010	68.42	*	*
White (not of Hispanic origin)	MET	557	421	538	396	2008-2010	74.61	4.88	79.49
Multi-Racial/Multi-Ethnic	NA	*	*	12	8	2008-2010	*	*	*

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	71.18	70.00	-1.18	2.88
Economically Disadvantaged	NA	54.66	53.16	-1.49	4.53
Limited English Proficient	MET	4.35	14.29	9.94	9.57
Students with Disabilities	NOT MET	15.56	20.24	4.68	8.44
Asian/Pacific Islander	NA	90.91	71.43	-19.48	*
Black (not of Hispanic origin)	NA	*	50.00	*	*
Hispanic origin	NA	43.16	48.05	4.89	5.68
American Indian/Alaskan Native	NA	75.00	57.14	-17.86	*
White (not of Hispanic origin)	NA	75.58	73.61	-1.98	2.44
Multi-Racial/Multi-Ethnic	NA	*	66.67	*	*

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)
Mathematics Knowledge and Skills Elementary Details

District: Greater Albany Public SD 8J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	2170	2156	2	2	4330	100
Economically Disadvantaged	MET	1007	1085	1	2	2095	100
Limited English Proficient	MET	142	151	0	0	293	100
Students with Disabilities	MET	349	386	2	1	738	100
Asian/Pacific Islander	MET	45	28	0	0	73	100
Black (not of Hispanic origin)	MET	34	14	0	0	48	100
Hispanic origin	MET	330	394	0	0	724	100
American Indian/Alaskan Native	NA	21	11	0	0	32	100
White (not of Hispanic origin)	MET	1678	1593	2	2	3275	100
Multi-Racial/Multi-Ethnic	MET	0	109	0	0	109	100

The participation target may be met using either a two-year or the current year participation rate.

Math Target: 59%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	2118	1668	2107	1664	2008-2010	78.86	2.48	81.35
Economically Disadvantaged	MET	971	658	1046	745	2008-2010	69.56	3.59	73.15
Limited English Proficient	NOT MET	137	62	145	69	2008-2010	46.45	9.61	56.07
Students with Disabilities	MET	338	184	372	214	2008-2010	56.06	6.06	62.11
Asian/Pacific Islander	MET	45	35	27	23	2008-2010	80.56	19.02	99.58
Black (not of Hispanic origin)	MET	33	23	14	9	2008-2010	68.09	23.55	91.63
Hispanic origin	MET	323	204	382	251	2008-2010	64.54	6.08	70.62
American Indian/Alaskan Native	NA	20	15	11	7	2008-2010	70.97	*	*
White (not of Hispanic origin)	MET	1637	1339	1563	1284	2008-2010	81.97	2.85	84.82
Multi-Racial/Multi-Ethnic	MET	*	*	105	86	2008-2010	*	15.75	97.66

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	78.75	78.97	0.22	2.12
Economically Disadvantaged	NA	67.77	71.22	3.46	3.22
Limited English Proficient	NOT MET	45.26	47.59	2.33	5.47
Students with Disabilities	NA	54.44	57.53	3.09	4.56
Asian/Pacific Islander	NA	77.78	85.19	7.41	2.22
Black (not of Hispanic origin)	NA	69.70	64.29	-5.41	3.03
Hispanic origin	NA	63.16	65.71	2.55	3.68
American Indian/Alaskan Native	NA	75.00	63.64	-11.36	*
White (not of Hispanic origin)	NA	81.80	82.15	0.35	1.82
Multi-Racial/Multi-Ethnic	NA	--	81.90	--	10.00

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)
Mathematics Knowledge and Skills Middle School Details

District: Greater Albany Public SD 8J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	2118	2159	8	14	4299	99
Economically Disadvantaged	MET	916	1021	3	4	1944	100
Limited English Proficient	MET	94	82	1	0	177	99
Students with Disabilities	MET	301	351	3	5	660	99
Asian/Pacific Islander	MET	42	36	0	0	78	100
Black (not of Hispanic origin)	MET	32	20	0	0	52	100
Hispanic origin	MET	315	318	2	2	637	99
American Indian/Alaskan Native	MET	28	24	0	0	52	100
White (not of Hispanic origin)	MET	1679	1732	6	12	3429	99
Multi-Racial/Multi-Ethnic	NA	2	27	0	0	29	100

The participation target may be met using either a two-year or the current year participation rate.

Math Target: 59%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	2065	1461	2116	1491	2008-2010	70.61	2.50	73.10
Economically Disadvantaged	MET	879	522	993	584	2008-2010	59.08	3.73	62.81
Limited English Proficient	NOT MET	91	28	79	19	2008-2010	27.65	12.38	40.03
Students with Disabilities	NOT MET	295	93	343	108	2008-2010	31.50	6.39	37.90
Asian/Pacific Islander	MET	40	34	36	31	2008-2010	85.53	18.52	104.04
Black (not of Hispanic origin)	MET	31	18	19	11	2008-2010	58.00	22.83	80.83
Hispanic origin	MET	308	169	309	174	2008-2010	55.59	6.50	62.09
American Indian/Alaskan Native	MET	27	18	23	12	2008-2010	60.00	22.83	82.83
White (not of Hispanic origin)	MET	1640	1206	1701	1244	2008-2010	73.33	2.79	76.12
Multi-Racial/Multi-Ethnic	NA	*	*	26	17	2008-2010	*	*	*

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	70.75	70.46	-0.29	2.92
Economically Disadvantaged	NA	59.39	58.81	-0.57	4.06
Limited English Proficient	NOT MET	30.77	24.05	-6.72	6.92
Students with Disabilities	NOT MET	31.53	31.49	-0.04	6.85
Asian/Pacific Islander	NA	85.00	86.11	1.11	1.50
Black (not of Hispanic origin)	NA	58.06	57.89	-0.17	4.19
Hispanic origin	NA	54.87	56.31	1.44	4.51
American Indian/Alaskan Native	NA	66.67	52.17	-14.49	3.33
White (not of Hispanic origin)	NA	73.54	73.13	-0.40	2.65
Multi-Racial/Multi-Ethnic	NA	--	65.38	--	*

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)
Mathematics Knowledge and Skills High School Details

District: Greater Albany Public SD 8J

Participation Target: 95%

Participation	Participation	Participation		Non-participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	710	665	7	5	1387	99
Economically Disadvantaged	MET	258	243	5	3	509	98
Limited English Proficient	MET	25	24	0	0	49	100
Students with Disabilities	MET	52	86	4	2	144	96
Asian/Pacific Islander	NA	12	8	0	0	20	100
Black (not of Hispanic origin)	NA	4	8	0	0	12	100
Hispanic origin	MET	103	80	0	0	183	100
American Indian/Alaskan Native	NA	13	8	0	0	21	100
White (not of Hispanic origin)	MET	569	548	7	5	1129	99
Multi-Racial/Multi-Ethnic	NA	1	12	0	0	13	100

The participation target may be met using either a two-year or the current year participation rate.

Math Target: 59%

Academic Status	Academic Status	2008-2009		2009-2010		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met				
All Students	MET	684	414	649	382	2008-2010	59.71	4.42	64.14
Economically Disadvantaged	NOT MET	245	102	236	94	2008-2010	40.75	7.36	48.11
Limited English Proficient	NOT MET	23	5	21	3	2008-2010	18.18	24.34	42.52
Students with Disabilities	NOT MET	42	6	83	13	2008-2010	15.20	14.44	29.64
Asian/Pacific Islander	NA	11	9	7	5	2008-2010	77.78	*	*
Black (not of Hispanic origin)	NA	*	*	8	3	2008-2010	*	*	*
Hispanic origin	NOT MET	96	41	77	27	2008-2010	39.31	12.27	51.58
American Indian/Alaskan Native	NA	12	7	7	3	2008-2010	52.63	*	*
White (not of Hispanic origin)	MET	553	351	537	337	2008-2010	63.12	4.89	68.01
Multi-Racial/Multi-Ethnic	NA	*	*	12	6	2008-2010	*	*	*

Academic Growth	Academic Growth	2008-2009 % Met	2009-2010 % Met	Change in % Met	Growth Target
All Students	NA	60.53	58.86	-1.67	3.95
Economically Disadvantaged	NOT MET	41.63	39.83	-1.80	5.84
Limited English Proficient	NOT MET	21.74	14.29	-7.45	7.83
Students with Disabilities	NOT MET	14.29	15.66	1.38	8.57
Asian/Pacific Islander	NA	81.82	71.43	-10.39	*
Black (not of Hispanic origin)	NA	*	37.50	*	*
Hispanic origin	NOT MET	42.71	35.06	-7.64	5.73
American Indian/Alaskan Native	NA	58.33	42.86	-15.48	*
White (not of Hispanic origin)	NA	63.47	62.76	-0.72	3.65
Multi-Racial/Multi-Ethnic	NA	*	50.00	*	*

Academic growth is calculated using the percentage of students in 2008-09 and 2009-10 meeting achievement standards adopted 3/15/07.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)

Graduation

District: Greater Albany Public SD 8J

Graduation Summary	Graduation AYP	Class of 2009 Cohort Graduation	NCES Graduation
All Students	MET	MET	MET
Economically Disadvantaged	MET	NOT MET	MET
Limited English Proficient	NA	NA	NOT MET
Students with Disabilities	MET	NOT MET	MET
Asian/Pacific Islander	NA	NA	MET
Black (not of Hispanic origin)	NA	NA	NA
Hispanic origin	MET	NOT MET	MET
American Indian/Alaskan Native	NA	NA	MET
White (not of Hispanic origin)	MET	MET	MET
Multi-Racial/Multi-Ethnic	NA	NA	NA

Cohort Graduation Target: 65.0%

Cohort Graduation Rate Class of 2009	Cohort Graduation	Adjusted Cohort (2005-06 to 2008-09)	Regular Diplomas	Non-Graduates		Cohort Graduation
				Other Completers (such as GED)	Non-completers (such as dropouts)	
All Students	MET	739	544	86	109	73.6
Economically Disadvantaged	NOT MET	312	176	52	84	56.4
Limited English Proficient	NA	26	11	0	15	42.3
Students with Disabilities	NOT MET	98	45	25	28	45.9
Asian/Pacific Islander	NA	13	12	1	0	92.3
Black (not of Hispanic origin)	NA	6	6	0	0	100.0
Hispanic origin	NOT MET	81	47	9	25	58.0
American Indian/Alaskan Native	NA	14	11	1	2	78.6
White (not of Hispanic origin)	MET	609	456	75	78	74.9
Multi-Racial/Multi-Ethnic	*	*	*	*	*	*

The cohort graduation rate is calculated as the number of regular diplomas received within 4 years divided by the number of students in the adjusted cohort. The adjusted cohort includes all first-time ninth graders in 2005-2006 plus students who transfer into the school minus students who transfer out. To be rated on graduation, a school must have grade 12 in 2008-2009 and at least 40 in its adjusted cohort.

NCES Graduation Target: 68.1%

NCES Graduation Rate	Graduation	2007-2008				2008-2009				NCES Combined Graduation
		#Enroll	#Grad	#DO	%Grad	#Enroll	#Grad	#DO	%Grad	
All Students	MET	2853	558	79	87.6	2842	569	74	88.5	88.0
Economically Disadvantaged	MET	1035	137	31	81.5	1087	156	38	80.4	81.0
Limited English Proficient	NOT MET	78	6	5	54.5	87	6	5	54.5	54.5
Students with Disabilities	MET	328	33	10	76.7	320	36	14	72.0	74.4
Asian/Pacific Islander	MET	49	16	3	84.2	42	12	1	92.3	87.9
Black (not of Hispanic origin)	NA	24	4	2	66.7	31	6	0	100.0	85.5
Hispanic origin	MET	318	36	10	78.3	348	48	17	73.8	76.0
American Indian/Alaskan Native	MET	48	--	--	--	63	11	3	78.6	77.0
White (not of Hispanic origin)	MET	2367	483	63	88.5	2321	478	48	90.9	89.7
Multi-Racial/Multi-Ethnic	NA	0	--	--	--	0	--	--	--	--

The combined graduation is calculated as the weighted average of enrollment times the graduation rate for each year. The NCES graduation rate equals graduates divided by graduates plus dropouts. Enrollment includes all students in grades 9-12 enrolled on the first school day in October.

* Suppressed due to insufficient data

2009-10 Final AYP Report (Public)

AYP History

District: Greater Albany Public SD 8J

Attendance Target: 92.0%

Middle Grades (6-8)

Attendance

	Attendance	2008-2009		2009-2010		Combined Attendance
		Enroll	% Attend.	Enroll	% Attend.	
All Students	MET	2124	93.7	2171	93.3	93.5
Economically Disadvantaged	MET	917	92.7	1023	92.3	92.5
Limited English Proficient	MET	89	95.6	83	94.3	95.0
Students with Disabilities	MET	304	92.5	354	92.2	92.3
Asian/Pacific Islander	NA	43	95.7	36	95.4	95.6
Black (not of Hispanic origin)	NA	33	93.5	20	91.0	92.6
Hispanic origin	MET	320	94.4	320	93.8	94.1
American Indian/Alaskan Native	NA	28	89.9	24	89.2	89.6
White (not of Hispanic origin)	MET	1686	93.5	1742	93.3	93.4
Multi-Racial/Multi-Ethnic	NA	--	--	27	93.8	93.8

Attendance Target: 92.0%

Elementary Grades (K-5)

Attendance

	Attendance	2008-2009		2009-2010		Combined Attendance
		Enroll	% Attend.	Enroll	% Attend.	
All Students	MET	4211	94.9	4234	94.8	94.8
Economically Disadvantaged	MET	1996	94.4	2199	94.2	94.3
Limited English Proficient	MET	342	96.3	360	95.6	95.9
Students with Disabilities	MET	540	94.3	690	94.0	94.1
Asian/Pacific Islander	MET	81	95.6	48	94.6	95.2
Black (not of Hispanic origin)	MET	76	94.2	30	93.3	93.9
Hispanic origin	MET	652	95.5	791	95.2	95.3
American Indian/Alaskan Native	NA	35	94.1	21	95.2	94.5
White (not of Hispanic origin)	MET	3216	94.8	3113	94.7	94.8
Multi-Racial/Multi-Ethnic	MET	--	--	217	95.0	95.0

Combined Attendance is based on attendance rates (Grades 1 - 12) calculated from Third Period Cumulative ADM and weighted by enrollment counts submitted from Spring Membership for each year.

Designation	Explanation
MET	Met AYP requirement
NOT MET	Did not meet AYP requirement
PENDING	Designation pending additional data from district
NA	Not applicable
NOTE	New or reconfigured school or district lacking required data to determine a designation
NO DATA	No Rating Provided. District has not submitted required information.

AYP History	Overall AYP *	English/ Language Arts AYP	Math AYP	Graduation
2007-2008	NOT MET	MET	NOT MET	MET
2008-2009	NOT MET	MET	NOT MET	MET
2009-2010	NOT MET	MET	NOT MET	MET

* To Meet Overall AYP, a district must meet AYP in each content area and at each grade span (see Summary page).