

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	Newark Junior High School	District Name	Newark Unified School District
Street	6201 Lafayette Ave.	Phone Number	(510) 818-4103
City, State, Zip	Newark, CA 94560	Web Site	www.nusd.k12.ca.us
Phone Number	(510) 818-3000	Superintendent	Kevin E. Harrigan
Principal	Catherine Ward-Mikes	E-mail Address	kharrigan@nusd.k12.ca.us
E-mail Address	cmikes@nusd.k12.ca.us	CDS Code	01-61234-6102917

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

Newark Junior High School consists of over 1,100 students who attend classes in seventh and eighth grade. Newark Junior High School teachers are highly trained and provide a rigorous and broad-based curriculum to help prepare students to be successful at their next level of academic study.

The school provides California Standards-Based instruction in all the core academic areas. State and federal accountability reports demonstrate continued academic progress and confirm that Newark Junior High School is not under any state or federal sanction.

Newark Junior High School celebrates our diverse ethnic population by providing lunch and after school clubs that embrace cultural awareness and promote appreciation for the rich and unique differences our families bring to our campus. The school also provides specialized services to English Learners, and Students with Disabilities.

It is the intention of all NJHS personnel, to respect and honor each stakeholder in our learning community by cultivating an environment that supports social, emotional and academic growth.

The Newark Unified School District inspires and educates all students to achieve their full potential and to be responsible, respectful, and productive citizens.

The City of Newark is located in Alameda County, and is home to over 40,000 people. This 150 year-old community is situated on the southeastern edge of the San Francisco Bay directly off of Interstate I-880 and Highway 84. With its close proximity to San Jose and San Francisco, Newark residents have easy access to the benefits of large urban centers, while offering the comfort and safety of a small town atmosphere. Newark Unified School District is comprised of eight elementary schools, two alternative high schools, one junior high, and one comprehensive high school. All of the schools maintain a shared commitment to providing students with a “world class education” based on a strong liberal arts foundation and centered on the district’s core values, producing academically skilled and community-minded students with a wide array of post-high school educational and career options.

[Opportunities for Parental Involvement \(School Year 2007-08\)](#)

This section provides information about opportunities for parents to become involved with school activities.

Parents are an integral part of the Newark Junior High School educational community. As a result, we encourage parents to be involved in all the activities that promote their continued and on-going involvement. Parents have the opportunity to be directly involved with the governance of the school through serving on one of the many leadership teams that guide the district, including:

- Parent Cougar Club
- School Site Council
- District/School English Learner Advisory Committees (ELAC/DELAC)
- GATE advisory club
- Parent Volunteers

[Student Enrollment by Grade Level \(School Year 2007-08\)](#)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 7	536
Grade 8	500
Total Enrollment	1036

[Student Enrollment by Group \(School Year 2007-08\)](#)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	7.63%	White (not Hispanic)	24.03%
American Indian or Alaska Native	0.68%	Multiple or No Response	0.1%
Asian	11.39%	Socioeconomically Disadvantaged	0%
Filipino	9.36%	English Learners	15%
Hispanic or Latino	43.92%	Students with Disabilities	11%
Pacific Islander	2.9%		

[Average Class Size and Class Size Distribution \(Secondary\)](#)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	8	34		27.1	8	30	2	27.5	9	27	3
Mathematics	28.7	3	35		29.3		36		29.2	1	31	
Science	26.8	2	37		30.1		33	1	29.9		31	2
Social Science	29		37		29		35		30.3		31	1

III. School Climate

[School Safety Plan \(School Year 2007-08\)](#)

This section provides information about the school's comprehensive safety plan.

Newark Junior High School maintains an active and engaged school safety team which provides on-going review and analysis of the school safety protocols. There is a review and practice of the school safety procedures in the fall of each school year. In addition, other practice drills take place regularly during the school year. The school has a disaster chain of command which includes teams of individuals who have responsibility for safety, logistics, and first aid. The school safety committee updates the comprehensive safety plan each school year. Teachers and staff members are updated on any changes to the protocols each month during the regular staff meetings. The school resource officer also provides new safety information to staff on an on-going basis so that all school staff are ready and able to engage the correct action in the event of any school emergency.

In addition, Newark Junior High School participates in a collaborative partnership with our Local Law Enforcement Agency. Together, administrators and officers visit classrooms talking to students about the importance of grades, attendance, thinking about the choices students make and student safety.

[Suspensions and Expulsions](#)

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	38.6	41.2	30.3	17.8	19.9	18.7
Expulsions	0.1	0.1	0.1	0.4	0.2	0.2

IV. School Facilities

[School Facility Conditions and Planned Improvement \(School Year 2008-09\)](#)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Newark Junior High School facilities are safe and in good repair. District maintenance staff ensures that minor maintenance, repairs or upgrades necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. There are no necessary corrective actions needed at Newark Junior High School. Modernization project upgrades have been completed at this school to address preventative measures and improve facilities for students and staff. The Newark Unified School District painted the exterior of the school, trimmed overgrown trees, replaced floor and ceiling tiles, added "tack board" to classroom walls, and finally painted the walls of each classroom. All restrooms were fully remodeled during the summer of 2006. The school is clean and attractive and classroom renovations that are planned for the next school year will ensure that students are educated in learning environments which will enhance teaching and learning. The refurbishment of the school's main parking lot was completed in 2007.

[School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	
Mechanical Systems	[X]	[]	[]	
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	
Interior Surfaces (walls, floors, and ceilings)	[X]	[]	[]	Modernization Project walls and floors 2007-2008 Project completed July 2008
Hazardous Materials (interior and exterior)	[X]	[]	[]	Modernization Project interior flooring 2007-2008 Project completed July 2008
Structural Damage	[X]	[]	[]	
Fire Safety	[X]	[]	[]	
Electrical (interior and exterior)	[X]	[]	[]	
Pest/Vermin Infestation	[X]	[]	[]	

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Drinking Fountains (inside and outside)	[X]	[]	[]	
Restrooms	[X]	[]	[]	Modernization project upgrade 2007-2008 Project completed July 2007
Sewer	[X]	[]	[]	
Playground/School Grounds	[X]	[]	[]	
Roofs	[X]	[]	[]	
Overall Cleanliness	[X]	[]	[]	

[Overall Summary of School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[]	[X]	[]	[]

V. Teachers

[Professional Development](#)

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Newark Junior High School strives to empower students to “think critically, communicate effectively, and act responsibly.” The school uses two primary approaches to improving student empowerment: social and ethical development, and increased literacy.

Social and ethical development at the school is addressed primarily through classroom instruction. Students are empowered to positively change actions and behaviors to improve the quality of their own lives. Courses such as Skills for Adolescence and GREAT are designed to help students establish a foundation from which to make ethical decisions.

The school district as well as our Literacy Team provides professional development for teachers, conducts student assessment, models appropriate teaching practices, offers feedback on teacher instruction, and contributes to the overall climate of learning at the school. Teachers in all disciplines attend workshops and professional development programs with the Alameda County Office of Education.

[Teacher Credentials](#)

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	44	45	41	352
Without Full Credential	8	5	5	20
Teaching Outside Subject Area of Competence	0	0	1	N/A

[Teacher Misassignments and Vacant Teacher Positions](#)

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	2	3	0
Total Teacher Misassignments	2	0	0
Vacant Teacher Positions	0	1	0

[Core Academic Classes Taught by No Child Left Behind Compliant Teachers \(School Year 2006-07\)](#)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	98.8%	1.2%
All Schools in District	95.8%	4.2%
High-Poverty Schools in District	0%	0%
Low-Poverty Schools in District	100%	0%

VI Support Staff

[Academic Counselors and Other Support Staff \(School Year 2007-08\)](#)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	518
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

[Quality, Currency, and Availability of Textbooks and Instructional Materials \(School Year 2008-09\)](#)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Students at Newark Junior High School have access to the necessary standards-aligned textbooks. Each student has a core academic textbook that is available for home use so that textbooks do not have to be transported to and from school each day. The exact textbooks students use at home are also available in each classroom. Extra sets are also available in the school library. The Newark Unified School District is current with the California Textbook Adoption Cycle. The District's K-12 Curriculum Committee recommended that the Newark Unified School District Board of Trustees approve, for adoption, a new series of science textbooks and instructional materials for the 2006-2007 school year. The next set of textbooks that will be considered for adoption are researched-based mathematics textbooks for the 2009-2010 school year.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts		0%
Mathematics		0%
Science		0%
History-Social Science		0%
Foreign Language		N/A
Health		0%
Visual and Performing Arts		0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,009	\$305	\$3,704	\$66,616
District	---	---	\$5,115	\$68,248
Percent Difference – School Site and District	---	---	-27.59%%	-2.39%%
State	---	---	\$5,300	\$62,157
Percent Difference – School Site and State	---	---	-30.11%%	7.17%%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Newark Junior High School students have access to special support services which enhance their ability to meet grade level requirements. Workshop classes in English-language arts and mathematics are available to students who need additional support in these two critical core subject areas. In addition, students who need extra instructional support outside of the regular school day are assigned to special mathematics and English-language arts intervention classes before and after school.

Identified students also have access to a gifted and talented education program (GATE) in the core subject of English-language arts. All GATE students are clustered in groups of 5-8 in language arts classes. Each student receives differentiated instruction from teachers who trained in teaching GATE students. The GATE program at NJHS follows the district GATE plan as adopted by the Newark Unified School District Board of Education.

With the assistance of site School Improvement Program and District funds, Newark Junior High School was able to implement the READ 180 program. This program allows the emerging adolescent reader to develop the critical language arts skills of reading, listening, writing, spelling, and grammar. The program was piloted in special education and will be expanded after the 2006 – 2007 school year.

Newark Junior High School English Learners are placed in one of four classes according to their English language proficiency level. A certified English Language Development (ELD) teacher teaches each student. These students are required to take the ELD classes in lieu of their regular language arts classes. They are then mainstreamed in math, social studies, and science classes, which are also taught, by CLAD certified teachers.

All Newark Junior High School seventh grade students receive a drug and violence prevention program through the Skills for Adolescence course. This includes the G.R.E.A.T. (Gang Resistance Education and Awareness Training) program taught by the school resource officer. In addition to "life skills" and G.R.E.A.T., students had opportunities to be educated by several nationally recognized speakers on the topic of "bullying" and "resisting bullying behavior."

A full-time school resource police officer and a full-time school counselor provide counseling and support services to all our students. The school resource officer also conducts gang awareness and staff development training to all teachers throughout the year as a way to increase knowledge and understanding of gangs and their influence upon young urban youth.

Special education students are identified for additional services based upon cognitive and achievement assessments. The school's resource specialist teachers teach students in their resource classes' skills to become proficient in language arts and/or math. Resource students are mainstreamed into science, social studies, science, PE, and elective classes. There are three special day classes where students attend self-contained classes for the majority of the day, although some of the students are mainstreamed to one or two content classes. All special day students are mainstreamed into PE and an elective classes.

Some special education students attend an adaptive physical education class according to their needs. Speech and language services are provided by a part-time speech pathologist. Two part-time psychologists provide psychological assessment and counseling. The District behaviorist provides group behavior skills sessions and conducts observations and assessments as requested and needed.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,901	\$39,692
Mid-Range Teacher Salary	\$72,026	\$62,830
Highest Teacher Salary	\$90,032	\$80,472
Average Principal Salary (Elementary)	\$111,458	\$98,460
Average Principal Salary (Middle)	\$115,928	\$104,522
Average Principal Salary (High)	\$124,298	\$114,549
Superintendent Salary	\$196,744	\$166,547
Percent of Budget for Teacher Salaries	45.4%	40.2%
Percent of Budget for Administrative Salaries	7.5%	5.8%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	43	46	49	41	41	44	42	43	46
Mathematics	48	50	47	44	42	42	40	40	43
Science	48	51	63	38	42	50	35	38	46
History-Social Science	32	38	40	26	30	34	33	33	36

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	34	25	41	24
American Indian or Alaska Native	*	*	*	*
Asian	64	71	71	46
Filipino	67	56	79	52
Hispanic or Latino	37	38	55	32
Pacific Islander	36	26	42	33
White (not Hispanic)	58	58	76	50
Male	44	52	68	43
Female	52	43	58	36
Economically Disadvantaged	26	28	40	
English Learners	4	13	17	6
Students with Disabilities	5	4	22	
Students Receiving Migrant Education Services	31	29	*	*

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards
7	35.2

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005-06	2006-07	2007-08
Statewide	5	6	6
Similar Schools	2	6	5

API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	37	15	7	759
African American				
American Indian or Alaska Native				
Asian	11	26	4	847
Filipino	38			
Hispanic or Latino	27	22	16	714
Pacific Islander				
White (not Hispanic)	47	7	-7	798
Socioeconomically Disadvantaged	41	20	-25	654
English Learners	46	-14	5	650
Students with Disabilities				505

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	7.1