



*"Not one way for all learners.....the right way for each"*

Founded in 1899

LOURDES PUBLIC CHARTER SCHOOL

39059 Jordan Rd. • Scio, Oregon 97374 • 503-394-3340 • Email: lduman@smt-net.com

# Lourdes Public Charter School

## Annual Report

Through June 2005



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June 15, 2005

Lourdes Public Charter School has completed its fifth year under the Oregon Charter School law, and its 107<sup>th</sup> year as a public school. Through the years there have been accomplishments, victories, growth, obstacles, dilemmas, and money shortages. The one constant feature has been the community's continued support for education in and of itself. Parents and community members have taken very literally the words of the school's mission statement: *It is the responsibility of the school, the family, and the community to support, encourage and nurture each student. We expect each student to commit to and to be active and responsible in the learning process.* Lourdes Charter School strives to teach basic skills enabling the students to become productive citizens, and pursue the career of their choice.

With this being the goal, the staff at Lourdes Charter School continues to provide a solid, core curriculum for students of the 21<sup>st</sup> century. Collectively, the staff has over 100 years of experience. With this expertise Lourdes is able to continue its history of educational excellence.

The following report illustrates the students' educational achievements and their cultural experiences. This is all made possible by the support of the staff, parents, the Parent/Teacher Club, and the community.

The school does have an audited financial report for review upon request.

Sincerely,

Linda A. Duman  
Administrator

## **School Goals**

1. After tabulating the results of the 2003-04 California Test of Basic Skills tests, the staff will place emphasis on measurement and word problems. The 6<sup>th</sup>-8<sup>th</sup> grades will be given additional instruction in solving word problems.
2. The staff will encourage parents and students to use the library.
3. The staff will refer to lexile scores when assigning required student reading.
4. The school will plan a community workshop on internet use.

## **Technology**

### **Hardware**

Every classroom is connected to the school's computer DSL network. We have thirteen desktop and two laptop computers. Two client computers were replaced with new Dell XP's.

### **Software**

During the year the school made use of OSLIS, Oregon State Library Information System. This is an online access to periodicals. The site also offers support for research protocol. Staff members were trained and 1<sup>st</sup> through 8<sup>th</sup> grade students used the system for research assignments.

The seventh and eighth grade students used the Library of Congress online catalog. Assignments were given that required searching for original sources.

The seventh and eighth grade students participated in the JASON online science course. Students were required to research online, complete digital labs, and post their written assignments on the secure Jason site.

The fourth through sixth grade students prepared a school newspaper. They used Microsoft Word to format their paper.

## Student Performance

### 2004 State Assessment Results

*(Results incorporate all scores from grades three, five and eight)*

**Reading/Literature** 92% of the third, fifth and eighth graders met or exceeded state standards.

**Math** 92% of the third, fifth and eighth graders met or exceeded state standards.

### \*CTBS Test Scores

#### Lourdes Charter School

Administered Fall 2004

Grade Equivalency		National Percentile	
2 <sup>nd</sup> Grade 2003-04	2.96	2 <sup>nd</sup> Grade 2003-04	70
3 <sup>rd</sup> Grade 2004-05	5.12	3 <sup>rd</sup> Grade 2004-05	76
4 <sup>th</sup> Grade 2003-04	5.67	4 <sup>th</sup> Grade 2003-04	64
5 <sup>th</sup> Grade 2004-05	7.88	5 <sup>th</sup> Grade 2004-05	77
7 <sup>th</sup> Grade 2003-04	7.47	7 <sup>th</sup> Grade 2003-04	54
8 <sup>th</sup> Grade 2004-05	9.15	8 <sup>th</sup> Grade 2003-04	59

National percentile gives the percent of students who scored lower than our average test score.

Lourdes Public Charter School is reporting the test scores for these grades because they correspond with the grades used for the state assessment tests.

*\*California Test of Basic Skills*

### Curriculum Assessment

#### % of students passing curriculum assessment tests

	Reading	Math
3 <sup>rd</sup> Grade	100%	100%
5 <sup>th</sup> Grade	100%	80%
8 <sup>th</sup> Grade	100%	77%

## Factual Information

### Staff

Linda Duman – 7-8 Classroom teacher/Administrator, BA, MS, Oregon certified  
Carol Dowsett – 4-8 Classroom teacher, BS, MS, Oregon certified  
DeAnne Sumpter – K-3 Classroom teacher, BS, Oregon certified  
Sue Gerding – K-3 Classroom teacher, BA, MAT, Oregon certified  
Diane Duda – Librarian, BA  
Darlene Joines – Teacher assistant  
Marlinda Stearns – Teacher assistant  
Denise Silbernagel – Teacher assistant  
Chris Gries – Teacher assistant  
Chris Gries – Bookkeeper  
Joseph Yost – Janitor

### Enrollment

Grade	Students Enrolled
K/1	12
2	5
3	6
4	5
5	6
6	6
7	4
8	5

As of June 10, 2005 there is a waiting list of 27 students for the 2005-06 school year.

## Library

The following statistics show a decreased number in the usage of our library public patrons due to the school hosting the Linn County bookmobile on Wednesday evenings from May to November. The Biography section was increased by 45 volumes, through a stipend from the Parent/Teacher Club.

The school library was open for public use on Wednesday evenings. The bookmobile returned in May and plans to continue services through November of 2005.

The school hosted the Linn Library Summer Reading Program in 2004 and will do this again during the summer of 2005.

All students who completed the summer reading requirement were taken on a field trip to Stayton Bowling Alley.

Lourdes Charter School		Number of Holdings by Type
Material type	Description	Indexed by: Material type Number of Holdings
1	Default	83
2	Fiction	2024
3	Reference	138
4	Biography	324
5	Easy	992
6	000-099	25
7	100-199	16
8	200-299	57
9	300-399	398
10	400-499	44
11	500-599	479
12	600-699	233
13	700-799	219
14	800-899	133
15	900-999	763
18	Audio-Visual	380
		<b>6308</b>

Lourdes Charter School

Usage by Material Type

Indexed by: Material type

Material type	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Total
1 - Default	0	3	1	1	1	9	2	0	7	11	3	0	39
2 - Fiction	32	97	89	63	77	90	56	56	90	66	10	19	1186
3 - Reference	0	6	0	0	0	0	1	0	0	1	0	0	8
4 - Biography	0	6	13	6	3	13	11	1	6	3	1	0	82
5 - Easy	21	52	68	44	32	64	69	28	63	48	3	0	788
6 - 000-099	0	0	0	0	0	1	0	0	0	0	1	0	2
7 - 100-199	0	1	0	0	1	0	1	2	0	0	0	0	6
8 - 200-299	0	0	0	0	1	0	0	0	1	0	1	0	5
9 - 300-399	1	12	5	6	7	6	1	5	9	6	1	0	81
10 - 400-499	0	0	0	4	0	0	0	1	2	1	0	0	8
11 - 500-599	7	10	0	2	6	12	6	8	32	6	2	0	153
12 - 600-699	0	5	0	2	5	10	4	4	5	3	1	0	96
13 - 700-799	0	3	14	4	1	1	2	1	3	8	2	0	55
14 - 800-899	0	8	9	1	2	17	5	3	3	3	0	0	74
15 - 900-999	0	7	1	1	6	9	18	9	3	5	2	0	146
16 - Audio-Visual	0	0	0	0	0	4	24	0	7	3	2	0	56
	61	212	200	134	142	528	422	329	401	289	48	19	2785

Lourdes Charter School

Usage by Patron Type

Indexed by: Patron type

Patron type	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Total
1 - Teachers	6	14	9	10	4	7	16	3	5	6	3	2	147
2 - 01 Class	0	0	0	0	0	45	38	21	19	18	4	0	145
3 - 02 Class	0	0	0	0	0	4	2	6	11	7	0	0	30
4 - 03 Class	0	0	0	0	0	4	5	1	2	2	0	0	14
5 - 04 Class	0	3	4	1	4	7	1	0	4	4	0	0	32
6 - 05 Class	9	34	28	25	20	24	13	18	18	14	3	7	338
7 - 06 Class	11	30	26	14	20	26	15	15	18	11	5	4	334
8 - 07 Class	10	16	7	12	23	18	8	7	7	8	2	0	214
9 - 08 Class	0	34	51	27	16	20	12	14	13	11	7	3	405
10 - 09 Class	2	35	38	19	8	30	25	5	34	14	2	0	325
11 - 10 class	0	4	7	1	8	6	20	7	30	14	0	0	179
12 - 11 class	8	12	21	10	9	12	12	7	20	17	0	0	231
13 - 12 class	0	0	0	0	11	25	28	7	34	27	1	0	163
20 - Public Patron	15	30	11	15	19	15	3	5	18	13	1	3	228
	61	212	200	134	142	528	422	329	401	289	48	19	2785

## Professional Development

**Linda Duman:** Eight-hour OMSI workshop on JASON Expedition: Disappearing Wetlands, fourteen-hour Fire Ecology Fieldtrip and Workshop sponsored by Oregon Forest Resources Institute; two-hour training for use on OSLIS at Chemeketa Community College; one-hour Portland Art Museum activity on People of the River: Native Arts of the Oregon Territory, Childe Hassam: Impressionist of the West; Oregon Community Foundation training session on grant writing; Charter School Development Center information session; Charter School Development Center “Show Me the Money”.

**Carol Dowsett:** Seven-hour Oregon Theatre Arts Alliance Professional Conference: “Becoming the Actor’s Director”; one-hour Portland Art Museum activity on People of the River: Native Arts of the Oregon Territory, Childe Hassam: Impressionist of the West; Completion of the Multiple Skills Assessment Test (MSAT).

**DeAnne Sumpter:** Three-hour Willamette University workshop on portfolio development: “Designing and Implementing Instructional Plans Competences.

**Sue Gerding:** Three-hour Willamette University workshop on portfolio development: “Designing and Implementing Instructional Plans Competences.

**Chris Gries:** Two-hour session with Pauly and Rogers, school auditors.

## Accreditation

Lourdes Public Charter School was regionally accredited by the Northwest Association of Schools and Colleges and Universities at its annual meeting in Portland for the academic year 2004-05. Accreditation is just one way of ensuring the public that the school meets minimum environmental standards, has a valid school improvement plan, and is engaged in an on-going self-study and on-site evaluation process. When the Northwest Association of Schools and of Colleges and Universities accredits a school, it is certifying that the school has annually met the prescribed quantitative and qualitative standards of the Association, within the terms of the school’s own stated mission and beliefs. It is also certifying that the school has undergone a self-study and validation by an outside team of peers.

## School Accomplishments/Activities

**Raku & Clay Art:** Terry Inokuma, from the Corvallis Arts Center, taught an Art in Education Residency for two weeks. Students were exposed to historical and cultural places of ceramics in the world. Students learned to express themselves in clay and have deeper awareness of the texture. Students created animals, whistles, rattles, bowls, painted tiles, masks and fired Raku vases. The students' work was then placed on display for the community to view. This was made possible by a grant from the Family Ford Foundation.

**Spanish Program:** Lourdes Charter School implemented the Northern Arizona Elementary Spanish program in grades K-5. This program familiarizes the students and staff to the Spanish language and the cultures of the people who speak it. This program was purchased with funds from the Oregon Community Foundation.

**Creative Movement:** Grades K-5 participated in the creative movement classes taught by Robin Hummelbaugh. The students concluded each eight week session with a community performance.

**Oregon Gardens:** 4<sup>th</sup> - 6<sup>th</sup> grade students spent a day at the Oregon Gardens. Students participated in labs on the pollination process, plant adaptation, and wetlands. Transportation and fees were funded by Friends of the Children through Roth's Family Markets.

**Symphonies:** Students were able to attend the Oregon Symphony Youth concerts at Willamette University: primary grades attended 'Storm Chasers' and the upper grades attended 'Romeo and Juliet'. This was partially funded by the Oregon Community Foundation and the Parents Club.

**Talk About Trees:** The Oregon Forestry Resources Institute and Oregon Women in Timber sponsored a free multiple day presentation for the 1st-6th grades. The program included tree identification, tree growth and development, causes of tree damage, and uses of trees. Students also studied the history of paper and how it is made. All participants made their own piece of paper.

**Robotics:** For the last three years Lourdes students have competed in the Oregon State University's Robotics program. Students build and program a robot to perform assigned tasks. This year the students received a first place trophy in teamwork.

**Bookmobile:** Lourdes School hosted the Linn Library League Book Mobile from May to November 2004, and is again hosting them in 2005. Lourdes School also opened their school for the six-week Linn Library League summer reading program. The participants included Lourdes students and outside students from the area. The summer reading program will also continue during the summer of 2005.

**Shape-Up Oregon:** Lourdes students participated in the Shape-Up Across Oregon program, which was developed to promote physical fitness and health. Students tallied the miles they walked during the month of April. All students participated.

**Paul Toews Story Telling:** Paul Toews taught a series of art classes to all students. He told stories and the students drew pictures to illustrate his story. As he told the story he taught the students age appropriate drawing techniques.

**Performances:** The 4<sup>th</sup>-6<sup>th</sup> grades attended the True Confession of Charlotte Doyle performed by the NW Children's Theatre. This program was underwritten by Spirit Mountain Foundation and the Parent/Teacher Club. 1<sup>st</sup>-8<sup>th</sup> grade students attended 'Ramona Quimby' at Keller Auditorium. The tickets were underwritten and the transportation provided by the Spirit Mountain Foundation. 1<sup>st</sup>-8<sup>th</sup> grades attended the Linn-Benton Community College performance of 'Puss and Boots'. This was funded by Parents and the Parent/Teacher Club.

**Senate/House Pages:** The 7<sup>th</sup> and 8<sup>th</sup> grade students spent a day at the capitol as pages. They received presentations on how the legislative process works, performed page duties on the senate and house floors, toured the capitol building, and performed office duties in their legislator's office.

## **Community/School Activities**

Lourdes Public Charter School fostered community involvement and neighborliness with the following activities. These events not only united the school with the community, they assisted in the cultural and societal education of the students.

**Rotary Dinner:** The Parent/Teacher Club hosted a dinner for students, community members, and the local rotary club. Students were able to practice formal table manners and the community members were able to visit with students.

**Miniature Golf:** A donation 'for a fun event' was made to the students as a result of the Rotary Dinner. These funds provided the students with miniature golf. The golf course was set up in the gym, and students were able to play and compete for an entire week.

**Library Night:** The school library and computer lab is made available to the community on Wednesday evenings. The Lourdes Foundation hosted an information night by Scio Mutual Telephone. They provided information on the new cable television and the Fiber to Home Optics services offered by the company. The school continues to host the Linn Library League Book mobile and Summer Reading Program.

**Open House:** The Lourdes staff hosted an open house for members of the community. Refreshments were served and visitors were given an opportunity to visit with staff and students, observe the various student projects, and enjoy the Creative Movement presentation.

**Celtic Dancers:** With monies from the Oregon Community Foundation, Lourdes School provided a Celtic Music and Dance Presentation. Traditional Irish and Scottish Folk music was performed on unusual instruments such as the psaltery, bodhran, hurdy-gurdy, and cittern. Refreshments were served and guests were able to view the raku and clay pieces made by the students.

**Community Picnic:** In June the staff and Parent/Teacher Club hosted a community picnic for the students, parents, and community. Food, games, music, and 'conversation' provided a fun afternoon for all.

**Mercy Corps:** The students of Lourdes Charter School were deeply moved by the plight of those who suffered in the December Tsunami. Students organized a two week penny drive which netted \$1,400. The monies were given to Mercy Corps who provided support to young people and schools by providing school supplies and a safe play space that allowed kids to resume normal activities.

**Food Bank:** Students from the 4<sup>th</sup>-6<sup>th</sup> grade class donated fifty pounds of food to the Stayton Community Food Bank.

**School Programs:** The students and staff presented the community with two musicals: 'A Christmas Carol' and "A Disney Review". Both performances were well attended by families and community members.

**Veterans Day Cards/Program:** Students made and mailed over 100 cards to Veterans and people currently on active duty. The 4<sup>th</sup>-6<sup>th</sup> grades planned a musical performance and poetry program for the local Veteran and active duty personnel..

## **Parent/Teacher Club**

The Lourdes Parent/Teacher Club is a very active organization that has given extraordinary support to the educational program of the school. Over \$10,000 was raised to support the school. In addition to the usual funding of field trip transportation, food and refreshments for various events, ground maintenance, and teacher appreciation week, they made valuable noteworthy monetary contributions in the following areas:

\$1,500	Each teacher received \$500 to spend for supplies and materials needed in their classroom.
\$1,000	Money set aside for the teachers to use for in-service fees.
\$ 500	Donated to science program so the 7 <sup>th</sup> -8 <sup>th</sup> students could participate in the Jason project, an online science course
\$ 500	Funded the purchase of biographies for the library.
\$ 304	Purchased the art supplies for the Artist in Residence Program.

## **Volunteers**

PE Instructors	Calligraphy Instructor
Classroom Assistants	Library shelving
Laundry	Pot Lucks

## **Speakers/Presentations**

Mr. Fergus	Irish culture, economy, politics
Dr. Joe Duman	Piano Performance
Dr. Joe Duman	Presentation on Genetics
Dr. Yeager	Presentation on Health and Hygiene
Dr. Welsh	Presentation on Health and Hygiene
Audubon Society	Bird Presentation
State Forestry Department	Smokey the Bear

# PEOPLE

www.albanyherald.com

## NEWS TIPS

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Terry Inokuma, artist-in-residence at Lourdes Charter School, helps Kyra Gries, 11, with her project while Hannah VanCasteran, 9, left, and Miloy Riley, 9, shape their cop-tainers.

# Creative license

STORY BY JENNIFER MOODY ♦ PHOTOS BY MARK YLEN

Students at Lourdes Charter School benefit from hands-on art projects, courtesy of a grant-funded artist-in-residence program



Hunter Kent, 10, checks the alignment of the legs on his pottery project.

**'To me, in K-12, the student should be exposed to every art form, so they can find out what they really like. Some of these kids don't even know this could be something that you can pursue.'**

LINDA DUMAN, ADMINISTRATOR AND TEACHER

I looked like a few slabs of wet, gray clay, but Alex McCready spent last Wednesday building what may turn out to be an essential part of her future.

The 11-year-old partner with the Lourdes Charter School's Alex McCready Center, showed Alex and her classmates at Lourdes Charter School how to wrap the clay around a block of wood to form a rectangular box, then smooth on another slab for the bottom.

"I made a little box, shaped like buttons to the bottom of her slab box. She used a stamp shaped like a leaf to decorate the outside, and added a clay gecko with a long tail, just for fun."

"I'm probably going to just use it to put stuff in for my mom. It's a late birthday present," Alex said. She said it was especially fun to know the process was real, and the clay would really be fired and be able to be used. "It's really fun that we get to do this," she said. "When you go to look into an art store, it's like, 'I wish I could do that.'"

That's the whole idea behind having an artist-in-residence program, and Linda Duman, administrator and teacher at the 49-student public school eight miles east of Scio. "None of us can teach them this kind of thing," she said.

Lourdes has a two-year grant from the Oregon Community Foundation for art and cultural activities at the school, and has made exposure to art one of its primary focuses. At Lourdes, the program is funded through a separate grant, from the Ford Family Foundation.

The Community Foundation grant is allowing students to visit the symphony, take Creative Movement classes and meet other artists, Duman said.

The grant is funding a Celtic dance performance at 1 p.m. this Friday at the school. The public is invited, refreshments will be served, and all the pottery projects will be on display.

Art gives every child a chance to excel, Duman said, and school is the time to explore it. "To me, in K-12, the student should be exposed to every art form, so they can find out what they really like," she said. "Some of these kids don't even know this could be something that you can pursue."

While working with the students, Duman said, she realized that because pottery is functional as well as beautiful, it tells present-day school-ars much about how early peoples lived.

"Clay has a longevity of over

20,000 years, so it's an interesting art medium to study, in terms of history — cultural history and art history, and in making things you can't understand anything but the image that they've made."

Mary Van Demend, residency coordinator for the Corvallis Arts Center, said the center has been providing similar programs for at least 15 years.

Studies indicate that "kids do better all around, in all subjects, and test higher, if they've had a steady dose of art that they can relate to. In other words, they do "like everything else, those years are critical."

Inokuma also has artist-in-residence programs scheduled at Crater Lake and Scio schools this month, and at Albion next month. Besides Inokuma's pottery program, the center offers weavers, actors, puppeteers, musicians, quilters and other artists, Van Demend said.

"Right now, I think it's especially critical, because of all the cuts to art in general, and at the elementary level especially there's almost no programs," Van Demend said. "We're trying to provide that in some small way."



Left: Linda Duman, administrator and teacher at Lourdes, puts the finishing touches on her clay box. Middle: Lauran Alley, 12, left, and Alex McCready, 11, work on attaching necks to their containers. Right: Hannah Van Cauteren, 9, left, Morgan Alley, 9, and Corvets Omikara, 8, show each other their finished products.

## 2003-04 AYP Report Summary

District: Scio SD 95  
School: Lourdes School

**AYP Designation:** MET

### Did the school meet the standard for AYP?

**Overall AYP**

	English/ Language Arts AYP	Math AYP	Attendance
All Students	MET	MET	MET
Economically Disadvantaged	NA	NA	
Limited English Proficient	NA	NA	
Students with Disabilities	NA	NA	
Asian/Pacific Islander	NA	NA	
Black (not of Hispanic origin)	NA	NA	
Hispanic origin	NA	NA	
American Indian/Alaskan Native	NA	NA	
White (not of Hispanic origin)	MET	MET	
Multi-Racial/Multi-Ethnic	NA	NA	

**English/Language Arts  
(Reading and Writing)**

	English/ Language Arts AYP	Participation	Academic Status	Academic Growth	Attendance
All Students	MET	MET	MET	NA	MET
Economically Disadvantaged	NA	NA	NA	NA	
Limited English Proficient	NA	NA	NA	NA	
Students with Disabilities	NA	NA	NA	NA	
Asian/Pacific Islander	NA	NA	NA	NA	
Black (not of Hispanic origin)	NA	NA	NA	NA	
Hispanic origin	NA	NA	NA	NA	
American Indian/Alaskan Native	NA	NA	NA	NA	
White (not of Hispanic origin)	MET	MET	MET	NA	
Multi-Racial/Multi-Ethnic	NA	NA	NA	NA	

**Mathematics  
(Math and Math Problem-Solving)**

	Math AYP	Participation	Academic Status	Academic Growth	Attendance
All Students	MET	MET	MET	NA	MET
Economically Disadvantaged	NA	NA	NA	NA	
Limited English Proficient	NA	NA	NA	NA	
Students with Disabilities	NA	NA	NA	NA	
Asian/Pacific Islander	NA	NA	NA	NA	
Black (not of Hispanic origin)	NA	NA	NA	NA	
Hispanic origin	NA	NA	NA	NA	
American Indian/Alaskan Native	NA	NA	NA	NA	
White (not of Hispanic origin)	MET	MET	MET	NA	
Multi-Racial/Multi-Ethnic	NA	NA	NA	NA	

## 2003-04 AYP Report English/Language Arts (ELA) Details

District: Scio SD 95  
School: Lourdes School

**Participation Target: 95%**

Participation	Participation	Participation		Non Participation		Participation Denominator	Participation Rate
		PRIOR	CURRENT	PRIOR	CURRENT		
All Students	MET	42	39	1	2	84	96
Economically Disadvantaged	NA	6	8	0	0	14	100
Limited English Proficient	NA	0	0	0	0	0	
Students with Disabilities	NA	2	1	0	0	3	100
Asian/Pacific Islander	NA	0	0	0	0	0	
Black (not of Hispanic origin)	NA	0	0	0	0	0	
Hispanic origin	NA	0	0	0	0	0	
American Indian/Alaskan Native	NA	0	0	0	0	0	
White (not of Hispanic origin)	MET	39	35	1	2	77	96
Multi-Racial/Multi-Ethnic	NA	3	4	0	0	7	100

**ELA Target: 40%**

Academic Status	Academic Status	PRIOR		CURRENT		% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met			
All Students	MET	42	29	40	27	68.29	17.83	86.12
Economically Disadvantaged	NA	6	4	8	5	64.29	*	*
Limited English Proficient	NA	*	*	*	*			*
Students with Disabilities	NA	*	*	*	*	*	*	*
Asian/Pacific Islander	NA	*	*	*	*			*
Black (not of Hispanic origin)	NA	*	*	*	*			*
Hispanic origin	NA	*	*	*	*			*
American Indian/Alaskan Native	NA	*	*	*	*			*
White (not of Hispanic origin)	MET	39	26	36	23	65.33	18.64	83.97
Multi-Racial/Multi-Ethnic	NA	*	*	*	*	*	*	*

Academic Growth	Academic Growth	% Met		Change in % Met	Growth Target
		PRIOR	CURRENT		
All Students	NA	69.05	67.50	-1.55	3.10
Economically Disadvantaged	NA	66.67	62.50	-4.17	*
Limited English Proficient	NA				*
Students with Disabilities	NA	*	*	*	*
Asian/Pacific Islander	NA				*
Black (not of Hispanic origin)	NA				*
Hispanic origin	NA				*
American Indian/Alaskan Native	NA				*
White (not of Hispanic origin)	NA	66.67	63.89	-2.78	3.33
Multi-Racial/Multi-Ethnic	NA	*	*	*	*

## 2003-04 AYP Report

## Mathematics Knowledge and Skills and Math Problem-Solving Details

District: Scio SD 95

School: Lourdes School

Participation Target: 95%

Participation	Participation	Participation		Non Participation		Participation Denominator	Participation Rate
		PRIOR	CURRENT	PRIOR	CURRENT		
All Students	MET	32	39	1	2	74	96
Economically Disadvantaged	NA	6	7	0	0	13	100
Limited English Proficient	NA	0	0	0	0	0	
Students with Disabilities	NA	2	1	0	0	3	100
Asian/Pacific Islander	NA	0	0	0	0	0	
Black (not of Hispanic origin)	NA	0	0	0	0	0	
Hispanic origin	NA	0	0	0	0	0	
American Indian/Alaskan Native	NA	0	0	0	0	0	
White (not of Hispanic origin)	MET	31	35	0	2	68	97
Multi-Racial/Multi-Ethnic	NA	1	4	1	0	6	83

Math Target: 39%

Academic Status	Academic Status	PRIOR		CURRENT		% Met Status	Margin of Error	Adjusted Status
		# Tests	# Met	# Tests	# Met			
All Students	MET	32	28	40	25	73.61	19.02	92.64
Economically Disadvantaged	NA	6	4	7	4	61.54	*	*
Limited English Proficient	NA	*	*	*	*			*
Students with Disabilities	NA	*	*	*	*	*	*	*
Asian/Pacific Islander	NA	*	*	*	*			*
Black (not of Hispanic origin)	NA	*	*	*	*			*
Hispanic origin	NA	*	*	*	*			*
American Indian/Alaskan Native	NA	*	*	*	*			*
White (not of Hispanic origin)	MET	31	27	36	21	71.64	19.72	91.36
Multi-Racial/Multi-Ethnic	NA	*	*	*	*	*	*	*

Academic Growth	Academic Growth	% Met		Change in % Met	Growth Target
		PRIOR	CURRENT		
All Students	NA	87.50	62.50	-25.00	1.25
Economically Disadvantaged	NA	66.67	57.14	-9.52	*
Limited English Proficient	NA				*
Students with Disabilities	NA	*	*	*	*
Asian/Pacific Islander	NA				*
Black (not of Hispanic origin)	NA				*
Hispanic origin	NA				*
American Indian/Alaskan Native	NA				*
White (not of Hispanic origin)	NA	87.10	58.33	-28.76	1.29
Multi-Racial/Multi-Ethnic	NA	*	*	*	*

Grade 10 math problem solving results for 03-04 are included in Participation but not Academic Status and Growth.

\* Suppressed due to insufficient data

## 2003-04 AYP Report Attendance

District: Scio SD 95  
School: Lourdes School

**Attendance Target: 92.0%**

Attendance	Attendance	PRIOR		CURRENT		Combined Attendance
		Enroll	% Attend.	Enroll	% Attend.	
All Students	MET	44	96.4	97	95.4	95.7
Economically Disadvantaged	<i>Data not available</i>					
Limited English Proficient						
Students with Disabilities						
Asian/Pacific Islander						
Black (not of Hispanic origin)						
Hispanic origin						
American Indian/Alaskan Native						
White (not of Hispanic origin)						
Multi-Racial/Multi-Ethnic						

Label	Definition
<b>CURRENT</b>	The two most current years of data available. Data may include the results of local assessments.
<b>PRIOR</b>	Data from two or more years prior to the current data. Data may include the results of local assessments.

Designation	Explanation
MET	Met AYP requirement
NOT MET	Did not meet AYP requirement
PENDING	Designation pending additional data from district
NA	Not applicable
NOTE	New or reconfigured school or district lacking required data to determine a designation

AYP History	Overall AYP	English/ Language Arts AYP	Math AYP	Attendance
2002-2003	MET	MET	MET	MET
2003-2004	MET	MET	MET	MET
2004-2005				

**ACCOUNTABILITY INFORMATION REQUIRED BY THE FEDERAL NO CHILD LEFT BEHIND ACT**

The information below is used to determine the Adequate Yearly Progress designation for your school. A school is designated as *Not Meeting AYP* if any indicator is determined to be *Not Met*. The Student Achievement and Student Participation ratings are based on 2002-2003 and 2003-2004 Oregon Statewide Assessments for the students in your school identified as enrolled for a full academic year. The statewide goal for the minimum percentage of students expected to meet or exceed standards is 40.0% in English/Language Arts and 39.0% in Mathematics. Student Participation is expected to be 95.0% or greater. The statewide goal for the minimum graduation rate is 68.1%. The statewide goal for the minimum attendance rate is 92.0%. For more information, please view documents at [www.ode.state.or.us/data/reportcard/reports.aspx](http://www.ode.state.or.us/data/reportcard/reports.aspx)

STUDENT GROUP	STUDENT ACHIEVEMENT		STUDENT PARTICIPATION		ATTENDANCE
	ENGLISH/LANGUAGE ARTS	MATHEMATICS	ENGLISH/LANGUAGE ARTS	MATHEMATICS	
Race/Ethnicity					
White	MET	MET	MET	MET	--
African American/Black	NA	NA	NA	NA	--
Hispanic	NA	NA	NA	NA	--
Asian/Pacific Islander	NA	NA	NA	NA	--
Am. Indian/Alaskan Native	NA	NA	NA	NA	--
Multi-Racial/Multi-Ethnic	NA	NA	NA	NA	--
Special Education	NA	NA	NA	NA	--
Limited English Proficient	NA	NA	NA	NA	--
Economically Disadvantaged	NA	NA	NA	NA	--
All Students	MET	MET	MET	MET	MET

NA: Too few test scores or students to determine a rating. --: No data available

**Department of Education Notes**

**LOCAL INFORMATION PROVIDED BY YOUR SCHOOL OR DISTRICT**

**2003-2004 School Report Card**



Dear Parents and Community Members,

The Oregon Department of Education is proud to issue the sixth annual school report card. As Oregon schools and districts continue to face many challenges, educators remain committed to providing the highest quality education for Oregon students. This year you will find two ratings displayed on this report card: an Oregon rating and a federal rating required by the No Child Left Behind Act. The report card is not meant to tell you everything about your school, but it offers a starting point for discussions about where improvement might be needed and for celebrating successes in education for Oregon's children.

December 7, 2004

*Susan Castib*  
Susan Castib, State Superintendent of Public Instruction

**Federal Adequate Yearly Progress Rating: MET**

DID NOT MEET  MET  
See rating details on back page

**Oregon Report Card Overall Rating: NOT RATED<sup>1</sup>**

**SCHOOL AT A GLANCE**

**Testing Participation**  
School Characteristics Rating: **EXCEPTIONAL**

<b>Grade 03, 05, 08</b>	<b>School</b>	<b>State</b>
Participation in 2003-2004 Statewide Assessment	100.0%	99.7%

**School Size**

Number of Students	<b>School</b>	<b>State</b>
	44	

**English Language Learners**

Percentage of Students in ESL Programs	<b>School</b>	<b>State</b>
	0.0%	

**Elementary Class Size**

	Number of Classes in School	School	State
Fewer than 20 Students	4	100.0%	20.2%
20-25 Students	0	0.0%	40.6%
26-30 Students	0	0.0%	32.4%
More Than 30 Students	0	0.0%	6.8%

**Expulsions**

Number of Expulsions Due to Weapons	<b>School</b>	<b>State</b>
	0	387

**Staffing**

Administrators (FTE)	<b>School</b>	<b>State</b>
		---
Teachers (FTE)		2.6
• Average Years of Experience		15.5
• With a Master's Degree or Higher		50.0%
• With Emergency or Provisional Credential as of October 8, 2004		0.0%
• Classes Taught by Teachers Who Meet Federal Definition of Highly Qualified Teacher		100.0%
Instructional Assistants (FTE)		2.0
Other Staff (FTE)		0.3

**Department of Education Notes**

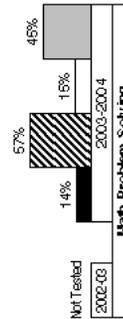
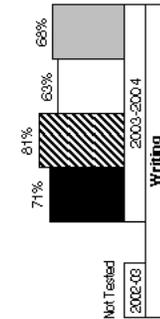
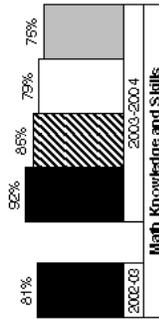
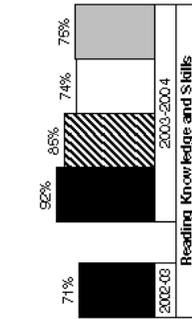
<sup>1</sup> Less than 80 tests returned or fewer than 50 students attending in the last two years combined.

**SCHOOL RATINGS AND SUPPORTING DATA**

**Academic Achievement**  
Student Performance Rating: **NOT RATED**<sup>1</sup>  
**Percentage of Students Meeting Standards**

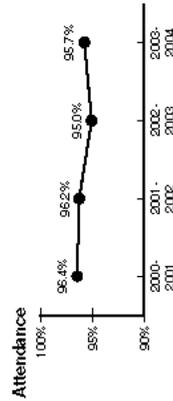
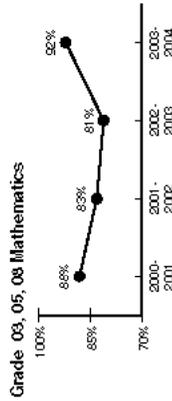
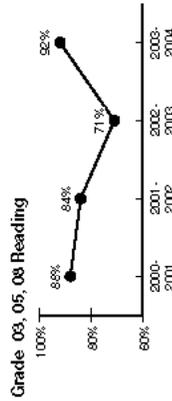
The graphs below show the percentage of students in your school that met or exceeded the state standards on Oregon Statewide Assessments during the last two school years. District, state, and comparison school averages are displayed. Comparison schools are Oregon schools with similar demographics, Writing and Math Problem Solving results are not included in school ratings.

**Grade 03, 05, 08**  
 School  Comparison Schools  District  State



**Improvement Assessments and Attendance**  
Improvement Rating: **NOT RATED**<sup>3</sup>

**Four-Year Improvement**  
The graphs below show change during the past four years in the percentage of students meeting standards on Reading and Math Knowledge and Skills Statewide Assessments and in attendance. Improvement ratings are described by one of the following: Improved, Stayed About the Same, or Declined.



**Attendance**  
Student Behavior Rating: **NOT RATED**<sup>2</sup>

Attendance	School	District	State
2002-2003	95.0%	93.6%	93.9%
2003-2004	95.7%	92.9%	94.2%

**SCHOOL RATINGS AND SUPPORTING DATA**

**Statewide Assessments**  
The table below shows the percentage of students in your school that exceeded, met, or did not meet state standards and participated in 2003-2004 Oregon Statewide Assessments. For more information, see [www.ods.state.or.us/search/results/?id=5233](http://www.ods.state.or.us/search/results/?id=5233)

STUDENT GROUP Race/Ethnicity	STUDENT ACHIEVEMENT						STUDENT PARTICIPATION	
	ENGLISH/LANGUAGE ARTS		MATHEMATICS		ENGLISH/LANGUAGE ARTS %	MATHEMATICS %	ENGLISH/LANGUAGE ARTS %	MATHEMATICS %
	EXCEEDED %	MEET %	EXCEEDED %	MEET %				
White	25.0	37.5	28.0	20.0	100.0	100.0	100.0	100.0
African American/Black	---	---	---	---	---	---	---	---
Hispanic	---	---	---	---	---	---	---	---
Asian/Pacific Islander	---	---	---	---	---	---	---	---
American Indian/Alaskan Native	---	---	---	---	---	---	---	---
Multi-Racial/Multi-Ethnic	---	---	---	---	---	---	---	---
Male	50.0	16.7	57.1	0.0	42.9	100.0	100.0	100.0
Female	16.7	44.4	16.7	27.8	55.6	100.0	100.0	100.0
Students with Disabilities	---	---	---	---	---	---	---	---
Migrant	---	---	---	---	---	---	---	---
Limited English Proficient	---	---	---	---	---	---	---	---
Economically Disadvantaged	---	---	---	---	---	---	---	---
All Students	25.0	37.5	28.0	20.0	82.0	100.0	100.0	100.0

\* Not displayed to protect student confidentiality. --- No data available

**Department of Education Notes**

- 1 Less than 80 tests returned in the last two years combined.
- 2 Fewer than 50 students attended this school in the last two years combined.
- 3 Less than 80 tests returned or fewer than 50 students attending in the last two years combined.

