

FROM THE DISTRICT SUPERINTENDENT

Dear Parents and Community Members,

Imbler School District continues to be an institution of excellence, beating the state average in proficiency rates at nearly all grade levels in every subject. With that said, when looking at individual student achievement, the district has identified opportunities for improvement. To assist in this endeavor, the district will be implementing the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) to help identify student strengths and areas of concern to better guide instruction.

The district continues to be committed to the implementation of technology in the classroom and has added classroom sets of Chromebooks in the primary grades. The next step for the district is to begin replacing aging equipment. Along with addition of the Chromebooks, aging desktops were replaced in the agriculture science department with plans to replace desktops in the business department next year. Cloud capable

printers were added in the secondary building to allow students and staffs the capability of printing from Chromebooks. Staff members are committed to the development of the whole child. Professional development has been conducted and will continue in *Conscious Discipline*. From the *Conscious Discipline* website, "Conscious Discipline empowers adults to consciously respond to daily conflict, transforming it into an opportunity to teach critical lie skills to children." We look forward to yet another year of serving the students and families of Imbler and Summerville!

Thank you,

Superintendent | Angie Lakey Campbell

DISTRICT PROFILE

ENROLLMENT AND DEMOGRAPHICS	Grades K - 3	Grades 4 - 5	Grades 6 - 8	Grades 9 - 12
Total Enrollment	98	45	70	110
Regular Attenders	91.5%	93.3%	88.6%	89.0%
Economically Disadvantaged	45%	51%	49%	36%
Students with Disabilities	7%	*	21%	16%
English Learners	*	*	*	*
Different Languages Spoken	2	2	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	13.9%	0%	5.6%	6.1%

STUDENT WELLNESS POLICY

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 that promotes 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 (including but not limited to, physical education and school health professionals), students, parents, the public, representatives of the school food authority and public health professionals will be encouraged. The superintendent 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	100%

RACIAL EQUITY IN HIRING

Equal employment opportunity and treatment shall be practiced by the district regardless of race, color, religion, sex, sexual orientation¹, national origin, marital status, age, veterans' status², genetic information 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.

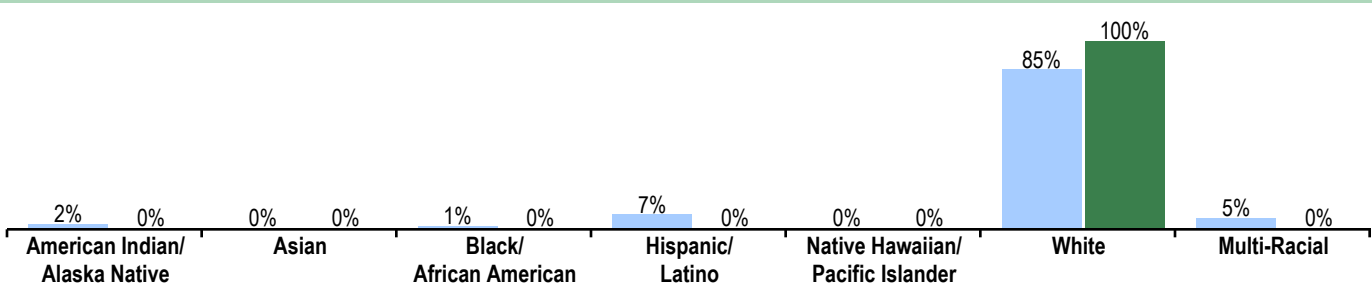
MEDIAN CLASS SIZE	Elementary		Middle		High		Combined	
	Dist.	OR	Dist.	OR	Dist.	OR	Dist.	OR
Self-Contained	--	--	--	--	--	--	25.0	16.0
Eng./Lang. Arts	--	--	--	--	--	--	19.5	16.0
Mathematics	--	--	--	--	--	--	11.5	14.0
Science	--	--	--	--	--	--	17.0	18.0
Social Studies	--	--	--	--	--	--	17.0	19.0

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

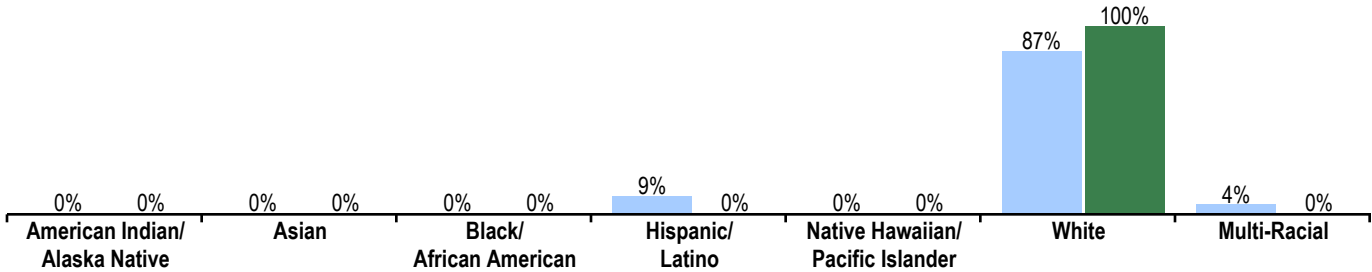
RACE/ETHNICITY OF STUDENTS AND STAFF 2015-16

Students Staff

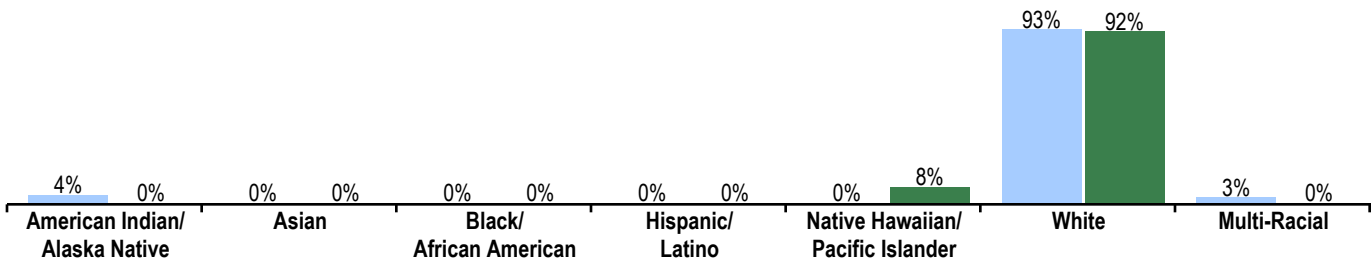
Grades K-3



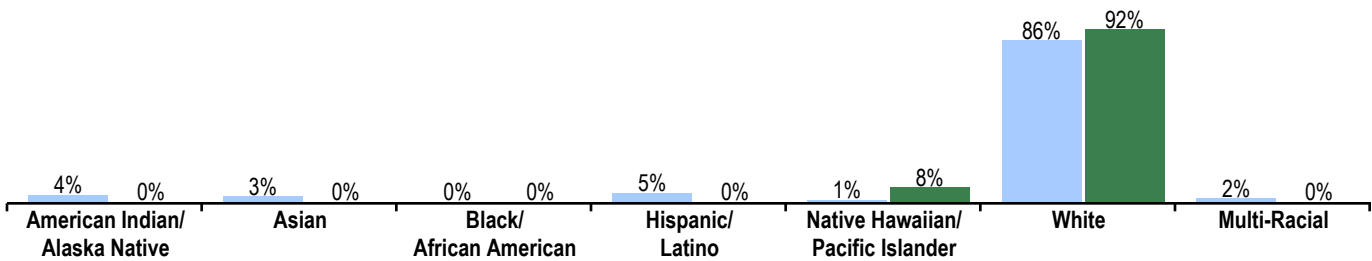
Grades 4-5



Grades 6-8



Grades 9-12



PER PUPIL SPENDING	2013-14	2014-15	2015-16
District	\$11,394	\$12,263	\$15,157
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	22%
State funds	73%
Federal funds	5%

EXPULSIONS & SUSPENSIONS	Expulsions	Suspensions
Total Students	*	12
American Indian/Alaska Native	*	*
Asian	*	*
Black/African American	*	*
Hispanic/Latino	*	*
Multi-Racial	*	*
Native Hawaiian/Pacific Islander	*	*
White	*	10

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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						
English Language Arts	Students in grades 3 - 5			50.0	66.7	52.4	51.3						
				37.5	23.2	21.3	22.8						
				12.5	10.1	26.3	25.9						
	Students in grades 6 - 8			66.2	62.3	56.7	59.7						
				29.2	26.1	23.5	26.1						
				4.6	11.6	19.7	14.2						
	Students in grade 11			76.0	64.3	70.0	78.4						
				20.0	17.9	17.4	14.2						
				4.0	17.9	12.6	7.4						
Mathematics													
					Level 1	Level 2	Levels 3 & 4						
Mathematics	Students in grades 3 - 5			44.4	46.4	44.9	43.7						
				40.3	43.5	28.5	33.8						
				15.3	10.1	26.6	22.5						
	Students in grades 6 - 8			58.5	47.8	42.8	44.1						
				24.6	39.1	27.5	32.7						
				16.9	13.0	29.7	23.2						
	Students in grade 11			32.0	53.6	34.2	38.6						
				44.0	25.0	27.6	31.7						
				24.0	21.4	38.2	29.8						
Science													
					Did not meet	Met	Exceeded						
Science	Students in grade 5	66.7	19.0	>95	*	85.7	28.6	83.3	27.8	66.5	15.7	73.8	20.3
			47.6		*		57.1	55.6		55.6	50.8		53.5
			33.3		<5		14.3	16.7		16.7	33.5		26.2
	Students in grade 8	64.7	11.8	64.3	14.3	78.3	13.0	58.8	17.6	63.8	11.6	73.5	13.0
			52.9		50.0		65.2	41.2		41.2	52.2		60.5
			35.3		35.7		21.7	41.2		41.2	36.2		26.5
	Students in grade 11	57.7	3.8	83.9	9.7	80.0	8.0	71.4	0.0	60.0	7.5	64.6	6.4
			53.8		74.2		72.0	71.4		71.4	52.5		58.2
			42.3		16.1		20.0	28.6		28.6	40.0		35.4

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	93.9	89.3	84.0	83.5	88.4
		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	92.6	100.0	100.0	100.0	73.8	77.2
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	81.6	82.3
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	4.3	4.2
		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	64.0	88.5	82.4	80.8	59.4	58.1

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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	72.7	76.1	76.9	On Track	*	73.3	73.7	On Track	*
Graduation	100.0	66.4	68.5	Graduation	--	55.0	40.0	Graduation	100.0
Completion	100.0	76.2	76.3	Completion	--	67.4	60.0	Completion	100.0
Dropout	0.0	4.3	4.8	Dropout	0.0	8.6	7.0	Dropout	0.0
English Learners				Asian			White		
On Track	*	79.8	67.9	On Track	*	>95	>95	On Track	87.5
Graduation	--	66.9	59.1	Graduation	--	87.5	84.2	Graduation	100.0
Completion	--	73.4	73.1	Completion	--	91.2	85.7	Completion	100.0
Dropout	--	5.0	3.1	Dropout	0.0	1.3	1.5	Dropout	0.0
Students with Disabilities				Black/African American			Female		
On Track	50.0	68.6	71.4	On Track	*	78.6	*	On Track	88.9
Graduation	100.0	52.7	69.3	Graduation	--	62.6	60.0	Graduation	100.0
Completion	100.0	64.3	63.5	Completion	--	72.5	80.0	Completion	100.0
Dropout	0.0	5.8	8.0	Dropout	--	6.2	2.6	Dropout	0.0
Migrant				Hispanic/Latino			Male		
On Track	*	78.5	*	On Track	*	77.8	77.8	On Track	81.3
Graduation	--	65.9	50.0	Graduation	100.0	67.4	68.0	Graduation	100.0
Completion	--	72.5	75.0	Completion	--	74.9	71.6	Completion	100.0
Dropout	--	5.1	5.0	Dropout	0.0	5.3	4.6	Dropout	0.0
Talented and Gifted				Multi-Racial					
On Track	*	>95	>95	On Track	*	83.0	78.3		
Graduation	100.0	93.2	92.0	Graduation	--	72.7	70.0		
Completion	100.0	96.9	94.8	Completion	--	79.4	87.7		
Dropout	0.0	0.6	1.4	Dropout	0.0	4.7	7.3		

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
	<ul style="list-style-type: none"> *School-based health clinic/school nurse services *Bullying prevention *Counseling services for emotional/behavioral issues **"Little Steps" 4-year old readiness program sponsored by Imbler FBLA *Comprehensive annual vision, dental and hearing 	<ul style="list-style-type: none"> *Counseling services for emotional/behavioral issues *School nurse available each week 	<ul style="list-style-type: none"> *Counseling services for emotional/behavioral issues *School nurse available each week *Success 101 College Readiness course *Youth Transition Program services provided
ACADEMIC SUPPORT	Elementary Schools	Middle Schools	High Schools
	<ul style="list-style-type: none"> *Special education services for qualifying students *Targeted Title I assistance for grades K-4 *English language learner literacy supports *Study skills support 	<ul style="list-style-type: none"> *Special education services for qualifying students *Study skills support 	<ul style="list-style-type: none"> *Special education services for qualifying students *Study skills support
ACADEMIC ENRICHMENT	Elementary Schools	Middle Schools	High Schools
	<ul style="list-style-type: none"> *As part of our continued partnership with Eastern Oregon University, fifth and sixth grade students participated in a college-readiness program, "Academic Momentum." The program is part of the Eastern Promise program designed to increase achievement, expose more students to post-secondary education and contribute to the Governor's 40-40-20 goal. *Talented and Gifted (TAG) *Student Council for Intermediate grades (4-6) *Elementary music and fine arts *Oregon Battle of the Books *Book Club 	<ul style="list-style-type: none"> *Talented and Gifted Program (TAG) *Future Farmers of America (FFA) *Future Business Leaders of America (FBLA) *Band and fine arts *Oregon Battle of the Books *Book Club 	<ul style="list-style-type: none"> *1st, 2nd and 3rd year Spanish *College credits offered through Eastern Promise and several institutions of higher education for a total of 544 credits *Student council *National Honor Society *Character development and leadership courses *Advanced math (calculus and math analysis) *Senior project Capstone course *Future Farmers of America (FFA) *Future Business Leaders of America (FBLA) *Book club *Band and fine arts

CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

CAREER & TECHNICAL EDUCATION		Middle Schools	High Schools
		<ul style="list-style-type: none"> *Agriculture education CTE program *Woodshop program with pathway in manufacturing through the ag ed program *Computer numerically controlled (CNC) program for wood, metal, plastic and stone *Introduction to manufacturing course *3D creation, design modeling CNC advanced course 	<ul style="list-style-type: none"> *Imbler High School offers opportunities for students to earn third year science credits and enhance essential skills and personalized learning components of the Oregon diploma: *Advanced agricultural marketing *Plant and soil science *Ag careers/marketing *Agricultural construction/manufacturing *Speech and business communications *Work experience *CTE business students participate in high-level, high-demand, highly skills leadership as part of the business offering that are connected to Future Business Leaders of America (FBLA)
EXTRACURRICULAR ACTIVITIES	Elementary Schools	Middle Schools	High Schools
	<ul style="list-style-type: none"> *Girl Scouts and Boy Scouts *4-H *Community based athletic opportunities for soccer, baseball, softball, football, basketball and wrestling 	<ul style="list-style-type: none"> *4-H *Athletics (football, volleyball, wrestling, basketball and track) 	<ul style="list-style-type: none"> *Athletics (football, volleyball, wrestling, basketball and track) *4-H *Student council/leadership *FFA leadership, community service, Career Development Events, competitions and contests *FBLA leadership, service, business and career development events

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.