## Annual Report Card 2011/2012

## **Orchard Elementary School**

Julia Mattson 120 Jackson, Billings MT 59101 Phone: 406-281-6216



## **Annual Report Card**

#### **Orchard Elementary School**

Julia Mattson, Principal 120 Jackson, Billings MT 59101 Phone: 406-281-6216

The purpose of the Billings Public Schools Report Card is to provide information to the public regarding our school's performance on the state assessment and other assessments used to measure student achievement. Our school uses such data to monitor student growth, identify strengths and weaknesses, and ultimately improve the teaching and learning for students.

This year's report card includes the following components:

- o Adequate Yearly Progres- Proficiency results for students taking the state math and reading assessment.
- NWEA Results Percent of students proficient on the Northwest Evaluation Association's Measures of Academic Progress assessment in reading, math, and language. (Elementary and Middle Schools Only)
- o Writing Assessment Results Proficiency results for students in grade 5, 7 and 9 who take the district writing assessment.
- o Graduation and Drop-out Rates (High Schools Only)
- o ACT, SAT, and AP Test Results (High Schools Only)

Total Enrollment of	463	
Student Population	Count of Students	Percent of Students
Male	253	55%
Female	210	45%
Special Education		
Economically Disadvantaged		
Caucasian/White	200	43%
Hispanic	125	27%
Black	15	3%
American Indian/Alaskan Native	94	20%
Asian/Pacific Islander	3	0%

## Adequate Yearly Progress Orchard - School Three Year Trend

Percent of Students that Met or Exceeded Proficiency Standard

Adequate Yearly Progress (AYP) is one of the cornerstones of the federal Elementary and Secondary Education Act (ESEA) signed into law in January 2002, as the No Child Left Behind (NCLB) Act. In Montana, AYP is primarily a measure of year-to-year student achievement on the Montana Comprehensive Assessment System (MontCAS) in reading and mathematics. One of the requirements of NCLB is for states to set an Annual Measurement Objective (a target) for the percent of students to achieve proficiency on the state assessment. The Annual Measurement Objective gradually ratchets up such that by 2013-2014 all (100%) of students will achieve proficiency in reading and mathematics. AYP is determined, in part, by whether or not a school, district, or student subgroup meets the required level of proficiency for that school year. Each school's enrollment is divided into potentially 11 subgroups along the lines of race and ethnicity, social economic status, Limited English Proficiency, and students with disabilities. In 2011-2012, the Annual Measurement Objective for reading was 89.6% and for mathematics was 80%. AYP is also determined by the participation rate on the assessment (95%), the attendance rate at elementary schools (80%), and the graduation rate at high schools (85%).

#### Testing Populations with Fewer than 30 Students are not reported.

Orchard Math			Orchard Reading		
Spring 12	51%	Spring 12	74%		
Spring 11	56%	Spring 11	75%		
Spring 10	56%	Spring 10	76%		
Orchard Math American Indian/Alaskan Native		(	Orchard Reading American Indian/Alaskan Native		
Spring 12	51%	Spring 12	77%		
Spring 11	60%	Spring 11	78%		
Spring 10	57%	Spring 10	73%		
	Orchard Math Caucasian White		C	Orchard Reading CaucasianWhite	
Spring 12	59%	Spring 12	79%		
Spring 11	62%	Spring 11	77%		
Spring 10	63%	Spring 10	80%		
Orchard Math Hispanic		Orchard Reading Hispanic			
Spring 12	50%	Spring 12	74%		
Spring 11	56%	Spring 11	79%		
Spring 10	56%	Spring 10	79%		
Orchard Math Black			Orchard Reading Black		
Spring 12		Spring 12			
Spring 11		Spring 11			
Spring 10		Spring 10			
	Orchard Math Asian Orchard Reading Asian		Orchard Reading Asian		
Spring 12		Spring 12			
Spring 11		Spring 11			
Spring 10		Spring 10			

## Adequate Yearly Progress

#### Orchard - School Three Year Trend

Percent of Students that Met or Exceeded Proficiency Standard

Spring 10

#### 

16%

Spring 10

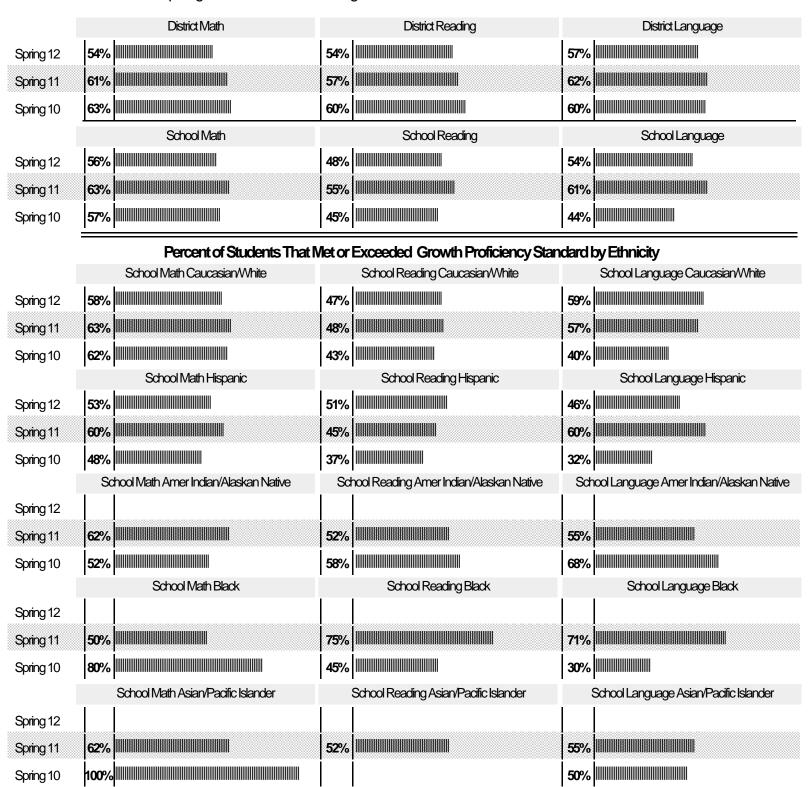
	Orchard	Reading Economically Disadvantaged
Spring 12	73%	
Spring 11	72%	
Spring 10	74%	
	Or	chard Reading Special Education
Spring 12	55%	
Spring 11	40%	

44%

### **NWEA Measures of Academic Progress**

# Orchard - School Three Year Trend Percent of Students that Met or Exceeded Growth Proficiency Standard

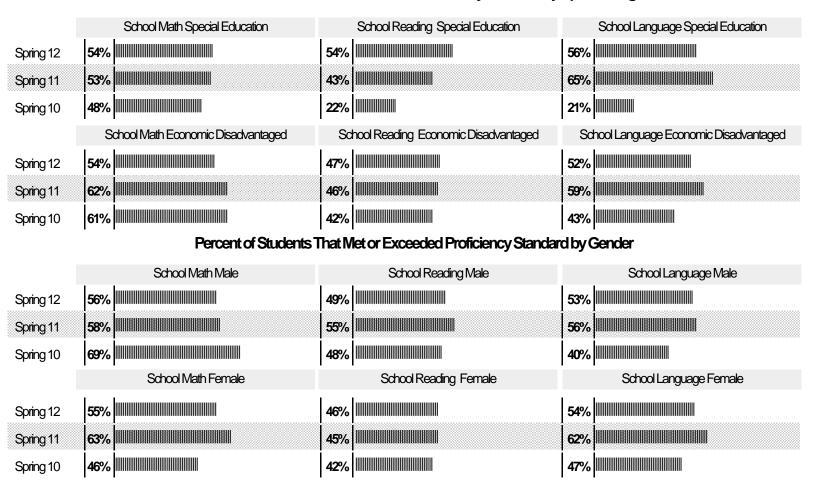
Achievement Level Tests — NWEA Measures of Academic Progress — These growth assessments are given in the fall and spring in the subjects of Reading, Math, and Language in grades 4-6 and each spring in grades 7-8. Beginning in 2011-2012, students in grades 9-11 will also be assessed each fall and spring to measure student growth.



### **NWEA Measures of Academic Progress**

# Orchard - School Three Year Trend Percent of Students that Met or Exceeded Growth Proficiency Standard

#### Percent of Students That Met or Exceeded Proficiency Standard by Special Program



Testing Populations with Fewer than 10 Students are not reported.

# District Writing Assessments Orchard Elementary School - School Three Year Trend

Percent of Students that Met or Exceeded Proficiency Standard

## **Testing Grade: 5**

