

**North Monterey County High 2008-09
School Accountability Report Card**

Reported for School Year 2008-09

Published During 2009-10



North Monterey County Unified

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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 on 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 on the CDE DataQuest Web page 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 2008-09)

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 thirty one 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 1,300 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 6,700. 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 20 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. In addition, programs to ensure that every student has the opportunity to pass the state High School Exit Exam are in 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, color guard 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 2008-09 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 2008-09)

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). Five 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 2008-09)

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

Grade Level	Number of Students
Grade 9	356
Grade 10	364
Grade 11	278
Grade 12	303
Total Enrollment	1301

Student Enrollment by Group (School Year 2008-09)

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	1.15 %	White (not Hispanic)	28.59 %
American Indian or Alaska Native	0.54 %	Multiple or No Response	0.00 %
Asian	1.77 %	Socioeconomically Disadvantaged	52.00 %
Filipino	1.69 %	English Learners	21.00 %
Hispanic or Latino	65.72 %	Students with Disabilities	7.00 %
Pacific Islander	0.54 %	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	2006-07				2007-08				2008-09			
	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	25.0	12	12	5	26.4	11	14	6	23.9	15	11	4
Mathematics	22.1	14	9	1	38.6	8	6	9	29.5	6	9	7
Science	28.3	2	15	3	23.6	8	8	3	25.2	6	12	1
Social Science	29.5	1	22	3	28.3	1	18	5	35.6		15	10

III. School Climate

School Safety Plan (School Year 2008-09)

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 student hears 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 as being one of safety and respect. All teachers interested in posting them within their classroom are welcome to do so. The Gay Straight Alliance is a vibrant club on campus which can now boast that the 2008-09 President was the 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. Ten full-day Challenge Days have been held on campus with one hundred participants at each one, and another is scheduled for the spring. 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.

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

The discipline policy is 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.

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	16.1	11.9	12.6	12.2	15.1	10.8
Expulsions	0.2	0.2	0.6	0.2	0.2	0.6

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2009-10)

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. Since construction, there has been some construction and building improvements that have been made to improve the campus. 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 2009-10)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—	—	✓	—	
Interior: Interior Surfaces	—	—	✓	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—	—	✓	—	
Electrical: Electrical	—	—	—	✓	
Restrooms/Fountains: Restrooms, Sinks/Fountains	—	—	—	✓	
Safety: Fire Safety, Hazardous Materials	—	—	—	✓	
Structural: Structural Damage, Roofs	—	—	—	✓	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	—	✓	—	
Overall Rating	—	—	✓	—	

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 on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	61	60	57	210
Without Full Credential	5	1	4	17
Teaching Outside Subject Area of Competence	10	2	0	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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	8	0	4
Total Teacher Misassignments	10	1	4
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

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. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	92	8
All Schools in District	88.4	11.6
High-Poverty Schools in District		
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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	260
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	.125	N/A
Speech/Language/Hearing Specialist	1.0	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 2009-10)

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/or 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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or 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 2007-08)

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 on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$7,322.00	\$2,020.00	\$5,302.00	\$68,749.00
District	N/A	N/A	\$5,419.00	\$64,140.00
Percent Difference – School Site and District	N/A	N/A	-2.16 %	7.19%
State	N/A	N/A	\$5,512	\$60,994
Percent Difference – School Site and State	N/A	N/A	-3.81 %	12.71 %

Types of Services Funded (Fiscal Year 2008-09)

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

Counseling & Therapy Programs: Four 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 risk students. The advisor assists students in planning their academic high school career, in post-secondary decisions, and in applying to university. Counseling, a senior mentor program, and after school tutorial assistance is offered to all migrant students. Workshops throughout the year inform parents and students about high school graduation requirements, financial aid, and post secondary educational options.

Advanced Placement Program: The eleven Advanced Placement courses (offered provided sign-up numbers reach a minimum level) provide academic opportunities for the GATE students and are offered with an "open enrollment" policy. Four AP courses are offered with concurrent enrollment through Hartnell Community College.

Tutoring: There are two after-school academic tutorials-- each offered twice a week-- and are supported by the services of a "late" bus. In addition, there are countless teachers on campus who provide "outside the work day" support.

Special Education Program: The Special Education program serves approximately 120 students, the majority of whom have a specific learning disorder (SLD). The students are supported with the Student Study Team, the Student Assistance Center, the SRC reading comprehension program, Ice Cream University work experience program, and the Workability program. The students are also connected with the Department of Rehabilitation and local community colleges.

The Special Education students are served by the School Based Coordinated Program per E.C. 52860. The Special Education resource specialists go into the general education classrooms and team teach on a regular basis. The School-Based Programs Coordination: Special Education Programs includes the following exceptions: EC 52860 (a) Resource specialist program services, designated instruction and services, and team teaching for special day classes, except special day classes operating pursuant to Section 56364.1, may be provided to pupils who have not been identified as individuals with exceptional needs, provided that all identified individuals with exceptional needs are appropriately served and a description of the services is included in the schoolsite plan. (b) Programs for individuals with exceptional needs shall be under the direction of credentialed special education personnel, but services may be provided entirely by personnel not funded by special education moneys, provided that all services specified in the individualized education program are received by the pupil.

AVID: NMCHS is a certified AVID site assisting college-capable students to become college-bound students with 35 credits of AVID course work. There is a strong site team that meets and plans regularly. There is excellent recruitment and articulation with the feeder middle school, and the AVID students are enrolled in rigorous courses. The team has been commended by the AVID Center for its good writing, collaboration, and inquiry emphasis. Certification with Distinction Benchmarks met at the school include: 100% of the previous year's AVID seniors took the SAT and/or ACT, 50% or more of the previous year's AVID seniors completed three or more years of AVID, and 50% or more of current AVID seniors are enrolled in, or have taken, at least one or more AP course. The site percentage for AVID students is 8.9, which is higher than the region and state averages of 4.2 and 5.8 respectively. Six AVID sections are offered which is higher than the region and state averages of 3 and 4 respectively.

Educational Advancement Opportunity Program (EAOP): The University of California at Santa Cruz provides the EAOP outreach program located in the library at NMCHS. The program is designed to assist all students applying to college. It provides numerous workshops for students and parents to navigate the admissions and financial aid process.

Career, Vocational, and Technical Education: The high school offers a variety of comprehensive vocational and technical programs for student career preparation. Students select a career pathway to align their four-year academic plan and course selection in their Social Science and Careers class in the ninth grade.

Condor Advisory: The weekly Condor Advisory provides information and career support to students as they progress through their four years.

The Career Center: The Career Center assists all students with career skills and provides them with college and scholarship information. The center coordinates weekly visitations by colleges, technical institutes, and the military. The Career Center Coordinator facilitates the college and career fairs, the senior awards ceremony, and the two high school job shadow experiences and 45 Service Learning hours that are required for graduation, giving students important career experiences.

ROP: Most vocational courses offered at the high school are supported by the Mission Trails Regional Occupation Program (ROP). Fifteen ROP classes are offered per semester, including beginning and advanced classes in automotive, engineering, home economics, computer technology, and nursing. The programs provide technical skills for immediate employment.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & 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	\$59,686	\$38,941
Mid-Range Teacher Salary	\$71,014	\$59,686
Highest Teacher Salary	\$84,618	\$77,828

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$96,470	\$94,258
Average Principal Salary (Middle)	\$91,937	\$98,271
Average Principal Salary (High)	\$116,144	\$104,869
Superintendent Salary	\$170,907	\$142,247
Percent of Budget for Teacher Salaries	35.40 %	38.20 %
Percent of Budget for Administrative Salaries	6.10 %	5.90 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. Note: Scores are not shown when the number of students tested is ten 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.

Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	39	42	40	32	32	34	43	46	50
Mathematics	6	9	5	28	25	28	40	43	46
Science	35	37	46	28	32	36	38	46	50
History-Social Science	24	28	37	21	25	34	33	36	41

Standardized Testing and Reporting 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	42	9	*	*
Filipino	12	14	*	38
Hispanic or Latino	33	4	37	30
Pacific Islander	*	*	*	*
White (not Hispanic)	60	9	72	51
Male	37	7	50	42
Female	43	4	42	32
Economically Disadvantaged	31	4	37	27
English Learners	6	1	5	4
Students with Disabilities	16	9	13	6
Students Receiving Migrant Education Services	32	3	32	28

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten 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 CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is ten 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.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English-Language Arts	43.5	42.4	48.6	49.2	47.1	52.9	43.9	42.6	52.0
Mathematics	38.8	37.5	49.9	42.5	40.5	51.3	37.4	35.5	53.3

California High School Exit Examination Results by Student Group – Most Recent Year

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	56.1	23.5	20.4	62.6	28.9	8.5
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	63.0	22.6	14.5	69.6	24.5	5.9
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	36.2	27.5	36.2	43.0	41.8	15.2
Male	61.2	22.5	16.2	56.5	32.9	10.6
Female	51.2	24.4	24.4	68.5	25.0	6.5
Economically Disadvantaged	67.0	19.8	13.2	70.4	24.6	5.0
English Learners	67.3	22.6	10.1	69.6	23.6	6.8
Students with Disabilities	90.0	5.0	5.0	95.0	5.0	0.0
Students Receiving Migrant Education Services	66.3	19.8	14.0	72.4	19.5	8.0

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the 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 on the CDE 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 ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0	0.0	0.0
7	0.0	0.0	0.0
9	21.8	26.6	14.3

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 CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2006	2007	2008
Statewide	5	4	4
Similar Schools	7	3	5

Academic Performance Index Growth 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
	2006-07	2007-08	2008-09	2009
All Students at the School	-16	13	-11	683
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-11	30	-10	659
Pacific Islander				
White (not Hispanic)	-16	-7	12	749
Socioeconomically Disadvantaged	-8	19	-3	649
English Learners	-13	32	-9	646
Students with Disabilities				

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 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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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

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

Federal Intervention Program (School Year 2009-10)

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 (ELA 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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 1
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 General Admissions Information Web page 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 page at <http://www.calstate.edu/SAS/admreq.shtml>.

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 are 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 CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	0.9	2.7	1.0	1.5	2.9	1.8	3.5	4.4	3.9
Graduation Rate	97.6	92.4	98.8	92.8	90.4	94.1	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students			N/A
African American			N/A
American Indian or Alaska Native			N/A
Asian			N/A
Filipino			N/A
Hispanic or Latino			N/A
Pacific Islander			N/A
White (Not Hispanic)			N/A
Socioeconomically Disadvantaged			N/A
English Learners			N/A
Students with Disabilities			N/A

Career Technical Education Programs (School Year 2008-09)

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 2008-09)

This table displays information about participation in the school's CTE programs.

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

Courses for University of California and/or California State University Admission (School Year 2008-09)

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 in, 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	55.9
Graduates Who Completed All Courses Required for UC/CSU Admission	31.4

Advanced Placement Courses (School Year 2008-09)

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	4.4

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.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>. Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30 %	18 %	5 %
Reading 2007, Grade 8	251	261	41 %	20 %	2 %
Mathematics 2009, Grade 4	232	239	41 %	25 %	5 %
Mathematics 2009, Grade 8	270	282	36 %	18 %	5 %

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92