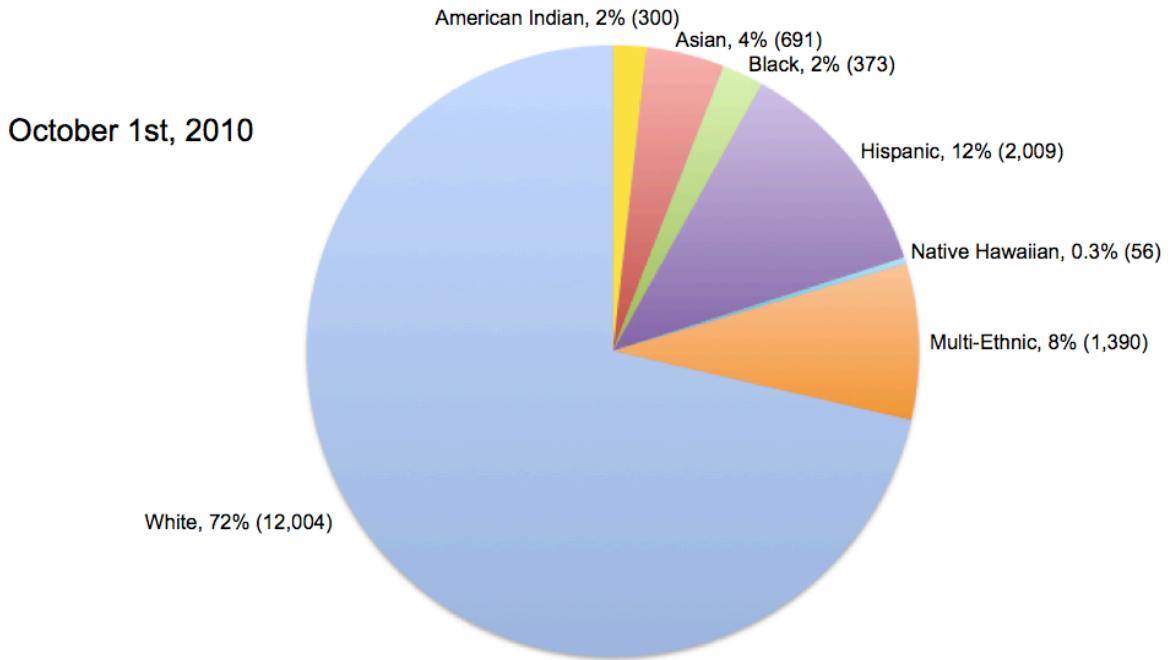


Demographic Make Up of the 4J School District:



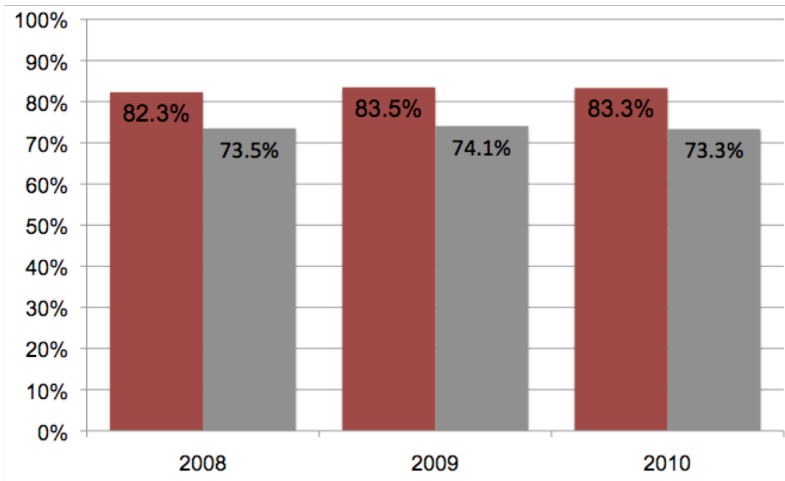
The pie chart reflects the enrollment as of October 1st, 2010. Due to new Federal requirements the categories and qualifications have changed for this school year. As a result there have been some significant changes in the reported numbers for various ethnic groups.

	2009		2010	
	Percentage	Number	Percentage	Number
American Indian	3%	539	2%	300
Asian	6%	997	4%	691
Black	4%	640	2%	373
Hispanic	9%	1630	12%	2009
Native Hawaiian	0.2%	31	0.3%	56
Multi-Ethnic	N/A	N/A	8%	1390
Unspecified	3%	555	N/A	N/A
White	75%	12816	72%	12004

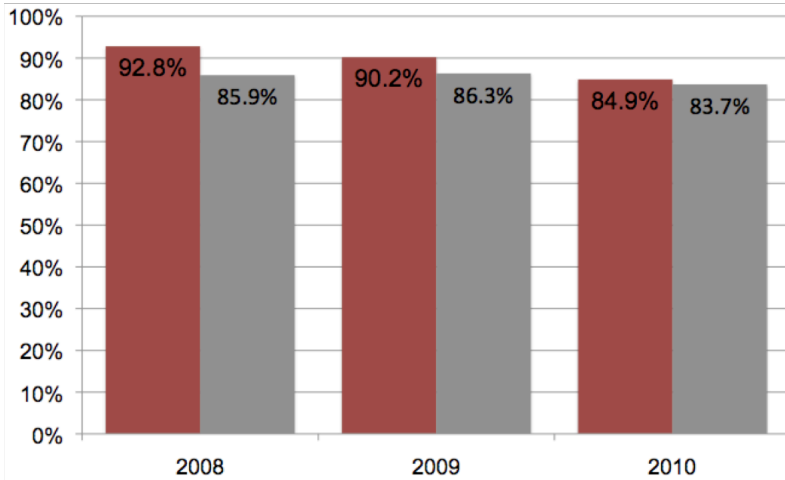
Percentage of Students Meeting or Exceeding Standards in the Oregon Assessment of Knowledge and Skills (OAKS) Reading Test, 2008-2010.

These graphs compare the percentage of 4J Students in each ethnic group who reached a predetermined grade level standard defined by the State of Oregon. The graphs, which are divided in the schooling levels, compare the results in 4J to those of the state as a whole. Traditionally 4J tends to outscore the state in numbers of students passing the reading test and this trend continues in 2010. Due to the small size of the sample groups for non-White students, results may exhibit volatility year to year, showing more severe swings than those exhibited for the larger group.

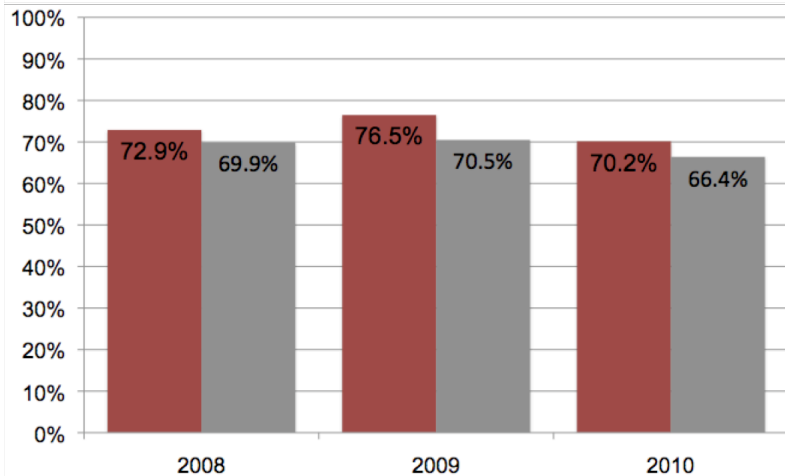
Elementary (3-5) - Reading



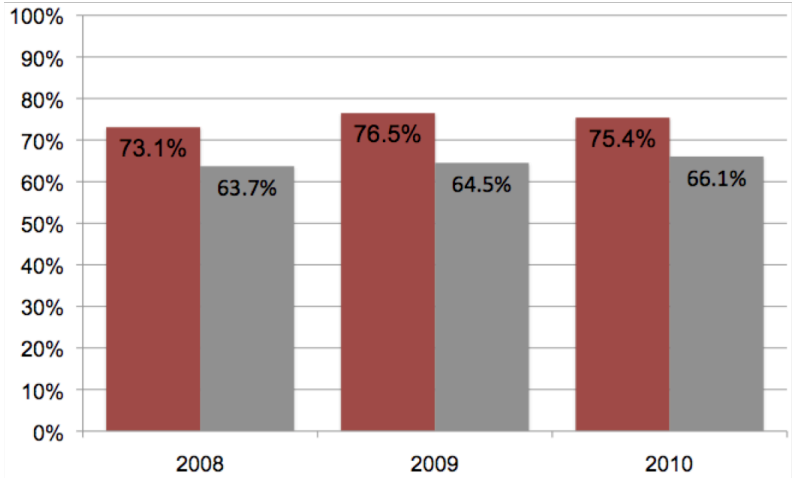
American Indian



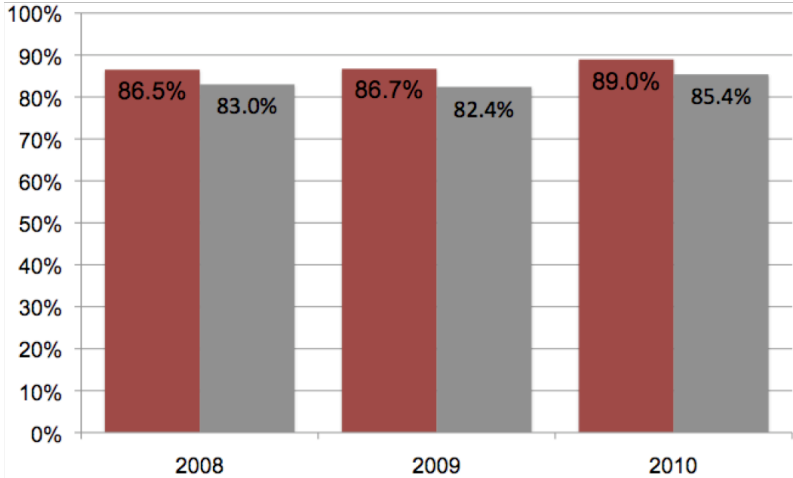
Asian



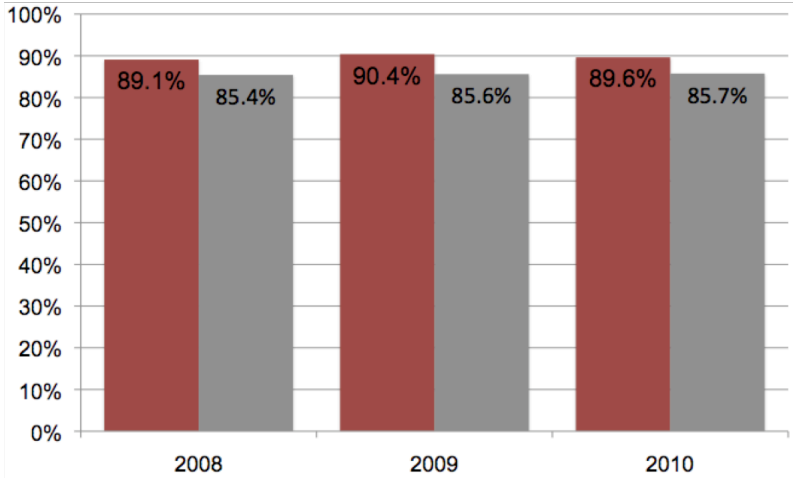
Black



Hispanic

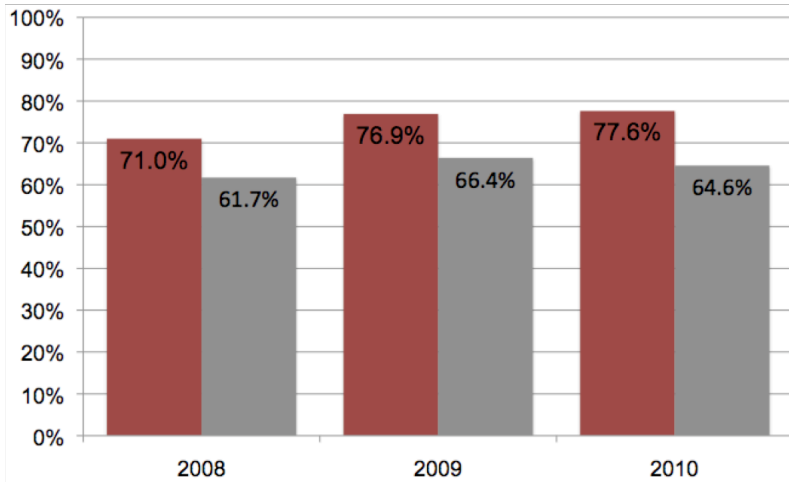


Multi-Ethnic

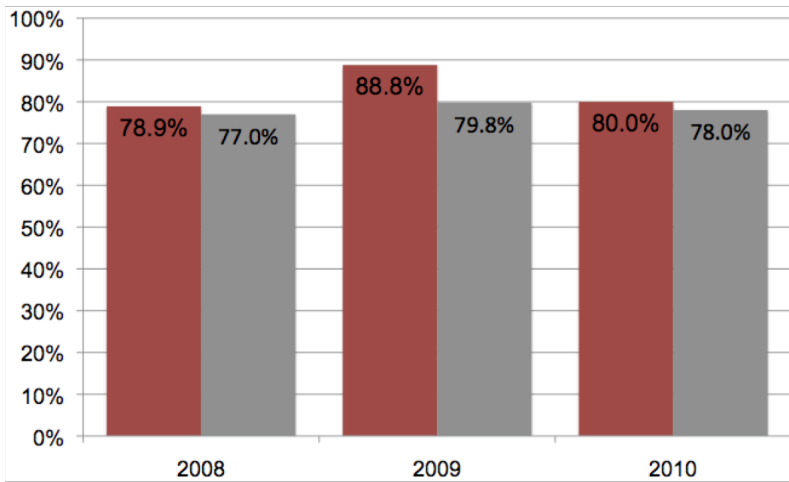


White

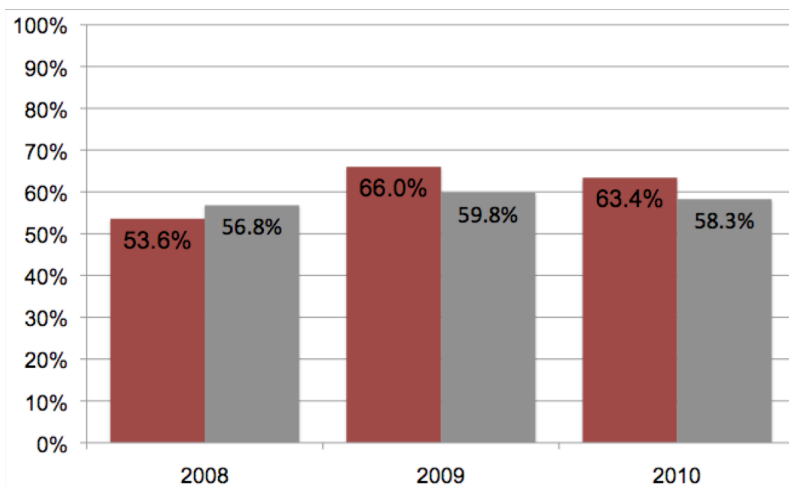
Middle (6-8) - Reading



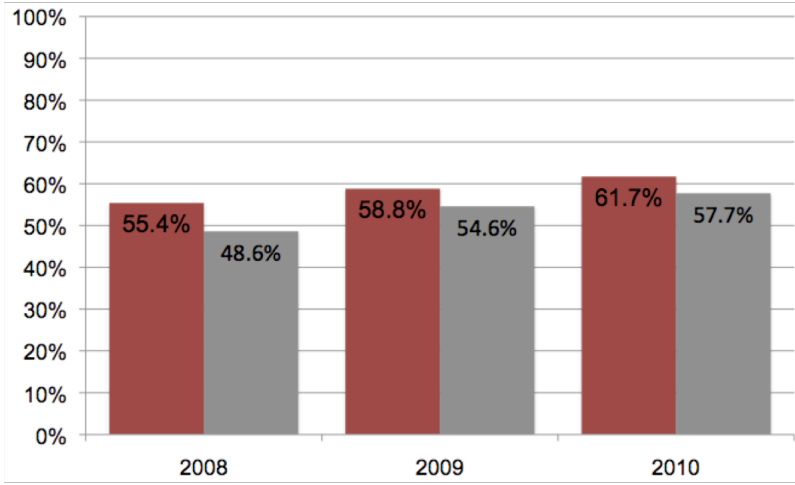
American Indian



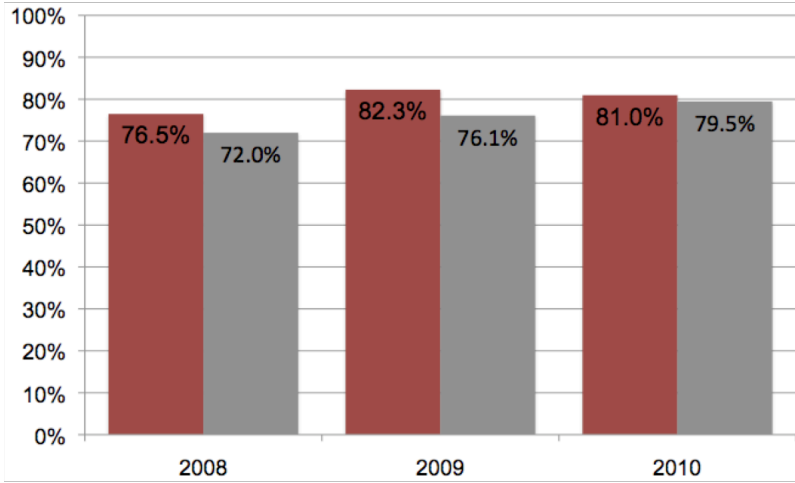
Asian



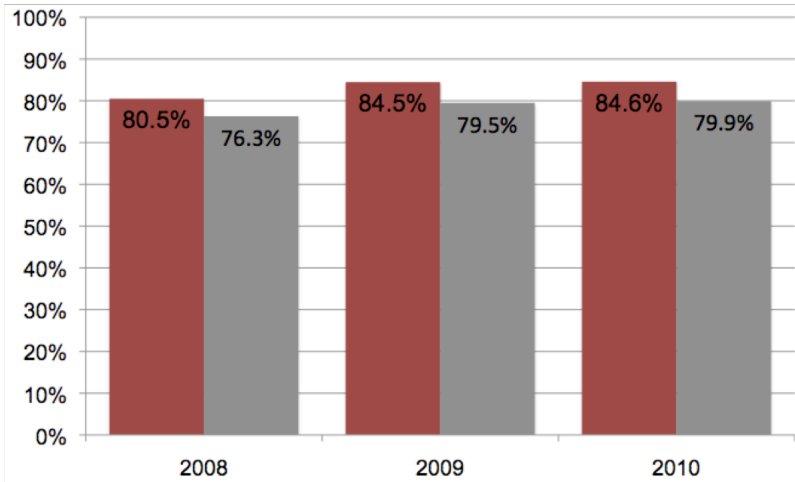
Black



Hispanic



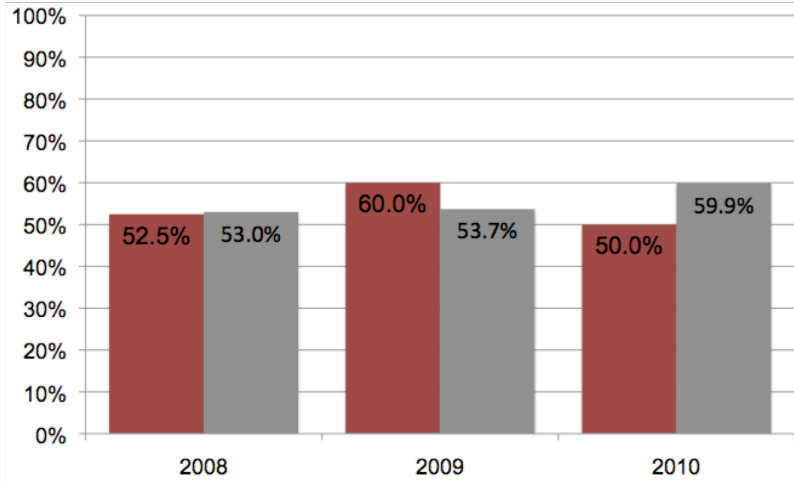
Multi-Ethnic



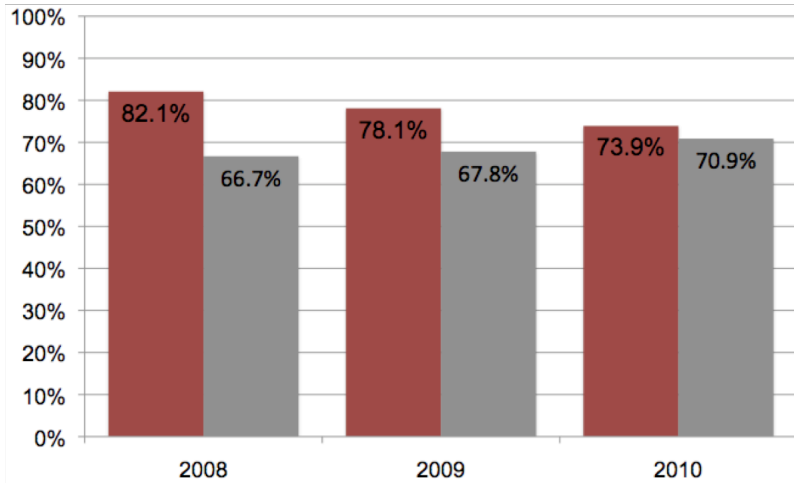
White

High (10) - Reading

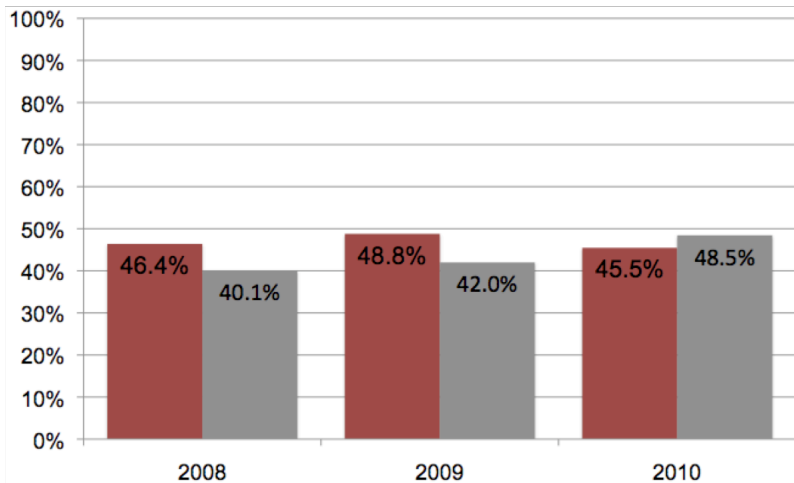
These graphs follow the pattern established by ODE of reporting only 10th grade tests. While this approach may work for AYP calculation it is not necessarily the best way to measure student achievement in general, as it does not record scores for students who pass the test in subsequent years. Sample sizes are a particular problem at this level, as the scores only reflect one grade level rather than the aggregated grade levels shown for the elementary and middle school series.



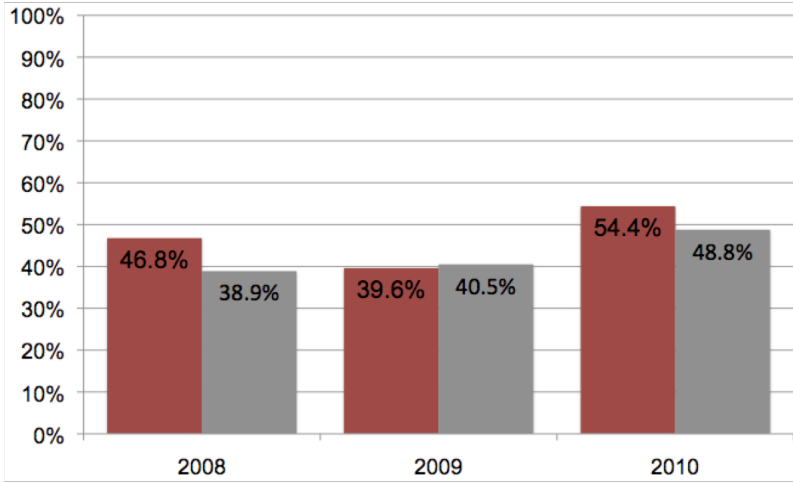
American Indian



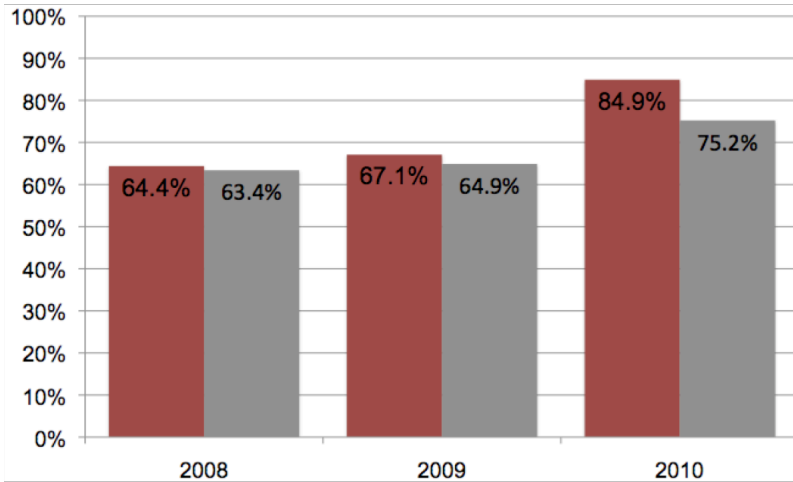
Asian



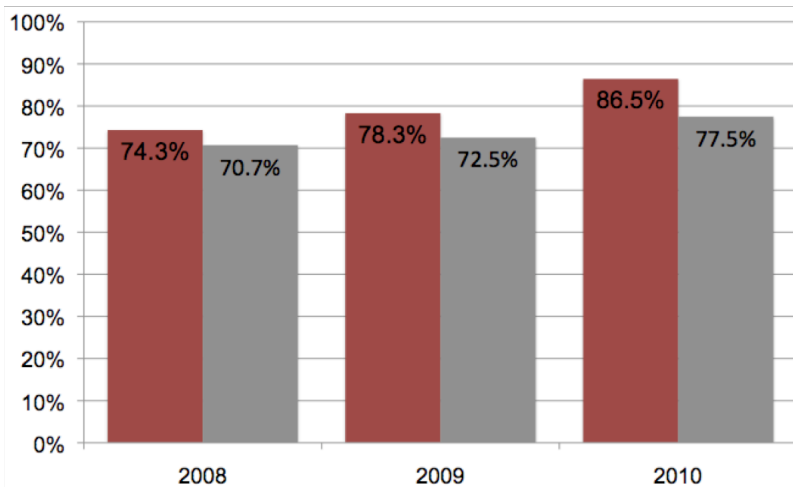
Black



Hispanic



Multi-Ethnic

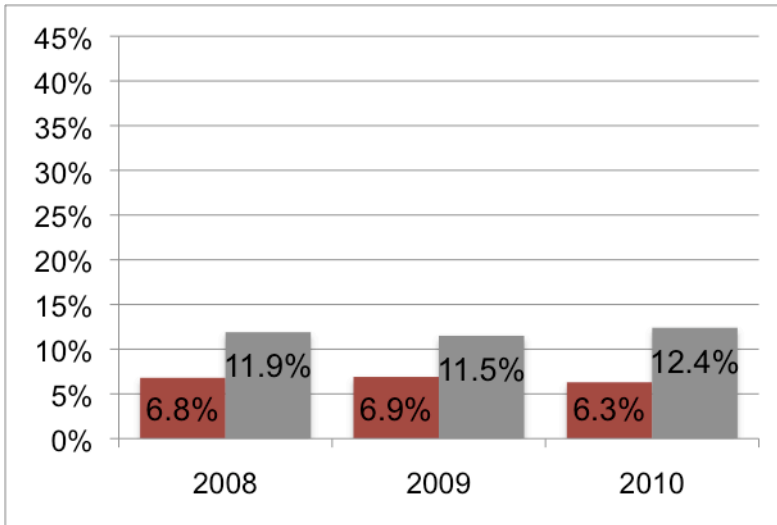


White

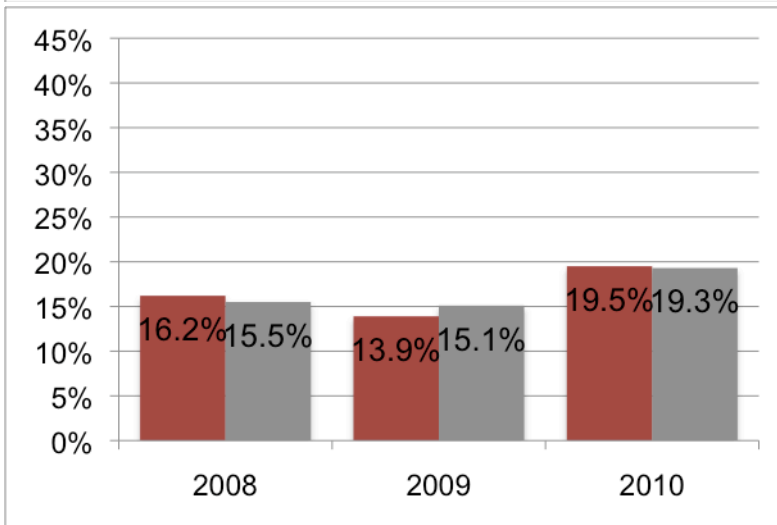
Achievement Gap Data for the Oregon Assessment of Knowledge and Skills (OAKS) Reading Test, 2008-2010.

These graphs represent the difference between the percentage of White students Meeting or Exceeding on the OAKS Reading test and their non-White counterparts, the larger the figure the wider the gap. As with the achievement graphs the gap is compared to the same figure at the state level.

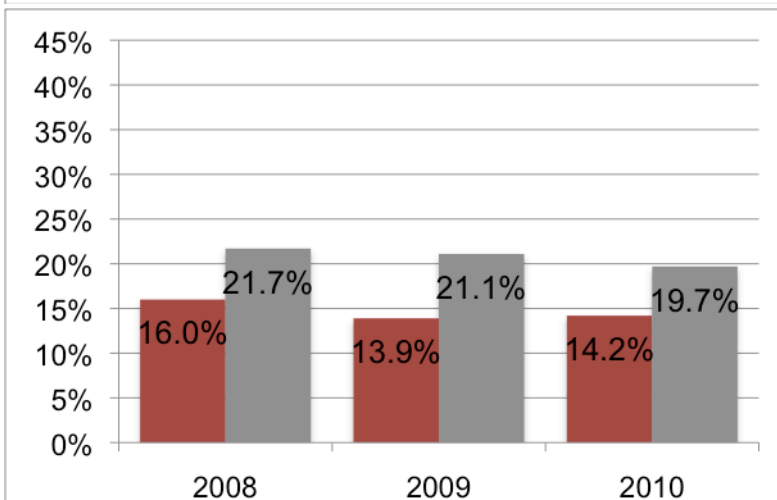
Elementary (3-5) - Reading



American Indian

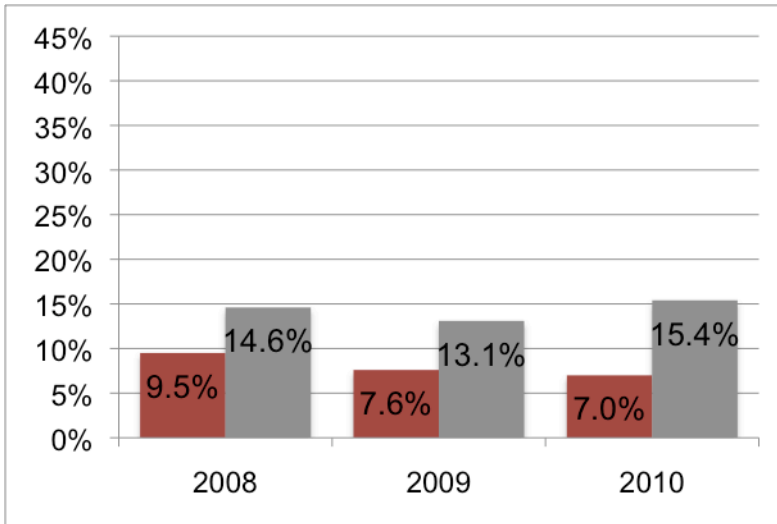


Black

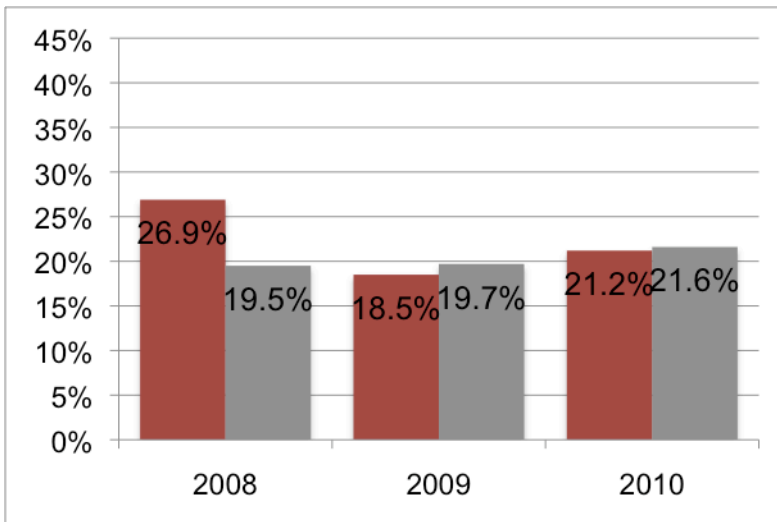


Hispanic

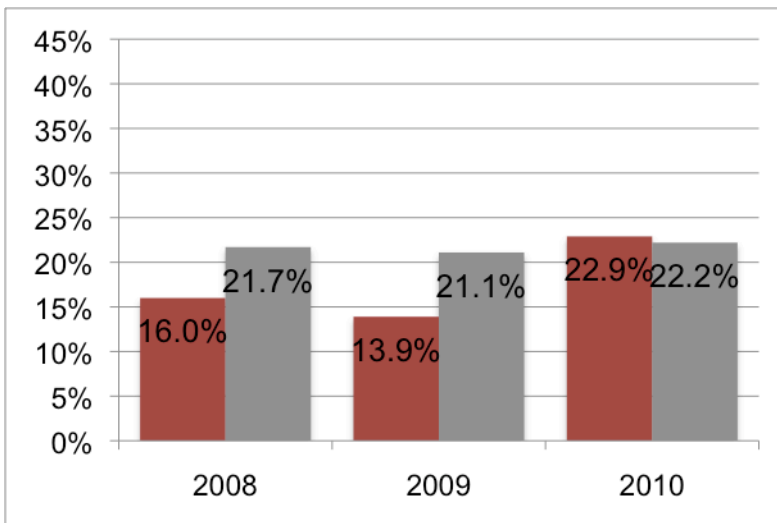
Middle (6-8) - Reading



American Indian

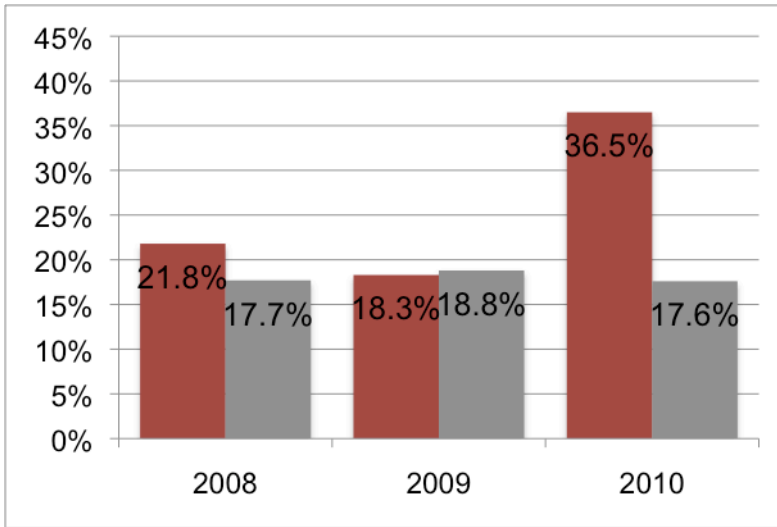


Black

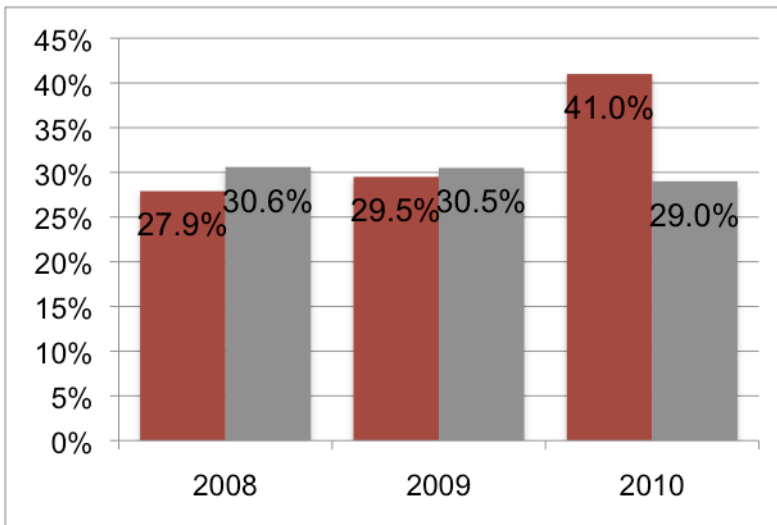


Hispanic

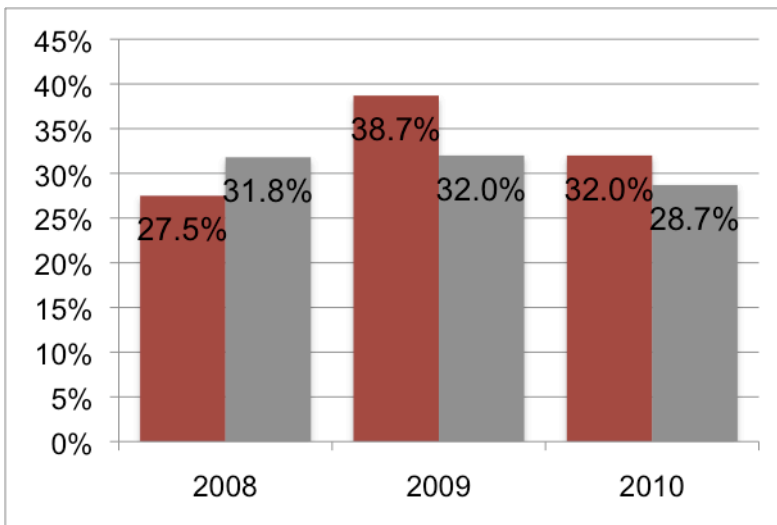
High (10) - Reading



American Indian

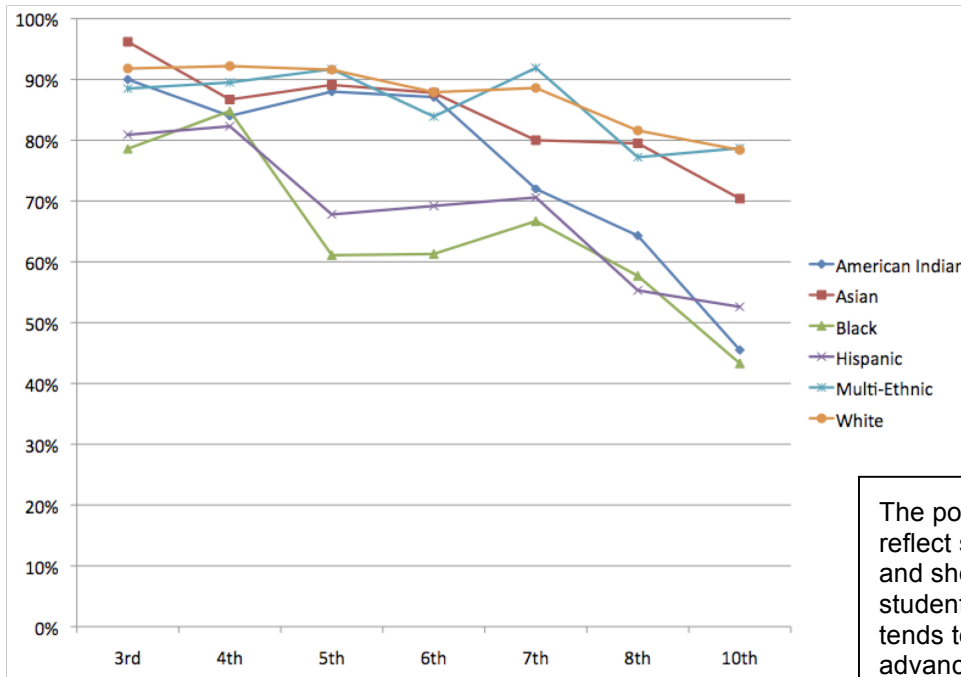


Black



Hispanic

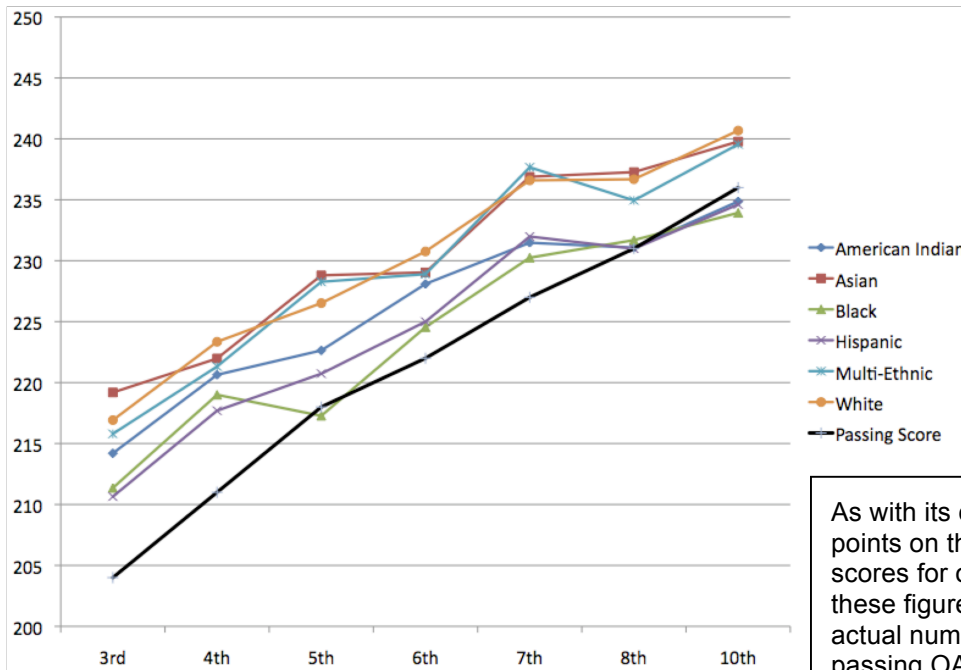
Percentage of Students Meeting or Exceeding Reading Achievement Standards in 2010 by Ethnicity



The points on this graph reflect scores for only 2010 and show how the number of students passing the test tends to drop off as they advance through the system.

Average Raw Score for Students Attempting the OAKS Reading Assessment in 2010 by Ethnicity

Traditionally the Equity Report has focused upon the figures used by ODE to calculate AYP Scores, however, figures for Meeting and Exceeding can be misleading, as they are based upon reaching or passing a point score that may change and make comparisons difficult. In an attempt to redress this balance, the graph below shows the average score on the test for each grade level by ethnicity.

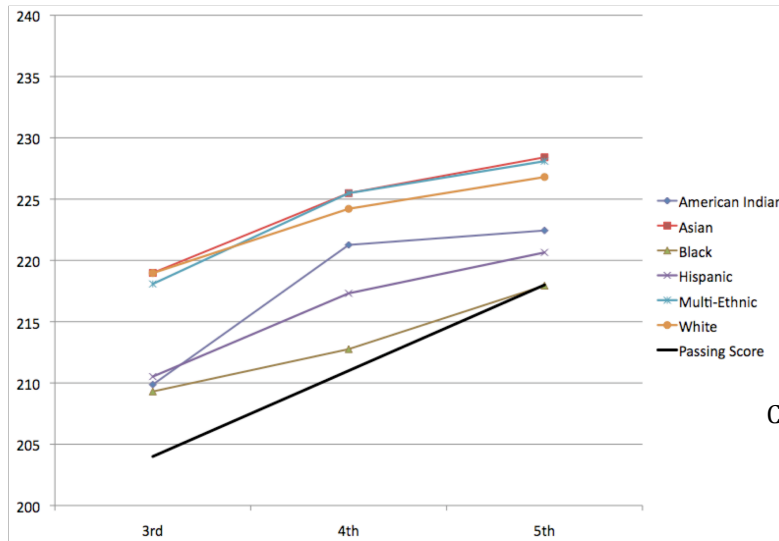


As with its companion graph, the points on this graph reflect scores for only 2010. However, these figures show that while the actual number of students passing OAKS decreases students as a whole continue to make progress.

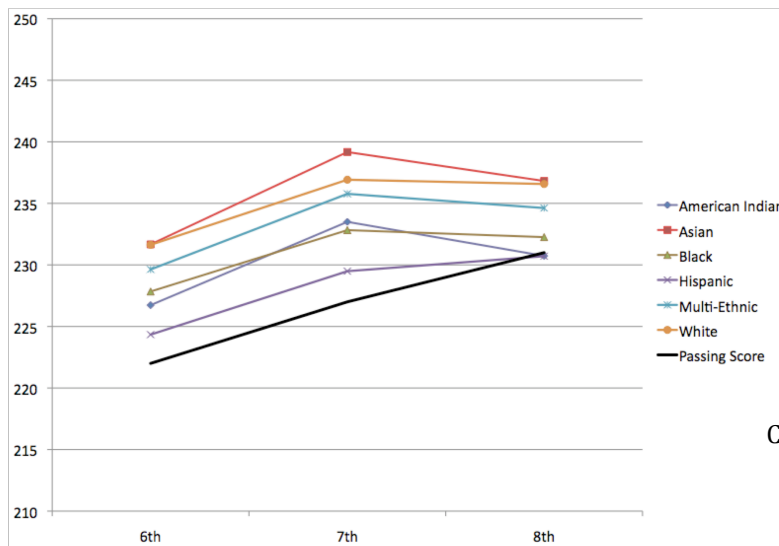
While both these graphs show a gap between the achievement levels of American Indian, Black and Hispanic students in comparison to their white contemporaries it is interesting that the graphs show a significant closing of the gap in the 3rd and 4th grades. These grades were the first to be tested to have had significant and formative experience with the new reading curriculum and the districtwide progress monitoring and intervention system, EasyCBM. As both these innovations were adopted at least in part, to address the achievement gap present in 4th schools we believe these systems were instrumental in effecting this change. Obviously, we will continue to analyze results to confirm that this assumption is indeed correct.

Average Raw Score for Cohort Groups Attempting the OAKS Reading Assessment in (2008-2010) by Ethnicity

The two graphs below show how a relatively consistent group of students has scored on the OAKS math assessment over a period of three years (2008-2010). Attempting to compare the results of different groups of students, as the earlier graphs do, is problematic particularly when looking at relatively small sample groups. By comparing a relatively consistent group we can gain a better knowledge of achievement and progress within the district.



Current 6th Grade (2010-2011)

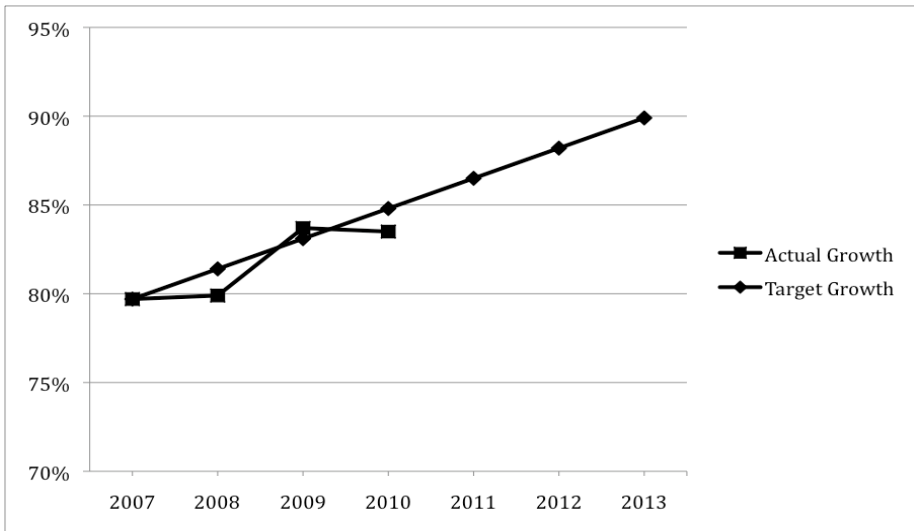


Current 9th Grade (2010-2011)

Progress Towards Board Goal #3

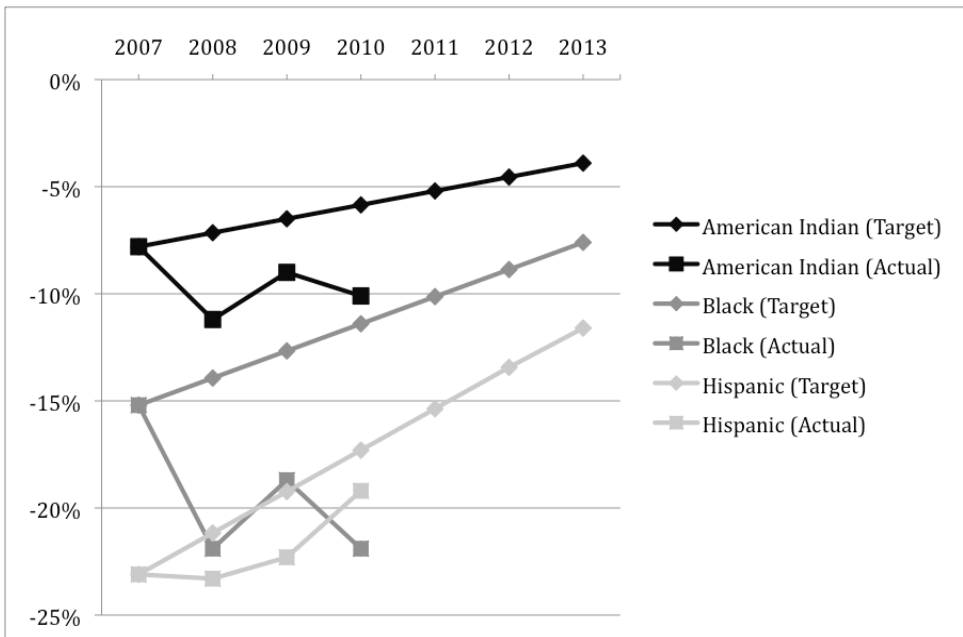
In 2007-2008 the 4J School Board adopted Goal #3 which set equity based achievement standards for both Reading and Math. The goal set a target of 2012-13, for the overall percentage of 4J students who meet the Oregon Assessment of Knowledge and Skills (OAKS) benchmarks in reading and math to increase to 90% and 85%. Goal #3 also calls for the achievement gap between the percentage of African American, Hispanic, and Native American students passing these two OAKS subject areas and white students should be halved by 2012-2013 from the levels seen in 2006-2007.

The graphs below show the progress towards these two goals in the area of reading.



Comparison of the Actual Percentage of All 4J Students Meeting/Exceeding in OAKS Reading and the Target set in Board Goal #3

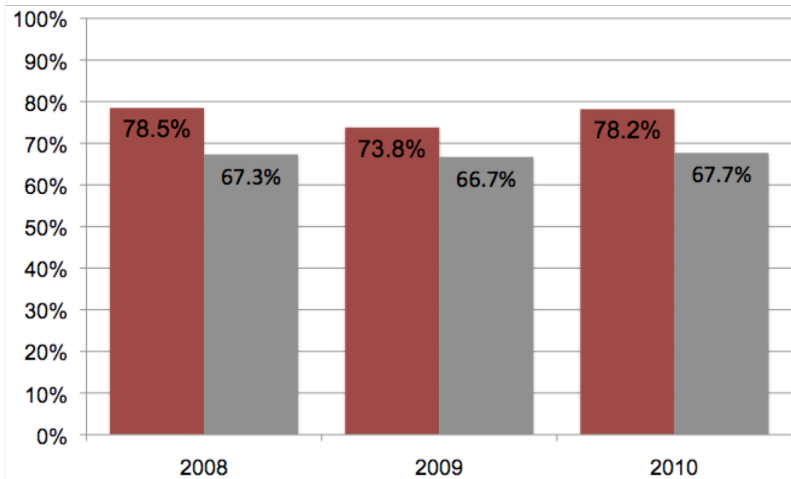
Comparison of the Achievement Gap Reduction Target set in Board Goal #3 and the Actual Yearly Gap in OAKS Reading.



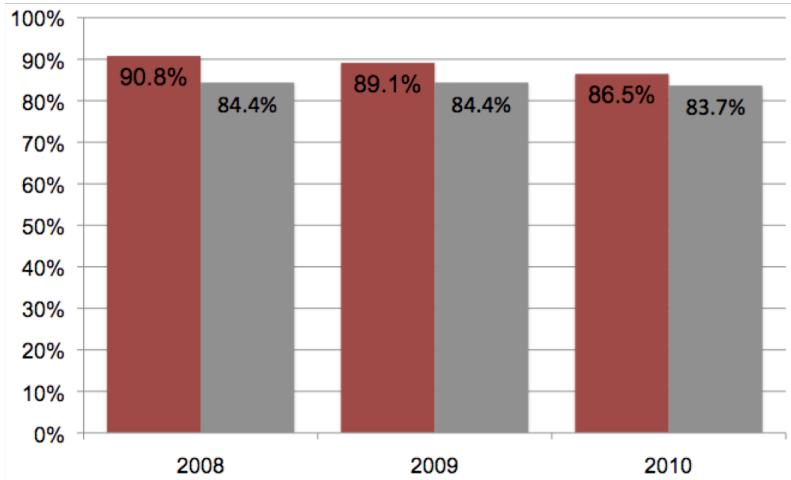
Percentage of Students Meeting or Exceeding Standards in the Oregon Assessment of Knowledge and Skills (OAKS) Math Test, 2008-2010.

These graphs compare the percentage of 4J Students in each ethnic group who reached a predetermined grade level standard defined by the State of Oregon. The graphs, which are divided in the schooling levels, compare the results in 4J to those of the state as a whole. Traditionally 4J tends to outscore the state in numbers of students passing the math test and this trend continues in 2010. Due to the small size of the sample groups for non-White students, results may exhibit volatility year to year, showing more severe swings than those exhibited for the larger group.

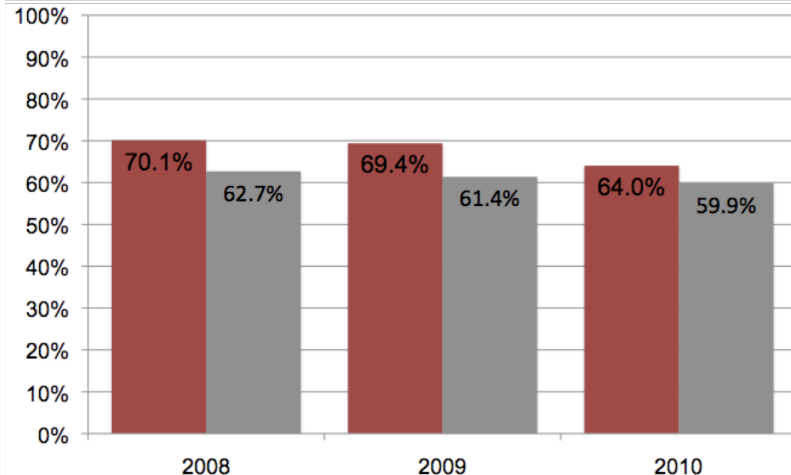
Elementary (3-5) - Math



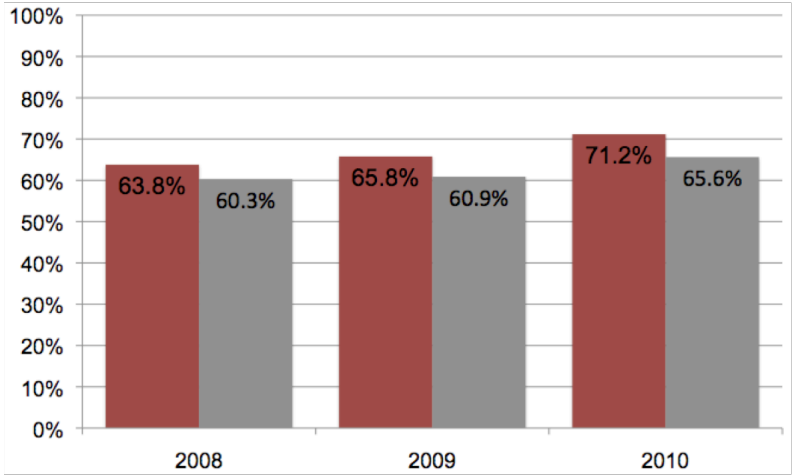
American Indian



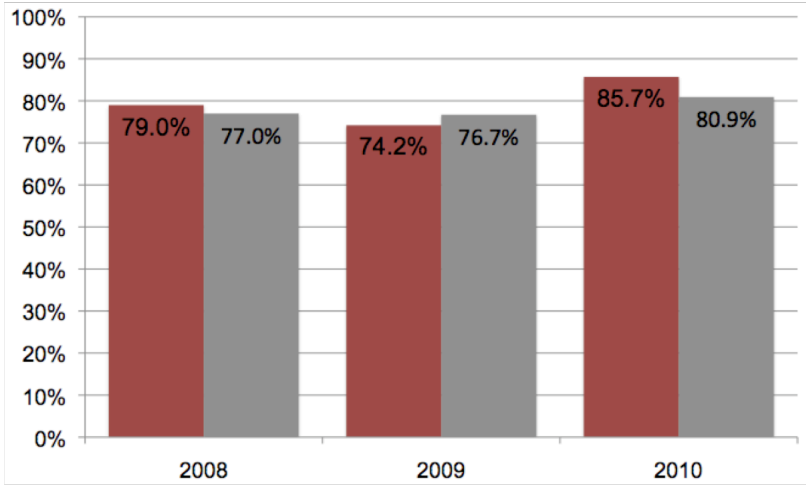
Asian



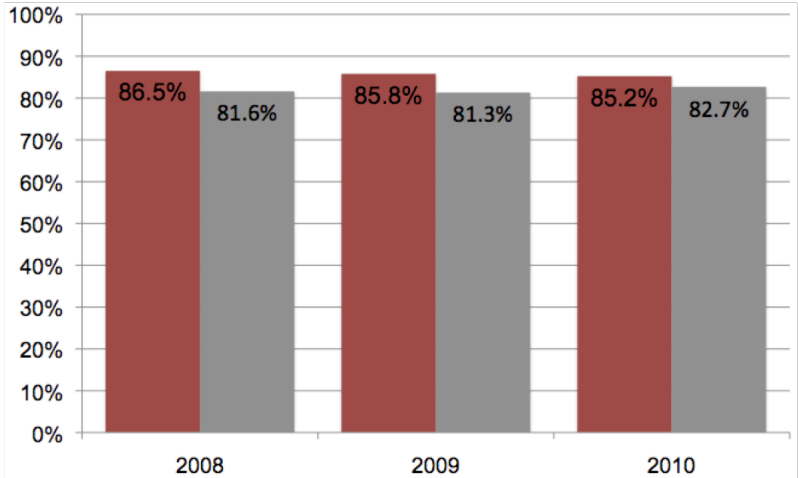
Black



Hispanic

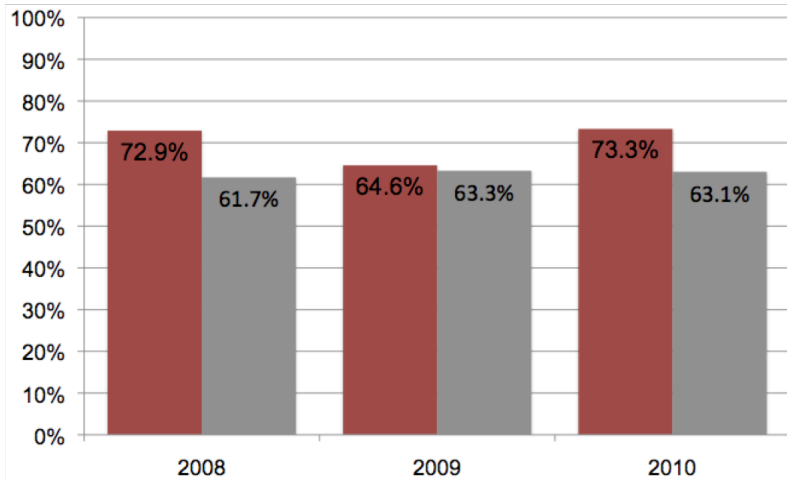


Multi-Ethnic

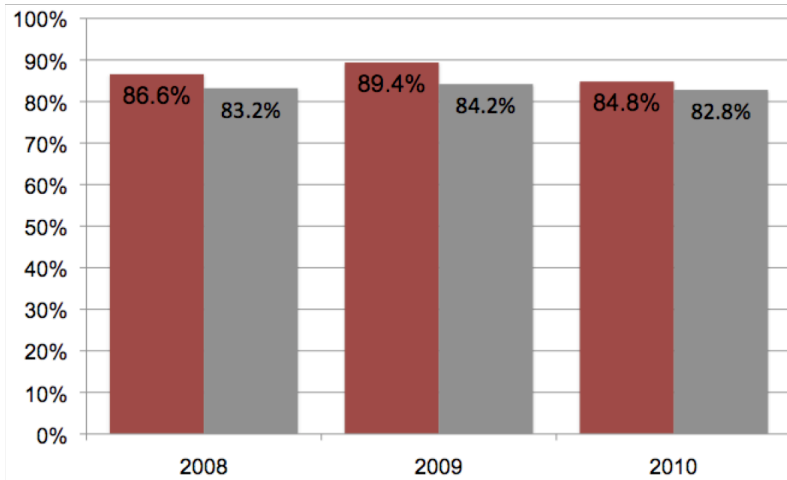


White

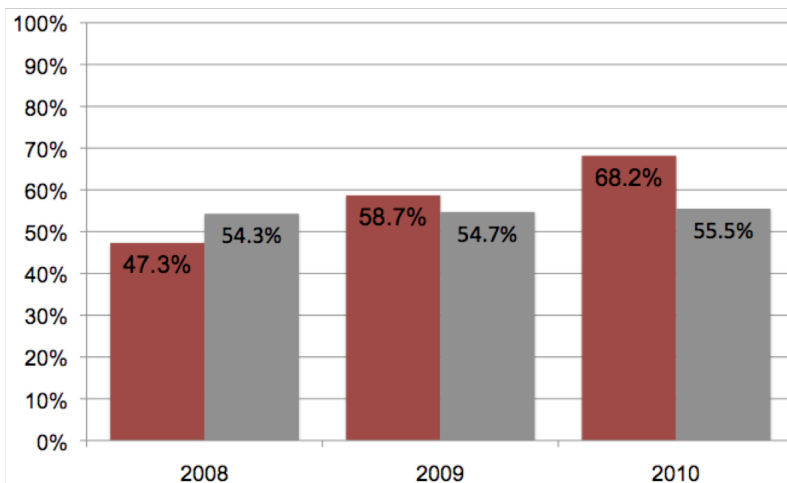
Middle (6-8) - Math



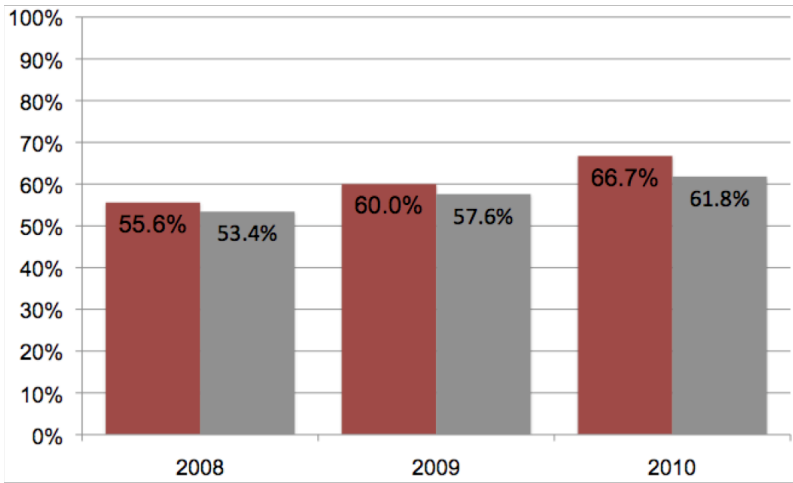
American Indian



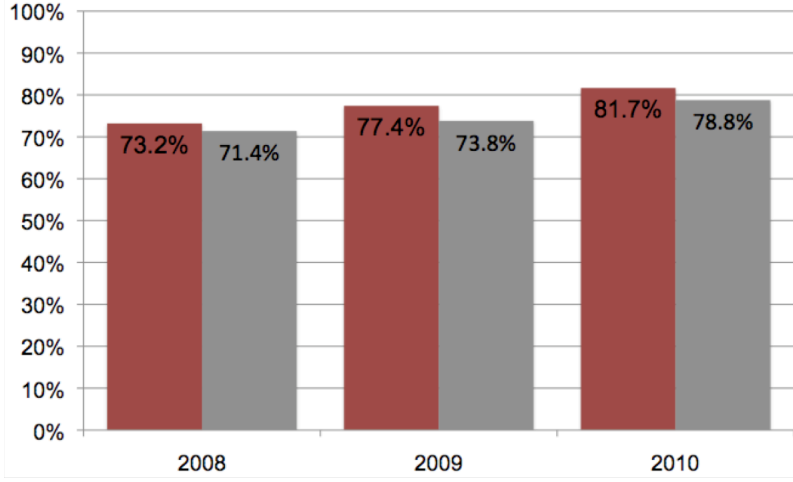
Asian



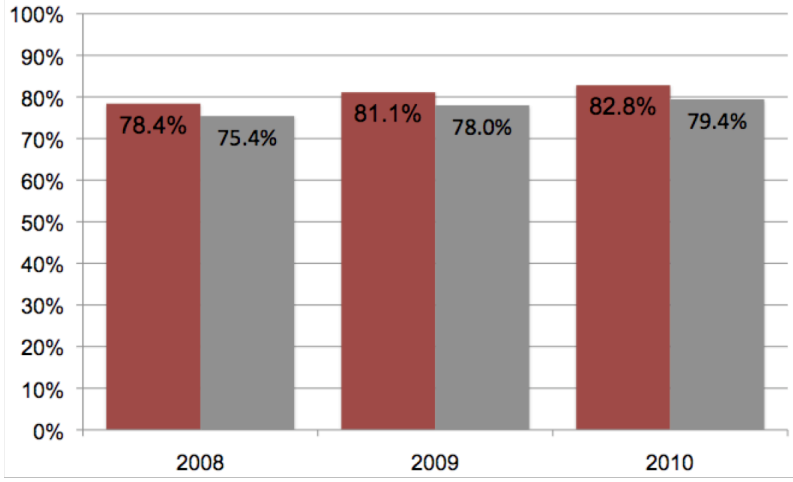
Black



Hispanic



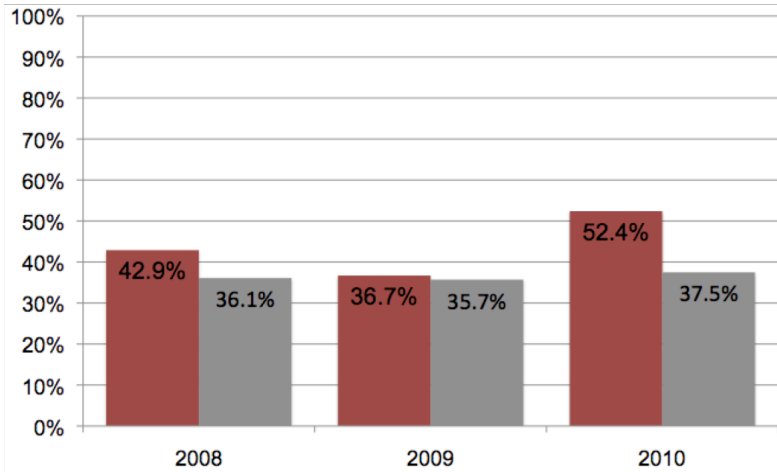
Multi-Ethnic



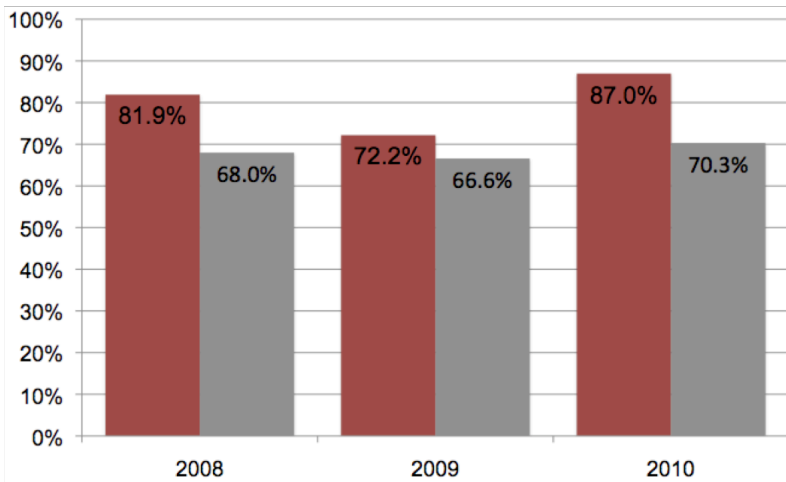
White

High (10) - Math

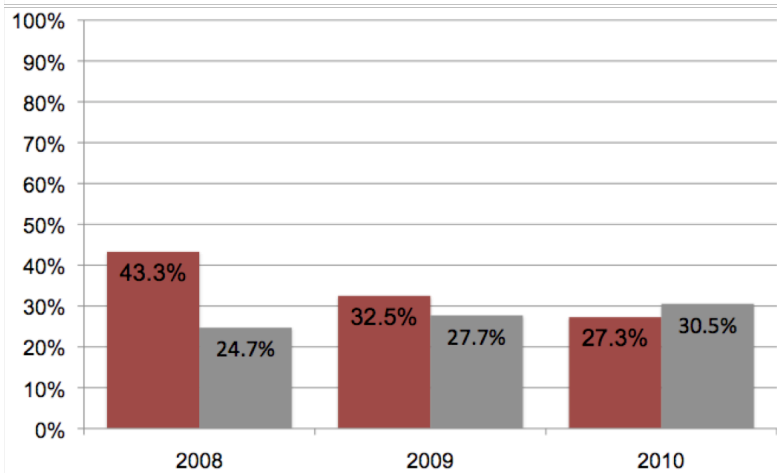
These graphs follow the pattern established by ODE of reporting only 10th grade tests. While this approach may work for AYP calculation it is not necessarily the best way to measure student achievement in general, as it does not record scores for students who pass the test in subsequent years. Sample sizes are a particular problem at this level, as the scores only reflect one grade level rather than the aggregated grade shown for the elementary and middle school series.



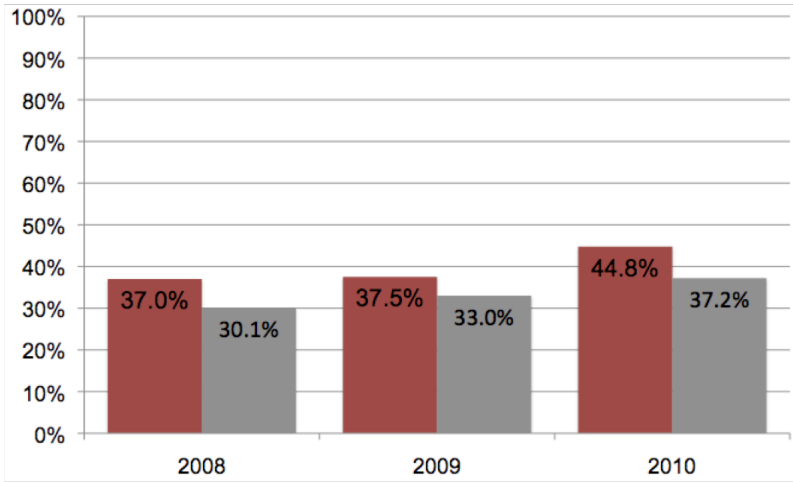
American Indian



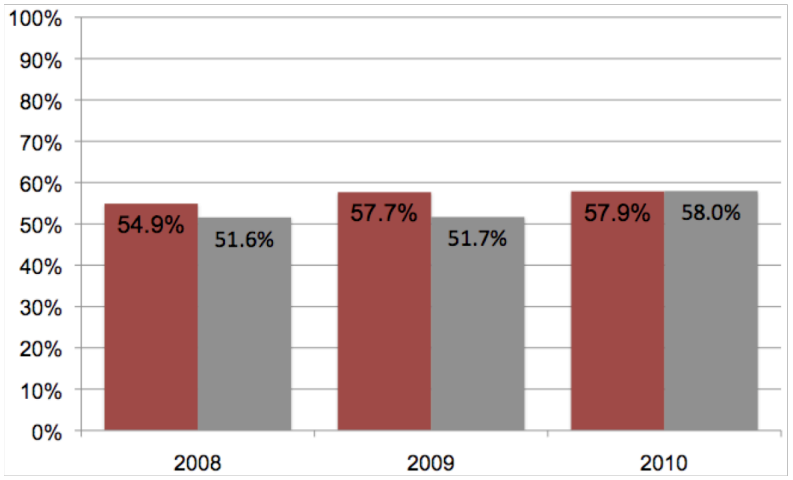
Asian



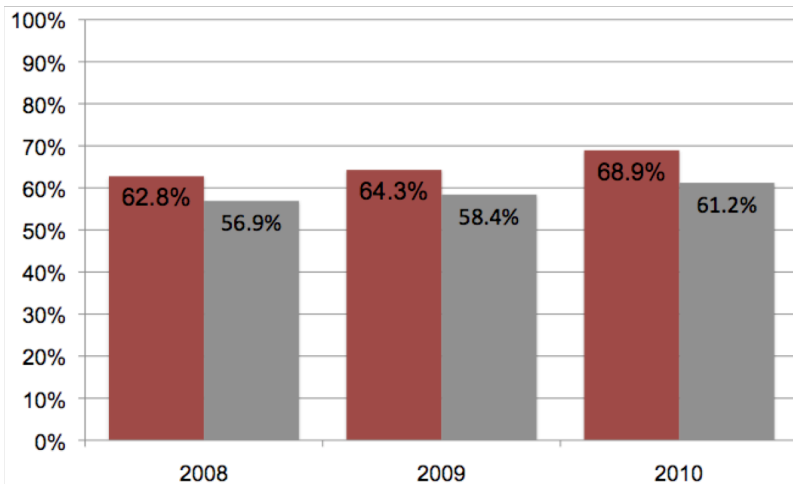
Black



Hispanic



Multi-Ethnic

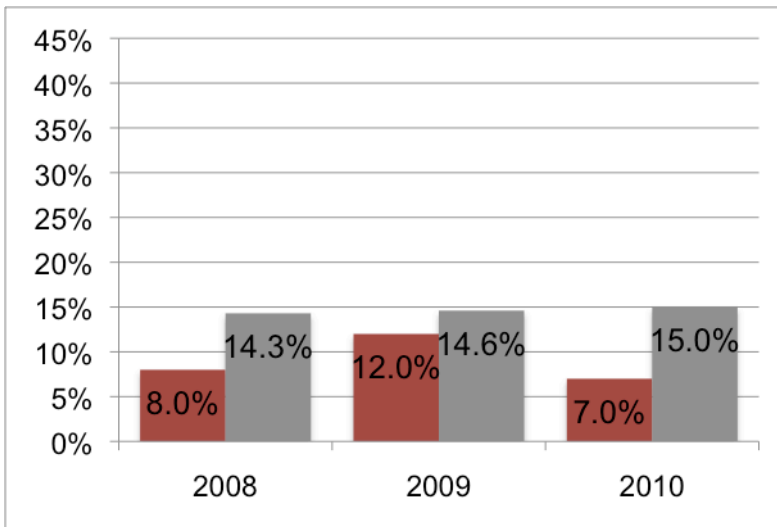


White

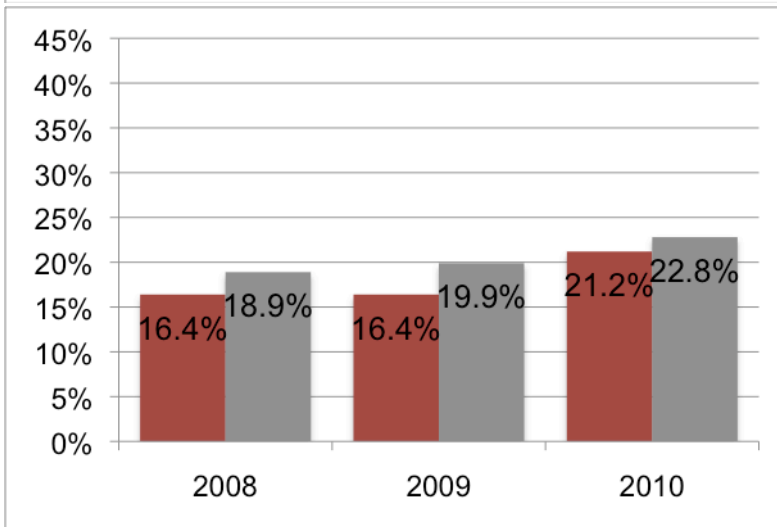
Achievement Gap Data for the Oregon Assessment of Knowledge and Skills (OAKS) Math Test, 2008-2010.

These graphs represent the difference between the percentage of White students Meeting or Exceeding on the OAKS Math test and their non-White counterparts, the larger the figure the wider the gap. As with the achievement graphs the gap is compared to the same figure at the state level.

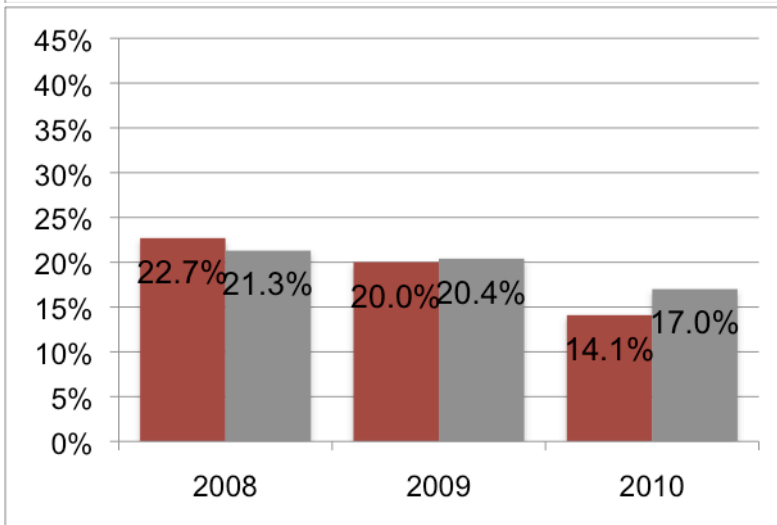
Elementary (3-5) - Math



American Indian

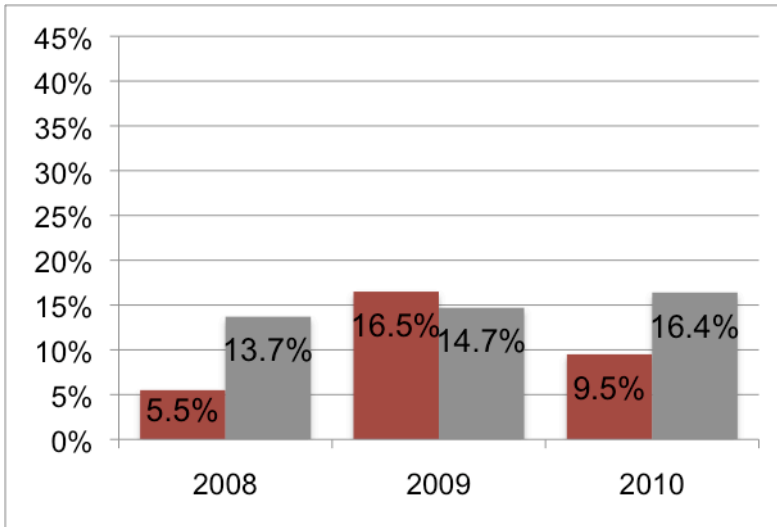


Black

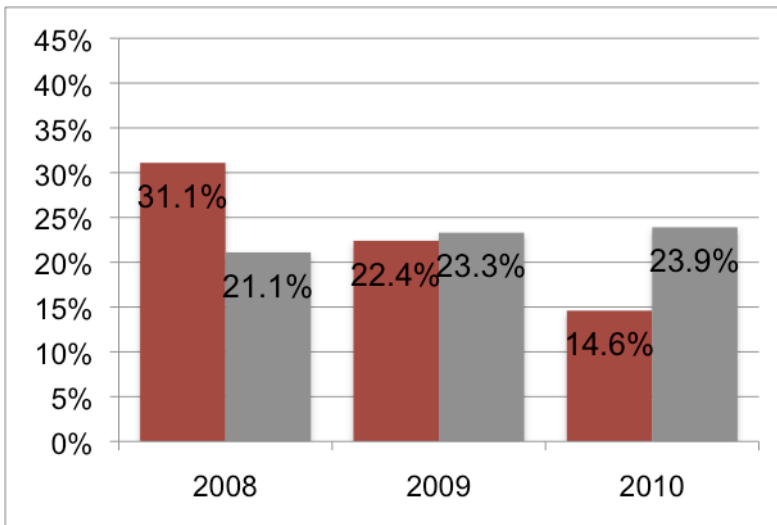


Hispanic

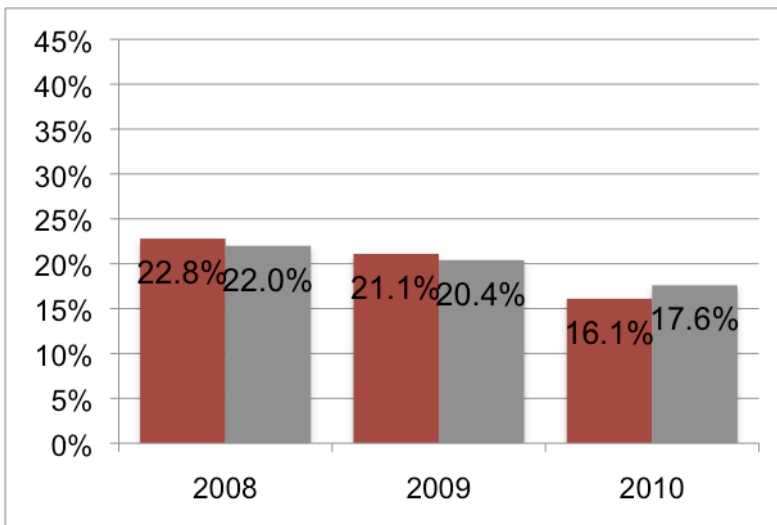
Middle (6-8) - Math



American Indian

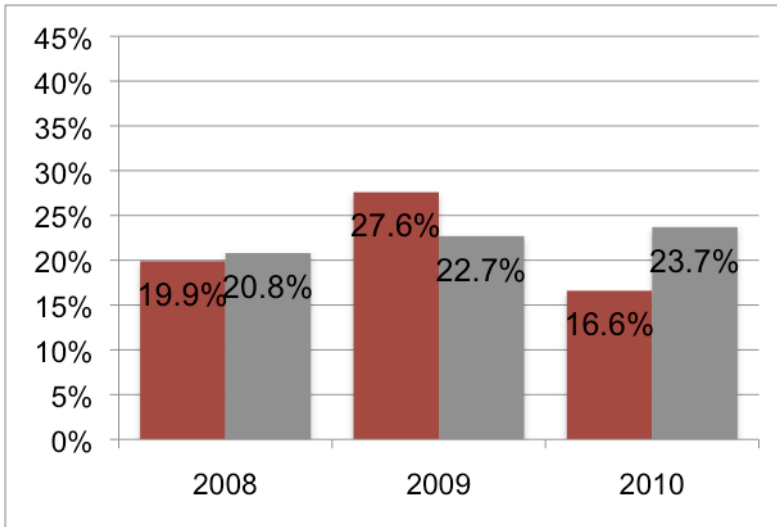


Black

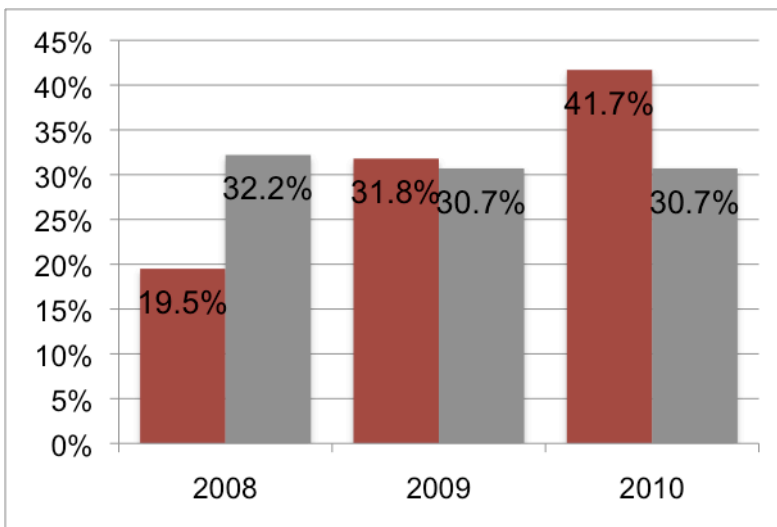


Hispanic

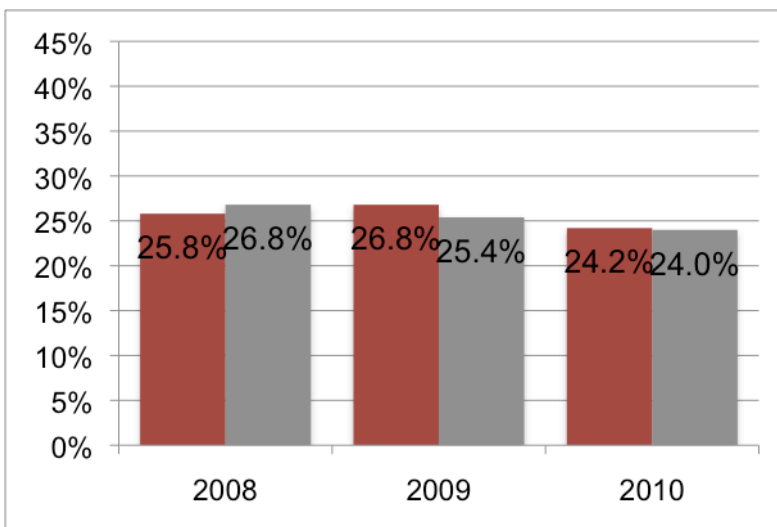
High (10) - Math



American Indian

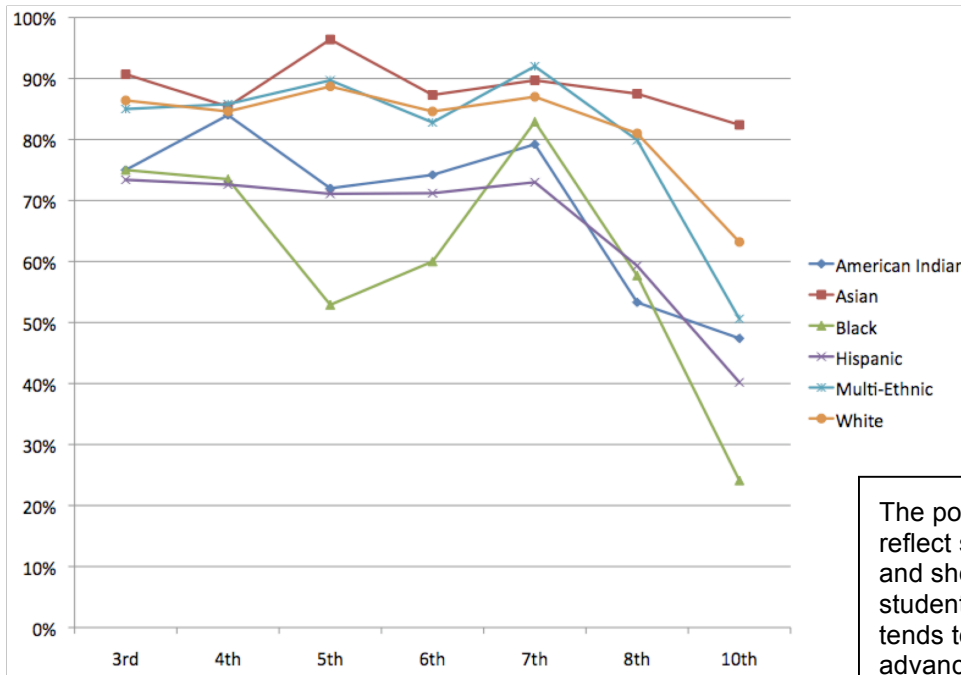


Black



Hispanic

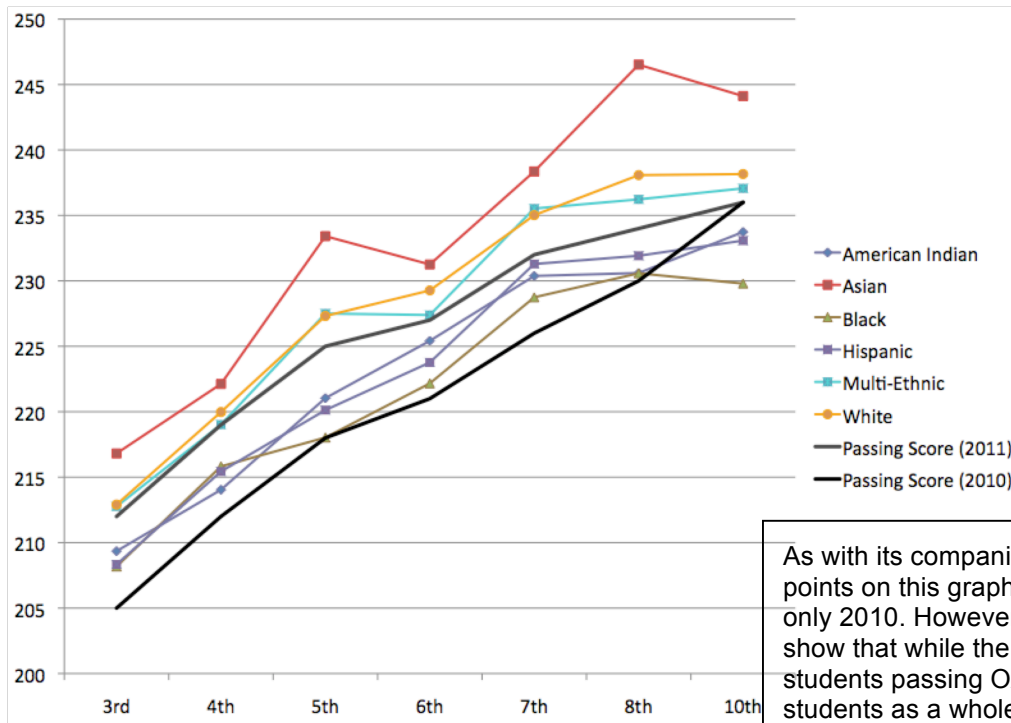
Percentage of Students Meeting or Exceeding Math Achievement Standards in 2010 by Ethnicity



The points on this graph reflect scores for only 2010 and show how the number of students passing the test tends to drop off as they advance through the system.

Average Raw Score for Students Attempting the OAKS Math Assessment in 2010 by Ethnicity

Traditionally the Equity Report has focused upon the figures used by ODE to calculate AYP Scores, however, figures for Meeting and Exceeding can be misleading, as they are based upon reaching or passing a point score that may change. In an attempt to redress this balance, the graph below shows the average score on the test for each grade level by ethnicity.

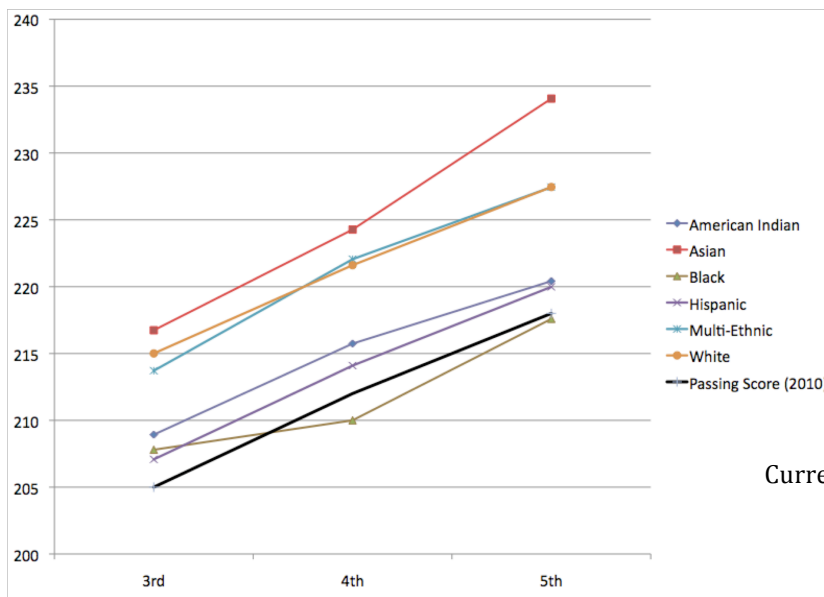


As with its companion graph, the points on this graph reflect scores for only 2010. However, these figures show that while the actual number of students passing OAKS decreases as students continue to make progress until they reach High School.

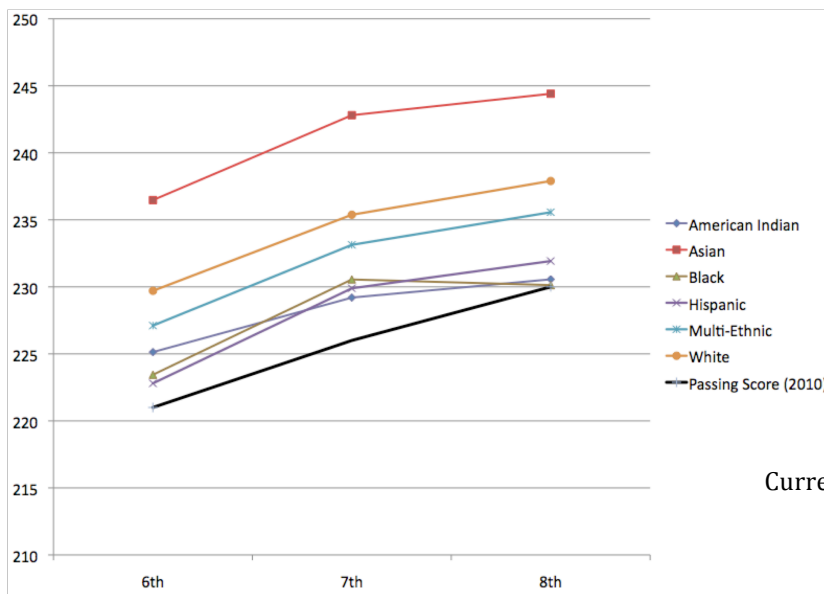
These graphs clearly show that Math is an area of concern within 4J, as it is for many districts both in Oregon and nationally. Tests taken in 3rd and 4th grade appear to show some stabilization. It is to be hoped that the adoption of a new math curriculum (2010-2011) and the improvement in and increased use of, the districtwide progress monitoring and intervention system, EasyCBM, will help to continue and improve upon this pattern.

Average Raw Score for Cohort Groups Attempting the OAKS Math Assessment in (2008-2010) by Ethnicity

The two graphs below show how a relatively consistent group of students has scored on the OAKS math assessment over a period of three years (2008-2010). Attempting to compare the results of different groups of students, as the earlier graphs do, is problematic particularly when looking at relatively small sample groups. By comparing a relatively consistent group we can gain a better knowledge of achievement and progress within the district.



Current 6th Grade (2010-2011)

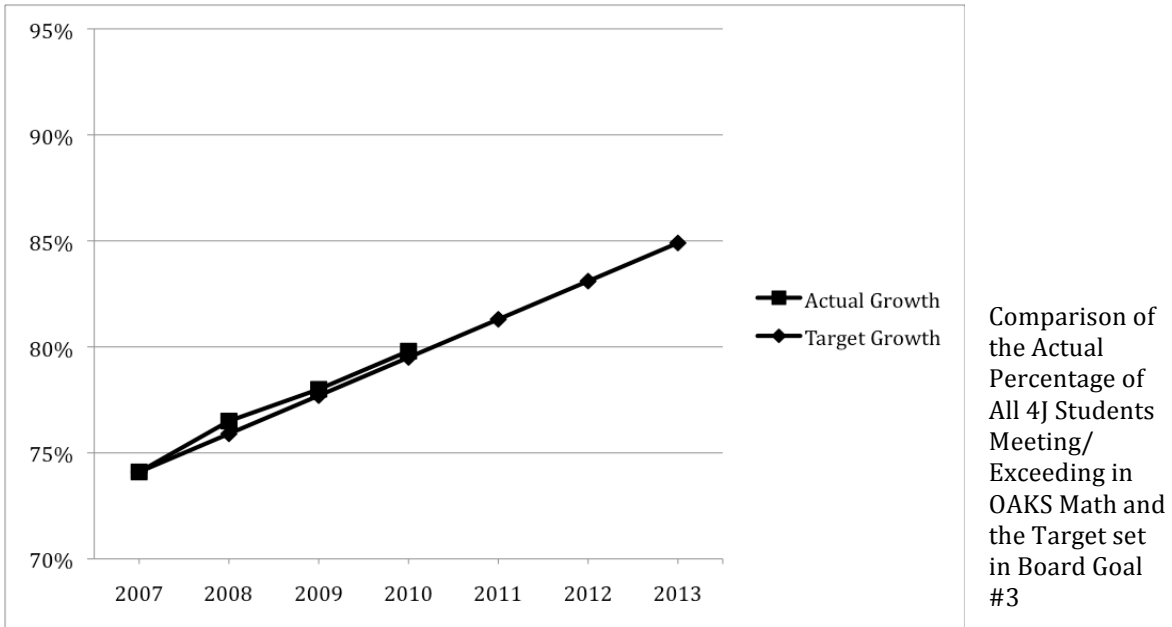


Current 9th Grade (2010-2011)

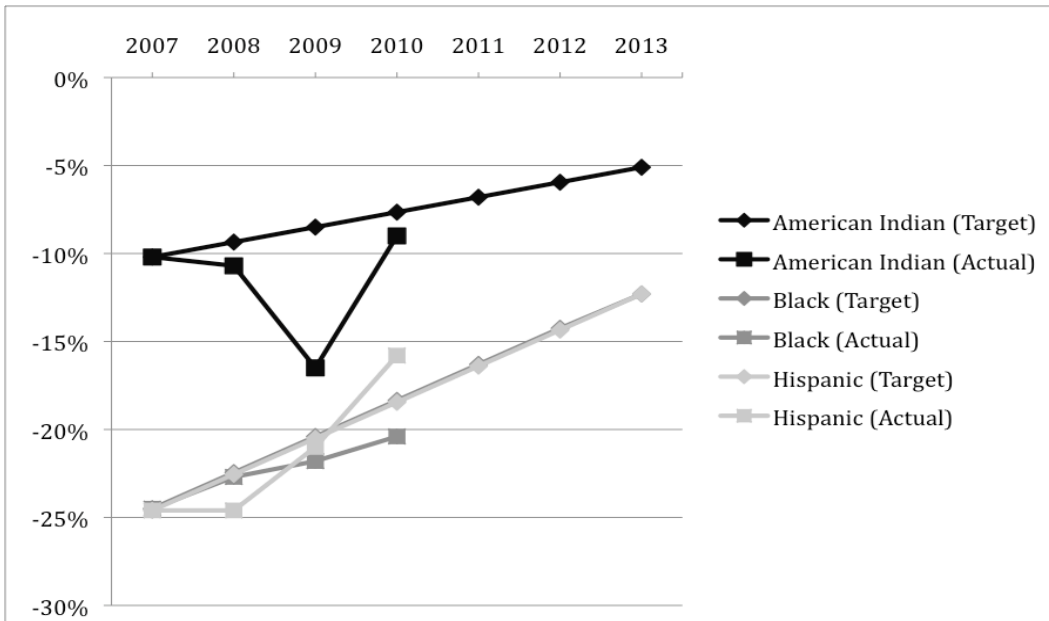
Progress Towards Board Goal #3

In 2007-2008 the 4J School Board adopted Goal #3 which set equity based achievement standards for both Reading and Math. The goal set a target of 2012-13, for the overall percentage of 4J students who meet the Oregon Assessment of Knowledge and Skills (OAKS) benchmarks in reading and math to increase to 90% and 85%. Goal #3 also calls for the achievement gap between the percentage of African American, Hispanic, and Native American students passing these two OAKS subject areas and white students should be halved by 2012-2013 from the levels seen in 2006-2007.

The graphs below show the progress towards these two goals in the area of math.

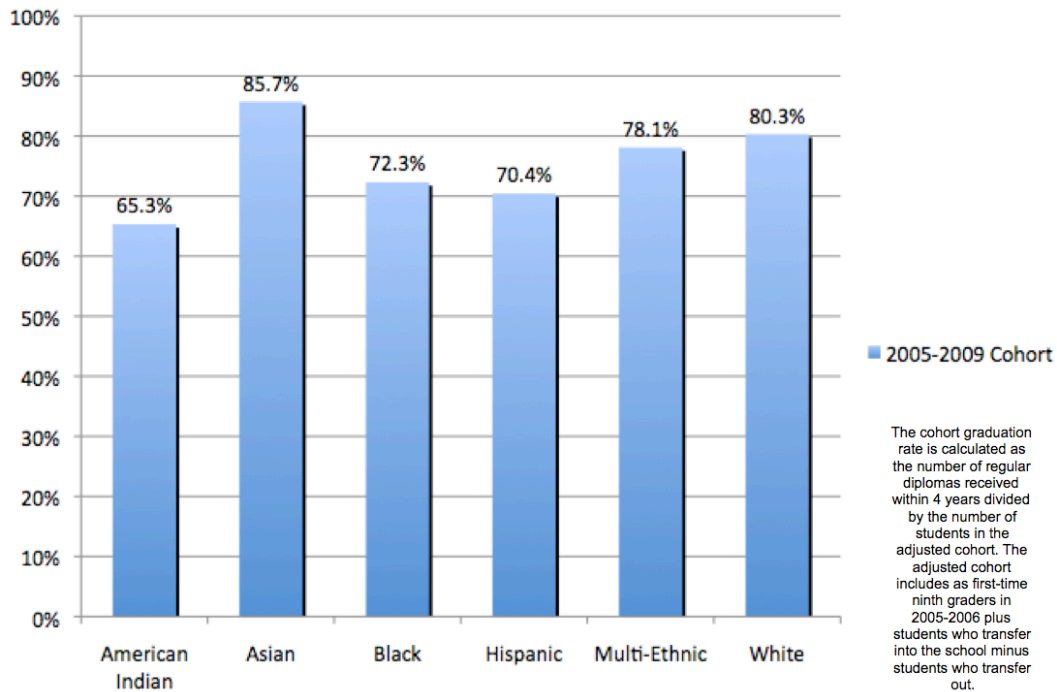
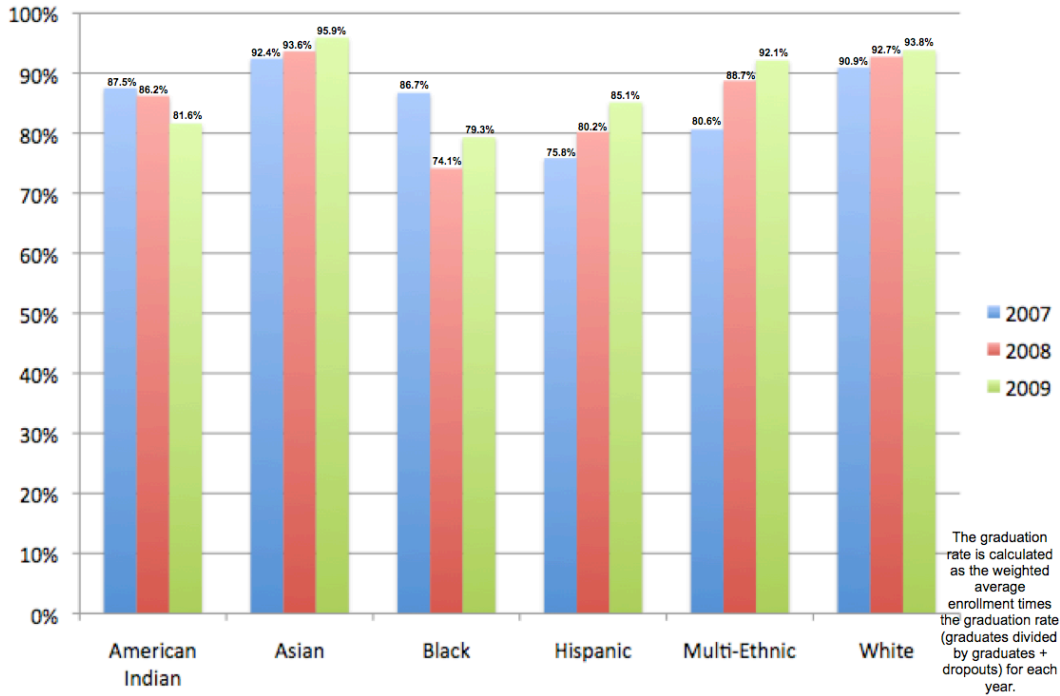


Comparison of the Achievement Gap Reduction Target set in Board Goal #3 and the Actual Yearly Gap in OAKS Math.



Graduation Rates

In previous years ODE has calculated the graduation rate using a formula developed by the National Center for Education Statistics (NCES), this calculation is shown in the first graph below. However, beginning in 2010 the calculation will make use of a 4-year cohort model, this change has been made in an attempts to provide a more accurate picture of graduation rates within the state. The second graph depicts this new cohort graduation rate.



While the new calculation model shows a marked drop off in graduation rates across the district, a pattern that is mirrored across the state, the table below shows that Eugene 4J compares favorably to similar districts in graduation rates for traditionally lower achieving groups.

<u>Compared to Oregon Districts with..</u>	<u>Rank</u>	<u>Number of Districts in Group</u>	<u>Eugene 4J Cohort Graduation Rate</u>
Over 500 Economically Disadvantaged Students in the Graduating Cohort	2	9	64.5
Over 50 Hispanic Students in the Graduating Cohort	4	35	70.4
Over 150 Students with Disabilities in the Graduating Cohort	1	7	57.1
Over 28 Limited English Proficient Students in the Graduating Cohort	3	35	72.4
Over 30 African-American Students in the Graduating Cohort	1	10	72.3