

FROM THE DISTRICT SUPERINTENDENT

Dear Parents and Community Members,

This annual state report card issued by Oregon Department of Education offers a detailed comprehensive view of how Brookings-Harbor SD 17C performed academically overall for the 2014-15 school year. District goals established in 2014-15 are focused on increasing the graduation rate, increased student achievement, closing the achievement gap, graduating students that are both college and career ready, improved recruitment and retention of staff, and improved communications. There are many achievements during the 2014-15 school year related to the district goals that are not reflected in this report card. Some of the metrics point to excellent progress.

Highlights for this 2014-15 school year report card include:

- Significant increases in Freshman-on-track to 88.6%, up from 59.3% in 2013-14. This is a strong indicator of future increased graduation rates. Note that the reported graduation and completion rates in this report card are one year behind, the 2015-16 rates will not be released until December 2016.
- Class sizes either at or below state averages;
- Significant decline in actual student expulsions. Severe discipline infractions mostly result in students being placed on strict "Plans of

Success" that keep them engaged in school and making progress towards graduation unless a safety situation exists.

The district is still adapting to the new Common Core State Standards (CCSS) that started to be assessed with the 2013-14 school year. The district recognizes the academic areas that still need significant improvement and celebrates the areas of growth that are occurring through programs like Response To Intervention (RTI), expansion of dual-credit opportunities, enhanced Career Technical Education (CTE) programs, and other school improvements. Strategic expenditures in curriculum, technology, staffing, resources, including professional development are all designed to help provide opportunities for academic success.

"Every student can succeed" is the belief that drives the direction of the district as it recognizes that our students are the priority. Thank you to all for your continued support and dedication to student success.

Thank you,

Superintendent | Sean Gallagher

DISTRICT PROFILE

| ENROLLMENT AND DEMOGRAPHICS | Grades K - 3 | Grades 4 - 5 | Grades 6 - 8 | Grades 9 - 12 |
|-----------------------------|--------------|--------------|--------------|---------------|
| Total Enrollment | 506 | 235 | 351 | 504 |
| Regular Attenders | 72.7% | 71.1% | 82.3% | 77.0% |
| Economically Disadvantaged | 58% | 59% | 53% | 48% |
| Students with Disabilities | 12% | 19% | 16% | 14% |
| English Learners | <5% | <5% | 5% | <5% |
| Different Languages Spoken | 4 | 4 | 2 | 12 |

*, <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 | 16.8% | 12.3% | 13.2% | 16.7% |

STUDENT WELLNESS POLICY

To help ensure that students are trained in making healthy lifetime choices, the district has prepared and implemented a comprehensive program through district policy EFA – Local Wellness Program that is consistent with state and federal guidelines. This policy can be found on the district website at : (<http://policy.osba.org/brookings/E/EFA%20D1.PDF>).

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 | 92.20% |

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, veterans' status, genetic information and disability if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position." Board Policy GBA – Equal Employment Opportunity

| MEDIAN CLASS SIZE | Elementary | | Middle | | High | | Combined | |
|-------------------|------------|------|--------|------|-------|------|----------|----|
| | Dist. | OR | Dist. | OR | Dist. | OR | Dist. | OR |
| Self-Contained | 24.0 | 25.0 | -- | -- | -- | -- | -- | -- |
| Eng./Lang. Arts | 23.0 | 22.0 | 25.5 | 25.0 | 24.5 | 25.0 | -- | -- |
| Mathematics | -- | -- | 19.0 | 26.0 | 16.0 | 24.0 | -- | -- |
| Science | -- | -- | 26.0 | 28.0 | 19.0 | 26.0 | -- | -- |
| Social Studies | -- | -- | 26.0 | 28.0 | 25.5 | 27.0 | -- | -- |

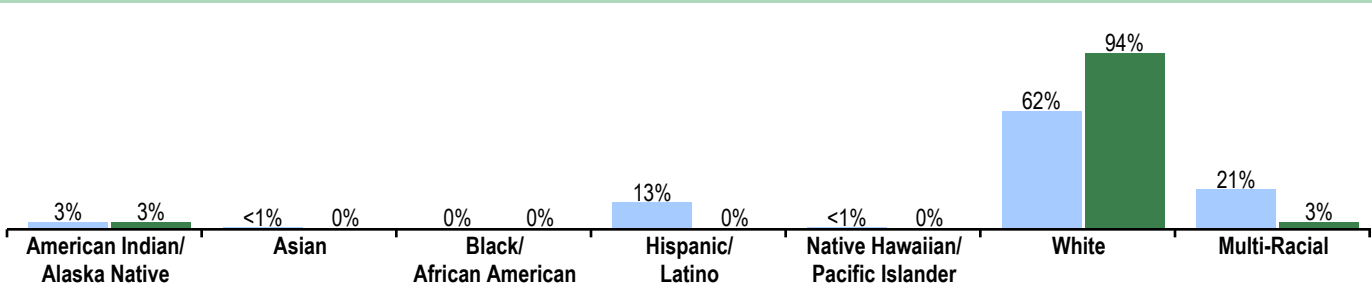
Combined schools have grade configurations not falling within the elementary, middle, and high categories (e.g., K-12 schools).

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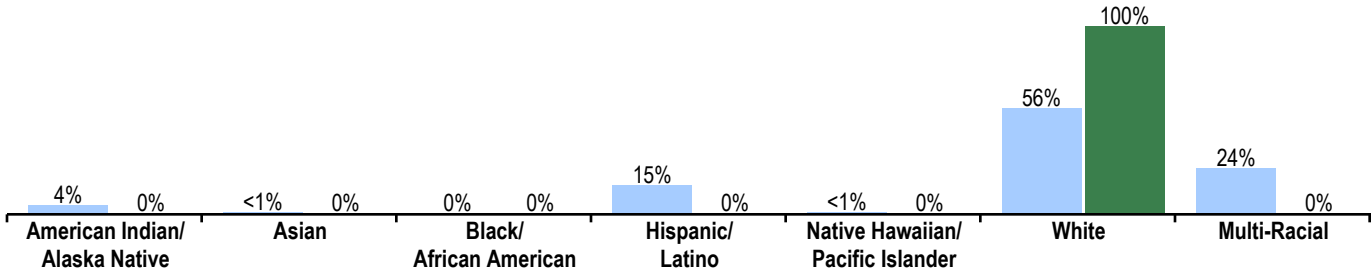
RACE/ETHNICITY OF STUDENTS AND STAFF 2015-16

Students Staff

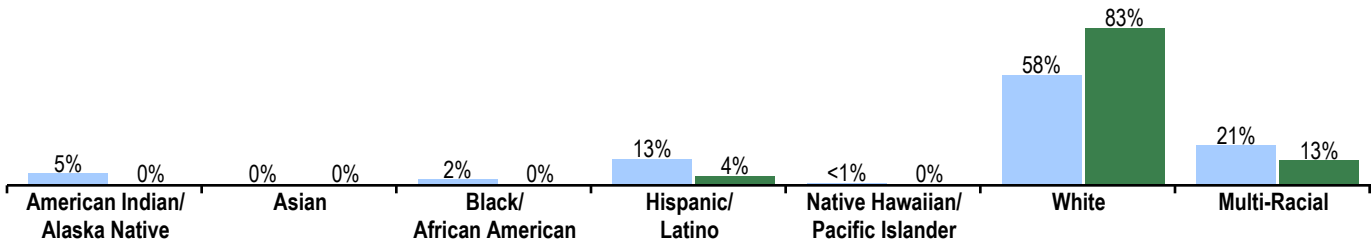
Grades K-3



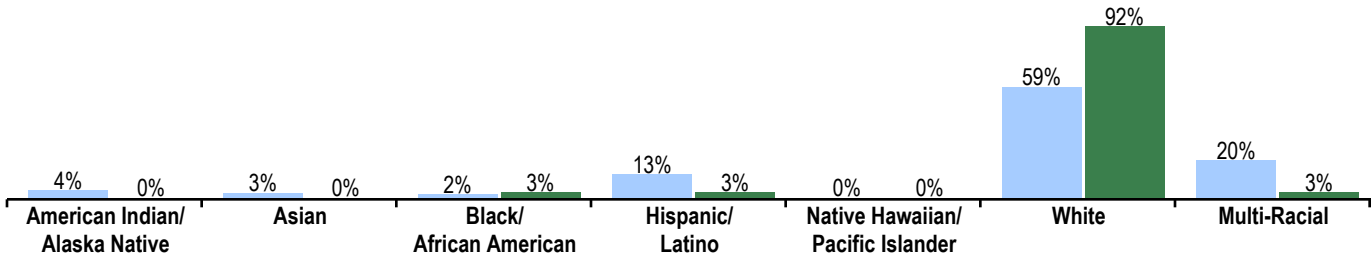
Grades 4-5



Grades 6-8



Grades 9-12



| PER PUPIL SPENDING | 2013-14 | 2014-15 | 2015-16 |
|--------------------|---------|----------|----------|
| District | \$8,774 | \$9,490 | \$9,581 |
| 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 | 39% |
| State funds | 50% |
| Federal funds | 11% |

| EXPULSIONS & SUSPENSIONS | Expulsions | Suspensions |
|----------------------------------|------------|-------------|
| Total Students | * | 189 |
| American Indian/Alaska Native | * | 10 |
| Asian | * | * |
| Black/African American | * | 11 |
| Hispanic/Latino | * | 19 |
| Multi-Racial | * | 49 |
| Native Hawaiian/Pacific Islander | * | * |
| White | * | 99 |

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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 | | | | | | | | | | | | | | | | | | | |
| English Language Arts | Students in grades 3 - 5 | | 41.0 | 38.5 | 52.4 | 49.7 | | | | | | | | | | | | | | | | | | | | |
| | | | 27.2 | 24.8 | 21.3 | 23.5 | | | | | | | | | | | | | | | | | | | | |
| | | | 31.8 | 36.7 | 26.3 | 26.9 | | | | | | | | | | | | | | | | | | | | |
| | Students in grades 6 - 8 | | 38.0 | 43.8 | 56.7 | 53.5 | | | | | | | | | | | | | | | | | | | | |
| | | | 30.5 | 32.0 | 23.5 | 25.7 | | | | | | | | | | | | | | | | | | | | |
| | | | 31.4 | 24.3 | 19.7 | 20.8 | | | | | | | | | | | | | | | | | | | | |
| | Students in grade 11 | | 62.2 | 76.2 | 70.0 | 71.2 | | | | | | | | | | | | | | | | | | | | |
| | | | 20.2 | 14.3 | 17.4 | 18.0 | | | | | | | | | | | | | | | | | | | | |
| | | | 17.6 | 9.5 | 12.6 | 10.8 | | | | | | | | | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Level 1 | Level 2 | Levels 3 & 4 | | | | | | | | | | | | | | | | | | | | |
| Mathematics | Students in grades 3 - 5 | | 32.1 | 28.8 | 44.9 | 42.6 | | | | | | | | | | | | | | | | | | | | |
| | | | 34.1 | 33.9 | 28.5 | 32.1 | | | | | | | | | | | | | | | | | | | | |
| | | | 33.8 | 37.3 | 26.6 | 25.3 | | | | | | | | | | | | | | | | | | | | |
| | Students in grades 6 - 8 | | 25.1 | 32.9 | 42.8 | 37.3 | | | | | | | | | | | | | | | | | | | | |
| | | | 32.5 | 33.8 | 27.5 | 31.6 | | | | | | | | | | | | | | | | | | | | |
| | | | 42.5 | 33.2 | 29.7 | 31.1 | | | | | | | | | | | | | | | | | | | | |
| | Students in grade 11 | | 19.5 | 20.0 | 34.2 | 32.2 | | | | | | | | | | | | | | | | | | | | |
| | | | 18.6 | 24.8 | 27.6 | 30.7 | | | | | | | | | | | | | | | | | | | | |
| | | | 61.9 | 55.2 | 38.2 | 37.1 | | | | | | | | | | | | | | | | | | | | |
| Science | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Did not meet | Met | Exceeded | | | | | | | | | | | | | | | | | | | | |
| Science | Students in grade 5 | 75.0 | 18.0 | 57.0 | 25.0 | 75.7 | 11.7 | 64.1 | 24.3 | 64.7 | 12.6 | 52.1 | 35.3 | 65.7 | 13.0 | 52.8 | 34.3 | 66.5 | 15.7 | 50.8 | 33.5 | 70.1 | 12.9 | 57.2 | 29.9 | |
| | | Students in grade 8 | 71.1 | 7.9 | 63.2 | 28.9 | 75.9 | 12.1 | 63.8 | 24.1 | 60.8 | 6.3 | 54.5 | 39.2 | 63.7 | 11.8 | 52.0 | 36.3 | 63.8 | 11.6 | 52.2 | 36.2 | 64.3 | 9.2 | 55.2 | 35.7 |
| | | | Students in grade 11 | 64.7 | 7.9 | 56.8 | 35.3 | 84.3 | 10.2 | 74.1 | 15.7 | 62.4 | 9.4 | 53.0 | 37.6 | 57.1 | 1.9 | 55.2 | 42.9 | 60.0 | 7.5 | 52.5 | 40.0 | 62.8 | 7.0 | 55.8 |

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

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OUTCOMES WHAT ARE STUDENTS ACHIEVING IN HIGH SCHOOL?

| | | 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 | 59.3 | 75.5 | 88.7 | 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 | 57.4 | 61.3 | 63.6 | 62.2 | 73.8 | 74.4 |
| 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 | 69.7 | 82.9 | 72.8 | 67.7 | 81.6 | 82.2 |
| DROPOUT RATE | Students who dropped out during the school year and did not re-enroll. | | | | | | |
| | Overall dropout rate | 4.0 | 5.7 | 6.0 | 6.5 | 4.3 | 3.7 |
| | | 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 | 51.4 | 50.0 | 47.5 | 42.1 | 59.4 | 52.2 |

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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 | 88.0 | 76.1 | 71.1 | On Track | 83.3 | 73.3 | 80.0 | On Track | * 79.9 | 81.8 | |
| | Graduation | 59.2 | 66.4 | 67.5 | Graduation | 66.7 | 55.0 | 63.2 | Graduation | -- 63.2 | 66.7 | |
| | Completion | 67.0 | 76.2 | 78.6 | Completion | 85.7 | 67.4 | 70.6 | Completion | -- 76.6 | 78.6 | |
| | Dropout | 6.7 | 4.3 | 3.8 | Dropout | 5.0 | 8.6 | 6.0 | Dropout | -- 5.9 | 5.1 | |
| | English Learners | | | | Asian | | | | White | | | |
| | On Track | 87.5 | 79.8 | 78.0 | On Track | * >95 | 89.7 | 89.7 | On Track | 90.1 | 85.1 | 80.6 |
| | Graduation | 40.0 | 66.9 | 69.2 | Graduation | 50.0 | 87.5 | 72.4 | Graduation | 64.1 | 76.0 | 75.1 |
| | Completion | 100.0 | 73.4 | 74.3 | Completion | 50.0 | 91.2 | 78.8 | Completion | 66.1 | 83.8 | 83.9 |
| | Dropout | 0.0 | 5.0 | 5.0 | Dropout | 0.0 | 1.3 | 2.9 | Dropout | 7.6 | 3.9 | 3.6 |
| | Students with Disabilities | | | | Black/African American | | | | Female | | | |
| | On Track | 80.0 | 68.6 | 62.2 | On Track | * 78.6 | 68.4 | 68.4 | On Track | 93.8 | 86.8 | 85.0 |
| | Graduation | 35.7 | 52.7 | 53.7 | Graduation | -- 62.6 | 60.0 | 60.0 | Graduation | 64.2 | 77.8 | 78.8 |
| | Completion | 35.3 | 64.3 | 66.3 | Completion | 100.0 | 72.5 | 79.3 | Completion | 66.7 | 84.7 | 85.0 |
| | Dropout | 7.9 | 5.8 | 5.4 | Dropout | 0.0 | 6.2 | 5.6 | Dropout | 8.0 | 3.6 | 3.0 |
| | Migrant | | | | Hispanic/Latino | | | | Male | | | |
| | On Track | * 78.5 | 73.5 | 73.5 | On Track | 90.5 | 77.8 | 76.2 | On Track | 84.1 | 80.3 | 75.1 |
| | Graduation | -- 65.9 | 63.0 | 63.0 | Graduation | 68.8 | 67.4 | 73.4 | Graduation | 60.8 | 70.1 | 70.1 |
| | Completion | -- 72.5 | 69.2 | 69.2 | Completion | 81.3 | 74.9 | 77.0 | Completion | 68.6 | 78.7 | 79.7 |
| | Dropout | -- 5.1 | 3.9 | 3.9 | Dropout | 1.8 | 5.3 | 3.6 | Dropout | 5.1 | 4.9 | 4.3 |
| | Talented and Gifted | | | | Multi-Racial | | | | | | | |
| | On Track | * >95 | >95 | >95 | On Track | 83.3 | 83.0 | 78.7 | | | | |
| | Graduation | 100.0 | 93.2 | 92.1 | Graduation | 52.0 | 72.7 | 77.9 | | | | |
| | Completion | 100.0 | 96.9 | 93.8 | Completion | 62.1 | 79.4 | 75.7 | | | | |
| | Dropout | 0.0 | 0.6 | 0.7 | Dropout | 7.1 | 4.7 | 3.3 | | | | |

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 |
|----------------------------|---|---|---|
| SCHOOL READINESS | <p><u>School Readiness</u></p> <p>Daily Breakfast Program</p> <p>Full Day Kindergarten</p> <p>Positive Behavior Intervention Program (PBIS)</p> <p>School-based Health Clinic</p> <p>Full-time School Counselor</p> <p>CharacterFirstEducation Curriculum</p> | <p>School Readiness:</p> <ul style="list-style-type: none"> · Professional Learning Communities · Grade Level Teams · Positive Behavior Interventions and Supports (PBIS) · Intervention system for behavioral and academic needs · Second Steps (Social/Emotional Education) · Healthy Teens Survey · PE for 6, 7,8th grade meeting 225 minutes per week · Breakfast served daily · School Counselor · School-Based Health Clinic · Access to the county juvenile department | <ul style="list-style-type: none"> · Students at Brookings Harbor High School learn school-wide behavior expectations through Bruin Pride. · Brookings Harbor High School houses a a school-based health clinic. · Free and Reduced Lunch Program · McKinney-Vento Act ensures our homeless students have access to educational materials and educational programs. |
| ACADEMIC SUPPORT | Elementary Schools | Middle Schools | High Schools |
| ACADEMIC SUPPORT | <p><u>Academic Support</u></p> <p>Daily Breakfast Program</p> <p>ELL Program</p> <p>Special Education Program: Resource and Adaptive Life Skills Supports</p> <p>Response To Intervention (RTI): Identified Students in grades K-5</p> | <p>Academic Support:</p> <ul style="list-style-type: none"> · Co-teaching model for Special Education · Study Skills · Homework Club · Advisory five days a week · Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and 100% meetings for 6th grade · STAR Reading Assessment · Access to Sheltered Instruction Observation Protocol (SIOP) trained teachers for English Language Development (ELD) | <p>Academic Support</p> <ul style="list-style-type: none"> · Freshman on Track Extended Day · The district supports a Bilingual/English as a Second Language program. · Bruin Pride Freshman on Track educational labs · Personalized Learning · Oregon Youth Transition Program · Summer School Online Program for Credit Recovery and Remediation · Our seniors have access to remediation and academic support to meet their essential skills in English Language Arts and Mathematics. · Parent, Family and Community Outreach · Educational Resource Services/Special Education |
| ACADEMIC ENRICHMENT | Elementary Schools | Middle Schools | High Schools |
| ACADEMIC ENRICHMENT | <p><u>Academic Enrichment</u></p> <p>Talented and Gifted Program for Identified Students: Grades 3-5</p> | <p>Academic Enrichment:</p> <ul style="list-style-type: none"> · Advanced Math classes offered to Middle School students · Talented and Gifted (TAG) opportunities for identified students | <p>Academic Enrichment</p> <p>At Brookings Harbor High School, our students have access to a wide variety of academic enrichment opportunities. Please find our academic enrichment programs listed below:</p> <ul style="list-style-type: none"> · Students are exposed to multicultural enrichment through our World Language Department. Currently, Brookings Harbor High School offers both Spanish and French 1 and 2. In addition, we offer college level Spanish to our Junior and Seniors. Specifically our Spanish Department offers the curriculum as an immersion program through the Organic World Language program (OWL). Organic World Language provides a space for positive collaboration to create active learning environments that foster student-engagement and empowerment, mirroring an authentic language environment. · Our Honors and Dual Enrollment courses offer students opportunities to delve deeply into subject matter content. These offerings include the following: Freshman and Sophomore Honors ELA; AP Literature and Composition; AP Language and Composition; AP World History; College Level Spanish; AP Calculus; College Biology; Leadership. In addition, we have added three Career Technical Education programs which will all offer college credit. · We have a competitive Choir program that is recognized at the state level for its accomplishments. Students in Sea Breeze travel to compete in choir competitions during the school year. They also have multiple performances in the community throughout the school year. · Brookings Harbor High School's Talented and Gifted Program ensures that any student who has an identified Talented and Gifted plan in place will have access to hundreds of academic courses online offered through the educational format of Edgenuity. The instructional model includes direct instruction video featuring educational experts who explain concepts, model strategies, provide examples, and make real-world connections. Assignments are meaningful and ensure students master key concepts and develop analytical and critical-thinking skills. Diagnostic, formative and summative assessments test for mastery and provide immediate, actionable feedback for students and teachers. · Academic Clubs also offer our students enrichment. We have an annual Student Club Recruitment week each school year in the fall. This means we are always adding new clubs as student needs grow and change. Currently, some of our academic club include the following: National Honor Society; Knowledge Bowl; STEM Activities include Robotics, Computer Science, Digital Manufacturing, Welding and Metal Technologies; Writing Club. |

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CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

| CAREER & TECHNICAL EDUCATION | | Middle Schools | High Schools |
|------------------------------|---|---|---|
| | | <p><u>CTE:</u></p> <ul style="list-style-type: none"> · MS Office · Computer Graphics · Gardening | <ul style="list-style-type: none"> •Digital Design CTE and Skill Set •Health Services CTE and Skill Set •STEM Career Technical Education Skill Set •Early Childhood Education Program |
| EXTRACURRICULAR ACTIVITIES | Elementary Schools | Middle Schools | High Schools |
| | <p>Extracurricular Kalmiopsis PTO</p> | <p><u>Extracurricular Activities:</u></p> <ul style="list-style-type: none"> · Sports: Wrestling, Volleyball, Football, Basketball, Track, Cross Country, Dance | <ul style="list-style-type: none"> •Athletics •Student clubs •Visual and Performing arts is a vital part of our academic program as well as our extracurricular program |

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.