



Modoc High School

School Accountability Report Card, 2006–2007

Modoc Joint Unified 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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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.

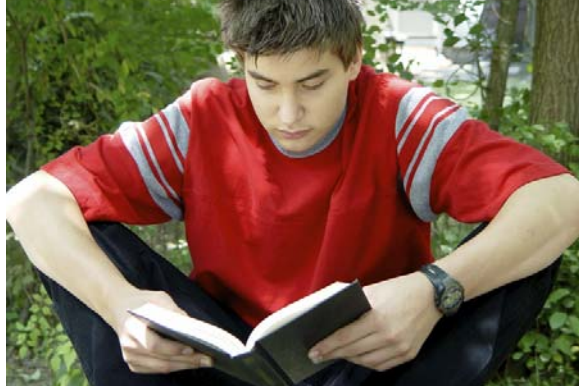
If you have any questions related to this report, please contact the school office.

How to Contact Our School

900 N. Main St.
Alturas, CA 96101
Principal: Thomas O'Malley
Phone: (530) 233-7201x401

How to Contact Our District

906 West Fourth St.
Alturas, CA 96101
Phone: (530) 233-7201
<http://www.modoc.k12.ca.us>



» Contents

ONLINE USERS: CLICK ON A TITLE TO JUMP TO THAT SECTION

- 1 Principal's Message**
- 3 Measures of Progress**
- 5 Student Achievement**
- 14 Preparation for College and the Workforce**
- 21 Students**
- 22 Climate for Learning**
- 24 Leadership, Teachers, and Staff**
- 29 Curriculum and Textbooks**
- 30 Resources**
- 31 District Expenditures**
- 32 School Expenditures**



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» Principal's Message

In 1939, Modoc Union High School was constructed in Alturas. Franklin D. Roosevelt was president and Harry Wandling was principal. While many things have changed over the last 60-plus years, Modoc High School still stands as an educational and social hub for the community of Alturas.

Currently, Modoc High School serves approximately 300 students in grades nine through twelve. For a small school, we offer a wide variety of electives in many different fields, including agriculture, art, drafting, music, Spanish, technology, and woodshop. We also offer honors classes in English, math, and science, and Advanced Placement (AP) classes in art, English, math, and science. Graduates from Modoc High School have been accepted into the Air Force Academy, West Point, the University of California system, the California State University system, out-of-state universities, Ivy League schools, and a variety of junior colleges and technical schools. Every year we have several graduates proudly serve our country in the military.

Athletics at Modoc High School are very diverse and always competitive. Our gymnasium was built in the mid 1970s, and the vision the designers had was outstanding. Though the Griswold Gym is 30 years old, it continues to function as a state-of-the-art facility. Our maintenance department does an excellent job of maintaining our grounds and our practice and game fields are in game-day condition on a year-round basis.

Modoc High School serves a community of approximately 3,000 people and a county of about 9,000. While we are small and remote, our students have many educational opportunities large schools offer, plus some they cannot. We welcome and invite students, parents, and visitors to come by and see what makes Modoc High School special.

Thomas O'Malley, PRINCIPAL

Grade range and calendar

9-12

TRADITIONAL

Academic Performance Index

753

County Average: 704
State Average: 697

Student enrollment

302

County Average: 256
State Average: 1,277

Teachers

15

County Average: 14
State Average: 55

Students per teacher

21

County Average: 18
State Average: 23

Students per computer

5

County Average: 4
State Average: 4

Major Achievements

- We were proud to meet our Adequate Yearly Progress (AYP) requirements. We also increased our Academic Performance Index (API) scores. One hundred percent of our seniors received diplomas.
- Despite our small size, Modoc High offers our students four AP courses.
- We purchased over 80 new computers for student and staff use.
- Modoc High School qualified to be a schoolwide Title I school, which means we receive federal funds to help improve student learning.

Focus for Improvement

In 2007–2008 we plan to address critical areas noted for follow up in the last report:

- We will offer Welding, Ag Foods, and Consumer Technology as new electives in 2007–2008.
- We will create a more user-friendly library.
- We will hire an instructional aide to help at-risk students.
- We will update our PE equipment.
- We intend to improve student attendance by closely monitoring student absences along with consistent and thorough follow-up. Improving school/home communication will not only help with attendance, but also with students' grades, preparing for graduation, and postgraduation plans.
- Lastly, we intend to focus extra help on those students who have not passed the California High School Exit Exam (CAHSEE).

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.

Modoc’s API was 753 (out of 1000). This is an increase of 28 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 725. 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 7 out of 10.

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.

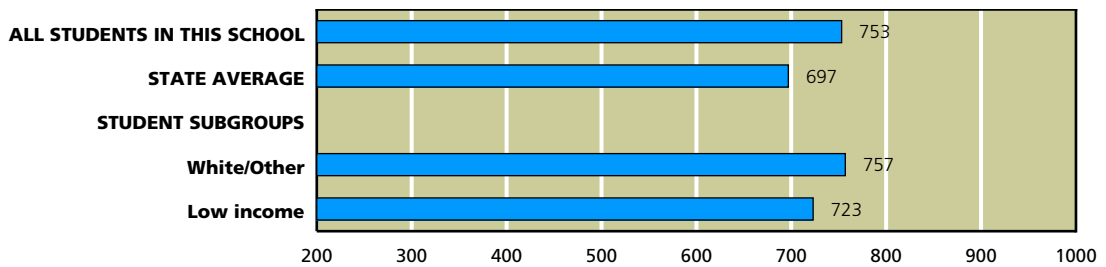
We met our assigned growth targets during the 2006–2007 school year. Just for reference, 27 percent of high schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	753
Growth attained from prior year	+28
Met subgroup* growth targets	Yes
Underperforming school	No

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

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 March 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 March 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.


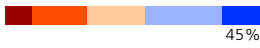


















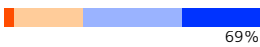







STUDENT ACHIEVEMENT

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

TESTED SUBJECT	2006–2007		2005–2006		2004–2005	
	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES	LOW SCORES	HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher						
Average high school Percent Proficient or higher						
GEOMETRY						
Our school Percent Proficient or higher						
Average high school Percent Proficient or higher						
US HISTORY						
Our school Percent Proficient or higher						
Average high school Percent Proficient or higher						
BIOLOGY						
Our school Percent Proficient or higher						
Average high school Percent Proficient or higher						
SCIENCE						
Our school Percent Proficient or higher					NO DATA AVAILABLE N/A	
Average high school Percent Proficient or higher					NO DATA AVAILABLE N/A	

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			46%	100%	SCHOOLWIDE AVERAGE: About three percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			41%	100%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			43%	97%	

Subgroup Test Scores

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

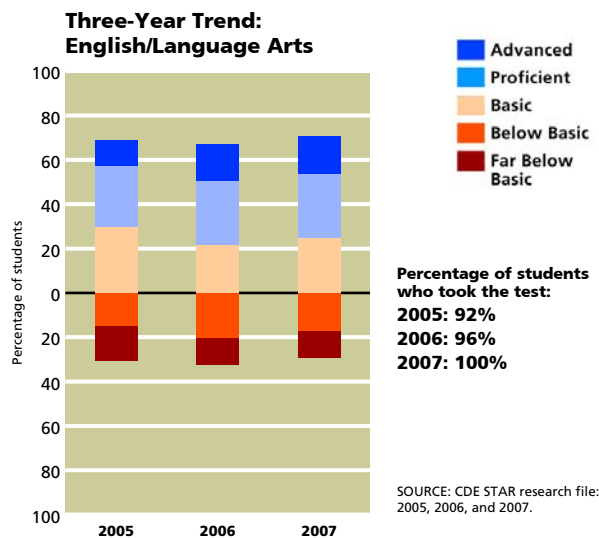
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			39%	109	GENDER: About 15 percent more girls than boys at our school scored Proficient or Advanced.
Girls			54%	104	
English proficient			46%	214	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			32%	81	INCOME: About 23 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			55%	132	
Learning disabled	NO DATA AVAILABLE		N/A	12	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%	202	
White/Other			48%	166	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			8%	39%	SCHOOLWIDE AVERAGE: About six percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			13%	31%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			14%	32%	

Subgroup Test Scores

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

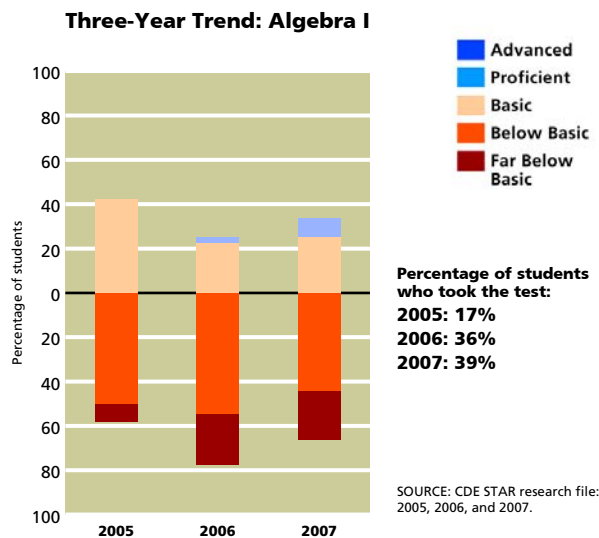
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			6%	47	GENDER: About five percent more girls than boys at our school scored Proficient or Advanced.
Girls			11%	35	
English proficient			8%	83	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			13%	30	INCOME: About seven percent more students from lower-income families scored Proficient or Advanced than our other students.
Not low income			6%	53	
Learning disabled	NO DATA AVAILABLE		N/A	8	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			8%	75	
American Indian	DATA STATISTICALLY UNRELIABLE		N/S	11	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.
White/Other			8%	66	

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 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 39 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.



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			14%	27%	SCHOOLWIDE AVERAGE: About eight percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			16%	14%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			22%	24%	

Subgroup Test Scores

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

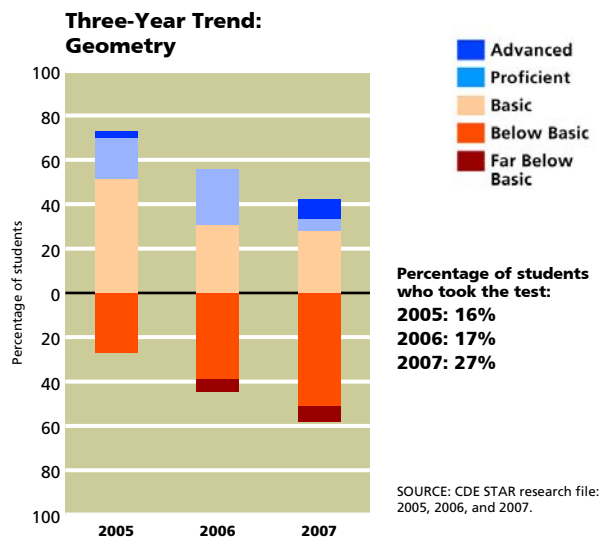
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	24	GENDER: The number of boys who took this test is too small to be counted in this analysis.
Girls			12%	33	
English proficient			14%	57	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	17	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was too small to be statistically significant.
Not low income			13%	40	
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			14%	57	
White/Other			12%	43	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 27 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			38%	98%	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			25%	98%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			37%	94%	

Subgroup Test Scores

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

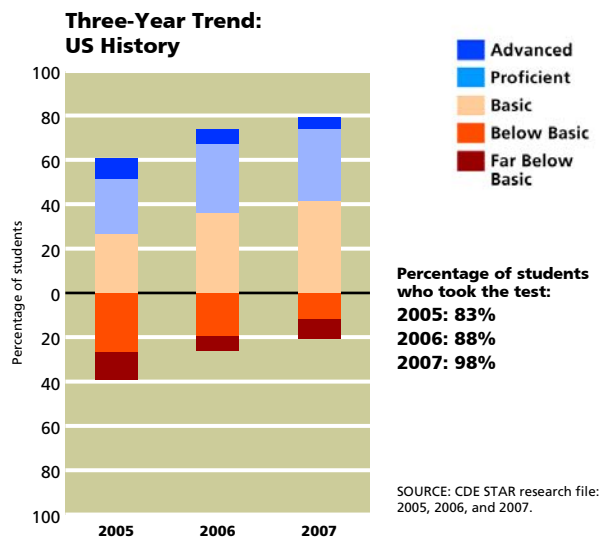
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			46%	35	GENDER: The number of girls who took this test is too small to be counted in this analysis.
Girls	DATA STATISTICALLY UNRELIABLE		N/S	23	
English proficient			38%	58	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 from low-income families was too small to be statistically significant.
Not low income			47%	38	
Learning disabled	NO DATA AVAILABLE		N/A	3	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			40%	55	
White/Other			43%	46	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 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			92%	25%	SCHOOLWIDE AVERAGE: About 54 percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			42%	23%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			38%	34%	

Subgroup Test Scores

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

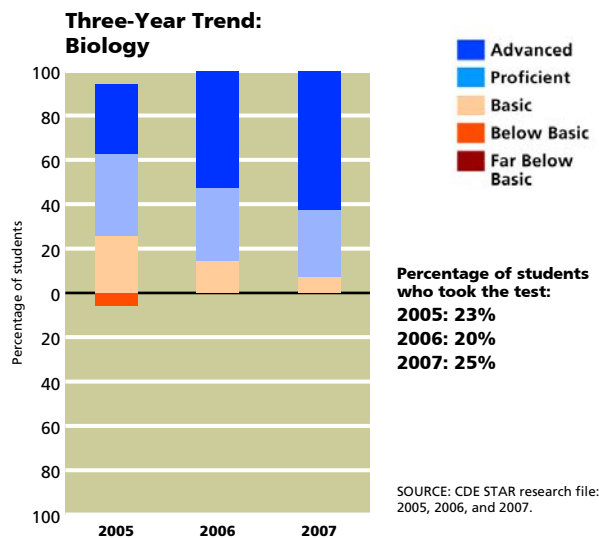
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	26	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			92%	53	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	11	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was too small to be statistically significant.
Not low income			93%	42	
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			92%	51	
White/Other			93%	44	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 25 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			44%	97%	SCHOOLWIDE AVERAGE: About eight percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			37%	99%	
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**

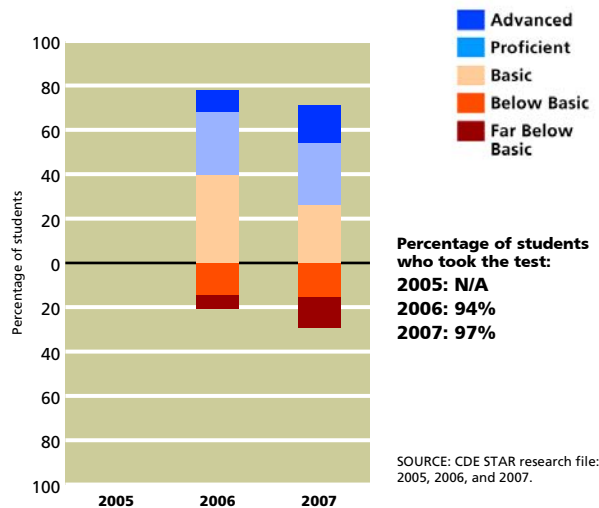
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	29	GENDER: The number of boys who took this test is too small to be counted in this analysis.
Girls			53%	43	
English proficient			44%	72	ENGLISH PROFICIENCY: We cannot compare scores 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	29	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was too small to be statistically significant.
Not low income			49%	43	
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			48%	67	
White/Other			40%	58	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.

Two-Year Trend: Science



Other Measures of Student Achievement

We assess students through a comprehensive review of standardized testing data. We evaluate English learners via the same tests; in addition, we use the California English Language Development Test to gauge their progress in mastering English. We also evaluate students through teacher input.

We are on a standard semester system. We send home report cards every semester and progress reports approximately every four weeks. This year we are ending the first semester at the winter break.

PREPARATION FOR COLLEGE AND THE WORKFORCE

All Modoc High School students are encouraged to consider preparation for college as a primary option for postsecondary plans. As freshmen, they review all high school graduation requirements and are presented with the various educational choices available after high school. We provide information about those choices through our Frosh Success course. The counselor meets with each student to create a plan for high school completion, as well as educational and career ideas for the future. That plan is reviewed annually with students.

We provide information about colleges and other training options through the counseling office. Financial aid and scholarship information is disseminated through school bulletin announcements, posters, class presentations, and meetings with individual students. We provide College and Financial Aid Nights each year to give parents and students additional news about college options. During the senior year, we provide each student individual counseling to make sure that applications are submitted to schools of choice and all other details and deadlines, particularly regarding financial aid and scholarships, are completed.

Modoc High School is a testing center for three SAT dates and two ACT dates each school year. The PSAT is offered each October. The school also administers Advanced Placement tests each May for students enrolled in AP courses. We encourage students to visit postsecondary schools prior to making their final decisions about which college to attend. Several college representatives visit the high school annually and regional college fairs are publicized for students to attend.

SAT College Entrance Exam

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT participation rate	Percentage of seniors who took the test	36%	24%	41%
SAT verbal	Average score of juniors and seniors who took the SAT verbal test	514	484	493
SAT math	Average score of juniors and seniors who took the SAT math test	501	494	513
SAT writing	Average score of juniors and seniors who took the SAT writing test	484	471	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, 36 percent of Modoc students took the SAT, compared to 41 percent of high school students in California.

Modoc students’ average score was 514 on the verbal portion of the SAT, compared to 493 for students throughout the state. Modoc students’ average score was 501 on the math portion of the SAT, compared to 513 for students throughout the state. Modoc students’ average score was 484 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	14%	21%	38%
Students attending UC	Percentage of graduates who actually attended any campus of the UC system	3%	2%	8%
Students attending CSU	Percentage of graduates who actually attended any campus of the CSU system	4%	8%	13%
Students attending community colleges	Percentage of graduates who actually attended any campus of the California community college system	14%	9%	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, 14 percent of Modoc’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 Modoc’s 2006 graduating class, about 21 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: three percent of the graduating class went to UC campuses; four percent went to CSU campuses; and 14 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	2%	1%	4%
Completion of AP courses	Percentage of juniors and seniors who completed AP courses and took the final exams for possible college credit	13%	7%	25%
Number of AP exams taken	Average number of AP exams each of these students took in 2006–2007	1.1	1.2	1.8
AP test results	Percentage of AP exams with scores of 3 out of 5 or higher (college credit)	40%	26%	57%

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

Here at Modoc, 13 percent of juniors and seniors took AP exams. In California, 25 percent of juniors and seniors in the average high school took AP exams. On average, those students took 1.1 AP exams, compared to 1.8 for students in the average high school in California.

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 three different courses that you’ll see listed in the table.

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	1	1	16
Foreign Language	0	0	0
Mathematics	1	1	11
Science	1	1	7
Social Science	0	0	0
Total	3	3	34

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	62%	60%	49%
2005–2006	40%	40%	51%
2004–2005	51%	51%	49%
Math			
2006–2007	45%	43%	50%
2005–2006	37%	37%	47%
2004–2005	46%	45%	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%	32%	30%	55%	30%	16%
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	39%	32%	30%	56%	32%	12%
Male	57%	27%	17%	73%	17%	10%
Female	24%	37%	39%	42%	39%	20%
Socioeconomically disadvantaged	36%	40%	24%	56%	32%	12%
English learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A	N/A	N/A
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	N/A	N/A	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

SOURCE: This data comes from the school district office.

Dropouts and Graduates

Our Student Services Center has a counselor, assistant principal, and clerical help who regularly track student attendance. We call home when students fail to show up for school. We also use a School Attendance Review program to keep students in school.

We work closely with at-risk students and refer them to mental health for counseling. We also work with RISE to help our Native American students.

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.

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.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate (one year)			
2005–2006	0%	1%	3%
2004–2005	2%	1%	2%
2003–2004	3%	4%	2%
Graduation rate (four year)			
2005–2006	93%	91%	87%
2004–2005	85%	89%	88%
2003–2004	88%	89%	89%

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

Workforce Preparation

We have a career exploration program in the library for our students. We also offer ROP courses in woodshop and autoshop. We have a work experience coordinator who assists our students in our program. Through special education we offer a workability program to prepare students with special needs for the workforce after school. We partner with the Fish and Wildlife service to allow eligible students to work during the summer.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Career technical education (CTE)	Percentage of students enrolled in a CTE course	39%	33%	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 118 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 Modoc, 94 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	94%	93%	85%
English learners	6%	7%	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 19 students classified as English learners. At Modoc, the language these students most often speak at home is Spanish. 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	100%	99%	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%	0%	1%
All other	0%	1%	9%

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

Ethnicity

Most students at Modoc identify themselves as White/European American/Other. In fact, there are about seven times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at Modoc. 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	0%	1%	8%
Asian American/Pacific Islander	1%	2%	12%
Latino/Hispanic	13%	19%	43%
White/European American/Other	86%	78%	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 Modoc, 43 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	43%	61%	40%
Parents with some college	70%	68%	57%
Parents with college degree	31%	31%	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 70 percent of the students at Modoc have attended college, and 31 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 63 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The average class size at Modoc varies from a low of 20 students to a high of 26. Our average class size schoolwide is 22 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	22	20	26
History	26	22	30
Math	22	19	27
Science	20	19	29

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

Safety

Our administration monitors school grounds before school, during breaks, and during lunch. After school we monitor the exit of students and pay particular attention to the bus stop. We last reviewed our safety plan during the 2004–2005 school year. We are in frequent contact with law enforcement agencies, which willingly provide assistance when needed.

Our staff works hard at making it a priority to be alert and observant in order to keep our students safe.

Our maintenance crews and monthly maintenance inspections make certain that our facilities are well maintained and safe.

Discipline

We follow our district’s behavior code. Students who are disruptive or disrespectful meet with the assistant principal. Students with chronic behavior problems work with our counselor, the assistant principal, and their parents to make changes in their behavior.

To correct negative behavior we may use detention; Saturday School; suspension from school; suspension from sports, dances, and extracurricular activities; or loss of the privilege of leaving campus at lunch. We may also require that students participate in anger management or substance abuse support programs offered through the county.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2006–2007	22	22	16
2005–2006	2	2	16
2004–2005	30	30	15
Expulsions per 100 students			
2006–2007	4	4	1
2005–2006	3	3	1
2004–2005	5	5	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.

We strive for and support positive behavior by encouraging students to become involved in our many school activities and by offering an appropriate level of challenge in our classes.

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.

During the 2006–2007 school year, we had 67 suspension incidents. We had 12 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.

Homework

The amount of homework we assign to our students varies, depending on the level of the course and the number of courses taken per semester.

We feel it is imperative that parents make sure their students have a quiet, well-lit place to study along with time set aside to do their work. We also feel it is extremely important that parents make sure their students are getting enough sleep and good nutrition.

Schedule

Our school year includes 180 days of instruction. School begins mid-August and ends mid-June. Our classes begin at 8:15 a.m. and end at 3:13 p.m. Our office hours are from 7:30 a.m. to 4 p.m. All sports teams and most clubs meet after school.

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	45%	50%	31%
Girls in Fitness Zone	43%	36%	30%
Fifth graders in Fitness Zone	N/A	0%	27%
Seventh graders in Fitness Zone	N/A	38%	28%
Ninth graders in Fitness Zone	44%	40%	31%
All students in Fitness Zone	44%	37%	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

Our principal, Tom O’Malley, is a graduate of Modoc High School and feels honored to be back. He spent four years teaching math at Willows High School, four years teaching math at Corning High School, and three years teaching math at Butte College. He has also coached football for 13 years and baseball for four years.

Decision making is a collaborative process. We hold regular staff meetings, and the staff is consistently involved. We also have a Leadership Team that consists of staff members, the counselor, and the administration. The Parent Advisory Committee was established in 2005–2006. We share information with its members and take their advice when making decisions. There is an active School Site Council, which assists in goal setting and evaluates school expenditures.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	13	12	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	7%	12%	15%
Teachers holding an MA degree or higher	Percentage of teachers with a master’s degree or higher from a graduate school	20%	17%	38%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	80%	83%	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 seven 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, 13 years of experience. About 80 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 20 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%	0%	6%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	1%	6%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	7%	1%	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 Modoc hold a full credential. This number is higher than the average for all high schools in the state. None of the faculty at Modoc 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 Modoc 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	0%	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	4%	16%	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 four 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	0%	7%	10%
Math	Percentage of math courses taught by a teacher lacking the appropriate subject area authorization	0%	26%	11%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	20%	25%	13%
Social Science	Percentage of social science courses taught by a teacher lacking the appropriate subject area authorization	0%	4%	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 one percent, compared to five percent statewide. For schools with the highest percentage of low-income students, this factor is zero 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)	1%	5%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	0%	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

We have three districtwide staff development days and a minimum (shortened) day every month. The district sets the goals for half of our minimum days, and our staff development committee determines goals for the other half. Modoc High School focused on collaboration for the school year.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	3.0
2005–2006	3.0
2004–2005	3.0

Evaluating and Improving Teachers

Tenured teachers are evaluated by the administration every other year; probationary teachers are evaluated every year. Our evaluation and observation procedures are aligned with the California Standards for the Teaching Profession. We refer teachers who need support to the Peer Assistance and Review program.

The administration makes every effort to observe teachers informally and provides feedback to teachers for improvement.

Substitute Teachers

The district is responsible for maintaining the substitute pool. We use teachers to substitute during their preparation periods if necessary.

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.

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.

ACADEMIC GUIDANCE COUNSELORS: Our school has one full-time equivalent academic counselor, which is equivalent to one counselor for every 302 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.

Specialized Programs and Staff

We have a full-time counselor who guides students and their families through the college admissions process and counsels students with a variety of personal and family problems. The county provides a nurse. Our students also have access to anger management and substance abuse programs.

We offer special programs such as band, choir, yearbook, art, and leadership, and a variety of sports. Our Regional Occupational Program (ROP) offers woodshop and autoshop. We also offer four AP classes and a work experience program.

GIFTED AND TALENTED EDUCATION (GATE): We have a GATE program to support our GATE students. Our GATE committee makes annual decisions regarding the program. GATE students move into the high school GATE program from the middle school program. Parents can also request that their students be tested for placement in the GATE program.

A list of GATE students is given to teachers and any money left over in the program goes to the teachers on an as-requested basis. The GATE program supplements the AP programs and purchased the E-Library program for the school. The GATE program also helps students with tuition and supplies for online and summer courses.

The program keeps GATE students current by posting college information and career opportunities on a bulletin board. We also communicate with parents through the monthly newsletter.

GATE alternates each year between attending a college fair and taking a cultural field trip. GATE students also participated in an Oregon Institute of Technology math contest.

SPECIAL EDUCATION PROGRAM: We have two full-time resource/Special Day Class (SDC) teachers, as well as one six-hour and four five-hour instructional assistants. Students in this program include students with active Individualized Education Programs (IEPs). It also includes students who have been identified as needing additional assistance through the Student Study Team process or who have 504 plans.

Students with IEPs and 504 plans have a variety of disabilities, which include specific learning issues, dyslexia, auditory or visual processing problems, autism, Tourette Syndrome, mental retardation, emotional disturbance, and multiple disabilities. Students with greater needs are placed in an SDC program that involves working with both special education teachers throughout the day. Students in the resource program receive assistance in English fundamentals, math fundamentals, algebra, and study skills. Additional classes are designed as staff becomes aware of individual student needs.

Special education staff communicates frequently with the general education teachers regarding students' progress, needed accommodations, and missing work. Instructional assistants are assigned to general education classes with a high enrollment of special-needs students to provide support with the curriculum. Currently, instructional assistants are working in life science, art, yearbook, geography, world history, and computer applications classes on a daily basis.

Students with special needs also receive support from itinerant district staff, including occupational therapists, speech and language specialists, physical therapists, adaptive PE specialists, and the school psychologist. Students also receive services from the Work Ability I Career Specialists who prepare students for work and provide job placement. When students turn 16, they are referred to the Department of Rehabilitation and become part of our Transition Partnership Program, which focuses on transitioning from high school to post-high school training and independent living. All staff and various outside agencies work with the student and their parents to devise a realistic plan for students after they leave our school. We also have the services of a school psychologist through the county.

ENGLISH LEARNER PROGRAM: We have an English language instructor, provided by the district, who pulls students out of their regular classes and works with them in a small group one period a day. In addition, both the counselor and the principal are trained to give the California English Language Development Test to bilingual students. All of our teachers have attended a seminar or online training that addresses ways to teach subjects to 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

Our main building is over 60 years old and is very well maintained. We updated our north wing in 2002 and plan to remodel our south wing in 2007–2008. New bleachers have been installed at the football field and our boilers have been modernized.

We have two custodians who keep our facilities clean. Each classroom is cleaned every other day, and the rest rooms are cleaned every day. District maintenance picks up litter, removes graffiti, and maintains landscaping on a regular weekly schedule.

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.

Library

We offer an open and welcoming library that holds approximately 4,000 volumes and 22 Internet-connected computer stations. We offer an E-Library program on the computers in the library that has proved most helpful with the students' research. Students come to the library to read, relax, catch up on homework, type papers, conduct research, or just sit quietly and socialize with each other. It is a relaxed environment and makes everyone feel comfortable. We have one full-time librarian and student helpers throughout the day to shelve books and accomplish other tasks as assigned. We were awarded a grant this year that enabled us to update our nonfiction titles, which desperately needed this service. The library is open five days a week, before and after school.

Computers

We have 65 computers available for student use, which means that, on average, there is one computer for every five students. There are 13 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	5	4	4
Internet-connected classrooms	13	10	60

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

We have a computer lab in addition to the 24 computers we have in the library. Our teachers use computers to keep attendance, track grades, and design materials for their students. All of our teachers use email as a communication tool with other staff, parents, and colleagues.

Parent Involvement

We encourage parents to be involved and participate in their students' educational experience. Parents can join our Parent Advisory Committee or our Booster Club. We encourage our parents to attend Student Study Team and Individualized Education Program (IEP) meetings. We also feel it is extremely important for parents to attend Back-to-School Night in the fall and Open House in the spring. We have an active Parent Advisory Committee and School Site Council. If you would like to be involved, contact Tom O'Malley at 233-7201 ext. 401.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2005–2006			
Total expenses	\$8,040,964	N/A	N/A
Expenses per student	\$8,895	\$7,583	\$7,521
FISCAL YEAR 2004–2005			
Total expenses	\$8,067,632	N/A	N/A
Expenses per student	\$8,703	\$7,172	\$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$8,895 per student in the 2005–2006 school year, compared to an average of \$7,583 per student spent by similar (unified school district) districts in the state. Our total operating expenses for the 2005–2006 year were \$8,040,964. 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	\$34,680	\$34,363
Midrange teacher’s salary	\$47,326	\$50,814
Highest-paid teacher’s salary	\$62,354	\$65,731
Average principal’s salary (high school)	\$81,349	\$84,594
Superintendent’s salary	\$117,033	\$103,105
Percentage of budget for teachers’ salaries	32%	36%
Percentage of budget for administrators’ salaries	6%	7%

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

SCHOOL EXPENDITURES

Modoc High School received a large amount of new funding since it became a Title I schoolwide school. The funding is targeted to helping our school better deliver and differentiate instruction with the future goal of hiring instructional aides. We received a library grant this year to update our selection of books in the library. We also received a grant for our Partnership Academy. Funding to support and enhance our students' performance was also received for our GATE program, staff development, and our vocational education and agriculture departments.

We are fortunate to have a community that is extremely generous in donating their time, money, and support to numerous events at Modoc High School throughout the year.

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 March 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).

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

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» Data Almanac

This Data Almanac provides more detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text. We hope it provides information that will be useful to your school community.



STUDENT AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	302
African American	0%
American Indian or Alaska Native	6%
Asian	1%
Filipino	0%
Hispanic or Latino	13%
Pacific Islander	0%
White (not Hispanic)	80%
Multiple or no response	1%
Socioeconomically disadvantaged	37%
English learners	N/A
Students with disabilities	6%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2006. Data about students who are socioeconomically disadvantaged, English learners, and learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	90
Grade 10	70
Grade 11	67
Grade 12	75

SOURCE: CBEDS, October 2006.

Average Class Size by Core Course

The average class size by core courses.

SUBJECT	2004–2005	2005–2006	2006–2007
English	22	20	22
History	25	23	26
Math	22	20	22
Science	21	19	20

SOURCE: CBEDS, October 2006.

Average Class Size by Core Course, Detail

The number of classrooms that fall into each range of class sizes.

SUBJECT	2004–2005			2005–2006			2006–2007		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	6	7	0	11	2	0	5	7	0
History	4	9	0	7	6	0	5	4	3
Math	5	6	0	9	2	0	6	5	0
Science	4	5	0	7	3	0	6	4	0

SOURCE: CBEDS, October 2006.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2004–2005	2005–2006	2006–2007	2006–2007
With Full Credential	17	17	15	N/A
Without Full Credential	0	0	0	N/A

SOURCE: CBEDS, October 2006, Professional Assignment Information Form (PAIF) section.

STUDENT PERFORMANCE

California Standards Tests

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts, mathematics, science, and history/social science in grades nine through eleven. Student scores are reported as performance levels.

CST Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English/ Language Arts	39%	45%	46%	42%	42%	43%	40%	42%	43%
History/Social Social	40%	40%	49%	29%	27%	28%	32%	33%	33%
Mathematics	15%	13%	13%	33%	34%	30%	38%	40%	40%
Science	53%	39%	44%	25%	29%	39%	27%	35%	38%

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CST Results by Student Group: Most Recent Year

The percentage of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/ LANGUAGE ARTS 2006–2007	HISTORY/ SOCIAL SCIENCE 2006–2007	MATHEMATICS 2006–2007	SCIENCE 2006–2007
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	17%	N/A	24%	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	42%	44%	0%	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	48%	50%	13%	40%
Boys	39%	50%	14%	31%
Girls	54%	48%	13%	53%
Economically disadvantaged	32%	41%	15%	38%
English learners	N/A	N/A	N/A	N/A
Students with disabilities	17%	N/A	N/A	N/A
Students receiving migrant education services	N/A	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all high schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all high schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2004–2005	2005–2006	2006–2007
Statewide rank	5	4	7
Similar-schools rank	3	1	2

SOURCE: The API Base Report from July 2007.

API Changes by Student Group: Three-Year Comparison

API changes for all students and student groups: the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2004–2005	2005–2006	2006–2007	2006–2007
All students at the school	+10	+29	+28	753
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	-7	+30	+22	757
Economically disadvantaged	N/A	+20	+67	723
English learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in March 2008.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all four of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state’s tests; (b) a CDE-mandated percentage of students scoring Proficient or higher on the English/language arts and mathematics tests;
- (c) an API of at least 590 or growth of at least one point; and (d) the graduation rate for the graduating class must be higher than 82.9 percent (or satisfy alternate improvement criteria).

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	Yes
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	Yes
Percent Proficient in mathematics	Yes
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in March 2008.

Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in March 2008.

SCHOOL COMPLETION AND PREPARATION FOR COLLEGE

Dropout Rate and Graduation Rate

The dropout rate is an estimate of the percentage of all students who drop out before the end of the school year (one-year rate). Graduation rate is an estimate of the four-year completion rate for all students.

KEY FACTOR	SCHOOL	DISTRICT	STATE
Dropout rate (one year)			
2005–2006	0%	1%	3%
2004–2005	2%	1%	2%
2003–2004	3%	4%	2%
Graduation rate (four year)			
2005–2006	93%	94%	87%
2004–2005	85%	89%	88%
2003–2004	88%	89%	89%

SOURCE: CBEDS October 2004–2006.

Courses Required for Admission to the University of California or California State University Systems

Number and percentage of students enrolled in the A-G courses required for admission to the University of California (UC) or California State University (CSU).

KEY FACTOR	SCHOOL	DISTRICT	STATE
Percentage of students enrolled in courses required for UC/CSU admission	64%	52%	65%
Percentage of graduates from class of 2006 who completed all courses required for UC/CSU admission	14%	15%	38%

SOURCE: CBEDS, October 2005, for the class of 2005.

College Entrance Exam Reasoning Test (SAT)

The percentage of twelfth grade students (seniors) who voluntarily take the SAT Reasoning Test to apply to college, and the average verbal, math, and writing scores of those students.

KEY FACTOR	2004–2005	2005–2006	2006–2007
Percentage of seniors taking the SAT	34%	32%	36%
Average verbal score	513	535	514
Average math score	513	536	501
Average writing score	N/A	499	484

SOURCE: Original data from the College Board, for the Class of 2007, and republished by the California Department of Education. To protect student privacy, scores are not shown when the number of students tested is fewer than 11. The College Board first introduced the writing test in 2005–2006.