

FROM THE DISTRICT SUPERINTENDENT

Dear Parents and Community Members,

In the 2016-2017 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:

- 30.8% met/exceed state standards for Language Arts
- 7.7% met/exceed state standards for math

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. As part of this plan the District has purchased a

new math textbook series, "Go Math" for grades kindergarten through the fifth grade. The district is also examining methods of increasing Language Arts scores this year. The district has adopted new curriculum for all high school and middle school Language Arts courses. A mandatory writing course for all sixth through eighth grade students has also been added to the curriculum. These programs, along with increased professional development opportunities for staff, will allow the district to continue providing a high quality education to your students. 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

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.

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.

ENROLLMENT AND DEMOGRAPHICS	Grades	Grades	Grades	Grades
	K - 3	4 - 5	6 - 8	9 - 12
Total Enrollment	25	12	14	32
Regular Attenders	86.4%	>95%	>95%	93.3%
Economically Disadvantaged	40%	58%	50%	41%
Students with Disabilities	*	*	*	*
Ever English Learners	*	*	*	*
Different Languages Spoken	1	1	1	1
Mobile Students	41.9%	28.6%	31.3%	14.7%

MEDIAN CLASS SIZE	Elementary		Middle		High		Combined	
	Dist.	OR	Dist.	OR	Dist.	OR	Dist.	OR
Self-Contained	--	--	--	--	--	--	11.5	17.0
Eng./Lang. Arts	--	--	--	--	--	--	12.5	16.0
Mathematics	--	--	--	--	--	--	7.0	14.0
Science	--	--	--	--	--	--	8.0	17.0
Social Studies	--	--	--	--	--	--	9.0	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:

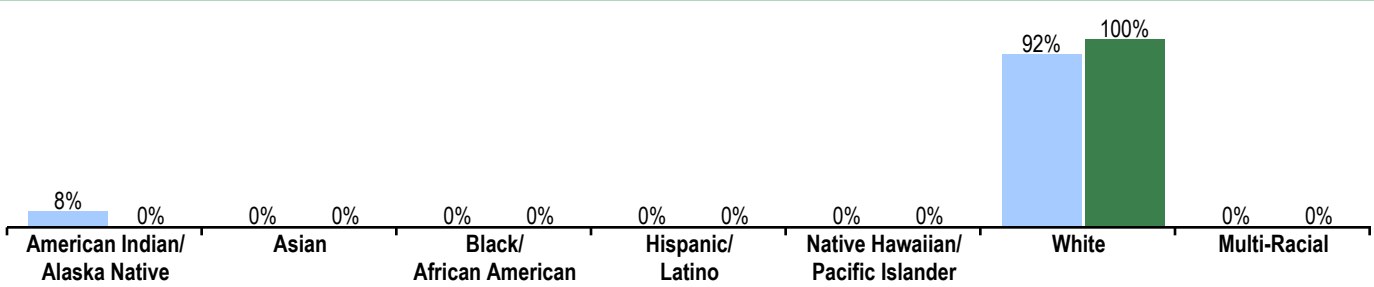
<http://www.oregongeology.org/sub/projects/rvs/activity-updates/status.html>

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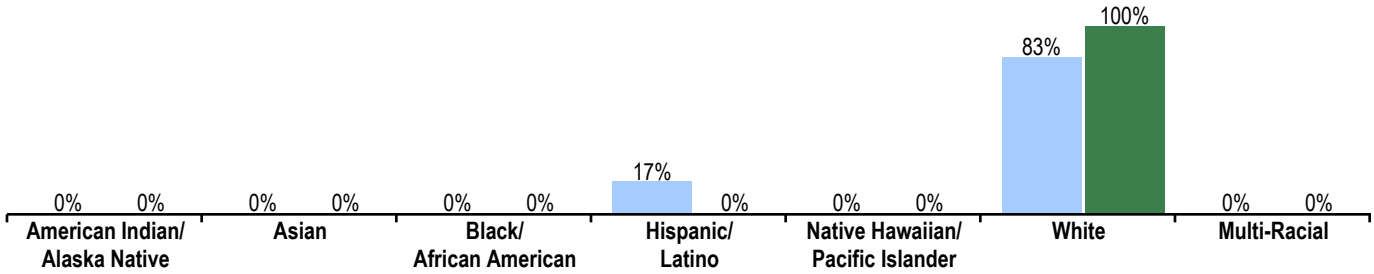
RACE/ETHNICITY OF STUDENTS AND STAFF 2016-17

Students Staff

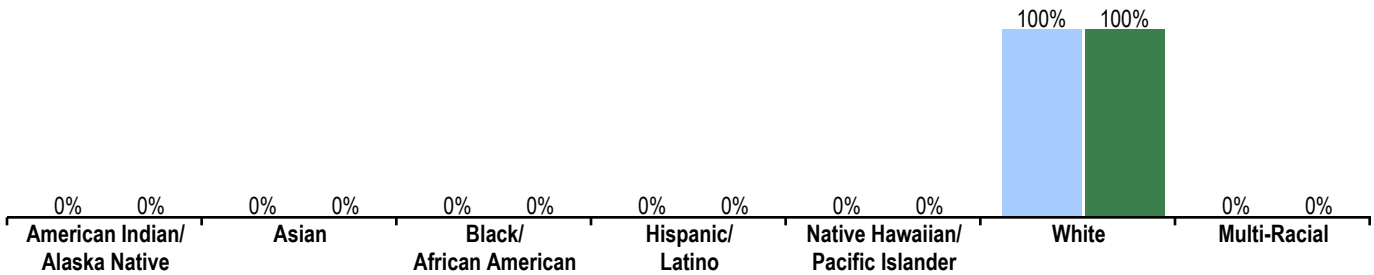
Grades K-3



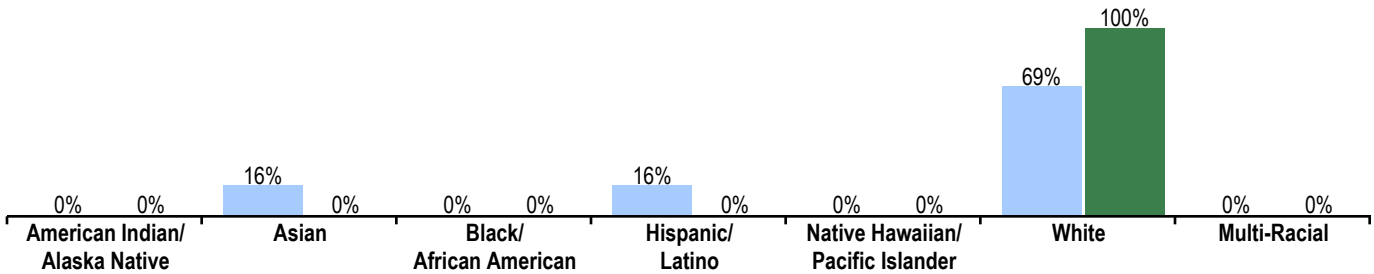
Grades 4-5



Grades 6-8



Grades 9-12



PER PUPIL SPENDING	2014-15	2015-16	2016-17
District	\$20,978	\$22,660	\$21,918
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	28%
State funds	65%
Federal funds	7%

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.

2014-15 was the first operational year of the new English language arts and mathematics assessments.

DISTRICT PERFORMANCE

	District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
	2013-14	2014-15	2015-16	2016-17	2016-17	2016-17

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			18.8	49.6	41.5
	35.7	28.6	21.4	18.8	21.4	23.6
	35.7	42.9	62.5	29.1	34.9	
	Students in grades 6 - 8			41.7	55.2	44.8
	9.1	54.5	40.0	41.7	23.9	29.4
	36.4	30.0	16.7	20.9	25.8	
	Students in grade 11			*	71.1	68.8
	*	*	*	16.9	19.1	
	*	*	*	12.0	12.2	

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			6.3	43.6	33.5
	21.4	42.9	7.1	37.5	27.6	32.8
	35.7	50.0	56.3	28.8	33.7	
	Students in grades 6 - 8			16.7	41.9	29.9
	9.1	36.4	50.0	41.7	26.6	32.7
	54.5	40.0	41.7	31.5	37.4	
	Students in grade 11			*	35.3	27.5
	*	*	*	27.3	32.0	
	*	*	*	37.4	40.5	

Science

	District Performance (%)				Oregon Performance (%)	Like-District Average (%)
	2013-14	2014-15	2015-16	2016-17	2016-17	2016-17
	Students in grade 5				66.0	59.9
	*	*	*	*	14.9	10.1
	*	*	*	*	51.1	49.8
	Students in grade 8				62.8	52.6
	16.7	0.0	*	*	11.5	5.2
	16.7	83.3	*	*	51.3	47.4
	Students in grade 11				57.8	54.8
	*	*	*	*	8.0	4.6
	*	*	*	*	49.8	50.2
					42.2	45.2

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	*	*	>95	>95	83.4	87.5
		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	44.4	100.0	100.0	80.0	74.8	64.8
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	69.2	55.6	100.0	100.0	81.9	67.7
DROPOUT RATE	Students who dropped out during the school year and did not re-enroll.						
	Overall dropout rate	13.6	6.7	0.0	0.0	3.9	8.4
		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	22.2	0.0	33.3	100.0	57.4	45.4

*, <5, and >95 are displayed when the data must be suppressed to protect student confidentiality.

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	*	75.8	83.6	On Track	*	70.3	On Track	*	76.1
Graduation	100.0	68.1	68.2	Graduation	--	56.4	Graduation	--	70.1
Completion	100.0	76.8	68.8	Completion	--	66.7	Completion	--	73.6
Dropout	0.0	4.2	6.0	Dropout	--	9.1	Dropout	--	5.5
Ever English Learners				Asian			White		
On Track	*	78.7	*	On Track	*	>95	On Track	>95	85.3
Graduation	--	71.1	22.2	Graduation	100.0	88.0	Graduation	75.0	76.6
Completion	--	75.6	40.0	Completion	--	91.9	Completion	100.0	83.9
Dropout	--	4.0	25.0	Dropout	0.0	1.3	Dropout	0.0	3.6
Students with Disabilities				Black/African American			Female		
On Track	*	69.5	78.0	On Track	*	75.6	On Track	*	86.5
Graduation	100.0	55.5	53.3	Graduation	--	66.1	Graduation	50.0	78.4
Completion	--	64.9	68.1	Completion	--	72.2	Completion	100.0	84.6
Dropout	0.0	5.7	9.2	Dropout	--	6.3	Dropout	0.0	3.4
Migrant				Hispanic/Latino			Male		
On Track	*	76.1	*	On Track	*	77.3	On Track	*	80.4
Graduation	--	68.9	0.0	Graduation	--	69.4	Graduation	100.0	71.4
Completion	--	73.8	0.0	Completion	--	76.5	Completion	100.0	79.4
Dropout	--	4.0	0.0	Dropout	0.0	4.6	Dropout	0.0	4.5
Talented and Gifted				Multi-Racial					
On Track	*	>95	*	On Track	*	83.6	On Track		88.9
Graduation	--	92.7	71.4	Graduation	--	74.4	Graduation		80.0
Completion	--	96.8	100	Completion	100.0	81.3	Completion		75.8
Dropout	--	0.6	5.9	Dropout	--	4.1	Dropout		2.7

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
	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.