

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mr. Max L. Beaman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Newbury Park High School
(As it should appear in the official records)

School Mailing Address 456 Reino Road
(If address is P.O. Box, also include street address)

Newbury Park California 91320-3798
State Zip Code+4 (9 digits total)

County Ventura State School Code Number 56-73759

Telephone (805) 498-3676 Fax (805) 499-3549

Website/URL www.nphs.org E-mail: mbeaman@conejo.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date January 10, 2006

Name of Superintendent Dr. Robert Fraisse
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Conejo Valley Unified School District Tel. (805) 497-9511

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date January 10, 2006

Name of School Board
President/Chairperson Dr. Timothy Stephens
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date January 10, 2006

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 20 Elementary schools
 5 Middle schools
 -- Junior high schools
 4 High schools
 1 Other Adult Ed

 30 TOTAL
2. District Per Pupil Expenditure: \$6395

 Average State Per Pupil Expenditure: \$10,325

SCHOOL

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 9 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	299	287	586
2				10	305	297	602
3				11	260	261	521
4				12	232	239	471
5				Other			
6					1096	1084	2180
TOTAL STUDENTS IN THE APPLYING SCHOOL →							2180

6. Racial/ethnic composition of the students in the school: 75% White
2% Black or African American
14% Hispanic or Latino
8% Asian/Pacific Islander
1% American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 7%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	70
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	77
(3)	Total of all transferred students [sum of rows (1) and (2)]	147
(4)	Total number of students in the school as of October 1	2018
(5)	Total transferred students in row (3) divided by total students in row (4)	.072
(6)	Amount in row (5) multiplied by 100	7%

8. Limited English Proficient students in the school: 6%
134Total Number Limited English Proficient

Number of languages represented: 9

Specify languages: Spanish, Farsi, Mandarin, Japanese, Burmese, Cambodian, Vietnamese, Filipino, Visayan

9. Students eligible for free/reduced-priced meals: 9%

Total number students who qualify: 190

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9%
194Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>12</u> Autism	<u>3</u> Orthopedic Impairment
<u>1</u> Deafness	<u>52</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>70</u> Specific Learning Disability
<u>12</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>24</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>5</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>77</u>	<u>3</u>
Special resource teachers/specialists	<u>16</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>27</u>
Support staff	<u>32</u>	<u>12</u>
Total number	<u>131</u>	<u>43</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 26:1
13. Show the attendance patterns of teachers and students as a percentage.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	98%	98%	97%
Daily teacher attendance	5%	5%	5%	6%	6%
Teacher turnover rate	9%	14%	10%	17%	10%
Student dropout rate (middle/high)	0%	1%	0%	1%	1%
Student drop-off rate (high school)	8%	3%	6%	1%	5%

The drop-out rate indicates the students whose location is unknown or who have left school. The drop-off rate is higher because the majority of students who leave Newbury Park High School re-enroll in another school, whether within our district or elsewhere.

14. **(High Schools Only)** Show what the students who graduated in Spring 2005 are doing as of September 2004.

Graduating class size	<u>346</u>
Enrolled in a 4-year college or university	<u>41%</u>
Enrolled in a community college	<u>36%</u>
Enrolled in vocational training	<u>1%</u>
Found employment	<u>1%</u>
Military service	<u>1%</u>
Other (travel, staying home, etc.)	<u>0%</u>
Unknown	<u>20%</u>
Total	<u>100%</u>

PART III – SUMMARY

Newbury Park High School stands nestled against the hills at the northern end of the Conejo Valley in Ventura County, CA, approximately sixty miles north of Los Angeles. Built in 1967, the site is now one of three comprehensive high schools in the Conejo Valley Unified School District. Newbury Park is part of the larger Thousand Oaks community, a suburban community located on the 101 Freeway corridor. With a diverse and growing student population of 2180, the campus is home to a wide variety of programs and activities developed to meet the expanding educational needs and interests of our students.

Our Mission Statement and Expected Schoolwide Learning Results (ESLRs) are reflective of the depth of commitment our community holds for the education of young people. Adopted with input from all stakeholders, our Mission Statement and six ESLRs state (briefly): All NPHS Graduates will be critical thinkers, effective communicators, problem solvers, and active community members who possess core knowledge and are understanding and respectful of others. The ESLRs are annually monitored for relevance and serve as overarching goals for daily interaction on campus. Written benchmarks determine the level of ESLR attainment in each content area.

NPHS serves a suburban, middle- to upper-middle-class community and provides a four-year comprehensive program for a student population that is 1% American Indian 2% African American, 8% Asian, 14% Hispanic, and 75% White. Our English Language Learners comprise 6% of a total student population that is expected to grow by over 200 in each of the next two years. Newbury Park enjoys fierce community loyalty and a history of high academic and co-curricular success. NPHS lead the district last year with an Academic Performance Index of 802 and boasts a current API of 811. Panthers consistently earn awards in the areas of yearbook, choir, band, drum line, color guard, Academic Decathlon, Mock Trial, forensics, and athletics. NPHS is home to the only International Baccalaureate program in the region due to the high expectations of the community, the staff, and our students. A full-time School-to-Career teacher oversees DATA (our Digital Arts and Technology Academy), the Majors Program (which offers students the opportunity for internships and exploration in any of six career pathways), and other activities designed to assist students in connecting academics to careers and post-secondary education. Programs and educational growth are the result of innovations developed through the collaboration of teachers, parents, students, administrators, and community partners.

Historically we have enjoyed being the smallest high school in the district; as a result, a culture of unparalleled individualized support is integral to NPHS. Counselors and teachers provide personal assistance to families with questions about courses, college, and private issues on a daily basis. Finding an open classroom door well into the evening hours is common. We recognize we must work especially hard to meet the needs of our increasingly diverse student population, especially those who are at-risk or whose first language is not English. We have identified obstacles to student achievement, implemented action plans to address them, and are working with the community to overcome them. Community support takes many forms: input from all stakeholders led to the development of our block schedule;

every Tuesday evening bilingual tutors from Amgen Corporation assist our English Language Learners with Math and science; through unprecedented funding and cooperation between the City of Thousand Oaks and the CVUSD, Panther Stadium was completely renovated in 2004 and now offers new bleachers, paving, an all-weather track and state-of-the-art Field Turf which will reduce injury to our athletes; individuals have donated landscaping materials and labor to beautify our grounds; the list goes on.

As we look to the future (and projected growth), we are already planning facilities and program expansion, but we want to make sure growth does not mean the loss of personalized services and relationships that have become central to our identity. We recognize that parental involvement is critical to the success of our students, especially those who are under-achieving, and we continuously work to provide paths for parents and students to find appropriate connections to life on campus. Our staff, though extremely dedicated and highly qualified, continues to work hard to remain current in their respective fields. As a result of parent, community, staff, and student collaboration, our students continue to prove the district motto: *High Expectations*→*High Achievement*. And *Panther Pride* has become more than a catchphrase; it is a way of life.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: The California Standards Tests, or CSTs, are given to students in grades two through eleven as part of the Standardized Testing and Reporting (STAR) program. The CSTs were developed specifically for California public schools to determine how well students are achieving state-adopted content standards in English-language arts, mathematics, history-social science, and science. Individual student and summary results on the CSTs are reported according to the performance levels approved by the State Board of Education. Students demonstrate sufficient knowledge and skills and are scored as performing at a particular level: advanced, proficient, basic, below basic, and far below basic. The target is for all students to score at the proficient level to address both state and federal performance improvement requirements. Elements used to address No Child Left Behind (NCLB) requirements to determine Adequate Yearly Progress (AYP) include: 95% of students taking CSTs, the percentage of students who score “proficient” or above on the CSTs as compared to No Child Left Behind (NCLB) Annual Measurable Objectives, graduation rates, and API growth (as explained below). Internet summary results are reported for schools, school districts, counties, and the state on the California Department of Education Web site at <http://star.cde.ca.gov>.

CST scores from the STAR program, as well as scores from the California High School Exit Examination (CAHSEE) are used to calculate an annual Academic Performance Index (API) for each school in the state. The statewide performance goal for all schools is 800 on a scale that ranges from 200 to 1000. The API is used both to measure the growth of school performance from one year to the next and to rank schools annually. Based on a review of CST scores over the past three years (2003-2005), Newbury Park High School has shown significant progress. In the English-Language Arts (ELA) section, ninth grade students improved 2% over the last three years. Tenth grade students have shown a 4% improvement between 2003 and 2005 results. Eleventh grade students continued the trend of improvement by posting a 4% growth over the past three years. All figures are based on students who scored at or above the proficient range.

With respect to math scores, there are a variety of CST’s students take, depending on the level of math most recently completed. In Geometry, 54% of ninth grade students scored at or above the proficient range. In 2005, 55% of ninth graders scored at or above the proficient range. In 2003, only 21% of those ninth graders scored in the advanced range but by 2005, 27% of those ninth graders scored in the advanced range, an increase of 6% for students in Geometry.

The state of California recognizes scores to be significant when one hundred or more students or at least 5% of the school’s population is made up of a specific group such as English Language Learners (ELL), economically disadvantaged and special education. Data indicate the achievement gap is

closing. For example, between these groups and the general population, the 2005 CST scores indicate 29% of all ninth graders in the economically disadvantaged sub-population scored at the proficient or above range for the English-Language Arts test as compared to 22% who scored in the proficient and above range in 2003. Thirty-one percent of tenth grade students in the economically disadvantaged subpopulation scored at the proficient or above range in 2005 as compared to only 26% in 2003. Also in 2003, 22% of ninth grade students scored at or above the proficient range. Those same students, now eleventh graders (2005), maintained a 22% rate of scoring at or above the proficient range. For English Language Learners, 13% of all ninth grade students scored at or above the proficient range on the English Language Arts CST. This is an improvement from 2003, when only seven 7% of ninth grade students scored at or above the proficient range. English language learners are a growing population at Newbury Park. Using our most recent WASC accreditation visit as a starting point, the school has established goals to achieve over the next six years to improve overall achievement for English language learners, and we are pleased to be making significant progress.

Newbury Park has also seen a positive trend in student achievement with the California High School Exit Exam (CAHSEE). This year, a majority (78%) of tenth graders who took the ELA portion of the CAHSEE for the first time passed, ranking NPHS in the top ten percent of schools in the state. In addition, four of six sub-populations (all but “white” and “students with disabilities”) improved their scores over 2004. In math, overall scores from tenth graders on the CAHSEE show a steady gain over the last three years, and four of six sub-populations improved their scores from 2004. Of the two remaining, the largest group (“white”) remained unchanged over the two years. Of those sub-populations that are large enough to be statistically significant, every group has improved over the last three years.

2. Using Assessment Results: NPHS stakeholders continue to set and maintain high expectations for student success. Collaborative efforts between the School Leadership Team (made up of administrators, English Language Development Coordinator, School to Career Coordinator, Librarian, Counselors and Department Chairpersons) and the School Site Council (made up of teachers, parents, community members, students and school staff) have led to the implementation and maintenance of Expected School-wide Learning Results (ESLRs) that were developed after careful analysis of assessment data such as API, CAHSEE, and CST results. The NPHS School Improvement Plan is designed and monitored annually by the School Site Council.

In addition each department chairperson meets with his/her department to review the goals for the year, assess whether or not they have been achieved, and establish goals for the upcoming year based on their analysis of data. The departments address critical areas of follow-up as identified in the analysis of school data and support attainment of the school-wide Key Areas of Improvement identified in the accreditation process. These areas along with other program components are submitted at the beginning of the year to the School Site Council, which examines the plan in light of school-wide testing data, makes alterations and suggestions, and, finally, approves the plan and the related resource allocation for the school year. Teachers in each department are also involved in ongoing curriculum development that includes review of content standards and instructional materials with the goal of facilitating students’ mastery of essential content standards. Teachers work with Edusoft, an on line program that analyzes and breaks down student data for school-wide and sub-population groups by class roster. Staff members regularly review information from the CSTs and CAHSEE, continuously on the alert for needed revisions to the curriculum.

3. Communicating Assessment Results: NPHS welcomes and promotes a high level of community involvement. Since one of our ESLRs is to be effective communicators, it is important for us to model that belief. Parents and students receive a detailed breakdown of an individual’s score from the California Department of Education and/or the Conejo Valley Unified School District department of Research, Evaluation and Assessment. The results are broken down into individual tests and content clusters. Each school receives detailed results for each student and each significant group of students from the California Department of Education. That information is used by the schools’ various leadership teams to generate

achievement goals for the upcoming year. When the school receives recognition for achievement on test scores, that success is published in the school and local newspapers. NPHS hands out the school newspaper, *The Prowler*, to all students and staff free of charge. The Parent Faculty Association of NPHS produces a quarterly newsletter, *Panther Pursuits* that is mailed to all families. School results on the CSTs and other tests are published in the *Panther Pursuits*, which is also available online at the school website (NPHS.org).

In addition, the School Accountability Report Card, published annually as required by the California Department of Education, details a variety of information from test scores to staff size that is posted on the district website. The SARC publishes school-wide testing information for SAT, CAHSEE, STAR, AP, and IB exams. Also, Newbury Park High School uses the district information management system to generate individual, sub-population, school-wide, and classroom reports for use by the staff at Newbury Park to work with all students that are identified as under-performing. Parents receive district-generated progress reports at approximately three-week intervals. Parents of students with special needs or 504 plans generally receive weekly progress updates from teachers as well.

4. Sharing Success: Collaboration is integral to the culture at NPHS. Veteran teachers assist new teachers in planning lessons and designing assessments on a daily basis. In addition, during regular articulation meetings, strategies and materials that have proven successful are shared throughout the district. Beyond these efforts, NPHS teachers are regularly presenters at various venues in areas of their expertise. Recent presentations include the following:

- A special education teacher who teaches our autistic students spoke at a nearby university regarding inclusion to students in the credential program.
- Several teachers have presented inservices to local school staffs on how to use technology in instruction, including HTML and Web Design. Many others have facilitated other district level inservice presentations on other topics, such as core literature and specific teaching strategies.
- Teachers on staff have served as technology mentors with the Ventura County Superintendent of Schools Office.
- One teacher traveled to the Ukraine visiting schools, teaching and presenting, through the US Department of State Bureau of Cultural Affairs, as part of the Fulbright program. Another traveled to China and then shared curriculum developed for the novel, *A Thousand Pieces of Gold*, at a state convention.
- Several teachers on staff have served as BTSA (Beginning Teacher Assistance and Support) Trainers, observing new teachers and helping them develop their skills. These teachers serve as teachers on special assignment for two-year terms.
- Many teachers have presented at state and national conventions, including GATE (Gifted and Talented Education), the Amgen Summer Science Institute, California Teachers of English, National Council of Teachers of English, National Science Teachers Association, and other venues.
- As an International Baccalaureate school, we often meet with visitors from other schools in the region to assist them in beginning IB programs at their sites. The IB coordinator is the immediate past president of California International Baccalaureate Organization (CIBO).
- Several teachers have published articles in national journals, such as the NSTA Journal, as well as in local publications, sharing curriculum guides, safety practices, research results, and other information with a wide audience.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: At NPHS, in order to prepare students to compete in a technological global economy, our students complete a minimum of 4 years of English, 3 years of Social Science (World

History/Geography, U.S. History, American Political Systems, and Economics), 3 years of Mathematics, 2 years of Science, 1 year of Visual/Performing Arts or Foreign Language, 2 years of Physical Education, and one semester of Health, per state and district requirements. Most courses are offered at college preparatory levels; in addition, students may take courses that offer greater challenge: Honors, Advanced Placement, and International Baccalaureate courses are part of English, Math, Social Science, Science, Art, and Foreign Language offerings. Because of our block schedule, students take additional math, foreign language, art, and science courses. Of last year's graduating class, 92% exceeded the graduation requirement (230 credits), over half met the University of California/California State University entrance requirements, and 77% are in college.

NPHS is implementing standards-based curriculum that meets/exceeds state standards, as evidenced by improvement on California Standards Test scores. All departments use state or district standards in courses of study; textbooks are chosen through a careful adoption process requiring adherence to and support of standards. Department chairs and faculty members write District courses of study based on standards, and district-wide Articulation meetings are held quarterly in each content area to develop benchmark assessments and discuss curricular issues. Courses of study must be approved by the Secondary Curriculum Advisory Council (a district-level committee representing all schools and curricula areas) and by the Board of Education. Additionally, curricular departments hold regular "vertical team" meetings with middle schools to allow further coordination and articulation of the curriculum. Teachers at NPHS are implementing common standards-based benchmark assessments based on research of Robert Marzano and Deborah Pickering. The following is a summary of the current offerings at NPHS:

English – a four-year sequence of survey courses focused on World, American, and British Literature, core works (including multicultural titles), language conventions, research practices, writing, and speaking. English Language Development courses provide intensive intervention for English learners, and reading courses are offered for struggling readers. Electives include Public Speaking, Creative Writing, Journalism, Honors, AP, and/or IB (International Baccalaureate) courses at all grades.

Mathematics – a four-year sequence (grades 9 through 12) of Geometry, Algebra 2, Math Analysis, and Calculus or Statistics. Remedial courses are offered for students who enter NPHS without preparation or completion of Algebra 1. Honors, AP, and/or IB courses are offered at all grade levels. SDAIE (Specially Designed Academic Instruction in English) courses, and several elective courses (Elements of Trigonometry, Discrete Math, etc.) help us meet the needs of all students.

Social Science – a four year sequence (delineated in lines 4 and 5 above), with Honors/AP and IB courses for grades 10 – 12, electives including Philosophy, Western Philosophy, Psychology, Social Psychology, Sociology, Twentieth Century (IB), Theory of Knowledge (IB), and Geography/Career Choices. SDAIE courses are offered for English learners.

Science – a four-year sequence: Physical Science, Biology, Chemistry, and Physics or Anatomy/Physiology for college preparation. Honors/AP/IB course sequence: Chemistry H, Biology H, Chemistry AP/IB or Biology AP/IB, and Physics Honors. Electives include Marine Science, Marine Biology, and Natural History. SDAIE classes are offered for English Learners.

Foreign Language – Instruction in Spanish and French in yearlong sequences, with AP courses offered at levels 4 and 5. Most students complete two years of foreign language, as colleges require.

Visual/Performing Arts – elective courses in Art Media, Art Design, Color and Design, Art History, Photography, Theatre, Technical Theatre, Music Appreciation, Beginning Instruments, Band, Chorus, Vocal Ensemble, Concert Choir, Music Theory (AP), Drum Line, Concert Band, Jazz Ensemble, and Wind Ensemble. Many courses have beginning and advanced levels.

2b. English: The English Department works closely with administration and counseling to support English language learners with newly adopted materials. All English Language Development (ELD) and Reading teachers have been trained in the use of High Point, a reading/language acquisition program aligned with English and ELD standards with a proven success record. ELL students and students who struggle with reading are placed in a double block of language/reading (twice the normal time) to

maximize their learning. All ELD classes and reading classes are offered at the same time, so that students are accurately grouped by ability and moved from one level to the next as soon as they are ready. New this year, we are offering our students with the least experience in English an additional period of support and language practice in an effort to help them assimilate English more quickly.

English Language Learners are carefully placed in core academic classes with teachers who are certified to teach language learners, and those teachers use research-proven SDAIE (Specially Designed Academic Instruction in English) strategies to enhance student achievement. An ELD team (including the Assistant Principal, ELL counselor, and teachers) meets every two weeks to assess program and student needs and test results, reclassify students based on standardized test results and performance, adjust schedules as warranted, and monitor student progress carefully.

Students with special needs (those with 504 or Individual Educational Plans) are also carefully placed in classes that address their needs. One counselor and one Assistant Principal monitor special needs students to promote maximum coordination and student progress. In addition, each Special Education student is monitored by his/her case manager. Students who struggle with reading and/or writing due to identified learning disabilities are placed in Resource or Special Day classes according to their needs.

3. Career/Technical Education: Career/Technical Education begins in the 9th grade with a 9-week Career Choices class, designed to acquaint students with the world of work and introduce college and career planning. Students gain an understanding of the employment process, career pathways, and practice their personal presentation and business dress skills at the Career Choices Fair supported by 85 business partners each year. NP students also receive an orientation to the College and Career Center and all services offered: college and career exploration, test preparation, and financial planning databases provided to NP students by grant funding and district resources.

NPHS offers students two options to enroll in sequenced career education courses in high school: the Majors Program and the Digital Arts and Technology Academy (DATA). DATA students are housed in a “school within a school” featuring planned interdisciplinary activities that integrate the acquisition of core content with technology use. Per funding stipulations of a California Partnership Academy Grant, half of the DATA students meet at-risk criteria related to attendance, low motivation, or underachievement. An advisory council of business and educational leaders meets regularly to support Academy mentorships, internships, and enrichment activities. Grade and test data indicate this program’s success: an average .8 improvement in grade point average, and a 55% increase in SAT test participation. The Majors Program allows students to select a particular career area of interest from among six: art, media and communications; business; engineering and environment; industrial technology; health sciences; and public and human services. Majors students elect to complete 30 credits in coursework related to the selected major (with a 2.0 GPA), an informational interview, a job shadow in the field, and work, an internship, or community service in their selected area. From 49 students in 2000-01, this program has grown to 235 this year. Over 250 students have participated each year in the activities supported by over 200 business people in the area (Groundhog Job Shadow Day, internships, and meetings with mentors). Those completing all Majors Program requirements are honored at graduation ceremonies with a colored cord representing their selected fields.

4. Instructional Methods: NPHS teachers collaborate regularly to share best practices, and this on-going discussion of practice fosters a culture that values practical strategies proven to assist students in attaining standards as well as support teachers in efforts to address the multiple learning styles and needs of their students. One example can be found in the instructional uses of technology campus-wide. Presentation equipment and computers in classrooms, computer labs, and on-line resources are interwoven into daily activity, whether students or teachers are in the library doing research, in a math lab using one of many individual tutorial programs, presenting research findings to a class, exploring college options, e-mailing parents or students with progress reports or upcoming assignments, or using on-line resources to update and analyze test scores, create test banks, update web pages or post grades. A

growing number of department and administrative resources (such as the faculty handbook or complete course materials) are available electronically. New science teachers have access to all course materials that have been collaboratively developed on CDs. Students in World History use simulations to explore the significance of events; students in Spanish create newspapers and broadcasts about current issues in the target language; Mass Media students create commercials for use on local TV. In addition, teachers use collaborative small and large groups, Socratic seminars, labs, and finely honed direct instruction to foster critical thinking and problem solving in class.

5. Professional Development: NPHS staff development is devoted to providing systematic and ongoing training to improve student achievement and address growth needs identified through the accreditation process. District inservice training is developed as a natural outgrowth of articulation meetings (see #1) and district administrative staff meetings. Each year, a site staff development theme is determined (through data analysis and current readings), and inservice training is provided on site to all staff members. This year's theme is literacy instruction. A full-day inservice in August was presented by six NP teachers who had received Secondary Academic Language Training; each monthly faculty meeting features a follow-up presentation by a teacher who has other strategies for developing literacy skills. Other recent inservice training time was devoted to the development of academic vocabulary, curriculum calibration, the use of on-line data analysis tools, and the development of common benchmark assessments and rubrics in every discipline. By concentrating on academic literacy as we have, student achievement scores are demonstrating consistent improvement, as evidenced by our local benchmark assessment results as well as by standardized state test scores. For example, the percent of students scoring at the advanced and proficient levels on the California Standards Tests in English Language Arts has shown steady improvement at all grade levels over the last three years. At the same time, the percent of students scoring at the Below Basic and Basic levels has fallen, indicating a greater number of students are achieving at higher levels.

In addition to these efforts, district staff development funds are administered and coordinated by site administration to ensure that teachers select conferences and activities that support student achievement. For example, as an IB school, NP teachers regularly attend IB trainings, the fruits of which have enriched the entire school; Special Education and math teachers recently attended a two-day training that allowed for content preparation as well as calibration of student work within and across departments; and a local publishing business supports staff development through tuition sponsorship to South Coast Writing Project training annually. The site receives other grants for additional trainings for specialized programs such as AVID (Advancement Via Individual Determination) and DATA. All observation reports and teacher evaluations (completed by department chairs and administrators) are based on the California Standards for the Teaching Profession and are focused on providing meaningful feedback to teachers on the level of student engagement with content standards and critical thinking skills instruction observed.

California High School Exit Examination
English/Language Arts
Newbury Park High School
Results for Grade 10

	2004-2005	2003-2004	2002-2003
Testing Month: March			
Schoolwide Results			
Percent Proficient or above	78	80	78
Number of students tested	519	484	412
Percent of students tested	98	98	98
Number of students alternatively tested	0	0	0
Percent of students alternatively tested	0	0	0
Subgroup Scores			
Race/Ethnicity			
Asian			
Percent Proficient or above	89	81	100
Number of students tested	31	28	12
Number of valid scores	28	26	11
Hispanic/Latino			
Percent Proficient or above	51	48	48
Number of students tested	82	68	66
Number of valid scores	74	66	56
White (not Hispanic origin)			
Percent Proficient or above	82	86	83
Number of students tested	382	360	313
Number of valid scores	379	352	287
Social Economically Disadvantaged Students			
Percent Proficient or above	40	26	39
Number of students tested	57	38	40
Number of valid scores	54	35	36
English Learners			
Percent Proficient or above	23	21	38
Number of students tested	40	43	45
Number of valid scores	40	42	37
Students with Disabilities			
Percent Proficient or above	26	43	44
Number of students tested	57	41	38
Number of valid scores	55	40	34

California High School Exit Examination
Math
Newbury Park High School
Results for Grade 10

	2004-2005	2003-2004	2002-2003
Testing Month: March			
Schoolwide Results			
Percent Proficient or above	73	70	68
Number of students tested	518	486	412
Percent of students tested	98	98	98
Number of students alternatively tested	0	0	0
Percent of students alternatively tested	0	0	0
Subgroup Scores			
Race/Ethnicity			
Asian			
Percent Proficient or above	93	88	91
Number of students tested	31	28	12
Number of valid scores	28	26	11
Hispanic/Latino			
Percent Proficient or above	49	40	44
Number of students tested	82	68	64
Number of valid scores	74	65	54
White (not Hispanic origin)			
Percent Proficient or above	76	76	71
Number of students tested	381	362	314
Number of valid scores	379	354	289
Social Economically Disadvantaged Students			
Percent Proficient or above	44	26	31
Number of students tested	57	37	39
Number of valid scores	55	34	35
English Learners			
Percent Proficient or above	38	24	31
Number of students tested	40	43	44
Number of valid scores	40	41	36
Students With Disabilities			
Percent Proficient or above	21	30	23
Number of students tested	57	41	39
Number of valid scores	56	40	35