



Newberg SD 29J

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SUPERINTENDENT Kym LeBlanc-Esparza

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,

In Newberg School District, we are fully committed to “All Means All.” We believe every child deserves an education that opens doors and gives them the best opportunity to succeed. Our school board, district leadership, teachers, and staff accept and embrace collective responsibility for the success of every student. We believe we can achieve that goal through 21st Century teaching and learning in our schools.

As a District, we are committed to preparing students with the skills and knowledge they need to be successful, contributing citizens of the 21st Century. The Oregon School Report Card is an important indicator of our progress, sharing results from state English Language Arts and Mathematics assessments our 3rd – 8th and 11th grade students took last spring. This report is a snapshot of our students’ mastery of the Common Core Standards, one indicator of their preparation for college

and the workplace.

We achieve “All Means All” together. An important part of every student’s academic success is the involvement of their families and community members. We thank our parents and community for their willing and enthusiastic partnership in our efforts to support all students in our community.

Thank you,

Superintendent | Kym LeBlanc-Esparza

DISTRICT PROFILE

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.

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.

ENROLLMENT AND DEMOGRAPHICS	Grades	Grades	Grades	Grades
	K - 3	4 - 5	6 - 8	9 - 12
Total Enrollment	1,565	777	1,180	1,584
Regular Attenders	90.1%	90.5%	83.3%	76.1%
Economically Disadvantaged	61%	56%	43%	37%
Students with Disabilities	11%	15%	15%	15%
Ever English Learners	13%	15%	18%	16%
Different Languages Spoken	18	7	14	14
Mobile Students	9.3%	8.4%	8.1%	11.5%

MEDIAN CLASS SIZE	Elementary		Middle		High		Combined	
	Dist.	OR	Dist.	OR	Dist.	OR	Dist.	OR
Self-Contained	25.0	25.0	--	--	--	--	--	--
Eng./Lang. Arts	--	--	25.0	25.0	26.0	25.0	--	--
Mathematics	--	--	27.0	26.0	28.0	24.0	--	--
Science	--	--	27.0	28.0	28.0	25.0	--	--
Social Studies	--	--	26.0	27.0	29.0	27.0	--	--

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

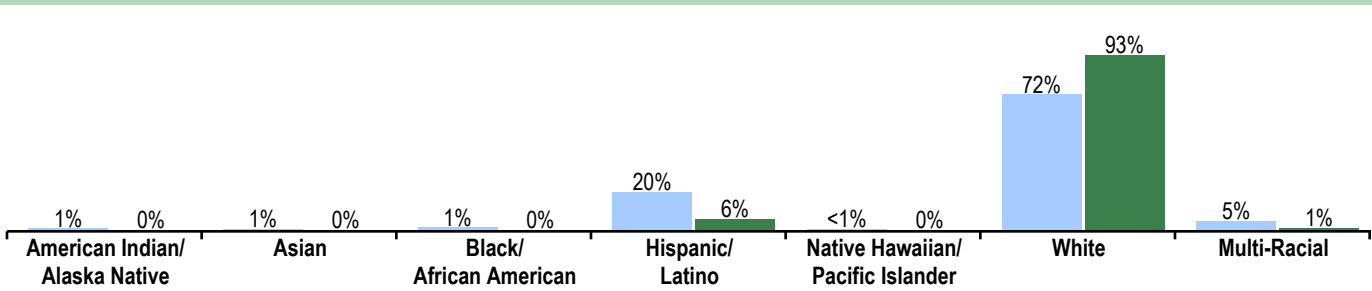
For a detailed report for each school, please visit:

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

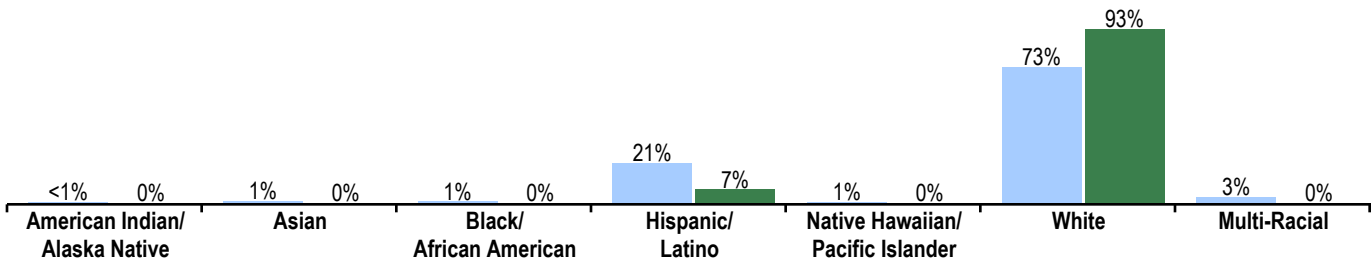
RACE/ETHNICITY OF STUDENTS AND STAFF 2016-17

Students Staff

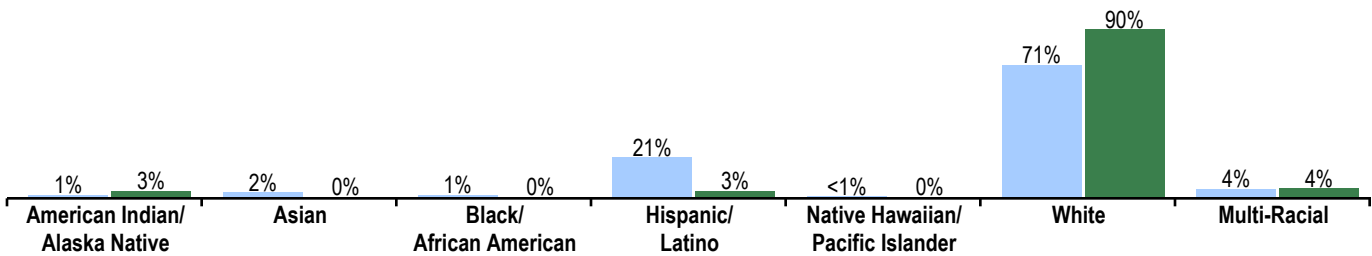
Grades K-3



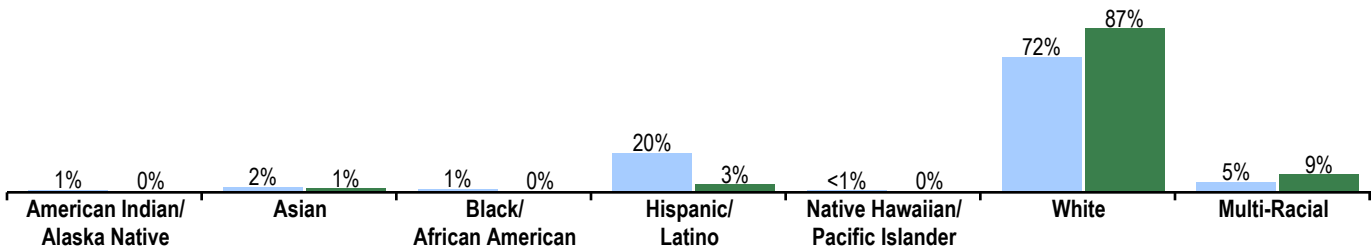
Grades 4-5



Grades 6-8



Grades 9-12



PER PUPIL SPENDING	2014-15	2015-16	2016-17
District	\$9,782	\$10,359	\$10,910
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	35%
State funds	57%
Federal funds	7%

EXPULSIONS & SUSPENSIONS	Expulsions	Suspensions
Total Students	*	180
American Indian/Alaska Native	*	*
Asian	*	*
Black/African American	*	*
Hispanic/Latino	*	40
Multi-Racial	*	6
Native Hawaiian/Pacific Islander	*	*
White	*	129

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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			58.7	49.6	51.8
	24.0	18.7	17.4	19.3	21.4	21.8
	17.3	17.4	17.4	24.1	29.1	26.4
	Students in grades 6 - 8			57.8	55.2	58.2
	25.5	26.8	18.9	25.8	23.9	23.8
	16.7	16.7	18.9	22.4	20.9	18.0
	Students in grade 11			79.8	71.1	75.9
	12.2	14.2	12.1	19.6	16.9	14.8
	8.0	12.1	12.1	6.4	12.0	9.2

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			53.4	43.6	46.2
	29.5	27.6	19.9	25.6	27.6	27.8
	17.1	19.9	19.9	23.2	28.8	26.0
	Students in grades 6 - 8			39.2	41.9	44.4
	33.4	31.7	28.6	31.4	26.6	27.3
	27.4	28.6	28.6	32.0	31.5	28.3
	Students in grade 11			35.0	35.3	40.1
	33.7	33.0	30.5	27.1	27.3	28.0
	31.3	30.5	30.5	34.6	37.4	31.9

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			77.3	66.0	69.1
	20.4	25.1	20.0	19.1	14.9	16.0
	56.9	54.2	20.0	52.5	51.1	53.1
	Students in grade 8			79.2	62.8	65.5
	12.8	9.9	26.9	9.3	11.5	11.6
	66.4	62.1	26.9	57.0	51.3	53.9
	Students in grade 11			54.6	57.8	64.1
	8.3	3.9	50.7	4.9	8.0	9.5
	46.3	47.1	50.7	46.8	49.8	54.6
	45.4	49.0	50.7	48.4	42.2	35.9

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	83.0	85.0	84.3	83.8	83.4	84.9
		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	70.0	76.6	75.7	79.3	74.8	80.5
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	86.7	84.5	85.1	83.2	81.9	86.8
DROPOUT RATE	Students who dropped out during the school year and did not re-enroll.						
	Overall dropout rate	5.9	2.5	3.3	2.0	3.9	2.8
		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	61.9	61.9	63.8	47.1	57.4	58.9

*, <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	70.4	75.8	76.6	On Track	*	70.3	68.7	On Track	*	76.1	67.4
	Graduation	67.2	68.1	72.4	Graduation	50.0	56.4	66.7	Graduation	100.0	70.1	82.6
	Completion	70.7	76.8	81.4	Completion	75.0	66.7	74.6	Completion	--	73.6	85.4
	Dropout	3.4	4.2	3.5	Dropout	10.0	9.1	8.0	Dropout	0.0	5.5	2.1
	Ever English Learners				Asian				White			
	On Track	67.2	78.7	81.4	On Track	>95	>95	95.0	On Track	87.5	85.3	86.0
	Graduation	57.1	71.1	77.0	Graduation	66.7	88.0	88.5	Graduation	83.6	76.6	81.4
	Completion	73.5	75.6	81.5	Completion	100.0	91.9	94.5	Completion	84.8	83.9	87.6
	Dropout	4.3	4.0	2.8	Dropout	0.0	1.3	0.8	Dropout	1.7	3.6	2.7
	Students with Disabilities				Black/African American				Female			
	On Track	79.6	69.5	68.6	On Track	*	75.6	76.9	On Track	89.4	86.5	87.8
	Graduation	67.9	55.5	62.5	Graduation	66.7	66.1	81.9	Graduation	83.7	78.4	84.3
	Completion	48.5	64.9	71.8	Completion	100.0	72.2	87.7	Completion	86.0	84.6	89.0
	Dropout	1.9	5.7	4.4	Dropout	0.0	6.3	3.7	Dropout	1.8	3.4	2.5
	Migrant				Hispanic/Latino				Male			
	On Track	75.0	76.1	67.9	On Track	65.2	77.3	80.9	On Track	78.0	80.4	82.1
	Graduation	55.0	68.9	74.6	Graduation	64.9	69.4	76.3	Graduation	75.5	71.4	76.9
	Completion	76.9	73.8	76.7	Completion	76.4	76.5	82.4	Completion	80.6	79.4	84.7
	Dropout	2.8	4.0	2.5	Dropout	3.7	4.6	3.4	Dropout	2.2	4.5	3.2
	Talented and Gifted				Multi-Racial							
	On Track	>95	>95	>95	On Track	76.5	83.6	85.4				
	Graduation	94.8	92.7	93.0	Graduation	81.8	74.4	80.0				
	Completion	98.2	96.8	98.2	Completion	70.0	81.3	86.9				
	Dropout	0.6	0.6	0.6	Dropout	0.0	4.1	3.5				

On-Track data are based on the 2016-17 school year; all other data are based on the 2015-16 school year.

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CURRICULUM & LEARNING ENVIRONMENT

SCHOOL READINESS	Elementary Schools	Middle Schools	High Schools
	<ul style="list-style-type: none"> · K-1 Jump Start school readiness program · English Learner (EL) K-1 Newcomer groups · Positive Behavior Intervention and Support (PBIS) · Daily breakfast and lunch program · Counseling for emotional and behavior issues · Before and after school childcare · READY! for Kindergarten parent workshops · Student self-regulation support 	<ul style="list-style-type: none"> · Positive Behavior Intervention and Support (PBIS) · Daily breakfast program · Counseling for academic, emotional and behavior issues · Focus on attendance · Social responsibility training for at-risk students 	<ul style="list-style-type: none"> · Freshmen-only first day · Freshmen Discovery program · NHS Resource Center · School-based mental health partnership · ASPIRE mentorship program
ACADEMIC SUPPORT	Elementary Schools	Middle Schools	High Schools
	<ul style="list-style-type: none"> · Academic intervention · Special Ed support for students with qualified learning disabilities · ELD support based on language proficiency and grade level · Tutoring programs and homework assistance · SMART Reading Program · 1:1 Technology 	<ul style="list-style-type: none"> · AVID · 6th grade transition · Special Ed support for students with qualified learning disabilities · EL support based on language proficiency and grade level · After-school Homework Club · Online and mobile student grade/assignment/attendance monitoring 	<ul style="list-style-type: none"> · AVID · George Fox University Mentoring · 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 · Volunteer student support · Online and mobile student grade/assignment/attendance monitoring · George Fox University Social Work/PsyD Program
ACADEMIC ENRICHMENT	Elementary Schools	Middle Schools	High Schools
	<ul style="list-style-type: none"> · Art Literacy · Dual Language Immersion Program · Outdoor School · Field trips and assemblies 	<ul style="list-style-type: none"> · World Language Courses in Spanish · Design Star civics education program · Science, Technology, engineering and math (STEM) program · Band, orchestra, choir and leadership classes · 3D Printing Class · Lego Robotics 	<ul style="list-style-type: none"> · World Language · Spanish, French, and German courses · Exchange programs & overseas travel opportunities · Honors & Dual Enrollment Courses · Advanced Placement courses offered in English, social studies, math, science and art · Dual credit from PCC is offered to students enrolled in courses in agriculture, CAD, horticulture, manufacturing, math, performing arts, Spanish and welding · Special Programs · Catalyst for nontraditional learners · Comprehensive arts program including drama, choir, band, strings, ceramics, digital and fine arts · Advocacy class (small group check-in) twice a week

CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

CAREER & TECHNICAL EDUCATION	Middle Schools	High Schools	
	<ul style="list-style-type: none"> · After--school classes in career technical education · STEM classes 	<ul style="list-style-type: none"> · School to Business program expanded community partnership and student opportunities for career-related work experiences · Courses include: CAD design, engineering, robotics, welding, horticulture, natural resource sciences, agribusiness, culinary and marketing 	
EXTRACURRICULAR ACTIVITIES	Elementary Schools	Middle Schools	High Schools
	<ul style="list-style-type: none"> · School choir · 5th grade leadership · Robotics, Chess, after school classes · Youth sports in partnership with Chehalem Parks & Recreation · Battle of the Books 	<ul style="list-style-type: none"> · Educational travel and cultural exchange opportunities · Pentagames and 24 math competition · Jazz band · Lego robotics · Youth sports in partnership with Chehalem Parks & Recreation 	<ul style="list-style-type: none"> · Wide range of clubs, athletics, and activities · "Newberg Nation" school spirit campaign

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.