

FROM THE PRINCIPAL

Dear Parents and Community Members,

Douglas County School District #15 board policy AD articulates what our district promotes in our students, saying that:

- a) We have responsibilities for the global environment;
- b) Learning is a life-long process;
- c) We must develop health and safety habits;
- d) We must be responsible for our decisions and actions;
- e) We need to develop an aesthetic appreciation of the world;
- f) We have citizenship responsibilities in our society.

It is difficult, if not impossible, to measure these attributes using a standardized test or other data points that are easily compiled, aggregated, and reported. This isn't to say that the information reported in this document isn't important. But rather to ensure that all of us keep in perspective the bigger picture. Education isn't only about how students perform on a reading or math test. It's about the neighbors and citizens they become after they leave us. It is also about the neighbors and citizens they are while they are enrolled here!

While we acknowledge that we have work to do to increase our district achievement to levels that are more consistent with state averages, we are proud of the fact that when we do comparisons of our individual students, we see positive growth and academic gains. The way to improve our district averages is to ensure that every child who comes to our district to learn, has continuous improvement day after day, week after week, year after year. And, that is what we are beginning to see when we "drill down" our data to the individual student level and compare where each student is today to where s/he was last year or the year before. Thank you for partnering with us on our Give Me Five initiative, where we focus on the priorities that make this kind of individual student growth possible: attendance, attitude, academics, athletics, and activities. We are focusing on the right things, committed to doing the hard work, and making slow and steady progress toward our goals...just as policy AD challenges us to do.

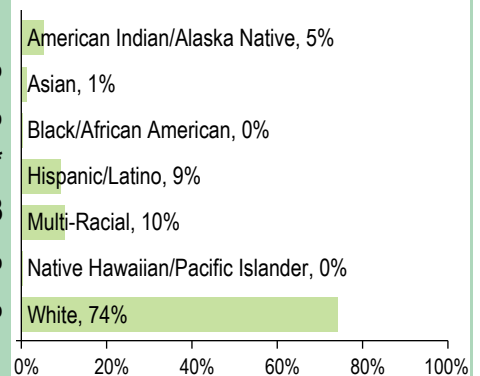
Thank you,
Principal | Mark Angle

SCHOOL PROFILE

ENROLLMENT 2016-17	202	
MEDIAN CLASS SIZE	School	Oregon
English Language Arts	16.0	24.0
Mathematics	10.0	24.0
Science	20.0	26.0
Social Studies	15.0	26.0
Self-Contained	18.0	24.0

SELECTED DEMOGRAPHICS	
Economically Disadvantaged	72%
Students with Disabilities	13%
Ever English Learner	*
Different Languages Spoken	3
Regular Attenders	70.2%
Mobile Students	21.6%

STUDENTS



IMMUNIZATION RATES

Percent of students with all required vaccines: 92
Percent of students without all required vaccines: 8

(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.

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

The Smarter Balanced and alternate assessments have four performance levels where levels 3 and 4 are meeting the standard for school and district accountability.

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

	School Performance (%)			School Performance (%)	Oregon Performance (%)	Like-School Average (%)
	2013-14	2014-15	2015-16	2016-17	2016-17	2016-17
English Language Arts (Administered statewide in grades: 3-8, 11)						
Levels 3 & 4		30.0	45.9	46.5	54.7	48.3
Level 2		27.5	25.9	24.4	21.9	26.3
Level 1		42.5	28.2	29.1	23.4	25.4
Mathematics (Administered statewide in grades: 3-8, 11)						
Levels 3 & 4		12.3	19.3	21.2	41.9	27.9
Level 2		29.6	24.1	24.7	27.1	31.0
Level 1		58.0	56.6	54.1	31.0	41.2
Science (Administered statewide in Grades: 5, 8, 11)						
Exceeded	37.9	3.4	2.6	2.4	2.3	7.3
Met		34.5	30.8	38.1	53.5	50.2
Did not meet		62.1	66.7	59.5	44.2	42.5

Visit 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
85.7	>95	76.2	92.9
			83.4
			78.6

Note: Graduation methodology changed in 2013-14.

GRADUATION RATE

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

Overall graduation rate

School Performance (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)
2012-13	2013-14	2014-15	2015-16
76.9	92.3	83.3	68.2
			74.8
			71.4

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

School Performance (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)
2012-13	2013-14	2014-15	2015-16
73.1	84.6	100.0	87.0
			81.9
			79.4

DROPOUT RATE

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

Overall dropout rate

School Performance (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)
2011-12	2012-13	2013-14	2014-15
3.8	1.0	4.4	8.1
			3.9
			3.7

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

School Performance (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)
2011-12	2012-13	2013-14	2014-15
68.4	80.0	56.0	40.0
			57.4
			46.9

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OUTCOMES FOR KEY STUDENT GROUPS AT THIS SCHOOL COMPARED TO THE SAME GROUPS STATEWIDE

STUDENT GROUP OUTCOMES	School Performance (%)	Oregon Performance (%)	Like-School Average (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)
	Economically Disadvantaged				American Indian/Alaska Native			Native Hawaiian/Pacific Islander	
On Track	90.0	75.8	77.4	On Track	*	70.3	On Track	*	76.1
Graduation	66.7	68.1	69.0	Graduation	100.0	56.4	Graduation	--	70.1
Completion	85.0	76.8	77.6	Completion	--	66.7	Completion	--	73.6
Dropout	3.8	4.2	3.2	Dropout	16.7	9.1	Dropout	--	5.5
Ever English Learners				Asian			White		
On Track	*	78.7	56.5	On Track	*	>95	On Track	>95	85.3
Graduation	--	71.1	63.2	Graduation	--	88.0	Graduation	70.6	76.6
Completion	100.0	75.6	90.0	Completion	100.0	91.9	Completion	85.0	83.9
Dropout	0.0	4.0	9.5	Dropout	0.0	1.3	Dropout	6.5	3.6
Students with Disabilities				Black/African American			Female		
On Track	*	69.5	72.7	On Track	*	75.6	On Track	83.3	86.5
Graduation	62.5	55.5	57.6	Graduation	--	66.1	Graduation	75.0	78.4
Completion	100.0	64.9	69.7	Completion	--	72.2	Completion	91.7	84.6
Dropout	13.3	5.7	3.3	Dropout	0.0	6.3	Dropout	13.2	3.4
Migrant				Hispanic/Latino			Male		
On Track	*	76.1	*	On Track	*	77.3	On Track	>95	80.4
Graduation	--	68.9	100	Graduation	33.3	69.4	Graduation	64.3	71.4
Completion	--	73.8	100	Completion	--	76.5	Completion	81.8	79.4
Dropout	0.0	4.0	0.0	Dropout	22.2	4.6	Dropout	4.2	4.5
Talented and Gifted				Multi-Racial					
On Track	*	>95	77.8	On Track	*	83.6			
Graduation	--	92.7	84.0	Graduation	100.0	74.4			
Completion	--	96.8	86.4	Completion	100.0	81.3			
Dropout	--	0.6	4.0	Dropout	0.0	4.1			

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?

SCHOOL READINESS	<p>Students (and their parents) who will be entering kindergarten the following year, are invited to participate in a year-long Early Learning Initiative (ELI) during the current year to ensure school readiness.</p> <p>Students (and their parents) are invited to participate in "Transitions Night" each spring to</p>	<p>learn about expectations for the next level to ensure readiness.</p>
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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

Educational assistants, high school interns, foster grandparents, and parent volunteers provide additional support to elementary students.

Educational assistants, a math tutor, high school interns, and parent volunteers provide additional support to middle school students.

Educational assistants, a math tutor, peer tutors, and parent volunteers provide additional support to high school students.

ACADEMIC ENRICHMENT

- All students in grades K-4 have general music class several times each week.
- All students in fifth grade have the opportunity to participate in beginning band.
- All students in grades K-4 have a Japanese language and culture class once each week.
- All elementary students have physical education daily.
- All elementary students participate in a monthly "Rubber Boots/Work Gloves" service project integrating our Natural Resources theme.
- All elementary students have nutrition and health education through the Mercy Foundation's Healthy Kids Outreach Program.
- All elementary students have the opportunity to participate in "Good News Club".
- All middle school students have exploratory courses in Spanish, Technology/Robotics, and Creative Writing.
- All middle school students have the opportunity to participate in band.
- Middle school students have the opportunity to participate in a variety of sports programs.
- High School students have the opportunity to choose from a variety of elective courses including: Agriculture, Anthropology, Spanish I and Spanish II, Metals, Woods, Advanced PE, Fitness/Weight Training, Video Production, Art, Rock 101, and Choir.
- Dual credit courses include:
 - Writing (through Southern Oregon University)
 - Various math courses (through Umpqua Community College)
 - Computer Science (through Umpqua Community College)
- Student internship credit is available for high school students.
- A full complement of athletic programs are available for high school students.

CAREER & TECHNICAL EDUCATION

High School students have the opportunity to participate in:

- Agriculture
- Metals
- Woods

EXTRACURRICULAR ACTIVITIES

All elementary students have nutrition and health education through the Mercy Foundation's Healthy Kids Outreach Program.

All students in grades K-4 have music several times weekly. Fifth graders have the opportunity to participate in band. All students in grades K-4 have a Japanese language and culture enrichment class weekly.

Middle school students have the opportunity to participate in band.

Middle school students have the opportunity to participate in a variety of sports programs.

High school students have the opportunity to participate in choir. A full complement of athletic programs are available for high school students.

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