

FROM THE DISTRICT SUPERINTENDENT

Dear Parents and Community Members,

In the 2015-2016 school year, Huntington School District received an Overall State Rating of average. That means our students are performing about as well on standards-based tests and graduating in about the same numbers as students as compared to schools with similar student demographics.

Key areas:

- 41% met/exceed state standards for reading
- 17% met/exceed state standards for math
- 58% met/exceed state standards for science

The district has seen relative slow growth in our math scores. To address this situation the district has implemented a district-wide math curriculum plan. This plan will focus our resources on implementing the new Common Core State Standards, which reinforce mathematics at all grade levels. The district is currently

planning and implementing a district wide realignment of the math curriculum to meet ODE standards in the next school year. With these programs and increased professional development opportunities for staff, the district will continue to provide a high quality education for your students. The district saw an increase in science scores from the prior year. You can help by monitoring your student's homework, attending parent-teacher conferences, or volunteering at the school. You can contact school staff anytime by visiting www.huntington.k12.or.us.

Thank you,

Superintendent | Scott Bullock

DISTRICT PROFILE

ENROLLMENT AND DEMOGRAPHICS	Grades K - 3	Grades 4 - 5	Grades 6 - 8	Grades 9 - 12
Total Enrollment	19	9	11	23
Regular Attenders	93.8%	>95%	90.0%	94.7%
Economically Disadvantaged	*	*	64%	48%
Students with Disabilities	*	*	*	26%
English Learners	*	*	*	*
Different Languages Spoken	1	1	1	1

*, <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	15.8%	20.0%	23.1%	29.6%

STUDENT WELLNESS POLICY

Local Wellness Program
The Board recognizes that childhood obesity has become an epidemic in Oregon as well as throughout the nation. Research indicates that obesity and many diseases associated with obesity are largely preventable through diet and regular physical activity. Additional research indicated that healthy eating patterns and increased physical activity are essential for students to achieve their academic potential, full physical and mental growth and lifelong health and well-being. To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction to promote healthy eating through nutrition education, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate. The input of staff, students, parents, the public, representatives of the school food authority and public health professionals will be encouraged. The superintendent or designee will develop administrative regulations as necessary to implement the goals of this policy throughout the district.

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	60.50%

RACIAL EQUITY IN HIRING

Equal Employment Opportunity
Equal employment opportunity and treatment shall be practiced by the district regardless of race, color, religion, sex, sexual orientation, national origin, marital status, age, and disability if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position. The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADA), and Section 504 of the Rehabilitation Act of 1973. The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments of 1972. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided to all students and employees. The superintendent will develop other specific recruiting, interviewing and evaluation procedures as are necessary to implement this policy.

MEDIAN CLASS SIZE	Elementary		Middle		High		Combined	
	Dist.	OR	Dist.	OR	Dist.	OR	Dist.	OR
Self-Contained	--	--	--	--	--	--	4.5	16.0
Eng./Lang. Arts	--	--	--	--	--	--	4.0	16.0
Mathematics	--	--	--	--	--	--	3.5	14.0
Science	--	--	--	--	--	--	4.0	18.0
Social Studies	--	--	--	--	--	--	6.5	19.0

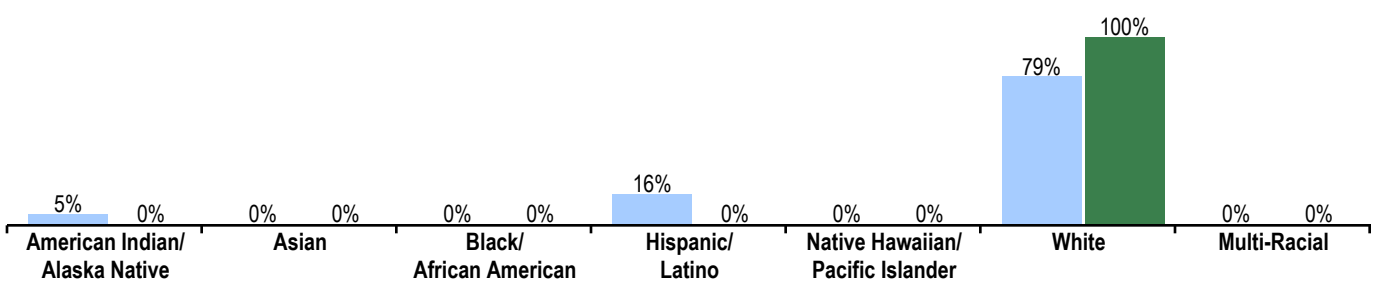
Combined schools have grade configurations not falling within the elementary, middle, and high categories (e.g., K-12 schools).

520 3rd St E
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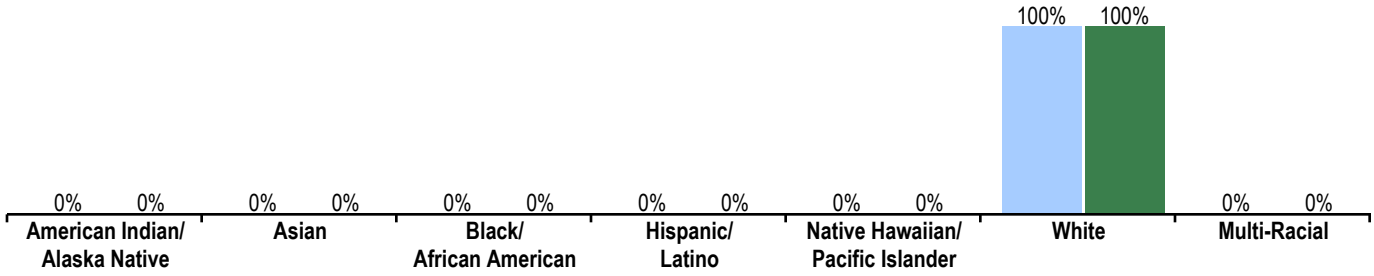
RACE/ETHNICITY OF STUDENTS AND STAFF 2015-16

Students Staff

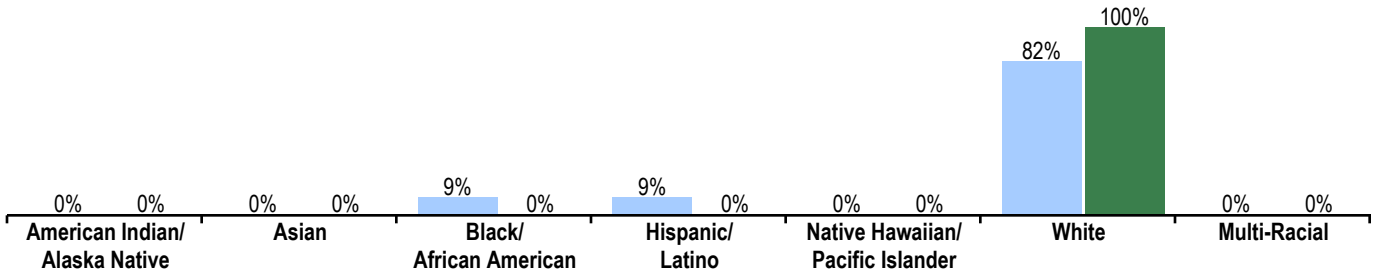
Grades K-3



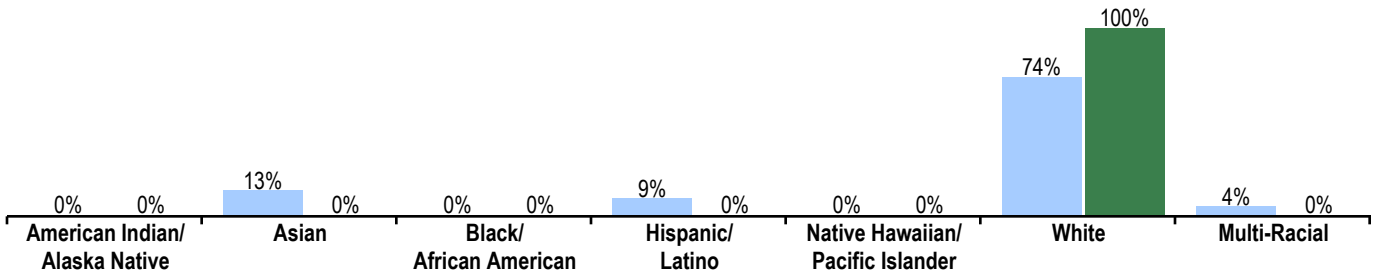
Grades 4-5



Grades 6-8



Grades 9-12



PER PUPIL SPENDING	2013-14	2014-15	2015-16
District	\$21,977	\$20,978	\$25,189
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	23%
State funds	72%
Federal funds	6%

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

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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
Students in grades 3 - 5	Students in grades 3 - 5		35.7	35.7	52.4	51.7	
			28.6	21.4	21.3	26.4	
			35.7	42.9	26.3	21.9	
	Students in grades 6 - 8		9.1	30.0	56.7	56.0	
			54.5	40.0	23.5	28.3	
			36.4	30.0	19.7	15.7	
	Students in grade 11		*	*	70.0	73.5	
			*	*	17.4	18.5	
			*	*	12.6	8.0	
Mathematics							
				Level 1	Level 2	Levels 3 & 4	
Students in grades 3 - 5	Students in grades 3 - 5		21.4	7.1	44.9	43.8	
			42.9	42.9	28.5	35.3	
			35.7	50.0	26.6	20.8	
	Students in grades 6 - 8		9.1	10.0	42.8	39.3	
			36.4	50.0	27.5	33.6	
			54.5	40.0	29.7	27.2	
	Students in grade 11		*	*	34.2	34.7	
			*	*	27.6	31.0	
			*	*	38.2	34.3	
Science							
				Did not meet	Met	Exceeded	
Students in grade 5		*	*	*	*	66.5	73.3
						15.7	16.3
						50.8	57.0
Students in grade 8		*	*	16.7	*	63.8	64.7
				0.0		11.6	11.4
				16.7		52.2	53.3
Students in grade 11		*	*	*	*	60.0	64.7
						7.5	6.9
						52.5	57.8
					40.0	35.3	

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	*	*	>95	83.5	83.9
	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	37.5	44.4	100.0	100.0	73.8	78.9
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	100.0	69.2	55.6	100.0	81.6	90.7
DROPOUT RATE	Students who dropped out during the school year and did not re-enroll.					
Overall dropout rate	0.0	13.6	6.7	0.0	4.3	3.0
	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	20.0	22.2	0.0	33.3	59.4	42.8

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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	*	76.1	78.0	On Track	*	73.3	80.0	On Track	*	79.9	*		
Graduation	100.0	66.4	78.9	Graduation	--	55.0	66.7	Graduation	--	63.2	100		
Completion	100.0	76.2	88.7	Completion	--	67.4	66.7	Completion	--	76.6	100		
Dropout	0.0	4.3	2.9	Dropout	--	8.6	20.8	Dropout	--	5.9	50.0		
English Learners			Asian			White							
On Track	*	79.8	57.1	On Track	*	>95	*	On Track	>95	85.1	84.5		
Graduation	--	66.9	100	Graduation	--	87.5	0.0	Graduation	100.0	76.0	79.8		
Completion	--	73.4	50.0	Completion	--	91.2	100	Completion	100.0	83.8	91.4		
Dropout	--	5.0	10.5	Dropout	0.0	1.3	0.0	Dropout	0.0	3.9	2.4		
Students with Disabilities			Black/African American			Female							
On Track	*	68.6	75.0	On Track	*	78.6	*	On Track	*	86.8	87.8		
Graduation	--	52.7	71.4	Graduation	--	62.6	--	Graduation	100.0	77.8	80.7		
Completion	--	64.3	85.7	Completion	--	72.5	--	Completion	100.0	84.7	91.7		
Dropout	0.0	5.8	4.8	Dropout	--	6.2	0.0	Dropout	0.0	3.6	1.4		
Migrant			Hispanic/Latino			Male							
On Track	*	78.5	*	On Track	*	77.8	88.5	On Track	>95	80.3	80.9		
Graduation	--	65.9	0.0	Graduation	--	67.4	81.0	Graduation	100.0	70.1	77.6		
Completion	--	72.5	66.7	Completion	--	74.9	88.9	Completion	100.0	78.7	89.8		
Dropout	--	5.1	0.0	Dropout	0.0	5.3	3.2	Dropout	0.0	4.9	4.4		
Talented and Gifted			Multi-Racial			<div style="border: 1px solid black; padding: 5px;"> <i>On-Track data are based on the 2015-16 school year; all other data are based on the 2014-15 school year.</i> </div>							
On Track	*	>95	>95	On Track	*							83.0	60.0
Graduation	--	93.2	100	Graduation	100.0							72.7	72.2
Completion	--	96.9	100	Completion	--							79.4	85.7
Dropout	--	0.6	0.0	Dropout	0.0							4.7	4.5

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CURRICULUM & LEARNING ENVIRONMENT

SCHOOL READINESS	Elementary Schools	Middle Schools	High Schools
	Pre-school Math and Literacy Night Reading Programs	Math and Literacy Night Reading Programs	Math and Literacy Night Reading Programs
ACADEMIC SUPPORT	Elementary Schools	Middle Schools	High Schools
	Title 1 Special Education Services Math and Literacy Night Study Hall	Title 1 Special Education Services Math and Literacy Night Study Hall	Title 1 Special Education Services Math and Literacy Night Study Hall
ACADEMIC ENRICHMENT	Elementary Schools	Middle Schools	High Schools
	Talented and Gifted Program Ability Grouping	Talented and Gifted Program Ability Grouping	Talented and Gifted Program Ability Grouping

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CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

CAREER & TECHNICAL EDUCATION	Middle Schools	High Schools	
	No CTE Programs	No CTE programs	
EXTRACURRICULAR ACTIVITIES	Elementary Schools	Middle Schools	High Schools
	Physical Education Extracurricular Activities Football, Volleyball, Basketball, Track	Physical Education Extracurricular Activities Volleyball, Basketball, Track	Physical Education Extracurricular Activities

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.