

**FROM THE PRINCIPAL**

Dear Parents and Community Members,

Learning at Arts and Technology High School is guided by our district mission question: How do we create learning communities for the greatest thinkers and most thoughtful people...for the world? Our school is committed to high quality learning for each student. We are dedicated to promoting the growth and success of all students as learners.

We use classroom work and assessments, student-teacher conferences and regularly scheduled measures that include state assessments to evaluate students' progress, plan instruction and identify areas for school improvement. The Oregon school report card provides additional information. Our

goal is to provide rigorous and rich learning while also ensuring that all students are supported and recognized as individuals who are becoming increasingly confident and competent. We appreciate and welcome partnerships with families and believe they strengthen our school community.

Thank you,

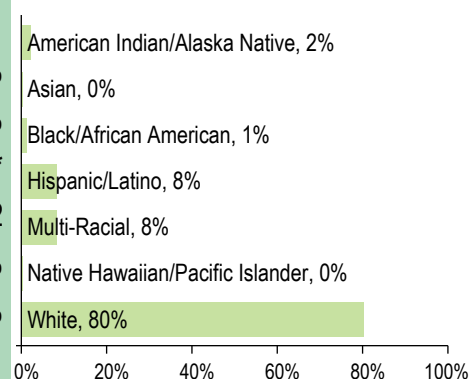
Principal | Saskia Dresler

**SCHOOL PROFILE**

ENROLLMENT 2016-17	87	
MEDIAN CLASS SIZE	School	Oregon
English Language Arts	11.0	24.0
Mathematics	12.0	24.0
Science	11.0	26.0
Social Studies	7.0	26.0
Self-Contained	--	--

SELECTED DEMOGRAPHICS	
Economically Disadvantaged	54%
Students with Disabilities	30%
Ever English Learner	*
Different Languages Spoken	2
Regular Attenders	35.6%
Mobile Students	47.0%

**STUDENTS**



**IMMUNIZATION RATES**

Percent of students with all required vaccines: 93  
Percent of students without all required vaccines: 7

*(The percent without required vaccines includes students with medical exemptions, nonmedical exemptions, no immunization records, or up-to-date but incomplete immunization records. Visit <http://www.healthoregon.org/immdata> for more information.)*

When data are unavailable or to protect student confidentiality:

\* refers to groups of less than 6 students.

<5 indicates that a percentage is less than 5%.

>95 indicates that a percentage is greater than 95%.

\*\*\* refers to a school that offers lunch at no charge to all students.

The Oregon Department of Education (ODE) will not assign summative, overall ratings to schools on the 2016-17 report cards given the upcoming implementation of the Every Student Succeeds Act (ESSA) in 2017-18. However, the ODE will report indicator ratings (e.g., achievement, growth, graduation, etc.) for each school and student group on the 2016-17 Report Card (RC) Rating Details reports. These reports are accessible at <http://www.oregon.gov/ode/schools-and-districts/reportcards>. For more information about ESSA and the redesign of the school and district report cards, please visit <http://www.oregon.gov/ode/rules-and-policies/ESSA>.

**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.

2014-15 was the first operational year of the new English language arts and mathematics assessments.

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

	School Performance (%)			School Performance (%)	Oregon Performance (%)	Like-School Average (%)
	2013-14	2014-15	2015-16	2016-17	2016-17	2016-17
<b>English Language Arts</b> (Administered statewide in grades: 3-8, 11)						
Levels 3 & 4		22.2	55.2	36.8	71.1	34.9
Level 2		22.2	20.7	31.6	16.9	29.2
Level 1		55.6	24.1	31.6	12.0	35.9
<b>Mathematics</b> (Administered statewide in grades: 3-8, 11)						
Levels 3 & 4		19.0	10.7	5.3	35.3	11.4
Level 2		28.6	32.1	42.1	27.3	18.3
Level 1		52.4	57.1	52.6	37.4	70.4
<b>Science</b> (Administered statewide in Grades: 5, 8, 11)						
Exceeded	42.1	0.0	4.8	3.6	0.0	3.1
Met	42.1	42.1	38.1	46.4	21.1	33.6
Did not meet	57.9	57.1	50.0	78.9	57.8	63.3

Visit [www.oregon.gov/ode/reports-and-data](http://www.oregon.gov/ode/reports-and-data) for additional assessment results.

\*, <5, and >95 are displayed when the data must be suppressed to protect student confidentiality.

**OUTCOMES** WHAT ARE STUDENTS ACHIEVING IN HIGH SCHOOL?

**FRESHMEN ON-TRACK TO GRADUATE**

Students who earned 25% of the credits required for a regular diploma by the end of their freshman year.

Freshmen on track to graduate within 4 years

	School Performance (%)			School Performance (%)	Oregon Performance (%)	Like-School Average (%)
	2013-14	2014-15	2015-16	2016-17	2016-17	2016-17
	*	*	*	*	83.4	71.6
<i>Note: Graduation methodology changed in 2013-14.</i>						
	School Performance (%)			School Performance (%)	Oregon Performance (%)	Like-School Average (%)
	2012-13	2013-14	2014-15	2015-16	2015-16	2015-16

**GRADUATION RATE**

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

Overall graduation rate

**COMPLETION RATE**

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

Overall completion rate

**DROPOUT RATE**

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

Overall dropout rate

**CONTINUING EDUCATION**

Students continuing their education after high school.

Students who enrolled in a community college or four-year school within 16 months of graduation

\*, <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 (%)		
	<b>Economically Disadvantaged</b>				<b>American Indian/Alaska Native</b>			<b>Native Hawaiian/Pacific Islander</b>			
On Track	*	75.8	71.1	On Track	*	70.3	71.4	On Track	*	76.1	*
Graduation	44.4	68.1	34.7	Graduation	--	56.4	57.9	Graduation	--	70.1	33.3
Completion	62.5	76.8	51.4	Completion	--	66.7	25.7	Completion	--	73.6	50.0
Dropout	11.4	4.2	25.7	Dropout	0.0	9.1	36.1	Dropout	--	5.5	55.6
<b>Ever English Learners</b>				<b>Asian</b>				<b>White</b>			
On Track	*	78.7	33.3	On Track	*	>95	*	On Track	*	85.3	73.1
Graduation	25.0	71.1	28.3	Graduation	100.0	88.0	80.0	Graduation	45.5	76.6	33.5
Completion	60.0	75.6	52.5	Completion	--	91.9	60.0	Completion	71.4	83.9	55.0
Dropout	20.0	4.0	52.4	Dropout	0.0	1.3	66.7	Dropout	17.2	3.6	26.0
<b>Students with Disabilities</b>				<b>Black/African American</b>				<b>Female</b>			
On Track	*	69.5	61.3	On Track	*	75.6	*	On Track	*	86.5	80.3
Graduation	64.3	55.5	28.3	Graduation	--	66.1	30.0	Graduation	47.1	78.4	38.8
Completion	77.8	64.9	44.7	Completion	50.0	72.2	61.5	Completion	62.5	84.6	60.4
Dropout	10.7	5.7	30.0	Dropout	0.0	6.3	50.0	Dropout	13.6	3.4	22.4
<b>Migrant</b>				<b>Hispanic/Latino</b>				<b>Male</b>			
On Track	*	76.1	*	On Track	*	77.3	64.0	On Track	*	80.4	62.6
Graduation	--	68.9	8.3	Graduation	50.0	69.4	31.0	Graduation	50.0	71.4	31.9
Completion	--	73.8	75.0	Completion	77.8	76.5	54.5	Completion	75.0	79.4	49.6
Dropout	--	4.0	71.4	Dropout	16.7	4.6	35.1	Dropout	16.7	4.5	32.2
<b>Talented and Gifted</b>				<b>Multi-Racial</b>							
On Track	*	>95	*	On Track	*	83.6	62.5				
Graduation	60.0	92.7	36.8	Graduation	50.0	74.4	45.1				
Completion	75.0	96.8	90.5	Completion	0.0	81.3	60.7				
Dropout	33.3	0.6	4.2	Dropout	0.0	4.1	18.8				

*On-Track data are based on the 2016-17 school year; all other data are based on the 2015-16 school year.*

*See previous page for outcome definitions.*

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

<b>SCHOOL READINESS</b>	<ol style="list-style-type: none"> <li>1. Established leadership program to transition 9th graders</li> <li>2. Counseling supports and structures for specific social, emotional needs</li> <li>3. Growth mindset skills modeled and taught</li> <li>4. Strong culture of school clubs, athletics, co-curricular activities that include broad range of student interests and needs</li> <li>5. Culture of family involvement</li> </ol>
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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

1. Learning targets used to organize learning and report students' progress
2. Student Advisory class
3. Growth mindset, persistence, and learning success skills taught regularly and embedded in coursework
4. Individualized counseling to support students socially, emotionally, and create pathways for academic success
5. College and career instruction
6. Use of interim assessments to monitor progress
7. PSAT supports academic pathways
8. Credit recovery
9. ELD program for emerging bilinguals that focuses on language skills and meeting grade level standards
10. Inclusive practices approach to supporting needs of students with IEPs

### ACADEMIC ENRICHMENT

1. School wide Outdoor Education experiences
2. Music club and activities
3. Art club and activities
4. Unified Sports teams
5. Active service clubs
6. Access to Advanced Placement courses
7. Access to Spanish, French, Japanese, Mandarin language courses

### CAREER & TECHNICAL EDUCATION

1. Partnership with Oregon Institute of Technology, Clackamas Community College
2. Partnership with local business for internships
3. District STEM/Environmental Center and farm internships
4. Access to Robotics
5. STEM curriculum
6. School-based C-TEC program

### EXTRACURRICULAR ACTIVITIES

1. Partnership with Oregon Institute of Technology, Clackamas Community College
2. Partnership with local business for internships
3. District STEM/Environmental Center and farm internships
4. Access to Robotics
5. STEM curriculum
6. School-based C-TEC program

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