NNPS by the numbers

- Number of employees: 5,029
- Number of teachers: 2,506
- New teachers this year: 310
- Provisionally licensed teachers: 282
- Teachers with a master’s degree or above: 1,002

Goal 4

Recruiting & retaining
A quality workforce

Without highly qualified teachers and staff, Newport News Public Schools would be unable to fulfill its mission. In addition to aggressively recruiting throughout the region and holding twice yearly teacher job fairs, the division is seeking teachers through the Visiting International Faculty program and using the resources of the Transition to Teaching grant to staff critical classroom positions in foreign language, math, science and special education. To refine recruitment strategies and track workers compensation costs, staffing, absenteeism, resignations, hirings, and position changes, the Human Resources department has significantly increased its use of technology. By focusing on recruitment, retention, compensation and professional development, the division is helping create a community of learning staffed by a quality workforce.—Eddie P. Antoine, II, Assistant Superintendent of Human Resources

To reduce the time it takes to hire teachers, the department put into place online applicant tracking. Principals and others charged with hiring can review applications and other materials via the Web, saving time and resources.

“Live-scan” fingerprinting will reduce from weeks to days the turnaround time of criminal records checks.

Goal 5

Linking schools, home & community

Good schools become great when everyone joins in the discussion. That’s the underlying theme of the school division’s efforts to strengthen our educational system. The school division has made a commitment to helping parents and other family members learn how to navigate the sometimes complex world of public education and make it easier to become active participants in the education of their children.—Patrick Finneran, Director of Community Relations and Legislative Services

This spring, high school seniors completed an exit survey, which will yield valuable information on their level of satisfaction with their education at NNPS and level of preparation to enter college or the world of work. Parents and students will also be given an opportunity to participate in a customer satisfaction survey.

The division kicked off the Family University Network, a series of eight evening and Saturday workshops to help parents become more involved in their children’s education. More than 340 people attended “FUN” workshops; 29 received diplomas for completing four or more workshops.

The division's “Employers for Learning” program enables companies throughout the Peninsula to get educational information to employees at the work site. One of the most popular features is the “lunch 'n learn” session in which school employees provide workshops at the company location.
A wise person said that we should all be concerned about the future because we have to spend the rest of our lives there. For those of us in education, there is the added responsibility of preparing our children to live and thrive in it. It’s a fact of life in the 21st century that change isn’t an option. Students are different, families are different, society is different, and because this is so, public education faces unprecedented challenges. I am encouraged that the Newport News Public Schools staff is responding to these challenges with creativity and hard work.

In a year with many accomplishments, several stand out. Over the last 12 months, Newport News Public Schools has used the results of a curriculum management audit to improve what we teach children, devised a six-year strategic plan, expanded preschool and kindergarten programs, implemented a new reading program in all elementary and middle schools, initiated a new college prep program in middle and high schools, and worked with the HOPE Foundation to improve school leadership, among many other initiatives. We have taken big steps to create a culture of accountability, both internally with an instructional audit and a new accountability department, and externally through continuing communication with parents, citizens and the business community.

Creating a world-class school system can only happen with an informed and engaged public. In the following pages you will read about our five goals for a quality education for every student and how we are using them to shape schools that work for children.

My hope is that community members will participate at every level in the continuing conversation about educating our children. I pledge to you that your comments will be considered carefully.—Dr. Marcus J. Newsome

The Strategic Plan

The five goals at right form the foundation of the division’s six-year Strategic Plan, a “blueprint for excellence” that will guide our efforts to improve academic achievement for all students. Begun in November 2003 and completed a year later, the strategic planning process gave citizens, parents, businesses, school division employees and students a way to connect their vision for NNPS to what will actually happen in classrooms and programs. The plan will be updated in the coming year and extended every two years.

Goals for a quality education for every student

1. Improve academic achievement for all students while closing achievement gaps
2. Enhance safe, orderly, nurturing schools and facilities that support quality teaching and learning
3. Maintain efficient, effective, accountable management of the school division
4. Support the recruitment, professional development and retention of a qualified workforce
5. Promote strong home, school, business and community relationships

Managing with efficiency & accountability

As true in education as it is in the business world, you can’t manage something if you can’t measure it. Increased accountability continues to drive improvements throughout the school division. Through a new department of Research, Evaluation and Accountability, the division is monitoring student performance, finding research-based programs that meet student needs, and evaluating them for effectiveness. The division is using its technology resources to make student performance data, broken down by subgroup, quickly available to schools so that they may evaluate trends and form their improvement plans.

Over the last two years, Newport News Public Schools has instituted a more open, inclusive and collaborative budget process that includes community and school division representatives. To further improve the process, the division is beginning a move toward a program-based budget, which will evaluate the effectiveness of new and existing programs to ensure that resources are used effectively.

With a new fiber-optic wide area network (WAN), the first installed by a school division in the state of Virginia, NNPS students and staff have access to greatly improved technology services. Almost completed, the network will also provide the platform in the future for telephones at a reduced cost.

Distance learning opportunities, such as partnerships with area museums and colleges, will also become viable with the network’s greater capacity and speed. A new student data management system (eCIS) is helping staff collect and distribute student information more quickly.

Requirements for reduced class sizes for kindergarten through third grade, increased classroom space needed for special education, the move to full-day kindergarten, and aging schools—two-thirds are more than 30 years old—will continue to challenge our budget and our creativity.—Mary Lou Rousseau, Assistant Superintendent of Business and Support Services

The NNPS fiber-optic WAN will be finished six months early.
Creating safe schools that support learning

Each day almost 32,000 students enter the front doors of our 45 schools to begin the work of learning. Research tells us that a positive school climate is one of five characteristics of effective schools and one of the benchmarks that should be used to measure improving schools. How are we doing in creating the kinds of welcoming, nurturing and safe school climates that support teaching and learning?

Through the LEAD project, the school division is focusing on the way schools work and how to make them work better. By using the expertise of educators within the division, the Leadership for Education Achievement in Districts project is pairing high-performing schools with schools in need of improvement. Through frequent collaborations, sharing best practices and leadership development activities, the paired schools are seeing improvements in classroom instruction and school culture. Although it didn’t set out to address attendance or discipline, in most participating schools, attendance is going up and discipline referrals are going down.

Research tells us that information becomes knowledge through a social process. To help build healthy, respectful school climates that help form those relationships, all elementary and middle schools have character education as part of their school improvement plans, and several have organized instruction around the principle of service learning. And, high schools are continuing their “smaller learning communities” efforts, which cluster freshmen in learning environments.

In a world made much more security conscious by the events of September 11, the division has taken steps to keep students and staff safe. Over the past two years, the division has hired new security officers, upgraded security cameras in high schools, and worked with city representatives to create a safety and security task force. And, bus drivers and school administrators received hostage-taking training through the Newport News Police Department.—Wayne K. Smith, Ed.D., Assistant Superintendent of Equity & Accountability

All elementary schools and seven middle schools met the AYP goal of 94 percent average daily attendance.

145 elementary, middle and high school students were presented with Community Spirit Awards, which recognize the citizenship traits that build strong schools and communities.

An Achievable Dream Academy won national recognition for its character education and community partnership efforts.

Solutions, students and staff

• Thirty-one of 41 schools achieved full SOL accreditation in 2004, an increase from one school in 2000.

• The number of Newport News schools meeting or exceeding federal Adequate Yearly Progress (AYP) benchmarks more than doubled from 12 in 2003 to 27 in 2004.

• This past year saw the largest number of AP awards ever for this division: 160 students from Newport News Public Schools were named 2004 AP Scholars, 30 were named Scholars with Honor, and 39 were named Scholars with Distinction.

• All five NNPS high schools are among Newsweek Magazine’s 2005 best high schools in America.

• The 2005 graduating class earned more than $10 million in scholarships and financial aid from colleges and universities throughout Virginia and the nation.

• For the eighth consecutive year, SchoolMatch, an independent nationwide service, has selected NNPS for the “What Parents Want in Public Education” award. Only 16 percent of school divisions nationally are selected for this program.

• The nationally known HOPE Foundation (Harnessing Optimism and Potential through Education) is partnering with NNPS to create HOPE Mid-Atlantic, a leadership academy and state-of-the-art training center that will provide educators with a two-year program to foster school improvement and close achievement gaps. The second edition of the Foundation’s well-known "Failure Is Not an Option" video series features Newport News Public Schools as one of two school divisions that have significantly improved student achievement.

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• 12 teachers earned certification from the National Board for Professional Teaching Standards, bringing the division total to 20.

• The division’s first elementary International Baccalaureate program will open at Dutrow Elementary this fall.

NNPS at a glance

Total enrollment: 32,134

Elementary (PK-5) 15,187
Middle school (6-8) 7,503
High school (9-12) 8,991
Other Programs 454

Average students/teacher ratio

Elementary school 20 to 1
Middle school 20 to 1
High school 22 to 1

Ethnicity

Native American 7%
Asian/Pacific Is. 2.7%
Black 57.0%
Hispanic 5.3%
White 33.7%
Unspecified 6%

Other

Special Education 13.5%*
Talented and Gifted 4.6% **
Econ. Disadvantaged 48.7%
English as second language 1.9%

NNPS has approximately 5,000 employees, of which 2,500 are teachers.

* figure includes 2-year-old preschool, 13.4% without preschool.
**figure includes preschool, 3.7% without preschool.

This information was updated April 20, 2005.

Woodside High’s orchestra won first place in the Inaugural Celebration Festival, a nationwide music competition held at the University of Maryland in January. As a result of their outstanding performance, members have been invited to travel to Boston to work with the conductor of the Boston Pops.
Newport News Public Schools is narrowing the achievement gap. More than 800 middle school students use the KidBiz program. As of 1998; the data shown is from the 1999 test.

<table>
<thead>
<tr>
<th>Subject</th>
<th>1998</th>
<th>2000</th>
<th>Percentage Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>W. Geography</td>
<td>71%</td>
<td>73%</td>
<td>+2%</td>
</tr>
<tr>
<td>W. Hist. to 1000 AD</td>
<td>89%</td>
<td>91%</td>
<td>+2%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>81%</td>
<td>84%</td>
<td>+3%</td>
</tr>
<tr>
<td>History &amp; Social Studies</td>
<td>85%</td>
<td>87%</td>
<td>+2%</td>
</tr>
<tr>
<td>Science</td>
<td>83%</td>
<td>85%</td>
<td>+2%</td>
</tr>
</tbody>
</table>

The plan developed in response to the audit’s curriculum and instructional findings and aligned with our strategic plan, has been put into practice this school year. It offers students rigorous course work, increased time for literacy and math instruction, and new teaching and technology tools to improve achievement. In addition, the division has launched initiatives that focus on maintaining full accreditation and high graduation rates for our high schools as well as programs to support school improvement and to focus on maintaining full accreditation and high graduation rates for our high schools and in attainment, how many earn a high school diploma. To get an objective, rigorous baseline of our curriculum and management practices, we looked to Phi Delta Kappa, an international association for professional educators. In February 2004, a team of 10 auditors looked at test scores and other data, visited schools, and interviewed key personnel, teachers, business partners, representatives of nonprofit organizations and city officials.

Here are some of the programs that elementary, middle and high school students are using to improve these important skills:

- **Reading Recovery** is a program for struggling first-grade readers that provides intensive help from trained Reading Recovery specialists during the important early years of schooling. This year 600 students received Reading Recovery tutoring. The number of students reading on grade level increased by 2 percent in second grade, 4 percent in third grade, 5 percent in fourth grade, and 7 percent in fifth grade.

- **KidBiz**, a subscription-based website offered at selected middle schools, makes web content manageable and safe for teachers and students. KidBiz includes news from Reuters and CNN that is geared to a child’s individual reading level and matched to state standards. The service also offers an interactive stock market game and daily quizzes on content. More than 800 middle school students use the KidBiz program. Students using KidBiz for literacy development increased scores by 11 points; school scores increased by 21 points. The number of students reading on grade level increased by 2 percent in second grade, 4 percent in third grade, 5 percent in fourth grade, and 7 percent in fifth grade.

- **Cortez**, self-paced mathematics software, which has been used successfully by NNPS high school students, was offered to 8th graders at three middle schools this year: Hines, Passage and Crittenden. Students review math concepts in a lab setting that offers a teacher and teaching assistant for reinforcement and help.

- **440 high school students were enrolled in the SAT prep class this year, a 100 percent increase over last year. SAT Prep is a one-semester class that uses computer-based and classroom instruction to prepare students for the verbal and math portions of this important test. A strong emphasis on writing helps prepare students for the new writing portion of the SAT.**

- **CollegeEd**, a 12-lesson plan developed by the College Board, is offered to all seventh-grade students. This valuable program helps students understand that college is affordable and important to success.

O ur primary goal as a school division is to raise the bar for all students while at the same time closing the gaps. Although we hear most often about the achievement gap, there are three kinds of gaps that exist among students: in achievement, how well students master what is being taught; in opportunity, how often they participate and succeed in high-level courses; and in attainment, how many earn a high school diploma. While steadily rising test scores, increased accessibility to rigorous course work, and high graduation rates over the past few years indicated that the division was moving in the right direction, we needed a firmer grasp of what was working and what wasn’t. To get an objective, rigorous baseline of our curriculum and management practices, we looked to Phi Delta Kappa, an international association for professional educators. In February 2004, a team of 10 auditors looked at test scores and other data, visited schools, and interviewed key personnel, teachers, business partners, representatives of nonprofit organizations and city officials.

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- Thirty-one of 41 schools achieved full SOL accreditation in 2004, an increase from one school in 2000.

- 22 elementary schools improved their scores an average of nine percent from 2004 to 2005 on the writing portion of the English SOL test; five middle schools and three high schools improved their scores; and the school division improved from 2004 to 2005 by an average of 1 percent to an 81% pass rate. Two elementary schools improved their scores by 18 points, one by 20 points, and a fourth by 27 points to bring its score to 97 percent.

- The number of schools meeting or exceeding Adequate Yearly Progress (AYP) benchmarks more than doubled, from 12 in 2003 to 27 in 2004.

- In 2005, students took 3,150 AP tests, the most in our history.

- The achievement gap has narrowed in 14 out of 16 SOL subtests since 2000. Both minority and non-minority students are achieving higher scores, with minorities improving at a higher rate.

- 4,405 high school students took the PSAT, a 20 percent increase over last year.

- 96 percent of NNPS seniors have earned the verified credits necessary for graduation.

- More than 350 students took dual enrollment Career and Technical Education classes at Thomas Nelson Community College.
Newport News Public Schools is narrowing the achievement gap.

### SOL scores

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>English: Reading</th>
<th>47</th>
<th>63</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>&amp; Writing</td>
<td>59</td>
<td>82</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>44</td>
<td>72</td>
<td>64%</td>
</tr>
<tr>
<td></td>
<td>History &amp; Social Studies</td>
<td>26</td>
<td>86</td>
<td>23%</td>
</tr>
<tr>
<td>Science</td>
<td>57</td>
<td>82</td>
<td>44%</td>
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<table>
<thead>
<tr>
<th>Grade 5</th>
<th>English: Writing</th>
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<th>42%</th>
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<tbody>
<tr>
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<td>English: Reading, Lit. &amp; Research</td>
<td>67</td>
<td>79</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>44</td>
<td>72</td>
<td>64%</td>
</tr>
<tr>
<td></td>
<td>History &amp; Social Studies</td>
<td>26</td>
<td>86</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>54</td>
<td>82</td>
<td>52%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>English: Writing</th>
<th>52</th>
<th>69</th>
<th>11%</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>English: Reading, Lit. &amp; Research</td>
<td>60</td>
<td>64</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>44</td>
<td>73</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>History &amp; Social Studies</td>
<td>23</td>
<td>84</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>66</td>
<td>85</td>
<td>29%</td>
</tr>
</tbody>
</table>

### End-Of-Course

<table>
<thead>
<tr>
<th>English: Writing</th>
<th>59</th>
<th>87</th>
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</tr>
</thead>
<tbody>
<tr>
<td>English: Reading, Lit. &amp; Research</td>
<td>68</td>
<td>92</td>
<td>35%</td>
</tr>
<tr>
<td>Algebra I</td>
<td>35</td>
<td>85</td>
<td>143%</td>
</tr>
<tr>
<td>Algebra II</td>
<td>23</td>
<td>79</td>
<td>243%</td>
</tr>
<tr>
<td>Geometry</td>
<td>43</td>
<td>79</td>
<td>84%</td>
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<tr>
<td>U.S. History</td>
<td>22</td>
<td>96</td>
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<tr>
<td>Earth Science</td>
<td>44</td>
<td>67</td>
<td>52%</td>
</tr>
<tr>
<td>Biology</td>
<td>68</td>
<td>81</td>
<td>19%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>46</td>
<td>86</td>
<td>87%</td>
</tr>
</tbody>
</table>

| W. Hist. to 1000 AD | 71** | 89 | 25% |
| W. Hist. from 1000 AD | 47* | 86 | 83% |
| W. Geography | 71** | 86 | 3% |

### Students taking rigorous courses

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### Math & Literacy Skills

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### Math & Literacy Skills

- **Goal 1: Improving achievement, closing the gaps**
  - Our primary goal as a school division is to raise the bar for all students while at the same time closing the gaps. Although we hear most often about the achievement gap, there are three kinds of gaps that exist among students: in achievement, how well students learn what is being taught; in opportunity, how often they participate and succeed in high-level courses; and in attainment, how many earn a high school diploma. While steadily rising test scores, increased accessibility to rigorous course work, and high graduation rates over the past few years indicated that the division was moving in the right direction, we needed a firmer grasp of what was working and what wasn’t. To get an objective, rigorous baseline of our curriculum and management practices, we looked to Phi Delta Kappa, an international association for professional educators. In February 2004, a team of 10 auditors looked at test scores and other data, visited schools, and interviewed key personnel, teachers, business partners, representatives of nonprofit organizations and city officials.

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### Sharing best practices and targeted professional development for teachers is an important element in the division’s plan to improve student achievement.

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**Eurobits Literacy Launch** is an interactive software program that helps ease the transition from spoken to written language. It uses games to teach children about rhyming, syllables, and words, and how to identify individual sounds in words. Eurobits will be available in 157 additional classrooms next year.
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</tr>
<tr>
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<td>7,503</td>
</tr>
<tr>
<td>High school (9-12)</td>
<td>8,991</td>
</tr>
<tr>
<td>Other Programs</td>
<td>454</td>
</tr>
</tbody>
</table>

Average student/teacher ratio

<table>
<thead>
<tr>
<th>Elementary school</th>
<th>20 to 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle school</td>
<td>20 to 1</td>
</tr>
<tr>
<td>High school</td>
<td>22 to 1</td>
</tr>
</tbody>
</table>

Ethnicity

- Native American .7%
- Asian/Pacific Is. 2.7%
- Black 57.0%
- Hispanic 5.3%
- White 33.7%
- Unspecified 6%

Other

<table>
<thead>
<tr>
<th>Special Education</th>
<th>13.5%</th>
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</thead>
<tbody>
<tr>
<td>Talented and Gifted</td>
<td>4.6%</td>
</tr>
<tr>
<td>Econ. Disadvantaged</td>
<td>48.7%</td>
</tr>
<tr>
<td>English as second language</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

NNPS has approximately 5,000 employees, of which 2,500 are teachers.

* figure includes 2-year-old preschool, 13.4% without preschool.
** figure includes preschool, 3.7% without preschool.

This information was updated April 20, 2005.

Woodside High’s orchestra won first place in the Inaugural Celebration Festival, a nationwide music competition held at the University of Maryland in January. As a result of their outstanding performance, members have been invited to travel to Boston to work with the conductor of the Boston Pops.
The Strategic Plan

The five goals at right form the foundation of the division’s six-year Strategic Plan, a “blueprint for excellence” that will guide our efforts to improve academic achievement for all students. Begun in November 2003 and completed a year later, the strategic planning process gave citizens, parents, businesses, school division employees and students a way to connect their vision for NNPS to what will actually happen in classrooms and programs. The plan will be updated in the coming year and extended every two years.

Goals for a quality education for every student
1. Improve academic achievement for all students while closing achievement gaps
2. Ensure safe, orderly, nurturing schools and facilities that support quality teaching and learning
3. Maintain efficient, effective, accountable management of the school division
4. Support the recruitment, professional development and retention of a quality workforce
5. Promote strong home, school, business and community relationships

Managing with efficiency & accountability

As true in education as it is in the business world, you can’t manage something if you can’t measure it. Increased accountability continues to drive improvements throughout the school division. Through a new department of Research, Evaluation and Accountability, the division is monitoring student performance, finding research-based programs that meet student needs, and evaluating them for effectiveness. The division is using its technology resources to make student performance data, broken down by subgroup, quickly available to schools so that they may evaluate trends and form their improvement plans.

Over the last two years, Newport News Public Schools has instituted a more open, inclusive and collaborative budget process that includes community and school division representatives. To further improve the process, the division is beginning a move toward a program-based budget, which will evaluate the effectiveness of new and existing programs to ensure that resources are used effectively.

With a new fiber-optic wide area network (WAN), the first installed by a school division in the state of Virginia, NNPS students and staff have access to greatly improved technology services. Almost completed, the network will also provide the platform in the future for telephones at a reduced cost. Distance learning opportunities, such as partnerships with area museums and colleges, will also become viable with the network’s greater capacity and speed. A new student data management system (eDis) is helping staff collect and distribute student information more quickly.

Requirements for reduced class sizes for kindergarten through third grade, increased classroom space needed for special education, the move to full-day kindergarten, and aging schools—two-thirds are more than 30 years old—will continue to challenge our budget and our creativity.—Mary Lou Rousseau, Assistant Superintendent of Business and Support Services

- All five high schools conducted all end-of-course testing online—about 24,000 tests—which will help speed data gathering and analysis. Online testing has reduced paper and pencil tests from more than 18,000 to 3,400.
- The division’s fiber-optic wide area network will be finished this summer, six months ahead of schedule, and will give schools and sites fast, dependable online access.
- For the third consecutive year, Newport News Public Schools earned a Certificate of Achievement for Excellence in Financial Reporting for the Fiscal Year 2003 Comprehensive Annual Financial Report, one of only 10 school divisions in the state.
- A performance contract put together by NNPS will allow NNPS to make $14 million in improvements and repairs. The energy savings generated by these improvements over the next 12 years will help pay for part of the project’s costs.
- Work-related injuries have been reduced by 20 percent in support operations.

The NNPS fiber-optic WAN will be finished six months early.
Goal 4
Recruiting & retaining
A quality workforce

Without highly qualified teachers and staff, Newport News Public Schools would be unable to fulfill its mission. In addition to aggressively recruiting throughout the region and holding twice yearly teacher job fairs, the division is seeking teachers through the Visiting International Faculty program and using the resources of the Transition to Teaching grant to staff critical classroom positions in foreign language, math, science and special education.

To refine recruitment strategies and track workers compensation costs, staffing, absenteeism, resignations, hirings, and position changes, the Human Resources department has significantly increased its use of technology.

By focusing on recruitment, retention, compensation and professional development, the division is helping create a community of learning staffed by a quality workforce.—Eddie P. Antoine, II, Assistant Superintendent of Human Resources

To reduce the time it takes to hire teachers, the department put into place online applicant tracking. Principals and others charged with hiring can review applications and other materials via the Web, saving time and resources.

“Live-scan” fingerprinting will reduce from weeks to days the turnaround time of criminal records checks.

Research shows that strengthening the home-school connection has a positive effect on student achievement.

- Using federal funding, NNPS has staffed 21 qualifying schools with a parent involvement specialist. The schools have also received a Partners in Print program for beginning readers and their parents.
- NNPS offers parenting information 24 hours a day, seven days a week through the Parent Institute web site available at nnschools.org.
- Citizen subscriptions to the NNPS Beacon e-newsletter, available at nnschools.org, have increased 294 percent.
- Volunteers gave more than 80,000 hours in service to schools this year, and more than 400 businesses partner with Newport News Public Schools.

Goal 5
Linking schools, home & community

Good schools become great when everyone joins in the discussion. That’s the underlying theme of the school division’s efforts to strengthen our educational system. The school division has made a commitment to helping parents and other family members learn how to navigate the sometimes complex world of public education and make it easier to become active participants in the education of their children.

—Patrick Finneran, Director of Community Relations and Legislative Services

This spring, high school seniors completed an exit survey, which will yield valuable information on their level of satisfaction with their education at NNPS and level of preparation to enter college or the world of work. Parents and students will also be given an opportunity to participate in a customer satisfaction survey.

The division kicked off the Family University Network, a series of eight evening and Saturday workshops to help parents become more involved in their children’s education. More than 340 people attended “FUN” workshops; 29 received diplomas for completing four or more workshops.

The division’s “Employers for Learning” program enables companies throughout the Peninsula to get educational information to employees at the work site. One of the most popular features is the “lunch ‘n learn” session in which school employees provide workshops at the company location.