

FROM THE DISTRICT SUPERINTENDENT

Dear Parents and Community Members,

It is again with great pride that I share with you the Oakland School District's annual report from the Oregon Department of Education. We have a great deal to celebrate throughout our district as you will see looking at this report. I would like to bring your attention to just a few key points.

We remain incredibly proud of the high numbers of seniors graduating from Oakland High School. This success comes from a culmination of diligent effort and expertise of all of our teachers and support staff K-12 that help prepare our students for graduation. Additionally, we celebrate robust community partnerships that bring enrichment and extracurricular activities to our students.

Although results from the assessment test that was taken last year are not being used to calculate our overall rating, I want to assure you that in most cases our students scored at or above the state average. Additionally, we continue to look at ways to strengthen our curriculum and the instructional strategies of our

teachers to meet the needs of our students. These efforts should also result in increased test scores for our students over time.

It is important to note the nearly 100% participation rate within our district. This means that most (94.5%) of the students who are to take the Smarter Balanced Assessment Test did in fact complete the test. This was a rarity across the state. It will remain incredibly important for students to continue to participate at this current rate in order for our teachers and administrators to get valuable information as to students' progress toward proficiency of the required skills for graduation. Please know that we strive to deliver the same excellence you have come to expect from us here. Your continued support and willingness to partner with us is greatly appreciated and welcomed.

Thank you,

Superintendent | Nanette Hagen

DISTRICT PROFILE

ENROLLMENT AND DEMOGRAPHICS	Grades K - 3	Grades 4 - 5	Grades 6 - 8	Grades 9 - 12
Total Enrollment	136	82	136	191
Regular Attenders	81.4%	85.3%	79.8%	77.0%
Economically Disadvantaged	67%	68%	54%	45%
Students with Disabilities	11%	20%	18%	14%
English Learners	*	*	*	*
Different Languages Spoken	2	2	2	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	17.4%	16.9%	15.6%	19.4%

STUDENT WELLNESS POLICY

Nutrition Promotion and Nutrition Education
Nutrition promotion and nutrition education shall focus on students' eating behaviors, be based on theories and methods proven effective by research and be consistent with state and local district health education standards. Nutrition education at all levels of the district's curriculum shall include, but not be limited to, the following essential components designed to help students learn:
1. Age-appropriate nutritional knowledge
2. Age-appropriate nutrition-related skills
3. How to assess one's personal eating habits, set goals for improvement and achieve those goals.
Physical Activity
In order to insure students are afforded the opportunity to engage in physical activity in the school setting, the following guidelines apply:
1. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of science, math, social studies, and language arts.
2. Physical education will be a course of study that focuses on students' development of motor skills, movement forms, and health related fitness.
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate motor skills, social skills, and knowledge.
4. All physical education classes will be taught by highly qualified physical education instructors; and
5. A daily recess period will be provided which will not be used as a punishment or a reward.

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	95.60%

RACIAL EQUITY IN HIRING

Equal employment opportunity and treatment shall be practiced by the district regardless of race, color, religion, sex, sexual orientation¹, 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	19.0	25.0	22.0	20.0	--	--	--	--
Eng./Lang. Arts	--	--	22.0	25.0	13.0	25.0	--	--
Mathematics	16.0	21.0	20.5	26.0	17.0	24.0	--	--
Science	--	--	22.0	28.0	18.0	26.0	--	--
Social Studies	--	--	19.0	28.0	22.0	27.0	--	--

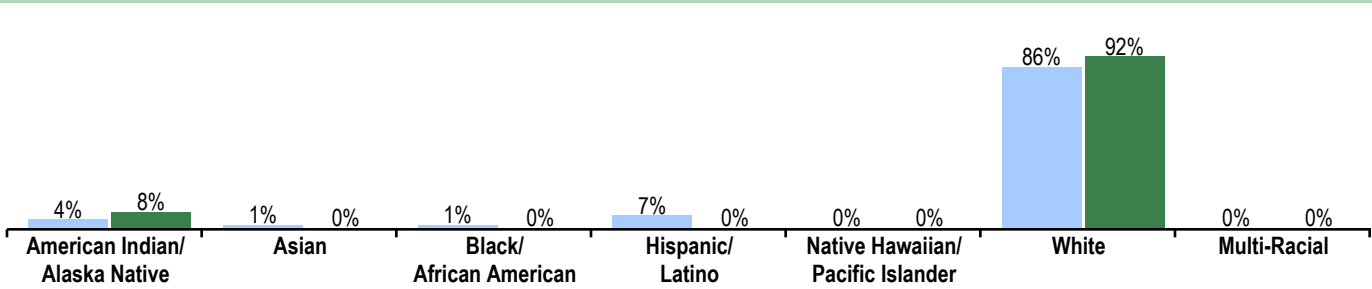
Combined schools have grade configurations not falling within the elementary, middle, and high categories (e.g., K-12 schools).

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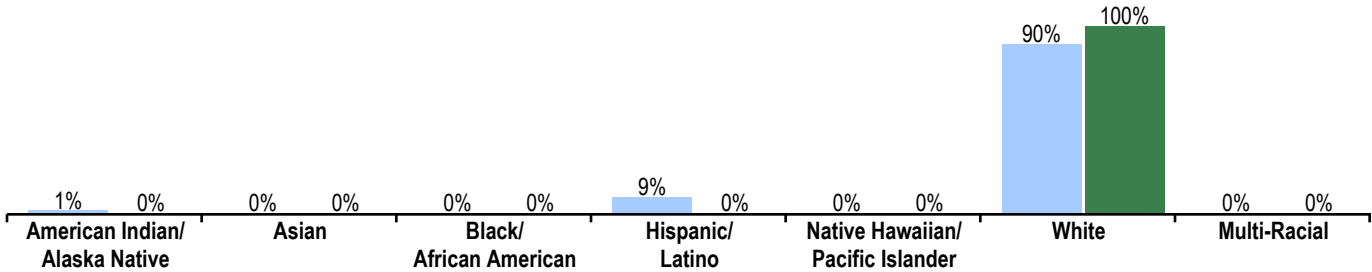
RACE/ETHNICITY OF STUDENTS AND STAFF 2015-16

Students Staff

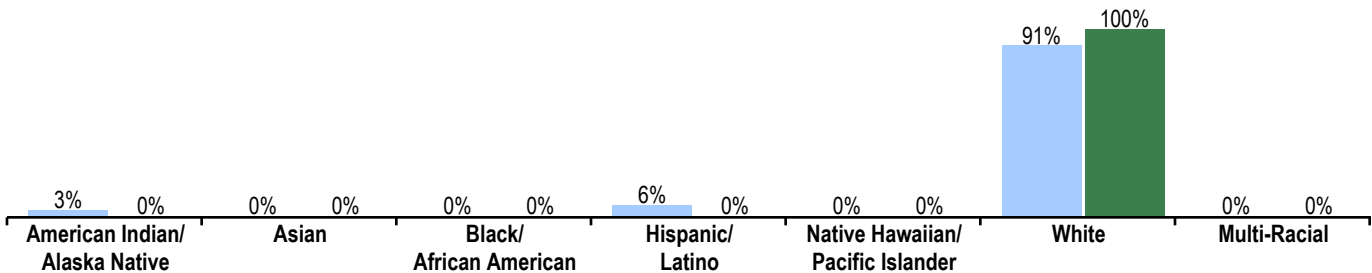
Grades K-3



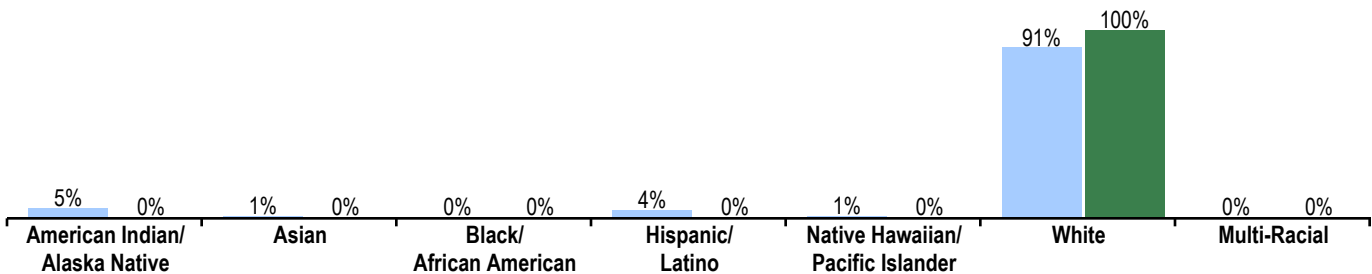
Grades 4-5



Grades 6-8



Grades 9-12



PER PUPIL SPENDING	2013-14	2014-15	2015-16
District	\$11,158	\$11,027	\$11,915
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	28%
State funds	62%
Federal funds	10%

EXPULSIONS & SUSPENSIONS	Expulsions	Suspensions
Total Students	*	29
American Indian/Alaska Native	*	*
Asian	*	*
Black/African American	*	*
Hispanic/Latino	*	*
Multi-Racial	*	*
Native Hawaiian/Pacific Islander	*	*
White	*	26

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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																							
Students in grades 3 - 5	2012-13	58.0			51.4	52.4	47.6																						
		26.8			23.4	21.3	24.2																						
		15.2			25.2	26.3	28.3																						
	2013-14	74.8			66.4	56.7	49.6																						
		16.5			23.9	23.5	26.4																						
		8.7			9.7	19.7	24.0																						
	2014-15	80.0			>95	70.0	75.2																						
		13.3			*	17.4	14.8																						
		6.7			*	12.6	10.0																						
<i>2014-15 was the first operational year of the new English language arts assessment.</i>																													
Mathematics																													
				Level 1	Level 2	Levels 3 & 4																							
Students in grades 3 - 5	2012-13	51.8			37.8	44.9	37.9																						
		29.5			34.2	28.5	32.9																						
		18.8			27.9	26.6	29.3																						
	2013-14	44.3			50.4	42.8	33.6																						
		38.3			32.3	27.5	30.6																						
		17.4			17.3	29.7	35.7																						
	2014-15	42.2			40.0	34.2	33.7																						
		33.3			40.0	27.6	29.0																						
		24.4			20.0	38.2	37.2																						
<i>2014-15 was the first operational year of the new mathematics assessment.</i>																													
Science																													
				Did not meet	Met	Exceeded																							
Students in grade 5	2012-13	75.0	15.0	60.0	25.0	84.4	6.3	78.1	15.6	82.1	7.7	74.4	17.9	70.3	10.8	59.5	29.7	66.5	15.7	50.8	33.5	68.2	10.7	57.5	31.8				
	2013-14	73.3	4.4	68.9	26.7	79.5	11.4	68.2	20.5	84.6	12.8	71.8	15.4	77.1	10.4	66.7	22.9	63.8	11.6	52.2	36.2	64.8	11.4	53.4	35.2				
	2014-15	83.0	10.6	72.3	17.0	58.8	8.8	50.0	41.2	73.3	11.1	62.2	26.7	75.6	8.9	66.7	24.4	60.0	7.5	52.5	40.0	63.7	6.9	56.8	36.3				

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

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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	80.4	91.1	68.2	83.5	79.9
	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	86.1	93.1	95.8	96.9	73.8	59.9
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	85.1	94.4	98.3	100.0	81.6	72.0
DROPOUT RATE	Students who dropped out during the school year and did not re-enroll.					
Overall dropout rate	1.0	0.0	0.0	0.0	4.3	8.9
	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	52.5	69.7	63.2	66.0	59.4	49.4

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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	55.6	76.1	75.8	On Track	*	>95	On Track	*	79.9
Graduation	95.2	66.4	56.5	Graduation	100.0	55.0	Graduation	--	63.2
Completion	100.0	76.2	68.4	Completion	100.0	67.4	Completion	--	76.6
Dropout	0.0	4.3	7.1	Dropout	0.0	8.6	Dropout	--	5.9
English Learners			Asian			White			
On Track	*	79.8	78.7	On Track	*	>95	On Track	69.0	85.1
Graduation	--	66.9	23.6	Graduation	--	87.5	Graduation	96.3	76.0
Completion	--	73.4	31.6	Completion	--	91.2	Completion	100.0	83.8
Dropout	--	5.0	39.9	Dropout	--	1.3	Dropout	0.0	3.9
Students with Disabilities			Black/African American			Female			
On Track	*	68.6	65.3	On Track	*	78.6	On Track	77.8	86.8
Graduation	75.0	52.7	47.3	Graduation	--	62.6	Graduation	100.0	77.8
Completion	100.0	64.3	59.8	Completion	100.0	72.5	Completion	100.0	84.7
Dropout	0.0	5.8	7.7	Dropout	--	6.2	Dropout	0.0	3.6
Migrant			Hispanic/Latino			Male			
On Track	*	78.5	*	On Track	*	77.8	On Track	61.5	80.3
Graduation	--	65.9	11.1	Graduation	100.0	67.4	Graduation	95.0	70.1
Completion	--	72.5	25.9	Completion	100.0	74.9	Completion	100.0	78.7
Dropout	--	5.1	69.4	Dropout	0.0	5.3	Dropout	0.0	4.9
Talented and Gifted			Multi-Racial						
On Track	*	>95	>95	On Track	*	83.0	On Track		
Graduation	100.0	93.2	88.1	Graduation	100.0	72.7	Graduation		
Completion	100.0	96.9	94.6	Completion	100.0	79.4	Completion		
Dropout	0.0	0.6	0.5	Dropout	0.0	4.7	Dropout		

On-Track data are based on the 2015-16 school year; all other data are based on the 2014-15 school year.

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CURRICULUM & LEARNING ENVIRONMENT

SCHOOL READINESS	Elementary Schools	Middle Schools	High Schools
	Coordination with Head Start to prepare students for kindergarten Daily universal free breakfast program Positive Behavior Intervention Support Program	Daily breakfast program Positive Behavior Support program Orientation for incoming 5th graders	Full Time High School Counselor Full Time Special Education teacher and three instructional assistants
ACADEMIC SUPPORT	Elementary Schools	Middle Schools	High Schools
	Special education program for students with learning disabilities School Wide Title I program for students in reading and math	Study support offered before school Title I Reading and Math program Special education program	Four remedial lab classes, two in English and two in Math. We offer Resource Room availability for students with special needs Small Class sizes and peer tutoring available We offer Before and after school Help class for students who need extra work Student Services Team and Attendance Committee
ACADEMIC ENRICHMENT	Elementary Schools	Middle Schools	High Schools
	Talented & gifted (TAG) program Arts in Education with Umpqua Valley Arts Association	WORLD LANGUAGE COURSES Not offered at this time SPECIAL PROGRAMS Talented & Gifted (TAG) program Advanced Placement in Math and Science	World Languages - Spanish I, II on site. Other languages through distance learning We offer an Honors diploma College Now dual credit program through UCC and BMCC (several courses available)

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CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

CAREER & TECHNICAL EDUCATION	Middle Schools	High Schools	
	Computer courses CIS (Career Information System)	Agriculture classes and subsequent activities help Career skills Woods, Metals, and Living on your own highlight Career skill building	
EXTRACURRICULAR ACTIVITIES	Elementary Schools	Middle Schools	High Schools
	Partnership with community based groups for recreational sports	Cross country, football, volleyball, basketball, wrestling, track Clubs: garden, photography/yearbook, leadership, student store, journalism, Science Lab assistant	Nine Varsity Interscholastic Sports at Oakland Co-op two others Three annual Band and Choir Concerts plus competitions One each of Art Society, FBLA, FFA, Ecology Club, Student Council, KICKS Club

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.