

Nampa School District

Social Class in Elementary Schools

- A wide mix of students from various socio-economic backgrounds
- Depended largely on boundaries of elementary schools

Homeless

- Have the right to attend any school in the district
- Receive transportation to the school
- Cannot be separated from regular school program
- Do not have to provide immunization records

Quick Facts

Number of Students- 14, 730

Number of Teachers- More than 850 Teachers

Number of Administrators- District Superintendant + 3 CEO (Chief Education Officer)

Number of Support Staff- 550

Social Class in Middle Schools

- Drew from a wider variety of boundaries
- Students were mixed and not separated according to socio-economic distinctions

Our vision

We provide the foundation so that all students will develop a personal vision, opening their own doors of opportunity for meaningful and productive lives.

Our five-year goals

We've set three goals:

Our students compete successfully with the world's thinkers, innovators, and problem solvers.

Our students act with personal integrity and respect engaging life's challenges with persistence and resilience.

Our students advance well prepared and confident that what they know and can do matters.

Breakdown according to:

Gender (Male 51.5%, 48.5%)

Ethnicity (67% White, 29% Hispanic, 2% Native American, 1% Black, 1% Asian, 0.5% Hawaiian/Pacific Islander)

SES (free and reduced lunch) 63%

LEP 1,696 out of 14,730 (12%)

Social Class in High Schools

- Nampa High School is more of a impoverished school
- Skyview High School is well mixed with poverty students and middle to upper class students
- Columbia High School is typically the more middle to upper class students

Schools making (or not making) AYP (adequate yearly progress)

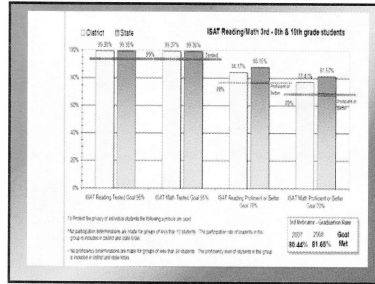
Nampa School District:

- 2010: 24 total schools, 10 made AYP -- 42%
- 2009: 24 total schools, 15 made AYP -- 63%
- 2007: 20 total schools, 0 made AYP -- 0% (3)

2009-10 Adequate Yearly Progress Report

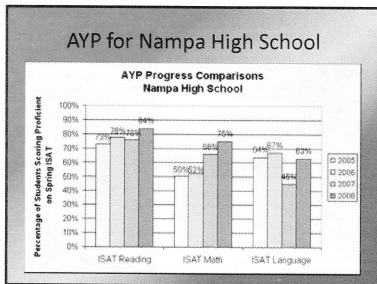
2009-10 Adequate Yearly Progress Report

Grade	2009-10	2008-09	2007-08	2006-07	2005-06
3rd Grade Reading	85%	85%	85%	85%	85%
4th Grade Reading	85%	85%	85%	85%	85%
5th Grade Reading	85%	85%	85%	85%	85%
6th Grade Reading	85%	85%	85%	85%	85%
7th Grade Reading	85%	85%	85%	85%	85%
8th Grade Reading	85%	85%	85%	85%	85%
9th Grade Reading	85%	85%	85%	85%	85%
10th Grade Reading	85%	85%	85%	85%	85%
11th Grade Reading	85%	85%	85%	85%	85%
12th Grade Reading	85%	85%	85%	85%	85%
3rd Grade Math	85%	85%	85%	85%	85%
4th Grade Math	85%	85%	85%	85%	85%
5th Grade Math	85%	85%	85%	85%	85%
6th Grade Math	85%	85%	85%	85%	85%
7th Grade Math	85%	85%	85%	85%	85%
8th Grade Math	85%	85%	85%	85%	85%
9th Grade Math	85%	85%	85%	85%	85%
10th Grade Math	85%	85%	85%	85%	85%
11th Grade Math	85%	85%	85%	85%	85%
12th Grade Math	85%	85%	85%	85%	85%
3rd Grade Language	85%	85%	85%	85%	85%
4th Grade Language	85%	85%	85%	85%	85%
5th Grade Language	85%	85%	85%	85%	85%
6th Grade Language	85%	85%	85%	85%	85%
7th Grade Language	85%	85%	85%	85%	85%
8th Grade Language	85%	85%	85%	85%	85%
9th Grade Language	85%	85%	85%	85%	85%
10th Grade Language	85%	85%	85%	85%	85%
11th Grade Language	85%	85%	85%	85%	85%
12th Grade Language	85%	85%	85%	85%	85%



School Boundaries

- <http://www.city-data.com/school/Nampa-Idaho.html>



Statewide Stats:

- In Spring 2007, Idaho revised the statewide assessment, so it would be better aligned with the standards every student is expected to know and be able to do at the end of each grade level.
- That year, 26 percent of Idaho schools met or surpassed our high academic standards known as Adequate Yearly Progress (AYP).
- In Spring 2009, students took the same version of the ISAT, and 66 percent of Idaho schools met AYP.

District Salary Schedule

- <file:///C:/Users/Karissa/Documents/Nampa%20School%20District%20-%20Nampa%20ID%20District%20boundaries%20files/Nampa%20School%20District%20Wage%20Ranges%20Salary%20Schedule.htm>

AYP according to Ethnicity

- <http://www1.nsd131.org/main/site/results-special-populations.aspx>

Statewide Stats Continued

- In Spring 2010, students took the same version of the ISAT, but the state raised the bar, requiring more students in every school to reach grade-level in order to meet AYP.
- To make AYP this year, 85.6 percent of students in a school had to reach grade-level proficiency in reading, compared to 78 percent last year. In math, 83 percent of students in a school had to reach grade-level proficiency this year, compared to 70 percent last year.
- Even with these higher standards, 62 percent of Idaho's schools met the challenge this year.

Special Programs

- Activities & Athletics
- Advocacy/Counseling
- Choice (Title I) and Open Enrollment
- Driver's Education
- Economically Disadvantaged & Title I
- Gifted and Talented
- Limited English Proficient
- Homeless
- Medical/Physical Impairments (504)
- Migrant
- Professional technical
- Scholarship
- Special education
- Title IX & Gender Issues
- Tutoring (Supplemental Educational Services SES)

Grade 13

- Students can earn certifications
 - Nursing Assistant
 - Dental Assistant
 - Personal Training
 - EMT
 - Network Plus
 - CompTIA A+ Certification
 - CompTIA Network + Certification

"Leadership students are usually some of the most well known students and include representatives from a variety of the cliques- primarily the students who are very successful academically. The athletes have quite a bit of popularity and power. A third group is the choir and band or performing arts students."

- Hannum (teacher)

Changing Youth Culture

Middle school

- Identification of status
- Emotional

High School

- Known Identification
- Focus on School
- Maturity Difference
- Acceptance

Community Groups

- Parent Teacher Association
 - Meet once a month, or when see fit
 - Discuss any new voting issues
 - Often based off of parents whose students attend each school
 - Each school has separate group

Encouraging and Discouraging

- Clothing Standards
 - No all red or blue
 - No mid-drifts showing
 - No spaghetti straps
 - No bandanas or hats

"I think by the time students enter high school they have pretty much already decided what kind of student they will be. Those that have been raised their whole lives to take school seriously and use it as a stepping stone to their future continue to do so"

- Mrs. Call (teacher)

Youth Culture

Status Hierarchy

- Status and Division within clique

Power to Privileges

- Athletes
- Student Leadership

Identification of Groups

- Jocks, Gang Members, Cheerleaders, Band members

"A lot of the time you do group projects/seating arrangement with people you do not usually talk to. Rachel's challenge which was a valiant effort that failed."

- Nicole (student)

Power Hierarchy

- Superintendent
- Building Administrator
- Department Head
- Other Teachers
- Students

Teacher's Schedules

- Lower level high school teachers meet weekly and tend to teach as a team
- Higher level high school teachers meet monthly
- Teachers do not consider these meetings a valuable use of their time and therefore do not attend

Curriculum

- High Schools Separated into Career Choices
 - Nampa High- automotive and technology
 - Columbia High- performing arts
 - Skyview- health sciences, PIE
 - Transported to each school with buses depending on schedule

Interviews

- As for control over the curriculum that the state and national government has over the curriculum at Nampa Christian it is very similar to public schools.
- Private schools are privately funded and therefore get no extra funds from the state or national government.
- However private schools do have to keep up to date with their ISAT testing. If they are not an academically up to snuff according to national standards then the state has the right to remove the right to play sports against other public high schools.
- This is how the government keeps tabs on the curriculum at private schools.

Power Distribution

- 3 teachers find their district is run undemocratically
- The superintendent is typically the main authority and typically schedules meetings
- 1/10 students feel the district is run democratically
- The majority of students felt they had no influence on major decisions such as class offerings
- The student government feels their authority is very minimal, typically only minor choices such as dance themes

Interviews

- Interview: Mrs. Smith Biology
- Bases of the interview: To see how much the state and national government has over the curriculum in the private sector as opposed to the public sector.

Interviews

- Public school is also governed by these standardized test but they are rewarded through a monetary way. The higher the test scores or the more effectively the school is run comparatively to the other schools in the district and state is how much money they are awarded.

Curriculum

- Based on Idaho Standards
- Goals and Objectives
 - Skills students should know for student achievement
- ISAT tests
- Support Curriculum
 - Encompasses programs, texts and resources adopted by the district, such as ESL or Plato
- Prescribed curriculum, but frequently not followed

Interviews

- Being a private religious school that Mrs. Smith teaches at there is requirements to incorporate God into the curriculum.
- These are graded by other teachers who reviewing her classroom to better her teaching abilities. The students however are not required to know what Godly aspect was taught in that days particular lesson plan. The teachers are the only ones who are aware of these.
- This is obviously discouraged from the public school system as because of the separation between church and state. Because the schooling systems are formed by the state then god stays out.

Textbook Curriculum

- There are three main focuses to the text book that I looked at.
 - 1 terms: to define terms and events as they relate to the period of time that the book is talking about.
 - 2 critical thinking: to compare these events with events going on today as well as other events that were happening in that particular time.
 - 3 skill analysis: to capture the spirit or theme that was around during that particular period, as well as being able to analyze and explain a portion of text or a fundamental idea that was apparent around then.

Textbook Continued

- These themes are patterned throughout the entire text differing for each particular event in American history.
- In the teachers edition there is a huge focus with connecting these terms together and with all parts of American society.
- There is a activity given every page to effectively have your students connect this information with another piece of information in all parts of history, government, and culture.
- Also they give a quick background to each of the events that are talked about in each section.

Conclusions

- Nampa School District follows Idaho Standards despite its socio-economic diversity
- Consistently improves on AYP scores
- Youth Culture is typical
- Power Distribution is largely based on administrators
- Continuation of implementation of new Classes