

Focus on Teaching and Learning



Providing a high quality education for every student to succeed requires us to focus on how we teach and how students learn.

Newberg students met 259 out of 260 federal targets measuring student “adequate yearly progress.” We are making progress in closing the achievement gap for our special education and non-English-speaking students. The Oregon Department of Education rated Newberg High School and four of our elementary schools as “Outstanding.”

Many of our most dramatic changes are taking place in our high school. Three years of data show academic achievement is improving, dropout rates are decreasing and college enrollment is on the rise. Positive changes in school climate are reflected in the high marks students give their small schools.

These accomplishments are a direct result of our focus on teaching and learning. Budget reductions continue to impact class size, textbooks and staff; however we are firmly committed to improving teaching practices and implementing the best practices to achieve academic success for all our students.

Please take a moment to review the 2010 Annual Report to the Community. We invite you to contact your local school to learn how you can be involved in supporting the success of our schools and students.

A handwritten signature in black ink that reads "Paula A. Radich".

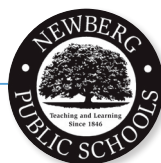
Paula A. Radich, Ed.D., Superintendent

Vision All students will achieve high academic standards and make continuous improvement in reading, writing and mathematics. Graduates will be ready for college and work and demonstrate citizenship in their school and community.

Mission Educate all students to achieve their full potential as competent, self-assured citizens of a rapidly changing world.

Goals

- Achieve high academic standards and attain continuous improvement in student learning.
- Enhance student learning and development through the arts, professional and technical opportunities and other enrichment experiences.
- Protect the public’s investment by planning and budgeting for cyclical and preventative maintenance of all district facilities and by collaborating with our community in the development of a long-range plan for facility replacement, expansion and remodel.



Achievement

■ Five Newberg schools were rated as "Outstanding" by the Oregon Department of Education: Edwards Elementary, Antonia Crater Elementary, Ewing Young Elementary, Mabel Rush Elementary and Newberg High School.

■ US News and World Report ranked Newberg High School in the top tier of public high schools across the country. Newberg was one of 31 Oregon schools ranked.

■ Seven students maintaining a perfect 4.0 grade point average while earning an Honors Diploma were the Class of 2010 valedictorians: Brian Cheney, Craig Cheney, Kindra Fish, Kylie Leffler, Lacey Jo McNay, Ian Powers and Anna Thomas. Sarah Gilmore, Evan Placek, Andrew Schmitt, Aaron Sprunger, Clark Weber and Ayla Zahler were class salutatorians, earning a perfect 4.0 grade point average in academic classes.

■ NHS students outperformed the state and nation on SAT math and verbal scores.

■ Seven individuals were recognized for outstanding service to education at the district's 10th annual Crystal Apple Awards in June including custodian Dean Wolf, education assistant Patty Whitmore, and teachers Mary Lou Gouger, Ann Holstrom and Christine Richardson.

■ NHS Senior Cory Blake was named Junior Citizen of the Year by the Chehalem Valley Chamber of Commerce in recognition of his contribution to the betterment of the community and encouragement for participation of others.

■ Marlene Grant, editor and publisher of *The Club Herald*, was honored as a "Partner in Education" by the school district for her exceptional contribution to student literacy and education.

■ Eight NHS athletic teams were named Academic All Stars for their performance in the classroom by the Dairy Farmers of Oregon and Oregon School Activities Association. Newberg teams in the 6A top ten are Boys Cross Country, Girls Soccer, Tiger Football, Girls Softball, Girls and Boys Tennis and Girls and Boys Track and Field.

This Annual Report was created to provide a brief overview of the work we have done during the 2009-10 school year and share the Oregon Department of Education's report card on the Newberg School District. Printing costs for this are provided through a partnership with Xerox Corporation. The Annual Report is online at www.newberg.k12.or.us/district/district-annual-report.

2009-2010 District Report Card

Newberg School District



Dear Parents and Community Members,

Preliminary September 9, 2010

The Oregon Department of Education is proud to issue the 12th annual school Report Card. This year's high school report cards include a new graduation calculation called a "Cohort Graduation Rate" which tracks the number of students graduating within four years. As in previous years, this report card contains two ratings: an Oregon rating and a federal rating. Oregon rates schools as either Outstanding, Satisfactory, or In Need of Improvement, and while these ratings cannot tell you everything about your school, they are a good starting point for talking about our successes and opportunities for improvement.

Federal Adequate Yearly Progress Rating: NOT MET

- MET See rating details on back page
 DID NOT MEET Identified for District Improvement

Susan Castillo, State Superintendent of Public Instruction

SCHOOL RATINGS

SCHOOLS	Overall	School Improvement Status
Antonia Crater Elementary School	Outstanding	
Chehalem Valley Middle School	Satisfactory	
Dundee Elementary School	Satisfactory	
Edwards Elementary School	Outstanding	
Ewing Young Elementary School	Outstanding	
Joan Austin Elementary School	Satisfactory	
Mabel Rush Elementary School	Outstanding	
Mountain View Middle School	Satisfactory	
Newberg Senior High School	Outstanding	

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 (SI1 or SI2)	0	0.0%	59	4.6%
Identified for Corrective Action (CA) or Restructuring (R1)	0	0.0%	18	1.4%

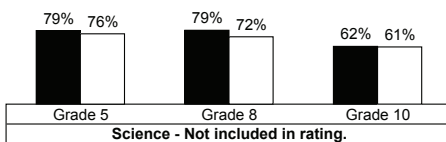
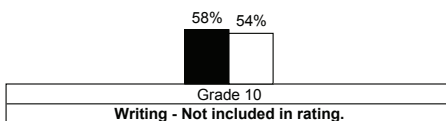
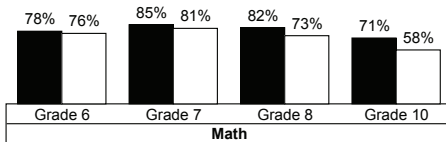
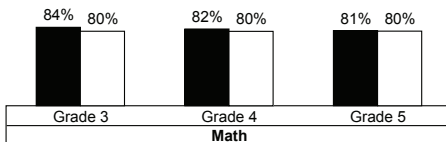
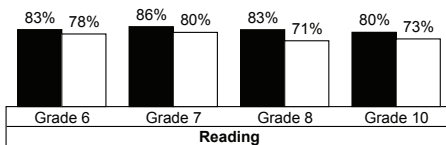
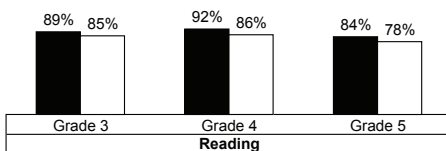
DISTRICT INFORMATION

Academic Achievement

Percentage of Students Meeting Standards

The graphs below show the percentage of students in your district at the indicated grades that met or exceeded the state standards on Oregon Statewide Assessments during the 2009-2010 school year. State averages are also displayed.

■ District □ State



District at a Glance

Testing Participation in District	District	State
Participation in 2009-2010 Statewide Assessment	99.4%	98.8%
Number of Reading Test Exemptions for Newly Enrolled Limited English Proficient Students	4	485

Attendance	District	State
2009-2010 School Year	94.2%	93.0%

District Staffing	District
Administrators (FTE)	16.0
Teachers (FTE)	257.2
• Average Years of Experience	14.6
• With a Master's Degree or Higher	66.9%
• With Emergency or Provisional Credential as of January 15, 2010	0.0%
Educational Assistants (FTE)	65.4
Other Staff (FTE)	154.2

Highly Qualified* Teachers	Classes Taught By HQT		Classes Taught By Non-HQT	
	District	State	District	State
All Schools	99.8%	96.0%	0.2%	4.0%
High Poverty Schools	--	96.0%	--	4.0%
Low Poverty Schools	100%	96.4%	--	3.6%

* Federal No Child Left Behind Definition

Special Populations	District	State
Special Education	14.1%	14.6%
ESL Programs	8.3%	9.9%
Attending School in Another District	0.1%	0.4%
Attending School from Another District	0.3%	0.2%

Video Conferencing	District	State
Video Conferencing Facilities	0	140

STATEWIDE ASSESSMENT RESULTS

The table below shows the percentage of students in your district in grades 3-8 and 10 that exceeded, met, or did not meet state standards and participated in 2009-2010 Oregon Statewide Assessments. For more information, see www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx

STUDENT GROUP	STUDENT ACHIEVEMENT								
	ENGLISH/ LANGUAGE ARTS			MATHEMATICS			SCIENCE		
Race/Ethnicity	EXCEEDED %	MET %	NOT MET %	EXCEEDED %	MET %	NOT MET %	EXCEEDED %	MET %	NOT MET %
American Indian/Alaskan Native	40.9	50.0	9.1	31.8	45.5	22.7	28.6	42.9	28.6
Asian/Pacific Islander	49.0	34.7	16.3	40.8	44.9	14.3	45.0	30.0	25.0
Black (not of Hispanic origin)	15.2	60.6	24.2	9.4	50.0	40.6	10.5	36.8	52.6
Hispanic	15.1	56.0	28.9	16.1	49.9	34.0	9.1	44.6	46.2
White (not of Hispanic origin)	36.7	49.8	13.5	33.8	48.6	17.6	28.1	49.7	22.2
Multi-Racial/Multi-Ethnic	37.7	48.1	14.2	31.1	47.2	21.7	30.2	50.9	18.9
Male	30.5	49.4	20.1	32.6	46.2	21.2	31.5	44.3	24.2
Female	35.7	51.9	12.4	28.1	51.4	20.5	18.2	52.7	29.1
Talented and Gifted	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0	> 95.0	> 95.0	< 5.0
Students with Disabilities	9.5	40.5	50.0	11.7	34.8	53.5	9.4	41.2	49.4
Migrant	15.7	61.4	22.9	15.7	58.6	25.7	0.0	44.0	56.0
Limited English Proficient	6.0	42.3	51.6	7.7	42.1	50.3	0.0	22.4	77.6
Economically Disadvantaged	19.0	55.7	25.3	18.8	50.6	30.6	16.2	47.1	36.6
All Students	33.0	50.6	16.4	30.4	48.7	20.9	25.2	48.3	26.5

* Not displayed to protect student confidentiality.

--- No data available

STUDENT GROUP	STUDENT PARTICIPATION		
	ENGLISH/ LANGUAGE ARTS	MATHEMATICS	SCIENCE
Race/Ethnicity	%	%	%
American Indian/Alaskan Native	100.0	100.0	100.0
Asian/Pacific Islander	100.0	100.0	95.2
Black (not of Hispanic origin)	100.0	94.1	100.0
Hispanic	99.6	99.2	96.9
White (not of Hispanic origin)	99.5	99.7	97.9
Multi-Racial/Multi-Ethnic	100.0	100.0	100.0
Male	99.5	99.6	97.7
Female	99.6	99.5	97.9
Talented and Gifted	100.0	100.0	99.0
Students with Disabilities	98.7	99.1	95.6
Migrant	98.7	98.7	100.0
Limited English Proficient	99.5	98.4	96.9
Economically Disadvantaged	99.4	99.6	96.7
All Students	99.6	99.6	97.8

* 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 2008-2009 and 2009-2010 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 60% in English/Language Arts and 59% 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

STUDENT GROUP	STUDENT ACHIEVEMENT		STUDENT PARTICIPATION		
	ENGLISH/LANGUAGE ARTS	MATHEMATICS	ENGLISH/LANGUAGE ARTS	MATHEMATICS	GRADUATION
Am. Indian/Alaskan Native	NA	NA	NA	NA	NA
Asian/Pacific Islander	MET	MET	MET	MET	NA
Black (not of Hispanic origin)	NA	NA	MET	MET	NA
Hispanic	MET	MET	MET	MET	MET
White (not of Hispanic origin)	MET	MET	MET	MET	MET
Multi-Racial/Multi-Ethnic	MET	MET	MET	MET	NA
Students with Disabilities	NOT MET	MET	MET	MET	MET
Limited English Proficient	MET	MET	MET	MET	NA
Economically Disadvantaged	MET	MET	MET	MET	MET
All Students	MET	MET	MET	MET	MET

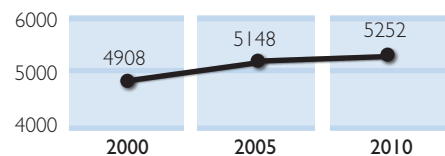
NA Too few test scores or students to determine a rating.

The National Assessment of Educational Progress (NAEP) provides state level results for grades 4 and 8. Results are based on representative samples of students. NAEP does not provide results for individual students, schools, or districts in Oregon. The table below lists the most recently available NAEP data for reading and mathematics. Small differences between results for Oregon and the U.S. may not be statistically significant. For more information, see <http://nces.ed.gov/nationsreportcard>.

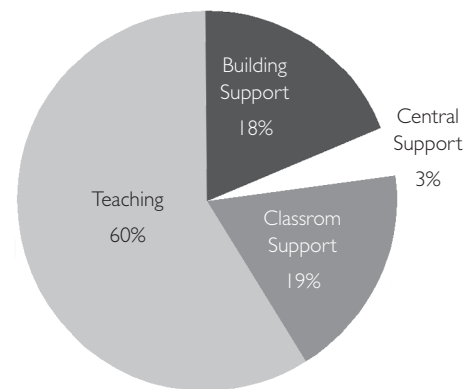
2009 NAEP RESULTS		Participation Rates						
		Advanced %	Proficient %	Basic %	Below Basic %	Students with Disabilities %	English Language Learners %	
Reading	Grade 4	Oregon	7	24	35	35	80	90
		United States	7	24	34	34	70	84
	Grade 8	Oregon	3	31	43	24	81	89
		United States	2	28	43	26	70	83
Math	Grade 4	Oregon	5	32	43	20	86	94
		United States	6	33	43	19	83	94
	Grade 8	Oregon	8	28	38	25	80	94
		United States	7	25	39	29	77	92

It is the policy of the Newberg School District Board of Directors that there will be no discrimination or harassment based on 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 Superintendent at the Newberg School District Office, 714 E. Sixth Street, Newberg, OR 97132 or telephone 503-554-5000.

School Enrollment Trends



How Newberg Schools Spend Money



To see how Newberg expenditures compare with state and other school districts, visit the Budget section on the district website at: www.newberg.k12.or.us/budget

DISTRICT INFORMATION

Financial Data

General Fund Expenditures

The table below shows dollars spent per student by your district for the 2008-2009 school year. For more information, visit the Database Initiative Project website: www.ode.state.or.us/data/reports/toc.aspx

General Fund	District	State
Direct Classroom	\$4,357	\$4,670
Classroom Support	\$1,365	\$1,444
Building Support	\$1,313	\$1,430
Central Support	\$257	\$366

Education Service District	District	State
ESD Support Per Student	\$422	\$393

Bond Levy / Local Option	Number of Elections	Election Result	
		Yes	No
Election Year: 2009	0	0	0
Election Year: 2008	0	0	0
Election Year: 2007	0	0	0

Progress Report

“We like our small school”

63% of the students surveyed in the annual NHS Climate Survey graded their small school an “A” or “B” compared to just 39% in 2006.

More graduates are headed to college

61% of the Class of 2010 enrolled in college during the first year after high school compared to 49% in 2006.

Dropouts are decreasing

The most recent NHS dropout rate is 3.9% compared to 4.8% in 2006. As the workplace continues to demand a more educated workforce, Newberg teachers are working harder to make every student successful.

The myth about money

Grant funds for small schools from federal and private sources such as the Gates Foundation and the Meyer Memorial Trust, provide professional development, research on effective practices and curriculum development to support the conversion from a traditional high school to four small schools. Funding to operate small schools comes from the general fund - not grant dollars.

Achievement is up

Ten percent more students are meeting or exceeding state reading standards compared to five years ago. Math remains strong with 72% of students meeting or exceeding state math standards in 2010 compared to 58% statewide.

The gap is closing

Since 2005, students with limited English skills improved their scores on state assessment by seven percentage points in math and 30 percentage points in reading. Special education students made a 20 percentage point gain in reading and a two percentage point gain in math during the same five year period.

Cashing in on college credits

Nearly twice as many students are earning college credits through dual credit courses that carry Portland Community College and NHS credits compared to 2005. In 2010, 262 NHS students earned 2,205 college credits, saving \$167,580 in tuition while taking advanced math and engineering courses at NHS.



FIVE YEARS LATER

Small Schools @ NHS

September 2007 Newberg High School opened its doors to 1,600 students as small schools. Parents, teachers, administrators and community members had been working since 2000 to shift the comprehensive high school to a model focusing on personalization, rigorous achievement and success for all students. This snapshot compares NHS student data from 2010 and 2005-06 school years.

Four principals then...four principals now

In 2006, four administrators – a principal and three assistant principals – lead NHS before the conversion to small schools. Today, there are four small schools and the same number of administrators at Newberg High School – one principal in each small school.

Want to learn more? www.newberg.k12.or.us/nhs