

FROM THE PRINCIPAL

Dear Parents and Community Members,

During the 2014-2015 school year, all students in the state took a new statewide assessment called Smarter Balanced. This assessment replaced the OAKS assessment. The Smarter Balanced assessment is aligned with the new standards taught and is a more in-depth assessment. The new content standards set higher expectations for students. This means that expectations for student achievement are higher than they used to be. As a result, it is likely that fewer students will score at the higher achievement levels on the assessments, especially the first few years. Results should improve as students have more years of instruction based on the new standards.

Being the first year the assessment was given, no school received an overall State School Report Card Rating. However, you will see school wide results and graduation rates on the following pages, but no overall ratings were given to schools this year.

Based on the results reported, this first year Early College High School reported:

- Reading 100% met/exceeded state standards
- Math 65.6% met/exceeded state standards
- 97.8% graduation rate

Students using the Smarter Balanced assessment as demonstration of their mastery of Essential Skills were not held to a higher standard. An equivalent score between the new Smarter

Balanced tests and OAKS were established. This score represents what a student needs to earn on Smarter Balanced to demonstrate that they have mastered the Essential Skills graduation requirements for our state.

We believe at ECHS that we need to be lifelong learners, active in our community and inspire a growth mindset that urges effort and enhancement. This past year our graduating senior class earned over 3,400 college credits and over 1,000 service hours in the community. We celebrate our improvement and seek growth for all ECHS students to make sure that every student graduates college and career ready. To realize this vision, we will continue to focus on instruction, student supports, access to college classes, school-wide AVID (Advancement Via Individual Determination) instructional strategies, and family collaboration as we continue to deliver rigorous instruction aligned to the Common Core State Standards.

As always, we thank you for being involved in your child's education and for being partners with us to ensure our students are college and career ready.

You can help by monitoring your student's homework, attending parent-teacher conferences and volunteering. We view parents, teachers and students as a team and for students to reach their full potential the team needs to work together.

Thank you,

Principal | Jay Weeks

SCHOOL PROFILE

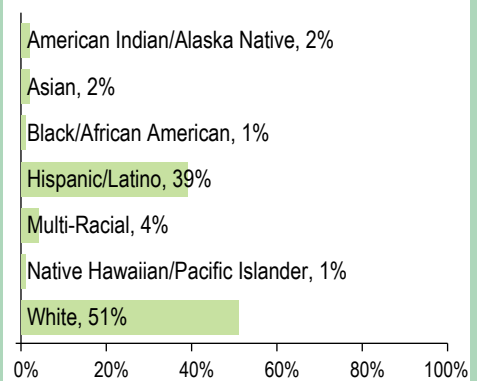
ENROLLMENT 2014-15	184	
MEDIAN CLASS SIZE	School	Oregon
English Language Arts	--	--
Mathematics	--	--
Science	--	--
Social Studies	--	--
Self-Contained	--	--

* is displayed when the data must be suppressed to protect student confidentiality.

SELECTED DEMOGRAPHICS

Economically Disadvantaged	69%
Students with Disabilities	<5%
English Learners	31%
Different Languages Spoken	7
Regular Attenders	>95%
Mobile Students	10.8%

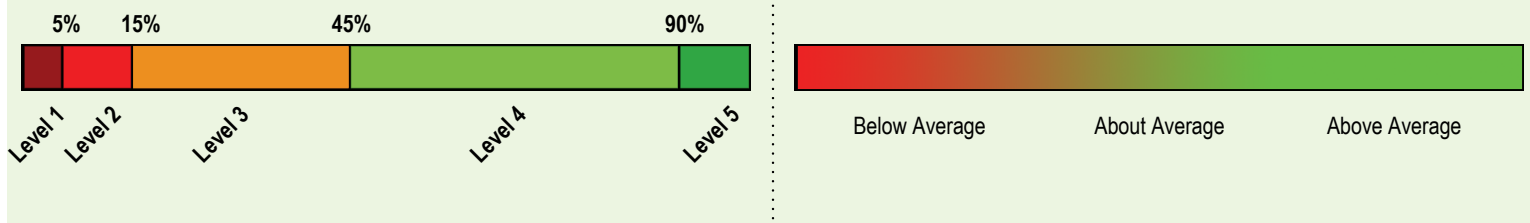
STUDENTS



OVERALL SCHOOL RATING HOW ARE STUDENTS AT THIS SCHOOL PERFORMING COMPARED TO THOSE AT OTHER SCHOOLS?

The overall school rating is intended to summarize this school's particular successes and challenges. It is based on a combination of up to five factors. Three of these factors come from standardized test scores in reading and math: student achievement, student growth, and the growth of underserved subgroups. Please note that this rating is based mainly on high-stakes testing and, accordingly, doesn't represent a complete view of your school's performance. Other aspects of this report card are designed to put this rating in the proper context.

The U. S. Department of Education has given the State of Oregon approval to temporarily suspend the assignment of school ratings during the transition from the Oregon Assessment of Knowledge and Skills (OAKS) to the new college and career readiness assessments. Schools will not receive an overall school rating on this report card and will receive a new overall school rating on the 2015-16 school report cards.



PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

SCHOOL PERFORMANCE

Performance of students enrolled in the school for a full academic year

Did at least 95% of the students at this school take required assessments? Yes No, Interpret Results with Caution
Participation rate criteria are in place to ensure schools test all eligible students.

The Smarter Balanced and alternate assessments have four performance levels where levels 3 and 4 are meeting the standard for school and district accountability.

See report cards from previous years to view historical OAKS performance data.

	School Performance (%)			School Performance (%)	Oregon Performance (%)	Like-School Average (%)
	2011-12	2012-13	2013-14	2014-15	2014-15	2014-15
English Language Arts (Administered statewide in grades: 3-8, 11)				Level 1	Level 2	Levels 3 & 4
All students in tested grades	2014-15 is the first operational year of English language arts assessments that measure college/career readiness.			>95 * *	68.5 18.2 13.3	60.7 24.8 14.5
Mathematics (Administered statewide in grades: 3-8, 11)				Level 1	Level 2	Levels 3 & 4
All students in tested grades	2014-15 is the first operational year of mathematics assessments that measure college/career readiness.			65.6 28.1 6.3	31.6 26.5 41.9	21.9 28.1 50.0
Science (Administered statewide in Grades: 5, 8, 11)				Did not meet	Met	Exceeded
All students in tested grades	87.5	78.0	92.9	89.7	62.6	41.4
	22.5 65.0 12.5	14.6 63.4 22.0	28.6 64.3 7.1	13.8 75.9 10.3	7.8 54.7 37.4	6.3 35.1 58.6

Visit www.ode.state.or.us/go/data for additional assessment results.

Note: a "*" is displayed when data are unavailable or to protect student confidentiality.

OUTCOMES WHAT ARE STUDENTS ACHIEVING IN HIGH SCHOOL?

COLLEGE AND CAREER READINESS

Students preparing for college and careers.

	School Performance (%)	School Performance (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)
	2011-12	2012-13	2013-14	2014-15	2014-15
Freshmen on track to graduate within 4 years	--	--	>95	93.5	44.7
Students taking SAT	5.9	10.4	28.9	42.7	39.1

Note: Graduation methodology changed in 2013-14.

GRADUATION RATE

Students earning a standard diploma within four years of entering high school.

	School Performance (%)	School Performance (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)
	2010-11	2011-12	2012-13	2013-14	2013-14
Overall graduation rate	17.5	15.6	12.8	97.8	85.1

COMPLETION RATE

Students earning a regular, modified, extended, or adult high school diploma or completing a GED within five years of entering high school.

	School Performance (%)	School Performance (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)
	2010-11	2011-12	2012-13	2013-14	2013-14
Overall completion rate	66.9	80.3	81.8	95.7	83.3

DROPOUT RATE

Students who dropped out during the school year and did not re-enroll.

	School Performance (%)	School Performance (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)
	2009-10	2010-11	2011-12	2012-13	2012-13
Overall dropout rate	3.3	1.0	2.0	0.0	1.9

Note: Dropout methodology changed in 2012-13.

CONTINUING EDUCATION

Students continuing their education after high school.

	School Performance (%)	School Performance (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)
	2009-10	2010-11	2011-12	2012-13	2012-13
Students who enrolled in a community college or four-year school within 16 months of graduation	45.2	42.1	28.6	85.7	51.5

Note: a "*" is displayed when the data must be suppressed to protect student confidentiality.

OUTCOMES FOR KEY STUDENT GROUPS AT THIS SCHOOL COMPARED TO THE SAME GROUPS STATEWIDE

STUDENT GROUP OUTCOMES	School Performance (%)	Oregon Performance (%)	Like-School Average (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)
	Economically Disadvantaged				American Indian/Alaska Native			Native Hawaiian/Pacific Islander	
On Track	94.7	70.8	35.1	On Track	*	63.5	On Track	*	73.8
Graduation	97.2	64.2	82.4	Graduation	100.0	53.5	Graduation	--	68.8
Completion	100.0	77.1	79.5	Completion	--	70.3	Completion	--	77.0
Dropout	0.0	3.8	2.4	Dropout	0.0	6.8	Dropout	0.0	5.8
English Learners				Asian			White		
On Track	90.5	74.4	34.8	On Track	*	94.1	On Track	93.8	82.0
Graduation	90.9	64.2	73.9	Graduation	--	85.9	Graduation	100.0	74.2
Completion	100.0	72.3	73.7	Completion	--	90.3	Completion	94.1	84.5
Dropout	0.0	4.9	2.7	Dropout	0.0	1.2	Dropout	0.0	3.5
Students with Disabilities				Black/African American			Female		
On Track	*	64.3	21.4	On Track	*	70.2	On Track	93.1	83.5
Graduation	50.0	51.1	38.5	Graduation	--	60.2	Graduation	97.1	76.2
Completion	100.0	63.4	66.7	Completion	--	72.5	Completion	93.3	85.0
Dropout	0.0	6.1	7.0	Dropout	0.0	6.0	Dropout	0.0	3.3
Migrant				Hispanic/Latino			Male		
On Track	*	71.4	*	On Track	91.3	72.6	On Track	94.1	76.4
Graduation	100.0	63.5	33.3	Graduation	93.3	64.9	Graduation	100.0	68.0
Completion	100.0	71.1	66.7	Completion	100.0	75.0	Completion	100.0	79.5
Dropout	0.0	5.4	0.0	Dropout	0.0	5.3	Dropout	0.0	4.5
Talented and Gifted				Multi-Racial					
On Track	>95	>95	*	On Track	*	81.7			
Graduation	100.0	92.4	100	Graduation	--	69.8			
Completion	100.0	97.1	100	Completion	100.0	80.5			
Dropout	0.0	0.5	0.0	Dropout	0.0	4.3			

Note: a '*' is displayed when the data must be suppressed to protect student confidentiality.

On-Track data are based on the 2014-15 school year; all other data are based on the 2013-14 school year.

See previous page for outcome definitions.

CURRICULUM & LEARNING ENVIRONMENT WHAT IS THIS SCHOOL DOING TO IMPROVE STUDENT LEARNING AND TO PREPARE STUDENTS FOR THE FUTURE?

SCHOOL READINESS	<ul style="list-style-type: none"> · Counseling services for emotional, behavioral and academic issues · Partnership with Chemeketa Community College for dual enrollment and college credit
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Data and information in the Curriculum and Learning Environment section were provided by local schools and districts, and were not verified by the Oregon Department of Education.

CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

ACADEMIC SUPPORT

- AVID (Advancement Via Individual Determination) college readiness system
- Freshman Tutoring through after-school programs
- Tutor/Mentor Program – College students support students in academics
- Small teacher-student ratio in classes enhances student learning
- ASPIRE Program
- College courses in Associate of Arts programs through Chemeketa

ACADEMIC ENRICHMENT

- HONORS & DUAL ENROLLMENT COURSES**
 - Dual enrollment courses for college and high school credit
 - The senior class earned over 3,400 college credits and over 1000 service learning hours.
- SPECIAL PROGRAMS**
 - Talented & Gifted (TAG) program
- FOREIGN LANGUAGE**
 - Spanish

CAREER & TECHNICAL EDUCATION

- Access to Salem-Keizer School District Career Technical Education Center
- College courses in Associate of Arts programs through Chemeketa

EXTRACURRICULAR ACTIVITIES

- Care Takers (affiliated with OSU Extension)
- Emma Da Drummers
- Video Club
- ASPIRE Program

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FEDERAL TITLE I DESIGNATION

Priority Focus Model

Priority Schools are high poverty schools that were ranked in the bottom 5% of Title I-A schools in the state based on Oregon's rating formula. These schools generally have overall very low achievement and limited growth over time. Additional supports and interventions to make improvements are needed.

Priority and Focus school designations were based on 2011-12 data. Model school designations were based on 2013-14 data.