

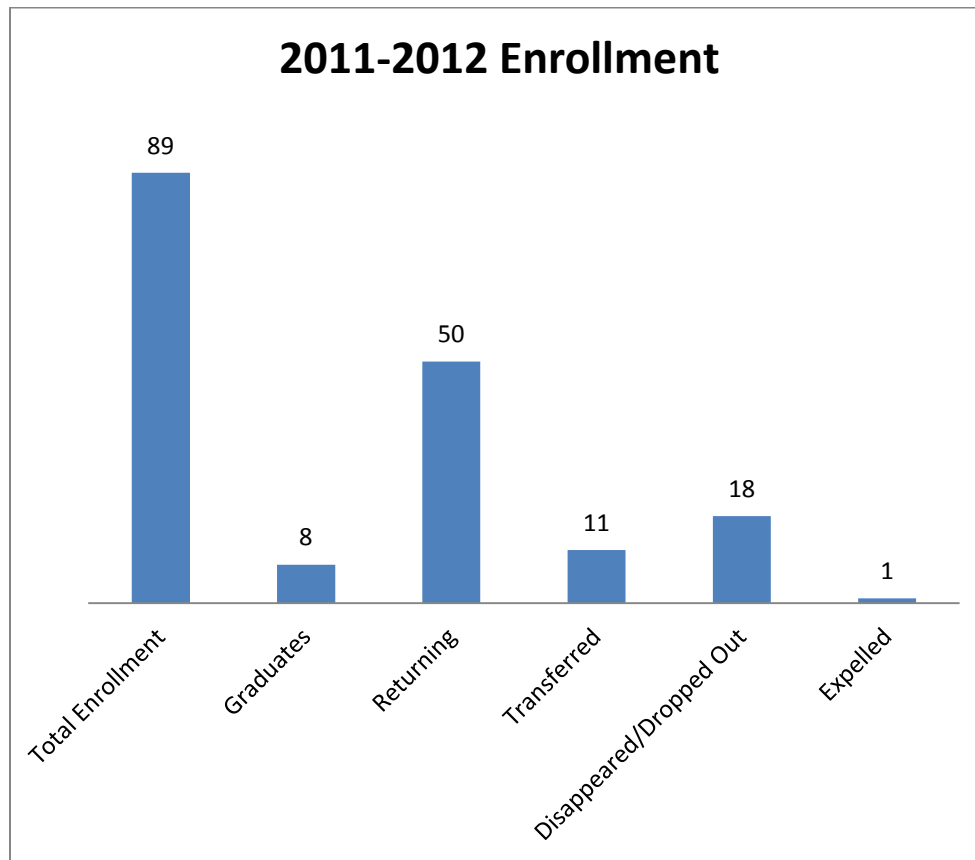
The NET @ Clark



Year One Report

June 2012

Student Enrollment



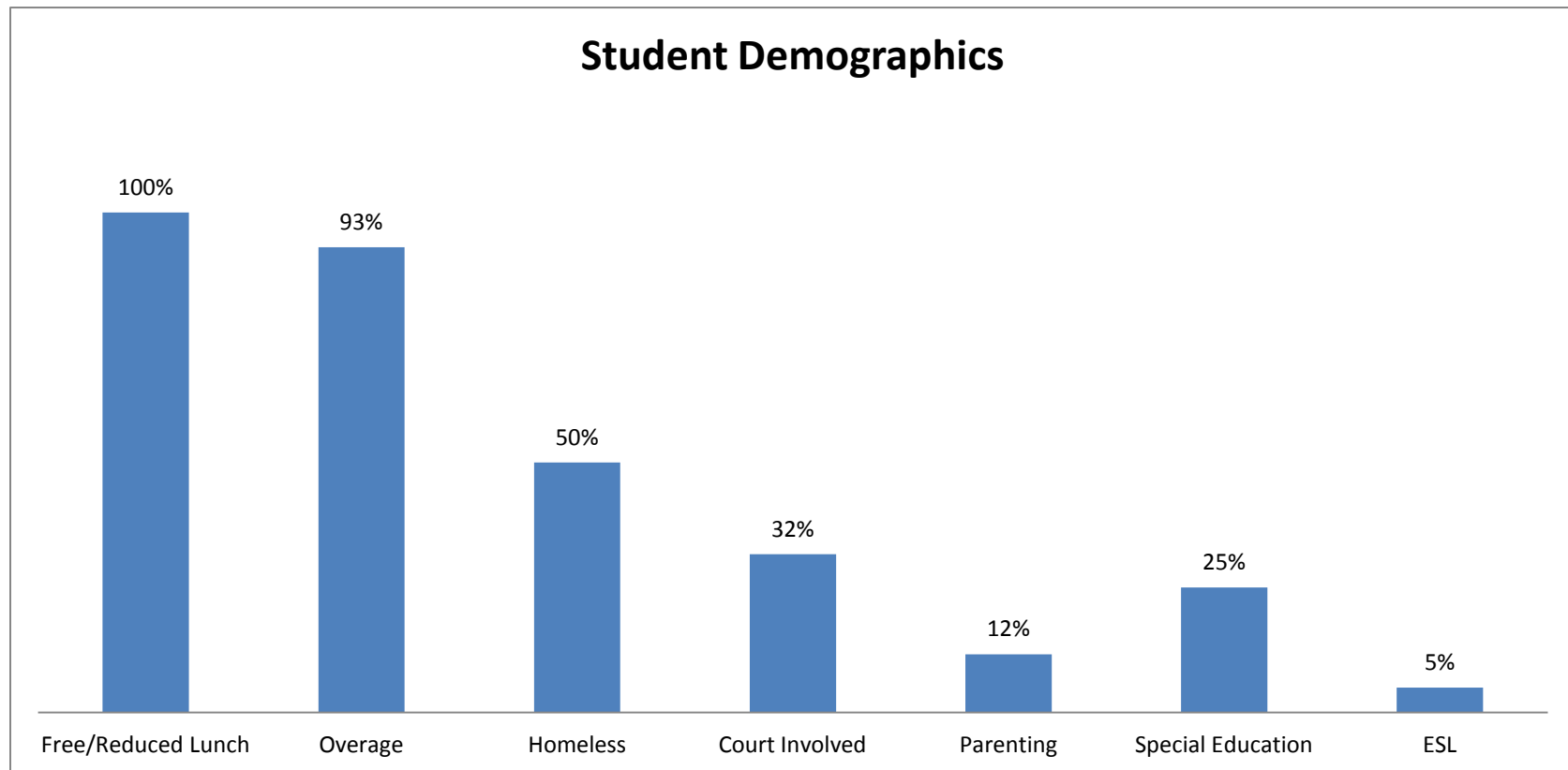
The NET maintained an enrollment of at least 60 students at all times. With little to no outreach, the program had a waiting list for the majority of the year.

The majority of students who dropped out had previously dropped out of at least one other school. Reasons for dropping out included: parenting/caring for other family member's children, death of a family member, and extensive court involvement.

The majority of transfers were due to students moving out of or to another part of the city.

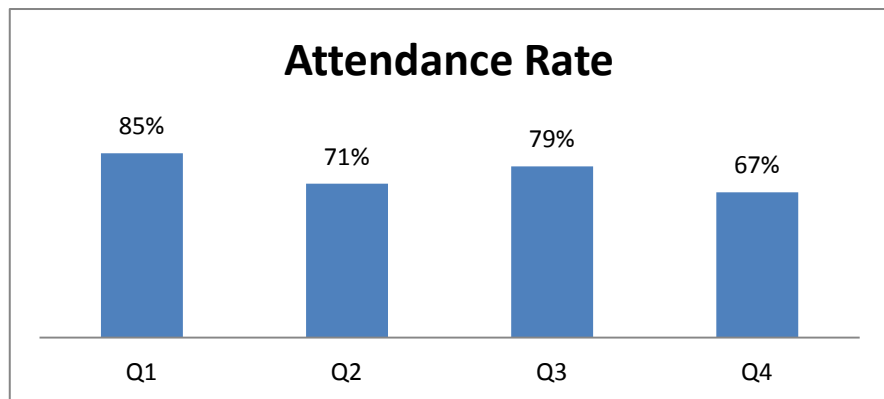
All but one student elected to return to the NET for the 2012-2013 school year.

Student Demographics



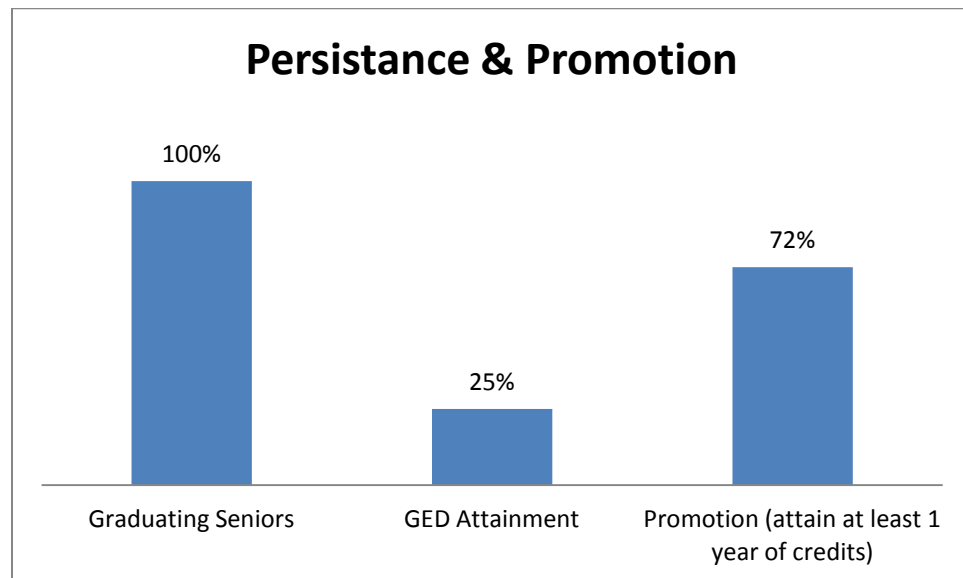
The NET enrolled a larger number of students with special needs and/or with serious mental/emotional health issues than originally anticipated. This led to the addition of a Special Education teacher and Behavior Interventionist along with programming such as LEAD and split scheduling.

Student Attendance & Persistence



Poor attendance rates mainly reflect a handful of students with serious truancy issues. However, the majority of students struggled with attendance and tardiness.

Attendance was the single greatest predictor of grades. Failure due to attendance, not skill, was the reason for all students who did not earn at least 1 year's worth of credits.



NET students have many outside forces influencing their attendance and most have poor attendance habits. The school must improve its ability to support and incentivize attendance.

Academic Growth

Academic progress was measured in a variety of ways at the NET including:

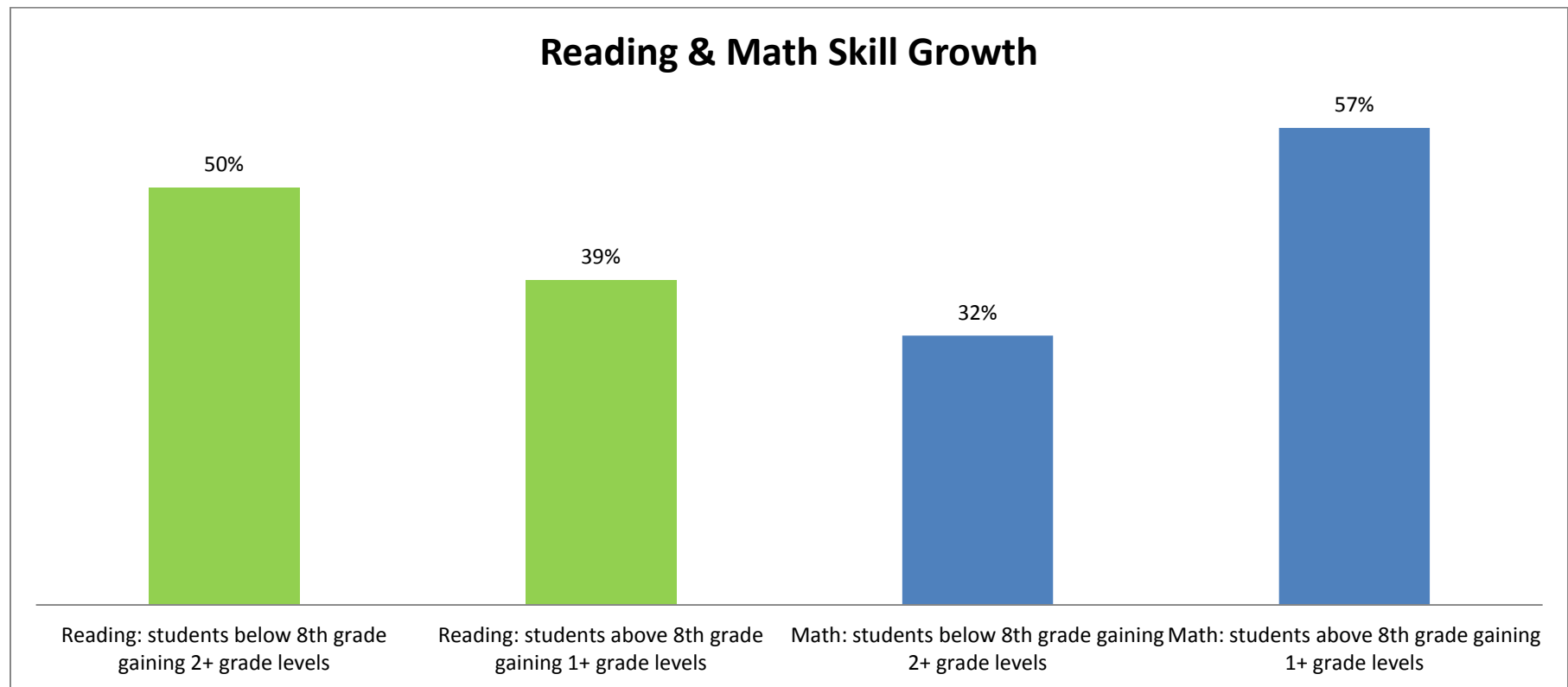
- Progress toward individual mastery goals
- Growth in literacy and math skills
- Standardized test scores
- GPA/Credit attainment

For many students, going to class, turning in homework and even showing up for an exam were major steps. Some students earned credits for the first time despite having been in high school for two or three years previously. Therefore, for one student an A might be cause for celebration, while for another gaining literacy skills, completing every class with Ds and Cs, or passing the GEE after five attempts might warrant the same celebration.

Literacy & Math Growth

78% of the students began at the NET functioning below an 8th grade level in math and 68% began functioning below an 8th grade level in reading.

These students received targeted literacy and math support within their high school credit classes, used Blended Learning computer programs and participated in academic intervention classes. This individualized support resulted in many students making more than a year's worth of academic growth.



Standardized Test Results

In order to graduate, depending upon their high school entry year and special education status, students at the NET must pass:

- Graduate Exit Exams (GEEs)
- End of Course Exams (EOCs)
- Louisiana Alternative Assessment 2 Exams (LAA 2) *students on this track can graduate with a Certificate of Achievement or a regular Diploma*
- Louisiana Alternative Assessment 1 Exams (LAA 1) *these students graduate with a Certificate of Achievement*

This year:

- 2 LAA 1 students completed their graduation testing requirements
- 11 GEE students completed their graduation testing requirements
- 1 EOC student completed his graduation testing requirements (1 year ahead of schedule)

While every student took between 1 and 7 different standardized exams, they were not required to pass all exams. Therefore only 15 students were required to retake one or more of these exams during the summer.

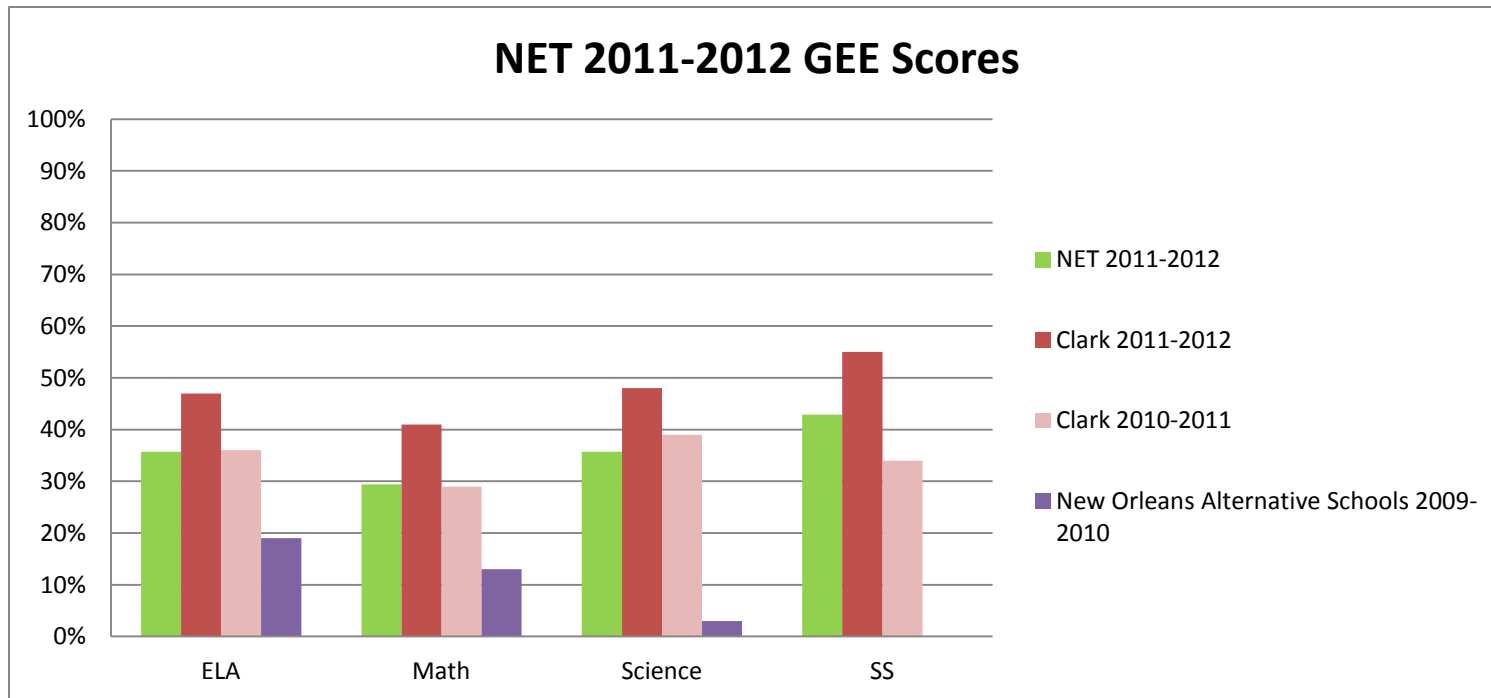
Over all, the NET's curriculum clearly prepared students better for the EOC exams than the GEE exams. This was due in part, due to the larger number of students taking the EOCs, to more closely sequence classes to the EOCs than the GEEs. To rectify this, next year the NET will group students in Advisories according to testing track allowing EOC/GEE specific sequencing.

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Graduate Exit Exams (GEEs)

Students who entered high school before 2010 must pass Math, English and either Science or Social Studies in order to graduate.

	English Language Arts	Mathematics	Science	Social Studies
% Passed	36%	29%	36%	43%



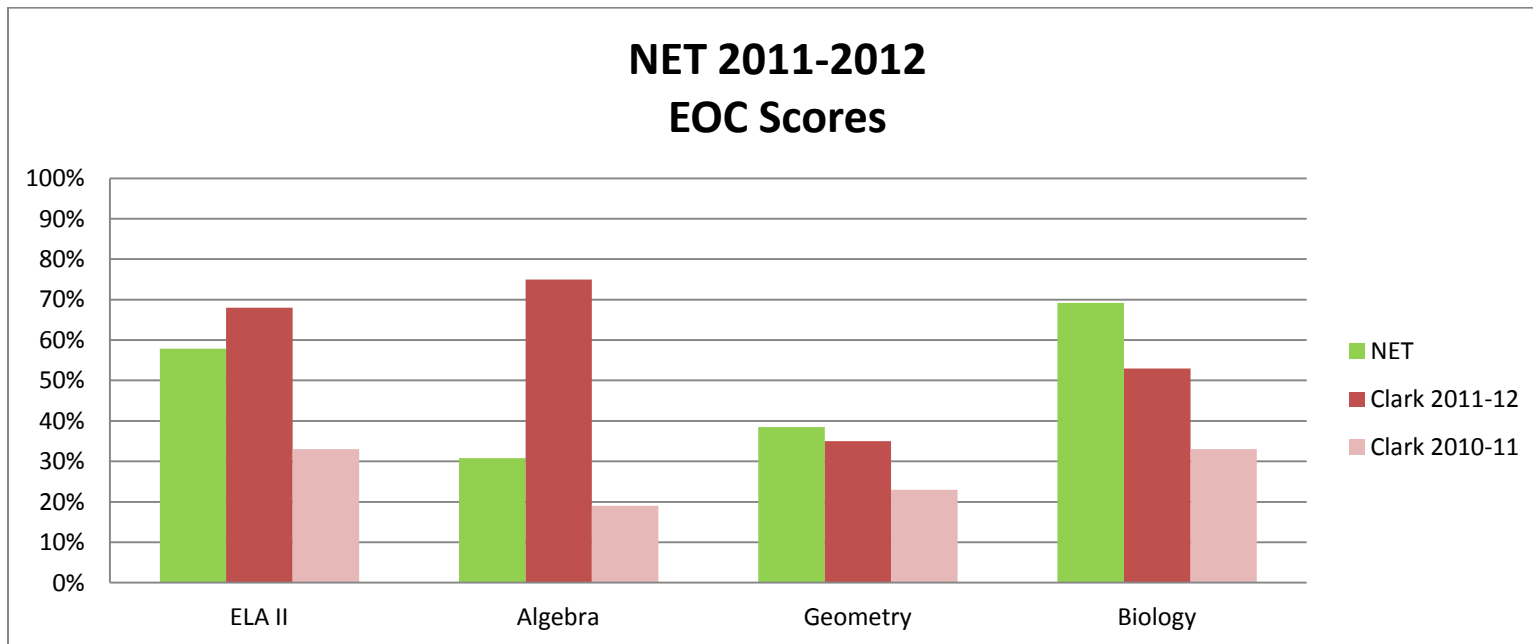
More recent scores for Alternative Schools are not available

End of Course Tests (EOCs)

Students who entered high school 2010 and beyond must pass ELA II OR III, Algebra OR Geometry, and Biology OR American History.

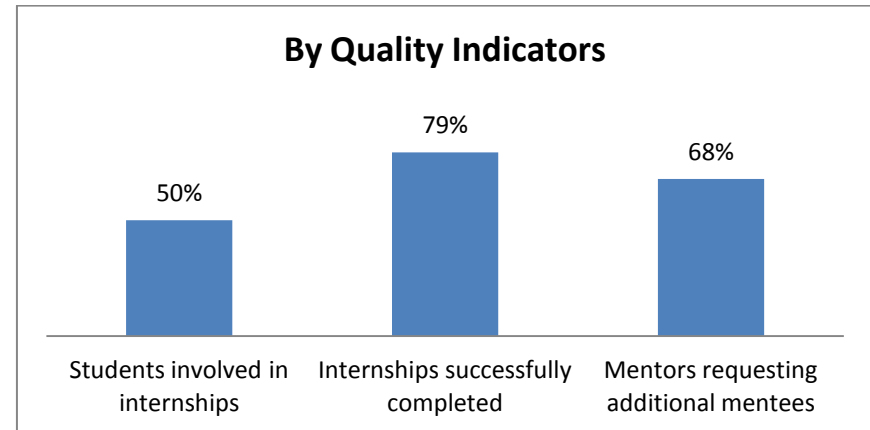
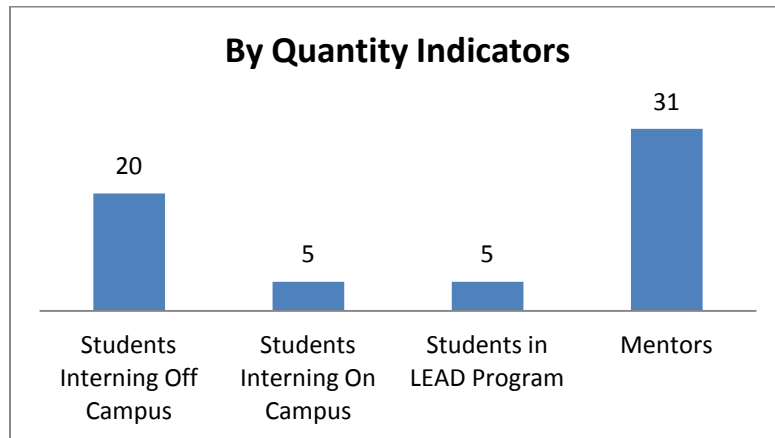
All students enrolled in the courses must take the test regardless of high school entry date. Scores count for between 5-30% of course grade depending upon special education and other statuses. This year the ELA III test was given but the results will not be available until Sept 2012. The American History test was given but only as a field test so scores do not count.

	ELA II	ELA III	Algebra	Geometry	Biology	Am. Hist
% Passed	58%	n/a	31%	38%	69%	n/a



Clark Algebra scores are from the 9th Grade Academy program.

Career & Internship Program



Internship Examples

- Animal tending at the Audubon Zoo
- Developing t-shirt product line at Purple Monkey Printing
- Coaching students with the Firstline Athletics department
- Nursing support at Tulane Hospital
- Tattoo apprentice at Hubba Hubba Tattoos
- Music development at One Vision One Voice
- Fashion development at Fashion Institute of New Orleans
- Apprentice at New Orleans Public Defenders
- Apprentice at Beautiful Beauties Salon
- Radio show intern at Clear Channel Communications
- Gardeners at Grow Dat Youth Farm
- Nursing home assistant at Chateau de Notre Dame

2011-2012 Year One Report

LEAD: Learn, Earn, and Develop

LEAD was developed in January to address the needs of a small group of young men who struggled so severely with emotional and behavioral control that they were not ready to be placed in independent internships.

Working closely with their teacher, students filled work orders from Clark leaders. Projects included painting rooms, putting together furniture and organizing books. To incentivize their attendance and progress at school, LEAD students received a stipend. Students gained experience for their resumes, familiarity with common maintenance tools and tasks and important lessons in communicating with supervisors and teams.

Culture & Behavior

Behavior

This year, over 50% of students struggled with serious mental health, emotional or behavioral issues. Students were medically diagnosed, or self identified as, bi-polar, oppositional defiant, emotionally disturbed, depressed or just “really angry all the time.”

Specific issues:

- Fighting 5 fist fights
- Drugs 1 student expelled for attempting to sell marijuana
 9 students received counseling for arriving on campus high
- Bullying 3 students received consequences & interventions for bullying 1 student re: sexuality
- Disrespect Over 85% of all behavior referrals were due to students disrespecting another student or adult.
 Using restorative practices, the student would identify why s/he reacted as s/he did, explore the results of that reaction and make a plan to re-build trust with the student/adult and/or community.

By focusing on collaborative problem solving and building students’ skills to monitor their emotions and behaviors, 63% of students with emotional/behavioral control issues made evident progress toward improving their reactions and interactions.

Student Satisfaction

Data was collected in two different surveys by FirstLine Schools and by America's Promise Alliance. However it has not been shared with us yet.

Family Involvement & Satisfaction

While a few parents have been very involved, many students are their own guardians or have parents who are largely absent. Data was collected in a survey by FirstLine Schools. Only 10% of parents completed the survey but all but one gave the school an A or B and the parent who gave the school a D marked Agree or Strongly Agree on all positive questions about the school.

Completion & Post Completion

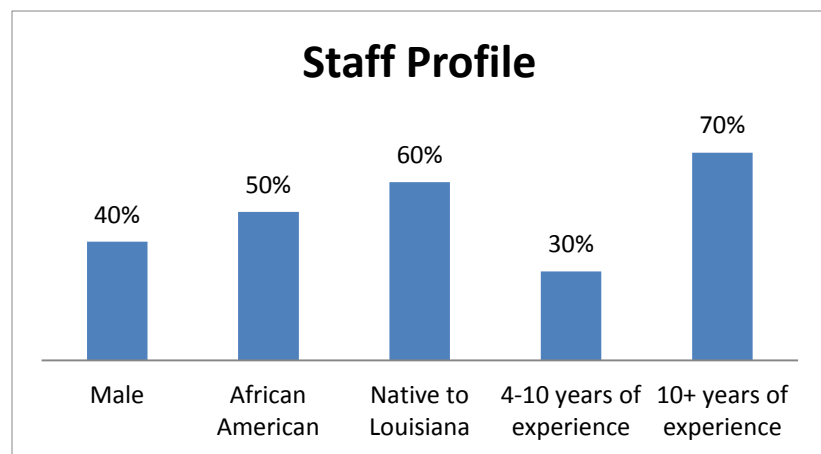
Every senior eligible to graduate in May 2012 did so. 3 more students are expected to graduate in July, 2012.

Together, they will earn:

- 3 Core 4 Diplomas
- 3 Basic Core Diplomas
- 1 GED
- 2 Certificates of Achievement

Post completion information is still being gathered.

Staffing



Academic: 3 Subject Certification, 2 Special Education Certification, 1 Teaching Assistant

Student Support: 1 Assistant Dean, .5 Social Worker, 1 Career & Internships Coordinator

Administration: 1 Principal

Retention

- 80% of returning staff members promoted
- Only two staff members not retained due to performance

Finance

Budgeting

The NET @ Clark budget was managed as a component of Joseph S. Clark Preparatory High School's budget. Therefore program-specific summaries are not yet available.

The majority of students who dropped out of or were recommended for expulsion from Clark were transferred to the NET, thereby providing budget stability for the school as a whole.

NET Specific Fundraising

- ProBono Publico Grant: \$10,000
- EQA Board Outreach: \$4,000
- EQA Board Fundraiser: \$1,000
- 610 Stompers Grant: \$610

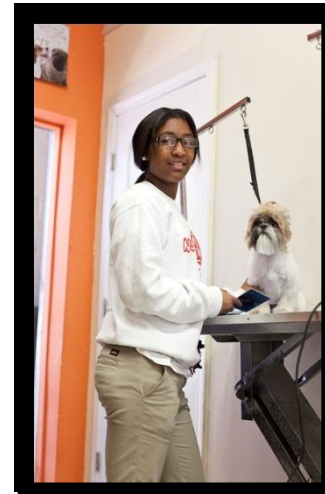
The NET Charter High School

As of July 1, 2012, the NET @ Clark will be transformed into The NET Charter High School using the charter held by Educators for Quality Alternatives. The school will move to 1614 Oretha Castle Haley Blvd. To insure effective and efficient operations, The NET Charter High School will maintain a relationship with FirstLine Schools.

Using the data and lessons learned from the NET @ Clark, the following strategic changes will be implemented:

- Expand to 140 students to better address demand
- Implement split scheduling such that students may elect between a morning or evening schedule, allowing more time for internships, jobs and parenting
- Implement year-round programming to provide students more opportunities to earn credits
- Strengthen project-based learning curriculum to increase student engagement
- Increase use of computer-based academic interventions to increase skill development
- Decrease Advisor caseload to improve student support
- Increase number of staff focused on teaching student behavior and building and monitoring school culture & attendance

The NET Student Experience



Students discuss their experiences: <http://netnola.blogspot.com/2012/05/net-movie-is-out.html>

