



Dayville SD 16J

285 School House Rd
Dayville, OR 97825 (541) 987-2412
www.grantesd.k12.or.us/Dayville

SUPERINTENDENT Kathryn Hedrick

For more report card measures, including detailed demographic information, visit www.oregon.gov/ode/reports-and-data

FROM THE DISTRICT SUPERINTENDENT

Dear Parents and Community Members,

Dayville School serves approximately 45 students grades K-12. With our small size, our strength comes from teachers who know their students as individuals. Our teachers design and implement curriculum, instruction, and assessment in a culturally responsive manner. We strive to provide as many academic choices as possible, supplementing our course offerings with online and distance education options. Our students have the opportunity to graduate with dual credit and college credit and be positioned to succeed in post-secondary educational opportunities.

Our teaching staff is dedicated to providing learning opportunities in all content areas, with particular emphasis in STEM. We are fortunate to work with many state agencies that work with natural resources, wildlife, and conservation. In the 2016-17 school year, we revived our K-12 Art instruction. All students now have the opportunity to learn art history,

technique and studio experiences. Additional enrichment programs include limited Music and Drama instruction. We extend the regular program through opportunities with Artist-in-Residence programs, community connections, and local patrons.

In 2016-17, the school district began an initiative to bring an Early Learning Center into the Elementary School. Our vision is to be a center of the community for the entire family. We will continue to develop a model that includes daycare, parent education, and building parental capacity to improve student engagement.

Thank you,

Superintendent | Kathryn Hedrick

DISTRICT PROFILE

STUDENT WELLNESS POLICY

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success. 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 that fosters healthy eating through nutrition education and promotion, 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 (including, but not limited to, physical education and school health professionals), students, parents, the public, the Board, school administrators, representatives of the school food authority and public health professionals will be encouraged in the development of wellness policy. The superintendent will develop guidelines as necessary to implement the goals of the local wellness plan and ensure compliance of such policy.

RACIAL EQUITY IN HIRING

We would welcome educators of color to apply for and work with our students. Our student demographic is 95% white, non-Hispanic.

| ENROLLMENT AND DEMOGRAPHICS | Grades | Grades | Grades | Grades |
|-----------------------------|--------|--------|--------|--------|
| | K - 3 | 4 - 5 | 6 - 8 | 9 - 12 |
| Total Enrollment | 16 | 5 | 11 | 16 |
| Regular Attenders | 92.3% | * | 81.8% | 53.3% |
| Economically Disadvantaged | 56% | * | 64% | 88% |
| Students with Disabilities | * | * | * | * |
| Ever English Learners | * | * | * | * |
| Different Languages Spoken | 1 | 1 | 1 | 1 |
| Mobile Students | 31.3% | 20.0% | 28.6% | 21.1% |

| MEDIAN CLASS SIZE | Elementary | | Middle | | High | | Combined | |
|-------------------|------------|----|--------|----|-------|----|----------|------|
| | Dist. | OR | Dist. | OR | Dist. | OR | Dist. | OR |
| Self-Contained | -- | -- | -- | -- | -- | -- | 8.0 | 17.0 |
| Eng./Lang. Arts | -- | -- | -- | -- | -- | -- | 9.0 | 16.0 |
| Mathematics | -- | -- | -- | -- | -- | -- | 6.0 | 14.0 |
| Science | -- | -- | -- | -- | -- | -- | 6.5 | 17.0 |
| Social Studies | -- | -- | -- | -- | -- | -- | 8.0 | 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

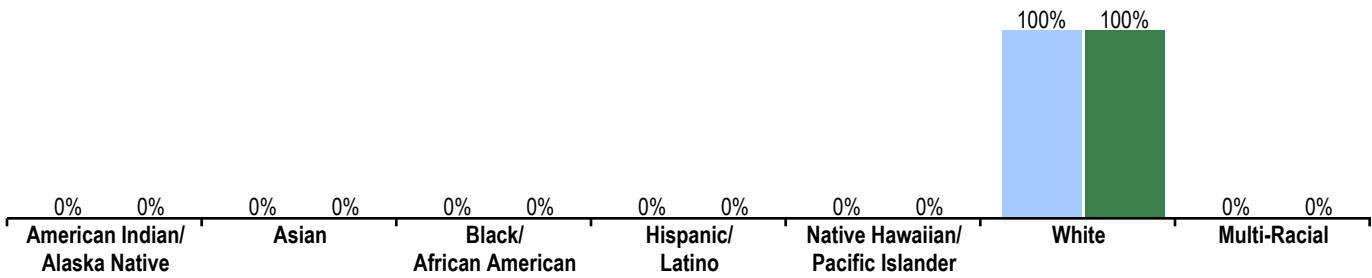
For a detailed report for each school, please visit:

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

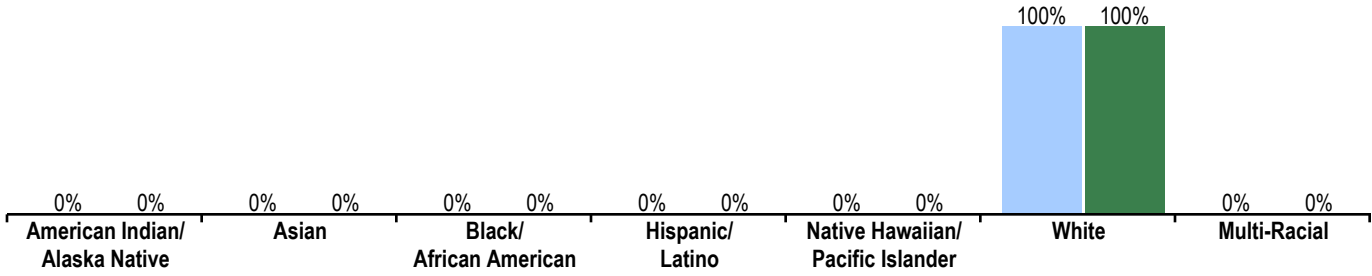
RACE/ETHNICITY OF STUDENTS AND STAFF 2016-17

Students Staff

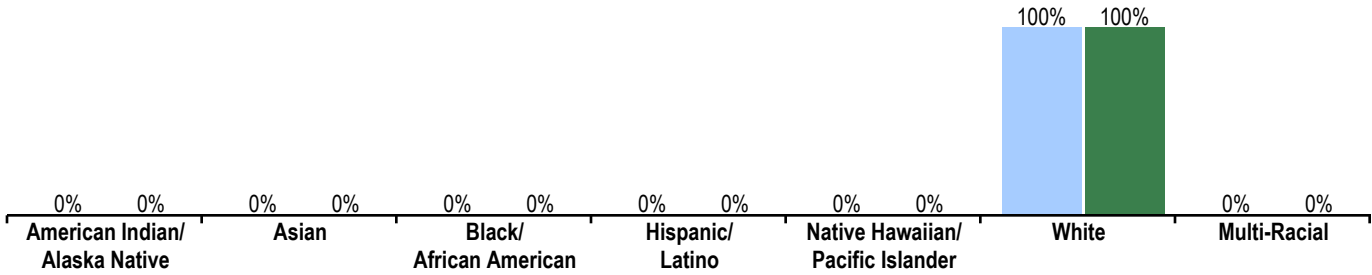
Grades K-3



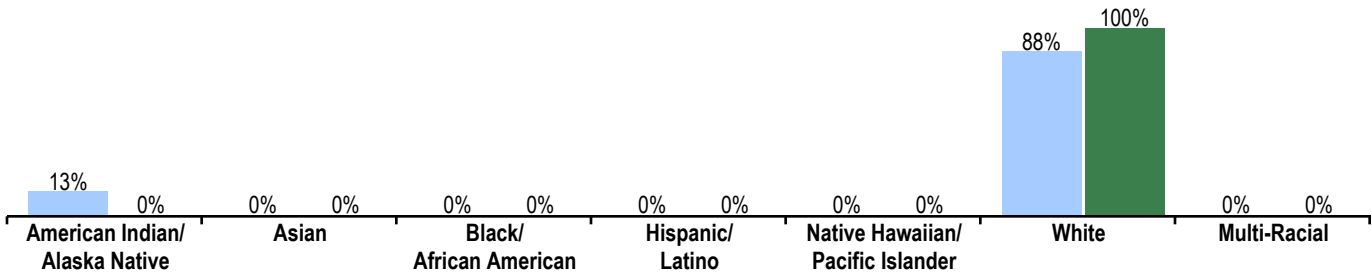
Grades 4-5



Grades 6-8



Grades 9-12



| PER PUPIL SPENDING | 2014-15 | 2015-16 | 2016-17 |
|--------------------|----------|----------|----------|
| District | \$25,601 | \$25,492 | \$29,751 |
| 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 | 23% |
| State funds | 65% |
| Federal funds | 12% |

| 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

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 | | | 37.5 | 49.6 | 39.9 |
| | 41.7 | 41.7 | 40.0 | 0.0 | 21.4 | 23.3 |
| | 16.7 | 20.0 | 62.5 | 29.1 | 36.8 | |
| | Students in grades 6 - 8 | | | 30.0 | 55.2 | 44.1 |
| | 25.0 | 71.4 | 50.0 | 50.0 | 23.9 | 28.9 |
| | 50.0 | 28.6 | 20.0 | 20.9 | 26.9 | |
| | Students in grade 11 | | | * | 71.1 | 69.7 |
| | * | 75.0 | * | 16.9 | 18.4 | |
| | * | 25.0 | * | 12.0 | 11.9 | |

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 | | | 50.0 | 43.6 | 29.4 |
| | 16.7 | 20.0 | 25.0 | 27.6 | 34.2 | |
| | 75.0 | 50.0 | 25.0 | 28.8 | 36.4 | |
| | Students in grades 6 - 8 | | | 30.0 | 41.9 | 32.7 |
| | 12.5 | 42.9 | 60.0 | 26.6 | 32.1 | |
| | 12.5 | 28.6 | 10.0 | 31.5 | 35.2 | |
| | Students in grade 11 | | | * | 35.3 | 30.7 |
| | * | 12.5 | * | 27.3 | 29.9 | |
| | * | 75.0 | * | 37.4 | 39.4 | |

Science

| | | | | | | |
|--|-----------------------------|---|------|------|------|------|
| | Students in grade 5 | | | 85.7 | 66.0 | 57.4 |
| | * | * | 14.3 | 14.9 | 7.9 | |
| | * | * | 71.4 | 51.1 | 49.6 | |
| | Students in grade 8 | | | * | 62.8 | 48.2 |
| | * | * | * | 11.5 | 5.6 | |
| | * | * | * | 51.3 | 42.6 | |
| | Students in grade 11 | | | 62.5 | 57.8 | 54.5 |
| | * | * | 0.0 | 8.0 | 5.4 | |
| | * | * | 62.5 | 49.8 | 49.0 | |
| | | | 37.5 | 42.2 | 45.5 | |

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 | 85.7 | * | >95 | * | 83.4 | 89.3 |
| | District Performance (%) | | | District Performance (%) | Oregon Performance (%) | Like-District Average (%) |
| | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2015-16 | 2015-16 |
| <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 | 100.0 | 100.0 | 100.0 | 66.7 | 74.8 | 76.5 |
| 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 | 100.0 | 81.9 | 84.5 |
| DROPOUT RATE | Students who dropped out during the school year and did not re-enroll. | | | | | |
| Overall dropout rate | 0.0 | 0.0 | 0.0 | 0.0 | 3.9 | 2.7 |
| | 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 | 25.0 | 100.0 | 100.0 | 80.0 | 57.4 | 43.3 |

*, <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 | 87.3 | On Track | * | 70.3 | 71.4 | On Track | * | 76.1 | * |
| Graduation | 60.0 | 68.1 | 76.7 | Graduation | 0.0 | 56.4 | 88.9 | Graduation | -- | 70.1 | -- |
| Completion | 100.0 | 76.8 | 85.7 | Completion | -- | 66.7 | 50.0 | Completion | -- | 73.6 | 100 |
| Dropout | 0.0 | 4.2 | 2.2 | Dropout | 0.0 | 9.1 | 6.3 | Dropout | -- | 5.5 | 50.0 |
| Ever English Learners | | | Asian | | | White | | | | | |
| On Track | * | 78.7 | * | On Track | * | >95 | * | On Track | * | 85.3 | 90.2 |
| Graduation | -- | 71.1 | 50.0 | Graduation | -- | 88.0 | 66.7 | Graduation | 100.0 | 76.6 | 77.8 |
| Completion | -- | 75.6 | 100 | Completion | -- | 91.9 | 66.7 | Completion | 100.0 | 83.9 | 84.1 |
| Dropout | -- | 4.0 | 0.0 | Dropout | 0.0 | 1.3 | 0.0 | Dropout | 0.0 | 3.6 | 2.4 |
| Students with Disabilities | | | Black/African American | | | Female | | | | | |
| On Track | * | 69.5 | 85.7 | On Track | * | 75.6 | * | On Track | * | 86.5 | 93.6 |
| Graduation | -- | 55.5 | 58.6 | Graduation | -- | 66.1 | 100 | Graduation | 100.0 | 78.4 | 75.0 |
| Completion | 100.0 | 64.9 | 77.6 | Completion | -- | 72.2 | -- | Completion | 100.0 | 84.6 | 83.2 |
| Dropout | 0.0 | 5.7 | 5.1 | Dropout | -- | 6.3 | 0.0 | Dropout | 0.0 | 3.4 | 3.4 |
| Migrant | | | Hispanic/Latino | | | Male | | | | | |
| On Track | * | 76.1 | * | On Track | * | 77.3 | 87.0 | On Track | * | 80.4 | 85.8 |
| Graduation | -- | 68.9 | 0.0 | Graduation | -- | 69.4 | 53.8 | Graduation | 33.3 | 71.4 | 77.7 |
| Completion | -- | 73.8 | -- | Completion | -- | 76.5 | 90.0 | Completion | 100.0 | 79.4 | 85.4 |
| Dropout | -- | 4.0 | 0.0 | Dropout | -- | 4.6 | 5.7 | Dropout | 0.0 | 4.5 | 2.1 |
| Talented and Gifted | | | Multi-Racial | | | | | | | | |
| On Track | * | >95 | * | On Track | * | 83.6 | 86.7 | <i>On-Track data are based on the 2016-17 school year; all other data are based on the 2015-16 school year.</i> | | | |
| Graduation | -- | 92.7 | 100 | Graduation | -- | 74.4 | 82.6 | | | | |
| Completion | -- | 96.8 | 100 | Completion | -- | 81.3 | 92.9 | | | | |
| Dropout | -- | 0.6 | 0.0 | Dropout | -- | 4.1 | 1.2 | | | | |

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CURRICULUM & LEARNING ENVIRONMENT

| SCHOOL READINESS | Elementary Schools | Middle Schools | High Schools |
|---------------------|---|---|---|
| | <p>The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. Student achievement will be defined by the district and include, but not be limited to, assessment results, student attendance and drop out rates and diploma attainment.</p> | <p>The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. Student achievement will be defined by the district and include, but not be limited to, assessment results, student attendance and drop out rates and diploma attainment.</p> | <p>The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. Student achievement will be defined by the district and include, but not be limited to, assessment results, student attendance and drop out rates and diploma attainment.</p> |
| ACADEMIC SUPPORT | Elementary Schools | Middle Schools | High Schools |
| | <p>Dayville School District works with the Regional Service Districts to provide special education services. Students identified with particular learning disabilities are supported through Speech Pathology and Language Services, Special Education, Occupational Therapy, Autism Spectrum services and Physical Therapy services. The school district coordinates services for children and families through local agencies such as Head Start, Families First, and Vocational Rehabilitation services. The school district has a .25 FTE Reading Specialist/Literacy Coach to evaluate student reading--- supporting increased reading attainment from our lowest to our highest achieving students.</p> | <p>Dayville School District works with the Regional Service Districts to provide special education services. Students identified with particular learning disabilities are supported through Speech Pathology and Language Services, Special Education, Occupational Therapy, Autism Spectrum services and Physical Therapy services. The school district coordinates services for children and families through local agencies such as Head Start, Families First, and Vocational Rehabilitation services. The school district has a .25 FTE Reading Specialist/Literacy Coach to evaluate student reading--- supporting increased reading attainment from our lowest to our highest achieving students.</p> | <p>Dayville School District works with the Regional Service Districts to provide special education services. Students identified with particular learning disabilities are supported through Speech Pathology and Language Services, Special Education, Occupational Therapy, Autism Spectrum services and Physical Therapy services. The school district coordinates services for children and families through local agencies such as Head Start, Families First, and Vocational Rehabilitation services. The school district has a .25 FTE Reading Specialist/Literacy Coach to evaluate student reading--- supporting increased reading attainment from our lowest to our highest achieving students.</p> |
| ACADEMIC ENRICHMENT | Elementary Schools | Middle Schools | High Schools |
| | <p>Our Elementary School is comprised of grades K-5 with two classrooms: K-2 and 3-5. The academic program is enriched by hands-on learning, field trips, and applied learning opportunities. With adoptions of current curricula and keeping students engaged with technology, the District has dedicated resources for a rich and full array of student engagement activities.</p> | <p>Our one classroom middle school experience includes grades 6-8. Students have increasing opportunities to apply their classroom learning to a variety of STEM and Art experiences. Students participate in Outdoor School, experiential and hands on learning. Our students participate in Community Services activities and begin to participate in community activities.</p> | <p>The High School program reflects increasing opportunities for students to develop an individualized Educational Plan and Profile that will prepare them for their future. Ranging from FFA to early college programs, field trips to experiential learning, Dayville School is committed to enrichment. The goal of everyone is to reach High School completion within four years. Dayville School has not experienced a dropout in several years.</p> |

CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

| CAREER & TECHNICAL EDUCATION | | Middle Schools | High Schools |
|---|---|--|---|
| EXTRACURRICULAR ACTIVITIES | Elementary Schools Starting in 5th grade, our students participate in organized sports and athletics: volleyball, flag football, girls' and boys' basketball, track and field. We are a member of OSAA. Our 3-5 graders participate in Camp Hancock Outdoor School (Geology + Paleontology) | Middle Schools Students can participate in athletics: volleyball, flag football, girls' and boys' basketball, track and field. Students can participate beginning in 7th grade in FFA. Students participate in Student Government and have elected class officers. | High Schools Los estudiantes pueden participar en el atletismo: voleibol, fútbol de bandera, baloncesto de chicas y chicos, atletismo. Los estudiantes pueden participar a partir del 7º grado en FFA. Los estudiantes participan en el gobierno estudiantil y han elegido a oficiales de la clase. |

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.