

**North Monterey County High 2007-08
School Accountability Report Card**

Reported for School Year 2007-08

Published During 2008-09



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

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

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

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

North Monterey County High School is an exemplary high school tucked into the middle of the coastal artichoke and strawberry fields of Castroville, half an hour north of the city of Monterey and half an hour south of the city of Santa Cruz. Throughout its twenty-nine year history, this rural high school has steadily maintained a reputation of high academic expectations, safety, and tolerance. The dominant school culture is one of respect among the more than 1,400 students and 125 staff members. The student population is extremely pleasant overall, while the staff is committed, caring, and dedicated to the needs of the students. There is fine camaraderie among the staff and the administration is very supportive. The lasting impact of the positive culture is illustrated by the current thirteen percent of teachers who are NMCHS alumni.

Castroville is an unincorporated town with a population of approximately 5,300. The town has its own library, four churches, a community center with youth activities, a baseball park, and nearby recreation activities. Two community colleges and two universities are within 10 miles. Local organizations include Girl and Boy Scouts, 4-H, Little League, Rotary, Lions Club, and other civic organizations. Industries range from agriculture, a main source of revenue, to trucking, construction, and manufacturing. Strawberries, lettuce, and artichokes are the main agricultural crops of the area with artichokes providing approximately 75% of the U.S. supply. With its desirable central location, Castroville also has a number of processing and distribution facilities. Prunedale, the other major community that the high school serves, is an unincorporated community in the rolling hills of North Monterey County with a population of approximately 10,870. There is a small business sector and a larger commuting population.

North County High School is very proud of our teachers, support staff, parents, community, and students. North County High School has been recognized on three separate occasions by the state of California for our outstanding program, including a Distinguished High School Award.

Every course offered at the High School has a set of "standards" that must be met in order for a student to pass the class and receive credit. These standards describe the most critical aspects of what students should "know and be able to do" at the end of each course. Students are also expected to select and follow a career pathway as part of preparing for life after high school. In addition, plans and programs to ensure that every student has the opportunity to pass the new state High School Exit Exam are being put into place.

Extra Curricular Activities: The High School offers students a wide range of co-curricular and extra-curricular program opportunities. Fourteen sports are offered for boys and girls, twenty-seven clubs, and performing arts curriculum, including band, dance, choir and drama. North Monterey County High School is committed to excellence: a community school dedicated to preparing students academically, physically, and socially to make a difference in a changing world.

North Monterey County High 2007-08

School Accountability Report Card

North Monterey County High School reviewed and renewed the ESLRs in the fall of 2005. Focus groups were asked to review the ESLRs to see if they were still appropriate for the needs of the students and all of the groups agreed that revision was needed. After much discussion and debate by the focus groups and by the entire student body, the current ESLRs were then presented to the School Site Council for approval. The current ESLRs, posted in the classrooms and throughout the school, are as follows:

NMCHS students are:

- Physically and mentally healthy persons, confident and prepared for their professional future.
- Effective communicators in the reading, writing, and speaking of academic English
- Life-long learners for responsible adult life and effective employment
- Critical, creative thinkers and problem solvers
- Socially responsible and tolerant individuals

Opportunities for Parental Involvement (School Year 2007-08)

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

Parents are invited to attend two Night of the Condor (back to school) Nights each year. They are alerted to all activities happening on campus through the auto-dialer and the quarterly newsletter (Wingspan in English and El Aleteo in Spanish). Four parents are members of the School Site Council which meets monthly and is active in setting goals for the school as well as setting up and monitoring the School and Library Improvement Program budget. The English Learners Advisory Committee (ELAC) is a parent group that performs the important objectives of coordinating the EIA/LEP program with state and federal guidelines and maintaining consistency with the policies of the NMCUSD. Dozens of parents participate in the Band Booster Club and the Athletic Booster Club with fundraising for both renowned programs.

Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Grade 9	357
Grade 10	308
Grade 11	308
Grade 12	342
Total Enrollment	1315

Student Enrollment by Group (School Year 2007-08)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.75 %	White (not Hispanic)	30.49 %
American Indian or Alaska Native	0.38 %	Multiple or No Response	
Asian	2.05 %	Socioeconomically Disadvantaged	45.00 %
Filipino	2.36 %	English Learners	18.00 %
Hispanic or Latino	62.59 %	Students with Disabilities	8.00 %
Pacific Islander	0.38 %	N/A	N/A

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.2	12	18	2	25.0	12	12	5	26.4	11	14	6
Mathematics	24.1	3	9	1	22.1	14	9	1	38.6	8	6	9
Science	25.3	5	18	1	28.3	2	15	3	23.6	8	8	3
Social Science	26.3	8	20	3	29.5	1	22	3	28.3	1	18	5

III. School Climate

School Safety Plan (School Year 2007-08)

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

North County High School provides a safe and positive learning environment for all students. The school discipline plan is reviewed annually with students and parents for clarity and fairness. Emergency Procedures has been developed by the staff in case of a variety of emergencies, and drills are completed regularly.

The School Leadership Team has revised the high school discipline policy each year for three years. The most recent revision was in May of 2008 and it is posted on the school's web site. Among a variety of school rules, it defines consequences for anti-social behavior, verbal harassment, threats, sexual harassment, fighting, and hazing. The discipline policy and school rules are explicitly shared with students through a one-day comprehensive visitation in the fall to all second block classes. The student receives a personal copy and also signs a copy collected by school administrators.

There are a variety of factions on campus with tolerance and respect as a primary message:

Associated Student Body: ASB implemented an annual "Day of Respect" in the fall of 2001. It was, and continues to be, one day on campus where every class is visited by two different guest speakers from varying "walks of life." The speakers tell their stories and answer questions in order to help students see and better understand an ethnic, cultural, racial, gender, or sexual view that may be quite different from their own personal perspective. ASB also sponsors Multicultural Week, which is a spirited celebration of multiculturalism, and facilitates monthly "respect" themes with the running of daily announcements and contests.

The Gay Straight Alliance: A Tolerance Committee was formed in the fall of 2000 and, what began as a small group of five teachers, rapidly expanded to a group of more than thirty teachers and students. As that group grew unwieldy, members began to split off into smaller committees to address specific needs on campus. Out of the Tolerance Committee grew the active Gay Straight Alliance, whose first major promotion was the printing and distribution of "Safe Zone" posters, which proclaim a particular area or classroom are welcome to do so. The Gay Straight Alliance is a vibrant club on campus which can now boast that its President was the most recently elected Homecoming King.

Bilingual Services: The Bilingual Coordinator created a "Senior Survey for Students in the Bilingual Program" as a vehicle for the designated ESL students to voice their opinions and concerns about tolerance and respect on campus.

"Be the Change": The "Be the Change" club on campus grew out of the first Challenge Day that was held in 2004. The club now meets once a week and boasts twenty to sixty attendees on any given week. "Condor Challenge Day" is now a highly successful and high-profile program for tolerance and respect on campus. Six full-day Challenge Days have been held on campus with one hundred participants at each one, and a seventh is scheduled for November of 2008. Tolerance training for staff members has come in the form of attendance at Challenge Day on campus. Approximately two-thirds of the campus staff has been a part of at least one Challenge Day and the entire staff has made it a priority to provide opportunities for all adults on campus to participate.

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North Monterey County High 2007-08

School Accountability Report Card

Suspensions and Expulsions

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

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Number of Suspensions	201	223	156	408	576	576
Rate of Suspensions	0.13	0.16	0.12	0.08	0.11	0.11
Number of Expulsions	4	3	3	11	11	11
Rate of Expulsions	0.002	0.002	0.002	0.002	0.002	0.002

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

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

North County High School was constructed in 1978. New construction and building improvements have been made to improve the campus. In addition, modernization projects have upgraded facilities to meet the changing needs of the school. North County High School provides all of our students the proper classroom space and facilities necessary for an effective and safe learning environment. The school also provides students adequate physical education equipment and play fields for safe recreational activities. The school is cleaned and maintained daily by a full time custodial staff.

School Facility Good Repair Status. (School Year 2008-09)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	—	✓	—	
Mechanical Systems	—	✓	—	
Windows/Doors/Gates (interior and exterior)	—	✓	—	
Interior Surfaces(walls, floors and ceilings)	—	✓	—	
Hazardous Materials (interior and exterior)	—	✓	—	
Structural Damage	—	✓	—	
Fire Safety	—	—	✓	Fire horns to be installed asap
Electrical (interior and exterior)	—	✓	—	
Pest/Vermin Infestation	—	✓	—	
Drinking Fountains (inside and outside)	—	✓	—	
Restrooms	—	✓	—	
Sewer	—	✓	—	
Playground/School Grounds	—	✓	—	
Roofs	—	✓	—	New roofing installed GYM
Overall Cleanliness	—	✓	—	

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	—	—	✓	—

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	67	61	60	220
Without Full Credential	5	5	1	14
Teaching Outside Subject Area of Competence	2	10	2	N/A

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	8	0
Total Teacher Misassignments	2	10	1
Vacant Teacher Positions	0	0	0

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96.6	3.4
All Schools in District	93.5	6.5
High-Poverty Schools in District	96.3	3.7
Low-Poverty Schools in District	100	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	263
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.12	N/A
Speech/Language/Hearing Specialist	.12	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	N/A

VII. Curriculum and Instructional Materials

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

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Quality CA standards-aligned textbooks and instructional materials are provided. All textbooks and instructional materials are approved and adopted by the district Board of Trustees in accordance with the current CDE adoption cycle.	0
Mathematics	Quality CA standards-aligned textbooks and instructional materials are provided. All textbooks and instructional materials are approved and adopted by the district Board of Trustees in accordance with the current CDE adoption cycle.	0
Science	Quality CA standards-aligned textbooks and instructional materials are provided. All textbooks and instructional materials are approved and adopted by the district Board of Trustees in accordance with the current CDE adoption cycle.	0
History-Social Science	Quality CA standards-aligned textbooks and instructional materials are provided. All textbooks and instructional materials are approved and adopted by the district Board of Trustees in accordance with the current CDE adoption cycle.	0
Foreign Language	Quality CA standards-aligned textbooks and instructional materials are provided. All textbooks and instructional materials are approved and adopted by the district Board of Trustees in accordance with the current CDE adoption cycle.	0
Health	Quality CA standards-aligned textbooks and instructional materials are provided. All textbooks and instructional materials are approved and adopted by the district Board of Trustees in accordance with the current CDE adoption cycle.	0
Science Laboratory Equipment (grades 9-12)	Sufficient lab materials are available for all science labs 9-12.	0

North Monterey County High 2007-08

School Accountability Report Card

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Visual and Performing Arts	Quality CA standards-aligned textbooks and instructional materials are provided. All textbooks and instructional materials are approved and adopted by the district Board of Trustees in accordance with the current CDE adoption cycle.	0

VIII. School Finances

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,218	\$3,391.00	\$5,827	\$58,984
District	N/A	N/A	\$5,247	\$0
Percent Difference – School Site and District	N/A	N/A	-11 %	0 %
State	N/A	N/A	\$5,300	\$59,271
Percent Difference – School Site and State	N/A	N/A	-10 %	0 %

Types of Services Funded (fiscal Year 2007-08)

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

Migrant Education Program: Federal money provides the school with a full-time coordinator. The supplemental program specifically addresses the needs of the school community's migrant families and serves approximately 250 migrant students. The Migrant Secondary Advisor assesses student needs and prioritizes services based on the greatest need regarding the recent migrant and high ri

Counseling & Therapy Programs: Five coordinators (counseling and discipline), two psychologists (one bilingual), and a part-time speech therapist are all on campus to serve the students.

Bilingual Education: The Bilingual Education program serves approximately 200 English learners and over 400 Fluent-English Proficient students, with Spanish being the predominate primary language other than English.

Migrant Education Program: Federal money provides the school with a full-time coordinator. The supplemental program specifically addresses the needs of the school community's migrant families and serves approximately 250 migrant students. The Migrant Secondary Advisor assesses student needs and prioritizes services based on the greatest need regarding the recent migrant and high ri

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,026	\$37,916
Mid-Range Teacher Salary	\$49,733	\$58,151
Highest Teacher Salary	\$81,848	\$75,396
Average Principal Salary (Elementary)	\$91,628	\$91,086
Average Principal Salary (Middle)	\$91,628	\$95,220

**North Monterey County High 2007-08
School Accountability Report Card**

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$109,304	\$101,661
Superintendent Salary	\$147,000	\$136,091
Percent of Budget for Teacher Salaries	36.7 %	38.5 %
Percent of Budget for Administrative Salaries	5.8 %	5.8 %

IX. Student Performance

California Standards Tests

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

CST Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	38	39	42	32	32	32	42	43	46
Mathematics	11	6	9	26	28	25	40	40	43
Science	29	35	37	24	28	32	35	38	46
History-Social Science	29	24	28	24	21	25	33	33	36

North Monterey County High 2007-08
School Accountability Report Card

CST Results by Student Group - Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	27	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	81	36	*	62
Filipino	27	0	*	27
Hispanic or Latino	36	6	29	21
Pacific Islander	*	*	*	*
White (not Hispanic)	52	13	48	41
Male	39	10	38	33
Female	44	8	36	24
Economically Disadvantaged	32	6	27	
English Learners	5	1	5	0
Students with Disabilities	5	0	5	
Students Receiving Migrant Education Services	28	5	30	13

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English-Language Arts	45.2	45.2	51.1	43.5	42.4	48.6	49.2	47.1	52.9
Mathematics	40.5	39.3	46.8	38.8	37.5	49.9	42.5	40.5	51.3

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	50.8	42.7	6.5	57.5	34.1	8.4
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	59.4	38.3	2.3	61.7	33.1	5.1
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	32.8	49.3	17.9	51.5	36.8	11.8
Male	58.5	37.0	4.4	55.6	34.1	10.4
Female	42.4	48.8	8.8	59.5	34.1	6.3
Economically Disadvantaged	62.9	37.1	0.0	69.3	27.9	2.9
English Learners	63.8	35.4	0.8	65.4	30.0	4.6
Students with Disabilities	92.3	7.7	0.0	92.3	7.7	0.0
Students Receiving Migrant Education Services	62.0	36.6	1.4	63.4	35.2	1.4

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

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

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	0
7	0
9	24.8

X. Accountability

Academic Performance Index

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

North Monterey County High 2007-08
School Accountability Report Card

API Ranks – Three-Year Comparison

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

API Rank	2005	2006	2007
Statewide	4	5	4
Similar Schools	3	7	3

API Changes by Student Group – Three-Year Comparison

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

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	24	-16	13	693
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	30	-11	30	669
Pacific Islander				
White (not Hispanic)	11	-16	-7	737
Socioeconomically Disadvantaged	29	-8	19	652
English Learners	N/A	-13	32	655
Students with Disabilities	N/A			

Adequate Yearly Progress

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

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

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

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

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

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

Federal Intervention Program (School Year 2008-09)

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

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	62.5

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

North Monterey County High 2007-08

School Accountability Report Card

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	2	1	3	2	2	3	3	4	4
Graduation Rate	92	93	90	91	93	90	85	83	80

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	94 %	88 %	N/A
African American	100 %	100 %	N/A
American Indian or Alaska Native	0 %	0 %	N/A
Asian	100 %	100 %	N/A
Filipino	82 %	83 %	N/A
Hispanic or Latino	92 %	85 %	N/A
Pacific Islander	100 %	100 %	N/A
White (Not Hispanic)	95 %	89 %	N/A
Socioeconomically Disadvantaged	100 %	100 %	N/A
English Learners	94 %	85 %	N/A
Students with Disabilities	3 %	3 %	N/A

Career Technical Education Programs (School Year 2007-08)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Career technical education programs offered at North Monterey County Unified School District include:

- Foods/Restaurants
- Nurse/CNA
- Construction
- Drafting
- Welding
- Clothing Design and Construction
- Auto - Collision Repair
- Auto - Service
- Business Applications
- Multimedia Web

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's career technical education (CTE) programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	32
Percent of pupils completing a CTE program and earning a high school diploma	97%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	90%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	65.8
Graduates Who Completed All Courses Required for UC/CSU Admission	39.2

Advanced Placement Courses (School Year 2007-08)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	2	N/A
All courses	5	4

XII. Instructional Planning and Scheduling

Professional Development

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

The leadership and staff are involved in ongoing research and data-based correlated professional development that focuses on identified student learning needs. When planning the yearly staff development, it is always kept in mind that the ultimate goal is to support all students so that they can achieve the academic standards and the ESLRs to the best of their individual ability.

Three annual staff development days focus on developing classroom strategies for teachers to improve student learning. Nine "Late Start" days provide the staff with two and a half hours to focus on published data or other needs driven by the standards and ESLRs. Teachers are provided additional opportunities to attend workshops that enhance student achievement.

Testing and survey data is shared with the entire staff as soon as it is published. That data is then examined within department, School Leadership Team, and School Site Council meetings.