

FROM THE DISTRICT SUPERINTENDENT

Dear Parents and Community Members,

This annual report card issued by the Oregon Department of Education offers a comprehensive picture of what Riverdale School District offers as well as details regarding academic achievement in our most recent school year. **This report card shows the results of the spring 2017 Smarter Balanced Assessments.**

Smarter Balanced assessments move beyond previous state testing models that only provided multiple-choice questions. Now, students construct their own answers and provide evidence for their claims – students are asked to write, reason, think critically and solve multi-step problems. **This aligns well with the way we structure education at Riverdale, where students are asked to demonstrate their mastery of subject matter through exhibition.**

We believe our students have the potential to increase their performance even more. **Staff at Riverdale Grade School continue to strengthen reading and math instruction and practices with a new assessment and intervention tool, i-Ready.** Riverdale High School recently adopted new math textbooks and curriculum more closely aligned to Common Core State Standards and the rigor that Smarter Balanced Assessments demands. The impact of this adjustment can already be seen both as students engage in speaking and writing in math classes across campus and through the **over 25% increase in high school students meeting or exceeding the state standard in mathematics on the Smarter Balanced assessment.**

We are proud of the hard work and effort put forth by all Riverdale teachers and students on the new Smarter Balanced tests. **Riverdale School District scored above**

state averages at all levels. Our commitment to excellent education is recognized by outside organizations such as Niche K-12 which gave A ratings to both Riverdale Grade School and Riverdale High School and named Riverdale School District's teachers the best in the state. We are delighted that our district, which we have always known to be superb, has been ranked so highly in the metrics used for this report, including the satisfaction of current and former students and their families.

Recent news coverage on the release of these state test scores often discusses how "Oregon students lost ground." However, we're pleased to say that Riverdale is a notable exception. **Riverdale had the highest overall scores in math and English the year prior and was able to significantly increase them this year when other schools' scores were dropping.** We believe the scores point to our focus on depth over breadth and the idea of students gaining a deeper understanding and mastery of subjects, one of the principles of 'Essential Schools,' which is at the heart of Riverdale's mission. We are proud of our scores from last year and are looking forward to continued achievement and growth.

NOTE: In the outcomes section of this report, you will see our number of freshmen on track to graduate is significantly lower than previous years. This is due to a reporting error. Our corrected data shows >95% of last year's freshman class earned the appropriate amount of credits to be on track for graduation.

Thank you,

Superintendent | Terry Brandon

DISTRICT PROFILE

STUDENT WELLNESS POLICY

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent has prepared and implemented a comprehensive district program consistent with state and federal requirements.

ENROLLMENT AND DEMOGRAPHICS	Grades	Grades	Grades	Grades
	K - 3	4 - 5	6 - 8	9 - 12
Total Enrollment	163	84	146	236
Regular Attenders	86.3%	88.0%	94.5%	87.5%
Economically Disadvantaged	*	*	*	*
Students with Disabilities	10%	*	7%	11%
Ever English Learners	*	*	*	*
Different Languages Spoken	4	3	5	6
Mobile Students	4.8%	3.5%	7.7%	10.2%

SEISMIC SAFETY RATING

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

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, veteran's 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	20.0	25.0	--	--	--	--	--	--
Eng./Lang. Arts	22.0	22.0	--	--	20.0	25.0	--	--
Mathematics	18.5	21.0	--	--	18.0	24.0	--	--
Science	22.0	24.0	--	--	17.0	25.0	--	--
Social Studies	22.0	23.0	--	--	19.0	27.0	--	--

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

When data are unavailable or to protect student confidentiality:

* refers to groups of less than 6 students.

<5 indicates that a percentage is less than 5%.

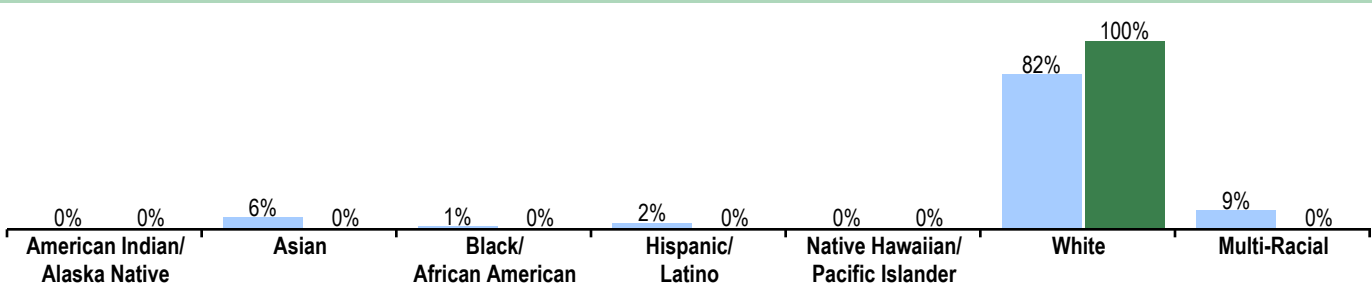
>95 indicates that a percentage is greater than 95%.

*** refers to a school that offers lunch at no charge to all students.

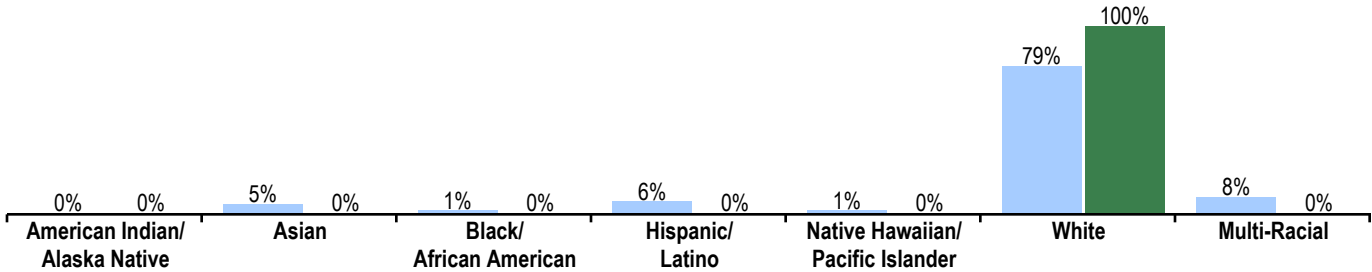
RACE/ETHNICITY OF STUDENTS AND STAFF 2016-17

Students Staff

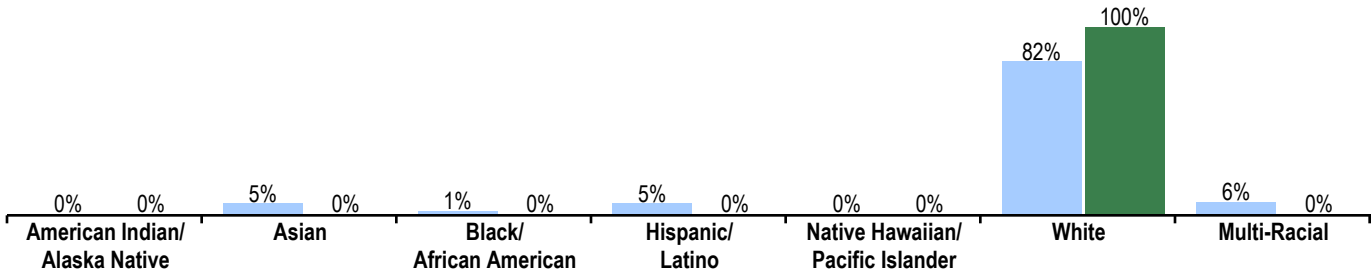
Grades K-3



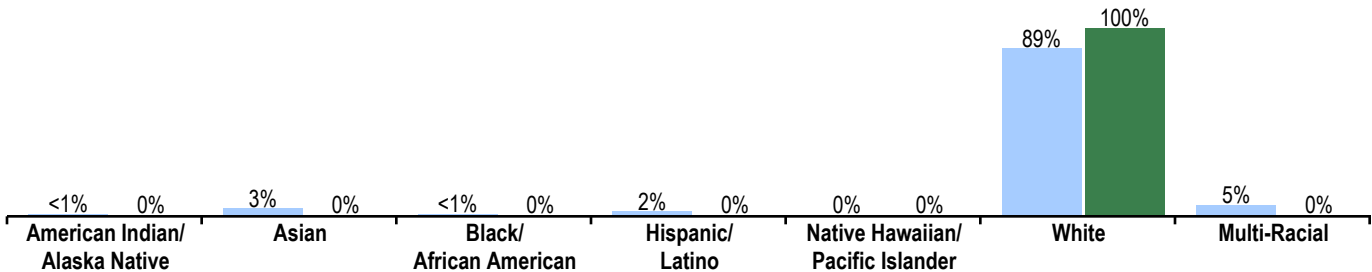
Grades 4-5



Grades 6-8



Grades 9-12



PER PUPIL SPENDING	2014-15	2015-16	2016-17
District	\$14,691	\$14,443	\$16,273
State	\$10,302	\$10,692	\$11,822

Oregon's quality education model (QEM) suggests adequate per pupil funding should be \$12,993 in 2016-17 (Statewide average). 2016-17 data reflect budgeted, not actual.

FUNDING SOURCES	% of Total
Local taxes and fees	71%
State funds	29%
Federal funds	1%

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

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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.

2014-15 was the first operational year
of the new English language arts and
mathematics assessments.

**DISTRICT
PERFORMANCE**

English Language Arts

The Smarter
Balanced and
alternate
assessments have
four performance
levels where levels
3 and 4 are meeting
the standard for
school and district
accountability.

	District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
	2013-14	2014-15	2015-16	2016-17	2016-17	2016-17
	Students in grades 3 - 5					
	75.9	89.7	88.6	49.6	52.7	
	19.6	7.7	5.7	21.4	22.1	
	4.5	2.6	5.7	29.1	25.2	
	Students in grades 6 - 8					
	90.1	92.4	>95	55.2	62.8	
	9.9	6.3	*	23.9	22.5	
	0.0	1.4	*	20.9	14.7	
	Students in grade 11					
	92.2	83.0	93.8	71.1	80.4	
	3.9	3.8	4.2	16.9	12.5	
	3.9	13.2	2.1	12.0	7.1	

Mathematics

See report cards
from previous years
to view historical
OAKS performance
data.

	District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
	2013-14	2014-15	2015-16	2016-17	2016-17	2016-17
	Students in grades 3 - 5					
	84.8	88.0	88.6	43.6	46.6	
	10.7	11.1	8.9	27.6	28.7	
	4.5	0.9	2.4	28.8	24.6	
	Students in grades 6 - 8					
	88.6	83.3	90.3	41.9	48.4	
	9.3	13.2	6.9	26.6	28.4	
	2.1	3.5	2.8	31.5	23.2	
	Students in grade 11					
	68.8	50.9	75.0	35.3	45.1	
	20.8	13.2	12.5	27.3	28.1	
	10.4	35.8	12.5	37.4	26.8	

Science

	District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
	2013-14	2014-15	2015-16	2016-17	2016-17	2016-17
	Students in grade 5					
	>95	93.0	>95	>95	66.0	78.8
	*	34.9	*	*	14.9	21.2
	<5	58.1	<5	<5	51.1	57.6
		7.0			34.0	21.2
	Students in grade 8					
	92.7	93.5	88.2	>95	62.8	78.6
	31.7	26.1	29.4	*	11.5	17.7
	61.0	67.4	58.8	*	51.3	60.9
	7.3	6.5	11.8	<5	37.2	21.4
	Students in grade 11					
	>95	88.9	88.6	75.0	57.8	66.9
	*	14.8	20.5	16.7	8.0	10.0
	<5	74.1	68.2	58.3	49.8	56.8
		11.1	11.4	25.0	42.2	33.1

Visit www.oregon.gov/ode/reports-and-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 (%)
	2013-14	2014-15	2015-16	2016-17	2016-17	2016-17
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	>95	>95	>95	55.4	83.4	88.9
	District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
	2012-13	2013-14	2014-15	2015-16	2015-16	2015-16
<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	84.8	95.3	97.0	92.3	74.8	86.7
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	95.5	100.0	98.4	97.0	81.9	91.2
DROPOUT RATE	Students who dropped out during the school year and did not re-enroll.					
Overall dropout rate	0.4	0.0	0.0	0.0	3.9	1.9
	District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
	2011-12	2012-13	2013-14	2014-15	2014-15	2014-15
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	87.3	91.1	83.6	62.5	57.4	61.4

*, <5, and >95 are 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	*	75.8	80.9	On Track	*	70.3	91.7	On Track	*
Graduation	100.0	68.1	79.0	Graduation	--	56.4	77.8	Graduation	--
Completion	100.0	76.8	87.0	Completion	--	66.7	76.9	Completion	--
Dropout	0.0	4.2	2.6	Dropout	--	9.1	4.3	Dropout	--
Ever English Learners			Asian			White			
On Track	*	78.7	86.7	On Track	*	>95	>95	On Track	58.6
Graduation	100.0	71.1	75.0	Graduation	100.0	88.0	95.0	Graduation	91.7
Completion	100.0	75.6	95.5	Completion	66.7	91.9	96.3	Completion	98.3
Dropout	0.0	4.0	3.2	Dropout	0.0	1.3	1.0	Dropout	0.0
Students with Disabilities			Black/African American			Female			
On Track	66.7	69.5	81.9	On Track	*	75.6	91.7	On Track	57.6
Graduation	100.0	55.5	75.3	Graduation	--	66.1	73.3	Graduation	90.3
Completion	100.0	64.9	80.1	Completion	100.0	72.2	80.0	Completion	96.4
Dropout	0.0	5.7	3.1	Dropout	--	6.3	4.7	Dropout	0.0
Migrant			Hispanic/Latino			Male			
On Track	*	76.1	85.7	On Track	*	77.3	90.4	On Track	53.1
Graduation	--	68.9	71.4	Graduation	--	69.4	81.4	Graduation	94.1
Completion	--	73.8	80.0	Completion	--	76.5	90.0	Completion	97.4
Dropout	--	4.0	3.5	Dropout	0.0	4.6	2.2	Dropout	0.0
Talented and Gifted			Multi-Racial						
On Track	57.1	>95	>95	On Track	*	83.6	91.1		
Graduation	100.0	92.7	96.7	Graduation	100.0	74.4	86.8		
Completion	100.0	96.8	97.8	Completion	100.0	81.3	92.6		
Dropout	0.0	0.6	0.4	Dropout	0.0	4.1	2.4		

On-Track data are based on the 2016-17 school year; all other data are based on the 2015-16 school year.

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CURRICULUM & LEARNING ENVIRONMENT

SCHOOL READINESS	Elementary Schools	Middle Schools	High Schools
	LEED Gold certified facility	LEED Gold certified facility	Counseling for emotional, academic, and behavioral issues; college counseling
	Pre-Kindergarten Program	PBIS: bullying and harassment prevention program	Weekly community meetings and advisory classes
	PBIS: bullying and harassment prevention program	Counseling for emotional, academic, and behavioral issues	Freshman and new student orientation
	Counseling for emotional, academic, and behavioral issues	Before and after care provided by PTC	
	Before and after care provided by PTC		
ACADEMIC SUPPORT	Elementary Schools	Middle Schools	High Schools
	Special education program supports students with disabilities.	Special education program supports students with disabilities.	Special education program supports students with disabilities.
	Reading specialist supports students with literacy interventions and enrichment.	Reading specialist supports students with literacy interventions and enrichment.	Study skills classes offered to improve study habits and organization.
	Math specialist supports students with mathematics interventions and enrichment.	Math specialist supports students with mathematics interventions and enrichment.	After school tutoring and homework help available.
	Measures of Academic Progress (MAP) used to monitor individual student growth, inform instruction, and identify need for intervention/enrichment.	Measures of Academic Progress (MAP) used to monitor individual student growth, inform instruction, and identify need for intervention/enrichment.	Measures of Academic Progress (MAP) used to monitor individual student growth, inform instruction, and identify need for intervention/enrichment.
	Independent Reading Level Assessment (IRLA) Framework provides differentiated reading support aligned to Common Core State Standards.	Independent Reading Level Assessment (IRLA) Framework provides differentiated reading support aligned to Common Core State Standards.	ACT and College Board - including AP - exams offered to all students.
ACADEMIC ENRICHMENT	Elementary Schools	Middle Schools	High Schools
	Talented and Gifted (TAG) Program	World Language Courses: Spanish	World Language Courses: Spanish, French
	Visual Arts Education grades K-8	Talented and Gifted (TAG) Program	Riverdale Diploma requires 2 years of a world language or demonstration of proficiency.
	Music Education grades K-8	Visual Arts Education grades K-8	Honors and Dual-Enrollment Courses: Honors option available in every core course.
	Field Study program combines learning experiences with the opportunity to explore Oregon's resources.	Music Education grades K-8	Dual-enrollment college courses: English 121, Western Civilization A & B, Geology
	School garden provides outdoor learning space to support instructional programs and after school opportunities.	Field Study program combines learning experiences with the opportunity to explore Oregon's resources.	Special Programs: Riverdale Diploma requires 4 years visual or performing arts. Extended senior project and 90 hours community service required. Templeton Scholars program through Lewis & Clark College. Week long field studies.
		School garden provides outdoor learning space to support learning in all classes/curricula.	

CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

CAREER & TECHNICAL EDUCATION		Middle Schools	High Schools
EXTRACURRICULAR ACTIVITIES	Elementary Schools	Middle Schools	High Schools
		<p>Computer literacy and keyboarding courses.</p> <p>Classes integrate technology with class sets of Chromebooks providing access to computing and applications to all students.</p> <p>Stem Courses including Minecraft Mini and Gamemaker available through Community School.</p>	<p>College and Career Planning in advisory.</p> <p>Family & Consumer Science, Economics and Civics offered as electives.</p> <p>Technology courses include: Technology Applications, Database Design, Web Design, Game Development, Interactive Web Design, Programming (Beg-Advanced).</p> <p>XV - Extreme Ventures Applied Science Courses.</p>
	<p>Club Sports available grades k-4.</p> <p>Interscholastic Sports grades 5-8.</p> <p>Community School programs in music, STEM, and arts.</p> <p>Before school music: Jazz band and Marimba</p>	<p>Club Sports available grades k-4.</p> <p>Interscholastic Sports grades 5-8.</p> <p>Community School programs in music, STEM, and arts.</p> <p>Before school music: Jazz band and Marimba</p>	<p>Student led clubs and organizations</p> <p>Interscholastic and Club Sports</p> <p>3 Theatrical Productions per year</p> <p>Robotics Team, Mock Trial, and Model United Nations</p>

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.