



Sheridan SD 48J

435 S Bridge St
Sheridan, OR 97378 (971) 261-6959
www.sheridan.k12.or.us

SUPERINTENDENT Steven Sugg

For more report card measures, including detailed demographic information, visit www.ode.state.or.us/go/RCMeasures

FROM THE DISTRICT SUPERINTENDENT

Dear Parents and Community Members,

The Sheridan School District is made up of four schools: Faulconer-Chapman School, Sheridan High School, Sheridan Japanese School and Sheridan All prep Online Academy.

Please see the individual school report cards for individual school data. The State of Oregon is not rating districts or schools this year due to the federal rewrite of Every Student Succeeds Act. The percentage of students meeting these higher standards is lower than it was under the OAKS assessment. We are confident that together with you as our partner we will get all students to achieve. Parents will receive information about how individual students performed on the Smarter Balanced assessments at parent-teacher conferences in November.

This school year we are again participating in the Community Eligibility Program which is providing free breakfast and lunch to all students at Faulconer-Chapman and Sheridan High School. This is great for our students as it means we can ensure that every student gets a good breakfast and lunch every day.

We have adopted a new K-8 math program for the first time in several years. This is an important step as it ensures that our curriculum aligns with state standards. We are working very hard to improve our support for all children including those who struggle to learn and those who are performing above grade level. We want to ensure that each student continues to progress educationally.

We are taking our Advancement Via Individual Determination (AVID) program school wide in grades six through twelve to ensure that every student benefits from this great program. Teachers are being trained in proven teaching strategies and students are getting the support they need.

We will continue to focus on student growth in all areas during this school year. Faulconer-Chapman School continues to be a focus school and the staff and administration are working hard to improve educational outcomes for all students.

This school year we will focus on improving instructional strategies in all classrooms in the district and will invest significantly in professional development in the areas of mathematics and reading. We are implementing a hands-on science program in grades 3 through 5 using Project Lead the Way curriculum. This program will help our young students develop problem solving skills as they learn engineering and design principles.

Sheridan High School is increasing the Career Technical Education (CTE) program by developing a partnership with the Sheridan Fire Department. This unique partnership will allow students at Sheridan High School to earn high school and college credit while completing the course work for Fire Fighter 1 certification. We are excited about this partnership and are looking forward to building others throughout our community.

You can help by monitoring your student's homework, attending parent teacher conferences, and volunteering. Please read 20 minutes per day with your children and discuss how school is going for them. We look forward to partnering with you in the coming year to make sure all of our students reach their potential.

Thank you,

Superintendent | Steven Sugg

DISTRICT PROFILE

ENROLLMENT AND DEMOGRAPHICS	Grades K - 3	Grades 4 - 5	Grades 6 - 8	Grades 9 - 12
Total Enrollment	272	144	253	372
Regular Attenders	92.9%	92.3%	92.4%	91.6%
Economically Disadvantaged	92%	83%	79%	74%
Students with Disabilities	10%	9%	12%	8%
English Learners	<5%	*	8%	7%
Different Languages Spoken	3	2	3	2

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

WITHIN-YEAR MOBILITY	Grades K - 3	Grades 4 - 5	Grades 6 - 8	Grades 9 - 12
Students in this District	19.7%	26.7%	25.4%	33.4%

STUDENT WELLNESS POLICY

To ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall implement a district nutrition program consistent with state & federal requirements for sponsoring the National School Lunch Program and/or the School Breakfast Program.

SEISMIC SAFETY RATING

For a detailed report for each school, please visit: <http://www.oregongeology.org/sub/projects/rvs/activity-updates/status.html>

TEACHER PROFICIENCY 2015-16

% of classes taught by highly qualified teachers 88.20%

RACIAL EQUITY IN HIRING

Equal employment opportunity and treatment shall be practiced by the district regardless of race, color, religion, sex, sexual orientation, national origin, marital status, age, veterans' status, genetic information and disability if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

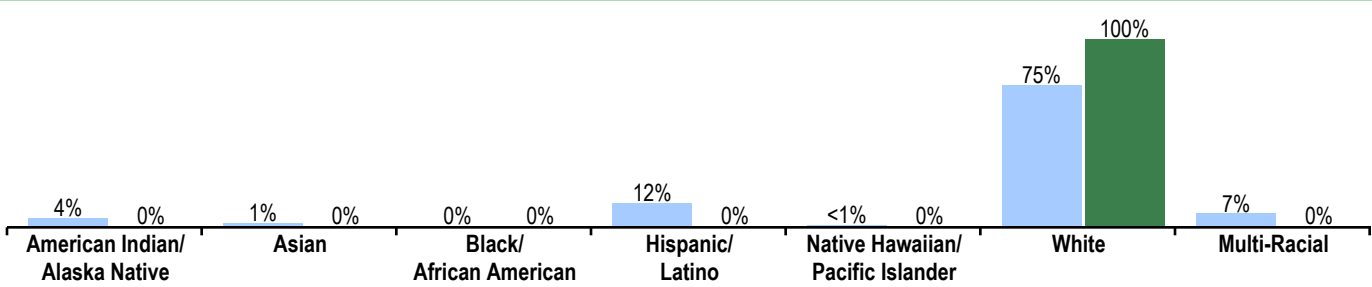
MEDIAN CLASS SIZE	Elementary		Middle		High		Combined	
	Dist.	OR	Dist.	OR	Dist.	OR	Dist.	OR
Self-Contained	22.0	25.0	--	--	--	--	--	--
Eng./Lang. Arts	19.5	22.0	--	--	22.0	25.0	23.0	16.0
Mathematics	19.0	21.0	--	--	14.0	24.0	16.0	14.0
Science	20.0	23.0	--	--	21.0	26.0	18.5	18.0
Social Studies	19.0	24.0	--	--	16.0	27.0	17.5	19.0

Combined schools have grade configurations not falling within the elementary, middle, and high categories (e.g., K-12 schools).

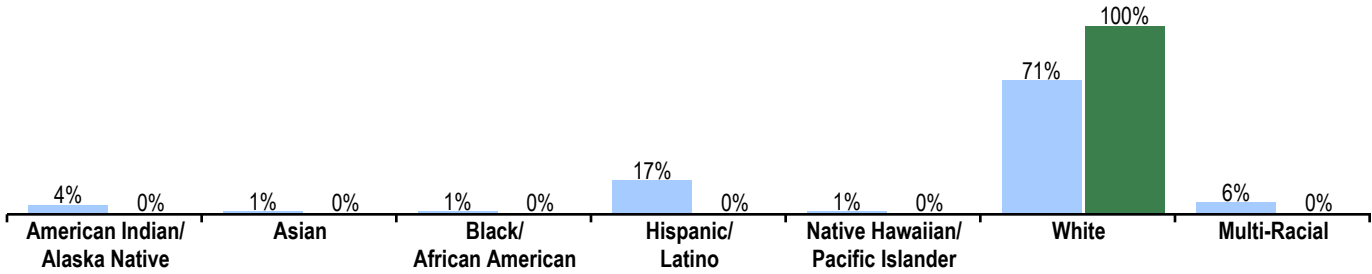
RACE/ETHNICITY OF STUDENTS AND STAFF 2015-16

Students Staff

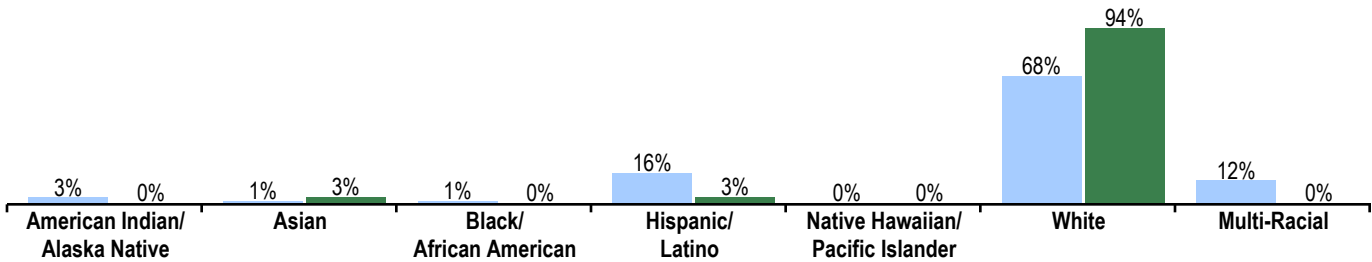
Grades K-3



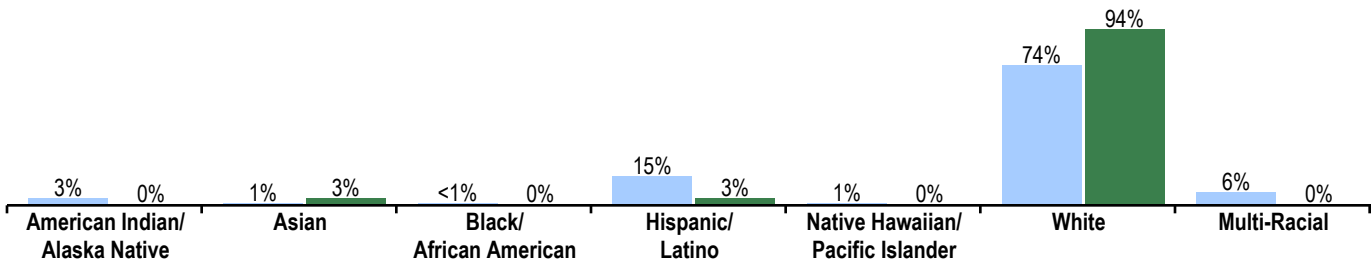
Grades 4-5



Grades 6-8



Grades 9-12



PER PUPIL SPENDING	2013-14	2014-15	2015-16
District	\$9,774	\$10,155	\$13,303
State	\$9,769	\$10,302	\$11,329

Oregon's quality education model (QEM) suggests adequate per pupil funding should be \$12,723 in 2015-16 (Statewide average). 2015-16 data reflect budgeted, not actual.

FUNDING SOURCES	% of Total
Local taxes and fees	18%
State funds	73%
Federal funds	9%

EXPULSIONS & SUSPENSIONS	Expulsions	Suspensions
Total Students	*	180
American Indian/Alaska Native	*	*
Asian	*	*
Black/African American	*	*
Hispanic/Latino	*	28
Multi-Racial	*	16
Native Hawaiian/Pacific Islander	*	*
White	*	128

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

PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

Performance of students enrolled in the district for a full academic year

Did at least 95% of students in this district take required assessments? Yes No, Interpret Results with Caution

Participation rate criteria are in place to ensure districts test all eligible students.

DISTRICT PERFORMANCE

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.

Subject	Grade	District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)																			
		2012-13	2013-14	2014-15	2015-16	2015-16	2015-16																			
English Language Arts																										
					Level 1	Level 2	Levels 3 & 4																			
English Language Arts	Students in grades 3 - 5			20.2	25.1	52.4	43.4																			
				27.9	22.6	21.3	24.3																			
				51.9	52.3	26.3	32.4																			
	Students in grades 6 - 8			33.0	25.8	56.7	47.8																			
				25.7	23.8	23.5	26.5																			
				41.3	50.4	19.7	25.7																			
	Students in grade 11			54.7	60.3	70.0	64.5																			
				22.7	26.0	17.4	19.8																			
				22.7	13.7	12.6	15.7																			
Mathematics																										
					Level 1	Level 2	Levels 3 & 4																			
Mathematics	Students in grades 3 - 5			30.6	28.9	44.9	36.1																			
				31.1	31.0	28.5	31.3																			
				38.3	40.1	26.6	32.7																			
	Students in grades 6 - 8			17.7	20.5	42.8	32.2																			
				37.7	29.7	27.5	31.8																			
				44.7	49.8	29.7	36.0																			
	Students in grade 11			19.7	15.1	34.2	23.9																			
				21.1	21.9	27.6	27.8																			
				59.2	63.0	38.2	48.3																			
Science																										
					Did not meet	Met	Exceeded																			
Science	Students in grade 5	47.0	8.4	38.6	53.0	51.3	9.2	42.1	48.7	37.8	2.7	35.1	62.2	38.8	7.5	31.3	61.2	66.5	15.7	50.8	33.5	60.9	9.4	51.4	39.1	
		Students in grade 8	44.2	2.3	41.9	55.8	54.8	6.0	48.8	45.2	38.0	1.4	36.6	62.0	42.2	6.7	35.6	57.8	63.8	11.6	52.2	36.2	57.9	7.9	50.0	42.1
			Students in grade 11	40.3	4.5	35.8	59.7	48.4	9.7	38.7	51.6	41.8	8.9	32.9	58.2	24.6	1.4	23.2	75.4	60.0	7.5	52.5	40.0	57.0	5.1	51.9

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

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

OUTCOMES WHAT ARE STUDENTS ACHIEVING IN HIGH SCHOOL?

	District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
	2012-13	2013-14	2014-15	2015-16	2015-16	2015-16
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	NA	75.0	67.9	65.3	83.5	78.6
	District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
	2011-12	2012-13	2013-14	2014-15	2014-15	2014-15
<i>Note: Graduation methodology changed in 2013-14.</i>						
GRADUATION RATE	Students earning a standard diploma within four years of entering high school.					
Overall graduation rate	57.5	62.0	47.2	58.9	73.8	56.9
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	76.5	65.1	69.0	52.5	81.6	69.7
DROPOUT RATE	Students who dropped out during the school year and did not re-enroll.					
Overall dropout rate	5.8	8.2	10.4	5.1	4.3	9.0
	District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
	2010-11	2011-12	2012-13	2013-14	2013-14	2013-14
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	57.0	58.5	45.2	45.3	59.4	47.0

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

STUDENT GROUP OUTCOMES

	District Performance (%)	Oregon Performance (%)	Like-District Average (%)	District Performance (%)	Oregon Performance (%)	Like-District Average (%)	District Performance (%)	Oregon Performance (%)	Like-District Average (%)		
Economically Disadvantaged			American Indian/Alaska Native			Native Hawaiian/Pacific Islander					
On Track	65.6	76.1	73.1	On Track	*	73.3	64.6	On Track	*	79.9	87.5
Graduation	55.2	66.4	53.8	Graduation	50.0	55.0	52.2	Graduation	--	63.2	50.0
Completion	42.5	76.2	66.9	Completion	25.0	67.4	68.7	Completion	50.0	76.6	81.8
Dropout	3.2	4.3	7.2	Dropout	16.7	8.6	9.1	Dropout	0.0	5.9	13.3
English Learners			Asian			White					
On Track	*	79.8	84.7	On Track	*	>95	70.6	On Track	70.9	85.1	79.5
Graduation	66.7	66.9	35.7	Graduation	100.0	87.5	63.3	Graduation	59.5	76.0	60.2
Completion	28.6	73.4	41.1	Completion	--	91.2	88.0	Completion	54.5	83.8	72.1
Dropout	4.0	5.0	26.2	Dropout	0.0	1.3	2.6	Dropout	4.8	3.9	7.6
Students with Disabilities			Black/African American			Female					
On Track	*	68.6	70.6	On Track	*	78.6	82.4	On Track	67.6	86.8	81.9
Graduation	38.5	52.7	38.2	Graduation	100.0	62.6	34.2	Graduation	59.2	77.8	62.2
Completion	27.3	64.3	54.3	Completion	75.0	72.5	66.7	Completion	56.3	84.7	73.2
Dropout	2.2	5.8	10.4	Dropout	0.0	6.2	20.2	Dropout	4.6	3.6	8.2
Migrant			Hispanic/Latino			Male					
On Track	*	78.5	93.8	On Track	50.0	77.8	79.6	On Track	62.9	80.3	75.4
Graduation	--	65.9	33.3	Graduation	66.7	67.4	42.8	Graduation	58.7	70.1	51.6
Completion	0.0	72.5	43.3	Completion	46.2	74.9	57.0	Completion	48.2	78.7	66.4
Dropout	0.0	5.1	28.7	Dropout	4.6	5.3	17.8	Dropout	5.7	4.9	9.8
Talented and Gifted			Multi-Racial								
On Track	*	>95	91.9	On Track	*	83.0	73.9	<i>On-Track data are based on the 2015-16 school year; all other data are based on the 2014-15 school year.</i>			
Graduation	100.0	93.2	89.4	Graduation	20.0	72.7	55.7				
Completion	--	96.9	93.0	Completion	44.4	79.4	67.0				
Dropout	0.0	0.6	1.1	Dropout	5.0	4.7	9.1				

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

CURRICULUM & LEARNING ENVIRONMENT

SCHOOL READINESS	Elementary Schools	Middle Schools	High Schools
	<ul style="list-style-type: none"> Ready for Kindergarten PBIS: Positive Behavior Supports Kindergarten Transition Camp Community Connections for support and resources Website and Social Media Sites Open House and Literacy Nights Breakfast and Lunch Free to all students School Counselor is responsive to student/family needs Homeless Liaison 	<ul style="list-style-type: none"> PBIS: Positive Behavior Intervention Supports AVID: Advancement Via Individual Determination Connection with community organizations for support and resources School Website and Social Media Open House and Literacy Nights Breakfast and Lunch Free to all students School counselor is responsive to students/family needs Academic counseling and career guidance 	<ul style="list-style-type: none"> ACT, ASPIRE Program, AVID Program Counseling for Behavior and Emotional Issues Career Technical Education Daily Breakfast Program Foundations of Learning MTI (Multi-Tiered Instruction) National PE Standards PBIS (Positive Behavior Supports) PSAT/SAT Senior Focus Senior Projects STARS Testing Willamette Promise (College Courses)
ACADEMIC SUPPORT	Elementary Schools	Middle Schools	High Schools
	<ul style="list-style-type: none"> · Math and Reading intervention programs for qualifying students · Highly Qualified/Endorsed teachers in every classroom · Teacher led differentiated instruction to meet student needs · Professional Learning Communities: Teachers collaborate and use data to improve student learning · English Language Development Support · Talented and Gifted Services for qualified students · Various instructional strategies to meet student needs · K-5 Reading Intervention daily for all students 	<ul style="list-style-type: none"> · Math and Reading intervention programs for qualifying students · Highly Qualified/Endorsed teachers in every classroom · Teacher led differentiated instruction to meet student needs · Professional Learning Communities: Teachers collaborate and use data to improve student learning · English Language Development Support · Talented and Gifted Services for qualified students · Various instructional strategies to meet student needs · After School Tutoring 	<ul style="list-style-type: none"> After School Tutoring AVID Peer Tutoring Bilingual/ESOL Foundations of Learning Math Lab (MTI) Multi-Tiered Instruction (PBIS) Positive Behavior Intervention Supports Special Education/LRC Support
ACADEMIC ENRICHMENT	Elementary Schools	Middle Schools	High Schools
	<ul style="list-style-type: none"> Talented and Gifted support for qualified students Grade k-5: Music, Computer Fundamentals Project Lead the Way science curriculum for grades 3-5 	<ul style="list-style-type: none"> · Talented and Gifted support available for qualified students · Outdoor School for 6th grade students · Robotics, Leadership, Art and other elective opportunities 	<ul style="list-style-type: none"> World Language Courses Spanish 1 Spanish 2 Honors & Dual Enrollment Courses AP; Calculus, Environmental Science Geography, Biology 101, Biology 102, CIS 101 Communication 111, Math 111 & 112, Spanish 101, Spanish 102, US History, Writing 115, Writing 121 & 122 Additional Programs AVID (Advancement Via Individual Determination) Talented and Gifted

CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

CAREER & TECHNICAL EDUCATION		Middle Schools	High Schools
		None	Agriculture Classes-Future Farmers of America Business Classes Fire Fighter 1 3-D Printing Health Explorations
EXTRACURRICULAR ACTIVITIES		Middle Schools	High Schools
Elementary Schools	Community - Little Guy Wrestling, Tball, Baseball, Basketball and Soccer	Fall - Football, Volleyball and Cross Country Winter - Basketball Spring - Track Community - Little Guy Wrestling, Baseball, Softball and soccer Advanced Band, Intermediate Band, Basic Band, and Concert Choir	Associated Student Body, Audition Choir, Baseball, Boys and Girls Basketball, Cheer, Cross Country, Drama, Future Farmers of America, Football Gay-Straight Alliance, Pep Band, Robotics, Softball, Track, Vocal and Instrumental Music Health Careers Professional Preparation Program, Volleyball, Wrestling and Yearbook

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.

FEDERAL TITLE I DESIGNATION

For more information, please visit <http://www.ode.state.or.us/search/page/?id=3742>

	Tier 1	Tier 2	Tier 3	
Number of Elementary Schools	0	0	1	<p>Tier 1 Schools are formerly identified Priority, Priority S.I.G., Focus, or Other Title I Schools based on Oregon’s rating formula and ESEA Flexibility Waiver. These schools have demonstrated significant improvement since identification and are currently receiving technical assistance from ODE to support sustainability planning.</p> <p>Tier 2 Schools are formerly identified Priority, Priority S.I.G., Focus, or Other Title I Schools based on Oregon’s rating formula and ESEA Flexibility Waiver. These schools have demonstrated moderate improvement since identification and are currently receiving adaptive supports and monitoring from ODE.</p> <p>Tier 3 Schools are formerly identified Priority, Priority S.I.G., Focus, or Other Title I Schools based on Oregon’s rating formula and ESEA Flexibility Waiver. These schools have not made adequate improvement since identification and are currently receiving intensive interventions and monitoring from ODE.</p>
Number of Middle Schools	0	0	0	
Number of High Schools	0	0	0	