



Weed High School

School Accountability Report Card, 2006–2007

Siskiyou Union High School District



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

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School Accountability Report Card, 2006–2007 Siskiyou Union High School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average high school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2007_en.html

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

909 Hillside
Weed, CA 96094
Principal: Mike Matheson
Phone: (530) 938-4774

How to Contact Our District

624 Everitt Memorial Hwy.
Mt. Shasta, CA 96067
Phone: (530) 926-3006
<http://www.siskuhsd.k12.ca.us>



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» Principal's Message

Weed High School is located in the town of Weed, California. Looming in the background of the school is the majestic 14,162 ft. Mt. Shasta. The mountain overlooks a town that was once a vigorous lumber-producing community. The economics have changed, but the environment still boasts the beauty of the Eddy mountains, the clean, crisp water of the Sacramento, Shasta, and Klamath rivers, and a multitude of wildlife that awes hunters, fishermen, and naturalists alike. This environment still affords some timber harvesting and invites plenty of outdoor recreational activity. Breathtaking scenery surrounds the campus and access to more natural beauty is never very far away. The school is far removed from urban life, but is fortunate to possess a diverse ethnic population of students. The student population mirrors the natural aesthetics of the school. The multiethnic, multicultural students at Weed High School respectfully and harmoniously relate to one another, giving a stunning campus an even greater sense of beauty.

Our staff is committed to making the school a welcoming place that reflects the beauty of diversity in the midst of a serene, picturesque environment. We are in the people business and the people we serve are our highest priority. Our challenges are formidable, but we are sure that our caring, compassionate, competent, and dedicated staff will positively meet the challenges ahead. Welcome to Weed High School, a small community with a “big heart.”

Mike Matheson, PRINCIPAL

Grade range and calendar

9-12

TRADITIONAL

Academic Performance Index

727

County Average: 727
State Average: 697

Student enrollment

195

County Average: 218
State Average: 1,277

Teachers

14

County Average: 12
State Average: 55

Students per teacher

14

County Average: 18
State Average: 23

Students per computer

2

County Average: 3
State Average: 4

Focus for Improvement

- Weed High School is developing a series of Career and College Pathways. A Pathway is a sequence of courses designed to prepare students for a career, advanced training, or college degree in a specific industry sector after graduation. A Career Pathway consists of a set of three to four courses which include introductory, skill building, and advanced level courses. Some of these courses may be taken at College of the Siskiyou during a student's eleventh or twelfth grade year. The senior project will be the culminating activity for each of the Career Pathways offered at Weed High School. Students successfully completing a Career Pathway will receive a certificate of specific employment skills as well as a high school diploma.
- Career and College Pathways offered are University Pathway; Renaissance (individualized or student-defined) Pathway; Natural Resources Pathway; Arts and Communication Pathway; Building Trades, Construction, and Manufacturing Pathway; Business, Computers, and Information Technology Pathway; and Health, Rescue, and Human Services Pathway.
- Each Career Pathway will offer a rigorous and interesting academic and elective course of study relevant to a student's interests, skills, and abilities. Courses will include a standards- and project-based curriculum, career, and college exploration.

MEASURES OF PROGRESS

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. A school’s API determines whether it receives recognition or sanctions. It is also 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, the California Achievement Test, 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.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	No
API score	727
Growth attained from prior year	+11
Met subgroup* growth targets	No
Underperforming school	No

Weed’s API was 727 (out of 1000). This is an increase of 11 points compared to last year’s API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 716. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all high schools in California, our school ranked 6 out of 10.

SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of January 2008.

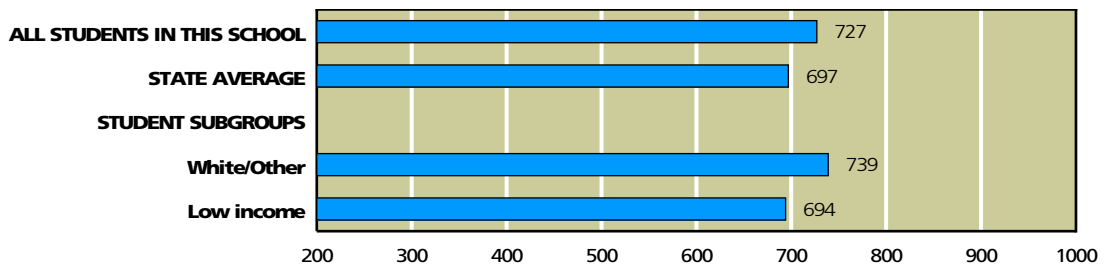
*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 2 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer 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 through the California School Recognition Program and the Title I Achieving Schools Program.

We did not meet some or all of our assigned growth targets during the 2006–2007 school year. Just for reference, 27 percent of high schools statewide met their growth targets.

API, Spring 2007



SOURCE: API based on spring 2007 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)**.

We met all six criteria for yearly progress. As a result, we succeeded at making 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 California High School Exit Exam (CAHSEE): 22.3 percent on the English/language arts test and 20.9 percent on the math test. All significant ethnic and socioeconomic subgroups of students also must meet these goals. 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 2006 must be higher than 82.9 percent (or satisfy alternate improvement criteria).

If even one subgroup 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 that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. 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	N/A
Met subgroup* test score goals	N/A
Met schoolwide API for AYP	Yes
Met graduation rate	Yes
Program Improvement School in 2007	No

SOURCE: AYP is based on the Accountability Progress Report of January 2008. A school can be in Program Improvement based on students’ test results in the 2006–2007 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 CAHSEE?	DID 22.3% ATTAIN PROFICIENCY ON THE CAHSEE?	DID 95% OF STUDENTS TAKE THE CAHSEE?	DID 20.9% ATTAIN PROFICIENCY ON THE CAHSEE?
SCHOOLWIDE RESULTS	●	●	●	●

SOURCE: AYP release of January 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

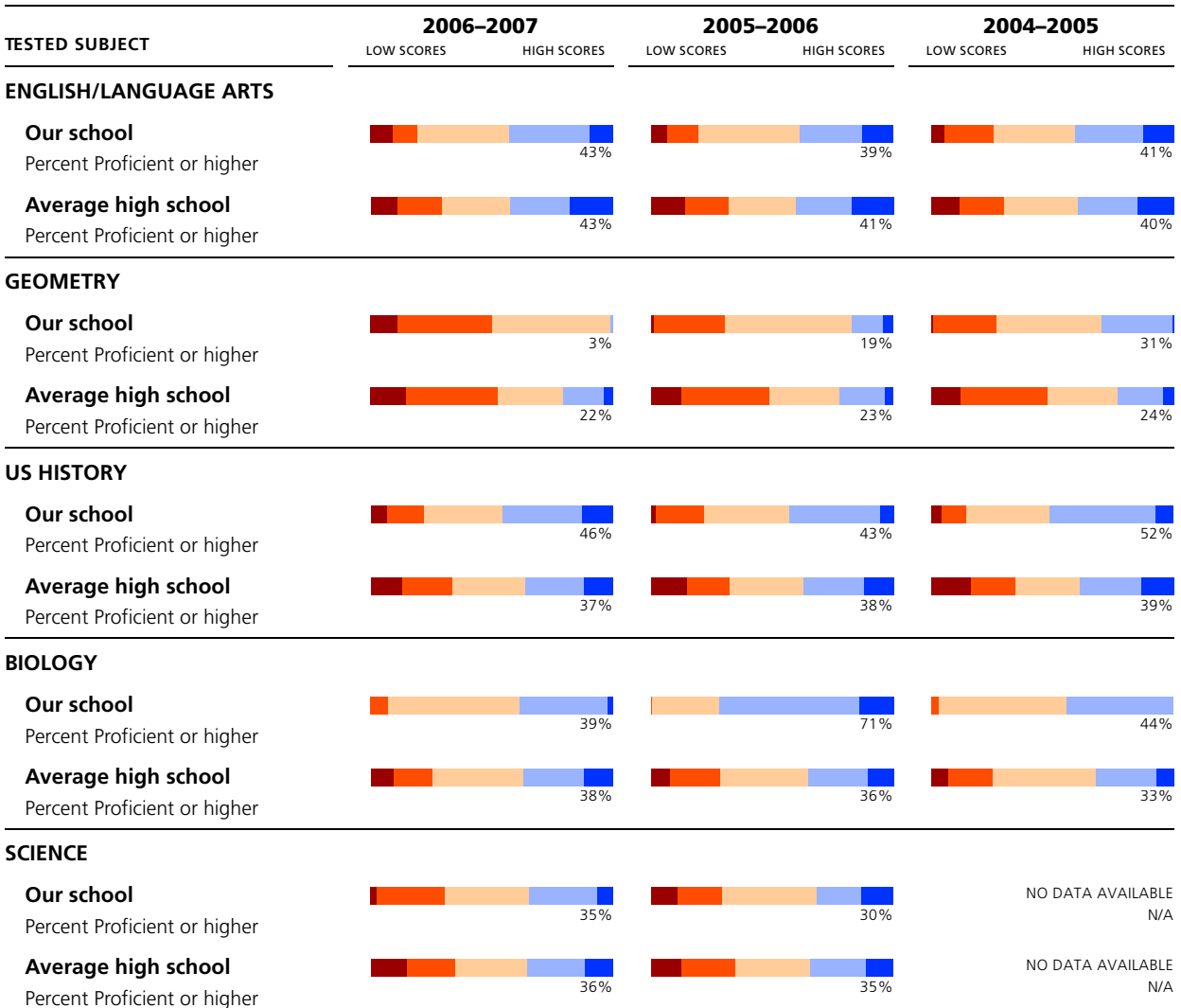
STUDENT ACHIEVEMENT

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 subgroups 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 BELOW 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 2007 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. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

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 on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies 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.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. 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.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 45 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CSTs. When 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.

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

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. 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 six CST tests usually taken by the largest number of students. We select at least one test from each core subject. For science, we’ve selected biology (an elective) and the tenth grade life science test. For math, we’ve selected two courses, both of them electives: Algebra I, which students take if they haven’t studied and passed it in eighth grade; and Geometry, often the most popular math course because it follows Algebra I. In social studies, we’ve selected US History, which is taken by all juniors (eleventh graders). English/language arts summarizes the results of students in grades nine through eleven.

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW 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			43%	100%	SCHOOLWIDE AVERAGE: The same percentage of students at our school scored Proficient or Advanced as did students at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			50%	98%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			43%	97%	

Subgroup Test Scores

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

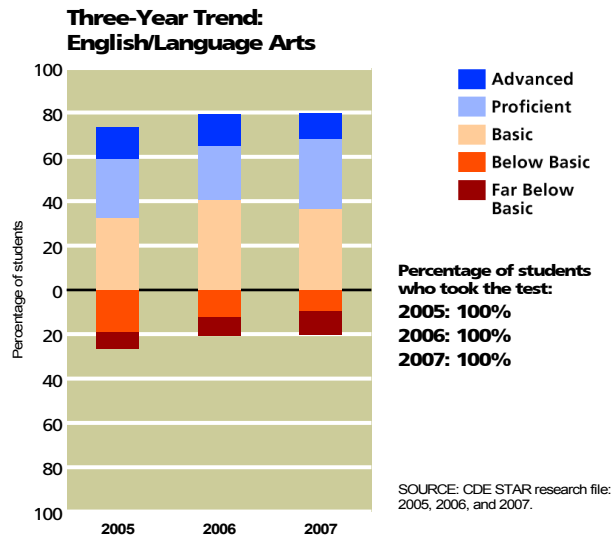
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			34%	68	GENDER: About 22 percent more girls than boys at our school scored Proficient or Advanced.
Girls			56%	61	
English proficient			44%	129	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	3	
Low income			33%	55	INCOME: About 18 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			51%	77	
Learning disabled	NO DATA AVAILABLE		N/A	5	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			45%	127	
White/Other			46%	93	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 2007 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. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 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.
 NS: 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. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



Algebra I

BAR GRAPHS BELOW 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			9%	42%	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			22%	33%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			14%	32%	

Subgroup Test Scores

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

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

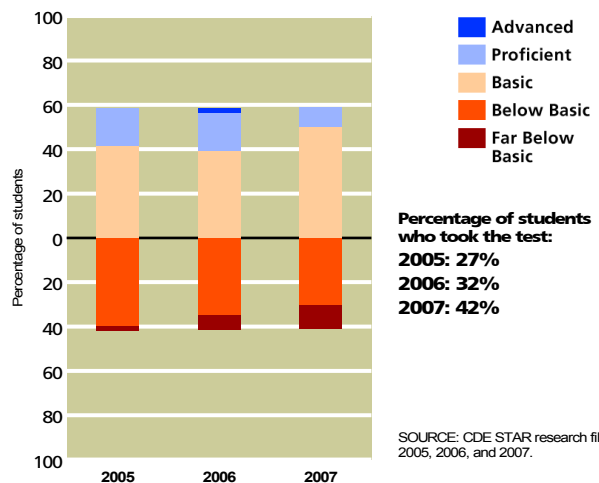
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	29	GENDER: We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	27	
English proficient			9%	56	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups 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	28	INCOME: We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE		N/S	28	
Learning disabled	NO DATA AVAILABLE		N/A	2	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			9%	54	
White/Other			7%	41	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 2007 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. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 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 took algebra is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 42 percent of our students took the algebra CST, compared to 32 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 [algebra](#), visit the CDE's Web site.

Three-Year Trend: Algebra I



Geometry

BAR GRAPHS BELOW 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			3%	24%	SCHOOLWIDE AVERAGE: About 19 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			29%	24%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			22%	24%	

Subgroup Test Scores

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

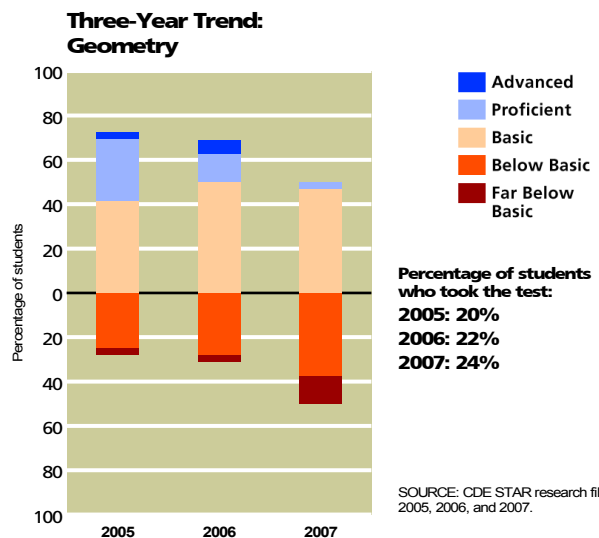
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	14	GENDER: We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	18	
English proficient			3%	30	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	2	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	13	INCOME: We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE		N/S	19	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			3%	32	
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	22	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 2007 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. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 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 took geometry is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 24 percent of our students took the geometry CST, compared to 24 percent of all high school students statewide. To read more about the [math standards for all grades](#), as well as the California standards for [geometry](#), visit the CDE's Web site.



US History

BAR GRAPHS BELOW 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			46%	100%	SCHOOLWIDE AVERAGE: About nine 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%	95%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			37%	94%	

Subgroup Test Scores

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

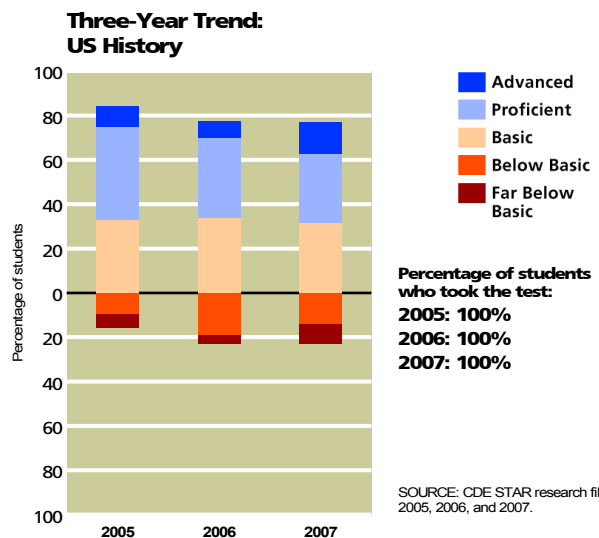
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	18	GENDER: We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	17	
English proficient			48%	33	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	2	
Low income	DATA STATISTICALLY UNRELIABLE		N/S	18	INCOME: We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE		N/S	17	
Learning disabled	NO DATA AVAILABLE		N/A	2	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			48%	33	
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	23	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.

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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 eleventh grade students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the eleventh grade **US history standards**, visit the CDE’s Web site.



Biology

BAR GRAPHS BELOW 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			39%	17%	SCHOOLWIDE AVERAGE: 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			51%	24%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			38%	34%	

Subgroup Test Scores

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

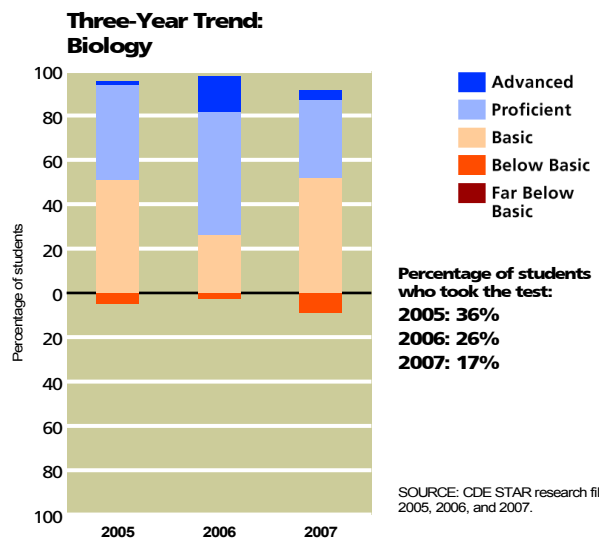
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	NO DATA AVAILABLE		N/A	8	GENDER: The number of boys who took this test is too small to be counted in this analysis.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	15	
English proficient	DATA STATISTICALLY UNRELIABLE		N/S	23	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups 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	NO DATA AVAILABLE		N/A	9	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE		N/S	14	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	23	
White/Other	DATA STATISTICALLY UNRELIABLE		N/S	18	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 2007 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. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 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 took biology is included in this analysis. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 17 percent of our students took the biology CST, compared to 34 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.



Science

BAR GRAPHS BELOW 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			35%	100%	SCHOOLWIDE AVERAGE: About one percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			38%	97%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			36%	94%	

Subgroup Test Scores

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

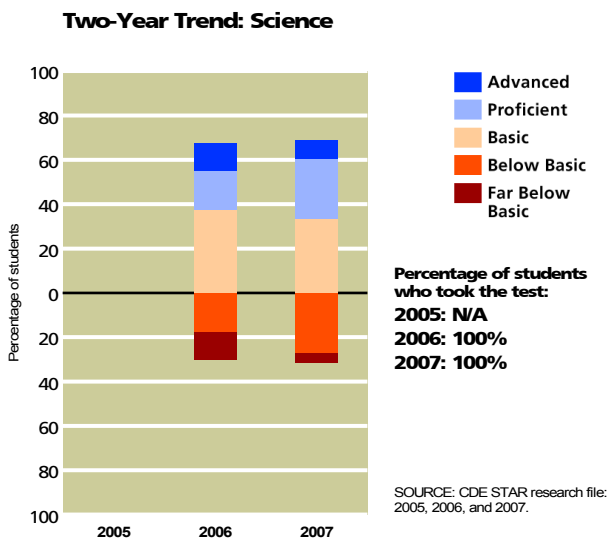
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	22	GENDER: We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	26	
English proficient			35%	48	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups 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	19	INCOME: We cannot compare scores for these two subgroups because the number of students tested was too small to be statistically significant.
Not low income	DATA STATISTICALLY UNRELIABLE		N/S	29	
Learning disabled	NO DATA AVAILABLE		N/A	1	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			36%	47	
White/Other			39%	36	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 2007 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. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 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.

This was the second year that mandatory life science for tenth graders was included in the California Standards Tests. As a result, we have only two years of trend data to present. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [science standards](#) on the CDE’s Web site and find more information about the standards for [chemistry](#), [earth science](#), and [physics](#). Please note that some students taking this test may not have taken any science course in the ninth or tenth grade. In high school, science courses are electives.



Other Measures of Student Achievement

We use many means to assess student progress, including homework completion, quizzes, tests and final exams, research papers, essays, multimedia projects, oral exams or presentations, and teacher observation. To fulfill one of our district's graduation requirements, our students complete a senior project that includes a research paper, project, and formal presentation.

PREPARATION FOR COLLEGE AND THE WORKFORCE

SAT College Entrance Exam

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT participation rate	Percentage of seniors who took the test	43%	27%	41%
SAT verbal	Average score of juniors and seniors who took the SAT verbal test	433	491	493
SAT math	Average score of juniors and seniors who took the SAT math test	450	512	513
SAT writing	Average score of juniors and seniors who took the SAT writing test	438	492	491

SOURCE: SAT test data provided by the College Board for the 2005–2006 school year. County and state averages represent high schools only.

In the 2006–2007 academic year, 43 percent of Weed students took the SAT, compared to 41 percent of high school students in California.

Weed students' average score was 433 on the verbal portion of the SAT, compared to 493 for students throughout the state. Weed students' average score was 450 on the math portion of the SAT, compared to 513 for students throughout the state. Weed students' average score was 438 on the writing portion of the SAT, compared to 491 for students throughout the state.

College Preparation and Attendance

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	40%	46%	38%
Students attending UC	Percentage of graduates who actually attended any campus of the UC system	0%	3%	8%
Students attending CSU	Percentage of graduates who actually attended any campus of the CSU system	13%	10%	13%
Students attending community colleges	Percentage of graduates who actually attended any campus of the California community college system	47%	36%	31%

SOURCE: College attendance data is from the California Postsecondary Education Commission for the graduating class of 2006. Enrollment in UC/CSU qualifying courses comes from the Professional Assignment Information Form report of October 2006. County and state averages represent high schools only.

In the 2005–2006 school year, 40 percent of Weed's graduates passed courses required for admission to the University of California (UC) or the California State University (CSU) system, compared to 38 percent of students statewide. This number is, in part, an indicator of whether the school is offering the classes required for admission to the UC or CSU systems. The courses that the [California State University](#) system requires applicants to take in high school, which are referred to as the A–G course requirements, can be reviewed on the CSU's official Web site. The [University of California](#) has a similar set of courses required.

Our [college attendance](#) data is limited to public colleges in California. Out of Weed's 2006 graduating class, about 60 percent went on to enroll in some part of the California public college system, compared to 52 percent of students throughout the state. Here's the detail: zero percent of the graduating class went to UC campuses; 13 percent went to CSU campuses; and 47 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 and senior years. These include **honors** and **Advanced Placement (AP)** courses. Some schools also offer students the opportunity to participate in the **International Baccalaureate (IB)** Diploma Programme. IB courses are offered in just 82 high schools in California. The IB curriculum is modelled on educational systems from around the world. All IB students learn a second language. Some IB programs also stress community service. Honors, IB, and AP courses are intended to be the most rigorous and challenging courses available. Most colleges regard IB and AP courses as the equivalent of a college course.

The majority of comprehensive high schools offer AP courses, but the number of AP courses offered at any one school varies considerably. Unlike honors courses, AP courses and tests are designed by a national organization, the College Board, which charges fees to high schools for the rights to their material. The number of AP courses offered is one indicator of a school’s commitment to prepare its students for college. But students’ participation in those courses and their test results are, in part, a measure of student initiative. Please keep both of these considerations in mind as you review the facts below.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Enrollment in AP courses	Percentage of AP course enrollments out of total course enrollments	0%	2%	4%
Completion of AP courses	Percentage of juniors and seniors who completed AP courses and took the final exams for possible college credit	N/A	13%	25%
Number of AP exams taken	Average number of AP exams each of these students took in 2006–2007	N/A	1.3	1.8
AP test results	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	N/A	49%	57%

SOURCE: AP exam data provided by the College Board for the 2006–2007 school year.

The College Board did not report the number of Weed students taking AP exams.

Students who take IB courses as part of the IB program, or AP courses and pass the AP exams with scores of 3 or higher, may qualify for college credit. Our high school offers no AP or IB courses.

More information about the **Advanced Placement program** is available from the College Board.

AP AND IB COURSES OFFERED	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
Total	0	0	0

SOURCE: CBEDS PAIF, October 2006.

California High School Exit Examination

Students first take the California High School Exit Examination (CAHSEE) in the tenth grade. If they don't pass either the English/language arts or math portion, they can retake the test in the eleventh or twelfth grades. Here you'll see a three-year summary showing the percentage of tenth graders who scored Proficient or Advanced. (This should not be confused with the passing rate, which is set at a somewhat lower level.)

Answers to [frequently asked questions](#) about the exit exam can be found on the CDE Web site. Additional information about the [exit exam results](#) are also available there. The table below shows how specific groups of tenth

grade students scored on the exit exam in the 2006–2007 school year. The English/language arts portion of the exam measures whether a student has mastered reading and writing skills at the ninth or tenth grade level, including vocabulary, writing, writing conventions, informational reading, and reading literature. The math portion of the exam includes arithmetic, statistics, data analysis, probability, number sense, measurement, and geometry at sixth and seventh grade levels. It also tests whether a student has mastered algebra, a subject that most students study in the eighth or ninth grade.

Sample [questions and study guides](#) for the exit exam are available for students on the CDE Web site.

	PERCENTAGE OF TENTH GRADE STUDENTS SCORING PROFICIENT OR ADVANCED ON THE CAHSEE		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
English/language arts			
2006–2007	63%	63%	49%
2005–2006	68%	70%	51%
2004–2005	54%	57%	49%
Math			
2006–2007	56%	64%	50%
2005–2006	51%	58%	47%
2004–2005	54%	51%	45%

SOURCE: California Department of Education, SARC research file.

CAHSEE Results by Subject Area

	ENGLISH/LANGUAGE ARTS			MATH		
	NOT PROFICIENT	PROFICIENT	ADVANCED	NOT PROFICIENT	PROFICIENT	ADVANCED
Tenth graders	38%	46%	17%	44%	34%	22%
African American	50%	25%	25%	75%	0%	25%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	50%	50%	0%	50%	50%	0%
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	50%	50%	0%	50%	33%	17%
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	31%	49%	20%	38%	38%	24%
Male	46%	46%	9%	35%	39%	26%
Female	31%	46%	23%	52%	30%	19%
Socioeconomically disadvantaged	58%	42%	0%	60%	30%	10%
English learners	75%	25%	0%	75%	25%	0%
Students with disabilities	N/A	N/A	N/A	100%	0%	0%
Students receiving migrant education services	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: California Department of Education, SARC research file. Scores are included only when 11 or more students are tested. When small numbers of students are tested, their average results are not very reliable.

High School Completion

This table shows the percentage of seniors in the graduating class of 2006 who met our district’s graduation requirements and also passed the California High School Exit Examination (CAHSEE). We present the results for students schoolwide followed by the results for different groups of students.

Students can retake all or part of the CAHSEE up to five times throughout their junior and senior years. School districts have been giving the CAHSEE since the 2001–2002 school year. However, 2005–2006 was the first year that passing the test was required for graduation.

More data about [CAHSEE results for the classes of 2007 and 2008](#), and additional detail by gender, ethnicity, and English language fluency, are available on the CDE Web site.

GROUP	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2006)		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
All Students	84%	90%	N/A
African American	100%	100%	N/A
American Indian or Alaska Native	100%	89%	N/A
Asian	100%	100%	N/A
Filipino	N/A	100%	N/A
Hispanic or Latino	78%	87%	N/A
Pacific Islander	0%	0%	N/A
White (not Hispanic)	87%	88%	N/A
Socioeconomically Disadvantaged	76%	68%	N/A
English Learners	100%	80%	N/A
Students with Disabilities	100%	86%	N/A

SOURCE: This data comes from the school district office.

Dropouts and Graduates

DROPOUT RATE: Our dropout rate for the prior three years appears in the accompanying table. We define a **dropout** as any student who left school before completing the 2005–2006 school year or a student who hasn't re-enrolled in our school for the 2006–2007 year by October 2006.

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.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate (one year)			
2005–2006	1%	1%	3%
2004–2005	1%	1%	2%
2003–2004	0%	0%	2%
Graduation rate (four year)			
2005–2006	95%	98%	87%
2004–2005	98%	99%	88%
2003–2004	100%	99%	89%

SOURCE: Dropout data comes from the CBEDS census of October 2006. County and state averages represent high schools only.

GRADUATION RATE: The **graduation rate** is an estimate of our school's success at keeping students in school. It is also used in the No Child Left Behind Act to determine Adequate Yearly Progress and is 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 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

Weed High School is developing a series of Career and College Pathways. A Pathway is a sequence of courses designed to prepare students for a career, advanced training, or college degree in a specific industry sector after graduation. A Career Pathway consists of a set of three to four courses which include introductory, skill building, and advanced level courses. Some of these courses may be taken at College of the Siskiyou during a student's eleventh or twelfth grade year. The senior project will be the culminating activity for each of the Career Pathways offered at Weed High School. Students successfully completing a Career Pathway will receive a certificate of specific employment skills as well as a high school diploma.

Career and College Pathways offered are University Pathway; Renaissance (individualized or student-defined) Pathway; Natural Resources Pathway; Arts and Communication Pathway; Building Trades, Construction, and Manufacturing Pathway; Business, Computers, and Information Technology Pathway; and Health, Rescue, and Human Services Pathway.

Each Career Pathway will offer a rigorous and interesting academic and elective course of study relevant to a student's interests, skills, and abilities. Courses will include a standards- and project-based curriculum, career, and college exploration.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Career technical education (CTE)	Percentage of students enrolled in a CTE course	63%	50%	26%

SOURCE: CBEDS census, October 2006. 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. We enrolled 120 students in career technical education courses.

More information about the programs our school offers in career technical education are available on our Accountability Web page, which you can access from our district Web site. 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 Weed, 97 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	97%	98%	85%
English learners	3%	2%	15%

SOURCE: Language Census for school year 2006–2007. 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 five students classified as English learners. At Weed, the language these students most often speak at home is Lao. In California it’s common to find English learners in classes with students who speak English well. 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	20%	53%	83%
Vietnamese	0%	0%	2%
Cantonese	0%	0%	1%
Hmong	0%	0%	2%
Filipino/Tagalog	0%	0%	1%
Korean	0%	0%	1%
Khmer/Cambodian	0%	6%	1%
All other	80%	41%	9%

SOURCE: Language Census for school year 2006–2007. County and state averages represent high schools only.

Ethnicity

Most students at Weed identify themselves as White/European American/Other. In fact, there are about six times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at Weed. 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	8%	2%	8%
Asian American/Pacific Islander	10%	3%	12%
Latino/Hispanic	11%	8%	43%
White/European American/Other	71%	87%	37%

SOURCE: CBEDS census of October 2006. County and state averages represent high schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$37,000 a year (based on a family of four) in the 2006–2007 school year. At Weed, 66 percent of the students qualified for this program, compared to 40 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	66%	47%	40%
Parents with some college	67%	73%	57%
Parents with college degree	28%	38%	33%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 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 67 percent of the students at Weed have attended college, and 28 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 58 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The average class size at Weed varies from a low of 14 students to a high of 20. Our average class size schoolwide is 17 students. The average class size for high schools in the state is 28 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	14	19	26
History	20	21	30
Math	14	18	27
Science	19	19	29

SOURCE: CBED5 census, October 2006. County and state averages represent high schools only.

Safety

Weed’s Safe School Plan was developed to effectively manage natural and man-made emergencies on campus. Our disaster plan manual outlines procedures and responsibilities for staff and students during an emergency. At least twice a year we conduct an evacuation and emergency response drill. The School Safety Committee meets regularly to review and assess drills and campus safety and maintenance issues. To increase Weed’s safety response, the school has a lock-down procedure in the event staying in the classroom is the safest response to a crisis. The procedural information is in the staff handbook and is reviewed annually. The Weed High School campus is monitored by a newly installed security camera system.

Discipline

At times we find it necessary to suspend students who break 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.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2006–2007	18	23	16
2005–2006	24	19	16
2004–2005	23	29	15
Expulsions per 100 students			
2006–2007	0	0	1
2005–2006	0	1	1
2004–2005	1	1	1

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent high schools only.

During the 2006–2007 school year, we had 35 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 county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	30%	33%	31%
Girls in Fitness Zone	50%	40%	30%
Fifth graders in Fitness Zone	N/A	25%	27%
Seventh graders in Fitness Zone	N/A	N/A	28%
Ninth graders in Fitness Zone	37%	36%	31%
All students in Fitness Zone	37%	36%	30%

SOURCE: 2006–2007 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent high schools only.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

The principal of Weed High School works with a number of people who are all involved in major decision making and in planning the direction the school will take. The School Leadership Team consists of six staff members who work to review ongoing school and instructional issues, plan staff development, and develop future plans and school policy. School Site Council that has parent, student, and certificated and classified staff members meets every other month and is kept apprised of all school issues. Its input is sought on all major issues affecting the school including budgeting and program review.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	16	16	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	6%	5%	15%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	29%	21%	38%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	71%	79%	62%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent high schools only.

About six percent of our teachers have less than three years of teaching experience, which is below the average for new teachers in other high schools in California. Our teachers have, on average, 16 years of experience. About 71 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 29 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%	99%	92%
Trainee credential holders	Percentage of staff holding an internship credential	0%	1%	6%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	0%	6%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	1%

SOURCE: PAIF, October 2006. 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 Weed hold a full credential. This number is higher than the average for all high schools in the state. None of the faculty at Weed 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 an emergency permit. Very few high school teachers hold this authorization statewide (just six percent). All of the faculty at Weed hold the secondary (single-subject) credential. This number is the same as the average for high schools in California. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core 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	4%	N/A	0%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the appropriate subject area authorization for the course	11%	22%	12%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	1%	8%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

“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 taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the [High Objective Uniform State Standard of Evaluation](#) (HOUSSE) rules, that 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 11 percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 12 percent of core courses taught by such high school teachers statewide.

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 was working without full credentials, compared to eight 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	Percentage of English courses taught by a teacher lacking the appropriate subject area authorization	6%	20%	10%
Math	Percentage of math courses taught by a teacher lacking the appropriate subject area authorization	31%	29%	11%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	0%	20%	13%
Social Science	Percentage of social science courses taught by a teacher lacking the appropriate subject area authorization	0%	18%	16%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent high schools only.

The table above shows the distribution of out-of-field teaching in each of the core subject areas.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2007–2008 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is 16 percent, compared to five percent statewide. For schools with the highest percentage of low-income students, this factor is 33 percent, compared to five percent statewide.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	16%	5%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	33%	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	3%

SOURCE: Data is from the California Department of Education, SARC research file.

Staff Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	4.0
2005–2006	4.0
2004–2005	4.0

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. 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.

ACADEMIC GUIDANCE COUNSELORS: Our school has one full-time equivalent academic counselor, which is equivalent to one counselor for every 195 students. Just for reference, California districts employed about one academic counselor for every 484 high school students in the state. More information about [counseling and student support](#) is available on the CDE Web site.

STAFF POSITION	STAFF (FTE)
Counselors	1.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2006.

Specialized Programs and Staff

We have one full-time counselor and one part-time counselor who help students and their families with guidance toward graduation and college admissions. Counselors help students with various personal and family problems. They make regular schoolwide presentations and run a variety of student support and school to career activities. These include a college and career fair, sophomore job shadow week, and college tours. Our school nurse and psychologist both work part time.

We offer elective classes in music, psychology, drama, woodworking, pre-medical, speech and debate, and art. Current Regional Occupational Program offerings include advanced woodworking, construction, welding, robotics, and computer applications.

Over 60 percent of Weed High School students participate in athletics. We offer the following sports:

Fall: Volleyball, Football, Soccer, Cross-country, Cheerleading

Winter: Basketball, Wrestling, Ski and Snowboard, Cheerleading

Spring: Softball, Baseball, Golf, Track and Field

GIFTED AND TALENTED EDUCATION (GATE): Weed High School does not have a formal GATE program. We do have several Advanced Placement (AP) courses available. Many students enrich their high school curriculum and experience by taking college courses offered at College of the Siskiyous.

SPECIAL EDUCATION PROGRAM: One part-time Resource Specialist Program (RSP) teacher and one full-time instructional aide work with our special education students. Students have Resource as one of their classes and meet with the resource teacher to receive help with their general education courses. Resource teachers share student progress with regular classroom teachers and inform them of any accommodations the student needs, such as more time to complete assignments or a lighter reading load. The resource teacher meets with the student and his parents, another teacher, and the principal annually to update the student's Individualized Education Program (IEP).

ENGLISH LEARNER PROGRAM: We have eight teachers qualified to work with English learners. All have Cross-Cultural Language and Academic Development (CLAD) certification. Students at beginning levels of fluency meet daily to study English verbal and comprehension skills intensively. All of our teachers have attended a seminar to improve their instruction of English learners.

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. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

A panel of scholars defined the English/language arts standards in 1999. According to these standards, high school students should be able to compare and analyze literature using the terminology of literary criticism. They should read and respond to significant works of literature that reflect or enhance their studies of history and social science. They should be able to write biographies, autobiographies, narratives, short stories, analytical essays, research reports, and business letters. To read more about California's [English/language arts standards](#), visit the CDE's Web site.

Math

Students can begin taking algebra in the eighth grade, but many students take the course during high school. Through the study of algebra, our students develop an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. Educators consider students' success in algebra to be an indicator of how well they will do in future courses in high school and college. To read more about the state's [math standards](#), visit the CDE's Web site.

Science

Our science program offers courses in physics, chemistry, biology, life sciences, and earth sciences. In all of these courses, students learn to apply the principles of investigation and experimentation. Many science courses are elective (but required for admission to public and private colleges). All students are required to study biology and life sciences. In this program, students learn principles of physiology, cell biology, genetics, ecology, and evolution. To read more about the California standards for [biology/life sciences](#), [physics](#), [chemistry](#), and [earth sciences](#), visit the CDE's Web site.

Social Science

Our ninth grade students have no social studies requirements. In the [tenth grade](#), they study world history, from the late 18th century through the present, including the cause and course of the two world wars. Students in the [eleventh grade](#) study the major turning points in US history in the 20th century. Students in [twelfth grade](#) pursue a deeper understanding of the institutions of American government. In addition, our students will learn how to think from the perspectives of history and geography. They'll learn to research topics on their own, develop their own point of view, and interpret history.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2007–2008 school year, and whether those [textbooks](#) covered 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 2007–2008 school year.

RESOURCES

Buildings

Each student and staff member takes immense pride in the school as evidenced by the manicured school grounds and new-looking 38-year-old facilities. Visitors invariably comment on the impeccable condition of the entire campus. Our main building was built in 1959. A modernization project was conducted on this building in 1997. During the 2007–2008 and 2008–2009 school year, modernization is taking place on three portable classrooms and an annex that houses two classrooms. Planned improvements include exterior painting, heating, and air-conditioning. One custodian and one maintenance and grounds person clean each classroom and restroom daily as well as maintain the facilities.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. 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.

Computers

We have 85 computers available for student use, which means that, on average, there is one computer for every two students. There are 17 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	2	3	4
Internet-connected classrooms	17	15	60

SOURCE: CBEDS census of October 2006. County and state averages represent high schools only.

Parent Involvement

Parents have a number of opportunities to be involved with and participate in the high school program. The School Site Council is an organization comprised of parents, students and staff members. They develop the Single Plan for Student Achievements and oversee and make recommendations for program and budget decisions. Parents can also be a part of Cougar Power, which is the athletic support organization. Parents can register to receive daily email information about school activities as well as view their student's attendance, class work, and progress through the Internet.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2005–2006			
Total expenses	\$7,444,035	N/A	N/A
Expenses per student	\$10,604	\$7,645	\$7,521
FISCAL YEAR 2004–2005			
Total expenses	\$7,331,227	N/A	N/A
Expenses per student	\$10,057	\$7,267	\$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$10,604 per student in the 2005–2006 school year, compared to an average of \$7,645 per student spent by similar (high school district) districts in the state. Our total operating expenses for the 2005–2006 year were \$7,444,035. Facts about the 2006–2007 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the [Ed-Data Partnership's Web site](#).

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the [CDE's Web site](#).

District Salaries, 2005–2006

This table reports the salaries of teachers and administrators in our district for the 2005–2006 school year. 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	\$37,464	\$36,807
Midrange teacher's salary	\$46,877	\$53,195
Highest-paid teacher's salary	\$62,000	\$65,235
Average principal's salary (high school)	\$82,815	\$88,276
Superintendent's salary	\$94,400	\$109,456
Percentage of budget for teachers' salaries	35%	31%
Percentage of budget for administrators' salaries	5%	5%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2005–2006, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

Federal Title I funds pay for our remedial language arts and math programs for students whose skills are below grade level. These classes include our Math and English Academy and our Language! Class

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our [school's expenditures](#), along with the [average salaries of our teachers](#). You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of January 2008. The CDE may release additional or revised data for the 2006–2007 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 (CBEDS) (October 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 2007).

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