

# Annual Report

2005 ANNUAL ACADEMIC REPORT • JANUARY 2006

*Schools and students are succeeding*

## Success Begins with the Basics at Newberg Public Schools

An aggressive initiative to advance the quality of education is the Newberg School District's top priority for the next three years. "Success Begins with the Basics" is a direct response to what our community told us were their priorities," said Superintendent Dr. Paula Radich. "We listened to citizens, parents, educators, students and business people in focus groups and in surveys. As a result, the school district is redefining basic skills in our schools."

What are the new basics in Newberg schools? Reading, Writing and Mathematics; Graduates Ready for College and Work; and Citizenship.

Success Begins with the Basics aligns current efforts of students and educators and targets additional strategies to achieve these goals. Focused efforts are underway in schools and classrooms to

- Increase the percentage of students that meet or exceed state standards in reading, writing and mathematics
- Increase the graduation rate at Newberg High School
- Increase the number of students meeting Oregon University System entrance requirements
- Provide service to the community and increase the climate of respect in schools



Veterans raise the flag at Joan Austin Elementary School.

Photo courtesy of The Newberg Graphic



READING, WRITING MATHEMATICS	GRADUATES READY FOR COLLEGE AND WORK	CITIZENSHIP
<b>What's ahead?</b>		
<ul style="list-style-type: none"> <li>■ Increase focus on writing at all grade levels and across the curriculum</li> <li>■ Curriculum mapping to better align K-12 reading, writing and mathematics instruction</li> <li>■ Staff training in teaching of writing</li> <li>■ Engage parent and community support</li> </ul>	<ul style="list-style-type: none"> <li>■ Revision of NHS graduation requirements to meet Oregon University System entrance requirements</li> <li>■ Identify and teach behaviors required for success in the workplace</li> <li>■ College planning seminars for students and parents</li> <li>■ Mentorship programs</li> <li>■ Supportive partnerships for every student</li> </ul>	<ul style="list-style-type: none"> <li>■ School programs that reinforce and recognize respectful behavior</li> <li>■ School and community Drug and Alcohol Task Force</li> </ul>
<b>How you can be involved:</b>		
<ul style="list-style-type: none"> <li>■ Become a high school writing coach through <i>Partnership for Student Success</i></li> <li>■ Help a child learn to read through the SMART program</li> <li>■ Mentor a student</li> <li>■ Provide a job shadow opportunity</li> <li>■ Review a Senior Project</li> </ul>	<ul style="list-style-type: none"> <li>■ Mentor a student</li> <li>■ Provide an internship opportunity</li> <li>■ Be an academic volunteer</li> <li>■ Serve on an advisory program</li> </ul>	<ul style="list-style-type: none"> <li>■ Set a good example</li> <li>■ Help students understand it's important to respect rules, obligations and others' opinions</li> <li>■ Look for ways to address community needs</li> </ul>

# Improvement earns NHS exceptional rating

Dramatic improvement in reading and mathematics earned Newberg High School an "exceptional" school rating from the Oregon Department of Education. NHS is one of only four 4A high schools in Oregon to earn this rating. Chehalem Valley Middle School and Dundee Elementary School also maintained their "exceptional" school ratings.

School ratings are based on results of the Oregon Statewide Assessment during 2002-03 and 2003-04; attendance and dropout rates for the two most recent school years; and improvement in these areas over the last four years.

Newberg High School mathematics assessment scores rose 37 percentage points in the last three years, placing NHS 24 percentage points higher than the state average. Newberg 10<sup>th</sup> grade reading scores increased 17 percentage points in the last four years. Current reading scores are 11 percentage points higher than the state average.

## Newberg High eyes small schools

In today's economy - where college graduates earn 70 percent more than high school graduates, and dropouts are four times more likely than college graduates to be unemployed - Newberg can't afford to let students graduate without the skills needed for their future.

In most measures of student achievement, Newberg High School is improving, especially over the last two years. Educators are committed to all students reaching their full potential and believe more can be done to support high academic achievement. After lengthy, grant-funded study, NHS teachers are finding answers in smaller schools.

Over 30 years of research shows that small schools experience higher student achievement and graduation rates, higher college acceptance rates, better support for students, fewer behavioral problems and increased parent and community involvement.

Although this mission can be accomplished in schools of any size, research and common sense point to smaller schools of 400 or less with fewer staff members and a more personal connection to students.

Newberg High School educators are proposing five small schools. In January 2006, following staff, parent and community input, the Newberg School Board will take action on the proposals.

# 2004-2005 District Report Card

**NEWBERG**  
SCHOOL DISTRICT



Dear Parents and Community Members,

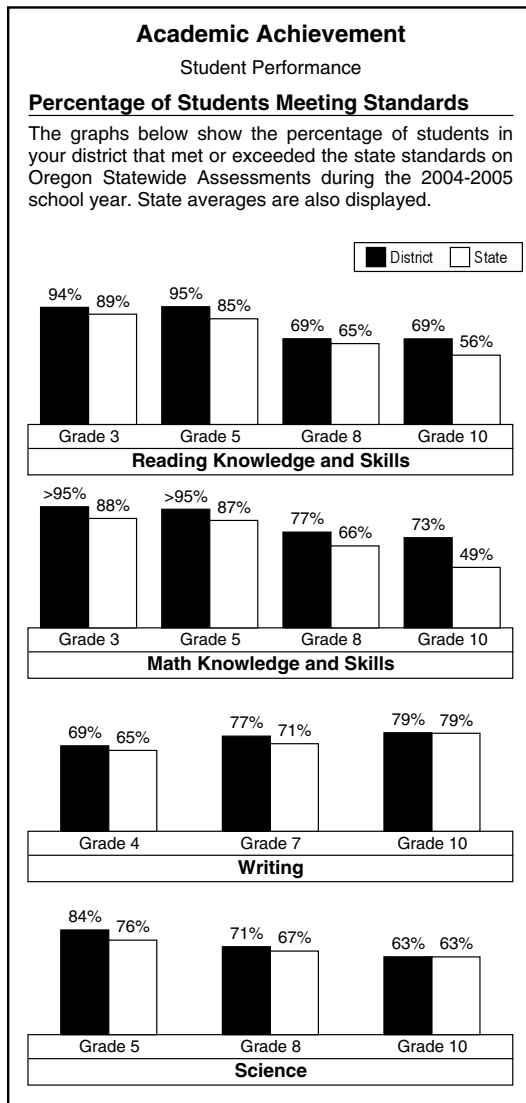
October 13, 2005

The Oregon Department of Education is proud to issue the seventh annual school report card. As Oregon schools and districts continue to face many challenges, educators remain committed to providing the highest quality education for Oregon students. This year you will find a federal rating displayed on this report card. This district rating is required by the No Child Left Behind Act. The report card is not meant to tell you everything about your district, but it offers a starting point for discussions about where improvement might be needed and for celebrating successes in education for Oregon's children.

<b>Federal Adequate Yearly Progress Rating: NOT MET</b>			
<input type="checkbox"/> MET	See rating details on back page		
<input checked="" type="checkbox"/> DID NOT MEET	<input type="checkbox"/> Identified for District Improvement		

Susan Castillo, State Superintendent of Public Instruction

<b>SCHOOL RATINGS</b>					
SCHOOLS	Overall	Academic Achievement Student Performance	Attendance/Dropout Student Behavior	Improvement	School Characteristics
Antonia Crater Elementary School	Strong	Strong	Strong	Stayed About The Same	Exceptional
Chehalem Valley Middle School	Exceptional	Strong	Strong	Improved	Exceptional
Dundee Elementary School	Exceptional	Exceptional	Strong	Improved	Exceptional
Edwards Elementary School	Strong	Satisfactory	Strong	Improved	Exceptional
Ewing Young Elementary School	Strong	Strong	Strong	Stayed About The Same	Exceptional
Mabel Rush Elementary School	Strong	Strong	Strong	Stayed About The Same	Exceptional
Mountain View Middle School	Satisfactory	Satisfactory	Strong	Stayed About The Same	Exceptional
Newberg Senior High School	Exceptional	Strong	Strong	Improved	Exceptional



Testing Participation in District	District	State
Participation in 2004-2005 Statewide Assessment	99.0%	97.9%

### District at a Glance

Attendance	District	State
2004-2005 School Year	94.5%	93.2%

District Staffing	District
Administrators (FTE)	19.5
Teachers (FTE)	244.0
• Average Years of Experience	14.3
• With a Master's Degree or Higher	56.6%
• With Emergency or Provisional Credential as of September 7, 2005	1.5%
Instructional Assistants (FTE)	61.4
Other Staff (FTE)	129.5

Classes Taught By Highly Qualified* Teachers	District	State
All Schools	93.9%	90.7%
High Poverty Schools	100.0%	88.9%
Low Poverty Schools	93.6%	92.1%

\* Federal No Child Left Behind Definition

Special Populations	District	State
Special Education	12.2%	13.5%
ESL Programs	9.5%	10.3%
Attending School in Another District	0.0%	0.3%
Attending School from Another District	0.1%	0.2%

Video Conferencing	District	State
Video Conferencing Facilities	0	169

## Financial Data

### General Fund Expenditures

The table below shows dollars spent per student by your district for the 2003-2004 school year. For more information, visit the Database Initiative Project website: [www.ode.state.or.us/sfda/reports.aspx](http://www.ode.state.or.us/sfda/reports.aspx)

General Fund	District	State
Direct Classroom	\$3,242	\$3,656
Classroom Support	\$1,046	\$1,130
Building Support	\$1,012	\$1,116
Central Support	\$214	\$335

Education Service District	District	State
ESD Support Per Student	\$356	\$322

Bond Levy / Local Option	N mber of Elections	Election Result	
		Yes	No
Election Year: 2004	0	0	0
Election Year: 2003	0	0	0
Election Year: 2002	1	1	0

## Statewide Assessments

The table below shows the percentage of students in your district that exceeded, met, or did not meet state standards and participated in 2004-2005 Oregon Statewide Assessments. English/Language Arts includes Reading and Writing tests. For more information, see [www.ode.state.or.us/search/results/?id=233](http://www.ode.state.or.us/search/results/?id=233)

STUDENT GROUP	STUDENT ACHIEVEMENT						STUDENT PARTICIPATION	
	ENGLISH/ LANGUAGE ARTS			MATHEMATICS			ENGLISH/ LANGUAGE ARTS	MATHEMATICS
	EXCEEDED %	MET %	NOT MET %	EXCEEDED %	MET %	NOT MET %	%	%
White	22.5	45.0	32.5	44.9	40.3	14.8	99.1	99.5
African American/Black	14.0	41.9	44.2	20.8	45.8	33.3	95.6	100.0
Hispanic	2.2	34.9	62.9	11.8	47.7	40.5	96.5	98.1
Asian/Pacific Islander	18.8	54.2	27.1	30.8	53.8	15.4	98.0	100.0
American Indian/Alaskan Native	9.1	45.5	45.5	41.7	41.7	16.7	100.0	100.0
Multi-Racial/Multi-Ethnic	---	---	---	---	---	---	---	---
Male	19.4	41.0	39.7	43.4	38.1	18.4	98.7	99.2
Female	20.9	47.7	31.4	38.1	45.1	16.8	98.7	99.6
Talented and Gifted	49.0	41.0	10.0	82.9	16.3	0.8	99.5	100.0
Students with Disabilities	7.0	24.0	69.0	19.2	38.4	42.4	98.4	100.0
Migrant	1.4	27.5	71.0	14.3	48.6	37.1	100.0	100.0
Limited English Proficient	1.4	27.5	71.1	8.6	50.0	41.4	96.3	100.0
Economically Disadvantaged	9.1	37.2	53.8	26.0	44.7	29.2	97.7	99.2
All Students	20.1	44.1	35.7	41.0	41.4	17.6	98.7	99.4
CLRAS	9.1	81.8	9.1	*	*	*	100.0	100.0
Extended Assessment	14.3	47.6	38.1	9.1	63.6	27.3	100.0	100.0

\* Not displayed to protect student confidentiality.

--- No data available

## ACCOUNTABILITY INFORMATION REQUIRED BY THE FEDERAL NO CHILD LEFT BEHIND ACT

The information below is used to determine the Adequate Yearly Progress designation for your district. A district is designated as *Not Meeting AYP* if any indicator is determined to be *Not Met*. The Student Achievement and Student Participation ratings are based on 2003-2004 and 2004-2005 Oregon Statewide Assessments for the students in your district identified as enrolled for a full academic year. The statewide goal for the minimum percentage of students expected to meet or exceed standards is 50% in English/Language Arts and 49% in Mathematics. Student Participation is expected to be 95% or greater. The statewide goal for the minimum graduation rate is 68.1%. The statewide goal for the minimum attendance rate is 92.0%. For more information, please view documents at [www.ode.state.or.us/data/reportcard/reports.aspx](http://www.ode.state.or.us/data/reportcard/reports.aspx)

STUDENT GROUP	STUDENT ACHIEVEMENT		STUDENT PARTICIPATION		
	ENGLISH/LANGUAGE ARTS	MATHEMATICS	ENGLISH/LANGUAGE ARTS	MATHEMATICS	GRADUATION
White	MET	MET	MET	MET	MET
African American/Black	NA	NA	NA	NA	NA
Hispanic	NOT MET	MET	MET	NOT MET	MET
Asian/Pacific Islander	NA	NA	MET	NA	NA
Am. Indian/Alaskan Native	NA	NA	NA	NA	NA
Multi-Racial/Multi-Ethnic	NA	NA	NA	NA	---
Special Education	MET	MET	MET	MET	MET
Limited English Proficient	NOT MET	MET	MET	NOT MET	MET
Economically Disadvantaged	NOT MET	MET	MET	MET	MET
All Students	MET	MET	MET	MET	MET

NA Too few test scores or students to determine a rating.

--- No data available

## FEDERAL DESIGNATION FOR TITLE 1 SCHOOLS

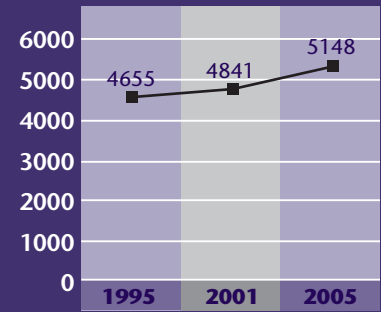
REQUIRED BY THE FEDERAL NO CHILD LEFT BEHIND ACT

	DISTRICT		STATE	
	SCHOOLS	PERCENTAGE	SCHOOLS	PERCENTAGE
Identified for School Improvement (S11 or S12)	0	0.0%	40	3.2%
Identified for Corrective Action (CA) or Restructuring (R1)	0	0.0%	2	0.2%

For more information, contact your local school or district.

## Steady growth continues

### School District Enrollment Trend



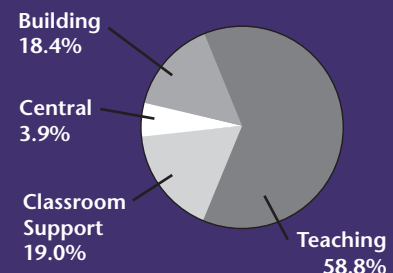
	1995	2005
<b>Elementary Schools</b>		
Antonia Crater	445	432
Dundee	343	378
Edwards	476	424
Ewing Young	175	184
Joan Austin		370
Mabel Rush	602	435
<b>Middle Schools</b>		
Chehalem Valley	640	648
Mountain View	525	512
Newberg High School	1449	1557
<b>District Total</b>	<b>4655</b>	<b>5148*</b>

\*Includes students enrolled in outside programs, i.e. alternative education, Court School.

## Schools are spending money wisely

Here are the facts about how Newberg schools spend money:

- 77.8% of school expenditures go directly to teaching and helping students learn in the classroom
- 18.4% goes to building maintenance and services that contribute to positive learning conditions for students
- 3.9% goes to central administration including support staff, supplies and equipment



This chart corresponds to the General Fund Expenditures during the audited 2003-04 school year on the top of this page.

## Community supports facilities for teaching and learning

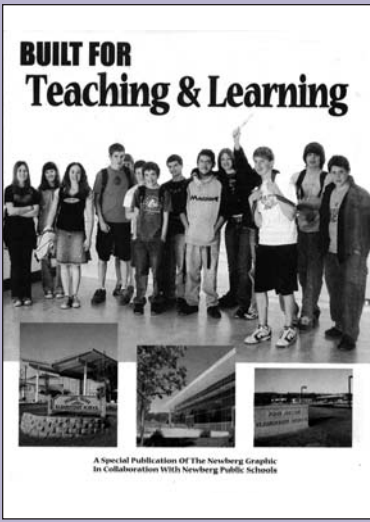
The construction of \$46 million worth of repairs, renovation and expansion of Newberg public schools is complete.

Six years ago, a citizen-lead Facilities Committee reported that schools were crowded and that existing space was inadequate for future growth. The report also stated that schools were in need of repair, including roofs, heating and ventilating systems. A \$46.3 million capital improvement bond proposed to finance a plan to:

- Accommodate enrollment growth – now and in the future
- Maintain the community’s investment in schools through major repair and maintenance
- Increase safety and security
- Purchase property for future schools at today’s market rate

## Completed School Construction at a Glance

School	Accommodate enrollment growth	Major repair and maintenance	Increase safety and security
<b>Elementary</b>			
Antonia Crater	✓	✓	✓
Dundee	✓	✓	✓
Edwards	✓	✓	✓
Ewing Young	✓	✓	✓
Joan Austin	✓		
Mabel Rush	✓	✓	✓
<b>Middle School</b>			
Chehalem Valley	✓	✓	✓
Mountain View	✓	✓	✓
<b>High School</b>			
Newberg High School	✓	✓	✓
<b>Other</b>			
District Office		✓	✓
Maintenance Shop		✓	✓
Property Purchase	60 acres		
Add permanent space	178,149 sq. ft.		



Learn more about Newberg’s newly completed schools in **BUILT FOR Teaching & Learning**, a special publication of the Newberg Graphic and Newberg Public Schools. Copies are available at no cost by calling the school district at 503-554-5000.

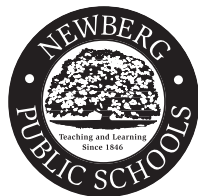
### Want to know more?

Keep up with what’s happening in Newberg Public Schools by visiting us on the web at [www.newberg.k12.or.us](http://www.newberg.k12.or.us)

Get school news and information delivered directly to you at home or at work when you subscribe to **e-SchoolNews**, a free e-mail Newberg school news and information service. Subscribe online at the district web site or by calling 503-554-5000.

State report cards for individual schools are available online at [www.newberg.k12.or.us](http://www.newberg.k12.or.us) or at the Oregon Department of Education’s website at <http://reportcard.ode.state.or.us/> You may contact the school district at 503-554-5000 to receive a copy of a specific school report card. Additional documents are online at [www.ode.state.or.us/sfda/reports.aspx](http://www.ode.state.or.us/sfda/reports.aspx)

It is the policy of the Newberg School District Board of Education and School District that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Assistant Superintendent at the Newberg School District Office, 714 E. Sixth Street, Newberg, OR 97132 or telephone 503-554-5000.



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