

Newark Unified School District  
Newark Memorial High School  
01-61234-0130054

School Plan  
2008-2009

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## School Site Council Membership

School Newark Memorial High School School Year 2008-2009

*Education Code Section 64001(g)* requires that the School Plan be reviewed and updated at least annually, including expenditures of funds allocated to the site programs through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Bill Morones	[X]	[ ]	[ ]	[ ]	[ ]
Melissa Beveridge	[ ]	[X]	[ ]	[ ]	[ ]
Carla Collins	[ ]	[X]	[ ]	[ ]	[ ]
Elizabeth Davidge	[ ]	[X]	[ ]	[ ]	[ ]
Ramon Dominguez Jr	[ ]	[X]	[ ]	[ ]	[ ]
Linda Hobbs	[ ]	[X]	[ ]	[ ]	[ ]
Nancy Kuei	[ ]	[X]	[ ]	[ ]	[ ]
Debbie Ashmore	[ ]	[ ]	[ ]	[X]	[ ]
Olga Borjon	[ ]	[ ]	[ ]	[X]	[ ]
Dorene Kotake	[ ]	[ ]	[ ]	[X]	[ ]
Cindy Parks	[ ]	[ ]	[ ]	[X]	[ ]
Mike Haddad	[ ]	[ ]	[X]	[ ]	[ ]
Elizabeth Arrellano	[ ]	[ ]	[ ]	[ ]	[X]
Monica Barclay	[ ]	[ ]	[ ]	[ ]	[X]
Sonia Jimenez	[ ]	[ ]	[ ]	[ ]	[X]
Christine Quach	[ ]	[ ]	[ ]	[ ]	[X]
<b>Numbers of members of each category</b>	1	6	1	4	4

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Newark Memorial High School School Information

### District Mission Statement

The Newark Public Schools inspire and educate all students to achieve their full potential and be responsible, respectful, and productive citizens.

### Introduction

Newark Memorial High School, the only comprehensive high school in Newark Unified School District, is a school focused on helping all students to reach their potential and become productive members of society.

### NMHS Mission Statement

The Mission of Newark Memorial High School is to empower students in becoming lifelong learners who possess the skills, ethics, and creativity to reach their full potential as contributing, productive, responsible citizens.

### NMHS Vision Statement

The Vision of Newark Memorial High School is a school where all students are engaged in the highest quality standards-based education. Every student develops individual strengths, has a strong academic foundation, and is prepared to contribute to the community as a technologically skilled, globally aware, productive, responsible adult. Acknowledging that education is a collaborative process, students, staff and parents work together and create a safe, nurturing environment, committed to the values of mutual respect, strong academic achievement, effective communication, and life-long learning.

### Expected Schoolwide Learning Results (ESLRs)

ESLRs are statements of what the NMHS community believes students should know, be able to do, and understand by graduation.

1. All students will have a strong academic foundation.
  - a. Students will learn skills in reading, writing, listening, speaking, math, science, social science, the arts, languages, health, safety, and fitness.
  - b. Students will develop problem solving and critical thinking skills.
  - c. Students will develop basic computer literacy, word processing, and internet and academic research skills.
2. All students will be prepared to contribute to the community.
  - a. Students will be able to work effectively with others, showing tolerance and respect for the diversity of people.
  - b. Students will demonstrate awareness of varying viewpoints on local and global issues.
  - c. Students will set goals leading towards career choices.

### School Description

Newark Memorial High School is the only comprehensive high school in the Newark Unified School District. Over 2,100 students attend classes in grades nine through twelve. The teachers are highly trained and provide a broad curriculum to prepare students for universities, colleges, and community colleges. As of 2006, the NMHS graduation rate was 89.6%. This was a decrease from 94.5% in 2005 and 97% in 2004. The 2006-07 grade 12 enrollment was 467 with 412 graduates. The 2007 information will be available on the California Department of Education website after July 2008.

The school provides California Standards-Based instruction in all the academic areas. State and federal accountability reports demonstrate the continued academic progress, and this school is not under any state or federal sanction.

Newark Memorial High School celebrates our diverse ethnic population of African-American, Asian, Hispanic, and White students. The school also provides specialized services to English Learners, and Students with Disabilities.

All schools within the Newark Unified School District inspire and educate all students to achieve their full potential and to be responsible, respectful, productive citizens.

The City of Newark is located in Alameda County, and is home to over 42,000 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 "big city" life, 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.

## **Description of School Programs**

Newark Memorial has a variety of programs to meet the needs of all students. These include a Special Education program, English Language Development classes, and a wide-range of Advanced Placement courses. Special programs in the school include a Biotechnology program, a Docent program, an award-winning rocketry class, music and drama. There are a number of programs to provide extra support including: AVID (Advancement Via Individual Determination), a Peer Tutorial program, and intervention classes for 9th graders in math and English and for 11th and 12th graders who have not passed the California High School Exit Exam. Besides a counselor for each grade level, there is also a Success Counselor for students at-risk of failure.

NMHS is beginning to incorporate a Smaller Learning Communities' (SLC) reform initiative, which is a catalyst for expanding postsecondary opportunities, increasing student achievement, and improving school climate. All students are given access to a rigorous curriculum and advanced courses, with support, in order to succeed. However, NMHS is in need of specific SLC interventions as it faces an upward climb to improve its Academic Performance Index, reduce its dropout rate, and increase the number of graduates meeting state college requirements. Structural and instructional reforms include: Freshman Families, Career Academies, Advisories/Tutorials, Block Periods, College Connections, Intensive Literacy/Math/Science Interventions, Professional Learning Community (PLC) Teams, Link Crew/Freshman Summer Bridge Program, and a future Parent Center. With District support and site leaders in place, NMHS is incorporating significant high school reform implementation. The school currently has a smaller learning community, the Media Communications Academy (MCA), for 10-12th graders and in the near future will be adding other academies with a variety of career-focused themes.

Newark Memorial has extensive facilities including a state-of-the-art Tech Center, with TV and recording studios, an aquarium, two open computer labs, and four classrooms with full sets of computers dedicated to special programs. The school also has a newly remodeled student commons, a new gymnasium/event center, and a dance studio. All classrooms have a TV/VCR, and at least one computer with internet access. Many teachers use school-provided laptops in the classroom with LCD projectors to broaden the range of instructional strategies. The school library has over thirty computers with internet access for student research.

## SUPPLEMENTARY PROGRAMS

### Title I

#### **Program Goal:**

To improve teaching and learning and to help low-achieving students meet the same challenging state content and performance standards that apply to all students.

NMHS is not a Title I school and does not receive Title I funding.

### Title II Part A Teacher Quality

#### **Program Goal:**

To provide teaching staff an opportunity for ongoing professional development based on a site or district specific needs assessment.

To increase student academic achievement by improving teacher quality.

To ensure that administrators, teachers and paraprofessionals meet the definition of No Child Left Behind compliant.

The professional development activities conducted at Newark Memorial High School during the 2006-2007 school year were focused on expanding instructional strategies to best meet the needs of a diverse student population, classroom management, how to work with data, using technology, and school safety. During the 2007-2008 school year, professional development focused on further instructional and classroom management strategies to support all students in meeting standards, use of data both in the classroom and schoolwide to determine student proficiency, use of data to determine the most effective program and instructional changes, and technology skills for instruction, data analysis, and communication.

In 2008-2009, Newark Memorial will continue to meet the needs of a diverse student population through expanding instructional strategies such as differentiated instruction, personalization activities, student advisories, and a peer as well as teacher-directed tutorial program. We will begin to implement or continue to implement the following activities to meet the above program goals:

#### Activities:

1. We will continue to mandate that all students take 6 courses.
2. We will provide more extensive counseling services to students to plan out their educational plans.
3. Starting with their freshman year, we will work towards having every student complete a concept map of their courses in relation to their college plans (four year plan).
4. We will continue to provide tutorial services for students struggling in all subject areas, expanding tutorial hours from after school only to lunch and before school as well.
5. We will install a daily 35 minute advisory period for all students. During this advisory period, students who are struggling with particular subjects will be pulled out for more instruction.
6. We will provide each student with an "advisory" teacher who, along with their counselors, will provide academic and career guidance. "Advisory" teachers will also aid students with their four year plan and act as a communication liaison between counselors, students and parents.
7. We will provide teaching staff with staff development focusing on differentiated instruction.
8. We will train staff members to diversify their means of curriculum delivery to address multiple learning styles and preferences.

### Title II, Part D Enhancing Education Through Technology

#### **Program Goal:**

To provide funds for innovative initiatives to support the integration of educational technology into classrooms in order to improve teaching and learning. Activities may include professional development in technology integration and the use of the Internet; distance learning initiatives; acquiring educational technology; and using technology to enhance parental involvement.

In 2007-2008, Newark Memorial High School continued professional development to train all staff in the effective management and instructional uses of the variety of technological tools available at the school, and we also provided all teachers with the skills necessary to improve school to home communication through increased use of technology when we implemented the school-wide School Loop software communication tool. The school website was updated and improved to include numerous links to multiple programs, provide information on school and district policies, and all school activities. New hardware and software was purchased to enhance classroom teaching and learning and to assist teachers in providing necessary interventions to help close the academic achievement gap.

In 2008-2009, Newark Memorial High School will continue training staff in the uses of technology as a classroom and communication tool in order to improve student achievement. All teachers will be receiving new computers, with outdated computers being replaced. The new hardware and software purchased in 2007-2008 will continue to enhance classroom teaching and learning and to continue assisting teachers in providing necessary interventions to help close the academic achievement gap.

**Title III  
(Limited English Proficient)**

**Program Goal:**

To provide supplementary programs and services for LEP students and their families to enable students to meet grade level requirements.

To provide instruction and instructional support services to promote English language development and academic progress in the core curriculum.

Newark Memorial High School provides an extensive program for Limited English Proficient students, including beginning, early intermediate, intermediate and advanced level English language development courses using comprehensive instructional materials approved by the State of California for ELD. The early advanced and advanced level students have ELD courses which provide support for their regular English classes. Spanish speaking bilingual aides provide support in sheltered math, science and social science classes taught by CLAD certified teachers. Native language tutors are available to provide support to students in other languages. Site administration has been meeting regularly with parents of Hispanic students. There are also quarterly ELAC meetings to involve parents in the program. The Student/Parent Handbook, the course catalogue, the monthly newsletter, and school forms are now translated into Spanish. These activities will continue during the 2008-2009 school year.

**Title IV  
Safe and Drug Free Schools**

**Program Goals:**

To adopt and carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among our students.

Throughout 2006-07 and 2007-08, Newark Memorial implemented a variety of new policies with the goal of increasing campus safety, holding all students accountable for attending class, reducing the number of students out of class, communicating with parents regarding student behavioral concerns, and eliminating student use of drugs and alcohol. Funds were also used for instructional videos as well as the "project toward no drug abuse" curriculum materials for the State Requirements classes.

These activities will continue during the 2008-2009 school year. Funds will continue to be used to send staff members to conferences on safe and drug free schools, and for materials for conducting the Healthy Kids Survey.

## Title V

### **Program Goal:**

To provide broad support for activities that encourage educational innovation and enhancement of learning through technology, library services, and instructional and media materials.

To meet the needs of at-risk students.

During the 2006-2007 school year, Newark Memorial High School used these funds to support the use of technology in the College/Career Center. In the 2007-2008 school year these funds were used to support the use of technology in the classroom and throughout the school.

In 2008-2009, these funds will support continued technological innovations to improve academic achievement, enhancement of our library services, and to implement the use of innovative instructional and media materials.

### **English Language Learner Program**

#### **Program Goal:**

To develop fluency in English in each student as effectively and efficiently as possible and provide equal opportunity for academic achievement.

English Language Learner students receive training in English language development in a series of courses for students with beginning level skills to those with advanced level skills. They are regularly assessed regarding their English language skills and placed in classes, taught by CLAD certified teachers, appropriate to their level of English language development. See Title III-LEP above for a more extended description of the program and services. These activities will continue during the 2008-2009 school year as we strive to achieve academic equity and to close the achievement gap.

### **Gifted and Talented Education Program (GATE)**

#### **Program Goal:**

To identify gifted and talented students and provide high-quality differentiated opportunities that meet the students' particular abilities and talents.

NMHS does not receive GATE funding. Newark Unified School District currently only provides GATE funds to students in grades 4-8.

### **Tobacco Use Prevention Education (TUPE)**

#### **Program Goal:**

To educate our students regarding the deleterious effects of tobacco products and give them skills to resist the pressures to begin or provide counseling to help them stop.

In the NMHS State Requirements course, a graduation requirement, students are taught about the deleterious effects of tobacco products, and are taught skills to resist the pressures to begin smoking, or are provided counseling to help them stop. State Requirements teachers attend TUPE workshops and have held a TUPE Fair to maintain an active anti-tobacco campaign for our students. In order to prevent poor behavior choices that may lead students to engage in the use of tobacco products, adult supervisors (campus monitors, administrators and the School Resource Officer) are out on campus during brunch and lunch times and between classes, working with and observing students to help ensure continued healthy behavior choices. These activities will continue during the 2008-2009 school year. However, there are currently no TUPE funds at NMHS. Newark Unified School District provides TUPE funding to students in grades 4-8.

### **Special Education Program**

#### **Program Goal:**

To ensure that all students with exceptional needs are appropriately identified, assessed, and provided free appropriate public education programs and services designed to meet their unique needs.

The Special Education program includes resource classes, special day classes, and classes for severely handicapped students. Several classes in the English and Math Departments are team taught (CTT--Cooperative Team Teaching) with a math and special education teacher to provide a supportive, but challenging environment for both the special education and regular education students within the class. Student Study Team (SST) and Individual Educational Plan (IEP) meetings are conducted on a regular basis with participation from students, parents, regular education teachers, Special Education teachers, and administrators. New students are assessed upon enrollment, placed in classes and provided services based on their own unique needs. These activities will continue during the 2008-2009 school year.

## **School Improvement Program (SIP)**

**Program Goal:**

To meet the educational needs of all students, including student achievement and improved environment.  
To support and sustain high quality professional development.

The Newark Memorial High School Site Council discusses school programs, plans program improvement, and allocates resources to ensure that all students meet standards. Funds are allocated for professional development to support teachers in meeting the wide range of student academic needs, for tutorial and bilingual support, for intervention classes in math and English, for collaboration time for teachers, and for equipment and materials to supplement what is provided by the district to ensure that students achieve standards.

### **10th Grade Counseling**

**Program Goal:**

To ensure that each student, along with his/her parents, meets during the sophomore year with a counselor in order to determine success in school to date and to develop plans to address areas of need.

Newark Memorial High School has four academic counselors, one per grade level. There is also a Success Counselor to support students who are at risk of not graduating. These 10th grade counseling funds are used to support 10th graders in success with their academic work and in developing remediation plans where necessary.

### **Other Programs Specific to your site that fund any action plans/objectives**

**Program Goal:**

**Newark Unified School District**  
 School Demographic, Accountability  
 Achievement and Safety Information

**SCHOOL DEMOGRAPHIC DATA**

<b>ENROLLMENT</b>	<b>2004 - 2005</b>	<b>2005 - 2006</b>	<b>2006 - 2007</b>	<b>2007 - 2008</b>
Total Enrollment (CBEDS)	2127	2201	2157	2223
% African American	8%	9.6%	9%	8.6%
% Asian	13%	12.6%	12.47%	12.9%
% Filipino	11%	10.9%	11%	9.9%
% Hispanic	35%	35.9%	37%	39.5%
% Pacific Islander	2%	2.4%	2.46%	2.7%
% White	31%	28.2%	27.03%	25.1%
% Free/Reduced Lunch	23%	22%	27%	30%
% English Language Learners	8%	10.0%	11%	9.7%
% Initially or Redesignated Fluent	35%	34%	33%	35.6%
# Redesignated Fluent by Year	37	18	3	21
% Special Education Services	9%	9%	9%	7.3%
% Mobility (New to School Site)	97 %	96 %	96 %	%

<b>NO CHILD LEFT BEHIND COMPLIANCE</b>	<b>2005 - 2006</b>	<b>2006 - 2007</b>	<b>2007 - 2008</b>
% of Classes Taught by NCLB Highly Qualified Teachers	61.4 %	94.6 %	96.4%

<b>ENGLISH LEARNERS by FLUENCY</b>	<b>2004 - 2005</b>	<b>2005 - 2006</b>	<b>2006 - 2007</b>	<b>2007 - 2008</b>
Total Number of EL Students	165	165	179	197
# Advanced	10	44	9	4
# Early Advanced	68	59	53	61
# Intermediate	48	39	74	80
# Early Intermediate	23	15	26	31
# Beginner	16	8	17	21

<b>ATTENDANCE</b>	<b>2004 - 2005</b>	<b>2005 - 2006</b>	<b>2006 - 2007</b>	<b>2007 - 2008</b>
Cumulative Average Daily Attendance	86%	93.96%	93.32%	
Total Identified Truants	440	664	711	

**SCHOOL ACCOUNTABILITY DATA**

ADEQUATE YEARLY PROGRESS (AYP)	2004 - 2005			2005 - 2006			2006-2007		
	P A R T I C I P A T I O N	P R O F I C I E N T	M E T  C R I T E R I A	P A R T I C I P A T I O N	P R O F I C I E N T	M E T  C R I T E R I A	P A R T I C I P A T I O N	P R O F I C I E N T	M E T  C R I T E R I A
<b>English-Language Arts</b> (Grade 10 High School Exit Examination)									
Schoolwide	97	50.5	Yes	93	60.3	Yes	98	52.6	Yes
Hispanic	97	38.0	Yes	92	49.7	Yes	98	42.9	Yes
White	97	66.4	Yes	92	66.0	Yes	98	64.7	Yes
Socioeconomically Disadvantaged	95	34.1	Yes	89	45.5	Yes	97	29.9	--

ADEQUATE YEARLY PROGRESS (AYP)	2004 - 2005			2005 - 2006			2006-2007		
	P A R T I C I P A T I O N	P R O F I C I E N T	M E T  C R I T E R I A	P A R T I C I P A T I O N	P R O F I C I E N T	M E T  C R I T E R I A	P A R T I C I P A T I O N	P R O F I C I E N T	M E T  C R I T E R I A
<b>Mathematics</b> (Grade 10 High School Exit Examination)									
Schoolwide	97	51.7	Yes	95	54.8	Yes	98	60.1	Yes
Hispanic	96	37.3	Yes	93	39.8	Yes	98	52.4	Yes
White	98	65.9	Yes	95	66.9	Yes	97	68.8	Yes
Socioeconomically Disadvantaged	95	38.1	Yes	91	43.2	Yes	98	47.4	--

**SCHOOL ACCOUNTABILITY DATA  
(Continued)**

ACADEMIC PERFORMANCE INDEX (API)	2004 - 2005				2005 - 2006				2006-2007			
	B A S E	G R O W T H	D I F F E R E N C E	M E T  T A R G E T	B A S E	G R O W T H	D I F F E R E N C E	M E T  T A R G E T	B A S E	G R O W T H	D I F F E R E N C E	M E T  T A R G E T
Schoolwide	666	681	15	Yes	681	686	5	No	683	716	33	Yes
African American		584			584	588	4	No	585	607	22	Yes
Asian	753	763	10	Yes	763	782	19	Yes	772	800	28	Yes
Hispanic	580	602	22	Yes	602	623	21	Yes	625	671	46	Yes
White	725	741	16	Yes	741	736	-5	No	730	758	28	Yes
Sociologically Disadvantaged	560	572	12	Yes	572	597	25	Yes	600	619	19	Yes
English Learners	-	-	-	-	568	585	17	Yes	579	609	30	Yes
Students with Disabilities	-	-	-	-	338	402	64	Yes	406	428	22	Yes

## SCHOOL ACHIEVEMENT DATA

### California Standards Test (CST) Proficiency Levels - English Language Arts % of Students at the Following Levels of Performance

ELA	Grade 9			Grade 10			Grade 11		
	05	06	07	05	06	07	05	06	07
Proficient or Above	43.0	47.0	50.0	36.0	39.0	36.0	36.0	31.0	41.0
Advanced	17	23	21	10	15	11	12	12	16
Proficient	26	24	29	26	24	25	24	19	25
Basic	28	25	29	29	29	32	28	24	26
Below Basic	18	18	13	20	18	19	15	23	18
Far Below Basic	10	10	7	15	15	12	21	22	15

### California Standards Test (CST) Proficiency Levels - Mathematics % of Students at the Following Levels of Performance

MATH	General Math			Algebra 1			Geometry			Algebra 2			Summative Math		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
Proficient or Above	16.0	17.0	20.0	30.0	28.0	23.0	34.0	28.0	25.0	29.0	27.0	28.0	54.0	48.0	51.0
Advanced	1	1	3	4	5	1	10	4	4	3	5	5	10	8	17
Proficient	15	16	17	26	23	22	24	24	21	26	22	23	44	40	34
Basic	36	35	41	43	31	37	25	27	34	37	26	29	31	29	28
Below Basic	36	33	29	22	27	31	31	34	30	27	25	27	15	19	20
Far Below Basic	13	15	10	6	14	9	9	11	11	7	22	16	0	4	1

### California Standards Test (CST) Proficiency Levels - Science % of Students at the Following Levels of Performance

SCIENCE	Earth Science			Biology			Chemistry			Physics			NCLB Biology (10)		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
Proficient or Above	28.0	18.0	24.0	34.0	36.0	30.0	36.0	13.0	16.0	57.0	34.0	52.0	-	39.0	39.0
Advanced	7	2	5	8	11	7	2	3	3	13	3	9	-	14	14
Proficient	21	16	19	26	25	23	34	10	13	44	31	43	-	25	25
Basic	44	47	44	40	35	47	54	35	44	40	57	41	-	31	30
Below Basic	14	21	19	17	18	14	7	25	20	0	9	5	-	18	15
Far Below Basic	14	14	13	10	10	9	3	27	20	2	0	2	-	11	16

**SCHOOL ACHIEVEMENT DATA**  
(Continued)

**California Standards Test (CST) Proficiency Levels – History/Social Science**  
% of Students at the Following Levels of Performance

HISTORY  SOCIAL SCIENCE	World History (10)			U.S. History (11)		
	05	06	07	05	06	07
Proficient or Above	22.0	24.0	25.0	31.0	27.0	33.0
Advanced	7	11	10	11	8	9
Proficient	15	13	15	20	19	24
Basic	31	28	35	28	27	29
Below Basic	15	16	18	17	20	24
Far Below Basic	32	31	22	24	27	13

**California High School Exit Examination – By Class and Subgroup**  
% of Students Passing

	ELA	Mathematics	Passing Both
Class of 2007 As of Jan 2007 (Graduated)	88%	87%	84%
Class of 2008 As of Jan. 2008 (Current Seniors)	88%	86%	83%
Class of 2009 As of Jan 2008 (Current Juniors)	85.8%	87.2%	83.1%

California High School Exit Examination (Class of 2007)	ELA	Mathematics	Passing Both
All Students	88%	87%	84%
% English Learners	52%	67%	44%
% Economically Disadvantaged	83%	89%	87%
% Students with Disabilities	33%	30%	27%
% African American	90%	81%	81%
% Asian	92%	98%	89%
% Hispanic	84%	83%	79%
% White	93%	91%	90%

**SCHOOL ACHIEVEMENT DATA**  
(Continued)

**California High School Exit Examination – By Class and Subgroup**  
**% of Students Passing**

<b>California High School Exit Examination (Class of 2008)</b>	<b>ELA</b>	<b>Mathematics</b>	<b>Passing Both</b>
All Students	88%	86%	83%
% English Learners	44%	37%	32%
% Economically Disadvantaged	83%	87%	85%
% Students with Disabilities	39%	36%	21%
% African American	88%	70%	72%
% Asian	91%	92%	89%
% Hispanic	77%	76%	70%
% White	95%	97%	92%

<b>California High School Exit Examination (Class of 2009)</b>	<b>ELA</b>	<b>Mathematics</b>	<b>Passing Both</b>
All Students	85.8%	87.2%	83.1%
% English Learners	39.3%	51.8%	32.1%
% Economically Disadvantaged	70.6%	78.6%	64.3%
% Students with Disabilities	24.0%	30.0%	18.0%
% African American	71.7%	65.2%	63.0%
% Asian	94.2%	97.1%	94.2%
% Hispanic	79.7%	84.7%	77.9%
% White	93.0%	92.2%	90.7%

## SUSPENSIONS

School	2003-2004	2004-2005	2005-2006	2006-2007
<b>Suspensions By Offense/Education Code</b>				
48900 (a.1) Caused/Threatened/Attempted Injury	119	86	44	36
48900 (a.2) Willfully used force or violence		51	63	68
48900 (b) Possess/Sale/Furnish Dangerous Object	8	5	7	7
48900 (c) Possess/Use/Sale/Furnish Controlled Subst.	36	22	55	13
48900 (d) Offer/Sale Controlled Substance		1	1	2
48900 (e) Commit/Attempt Robbery or Extortion	2		6	2
48900 (f) Cause/Attempt Damage to Property	2	2	3	2
48900 (g) Stolen/Attempted to Steal Property	9	16	13	5
48900 (h) Possession of Tobacco	1	1		3
48900 (i) Obscene Act/Vulgarity	17	21	17	9
48900 (j) Possess/Offer/Sale of Drug Paraphernalia	2	3	2	2
48900 (k) Disruption/Defied Authority	217	369	283	361
48900 (l) Received Stolen Property				2
48900 (m) Possess Imitation Firearm		1	1	
48900 (n) Sexual Assault/Battery				
48900 (o) Harass/Threaten/Intimidate Witness				
48900 (p) Offer/Arrange/Sale of drug Soma				
48900 (q) Engaged/Attempted Hazing				
48900 (s) Aids or abets in attempted or infliction of physical injury				
48900.2 Committed sexual harassment (grs. 4-12)	2	1		6
48900.3 Cause/Attempt/Threat/Partic. Hate Violence				
48900.4 Created intimidating or hostile environment	4	16		
48900.7 Terrorist Threat				
48915 (a) 1. Causing Serious Injury to Another Person, Except in Self-defense				1
48915 (a) 2. Possession of a Knife, or Other Dangerous Object of No Reasonable Use to the Pupil				2
48915 (a) 3. Unlawful Possession of Any Controlled Substance Except for the First Offense for the Possession of Not More Than One Avoirdupois Ounce of Marijuana, Other Than Concentrated Cannabis				
48915 (a) 4. Robbery or Extortion.				
48915 (a) 5. Assault or Battery on Any School Employee				
48915 (c.1) Sale, possession or furnishing firearm				
48915 (c.2) Brandishing a knife at another person				
48915 (c.3) Selling a controlled substance				
48915 (c.4) Sexual assault or battery				
48915 (c.5) Possession of an explosive				
<b>Total # of Annual Suspensions</b>	421	595	495	521

## EXPULSIONS

School	2003-2004	2004-2005	2005-2006	2006-2007
<b>Total # of Annual Expulsions</b>				
48900 (a) Caused/Threatened/Attempted Injury	7	3	8	1
48900 (a.2) Willfully used force or violence		4	5	1
48900 (b) Possess/Sale/Furnish Dangerous Object	5	5	5	1
48900 (c) Possess/Use/Sale/Furnish Controlled Subst.	3		2	1
48900 (d) Offer/Sale Controlled Substance				
48900 (e) Commit/Attempt Robbery or Extortion				
48900 (f) Cause/Attempt Damage to Property				
48900 (g) Stolen/Attempted to Steal Property	1	2	1	
48900 (h) Possession of Tobacco				
48900 (i) Obscene Act/Vulgarity				
48900 (j) Possess/Offer/Sale of Drug Paraphernalia	2			
48900 (k) Disruption/Defied Authority	3	3		4
48900 (l) Received Stolen Property				
48900 (m) Possess Imitation Firearm			1	
48900 (n) Sexual Assault/Battery				
48900 (o) Harass/Threaten/Intimidate Witness			1	
48900 (p) Offer/Arrange/Sale of drug Soma				
48900 (q) Engaged/Attempted Hazing				
48900 (s) Aids or abets in attempted or infliction of physical injury				
48900.2 Committed sexual harassment (grs. 4-12)				2
48900.3 Cause/Attempt/Threat/Partic. Hate Violence				
48900.4 Created intimidating or hostile environment	2		4	
48900.7 Terrorist Threat				
48915 (a) 1. Causing Serious Injury to Another Person, Except in Self-defense				
48915 (a) 2. Possession of a Knife, or Other Dangerous Object of No Reasonable Use to the Pupil				
48915 (a) 3. Unlawful Possession of Any Controlled Substance Except for the First Offense for the Possession of Not More Than One Avoirdupois Ounce of Marijuana, Other Than Concentrated Cannabis				
48915 (a) 4. Robbery or Extortion.				
48915 (a) 5. Assault or Battery on Any School Employee	2			
48915 (c.1) Sale, possession or furnishing firearm				
48915 (c.2) Brandishing a knife at another person				
48915 (c.3) Selling a controlled substance				
48915 (c.4) Sexual assault or battery				
48915 (c.5) Possession of an explosive				
<b>Total # of Annual Expulsions</b>	25	17	27	10

<b>HEALTHY KIDS SURVEY (DISTRICTWIDE)*</b>	<b>2003 - 2004</b>	<b>2005 - 2006</b>	<b>2007-2008</b>
Percentage of Grade 9 Students Taking Survey	58%	72%	74%
% Reported Feeling Bullied at School	28%	25%	16%
% Reported Feeling Very Safe at School	7%	11%	8%

<b>HEALTHY KIDS SURVEY (DISTRICTWIDE)*</b>	<b>2003 - 2004</b>	<b>2005 - 2006</b>	<b>2007-2008</b>
Percentage of Grade 11 Students Taking Survey	46%	74%	77%
% Reported Feeling Bullied at School	20%	20%	15%
% Reported Feeling Very Safe at School	10%	10%	13%

## Parent Survey Results

How effective is this school in meeting the individual needs of your child in the following academic areas?

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
<b>READING</b>							
Extremely		70	14.58%	85	15.95%		%
Very		208	43.33%	275	51.59%		%
Somewhat		132	27.50%	149	27.95%		%
Not At All		7	1.46%	11	2.06%		%
Don't Know/Not Enrolled		7	1.46%	7	1.31%		%
(Not Answered)		56	11.67%	6	1.13%		%
<b>TOTAL RESPONSES</b>		<b>480</b>	<b>100%</b>	<b>533</b>	<b>100%</b>		<b>%</b>
<b>WRITING</b>							
Extremely		71	14.73%	83	15.57%		%
Very		204	42.32%	255	47.84%		%
Somewhat		129	26.76%	163	30.58%		%
Not At All		12	2.49%	17	3.19%		%
Don't Know/Not Enrolled		7	1.45%	3	0.56%		%
(Not Answered)		59	12.24%	12	2.25%		%
<b>TOTAL RESPONSES</b>		<b>482</b>	<b>100%</b>	<b>533</b>	<b>100%</b>		<b>%</b>
<b>MATHEMATICS</b>							
Extremely		91	18.92%	118	22.31%		%
Very		194	40.33%	243	45.94%		%
Somewhat		106	22.04%	127	24.01%		%
Not At All		16	3.33%	25	4.73%		%
Don't Know/Not Enrolled		11	2.29%	8	1.51%		%
(Not Answered)		63	13.10%	8	1.51%		%
<b>TOTAL RESPONSES</b>		<b>481</b>	<b>100%</b>	<b>529</b>	<b>100%</b>		<b>%</b>

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
<b>HISTORY/SOCIAL SCIENCE</b>							
Extremely		49	10.23%	72	13.61%		%
Very		173	36.12%	228	43.10%		%
Somewhat		137	28.60%	113	21.36%		%
Not At All		16	3.34%	28	5.29%		%
Don't Know/Not Enrolled		37	7.72%	83	15.69%		%
(Not Answered)		67	13.99%	5	0.95%		%
<b>TOTAL RESPONSES</b>		<b>479</b>	<b>100%</b>	<b>529</b>	<b>100%</b>		<b>%</b>
<b>SCIENCE</b>							
Extremely		74	15.32%	86	16.17%		%
Very		189	39.13%	231	43.42%		%
Somewhat		120	24.84%	151	28.38%		%
Not At All		10	2.07%	34	6.39%		%
Don't Know/Not Enrolled		15	3.11%	13	2.44%		%
(Not Answered)		75	15.53%	17	3.20%		%
<b>TOTAL RESPONSES</b>		<b>483</b>	<b>100%</b>	<b>532</b>	<b>100%</b>		<b>%</b>
<b>PHYSICAL EDUCATION/HEALTH</b>							
Extremely		63	13.15%	118	22.31%		%
Very		188	39.25%	239	45.18%		%
Somewhat		97	20.25%	113	21.36%		%
Not At All		17	3.55%	19	3.59%		%
Don't Know/Not Enrolled		37	7.72%	31	5.86%		%
(Not Answered)		77	16.08%	9	1.70%		%
<b>TOTAL RESPONSES</b>		<b>479</b>	<b>100%</b>	<b>529</b>	<b>100%</b>		<b>%</b>

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
<b>LIBRARY SERVICES</b>							
Extremely		39	8.13%	64	12.10%		%
Very		120	25.00%	163	30.81%		%
Somewhat		138	28.75%	141	26.65%		%
Not At All		49	10.21%	57	10.78%		%
Don't Know/Not Enrolled		63	13.13%	78	14.74%		%
(Not Answered)		71	14.79%	26	4.91%		%
<b>TOTAL RESPONSES</b>		<b>480</b>	<b>100%</b>	<b>529</b>	<b>100%</b>		<b>%</b>
<b>USE OF ART IN THE CURRICULUM</b>							
Extremely			%		%		%
Very			%		%		%
Somewhat			%		%		%
Not At All			%		%		%
Don't Know/Not Enrolled			%		%		%
(Not Answered)			%		%		%
<b>TOTAL RESPONSES</b>			<b>%</b>		<b>%</b>		<b>%</b>
<b>GRADE 4-6 INSTRUMENTAL MUSIC</b>							
<b>(Answer only if your child participates in this program.)</b>							
Extremely			%		%		%
Very			%		%		%
Somewhat			%		%		%
Not At All			%		%		%
Don't Know/Not Enrolled			%		%		%
(Not Answered)			%		%		%
<b>TOTAL RESPONSES</b>			<b>%</b>		<b>%</b>		<b>%</b>

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
<b>SPECIAL EDUCATION</b> (Answer only if your child participates in this program.)							
Extremely		12	2.49%	21	3.94%		%
Very		19	3.95%	34	6.38%		%
Somewhat		14	2.91%	30	5.63%		%
Not At All		13	2.70%	18	3.38%		%
Don't Know/Not Enrolled		102	21.21%	126	23.64%		%
(Not Answered)		321	66.74%	304	57.04%		%
<b>TOTAL RESPONSES</b>		<b>481</b>	<b>100%</b>	<b>533</b>	<b>100%</b>		<b>%</b>
<b>PROGRAM FOR ENGLISH LEARNERS</b> (Answer only if your child participates in this program.)							
Extremely		15	3.11%	31	5.81%		%
Very		18	3.73%	25	4.68%		%
Somewhat		23	4.77%	34	6.37%		%
Not At All		10	2.07%	12	2.25%		%
Don't Know/Not Enrolled		98	20.33%	128	23.97%		%
(Not Answered)		318	65.98%	304	56.93%		%
<b>TOTAL RESPONSES</b>		<b>482</b>	<b>100%</b>	<b>534</b>	<b>100%</b>		<b>%</b>
<b>TITLE I PROGRAM</b> (Answer only if your child participates in this program.)							
Extremely			%		%		%
Very			%		%		%
Somewhat			%		%		%
Not At All			%		%		%
Don't Know/Not Enrolled			%		%		%
(Not Answered)			%		%		%
<b>TOTAL RESPONSES</b>			<b>%</b>		<b>%</b>		<b>%</b>

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
<b>GATE</b> (Answer only if your child participates in this program.)							
Extremely			%		%		%
Very			%		%		%
Somewhat			%		%		%
Not At All			%		%		%
Don't Know/Not Enrolled			%		%		%
(Not Answered)			%		%		%
<b>TOTAL RESPONSES</b>			<b>%</b>		<b>%</b>		<b>%</b>
<b>D.A.R.E.</b> (Drug Awareness Resistance Education)							
Extremely			%		%		%
Very			%		%		%
Somewhat			%		%		%
Not At All			%		%		%
Don't Know/Not Enrolled			%		%		%
(Not Answered)			%		%		%
<b>TOTAL RESPONSES</b>			<b>%</b>		<b>%</b>		<b>%</b>
<b>I am aware of the State Content Standards in Language Arts, Math, History/Social Science and Science.</b>							
Strongly Agree		75	15.53%	104	19.48%		%
Agree		258	53.42%	292	54.68%		%
Disagree		48	9.94%	63	11.80%		%
Strongly Disagree		11	2.28%	22	4.12%		%
No Opinion		35	7.25%	35	6.55%		%
(Not Answered)		56	11.59%	18	3.37%		%
<b>TOTAL RESPONSES</b>		<b>483</b>	<b>100%</b>	<b>534</b>	<b>100%</b>		<b>%</b>

		2005-2006		2006-2006		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
<b>I am informed on the NUSD Promotion and Retention Criteria.</b>							
Strongly Agree			%		%		%
Agree			%		%		%
Disagree			%		%		%
Strongly Disagree			%		%		%
No Opinion			%		%		%
(Not Answered)			%		%		%
<b>TOTAL RESPONSES</b>			<b>%</b>		<b>%</b>		<b>%</b>
<b>I receive sufficient information about my child's progress through conferences, teacher contact, weekly folders, report cards and state test results.</b>							
Strongly Agree		110	22.82%	149	28.06%		%
Agree		237	49.17%	285	53.67%		%
Disagree		43	8.92%	50	9.42%		%
Strongly Disagree		22	4.56%	15	2.82%		%
No Opinion		9	1.87%	13	2.45%		%
(Not Answered)		61	12.66%	19	3.58%		%
<b>TOTAL RESPONSES</b>		<b>482</b>	<b>100%</b>	<b>531</b>	<b>100%</b>		<b>%</b>
<b>I am kept informed about school program and upcoming events.</b>							
Strongly Agree		72	14.94%	83	15.69%		%
Agree		231	47.93%	273	51.61%		%
Disagree		77	15.98%	101	19.09%		%
Strongly Disagree		20	4.15%	26	4.91%		%
No Opinion		20	4.15%	26	4.91%		%
(Not Answered)		62	12.86%	20	3.78%		%
<b>TOTAL RESPONSES</b>		<b>482</b>	<b>100%</b>	<b>529</b>	<b>100%</b>		<b>%</b>

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
<b>The principal of my child's school is available/accessible, returns my calls and answers my questions or concerns.</b>							
Strongly Agree		48	9.96%	55	10.30%		%
Agree		151	31.33%	173	32.40%		%
Disagree		65	13.49%	90	16.85%		%
Strongly Disagree		21	4.36%	41	7.68%		%
No Opinion		132	27.39%	149	27.90%		%
(Not Answered)		65	13.49%	26	4.87%		%
<b>TOTAL RESPONSES</b>		<b>482</b>	<b>100%</b>	<b>534</b>	<b>100%</b>		<b>%</b>
<b>My child's teacher is available/accessible, returns my calls and answers my questions or concerns.</b>							
Strongly Agree		70	14.55%	106	19.89%		%
Agree		223	46.36%	261	48.97%		%
Disagree		40	8.32%	53	9.94%		%
Strongly Disagree		20	4.16%	14	2.63%		%
No Opinion		60	12.47%	68	12.76%		%
(Not Answered)		68	14.14%	31	5.82%		%
<b>TOTAL RESPONSES</b>		<b>481</b>	<b>100%</b>	<b>533</b>	<b>100%</b>		<b>%</b>
<b>My school informs me of opportunities for me to volunteer at school.</b>							
Strongly Agree		33	6.86%	51	9.62%		%
Agree		164	34.10%	194	36.60%		%
Disagree		83	17.26%	124	23.40%		%
Strongly Disagree		40	8.32%	50	9.43%		%
No Opinion		89	18.50%	87	16.42%		%
(Not Answered)		72	14.97%	24	4.53%		%
<b>TOTAL RESPONSES</b>		<b>481</b>	<b>100%</b>	<b>530</b>	<b>100%</b>		<b>%</b>

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
<b>My child's school provides me with information about how I can support my child's learning at home.</b>							
Strongly Agree		40	8.32%	59	11.07%		%
Agree		188	39.09%	231	43.34%		%
Disagree		84	17.46%	112	21.01%		%
Strongly Disagree		37	7.69%	37	6.94%		%
No Opinion		62	12.89%	67	12.57%		%
(Not Answered)		70	14.55%	27	5.07%		%
<b>TOTAL RESPONSES</b>		<b>481</b>	<b>100%</b>	<b>533</b>	<b>100%</b>		<b>%</b>
<b>I am informed of the NUSD Homework Policy.</b>							
Strongly Agree		56	11.62%	69	12.97%		%
Agree		206	42.74%	266	50.00%		%
Disagree		66	13.69%	95	17.86%		%
Strongly Disagree		36	7.47%	25	4.70%		%
No Opinion		38	7.88%	41	7.71%		%
(Not Answered)		80	16.60%	36	6.77%		%
<b>TOTAL RESPONSES</b>		<b>482</b>	<b>100%</b>	<b>532</b>	<b>100%</b>		<b>%</b>
<b>The homework assigned to my student is relevant to classroom instruction.</b>							
Strongly Agree		78	16.18%	90	16.89%		%
Agree		238	49.38%	313	58.72%		%
Disagree		39	8.09%	46	8.63%		%
Strongly Disagree		12	2.49%	16	3.00%		%
No Opinion		37	7.68%	37	6.94%		%
(Not Answered)		78	16.18%	31	5.82%		%
<b>TOTAL RESPONSES</b>		<b>482</b>	<b>100%</b>	<b>533</b>	<b>100%</b>		<b>%</b>

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
<b>My child has access to, and regularly uses, computers and other technology as part of the classroom instructional programs.</b>							
Strongly Agree		77	16.01%	114	21.43%		%
Agree		220	45.74%	272	51.13%		%
Disagree		57	11.85%	48	9.02%		%
Strongly Disagree		13	2.70%	16	3.01%		%
No Opinion		42	8.73%	47	8.83%		%
(Not Answered)		72	14.97%	35	6.58%		%
<b>TOTAL RESPONSES</b>		<b>481</b>	<b>100%</b>	<b>532</b>	<b>100%</b>		<b>%</b>
<b>School Climate: My child's school is a well-maintained facility.</b>							
Strongly Agree		73	15.11%	81	15.20%		%
Agree		240	49.69%	306	57.41%		%
Disagree		39	8.07%	62	11.63%		%
Strongly Disagree		20	4.14%	23	4.32%		%
No Opinion		34	7.04%	32	6.00%		%
(Not Answered)		77	15.94%	29	5.44%		%
<b>TOTAL RESPONSES</b>		<b>483</b>	<b>100%</b>	<b>533</b>	<b>100%</b>		<b>%</b>
<b>School Climate: My child feels safe at school.</b>							
Strongly Agree		50	10.37%	83	15.57%		%
Agree		221	45.85%	278	52.16%		%
Disagree		67	13.90%	80	15.01%		%
Strongly Disagree		37	7.68%	30	5.63%		%
No Opinion		34	7.05%	28	5.25%		%
(Not Answered)		73	15.15%	34	6.38%		%
<b>TOTAL RESPONSES</b>		<b>482</b>	<b>100%</b>	<b>533</b>	<b>100%</b>		<b>%</b>

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
<b>School Climate: Students treat my student with respect and kindness.</b>							
Strongly Agree		55	11.41%	63	11.84%		%
Agree		233	48.34%	301	56.58%		%
Disagree		58	12.03%	63	11.84%		%
Strongly Disagree		22	4.56%	29	5.45%		%
No Opinion		40	8.30%	45	8.46%		%
(Not Answered)		74	15.35%	31	5.83%		%
<b>TOTAL RESPONSES</b>		<b>482</b>	<b>100%</b>	<b>532</b>	<b>100%</b>		<b>%</b>
<b>School Climate: Teachers and staff treat my student with respect and kindness.</b>							
Strongly Agree		67	13.87%	90	17.05%		%
Agree		239	49.48%	289	54.73%		%
Disagree		46	9.52%	65	12.31%		%
Strongly Disagree		22	4.55%	20	3.79%		%
No Opinion		30	6.21%	37	7.01%		%
(Not Answered)		79	16.36%	27	5.11%		%
<b>TOTAL RESPONSES</b>		<b>483</b>	<b>100%</b>	<b>528</b>	<b>100%</b>		<b>%</b>
<b>School Climate: Behavior standards/discipline are fairly and consistently applied.</b>							
Strongly Agree		50	10.37%	66	12.38%		%
Agree		205	42.53%	285	53.47%		%
Disagree		52	10.79%	69	12.95%		%
Strongly Disagree		43	8.92%	25	4.69%		%
No Opinion		56	11.62%	63	11.82%		%
(Not Answered)		76	15.77%	25	4.69%		%
<b>TOTAL RESPONSES</b>		<b>482</b>	<b>100%</b>	<b>533</b>	<b>100%</b>		<b>%</b>

## **Analysis of Demographic and Accountability Summary of Information**

### **Demographic**

#### **Description of Data:**

After growing steadily, the student population at NMHS has been fairly stable in recent years, with a small growth spurt in 2005 and again in fall 2007. Enrollment hovers close to 2,200 students, with the October 2007 CBEDS reporting enrollment at 2,223. While the percentage of other ethnic groups has stayed fairly constant since 2005, two populations with significant changes continue to be Hispanic, the largest ethnic group, (up from 35% to 39.5%) and white (down from 31% to 25%). The African-American population has remained fairly constant between 2004-05 (8%) and 2007-08 (8.6%), increasing slightly in 2005-06 (9.6%). The percent of English Learners has increased from 8% in 2004-05 to 11% in 2006-07, and has decreased slightly to 9.7% in 2007-08. Students on free/reduced lunch increased from 18% in 2003-04, to 23% in 2004-05, and again to 30% in 2007-08. The percent of students in Special Education (9%) and new to the school site has remained fairly constant over the last four years.

#### **Conclusion:**

With the increase in English Language Learners, school resources need to provide support for these students in mastering English and the content standards in their other subjects. With the increase in the ELL students and African-American students, and the significant percentage of Hispanic students in the school, it is important to continue to reach out to involve these students and their parents in the school. The school also needs to explore the needs of students on free/reduced lunch with the recent increase of these students.

### **Student Achievement Data**

#### **Description of Data:**

California Standards Tests:

Generally, a higher percentage of students in 2007 scored proficient or above on most of the CSTs with a few anomalies.

English Language Arts: Over the last four years, ninth and eleventh graders have increased their proficiency on the ELA tests, while tenth graders showed an increase until 2006 and then a 3% decline in 2007. Ninth graders scored 43% proficient in 2003 and increased to 50% in 2007. Tenth graders scored 35% proficient in 2003, 36% in 2005, 39% in 2006, and 36% in 2007. Eleventh graders scored 30% proficient in 2003 and increased to 41% in 2007.

Math: All five math tests have also shown years with growth and years with decreasing scores over the last four years. In General Math students scored 13% proficient in 2003 and continued to increase to 20% in 2007. In Algebra 1 students showed more fluctuation, scoring 23% proficient in 2003, 30% in 2005, 28% in 2006, and back to 23% in 2007. In Geometry students also fluctuated, scoring 29% proficient in 2003, 34% in 2005, 28% in 2006, and 25% in 2007. In Algebra 2, students showed a marked increase from 13% proficient in 2003 up to 28% in 2007. In Summative Math students increased significantly, with 24% proficient in 2003 and more than twice that in 2007 with 51% scoring proficient.

Science: In 2006, all science tests, except Biology, showed a significant decline in percent of students scoring proficient or above over the previous year's scores. However, in 2007, all science tests showed an increase in percent of students scoring proficient or above except for Biology, which showed a decline from 2006. The NCLB Life Science test was first given to all tenth graders in 2006, with students scoring 39% proficient in 2006 and 2007. In Earth Science students scored 28% proficiency in 2005, 18% in 2006, and 24% in 2007. In Biology students scored 34% proficiency in 2005, 36% in 2006, and 30% in 2007. In Chemistry students scored 36% proficiency in 2005, a low of 13% in 2006, and a slight increase to 16% in 2007. In Physics students scored a high of 57% proficiency in 2005, a decrease to 34% in 2006, and an upturn again to 52% in 2007.

Social Science: The percentage of students scoring at proficient or above on the World History test increased from 22% in 2005 to 24% in 2006 and to 25% in 2007, while the percentage in US History declined from 31% in 2005 to 27% in 2006 and back up to 33% in 2007.

California High School Exit Exam: The Class of 2007 has had the highest passing rate to date (84%) for passing both the ELA and Math CAHSEE tests than the class before them, the Class of 2006 (81%), or the class after them, the Class of 2008 (83%), the current senior class. The current juniors, Class of 2009, have 83.1% who have already passed both tests. In looking at the sub-groups in the 2008 seniors, only 44% of the English

Learners passed the ELA section as compared to the 2007 seniors when 52% of the EL students passed in January of their senior year. As of January 2008, the following percentages of the Class of 2008 have passed both tests: English Learners 32%, Economically Disadvantaged 85%, Students with Disabilities 21%, African Americans 72%, Asians 89%, Hispanics 70%, and Whites 92%. All of these percentages showed a decrease from the Class of 2007 except for Whites who increased by 2% and Asians who remained the same. The Class of 2007 passing percentages were: English Learners 44%, Economically Disadvantaged 87%, Students with Disabilities 27%, African Americans 81%, Asians 89%, Hispanics 79%, and Whites 90%.

### **Conclusion:**

Both English and Math CST tests show growth over the last four years. However, four of the five math scores for proficient or above are in the upper 20%'s, while all of the English scores are well above 30% proficient. Both the class of 2007 and the class of 2008 have, for the most part, improved passing rates on the California High School Exit Exam. However, the English Learners and students with disabilities have dramatically lower percentages of passing (32% and 21%) than the other subgroups (70% - 92%).

## **Parent Surveys**

### **Description of Data:**

A parent survey was completed by over 480 parents in April 2006 and then by over 530 parents in May 2007. In 2007, not only were more of the surveys returned, but there was also a much lower non-response rate (cut by as much as 60% on many questions). The data was recalculated eliminating the non-responses. In 2008, only 95 parents responded to the survey sent out in the spring.

When asked about academic areas, the following percentages are those responding that the school was very or extremely effective in meeting the individual needs of their child in 2006, 2007, and 2008:

Reading-67%, 69%, 65%; Writing-66%, 65%, 72%; Mathematics-70%, 70%, 79%; History/Social Science-59%, 68%, 73%; Science-67%, 63%, 81%; PE/Health-69%, 73%, 85%; Modern Languages----, 63%, 63%; Performing Arts-64%, 71%, 76%; Visual Arts-55%, 61%, 70%; Special Education-53%, 53%, 6%; Program for English Learners-50%, 55%, 7%; Career & Vocational Ed-52%, 57%, 64%.

The responses to other programs and services in 2006, 2007, and 2008: Library Services-46%, 53%, 61%; Athletics and Sports-73%, 76%, 75%.

The following are responses in 2006, 2007, and 2008 of agree or strongly agree to questions asking about awareness of: Content standards-85%, 82%, 88%; Graduation requirements-92%, 91%, 88%; Progress of individual students-84%, 87%, 85%; Events: Back to School, Report Card Night-87%, 87%, 81%; Opportunities to volunteer-62%, 58%, 70%; How to support at home-65%, 66%, 65%; Homework Policy-72%, 74%, 86%; Tutorial program-77%, 55%, 51%; AVID, MAST, College Connection, etc-----, 73%, 76%; Consequences of absences/tardies-----, 85%, 86%; Homework is relevant-86%, 87%, 86%; Use of computers/technology-81%, 86%, 83%.

The following are agree and strongly agree responses in 2006, 2007, and 2008 to questions on staff accessibility and responsiveness: Principal-70%, 64%, 71%; Assistant principals-72%, 72%, 78%; Counselor-83, 81%, 84%; Teachers-83%, 85%, 92%.

The following are agree and strongly agree responses in 2006, 2007, and 2008 on school climate: School well-maintained-84%, 82%, 77%; Child feels safe-72%, 77%, 80%; Staff treats child with respect-82%, 82%, 88%; Students treat child with respect-78%, 80%, 79%; Discipline is fair and consistent-73%, 79%, 79%

Healthy Kids Survey: This survey is given every two years to 9th and 11th graders. Over the last four implementations of this survey, the 9th graders have gone from 41% (2001-02) reporting feeling bullied at school to only 16% (2007-08), while the 11th graders went from 26% to 15%. The 9th graders also went from 9% feeling very safe at school in 2001-02 to 11% in 2005-06, but down to 8% in 2007-08. The 11th graders went from 13% feeling very safe (2001-02) to 10% (2003-04 and 2005-06), and up again to 13% (2007-08).

### **Conclusion:**

Comparing the results from all three years, parents felt more positive about the effectiveness of all academic areas in meeting the individual needs of their child except in Special Education(decline of 47%), Program for English Learners (decline of 48%), and Reading (decline of 4%). High numbers of parents responded "don't know/not enrolled" or declined to respond regarding the effectiveness of Special Education or Program for English Learners. It could be determined that this lack of parent knowledge about or non-involvement of their

children in these programs prevented a more positive response. Increases were reported in all other academic areas. The highest percent of satisfaction was PE/Health at 85%, which also received the highest percent of response (73%) regarding program effectiveness in 2007 as well.

All of the responses to the awareness questions were 70% or above except "tutorial program" (51%) and "how to support students at home" (65%). Parents feel that counselors (84%) and teachers (92%) are very responsive, up from 2007. They also feel that the principal (71%) and assistant principals (78%) are responsive, with both responses up from 2007 as well.

All of the positive responses on school climate increased or were stable, except "school is well maintained" (declined from 84% to 82% to 77%). "Child feels safe" increased to 80% (increased from 72% to 77% to 80%) and "staff treats child with respect" increased to 88% (increase of 6%). While the Healthy Kids Survey results indicate on three of the four measures that students are feeling better at school, all students should feel safe and respected.

## Summary Areas Based Upon Analysis of Data

### Overall Trends:

Ethnicity of Student Population:

- Latino students are now the largest subgroup of the student population at 39%.
- The Filipino population has increased significantly since the 1990's and is now 10%.
- The white population was almost half of the student population in 1994, 31% in 2004-2005, and now 25% in 2007-2008.

Student Demographics:

- There was steady student growth between 1994 and 2001. Since then the enrollment has been fairly stable, with a slight increase in 2005.
- NMHS has a large bilingual and multicultural student population.
- Latino and African-American students seem to be over-represented in Special Ed, while whites are underrepresented.

Standardized Test Data and Healthy Kids Survey:

- From 2003 to 2006 students scoring proficient or above on ELA CST and Math CST have fluctuated, but most categories are higher in 2007 than they were in 2003.
- Almost all of the percentages of students proficient or above on Math CST are lower than the ELA scores.
- For the last three years, the API scores of the Asian and White students have been significantly higher than the other sub-groups (Hispanic, socio-economically disadvantaged, African-American, English Learner, and students with disabilities.)
- Over the last six years on the Healthy Kids Survey, decreasing percentages of 9th graders and 11th graders report feeling bullied at school and increasing percentage of 11th graders report feeling safe at school.

### Emerging Trends:

- Students in the class of 2007 passed the CAHSEE at higher rates than those from the class of 2006 or 2008.
- English Learners and students with disabilities continue to have a dramatically lower percentage passing the CAHSEE than other sub-groups.
- An increasing number of parents report on the parent survey that their child feels safe and is treated respectfully by staff and other students.

### These trends lead to the following conclusions:

API and CAHSEE results clearly demonstrate the achievement gap between Asian and White students on the one side and the other sub-groups (African-American, Hispanic, socio-economically disadvantaged, English Learners and students with disabilities) on the other. Achievement for all students needs to be raised, but these gaps need to be reduced. Part of accomplishing this will come from added teacher training in effective instructional strategies for a diverse student population and through collaboration among teachers. Another element necessary for increased student achievement is that students need to feel safe at school and connected to the school community. Smaller learning communities will be an important step in increasing teacher collaboration and in raising student involvement in school.

**Therefore the following goals and objectives are required:  
(Begin with objective 1, and continue numbering objectives as needed)**

#### **GOAL:**

Increase academic achievement for all students and reduce achievement gaps between the sub-populations.

#### Objective 1:

Ensure that all students, regardless of ethnicity, language, program, or course of study, meet the California State Standards in all courses. This will be measured in part by increasing by five percentage points the students who score proficient or above on CST and CAHSEE in the 2007-2008 school year, and by reducing the achievement gap between subgroups by 2% as measured on the same tests.

#### **GOAL:**

Provide an environment which fosters mutual respect and a desire for learning.

#### Objective 2:

Increase the percentage of students who show a desire for learning, and report feeling safe on campus and having caring adults on campus. This will be measured by a reduction in numbers of D's and F's at the semester, improved attendance, and by a ten percent increase on the relevant questions on the California Healthy Kids Survey, and parent and student surveys.

**GOAL:**

Provide opportunities for staff development and collaboration which support the staff in meeting the first two goals and build a stronger sense of community among the staff.

Objective 3:

To increase the number of staff development opportunities and the percentage of staff members who participate.

## **Newark Unified School District District Goals**

### **STUDENT ACHIEVEMENT**

- 1a. Ensure academic growth and achievement for all students so that every student makes at least a year's growth each year and every school makes their API growth targets.
- 1b. Ensure improved academic growth and achievement among students in all socio-economic, racial, ethnic and language groups as evidenced by aggregated and disaggregated student gains.
- 1c. Recruit, develop and retain a high quality workforce increasingly reflective of the diversity of our student population, as measured by profiles of district staff, employee certification, staff retention and district recruitment efforts.
- 1d. Ensure an optimal and successful multi-year WASC accreditation.

### **SAFE AND NURTURING ENVIRONMENT**

- 2a. Provide a nurturing educational environment that promotes the social, emotional and physical health of every student as measured by improved student behaviors as evidenced by Federal, State, and Local reports.
- 2b. Provide expanded alternative school opportunities for students who require a different or differentiated learning environment, as measured by referrals and placements.

### **FINANCIAL STABILITY**

- 3a. Balance the budget revenues and expenditures as measured by the Unaudited Actual Budget Report period.
- 3b. Develop a three year business plan that is reflected in the budget. Prioritize funding to ensure success in reaching Goals 1 and 2.

### **COMMUNICATION**

- 4a. All written, verbal and interpersonal communication will be timely, clear, explicit, direct, professional and respectful among all constituents in the district learning community.

Approved by the Board of Education September 14, 2006

**Newark Unified School District  
ACTION PLAN  
2008-2009**

Newark Memorial High School

<p><u>Goal:</u> Increase academic achievement for all students and reduce achievement gaps between the sub-populations.</p>	
<p><u>Objectives 1:</u> Ensure that all students, regardless of ethnicity, language, program, or course of study, meet the California State Standards in all courses. This will be measured in part by increasing by five percentage points the students who score proficient or above on CST and CAHSEE in the 2007-2008 school year, and by reducing the achievement gap between subgroups by 2% as measured on the same tests.</p>	
<p><u>Board/District Goal(s) Addressed in Objective:</u> 1a. Ensure academic growth and achievement for all students so that every student makes at least a year's growth each year. 1b. Close the achievement gap among students in different socio-economic, racial/ethnic and language groups through aggregated and disaggregated student gains.</p>	
<p><u>Why objective was selected and its relationship to school-wide trends?:</u> Some students are not demonstrating proficiency with respect to the California State Content Standards.</p>	
<p><u>Activities to Meet Objective:</u> 1.1 Continue the alignment of the curriculum with the California State Content Standards and Frameworks. Continue updating Courses of Study as needed. Other results may include augmented curriculum guides and course syllabi. 1.2 Each department will continue to analyze data from surveys, grades, test results, and attendance and behavioral records, to determine specific areas where curriculum and programs are not meeting the needs of all students. Particular focus will be on students with lower achievement levels. 1.3 Implement means to help meet the needs identified above: a) Research and implement instructional strategies to support a broad range of student abilities. b) Fund a bilingual aide and a tutorial program to provide supplemental help to all students, but especially those with defined need as shown by low grades or test scores. c) Provide instructional enhancements such as outside presentations, guest speakers, and field trips to continue to broaden students' educational experiences and assist them in meeting the California State Standards. d) Purchase appropriate instructional materials to assist in implementing smaller learning communities, to improve student achievement, and to continue meeting content standards. e) Continue to support intervention classes (a second math or English class) to help close the achievement gap for students who need additional assistance in mastering math or English standards. 1.4 Continue to develop standards-based assessments. In particular, Department Chairs and department members will develop standards-based assessments within like-courses in the areas of English and mathematics to evaluate student achievement. Also develop multiple measurements in order to provide viable feedback for students who require alternative modes of assessment. 1.5 Evaluate, by reviewing grades, transcripts, and Individual Education Plans, how well the school is meeting the needs of Special Education and English Language Development students in fulfilling graduation requirements. Develop and implement strategies to increase and maximize their success. 1.6 Using CTAP Staff Survey results and other data, evaluate the use of technology at NMHS with respect to the District Technology Plan. a) Evaluate whether all students are learning essential technological skills. b) Determine the effectiveness of technology used in instruction, and explore and implement new strategies where</p>	<p><u>Timeline:</u> 2008-2009 for all Activities</p>

appropriate, including web-based software to help students master English and math standards. c) Continue to purchase hardware and software to meet these needs, including computers, LCD projectors, and scanners. d) When necessary, purchase additional equipment to support the math intervention program to increase student success in mastering algebra standards.

1.7 Provide library resources so that students receive support in order to show growth in reading comprehension, writing critically, and research skills. Continue to build and improve the library collection in support of the academic and recreational reading needs of the students, the associated instructional needs of the staff, and the technology-based software and hardware needs of both students and staff.

1.8 When necessary and when funds are available, provide stipends for math or English teachers who undertake a leadership role in advising and guiding new teachers with curriculum, materials, and additional support.

1.9 Continue to fund the development and implementation of academic teams, including registration fees, coaching stipends, instructional materials, and transportation.

1.10 When applicable, fund the development and implementation of science, social science, modern language, fine and performing arts, and physical education activities and instructional materials that will assist the enhancement of academic achievement for all students.

Method/Criteria to evaluate success in meeting the objective:

1.1 Courses of Study with content standards identified

1.2 Results of data analysis

1.3 Strategies implemented and changes made

1.4 Assessments developed, data collected using the assessments, and analysis of this data

1.5 Results of data analysis as evidence of increased success

1.6 Results of analysis, strategies implemented and purchases made

1.7 Data on library use and expenditures made

Funding Source(s):

School Improvement, General Fund, Site Discretionary Block Grant, and Instructional Materials, Library and Technology Grant.

Responsible Staff:

Principal, Assistant Principals, Counselors, Department Chairs, Lead Teachers in Special Education and ELD, Certificated Staff, and Classified Staff.

Date Approved by School Site Council      June 10, 2008

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<u>Goal:</u> Provide an environment which fosters mutual respect and a desire for learning.	
<u>Objectives 2:</u> Increase the percentage of students who show a desire for learning, and report feeling safe on campus and having caring adults on campus. This will be measured by reduction in numbers of D's and F's at the semester, improved attendance, and by a ten percent increase on the relevant questions on the California Healthy Kids Survey, and parent and student surveys.	
<u>Board/District Goal(s) Addressed in Objective:</u> Safe and Nurturing Environment 2a. Provide a nurturing environment that promotes the social, emotional and physical health of every student as measured by improved student behaviors, the California Healthy Kids Survey, and the state-designated physical fitness tests.	
<u>Why objective was selected and its relationship to school-wide trends?:</u> Students and staff report, on the Healthy Kids Survey and other surveys, issues regarding the lack of motivation, respect, and safety on campus. In addition, we are concerned about the high numbers of student suspensions and expulsions and the high numbers of D's and F's on report cards.	
<u>Activities to Meet Objective:</u> 2.1 Continue to develop and implement strategies to support all students in achieving greater levels of success. This includes establishing smaller learning communities for 9th graders and developing additional career academies. Expand the Ohlone College Connections program and the AVID program. Continue to develop Link Crew and a ninth grade Summer Bridge Program as effective tools to support the success of incoming ninth graders 2.2 Continue to evaluate existing site discipline and attendance policies and procedures to ensure effectiveness and compliance with the California Education Code. Implement recommended changes in order to be consistent with supporting the goal of an improved school environment. 2.3 Continue to develop and implement strategies, such as the HATS program, noon-time events, and Spirit Week that promote respect by all members of the school community toward one another. 2.4 Evaluate the various means by which the school staff might effectively communicate with parents/guardians and further involve them in the school. Develop and implement strategies, such as the Multicultural Parent Group and the English Language Advisory Committee, to increase this communication and involvement. Consider more events to encourage parent participation such as coffee klatches. Provide a specific focus on non-English speaking parents/guardians. 2.5 Continue to evaluate the needs of students in crisis and develop additional strategies to meet the needs of these students. 2.6 Continue to evaluate support services such as tutorial, counseling, and College/Career Center and determine how to meet the needs of all students. This can include such supplemental services as career exploration assessment, through the use of the Eureka program software, etc.	<u>Timeline:</u> 2008-2009 for all Activities
<u>Method/Criteria to evaluate success in meeting the objective:</u> Reports on strategies (new discipline rules and procedures) implemented and data collected (Healthy Kids Survey results, Parent and Staff Survey results, number of suspensions and expulsions) to measure success of each implemented strategy.	
<u>Funding Source(s):</u> School Improvement, General Fund, Site Discretionary Block Grant, and Instructional Materials, Library and Technology Grant.	
<u>Responsible Staff:</u> Principal, Assistant Principals, Campus Monitors, Director of Student Activities, Counselors, School Psychologist, Certificated Staff, and Classified Staff.	

Date Approved by School Site Council

June 10, 2008

<p><u>Goal:</u> Provide opportunities for staff development and collaboration which support the staff in meeting the first two goals and build a stronger sense of community among the staff.</p>	
<p><u>Objectives 3:</u> To increase the number of staff development opportunities and the percentage of staff members who participate.</p>	
<p><u>Board/District Goal(s) Addressed in Objective:</u> Student Achievement 1a. Ensure academic growth and achievement for all students so that every student makes at least a year's growth each year. 1b. Close the achievement gap among students in different socio-economic, racial/ethnic and language groups through aggregated and disaggregated student gains. 1c. Recruit, develop and retain a high quality workforce reflecting the diversity of our student population. Safe and Nurturing Environment 2a. Provide a nurturing environment that promotes the social, emotional and physical health of every student.</p>	
<p><u>Why objective was selected and its relationship to school-wide trends?:</u> The percentage of students, schoolwide, demonstrating mastery of the California Content Standards is low as measured on the STAR and CAHSEE assessments.</p>	
<p><u>Activities to Meet Objective:</u> 3.1 Administrators and staff will develop and implement a long-range professional development plan that addresses the implementation of the school goals. 3.2 Educational Services and site administrators will continue to provide staff training on "data driven decision making." 3.3 Provide staff with classroom management techniques and curricular support, especially for new teachers. Part of this is provided by the Beginning Teacher Support and Assessment Induction Program. 3.4 Provide increased time and mandated opportunities for teacher collaboration, within and across subject areas, and with the junior high and elementary schools. 3.5 Develop effective uses of technology for communication and instruction through on-going training. Continue to fund the implementation of School Loop as an effective school communication system. 3.6 Continue to implement staff training to help provide a school environment which fosters mutual respect and a desire for learning. 3.7 Continue to implement staff training to create an effective master schedule that helps support academic achievement. 3.8 Continue to fund staff development training, such as differentiated instruction, for staff in all departmental disciplines to help increase academic achievement for all students and reduce achievement gaps between the sub-populations. In addition, fund transportation expenses for any staff development training.</p>	<p><u>Timeline:</u> 2008-2009 for all Activities</p>
<p><u>Method/Criteria to evaluate success in meeting the objective:</u> Copies of the staff development plan, records of attendance at staff trainings, minutes from staff meetings, department meetings and common course meetings, and data showing effectiveness of new strategies that have been implemented.</p>	
<p><u>Funding Source(s):</u> School Improvement, General Fund, Site Discretionary Block Grant, and Instructional Materials, Library and Technology Grant.</p>	
<p><u>Responsible Staff:</u> Principal, Assistant Principals, Department Chairs, Director of Student Activities, District Assessment Coordinator, Counselors, Certificated Staff, and Classified Staff.</p>	

Date Approved by School Site Council June 10, 2008

**SCHOOL PLAN  
BUDGET ALLOCATIONS (StateFunds)**

School Name:

	<i>SI Block Grant</i>	EIA LEP	ELAP	TUPE	GATE	*OTHER FUNDING SOURCE	*OTHER FUNDING SOURCE
	K-6	K-12	K-12	4 <sup>th</sup> -8 <sup>th</sup>	4 <sup>th</sup> -8 <sup>th</sup>		
Objective #	1, 2, 3	1,2,3					
	Teacher, Hr/sub	Teacher/hourly					
Object #	1110 /1190/1195	1110/1190					
	\$5,000	\$64,952					

Objective #	1, 2, 3						
	Tutorial						
Object #	1185						
	\$13,000						

Objective #	1	1					
	Bilingual Aide	Bilingual Aide					
Object #	2110	2110					
	36,572	15,861					

Objective #	1,2,3						
	Materials						
Object #	4310						
	11,220						

Objective #	1,2,3						
	Comp/software						
Object #	4230,4410						
	18,000						

Objective #	1,2,3						
	Conf/profession						
Object #	5220,5800						
	20,000						

Total By Program	103,792	80,813					
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\*IDENTIFY FUNDING SOURCE

**(Federal Funds)**

	TITLE I	TITLE II PART A	TITLE II PART D	TITLE III	TITLE IV	TITLE V	*OTHER FUNDING SOURCE
			EETT	LEP	SDFSC	Strategies	
	K-12	K-12	K-12	K-12	K-12	K-12	
Objective #				1,2,3			
				Teacher			
Object #				1110			
				\$10,870			

Objective #					1, 2, 3		
					Teacher Sub		
Object #					1195		
					\$500		

Objective #				1			
				Bilingual Aide			
Object #				2110			
				\$6,000			

Objective #				1, 2, 3	1, 2, 3		
				Benefits	Benefits		
Object #				3000	3000		
				\$1,890	\$67		

Objective #					1, 2, 3		
					Materials		
Object #					4310		
					\$3,124		

Objective #					1, 2, 3		
					Conferences		
Object #					5220		
					\$1,000		

Total By Program				\$18,760	\$4,691		
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\*IDENTIFY FUNDING SOURCE

**Summary of Staff Development Areas of Focus  
2008-2009**

**Overall Primary Focus Area(s):** Provide opportunities for staff development and collaboration that support the staff in 1) increasing academic achievement for all students and reduce achievement gaps between the sub-populations, and 2) providing an environment which fosters mutual respect and a desire for learning, and 3) building a stronger sense of community among each other.

**Primary Focus Area:** Building a Professional Learning Community

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Each year it is important for the staff at NMHS to clarify, share, and reinforce its common vision for the school. The staff needs to continue to renew ties with each other and continue the development of common expectations for staff and students.	WASC, Leadership and Staff, Recommendation #1
2. With the implementation of smaller learning communities for freshmen and the development of additional career academies, the staff needs to become more knowledgeable of the research and strategies to ensure that this structure, with its increased personalization of the learning environment, motivates students and increases academic success.	WASC, Culture, Recommendation #2
3. There will be on-going collaboration among staff members during block day meetings.	WASC, Vision/Purpose, Recommendation # 3

**Primary Focus Area:** Data Driven Decision-making

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. We will implement "data driven dialogue" as a staff, so that we can better understand how to collect, analyze, and use data to determine what is the cause of a problem, and then later to evaluate implemented changes.	WASC, Schoolwide Recommendation #1
2. Staff will be trained to analyze standardized test data and classroom data, and interpret the results.	WASC, Schoolwide Recommendation #1

**Primary Focus Area:** Strategies for Standards-based Instruction

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. There will be workshops by department or the school as a whole on instructional strategies, such as "differentiated instruction," that will support heterogeneous classroom structures for all students and increase student mastery of standards.	WASC, Curriculum and Instruction, Recommendation #3
2. There will be technology workshops on personal technology competencies including internet, email, gradebook programs, ClassXP, Cruncher, personal websites, and presentation software skills.	Title II Needs Assessment Survey
3. There will be technology workshops on electronic curricular resources including software and curricular websites.	Title II Needs Assessment Survey
4. There will be workshops on classroom management and working with hostile students, especially for new teachers. Part of this will be provided by the Beginning Teacher Support and Assessment Induction program.	WASC, Vision/Purpose, Recommendation #2

# Newark Unified School District Summary of Centralized Services

## Program Common to Most Schools, Including, Title II, Title III, Title IV, Title V

### Description of Services

#### Administration

Provide administrative support of schools:

- Monitoring schools for compliance
- Development and monitoring of budgets
- Allocating funds
- Working with district committees to provide assistance and coordination to school sites
- Participating on county and state committees to support and coordinate school programs (e.g., Goals 2000, Federal and State program networks)
- Implementing District Board Goals

#### Planning/Evaluation

Provide schools with assistance in the development of schools including:

- Development of instruments and forms
- Processing of surveys and test results
- Interpreting of survey and test results including analysis of standardized testing/content standards
- Reviewing school plans for compliance and quality of program
- Monitoring schools for program effectiveness
- Conducting evaluation of program at the district and school level for effectiveness
- Facilitate personnel assignments for all site level reviews
- Development of district application for funding
- Completion of annual reports

#### Implementation

- Process all funded personnel
- Monitor and revise all school budgets, plans, and time use of multi-funded personnel
- Provide on-site assistance to schools for implementation of planned activities
- Facilitate committee process /decisions related to annual program proposal guidelines
- Process all proposals

#### Staff Development

- Coordinate the processing of all travel/conference/materials requests
- Provide training to School Site Council members on roles and responsibilities
- Provide training in CCR and WASC processes and plan development and/or improvement
- Provide curriculum support for schools through on-site visitations and staff development in use of newly adopted instructional materials

#### Parent Involvement

- Provide parent education training by request
- Provide assistance to sites including parent involvement activities within their school plans and implementation of district parent involvement policy
- Provide District parent surveys, including coordination and reporting

# Newark Unified School District Summary of Centralized Services

## Title I Centralized Services

Description of Services:

### Administration

- Coordinate the delivery of services to students
- Implement Board Goals and guidelines for program compliance as mandated by No Child Left Behind

### Planning/Evaluation

- Provide support for development and review of school plans
- Prepare reports
- Provide Title I eligibility list and review/revise criteria as needed
- Conduct periodic review of programs to ensure quality and effectiveness of Title I program

### Implementation

- Assist schools in the identification of program participants
- Monitor student attendance and progress in extended day programs (elementary and middle schools)

### Staff Development

- Coordinate staff development activities based on district/site needs assessment
- Provide staff training to ensure that teachers and paraprofessionals are No Child Left Behind compliant

### Parent Involvement

- Monitor parent compact and parent involvement policies at individual sites

# Newark Unified School District Summary of Centralized Services

## EIA-ELL Centralized Services

### Description of Services

#### Administration

- Coordinate delivery of services to students
- Develop English Language Learner Master Plan
- Support the implementation of effective ELL (English Language Learner) programs
- Coordinate administration of California English Language Development Test

#### Planning/Evaluation

- Provide clerical support for compliance and quality of program
- Revise of school and district plans
- Conduct evaluation of programs at the district and school level for effectiveness
- Prepare individual student profiles and required state reporting procedures
- Conduct on-site visitations to review programs and facilitate personnel assignment

#### Implementation

- Coordinate the delivery of support services for Second Language Learners
- Provide sources for translation as necessary of all required information
- Seek and coordinate additional funds for extended day opportunities
- Monitor equal access to content standards for English learners

#### Staff Development

- Coordinate staff development days
- Provide staff training on site as required in English Language Development
- Provide ELL education regarding ELD standards and other requirements
- Provide Diversity Training
- Provide curriculum and technical support for classified personnel

#### Parent Involvement

- Facilitate parent participation in local and state-wide conferences
- Provide assistance and training to English Language Learner Advisory Committees (ELAC) and District English Language Advisory Committee (DELAC)



## Appendix

### Additional Assessment (if applicable)

- WASC/Focus on Learning
- Site Technology Plan
- Site Homework Policy
- Site Parent Involvement Policy
- Parent Survey Results

**Appendix A  
WASC**

***Not Available***

## **Appendix B Technology Plan**

Newark Unified School District  
**Site Technology Plan**  
2008-2009

## Newark Memorial High School

### Current Availability of Technology at the Site:

Many teachers at Newark Memorial have a school laptop computer for researching materials and instructional strategies on the internet, developing lesson materials, making presentations in the classroom, and doing grades and attendance electronically. Each classroom has a SunRay thin-client terminal and Internet access. The school has two open computer labs, one PC and one Mac, which are available to any class for sign-up. In addition there are specialized lab classrooms for digital photography, the Media Communications Academy, ROP, and publications. There are wireless mobile computing carts to bring laptops into the classroom. The school has a state-of-the-art productions training facility which features a fully equipped video studio. Students can produce such works as television news broadcasts, documentaries, movies, training videos, and demo CDs for musicians. The library has a mix of PC-based laptops which can accommodate full class-size usage. The school has 1.5 FTE tech support on-site which is a reduction from the 2.5 FTE which were available two years ago.

### Current Use of Technology for Learning and Management:

Teachers use SASI and Cruncher for access to a wide range of student data. A great variety of classes come to the open labs to use science software, Rosetta Stone, word processing software, internet research, and presentation software. In classrooms, teachers and students use presentation software to present to classes. The digital arts classes use art creation and presentation software to produce professional quality products. The College and Career Center and the library have Eureka software which allows students to explore college and career goals.

### Use of Technology for Curriculum and Instruction

**Goal:** Increase the number of teachers and students utilizing technology as a tool to support all students in meeting, exceeding, and demonstrating mastery of state content standards.

**Benchmark:** By June 30, 2009, 95% of the teachers and students will be utilizing technology as a tool to support all students in meeting, exceeding, and demonstrating mastery of state content standards.

#### Implementation Plan:

- Implement Read 180, a computer based program, as a reading intervention program for students with low CST reading scores.
- Continue implementation of Rosetta Stone, a computer based program, for EL students.
- Maintain and expand use of currently available software.
- Identify which teachers are currently using electronic resources related to state content standards.
- Each department will develop a plan to find and implement technology to help students meet content standards.
- Research for additional existing electronic resources including those provided by publishers of adopted texts and content related websites to be used by students and teachers.
- Increase teacher use of these resources through training and support.
- Increase access by teachers and students to a variety of technological resources.

**Monitoring and Evaluation Criteria and Process:** Use California Technology Assessment Profile (CTAP) to show teacher response for teacher and students use.

### Teachers' and Administrators' Personal Technology Skills

**Goal:** Teachers and administrators will acquire necessary personal technology competencies.

**Benchmark:** By June 30, 2009, 85% of the teachers and administrators will indicate that they are at the proficient user skill level in general computer knowledge and skills, Internet, email and presentation software skills. In addition, 60% of teachers and administrators will indicate that they are at the proficient user level using

spreadsheet and database software as reported on their personal California Technology Assessment Profiles (CTAP).

#### **Implementation Plan:**

- Determine teacher and administrator access to hardware and software both at school and at home.
- Determine staff proficiency level by analyzing CTAP data and establishing a baseline.
- Identify mentors to support staff in their use of technology.
- Establish online folders accessible to the entire staff with a broad range of information.
- Purchase hardware and software as needed for specific topics to increase access.
- Upgrade existing hardware and software.
- Establish training topics needed.
- Identify sources for professional development including online course availability.
- Implement personal professional development from basic technology operation to specific topics such as advanced email, Internet and presentation software based upon individual needs.

**Monitoring and Evaluation Criteria and Process:** Use California Technology Assessment Profile (CTAP) to measure personal technology knowledge and skills for teachers and administrators.

#### **Goals for Infrastructure Development and Hardware**

Essential for continued use of computer technology throughout the school:

- Establish budget for maintaining and upgrading existing hardware and software
- Plan and begin process of replacing printers.
- Research and purchase equipment to analyze data from scanners.
- Plan and begin process of purchasing additional laptop computers for teacher use in and out of the classroom.
- Plan and begin process of replacing lab and classroom computers.
- Purchase other equipment such as LCD projectors and scanners.

#### **Funding Source to Implement Site Technology Plan**

- School and Library Improvement Block Grant
- Other funds as available

#### **Professional Development**

- Training in Rosetta Stone and Read 180
- Training in existing electronic resources including those provided by publishers of adopted texts and content related websites to be used by students and teachers.
- Training at the beginning of the year in IGPro, ClassXP, and Cruncher.
- Training in use of websites for communication with students and parents.
- Training in general computer knowledge and skills, Internet, email and presentation software skills.
- Training in spreadsheet and database software

**Appendix C**  
**Homework Policy**

***Not Available***

**Appendix D**  
**Parent Involvement Policy**

# Newark Memorial High School

## Parent Involvement\* in the Education of Their Children

2008-2009

Newark Memorial High School recognizes that a critical part of effective schooling is parent involvement. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adjust to the responsibilities of being successful students.

Research has shown that involvement by parents as partners in their children's education greatly contributes to positive student achievement and conduct.

1. Families provide the primary educational environment.
2. Parent involvement in their children's education improves student achievement.
3. Parent involvement in children's education is more important to student success than family income or education.
4. Parent involvement with the school is most effective when it is supportive, long-lasting, and well-planned.
5. The benefits of parent involvement for students is not limited to early childhood or the elementary grades; positive benefits continue on through high school.
6. Parents need to be involved in supporting their children's education both at home and in the school, in order to ensure the quality of the schools.

The staff at Newark Memorial High School believes that the education of its students is a responsibility shared with parents. The school's responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations set forth in the California Content Standards.

Parents shall have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping children succeed in school.

A parental involvement plan shall be developed with the assistance of parents, agreed to by parents, incorporated into the school plan, reviewed and updated annually by parents, and made available to the local community.

\* Parent involvement refers to the efforts of any caregiver who has responsibility for caring for a child, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc.

## Parental Involvement – General Information

- Each year parents shall be invited to attend a number of regularly scheduled meetings that are planned at times convenient for their participation. Parents will be kept informed regarding the progress of their children in the core academic program. Through these meetings, parents will be involved on an ongoing basis in the planning, review and improvement of programs, including the parental involvement policy and school plan.
- At these meetings and through the school newsletter and the school website, the principal and staff shall provide timely information about curriculum, local and state assessment results, the proficiency levels students are expected to meet, and the status of the school's Annual Performance Index (API) and Adequate Yearly Progress (AYP) measures. Parents will be informed on an ongoing basis about student support programs, classroom activities and school events. Parents will provide suggestions for, and receive information and training on, family and education-related topics to assist them with their children.

## A Plan to Build Parental Involvement

Newark Memorial High School will take the following steps to ensure effective involvement of parents and to support a partnership among the school, parents, and community.

1. The school will provide written information and/or regularly scheduled informational meetings and workshops to address topics requested and needed by parents. These will enable parents to gain a better understanding of the following:
  - State Content Standards and achievement goals all students are expected to meet.
  - Requirements for high school graduation and college admission.
  - How to monitor their children's progress through interpreting state and local assessment reports and student progress reports.
  - Strategies to use at home to support their child's academic achievement, such as monitoring the completion of homework and school assignments, reading with their child (in any language), working with math, literacy training, etc.
  - Effective use of resources provided by the Counseling Center and the College and Career Center that support parental involvement in their child's education.
2. With the assistance of parents, the school will educate staff in the value of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners in their children's education. Staff will be encouraged to use the following strategies:
  - Ensure that information related to school and parent programs, meetings, workshops, and other activities is sent in a parent-friendly format, and, to the extent required and practical, in a language parents understand.
  - Implement and coordinate parent programs that build ties between parents and the school. These programs might provide opportunities for parents to support the school through volunteering their time, including classroom support and after-school activities.
  - Involve parents as decision-makers including membership on the School Site Council, English Learner Advisory Committee (ELAC), and other decision-making groups at school.
  - Ensure that staff is knowledgeable about parent rights as specified in California statutes.
3. The school staff will further the goal of effective parent involvement through:
  - Working with and supporting a parent group for the purpose of supporting parent involvement activities at the school and to enhance the leadership skills of parents.

- Training parents in leadership roles in order to effectively serve on the School Site Council, parent organizations, and any other Advisory Committee.
- Forming alliances with community-based agencies (such as the Migrant Education Program) and local businesses to connect families, in need of assistance, to appropriate services.
- Providing other support and services as required by parents.

### **Accessibility**

To the extent practical, the school shall provide parents, with limited English proficiency, opportunities to fully participate in school-sponsored activities by using translators at all meetings and workshops and by sending written notices and reports in a language (to the extent required and practical) that parents understand.

## NMHS Meetings and Events Open to Parents and Community

MEETING OR EVENT	PURPOSE/TOPIC	DATE or Meeting Schedule
College Night at Ohlone College (tri-city area event)	Information about college admission, financial aid, & campus life	9/17/08 6:30 pm Ohlone College Epler Gymnasium
Back-to-School Night	Traditional opening of school evening event where parents meet their students' teachers	9/24/08 6:30-8:30 pm NMHS Classrooms
Ballet Folklorico	Latino Cultural Dance Event for the Community	9/27/08 7:00 pm Theater
CSU Application Workshop	Opportunity for parents & their college-bound students to learn about CSU requirements & application process	10/1/08 6 pm English 10/2/07 6 pm Spanish Library
MaST Astronomy Open House	Marine & Science Technology Institute community open house to promote the MaST program	10/2/08 7:00 pm STAR Lab
UC Application Workshop	Opportunity for parents & their college-bound students to learn about UC requirements & application process	10/8/08 6 pm English 10/9/08 6 pm Spanish Library
Fall Play	School-wide Theatrical Performance	11/7/08-11/23/08 8:00 pm Theater
Report Card Night	Parent-teacher conference opportunity	11/19/08 6:30 pm Old Gym
Winter Choir Concert	School-wide Choir performance	12/11/08-12/13/08 7:00 pm Theater
Winter Band Concert	School-wide Band performance	12/18/08 7:00 pm Theater
Financial Aid Workshop 1/14 Wed: STAR Lab 1/15 Thurs: Library	Information for parents on financial aid for college (FAFSA Application)	1/14/09 6 pm English 1/15/09 6 pm Spanish
Battle of the Bands	Music competition among student band groups	1/30/09 7:00 pm Theater
Career Faire	Volunteers from area businesses and occupations present information about their professions to student groups.	2/24/09 7:45-9:15 am Library & classrooms
Senior Counselor Parent Night	Informational meeting about senior year events & requirements for parents of seniors	2/26/09 6:30 pm Location TBA
Cougar Idol	Student talent show	3/5/09 7 pm Theater
8 <sup>th</sup> Grade Parent Night	Information meeting about high school requirements & policies for 8 <sup>th</sup> grade parents	3/11/09 6:30 pm Theater
Choir Dinner Concert	School-wide Choir performance & fundraiser	3/26/09 6:00 pm Commons
Marine & Science Technology (MaST) Open House	Open house to publicize the MaST program to parents & the community	4/2/09 7:00 pm 5/7/09 7:00 pm STAR Lab
Spring Musical Theater	School-wide Theatrical performance	4/24/09-5/10/09 8 pm Theater
Spring Choir Concert	School-wide Choir performance	5/14/09-5/16/09 7 pm Theater
Elementary Band Concerts	District-wide Band performance	5/18/09 & 5/26/09 7 pm Theater
Modern Language Awards	Awards night for Modern Lang students & their parents	5/20/09 7:00 pm Commons

Band Awards	Awards night for Band students & their parents	5/21/09 7:00 pm Commons
Ballet Folklorico	Latino Cultural Dance Event for the Community	5/23/09-5/24/09 7 pm Theater
Spring Band Concert	School-wide Band performance	6/4/09-6/5/09 7:00 pm Theater
MCA (Media Communications Academy) Awards Night	Awards night for MCA students & their parents	6/8/09 5:00 pm Theater
Choir Awards	Awards night for Choir students & their parents	6/9/09 7:00 pm Commons
Athletic Awards Night	Awards night for Athletes & their parents	6/10/09 7:00 pm Commons
Senior Awards Night	Awards night for graduating seniors & their parents	6/11/09 7:00 pm Old Gym
Willy Awards	Awards night for Drama students & their parents	6/13/09 7:00 pm Theater
Graduation	Ceremony to celebrate the success of seniors meeting all high school requirements	6/20/09 9:00 am Football Stadium

### Small Group Meetings with Parents and School Officials

MEETING / PROGRAM	PURPOSE
Individual Education Plan (IEP) meetings for students in Special Education	Triennial IEP assessments are held for special education students to establish, review, and, when necessary, modify programming and services for students with exceptional needs. IEP meetings help to keep parents and students informed about academic progress, attendance, and any behavioral concerns. Parents are provided with information about their rights & responsibilities.
Student Study /Section 504 Team (SST) meetings	The school-based support team, with the regular education program, reviews a student's problems and plans alternative instructional strategies or interventions to be used in the regular program. The team meets periodically to review concerns about individual students and plans activities, interventions, or program modifications, which will result in increased student achievement. The purpose of holding an SST is to identify and intervene, as early as possible, with students at risk for academic failure, attendance problems, discipline problems, and to identify students who may need special services.
Student Attendance Review Team (SART) meetings	When a student has attendance issues and considered truant, parents are requested to attend a meeting with the student's assistant principal and other school officials, when necessary, to address and identify potential underlying issues regarding the student's attendance problems. The goal is to solicit parent support to reduce / eliminate attendance problems.

### NMHS Programs with Parent Representatives

MEETING OR EVENT	PURPOSE/TOPIC	DATE or Meeting Schedule
School Site Council	As decision-makers in the development of a school plan for submission to the local governing board, the Council approves the School Improvement Program, supplementary instructional activities and materials and/or student support programs. They	2 <sup>nd</sup> Tuesday of each month, 4-6 pm Faculty Dining Room in Main Office

	establish objectives for the school plan based upon an analysis of data.	
English Learner Advisory Council (ELAC)	ELAC meets with the principal and ELD/ELAC liaison to stay informed about the English Learner program.	Once each semester
Principal's Parent Advisory Group	Principal meets with interested parents to keep them informed about school programs and policies and to hear and address their concerns.	Monthly evening meetings
Multicultural Parent Advisory Group	Principal meets with interested multicultural parents to keep them informed about school programs, policies, and issues pertinent to the multicultural student population and to hear and address their concerns.	1 <sup>st</sup> Monday evening of each month
Puente Parent Group	Meetings are held to inform parents of Puente students about high school and college requirements, financial aid, and scholarships.	Quarterly meetings with counselor & Puente teacher
Athletic Boosters	Boosters support the athletic program through fundraisers (i.e., Crab Feed), help to raise funds for scholarships, and continue to build parent and community support for the athletic program.	3 <sup>rd</sup> Monday of each month, 7 pm, Commons
Newark Band Boosters	Band Boosters support the instrumental music program and organize fundraising.	2 <sup>nd</sup> Tuesday of each month, 7-9 pm

## [Print Communication](#)

<b>Type of Communication</b>	<b>Description / Purpose</b>
Monthly Newsletter	School information bulletin with monthly calendars, announcements, and principal's message.
Student and Parent Handbook	Annual publication of school policies and information.
Progress Reports and Report Cards	Academic grade report that keeps parents and students informed about student progress. Frequency: Progress reports—4 times a year; quarter grades—2 times a year; report card grades—2 times a year.
NMHS and Newark Unified School District Websites	Online website that informs the user about all school and district staff, organizations, policies, calendar of events, programs, etc.
School Loop	Online parent-teacher-student information system that allows communication among all parties. Teachers post assignments, grades, class policies, etc.
Marquee Announcements	Digital announcement board posted in front of the main office that displays information about important events.

## **Appendix E**

### **Parent Survey Results**

# High School Parent Survey Results

How effective is this school in meeting the individual needs of your child in the following academic areas?

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
<b>READING</b>						
Extremely	70	14.58%	85	15.95%	18	18.95%
Very	208	43.33%	275	51.59%	38	40.00%
Somewhat	132	27.50%	149	27.95%	29	30.53%
Not At All	7	1.46%	11	2.06%	0	0%
Don't know/Not enrolled (Not Answered)	7 56	1.46% 11.67%	7 6	1.31% 1.13%	0 10	0% 10.53%
<b>TOTAL RESPONSES</b>	<b>480</b>	<b>100%</b>	<b>533</b>	<b>100%</b>	<b>95</b>	<b>100%</b>
<b>WRITING</b>						
Extremely	71	14.73%	83	15.57%	18	18.95%
Very	204	42.32%	255	47.84%	42	44.21%
Somewhat	129	26.76%	163	30.58%	22	23.16%
Not At All	12	2.49%	17	3.19%	1	1.05%
Don't know/Not enrolled (Not Answered)	7 59	1.45% 12.24%	3 12	.56% 2.25%	0 12	0% 12.63%
<b>TOTAL RESPONSES</b>	<b>482</b>	<b>100%</b>	<b>533</b>	<b>100%</b>	<b>95</b>	<b>100%</b>
<b>MATHEMATICS</b>						
Extremely	91	18.92%	118	22.31%	22	23.16%
Very	194	40.33%	243	45.94%	45	47.37%
Somewhat	106	22.04%	127	24.01%	16	16.84%
Not At All	16	3.33%	25	4.73%	2	2.11%
Don't Know/Not Enrolled (Not Answered)	11 63	2.29% 13.10%	8 8	1.51% 1.51%	0 10	0% 10.53%
<b>TOTAL RESPONSES</b>	<b>481</b>	<b>100%</b>	<b>529</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
<b>HISTORY/SOCIAL SCIENCE</b>						
Extremely	49	10.23%	72	13.61%	15	15.96%
Very	173	36.12%	228	43.10%	43	45.74%
Somewhat	137	28.60%	113	21.36%	17	18.09%
Not At All	16	3.34%	28	5.29%	4	4.26%
Don't Know/Not Enrolled	37	7.72%	83	15.69%	4	4.26%
(Not Answered)	67	13.99%	5	.95%	11	11.70%
<b>TOTAL RESPONSES</b>	<b>479</b>	<b>100%</b>	<b>529</b>	<b>100%</b>	<b>94</b>	<b>100%</b>

<b>SCIENCE</b>						
Extremely	74	15.32%	86	16.17%	20	21.05%
Very	189	39.13%	231	43.42%	47	49.47%
Somewhat	120	24.84%	151	28.38%	15	15.79%
Not At All	10	2.07%	34	6.39%	1	1.05%
Don't know/Not enrolled	15	3.11%	13	2.44%	0	0%
(Not Answered)	75	15.53%	17	3.20%	12	12.63%
<b>TOTAL RESPONSES</b>	<b>483</b>	<b>100%</b>	<b>532</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

<b>PHYSICAL EDUCATION/HEALTH</b>						
Extremely	63	13.15%	118	22.31%	22	23.40%
Very	188	39.25%	239	45.18%	45	47.87%
Somewhat	97	20.25%	113	21.36%	11	11.70%
Not At All	17	3.55%	19	3.59%	1	1.06%
Don't know/Not enrolled	37	7.72%	31	5.86%	3	3.19%
(Not Answered)	77	16.08%	9	1.70%	12	12.77%
<b>TOTAL RESPONSES</b>	<b>479</b>	<b>100%</b>	<b>529</b>	<b>100%</b>	<b>94</b>	<b>100%</b>

<b>LIBRARY SERVICES</b>						
Extremely	39	8.13%	64	12.10%	13	13.98%
Very	120	25.00%	163	30.81%	31	33.33%
Somewhat	138	28.75%	141	26.65%	23	24.73%
Not At All	49	10.21%	57	10.78%	5	5.38%
Don't Know/Not Enrolled	63	13.13%	78	14.74%	7	7.53%
(Not Answered)	71	14.79%	26	4.91%	14	15.05%
<b>TOTAL RESPONSES</b>	<b>480</b>	<b>100%</b>	<b>529</b>	<b>100%</b>	<b>93</b>	<b>100%</b>

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent

**PERFORMING ARTS(Dance/Drama/Band/Chorus)****(Answer only if your child participates in this program.)**

Extremely	62	12.89%	87	16.32%	11	11.58%
Very	55	11.43%	96	18.01%	23	24.21%
Somewhat	52	10.81%	55	10.32%	6	6.32%
Not At All	14	2.91%	18	3.38%	5	5.26%
Don't Know/Not Enrolled	88	18.30%	107	20.08%	14	14.74%
(Not Answered)	210	43.66%	170	31.89%	36	37.89%
<b>TOTAL RESPONSES</b>	<b>481</b>	<b>100%</b>	<b>533</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

**VISUAL ARTS(Art, Ceramics, Master's Art)**

Extremely	55	11.39%	69	12.95%	14	14.89%
Very	89	18.43%	140	26.27%	29	30.85%
Somewhat	93	19.25%	113	21.20%	17	18.09%
Not At All	23	4.76%	22	4.13%	1	1.06%
Don't know/Not enrolled	109	22.57%	139	26.08%	15	15.96%
(Not Answered)	114	23.60%	50	9.38%	18	19.15%
<b>TOTAL RESPONSES</b>	<b>483</b>	<b>100%</b>	<b>533</b>	<b>100%</b>	<b>94</b>	<b>100%</b>

**SPECIAL EDUCATION****(Answer only if your child participates in this program.)**

Extremely	12	2.49%	21	3.94%	5	5.26%
Very	19	3.95%	34	6.38%	8	8.42%
Somewhat	14	2.91%	30	5.63%	6	6.32%
Not At All	13	2.70%	18	3.38%	2	2.11%
Don't know/Not enrolled	102	21.21%	126	23.64%	17	17.89%
(Not Answered)	321	66.74%	304	57.04%	57	60.00%
<b>TOTAL RESPONSES</b>	<b>481</b>	<b>100%</b>	<b>533</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
<b>PROGRAM FOR ENGLISH LEARNERS</b>						
<b>(Answer only if your child participates in this program.)</b>						
Extremely	15	3.11%	31	5.81%	7	7.37%
Very	18	3.73%	25	4.68%	11	11.58%
Somewhat	23	4.77%	34	6.37%	3	3.16%
Not At All	10	2.07%	12	2.25%	4	4.21%
Don't Know/Not Enrolled	98	20.33%	128	23.97%	18	18.95%
(Not Answered)	318	65.98%	304	56.93%	52	54.74%
<b>TOTAL RESPONSES</b>	<b>482</b>	<b>100%</b>	<b>534</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

### **ATHLETICS AND SPORTS**

Extremely	96	20.08%	153	28.71%	23	24.21%
Very	128	26.78%	174	32.65%	30	31.58%
Somewhat	62	12.97%	87	16.32%	13	13.68%
Not At All	19	3.97%	19	3.56%	5	5.26%
Don't know/Not enrolled	90	18.83%	87	16.32%	11	11.58%
(Not Answered)	83	17.36%	13	2.44%	13	13.68%
<b>TOTAL RESPONSES</b>	<b>478</b>	<b>100%</b>	<b>533</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

### **CAREER AND VOCATIONAL EDUCATION PROGRAMS**

Extremely	39	8.09%	74	13.96%	12	12.63%
Very	100	20.75%	128	24.15%	29	30.53%
Somewhat	98	20.33%	125	23.58%	16	16.84%
Not At All	29	6.02%	29	5.47%	7	7.37%
Don't know/Not enrolled	113	23.44%	147	27.74%	17	17.78%
(Not Answered)	103	21.37%	27	5.09%	14	14.74%
<b>TOTAL RESPONSES</b>	<b>482</b>	<b>100%</b>	<b>530</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

### **MODERN LANGUAGES**

Extremely			85	15.98%	14	14.74%
Very			197	37.03%	31	32.63%
Somewhat			140	26.32%	23	24.21%
Not At All			28	5.26%	3	3.16%

Don't know/Not enrolled	54	10.15%	9	9.47%
(Not Answered)	28	5.26%	15	15.79%
<b>TOTAL RESPONSES</b>	<b>532</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
<b>I am aware of the State Content Standards in Language Arts, Math, History/Social Science and Science.</b>						
Strongly Agree	75	15.53%	104	19.48%	21	22.11%
Agree	258	53.42%	292	54.68%	47	49.47%
Disagree	48	9.94%	63	11.80%	9	9.47%
Strongly Disagree	11	2.28%	22	4.12%	0	0%
No Opinion	35	7.25%	35	6.55%	5	5.26%
(Not Answered)	56	11.59%	18	3.37%	13	13.68%
<b>TOTAL RESPONSES</b>	<b>483</b>	<b>100%</b>	<b>534</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

**I am aware of the NMHS Graduation Requirements.**

Strongly Agree	134	27.80%	150	28.20%	34	35.79%
Agree	228	47.30%	301	56.58%	38	40.00%
Disagree	22	4.56%	30	5.64%	9	9.47%
Strongly Disagree	8	1.66%	15	2.82%	1	1.05%
No Opinion	20	4.15%	16	3.01%	3	3.16%
(Not Answered)	70	14.52%	20	3.76%	10	10.53%
<b>TOTAL RESPONSES</b>	<b>482</b>	<b>100%</b>	<b>532</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

**I receive sufficient information about my child's progress through grade reports, progress reports, state test results, phone calls, notes, etc.**

Strongly Agree	110	22.82%	149	28.06%	36	37.89%
Agree	237	49.17%	285	53.67%	33	34.74%
Disagree	43	8.92%	50	9.42%	10	10.53%
Strongly Disagree	22	4.56%	15	2.82%	2	2.11%
No Opinion	9	1.87%	13	2.45%	0	0%
(Not Answered)	61	12.66%	19	3.58%	14	14.74%
<b>TOTAL RESPONSES</b>	<b>482</b>	<b>100%</b>	<b>531</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
<b>I am kept informed about school program and upcoming events.</b>						
Strongly Agree	72	14.94%	83	15.69%	21	22.34%
Agree	231	47.93%	273	51.61%	44	46.81%
Disagree	77	15.98%	101	19.09%	13	13.83%
Strongly Disagree	20	4.15%	26	4.91%	2	2.13%
No Opinion	20	4.15%	26	4.91%	3	3.19%
(Not Answered)	62	12.86%	20	3.78%	11	11.70%
<b>TOTAL RESPONSES</b>	<b>482</b>	<b>100%</b>	<b>529</b>	<b>100%</b>	<b>94</b>	<b>100%</b>

<b>The principal of my child's school is available/accessible, returns my calls and answers my questions or concerns.</b>						
Strongly Agree	48	9.96%	55	10.30%	9	9.47%
Agree	151	31.33%	173	32.40%	32	33.68%
Disagree	65	13.49%	90	16.85%	13	13.68%
Strongly Disagree	21	4.36%	41	7.68%	4	4.21%
No Opinion	132	27.39%	149	27.90%	23	24.21%
(Not Answered)	65	13.49%	26	4.87%	14	14.74%
<b>TOTAL RESPONSES</b>	<b>482</b>	<b>100%</b>	<b>534</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

<b>The assistant principals of my child's school are available/accessible, returns my calls and answers my questions or concerns.</b>						
Strongly Agree	44	9.15%	63	11.86%	13	13.68%
Agree	147	30.56%	189	35.59%	33	34.74%
Disagree	52	10.81%	76	14.31%	10	10.53%
Strongly Disagree	21	4.37%	22	4.14%	3	3.16%
No Opinion	144	29.94%	151	28.44%	20	21.05%
(Not Answered)	73	15.18%	30	5.65%	16	16.84%
<b>TOTAL RESPONSES</b>	<b>481</b>	<b>100%</b>	<b>531</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
<b>The counselor of my child's school are available/accessible, returns my calls and answers my questions or concerns.</b>						
Strongly Agree	85	17.67%	122	22.85%	25	26.32%
Agree	195	40.54%	228	42.70%	33	34.74%
Disagree	33	6.86%	61	11.42%	8	8.42%
Strongly Disagree	25	5.20%	23	4.31%	3	3.16%
No Opinion	70	14.55%	66	12.36%	14	14.74%
(Not Answered)	73	15.18%	34	6.37%	12	12.63%
<b>TOTAL RESPONSES</b>	<b>481</b>	<b>100%</b>	<b>534</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

<b>My child's teachers are available/accessible, returns my calls and answers my questions or concerns.</b>						
Strongly Agree	70	14.55%	106	19.89%	27	28.42%
Agree	223	46.36%	261	48.97%	39	41.05%
Disagree	40	8.32%	53	9.94%	4	4.21%
Strongly Disagree	20	4.16%	14	2.63%	2	2.11%
No Opinion	60	12.47%	68	12.76%	11	11.58%
(Not Answered)	68	14.14%	31	5.82%	12	12.63%
<b>TOTAL RESPONSES</b>	<b>481</b>	<b>100%</b>	<b>533</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

<b>My school informs me of opportunities for me to volunteer at school.</b>						
Strongly Agree	33	6.86%	51	9.62%	8	8.51%
Agree	164	34.10%	194	36.60%	37	39.36%
Disagree	83	17.26%	124	23.40%	17	18.09%
Strongly Disagree	40	8.32%	50	9.43%	2	2.13%
No Opinion	89	18.50%	87	16.42%	19	20.21%
(Not Answered)	72	14.97%	24	4.53%	11	11.79%
<b>TOTAL RESPONSES</b>	<b>481</b>	<b>100%</b>	<b>530</b>	<b>100%</b>	<b>94</b>	<b>100%</b>

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
<b>My child's school provides me with information about how I can support my child's learning at home.</b>						
Strongly Agree	40	8.32%	59	11.07%	10	10.53%
Agree	188	39.09%	231	43.34%	37	38.95%
Disagree	84	17.46%	112	21.01%	19	20.00%
Strongly Disagree	37	7.69%	37	6.94%	6	6.32%
No Opinion	62	12.89%	67	12.57%	10	10.53%
(No Answered)	70	14.55%	27	5.07%	13	13.68%
<b>TOTAL RESPONSES</b>	<b>481</b>	<b>100%</b>	<b>533</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

**I am informed of the NUSD Homework Policy.**

Strongly Agree	56	11.62%	69	12.97%	17	17.89%
Agree	206	42.74%	266	50.00%	41	43.16%
Disagree	66	13.69%	95	17.86%	19	20.00%
Strongly Disagree	36	7.47%	25	4.70%	2	2.11%
No Opinion	38	7.88%	41	7.71%	4	4.21%
(Not Answered)	80	16.60%	36	6.77%	12	12.63%
<b>TOTAL RESPONSES</b>	<b>482</b>	<b>100%</b>	<b>532</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

**The homework assigned to my student is relevant to classroom instruction.**

Strongly Agree	78	16.18%	90	16.89%	17	18.09%
Agree	238	49.38%	313	58.72%	51	54.26%
Disagree	39	8.09%	46	8.63%	7	7.45%
Strongly Disagree	12	2.49%	16	3.00%	4	4.26%
No Opinion	37	7.68%	37	6.94%	3	3.19%
(Not Answered)	78	16.18%	31	5.82%	12	12.77%
<b>TOTAL RESPONSES</b>	<b>482</b>	<b>100%</b>	<b>533</b>	<b>100%</b>	<b>94</b>	<b>100%</b>

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
<b>My child has access to, and regularly uses, computers and other technology as part of the classroom instructional programs.</b>						
Strongly Agree	77	16.01%	114	21.43%	25	26.32%
Agree	220	45.74%	272	51.13%	37	38.95%
Disagree	57	11.85%	48	9.02%	8	8.42%
Strongly Disagree	13	2.70%	16	3.01%	5	5.26%
No Opinion	42	8.73%	47	8.83%	7	7.37%
(Not Answered)	72	14.97%	35	6.58%	13	13.68%
<b>TOTAL RESPONSES</b>	<b>481</b>	<b>100%</b>	<b>532</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

**School Climate: My child's school is a well-maintained facility.**

Strongly Agree	73	15.11%	81	15.20%	15	15.79%
Agree	240	49.69%	306	57.41%	44	46.32%
Disagree	39	8.07%	62	11.63%	16	16.84%
Strongly Disagree	20	4.14%	23	4.32%	2	2.11%
No Opinion	34	7.04%	32	6.00%	7	7.37%
(Not Answered)	77	15.94%	29	5.44%	11	11.58%
<b>TOTAL RESPONSES</b>	<b>483</b>	<b>100%</b>	<b>533</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

**School Climate: My child feels safe at school.**

Strongly Agree	50	10.37%	83	15.57%	12	12.77%
Agree	221	45.85%	278	52.16%	49	52.13%
Disagree	67	13.90%	80	15.01%	9	9.57%
Strongly Disagree	37	7.68%	30	5.63%	6	6.38%
No Opinion	34	7.05%	28	5.25%	6	6.38%
(Not Answered)	73	15.15%	34	6.38%	12	12.77%
<b>TOTAL RESPONSES</b>	<b>482</b>	<b>100%</b>	<b>533</b>	<b>100%</b>	<b>94</b>	<b>100%</b>

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
<b>School Climate: Teachers and staff treat my student with respect and kindness.</b>						
Strongly Agree	67	13.87%	90	17.05%	21	22.11%
Agree	239	49.48%	289	54.73%	45	47.37%
Disagree	46	9.52%	65	12.31%	8	8.42%
Strongly Disagree	22	4.55%	20	3.79%	1	1.05%
No Opinion	30	6.21%	37	7.01%	5	5.26%
(Not Answered)	79	16.36%	27	5.11%	15	15.79%
<b>TOTAL RESPONSES</b>	<b>483</b>	<b>100%</b>	<b>528</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

<b>School Climate: Students treat my child with respect and kindness.</b>						
Strongly Agree	55	11.41%	63	11.84%	13	13.68%
Agree	233	48.34%	301	56.58%	44	46.32%
Disagree	58	12.03%	63	11.84%	11	11.58%
Strongly Disagree	22	4.56%	29	5.45%	4	4.21%
No Opinion	40	8.30%	45	8.46%	10	10.53%
(Not Answered)	74	15.35%	31	5.83%	13	13.68%
<b>TOTAL RESPONSES</b>	<b>482</b>	<b>100%</b>	<b>532</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

<b>School Climate: Behavior standards/discipline are fairly and consistently applied.</b>						
Strongly Agree	50	10.37%	66	12.38%	16	16.84%
Agree	205	42.53%	285	53.47%	39	41.05%
Disagree	52	10.79%	69	12.95%	11	11.58%
Strongly Disagree	43	8.92%	25	4.69%	4	4.21%
No Opinion	56	11.62%	63	11.82%	11	11.58%
(Not Answered)	76	15.77%	25	4.69%	14	14.74%
<b>TOTAL RESPONSES</b>	<b>482</b>	<b>100%</b>	<b>533</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
<b>My Student is aware of, and uses, the Tutorial Center on campus.</b>						
Strongly Agree	61	12.63%	82	15.36%	14	14.74%
Agree	197	40.79%	153	28.65%	23	24.21%
Disagree	61	12.63%	141	26.40%	19	20.00%
Strongly Disagree	17	3.52%	71	13.30%	16	16.84%
No Opinion	69	14.29%	56	10.49%	8	8.42%
(Not Answered)	78	16.15%	31	5.81%	15	15.79%
<b>TOTAL RESPONSES</b>	<b>483</b>	<b>100%</b>	<b>534</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

**I am informed of opportunities to attend school activities, i.e., Back to School Night, Report Card Night, Parent Advisory Committee meetings, etc.**

Strongly Agree	75	15.59%	112	20.97%	18	19.15%
Agree	252	52.39%	294	55.06%	43	45.74%
Disagree	37	7.69%	41	7.68%	6	6.38%
Strongly Disagree	14	2.91%	18	3.37%	6	6.38%
No Opinion	29	6.03%	32	5.99%	3	3.19%
(Not Answered)	74	15.38%	37	6.93%	18	19.15%
<b>TOTAL RESPONSES</b>	<b>481</b>	<b>100%</b>	<b>534</b>	<b>100%</b>	<b>94</b>	<b>100%</b>

**I am informed of opportunities to attend school sporting events, dramatic presentations, concerts, etc.**

Strongly Agree	64	13.25%	106	19.85%	13	13.68%
Agree	224	46.38%	274	51.31%	42	44.21%
Disagree	60	12.42%	69	12.92%	12	12.63%
Strongly Disagree	18	3.73%	18	3.37%	6	6.32%
No Opinion	40	8.28%	42	7.87%	7	7.37%
(Not Answered)	77	15.94%	25	4.68%	15	15.79%
<b>TOTAL RESPONSES</b>	<b>483</b>	<b>100%</b>	<b>534</b>	<b>100%</b>	<b>95</b>	<b>100%</b>

**I am aware of the special programs offered at NMHS, such as AVID, MAST, BioTech, College Connection, and MCA.**

Strongly Agree	74	13.86%	20	21.28%
Agree	253	47.38%	37	39.36%
Disagree	91	17.04%	13	13.83%

Strongly Disagree	27	5.06%	5	5.32%
No Opinion	61	11.42%	5	5.32%
(Not Answered)	28	5.24%	14	14.89%
<b>TOTAL RESPONSES</b>	<b>534</b>	<b>100%</b>	<b>94</b>	<b>100%</b>

**I am informed of procedures and consequences regarding student tardiness and absences.**

Strongly Agree	121	22.70%	28	29.47%
Agree	282	52.91%	40	42.11%
Disagree	47	8.82%	8	8.42%
Strongly Disagree	26	4.88%	3	3.16%
No Opinion	27	5.07%	0	0%
(Not Answered)	30	5.63%	16	16.84%
<b>TOTAL RESPONSES</b>	<b>533</b>	<b>100%</b>	<b>95</b>	<b>100%</b>