

FROM THE DISTRICT SUPERINTENDENT

Dear Parents and Community Members,

This year school districts and individual schools will again not receive a rating of 1-5 due to the change from using the OAKS tests to the new Smarter Balanced test given to students in grades 3-8 and 11. Students scoring a 3 or 4 meet the standards for language arts and/or math and are determined to be on track to be college and career ready. Some of the highlights for the Spray School are:

- 70% met/exceeded state standards by scoring a 3 or 4 for language arts
- 78% met standards for writing on the district writing assessments
- Our graduation rate for students who attended Spray High School all four years remains at 100%

Math remains the area with fewer students meeting the mark at 32%. Our focus for improvement will continue to be math this

year. Teachers will be further implementing the Common Core State Standards in math and begin using new math curriculum materials. As a Title 1 school we provide additional time for math and literacy at all levels. Helping your elementary child learn their basic facts, looking at the three-week progress reports and letting your student attend after-school tutoring are all ways we can partner for student success. We look forward to working together this year to engage, challenge and prepare our students for their next step.

Thank you,

Superintendent | Phil Starkey

DISTRICT PROFILE

ENROLLMENT AND DEMOGRAPHICS	Grades K - 3	Grades 4 - 5	Grades 6 - 8	Grades 9 - 12
Total Enrollment	13	8	6	21
Regular Attenders	90.9%	>95%	>95%	95.0%
Economically Disadvantaged	>95%	>95%	>95%	>95%
Students with Disabilities	*	*	*	*
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	21.4%	0%	0%	18.2%

STUDENT WELLNESS POLICY

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. The program shall reflect our commitment to providing adequate time for instruction to promote healthy eating through nutrition education, serving healthy and appealing foods and every student engaged in physical education.

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	95.90%

RACIAL EQUITY IN HIRING

Equal employment opportunity and treatment shall be practiced by the district regardless of race, color, religion, sex, sexual orientation[1], national origin, marital status, age, veterans' status[2], genetic information and disability if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position. District hiring practices support the alignment of racially diverse staff to that of the district's student diversity.

Spray School District #1 is an equal opportunity employer and complies with all applicable state and federal statutes and regulations in employment and school district programs.

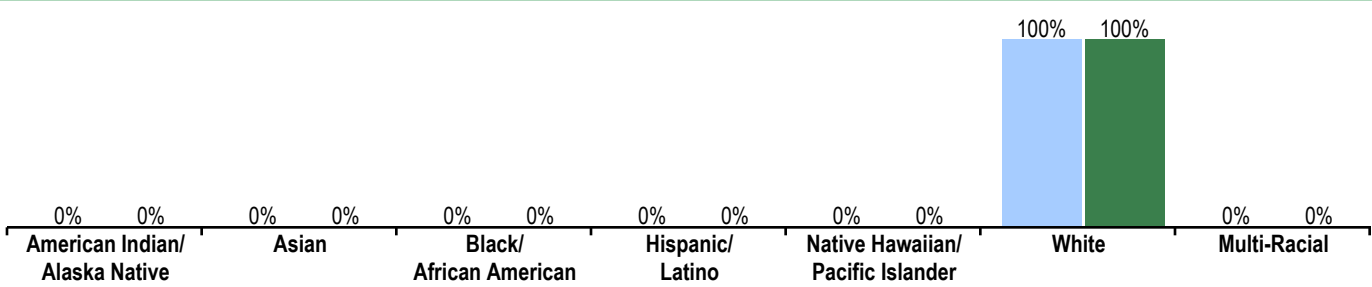
MEDIAN CLASS SIZE	Elementary		Middle		High		Combined	
	Dist.	OR	Dist.	OR	Dist.	OR	Dist.	OR
Self-Contained	--	--	--	--	--	--	7.0	16.0
Eng./Lang. Arts	--	--	--	--	--	--	6.0	16.0
Mathematics	--	--	--	--	--	--	5.0	14.0
Science	--	--	--	--	--	--	3.0	18.0
Social Studies	--	--	--	--	--	--	7.0	19.0

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

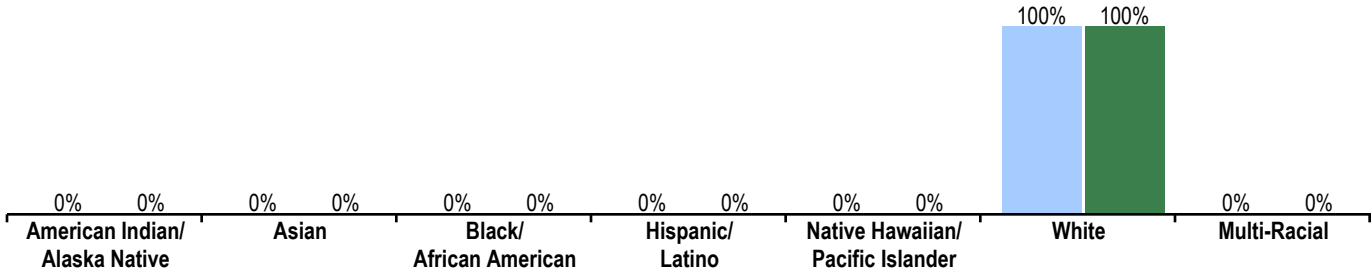
RACE/ETHNICITY OF STUDENTS AND STAFF 2015-16

Students Staff

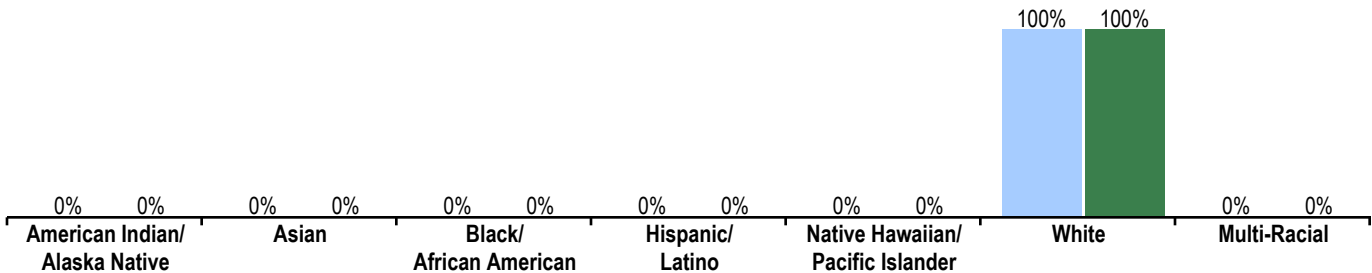
Grades K-3



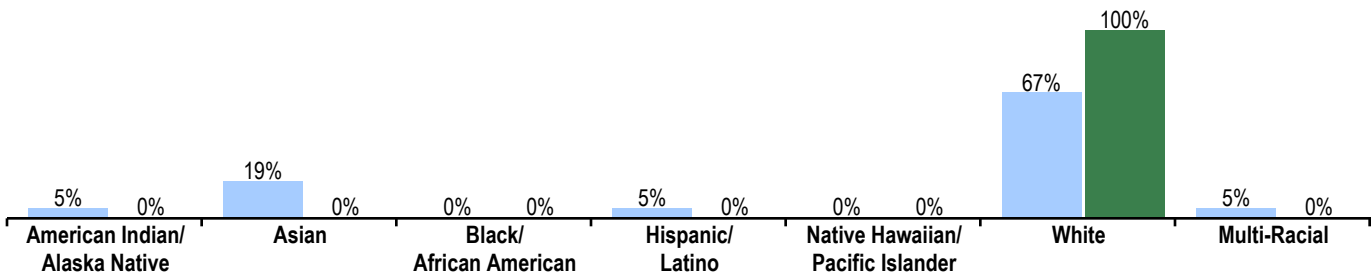
Grades 4-5



Grades 6-8



Grades 9-12



PER PUPIL SPENDING	2013-14	2014-15	2015-16
District	\$24,937	\$27,232	\$27,625
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	32%
State funds	60%
Federal funds	8%

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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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	*	*	*	83.5	79.8
		District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
		2011-12	2012-13	2013-14	2014-15	2014-15	2014-15
GRADUATION RATE	Students earning a standard diploma within four years of entering high school.						
	Overall graduation rate	100.0	75.0	66.7	100.0	73.8	77.3
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	100.0	100.0	66.7	81.6	87.6
DROPOUT RATE	Students who dropped out during the school year and did not re-enroll.						
	Overall dropout rate	0.0	0.0	4.6	0.0	4.3	3.1
		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	40.0	50.0	0.0	50.0	59.4	42.9

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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	76.9	On Track	*	73.3	85.7	On Track	*	79.9
	Graduation	100.0	66.4	78.7	Graduation	--	55.0	75.0	Graduation	--	63.2
	Completion	66.7	76.2	86.4	Completion	--	67.4	66.7	Completion	--	76.6
	Dropout	0.0	4.3	2.4	Dropout	0.0	8.6	14.3	Dropout	--	5.9
English Learners			Asian			White					
	On Track	*	79.8	*	On Track	*	>95	*	On Track	*	85.1
	Graduation	--	66.9	100	Graduation	100.0	87.5	100	Graduation	100.0	76.0
	Completion	--	73.4	100	Completion	--	91.2	100	Completion	66.7	83.8
	Dropout	--	5.0	0.0	Dropout	0.0	1.3	0.0	Dropout	0.0	3.9
Students with Disabilities			Black/African American			Female					
	On Track	*	68.6	75.9	On Track	*	78.6	*	On Track	*	86.8
	Graduation	--	52.7	66.7	Graduation	--	62.6	--	Graduation	100.0	77.8
	Completion	50.0	64.3	78.4	Completion	--	72.5	--	Completion	100.0	84.7
	Dropout	0.0	5.8	5.3	Dropout	--	6.2	0.0	Dropout	0.0	3.6
Migrant			Hispanic/Latino			Male					
	On Track	*	78.5	*	On Track	*	77.8	85.7	On Track	*	80.3
	Graduation	--	65.9	100	Graduation	--	67.4	80.0	Graduation	100.0	70.1
	Completion	--	72.5	100	Completion	--	74.9	88.9	Completion	50.0	78.7
	Dropout	--	5.1	0.0	Dropout	0.0	5.3	2.4	Dropout	0.0	4.9
Talented and Gifted			Multi-Racial								
	On Track	*	>95	*	On Track	*	83.0	68.8			
	Graduation	--	93.2	100	Graduation	--	72.7	84.2			
	Completion	--	96.9	100	Completion	--	79.4	80.0			
	Dropout	--	0.6	0.0	Dropout	--	4.7	4.4			

On-Track data are based on the 2015-16 school year; all other data are based on the 2014-15 school year.

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CURRICULUM & LEARNING ENVIRONMENT

SCHOOL READINESS	Elementary Schools	Middle Schools	High Schools
	Kindergarten students enter ready to learn from preschool. Students are safe. Full day kindergarten prepares students.	Students have strong literacy preparation and utilize technology to participate in science projects with schools across the region.	A college culture is evident. All graduates earned college credits.
ACADEMIC SUPPORT	Elementary Schools	Middle Schools	High Schools
	Writing is emphasized in all grades. Full Day K gives students time to learn. Noon-time sessions provide additional support for reading and math.	Students have literacy and math support at lunch and after school	All students are placed in core classes with support. All students have access to periods for math and literacy help.
ACADEMIC ENRICHMENT	Elementary Schools	Middle Schools	High Schools
	Students are able to move into challenging above grade work. Community School offers science programs and field experiences.	iPad grant connect students in other schools for projects. Community School offers science programs and field experiences.	Two years of Spanish is required. Early College program gives opportunity to earn a transfer degree. Dual credit given for college courses. Model United Nations Program offered.

CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

CAREER & TECHNICAL EDUCATION	Elementary Schools	Middle Schools	High Schools
		No CTE courses offered.	Computer Aided Drafting and Wood shop classes are part of electives. Students complete individual education plans that include careers. All juniors and seniors complete job shadow experiences.
EXTRACURRICULAR ACTIVITIES	Elementary Schools	Middle Schools	High Schools
	Community school program offers financial class, art, robotics and science club.	Athletic program includes volleyball, basketball and track. Choir program combined with high school.	Athletics for every student; football, VB, Basketball and track. Annual, drama, National Honor Society, choir and Model UN offer a variety of experiences.

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.