



OREGON  
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EDUCATION

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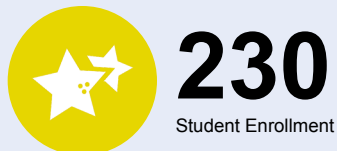
# OREGON AT-A-GLANCE SCHOOL PROFILE

## Bonanza Junior/Senior High School

PRINCIPAL: Jordan Osborn | GRADES: 7-12 | 31610 Mission St, Bonanza 97623 | 541-545-6581

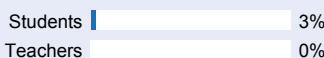
2023-24

### Students We Serve

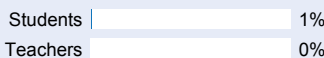


### DEMOGRAPHICS

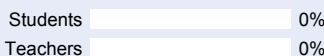
#### American Indian/Alaska Native



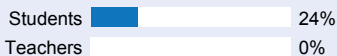
#### Asian



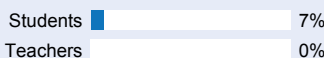
#### Black/African American



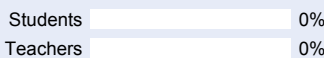
#### Hispanic/Latino



#### Multiracial



#### Native Hawaiian/Pacific Islander



#### White



**11%**

Ever English  
Learners



**3**

Languages  
Spoken

**16%**

Students  
with  
Disabilities

**85%**

Required  
Childhood  
Vaccinations

**53%**

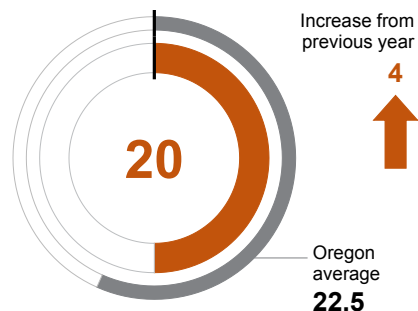
Students  
Experiencing  
Poverty

\* <10 students or data unavailable

### School Environment

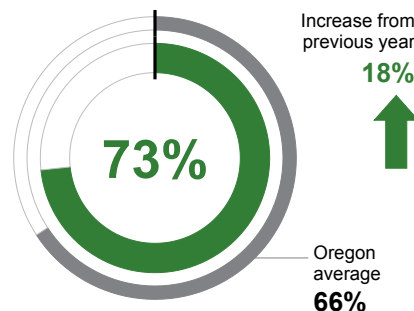
#### CLASS SIZE

Median size of classes in core subjects.



#### REGULAR ATTENDERS

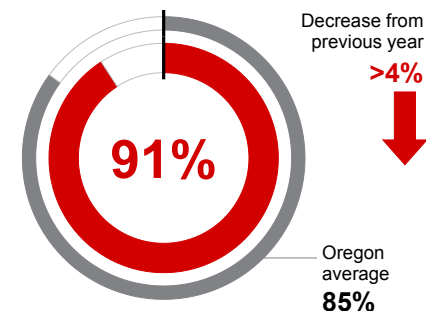
Students who attended more than 90% of their enrolled school days.



### Academic Progress

#### ON-TRACK TO GRADUATE

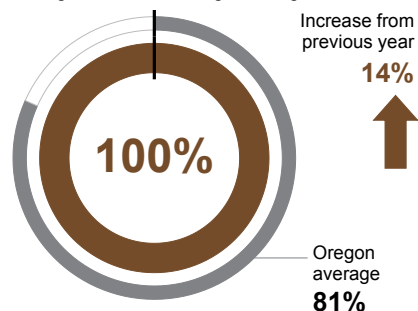
Students earning one-quarter of graduation credits in their 9th grade year.



### Academic Success

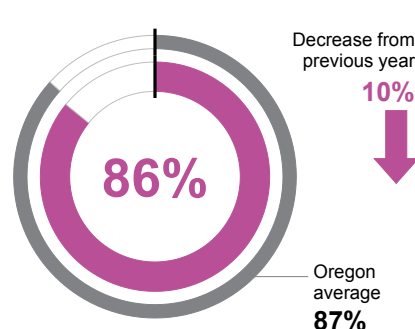
#### ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2019-20 graduating in 2022-23.



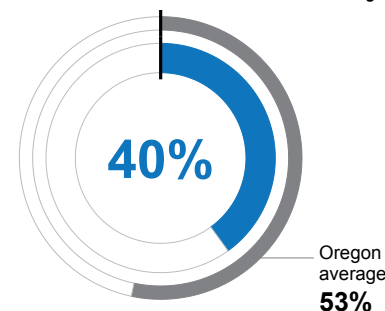
#### FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2018-19 finishing in 2022-23.



#### COLLEGE GOING

Students enrolling in a two or four year college within 12 months of completing high school in 2021-22. Data from the National Student Clearinghouse.



### School Goals

Our staff strives to build positive relationships with every student that walks through our doors. We then use those relationships to teach, model, inspire and guide each student in finding and developing individual interests, strengths, and abilities to encourage all students to be life-long learners. We have also implemented a curriculum that will challenge each student to improve their own character on a daily basis. The goal being that we graduate students who are academically capable but also have high character and will contribute to society in a positive manner.

### State Goals

The Oregon Department of Education is collaborating with school districts and communities across the state to achieve a 90% on-time graduation rate by 2027. Grounded in the pillars of Academic Excellence, Belonging and Wellness, and Reimagined Accountability, ODE prioritizes evidence-based practices to boost early literacy, attendance, and student engagement. We are committed to closing opportunity and achievement gaps for marginalized students and securing long-term success for all of Oregon's learners by investing in culturally responsive practices, fostering inclusive environments and always driving for continuous improvement.

### Safe & Welcoming Environment

As the hub of the community, Bonanza Jr/Sr High School strives to have an open door policy inviting parent and community support for our students. While maintaining a positive relationship, our main goal remains focused on student safety. Monthly safety drills are completed, as well as community outreach for support in the event of a crisis. Bilingual staff is present in both buildings to assist in communication with all parents. We are instituting the incident command emergency system with staff.



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# OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

## Bonanza Junior/Senior High School

2023-24

### Outcomes

#### Our Staff (rounded FTE)



**14**

Teachers



**7**

Educational  
assistants



**1**

Counselors/  
Psychologists/  
Social Workers



**86%**

Average teacher  
retention rate over  
the past three years



**67%**

% of licensed teachers  
with more than 3 years  
of experience



**Yes**

Same principal in  
the last 3 years

#### REGULAR ATTENDERS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	87%
Multiracial	73%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	69%
Students Experiencing Poverty	69%
Ever English Learner	>95%
Students with Disabilities	61%
Migrant	95%
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	>95%
Female	75%
Male	72%
Non-Binary	<10 students or data unavailable

#### ON-TRACK TO GRADUATE

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	<10 students or data unavailable
Multiracial	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	92%
Students Experiencing Poverty	77%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	<10 students or data unavailable
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	94%
Male	87%
Non-Binary	<10 students or data unavailable

#### ON-TIME GRADUATION

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	<10 students or data unavailable
Multiracial	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	>95%
Students Experiencing Poverty	>95%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	<10 students or data unavailable
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	>95%
Male	>95%
Non-Binary	<10 students or data unavailable

### About Our School

#### ADVANCED COURSEWORK

Our school offers elective courses built around staff strengths and student interest. A partnership with Klamath Community College and OIT allows us to provide college level courses in the following areas:

- Advanced Animal Science, Speech 111, Writing 121-122, Psychology, Math 111, Horticulture, Business Management, Intro to Teaching, Child Development, Plant Science

Synchronis courses are offered throughout the district for Health Occupation courses and provides direct instruction from a classroom teacher. Various online courses are offered throughout the school year. Work study programs and advanced core classes are offered within the building to provide students with a broad academic experience.

#### CAREER & TECHNICAL EDUCATION

Our school strives to provide broad access to Career and Technical Education for our students. As a rural community school, we value the resources provided to our students in the CTE classrooms with a focus on construction, agriculture and business. Courses provided for the school year in the area of Career and Technical Education, include: CORE intro to Construction, Carpentry 1, Carpentry 2, Ag Mechanics I-IV, Agriculture I-IV, Intro to Business, Marketing I/II, Computer Education, Digital Photography, as well as, FFA and FBLA club membership opportunities.

#### EXTRACURRICULAR ACTIVITIES

Students attending Bonanza Jr./Sr. High School have access to a wide variety of extra-curricular activities throughout the school year. Emphasis is made on equality for both male/female athletes with varying interests. At the Junior High level we offer the following sports:

- 7th/8th Volleyball
- 7th/8th Boys/Girls Basketball
- JH Track

At the High School level we offer the following sports:

- Football (8-man Varsity only)
- Volleyball (JV & Varsity)
- Basketball (Boys/Girls JV & Varsity)
- Wrestling (Boys/Girls)
- Softball
- Baseball
- Track (Boys/Girls)
- Cross Country Club (Boys/Girls)

#### PARENT & COMMUNITY ENGAGEMENT

We have an active Parent Patron Association and Booster Club that meets monthly, inviting administration, staff and students for input and ideas. They strive to assist the school with event planning, funding, and opportunities for students throughout the school year. They work with the administration to assist with concerns and offer suggestions for school-wide improvement. Along with our CTE Agriculture/FFA program, we have an Ag Advisory committee to support our efforts with that program.