FROM THE DISTRICT SUPERINTENDENT

Dear Parents and Community Members,

The 2013-14 report card issued by the Oregon Department of Education provides a comprehensive picture of what Newberg Public Schools offers students. Over the 2013-14 school year, the Newberg School District has received grant awards in the areas of STEM, Career and Technical Education, Bilingual Education, Teacher Professional Learning, Co-Teaching and Early Childhood Education. We are very proud of the innovative work in our district.

To ensure Newberg students graduate with the knowledge and skills needed to be successful, contributing citizens in the 21st century, our district has made a commitment to these priorities:

- Providing a high-quality, well-rounded and healthy educational experience to all students that is engaging, rigorous and culturally relevant.
- Building strong relationships with families, community and students to promote trust, support and collective responsibility for student success.
- Ensuring every classroom has a high-quality, effective educator supported by strong leadership and staff.
- Aligning resources to accomplish goals within a balanced budget.
- Planning systemically and strategically so that the Newberg School District continues to succeed and thrive into the future.

Your involvement in your student’s education contributes directly to their academic success. You can help by monitoring their homework, attending parent-teacher conferences, making sure your student understands the importance of education and attending school regularly. We look forward to partnering with you over the coming year.

Thank you,

Superintendent      |      Kym LeBlanc-Esparza

STUDENT WELLNESS POLICY

Newberg schools participate in the USDA National School Lunch and Breakfast Programs. Board Policy EFA commits to providing a school environment that enhances learning and development of lifelong wellness practices through nutrition education, physical activity and wellness principles.

CLASS SIZE

Average class size 2012-13

<table>
<thead>
<tr>
<th></th>
<th>Grades K - 3</th>
<th>Grades 4 - 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>24.1</td>
<td>26.1</td>
</tr>
</tbody>
</table>

TEACHER PROFICIENCY

Percentage of highly qualified teachers (as defined by the federal government) 100%

RACIAL EQUITY IN HIRING

It is the policy of Newberg Public Schools that there will be no discrimination in hiring on the grounds of race, color, sex, marital status, religion, national origin, age or disability. District hiring practices support increasing the diversity of teachers and administrators to better reflect student demographics.
DISTRIBUTION PROFILE (CONTINUED)

GRADES K - 3 STUDENTS
- American Indian/Alaska Native <1%
- Native Hawaiian/Pacific Islander <1%
- Asian 1%
- Black/African American 1%
- Multi-Racial 3%
- Hispanic/Latino 20%
- White 74%

GRADES 4 - 5 STUDENTS
- Native Hawaiian/Pacific Islander <1%
- American Indian/Alaska Native 1%
- Black/African American 2%
- Asian 1%
- Multi-Racial 3%
- Hispanic/Latino 22%
- White 70%

GRADES 6 - 8 STUDENTS
- Native Hawaiian/Pacific Islander <1%
- American Indian/Alaska Native 1%
- Black/African American 2%
- Asian 2%
- Multi-Racial 4%
- Hispanic/Latino 20%
- White 72%

GRADES K - 3 STAFF
- Multi-Racial 1%
- Hispanic/Latino 2%
- White 97%

GRADES 4 - 5 STAFF
- Hispanic/Latino 3%
- White 97%

GRADES 6 - 8 STAFF
- Multi-Racial 4%
- Hispanic/Latino 3%
- White 91%

PER PUPIL SPENDING

<table>
<thead>
<tr>
<th></th>
<th>2013-14</th>
<th>2012-13</th>
<th>2011-12</th>
<th>2010-11</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>$9,549</td>
<td>$8,886</td>
<td>$8,848</td>
<td>$8,477</td>
<td>$8,185</td>
</tr>
<tr>
<td>State</td>
<td>$10,256</td>
<td>$9,327</td>
<td>$9,366</td>
<td>$9,363</td>
<td>$9,275</td>
</tr>
</tbody>
</table>

Oregon’s quality education model (QEM) suggests adequate per pupil funding should be $12,068 in 2013-14. (Statewide average) 2013-14 data reflects budgeted not actual.

FUNDING SOURCES
- Local taxes and fees: 40%
- State funds: 52%
- Federal funds: 8%

SEISMIC SAFETY RATING

For a detailed report for each school, please visit:
http://www.oregongeology.org/sub/projects/rys/activity-updates/status.html

EXPULSIONS & SUSPENSIONS

<table>
<thead>
<tr>
<th></th>
<th>Expulsions</th>
<th>Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>*</td>
<td>182</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Asian</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Black/African American</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>*</td>
<td>42</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>*</td>
<td>7</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>White</td>
<td>*</td>
<td>123</td>
</tr>
</tbody>
</table>

Note: a "*" is displayed when the data must be suppressed to protect student confidentiality.
PROGRESS  ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

### DISTRICT PERFORMANCE

#### Did at least 95% of students in this district take state exams?
- Yes
- No

**Participation rate criteria are in place to ensure schools test as many eligible students as possible.**

<table>
<thead>
<tr>
<th></th>
<th>District Performance (%)</th>
<th>Oregon Performance (%)</th>
<th>Like-District Average (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010-11</td>
<td>2011-12</td>
<td>2012-13</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students in grades 3 - 5</td>
<td>89.9</td>
<td>84.4</td>
<td>81.6</td>
</tr>
<tr>
<td>Students in grades 6 - 8</td>
<td>84.6</td>
<td>79.0</td>
<td>77.3</td>
</tr>
<tr>
<td>Students in grade 11</td>
<td>88.2</td>
<td>88.9</td>
<td>87.2</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students in grades 3 - 5</td>
<td>71.2</td>
<td>78.5</td>
<td>76.5</td>
</tr>
<tr>
<td>Students in grades 6 - 8</td>
<td>64.8</td>
<td>71.8</td>
<td>69.3</td>
</tr>
<tr>
<td>Students in grade 11</td>
<td>77.1</td>
<td>70.9</td>
<td>76.9</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students in grade 11</td>
<td>73.2</td>
<td>71.9</td>
<td>71.4</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students in grade 5</td>
<td>83.4</td>
<td>79.1</td>
<td>74.3</td>
</tr>
<tr>
<td>Students in grade 8</td>
<td>77.3</td>
<td>72.5</td>
<td>72.3</td>
</tr>
<tr>
<td>Students in grade 11</td>
<td>65.8</td>
<td>59.7</td>
<td>67.7</td>
</tr>
</tbody>
</table>

**Note new cut scores in 2011-12.**

Visit [www.ode.state.or.us/go/data](http://www.ode.state.or.us/go/data) for additional assessment results. Note: a **"** is displayed when data are unavailable or to protect student confidentiality.
## OUTCOMES
### WHAT ARE STUDENTS ACHIEVING IN HIGH SCHOOL?

#### COLLEGE AND CAREER READINESS
- **Students preparing for college and careers.**
  - Freshmen on track to graduate within 4 years
  - Students taking SAT

#### GRADUATION RATE
- **Students graduating with a regular diploma within four years of entering high school.**
  - Overall graduation rate

#### COMPLETION RATE
- **Students receiving a regular, modified, extended, or adult high school diploma or completing a GED within five years of entering high school.**
  - Overall completion rate

#### DROPOUT RATE
- **Students who dropped out during the school year and did not re-enroll.**
  - Overall dropout rate

#### 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

### STUDENT GROUP OUTCOMES

#### Economically Disadvantaged
- On Track: 72.7%
- Graduation: 54.8%
- Completion: 79.5%
- Dropout: 8.6%

#### American Indian/Alaska Native
- On Track: *%
- Graduation: 33.3%
- Completion: 80.0%
- Dropout: 4.8%

#### Native Hawaiian/Pacific Islander
- On Track: *%
- Graduation: 0.0%
- Completion: 80.0%
- Dropout: 5.0%

#### English Learners
- On Track: 80.4%
- Graduation: 60.9%
- Completion: 76.9%
- Dropout: 8.2%

#### Asian
- On Track: >95%
- Graduation: 90.9%
- Completion: 80.0%
- Dropout: 0.0%

#### White
- On Track: 84.9%
- Graduation: 73.9%
- Completion: 87.1%
- Dropout: 5.1%

#### Students with Disabilities
- On Track: 66.7%
- Graduation: 42.3%
- Completion: 81.6%
- Dropout: 6.4%

#### Black/African American
- On Track: 83.3%
- Graduation: 41.7%
- Completion: 88.9%
- Dropout: 19.1%

#### Hispanic/Latino
- On Track: 74.7%
- Graduation: 58.1%
- Completion: 84.4%
- Dropout: 9.1%

#### Migrant
- On Track: 88.9%
- Graduation: 43.8%
- Completion: 100.0%
- Dropout: 5.1%

#### Talented and Gifted
- On Track: >95%
- Graduation: 95.6%
- Completion: 96.9%
- Dropout: 0.8%

#### Multi-Racial
- On Track: 90.5%
- Graduation: 50.0%
- Completion: 90.9%
- Dropout: 7.0%

### Additional Notes:
- On-Track data is based on the 2013-14 school year; all other data is based on the 2012-13 school year.
- Note: a **‘*’** is displayed when the data must be suppressed to protect student confidentiality.
# CURRICULUM & LEARNING ENVIRONMENT

## SCHOOL READINESS

**Elementary Schools**
- K-1 Jump Start school readiness program
- Positive Behavior Intervention and Support (PBIS)
- Daily breakfast and lunch program
- Counseling for emotional and behavior issues
- Before and after school childcare
- Anti-bullying program

**Middle Schools**
- Positive Behavior Intervention and Support (PBIS)
- Daily breakfast program
- Counseling for academic, emotional and behavior issues
- Middle School Graduation Project
- Bullying and harassment prevention program
- Focus on attendance: Student Attendance Review Board

**High Schools**
- Freshman Orientation
- Freshman Inquiry class to assist with 9th grade transition
- Guidance counseling

## ACADEMIC SUPPORT

**Elementary Schools**
- Academic intervention
- Special Ed support for students with qualified learning disabilities
- ELL support based on language proficiency and grade level
- Tutoring programs and homework assistance
- Middle school partnership for Peer Buddies and classroom support

**Middle Schools**
- Academic support classes and reading and math labs
- Special Ed support for students with qualified learning disabilities
- ELL support based on language proficiency and grade level
- After-school Homework Club
- Online and mobile student grade/assignment/attendance monitoring

**High Schools**
- Academic support classes
- Math and literacy support through out school day
- Direct English instruction and classroom support for ELL students
- Academic planning and homework completion support in Advisory
- Online and mobile student grade/assignment/attendance monitoring

## ACADEMIC ENRICHMENT

**Elementary Schools**
- Art Literacy
- Dual Language
- Field trips and assemblies
- Outdoor School
- Technology: tablets, netbooks, laptops, desktops & digital resources

**Middle Schools**
- World Language Courses
  - Spanish
- Special Programs
  - Design Star civics education program
- Science, Technology, engineering and math (STEM) program
- Band, orchestra, choir and leadership classes

**High Schools**
- World Language
  - Spanish, French and German courses
- Exchange programs & overseas travel opportunities
- Honors & Dual Enrollment Courses
  - Two National Merit Semi-Finalists in the Class of 2014
- 241 NHS students earned 1,713 college credits through dual enrollment, saving families $150,744 in tuition
- Students taking SAT increased by 90% in past five years
- Dual credit: horticulture, English, manufacturing, math, ag, science
- Special Programs
  - Catalyst for nontraditional learners
- Advanced Placement courses in history, government, language arts, chemistry, statistics, physics, studio art and music
- Fine arts, music (band, orchestra, choir) and drama
CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

<table>
<thead>
<tr>
<th>CAREER &amp; TECHNICAL EDUCATION</th>
<th>Middle Schools</th>
<th>High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>· After-school classes in career technical education</td>
<td>· District received a $496,000 CTE Revitalization grant from the state to expand student engagement in CTE programs</td>
</tr>
<tr>
<td></td>
<td>· STEM classes</td>
<td>· School to Business program to increase relevance and enrich CTE curriculum</td>
</tr>
<tr>
<td>EXTRACURRICULAR ACTIVITIES</td>
<td>· Educational travel and cultural exchange opportunities</td>
<td>· CAD design, machine manufacturing technology, robotics courses</td>
</tr>
<tr>
<td>Elementary Schools</td>
<td>· Pentagames and 24 math competition</td>
<td>· Horticulture, natural resource sciences, agribusiness</td>
</tr>
<tr>
<td>· School choir</td>
<td>· Jazz band</td>
<td>· Welding program in collaboration with PCC</td>
</tr>
<tr>
<td>· 5th grade leadership</td>
<td>· Lego robotics</td>
<td></td>
</tr>
<tr>
<td>· Robotics, Chess, after school classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>· Intramural and youth sports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Data and information in the Curriculum and Learning Environment section was provided by local schools and districts and was not verified by the Oregon Department of Education.

FEDERAL TITLE I DESIGNATION

Priority and Focus school designations were based on 2011-12 data. Model school designations were based on 2013-14 data.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Focus</th>
<th>Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Elementary Schools</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of Middle Schools</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of High Schools</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Priority Schools** are high poverty schools that were ranked in the bottom 5% of Title I-A schools in the state based on Oregon’s rating formula. These schools generally have overall very low achievement and limited growth over time. Additional supports and interventions to make improvements are needed.

**Focus Schools** are high poverty schools that were ranked in the bottom 5%-15% of Title I-A schools in the state with a significant achievement gap based on Oregon’s rating formula. These schools need additional support in closing the achievement gap among historically underserved student populations.

**Model Schools** are high poverty schools that were ranked in the top 5% of Title I-A schools in the state based on Oregon’s rating formula. These schools serve as models of successful student outcomes.