

**FROM THE DISTRICT SUPERINTENDENT**

Dear Parents and Community Members,

The Sisters School District is one of the best school districts in the State of Oregon in terms of student outcomes and test scores. I am proud of the work and efforts of our students, staff and community in creating a welcoming school environment for all kids learn in our schools. There are several important items that the State Report Card does not assess. This includes our low student to staff ratios, our welcoming school environments and the fact that we have music and art in all of our schools. We also have incredible partnerships with our community, including the Sisters Folk Festival, Sisters Science Club, Sisters Schools Foundation, Pursue Your Passion, Sisters Camp Sherman Fire Department and many other groups and individual volunteers. Because of our incredible community, we believe that we can serve every kid every day and in doing so we will leave no children behind. I truly believe that Sisters is a great place to live and learn!

Thank you,

Superintendent | Jim Golden

**DISTRICT PROFILE**

ENROLLMENT	Total enrollment 2013-14	Enrollment change from previous year	Students attending 90% or more of enrolled days
Grades K - 3	263	+8.7%	86.6%
Grades 4 - 5	145	+12.4%	92.8%
Grades 6 - 8	287	-3.4%	83.6%
Grades 9 - 12	446	-7.1%	79.7%

STUDENT MOBILITY	2013-14	Previous three year average
Students transferring:		
Into district	4.8%	4.4%
Out of district	4.8%	5.8%

**2013-14**

SELECT DEMOGRAPHICS	Grades K - 3	Grades 4 - 5	Grades 6 - 8	Grades 9 - 12
English Learners	7%	5%	<5%	<5%
Economically disadvantaged	35%	34%	28%	24%
Students with disabilities	6%	12%	10%	13%
Number of different languages spoken	2	2	3	3

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

**STUDENT WELLNESS POLICY**

Sisters School District takes a proactive effort to encourage students to make nutritious food choices. Our schools limit the sale or serving of foods or snacks high in fat, sodium or added sugars.

**CLASS SIZE**

	Average class size 2012-13
Grades K - 3	22.5
Grades 4 - 5	24.0

**TEACHER PROFICIENCY**

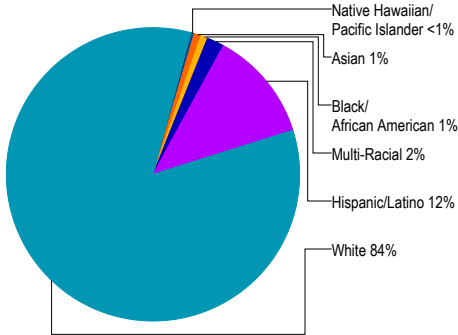
	2013-14
Percentage of highly qualified teachers (as defined by the federal government)	100%

**RACIAL EQUITY IN HIRING**

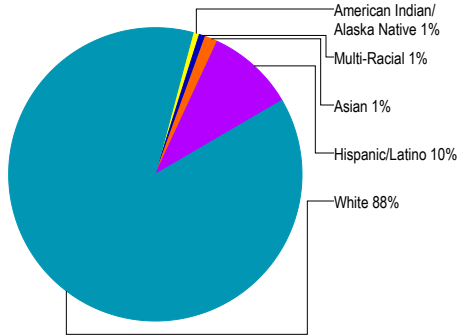
Equal employment opportunity and treatment shall be practiced by the district regardless of race, color, religion, sex, sexual orientation, national origin, marital status, age, and disability of the employee, with or without reasonable accommodation, is able to perform the essential functions of the position

**DISTRICT PROFILE (CONTINUED)**

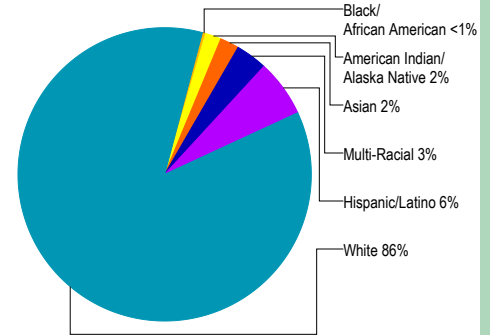
**GRADES K - 3 STUDENTS**



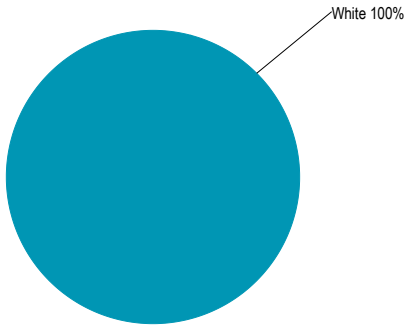
**GRADES 4 - 5 STUDENTS**



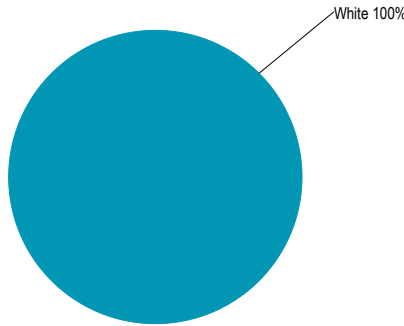
**GRADES 6 - 8 STUDENTS**



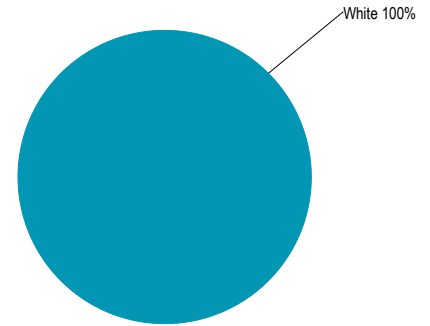
**GRADES K - 3 STAFF**



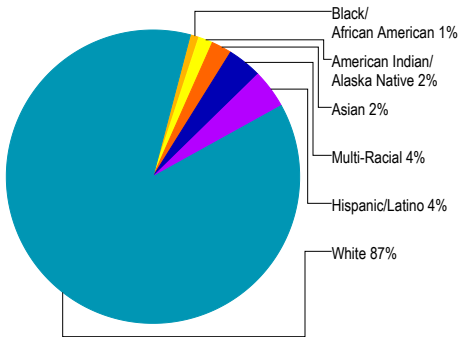
**GRADES 4 - 5 STAFF**



**GRADES 6 - 8 STAFF**



**GRADES 9 - 12 STUDENTS**



**PER PUPIL SPENDING**

	2013-14	2012-13	2011-12	2010-11	2009-10
District	\$10,724	\$9,923	\$9,628	\$9,250	\$9,074
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	82%
State funds	13%
Federal funds	5%

**SEISMIC SAFETY RATING**

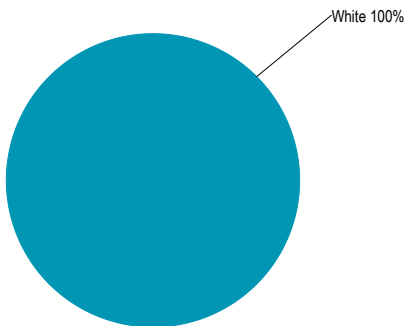
For a detailed report for each school, please visit:  
<http://www.oregongeology.org/sub/projects/rvs/activity-updates/status.html>

**EXPULSIONS & SUSPENSIONS**

	Expulsions	Suspensions
Total Students	*	78
American Indian/Alaska Native	*	*
Asian	*	*
Black/African American	*	*
Hispanic/Latino	*	7
Multi-Racial	*	*
Native Hawaiian/Pacific Islander	*	*
White	*	65

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

**GRADES 9 - 12 STAFF**



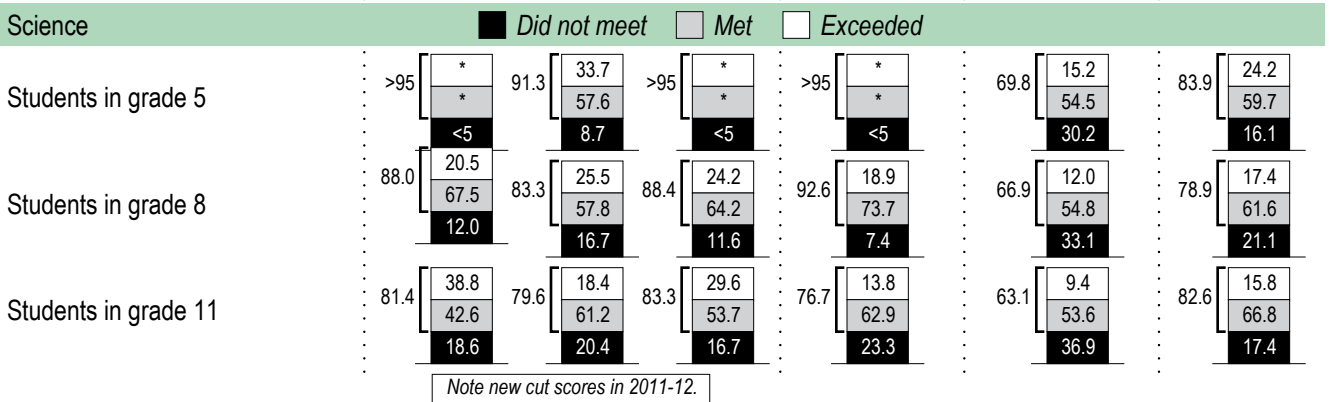
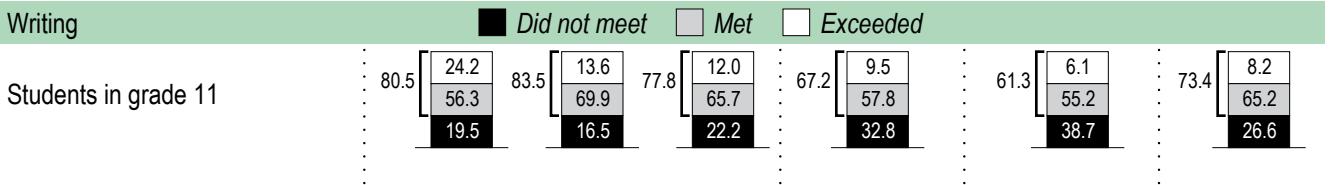
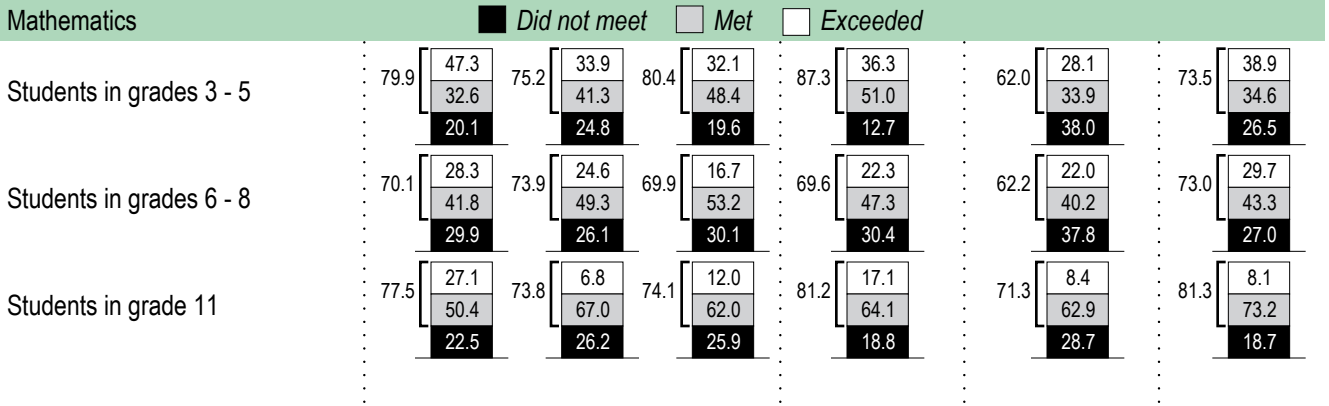
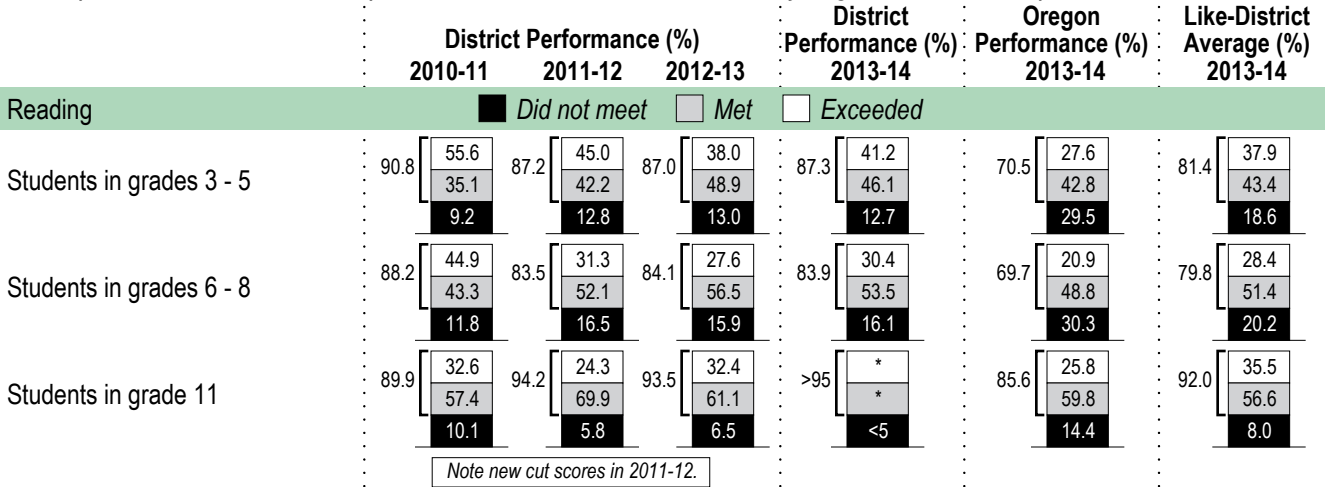
**PROGRESS** ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

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**



Visit [www.ode.state.or.us/go/data](http://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 (%)
		2010-11	2011-12	2012-13	2013-14	2013-14	2013-14
<b>COLLEGE AND CAREER READINESS</b>	Students preparing for college and careers.						
	Freshmen on track to graduate within 4 years	NA	NA	NA	89.0	78.5	90.1
	Students taking SAT	57.0	67.4	59.7	53.3	33.3	48.4
		District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
		2009-10	2010-11	2011-12	2012-13	2012-13	2012-13
<b>GRADUATION RATE</b>	Students graduating with a regular diploma within four years of entering high school.						
	Overall graduation rate	75.0	80.1	83.3	88.3	68.7	89.0
<b>COMPLETION RATE</b>	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	85.9	84.5	86.9	88.8	81.5	91.2
<b>DROPOUT RATE</b>	Students who dropped out during the school year and did not re-enroll.						
	Overall dropout rate	1.9	1.0	1.2	1.7	4.0	1.3
	<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
<b>CONTINUING EDUCATION</b>	Students continuing their education after high school.						
	Students who enrolled in a community college or four-year school within 16 months of graduation	75.3	74.6	73.9	72.4	54.7	69.8

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

**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	
<b>Economically Disadvantaged</b>			<b>American Indian/Alaska Native</b>			<b>Native Hawaiian/Pacific Islander</b>					
On Track	77.3	68.8	+8.5	On Track	*	61.4	*	On Track	*	69.7	*
Graduation	76.9	60.4	+16.5	Graduation	100.0	51.6	+48.4	Graduation	--	63.6	--
Completion	73.2	77.3	-4.1	Completion	100.0	67.9	+32.1	Completion	--	77.0	--
Dropout	3.2	3.8	-0.6	Dropout	0.0	8.0	-8.0	Dropout	--	5.0	--
<b>English Learners</b>			<b>Asian</b>			<b>White</b>					
On Track	*	70.3	*	On Track	*	92.4	*	On Track	89.6	81.1	+8.5
Graduation	100.0	58.0	+42.0	Graduation	100.0	83.8	+16.2	Graduation	88.8	71.0	+17.8
Completion	66.7	69.1	-2.4	Completion	100.0	87.8	+12.2	Completion	89.4	83.9	+5.5
Dropout	0.0	5.0	-5.0	Dropout	0.0	1.5	-1.5	Dropout	1.5	3.5	-2.1
<b>Students with Disabilities</b>			<b>Black/African American</b>			<b>Female</b>					
On Track	60.0	61.4	-1.4	On Track	*	67.0	*	On Track	>95	82.1	*
Graduation	63.6	37.2	+26.4	Graduation	100.0	57.1	+42.9	Graduation	87.7	73.2	+14.5
Completion	61.5	64.2	-2.7	Completion	100.0	71.0	+29.0	Completion	90.8	84.4	+6.4
Dropout	3.2	6.0	-2.8	Dropout	0.0	6.2	-6.2	Dropout	0.9	3.3	-2.4
<b>Migrant</b>			<b>Hispanic/Latino</b>			<b>Male</b>					
On Track	*	68.3	*	On Track	*	69.9	*	On Track	82.6	75.1	+7.5
Graduation	100.0	55.1	+44.9	Graduation	80.0	60.8	+19.2	Graduation	88.9	64.3	+24.6
Completion	--	69.7	--	Completion	70.0	74.1	-4.1	Completion	87.4	78.9	+8.5
Dropout	0.0	4.8	-4.8	Dropout	6.3	5.2	+1.1	Dropout	2.4	4.6	-2.2
<b>Talented and Gifted</b>			<b>Multi-Racial</b>								
On Track	>95	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	95.2	90.5	+4.7	Graduation	66.7	67.2	-0.5				
Completion	100.0	96.4	+3.6	Completion	100.0	82.3	+17.7				
Dropout	0.0	0.5	-0.5	Dropout	7.1	4.5	+2.6				

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## CURRICULUM & LEARNING ENVIRONMENT

SCHOOL READINESS	Elementary Schools	Middle Schools	High Schools
	<p>On-Site Preschool Program</p> <p>PreK-4 Advisory Council</p> <p>Kindergarten Assessment</p> <p>Full Day Kindergarten</p> <p>School-wide Events to Promote Community and Family Involvement</p> <p>Full Time Hispanic Advocate</p>	<p>Transition Day: Teachers, Principal and Counselor provide events during the last weeks of spring to help incoming 4th grade students become familiar with the middle school.</p> <p>Student Support Team: Meets with 4th grade teachers to determine specific placement of struggling students.</p> <p>Student Effectiveness Team: Meets weekly to identify students who need support in academics or students who need help with a social/emotional issue.</p> <p>Home Room: All students will meet in a designated Home Room each day. The focus of this period will be Organizational Skills, Successful Habits of a Student, and Positive Behavior lessons</p>	<p>9th grade transition program</p> <p>Summer School</p> <p>Vertical alignment of content</p> <p>Every student is known</p> <p>Freshman Orientation</p> <p>Focus on Essential Skills</p>
ACADEMIC SUPPORT	Elementary Schools	Middle Schools	High Schools
	<ul style="list-style-type: none"> <li>· School-wide blended classrooms supporting growth and development of each student</li> <li>· Walk-to-Read and Math Service Delivery providing dedicated tiered core instruction</li> <li>· Multi-Tiered System of Support (MTSS) integrating the Response to Intervention (RTI) framework</li> <li>· School-wide PBIS supporting positive behaviors, character development and social emotional learning</li> <li>· Special Education support services</li> <li>· English Language Development support for students who are English Language Learners</li> <li>· Talented and Gifted service</li> <li>· Counseling services offered to support mental health and wellness</li> <li>· Interdisciplinary team planning to support individual students</li> </ul>	<p>Sheltered Instructional Protocols for targeted students</p> <p>Targeted Reading intervention/instruction 5-8</p> <p>Targeted Math intervention/instruction 5-8</p> <p>Special Education intervention and in-class support for students with learning disabilities</p> <p>School-wide focus on vocabulary instruction</p> <p>Homework Club</p>	<p>Tutoring, Peer Tutoring</p> <p>Special Education Program</p> <p>Sisters Educational Options (online)</p> <p>English and Math Labs</p> <p>Writing Center</p>
ACADEMIC ENRICHMENT	Elementary Schools	Middle Schools	High Schools
	<p>Differentiated Instruction to meet the needs of advanced learners.</p> <p>Mandarin Chinese</p> <p>Sisters Science Club</p> <p>Sisters Park and Recreation</p> <p>Collaboration including After School Programs</p> <p>Art Integration and Partnership with Sisters Folk Festival</p> <p>Outdoor Educational Experiences</p>	<p>World Languages: Mandarin Chinese</p> <p>Technology: Computer Technology, Web Page Design, Flash Animation, Digital Photography, Photoshop, Video Production, etc... Chromebook 1:1 initiative for grades 6 and 7</p> <p>Visual, Performing, and Industrial Arts: Choir, Band, Art, Woodshop and Americana</p> <p>Special Programs:</p> <p><u>Outdoor School</u>: This program provides instruction of science curriculum in the field, as well as social/emotional development and team building in an active environment.</p> <p><u>Outdoor Rec/Science</u>: This is a block class integrated 8th grade science and outdoor exploration, focusing on the impact of use on nature. This class is designed for students who have a strong interest in Natural Science and the outdoors.</p> <p><u>SMILE Club</u>: A partnership with Oregon State University to expose students to the science, technology, engineering, and mathematics fields and the college/career opportunities available.</p> <p><u>Americana</u>: Part of the Americana Project, this class exposes students to a wide range of experiences associated with American folk culture.</p>	<p>World Language Courses</p> <p>--Mandarin, Spanish, Tours Abroad</p> <p>Honors &amp; Dual-Enrollment Courses</p> <p>--AP Chinese, AP Government, AP US History, AP Calculus, AP Literature &amp; Composition, AP Biology, Dual Enrollment-Math 111/112</p> <p>Special Programs</p> <p>--Interdisciplinary Environmental Expedition (IEE), Pursue Your Passion, ASPIRE, Community 101, Americana, Guitar/Ukulele Building, Building a Skate Park, Signage through Art, Emergency Medical Training, Flight Science, Greenhouse</p>

**CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .**

CAREER & TECHNICAL EDUCATION		Middle Schools	High Schools
		Integrated Engineering Curriculum Culinary Arts Emergency Medical Training	Health, Culinary, Carpentry Computer Aid Design School to Work Program Various Internships, limited only by our imagination 2014 Recipient of the CTE Revitalization Grant to build an Engineering Computer Lab
EXTRACURRICULAR ACTIVITIES		Middle Schools	High Schools
	Elementary Schools		
	Sisters Park and Recreation Sports and After School Enrichment Program	Community Schools Initiative: Provides after-school classes, tutoring, and homework support.	80% of our students participate in school activities
	Seed to Table	Interscholastic sports: Partnering with Sisters Park and Recreation District, our students were able to participate in Cross Country, Football, Basketball, Wrestling, and Track & Field.	20 Interscholastic Sports 10 Clubs
	Garden Club		Partnership with Parks & Recreation- Theatre Arts

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	<p><b>Priority Schools</b> 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><b>Focus Schools</b> 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><b>Model Schools</b> 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	