



**SCHOOL ACCOUNTABILITY REPORT CARD FOR 2004-2005**  
**SHASTA UNION HIGH SCHOOL DISTRICT**

# Shasta Secondary Home School

**ADDRESS:** 1401 Gold Street, Redding, CA 96001    **PHONE:** (530) 245-2600

**PRINCIPAL:** B. Lynn Peebles    **GRADE RANGE:** 6-12    **SCHEDULE:** Traditional

## OUR SCHOOL AT A GLANCE

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Student enrollment</b>	Total number of students enrolled	227	671	1,339
<b>Teachers</b>	Number of classroom teachers (full-time equivalent)	12	27	56
<b>Students per teacher</b>	Number of students per teacher	20	24	24
<b>Academic Performance Index</b>	The state's method of combining test scores across all subjects and grade levels	704	706	696
<b>Students per computer</b>	Number of students sharing one computer	6	4	4

### Principal's Comments

Shasta Secondary Home School (SSHS) uses the Personalized Learning method, in which a certificated teacher works with each student and his or her parents to develop an individualized curriculum drawing from a variety of instructional modalities. At SSHS, these modalities may include classes at local high school campuses; courses at Shasta College; community activities; and home schooling, with a heavy emphasis on parent/family involvement. Students may also participate in various onsite learning opportunities, including math, science, computer labs and classes, tutoring, an astronomy course, and photography and art classes. As students, parents, and certificated teachers develop Personalized Learning Plans, each student is encouraged to reach his or her own goals using preferred learning styles. In 2003-2004 we increased our enrollment and added a part-time facilitator to our team. We expect our enrollment will increase again next year.

### Major Achievements

- We completely remodeled our building with science and computer labs, adequate office space for meetings, and a library/study area.
- One hundred percent of our teachers/facilitators are fully credentialed.
- The California Senate recognized our Personalized Learning Program.
- Our rate of students meeting University of California requirements is above county and state averages.
- Participation rates on standardized tests increased to 93 percent.
- Our students' test scores in earth science rose above the state average.
- Our SAT (college entrance test) scores are comparable to the state average in math at 516, but are far above average in English at 562.

### Focus for Improvement

- Identify students who are at risk of not graduating and develop the appropriate curricula.
- Implement onsite Pre-Algebra and Algebra I classes for students who need more direct instruction.
- Evaluate our current social science curriculum and begin to replace textbooks with newer, more compliant textbooks.
- Develop a schoolwide scoring system in writing to help improve writing skills.

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### Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. The API is used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests (CST), the California Achievement Tests (CAT/6), and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

SSHS’s API was 704 (out of 1000). This is an increase of 46 points compared to last year’s API. About 99 percent of students took the test, which met the state’s required participation rate of 90 percent. You can find three years of detailed API results in the [technical appendix](#) to this report.

**API RANKINGS:** Based on our API growth score, we receive two rankings. The first compares us to all high schools in the state on a scale from 1 to 10 (10 being the highest). Compared to all high schools in California, our school currently ranks 6 out of 10.

**SIMILAR SCHOOL RANKINGS:** We receive a second ranking that compares us only to schools with similar students, teachers, and class sizes. Compared to similar schools, our school currently ranks 7 out of 10. This factor is recalculated every year by the CDE. To read more about the specific elements included in this calculation, you can turn to the [CDE Web site](#).

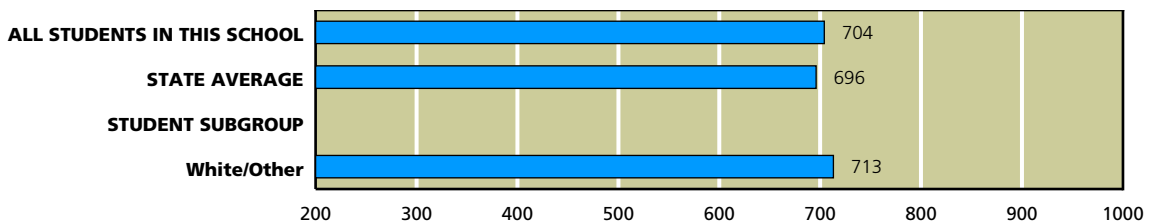
**API GROWTH TARGETS:** Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards, such as the California Distinguished Schools Program and Title I Achieving Schools Program. We met our assigned growth targets during the 2004–2005 school year. Just for reference, 69 percent of high schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	N/A
API score	704
Growth attained from prior year	+46
Met subgroup* growth targets	Yes
Underperforming school	No

SOURCE: API based on spring 2005 test cycle. Growth scores alone are displayed and are current as of February 2006.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

### API, Spring 2005



SOURCE: API based on spring 2005 test cycle. State average represents high schools only.  
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

### Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above proficient levels on the CAHSEE (22.3 percent on the English/language arts test and 20.9 percent on the math test). These goals must also be met by significant ethnic and socioeconomic subgroups of students. Second, the schools must achieve an API of at least 590 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate for the class of 2004 must be higher than 82.9 percent (or satisfy alternate improvement criteria).

If even one group of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools getting federal funding to help economically disadvantaged students are actually penalized if they fail to make the mark. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>Yes</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>N/A</b>
<b>Met subgroup* test score goals</b>	<b>N/A</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Met graduation rate</b>	<b>Yes</b>
<b>Program Improvement School</b>	<b>No</b>

SOURCE: AYP is based on the Accountability Progress Report of February 2006. A school can be in Program Improvement based on students' test results in the 2004-2005 school year or earlier.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

### Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL ● NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE TEST?	DID 22.3% MEET OBJECTIVE ON THE TEST?	DID 95% OF STUDENTS TAKE THE TEST?	DID 20.9% MEET OBJECTIVE ON THE TEST?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●

SOURCE: AYP release of February 2006, CDE.

The table at left shows where we met our AYP goals. The green dots represent goals we’ve met; red dots indicate goals we missed. Just one red dot is sufficient to cause us to fail to attain what NCLB defines as “adequate yearly progress.”

Note: Yellow dots indicate that too few students were in the category to draw meaningful conclusions. Federal rules require at least 50 students to take the test for statistical significance.

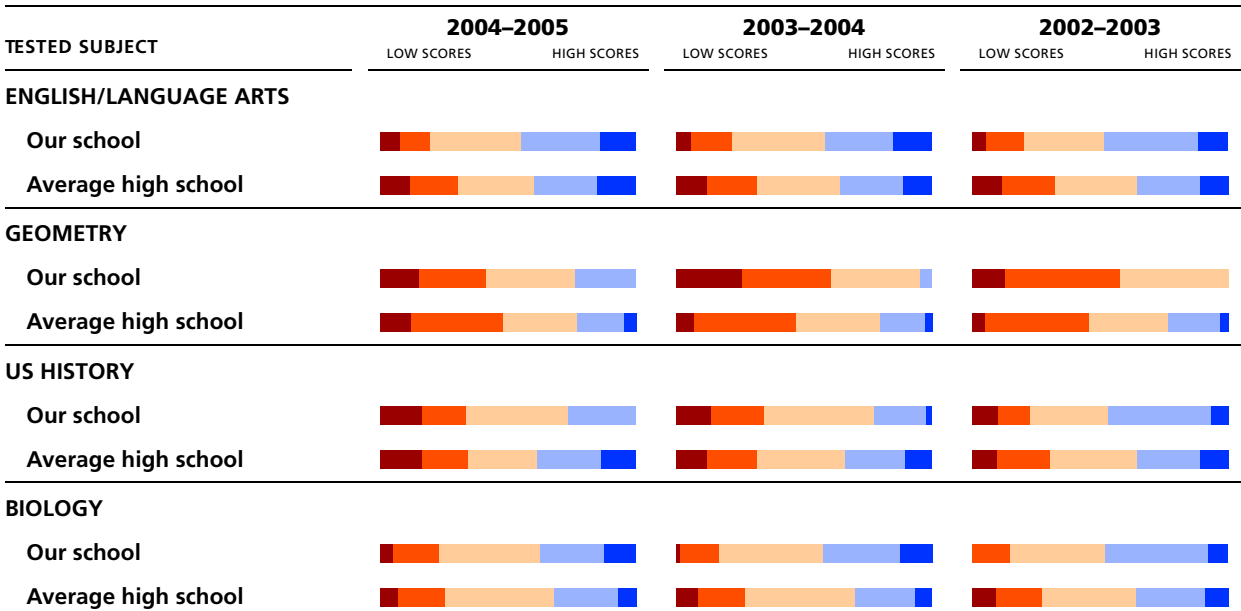
## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average high school in California. On the following pages we provide more detail for each test, including the scores for different groups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

### California Standards Tests: Top Scores Only (Proficient and Advanced)

TESTED SUBJECT	2004-2005	2003-2004	2002-2003
<b>ENGLISH/LANGUAGE ARTS</b>			
Our school	45%	42%	47%
Average high school	40%	37%	36%
<b>GEOMETRY</b>			
Our school	25%	7%	0%
Average high school	24%	22%	25%
<b>US HISTORY</b>			
Our school	27%	24%	47%
Average high school	39%	35%	36%
<b>BIOLOGY</b>			
Our school	38%	43%	48%
Average high school	33%	31%	37%

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## Frequently Asked Questions

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online at the [STAR Web site](#). Summary scores about advanced and proficient students in the school and district are online in the [technical appendix](#) to this report.

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, advanced or proficient. Those who score in the middle band, basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—below basic or far below basic—need more help to reach the proficient level. More information about these proficiency levels is in the [CDE's technical memo](#) on the CDE's Web site.

**WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TESTS (CAT/6) SCORED DIFFERENTLY?** These two tests are quite different, and their scoring methods differ, too. When students take the CST, they are scored against five criteria. So in theory, all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” Students’ CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** California’s standards are very high, and the tests that measure students’ mastery are difficult. Just 41 percent of elementary school students scored proficient or advanced on the English/language arts test and 51 percent in math. Experts consider our state’s standards to be among the most clear and rigorous in the country. Here you can review the [California Content Standards](#).

**ARE ALL STUDENTS’ SCORES INCLUDED?** Yes, the results of all students who took the test are included, with one exception. When schoolwide results are reported and fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy as called for by federal law. All students in grades two through eleven are required to take these tests unless their parents have requested waivers.

**HOW STATISTICALLY RELIABLE ARE THESE RESULTS?** The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The CDE suppresses scores when fewer than eleven students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

**CAN I REVIEW SAMPLE TEST QUESTIONS?** Sample test questions for the CST are on the [CDE's Web site](#). These are examples of questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has placed a wealth of resources on its Web site. First, the STAR Web site offers a path both to the detailed reports for schools and districts, and to assistance packets for parents and teachers. The [grades and subjects](#) covered by these tests are fully described. This site includes explanations of [technical terms](#) and scores. You’ll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

**WHY ARE ONLY SOME OF THE TEST RESULTS PRESENT?** California’s test program includes many tests not mentioned in this report. For brevity’s sake, we’re reporting the CST results from one course in each of the four core subjects. For science, we’ve selected biology because it is the science course taken by more students statewide than any other. For math, we’ve selected geometry because algebra is now supposed to be taken by eighth graders, leaving geometry as the class for freshmen and sophomores to take. In social studies, we’ve selected US history, which is taken by all juniors (eleventh graders).

English/language arts is the one course that summarizes the results of students in grades nine through eleven. We are not reporting the results of the California High School Exit Exam until next year.

### English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			45%	98%	<b>SCHOOLWIDE AVERAGE:</b> About five percent more students at our school scored proficient or advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN CALIFORNIA			40%	97%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

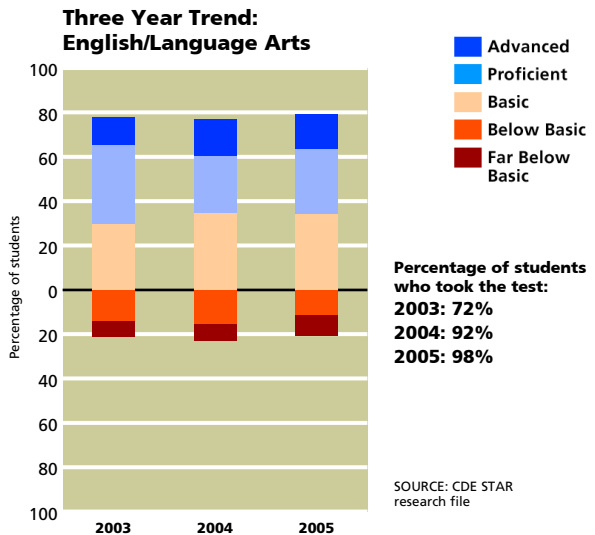
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			44%	72	<b>GENDER:</b> About two percent more girls than boys at our school scored proficient or advanced.
Girls			46%	89	
English proficient			45%	181	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income			35%	51	<b>INCOME:</b> About 16 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			51%	108	
Learning disabled	NO DATA AVAILABLE		N/A	0	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			47%	174	
White/Other			46%	154	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the English/language arts standards for [ninth and tenth](#) grades and [eleventh and twelfth](#) grades, visit the CDE's Web site. The standards for [all grade levels](#) are also available at this site.



### Geometry

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			25%	7%	<b>SCHOOLWIDE AVERAGE:</b> About one percent more students at our school scored proficient or advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			34%	21%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			24%	23%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

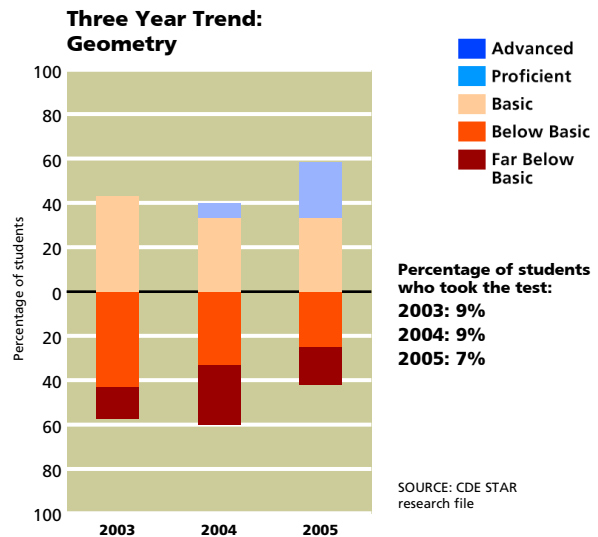
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	0	<b>GENDER:</b> We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE		N/A	0	
English proficient	DATA STATISTICALLY UNRELIABLE		N/S	12	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	12	
Low income	NO DATA AVAILABLE		N/A	0	<b>INCOME:</b> We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	0	
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	11	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who takes geometry is included in this analysis. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

About seven percent of our students took the geometry standards test, compared to 23 percent of all high school students statewide. To read more about the math standards for grades **eight through twelve**, as well as the California standards for **geometry**, visit the CDE's Web site.



### US History

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			27%	96%	<b>SCHOOLWIDE AVERAGE:</b> About 12 percent fewer students at our school scored proficient or advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			41%	97%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			39%	94%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

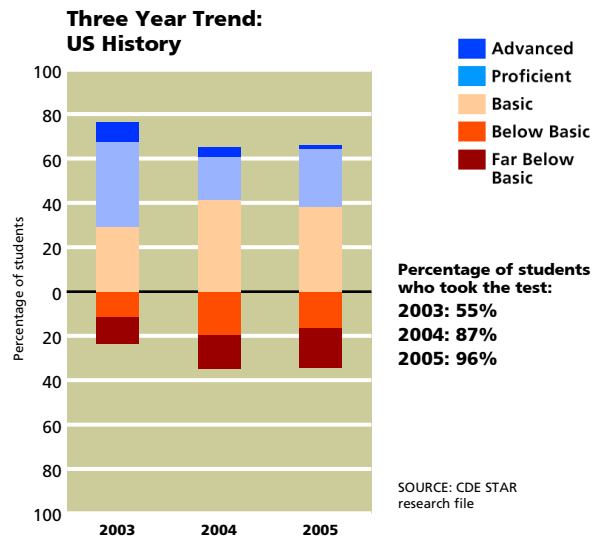
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			27%	33	<b>GENDER:</b> About the same percent of boys and girls at our school scored proficient or advanced.
Girls			28%	40	
English proficient			27%	73	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	23	<b>INCOME:</b> We cannot compare scores for these two groups because the number of students tested from low income families was either zero or too small to be statistically significant.
Not low income			26%	50	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			27%	73	
White/Other			30%	60	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eleventh grade students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the history standards for [tenth](#), [eleventh](#), and [twelfth](#) grades, visit the CDE's Web site.



**Biology**

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			38%	19%	<b>SCHOOLWIDE AVERAGE:</b> About five percent more students at our school scored proficient or advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			40%	29%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			33%	33%	

**Subgroup Test Scores**

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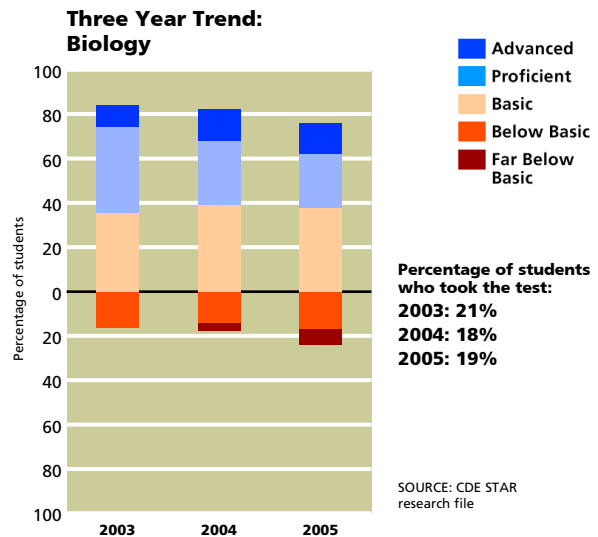
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GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	0	<b>GENDER:</b> We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	21	
English proficient	DATA STATISTICALLY UNRELIABLE		N/S	29	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	N/A	
Low income	NO DATA AVAILABLE		N/A	0	<b>INCOME:</b> We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE		N/S	24	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two groups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	29	
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	26	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.

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 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who takes biology is included in this analysis. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. **Progress** can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

About 19 percent of our students took the biology standards test, compared to 33 percent of all high school students statewide. To read more about the California standards for [biology/life sciences](#), [physics](#), [chemistry](#), and [earth sciences](#), visit the CDE's Web site.



### California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2005, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>READING</b>				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	32%	24%	25%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	63%	56%	49%
<b>LANGUAGE</b>				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	42%	26%	27%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	63%	52%	47%
<b>MATH</b>				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	26%	26%	23%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	74%	62%	47%

SOURCE: The scores for the CAT/6 are from the spring 2005 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

**STUDENTS SCORING ABOVE AVERAGE:** This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At SSHS, 63 percent of students scored at or above average in reading (compared to 49 percent statewide); 63 percent scored at or above average in language (compared to 47 percent statewide); and 74 percent scored at or above average in math (compared to 47 percent statewide).

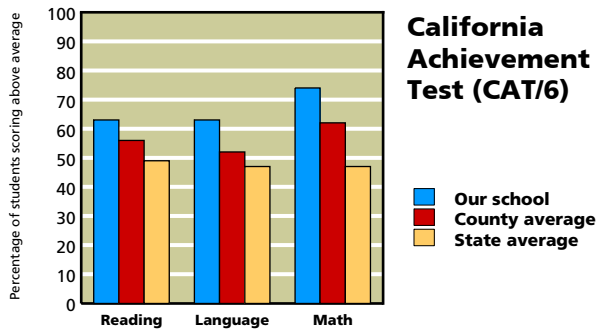
**HIGH-SCORING STUDENTS:** This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (at the 75th percentile and higher). At SSHS, 32 percent of students scored at the top in reading (compared to 25 percent statewide); 42 percent scored at the top in language (compared to 27 percent statewide); and 26 percent scored at the top in math (compared to 23 percent statewide).

#### Our CAT/6 Results Compared

Students take this test only in the seventh grade. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.

#### Other Measures of Student Achievement

Assessment is consistently integrated into the teaching/learning process with frequent meetings between students, parents, and facilitators/teachers. Students demonstrate their understanding of concepts through completion of assignments that they have helped design. Students present portfolios, projects, and text assignments for immediate feedback from teachers. The team also uses objective testing to monitor student progress. Beginning in 2004–2005, we will administer computerized assessments in reading and math to better assess student growth.



SOURCE: Spring 2005 test cycle. County and state averages represent high schools only.

**PREPARATION FOR COLLEGE AND THE WORKFORCE**

**College Preparation**

A SSSH guidance counselor is available to discuss post-high school plans with students and parents. We offer all of the classes students need in order to prepare for entrance into colleges and universities, and to succeed in those environments. Our classes are listed on the A-G (approved) list for the University of California. Students have the opportunity to take university-level courses at our local community college, not only to prepare for college but also to begin their college transcripts. SSSH holds periodic workshops for students and parents to provide college and scholarship information.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>SAT verbal</b>	Average score of juniors and seniors taking the test, 2004–2005	N/A	527	499
<b>SAT math</b>	Average score of juniors and seniors taking the test, 2004–2005	N/A	533	521
<b>SAT participation rate</b>	Percentage of seniors who took the test, 2004–2005	15%	21%	36%
<b>AP exams</b>	Number of Advanced Placement (AP) exams taken and passed per 100 juniors and seniors, 2004–2005	N/A	18	25
<b>Students meeting UC or CSU course requirements</b>	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems, 2003–2004	18%	28%	34%
<b>Students attending UC</b>	Percentage of graduates who actually attended any campus of the UC system, 2003–2004	2%	2%	7%
<b>Students attending CSU</b>	Percentage of graduates who actually attended any campus of the CSU system, 2003–2004	4%	8%	10%
<b>Students attending community colleges</b>	Percentage of graduates who actually attended any campus of the California community college system, 2003–2004	0%	5%	31%

SOURCE: SAT test data provided by the College Board for the 2004–2005 school year. It also provides the information about AP tests taken and passed. College attendance data is from the California Post-Secondary Education Commission for the graduating class of 2004. Enrollment in UC/CSU qualifying courses comes from the PAIF report of October 2004. County and state averages represent high schools only.

In the 2004–2005 academic year, 15 percent of SSSH students took the SAT, compared to 36 percent of high school students in California.

The average scores for the SAT tests were not reported because the number of students who took the tests was too small to be statistically significant.

One way to find out if college-oriented students have access to appropriately challenging coursework is to look at the **Advanced Placement (AP)** courses a high school offers. These classes are not offered by all high schools. AP classes are usually considered to be the equivalent of college courses. SSSH does not offer any AP classes.

The percentage of SSSH’s students taking courses required for admission to the UC or the CSU system was 18 percent, compared to 34 percent for students in the state. This number is an indicator of whether the school is offering, and students are taking, the classes required for admission to the UC or CSU systems. **College attendance** data is limited to public colleges in California. Out of SSSH’s 2004 graduating class, five percent went on to enroll in some part of the California public college system, compared to 48 percent of students throughout the state. Here’s the detail: two percent of the graduating class went to UC campuses, four percent went to CSU campuses, and zero percent went to two-year colleges in the community college system.

### Advanced Placement and International Baccalaureate Courses Offered

High school students can enroll in courses that are more challenging in their junior or senior year. These include **honors**, **AP**, or **International Baccalaureate (IB)** courses. Students who take these AP or IB courses and pass the exams with scores of 3.0 or higher usually qualify for college credit. Our high school offers no AP or IB courses, but our students may enroll in up to two advanced courses at other campuses.

SUBJECT	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
Fine and Performing Arts	0	0	0
Computer Science	0	0	0
English	0	0	0
Foreign Language	0	0	0
Mathematics	0	0	0
Science	0	0	0
Social Science	0	0	0

SOURCE: CBEDS PAIF October 2004

### Dropouts and Graduates

Our dropout rate is among the lowest in California. Our Personalized Learning model encourages students to take ownership of their education. We do enroll students who are at risk of not graduating. They participate in a group that meets once per week to help them develop good study and life skills. We adjust each student’s academic program to a level at which success is possible but at which the student is also challenged to learn. The regular contact we maintain with parents keeps them informed about their children’s progress. At our site, parent involvement is mandatory and helps close the student achievement gap for many at-risk youths.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Dropout rate</b>			
<b>2003–2004</b>	3%	2%	3%
<b>2002–2003</b>	3%	1%	3%
<b>2001–2002</b>	1%	2%	2%
<b>Graduation rate</b>			
<b>2003–2004</b>	93%	96%	87%
<b>2002–2003</b>	97%	91%	87%
<b>2001–2002</b>	N/A	91%	87%

SOURCE: Dropout data comes from the CBEDS census of October 2004. County and state averages represent high schools only.

**DROPOUT RATE:** We now count as a **dropout** any student who left school during 2003–2004 prior to completing the year and did not re-enroll. A dropout can also be a student who hasn’t re-enrolled in our school for the 2004–2005 year by October 2005. Our dropout rate for the prior three years appears in the top part of the table.

Identifying dropouts is difficult because many students who leave school unexpectedly don’t let us know why they’re leaving or where they’re going. As a result, we often have to trace their steps so we can determine whether they have really left school. This process is imprecise, at best.

**GRADUATION RATE:** The **graduation rate** is an estimate of our school’s success in keeping students in school. It is really a federal definition, used in No Child Left Behind to determine “adequate yearly progress.” It is also one part of California’s way of determining a high school’s Academic Performance Index (API). The **formula** provides only a rough estimate of the completion rate, at best, because the calculation relies on dropout counts, which are imprecise. The California Department of Education (CDE) cautions that this method is likely to produce an estimated graduation rate that is too high.

### Workforce Preparation

All of our students work on career preparation as part of their curriculum. Besides addressing career planning through individual courses, we subscribe to Career Planner, an online database where students may take interest inventories, conduct searches about specific careers, and create their own portfolios of information about career options. SSHS students also have the opportunity to take Regional Occupation Program courses available throughout our district and to foster mentoring relationships with individuals from local businesses.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Career technical education (CTE)</b>	Percentage of students enrolled in a CTE course	49%	39%	28%
<b>CTE graduates</b>	Percentage of graduates who completed a series of CTE courses	N/A	N/A	N/A

SOURCE: CBEDS census, October 2004. County and state averages represent high schools only.

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (formerly known as vocational education) are open to all students. The table above shows the percentage of our students who enrolled in a career technical education course at any time during the school year. At our school, 92 students were enrolled in one or more of these courses, as reported in October 2004.

More information about the programs our school offers in career technical education are available from the following links. In addition to a listing of [courses and programs](#), you will also find facts about the rate at which students completed these programs. Information about [career technical education](#) policy is available on the CDE Web site.

**STUDENTS**

**Students' English Language Skills**

At SSHS, 100 percent of students were considered to be proficient in English, compared to 85 percent of high school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	100%	99%	85%
English learners	0%	1%	15%

SOURCE: Language Census for school year 2004–2005. County and state averages represent high schools only.

**Ethnicity**

Most students at SSHS identify themselves as White/European American/Other. In fact, there are about 18 times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at SSHS. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	1%	8%
Asian American/ Pacific Islander	1%	5%	12%
Latino/Hispanic	5%	6%	41%
White/European American/ Other	93%	89%	38%

SOURCE: CBEDS census of October 2004. County and state averages represent high schools only.

**Family Income and Education**

The free or reduced-price meal subsidy goes to students whose families earn less than \$34,873 a year (based on a family of four) in the 2004–2005 school year. At SSHS, 26 percent of the students qualified for this program, compared to 36 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	26%	26%	36%
Parents with some college	77%	71%	59%
Parents with college degree	36%	35%	37%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2004–2005 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent high schools only.

The parents of 77 percent of the students at SSHS have attended college and 36 percent have a college degree. Note that not all students provide this data, so the results may not be fully accurate.

**CLIMATE FOR LEARNING**

**Average Class Sizes**

Because we use the Personalized Learning method, we do not calculate average class sizes. The student-teacher ratio at our school is 20 to 1 for all teachers. For more information on our average class sizes, please contact the school directly. This table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZE OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	N/A	25	26
History	N/A	30	30
Math	N/A	26	28
Science	N/A	28	30

SOURCE: CBEDS census, October 2004. County and state averages represent high schools only.

**Safety**

Here we're sharing facts with you about our school's safety in three areas: drug or alcohol incidents, crimes against people, and property crimes. If you wish, you may request additional information by contacting the district office.

NUMBER OF INCIDENTS PER 1,000 STUDENTS	2002-2003	2003-2004	2004-2005
Drug or alcohol related	N/A	0	0
Crimes against people	N/A	0	0
Property crimes	N/A	0	0

SOURCE: This data comes from the school district office.

In the calendar year 2005, we reported no drug or alcohol incidents (zero per thousand students), no crimes against people (zero per thousand students), and no property crimes (zero per thousand students). For comparison, the average high school in California reported 12 drug or alcohol incidents per thousand students, five crimes against people per thousand students, and six property crimes per thousand students, according to the California Safe School Assessment of 2001. Note that these factors are expressed as a ratio (incidents per thousand students), to help you compare our school to others.

Because of the independent nature of our model, SSHS has had no safety incidences. Students spend the majority of their time off campus. When students are on our site they are under the supervision of their parents or a facilitator. We encourage students to use our labs and study areas and have installed monitoring devices in these areas for their safety.

**Homework**

With the Personalized Learning model, the lines between homework and schoolwork are indistinct. Students and parents are responsible for ensuring that work is complete for frequent meetings with facilitators. Parents meet with students daily to assess progress toward student goals. Students have the freedom to develop and maintain personal schedules with regard to their own learning styles.

**Discipline**

At times we find it necessary to suspend students who break certain school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day.

Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

Because of the nature of Personalized Learning, SSSH deals with very few discipline issues. When there is a problem, a student study team is convened with the student, parents, facilitator/teacher, and school director. Parents take care of any punitive measures. If students have discipline problems, they may lose facility privileges at the school or the team may rethink the student’s placement in our personalized environment.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
<b>Suspensions per 100 students</b>	2004–2005	0	N/A
	2003–2004	0	N/A
	2002–2003	N/A	N/A
<b>Expulsions per 100 students</b>	2004–2005	0	N/A
	2003–2004	0	N/A
	2002–2003	N/A	N/A

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent high schools only.

During the 2004–2005 school year, we had no suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

**Physical Fitness**

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the district and state. If you want to learn more about [physical fitness testing and standards](#), you’ll find information on the CDE Web site.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Boys in Fitness Zone</b>	N/A	39%	28%
<b>Girls in Fitness Zone</b>	N/A	44%	26%
<b>Total</b>	N/A	42%	27%

SOURCE: 2004–2005 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.

**Schedule**

We provide our students with the state-required 64,800 minutes of instruction per year. Each student’s schedule is outlined in his or her individual learning plan. Some of our students take classes at the community college or a local high school, and they must be prompt and consistent with their attendance there. They might also have a class at the SSSH campus once or twice each week.

**Time Spent Teaching Each Year**

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
<b>Grade 6</b>	54,000	54,000
<b>Grade 7</b>	54,000	54,000
<b>Grade 8</b>	54,000	54,000
<b>Grade 9</b>	64,800	64,800
<b>Grade 10</b>	64,800	64,800
<b>Grade 11</b>	64,800	64,800
<b>Grade 12</b>	64,800	64,800

SOURCE: This data is reported by school district staff.

**TEACHERS AND STAFF**

Our Director, Mr. Peebles, has been in educational leadership for most of his 25-year career. He has been a classroom teacher, counselor, and school board member. He founded the Shasta County School Board Association, and he served on numerous advisory committees. He is a regional representative for the California Charter School Association.

**Teacher Experience and Education**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Teaching experience</b>	Average years of teaching experience	14	15	13
<b>Newer teachers</b>	Percentage of teachers with one or two years of teaching experience	0%	5%	14%
<b>Teachers holding an MA degree or higher</b>	Percentage of teachers with a master’s degree or higher from a graduate school	25%	23%	37%
<b>Teachers holding a BA degree alone</b>	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	75%	76%	62%

SOURCE: Professional Assignment and Information Form (PAIF), October 2004, completed by teachers during the CBEDS census. County and state averages represent high schools only.

None of our teachers are relatively new to teaching, having taught two years or less. This number is below the percentage of new teachers in other high schools in California. Our teachers have, on average, 14 years of experience. About 75 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 25 percent have completed a master’s degree or higher.

**Credentials Held by Our Teachers**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	99%	90%
<b>Trainee credential holders</b>	Percentage of staff holding an internship credential	0%	0%	6%
<b>Emergency permit holders</b>	Percentage of staff holding an emergency permit	0%	1%	5%
<b>Teachers with waivers</b>	Lowest level of accreditation, used by districts when they have no other option	0%	3%	1%

SOURCE: PAIF, October 2004. This is completed by teachers during the CBEDS census. County and state averages represent high schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at SSHS hold a full credential. None of the faculty at SSHS holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, six percent of high school teachers throughout the state hold trainee credentials. None of our faculty holds emergency permits. Very few high school teachers hold this authorization statewide (just five percent).

About 75 percent of the faculty at SSHS hold the secondary (single-subject) credential. This number is below the average for high schools in California, which is 90 percent. You can find three years of data about teachers’ credentials in the [technical appendix](#) to this report.

**Indicators of Teachers Who May Be Underprepared**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	67%	N/A	26%
<b>Out-of-field teaching: courses</b>	Percentage of core courses taught by a teacher who lacks the right credential for the course	N/A	12%	12%
<b>Out-of-field teaching: students</b>	Percentage of students in core courses taught by a teacher who lacks the right credential for the course	N/A	12%	11%
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	0%	1%	10%

SOURCE: Courses taught by teachers not meeting NCLB standards are derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the PAIF of October 2004.

**“HIGHLY QUALIFIED” TEACHERS:** The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “highly qualified.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses and students taught by teachers who are considered to be less than “highly qualified.” The exceptions known as the [High Objective Uniform State Standard of Evaluation \(HOUSSE\)](#) rules allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

**TEACHING OUT OF FIELD:** When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an [out-of-field](#) section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table.

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers were working without full credentials, compared to ten percent of teachers in high schools statewide.

**Out-of-Field Teaching, Detail by Selected Subject Areas**

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>ENGLISH</b>				
<b>Courses</b>	Percentage of English courses taught by a teacher lacking the right subject area authorization	N/A	8%	11%
<b>Enrollment</b>	Percentage of English students taught by a teacher lacking the right subject area authorization	N/A	6%	8%
<b>MATH</b>				
<b>Courses</b>	Percentage of math courses taught by a teacher lacking the right subject area authorization	N/A	15%	11%
<b>Enrollment</b>	Percentage of math students taught by a teacher lacking the right subject area authorization	N/A	13%	8%
<b>SCIENCE</b>				
<b>Courses</b>	Percentage of science courses taught by a teacher lacking the right subject area authorization	N/A	5%	13%
<b>Enrollment</b>	Percentage of science students taught by a teacher lacking the right subject area authorization	N/A	5%	12%
<b>SOCIAL SCIENCE</b>				
<b>Courses</b>	Percentage of social science courses taught by a teacher lacking the right subject area authorization	N/A	9%	12%
<b>Enrollment</b>	Percentage of social science students taught by a teacher lacking the right subject area authorization	N/A	9%	11%

SOURCE: PAIF, October 2004. This is completed by teachers during the CBEDS census. County and state averages represent high schools only.

Because we use the Personalized Learning method, we cannot calculate this data.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available from the links below. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2005–2006 school year.

**Districtwide Distribution of Teachers Who Are Not “Highly Qualified”**

This table shows how teachers considered to be less than “highly qualified” are distributed within our district. Specifically, the data describes just the percentage of core courses that lack teachers who meet NCLB’s standard.

The districtwide average is 20 percent, compared to 26 percent statewide. For those schools with the highest percentage of students getting free and reduced-price lunches, this factor is 100 percent, compared to 35 percent statewide. For those schools with the lowest percentage of students getting free and reduced-price lunches, this factor is 20 percent, compared to 21 percent statewide.

DISTRICT FACTOR	DESCRIPTION	DISTRICT AVERAGE
<b>Courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by “highly qualified” teachers	20%
<b>Schools with most low income students</b>	Percentage of core courses not taught by “highly qualified” teachers	100%
<b>Schools with fewest low income students</b>	Percentage of core courses not taught by “highly qualified” teachers	20%

SOURCE: Consolidated Application. Schools in the district are divided into quartiles, based on their students’ free lunch entitlements. Top and bottom quartiles are compared.

## **Evaluating and Improving Teachers**

Our teachers and staff are evaluated informally on an ongoing basis and are formally evaluated once per year. Individual teachers, personnel, and school directors may identify problem areas with which they would like assistance. Our staff is very collaborative when dealing with any challenges that arise.

## **Staff Development**

Our staff has attended trainings in how to use our software to track student data. Two Friday meetings per month are devoted to staff trainings on curriculum development, use of assessment software, and discussion of best practices. During 2002–2003, all staff completed California Technology Assistance Project trainings. All staff also attended conferences and trainings given by the California Charter Schools Association, APLUS+, and the Home School Association of California.

## **Teacher Assignment**

During the 2003–2004 school year, we added a part-time facilitator to our staff to accommodate increased enrollment. We expect to make this a full-time position during the 2004–2005 school year. In addition to meeting individually with students, many of our facilitators teach classes on campus. Classes are available in science, technology, math, astronomy, photography, and art.

## **Substitute Teachers**

The only time SSSH utilizes substitute teachers is when a facilitator has a long-term illness. Our own staff is usually able to cover any short-term needs. We see this as an advantage for our students because it means they are always in contact with our staff, which is familiar with our personalized system.

## **Academic Guidance Counselors**

Our school has less than one full-time equivalent academic counselor. Just for reference, California districts employ about one academic counselor for every 509 high school students in the state. According to the National Center for Education Statistics, California ranks the lowest among all 50 states in the number of students per counselor. More information about [counseling and student support](#) is available on the CDE Web site.

### Specialized Programs and Staff

SSHS employs an academic and career counselor. We also bring in adjunct staff to teach some onsite classes, including art. As the need arises, we utilize tutors and other educational support staff. Many of our students work with mentors in their areas of interest, such as auto shop, wood shop, accounting, and veterinary studies.

**GIFTED AND TALENTED EDUCATION:** Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called **Gifted and Talented Education (GATE)**. We provide the resources for highly motivated gifted students to determine and meet their academic goals. This may include enrollment in a music conservatory or participation in a service academy. Because of the individualized nature of our school, students help to design their own curricula in line with state guidelines and their own personal goals.

**SPECIAL EDUCATION PROGRAM:** Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 15 students who qualify for these **special education** programs. SSHS is a member of one of the few special education consortiums designed specifically for charter schools. Because we do not provide in-class assistance, some parents of special needs students do not choose to send their children to SSHS. For other parents and children, our program works very well: parents are able to act as the main providers of daily instruction while an SSHS special education instructor partners with the facilitator and family to offer consultation. A school psychologist, nurse, and speech pathologist are also available through the consortium.

**ENGLISH LEARNER PROGRAM:** Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our **English learners** into regular classes as soon as possible. Our district has very few English learners (EL), less than one percent of its nearly 6,000 students. Our own school has an enrollment of about 220, none of whom are EL students.

### Specialized Resource Staff

In addition to teachers and administrators, our school may employ other staff, such as social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. Most of these professionals work part time. The census called CBEDS, which occurs in the first week of October, accounts for these specialized staff in ways that may not account accurately for the time they spend here. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

Many specialized resource staff work at more than one school in our district, and their schedules will change as students' needs change. For these reasons, the staffing counts you see here may be inexact, and may also differ from the staffing provided today in this school.

STAFF POSITION	STAFF (FTE)
Counselors	0.5
Librarians	N/A
Psychologists	N/A
Social workers	N/A
Nurses	N/A
Speech/language/hearing specialists	0.2
Resource specialists	0.5

SOURCE: CBEDS census, October 2004.

## CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them, as well. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. The most direct way to understand what your children should be learning is to review the standards themselves. You can find the [content standards for each subject at each grade level](#) on the Web site of the California Department of Education.

### Reading and Writing

Our English/language arts curriculum is based on the California Content Standards for each grade level. According to these standards, high school students should be able to compare and analyze literature using the terminology of literary criticism. Our students read and respond to significant works of literature that reflect or enhance their studies of history and social science. They also write biographies, autobiographies, narratives, short stories, analytical essays, research reports, and business letters.

### Math

Our math curriculum is based on the California Content Standards for each grade level. According to these standards, most students take algebra during middle school. However, many students study algebra in high school. By studying algebra, students develop an understanding of the symbolic language of mathematics. They also learn to use their algebraic skills and concepts in a wide variety of problem-solving situations.

### Science

Our science curriculum is based on the California Content Standards for each grade level. In accordance with these standards, our science program features courses in physics, chemistry, biology, life sciences, and earth science. Our students learn to apply the principles of investigation and experimentation. Many science courses are elective but required for admission to colleges. We require all students at our school to study biology and life sciences, as well as the principles of physiology, cell biology, genetics, and ecology.

### Social Studies

Our social studies curriculum is based on the California Content Standards for high school. According to the standards, high school students must gain a greater knowledge of US history from the late eighteenth century through the present. They study the rise of democratic ideas throughout the world, the roots of current world issues, global industrialization, and the impact of new technology. As part of our program, students also study the movement toward equal rights for racial minorities and women, the role of the United States as a major world power, and the US Constitution.

### Textbooks

Below we show some of the textbooks we use at our school.

TITLE	DATE OF PUBLICATION	SUBJECT	IS THERE A BOOK FOR EACH STUDENT?	IS THIS BOOK ALIGNED WITH STATE STANDARDS?
Language of Literature	2000	Language arts	Yes	Yes
Math 87	1999	Math	Yes	Yes
Science Explorer	2000	Science	Yes	Yes
The American Journey	2006	Social studies	Yes	Yes

SOURCE: This information is reported by school district staff.

More facts about our textbooks, called for by the recent Williams legislation of 2004, are available from the following link. What you will find is whether we had a textbook for each student in each core course in the 2005–2006 school year, and whether those [textbooks](#) were in line with the California Content Standards.

More facts about our science labs, called for by the recent Williams legislation of 2004, are available from the following link. What you will find is whether we had sufficient lab equipment and materials for our [science lab](#) courses during the 2005–2006 school year.

**RESOURCES**

**Buildings**

Our school includes one building, which accommodates approximately 125 people. On an average day, 239 students and staff occupy these buildings. This exceeds our capacity by 91 percent. In August 2002 our school moved into a 7,500 square foot facility at 1401 Gold Street in Redding. We conducted an Environmental Site Assessment before purchasing the building. This facility has enough room for our school and for us to expand our facilities in the future. After our first year at this location, an architect redesigned the facility. Remodeling was finished just in time for the start of the school year. The new facility exceeds all of the federal facilities recommendations.

The district’s facilities team spent \$30,000 on repairs to our buildings in the 2004–2005 school year. Repairs are usually modest in scale, and do not include modernization projects, renovations, or other construction normally paid for by bond measures.

The bathrooms in our school contain four toilets, all of which were in good working order when we surveyed the building. More information about the [condition and cleanliness of bathrooms](#) can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction](#) (OPSC), and were brought about by the legislation known as Williams. If you’d like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

**Library**

We have a library/study area available for student use. Students may use this space or check out materials at any time. They also have access to other school libraries in our district and to the county library. Students who take classes at Shasta College may utilize the college’s library. Because of the small size of our library and the access students have to other community facilities, we do not have a librarian.

**Computers**

We have 40 computers available for student use, which means that, on average, there is one computer for every six students. All classrooms (three) are connected to the Internet. In our computer lab we teach computer skills

and other classes, such as astronomy. Our science classes regularly use the wireless lab for science projects and Internet research. Students regularly utilize technology to complete assignments in all subject areas.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Students per computer</b>	6	4	4
<b>Internet-connected classrooms</b>	3	34	61

SOURCE: CBEDS census of October 2004. County and state averages represent high schools only.

**Parent Involvement**

Parents are an integral part of student learning at SSHS. We hold meetings between the parents, students, and facilitators at least every 20 school days. During the meetings, this group reviews, evaluates, and adjusts the curriculum, and assigns new work for students to complete as they move toward completion of their educational goals.

**FUNDING**

SSHS has received several grants since our inception. These include the California Library Grant, a California Department of Education Implementation Grant, and the Digital High School Grant. The largest part of the total school budget is derived from state funds allocated according to student enrollment and daily attendance.

Our school’s expenditures can be viewed from the link below. You’ll find a comparative breakdown of our school’s [expenses](#) along with the average salary for teachers at our school. In prior years, we reported expenditures and teacher salaries based on the districtwide average. This year, our calculations are based on actual school-specific detail. This improved way of accounting for our school’s expenditures is the result of a new law passed in the fall 2005 legislative session. If you’re seeking financial information about the school district as a whole, you’ll find that information below.

**District Expenses**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2003–2004</b>			
Total expenses	\$34,485,645	N/A	N/A
Expenses per student	\$6,899	\$7,007	\$6,919
<b>FISCAL YEAR 2002–2003</b>			
Total expenses	\$38,325,038	N/A	N/A
Expenses per student	\$7,139	\$6,977	\$6,822

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$6,899 per student in the 2003–2004 school year, compared to \$7,007 for the average high-school district in the state. Our total operating expenses for the 2003–2004 year were \$34,485,645. Facts about the 2004–2005 fiscal year are not released by the CDE until May 2006. Additional details about our expenditures can be found at the [Ed-Data Partnership’s Web site](#).

The current expense of education is a measure of the cost of direct educational services to students. This figure is then divided by the average daily attendance (ADA) to arrive at an expenditure-per-pupil figure. Since the current expense figure does not include food services, land acquisition, new construction, and other expenditures, the current expense per ADA really describes the cost of operating schools for core educational purposes. More information is available on the [CDE’s Web site](#).

**District Salaries, 2003–2004**

This table reports the salaries of teachers and administrators in our district for the year 2003–2004. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
<b>Beginning teacher’s salary</b>	\$35,122	\$36,464
<b>Midrange teacher’s salary</b>	\$54,164	\$61,925
<b>Highest-paid teacher’s salary</b>	\$70,401	\$77,260
<b>Average principal’s salary (high school)</b>	\$88,970	\$109,001
<b>Superintendent’s salary</b>	\$126,185	\$158,638
<b>Percentage of budget for teachers’ salaries</b>	36%	38%
<b>Percentage of budget for administrators’ salaries</b>	5%	5%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2003–2004, the Fiscal Services Division, CDE.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of March 21, 2006. The CDE may release additional or revised data for the 2004–2005 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (October 2004 census); Language Census (April 2005); CAT/6 and California Standards Tests (spring 2005 test cycle); Academic Performance Index (February 2006 growth score release); Adequate Yearly Progress (February 2006). The district staff provides additional information on suspensions and expulsions, attendance, salaries and expenditures, buildings, and special program enrollment.

**DISCLAIMER:** School Wise Press, the publisher of this accountability report, makes every effort to assure the accuracy of this information, but offers no guarantee, express or implied. While we do our utmost to assure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before making decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.