

FROM THE DISTRICT SUPERINTENDENT

Dear Parents and Community Members,

DEAR COMMUNITY MEMBERS OF SHERMAN COUNTY:
This report card reflects the State of Oregon’s assessment of the overall performance of Sherman County Schools for the 2013-14 school year. It is a composite of the individual school performance reports for Sherman Elementary School and Sherman Junior-Senior High School. Those reports provide a statistically based measurement of student performance on state tests, information regarding student conduct and attendance, and yearly graduation rates. Please review each of the district’s schools independent report cards for detailed information regarding those aspects of student performance.

As you read through our schools’ performance reports, keep in mind that because our schools are tiny in comparison to public schools generally, sample sizes of particular measures are too small in many cases to provide an accurate assessment of the quality of your schools or the performance of certain sub-groups of students. Although the measurement formulas guided by federal law attempt to mitigate the effects of small sample size, large

swings in the data can be seen when comparing year-to-year performance.
In any regard, upon review one can see that the measurement of the quality of teaching and learning for Sherman County schools as described in these reports on the whole exceed state averages, and that your schools are doing a great job at providing its students with the skills and knowledge they will need as future productive members of our democratic society. Our pledge to the children of Sherman County, however, goes far beyond how they appear to score as a group on state tests. We are committed to ensuring that all students have the opportunity to excel as learners, guaranteeing that they possess the strengths, knowledge, and opportunities to best prepare them for postsecondary success.

Respectfully,
Dr. Peter M. Tarzian, Superintendent

Thank you,

Superintendent | Peter Tarzian

DISTRICT PROFILE

ENROLLMENT	Total enrollment 2013-14	Enrollment change from previous year	Students attending 90% or more of enrolled days
Grades K - 3	80	+12.7%	83.3%
Grades 4 - 5	36	-2.7%	85.7%
Grades 6 - 8	50	-5.7%	89.8%
Grades 9 - 12	78	+4.0%	80.0%

STUDENT MOBILITY	2013-14	Previous three year average
Students transferring:		
Into district	8.0%	5.1%
Out of district	6.9%	6.8%

SELECT DEMOGRAPHICS	2013-14			
	Grades K - 3	Grades 4 - 5	Grades 6 - 8	Grades 9 - 12
English Learners	*	*	*	*
Economically disadvantaged	50%	56%	32%	44%
Students with disabilities	25%	19%	14%	18%
Number of different languages spoken	2	1	2	2

Note: a ** is displayed when the data must be suppressed to protect student confidentiality.

STUDENT WELLNESS POLICY

<http://policy.osba.org/sherman/E/EFA%20G1.PDF>

CLASS SIZE	Average class size 2012-13
Grades K - 3	18.0
Grades 4 - 5	19.0

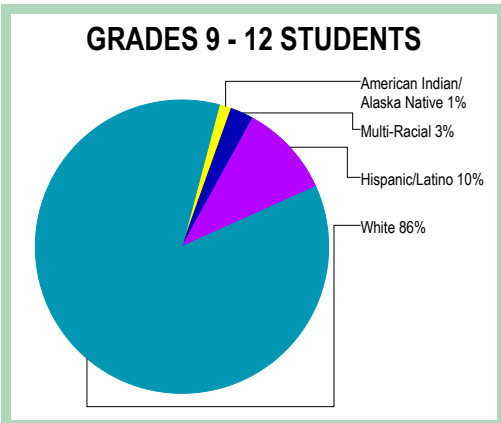
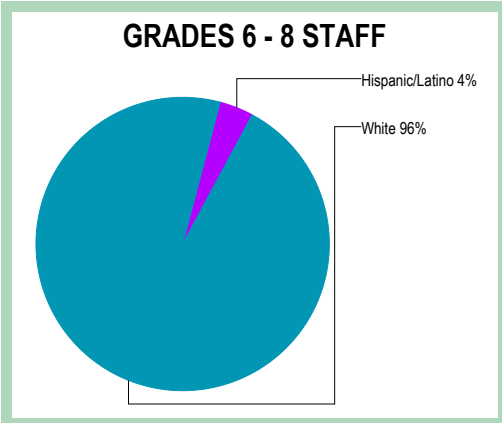
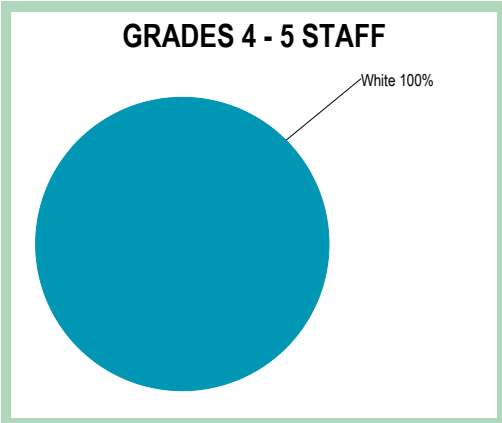
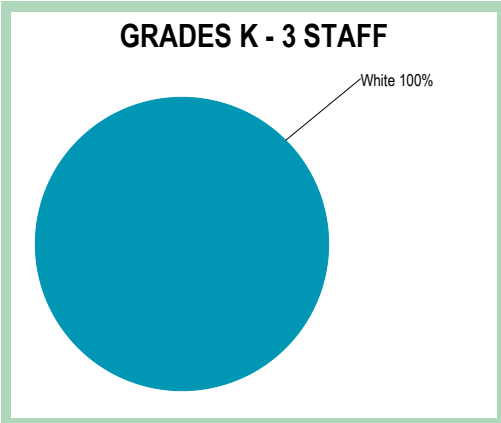
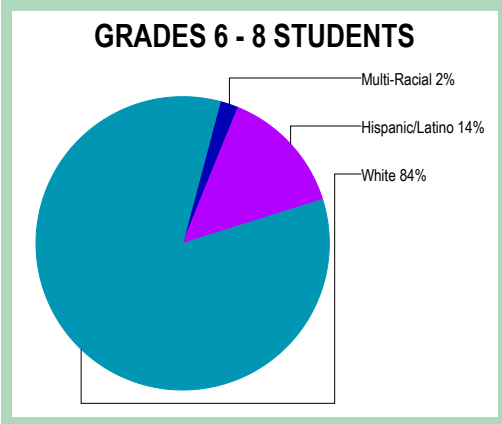
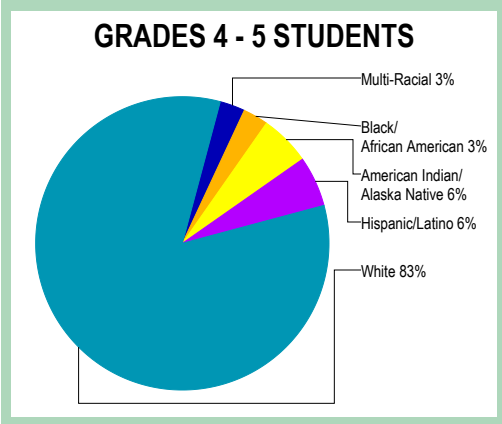
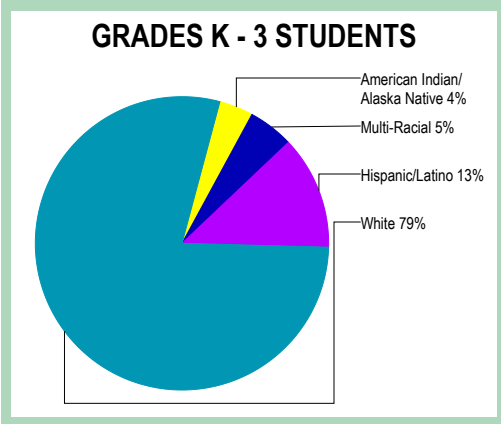
TEACHER PROFICIENCY	2013-14
Percentage of highly qualified teachers (as defined by the federal government)	100%

RACIAL EQUITY IN HIRING

Sherman County School District is an Equal Opportunity Employer.

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www.shermancountyschooldistrict.weebly.com

DISTRICT PROFILE (CONTINUED)



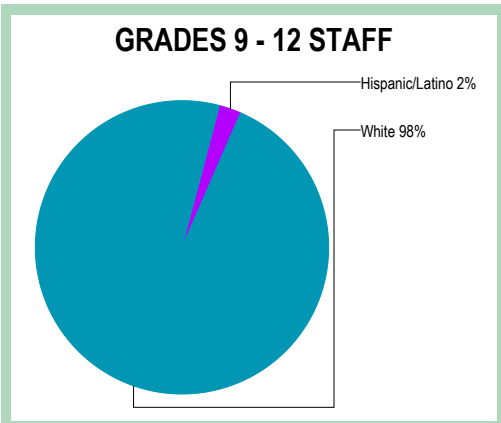
PER PUPIL SPENDING	2013-14	2012-13	2011-12	2010-11	2009-10
District	\$18,401	\$14,655	\$16,862	\$18,115	\$16,407
State	\$10,256	\$9,327	\$9,366	\$9,363	\$9,275

Oregon's quality education model (QEM) suggests adequate per pupil funding should be \$12,068 in 2013-14. (Statewide average) 2013-14 data reflects budgeted not actual.

FUNDING SOURCES	District funding derived from the below sources
Local taxes and fees	72%
State funds	22%
Federal funds	6%

SEISMIC SAFETY RATING

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



EXPULSIONS & SUSPENSIONS	Expulsions	Suspensions
Total Students	*	7
American Indian/Alaska Native	*	*
Asian	*	*
Black/African American	*	*
Hispanic/Latino	*	*
Multi-Racial	*	*
Native Hawaiian/Pacific Islander	*	*
White	*	6

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PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

Students in the district meeting or exceeding state standards on exams

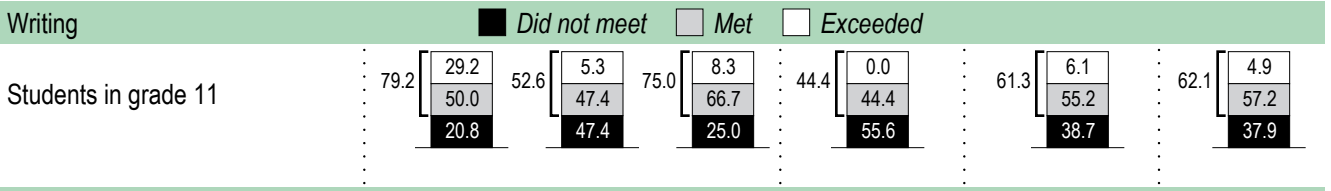
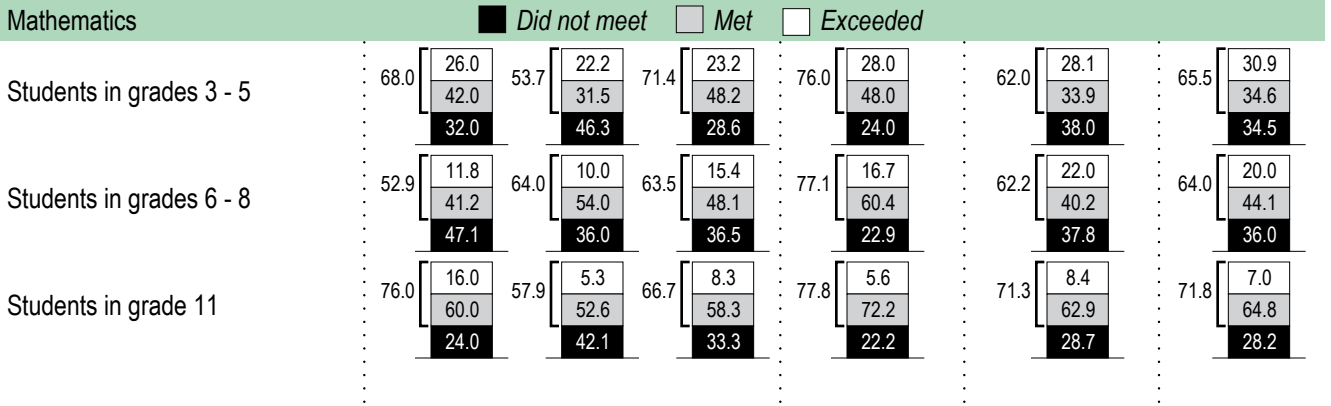
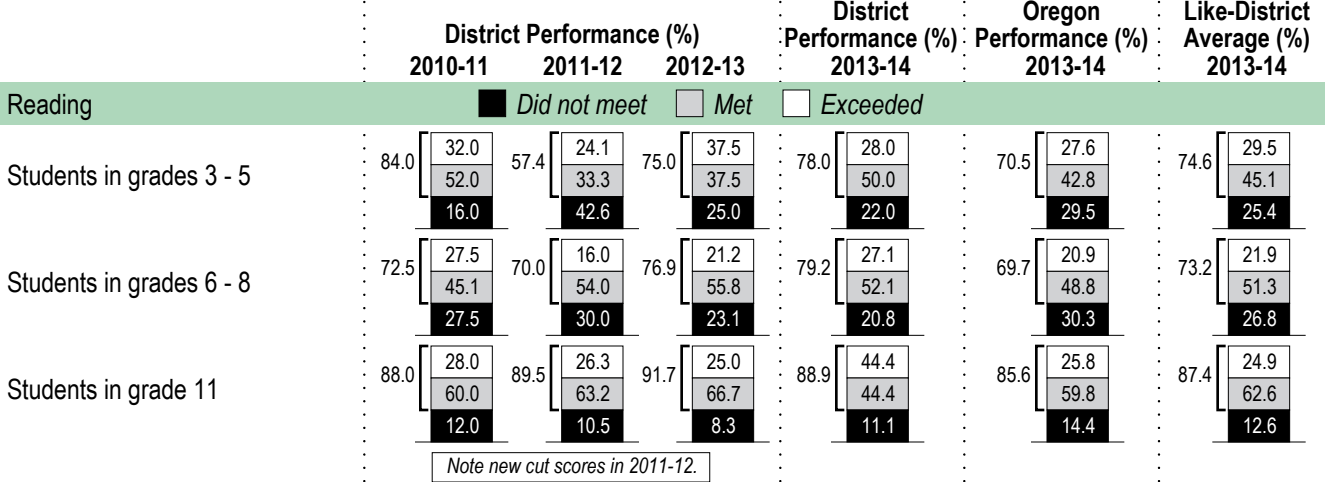
Did at least 95% of students in this district take state exams? Yes No

Participation rate criteria are in place to ensure schools test as many eligible students as possible

DISTRICT PERFORMANCE

Schools in this district participated in the Smarter Balanced field test.

Please interpret reading and mathematics assessment results with caution.



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.

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OUTCOMES WHAT ARE STUDENTS ACHIEVING IN HIGH SCHOOL?

		District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
		2010-11	2011-12	2012-13	2013-14	2013-14	2013-14
COLLEGE AND CAREER READINESS	Students preparing for college and careers.						
	Freshmen on track to graduate within 4 years	NA	NA	NA	90.9	78.5	77.8
	Students taking SAT	66.7	73.9	55.0	42.9	33.3	33.9
		District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
		2009-10	2010-11	2011-12	2012-13	2012-13	2012-13
GRADUATION RATE	Students graduating with a regular diploma within four years of entering high school.						
	Overall graduation rate	86.7	84.2	92.0	81.0	68.7	69.1
COMPLETION RATE	Students receiving a regular, modified, extended, or adult high school diploma or completing a GED within five years of entering high school.						
	Overall completion rate	100.0	93.3	94.4	100.0	81.5	76.2
DROPOUT RATE	Students who dropped out during the school year and did not re-enroll.						
	Overall dropout rate	1.1	0.0	0.0	11.3	4.0	4.1
	<i>Note: Dropout methodology change in 2012-13.</i>						
		District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
		2008-09	2009-10	2010-11	2011-12	2011-12	2011-12
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	58.3	70.4	62.5	52.0	54.7	59.0

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STUDENT GROUP OUTCOMES

		District Performance (%)	Oregon Performance (%)	District Compared to OR Average	District Performance (%)	Oregon Performance (%)	District Compared to OR Average	District Performance (%)	Oregon Performance (%)	District Compared to OR Average	
		(%)	(%)		(%)	(%)		(%)	(%)		
Economically Disadvantaged			American Indian/Alaska Native			Native Hawaiian/Pacific Islander					
On Track	85.7	68.8	+16.9	On Track	*	61.4	*	On Track	*	69.7	*
Graduation	77.8	60.4	+17.4	Graduation	--	51.6	--	Graduation	--	63.6	--
Completion	100.0	77.3	+22.7	Completion	--	67.9	--	Completion	--	77.0	--
Dropout	9.8	3.8	+6.0	Dropout	--	8.0	--	Dropout	--	5.0	--
English Learners			Asian			White					
On Track	*	70.3	*	On Track	*	92.4	*	On Track	89.5	81.1	+8.4
Graduation	--	58.0	--	Graduation	--	83.8	--	Graduation	78.9	71.0	+7.9
Completion	100.0	69.1	+30.9	Completion	--	87.8	--	Completion	100.0	83.9	+16.1
Dropout	0.0	5.0	-5.0	Dropout	--	1.5	--	Dropout	11.3	3.5	+7.8
Students with Disabilities			Black/African American			Female					
On Track	*	61.4	*	On Track	*	67.0	*	On Track	>95	82.1	*
Graduation	75.0	37.2	+37.8	Graduation	--	57.1	--	Graduation	87.5	73.2	+14.3
Completion	100.0	64.2	+35.8	Completion	100.0	71.0	+29.0	Completion	100.0	84.4	+15.6
Dropout	14.3	6.0	+8.3	Dropout	0.0	6.2	-6.2	Dropout	5.3	3.3	+2.0
Migrant			Hispanic/Latino			Male					
On Track	*	68.3	*	On Track	*	69.9	*	On Track	80.0	75.1	+4.9
Graduation	--	55.1	--	Graduation	100.0	60.8	+39.2	Graduation	76.9	64.3	+12.6
Completion	--	69.7	--	Completion	100.0	74.1	+25.9	Completion	100.0	78.9	+21.1
Dropout	--	4.8	--	Dropout	16.7	5.2	+11.5	Dropout	16.7	4.6	+12.1
Talented and Gifted			Multi-Racial								
On Track	*	95.5	*	On Track	*	79.8	*	<i>On-Track data is based on the 2013-14 school year; all other data is based on the 2012-13 school year.</i>			
Graduation	100.0	90.5	+9.5	Graduation	100.0	67.2	+32.8				
Completion	100.0	96.4	+3.6	Completion	--	82.3	--				
Dropout	0.0	0.5	-0.5	Dropout	0.0	4.5	-4.5				

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CURRICULUM & LEARNING ENVIRONMENT

SCHOOL READINESS	Elementary Schools	Middle Schools	High Schools
	<ul style="list-style-type: none"> · Kelso Conflict Management · School Breakfast Program · Counseling Services 	<ul style="list-style-type: none"> · Daily Breakfast Program · Counseling for academic, emotional and behavioral issues 	<ul style="list-style-type: none"> · Daily Breakfast Program · Counseling for academic, emotional and behavioral issues
ACADEMIC SUPPORT	Elementary Schools	Middle Schools	High Schools
	<ul style="list-style-type: none"> · Sepcial Education Program · ESL Program · Peer Reading/Math Buddies - Tutoring · SKORE - Oct - May - Afterschool Program · Title I Reading and Math 	<ul style="list-style-type: none"> · Husky Helping Hands After School Tutoring · ESL · Special Education · Career Guidance Counselor · Behavioral Support Counselor · Student Work Program · Intramural Program 	<ul style="list-style-type: none"> · Husky Helping Hands After School Tutoring · ESL · Special Education · Career Guidance Counselor · Behavioral Support Counselor · Student Work Program · Intramural Program
ACADEMIC ENRICHMENT	Elementary Schools	Middle Schools	High Schools
	<ul style="list-style-type: none"> · TAG Program - Grades 2-6 · Enrichment activities provided to all students · SKORE After School Program - Robotics · School Garden 	<p>World Language Courses</p> <ul style="list-style-type: none"> · Spanish 7th/8th · Spanish 1 · Spanish 2 <p>Honors & Dual Enrollment</p> <ul style="list-style-type: none"> · Early College through Columbia Gorge Community College · Eastern Promise dual credit courses through Eastern Oregon University · Blue Mountain Community College dual credit for Agriculture, Crops, Welding, and Animal Science <p>Clubs</p> <ul style="list-style-type: none"> · FFA · Robotics · National Honor Society 	<p>World Language Courses</p> <ul style="list-style-type: none"> · Spanish 7th/8th · Spanish 1 · Spanish 2 <p>Honors & Dual Enrollment</p> <ul style="list-style-type: none"> · Early College through Columbia Gorge Community College · Eastern Promise dual credit courses through Eastern Oregon University · Blue Mountain Community College dual credit for Agriculture, Crops, Welding, and Animal Science <p>Clubs</p> <ul style="list-style-type: none"> · FFA · Robotics · National Honor Society

CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

CAREER & TECHNICAL EDUCATION	Middle Schools	High Schools
	Not Applicable	<ul style="list-style-type: none"> · Agriculture Science and Technology with option for college credit from Blue Mountain Community College · Health Services with option for college credit from Central Oregon Community College

EXTRACURRICULAR ACTIVITIES	Elementary Schools	Middle Schools	High Schools
	SKORE - Robotics, Homework, Enrichment Activities Volleyball, Football Basketball Track	Academic Clubs <ul style="list-style-type: none"> · Band · Cooking after school · FFA · Honor Society · Robotics · Student Council Interscholastic Sports <ul style="list-style-type: none"> · Baseball · Basketball · Football · Tennis · Track · Volleyball 	Academic Clubs <ul style="list-style-type: none"> · Band · Cooking after school · FFA · Honor Society · Robotics · Student Council Interscholastic Sports <ul style="list-style-type: none"> · Baseball · Basketball · Football · Tennis · Track · Volleyball

Data and information in the Curriculum and Learning Environment section was provided by local schools and districts and was 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	0	1
Number of Middle Schools	0	0	0
Number of High Schools	0	0	0

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.

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.

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.