

Parkrose High School

AYP Data Report
And Action Plan
2008-09

Population Description

Enrollment	2002-03	1025
	2003-04	1106
	2004-05	1040
	2005-06	1083
	2006-07	1038
	2007-08	1023
	2008-09	1013

Ethnicity

2002-03	<i>White</i>	67%
2008-09	<i>White</i>	49%
2002-03	<i>Black</i>	10%
2008-09	<i>Black</i>	15%
2002-03	<i>Hispanic</i>	8%
2008-09	<i>Hispanic</i>	14%
2002-03	<i>Asian/Pacific Islander</i>	14%
2008-09	<i>Asian/Pacific Islander</i>	19%
2002-03	<i>Native American</i>	1%
2008-09	<i>Native American</i>	2%

Free & Reduced Lunch

2002-03	45%
2003-04	49%
2004-05	49%
2005-06	46%
2006-07	52%
2007-08	59%
2008-09	61%

Special Education

2005-06	10%
2006-07	12%
2007-08	12%
2008-09	11%

English Language Learners

2002-03	14%
2003-04	20%
2004-05	14%
2005-06	11%
2006-07	10%
2007-08	10%
2008-09	10%

More Population Descriptions

# Languages	2004-05	17
	2005-06	16
	2006-07	16
	2007-08	32
	2008-09	32
Mobility	2002-03	29%
	2003-04	31%
	2004-05	29%
	2005-06	42%
	2006-07	47%
	2007-08	54%
	2008-09	47%

Gender

2007-08	Male	50%
2008-09	Male	49%
2007-08	Female	50%
2008-09	Female	51%

OAKS Scores

	2007-08 Reading		2006-07 Reading	
Participation	254	96.90%	258	97.70%
Meets or Exceeds	146	58.20%	142	55.70%
Exceeds	23	9.20%	43	16.90%
Meets	123	49.00%	99	38.80%
Nearly Meets	30	12.00%	37	14.50%
Low	62	24.70%	70	27.50%
Very Low	13	5.20%	6	2.40%

OAKS Scores

2007-08 Writing

2006-07 Writing

Participation	246	93.90%	254	98.40%
Meets or Exceeds	125	51.40%	108	43%
Exceeds	11	4.50%	10	4%
Meets	114	46.90%	98	39%
Nearly Meets	48	19.80%	70	27.90%
Low	66	27.20%	73	29.10%
Very Low	4	1.60%	0	0%

OAKS Scores

	2007-08 Math		2006-07 Math	
Participation	255	97.30%	245	93.50%
Meets or Exceeds	100	39.70%	119	49.20%
Exceeds	16	6.30%	26	10.70%
Meets	84	33.30%	93	38.40%
Nearly Meets	46	18.30%	33	13.60%
Low	97	38.50%	84	34.70%
Very Low	9	3.60%	6	2.50%

2007-08 Reading AYP Report

	Eng/LA (Reading)	Participation	Academic Status	Academic Growth	Graduation
All Students	MET	MET	MET	N/A	MET
Econ Disadvant	MET	MET	MET	N/A	MET
Lmted Eng Prof	NOT MET	MET	NOT MET	NOT MET	MET
Stu with Disab	NOT MET	MET	NOT MET	NOT MET	MET
Asian/Pac Islnd	MET	MET	MET	N/A	MET
Black	MET	MET	MET	N/A	MET
Hispanic origin	NOT MET	MET	NOT MET	NOT MET	MET
Amer Ind/Alak	N/A	N/A	N/A	N/A	N/A
White	MET	MET	MET	N/A	MET
Multi-Racial	N/A	N/A	N/A	N/A	N/A

OAKS Scores – Reading

2008-09 Academic Targets - 60%

Academic Growth	2007-08 Standards % Met	Safe Harbor Target	Class of 2011 as of 8/25/09	#Students Targeted to meet or Exceed
All Students	60.34	64.31%	272	175
Econ Disadvant	48.81	53.93%	166	90
Lmted Eng Prof	19.23	27.31%	37	11
Stu with Disab	30.43	37.39%	29	11
Asian/Pac Islnd	65.22	68.70%	57	40
Black	48.28	53.45%	42	23
Hispanic origin	33.33	40.00%	36	15
Amer Ind/Alak	*		9	6
White	69.23	72.31%	128	93
Multi-Racial	*			

2007-08 Math AYP Report

	Math AYP	Participation	Academic Status	Academic Growth	Graduation
All Students	NOT MET	MET	NOT MET	NOT MET	MET
Econ Disadvant	NOT MET	MET	NOT MET	NOT MET	MET
Lmted Eng Prof	NOT MET	MET	NOT MET	NOT MET	MET
Stu with Disab	NOT MET	MET	NOT MET	NOT MET	MET
Asian/Pac Islnd	MET	MET	MET	N/A	MET
Black	NOT MET	MET	NOT MET	NOT MET	MET
Hispanic origin	NOT MET	MET	NOT MET	NOT MET	MET
Amer Ind/Alak	N/A	N/A	N/A	N/A	N/A
White	MET	MET	MET	N/A	MET
Multi-Racial	N/A	N/A	N/A	N/A	N/A

OAKS Scores – Mathematics
2008-09 Academic Targets - 59%

Academic Growth	2007-08 Standards % Met	Safe Harbor Target	Class of 2011 as of 8/25/09	Number of Students Targeted to meet or Exceed
All Students	43.1	48.79%	272	133
Econ Disadvantaged	22.89	30.60%	166	51
Limited Eng Prof	26.92	34.23%	37	13
Stu with Disab	8.7	17.83%	29	6
Asian/Pac Islnd	60.87	64.78%	57	37
Black	25	32.50%	42	14
Hispanic origin	23.53	31.18%	36	12
Amer Ind/Alak	*		9	6
White	45.3	50.77%	128	65
Multi-Racial	*			

* Suppressed due to insufficient data

Oregon Report Card Rating for the last six years

2002-03	Low
2003-04	Low
2004-05	Satisfactory
2005-06	Satisfactory
2006-07	Satisfactory
2007-08	Satisfactory

AYP Rating for the last six years

2002-03	Not Met
2003-04	Not Met
2004-05	Not Met
2005-06	Not Met
2006-07	Not Met
2007-08	Not Met

Attendance Data

2002-03	90%
2003-04	90%
2004-05	91%
2005-06	93%
2006-07	92%
2007-08	89%

What we are doing now...

Mathematics

Prior to First Round-

In-class preparation on test-taking strategies and OAKS warm-up questions.

Prior to Second Round -

- Algebra students worked through a state test prep workbook for the week preceding the test. Teachers geared instruction to areas these students had not covered yet in a formal Geometry class
- Geometry students took practice state tests and looked at strand data. Interventions were provided in class based on student weaknesses. Test prep workbook was used as well as warm-ups.

What we are doing now...

Mathematics

Prior to Third Round for Nearly Meets (within 6 points)

- 58 sophomores are within 6 points of passing the assessment. Students will be pulled out for small group interventions where Algebraic Relationships and Geometry strands will be covered (they make up 60% of the assessment).

What we are doing now...

Reading

- Implemented a reading intervention class for 60 9th graders.
- Provided reading intervention for a targeted group of 60 sophomores who are close to meeting benchmark after the second round of testing.
- Focused professional development for teachers
 - Reading – Vocabulary
 - Writing – Conventions

Total students served	Semester 1 42 students 25 Male/ 17 Female (11 AVID students) Section 1 – 19 10 Male/ 9 Female Section 2 – 23 15 Male/ 8 Female	Semester 2 52 students 31 Male/ 21 Female Sections1 – 26 15 Male/ 11 Female Section 2 – 26 16 Male/ 10 Female
Testing rounds	October and January	May
# of students who have met 10 th grade benchmark	11 met 10 th grade benchmark and exited at the end of the semester (4 are AVID students)	Will test in May
STAR results	First round- September Second round – Mid March 73% jumped on average two to three GE (Grade Equivalent) reading levels. Most students jumped from a 5th-grade reading level to an 8th-grade reading level. One significant impact of this is that students at an approximate 8th-grade reading level are far more able to access their 9th and 10th-grade core curriculum (a 2 grade level difference is usually the most difference at which a student can still successfully access the curriculum).	

I Interpretation of the data led staff to hypothesize that students who did not increase reading levels are those who are not completely participating in the AR program by reading their choice books at their reading level.

As a response, a one-to-one reading mentor has read individually with two students and the result shows that the students read when the mentor was present.

What is planned for 2009-10 for Mathematics

- Continue with Everyday Algebra
 - PLATO Content will be used as an intervention
- Create Workshop classes second semester for sophomore students who have not passed the state assessment.

What is planned for 2009-10 for Reading

- Expand the reading intervention class to focus on all 10th graders who have not met yet as well as a targeted group of 9th graders.
 - Accelerated Reader for 75% of the students
 - Researching for a more intensive reading intervention for the other 25%

What is planned for 2009-10 School-wide Academic Interventions

Tier 1 / Green: *Managed by the teacher in the classroom, focus of PLC work*

Reading Strategies Instruction
SIOP

Common Instructional Strategies (WICR)

Use of Student Planners

Parent Contact

Individual Conferencing

Differentiation – Plato content, targeted instruction,
student learning contract and extended time

What is planned for 2009-10 School-wide Academic Interventions

Tier 2 / Yellow: *students are scheduled into these by counselor PLC*

Everyday Algebra

AVID

AR Reading Class (9th & 10th)

After School Tutoring

Credit for proficiency options

PLATO

Twilight

PACE

Athletic Support Class

Academic Support Class

IPT – parent, student, counselor

Mentor w/ weekly check in

Peer Tutor

What is planned for 2009-10 School-wide Academic Interventions

Tier 3 / Red: *students are scheduled into these by counselor PLC*

Intensive Intervention Class
Credit for Proficiency Options
CORE Team Referral
Twilight / GED
Teen Parent Services

What is planned for 2009-10 School-wide Behavior Interventions

Tier 1 / Green – Teacher Managed

PBIS: Direct Instruction on Behavioral Expectation in both common areas and classrooms
(advisory now, classrooms future)

Acknowledgement of Expected Behavior: Bronco Bucks, Bronco Grams, Student of the Month, Honor Roll, etc.

What is planned for 2009-10 School-wide Behavior Interventions

Tier 2 / Yellow – Counselor Managed

Referral to Community Resources Team

Life Skills Class

Check In / Check Out at Personal Responsibility Room

Targeted Extra-Curricular Involvement

Mediation by Personal Responsibility staff

CORE Team Referral

Assign a Mentor

What is planned for 2009-10 School-wide Behavior Interventions

Tier 3 / Red – Counselor Managed

Functional Behavioral Hypothesis and Behavior Support Plan

Pre-Expulsion Conference

Class / Curriculum suggested: Reconnecting Youth

What is planned for 2009-10 School-wide Attendance Interventions

Tier 1 / Green – *teacher managed*

Teacher calls home when a student is absent more than two times in a row or 5 times total

Phone Master parent notifications

What is planned for 2009-10 School-wide Attendance Interventions

Tier 2 / Yellow – *scheduled by counselors*

CORE team referral

Meeting with Personal Responsibility staff

What is planned for 2009-10 School-wide Attendance Interventions

Tier 3 / Red –
Scheduled by counselors

Meeting with Administrator and/or designee

Functional Behavioral Hypothesis and Support Plan

