SCHOOL ACCOUNTABILITY REPORT CARD FOR 2004-2005
SOUTHERN HUMBOLDT JOINT UNIFIED SCHOOL DISTRICT

South Fork High School

ADDRESS: 6831 Ave. of the Giants, Miranda, CA 95553 **PHONE:** (707) 943-3144

PRINCIPAL: Paula Wyant-Kelso **GRADE RANGE:** 8-12 **SCHEDULE:** Traditional

OUR SCHOOL AT A GLANCE

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Student enrollment	Total number of students enrolled	381	523	1,339
Teachers	Number of classroom teachers (full-time equivalent)	19	26	56
Students per teacher	Number of students per teacher	20	20	24
Academic Performance Index	The state's method of combining test scores across all subjects and grade levels	679	675	696
Students per computer	Number of students sharing one computer	3	3	4

Principal's Comments

We are fortunate to be the only junior-senior high school located on the world-famous Avenue of the Giants in Northern California. We cover the eighth through twelfth grades. Our block schedule allows students to take four 80-minute courses per semester. In addition we offer 30-minute electives before lunch, allowing students to receive remediation courses. Students also have the privilege of participating in college preparatory classes, Advanced Placement (AP) classes, Advisory Lab to assist AP online students, SAT test preparation, music lab, and art lab. In this way South Fork students may take eight and a half to nine courses each year, whereas most California high schools are on a six- or seven-period day.

Major Achievements

- The Western Association of Schools and Colleges (WASC) Review Board has granted South Fork a three-year accreditation, based on intensive review.
- South Fork students exceeded the county and state percentages of students passing the California High School Exit Exam (CAHSEE), which will be required of all high school graduates beginning in 2006.
- South Fork has received a Workforce Investment Act (WIA) grant, which supports students as they leave school and enter the work force.
- South Fork also has an Advance Placement Challenge grant, which provides students with online college courses.

Focus for Improvement

While completing South Fork's accreditation review, our staff has developed six schoolwide learning goals:

- Develop knowledge and critical thinking skills to become lifelong learners.
- Learn to communicate effectively.
- Become skilled in using technology across the curriculum.
- Meet or exceed state standards in all courses.
- Contribute to the school and greater community, developing increased awareness of cultural, political, and social differences.
- Create a personal life plan to address social, educational, economic, and health goals.

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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.

South Fork's API was 679 (out of 1000). This is an increase of 14 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.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	**Yes**
Met growth target for prior school year	**No**
API score	**679**
Growth attained from prior year	**+14**
Met subgroup* growth targets	**No**
Underperforming school	**No**

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

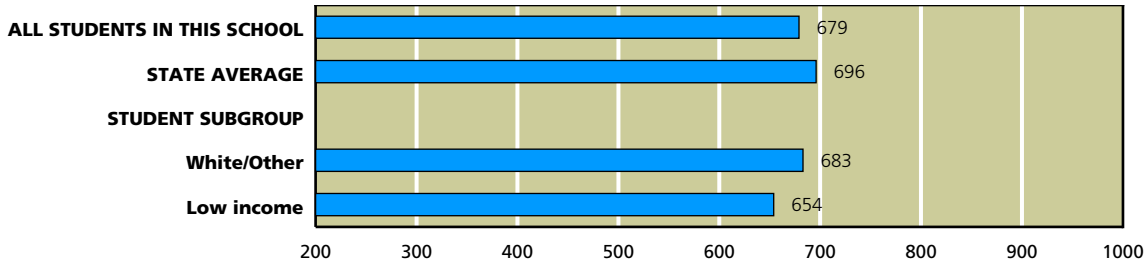
*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API 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 5 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 3 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.

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 CASHEE (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
AYP
ADEQUATE YEARLY PROGRESS

Met AYP	**Yes**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**Yes**
Met schoolwide API for AYP	**Yes**
Met graduation rate	**Yes**
Program Improvement School	**No**

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?
SCHOOLWIDE RESULTS	●	●	●	●
STUDENTS BY ETHNICITY				
White/Other	●	●	●	●

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

TESTED SUBJECT	2004–2005 LOW SCORES	2004–2005 HIGH SCORES	2003–2004 LOW SCORES	2003–2004 HIGH SCORES	2002–2003 LOW SCORES	2002–2003 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school						
Average high school						
GEOMETRY						
Our school						
Average high school						
US HISTORY						
Our school						
Average high school						
BIOLOGY						
Our school						
Average high school						

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
ENGLISH/LANGUAGE ARTS			
Our school	40%	35%	43%
Average high school	40%	37%	36%
GEOMETRY			
Our school	19%	11%	0%
Average high school	24%	22%	25%
US HISTORY			
Our school	37%	34%	51%
Average high school	39%	35%	36%
BIOLOGY			
Our school	53%	39%	57%
Average high school	33%	31%	37%

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.

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. The number of questions students must answer correctly to be grouped into one of 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 supresses scores when fewer than eleven students are present, and we supress 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		40%	94%	**SCHOOLWIDE AVERAGE:** About the same percent of students at our school scored proficient or advanced as did students 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):

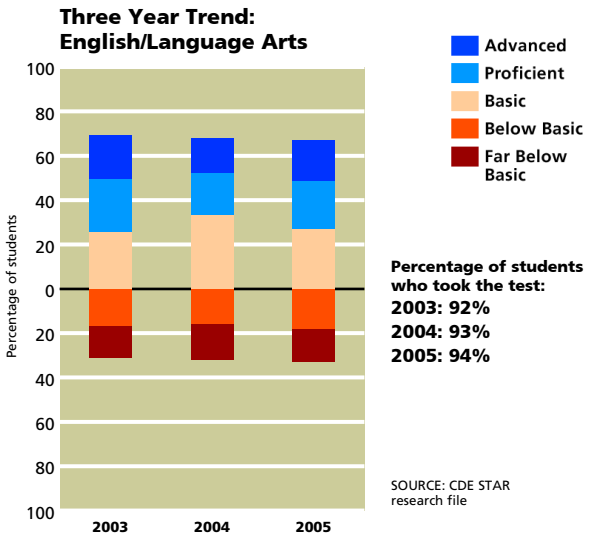
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		39%	134	**GENDER:** About three percent more girls than boys at our school scored proficient or advanced.
Girls		42%	122	
English proficient		40%	253	**ENGLISH PROFICIENCY:** 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	0	
Low income		33%	67	**INCOME:** About nine percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income		42%	190	
Learning disabled	DATA STATISTICALLY UNRELIABLE	N/S	11	**LEARNING DISABILITIES:** 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		43%	228	
White/Other		41%	181	**ETHNICITY:** 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		19%	19%	**SCHOOLWIDE AVERAGE:** About five percent fewer students at our school scored proficient or advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		30%	19%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		24%	23%	

Subgroup Test Scores

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

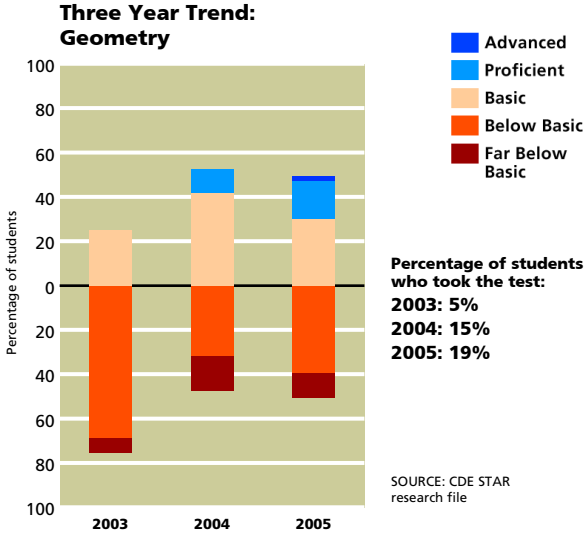
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE	N/S	27	**GENDER:** 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	25	
English proficient		19%	52	**ENGLISH PROFICIENCY:** 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	0	
Learning disabled	NO DATA AVAILABLE	N/A	0	**LEARNING DISABILITIES:** 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		20%	51	
Low income	NO DATA AVAILABLE	N/A	0	**INCOME:** We cannot compare scores for these two groups because the number of students from low income families was either zero or too small to be statistically significant.
Not low income		20%	45	
White/Other		17%	40	**ETHNICITY:** 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 19 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		37%	85%	**SCHOOLWIDE AVERAGE:** About two 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%	90%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		39%	94%	

Subgroup Test Scores

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

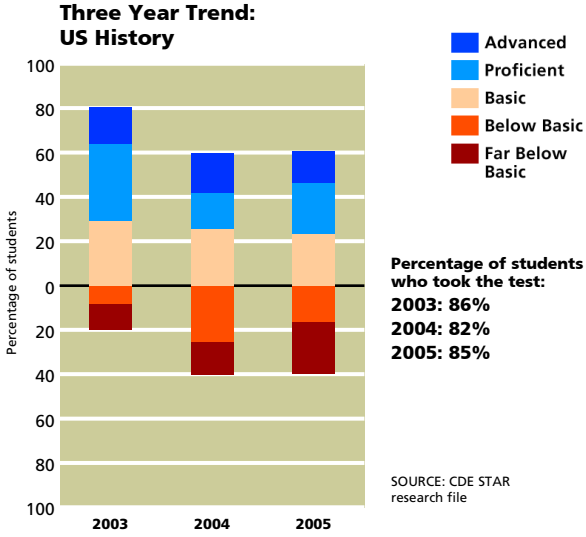
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE	N/S	24	**GENDER:** 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	19	
English proficient		38%	42	**ENGLISH PROFICIENCY:** 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	0	
Low income	DATA STATISTICALLY UNRELIABLE	N/S	12	**INCOME:** 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		30%	30	
Learning disabled	NO DATA AVAILABLE	N/A	0	**LEARNING DISABILITIES:** 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		38%	40	
White/Other		43%	30	**ETHNICITY:** 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		53%	25%	**SCHOOLWIDE AVERAGE:** About 20 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%	26%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		33%	33%	

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	DATA STATISTICALLY UNRELIABLE	N/S	18	**GENDER:** The number of boys who took this test is too small to be counted in this analysis.
Girls		50%	32	
English proficient		52%	50	**ENGLISH PROFICIENCY:** 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	13	**INCOME:** 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		55%	38	
Learning disabled	NO DATA AVAILABLE	N/A	0	**LEARNING DISABILITIES:** 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		55%	49	
White/Other		49%	35	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.

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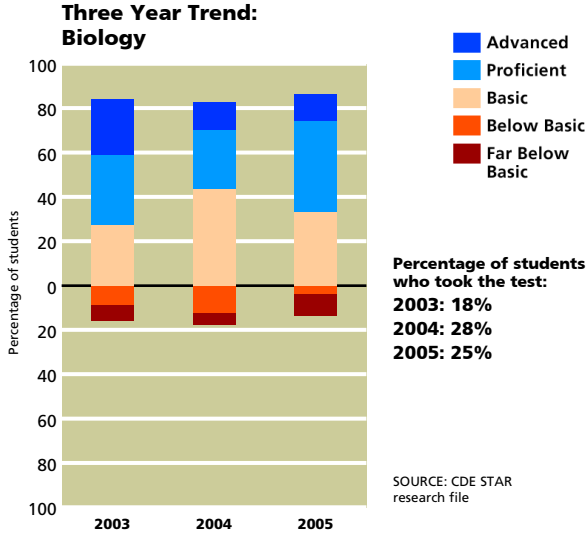
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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 25 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.



Other Measures of Student Achievement

Teachers assess students' skills through oral questioning, written tests, and project-based evaluations. We have developed targeted math and language arts standards for struggling students. For the past two years, our test results have increased by five percent or more, and we have reached our targeted Academic Performance Index (API) growth. We mail report cards home twice a year, and parents receive another four to eight progress reports. We encourage parents to contact teachers with any concerns.

PREPARATION FOR COLLEGE AND THE WORKFORCE

College Preparation

Students can enroll in SAT test preparation electives. They meet six to eight times a year with a scheduled homeroom teacher who helps them develop personal learning plans. Sample activities for eighth graders include discussing transition issues and service learning possibilities; for ninth graders, getting approval for service learning activities; for tenth graders, reviewing CAHSEE booklets, signing up for college visits, and meeting with the counseling department to develop post-secondary educational plans; for eleventh graders, reviewing the SAT, potential scholarships, and letters of recommendation for college applications; and for twelfth graders, discussing graduation issues and possible community service activities.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT verbal	Average score of juniors and seniors taking the test, 2004–2005	566	537	499
SAT math	Average score of juniors and seniors taking the test, 2004–2005	528	537	521
SAT participation rate	Percentage of seniors who took the test, 2004–2005	31%	26%	36%
AP exams	Number of Advanced Placement (AP) exams taken and passed per 100 juniors and seniors, 2004–2005	1	21	25
Students meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems, 2003–2004	44%	26%	34%
Students attending UC	Percentage of graduates who actually attended any campus of the UC system, 2003–2004	16%	4%	7%
Students attending CSU	Percentage of graduates who actually attended any campus of the CSU system, 2003–2004	13%	11%	10%
Students attending community colleges	Percentage of graduates who actually attended any campus of the California community college system, 2003–2004	29%	29%	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, 31 percent of South Fork students took the SAT, compared to 36 percent of high school students in California.

South Fork students scored 566 on the verbal portion of the SAT, compared to 499 for students throughout the state. On the math portion of the SAT, South Fork students scored 528, compared to 521 for students throughout the state.

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. Here at South Fork, the number of AP exams taken and passed was one per 100 juniors and seniors. In California, by comparison, high school students successfully passed AP exams at a rate of 25 per 100 juniors and seniors.

The percentage of South Fork's students taking courses required for admission to the UC or the CSU system was 44 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 South Fork's 2004 graduating class, 57 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: 16 percent of the graduating class went to UC campuses, 13 percent went to CSU campuses, and 29 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 one course that you'll see listed in the table.

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	1	1	16
Science	0	0	0
Social Science	0	0	0

SOURCE: CBEDS PAIF October 2004

Dropouts and Graduates

Our counseling office refers students to the district's Committee for Alternative Placement when necessary. This panel meets with students and their parents to develop an alternative educational plan that addresses academics, behavior, attendance, and health issues. Students may enroll in Osprey Learning Center's Continuation High School, Community Day School, or independent study programs. We refer some students to Humboldt County's Community Day School in Garberville. Students also receive referrals for counseling, health, and other support services offered by the county and private sectors. Because of these various alternative programs, students do not drop out of South Fork.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate			
2003–2004	1%	2%	3%
2002–2003	1%	1%	3%
2001–2002	1%	1%	2%
Graduation rate			
2003–2004	99%	92%	87%
2002–2003	97%	87%	87%
2001–2002	97%	88%	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

Career counselors and technicians work with juniors and seniors who have not applied for college. They help students determine their interests and find internships that can lead to jobs after graduation or serve as job experience. Counselors from College of the Redwoods and Humboldt State meet with students throughout the year to teach them how to write resumes and cover letters. Our computer-aided drafting and construction trade courses align with county occupational and college vocational programs.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Career technical education (CTE)	Percentage of students enrolled in a CTE course	41%	39%	28%
CTE graduates	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, 126 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 South Fork, 99 percent of students were considered to be proficient in English, compared to 85 percent of high school students in California overall. Of the one percent of South Fork students who were still learning English, zero percent advanced to English proficiency since the prior census.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	99%	97%	85%
English learners	1%	3%	15%

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

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the four students classified as English learners. At South Fork, the language these students most often speak at home is Spanish. In California it's common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	100%	61%	82%
Vietnamese	0%	1%	2%
Hmong	0%	26%	2%
Cantonese	0%	1%	2%
Filipino/Tagalog	0%	1%	2%
Khmer/Cambodian	0%	1%	1%
Korean	0%	0%	1%
All other	0%	10%	8%

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

Ethnicity

Most students at South Fork 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 South Fork. 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	2%	3%	12%
Latino/Hispanic	5%	7%	41%
White/European American/ Other	92%	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 South Fork, 35 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	35%	21%	36%
Parents with some college	55%	72%	59%
Parents with college degree	33%	46%	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 55 percent of the students at South Fork have attended college and 33 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

The average class size at South Fork varies from a low of 19 students to a high of 26. Our average class size schoolwide is 24 students. The average class size for high schools in the state is 29 students. 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	24	24	26
History	26	26	30
Math	19	24	28
Science	20	24	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	**27**	**30**	**26**
Crimes against people	**0**	**3**	**10**
Property crimes	**4**	**6**	**8**

SOURCE: This data comes from the school district office.

In the calendar year 2005, we reported ten drug or alcohol incidents (26 per thousand students), four crimes against people (ten per thousand students), and three property crimes (eight 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.

The administration, activities and athletics director, and teachers supervise games, lunches, breaks, dances, and other special events. We offer a leadership class that teaches students to plan safe school activities and school spirit events. We also pride ourselves on being one of four high schools in the nation to pilot the Ripples Effect, a safe schools software program created by students to address bullying and other intimidating behaviors.

Homework

All teachers explain homework expectations at the beginning of each term. Most teachers assign reading and writing homework. Some also assign longer projects, such as book reports, research assignments, and science projects.

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.

Our discipline guidelines are clear, so students understand what we expect of them. We handle less serious infractions, such as tardiness, through afterschool detention or in-school suspension. We develop positive behavior and attendance plans for students who repeatedly fail to meet our standards, and we may refer them to anger-management classes, alcohol and drug cessation programs, or an alternative placement program. Students in our leadership class plan assemblies for students who demonstrate positive behavior.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	**2004–2005**	**12**	**N/A**
	2003–2004	19	N/A
	2002–2003	14	15
Expulsions per 100 students	**2004–2005**	**1**	**N/A**
	2003–2004	1	N/A
	2002–2003	1	1

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 47 suspension incidents and five 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
Boys in Fitness Zone	30%	30%	28%
Girls in Fitness Zone	24%	26%	26%
Total	27%	28%	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

The school year includes 180 days of instruction. Classes begin at 8:30 a.m. and end at 3:10 p.m. Our extended-day program runs from 3:10 p.m. to 4:30 p.m. Office hours are from 8 a.m. to 4:30 p.m.

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
Grade 8	61,590	54,000
Grade 9	64,960	64,800
Grade 10	64,960	64,800
Grade 11	64,960	64,800
Grade 12	64,960	64,800

SOURCE: This data is reported by school district staff.

TEACHERS AND STAFF

This is our principal's first year at this school. Our principal has three years of experience as a principal and 18 as a teacher.

Our entire staff, joined by parents, students, and community members, was involved as we went through the WASC accreditation process. It contains academic, safe school climate, and staff development timelines.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	16	11	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	10%	18%	14%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	19%	19%	37%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	81%	81%	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.

About ten percent 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, 16 years of experience. About 81 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 19 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	98%	90%
Trainee credential holders	Percentage of staff holding an internship credential	0%	1%	6%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	1%	5%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	1%	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 South Fork hold a full credential. None of the faculty at South Fork 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 95 percent of the faculty at South Fork hold the secondary (single-subject) credential. This number is above 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
Courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	53%	N/A	26%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the right credential for the course	26%	7%	10%
Out-of-field teaching: students	Percentage of students in core courses taught by a teacher who lacks the right credential for the course	22%	7%	9%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	2%	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 teachersnsidered 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. About 26 percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to ten percent of core courses taught by high school teachers countywide.

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
ENGLISH				
Courses	Percentage of English courses taught by a teacher lacking the right subject area authorization	0%	2%	7%
Enrollment	Percentage of English students taught by a teacher lacking the right subject area authorization	0%	2%	6%
MATH				
Courses	Percentage of math courses taught by a teacher lacking the right subject area authorization	40%	6%	7%
Enrollment	Percentage of math students taught by a teacher lacking the right subject area authorization	31%	4%	5%
SCIENCE				
Courses	Percentage of science courses taught by a teacher lacking the right subject area authorization	43%	11%	14%
Enrollment	Percentage of science students taught by a teacher lacking the right subject area authorization	44%	11%	13%
SOCIAL SCIENCE				
Courses	Percentage of social science courses taught by a teacher lacking the right subject area authorization	0%	5%	10%
Enrollment	Percentage of social science students taught by a teacher lacking the right subject area authorization	0%	3%	9%

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

The detail above shows the differing impact of out-of-field teaching in each of the core subject areas. About 26 percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to ten percent of core courses taught by high school teachers statewide.

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.

DISTRICT FACTOR	DESCRIPTION	DISTRICT AVERAGE
Courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by "highly qualified" teachers	12%
Schools with most low income students	Percentage of core courses not taught by "highly qualified" teachers	0%
Schools with fewest low income students	Percentage of core courses not taught by "highly qualified" teachers	21%

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

The districtwide average is 42 percent, compared to 26 percent statewide. For those schools with the highest percentage of students getting free and reduced-price lunches, this factor is zero percent, compared to 35 percent statewide. For those schools with the lowest percentage of students getting free and reduced-price lunches, this factor is 100 percent, compared to 21 percent statewide.

Evaluating and Improving Teachers

We evaluate teachers annually on their teaching skills and ability to meet the state teaching standards. We encourage teachers to attend skill-building workshops and curriculum development training. We also invite them to participate in our peer mentoring program, which pairs senior and new teachers and supports teachers who, based on their evaluations, need help to improve.

Staff Development

Teachers and administrators participate in three training days per year, attending conferences and learning about new curricula, technology, and test-score analysis. Students leave an hour early on Wednesdays so teachers can collaborate to evaluate state and district assessment results, align curriculum across grade levels and subjects, and work on our school and WASC goals.

Teacher Assignment

Due to budget cuts, we have eliminated our restaurant/home economics and agriculture classes. Our dedicated teachers didn't want to lose electives and decided to offer 30-minute elective classes. Even though we've lost programs, adding the 30-minute elective time has provided 20 additional courses for students. These include introductory drama, music, art, experiential learning, and senioritis.

Substitute Teachers

We are fortunate to have a pool of qualified substitute teachers. Some are retired South Fork teachers, who enjoy a positive reunion with the students. When we cannot find a substitute, the principal or dean steps in to teach, or another teacher will cover the class during a preparation period.

Academic Guidance Counselors

Our school has one full-time equivalent academic counselor. This means that we have the equivalent of one counselor for every 476 students. 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

State and federal grants, as well as district and county programs, fund our support services. Our resources include two part-time counselors, one full-time and two part-time counselor technicians, a private anger-management and drug counselor, one full-time and one part-time school nurse, and two school-to-career case workers. We also have five class advisors and 18 homeroom teachers who help students develop their personal learning plans.

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)**. Our school has 25 students who qualify for this program. This year we have modified the way we identify GATE students in order to comply with new state and federal laws. GATE students receive additional educational and financial support, allowing them to excel in their talents. They take AP courses online through the UC system and can receive both high school and college credits simultaneously. This year they will visit various colleges in the San Francisco Bay Area, attend the Shakespeare Festival in Oregon, and participate in a team-building white water rafting trip.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 50 students who qualify for these **special education** programs. Students receive the support services they need from two resource specialist teachers, a special education teacher who focuses on students with severe handicaps, a school psychologist, a speech therapist, an occupational therapist, special education instructional aides, a school nurse, a school counselor, two counselor technicians, and a county vocational education caseworker. Students receive help individually as well as in large and small groups.

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 teachers are trained in differentiated, or customized, teaching techniques, which have been successful when teaching English learners. Two of our teachers and our principal have Cross-cultural Language and Academic Development (CLAD) credentials and have also provided assistance. Currently our district and Peer Assistant Review Council are developing a plan to provide CLAD training for all of our teachers.

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	0.8
Librarians	0.0
Psychologists	0.4
Social workers	0.0
Nurses	0.0
Speech/language/ hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2004.

CURRICULUM AND TEXTBOOKS

Numerous electives allow students to explore interests and develop talents. Art electives include drawing, ceramics, creative writing, journalism, drama, Madd Jazz, choir, and Rockappella. Spanish is taught using the Total Physical Response (TPR) teaching strategies and offered to eighth graders when space is available. Students who participate in fisheries and environmental studies work on ongoing community service projects. Afterschool sports clubs include football, basketball, baseball, softball, wrestling, volleyball, tennis, cross country, track and field, and golf.

Reading and Writing

Eighth graders study autobiographies, persuasive compositions, short stories, and responses to literature. Ninth graders focus on ancient civilizations, tenth graders on European writers, and eleventh and twelfth graders on classic and modern European writers. Eleventh graders also study American literature.

All students learn to write research papers. Our specialized senior literature courses are Myths and Poetry and World Cultures. Students needing writing assistance can take a 30-minute writing lab elective. Other electives include creative writing, Herstory, and honors Shakespeare.

Math

Mathematics instruction focuses on algebra, geometry, and the requirements of the California High School Exit Exam. We offer algebra 1A and 1B courses, providing slower and more thorough instruction than the algebra I course. We also offer algebra II, trigonometry/pre-calculus, and other higher mathematics courses. AP calculus and economics are available online through the UC system, offering more individualized work with a university professor, site math teacher/advisor, and coach. Students can take an AP-advisor elective for daily teacher support.

Science

We take pride in our versatile science curriculum. We offer college preparatory courses that include biology, chemistry, and physics, accompanied by a lab. We also offer noncollege preparatory courses, such as life science, applied physical science, and earth science. This spring we offered a science lab for students who needed additional help. Students who need a more rigorous science program can enroll in AP biology, chemistry, and physics. The science department is also developing an environmental science academy.

Social Studies

Our social studies curriculum follows the state requirements and includes ancient civilization, world history, and American history. Every student must pass a civics and economics course. All courses are college preparatory. We offer online honors psychology and sociology, plus AP economics, U.S. government and politics, and U.S. history. Our two new social studies teachers, who are earning master's degrees in American history education through Humboldt State University, aim to integrate American history throughout our overall curriculum.

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?
Prentice Hall Literature	1989	Language arts	Yes	Yes
Algebra 1, Prentice Hall	1995	Math	Yes	Yes
Biology--The Dynamics of Life	2000	Science	Yes	Yes
World History: Human Experience	2001	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 seven buildings, of which none are portables. Together they accommodate approximately 1,396 people. On an average day, 402 students and staff occupy these buildings, taking up 29 percent of our capacity. Our buildings are in fair to good shape. The Garberville Rotarian Club and other private donors enabled students and community members to paint the cafeteria and weight room, install a speaker system in the cafeteria, and build an announcer's booth. This year's leadership class will work on improving the landscaping. Summer maintenance projects include painting the exteriors of doors and window frames, installing new football and baseball bleachers, and extending our watering systems.

The district's facilities team spent $22,409 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. This sum was nine percent of the district's deferred maintenance budget of $250,756.

The bathrooms in our school contain 32 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

Students can visit the library daily from 8 a.m. to 3 p.m. Our library contains 19,500 volumes and 16 Internet-connected computers with online AP courses, including calculus, chemistry, physics, biology, U.S. government/politics, economics, honors Shakespeare, and psychology. We are one of four high schools nationally to pilot a social intervention software program called Ripples, which is housed in the library.

Computers

We have 135 computers available for student use, which means that, on average, there is one computer for every three students. There are 23 classrooms connected to the Internet. A 25-computer lab is available for group instruction. Every classroom has at least one computer, and we have classroom computer labs for career courses and computer-aided drafting. All teachers take attendance online and use Microsoft PowerPoint, grading software, and the Internet for research. Students have access to word processing, the Internet, and AP courses online.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	3	3	4
Internet-connected classrooms	23	32	61

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

Parent Involvement

Our School Site Council (SSC), which always includes parents, approves our Medi-Cal Reinvestment Plan and makes some other budget approvals. Parents in our Booster Club support our athletic programs. We are pleased that so many families, parents, and community members participate in the SSC, Music Boosters, and our Sports Boosters program. Please call the school office at (707) 943-3144 to volunteer your time or talent.

FUNDING

Southern Humboldt Schools Foundation and the Athletics Boosters raise more than $29,000 annually to support athletics. WIA funds support students transitioning into the work force and provide nurse and career technician services.

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
FISCAL YEAR 2003–2004			
Total expenses	$8,744,063	N/A	N/A
Expenses per student	$9,608	$6,987	$6,919
FISCAL YEAR 2002–2003			
Total expenses	$9,107,585	N/A	N/A
Expenses per student	$8,774	$6,882	$6,822

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of $9,608 per student in the 2003–2004 school year, compared to $6,987 for the average unified district in the state. Our total operating expenses for the 2003–2004 year were $8,744,063. 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
Beginning teacher's salary	$35,292	$33,293
Midrange teacher's salary	$43,666	$48,524
Highest-paid teacher's salary	$55,229	$61,782
Average principal's salary (high school)	$74,716	$81,497
Superintendent's salary	$75,319	$100,823
Percentage of budget for teachers' salaries	33%	36%
Percentage of budget for administrators' salaries	4%	6%

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.