OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

OREGON AT-A-GLANCE DISTRICT PROFILE

Three Rivers/Josephine County SD

SUPERINTENDENT: David Valenzuela | 8550 New Hope Rd, Grants Pass 97527 | 541-862-3111

2024-25

Students We Serve

4,362
Student Enrollment

DEMOGRAPHICS

American Indian/Alaska Native	
Students	1%
Teachers	2%
Asian	
Students	1%
Teachers	2%
Black/African American	
Students	<1%
Teachers	1%
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Teachers	5%
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Students	78%
Teachers	89%

<5% Ever English Learners

17 Languages Spoken

16% Students with Disabilities

19% Mobile Students

53% Students Experiencing Poverty

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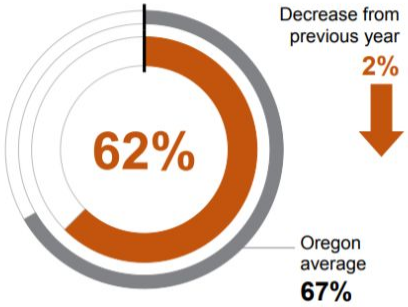
District Environment

REGULAR ATTENDERS

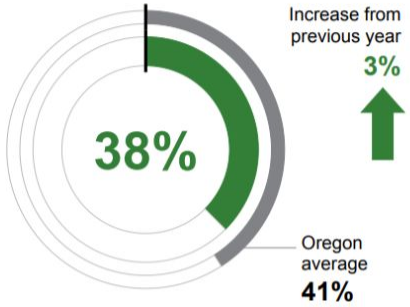
Students who attended more than 90% of their enrolled school days.



Academic Success

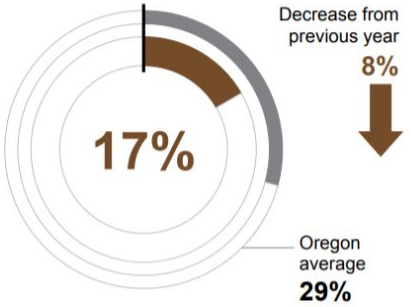
Grade 3 ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



Grade 8 MATHEMATICS

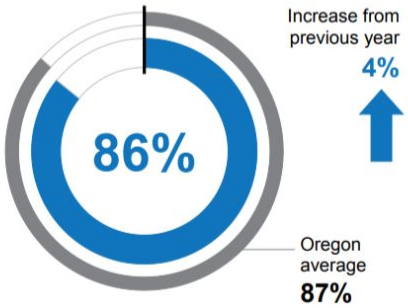
Students meeting state grade-level expectations.



High School Success

ON-TRACK TO GRADUATE

Students earning one-quarter of graduation credits in their 9th grade year.



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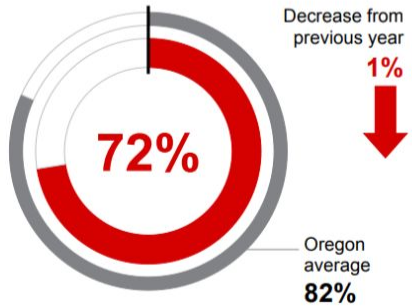

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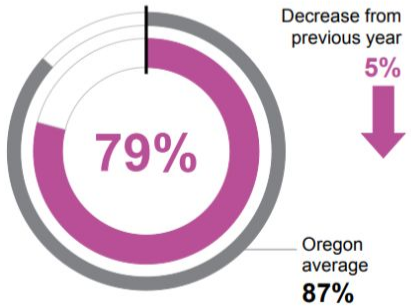

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2024-25

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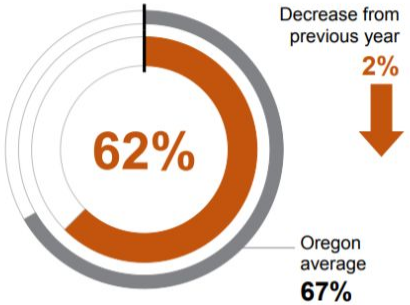

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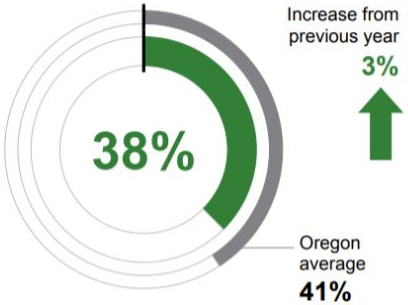

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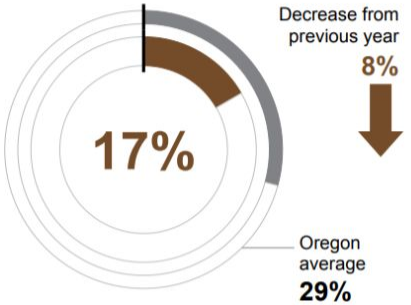

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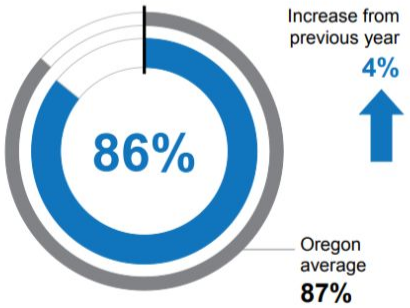

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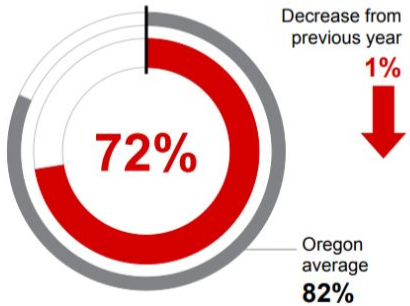

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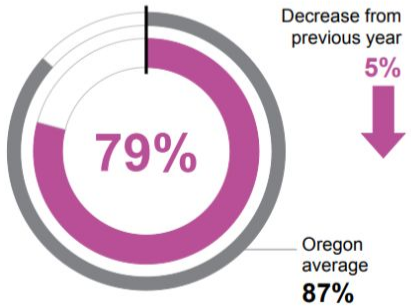

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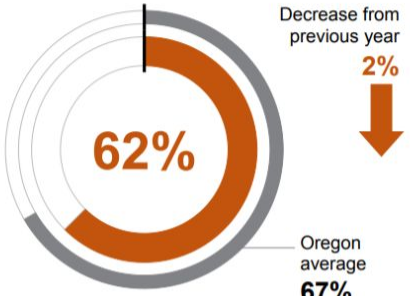

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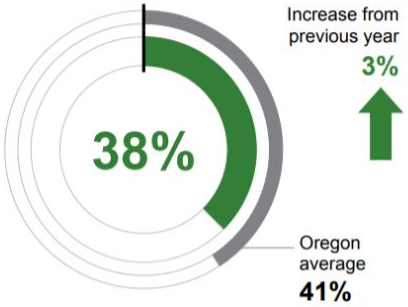

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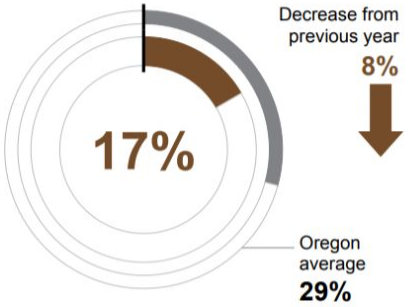

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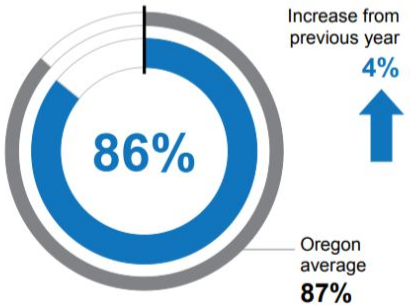

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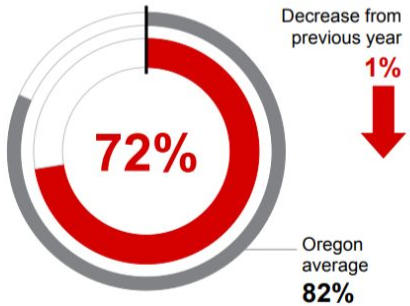

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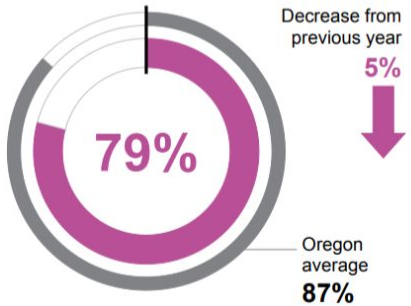

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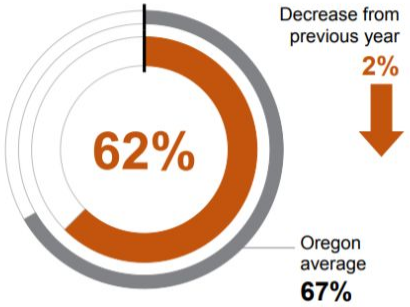

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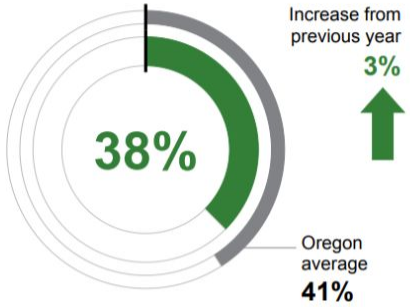

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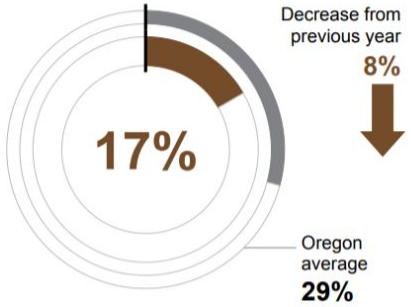

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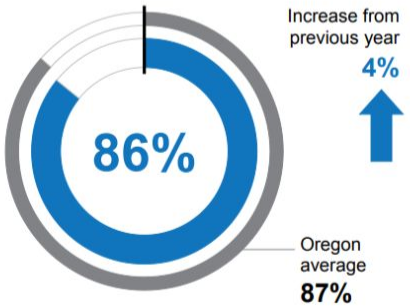

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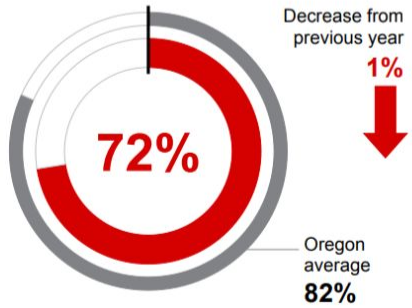

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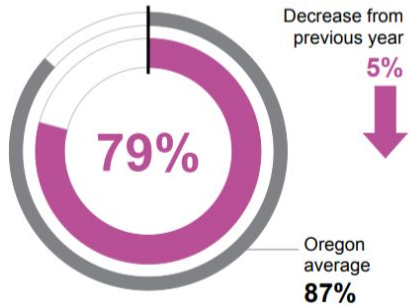

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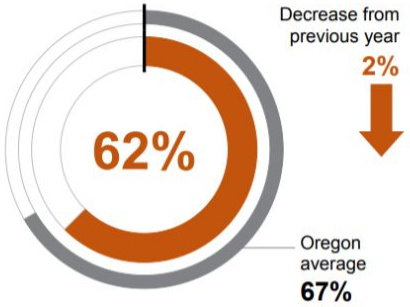

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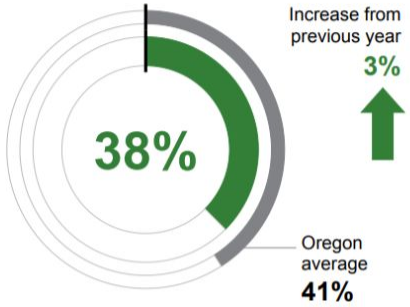

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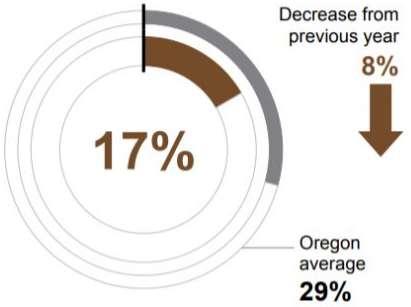

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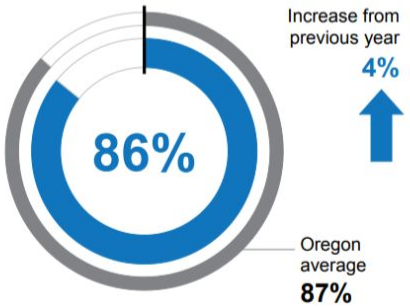

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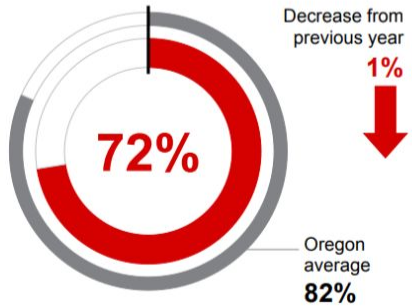

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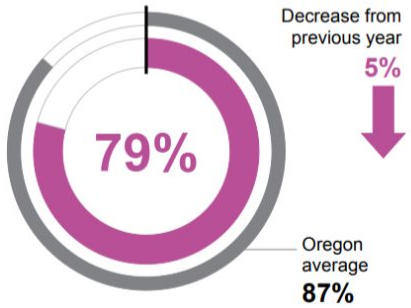

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Teachers	89%

<5% Ever English Learners

17 Languages Spoken

16% Students with Disabilities

19% Mobile Students

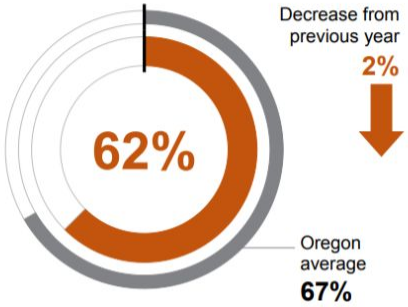
53% Students Experiencing Poverty

*<10 students or data unavailable

District Environment

REGULAR ATTENDERS

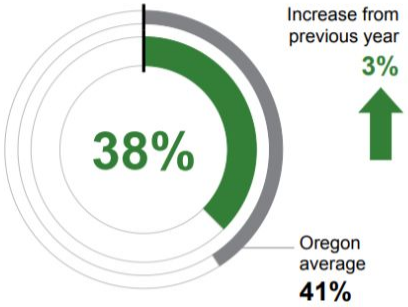
Students who attended more than 90% of their enrolled school days.



Academic Success

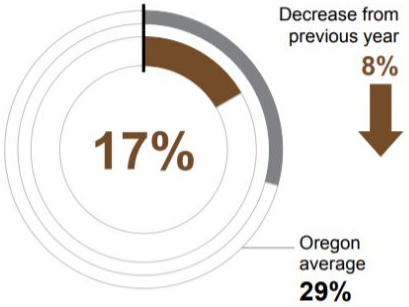
Grade 3 ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



Grade 8 MATHEMATICS

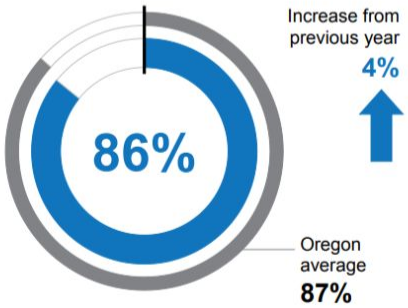
Students meeting state grade-level expectations.



High School Success

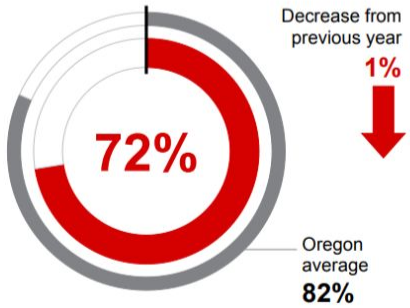
ON-TRACK TO GRADUATE

Students earning one-quarter of graduation credits in their 9th grade year.



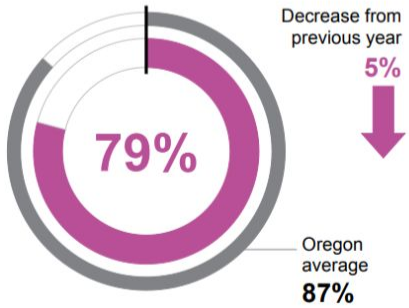
ON-TIME GRADUATION

*Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2020-21 graduating in **2023-24**.*



FIVE-YEAR COMPLETION

*Students earning a high school diploma or GED within five years. Cohort Includes students who were first-time ninth graders in 2019-20 finishing in **2023-24**.*



District Goals

Three Rivers School District continues to be guided by our core values: Student Success, Life-Ready Learners, fostering a Culture of Care, engaging families and community, while keeping school safety as a top priority. We are grateful our school board has upheld these values for many years, enabling staff to align efforts in support of these priorities. We firmly believe that student success will not be determined by race, ethnicity, language of origin, family economics, gender, sexual orientation, gender identity, ability, disability, or religion.

State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

OREGON DEPARTMENT OF EDUCATION

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OREGON AT-A-GLANCE DISTRICT PROFILE CONTINUED

Three Rivers/Josephine County SD

2024-25

Outcomes

Our Staff (rounded FTE)

30 Administrators

225 Teachers

204 Educational assistants

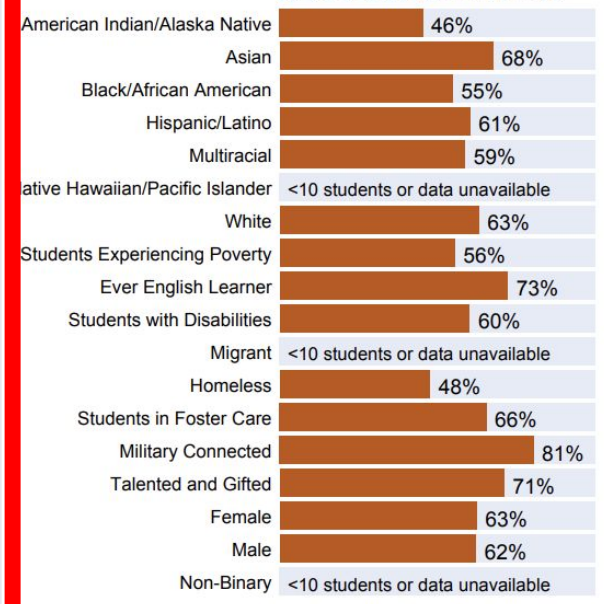
6 Counselors

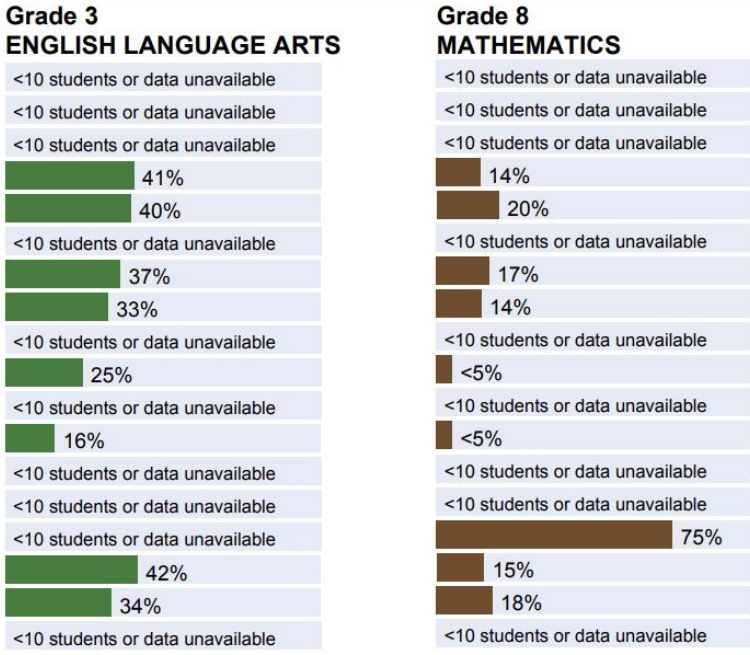
0 Social Workers

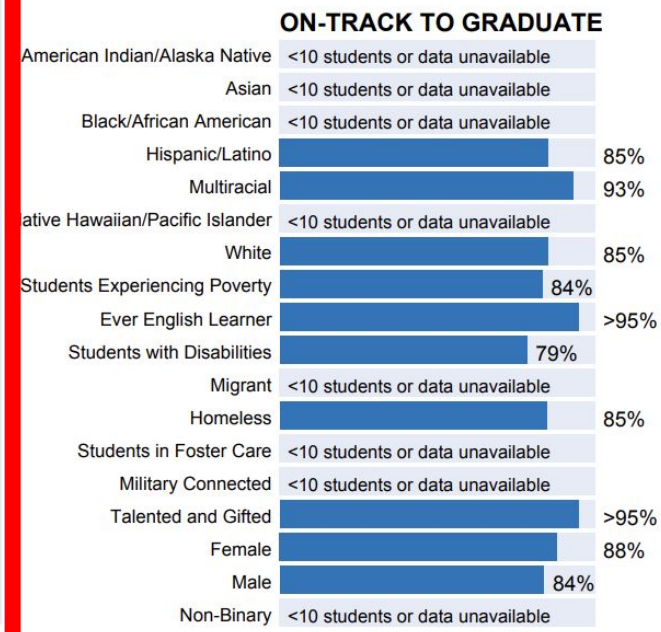
0 Licensed Librarians

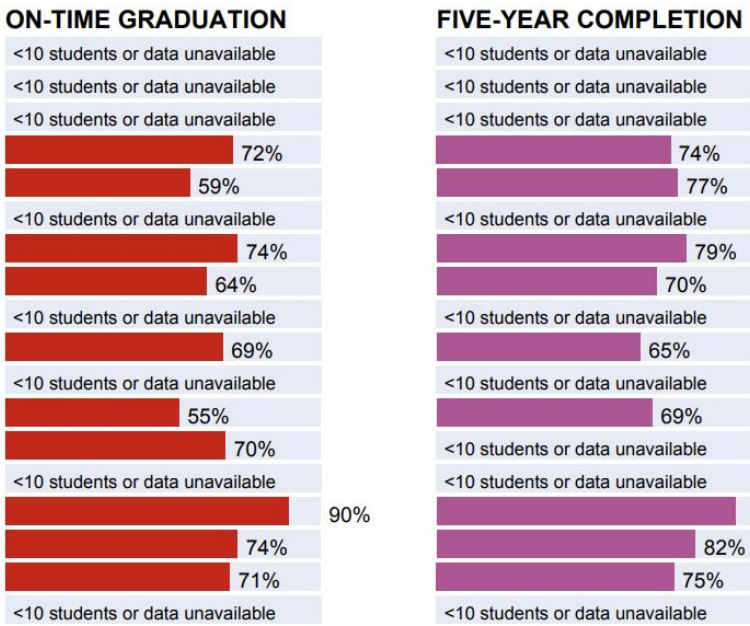
0 Psychologists

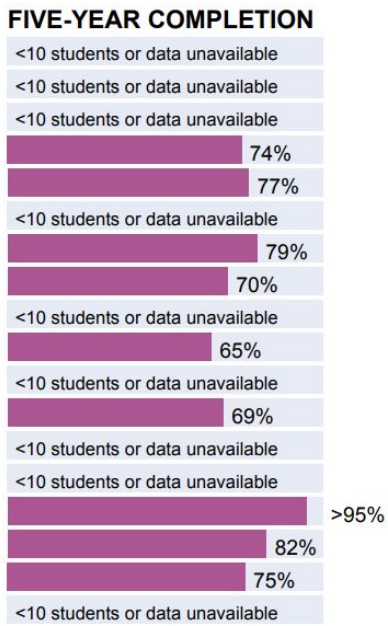
68% % of licensed teachers with more than 3 years of experience











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OREGON AT-A-GLANCE DISTRICT PROFILE CONTINUED

Three Rivers/Josephine County SD

2024-25

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68% % of licensed teachers with more than 3 years of experience

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Asian	68%
Black/African American	55%
Hispanic/Latino	61%
Multiracial	59%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	63%
Students Experiencing Poverty	56%
Ever English Learner	73%
Students with Disabilities	60%
Migrant	<10 students or data unavailable
Homeless	48%
Students in Foster Care	66%
Military Connected	81%
Talented and Gifted	71%
Female	63%
Male	62%
Non-Binary	<10 students or data unavailable

Grade 3 ENGLISH LANGUAGE ARTS

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Homeless	16%
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Female	42%
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Grade 8 MATHEMATICS

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Female	82%
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OREGON DEPARTMENT OF EDUCATION

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OREGON AT-A-GLANCE DISTRICT PROFILE CONTINUED

Three Rivers/Josephine County SD

2024-25

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30 Administrators

225 Teachers

204 Educational assistants

6 Counselors

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68% % of licensed teachers with more than 3 years of experience

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Opt-Out and Exemption for the state assessment

English Language Arts and Math - Oregon law (ORS 329.479) permits parents/guardians and students 18 years or older to annually **opt out** of Oregon's statewide tests in English Language Arts (ELA) and/or Mathematics. The school provides any student who is excused from a statewide ELA or mathematics test with supervised study time while other students are testing.

Science - Under Oregon Administrative Rule 581-022-1910, a "school district may excuse students from a state required program or learning activity, where necessary, to accommodate students' disabilities or religious beliefs." A parent/guardian may request their child be exempt from taking the science assessment.

TRSD combined Opt-Out & Exempt Data

GRADE	SCHOOL YEAR	# OF STUDENTS OPTED OUT	SCHOOL YEAR	# OF STUDENTS OPTED OUT	SCHOOL YEAR	# OF STUDENTS EXEMPT
	ELA		MATH		SCIENCE	
3rd Grade	2023-2024	10	2023-2024	12	2023-2024	N/A
	2024-2025	4	2024-2025	3	2024-2025	N/A
4th Grade	2023-2024	2	2023-2024	2	2023-2024	N/A
	2024-2025	4	2024-2025	4	2024-2025	N/A
5th Grade	2023-2024	6	2023-2024	6	2023-2024	1
	2024-2025	0	2024-2025	0	2024-2025	0
6th Grade	2023-2024	6	2023-2024	6	2023-2024	N/A
	2024-2025	20	2024-2025	18	2024-2025	N/A
7th Grade	2023-2024	9	2023-2024	9	2023-2024	N/A
	2024-2025	9	2024-2025	9	2024-2025	N/A
8th Grade	2023-2024	18	2023-2024	19	2023-2024	12
	2024-2025	11	2024-2025	11	2024-2025	2
11th Grade	2023-2024	29	2023-2024	29	2023-2024	23
	2024-2025	35	2024-2025	35	2024-2025	22

OREGON DEPARTMENT OF EDUCATION

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OREGON AT-A-GLANCE DISTRICT PROFILE CONTINUED

Three Rivers/Josephine County SD

2024-25

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OREGON AT-A-GLANCE DISTRICT PROFILE CONTINUED

Three Rivers/Josephine County SD

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2024-25

Outcomes

Our Staff (rounded FTE)

30 Administrators

225 Teachers

204 Educational assistants

6 Counselors

0 Social Workers

0 Licensed Librarians

0 Psychologists

68% % of licensed teachers with more than 3 years of experience

REGULAR ATTENDERS

American Indian/Alaska Native	46%
Asian	68%
Black/African American	55%
Hispanic/Latino	61%
Multiracial	59%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	63%
Students Experiencing Poverty	56%
Ever English Learner	73%
Students with Disabilities	60%
Migrant	<10 students or data unavailable
Homeless	48%
Students in Foster Care	66%
Military Connected	81%
Talented and Gifted	71%
Female	63%
Male	62%
Non-Binary	<10 students or data unavailable

Grade 3 ENGLISH LANGUAGE ARTS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	41%
Multiracial	40%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	37%
Students Experiencing Poverty	33%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	25%
Migrant	<10 students or data unavailable
Homeless	16%
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	42%
Male	34%
Non-Binary	<10 students or data unavailable

Grade 8 MATHEMATICS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	14%
Multiracial	20%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	17%
Students Experiencing Poverty	14%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	<5%
Migrant	<10 students or data unavailable
Homeless	<5%
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	75%
Female	15%
Male	18%
Non-Binary	<10 students or data unavailable

ON-TRACK TO GRADUATE

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	85%
Multiracial	93%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	85%
Students Experiencing Poverty	84%
Ever English Learner	>95%
Students with Disabilities	79%
Migrant	<10 students or data unavailable
Homeless	85%
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	>95%
Female	88%
Male	84%
Non-Binary	<10 students or data unavailable

ON-TIME GRADUATION

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	72%
Multiracial	59%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	74%
Students Experiencing Poverty	64%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	69%
Migrant	<10 students or data unavailable
Homeless	55%
Students in Foster Care	70%
Military Connected	<10 students or data unavailable
Talented and Gifted	90%
Female	74%
Male	71%
Non-Binary	<10 students or data unavailable

FIVE-YEAR COMPLETION

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	74%
Multiracial	77%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	79%
Students Experiencing Poverty	70%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	65%
Migrant	<10 students or data unavailable
Homeless	69%
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	>95%
Female	82%
Male	75%
Non-Binary	<10 students or data unavailable

Data are suppressed to protect confidential student information.

Seismic Safety: http://www.oregongeology.org/sub/projects/rvs/activity-updates/status.html

Increasing student academic achievement

School Year	Number of teachers trained to use Interim Assessment questions
2023-2024	26
2024-2025	87
2025-2026 *(as of 12/12/25)*	114

3rd grade math

Students collect beads to do a craft project.

- Claire collects 7 beads.
- Lucy collects 4 blue beads and 6 red beads.
- Regan collects 3 more beads than Lucy.
- Mary collects 2 yellow beads and 4 pink beads.

They put all of their beads together and then share them equally. How many beads does each student get?

8th grade math

Select the two possible values for x in the equation $x^3 = 125$.

- ☐ $\sqrt[3]{125}$
- ☐ $5\sqrt[3]{1}$
- ☐ 25
- ☐ 5
- ☐ $10\sqrt[3]{(1/2)}$

11th grade English Language Arts

The Paradox of Digital Civic Engagement

In recent decades, the rapid expansion of digital technology has reshaped nearly every aspect of civic participation in democratic societies. Citizens now possess, quite literally at their fingertips, vast archives of information about government actions, public policies, and global events. With a single click, a person may sign petitions, comment on legislation, or broadcast political opinions to thousands of people. Yet the very tools that promise a more involved and informed public present a set of challenges that policymakers, educators, and voters themselves are still struggling to understand.

Before the emergence of social media platforms, civic engagement generally depended on local meetings, physical ballots, and in-person debate. These methods demanded time, deliberation, and direct interaction among citizens. Today, however, digital participation often occurs in seconds and demands little more than an Internet connection. Supporters argue that this shift has empowered individuals whose voices were historically underrepresented. They credit online platforms with elevating marginalized viewpoints, expanding access to public forums, and enabling rapid mobilization in moments of social urgency.

Despite such benefits, the influence of digital technology on civic life carries significant complications. A growing collection of research indicates that online environments can distort information, reward emotionally charged language, and contribute to political polarization. Algorithms—designed primarily to maintain user attention—may unintentionally amplify misleading content or bury dissenting perspectives. In this way, the mechanisms meant to broaden participation may narrow the range of ideas to which citizens are exposed.

Another concern stems from the increasing role of private technology companies in public discourse. These corporations, whose primary responsibilities are to shareholders rather than voters, design the digital spaces where much of civic life now occurs. Their decisions about what content is promoted, restricted, or monetized have far-reaching implications for political dialogue. While many citizens welcome efforts to curb misinformation, others fear that excessive control could suppress legitimate debate and compromise democratic principles.

Still, the digital age holds considerable promise. When guided by transparent policies, responsible design, and informed citizens, technology can strengthen participation and support a healthier democratic culture. But achieving this balance requires careful attention. Just as earlier generations navigated the influence of newspapers, radio, and television on public life, today’s society must learn to integrate digital tools without surrendering the thoughtful engagement on which democracy depends.

11th grade English Language Arts

1. Which sentence from the passage best supports the conclusion that digital engagement can unintentionally limit the variety of perspectives citizens encounter?

A. *"Before the emergence of social media platforms, civic engagement generally depended on local meetings, physical ballots, and in-person debate."*

B. *"Supporters argue that this shift has empowered individuals whose voices were historically underrepresented."*

C. *"Algorithms—designed primarily to maintain user attention—may unintentionally amplify misleading content or bury dissenting perspectives."*

D. *"Still, the digital age holds considerable promise."*

11th grade English Language Arts

2. Which detail from the passage best supports the idea that technology companies have significant influence over modern political dialogue?

A. *"Citizens now possess, quite literally at their fingertips, vast archives of information about government actions."*

B. *"Their decisions about what content is promoted, restricted, or monetized have far-reaching implications for political dialogue."*

C. *"Today, however, digital participation often occurs in seconds and demands little more than an Internet connection."*

D. *"When guided by transparent policies, responsible design, and informed citizens, technology can strengthen participation."*

5th grade Science

Rabbit Fur Inheritance Problem

Fur color in rabbits can be tan or white. Some rabbits have solid tan fur and some have solid white fur. Other rabbits have both tan and white fur and are called spotted rabbits.

Figure 1 shows a tan male rabbit and a spotted female rabbit. These rabbits have babies; some are tan and others are spotted.

Figure 1. Parent Rabbits

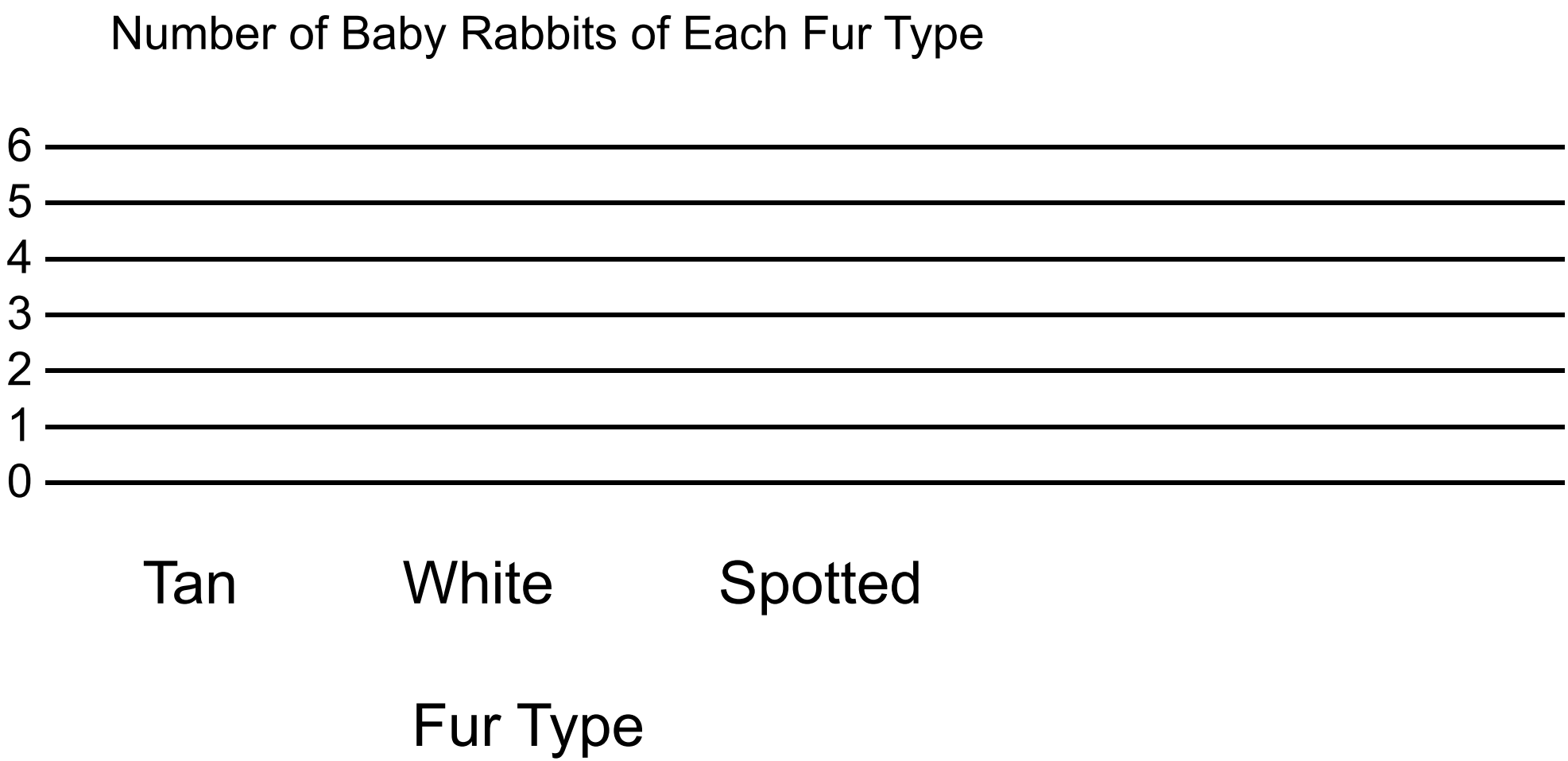
A group of baby rabbits born at the same time is called a litter.

This is the fur color of the babies in two litters produced by these parents.

Litter One	Litter Two
• Tan	• Tan
• Spotted	• Tan
• Spotted	• Spotted
• Tan	• Spotted

Part A

Create a bar graph showing the total number of baby rabbits of each fur type. Include the babies from **both** litters.



Part B

Choose the statement that **best** describes the number of baby rabbits of each fur type.

A. There are mostly white rabbits.
B. There are mostly spotted rabbits.
C. There are about equal numbers of each fur type.
D. There are about equal numbers of tan and spotted rabbits.

Part C

Select the correct phrase to complete the statement.

The spotted rabbits ⬜ inherited their fur pattern from one of the parents.

❏ must have
❏ might have
❏ could not have

Part D

Choose the **most** likely explanation for why all of the baby rabbits have some tan fur.

A. The babies can inherit tan fur from both parents.
B. The babies can only inherit tan fur from one parent.
C. The babies cannot inherit tan fur from either parent.
D. The babies cannot inherit tan fur from both parents.