

FROM THE PRINCIPAL

Dear Parents and Community Members,

For the 2015-16 school year, you will notice that Applegate Elementary School did-not receive a rating from the state. The reason for this was due to the recent passage of the Every Student Succeeds Act (ESSA) and the expiration of Oregon's ESEA flexibility waiver of August 1, 2016.

Our emphasis for this next school year is to continue to improve our school organizations, academic focus, and instructional practices. To help with this goal, Applegate staff will routinely meet as an academic data team and use the districts assessment system (easyCBM) to frequently monitor students' progress towards the Common Core State Standard. This formative assessment approach allows the team to review each student's academic progress and can give support when needed.

Because of this monitoring system approach, Applegate will continue to use the Walk-To-Read and a Walk-To-Math philosophy. **Walking to Read/Math is the process of grouping kids in skill-alike groups for a portion of the reading and math periods.** During our 90 minute blocks students are grouped according to their academic abilities based on the formative easyCBM assessment. For example, if we have four teachers and two highly qualified instructional assistants the teaching

assignments would look like this. One teacher would instruct the low ability group with an instructional assistant, another teacher instructs the middle-to-low ability group with an instructional assistant, one instructor teaches the middle-to-high group and one teacher instructs the high group. This way all the students are closely match to their ability level and it allows each group to work at a comfortable pace while addressing any misconceptions. Student are adjusted between groups as soon as their abilities improve or the material becomes to challenging.

Along with this instructional approach Applegate is using research based curriculums for our core programs. Our academic teams have analyzed these curriculums and have chosen them because they most closely align to the Common Core State Standards so our students can reach academic success. The district also plans to work with the Lane Educational Service District (ESD) for its professional development and curriculum support so we can be systematic and efficient.

With this focused approach I am hoping to see continued gains this next year.

Thank you,

Principal | Aaron Brown

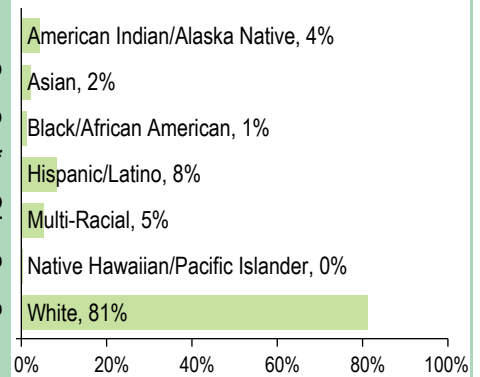
SCHOOL PROFILE

ENROLLMENT 2015-16	132
K-3	72
4-5	42
6-8	18

MEDIAN CLASS SIZE	School	Oregon
Self-Contained	--	--
Departmentalized	--	--

SELECTED DEMOGRAPHICS	
Economically Disadvantaged	37%
Students with Disabilities	21%
Ever English Learner	*
Different Languages Spoken	2
Regular Attenders	75.6%
Mobile Students	9.6%

STUDENTS



IMMUNIZATION RATES

Percent of students with all required vaccines: 90 (Visit www.healthoregon.org/immdata for more information.)

Percent of students without all required vaccines: 10

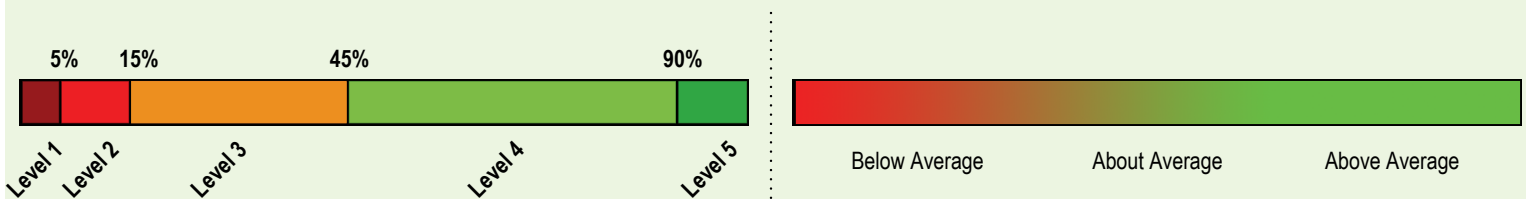
(This value includes students with medical exemptions, nonmedical exemptions, no immunization records, or up-to-date but incomplete immunization records.)

*, <5, and >95 are displayed when data are unavailable or to protect student confidentiality.

*** indicates that this school offered lunch at no charge to all students.

OVERALL SCHOOL RATING

Given the recent passage of the Every Student Succeeds Act (ESSA) and the expiration of Oregon's ESEA flexibility waiver on August 1, 2016, the State of Oregon will not assign ratings (i.e., overall and comparison school ratings) to schools for the 2015-16 school year.



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 (%)	
	2012-13	2013-14	2014-15	2015-16	2015-16	2015-16	
English Language Arts (Administered statewide in grades: 3-8, 11)				Level 1	Level 2	Levels 3 & 4	
All students in tested grades	2014-15 was the first operational year of the new English language arts assessment.			25.4 27.0 47.6	31.9 31.9 36.2	52.8 22.3 24.8	60.7 21.9 17.4
Mathematics (Administered statewide in grades: 3-8, 11)				Level 1	Level 2	Levels 3 & 4	
All students in tested grades	2014-15 was the first operational year of the new mathematics assessment.			27.0 46.0 27.0	27.5 40.6 31.9	43.7 28.8 27.5	53.2 29.1 17.7
Science (OAKS) (Administered statewide in Grades: 5, 8, 11)				Did not meet	Met	Exceeded	
All students in tested grades	65.0	41.7	50.0	66.7	66.5	81.4	
	0.0 65.0 35.0	0.0 41.7 58.3	6.3 43.8 50.0	16.7 50.0 33.3	15.7 50.8 33.5	20.6 60.9 18.6	

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

*, <5, and >95 are 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		
Eng. Lang. Arts	28.0	40.9	49.6	Eng. Lang. Arts	*	36.0	48.0	Eng. Lang. Arts	*
Mathematics	32.0	31.5	41.1	Mathematics	*	27.6	28.0	Mathematics	*
Science	*	56.1	75.6	Science	*	51.7	62.5	Science	*
English Learners				Asian				White	
Eng. Lang. Arts	*	30.3	34.3	Eng. Lang. Arts	*	70.6	58.5	Eng. Lang. Arts	36.5
Mathematics	*	22.9	32.0	Mathematics	*	67.5	61.0	Mathematics	28.8
Science	*	38.7	50.0	Science	*	75.6	90.0	Science	76.9
Students with Disabilities				Black/African American				Female	
Eng. Lang. Arts	6.3	23.9	33.5	Eng. Lang. Arts	*	31.7	37.0	Eng. Lang. Arts	40.6
Mathematics	18.8	20.3	30.2	Mathematics	*	20.9	25.9	Mathematics	25.0
Science	*	38.4	55.6	Science	*	41.5	70.0	Science	83.3
Migrant				Hispanic/Latino				Male	
Eng. Lang. Arts	*	25.9	10.5	Eng. Lang. Arts	11.1	34.7	44.5	Eng. Lang. Arts	24.3
Mathematics	*	19.2	15.8	Mathematics	11.1	25.5	36.4	Mathematics	29.7
Science	*	36.1	*	Science	*	44.9	67.1	Science	58.3
Talented and Gifted				Multi-Racial					
Eng. Lang. Arts	*	95.5	>95	Eng. Lang. Arts	*	57.2	62.7		
Mathematics	*	94.8	94.1	Mathematics	*	46.6	54.1		
Science	*	97.7	>95	Science	*	70.0	84.1		

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

SCHOOL READINESS

Kids in Transition to School (KITS) A kindergarten readiness summer program.
Family Resource Center (FRC)
Partners with Early Childhood Cares through University of Oregon.
Summer time Academic Learning Center.
South Lane Children's Dental Clinic.

ACADEMIC SUPPORT

Individual Education Plans for Special Education Students.
School Wide Title Program
Ability grouping in math and reading
Extended School Day

ACADEMIC ENRICHMENT

Music and P.E. for all students
Band and Choir for grades 5/6
Computer time for all students
Team-Time for all students
Academic Ability groups in reading and math.
Positive Behavior Interventions and Supports
Oregon Battle of the Books
Gardening
Extended School Day
Guest speakers, Examples: Bring Recycling, Smokey the Bear, Fire Safety.

EXTRA-CURRICULAR ACTIVITIES/ AFTER SCHOOL PROGRAMS

Bible Club
Homework Club
After school art program
Sports for 5th and 6th grade students

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.