

FROM THE PRINCIPAL

Dear Parents and Community Members,

This year's report card does not include a school rating; the state has suspended ratings as Smarter Balanced assessments are still relatively new statewide. In order to analyze our school's standing, one can compare Riverdale High School's percentages in each subject area with state and like district averages on the following pages. You will see that RHS scored significantly higher than state averages in all areas. We believe these high scores are due to our commitment to embedding the Coalition of Essential Schools 10 common principles within our school culture, our challenging college preparatory curriculum aligned to common core standards, and personal attention delivered by a talented and enthusiastic faculty.

When looking at the math score, please consider the following. Smarter Balanced is not the only assessment recognized by the state as demonstrating the Essential Skill required for graduation. **Although 51% of 11th grade students met or exceeded the standard on this test in 2016, 94% of those students have earned a score that meets the Essential Skills requirement on other standardized tests such as the PSAT, SAT, and ACT.** Many students who knew they had passed by other means chose to opt out of the Smarter Balanced assessment, submit an incomplete test, or did not recognize the relevance of this testing for Riverdale leading to a lower score than anticipated. In order to improve outcomes in mathematics, Riverdale High School has adopted new math curricula aligned to the CCSS expectation that students practice speaking and writing throughout their math problem solving

processes. I am pleased to report that students are engaging with math in new and exciting ways in all our math classes.

With an eye on continued improvement, Riverdale High School staff has prioritized embedding the habits of heart and mind from the Coalition of Essential Schools in our curriculum and school culture. This will help students understand who they are as learners and workers, to engage in self reflection and self advocacy, and encourage students to be persistent and resilient in the face of challenging work and learning. Strong habits of mind foster critical thinking and the ability to consider other viewpoints.

We are thrilled to have the opportunity to guide our students in recognizing their passions and supporting their pursuit.

Thank you,

Principal | Paula Robinson

SCHOOL PROFILE

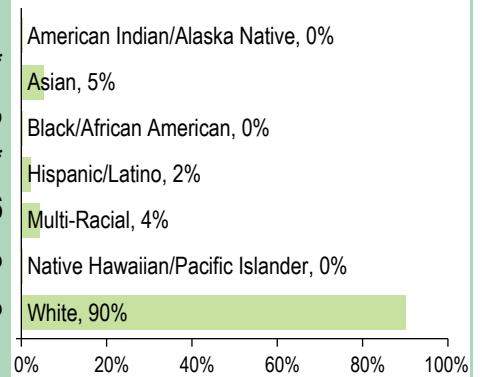
ENROLLMENT 2015-16 240

MEDIAN CLASS SIZE	School	Oregon
English Language Arts	19.0	24.0
Mathematics	17.0	24.0
Science	19.0	26.0
Social Studies	18.0	27.0
Self-Contained	--	--

SELECTED DEMOGRAPHICS

Economically Disadvantaged	*
Students with Disabilities	10%
Ever English Learner	*
Different Languages Spoken	6
Regular Attenders	87.3%
Mobile Students	6.0%

STUDENTS



IMMUNIZATION RATES

Percent of students with all required vaccines: 92 (Visit www.healthoregon.org/immdata for more information.)

Percent of students without all required vaccines: 8

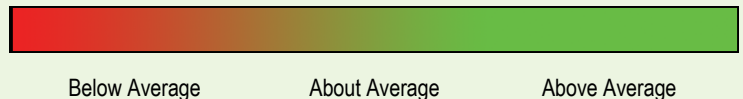
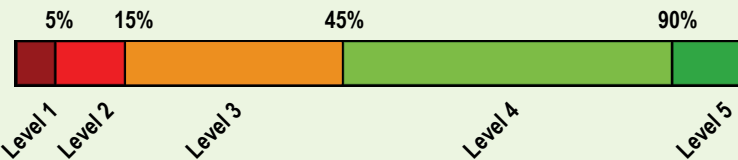
(This value includes students with medical exemptions, nonmedical exemptions, no immunization records, or up-to-date but incomplete immunization records.)

*, <5, and >95 are displayed when data are unavailable or to protect student confidentiality.

*** indicates that this school offered lunch at no charge to all students.

OVERALL SCHOOL RATING

Given the recent passage of the Every Student Succeeds Act (ESSA) and the expiration of Oregon's ESEA flexibility waiver on August 1, 2016, the State of Oregon will not assign ratings (i.e., overall and comparison school ratings) to schools for the 2015-16 school year.



PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

SCHOOL PERFORMANCE

Performance of students enrolled in the school for a full academic year

Did at least 95% of the students at this school take required assessments? Yes No, Interpret Results with Caution
Participation rate criteria are in place to ensure schools test all eligible students.

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.

	School Performance (%)			School Performance (%)	Oregon Performance (%)	Like-School Average (%)																			
	2012-13	2013-14	2014-15	2015-16	2015-16	2015-16																			
English Language Arts (Administered statewide in grades: 3-8, 11)				Level 1	Level 2	Levels 3 & 4																			
All students in tested grades	2014-15 was the first operational year of the new English language arts assessment.			92.2 3.9 3.9	83.0 3.8 13.2	70.0 17.4 12.6	78.7 13.5 7.8																		
Mathematics (Administered statewide in grades: 3-8, 11)				Level 1	Level 2	Levels 3 & 4																			
All students in tested grades	2014-15 was the first operational year of the new mathematics assessment.			68.8 20.8 10.4	50.9 13.2 35.8	34.2 27.6 38.2	40.1 30.2 29.7																		
Science (Administered statewide in Grades: 5, 8, 11)				Did not meet	Met	Exceeded																			
All students in tested grades	74.6	>95	88.9	88.6	60.0	63.2	<table border="1"> <tr><td>13.6</td><td>*</td><td>14.8</td><td>20.5</td><td>7.5</td><td>7.5</td></tr> <tr><td>61.0</td><td>*</td><td>74.1</td><td>68.2</td><td>52.5</td><td>55.7</td></tr> <tr><td>25.4</td><td><5</td><td>11.1</td><td>11.4</td><td>40.0</td><td>36.8</td></tr> </table>	13.6	*	14.8	20.5	7.5	7.5	61.0	*	74.1	68.2	52.5	55.7	25.4	<5	11.1	11.4	40.0	36.8
13.6	*	14.8	20.5	7.5	7.5																				
61.0	*	74.1	68.2	52.5	55.7																				
25.4	<5	11.1	11.4	40.0	36.8																				

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

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OUTCOMES WHAT ARE STUDENTS ACHIEVING IN HIGH SCHOOL?

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

	School Performance (%)			School Performance (%)	Oregon Performance (%)	Like-School Average (%)
	2012-13	2013-14	2014-15	2015-16	2015-16	2015-16
	--	>95	>95	>95	83.5	86.0

	School Performance (%)			School Performance (%)	Oregon Performance (%)	Like-School Average (%)
	2011-12	2012-13	2013-14	2014-15	2014-15	2014-15

Note: Graduation methodology changed in 2013-14.

GRADUATION RATE

Students earning a standard diploma within four years of entering high school.

Overall graduation rate

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

DROPOUT RATE

Students who dropped out during the school year and did not re-enroll.

Overall dropout rate

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

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OUTCOMES FOR KEY STUDENT GROUPS AT THIS SCHOOL COMPARED TO THE SAME GROUPS STATEWIDE

STUDENT GROUP OUTCOMES	School Performance (%)	Oregon Performance (%)	Like-School Average (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)		
	Economically Disadvantaged				American Indian/Alaska Native			Native Hawaiian/Pacific Islander			
On Track	*	76.1	76.4	On Track	*	73.3	84.0	On Track	*	79.9	*
Graduation	100.0	66.4	79.4	Graduation	--	55.0	74.1	Graduation	--	63.2	100
Completion	100.0	76.2	82.7	Completion	--	67.4	82.8	Completion	--	76.6	88.9
Dropout	0.0	4.3	2.9	Dropout	--	8.6	5.6	Dropout	--	5.9	3.3
English Learners				Asian				White			
On Track	*	79.8	87.0	On Track	*	>95	88.9	On Track	>95	85.1	86.6
Graduation	100.0	66.9	85.4	Graduation	100.0	87.5	85.7	Graduation	100.0	76.0	84.8
Completion	--	73.4	91.7	Completion	100.0	91.2	93.1	Completion	98.3	83.8	88.7
Dropout	0.0	5.0	0.9	Dropout	0.0	1.3	1.0	Dropout	0.0	3.9	2.4
Students with Disabilities				Black/African American				Female			
On Track	>95	68.6	64.6	On Track	*	78.6	70.0	On Track	>95	86.8	89.5
Graduation	100.0	52.7	73.7	Graduation	100.0	62.6	90.9	Graduation	100.0	77.8	87.8
Completion	83.3	64.3	70.9	Completion	100.0	72.5	75.0	Completion	96.0	84.7	91.5
Dropout	0.0	5.8	5.2	Dropout	0.0	6.2	0.0	Dropout	0.0	3.6	1.8
Migrant				Hispanic/Latino				Male			
On Track	*	78.5	75.0	On Track	*	77.8	83.6	On Track	>95	80.3	82.9
Graduation	--	65.9	85.7	Graduation	--	67.4	83.3	Graduation	100.0	70.1	81.7
Completion	--	72.5	87.5	Completion	100.0	74.9	87.8	Completion	100.0	78.7	85.9
Dropout	--	5.1	2.6	Dropout	0.0	5.3	1.2	Dropout	0.0	4.9	2.8
Talented and Gifted				Multi-Racial							
On Track	*	>95	>95	On Track	*	83.0	80.7				
Graduation	100.0	93.2	94.8	Graduation	100.0	72.7	85.0				
Completion	100.0	96.9	98.4	Completion	--	79.4	88.7				
Dropout	0.0	0.6	0.5	Dropout	0.0	4.7	1.8				

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

See previous page for outcome definitions.

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CURRICULUM & LEARNING ENVIRONMENT WHAT IS THIS SCHOOL DOING TO IMPROVE STUDENT LEARNING AND TO PREPARE STUDENTS FOR THE FUTURE?

SCHOOL READINESS	<p>Counseling for emotional, academic, and behavioral issues; college counseling</p> <p>Weekly community meetings and advisory classes</p> <p>Freshman and new student orientation</p>
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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.

CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

ACADEMIC SUPPORT

Special education program supports students with disabilities.

Study skills classes offered to improve study habits and organization.

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.

ACT and College Board - including AP - exams offered to all students.

ACADEMIC ENRICHMENT

World Language Courses:

Spanish, French

Riverdale Diploma requires 2 years of a world language or demonstration of proficiency.

Honors and Dual-Enrollment Courses:

Honors option available in every core course. Dual-enrollment college courses: English 121, Western Civilization A & B, Geology

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.

CAREER & TECHNICAL EDUCATION

College and Career Planning in advisory.

Family & Consumer Science, Economics and Civics offered as electives.

Technology courses include: Technology Applications, Database Design, Web Design, Game Development, Interactive Web Design, Programming (Beg-Advanced).

XV - Extreme Ventures Applied Science Courses.

EXTRACURRICULAR ACTIVITIES

Student led clubs and organizations

Interscholastic and Club Sports

3 Theatrical Productions per year

Robotics Team, Mock Trial, and Model United Nations

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