



**Luckiamute Valley Charter Schools**  
*Cultivating Excellence ~ Developing Leaders*

# Annual Report 2017-2018



**Pedee Middle School**

**6<sup>th</sup>- 8<sup>th</sup>**



**Bridgeport Elementary School**

**K-5<sup>th</sup>**

## OVERVIEW

Luckiamute Valley Charter School (LVCS) operates under a charter contract with Dallas School District #2. The current charter contract was entered into on June 9, 2008 and runs through June 30, 2023. LVCS operates two school sites, the Bridgeport Campus located at 17475 Bridgeport Road and the Pedee Campus at 12975 Kings Valley Hwy, serving students from grades K-8. The total enrollment of the school at the end of the school year was 182. Currently, there are 76 in district students and 106 students from out of district schools including Falls City, Independence, and Monmouth.

The classroom structure is 4 buildings at Bridgeport and 3 outbuildings that services Intervention, staff room and Business Manager. ADA accessible classrooms for each class are available as well as library, gymnasium and food services provided by FreshnLocal. LVCS has developed a wide variety of programs for its small population.

In addition to the K-8 classroom teachers, LVCS is staffed by an Executive Director, Principal, Business Manager, Office Registrar, Intervention Specialist, 9 Educational Assistants, 2 District Employees, one full-time PE teacher. Parents volunteer in a variety of activities and in the classrooms on a regular basis.

Its annual budget is \$2,900,000 representing 99% of state student funds and some fundraising.

The school operates as an independent 501c3 entity, but there is a unique relationship with the school district that is governed by the charter agreement. No essential services to students are provided to the school through the district except for special education, title one and speech therapy. Funding per student flows through the school district.

Currently the charter calls for the district to fund LVCS an amount per weighted average daily membership (ADMw) equal to 100% of the amount of the district's general purpose grant per ADM as calculated under ORS 327.013 and 100% of all eligible funds. The district is also provides some oversight. We submit financial statements each month and an annual independent audit.

**The purpose of this report is to state how LVCS has met requirements of our charter and Oregon Revised Statute 338 (ORS 338.095).**

# LUCKIAMUTE VALLEY CHARTER SCHOOLS

## Charter School Board Members

Matthew Beasley  
 Kendall Cates  
 Dr. Fred Weisensee  
 Jim Gardner  
 Vicki Avery

## Administrative Staff

Christine Wilkins	Executive Director
Jenneca Crocker	Principal
Tammy Pryce	Business Manager
Amber Chase	Office Registrar/Admin Asst.

## Teaching Staff

Kristine Vincent	Kindergarten
Sarah Seleen	1 <sup>st</sup> Grade Teacher
Heather Gibson	2 <sup>nd</sup> Grade Teacher
Leslee Ellis	3 <sup>rd</sup> Grade Teacher
Scott Chapin	4 <sup>th</sup> Grade Teacher
Michelle Burton	5 <sup>th</sup> Grade Teacher
Jessica Wittich	6 <sup>th</sup> Grade Teacher
Whitney Francis	7 <sup>th</sup> Grade Teacher
Daniel Shimek	8 <sup>th</sup> Grade Teacher
Jerry McGuffee	7 <sup>th</sup> Grade Teacher
Vicki Gardner	Technology/Library
Ryan Renner	Physical Education Teacher
Lavuan Juncal	Title I Assistant
Leah Ellingsworth	Intervention Specialist
Marak Green	Educational Assistant
Christi Beitel	Educational Assistant
Michelle Almer	Educational Assistant
Cali Beasley	Educational Assistant
Shannon Ross-Porter	Educational Assistant
Megan Echerer	Educational Assistant
Marnie Diehl	Educational Assistant
Barbara Matye-Baker	Educational Assistant

# FACILITIES

## **Bridgeport School**

Bridgeport School is located at 17475 Bridgeport Road, Dallas, OR 97338. Bridgeport currently houses our Kindergarten through 5<sup>th</sup> grade students.

Bridgeport School has 6 classrooms, 1 modular that includes the school office, staff room and admin offices. The main building houses our (Computer lab, office and teacher resource room), a playground, and a building for PE.

Improvements made other than regular maintenance include:

- New paint on all buildings
- New roofing on main building and 2 modulars
- All new plumbing in main building
- Extended paving
- New Concrete Steps to Main Building

## **Pedee School**

Pedee School is located at 12975 Kings Valley Hwy, Monmouth, OR 97361. Pedee currently houses 6<sup>th</sup> - 8<sup>th</sup> grade.

Pedee School has 4 classrooms, a stage, library, kitchen, basement used for storage, lunchroom and science lab. There is one modular that houses the 6<sup>th</sup> grade and a computer lab. The campus also has a gym, playground, parking area and an elevator lift for ADA. The school grounds contain a field for sports and a pond used for science education.

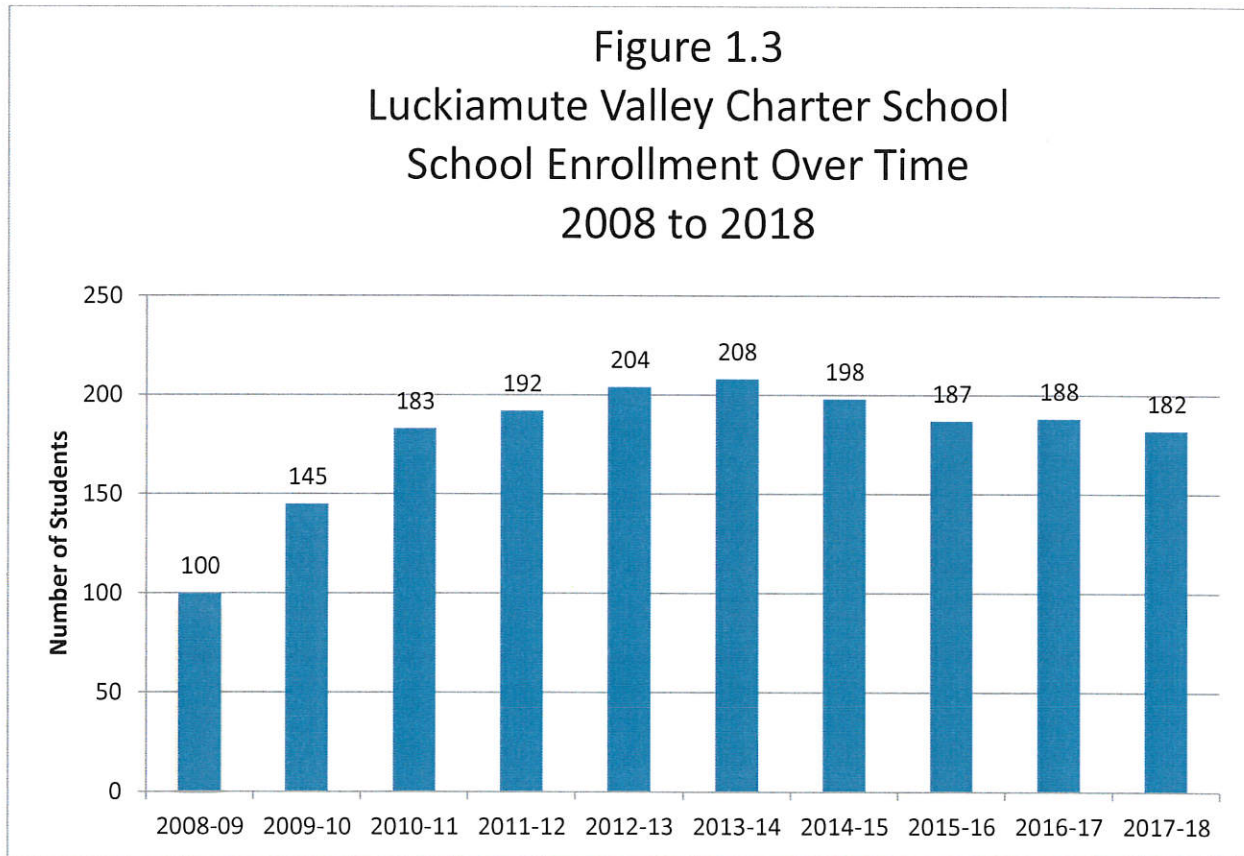
Improvements made other than regular maintenance include:

- Exterior Siding
- New Heater/Air Conditioner Units
- Insulation
- Update Fire Alarm
- Roofing for the Gym
- Driveway Paving

# ENROLLMENT

LVCS enrolled 186 students for the school year 2017-2018.  
The enrollment numbers as of June 10, 2018 are as follows:

Kindergarten	18	Sixth Grade	13
First Grade	21	Seventh Grade	18
Second Grade	23	Eighth Grade	22
Third Grade	24		
Fourth Grade	19	<b>Boys</b>	<b>89</b>
Fifth Grade	24	<b>Girls</b>	<b>93</b>



## Evaluation of Student Performance (cont.)

### ENGLISH LANGUAGE ARTS

### SMARTER BALANCED

<i>Percentage Meeting or Exceeding</i>			
<i>Grade</i>	LVCS	Dallas School District	State
<b>3</b>	34.8	43.6	47.0
<b>4</b>	58.8	44.5	49.7
<b>5</b>	31.8	57.7	54.9
<b>6</b>	23.1	49.3	52.2
<b>7</b>	66.7	45.0	56.5
<b>8</b>	52.4	49.0	56.1

### MATHEMATICS

### SMARTER BALANCED

<i>Percentage Meeting or Exceeding</i>			
<i>Grade</i>	LVCS	Dallas School District	State
<b>3</b>	30.4	50.0	46.4
<b>4</b>	52.9	37.8	4.0
<b>5</b>	9.1	35.8	39.5
<b>6</b>	30.8	47.4	38.4
<b>7</b>	28.6	39.2	41.6
<b>8</b>	14.3	36.9	40.5

### 3<sup>rd</sup> Grade English Language Arts

Years & Percentage	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
<b>LVCS</b>	71.4	77.8	73.3	100	96	73.9	64.0	95.0	63.0	30.8	31.6	34.8

### 3<sup>rd</sup> Grade Math

Years & Percentage	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
<b>LVCS</b>	64.3	83.3	93.3	70.8	70.8	60.9	41.5	58.3	54.0	23.1	26.3	30.4

### 4<sup>th</sup> Grade English Language Arts

Years & Percentage	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
<b>LVCS</b>	83.3	70	94.4	94.4	93.3	72	69.6	91.7	61.0	60.	18.2	58.8

### 4<sup>th</sup> Grade Math

Years & Percentages	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
<b>LVCS</b>	75.0	90.0	94.4	88.9	66.7	64	47.8	66.7	31.8	32.0	4.5	52.9

### 5<sup>th</sup> Grade Reading

Years & Percentage	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
<b>LVCS</b>	44.4	50.0	54.5	83.3	78.3	58.8	72.0	62.5	52.0	47.6	58.3	31.8

### 5<sup>th</sup> Grade Math

Years & Percentages	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
<b>LVCS</b>	#	37.5	72.7	88.9	60.9	64	64.0	50.0	36.0	22.7	26.1	9.1

### 6<sup>th</sup> Grade English Language Arts

Years & Percentages	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
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<b>LVCS</b>	72.7	50.0	71.4	50.0	76.5	75.0	75.0	68.0	45.8	56.5	38.1	23.1
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### 6<sup>th</sup> Grade Math

<b>Years &amp; Percentages</b>	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
<b>LVCS</b>	72.7	50.0	85.7	64.3	47.1	50.0	45.0	60.0	20.8	34.8	14.3	30.8

### 7<sup>th</sup> Grade English Language Arts

<b>Years &amp; Percentages</b>	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
<b>LVCS</b>	80.0	*	*	*	73.3	70.8	75.0	78.3	45.0	40.0	36.8	66.7

### 7<sup>th</sup> Grade Math

<b>Years &amp; Percentages</b>	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
<b>LVCS</b>	50.0	*	*	*	53.3	45.8	37.5	52.5	45.0	25.0	26.3	28.6

### 8<sup>th</sup> Grade English Language Arts

<b>Years &amp; Percentages</b>	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
<b>LVCS</b>	63.6	*	*	42.9	66.7	71.4	44.4	58.3	31.3	73.3	38.5	52.4

### 8<sup>th</sup> Grade Math

<b>Years &amp; Percentages</b>	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
<b>LVCS</b>	54.5	*	*	85.7	16.7	71.4	16.7	41.7	25.0	46.7	7.7	14.3

### SCIENCE

<b>Year &amp; Percentage</b>	2014-15	2015-16	2016-17	2017-2018
<b>5<sup>th</sup> Grade</b>	88.0	68.2	83.3	69.6
<b>8<sup>th</sup> Grade</b>	50.0	86.7	85.0	50.0
<b>State</b>	64.0	63.0	62.0	60.4

# Luckiamute Valley Charter Schools Annual Report

## Our Schools:

**Bridgeport** was established in 1852 and the charter with the Dallas School District was established in 2003. Bridgeport is an elementary school serving students in grades K-6 with a total population of approximately 142, with a capacity of 147. There is a classroom and teacher for each grade level. There is an intervention specialist who coordinates service to students. We also offer daily PE, a staff to oversee media/library, a special education/Title teacher, science and art instruction once a week, seven paraprofessionals and a full time principal.

**Pedee** was established in 1864 and the charter with Dallas School District was established in 2001. Pedee is a middle school serving students in grades 6-8. The current population is approximately 55 with a capacity of 75. There is a teacher assigned to each grade level. In addition there is an English Language Arts teacher who serves all 3 grades and also teaches a variety of electives. There is a lead teacher who manages student behavior and generally functions as a principal. He is also certified in science and math and teaches Algebra I for high school credit and 7<sup>th</sup> & 8<sup>th</sup> grade science.

Both schools connect learning to the beautiful rural surroundings and off-campus trips are frequent.

**Curriculum Update:** During the 2017-2018 school-year we were using an outdated curriculum (DI) in both math and ELA that was not aligned with the common core standards. I believe this curriculum had a negative impact on student growth in reading, writing and math.

We have adopted the following new, common core aligned curriculum for the 2018-2019 school year. I expect to see improved growth once this curriculum is fully implemented.

## English Language Arts

Grades K-6:

- **Wonders, McGraw-Hill** is a comprehensive K-6 ELA/ELD program based on the common core standards. Through its intentional instruction, engaging content and purposeful technology, Wonders deeply engages our students in their learning.

Grades 7-8:

- **Collections, Houghton Mifflin**, the new ELA program for Grades 6-8 helps students develop abilities to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. There is a focus on analytic close reading – both print and digital.

## Math

Grades K-2

- **Bridges Mathematics** is a comprehensive K-5 curriculum that equips teachers to full implement the common core state standards in a manner that's hands-on, rigorous, engaging, coherent and accessible to all students.

Grades 3-5

- **My Math, McGraw Hill** is an innovative common core aligned curriculum - made for all digital, all print or anywhere in between. The easy to access technology is simple to use, highly engaging and easy to implement.
- **Grades 6-8 – Core Focus on Math**, created by Shannon McCaw. A common core aligned, teacher friendly curriculum with a focus on critical thinking. This is the only curriculum we kept.

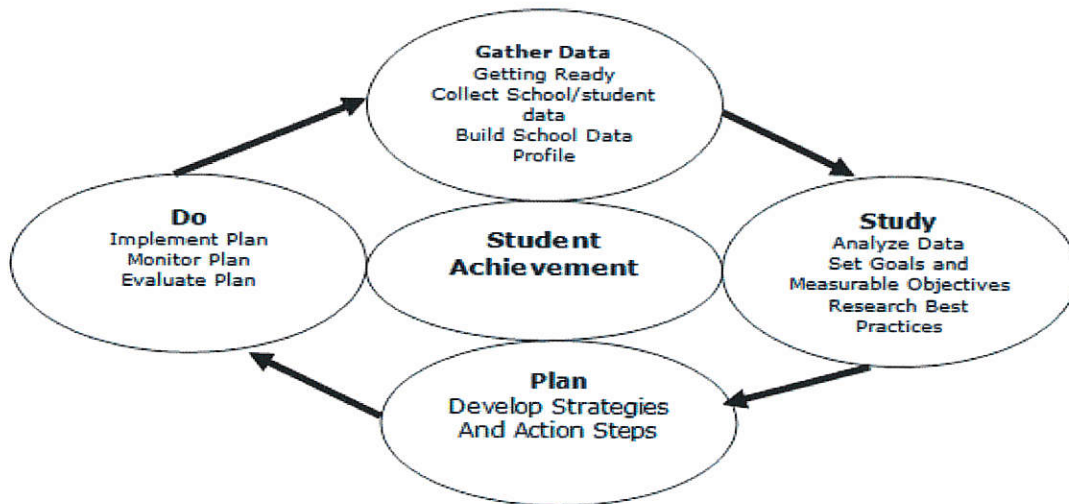
## The LVCS commitment to continuous improvement:

We are working to support student learning by aligning our work with generally accepted best practices for ongoing improvement.

LVCS is very aware of the correlation between excellent teachers, small class size and positive student outcomes. That is why our board has a commitment to cap class size at 22 in kindergarten and at 25 for grades

1-8. We have a strong teaching team and are committed to retaining them through competitive salaries, rich professional development opportunities and creating a positive and supportive culture. We also have an effective intervention model and assistants who provide push-in and pull out support in reading, writing and math. All students are exposed to standards aligned core instruction in reading and math and the majority of our students attain grade-level proficiency without the need for intervention.

We are still in the process of developing a comprehensive plan for ensuring ongoing improvement K-8. We are analyzing needs in the areas of leadership structures, professional learning for all staff, collaborative strategies for staff to review ongoing student learning data and determining new strategies to implement to get different results. We also seek to enhance partnerships with parents, community and businesses. An effective school improvement model is not static and is in a state of ongoing review and analysis as to the effectiveness of our practices. The graphic below reflects the structure for how we do our work.



**Pedee Academic Interventions:**

**Math:**

Math interventions are scheduled at the same time. All staff teaches a “pull-out” intervention to a small group.

We use the Connecting Math Concepts/Corrective Math curriculum. We place students who are too low to be in regular math, (through CMC testing) in a more intensive math class specifically designed to fill in learning gaps.

Corrective Mathematics provides intensive support for students who have difficulty with mathematics. The series is organized into seven strategic modules that provide teacher-directed instruction on critical skills and concepts which struggling students often fail to grasp.

We also use Rocket Math for these students who need assistance with their general multiplication skills.

**Reading:**

All of our students who test into Comprehension classes (placement is based on three tests to find placement from the Corrective Reading website) are served. Those at or above grade-level are placed in an enrichment English Language Arts class. Those students who place at Level B1, B2, or C are served in a small “pull-out” class. This model and curriculum has been effective.

Corrective Reading provides intensive intervention for students in grades 4-12 who are reading one or more years below grade level. This program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. Four levels for decoding plus four for comprehension address the varied reading deficits and skill levels found among older students. It also includes a point system based on realistic goals to motivate students who are often expected to fail.

Currently due to the larger number of students who came to us either later in their schooling, or are on IEP's we found a need to add decoding this year which is also a Corrective Reading program.

At Pedee the entire staff meets every Wednesday morning @7:00 to monitor academic progress and make adjustments to instruction and interventions as needed.

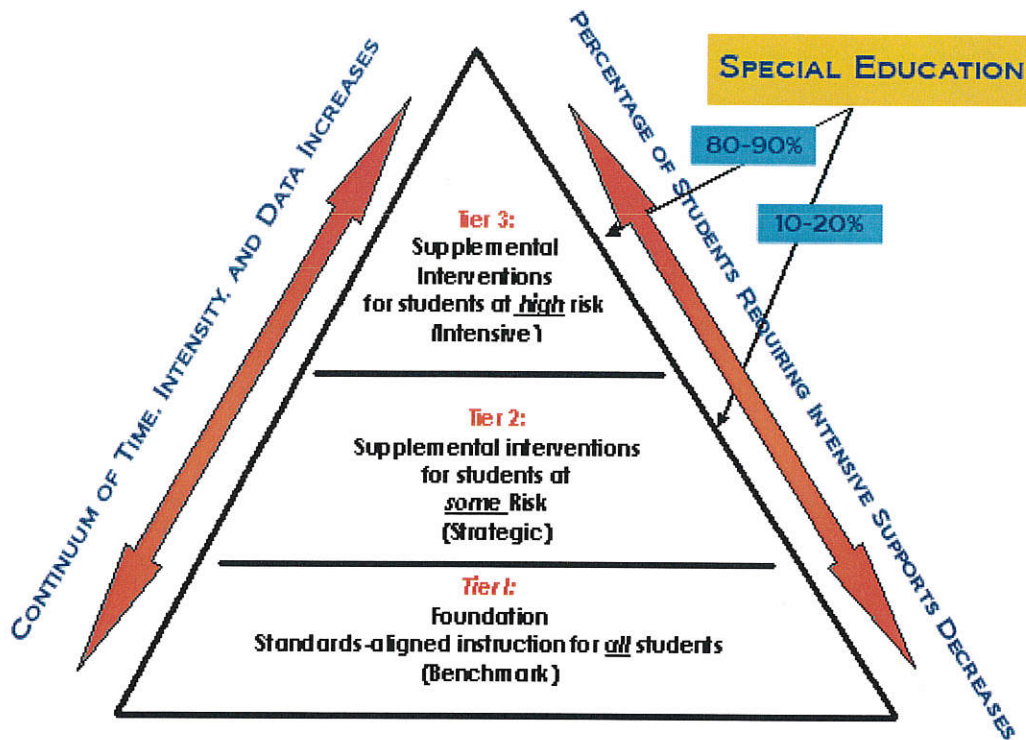
**The importance of personal relationships at Pedee Middle School:**

Human connection based on trust is the glue that binds students' academic and personal lives and lays the groundwork for academic success. Pedee offers at least one meaningful relationship with an adult for each student. The mentorship model and the commitment to small class size creates an environment of accountability for staff so no students “fall through the cracks”. Staff are informed about best practices in providing support those students who have experienced trauma.

Part of every Wednesday staff meeting is dedicated to identification of those students needing emotional support and monitoring those already being supported.

**Academic Intervention Program Model at Bridgeport Elementary School:**

We generally & informally adhere to an RTI model and although we use DIBLES, we also use a variety of assessments to make decisions on who needs extra support. We provide pull out interventions in math and reading for those students who are not making growth within the classroom. The pull out is daily with progress monitoring every 1-2 weeks. The assessments used include: DIBELS, Star (reading & math) textbook and Common formative assessments (teacher designed assessments). Progress is reviewed every 4-6 weeks. We prioritize those students who score in the intensive range. All students in the intensive range in math and reading are served. Strategic students are also served but they may be served in the classroom. They may be monitored to ensure they are making progress



### Analysis of Annual State Assessment:

Based on the data included on the ODE report card for the 2017-2018 school-year, the key elements of state assessment results is summarized below:

- LVCS is showing growth as measured by composite results on the state assessments in math (+10%) and English Language Arts (+6%). Looking at the composite growth over 3 years the Oregon Department of Education determined that LVCS is in the high average range.
- There was a decline in science which is measured at 5<sup>th</sup> and 8<sup>th</sup> grades, although we were close to the state average.
- The results in math are 14% below the state average and ELA is 9% below the state average.
- The math and ELA results were both level 2. But the growth was level 3 for ELA and level 4 for math.
- Underserved race/ethnicity, Hispanic/Latino and white were both level 3.
- Growth for students with disabilities was an unacceptable level 1

There are areas of significant growth, for example

- The 4<sup>th</sup> grade had a 12% gain (from 3<sup>rd</sup> to 4<sup>th</sup>) in both ELA and math for 2017-2018 - (41% in 3<sup>rd</sup> as compared to 53% meet/exceed in 4<sup>th</sup>)
- And 7<sup>th</sup> grade ELA had an increase of 16% (46% in 6<sup>th</sup> as compared to 62% in 7<sup>th</sup>).
- But LVCS should be performing at a much higher level in more grades and we are working as a K-8 team to mover our students forward.

**Challenges:**

Looking at how past practices impacted student academic outcomes are important in understanding how to move our schools forward. Some of those issues included:

- Intermittent leadership – frequent long absences due to health issues
- High turnover rate for teachers
- Outdated curriculum not aligned with the common core standards
- Lack of formal teacher evaluation system
- Lack of a coherent vision for professional development
- Lack of understanding on how to use data to inform and improve instruction

**LVCS commitment to improvement:**

- Quality professional development based on identified needs – this can be an individual in need of a particular teacher or a system-wide issue, such as implementing trauma informed practices in the classroom and school. Every Professional development Friday will be dedicated to supporting
- Teachers will be provided with time and resources to attain their growth goals
- Facilitating a professional learning community where teachers and support staff are collaborating to support academic improvement.
- Implementing trauma informed practices in how we address students emotional and social well-being and ensuring LVCS is an inclusive, supportive and safe environment for all students.
- Leadership who communicates verbally and by actions, that she/he values the dedication of all staff and is committed to creating a safe, supportive and inclusive environment for staff to grow as educators and thrive as individuals.

# OREGON AT-A-GLANCE SCHOOL PROFILE

## Luckiamute Valley Charter School

PRINCIPAL: Christy Wilkins | GRADES: K-8 | 12975 Kings Valley Hwy, Monmouth 97361 | 503-838-1933



### Students We Serve

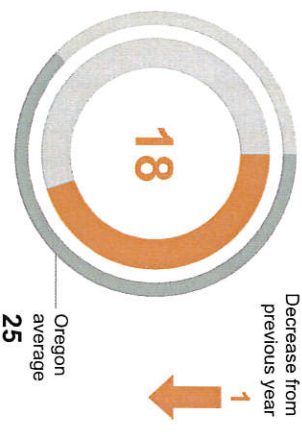


### DEMOGRAPHICS

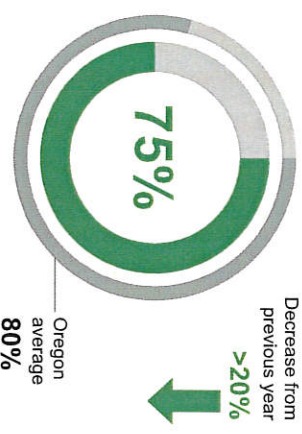
American Indian/Alaska Native	Students	2%
Teachers	0%	
Asian	Students	0%
Teachers	0%	
Black/African American	Students	0%
Teachers	0%	
Hispanic/Latino	Students	9%
Teachers	7%	
Multiracial	Students	8%
Teachers	0%	
Native Hawaiian/Pacific Islander	Students	1%
Teachers	0%	
White	Students	80%
Teachers	93%	

### School Environment

#### CLASS SIZE



#### REGULAR ATTENDERS



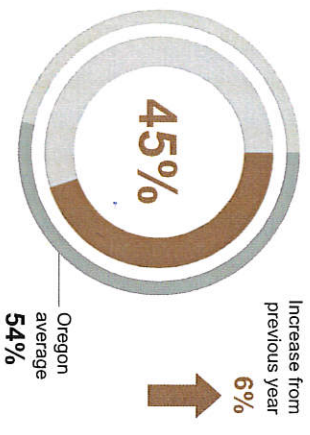
### Academic Progress

#### INDIVIDUAL STUDENT PROGRESS

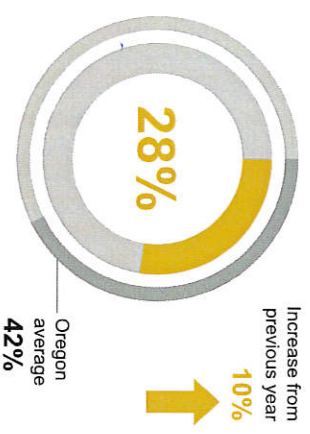


### Academic Success

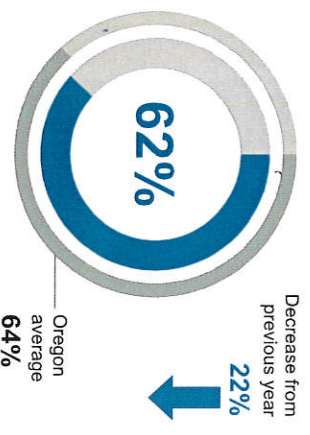
#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS



#### SCIENCE



### School Goals

#### LUCKIAMUTE VALLEY CHARTER SCHOOLS GOALS

- Educate all students for future success
- Ensure academic excellence and equity for a diverse population of students
- Provide a choice of educational opportunities within a public school system for parents, students, and educators
- Enhance opportunities for parent involvement.
- Facilitate community support through activities that engage a wide variety of stakeholders

### State Goals

The Oregon Department of Education is working in partnership with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

### Safe & Welcoming Environment

Creating a safe and welcoming environment in our schools is a very high priority. We strive to deliver the very best communication with parents and provide interpreters during school events. Our staff are exceptionally attentive to interactions between peers and are trained to effectively intervene in the rare event bullying occurs in the classroom or the playground. We have a school-wide system of dealing with behavior and we integrate trauma-informed best practices in our work with students.

**\***

Ever English Learners

Languages Spoken

**11%** Students with Disabilities

**86%** Required Vaccinations

**40%** Free/Reduced Price Lunch

\*Not enough students



Oregon achieves... together!

OREGON DEPARTMENT OF EDUCATION

# OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

PRINCIPAL: Christy Wilkins | GRADES: K-8 | 12975 Kings Valley Hwy, Monmouth 97361 | 503-838-1933



## Our Staff



13 Teachers



9 Educational assistants



0 Counselors



29% Average teacher turnover rate



Teacher Experience Coming in 2018-19



Yes New principal in the last 3 years

## Outcomes

### REGULAR ATTENDERS

American Indian/Alaska Native	Not enough students
Asian	Not enough students
Black/African American	Not enough students
Hispanic/Latino	62%
Multiracial	77%
Native Hawaiian/Pacific Islander	Not enough students
White	78%
Free/Reduced Price Lunch	75%
Ever English Learner	Not enough students
Students with Disabilities	70%
Migrant	Not enough students
Talented and Gifted	Not enough students
Female	66%
Male	85%

### ENGLISH LANGUAGE ARTS

Not enough students
Not enough students
Not enough students
Not enough students
Not enough students
Not enough students
Not enough students
42%
30%
Not enough students
29%
Not enough students
Not enough students
47%
42%

### MATHEMATICS

Not enough students
Not enough students
Not enough students
Not enough students
Not enough students
Not enough students
25%
24%
Not enough students
19%
Not enough students
Not enough students
20%
36%

## About Our School

### BULLYING, HARASSMENT, AND SAFETY POLICIES

At LVCS we are committed to ensuring a safe learning environment for all of our students. We revised the Student Safety & Behavior Plans that include an holistic approach when dealing with bullying and harassment behaviors. We work with students, counselor, staff, and parents on a case basis to address and resolve conflict between students and to provide counseling for harassment. We provide a yearly training and an opportunity for discussion that involves staff and students. The LVCS schools are small and well staffed, so bullying and harassment are generally not very common because we are able to recognize potential negative situations and intervene. However, we do take the issues of both bullying harassment very seriously and we take immediate steps to quickly intervene.

### EXTRACURRICULAR ACTIVITIES

We offer monthly activity nights for students and their families. Some of those include: math, art, science, and reading. Peede middle school students have access to extracurricular and athletic events offered by the Dallas School District.

### PARENT ENGAGEMENT

We provide a wide variety of opportunities for parents to get involved with our schools. We have at least one family night a month. For example, we offer art, science, reading, game and technology nights. We provide dinner and child care for younger children. We also have a very active PTO who schedule meetings at a variety of time throughout the year to accommodate diverse working schedules.

### COMMUNITY ENGAGEMENT

Through our partnership with the Polk County Sheriff Department we are fortunate to have a resource officer to serve both of our schools. We partnered with Dallas Police department, Dallas fire and EMS and the Bridgeport Chapel for our annual evacuation and re-unification drill.

# Mathematics Participation Details

District: Dallas SD 2

School: Luckiamute Valley Charter School

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. The applied rate for the participation status is the higher of the current year value or the three-year average after meeting the minimum n-size of 20. 'Not Rated' means the student group did not meet minimum size requirements in order to receive a rating.

Participation Target: 94.5%

Student Group	2015-16	2016-17	2017-18	3-year Average	Status based on	Status
All Students - Percent	100.0	97.5	91.7	96.5	3-year Average	Met
All Students - Denominator	132	122	120	374		
Economically Disadvantaged - Percent	100.0	98.4	91.5	97.0	3-year Average	Met
Economically Disadvantaged - Denominator	58	62	47	167		
English Learners - Percent	100.0	100.0	50.0	87.5	Not Rated	Not Rated
English Learners - Denominator	3	3	2	8		
Students with Disabilities - Percent	100.0	87.5	89.5	91.8	3-year Average	Not Met
Students with Disabilities - Denominator	14	16	19	49		
American Indian/Alaska Native - Percent	100.0	100.0	33.3	83.3	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	3	6	3	12		
Black/African American - Percent	100.0	--	--	100.0	Not Rated	Not Rated
Black/African American - Denominator	1	0	0	1		
Hispanic/Latino - Percent	100.0	90.9	80.0	91.2	3-year Average	Not Met
Hispanic/Latino - Denominator	13	11	10	34		
Native Hawaiian/Pacific Islander - Percent	--	100.0	100.0	100.0	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	0	1	1	2		
Underserved Race/Ethnicity - Percent	100.0	94.4	71.4	89.8	3-year Average	Not Met
Underserved Race/Ethnicity - Denominator	17	18	14	49		
Asian - Percent	--	--	--	--	Not Rated	Not Rated
Asian - Denominator	0	0	0	0		
White - Percent	100.0	97.9	93.8	97.3	3-year Average	Met
White - Denominator	106	97	97	300		
Multi-racial - Percent	100.0	100.0	100.0	100.0	3-year Average	Met
Multi-racial - Denominator	9	7	9	25		

## English Language Arts Participation Details

District: Dallas SD 2

School: Luckiamute Valley Charter School

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. The applied rate for the participation status is the higher of the current year value or the three-year average after meeting the minimum n-size of 20. 'Not Rated' means the student group did not meet minimum size requirements in order to receive a rating.

**Participation Target: 94.5%**

Student Group	2015-16	2016-17	2017-18	3-year Average	Status based on	Status
All Students - Percent	100.0	97.5	92.5	96.8	3-year Average	Met
All Students - Denominator	132	122	120	374		
Economically Disadvantaged - Percent	100.0	98.4	93.6	97.6	3-year Average	Met
Economically Disadvantaged - Denominator	58	62	47	167		
English Learners - Percent	100.0	100.0	50.0	87.5	Not Rated	Not Rated
English Learners - Denominator	3	3	2	8		
Students with Disabilities - Percent	100.0	87.5	94.7	93.9	3-year Average	Not Met
Students with Disabilities - Denominator	14	16	19	49		
American Indian/Alaska Native - Percent	100.0	100.0	33.3	83.3	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	3	6	3	12		
Black/African American - Percent	100.0	--	--	100.0	Not Rated	Not Rated
Black/African American - Denominator	1	0	0	1		
Hispanic/Latino - Percent	100.0	90.9	80.0	91.2	3-year Average	Not Met
Hispanic/Latino - Denominator	13	11	10	34		
Native Hawaiian/Pacific Islander - Percent	--	100.0	100.0	100.0	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	0	1	1	2		
Underserved Race/Ethnicity - Percent	100.0	94.4	71.4	89.8	3-year Average	Not Met
Underserved Race/Ethnicity - Denominator	17	18	14	49		
Asian - Percent	--	--	--	--	Not Rated	Not Rated
Asian - Denominator	0	0	0	0		
White - Percent	100.0	97.9	94.8	97.7	3-year Average	Met
White - Denominator	106	97	97	300		
Multi-racial - Percent	100.0	100.0	100.0	100.0	3-year Average	Met
Multi-racial - Denominator	9	7	9	25		

# 2017-18 ESSA Accountability Details Report

Public Version – October 24, 2018

**District:** Dallas SD 2

**School:** Luckiamute Valley Charter School

The Accountability Details Report displays the data for indicators used by the accountability system to identify schools for comprehensive or targeted supports as required by Oregon’s State Plan under the Every Student Succeeds Act (ESSA). The accountability system uses six indicators for elementary and middle schools. These indicators include English Language Arts (ELA) and Mathematics Achievement, ELA and Mathematics Growth, Regular Attenders, and On Track to English Language Proficiency (ELP). For more information concerning indicators and their definitions and calculations, please refer to [Report Card Policy and Technical Manual](#).

### Indicator Ratings Table

Student Group	ESSA Supports	ELA Achievement	Math Achievement	ELA Growth	Math Growth	Regular Attenders	On Track to ELP
All Students	Not Identified	Level 2	Level 2	Level 3	Level 4	Level 4	Not Rated
Economically Disadvantaged	Not Identified	Level 2	Level 2	Level 3	Level 5	Level 3	
English Learners	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Students with Disabilities	Not Identified	Level 2*	Level 2*	Level 3	Level 1	Level 2	
Underserved Race/Ethnicity	Not Identified	Level 2	Level 2*	Level 3	Level 3	Level 2	
American Indian/ Alaska Native	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Native Hawaiian/ Pacific Islander	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Black/African American	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Hispanic/Latino	Not Identified	Level 3	Level 2*	Not Rated	Level 3	Level 4	
Asian	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
White	Not Identified	Level 2	Level 2	Level 3	Level 3	Level 4	
Multi-racial	Not Identified	Level 2	Level 2	Not Rated	Not Rated	Level 5	

Level of Support: **Not Identified**

Met ELA and Math Participation target (95%) for all student groups: **No**

Received Title I Funds in 2017-18: **Yes**

Please note the following:

- Indicator ratings that display ‘Not Rated’ refer to student groups that do not meet the minimum n-size to receive a rating.
- The English learner student group has different inclusion rules for particular indicators. The On Track to ELP, 9th Grade On-Track, and Regular Attenders indicators include current year English learners only. The ELA and Mathematics Achievement, Growth, and Assessment Participation indicators include current year English learners as well as monitored English learners (four years). The Graduation and Completer indicators include students who were English learners at any time during high school.
- The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.
- The Underserved Race/Ethnicity group is eligible to be identified for targeted improvement only when none of the four student groups that comprise it have sufficient data to be considered for identification.

# English Language Arts Academic Achievement Details

District: Dallas SD 2

School: Luckiamute Valley Charter School

English Language Arts Achievement Level	Cut
Level 5	80
Level 4	67
Level 3	54
Level 2	33
Level 1	<33

The English Language Arts (ELA) Achievement indicator displays the percentage of students who are meeting the ELA achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate (i.e., the higher of the current year value or the three-year average after meeting the minimum n-size of 20). '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating.

## State Long Term Goal: 80%

Student Group	2015-16	2016-17	2017-18	3-year Average	Rated on	Level
All Students - Percent	52.0	38.6	43.5	45.4	3-year Average	Level 2
All Students - Adjusted Denominator	127	114	108	346		
Economically Disadvantaged - Percent	45.6	29.8	29.5	35.7	3-year Average	Level 2
Economically Disadvantaged - Adjusted Denominator	57	57	44	157		
English Learners - Percent	*	*	*	*	Not Rated	Not Rated
English Learners - Adjusted Denominator	*	*	*	*		
Students with Disabilities - Percent	35.7	6.7	27.8	24.4	3-year Average	Level 2*
Students with Disabilities - Adjusted Denominator	14	15	18	45		
American Indian/Alaska Native - Percent	*	*	*	16.7	Not Rated	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*		
Black/African American - Percent	*	*	*	*	Not Rated	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*		
Hispanic/Latino - Percent	61.5	70.0	*	63.3	3-year Average	Level 3
Hispanic/Latino - Adjusted Denominator	13	10	*	*		
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*		
Underserved Race/Ethnicity - Percent	58.8	47.1	33.3	50.0	3-year Average	Level 2
Underserved Race/Ethnicity - Adjusted Denominator	17	17	12	44		
Asian - Percent	*	*	*	*	Not Rated	Not Rated
Asian - Adjusted Denominator	*	*	*	*		
White - Percent	51.5	36.3	42.0	43.6	3-year Average	Level 2
White - Adjusted Denominator	101	91	88	280		
Multi-racial - Percent	*	*	*	52.0	3-year Average	Level 2
Multi-racial - Adjusted Denominator	*	*	*	*		

Note: An \* next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

# Mathematics Academic Achievement Details

District: Dallas SD 2

School: Luckiamute Valley Charter School

Mathematics Achievement Level	Cut
Level 5	80
Level 4	62
Level 3	43
Level 2	21
Level 1	<21

The Mathematics Achievement indicator displays the percentage of students who are meeting the mathematics achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate (i.e., the higher of the current year value or the three-year average after meeting the minimum n-size of 20). ‘\*’ means data was hidden to protect student confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size to receive a rating.

## State Long Term Goal: 80%

Student Group	2015-16	2016-17	2017-18	3-year Average	Rated on	Level
All Students - Percent	31.5	18.4	26.9	26.1	2017-18 Rate	Level 2
All Students - Adjusted Denominator	127	114	108	345		
Economically Disadvantaged - Percent	21.1	14.0	22.7	19.2	2017-18 Rate	Level 2
Economically Disadvantaged - Adjusted Denominator	57	57	44	156		
English Learners - Percent	*	*	*	*	Not Rated	Not Rated
English Learners - Adjusted Denominator	*	*	*	*		
Students with Disabilities - Percent	21.4	13.3	16.7	17.8	3-year Average	Level 2*
Students with Disabilities - Adjusted Denominator	14	15	18	45		
American Indian/Alaska Native - Percent	*	*	*	8.3	Not Rated	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*		
Black/African American - Percent	*	*	*	*	Not Rated	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*		
Hispanic/Latino - Percent	30.8	10.0	*	20.0	3-year Average	Level 2*
Hispanic/Latino - Adjusted Denominator	13	10	*	*		
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*		
Underserved Race/Ethnicity - Percent	29.4	11.8	8.3	18.2	3-year Average	Level 2*
Underserved Race/Ethnicity - Adjusted Denominator	17	17	12	44		
Asian - Percent	*	*	*	*	Not Rated	Not Rated
Asian - Adjusted Denominator	*	*	*	*		
White - Percent	32.7	18.7	25.0	25.8	3-year Average	Level 2
White - Adjusted Denominator	101	91	88	279		
Multi-racial - Percent	*	*	*	40.0	3-year Average	Level 2
Multi-racial - Adjusted Denominator	*	*	*	*		

Note: An \* next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

# English Language Arts Academic Growth Details

**District:** Dallas SD 2

**School:** Luckiamute Valley Charter School

English Language Arts Growth Level	Cut
Level 5	60
Level 4	55
Level 3	45
Level 2	40
Level 1	<40

The English Language Arts (ELA) Growth indicator displays the median growth percentile, the count of students with growth percentiles, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate (i.e., the higher of the current year value or the three-year average after meeting the minimum n-size of 20). '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating.

Student Group	2015-16	2016-17	2017-18	3-year Average	Rated on	Level
All Students - Median	45.0	37.0	50.0	45.0	2017-18 Rate	Level 3
All Students - Denominator	89	87	77	253		
Economically Disadvantaged - Median	46.0	30.0	49.0	41.5	2017-18 Rate	Level 3
Economically Disadvantaged - Denominator	37	39	34	110		
English Learners - Median	*	*	*	*	Not Rated	Not Rated
English Learners - Denominator	*	*	*	*		
Students with Disabilities - Median	35.5	39.0	56.0	46.0	3-year Average	Level 3
Students with Disabilities - Denominator	10	10	15	35		
American Indian/Alaska Native - Median	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*		
Black/African American - Median	*	*	*	*	Not Rated	Not Rated
Black/African American - Denominator	*	*	*	*		
Hispanic/Latino - Median	*	*	*	53.0	Not Rated	Not Rated
Hispanic/Latino - Denominator	*	*	*	*		
Native Hawaiian/Pacific Islander - Median	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*		
Underserved Race/Ethnicity - Median	68.0	50.0	*	49.5	3-year Average	Level 3
Underserved Race/Ethnicity - Denominator	10	11	*	*		
Asian - Median	*	*	*	*	Not Rated	Not Rated
Asian - Denominator	*	*	*	*		
White - Median	46.0	35.0	51.5	45.0	2017-18 Rate	Level 3
White - Denominator	72	72	66	210		
Multi-racial - Median	*	*	*	44.0	Not Rated	Not Rated
Multi-racial - Denominator	*	*	*	*		

# Mathematics Academic Growth Details

**District:** Dallas SD 2

**School:** Luckiamute Valley Charter School

Mathematics Growth Level	Cut
Level 5	60
Level 4	55
Level 3	45
Level 2	40
Level 1	<40

The Mathematics Growth indicator displays the median growth percentile, the count of students with growth percentiles, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate (i.e., the higher of the current year value or the three-year average after meeting the minimum n-size of 20). ‘\*’ means data was hidden to protect student confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size to receive a rating.

Student Group	2015-16	2016-17	2017-18	3-year Average	Rated on	Level
All Students - Median	58.0	30.0	55.0	45.0	2017-18 Rate	Level 4
All Students - Denominator	89	87	74	250		
Economically Disadvantaged - Median	63.5	25.0	64.0	47.5	2017-18 Rate	Level 5
Economically Disadvantaged - Denominator	38	39	33	110		
English Learners - Median	*	*	*	*	Not Rated	Not Rated
English Learners - Denominator	*	*	*	*		
Students with Disabilities - Median	*	38.5	34.0	38.0	3-year Average	Level 1
Students with Disabilities - Denominator	*	10	14	*		
American Indian/Alaska Native - Median	*	*	*	*	Not Rated	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*		
Black/African American - Median	*	*	*	*	Not Rated	Not Rated
Black/African American - Denominator	*	*	*	*		
Hispanic/Latino - Median	*	*	*	50.5	3-year Average	Level 3
Hispanic/Latino - Denominator	*	*	*	*		
Native Hawaiian/Pacific Islander - Median	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*		
Underserved Race/Ethnicity - Median	68.0	31.0	*	50.5	3-year Average	Level 3
Underserved Race/Ethnicity - Denominator	11	12	*	*		
Asian - Median	*	*	*	*	Not Rated	Not Rated
Asian - Denominator	*	*	*	*		
White - Median	58.0	36.0	44.0	45.0	3-year Average	Level 3
White - Denominator	71	71	63	205		
Multi-racial - Median	*	*	*	50.0	Not Rated	Not Rated
Multi-racial - Denominator	*	*	*	*		

## Regular Attenders Details

**District:** Dallas SD 2

**School:** Luckiamute Valley Charter School

Regular Attenders Level	Cut
Level 5	93
Level 4	89
Level 3	85
Level 2	78
Level 1	<78

The Regular Attenders indicator displays the percentage of students attending for more than 90 percent of their enrolled school days, the denominator, and the corresponding rating for each student group. The data table shows three years of data, a three-year average, and the applied rate (i.e., the higher of the current year value or the three-year average after meeting the minimum n-size of 20). '\*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size to receive a rating.

### State Long Term Goal: 93%

Student Group	Grade Range	2015-16	2016-17	2017-18	3-year Average	Rated on	Level
All Students - Percent	K-5	88.8	>95	78.0	89.0	3-year Average	Level 4
All Students - Denominator		125	*	123	*		
Economically Disadvantaged - Percent	K-5	83.6	>95	79.3	88.4	3-year Average	Level 3
Economically Disadvantaged - Denominator		61	*	58	*		
English Learners - Percent	K-5	*	*	*	*	Not Rated	Not Rated
English Learners - Denominator		*	*	*	*		
Students with Disabilities - Percent	K-5	80.0	90.0	70.0	80.0	3-year Average	Level 2
Students with Disabilities - Denominator		10	10	10	30		
American Indian/Alaska Native - Percent	K-5	*	*	*	45.5	Not Rated	Not Rated
American Indian/Alaska Native - Denominator		*	*	*	*		
Black/African American - Percent	K-5	*	*	*	*	Not Rated	Not Rated
Black/African American - Denominator		*	*	*	*		
Hispanic/Latino - Percent	K-5	>95	*	*	92.6	3-year Average	Level 4
Hispanic/Latino - Denominator		*	*	*	*		
Native Hawaiian/Pacific Islander - Percent	K-5	*	*	*	*	Not Rated	Not Rated
Native Hawaiian/Pacific Islander - Denominator		*	*	*	*		
Underserved Race/Ethnicity - Percent	K-5	86.7	>95	57.1	81.4	3-year Average	Level 2
Underserved Race/Ethnicity - Denominator		15	*	14	*		
Asian - Percent	K-5	*	*	*	*	Not Rated	Not Rated
Asian - Denominator		*	*	*	*		
White - Percent	K-5	87.2	>95	80.8	89.3	3-year Average	Level 4
White - Denominator		94	*	99	*		
Multi-racial - Percent	K-5	>95	>95	80.0	94.9	3-year Average	Level 5
Multi-racial - Denominator		*	*	10	*		

Note: An \* next to Level 2 indicates that, although the student group did not meet the Level 2 cut for this indicator, this student group is not in the lowest ten percent of schools in Oregon.

## On Track to English Language Proficiency (ELP) Details

**District:** Dallas SD 2

**School:** Luckiamute Valley Charter School

On Track to ELP Level	Cut
Level 5	80
Level 4	63
Level 3	47
Level 2	25
Level 1	<25

The On Track to English Language Proficiency (ELP) indicator displays the percentage of students who are on track to attain ELP, the denominator, and the corresponding rating for each student group. The data table shows two years of data, a two-year average, and the applied rate (i.e., the higher of the current year value or the two-year average after meeting the minimum n-size of 20). ‘\*’ means data was hidden to protect student confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size to receive a rating.

### State Long Term Goal: 80%

Student Group	2015-16	2016-17	2017-18	2-year Average	Rated on	Level
Current English Learners - Percent		*	*	*	Not Rated	Not Rated
Current English Learners - Denominator		*	*	*		