



Central Linn SD 552

32433 Hwy 228
Halsey, OR 97348 (541) 369-2813
www.centrallinn.k12.or.us

SUPERINTENDENT Brian Gardner

For more report card measures, including detailed demographic information, visit www.oregon.gov/ode/reports-and-data

FROM THE DISTRICT SUPERINTENDENT

Dear Parents and Community Members,

Our test scores are up for the most part and better than many other districts; however, we feel those scores do not tell the whole story. The current state test is incapable of showing how much a child has learned year to year. The test also sets up a belief that having 30%-60% of our children below grade level is okay as long as you beat the state average; how absurd is that.

Here at Central Linn we attempt to make our learners, your children, the center of every decision we make. Sometimes these decisions are good for children but not very good at matching the predetermined box the state puts such an emphasis on.

Case in point, we focus on each learner having a full understanding of material before we grant credit. This results in individual long term success; however, it may or may not result in having six credits at the end of ninth grade. The state

uses that measurement to judge students "on track to graduate." We do not close classes that learners are still working on at the end of the year, nor do we feel that every child can or needs to get through high school in four years. Most learners do finish in four years, but if it takes five or five and a half to get them truly prepared for life after high school, we will take that over churning out ill prepared young people with pieces of paper that lack integrity.

Enjoy the report card. Some of it makes us look good, some bad. Please understand that our focus is on your child's individual success, not on forcing your child into the right box.

Thank you,

Superintendent | Brian Gardner

DISTRICT PROFILE

STUDENT WELLNESS POLICY

It is the intent of the Board that the district take a proactive effort to encourage students to make nutritious food choices. All food and beverage items (except those as part of the United States Department of Agriculture's National School Lunch Program and/or School Breakfast Program or at times when the school is being used for school related events or non-school related events for which parents and other adults are a significant part of an audience or are selling food or beverage items before, during, or after the event such as sporting event, interscholastic activity, a play, band or choir concert), sold in a K-12 public school as part of the regular or extended school day shall meet minimum standards as set forth in state law. The district realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity should be included in a school's daily education program from grades Pre-K through 12. Physical activity should include regular instructional physical education as well as co-curricular activities, and recess. The district will develop and assess student performance standards in order to meet the Oregon Department of Education's physical education content standards. The district also strives to meet other wellness needs of students through services targeted towards mental health, homeless, and A&D needs.

RACIAL EQUITY IN HIRING

The superintendent, with assistance of other administrative staff will determine the personnel needs of the district and to locate suitable candidates to recommend for employment by the district. Recruitment of personnel will take into consideration the diverse characteristics of the district. It is the policy of Central Linn Schools, Linn County District Number 552C, not to discriminate on the basis of age, handicap, national origin, race, religion, marital status, or sex, in its educational programs, activities, or employment practices. Continuous effort will be devoted to ensure an equal opportunity for all persons.

ENROLLMENT AND DEMOGRAPHICS	Grades	Grades	Grades	Grades
	K - 3	4 - 5	6 - 8	9 - 12
Total Enrollment	179	96	162	186
Regular Attenders	79.8%	79.1%	80.0%	74.0%
Economically Disadvantaged	47%	40%	45%	32%
Students with Disabilities	15%	19%	16%	18%
Ever English Learners	6%	6%	7%	7%
Different Languages Spoken	2	2	2	3
Mobile Students	14.8%	12.6%	11.0%	17.8%

MEDIAN CLASS SIZE	Elementary		Middle		High		Combined	
	Dist.	OR	Dist.	OR	Dist.	OR	Dist.	OR
Self-Contained	23.0	25.0	--	--	--	--	--	--
Eng./Lang. Arts	--	--	--	--	--	--	20.0	16.0
Mathematics	--	--	--	--	--	--	25.0	14.0
Science	--	--	--	--	--	--	25.5	17.0
Social Studies	--	--	--	--	--	--	25.0	17.0

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.

SEISMIC SAFETY RATING

For a detailed report for each school, please visit:

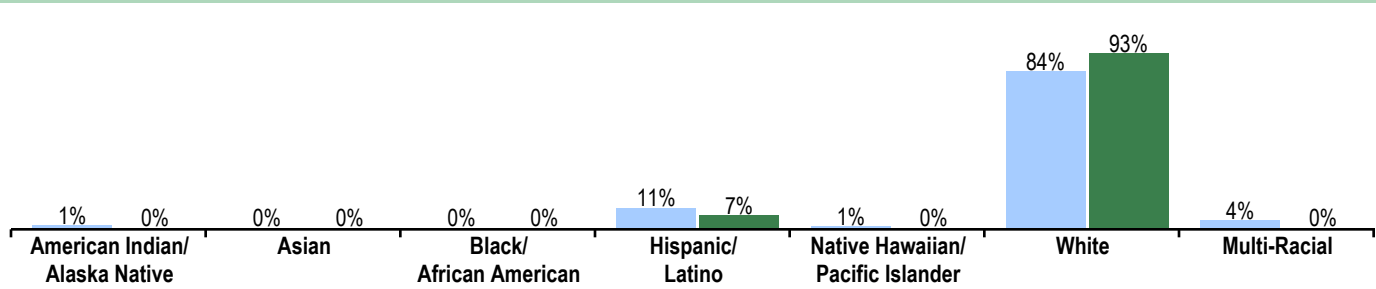
<http://www.oregongeology.org/sub/projects/rvs/activity-updates/status.html>

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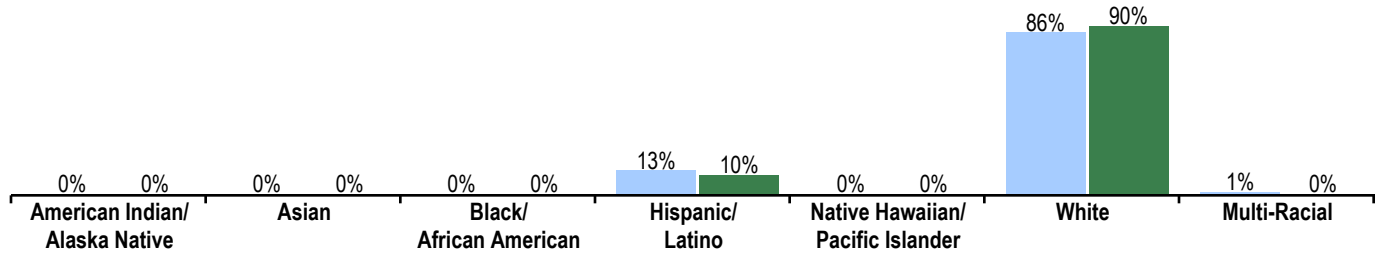
RACE/ETHNICITY OF STUDENTS AND STAFF 2016-17

Students Staff

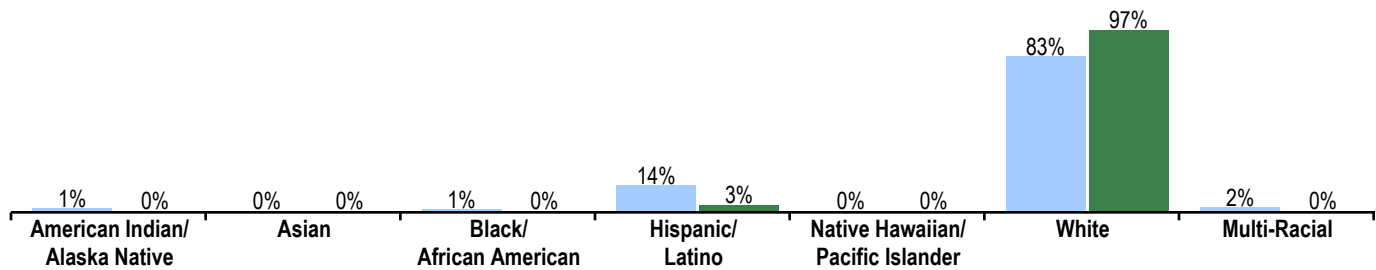
Grades K-3



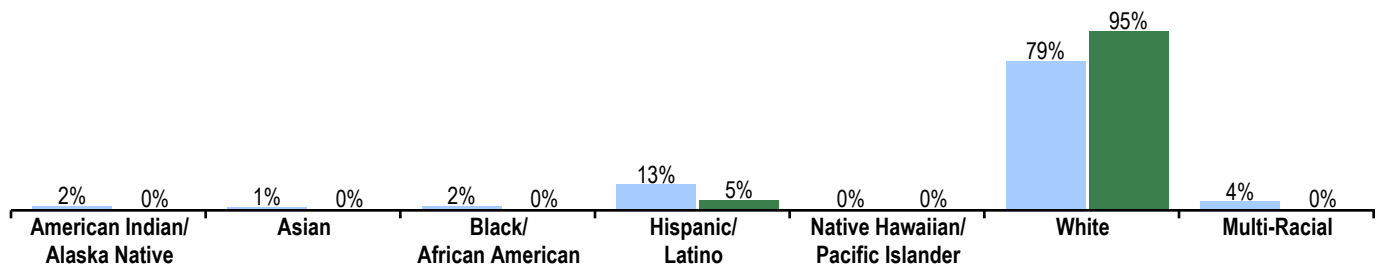
Grades 4-5



Grades 6-8



Grades 9-12



PER PUPIL SPENDING	2014-15	2015-16	2016-17
District	\$11,898	\$11,921	\$12,563
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	45%
State funds	44%
Federal funds	11%

EXPULSIONS & SUSPENSIONS	Expulsions	Suspensions
Total Students	*	61
American Indian/Alaska Native	*	*
Asian	*	*
Black/African American	*	*
Hispanic/Latino	*	7
Multi-Racial	*	*
Native Hawaiian/Pacific Islander	*	*
White	*	47

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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	Levels 3 & 4	56.8	58.1	51.2	49.6	48.5
	Level 2	15.4	21.6	22.0	21.4	23.1
	Level 1	27.8	20.3	26.8	29.1	28.4
Students in grades 6 - 8	Levels 3 & 4	48.3	51.7	53.2	55.2	55.8
	Level 2	26.5	33.1	25.3	23.9	24.9
	Level 1	25.2	15.2	21.4	20.9	19.3
Students in grade 11	Levels 3 & 4	86.8	84.1	83.3	71.1	73.6
	Level 2	10.5	15.9	8.3	16.9	16.1
	Level 1	2.6	0.0	8.3	12.0	10.3

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	Levels 3 & 4	46.3	62.6	51.6	43.6	43.8
	Level 2	32.1	23.1	28.9	27.6	30.2
	Level 1	21.6	14.3	19.5	28.8	26.0
Students in grades 6 - 8	Levels 3 & 4	29.5	31.6	44.1	41.9	41.8
	Level 2	28.9	29.6	25.7	26.6	28.5
	Level 1	41.6	38.8	30.3	31.5	29.8
Students in grade 11	Levels 3 & 4	34.2	27.3	19.4	35.3	35.0
	Level 2	28.9	31.8	38.9	27.3	28.2
	Level 1	36.8	40.9	41.7	37.4	36.8

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	Exceeded	80.5	85.7	91.1	86.7	66.0
	Met	24.4	30.4	39.3	26.7	14.9
	Did not meet	56.1	55.4	51.8	60.0	51.1
Students in grade 8	Exceeded	61.1	44.7	56.1	49.0	62.8
	Met	7.4	0.0	12.3	6.1	11.5
	Did not meet	53.7	44.7	43.9	42.9	51.3
Students in grade 11	Exceeded	76.5	77.1	70.5	64.7	57.8
	Met	5.9	14.3	11.4	5.9	8.0
	Did not meet	70.6	62.9	59.1	58.8	49.8

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	63.0	46.3	28.6	52.9	83.4	83.1
		District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
		2012-13	2013-14	2014-15	2015-16	2015-16	2015-16
GRADUATION RATE	Students earning a standard diploma within four years of entering high school.						
	Overall graduation rate	44.0	54.7	56.5	74.0	74.8	79.8
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	83.6	90.0	70.6	74.4	81.9	84.2
DROPOUT RATE	Students who dropped out during the school year and did not re-enroll.						
	Overall dropout rate	3.6	3.8	6.1	2.6	3.9	3.4
		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	61.8	51.9	32.3	65.5	57.4	48.4

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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	37.5	75.8	74.2	On Track	*	70.3	67.7	On Track	*
Graduation	65.4	68.1	72.4	Graduation	--	56.4	58.8	Graduation	--
Completion	72.4	76.8	79.5	Completion	100.0	66.7	76.9	Completion	--
Dropout	4.2	4.2	3.9	Dropout	--	9.1	11.3	Dropout	--
Ever English Learners				Asian			White		
On Track	*	78.7	77.5	On Track	*	>95	92.3	On Track	57.1
Graduation	50.0	71.1	74.7	Graduation	--	88.0	100	Graduation	77.5
Completion	100.0	75.6	84.6	Completion	--	91.9	95.7	Completion	72.2
Dropout	0.0	4.0	4.0	Dropout	--	1.3	1.2	Dropout	2.7
Students with Disabilities				Black/African American			Female		
On Track	10.0	69.5	76.7	On Track	*	75.6	87.5	On Track	60.0
Graduation	60.0	55.5	63.4	Graduation	--	66.1	69.2	Graduation	75.0
Completion	62.5	64.9	70.6	Completion	--	72.2	80.0	Completion	88.2
Dropout	5.7	5.7	4.7	Dropout	0.0	6.3	1.6	Dropout	2.1
Migrant				Hispanic/Latino			Male		
On Track	*	76.1	85.7	On Track	*	77.3	81.7	On Track	46.2
Graduation	--	68.9	60.0	Graduation	57.1	69.4	75.3	Graduation	72.7
Completion	--	73.8	85.7	Completion	80.0	76.5	85.1	Completion	65.4
Dropout	--	4.0	5.9	Dropout	3.6	4.6	3.7	Dropout	3.2
Talented and Gifted				Multi-Racial					
On Track	*	>95	94.3	On Track	*	83.6	85.7		
Graduation	100.0	92.7	90.7	Graduation	66.7	74.4	81.0		
Completion	100.0	96.8	97.8	Completion	100.0	81.3	85.8		
Dropout	10.0	0.6	1.0	Dropout	0.0	4.1	3.2		

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
	<p>Positive Behavior Support Program Behavioral and other related ESD specialists Mental Health Liaison Conflict Resolution Family Support Services</p>	<p>Our entire system is focused on learners and their needs. Yes, we have many of the usual trappings including: career counseling, emotional counseling, alcohol and drug counseling, PBIS, and many community partnerships to promote student well-being. That being said, our whole school is focused on learning and that starts with the well-being of the learner that walks through the door.</p>	<p>Our entire system is focused on learners and their needs. Yes, we have many of the usual trappings including: career counseling, emotional counseling, alcohol and drug counseling, PBIS, and many community partnerships to promote student well-being. That being said, our whole school is focused on learning and that starts with the well-being of the learner that walks through the door.</p>
ACADEMIC SUPPORT	Elementary Schools	Middle Schools	High Schools
	<p>Special Education Program English Language Learner Services Schoolwide Systems of Math and Reading Interventions Friday School</p>	<p>We are creating individual plans for students to achieve their goals and dreams. Special Education Program English Language Learner Services Schoolwide Systems of Math and Reading Interventions Friday School</p>	<p>We are creating individual plans for students to achieve their goals and dreams. Central Linn offers college options for students. Special Education Program English Language Learner Services Schoolwide Systems of Math and Reading Interventions Friday School</p>
ACADEMIC ENRICHMENT	Elementary Schools	Middle Schools	High Schools
	<p>Friday School with classroom teachers Friday Enrichment Program Summer School Program TAG Services Parent Teacher Committee Math/Literacy Nights Outdoor School Space Camp Program</p>	<p>We are creating individual plans for students to achieve their goals and dreams. As the staff continues to refine our programs and we focus on student learning as an outcome, moving our practices into the junior high is our next logical step. We are looking forward to growing success in the 7th and 8th grades while continuing the success of our high school. We invite you to be part of the ongoing efforts to help your learner achieve their goals. We welcome you as partners as we strive towards an individualized education for all learners.</p>	<p>We are creating individual plans for students to achieve their goals and dreams. Central Linn continues to offer college options for student learning to expand our options for student success.</p>

CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

CAREER & TECHNICAL EDUCATION		Middle Schools	High Schools
EXTRACURRICULAR ACTIVITIES	Elementary Schools Lego Robotics 5th/6th Grade Band Interscholastic Sports Space Camp	Middle Schools We have an active sports program 7-12, Drama, DECA, FFA, multiple service clubs and a first class music offering. Almost all of our students are involved in something.	High Schools We offer a full Agricultural CTE program as well as classes in Business and Marketing. Ag classes start in 7th grade. This year we have added AVID, We have an active sports program 7-12, Drama, DECA, FFA, multiple service clubs and a first class music offering. Almost all of our students are involved in something.

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.