

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		ATTENDANCE
	ENGLISH/LANGUAGE ARTS	MATHEMATICS	ENGLISH/LANGUAGE ARTS	MATHEMATICS	
Am. Indian/Alaskan Native	NA	NA	NA	NA	NA
Asian/Pacific Islander	NA	NA	NA	NA	NA
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	MET	MET	MET
Limited English Proficient	NA	NA	NA	NA	NA
Economically Disadvantaged	MET	MET	MET	MET	MET
All Students	MET	MET	MET	MET	MET

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

Department of Education Notes

LOCAL INFORMATION PROVIDED BY YOUR SCHOOL OR DISTRICT

Wilson Elementary School is a uniquely positive learning environment which allows each child to flourish. Our highly-skilled, veteran staff creates exceptional opportunities for individual attention as well as a wonderful sense of community.

At Wilson, we have a strong instructional program which draws upon best educational practice and rich, engaging curricula. As a Title One school, we have a true focus on high achievement for all students. Our staff is committed to identifying the needs of each child and tailoring support to help that student flourish. We offer additional learning opportunities through small group and individual instruction as needed, as well as extended day options.

In addition to our excellent academic program, Wilson's staff members also teach and reinforce the important positive behaviors that serve our students in school and throughout life. Through our weekly assemblies, classroom programs and individual recognition opportunities, we strengthen the community culture that makes our school such a special place.

Wilson is privileged to have active, involved parents who provide hundreds of hours of volunteer time throughout the school, plan enrichment activities and support fund-raising events. Our Parent-Teacher Association (PTA) is a crucial part of the Wilson community and provides opportunities for our students to have additional experiences in the arts, wellness and physical fitness. Beyond the families of our students, Wilson is also fortunate to have a strong and supportive neighborhood area. Neighbors volunteer to work in our school, and many have invested countless hours to help us rebuild our neighborhood jewel: Wildcat Park.

A thriving sense of community, a strong educational program and a focus on the needs of the individual child are all hallmarks of the Wilson experience and help make it such a great place for kids.

2008-2009 School Report Card

WILSON
ELEMENTARY SCHOOL



Dear Parents and Community Members,

November 10, 2009

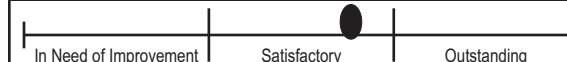
The Oregon Department of Education is proud to issue the 11th annual school Report Card. This year's report cards include two significant changes: a simplified rating system for schools and a new description of how much students have learned from year to year called a "Growth Model." The new rating system 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, 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: SATISFACTORY ¹



SCHOOL AT A GLANCE

Student Population	School
Number of Students	360
Percentage of Students in English as a Second Language Programs	2.1%

Attendance	School	District	State
2007-2008	94.5%	94.8%	94.5%
2008-2009	95.1%	95.0%	94.7%

Staffing	School
Administrators (FTE)	1.0
Teachers (FTE)	17.8
• Average Years of Experience	16.3
• With a Master's Degree or Higher	49.0%
• 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)	9.4
Other Staff (FTE)	7.1

Expulsions	School	State
Number of Expulsions Due to Weapons	0	282

Testing Participation	School	State
Participation in 2008-2009 Statewide Assessment	99.5%	98.8%

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 Strong.

Elementary Class Size	Number of Classes in School	School	State
Fewer than 20 Students	1	7.1%	20.4%
20-25 Students	5	35.7%	51.6%
26-30 Students	8	57.1%	25.5%
More Than 30 Students	0	0.0%	2.5%

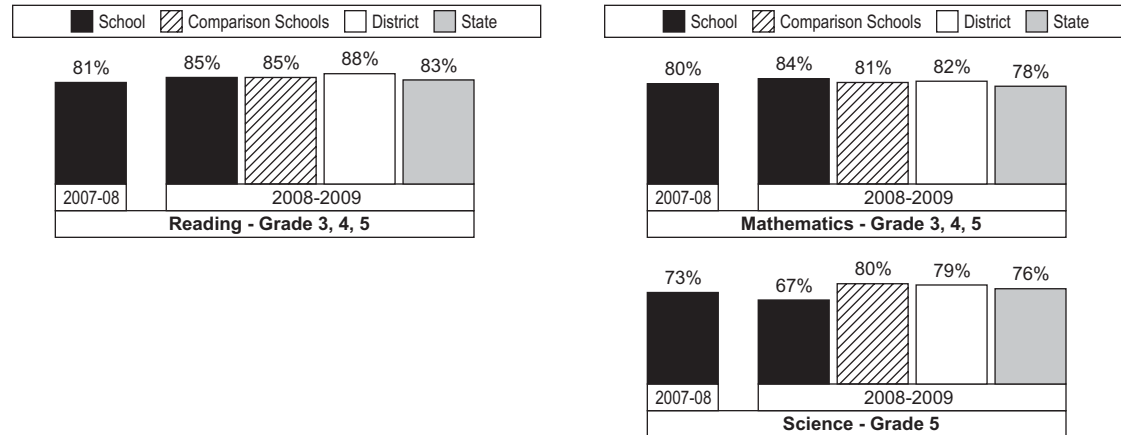
*Not displayed to protect student confidentiality.

--- 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	> 95	87.5	> 95
Black (not of Hispanic origin)	62.5	*	62.5	*
Hispanic	*	50.0	*	66.7
White (not of Hispanic origin)	84.4	85.8	85.2	86.6
Multi-Racial/Multi-Ethnic	*	*	*	*
Students with Disabilities	46.7	44.0	46.7	52.0
Limited English Proficient	33.3	*	50.0	*
Economically Disadvantaged	68.8	76.1	56.3	79.1
All Students	81.2	86.0	81.2	87.3

*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	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0	*	*	*
Black (not of Hispanic origin)	*	*	*	*	*	*	*	*	*
Hispanic	0.0	50.0	50.0	0.0	66.7	33.3	*	*	*
White (not of Hispanic origin)	29.9	54.7	15.3	25.5	57.7	16.8	15.9	47.7	36.4
Multi-Racial/Multi-Ethnic	---	---	---	---	---	---	---	---	---
Male	25.0	62.5	12.5	27.8	60.8	11.4	21.7	56.5	21.7
Female	34.6	48.1	17.3	25.6	54.9	19.5	20.0	36.7	43.3
Talented and Gifted	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0
Students with Disabilities	4.0	36.0	60.0	4.0	40.0	56.0	*	*	*
Migrant	---	---	---	---	---	---	---	---	---
Limited English Proficient	*	*	*	*	*	*	*	*	*
Economically Disadvantaged	20.6	54.4	25.0	16.2	57.4	26.5	9.1	50.0	40.9
All Students	29.8	55.3	14.9	26.7	57.8	15.5	20.8	45.3	34.0

* 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	---
Asian/Pacific Islander	100.0	92.3	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	98.8	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	83.3	100.0
Economically Disadvantaged	100.0	98.6	100.0
All Students	100.0	99.4	100.0

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--- No data available

Department of Education Notes