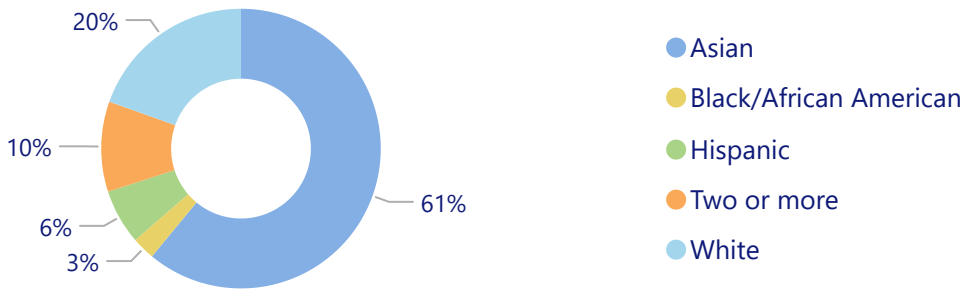
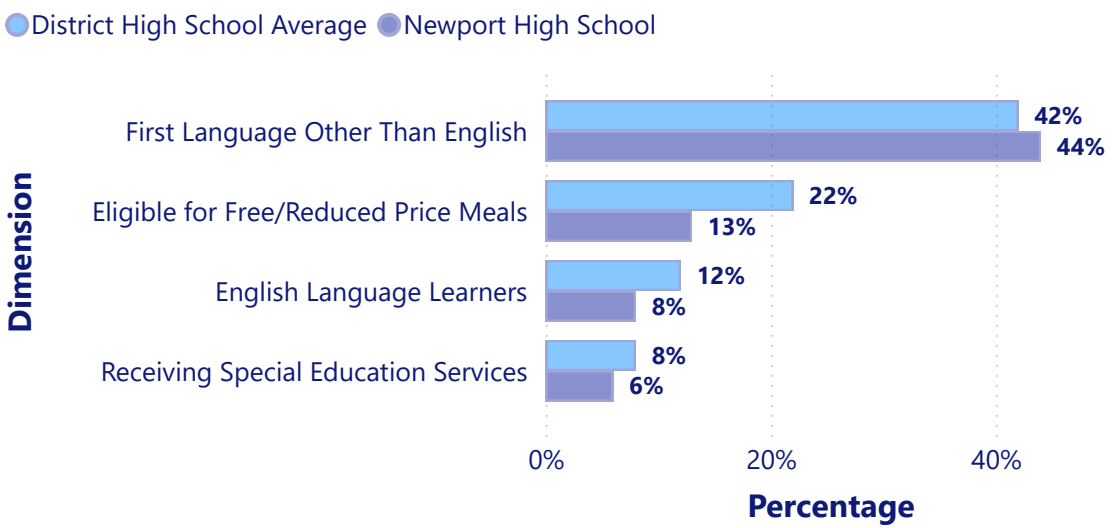
Newport High School

Racial Diversity



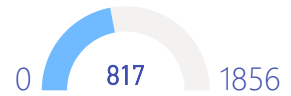
School vs. District Student Metrics



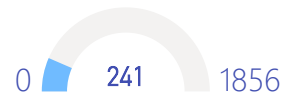
Enrollment: 9-12

1856

First Language Other Than English



Eligible for Free/Reduced Price Meals



English Language Learners

Receiving Special Education Services

Newport High School

School Improvement Plan 2024-25

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Newport High School provides a comprehensive college-preparatory curriculum, including 27 Advanced Placement (AP) courses across all disciplines. With a strong focus on academic challenge, 93% of Newport students enroll in one or more AP classes, and the school does not cap the number of AP courses students may take each year (subject to course prerequisites). Newport also offers advanced courses in computer science, fine arts, and hosts high school components of unique 12-year Spanish Immersion and Mandarin Dual Language programs.

Unique Programs

- CISCO Networking Academy: Offers network technology courses that prepare students for the CISCO Certified Network Associate (CCNA) Exam, catering to students interested in computer science careers.
- Career and Technical Education (CTE): Includes courses such as Teaching Academy, Culinary Arts, and Media Production.
- AVID (Advancement Via Individual Determination): A college readiness program supporting students who may be the first in their families to attend college, focusing on developing necessary skills for college success.
- WaNIC (Washington Network for Innovative Careers): A cooperative of seven districts in NE Puget Sound, providing advanced Career and Technical Education programs aligned with rigorous academic and industry standards for career preparation.

Music & Co-Curricular Activities

Newport's award-winning music program includes a full marching band, jazz and concert groups, orchestra, and choir, all of which receive invitations to prestigious festivals. The Newport Pride Marching Band was invited to participate in the 2020 London New Year's Day Parade. Newport also supports a range of active clubs with a goal of exceeding 80% student participation annually. Notable groups include ASPEN, an advanced health class focused on public and global health education, and DECA, which consistently qualifies participants for regional and national competitions.

Knight Valor Recognition

Students who complete 140 or more hours of community service earn special recognition through the Knight Valor program

School Improvement Plan Priorities

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School Improvement Plan Priorities

Our School Improvement Plan is aligned with the 2024-2029 Bellevue School District Strategic Plan and Sustainability Plan with a particular focus on student learning and engagement. Human-centered systems and collective leadership are foundational to our efforts to improve students' learning experiences.

Bellevue School District Strategic Plan Priorities:

Cultivating Student Engagement and Learning

We've ignited a passion for learning by putting student voice and agency at the heart of everything we do. With active, engaging learning experiences in every classroom, students are prepared to navigate and lead in the complex and ever-changing world.

Building Human-Centered Systems and Relationships

We envision a school and district community where every student, staff, and family member experiences a genuine sense of belonging. Our beloved community is thriving when the richness of diversity here is honored, valued, and integral to our learning. Together, we foster a more inclusive and connected environment.

Strengthening Collective Leadership for People and Planet

Together, we lead with inclusivity and equity! By aligning through shared principles and vision, we're ensuring coherence and collective ownership of our goals. Students, staff, and families co-create innovative solutions and implement sustainable plans for the future. We inspire each other to collectively lead the way for people and the planet.

Student Engagement and Learning

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Learning is joyful, innovative, and built upon student strengths. Passion for learning is ignited by placing student voice and agency at the heart of teaching and learning. With active, engaging, and culturally sustaining learning experiences, students learn to navigate and lead in the complex and ever-changing world.

Priority: Provide engaging, relevant learning experiences that center on student voice and agency

CURRENT LANDSCAPE

Satellite-Level Data

Academic Achievement is measured annually using 10th Grade Smarter Balanced Assessment (SBA) data in Math and English Language Arts (ELA). The data below provides a snapshot of academic achievement highlighting both successes and areas for growth. In addition, attendance data, critical to student success, is also provided to guide our work.

ELA

- Overall Proficiency: 86% of 10th-grade students met or exceeded proficiency. However, this represents a 5% decrease over the past three years.
- Disaggregated Data: Specific subgroups experienced notable declines:
  - Students with Disabilities: Proficiency rates declined from 56% to 37%.
  - English Learners: Proficiency declined from 58% to 43%.
  - Hispanic Students: Proficiency rates declined from 85% to 70%.

Math

- Overall Proficiency: 79% of 10th-grade students met or exceeded proficiency, with only a 1% decline from the previous year.
- Successes: Notable growth includes a 12% increase in proficiency for multi-ethnic students and a 1% increase for English Learners.
- Disaggregated Data: Disaggregated data highlights disproportional declines:
  - Students with Disabilities: Proficiency declined from 31% to 7%.
  - Hispanic Students: Proficiency rates declined from 59% to 52%.

Attendance rates, defined as attending 90% or more of school days, have returned to higher than pre-pandemic levels of 75% overall. Unfortunately, not all primary student groups are experiencing equitable success, most especially:

- **Black Students**: Attendance declined from 62% to 50%.
- **Hispanic Students**: Attendance declined from 65% to 55%.
- **Students with Disabilities**: Attendance decline from 63% to 59%.
- **Low-Income Students**: Attendance declined from 66% to 59%.

Map-Level Data

The Panorama Student Survey is a student survey provided twice throughout the year to gather feedback regarding student sense of well-being and belonging. In 2024, the Student Voice and Agency Index shows the average scored for 'all students' at 66% with the highest score reported from students identifying as Black/African American students at 80% and the lowest for students identifying with disabilities at 58%.

The **WIDA** test, formally known as WIDA ACCESS for ELLs, is a language proficiency assessment designed to measure the English language skills of English Language Learners (ELLs) in K-12 schools. The test assesses students' abilities in four key areas: listening, speaking, reading, and writing. Over the past two years, we have seen a steady rise in the number of students designated for MLL (Multilingual Learner services) supports based on WIDA assessments. Despite this increase, our students are demonstrating significant progress in language proficiency. This year, 57% of our students tested above a WIDA level three, reflecting an 8% increase from the previous year's 49% and a 13% increase from the 44% proficiency rate two years ago. While we have more freshmen at non-exited levels, both our 10th and 11th grade subsections have experienced a marked rise in students exiting the MLL program. In 10th grade, the number of exited students has grown from 20 to 37 over the past two years, while 11th grade has seen a jump from 15 to 40 compared to last year.

Street-Level Data

Professional Learning Communities (PLCs): Newport has recently launched our Professional Learning Communities (PLCs) for the year, with 14 groups currently formed. These PLCs are focused on key areas such as elevating student voice, utilizing student feedback, exploring equitable grading practices, and increasing the use of inclusive strategies and differentiation in the classroom. Throughout the year, many of these staff teams will be gathering student-level feedback and reflections to inform their practices and improve instructional approaches. This collaborative effort will support our ongoing commitment to creating a more inclusive and equitable learning environment for all students.

Student Engagement and Learning Equity Imperative

At Newport High School, we are committed to fostering a learning environment where every student feels valued, included, and capable of achieving academic success. We recognize that a strong sense of belonging is directly tied to student engagement, voice, and agency, which in turn drive academic achievement. This is particularly important for

students with IEPs, 504 Plans, and Multi-Lingual Learners, as we strive to provide tailored support that not only meets their needs but also elevates their voices and agency within the school community.

Key Improvement Strategies

Our improvement strategies directly support our equity imperative by enhancing teaching quality, fostering inclusive learning environments, and prioritizing student voice. Professional development focused on Domain 3 of the Danielson ***Framework for Teaching*** equips teachers with tools to ensure all students feel valued, engaged, and supported through purposeful communication, inclusive discussions, and responsive assessments. **Professional Learning Communities** (PLCs) build on this by emphasizing student voice and agency, creating a shift toward flexible, student-centered classrooms where students actively engage in meaningful work. Additionally, **co-teaching models** in Math and English foster inclusion by enabling students with IEP, 504, and MLL designations to access grade-level content alongside peers, promoting a shared sense of belonging and academic success.

Staff Professional Development (*Framework for Teaching*)

Danielson *Framework for Teaching*: Domain 3 will be used to frame our professional development arc for the year. Focusing staff professional development on Domain 3 in the *Framework* can significantly support Newport High School's equity imperative. By honing teachers' abilities to communicate purpose and content (3a), they can ensure that students understand the relevance of their learning, helping students feel valued and included. Using questioning and discussion techniques (3b) encourages student voice, creating spaces where all students, particularly those with IEP, 504, and MLL designations, feel heard and engaged. Engaging students in learning (3c) is central to fostering a sense of belonging, as students are more likely to feel connected to a community that involves them in meaningful activities. Additionally, utilizing assessment for learning (3d) and responding flexibly to student needs (3e) ensures that instruction is responsive and tailored, directly aligning with the goal of providing support and promoting agency for all students. This comprehensive approach not only enhances academic achievement but also cultivates a school environment where every student feels empowered.

Professional Learning Communities (PLCs)
Last year, seven groups dedicated their professional learning to enhancing student voice and agency, and we anticipate a similar number will continue this work in the upcoming year. A review of last year's learning and growth revealed that a focus on student voice and agency during collaborative time had a significant impact on classroom practices. Teachers demonstrated increased flexibility and responsiveness by actively seeking and incorporating student feedback into lessons. Moreover, there was a shift in designing academic tasks to ensure that students are engaged in meaningful work, carrying out the cognitive lift themselves. These efforts have contributed to more dynamic and student-centered learning environments across our classrooms.

Co-Teaching Models (Math and English)
Co-teaching fosters an inclusive learning environment where all students can learn from one another and appreciate diverse strengths. This model supports students with 504 plans, IEPs, and MLL needs by providing them with access to grade-level content in the least restrictive environment. Through co-teaching, we create a sense of belonging and ensure that every student sees themselves as a general education student capable of success. This approach promotes equity, engagement, and shared learning, aligning with our commitment to support the diverse needs of all learners. We currently provide co-teaching in math for IEPs and English for both IEP and MLL language support.

Monitoring and Measuring Success

MONITORING SUCCESS	
	Satellite-level data like the Smarter Balanced Assessment (SBA), daily attendance reports, and interim assessments in 9th and 10th grades provide critical insights into student progress and the effectiveness of equity-focused improvement strategies. • The annual SBA, administered each spring, offers a benchmark for academic proficiency across subgroups, allowing us to pinpoint disparities in English Language Arts and Math. • Daily attendance monitoring ensures that students who may be at risk of disengagement or falling behind are quickly identified and supported, which is essential to equitable access to learning. • Quarterly interim assessments in English Language Arts and Math for 9th and 10th graders provide timely data on student understanding, enabling educators to adjust instruction as needed to support all students' academic progress.
	Map-level data, such as D/F rates, student voice and agency survey results, and WIDA testing scores, provide detailed insights into students' academic and social-emotional progress, guiding our path toward addressing our equity imperative. • Quarterly D/F rate monitoring through the Multi-Tiered Systems of Support (MTSS) team enables early identification of students needing additional academic support, ensuring targeted interventions are provided to reduce achievement gaps. • The Panorama Student Survey, conducted twice annually, assesses students' sense of voice and agency, helping the school understand how inclusive and empowering students feel in their learning environment and where to adjust practices to increase engagement. • WIDA scores, tracking literacy development for English learners, offer essential information on students' English language proficiency growth, allowing teachers to tailor instruction and resources to meet the unique needs of multilingual learners.
	Street-level data from staff surveys, PLC data sharing, and focus groups with Student Equity Leaders enable us to gauge the effectiveness of its equity-focused improvement strategies and progress toward our equity imperative. • Quarterly staff surveys assess the impact of professional development on teaching practices, helping leaders adjust training to better support inclusive, equity-driven instruction. • Data shared within individual Professional Learning Communities (PLCs) allow for collaborative analysis of student outcomes and provide insights into how well strategies are supporting all students, with adjustments made in real time. • Additionally, the Racial Equity and Inclusion (REI) team's bi-monthly focus groups with Student Equity Leaders provide direct feedback on students' experiences of voice and belonging, informing schoolwide practices to foster a more inclusive culture.

Sustainability

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Priority: Engage students and stakeholders in the design and implementation of an environmental sustainability plan.

Goal:

Engage student leaders and environmental clubs/classes to help inform our community about the current sustainability imperative and new sustainable features of our building.

Actions:

- Identify subcommittee of staff and students.
- Use current NHS publications (Knight Life, NTV, etc.) to have a sustainability spotlight.

Monitoring and Measuring Success:

- Diverse student focus group to check-in with throughout the year to see if actions are having an impact.

Goal:

Form a subcommittee of diverse stakeholders to inventory our current sustainability practices and actions to design next steps.

Actions:

- Identify subcommittee of staff and students
- Subcommittee audits current sustainability measures

Monitoring and Measuring Success:

By December, we will have created a subcommittee of staff and students and will have a working calendar with goals for second semester implementation.

A Note About Data

A variety of data sources are utilized to measure learning and success on goals. District leaders have worked with renowned educator, consultant, and author Shane Safir, on various sources for measuring learning and educational goals. In her work on educational equity and data-informed decision making, the terms "Street data," "Satellite data," and "Map data" refer to different types of information that provide varying perspectives on student learning and school improvement.

Street Data

"Street data" refers to qualitative, ground-level information that is gathered from direct interactions with students, families, and educators. This type of data is rich in context and personal experiences, often collected through empathy interviews, focus groups, observations, and other narrative methods. Street data captures the lived experiences, voices, and stories of those within the school community, offering deep insights into the nuances of school culture, student engagement, and individual learning journeys. It emphasizes the importance of understanding the human side of education and using this understanding to drive meaningful change.

Satellite Data

"Satellite data" represents quantitative, high-level information that provides a broad overview of school or district performance. This type of data includes standardized test scores, graduation rates, attendance figures, and other traditional metrics commonly used to assess academic achievement and operational efficiency. Satellite data offers a macro perspective, allowing educators and policymakers to identify trends, compare performance across different schools or districts, and make data-driven decisions at a systemic level. However, it often lacks the contextual depth needed to understand the underlying causes of these trends.

Map Data

"Map data" bridges the gap between street data and satellite data by providing a middle layer of information that combines both qualitative and quantitative elements. This type of data includes school climate surveys, formative assessments, student work samples, and other tools that offer a more detailed and contextualized view of student learning and school environments. Map data helps educators and leaders to connect the broad patterns observed in satellite data with the specific insights gained from street data, facilitating a more holistic and nuanced approach to school improvement and student support.

By integrating street data, satellite data, and map data, educators can develop a comprehensive understanding of their schools and communities, leading to more effective and equitable educational practices.

Satellite Data: Student Well-Being

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Student Well-Being

	Student Voice & Agency Index (Secondary)	
Student Groups	Spring 2024	Spring 2025
All Students	66%	
Asian	65%	
Black/African American	80%	
Hispanic	63%	
Multi-ethnic	69%	
Native American	*	
Pacific Islander	*	
White	67%	
Students with Disabilities	58%	
English Learners	61%	
Low Income	64%	

Satellite Data: Literacy and Math

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The Smarter Balanced Assessment (SBA) is a state-required test used to measure students' proficiency in English Language Arts (ELA) and mathematics. The SBA assesses critical thinking, problem-solving, and analytical skills aligned with the Common Core State Standards and is one measure of college and career readiness.

Grade 10: Percentage of students meeting or exceeding standards on SBA English Language Arts					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024	Spring 2025
All Grade 10	**90%**	**91%**	**92%**	**86%**	
Asian	93%	90%	92%	88%	
Black	*	60%	*	50%	
Hispanic	82%	89%	85%	70%	
Multi-Ethnic	84%	96%	98%	90%	
Native American	*	n/a	*	n/a	
Pacific Islander	*	*	*	n/a	
White	88%	94%	93%	87%	
Low Income	79%	80%	80%	70%	
English Learners	41%	25%	58%	43%	
Students with Disabilities	59%	69%	56%	37%	

Grade 10: Percentage of students meeting or exceeding standard on SBA Math					
Student Groups	Spring 2019	Spring 2022	Spring 2023	Spring 2024*	Spring 2025
All Grade 10	**79%**	**74%**	**78%**	**79%**	
Asian	91%	86%	84%	86%	
Black	*	18%	*	23%	
Hispanic	62%	43%	59%	52%	
Multi-Ethnic	71%	79%	66%	78%	
Native American	*	n/a	*	n/a	
Pacific Islander	*	*	*	n/a	
White	69%	65%	73%	70%	
Low Income	56%	66%	61%	56%	
English Learners	71%	57%	53%	54%	
Students with Disabilities	19%	29%	31%	7%	

Satellite Data: Future Ready

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Preparing high school students to be "future ready" means encouraging them to take rigorous coursework that challenges and inspires them. Engaging in advanced classes not only deepens their knowledge but also hones critical thinking, problem-solving, and time-management skills, which are essential for college and career success.

Advanced Placement (AP) and International Baccalaureate (IB)

Graduates Passing AP/IB Courses			
Student Groups	2023	2024	2025
All	**89%**	**89%**	
Asian	93%	94%	
Black	*	*	
Hispanic	81%	81%	
Multi-Ethnic	91%	83%	
Native American	n/a	n/a	
Pacific Islander	n/a	*	
White	84%	84%	
Low Income	83%	83%	
English Learners	75%	68%	
Students with Disabilities	33%	58%	

Industry Recognized Certifications (IRC)

Courses: Automotive Technology, Building Industry Technology, Cisco CCNA, Culinary Arts, Health Sciences, Welding/Design/Fabrication							
	Grade 9-12 Demographics	% of Total Enrollment in These Courses		% Students Taking an IRC		% Pass Rate of Students Taking an IRC	
Student Groups	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25
All Students	100%	100%		94%		62%	
Asian	61%	61%		94%		58%	
Black	3%	1%		*		*	
Hispanic	7%	4%		*		*	
Multi-ethnic	10%	7%		100%		70%	
Native American	.1%	1%		*		*	
Pacific Islander	.2%	1%		*		*	
White	20%	24%		92%		64%	
English Learners	8%	4%		*		*	
Students with Disabilities	6%	6%		*		*	
Low Income	13%	14%		90%		52%	
Female	49%	23%		97%		59%	
Male	50%	77%		94%		62%	
Non-binary	.6%	0%		n/a		n/a	

College in the High School (CiHS) Dual Credit Coursework

College-in-the-High-School (CiHS) Dual Credit Course Enrollments Grade 9-12								
Student Groups	2023-24 Grade 9-12 Demographics		# CiHS Course Enrollments 2023-24 #	CiHS Subgroup % of Course Enrollments 2023-24	2024-25 Grade 9-12 Demographics		# CiHS Course Enrollments 2024-25 #	CiHS Subgroup % of Course Enrollments 2024-25
All Students	1,182	100%	2,457	100%				
Asian	1,091	58%	1,557	63%				
Black	47	3%	30	1%				
Hispanic	124	7%	148	6%				
Multi-ethnic	195	10%	254	10%				
Native American	3	.2%	4	0%				
Pacific Islander	5	.3%	5	0%				
White	417	22%	459	19%				
Students with Disabilities	128	7%	65	3%				
English Learners	139	7%	124	5%				
Low Income	265	14%	264	11%				

**Example: Approx. 41% of Gr 9-12 students were Asian. 49% of CiHS course enrollments were Asian students.*

Running Start Enrollment

Student Groups	Grade 11-12 Demographics 2023-24	Running Start Subgroup # 2023-24	Running Start Subgroup % 2023-24	Grade 11-12 Demographics 2024-25	Running Start Subgroup # 2024-25	Running Start Subgroup % 2024-25
Asian	56%	104	50%			
Black	2%	6	3%			
Hispanic	8%	18	9%			
Multi-ethnic	10%	25	12%			
Native American	.3%	0	0%			
Pacific Islander	.4%	1	.5%			
White	23%	53	26%			

Students with Disabilities	6%	3	2%			
English Learners	7%	8	4%			
Low Income	14%	40	19%			

Seal of Biliteracy Earned

Student Groups	2023 Graduates Earning Seal %	2024 Graduates Earning Seal %	2025 Graduate Demographic	2025 Graduates Earning Seal %
All students	32%	34%		
Asian	35%	38%		
Black	*	*		
Hispanic	41%	45%		
Multi-ethnic	30%	27%		
Native American	n/a	n/a		
Pacific Islander	n/a	*		
White	24%	25%		
Students with Disabilities	0%	11%		
English Learners	40%	54%		
Low Income	21%	33%		

Satellite Data: Attendance

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Regular school attendance is essential for high school students' success and future opportunities. Consistent attendance is linked to better academic performance, higher graduation rates, and greater career prospects, making it a critical component of a successful high school experience.

Attendance- % of Students Attending School Regularly (at school 90% of the time)

Student Groups	18-19 School Year (pre-pandemic)	23-24 School Year	2024-25 School Year
All students	**84%**	**82%**	
Asian	91%	89%	
Black	62%	55%	
Hispanic	65%	62%	
Multi-ethnic	77%	75%	
Native American	*	*	
Pacific Islander	*	*	
White	77%	75%	
Students with Disabilities	64%	62%	
English Learners	76%	74%	
Low Income	66%	64%	

Map Data: WIDA Test

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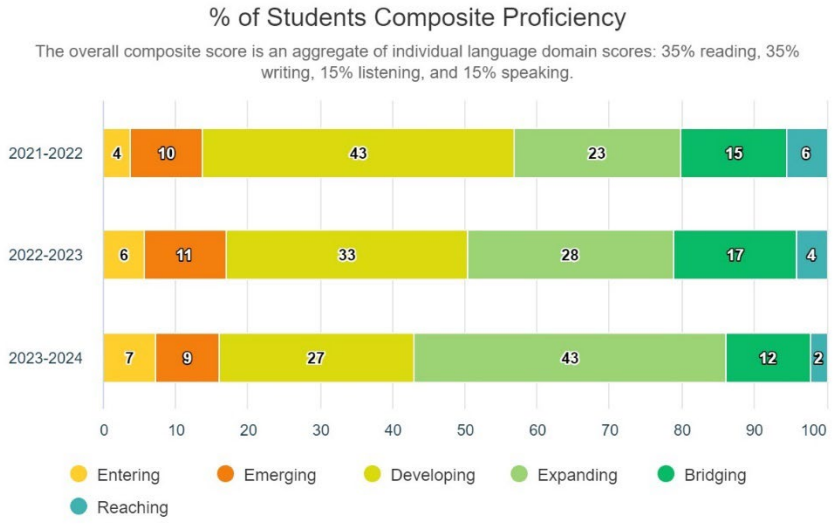
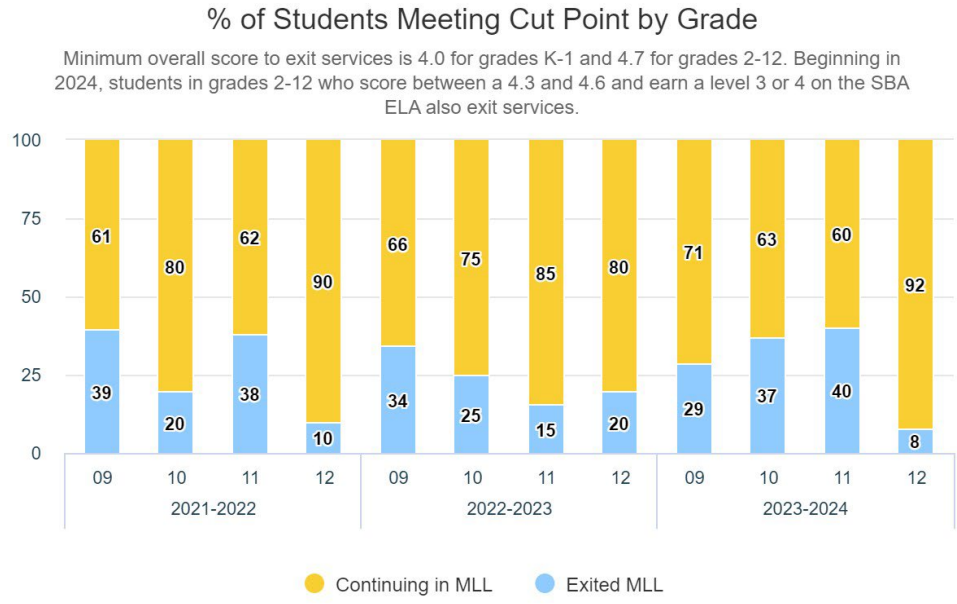
WIDA helps understand the varying levels of language proficiency and needed supports for our multi-language learners.





FOR OUR FUTURE WORLD
Bellevue School District