

ACCOUNTABILITY INFORMATION REQUIRED BY THE FEDERAL NO CHILD LEFT BEHIND ACT

The information below is used to determine the Adequate Yearly Progress designation for your school. A school is designated as *Not Meeting AYP* if any indicator is determined to be *Not Met*. The Student Achievement and Student Participation ratings are based on 2007-2008 and 2008-2009 Oregon Statewide Assessments for the students in your school identified as enrolled for a full academic year. The statewide goal for the minimum percentage of students expected to meet or exceed standards is 60% in English/Language Arts and 59% in Mathematics. Student Participation is expected to be 95% or greater. The statewide goal for the minimum graduation rate is 68.1%. The statewide goal for the minimum attendance rate is 92.0%. For more information, please view documents at www.ode.state.or.us/data/reportcard/reports.aspx

STUDENT GROUP Race/Ethnicity	STUDENT ACHIEVEMENT		STUDENT PARTICIPATION		GRADUATION
	ENGLISH/LANGUAGE ARTS	MATHEMATICS	ENGLISH/LANGUAGE ARTS	MATHEMATICS	
Am. Indian/Alaskan Native	NA	NA	NA	NA	NA
Asian/Pacific Islander	NA	NA	MET	NA	MET
Black (not of Hispanic origin)	NA	NA	NA	NA	NA
Hispanic	NOT MET	NOT MET	MET	MET	MET
White (not of Hispanic origin)	MET	MET	MET	MET	MET
Multi-Racial/Multi-Ethnic	NA	NA	NA	NA	NA
Students with Disabilities	MET	MET	MET	NOT MET	MET
Limited English Proficient	NA	NA	NOT MET	MET	MET
Economically Disadvantaged	MET	MET	MET	NOT MET	MET
All Students	MET	MET	MET	MET	MET

NA Too few test scores or students to determine a rating.

Department of Education Notes

LOCAL INFORMATION PROVIDED BY YOUR SCHOOL OR DISTRICT

Our mission is to educate responsible, knowledgeable and highly engaged global citizens.

Corvallis High School provides a comprehensive, challenging and personally rewarding learning experience for all students. In response to the diversity of learning needs, students can choose from a rich variety of coursework, ranging from college prep to school-to-work experiences. Besides a full range of core academic curricula, CHS offers advanced placement classes in English composition, English literature, calculus, statistics, chemistry, biology, physics, environmental science, U.S. history, Spanish, French and German; dual credit programs with LBCC; dual immersion classes in Spanish; and electives in subjects across the board, from band and ceramics, to woods and vehicular design. Students with specialized instructional needs also have access to academic support and programs focused on basic skill enhancement, English language development, and special education services.

The school culture at Corvallis High is diverse and welcoming. Members of the school community are expected to treat each other with respect, compassion, and fairness. These attributes are exemplified in the hundreds of hours of volunteer time CHS students dedicate to the community through service learning projects, mentoring elementary students, working for charitable organizations such as Pastega House, coordinating holiday food drives with local agencies, enhancing environmental awareness, and fundraising for emergency relief efforts.

In addition to our diverse offerings and learning opportunities, Corvallis High School staff is committed to continually enhancing our school community. We reach out to form partnerships which engage students in applied learning and improve life in and around our school. We are dedicated to the success of every student. To that end, the school welcomes community input and additional opportunities to develop future partnerships.

CHS... A Tradition of Excellence – Preparation for the Future.

2008-2009 School Report Card



Dear Parents and Community Members,

November 10, 2009

The Oregon Department of Education is proud to issue the 11th annual school Report Card. This year's report cards include two significant changes: a simplified rating system for schools and a new description of how much students have learned from year to year called a "Growth Model." The new rating system uses three categories: Outstanding, Satisfactory and In Need of Improvement. These ratings cannot tell you everything about your school but are a good starting point for talking about our successes and opportunities for improvement.

Susan Castillo, State Superintendent of Public Instruction

Federal Adequate Yearly Progress Rating: NOT MET

DID NOT MEET MET
See rating details on back page

Oregon Report Card Overall Rating: SATISFACTORY ¹



SCHOOL AT A GLANCE

Student Population	School
Number of Students	1,210
Percentage of Students in English as a Second Language Programs	4.5%

Attendance	School	District	State
2007-2008	89.5%	90.3%	90.9%
2008-2009	92.1%	91.8%	91.3%

Staffing	School
Administrators (FTE)	3.0
Teachers (FTE)	58.3
• Average Years of Experience	13.7
• With a Master's Degree or Higher	84.2%
• With Emergency or Provisional Credential as of January 15, 2009	2.2%
• Classes Taught by Teachers Who Meet Federal Definition of Highly Qualified Teacher	94.6%
• Classes Taught by Teachers Who Do Not Meet Federal Definition of Highly Qualified Teacher	5.4%
Educational Assistants (FTE)	11.2
Other Staff (FTE)	37.3

Expulsions	School	State
Number of Expulsions Due to Weapons	0	282

Testing Participation	School	State
Participation in 2008-2009 Statewide Assessment	95.1%	98.8%

Students Graduating 2007-2008	School	State
With a Diploma	269	34,952
Graduation Rate	86.2%	84.0%

Dropout	Number	School	District	State
2006-2007	51	3.8%	3.2%	4.3%
2007-2008	43	3.3%	2.7%	3.6%

SAT Scores	School	State	Nation
Critical Reading	588	523	501
Math	591	525	515
Writing	564	499	493
Percentage Tested	47%	52%	45%
Number Tested	145	18,016	1,518,859

Department of Education Notes

¹ For informational purposes only: Based on the 2007-08 report card rating system, this school would have received an overall rating of Satisfactory.

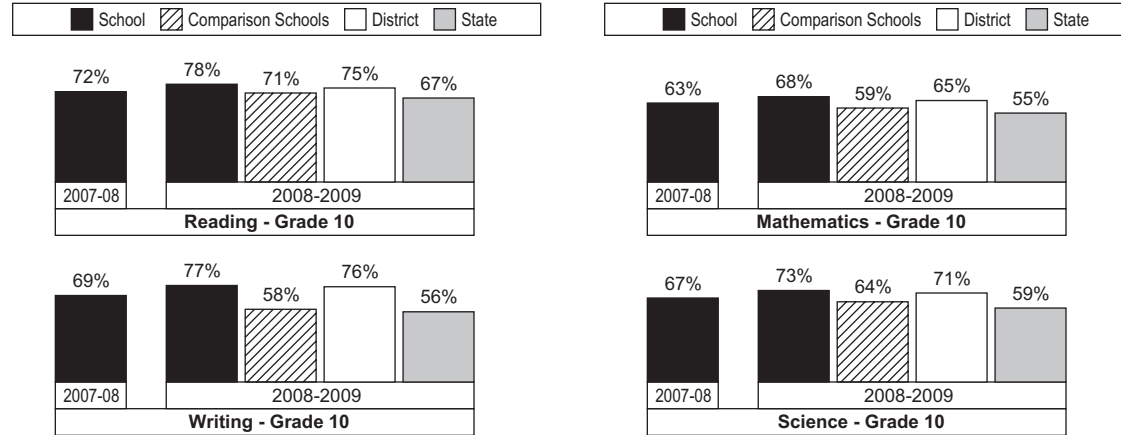
*Not displayed to protect student confidentiality.

-- No data available

ACHIEVEMENT DATA

Academic Achievement Percentage of Students Meeting Standards

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



Improvement in Student Performance

The table below shows the percentage of students in your school in grades 3-8 and 10 who either met or exceeded state standards or met their growth target in reading and mathematics for the last two school years. Growth targets are set yearly for students up to grade 8 and are based on each student's performance in the previous school year. Growth targets do not apply to students in grade 10 or students who did not test in the previous year.

STUDENT GROUP	READING		MATHEMATICS	
	2007-2008	2008-2009	2007-2008	2008-2009
	%	%	%	%
American Indian/Alaskan Native	*	*	*	*
Asian/Pacific Islander	75.0	57.9	87.5	64.7
Black (not of Hispanic origin)	62.5	60.0	33.3	60.0
Hispanic	37.8	33.3	18.9	26.1
White (not of Hispanic origin)	78.4	84.8	69.1	73.5
Multi-Racial/Multi-Ethnic	*	*	*	*
Students with Disabilities	20.8	29.2	16.0	33.3
Limited English Proficient	20.0	< 5	14.3	12.5
Economically Disadvantaged	42.6	58.5	32.3	44.6
All Students	72.4	77.5	63.1	67.7

*Not displayed to protect student confidentiality.

--- No data available

For more information, contact the Oregon Department of Education at 503-947-5764.

STATEWIDE ASSESSMENT RESULTS

The table below shows the percentage of students in your school in grades 3-8 and 10 that exceeded, met, or did not meet state standards and participated in 2008-2009 Oregon Statewide Assessments. For more information, see www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx

STUDENT GROUP	STUDENT ACHIEVEMENT								
	ENGLISH/ LANGUAGE ARTS			MATHEMATICS			SCIENCE		
Race/Ethnicity	EXCEEDED %	MET %	NOT MET %	EXCEEDED %	MET %	NOT MET %	EXCEEDED %	MET %	NOT MET %
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	30.0	30.0	40.0	38.9	22.2	38.9	42.1	21.1	36.8
Black (not of Hispanic origin)	9.1	45.5	45.5	0.0	54.5	45.5	20.0	40.0	40.0
Hispanic	9.1	22.7	68.2	16.0	8.0	76.0	13.0	17.4	69.6
White (not of Hispanic origin)	32.5	50.2	17.2	33.8	36.7	29.5	35.8	41.2	23.0
Multi-Racial/Multi-Ethnic	---	---	---	---	---	---	---	---	---
Male	29.6	43.7	26.7	31.6	32.4	36.0	40.5	32.1	27.5
Female	29.0	49.3	21.7	29.4	36.0	34.6	25.9	42.2	31.9
Talented and Gifted	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0	62.9	30.0	7.1
Students with Disabilities	3.8	19.2	76.9	0.0	26.9	73.1	4.3	21.7	73.9
Migrant	---	---	---	---	---	---	---	---	---
Limited English Proficient	< 5.0	< 5.0	> 95.0	9.1	9.1	81.8	0.0	10.0	90.0
Economically Disadvantaged	12.2	44.6	43.2	10.8	29.7	59.5	9.6	37.0	53.4
All Students	29.3	46.5	24.2	30.5	34.2	35.3	33.1	37.2	29.7

* Not displayed to protect student confidentiality.

--- No data available

STUDENT GROUP	STUDENT PARTICIPATION		
	ENGLISH/ LANGUAGE ARTS	MATHEMATICS	SCIENCE
Race/Ethnicity	%	%	%
American Indian/Alaskan Native	100.0	100.0	66.7
Asian/Pacific Islander	100.0	95.0	95.2
Black (not of Hispanic origin)	100.0	100.0	90.9
Hispanic	96.2	100.0	89.7
White (not of Hispanic origin)	96.8	94.5	92.7
Multi-Racial/Multi-Ethnic	---	---	---
Male	97.8	96.5	93.0
Female	96.6	94.6	92.0
Talented and Gifted	95.8	97.3	94.6
Students with Disabilities	96.3	92.9	85.2
Migrant	---	---	---
Limited English Proficient	100.0	100.0	87.5
Economically Disadvantaged	97.5	94.0	91.7
All Students	97.2	95.5	92.5

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--- No data available

Department of Education Notes