



Sweet Home SD 55

1920 Long St
Sweet Home, OR 97386 (541) 367-7126
www.sweethome.k12.or.us

SUPERINTENDENT Keith Winslow

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,

Sweet Home Parents and Community,
This report is the first state report from the new Smarter Balanced Assessment. The Smarter Balanced Assessment is designed to measure student learning with the Common Core Standards. Students in grades 3-8, and grade 11, took a Language Arts and a Math assessment. Students in grades 5, 8, and 11 also took a Science assessment. This report card is to provide educators, parents, and community some insight into overall district performance in regard to student learning and growth. Again, this is in the content areas of Language Arts, Math, and Science only.

Each school continues to focus on improved instruction and student learning in our weaker areas. Our main desire in the district is to work toward every student making adequate growth in their learning. The state breaks down student growth into three levels - low, typical, or high growth. I am happy to share that in

all subjects and grade levels assessed, we fell within the "typical" median growth percentile. Each school sets goals and strives to help students reach the highest level of progress within a given year. While we are pleased with the "typical" growth of our students, we are not satisfied with this level. This information from the new Smarter Balanced Assessment will guide our professional development, inform our data teams and decision making, and help set goals for improvement at each school.

I am extremely proud and honored to work with such a dedicated and responsible staff. They want to do the serious and necessary work of helping our students become college and career ready.
Keith Winslow
Superintendent

Thank you,

Superintendent | Keith Winslow

DISTRICT PROFILE

ENROLLMENT AND DEMOGRAPHICS	Grades K - 3	Grades 4 - 5	Grades 6 - 8	Grades 9 - 12
Total Enrollment	734	355	498	737
Regular Attenders	78.9%	82.6%	78.1%	59.7%
Economically Disadvantaged	80%	82%	68%	50%
Students with Disabilities	19%	26%	23%	16%
English Learners	*	*	<5%	*
Different Languages Spoken	3	3	2	7

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	22.5%	17.5%	16.5%	16.6%

STUDENT WELLNESS POLICY

Sweet Home School District is committed to reach, teach, and inspire the school community to adopt healthy lifestyles and nutrition. We promote our student's health and well-being by teaching healthy eating habits and promoting physical activity.
To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime the District's comprehensive wellness program addresses two main goals:
· Students will have the knowledge, skills and opportunities for making good nutrition choices.
· Students will have the knowledge, skills and opportunities to participate in healthy physical activities.

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	98.30%

RACIAL EQUITY IN HIRING

The Sweet Home School District Board of Directors believes that a district is a representation of the community. The Board of Directors supports equal employment opportunity, and equal treatment shall be practiced by the district. The district makes every effort to recruit, hire, and retain staff that reflects our diverse community. Sweet Home School District is an Equal Opportunity Employer and does not discriminate on the basis of race, religion, color, gender, sexual orientation, age, national origin or disability.

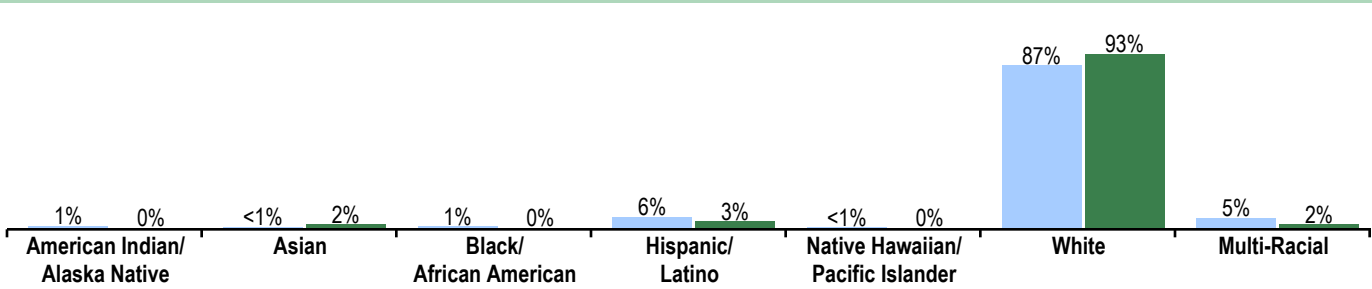
MEDIAN CLASS SIZE	Elementary		Middle		High		Combined	
	Dist.	OR	Dist.	OR	Dist.	OR	Dist.	OR
Self-Contained	22.5	25.0	--	--	--	--	--	--
Eng./Lang. Arts	--	--	21.0	25.0	24.0	24.0	--	--
Mathematics	--	--	27.0	26.0	21.0	24.0	--	--
Science	--	--	24.0	28.0	21.0	25.0	--	--
Social Studies	--	--	24.0	28.0	25.5	27.0	--	--

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

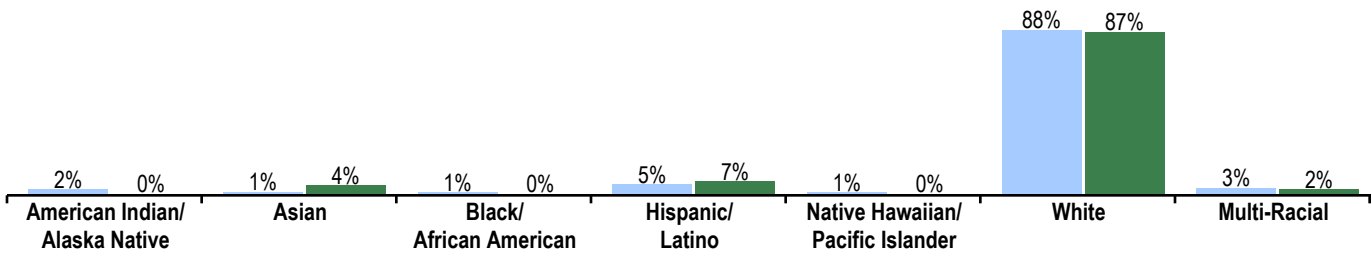
RACE/ETHNICITY OF STUDENTS AND STAFF 2014-15

Students Staff

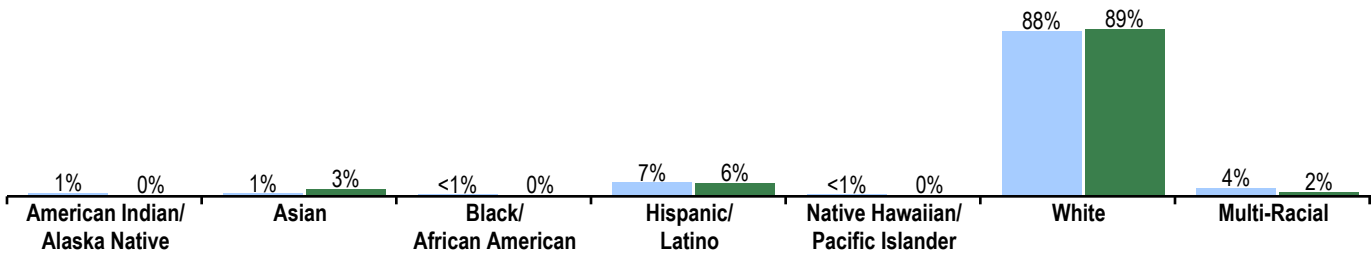
Grades K-3



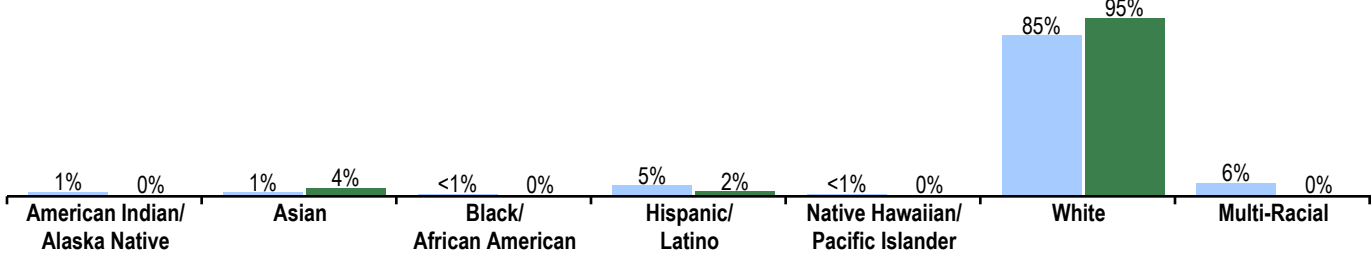
Grades 4-5



Grades 6-8



Grades 9-12



PER PUPIL SPENDING	2012-13	2013-14	2014-15
District	\$8,176	\$8,537	\$9,661
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	21%
State funds	69%
Federal funds	10%

EXPULSIONS & SUSPENSIONS	Expulsions	Suspensions
Total Students	*	142
American Indian/Alaska Native	*	*
Asian	*	*
Black/African American	*	*
Hispanic/Latino	*	7
Multi-Racial	*	12
Native Hawaiian/Pacific Islander	*	*
White	*	118

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.

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	69.0	79.4	79.9	76.3
Students taking SAT	32.8	26.1	11.1	15.8	31.7	30.1
	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	69.7	57.4	49.2	63.8	72.0	64.6
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	87.2	81.1	79.1	81.3	82.1	76.8
DROPOUT RATE	Students who dropped out during the school year and did not re-enroll.					
Overall dropout rate	1.4	3.1	3.1	5.3	4.0	6.5
	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	55.7	53.6	48.8	44.5	60.5	54.6

*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	72.7	70.8	68.7	On Track	*	63.5	82.1	On Track	*	73.8	*		
Graduation	62.0	64.2	57.9	Graduation	80.0	53.5	62.5	Graduation	100.0	68.8	80.0		
Completion	76.5	77.1	70.7	Completion	75.0	70.3	76.7	Completion	--	77.0	66.7		
Dropout	5.0	3.8	6.6	Dropout	0.0	6.8	5.7	Dropout	0.0	5.8	10.0		
English Learners			Asian			White							
On Track	*	74.4	59.0	On Track	*	94.1	88.9	On Track	81.2	82.0	76.6		
Graduation	0.0	64.2	48.4	Graduation	0.0	85.9	80.0	Graduation	64.8	74.2	64.6		
Completion	--	72.3	57.1	Completion	--	90.3	83.3	Completion	80.0	84.5	77.6		
Dropout	0.0	4.9	5.8	Dropout	0.0	1.2	1.5	Dropout	5.3	3.5	6.5		
Students with Disabilities			Black/African American			Female							
On Track	62.1	64.3	60.5	On Track	*	70.2	88.9	On Track	82.9	83.5	80.6		
Graduation	35.7	51.1	42.3	Graduation	100.0	60.2	57.1	Graduation	66.3	76.2	70.4		
Completion	54.5	63.4	55.4	Completion	100.0	72.5	44.4	Completion	86.9	85.0	79.7		
Dropout	9.4	6.1	9.8	Dropout	0.0	6.0	5.4	Dropout	4.1	3.3	6.0		
Migrant			Hispanic/Latino			Male							
On Track	*	71.4	*	On Track	83.3	72.6	69.6	On Track	76.2	76.4	71.5		
Graduation	--	63.5	71.4	Graduation	64.7	64.9	63.6	Graduation	61.5	68.0	59.1		
Completion	--	71.1	57.1	Completion	100.0	75.0	68.7	Completion	76.9	79.5	74.1		
Dropout	--	5.4	0.0	Dropout	7.3	5.3	6.9	Dropout	6.3	4.5	6.9		
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	>95	>95	On Track	61.5							81.7	78.8
Graduation	89.5	92.4	92.1	Graduation	14.3							69.8	64.3
Completion	93.8	97.1	95.4	Completion	100.0							80.5	78.5
Dropout	1.3	0.5	1.1	Dropout	8.0							4.3	7.1

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CURRICULUM & LEARNING ENVIRONMENT

SCHOOL READINESS	Elementary Schools	Middle Schools	High Schools
	Free Breakfast & Lunch Positive Behavioral Intervention & Supports (PBIS) School Counseling Services Full Day Kindergarten Gentle Start Kindergarten Full-time Instructional Assistant – Kindergarten Early Learning Hub	Positive Behavioral Intervention & Supports (PBIS) Free daily breakfast/ Grab-N-Go Snack at break 24-7 Bullying Hotline: 323-723-3043 Counseling for academic, emotional and behavioral needs	Free Breakfast Free Lunch Summer Program Positive Behavioral Intervention & Support (PBIS) HUSKY PRIDE Counseling Resource Fair that provides backpacks, school supplies, toiletries, hair cut vouchers Immunization Clinic Sports Physical Clinic Daily Nurse Support
ACADEMIC SUPPORT	Elementary Schools	Middle Schools	High Schools
	School-wide Title 1 support (K-6) Response to Intervention (RTI) Special Education Moby Max & IXL Computer Programs Homework Help Typing English Language Development Program Special Education	Special education programs Peer tutoring program Guided study classes School-wide Early Warning System: Academics, Behavior, Course Performance Tiger Tracks Literacy Intervention Math and Reading Support classes Math and Reading screening/placement District English Language Support	Special Education District English Language Support On-line proficiency & Credit Recovery Options Library open 9.5 hours daily Friday Teacher Access College & Career Advising Peer Tutoring Essential Skills Courses in Math, Writing, and Reading
ACADEMIC ENRICHMENT	Elementary Schools	Middle Schools	High Schools
	Talented and Gifted Spanish Instruction (4th & 5th grades) IXL Computer program Band (6th Grade) Clubs Outdoor Education Field Trips Student Leadership Transportation to Boys and Girls Club After School Acceleration for Math and Reading Music & Drama Homework Help	Algebra 1 Honors Course (= 1 HS Math credit) Talented & Gifted (T.A.G.) services Band/Choir/Art Electives Tiger Tracks Literacy Enrichment	Advanced Placement Courses Dual Credit Courses On-Line Course Options Watershed Stewards Outdoor Field Day Yearbook LBCC Classes on Campus Career Day Job Interviews College and Career Advising

CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

CAREER & TECHNICAL EDUCATION		Middle Schools	High Schools
		Beyond High School Electives (G.E.A.R.U.P.) Keyboarding/Computer Electives	Automotive technology Construction Metals & Manufacturing Business and Computers
EXTRACURRICULAR ACTIVITIES		Middle Schools	High Schools
	Elementary Schools	9- Interscholastic sports Library - open before and after school Academic and Service clubs, including: Garden, Art, Cross Country, Guitar, Drama, Hip on Herps, Aviation/Rocket, Astronomy, Outdoor/Adventure, Student-led Bible Study, Junior Watershed Council, Footbag and Student Government	15 Clubs/Activities 14 Sports Drama/Arts/Music Friday Teacher Access
	Family Open House Music/Theater Performances Monthly Behavior Incentives PTC Hosted Family Events Artist in Residence Field Day Safe Routes to School Boys & Girls Club Activities Outdoor Education Salmon Watch		

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.