



St Paul SD 45

20449 Main St NE
St Paul, OR 97137 (503) 633-2541
www.stpaul.k12.or.us

SUPERINTENDENT Joseph Wehrli

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,

The Oregon Department of Education provides information each year in this report card related to our districts performance. The 2016-17 school year data was collected using the Smarter Balanced Assessment Consortium tool and other information submitted by our district to the Oregon Department of Education. This past year our district continued to show strong improvement in the area of student academic growth in both reading and math and exceeded the statewide averages in many areas. The St. Paul Middle/ High School was recognized as one of the highest performing schools in the state in English Language Arts, Mathematics and Science.

Report card ratings are based on student achievement, academic growth and graduation rates.

The continued trend of increased performance scores as students move through the St Paul education system continues to be a positive indicator of overall student success within our district.

Individually and collectively our teachers and the district set student learning goals to help us stay focused on improving student achievement for every child in every grade.

This is the third year of implementation of a new mathematics curriculum in Kindergarten through 5th grade and student performance in mathematics at the elementary has improved. This is the first year of implementation of a new English Language Arts curriculum and the K-6 grade have established an uninterrupted reading block as a part of the programs implementation.

As a district we strive to continue to provide the same excellence in education that you have come to expect at each of our schools.

Parents can help our school improvement efforts by monitoring their students academic performance, communicating on a regular basis with your students teachers and by volunteering in our schools.

Thank you,

Superintendent | Joseph Wehrli

DISTRICT PROFILE

STUDENT WELLNESS POLICY

The district utilizes wellness surveys, counseling activities, positive behavioral support and leadership programs that target student wellness. The elementary school received national recognition for its nutrition and exercise program this past year. The district supports the farm to school food program and has a wellness policy that promotes high quality nutrition and exercise programs. The district employs a physical education instructor for each building and has a health curriculum as a part of the regular school program.

RACIAL EQUITY IN HIRING

The St Paul school district in policy and in practice promotes nondiscrimination and an environment free of harassment. Through our hiring practices we strive to hire the most talented individuals and value diversity in our workforce. In keeping with our district philosophy and the requirements of federal and state law, the district strives to remove any vestige of discrimination in employment, assignment and promotion of personnel; in educational opportunities and services offered students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

ENROLLMENT AND DEMOGRAPHICS	Grades	Grades	Grades	Grades
	K - 3	4 - 5	6 - 8	9 - 12
Total Enrollment	54	41	61	94
Regular Attenders	88.5%	>95%	87.7%	94.7%
Economically Disadvantaged	52%	56%	33%	30%
Students with Disabilities	*	*	*	*
Ever English Learners	41%	49%	16%	21%
Different Languages Spoken	2	2	2	2
Mobile Students	12.1%	4.8%	8.2%	5.2%

MEDIAN CLASS SIZE	Elementary		Middle		High		Combined	
	Dist.	OR	Dist.	OR	Dist.	OR	Dist.	OR
Self-Contained	16.0	25.0	--	--	--	--	--	--
Eng./Lang. Arts	--	--	--	--	--	--	17.5	16.0
Mathematics	--	--	--	--	--	--	13.0	14.0
Science	--	--	--	--	--	--	17.5	17.0
Social Studies	--	--	--	--	--	--	19.0	17.0

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

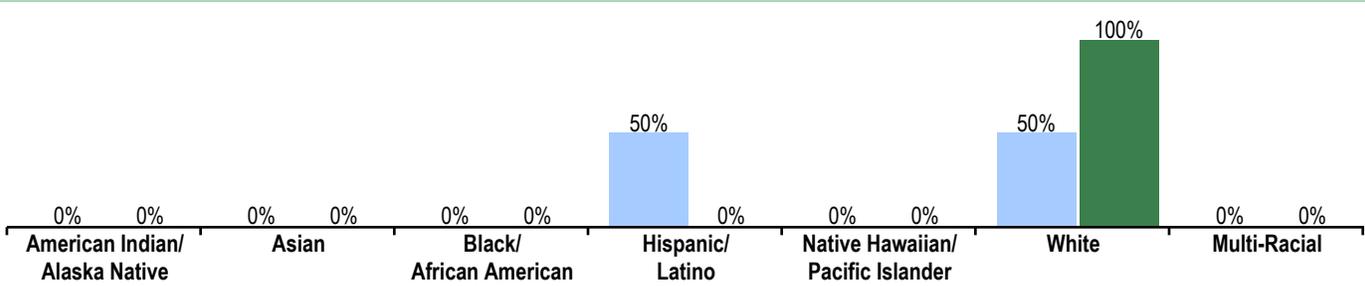
For a detailed report for each school, please visit:

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

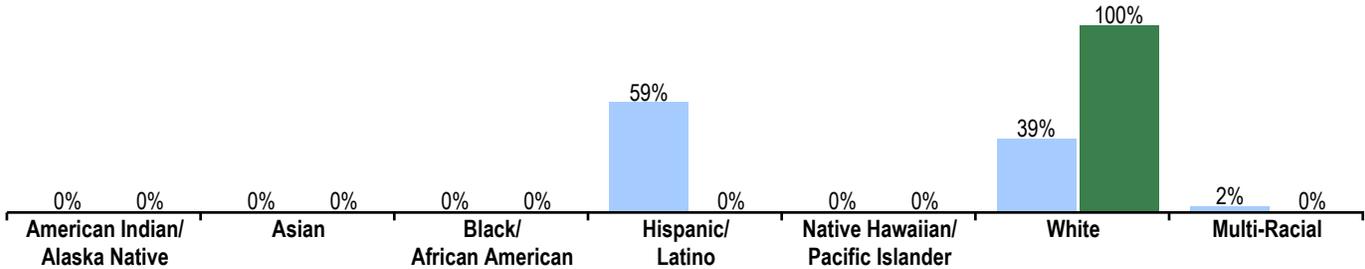
RACE/ETHNICITY OF STUDENTS AND STAFF 2016-17

Students Staff

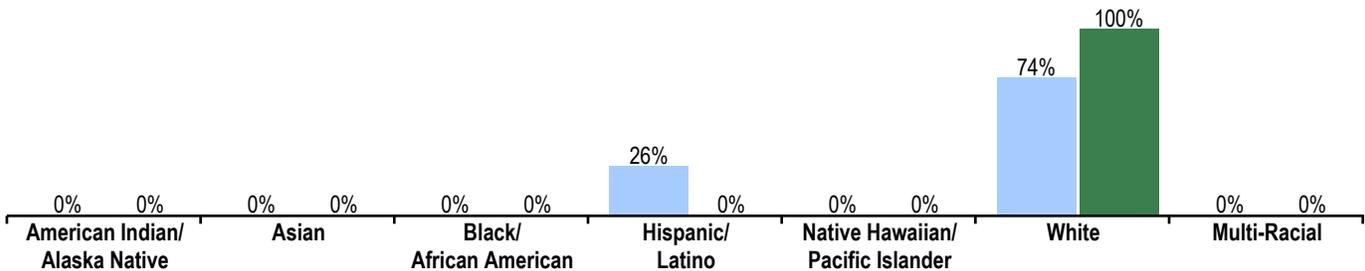
Grades K-3



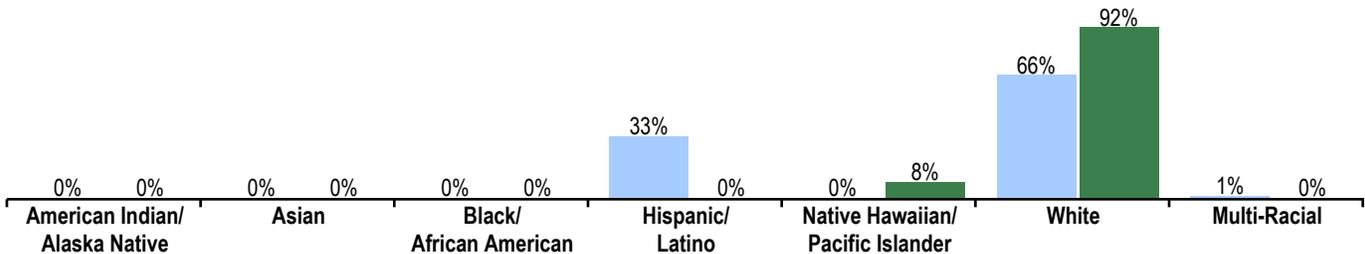
Grades 4-5



Grades 6-8



Grades 9-12



PER PUPIL SPENDING	2014-15	2015-16	2016-17
District	\$13,063	\$13,915	\$15,450
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	27%
State funds	69%
Federal funds	4%

EXPULSIONS & SUSPENSIONS	Expulsions	Suspensions
Total Students	*	9
American Indian/Alaska Native	*	*
Asian	*	*
Black/African American	*	*
Hispanic/Latino	*	*
Multi-Racial	*	*
Native Hawaiian/Pacific Islander	*	*
White	*	*

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%.

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

	District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
	2013-14	2014-15	2015-16	2016-17	2016-17	2016-17

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.

	2013-14	2014-15	2015-16	2016-17	2016-17	2016-17
Students in grades 3 - 5	51.4	50.0	51.1	49.6	47.2	
	27.0	20.8	12.8	21.4	23.6	
	21.6	29.2	36.2	29.1	29.2	
Students in grades 6 - 8	64.7	58.0	64.6	55.2	53.7	
	23.5	32.0	25.0	23.9	28.2	
	11.8	10.0	10.4	20.9	18.2	
Students in grade 11	83.3	88.0	90.5	71.1	70.8	
	10.0	12.0	4.8	16.9	19.7	
	6.7	0.0	4.8	12.0	9.5	

Mathematics

See report cards from previous years to view historical OAKS performance data.

	2013-14	2014-15	2015-16	2016-17	2016-17	2016-17
Students in grades 3 - 5	35.1	43.8	44.7	43.6	37.8	
	45.9	33.3	29.8	27.6	34.2	
	18.9	22.9	25.5	28.8	28.0	
Students in grades 6 - 8	68.6	66.0	64.6	41.9	38.9	
	23.5	20.0	22.9	26.6	31.2	
	7.8	14.0	12.5	31.5	29.9	
Students in grade 11	48.3	48.0	47.6	35.3	33.7	
	34.5	44.0	28.6	27.3	30.0	
	17.2	8.0	23.8	37.4	36.2	

Science

	2013-14	2014-15	2015-16	2016-17	2016-17	2016-17
Students in grade 5	62.5	33.3	56.3	50.0	66.0	70.9
	6.3	8.3	0.0	0.0	14.9	15.3
	56.3	25.0	56.3	50.0	51.1	55.6
Students in grade 8	75.0	86.7	63.2	72.2	62.8	69.2
	12.5	20.0	5.3	0.0	11.5	11.6
	62.5	66.7	57.9	72.2	51.3	57.6
Students in grade 11	65.2	73.3	68.0	72.7	57.8	57.9
	4.3	6.7	0.0	9.1	8.0	9.1
	60.9	66.7	68.0	63.6	49.8	48.7
	34.8	26.7	32.0	27.3	42.2	42.1

Visit www.oregon.gov/ode/reports-and-data for additional assessment results.

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%.

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	>95	87.0	>95	>95	83.4	85.5
		District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
		2012-13	2013-14	2014-15	2015-16	2015-16	2015-16
GRADUATION RATE	Students earning a standard diploma within four years of entering high school.						
	Overall graduation rate	91.7	95.5	89.7	92.9	74.8	85.3
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	95.5	95.8	95.5	89.7	81.9	90.8
DROPOUT RATE	Students who dropped out during the school year and did not re-enroll.						
	Overall dropout rate	0.9	0.0	0.0	2.0	3.9	2.2
		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	47.6	65.2	81.0	80.8	57.4	50.6

*, <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	>95	75.8	79.8	On Track	*	70.3	*	On Track	*	76.1	*
	Graduation	84.6	68.1	84.0	Graduation	--	56.4	100	Graduation	--	70.1	100
	Completion	92.9	76.8	89.8	Completion	--	66.7	50.0	Completion	--	73.6	100
	Dropout	5.3	4.2	2.2	Dropout	--	9.1	8.3	Dropout	--	5.5	14.3
	Ever English Learners				Asian				White			
	On Track	>95	78.7	81.8	On Track	*	>95	*	On Track	>95	85.3	88.7
	Graduation	90.0	71.1	79.4	Graduation	--	88.0	0.0	Graduation	93.8	76.6	88.5
	Completion	100.0	75.6	90.0	Completion	--	91.9	100	Completion	86.4	83.9	93.1
	Dropout	4.6	4.0	1.6	Dropout	--	1.3	0.0	Dropout	1.5	3.6	1.8
	Students with Disabilities				Black/African American				Female			
	On Track	*	69.5	72.7	On Track	*	75.6	*	On Track	>95	86.5	87.3
	Graduation	66.7	55.5	64.3	Graduation	--	66.1	0.0	Graduation	91.7	78.4	87.2
	Completion	33.3	64.9	83.3	Completion	--	72.2	100	Completion	90.0	84.6	94.2
	Dropout	13.3	5.7	2.3	Dropout	--	6.3	0.0	Dropout	4.3	3.4	1.6
	Migrant				Hispanic/Latino				Male			
	On Track	*	76.1	83.3	On Track	88.9	77.3	78.6	On Track	92.9	80.4	84.0
	Graduation	--	68.9	76.9	Graduation	90.9	69.4	82.6	Graduation	93.8	71.4	83.6
	Completion	--	73.8	85.0	Completion	100.0	76.5	89.5	Completion	89.5	79.4	87.6
	Dropout	--	4.0	2.1	Dropout	3.2	4.6	2.3	Dropout	0.0	4.5	2.7
	Talented and Gifted				Multi-Racial							
	On Track	*	>95	>95	On Track	*	83.6	83.3				
	Graduation	100.0	92.7	100	Graduation	100.0	74.4	75.0				
	Completion	100.0	96.8	100	Completion	--	81.3	40.0				
	Dropout	0.0	0.6	1.6	Dropout	0.0	4.1	7.4				

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

*, <5, and >95 are displayed when the data must be suppressed to protect student confidentiality.

CURRICULUM & LEARNING ENVIRONMENT

SCHOOL READINESS	Elementary Schools	Middle Schools	High Schools
	<p>The district participates in an annual school wellness survey and the results are reviewed and compared to other similar schools. The Hands are not for Hurting program is embraced Pre-k through 6th grade and students participate in a daily pledge promoting school safety and respect. The district provides counseling services and on site group opportunities in social skills development, conflict resolution and problem solving. Parenting classes are offered through the school for community members. The building CARE team provides support in a wide range of academic and social emotional areas. The district also runs a pre-school program and is a part of the Early Learning Hub in Marion county.</p>	<p>Counseling services, emotional and behavioral support services as well are provided through a cooperative agreement with George Fox University.</p>	<p>Counseling, social and emotional support for students is offered through a cooperative agreement with George Fox University.</p>
ACADEMIC SUPPORT	Elementary Schools	Middle Schools	High Schools
	<p>The district and elementary school provide English language learner support to students identified as ELL. In addition the school is a title 1 school that provides specific supports to students with a reading teacher on a daily basis. The elementary school provides tutoring, study skills morning activities and parent education classes throughout the year.</p>	<p>ELL/ELD Program Targeted Instruction in Math, Reading and Writing Essential Skill Support Classes Supported Education Program Community Engagement and Partnership Activities</p>	<p>ELL/ELD Program Targeted Instruction in Math, Reading and Writing Essential Skills Support Classes Supported Education Program Community Engagement and Partnership Activities Interim Assessments in Core Subjects</p>
ACADEMIC ENRICHMENT	Elementary Schools	Middle Schools	High Schools
	<p>Field Trips, extended school day activities including math a reading classes for 3-4 graders and the tag program all provide academic enrichment opportunities for students.</p>	<p>Math/Science Enrichment & Read 180 are available to middle school students, as well as our TAG program and enrichment field trips. Language: Spanish</p>	<p>Advanced Placement - English and Calculus Willamette Promise College Credit Program - Currently offering dual credit in science, writing and other areas World Language Courses- Spanish first through fifth levels Willamette Promise - Dual College and High School Courses - Chemistry, Pre-Calculus, Spanish 1-5, Writing 115, 122, 123 Special Programs - Talented and Gifted, National Honor Society Academic Clubs/Opportunities - Band, National Honor Society, Stage Craft, Future Business Leaders of America, FFA, Choir, Virtue First, Yearbook, and Chess Senior Project - Senior Project, Extended Application and 90 Hours of Community Service</p>

CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

CAREER & TECHNICAL EDUCATION	Elementary Schools	Middle Schools	High Schools
		<p>College and career planning in advisory.</p>	<p>CTE Courses - Accounting II, Computer Apps, Introduction to Accounting, Marketing, Exploring Agriculture, Greenhouse Management, Plant Science, Animal Science and Introduction to Horticulture. Advisory - College and Career planning in advisory Personal Education Plans - CIS Supports</p>
EXTRACURRICULAR ACTIVITIES	Elementary Schools	Middle Schools	High Schools
	<p>Many of our students participate in some form of extra activity. Academic, athletic and music after school programs are the major opportunities available to our students.</p>	<p>There are numerous extra curricular activity offerings for students and over 90% of all middle school students participate in at least one activity.</p>	<p>Interscholastic Sports: 8 Academic/Service Clubs: 5 We are proud of the fact that 89% of students participate in an Extracurricular Activity. Leadership options in many academic, service and co-curricular clubs. Student Leadership/Government.</p>

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.