

Validation Notes for District Summary Version 2015.08.27

This is the first preview of the 2014-15 school and district report cards.

For more information on the Report Card redesign, please visit:

<http://www.ode.state.or.us/search/page/?id=3942>.

For more information on the School and District Report Cards, please visit:

<http://www.ode.state.or.us/search/page/?id=3881>.

Video trainings on the new report cards can be found at:

<https://district.ode.state.or.us/search/page/?id=236>.

Please note that the following data elements are currently not available on the District Report Card summary:

- Like-District Averages
- SAT Participation



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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 five schools: Faulconer-Chapman School, Sheridan High School, Spartan Academy, 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 fact that last year was the first year our students took the Smarter Balanced Assessment. 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 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-5 reading 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.

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	283	148	235	388
Regular Attenders	85.4%	83.1%	75.6%	82.1%
Economically Disadvantaged	72%	68%	64%	46%
Students with Disabilities	12%	13%	8%	10%
English Learners	<5%	7%	9%	7%
Different Languages Spoken	3	2	3	2

Note: a ** is 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	29.0%	19.0%	26.1%	34.2%

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	2014-15
% of classes taught by highly qualified teachers	93.00%

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.

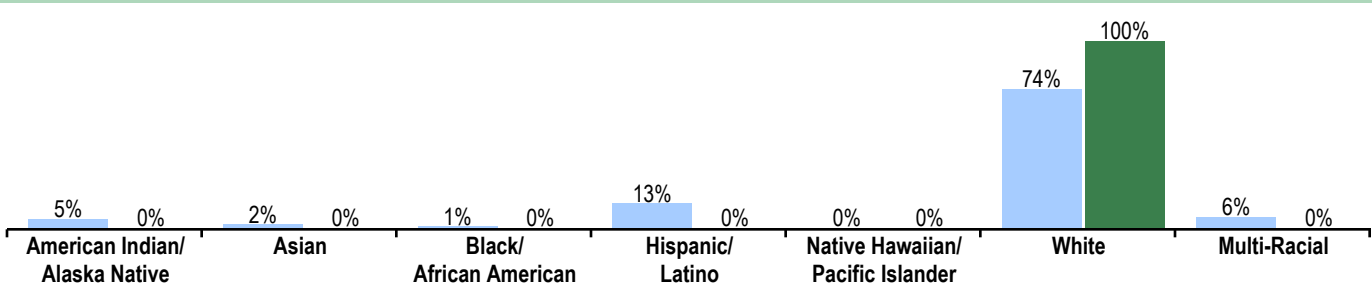
MEDIAN CLASS SIZE	Elementary		Middle		High		Combined	
	Dist.	OR	Dist.	OR	Dist.	OR	Dist.	OR
Self-Contained	22.0	25.0	--	--	--	--	7.0	15.0
Eng./Lang. Arts	22.0	22.0	--	--	21.5	24.0	9.0	17.0
Mathematics	21.0	21.0	--	--	24.5	24.0	13.0	15.0
Science	22.0	24.0	--	--	27.5	25.0	15.5	18.0
Social Studies	20.0	24.0	--	--	23.5	27.0	12.5	19.0

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

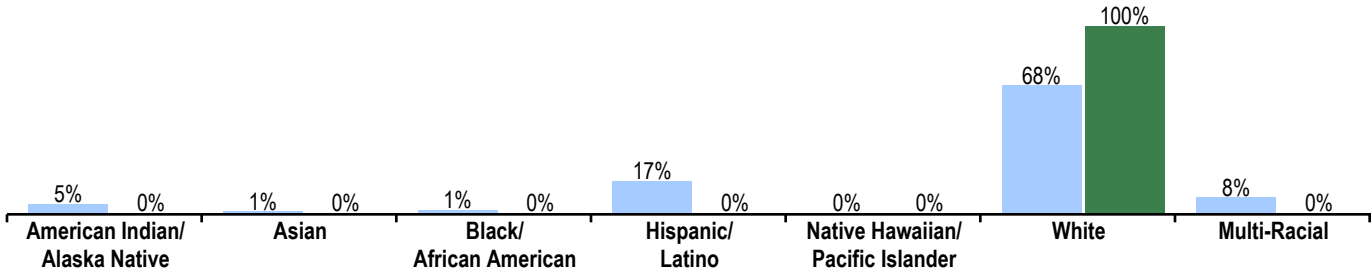
RACE/ETHNICITY OF STUDENTS AND STAFF 2014-15

Students Staff

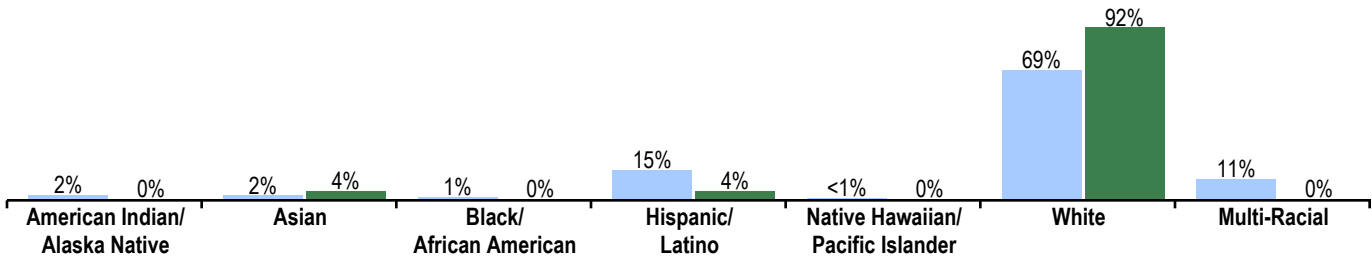
Grades K-3



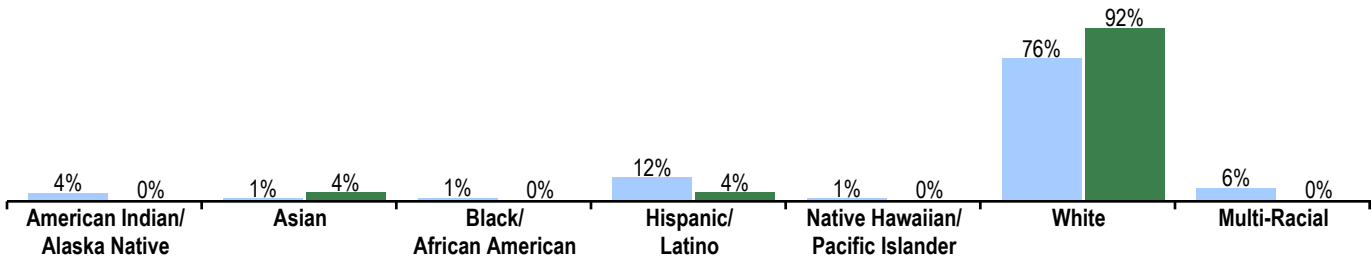
Grades 4-5



Grades 6-8



Grades 9-12



PER PUPIL SPENDING	2012-13	2013-14	2014-15
District	\$9,181	\$9,774	\$11,651
State	\$9,327	\$9,769	\$10,883

Oregon's quality education model (QEM) suggests adequate per pupil funding should be \$12,035 in 2014-15 (Statewide average). 2014-15 data reflect budgeted, not actual.

FUNDING SOURCES	% of Total
Local taxes and fees	18%
State funds	70%
Federal funds	12%

EXPULSIONS & SUSPENSIONS	Expulsions	Suspensions
Total Students	*	141
American Indian/Alaska Native	*	6
Asian	*	*
Black/African American	*	*
Hispanic/Latino	*	19
Multi-Racial	*	10
Native Hawaiian/Pacific Islander	*	*
White	*	104

Please visit www.ode.state.or.us/go/DisciplineData to view additional discipline data.

Note: a "*" is 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 (%)
		2011-12	2012-13	2013-14	2014-15	2014-15	2014-15
English Language Arts							
Students in grades 3 - 5 Students in grades 6 - 8 Students in grade 11	<i>2014-15 is the first operational year of English language arts assessments that measure college/career readiness.</i>			20.2	51.1	42.1	
				27.9	22.6	25.6	
				51.9	26.3	32.3	
				33.0	56.4	50.4	
				25.7	24.3	25.9	
				41.3	19.3	23.7	
				54.7	68.5	66.6	
				22.7	18.2	20.1	
				22.7	13.3	13.2	
Mathematics							
Students in grades 3 - 5 Students in grades 6 - 8 Students in grade 11	<i>2014-15 is the first operational year of mathematics assessments that measure college/career readiness.</i>			30.6	44.8	34.6	
				31.1	29.4	33.9	
				38.3	25.8	31.5	
				17.7	42.5	31.7	
				37.7	28.1	31.4	
				44.7	29.5	37.0	
				19.7	31.6	22.3	
				21.1	26.5	30.7	
				59.2	41.9	47.0	
Science							
Students in grade 5 Students in grade 8 Students in grade 11	43.2	47.0	51.3	37.8	66.8	66.7	
	16.0	8.4	9.2	2.7	13.4	9.6	
	27.2	38.6	42.1	35.1	53.4	57.1	
	56.8	53.0	48.7	62.2	33.2	33.3	
	49.5	44.2	54.8	38.0	65.0	63.9	
	7.4	2.3	6.0	1.4	9.5	6.7	
	42.1	41.9	48.8	36.6	55.5	57.3	
	50.5	55.8	45.2	62.0	35.0	36.1	
	33.3	40.3	48.4	41.8	62.6	57.8	
7.9	4.5	9.7	8.9	7.8	4.9		
25.4	35.8	38.7	32.9	54.7	53.0		
66.7	59.7	51.6	58.2	37.4	42.2		

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

Note: a "*" is displayed when data are unavailable or to protect student confidentiality.

OUTCOMES WHAT ARE STUDENTS ACHIEVING IN HIGH SCHOOL?

	District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
	2011-12	2012-13	2013-14	2014-15	2014-15	2014-15
COLLEGE AND CAREER READINESS	Students preparing for college and careers.					
Freshmen on track to graduate within 4 years	NA	NA	75.0	67.9	79.9	65.6
Students taking SAT	28.6	27.9	19.8	30.0	31.7	25.2
	District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
	2010-11	2011-12	2012-13	2013-14	2013-14	2013-14
<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	66.1	57.5	62.0	47.2	72.0	44.6
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	63.4	76.5	65.1	69.0	82.1	68.5
DROPOUT RATE	Students who dropped out during the school year and did not re-enroll.					
Overall dropout rate	3.6	5.8	8.2	10.4	4.0	10.9
	District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
	2009-10	2010-11	2011-12	2012-13	2012-13	2012-13
<i>Note: Dropout methodology changed in 2012-13.</i>						
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	46.4	57.0	58.5	45.2	60.5	50.9

*Note: a ** is 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	57.4	70.8	59.8	On Track	*	63.5	63.6	On Track	*	73.8	*		
Graduation	40.3	64.2	43.5	Graduation	0.0	53.5	39.2	Graduation	0.0	68.8	12.5		
Completion	72.5	77.1	66.8	Completion	100.0	70.3	61.8	Completion	--	77.0	42.9		
Dropout	8.1	3.8	7.9	Dropout	10.0	6.8	10.5	Dropout	33.3	5.8	29.4		
English Learners			Asian			White							
On Track	62.5	74.4	56.9	On Track	*	94.1	70.0	On Track	68.8	82.0	66.9		
Graduation	50.0	64.2	17.9	Graduation	--	85.9	71.4	Graduation	51.3	74.2	47.6		
Completion	100.0	72.3	30.6	Completion	--	90.3	62.5	Completion	66.3	84.5	72.3		
Dropout	22.2	4.9	46.0	Dropout	0.0	1.2	0.0	Dropout	7.5	3.5	8.6		
Students with Disabilities			Black/African American			Female							
On Track	50.0	64.3	48.2	On Track	*	70.2	*	On Track	64.0	83.5	70.2		
Graduation	20.0	51.1	34.0	Graduation	25.0	60.2	43.8	Graduation	46.4	76.2	47.2		
Completion	53.3	63.4	51.9	Completion	100.0	72.5	70.0	Completion	80.0	85.0	71.0		
Dropout	15.6	6.1	11.6	Dropout	20.0	6.0	21.6	Dropout	8.9	3.3	10.2		
Migrant			Hispanic/Latino			Male							
On Track	*	71.4	66.7	On Track	60.0	72.6	60.3	On Track	74.2	76.4	61.4		
Graduation	0.0	63.5	25.9	Graduation	55.6	64.9	28.7	Graduation	48.0	68.0	42.2		
Completion	--	71.1	28.6	Completion	70.0	75.0	51.7	Completion	55.6	79.5	66.2		
Dropout	33.3	5.4	75.6	Dropout	14.6	5.3	26.8	Dropout	12.1	4.5	11.6		
Talented and Gifted			Multi-Racial			<div style="border: 1px solid black; padding: 5px;"> <i>On-Track data are based on the 2014-15 school year; all other data are based on the 2013-14 school year.</i> </div>							
On Track	*	>95	93.3	On Track	*							81.7	58.1
Graduation	--	92.4	74.3	Graduation	40.0							69.8	48.1
Completion	66.7	97.1	87.7	Completion	75.0							80.5	69.8
Dropout	0.0	0.5	1.6	Dropout	26.7							4.3	9.5

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CURRICULUM & LEARNING ENVIRONMENT

SCHOOL READINESS	Elementary Schools	Middle Schools	High Schools
	Positive Behavior Intervention Supports (PBIS) Full Day Kindergarten Breakfast Program	Positive Behavior Intervention Supports (PBIS)	Positive Behavior Intervention Supports (PBIS) After school Program Meets National PE Standards House of Hope - Pregnant and Parenting Program Breakfast Program
ACADEMIC SUPPORT	Elementary Schools	Middle Schools	High Schools
	Multi Tiered Instruction (MTI) Title 1 Summer School	Summer School Outdoor School Advancement Via Individual Determination (AVID) Multi Tiered Instruction (MTI)	Advancement Via Individual Determination (AVID) Summer School After School Programs Robotics Multi Tiered Instruction (MTI)
ACADEMIC ENRICHMENT	Elementary Schools	Middle Schools	High Schools
	Summer School Talented and Gifted	Talented and Gifted	Spanish I, Spanish II Writing 115, 121 & 122 Honors English AP; Geography, Environmental Science, US History, English, Calculus Biology 101, Biology 102, CIS 101, Communication 111, Spanish 101-103, Spanish 201-203, Math 111

CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

CAREER & TECHNICAL EDUCATION		Middle Schools	High Schools
		None	Agriculture Classes-Future Farmers of America Business Classes BIZCONNECT
EXTRACURRICULAR ACTIVITIES		Middle Schools	High Schools
Elementary Schools	Community - Little Guy Wrestling, Tball, Baseball, Basketball and Soccer	Fall - Football and Volleyball Winter - Basketball Spring - Track Community - Little Guy Wrestling, Baseball, Softball and soccer	Fall - Cross Country, Football, Volleyball and Cheerleading Winter - Basketball and Wrestling Spring - Track, Baseball and Softball

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

Priority and Focus school designations were based on 2011-12 data. Model school designations were based on 2013-14 data.

	Priority	Focus	Model	
Number of Elementary Schools	0	1	0	<p>Priority Schools are high poverty schools that were ranked in the bottom 5% of Title I-A schools in the state based on Oregon's rating formula. These schools generally have overall very low achievement and limited growth over time. Additional supports and interventions to make improvements are needed.</p> <p>Focus Schools are high poverty schools that were ranked in the bottom 5% -15% of Title I-A schools in the state with a significant achievement gap based on Oregon's rating formula. These schools need additional support in closing the achievement gap among historically underserved student populations.</p> <p>Model Schools are high poverty schools that were ranked in the top 5% of Title I-A schools in the state based on Oregon's rating formula. These schools serve as models of successful student outcomes.</p>
Number of Middle Schools	0	0	0	
Number of High Schools	0	0	0	