

## **Chapter II**

### **Student/Community Profile—Overall Summary from Analysis of Profile Data**

*\* At the time that this document was completed, 2007 API and AYP scores had not yet been released. All information and analysis contained herein are based on 2006 data. Narbonne High School has since been informed of its Program Improvement I status, however, this has not been considered in the work contained in the current WASC Self-Study.*

Narbonne High School has not met the federal Adequate Yearly Progress (AYP) requirements for the past two years. Narbonne has shown improvement in the state Academic Performance Index (API), and therefore has met the AYP requirement for the percent of students proficient in both English and math. However, participation rates for both the English and math portions of the California Standards Test (CST) and the California High School Exit Exam (CAHSEE) have fallen short. In addition, Narbonne has not met the AYP requirement for the graduation rate.

Clearly, a number of factors have contributed to Narbonne's failure to meet AYP requirements. Many schoolwide efforts are being made to improve student achievement. Based on the data, we have selected three areas of need to focus on immediately and to guide our WASC Self-Study discussions.

#### **Dropout Rate**

The current four-year dropout rate is 25%, which raises the following questions:

- How does the average daily attendance rate relate to or impact the dropout rate?
- Are students labeled as “dropouts” due to issues with attendance records and/or a failure to properly withdraw students from enrollment?
- How does a student's success or lack of success in the classroom play a part in his or her decision to drop out of high school?
- What programs are in place or can be implemented to help improve student success in the classroom?
- Is there a relationship between students who do not participate in state mandated assessments and students who drop out of school?

#### **Reclassification Rate of English Learner Students**

Another issue that shows up in the data is the reclassification rates for English Learner (EL) students. These rates are significantly lower at .3 % for Narbonne High School than for other schools in the District and the state. Almost half (49%) of these same students are failing their ESL courses. Considering these numbers, the following questions are raised:

- Are teachers and students aware of the requirements for reclassification?
- Are SDAIE teaching practices being used consistently in classes that serve EL students?
- What kind of professional development is or can be offered to assist teachers of EL students?
- What can be done to decrease the failure rate of EL students in both ESL and mainstream classes?
- What can be done to decrease the overall failure rate of students in English and math classes?
- What support and intervention can be provided to help struggling EL students?

## **Data**

Throughout the process of gathering and interpreting the data needed for Chapter 1 of the Self-Study, we came to recognize data itself as one of the areas of need at Narbonne High School. Data was not always easy to collect as it was not contained in a central location. In addition, we found a relatively low comfort-level from staff when it came to dealing with data. Narbonne is not yet entirely at ease with using data to drive the school program. A system for collecting and disseminating data is not currently in place. This experience has raised the following questions:

- How can we create a user-friendly data bank?
- What professional development opportunities can be offered to help teachers work with data?  
How can our understanding of the data help improve student achievement?
- How can we help students and parents develop a relationship with the data, especially CST and periodic assessment scores?
- What does the data tell us about our instructional program?
- How can we use the data to guide the instructional program?
- What opportunities can we offer to allow teachers to analyze and discuss data with colleagues?