

Annual Report Card

2011/2012

Orchard Elementary School

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Billings
PUBLIC SCHOOLS

Annual Report Card

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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 Progress- Proficiency results for students taking the state math and reading assessment.
- o 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 on October 3, 2011:		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

Spring 12	51%	<div><div></div></div>
Spring 11	56%	<div><div></div></div>
Spring 10	56%	<div><div></div></div>

Orchard Reading

Spring 12	74%	<div><div></div></div>
Spring 11	75%	<div><div></div></div>
Spring 10	76%	<div><div></div></div>

Orchard Math American Indian/Alaskan Native

Spring 12	51%	<div><div></div></div>
Spring 11	60%	<div><div></div></div>
Spring 10	57%	<div><div></div></div>

Orchard Reading American Indian/Alaskan Native

Spring 12	77%	<div><div></div></div>
Spring 11	78%	<div><div></div></div>
Spring 10	73%	<div><div></div></div>

Orchard Math Caucasian/White

Spring 12	59%	<div><div></div></div>
Spring 11	62%	<div><div></div></div>
Spring 10	63%	<div><div></div></div>

Orchard Reading Caucasian/White

Spring 12	79%	<div><div></div></div>
Spring 11	77%	<div><div></div></div>
Spring 10	80%	<div><div></div></div>

Orchard Math Hispanic

Spring 12	50%	<div><div></div></div>
Spring 11	56%	<div><div></div></div>
Spring 10	56%	<div><div></div></div>

Orchard Reading Hispanic

Spring 12	74%	<div><div></div></div>
Spring 11	79%	<div><div></div></div>
Spring 10	79%	<div><div></div></div>

Orchard Math Black

Spring 12		
Spring 11		
Spring 10		

Orchard Reading Black

Spring 12		
Spring 11		
Spring 10		

Orchard Math Asian

Spring 12		
Spring 11		
Spring 10		

Orchard Reading Asian

Spring 12		
Spring 11		
Spring 10		

Adequate Yearly Progress

Orchard - School Three Year Trend

Percent of Students that Met or Exceeded Proficiency Standard

Orchard Math Economically Disadvantaged

Spring 12	51%	<div><div></div></div>
Spring 11	54%	<div><div></div></div>
Spring 10	53%	<div><div></div></div>

Orchard Math Special Education

Spring 12	21%	<div><div></div></div>
Spring 11	34%	<div><div></div></div>
Spring 10	16%	<div><div></div></div>

Orchard Reading Economically Disadvantaged

Spring 12	73%	<div><div></div></div>
Spring 11	72%	<div><div></div></div>
Spring 10	74%	<div><div></div></div>

Orchard Reading Special Education

Spring 12	55%	<div><div></div></div>
Spring 11	40%	<div><div></div></div>
Spring 10	44%	<div><div></div></div>

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.

	District Math		District Reading		District Language	
Spring 12	54%		54%		57%	
Spring 11	61%		57%		62%	
Spring 10	63%		60%		60%	
	School Math		School Reading		School Language	
Spring 12	56%		48%		54%	
Spring 11	63%		55%		61%	
Spring 10	57%		45%		44%	

Percent of Students That Met or Exceeded Growth Proficiency Standard by Ethnicity

	School Math Caucasian/White		School Reading Caucasian/White		School Language Caucasian/White	
Spring 12	58%		47%		59%	
Spring 11	63%		48%		57%	
Spring 10	62%		43%		40%	
	School Math Hispanic		School Reading Hispanic		School Language Hispanic	
Spring 12	53%		51%		46%	
Spring 11	60%		45%		60%	
Spring 10	48%		37%		32%	
	School Math Amer Indian/Alaskan Native		School Reading Amer Indian/Alaskan Native		School Language Amer Indian/Alaskan Native	
Spring 12						
Spring 11	62%		52%		55%	
Spring 10	52%		58%		68%	
	School Math Black		School Reading Black		School Language Black	
Spring 12						
Spring 11	50%		75%		71%	
Spring 10	80%		45%		30%	
	School Math Asian/Pacific Islander		School Reading Asian/Pacific Islander		School Language Asian/Pacific Islander	
Spring 12						
Spring 11	62%		52%		55%	
Spring 10	100%				50%	



















Testing Populations with Fewer than 10 Students
are not reported.

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

	School Math Special Education		School Reading Special Education		School Language Special Education	
Spring 12	54%		54%		56%	
Spring 11	53%		43%		65%	
Spring 10	48%		22%		21%	
	School Math Economic Disadvantaged		School Reading Economic Disadvantaged		School Language Economic Disadvantaged	
Spring 12	54%		47%		52%	
Spring 11	62%		46%		59%	
Spring 10	61%		42%		43%	

Percent of Students That Met or Exceeded Proficiency Standard by Gender

	School Math Male		School Reading Male		School Language Male	
Spring 12	56%		49%		53%	
Spring 11	58%		55%		56%	
Spring 10	69%		48%		40%	
	School Math Female		School Reading Female		School Language Female	
Spring 12	55%		46%		54%	
Spring 11	63%		45%		62%	
Spring 10	46%		42%		47%	

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

