

## 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](http://www.ode.state.or.us/data/reportcard/reports.aspx)

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

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

### Department of Education Notes

## LOCAL INFORMATION PROVIDED BY YOUR SCHOOL OR DISTRICT

Hoover Elementary School staff is dedicated to providing all students with a safe, respectful, and responsible learning environment that encourages everyone to do their best and to solve problems positively. High expectations combined with integrated instruction, hands-on mathematics, science inquiry, balanced literacy instruction, and rich content curriculum set the stage for students to reach their academic potential.

Development of the whole child and every child is valued. Physical education, music, Strings, & technology education are provided to support the academic programs. In addition, we have a strong ELL program to support our students whose first language is other than English. Our school improvement goals are aligned with the District Improvement Plan's focus on literacy, with an emphasis on writing, meeting the needs of all learners, and positive behavior supports. We use the Response to Intervention model to provide support to students with literacy and behavioral needs. We have had measurable success in identifying struggling students early and providing high-quality interventions that have increased their academic and behavioral success. The staff continues to use the Professional Learning Communities process to focus on improving writing instruction and students' performance in writing.

A high level of family involvement is a hallmark of Hoover School. Parents & community members are involved in the everyday life of the school in many aspects, such as assisting in the classroom, library, and technology lab; preparing instructional material; and sharing personal expertise. Hoover parents are also actively involved in school and District committees including the TAG Advisory committee, Technology committee, and Site Council. The parent – teacher organization, HPTO, regularly provides additional funding for instructional programs, classroom enrichment, technology, art, library books, reading instruction, and playground equipment.

The staff is highly skilled and works collaboratively, both with one another and with parents, to provide high quality and meaningful educational experiences for all children.

All of these factors combine to make Hoover Elementary School an exciting, enriching, inclusive, and nurturing environment for all – students, staff and parents!

# 2008-2009 School Report Card

**HOOVER**  
ELEMENTARY SCHOOL



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.

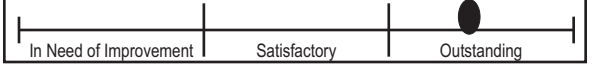
*Susan Castillo*

Susan Castillo, State Superintendent of Public Instruction

### Federal Adequate Yearly Progress Rating: MET

DID NOT MEET       MET  
See rating details on back page

### Oregon Report Card Overall Rating: OUTSTANDING 1



## SCHOOL AT A GLANCE

Student Population	School	Attendance	School	District	State
Number of Students	299	2007-2008	96.2%	94.8%	94.5%
Percentage of Students in English as a Second Language Programs	7.9%	2008-2009	96.1%	95.0%	94.7%
Staffing	School	Expulsions	School	State	
Administrators (FTE)	1.0	Number of Expulsions Due to Weapons	0	282	
Teachers (FTE)	20.7	Testing Participation	School	State	
• Average Years of Experience	15.5	Participation in 2008-2009 Statewide Assessment	100%	98.8%	
• With a Master's Degree or Higher	43.4%				
• With Emergency or Provisional Credential as of January 15, 2009	0.0%				
• Classes Taught by Teachers Who Meet Federal Definition of Highly Qualified Teacher	100%				
• Classes Taught by Teachers Who Do Not Meet Federal Definition of Highly Qualified Teacher	0.0%				
Educational Assistants (FTE)	5.5				
Other Staff (FTE)	7.1				

Elementary Class Size	Number of Classes in School	School	State
Fewer than 20 Students	0	0.0%	20.4%
20-25 Students	7	41.2%	51.6%
26-30 Students	10	58.8%	25.5%
More Than 30 Students	0	0.0%	2.5%

\*Not displayed to protect student confidentiality. --- No data available

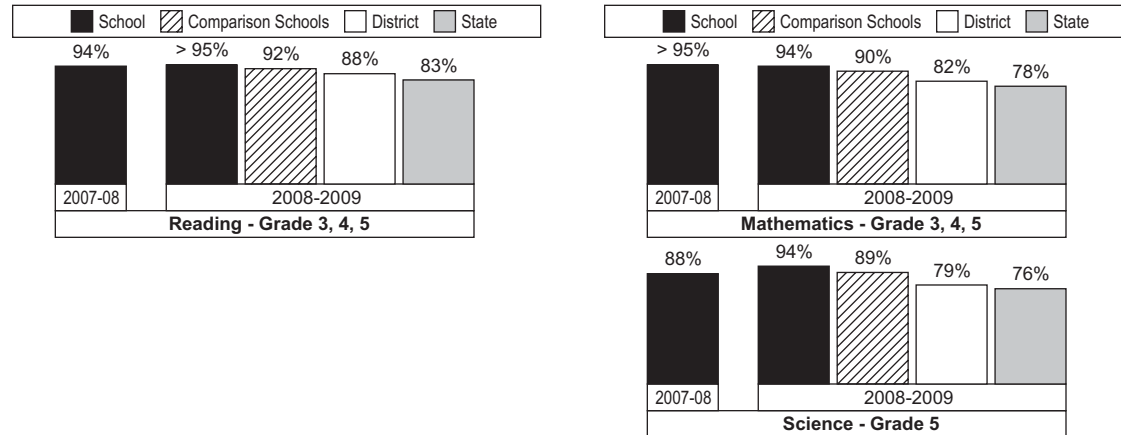
### Department of Education Notes

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

## 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	94.2	> 95	> 95	> 95
Black (not of Hispanic origin)	*	*	*	*
Hispanic	*	*	*	*
White (not of Hispanic origin)	> 95	> 95	> 95	94.3
Multi-Racial/Multi-Ethnic	*	*	*	*
Students with Disabilities	66.7	94.4	66.7	66.7
Limited English Proficient	84.6	92.3	92.3	92.3
Economically Disadvantaged	85.2	> 95	88.9	92.3
All Students	> 95	> 95	> 95	95.0

\*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](http://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	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0	46.2	46.2	7.7
Black (not of Hispanic origin)	*	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*	*
White (not of Hispanic origin)	> 95.0	> 95.0	< 5.0	44.1	49.7	6.2	26.4	66.0	7.5
Multi-Racial/Multi-Ethnic	---	---	---	---	---	---	---	---	---
Male	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0
Female	> 95.0	> 95.0	< 5.0	43.1	48.0	8.8	19.2	69.2	11.5
Talented and Gifted	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0
Students with Disabilities	31.6	57.9	10.5	15.8	47.4	36.8	16.7	66.7	16.7
Migrant	---	---	---	---	---	---	---	---	---
Limited English Proficient	37.5	50.0	12.5	0.0	62.5	37.5	*	*	*
Economically Disadvantaged	43.3	46.7	10.0	33.3	53.3	13.3	10.0	80.0	10.0
All Students	> 95.0	> 95.0	< 5.0	49.0	44.7	6.3	31.0	62.0	7.0

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--- No data available

STUDENT GROUP	STUDENT PARTICIPATION		
	ENGLISH/ LANGUAGE ARTS	MATHEMATICS	SCIENCE
Race/Ethnicity	%	%	%
American Indian/Alaskan Native	100.0	100.0	100.0
Asian/Pacific Islander	100.0	100.0	100.0
Black (not of Hispanic origin)	100.0	100.0	100.0
Hispanic	100.0	100.0	100.0
White (not of Hispanic origin)	100.0	100.0	100.0
Multi-Racial/Multi-Ethnic	---	---	---
Male	100.0	100.0	100.0
Female	100.0	100.0	100.0
Talented and Gifted	100.0	100.0	100.0
Students with Disabilities	100.0	100.0	100.0
Migrant	---	---	---
Limited English Proficient	100.0	100.0	100.0
Economically Disadvantaged	100.0	100.0	100.0
All Students	100.0	100.0	100.0

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--- No data available

### Department of Education Notes