



FROM THE DISTRICT SUPERINTENDENT

Dear Parents and Community Members,

Douglas County School District #15 board policy AD articulates what our district promotes in our students, saying that:

- a) We have responsibilities for the global environment;
- b) Learning is a life-long process;
- c) We must develop health and safety habits;
- d) We must be responsible for our decisions and actions;
- e) We need to develop an aesthetic appreciation of the world;
- f) We have citizenship responsibilities in our society.

It is difficult, if not impossible, to measure these attributes using a standardized test or other data points that are easily compiled, aggregated, and reported. This isn't to say that the information reported in this document isn't important. But rather to ensure that all of us keep in perspective the bigger picture. Education isn't only about how students perform on a reading or math test. It's about the neighbors and citizens they become after they leave us. It is also about the neighbors and citizens they are while they are enrolled here!

While we acknowledge that we have work to do to increase our district achievement to levels that are more consistent with state averages, we are proud of the fact that when we do comparisons of our individual students, we see positive growth and academic gains. The way to improve our district averages is to ensure that every child who comes to our district to learn, has continuous improvement day after day, week after week, year after year. And, that is what we are beginning to see when we "drill down" our data to the individual student level and compare where each student is today to where s/he was last year or the year before. Thank you for partnering with us on our Give Me Five initiative, where we focus on the priorities that make this kind of individual student growth possible: attendance, attitude, academics, athletics, and activities. We are focusing on the right things, committed to doing the hard work, and making slow and steady progress toward our goals...just as policy AD challenges us to do.

Thank you,
Superintendent | Mark Angle

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

This section does not apply to our district.

ENROLLMENT AND DEMOGRAPHICS	Grades	Grades	Grades	Grades
	K - 3	4 - 5	6 - 8	9 - 12
Total Enrollment	46	27	48	81
Regular Attenders	74.4%	88.5%	71.1%	61.0%
Economically Disadvantaged	78%	81%	71%	65%
Students with Disabilities	15%	*	*	16%
Ever English Learners	*	*	*	*
Different Languages Spoken	1	1	2	3
Mobile Students	28.1%	16.1%	15.7%	22.7%

MEDIAN CLASS SIZE	Elementary		Middle		High		Combined	
	Dist.	OR	Dist.	OR	Dist.	OR	Dist.	OR
Self-Contained	--	--	--	--	--	--	18.0	17.0
Eng./Lang. Arts	--	--	--	--	--	--	16.0	16.0
Mathematics	--	--	--	--	--	--	10.0	14.0
Science	--	--	--	--	--	--	20.0	17.0
Social Studies	--	--	--	--	--	--	15.0	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:

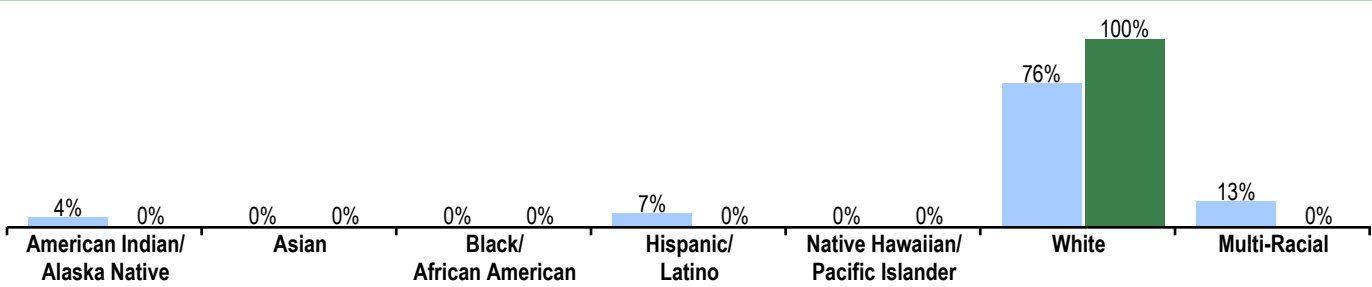
<http://www.oregongeology.org/sub/projects/rvs/activity-updates/status.html>

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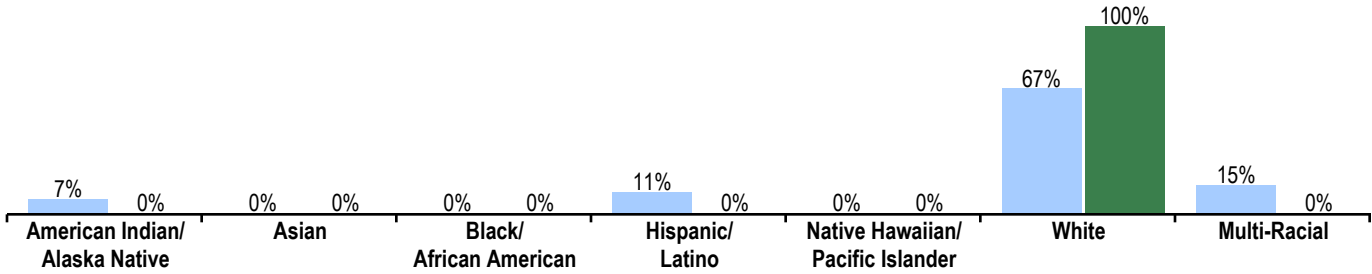
RACE/ETHNICITY OF STUDENTS AND STAFF 2016-17

Students Staff

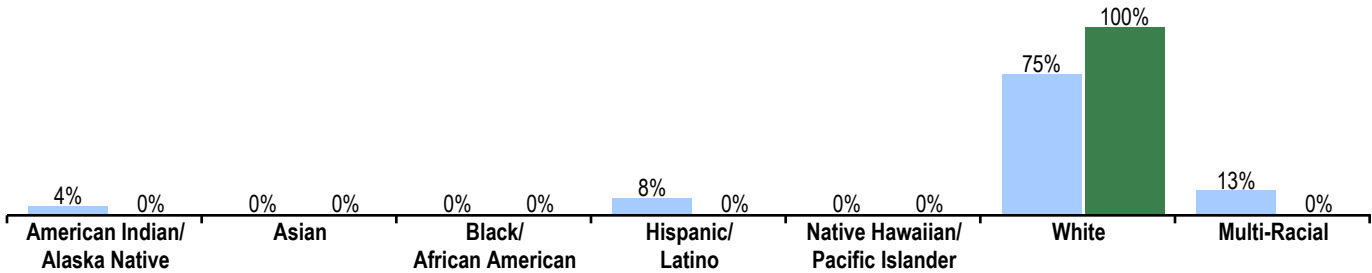
Grades K-3



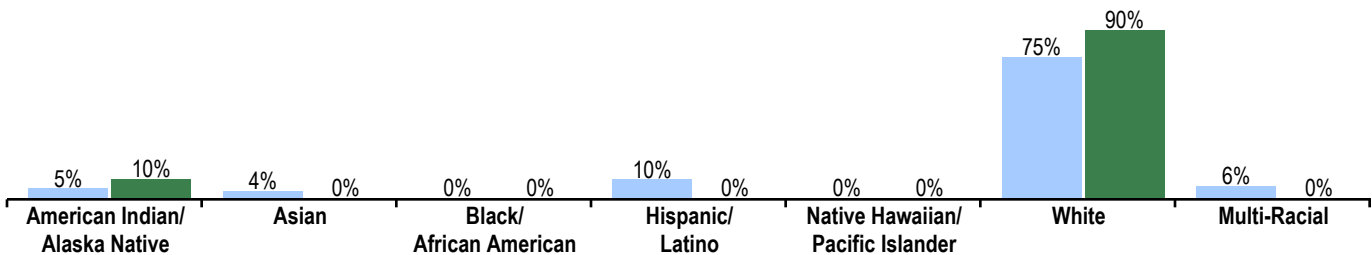
Grades 4-5



Grades 6-8



Grades 9-12



PER PUPIL SPENDING	2014-15	2015-16	2016-17
District	\$14,954	\$13,432	\$14,120
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	21%
State funds	73%
Federal funds	6%

EXPULSIONS & SUSPENSIONS	Expulsions	Suspensions
Total Students	*	23
American Indian/Alaska Native	*	*
Asian	*	*
Black/African American	*	*
Hispanic/Latino	*	*
Multi-Racial	*	*
Native Hawaiian/Pacific Islander	*	*
White	*	17

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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					
	21.4	21.4	25.9	49.6	37.1	
	17.9	32.1	29.6	21.4	22.6	
	60.7	46.4	44.4	29.1	40.3	
	Students in grades 6 - 8					
	29.7	50.0	46.3	55.2	39.7	
	35.1	25.0	22.0	23.9	30.9	
	35.1	25.0	31.7	20.9	29.5	
	Students in grade 11					
	46.7	71.4	77.8	71.1	70.1	
	26.7	19.0	22.2	16.9	17.6	
	26.7	9.5	0.0	12.0	12.3	

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					
	10.3	17.9	19.2	43.6	28.6	
	20.7	25.0	23.1	27.6	34.0	
	69.0	57.1	57.7	28.8	37.4	
	Students in grades 6 - 8					
	10.8	14.3	14.6	41.9	26.5	
	45.9	31.4	24.4	26.6	32.6	
	43.2	54.3	61.0	31.5	41.0	
	Students in grade 11					
	20.0	30.0	38.9	35.3	27.7	
	6.7	10.0	27.8	27.3	27.7	
	73.3	60.0	33.3	37.4	44.6	

Science

	District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
	2013-14	2014-15	2015-16	2016-17	2016-17	2016-17
	Students in grade 5					
	64.3	40.0	27.3	50.0	66.0	63.1
	0.0	0.0	0.0	8.3	14.9	9.6
	64.3	40.0	27.3	41.7	51.1	53.5
	35.7	60.0	72.7	50.0	34.0	36.9
	Students in grade 8					
	53.8	35.7	50.0	61.5	62.8	51.7
	0.0	0.0	0.0	0.0	11.5	5.2
	53.8	35.7	50.0	61.5	51.3	46.5
	46.2	64.3	50.0	38.5	37.2	48.3
	Students in grade 11					
	25.0	26.7	42.9	55.6	57.8	56.2
	6.3	6.7	4.8	0.0	8.0	6.0
	18.8	20.0	38.1	55.6	49.8	50.2
	75.0	73.3	57.1	44.4	42.2	43.8

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	76.2	92.9	83.4	79.1
	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	76.9	92.3	83.3	68.2	74.8	67.6
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	73.1	84.6	100.0	87.0	81.9	78.1
DROPOUT RATE	Students who dropped out during the school year and did not re-enroll.					
Overall dropout rate	3.8	1.0	4.4	8.1	3.9	4.7
	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	68.4	80.0	56.0	40.0	57.4	50.1

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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	90.0	75.8	76.3	On Track	*	70.3	66.7	On Track	*	76.1	*		
Graduation	66.7	68.1	66.3	Graduation	100.0	56.4	74.1	Graduation	--	70.1	100		
Completion	85.0	76.8	76.8	Completion	--	66.7	55.0	Completion	--	73.6	50.0		
Dropout	3.8	4.2	4.4	Dropout	16.7	9.1	6.5	Dropout	--	5.5	0.0		
Ever English Learners			Asian			White							
On Track	*	78.7	82.4	On Track	*	>95	83.3	On Track	>95	85.3	78.5		
Graduation	--	71.1	52.4	Graduation	--	88.0	50.0	Graduation	70.6	76.6	67.4		
Completion	100.0	75.6	84.6	Completion	100.0	91.9	85.7	Completion	85.0	83.9	79.6		
Dropout	0.0	4.0	3.2	Dropout	0.0	1.3	0.0	Dropout	6.5	3.6	4.5		
Students with Disabilities			Black/African American			Female							
On Track	*	69.5	70.8	On Track	*	75.6	*	On Track	83.3	86.5	83.3		
Graduation	62.5	55.5	49.5	Graduation	--	66.1	57.1	Graduation	75.0	78.4	67.5		
Completion	100.0	64.9	61.7	Completion	--	72.2	83.3	Completion	91.7	84.6	77.7		
Dropout	13.3	5.7	6.3	Dropout	0.0	6.3	11.1	Dropout	13.2	3.4	4.7		
Migrant			Hispanic/Latino			Male							
On Track	*	76.1	*	On Track	*	77.3	83.9	On Track	>95	80.4	75.2		
Graduation	--	68.9	--	Graduation	33.3	69.4	59.6	Graduation	64.3	71.4	67.7		
Completion	--	73.8	100	Completion	--	76.5	76.5	Completion	81.8	79.4	78.5		
Dropout	0.0	4.0	--	Dropout	22.2	4.6	4.3	Dropout	4.2	4.5	4.7		
Talented and Gifted			Multi-Racial			<div style="border: 1px solid black; padding: 5px;"> <i>On-Track data are based on the 2016-17 school year; all other data are based on the 2015-16 school year.</i> </div>							
On Track	*	>95	*	On Track	*							83.6	76.7
Graduation	--	92.7	100	Graduation	100.0							74.4	75.4
Completion	--	96.8	95.2	Completion	100.0							81.3	73.7
Dropout	--	0.6	0.0	Dropout	0.0							4.1	6.5

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CURRICULUM & LEARNING ENVIRONMENT

SCHOOL READINESS	Elementary Schools	Middle Schools	High Schools
	Students (and their parents) who will be entering kindergarten the following year, are invited to participate in a year-long Early Learning Initiative (ELI) during the current year to ensure school readiness	Students (and their parents) are invited to participate in "Transitions Night" each spring to learn about expectations for the next level to ensure readiness.	Students (and their parents) are invited to participate in "Transitions Night" each spring to learn about expectations for the next level to ensure readiness.
ACADEMIC SUPPORT	Elementary Schools	Middle Schools	High Schools
	Educational assistants, high school interns, foster grandparents, and parent volunteers provide additional support to elementary students.	Educational assistants, a math tutor, high school interns, and parent volunteers provide additional support to middle school students.	Educational assistants, a math tutor, peer tutors, and parent volunteers provide additional support to high school students.
ACADEMIC ENRICHMENT	Elementary Schools	Middle Schools	High Schools
	<ul style="list-style-type: none"> · All students in grades K-4 have general music class several times each week. · All students in fifth grade have the opportunity to participate in beginning band. · All students in grades K-4 have a Japanese language and culture class once each week. · All elementary students have physical education daily. · All elementary students participate in a monthly "Rubber Boots/Work Gloves" service project integrating our Natural Resources theme. · All elementary students have nutrition and health education through the Mercy Foundation's Healthy Kids Outreach Program. · All elementary students have the opportunity to participate in "Good News Club". 	<ul style="list-style-type: none"> · All middle school students have exploratory courses in Spanish, Technology/Robotics, and Creative Writing. · All middle school students have the opportunity to participate in band. · Middle school students have the opportunity to participate in a variety of sports programs. 	<ul style="list-style-type: none"> · High School students have the opportunity to choose from a variety of elective courses including: Agriculture, Anthropology, Spanish I and Spanish II, Metals, Woods, Advanced PE, Fitness/Weight · Training, Video Production, Art, Rock 101, and Choir. · Dual credit courses include: <ul style="list-style-type: none"> · Writing (through Southern Oregon University) · Various math courses (through Umpqua Community College) · Computer Science (through Umpqua Community College) · Student internship credit is available for high school students. · A full complement of athletic programs are available for high school students.

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CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

CAREER & TECHNICAL EDUCATION		Middle Schools	High Schools
		<p>This section is not applicable to our district.</p>	<p>High School students have the opportunity to participate in:</p> <ul style="list-style-type: none"> · Agriculture · Metals · Woods
EXTRACURRICULAR ACTIVITIES	Elementary Schools	Middle Schools	High Schools
	<p>All elementary students have nutrition and health education through the Mercy Foundation's Healthy Kids Outreach Program.</p> <p>All students in grades K-4 have music several times weekly. Fifth graders have the opportunity to participate in band.</p> <p>All students in grades K-4 have a Japanese language and culture enrichment class weekly.</p> <p>All elementary students have the opportunity to participate in "Good News Club."</p>	<p>Middle school students have the opportunity to participate in band.</p> <p>Middle school students have the opportunity to participate in a variety of sports programs.</p>	<p>High school students have the opportunity to participate in choir.</p> <p>A full complement of athletic programs are available for high school students.</p>

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.