

Dear Parents and Community Members,

The enclosures contain the newly redesigned Oregon Department of Education's Report Card. The comprehensive redesign includes the following features:

- School Profile is meant to provide an overview of the school's most significant characteristics—those aspects that are likely to impact student test scores or other academic outcomes.
- Overall State Rating provides a summary measure of student performance.
- Academic Progress describes the extent to which students are making progress on standards-based tests.
- Outcomes reports key measures of success for all students and student subgroups.
- Curriculum and Learning Environment characterizes the school's programs, resources, and additional associated indicators of success.

We are proud to report that Reynolds High School's students demonstrated the following successes:

- Our students increased their overall performance in Reading by 3.1% and 5.2% in Mathematics achievement.
- Our English Language Learners, Students With Disabilities, and Underserved Races/Ethnicities had above average growth in Mathematics.
- Our Overall Graduation rate increased by 7.5%.

We are dedicated to increasing student growth and achievement through specific strategies that will help to improve instruction and to empower students to be successful.

Sincerely,

Susan McKinney

Principal



Reynolds High School

1698 SW Cherry Park Rd Troutdale, OR 97060-9633, (503) 667-3186 www.reynolds.k12.or.us/

DISTRICT Reynolds SD 7 **SUPERINTENDENT** Linda Florence PRINCIPAL Susan McKinney **GRADES SERVED** 9-12

For more report card measures including detailed demographic information visit www.ode.state.or.us/go/SchoolRC

FROM THE PRINCIPAL

Dear Parents and Community Members,

I am pleased with the gains our students made last year at nearly every level.

Highlights:

When compared to schools with similar demographics, Reynolds High School students performed better in reading.

85% of our students passed the OAKS reading test. This is a 3% increase over last year.

68% of our students passed the OAKS math test. This is a 6% increase over last year.

Our English Language Learners scored at Level 4 for academic growth. In mathematics, they achieved at Level 5, which is the highest rating the state awards. Our students are learning English quickly.

Our Black and Hispanic populations have also made impressive gains in reading and mathematics.

Our graduation rate increased by 8%.

Despite these gains, we still have room to improve. We have added two Engineering classes to our course offerings and will be expanding that program even further next year. Our collaboration with Lewis & Clark College and the Oregon Writing Project will continue as we work toward making significant gains in writing proficiency.

Thank you,

Principal Susan McKinney

36%

SCHOOL PROFILE

2,468 Enrollment 2012-13 -0.7% Change from previous year 75%

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

Students attending 90% or more of enrolled days

Select Demographics 2012-13

English Learners

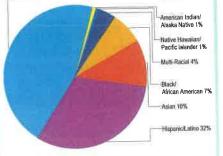
Students who have ever been eligible for or participated in a program to acquire academic

65% Economically disadvantaged Students with disabilities 13%

Number of different languages spoken: 40



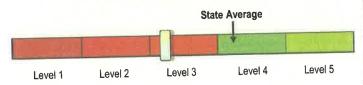
STUDENTS



OVERALL STATE RATING HOW ARE STUDENTS AT THIS SCHOOL PERFORMING COMPARED TO THOSE AT OTHER SCHOOLS?

The overall state rating is intended to summarize this school's particular successes and challenges. It is based on a combination of up to five factors. Three of these factors come from standardized test scores in reading and math: student achievement, student growth, and the growth of underserved subgroups. High schools are also rated on the overall graduation rate for the school and the graduation rates of underserved subgroups. Please be aware that this rating is based mainly on high-stakes testing and accordingly, represents a limited view of student performance. Other aspects of this report card are designed to put this rating in the proper context.

Compared to all schools statewide in 2012-13. this school is rated as Level 3.



Level 1 = Falls into the bottom 5% of schools

Level 2 = Falls between 5% and 15% of schools

Level 3 = Falls between 15% and 44% of schools

Level 4 = Falls between 44% and 90% of schools

Level 5 = Falls into the top 10% of schools

Compared to high schools with similar student demographics in 2012-13, this school's rating is below average.



Below average = Falls into the bottom third of comparison schools

About average = Falls into the middle third of comparison schools

Above average = Falls into the top third of comparison schools



OREGON Reynolds High School

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SUPERINTENDENT Linda Florence
PRINCIPAL Susan McKinney
GRADES SERVED 9-12

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PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

TOOILEGE		an augustine sto	te standards o	n exams						
CHOOL	Students meeting of	or exceeding sta	to otaliaal as s							
ERFORMANCE	Did at least 95% o Participation rate of	of the students at criteria are in pla	this school ta	ke required chools test	state ex as man	ams? y eligible	⊠ Ye students			
			Scho 2009-10	ool Perform 2010-1	•	%))11-12	Perform	hool nance (%) Pe 12-13	Oregon erformance (%) 2012-13	Like-So Averag 2012-
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	Mathematics	(Tested Grades:	3-8, 11)			Did not i	neet [Met	Exceeded	100
	All students tested Note new cut scores		54.5 4.8 49.7 45.5	66.8 4.9 61.1	9 62,3	5.4 56.9 37 7	67.5	3.0 64.5 32.5	70.1 7.5 62.6 29.9	65.0 3. 61
	Writing	(Tested Grade: 1	11)			Did not i	meet [Met	Exceeded	
	All students tested	i	59.3 3.1 56.2 40.7	73.5 4.8 68.	7 44.8	3.7 41.2 55.2	43.5	2.4 41.1 56.5	61.0 6.4 54.6 39.0	52.3 3 49 41
	Science	(Tested Grades:	5, 8,11)			Did not	meet [Met	Exceeded	
			244	T FI	-1	21.8	Seere	10.6	13.4	50.0
	All students tested Note new cut score		48.8 16.6 32.3 51)(2	40 39	9 56.2	36.4 41.8	58.9	48.3 41.1	50.8 35.8	50.6
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Reynolds High School

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

STUDENT GROUP OUTCOMES	Scho Perform (%)	ance I	Oregon Performance (%)	School Compared to OR Average	Perfo	chool ormance (%)	Oregon Performance (%)	School Compared to OR Average	Perfo	%)	(%)	School Compared to OR Average
	All Students				American Ind	ian/Alas	ka Native		Native Hawai	ian/Paci	fic Islander	
	On Track Graduation	60.1 62.7 67.2 4.7	 68.4 80.5 3.4	 -5.7 -13.3 +1.3	On Track Graduation Completion Dropout	28.6 28.6 25.0 5.9	50.8 65.6 7.7	-22.2 -40.6 -1.8	On Track Graduation Completion Dropout	66.7 62.5 66.7 4.0	66.2 82.4 3.8	-3.7 -15.7 +0.2
	Economically D	isadva	intaged		Asian				White			
	On Track Graduation	53.1 57.8 68.1 4.0	61.1 76.7 3.0	-3.3 -8.6 +1.0	On Track Graduation Completion Dropout	78.8 75.0 72.3 1.1	80.7 85.9 0.9	-5.7 -13.6 +0.2	On Track Graduation Completion Dropout	71.1 72.4 73.1 4.5	71.2 83.2 3.0	+1.2 -10.1 +1.5
	English Learner	rs			Black/Africar	Americ	an		Female			
	On Track Graduation	50.0 42.4 55.2 7.7	 49.2 64.1 5.1	 -6.8 -8.9 +2.6	On Track Graduation Completion Dropout	46.6 46.0 63.9 6.3	53.3 70.5 5.9	 -7.3 -6.6 +0.4	On Track Graduation Completion Dropout	66.0 71.2 71.3 4.5	72.9 83.3 2.8	-1.7 -12.0 +1.7
	Students with E		itios		Hispanic/Lat	ino			Male			
	On Track Graduation	53.2 30.3 55.6 4.5	38.2 65.8 4.8	 -7.9 -10.2 -0.3	On Track Graduation Completion Dropout	46.0 46.9 56.5 5.6	59.5 71.1 4.5	-12.6 -14.6 +1.1	On Track Graduation Completion Dropout	54.7 54.9 63.5 4.8	64.3 78.0 3.9	-9.4 -14.5 +0.9
	Talented and G	ifted			Multi-Racial						ed on the 201	
		84.2 83.9 92.0 0.0	90.9 95.9 0.4 when the data	 -7.0 -3.9 -0.4 must be supp	On Track Graduation Completion Dropout ressed to protec	56.7 69.6 72.2 4.1 t student	69.1 84.9 3.3	+0.5 -12.7 +0.8	2011-12 sch On Track Da Outcomes s schools and the Oregon	ool year. eta in the ection wa districts Departm	data is based Student Grou as provided be and was not ent of Educat or outcome de	up y local verified by ion.

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

SCHOOL READINESS

Ninth Grade Counts identifies struggling eighth graders and brings

them in for an intensive summer school experience that introduces them

to the school and academic enrichment. Many of these students are

placed in 9th grade reading, writing, and math intervention classes.

We also provide summer school for incoming English Language Learners.

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.



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CURRICULUM & LEARNING ENVIRONMENT CONTINUED

ACADEMIC SUPPORT

Struggling students are identified by our CARE Team. Services are

provided based on individual need. AVID, College Possible, and ASPIRE

programs serve our students and make sure they enter college ready to

succeed. A literacy and math intervention program provides struggling

students with extra periods of reading, writing or math.

ACADEMIC ENRICHMENT

WORLD LANGUAGE COURSES

Japanese

Spanish

French

HONORS & DUAL-ENROLLMENT COURSES

RHS offers too many Honors and Dual-Enrollment Courses to fit here.

See our website for a full listing: http://www.reynolds.k12.or.us/rhs/

advanced-programs-ap-classes-college-now-and-middle-college

SPECIAL PROGRAMS

Extensive Arts Program: Music, Arts, Crafts, Photography

Living History Day

Project Lead the Way

CAREER & TECHNICAL EDUCATION

Computer Science, Business, Auto Graphics, Metals, Woods, Construction Culinary Arts, Early Childhood

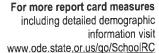
EXTRACURRICULAR ACTIVITIES

16 Interscholastic Sports; 3 Drama/Play productions

19 Academic Clubs; 6 Service Clubs

Spring Break Carnival: Theatre/Auditorium

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.



OREGON Reynolds SD 7

2012-13

1204 NE 201st Ave Fairview, OR 97024-2499, (503) 661-7200 http://www.reynolds.k12.or.us

FROM THE DISTRICT SUPERINTENDENT

Dear Parents and Community Members,

The District is pleased to report that we are making progress in all target areas: academic achievement, fiscal responsibility, and communication. A report of the 2012-13 accomplishments is available online at: http://www.reynolds.k12.or.us/district/2012-13-accomplishments

ACADEMIC ACHIEVEMENT: Focus on each and every learner; adoption of literacy program; purchased iPads for elementary students: middle school AVID programs; Challenge Day and Project Lead the Way at Reynolds High School. FISCAL RESPONSIBILITY: Audit without findings; and compliance with federal funds. COMMUNICATIONS: Education Summit with 200 participants; more partnerships; and expanded volunteer program.

VISION: Each and every child prepared for a world yet to be imagined.

MISSION: Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical-thinking to enhance family, career, and community.

Your support is appreciated; please call (503) 661-7200 to get involved.

Thank you,

Superintendent | Linda Florence

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ENROLLMENT	Total enrollment 2012-13	Change from previous year	Students attending 90% or more of enrolled days
Grades K - 3	3,943	+0.6%	77%
Grades 4 - 5	1,836	-1.1%	85%
Grades 6 - 8	2,563	+1.6%	77%
Grades 9 - 12	2,850	+0.4%	72%

STUDENT MOBILITY	2012-13	Previous three year average
Students transferring:	1 1	
Into district	6.8%	6.9%
Out of district	8.2%	8.6%

2012-13

SELECT DEMOGRAPHICS	Grades K - 3	Grades 4 - 5	Grades 6 - 8	Grades 9 - 12
English Learners	43%	49%	44%	35%
Economically disadvantaged	78%	79%	76%	65%
Students with disabilities	12%	18%	19%	17%
Number of different languages spoken	43	32	40	41

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

STUDENT WELLNESS POLICY

Reynolds School Board approved wellness policy includes: nutrition education, food service and reimbursable meals; physical activity; fruit and vegetable programs; school and community gardens; athletics and other activities that promote health and well-being.

CLASS SIZE	Average class size 2012-13	Change from previous year
Grades K - 3	25.6	-0.2
Grades 4 - 5	26.3	-2.1

TEACHER PROFICIENCY 2012-13

98.40%

Percentage of highly qualified teachers (as defined by the federal government)

RACIAL EQUITY IN HIRING

Reynolds School District Board Policy is that all educational programs, activities and employment will be free of discrimination or harassment on the basis of race, color, religion, gender, gender identity, sexual orientation, national origin, disability, parental or marital status, or age. We are committed to hiring qualified staff that reflect the diversity of our students.

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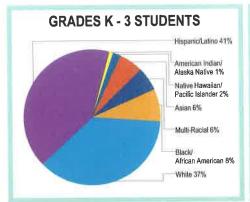
information visit www.ode.state.or.us/go/SchoolRC

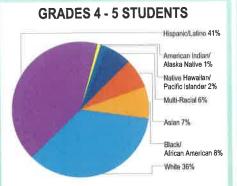
DISTRICT PROFILE (CONTINUED)

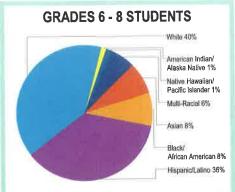
OREGON

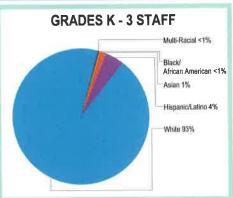
REPORT CARD

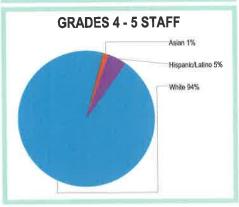
2012-13

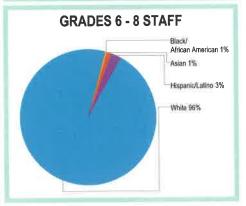












GRADES 9 - 12 ST	UDENTS
GRADES 3 - 12 ST	White 45% Native Hawaiian/ Pacific Islander 1% American Indian/ Alaska Native 1% Multi-Racial 4% Black/ African American 8% Asian 9%
	Hispanic/Latino 32%

PER PUPIL SPENDING	2012-13	2011-12	2010-11	2009-10	2008-09
District	\$10,083	\$9,258	\$9,390	\$8,606	\$8,851
State	\$9,903	\$9,366	\$9,363	\$9,275	\$9,392

Oregon's quality education model (QEM) suggests adequate per pupil funding should be \$11,970 in 2012-13. (Statewide average) 2012-13 data reflects budgeted not actual.

White 45%
Native Hawaiian/ Pacific Islander 1%
American Indian/ Alaska Native 1%
Multi-Racial 4%
Black/ African American 8%
Asian 9%
Hispanic/Latino 32%

FUNDING SOURCES	District funding derived from the below source	
Local taxes and fees	22%	
State funds	66%	
Federal funds	12%	

SEISMIC SAFETY RATING

For a detailed report for each school, please visit: www.oregongeology.org/sub/projects/rvs/default.htm

GRADES 9 - 12 STAFF
Multi-Racial 1% Black/ African American 1% Hispanic/Latino 3% White 95%

EXPULSIONS & SUSPENSIONS	Expulsions	Suspensions	
Total Students	59	1,218	
American Indian/Alaska Native	*	17	
Asian	*	32	
Black/African American	9	201	
Hispanic/Latino	25	494	
Native Hawaiian/Pacific Islander	*	20	
White	19	367	
Multi-Racial		87	

OREGON

REPORT CARD

2012-13

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PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

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									
	Participation rate criteria are in	Participation rate criteria are in place to ensure schools test as many eligible students as possible District Oregon								
DISTRICT PERFORMANC	E	District Performance (%) Performance (%) Performance (%) 2009-10 2010-11 2011-12 2012-13 2012-13	Like-District Average (%) 2012-13							
	Reading	Did not meet Met Exceeded								
	Students in grades 3 - 5	69.8 22.7 71.1 23.3 53.0 17.4 51.5 16.3 71.0 28.5 42.4 35.7 47.0 48.5 29.0	60.0 18.8 41.2 40.0							
	Students in grades 6 - 8	62.2 19.1 63.5 17.8 45.7 53.7 12.4 53.6 11.9 69.1 20.8 48.3 36.5 46.3 46.4 53.6 30.9	59.4 15.2 44.3 40.6							
	Students in grade 11	63.4 5.2 77.7 6.3 75.9 8.6 81.2 6.1 75.1 85.7 24.1 18.8 85.7 24.3 14.3	80.8 11.2 69.6 19.2							
		Note new cut scores in 2011-12.	(1) (2)							
	Mathematics	Did not meet Met Exceeded								
	Students in grades 3 - 5	66.8 19.7 47.3 18.7 44.3 16.2 28.0 40.7 25.6 62.1 27.8 34.3 33.2 52.7 55.7 59.3 59.3	52.1 19.4 32.7 47.9							
	Students in grades 6 - 8	62.0 21.2 45.7 14.3 47.6 12.5 35.0 43.6 32.1 62.1 20.3 41.7 56.4 62.1 27.9 37.9	55.6 15.9 39.7 44.4							
	Students in grade 11	50.8 4.5 62.2 4.7 57.0 4.9 61.3 2.7 70.1 7.5 49.2 37.8 43.0 38.7 38.7 29.9	66.1 2.8 63.4 33.9							
	Note new cut scores in 2010-11.									
	Writing	Did not meet Met Exceeded								
	Students in grade 11	56.1 3.0 69.0 4.5 41.7 3.6 38.1 41.9 2.4 39.5 61.0 64.6 43.9 31.0 58.3 58.3 58.1 61.0 64.6	52.7 2.8 49.8 47.3							
	Science	Did not meet Met Exceeded								
	Students in grade 5	54.4 13.4 52.0 9.4 47.0 8.2 44.6 6.5 38.1 68.1 52.1 45.6 45.6 48.0 53.0 55.4 55.4 31.9	52.3 9.7 42.6 47.7							
	Students in grade 8	56.6 14.1 42.5 43.4 49.9 6.4 43.5 52.7 9.0 67.1 13.5 43.7 37.3 50.1 47.3 47.3 67.1 13.5	55.0 9.6 45.4 45.0							
	Students in grade 11	46.5 15.5 59.6 19.0 54.3 19.7 34.6 45.7 45.7 64.2 13.4 53.5 40.4 45.7 44.2 35.8	54.3 8.7 45.6 45.7							
		Note new cut scores in 2011-12.								

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OUTCOMES	WHAT ARE STUDENTS ACHIEVING IN HIGH SCHOOL?		District formance 2010-11	(%) 2011-12	District Performance (%) 2012-13	Oregon Performance (%) 2012-13	Like-District Average (%) 2012-13
COLLEGE	Students preparing for college and careers.						
AND CAREER READINESS	Freshmen on track to graduate within 4 years Students taking SAT	13.3	56.0 17.8	<5 14.9	57.9 20.0	34.2	28.6
			District rformance 2009-10		District Performance (%) 2011-12	Oregon Performance (%) 2011-12	Like-District Average (%) 2011-12
GRADUATION	Students graduating with a regular diploma within for	ur year	rs of en	tering h	igh school.		
RATE	Overall graduation rate	53.3	57.8	47.9	57.8	68.4	68.9
COMPLETION RATE	Students receiving a regular, modified, extended, or years of entering high school.	adult I	nigh scl	nool dip	loma or compl	eting a GED w	ithin five
	Overall completion rate	. NA	68.5	73.3	64.3	80.5	73.2
DROPOUT	Students who dropped out during the school year a	nd did ı	not re-e	nroll.		,	
RATE	Overall dropout rate	5.2	3.6	6.3	5.9	3.4	3.2
		Pe 2007-08	District rformance 2008-09	e (%) 2009-10	District Performance (%) 2010-11	Oregon Performance (%) 2010-11	Like-District Average (%) 2010-11
CONTINUING	Students continuing their education after high school	ol.					
EDUCATION	Students who enrolled in a community college or four-year school within 16 months of graduation	. NA	56.1	57.1	53.5	61.1	54.5

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

STUDENT GROUP OUTCOMES	Perfo	istrict ormance (%)	Oregon Performance (%)	District Compared to OR Average		istrict ormance (%)	Oregon Performance (%)	District Compared to OR Average	Perfo	strict rmance P (%)	Oregon erformance (%)	District Compared to OR Average	
	All Students				American Indian/Alaska Native		Native Hawaiian/Pacific Islander						
	On Track Graduation Completion Dropout	57.9 57.8 64.3 5.9	68.4 80.5 3.4	-10.6 -16.2 +2.5	On Track Graduation Completion Dropout	28.6 25.0 30.0 12.0	50.8 65.6 7.7	-25.8 -35.6 +4.3	On Track Graduation Completion Dropout	66.7 62.5 57.1 3.9	66.2 82.4 3.8	-3.7 -25.3	
	Economically	Disadv	antaged		Asian				White				
	On Track Graduation Completion Dropout	50.7 53.6 67.0 4.7	61.1 76.7 3.0	-7.5 -9.7 +1.7	On Track Graduation Completion Dropout	78.8 75.0 70.1 1.1	80.7 85.9 0.9	-5.7 -15.8 +0.2	On Track Graduation Completion Dropout	68.7 63.7 69.8 6.1	71.2 83.2 3.0	-7.5 -13.4 +3.1	
	English Learn	ners			Black/Africa	n Americ	an		Female				
	On Track Graduation Completion Dropout	49.2 43.0 54.5 8.1	49.2 64.1 5.1	-6.2 -9.6 +3.0	On Track Graduation Completion Dropout	43.5 39.3 62.8 8.7	53.3 70.5 5.9	-14.0 -7.7 +2.8	On Track Graduation Completion Dropout	65.0 66.2 68.1 5.5	72.9 83.3 2.8	-6.7 -15.2 +2.7	
	Students with	h Disabi	lities		Hispanic/La	tino			Male				
	On Track Graduation Completion Dropout	46.9 27.6 50.7 6.5	38.2 65.8 4.8	-10.6 -15.1 +1.7	On Track Graduation Completion Dropout	43.9 46.8 55.2 6.4	59.5 71.1 4.5	-12.7 -15.9 +1.9	On Track Graduation Completion Dropout	51.7 50.2 61.0 6.3	64.3 78.0 3.9	-14.1 -17.0 +2.4	
	Talented and	Gifted			Multi-Racial				On-Track data is based on the		on the 201	2012-13	
	On Track Graduation Completion Dropout	84.2 82.8 92.3 0.5	90.9 95.9 0.4	-8.1 -3.6 +0.1	On Track Graduation Completion Dropout ressed to protect	54.5 66.7 66.7 4.0	69.1 84.9 3.3	-2.4 -18.2 +0.7	school year; all other data is based on the 2011-12 school year. On Track Data in the Student Group Outcomes section was provided by local schools and districts and was not verified by the Oregon Department of Education.			l on the Ip I local Verified by	

SUPERINTENDENT Linda Florence

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rview, OR 97024-2499, (503) 661-7200	& LEARNING ENVIRONN	information visit www.ode.state.or.us/go/SchoolRC
		High Schools
Connect to Kindergarten and Kindergarten Transition (Spring) Reynolds High School Community Preschool Family Nights Kindergarten Counts Full Day Kindergarten at six (6) sites	Universal meal programs Positive Behavior Support/Intervention System (PBIS) Anti-bullying/anti-harassment program Focus on Academic Discipline Counseling for emotional, academic and behavioral issues	Ninth Grade Counts Social Services/Counseling Support
Elementary Schools Title I, Special Education, and English Development Classes Literacy Framework which supports Accelerated Skill Development Reading and Math Intervention Classes iPads in Every Classroom	Middle Schools Title I English Language Development Advanced Math and Language Arts Tutoring	High Schools Credit Recovery Math and Reading Intervention Support Classes ASPIRE Program AVID (Advancement Via Individualized Determination)
Flementary Schools	Middle Schools	High Schools
	WORLD LANGUAGE COURSES Spanish French Introduction to Languages SPECIAL PROGRAMS AVID (Advancement Via Individualized Determination) 8th Grade Mentors Advanced Math	WORLD LANGUAGE COURSES Spanish French Japanese HONORS & DUAL-ENROLLMENT COURSES Advanced Placement and College Credit Classes Middle College SPECIAL PROGRAMS 21st Century Learning Community Center, JROTC Challenge Day, Living History Day and Leadership Classes ACE and CAL 1/2 day Charter Schools (career-focused)
	Elementary Schools Connect to Kindergarten and Kindergarten Transition (Spring) Reynolds High School Community Preschool Family Nights Kindergarten Counts Full Day Kindergarten at six (6) sites Elementary Schools Title I, Special Education, and English Development Classes Literacy Framework which supports Accelerated Skill Development Reading and Math Intervention Classes iPads in Every Classroom Elementary Schools Individualized TAG Program iPads in Every Classroom College and Career Day SUN Community School Music/PE/Counseling/Library Classes Science Fair	rview, OR 97024-2499, (503) 661-7200 **Tilwaw.reynolds.k12.or.us** CURRICULUM & LEARNING ENVIRONA Elementary Schools Connect to Kindergarten and Kindergarten Transition (Spring) Reynolds High School Community Preschool Family Nights Kindergarten Counts Full Day Kindergarten at six (6) sites Elementary Schools Tittle I, Special Education, and English Development Classes Literacy Framework which supports Accelerated Skill Development Reading and Math Intervention Classes iPads in Every Classroom Elementary Schools Individualized TAG Program iPads in Every Classroom College and Career Day SUN Community School Music/PE/Counseling/Library Classes Science Fair Special Olympics for LifeSkills students Middle Schools Middle Schools Tittle I English Language Development Advanced Math and Language Arts Tutoring Middle Schools World Languages Special Programs French Introduction to Languages SPECIAL PROGRAMS AVID (Advancement Via Individualized Determination) 8th Grade Mentors



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CURRICULUM & LEARNING ENVIRONMENT CONTINUED...

CAREER & TECHNICAL EDUCATION	Middle Schools AVID Lego Robotics Family and Consumer Science Computers, Engineering Design, Cinematography Horticulture	High Schools MYC, The Trades (RLA) Metals Manufacturing, Automotive Technology Business, Graphics Arts, and Computer Applications Early Childhood Education and Catering Project Lead the Way, Woods, and Construction
EXTRACURRICULAR Elementary Schools Community Garden Soccer Club Chess Club Family Nights	Middle Schools Athletics - District, YMCA and Boys and Girls Club Jazz Band, Drama After School Programs/Clubs Band/Orchestra/Choir	High Schools Interscholastic and Intramural sports Activities and Clubs SkillsUSA Extensive Music, Drama, Arts programs

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 2012-13 data.

à d	Priority	Focus	111111	Model
Number of Elementary Schools	1	4		0
Number of Middle Schools	0	0	3	0
Number of High Schools	0	0	288	0

Priority Schools 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.

Focus Schools 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.

Model Schools 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.