

# Scott River High School

## Accountability Report Card

### Reported for School Year 2010-2011

Published during 2011-2012

School Information		District Information	
<b>School Name</b>	Scott River High (Cont)	<b>District Name</b>	Scott Valley Unified School District
<b>Administrator</b>	Debbie Miller	<b>Superintendent</b>	Emily Houck
<b>Street</b>	PO Box 59	<b>Street</b>	PO Box 687
<b>City, State, Zip</b>	Etna, CA 96027	<b>City, State, Zip</b>	Fort Jones, CA 96032
<b>Phone Number</b>	(530) 467-5279	<b>Phone Number</b>	(530) 468-2727
<b>Fax Number</b>	(530) 467-3459	<b>Fax Number</b>	(530) 468-2729
<b>Web Site</b>	sisnet.ssku.k12.ca.us/~scotrftp/	<b>Web Site</b>	sisnet.ssku.k12.ca.us/
<b>Email Address</b>	<a href="mailto:dmiller@sisnet.ssku.k12.ca.us">dmiller@sisnet.ssku.k12.ca.us</a>	<b>Email Address</b>	<a href="mailto:ehouck@sisnet.ssku.k12.ca.us">ehouck@sisnet.ssku.k12.ca.us</a>
<b>Enrollment</b>	16	<b>SARC Contact</b>	Carol Spencer
<b>Grades Served</b>	9,10,11,12	<b>CDS Code</b>	47-76455-4730107

### Mission Statement

**MISSION: "TO ENSURE HIGH LEVELS OF LEARNING FOR ALL STUDENTS"**

### Goal

Scott River faculty, staff and administration believe in supporting student success by emphasizing the three A's: Achievement, Attitude and Attendance.

The Scott River High School goals are that all graduating students will be:

- skilled for the workplace and job ready
- motivated to produce quality products
- independent workers, with ability to be team players
- active learners with ability to apply knowledge in various facets of life
- able to use technology and access pertinent information
- responsible citizens
- skilled to manage a home, family, and relationships
- working toward self-sufficiency and workplace independence
- introduced to the culture of theater and arts

### School Achievements

Community Service:  
 Salvation Army  
 Friends of the Etna Library  
 Kidder Creek Orchard Camp

Food Commodities  
 Greenview Senior Center  
 Donation to Siskiyou Domestic Violence & Crisis Center  
 EHS Cafeteria  
 Private Citizen

**Opportunities For Parent Involvement**

<b>Contact Person Name</b>	Debbie Miller	<b>Contact Person Phone Number</b>	467-5279
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Parents who wish to participate in Scott River High School's Advisory Committee and/or become a volunteer may contact the school's office at 467-5279. The Advisory Committee meets, as needed, approximately two to four times a school year.

**I. Demographic Information**

Scott River High School opened August 29, 1994 and is located in the beautiful Scott Valley, approximately 30 miles southwest of the County Seat of Siskiyou County, Yreka, California. The Scott Valley Unified School District serves an area of approximately 1,500 square miles and is composed of Etna High School, Scott Valley Junior High, Scott River High School, Scott Valley Community Day School, Fort Jones Elementary, Etna Elementary, and Scott River Adult Education program.

Scott River High School serves students in grades nine through twelve with an average enrollment of 17 students. The high school's attendance area encompasses all of Scott Valley, Quartz Valley, Sawyers Bar, Cecilville, and the Forks of the Salmon. The major occupations within the community are agriculture, logging, forestry, mining, tourism, and recreational businesses.

**Student Enrollment, by Grade Level (School Year 2010-11)**

<b>Grade Level</b>	<b>Enrollment</b>	<b>Grade Level</b>	<b>Enrollment</b>
<b>Kindergarten</b>	0	<b>Grade 9</b>	0
<b>Grade 1</b>	0	<b>Grade 10</b>	1
<b>Grade 2</b>	0	<b>Grade 11</b>	8
<b>Grade 3</b>	0	<b>Grade 12</b>	2
<b>Grade 4</b>	0	<b>Ungraded Secondary</b>	
<b>Grade 5</b>	0		
<b>Grade 6</b>	0		
<b>Grade 7</b>	0		
<b>Grade 8</b>	0		
<b>Ungraded Elementary</b>	0	<b>Total Enrollment</b>	11

## Student Enrollment, by Group (School Year 2010-11)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
Black or African American	0.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	18.2%
Native Hawaiian or Pacific Islander	0.0%
White	63.6%
Two or More Races	18.2%
Socioeconomically Disadvantaged	63.6%
English Learners	0.0%
Students with Disabilities	45.5%

## II. School Climate

### School Safety Plan (School Year 2010-11)

<b>Date of Last Review/Update</b>	Jan 15, 2011	<b>Date Last Reviewed with Staff</b>	Jan 15, 2011
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Scott River High School provides a safe, clean environment for students, staff, and volunteers. The maintenance program is administered by SVUSD to ensure that all classrooms and facilities are maintained. Scott River High School moved into new facilities in 2000. The self-contained building includes two academic classrooms, an arts/crafts room, a computer lab, and a central commons area that includes kitchen facilities, an office, a small library, and three handicapped-accessible bathrooms. A small storage building is adjacent to a patio area.

Safety of students and staff is a primary concern of Scott River High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster and intruder drills are conducted on a regular basis throughout the school year.

## District Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate*	School 2008– 09	School 2009– 10	School 2010– 11	District 2008– 09	District 2009– 10	District 2010– 11
Suspensions	0.5	0.5	0.27	0.0	0.08	0.07
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## III. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Carpet will be replaced Christmas break.

### School Facility Good Repair Status (School Year 2011-12)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				
<b>Interior:</b> Interior Surfaces		X			Carpet will be replaced Christmas break.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	x				

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

<b>Teachers</b>	<b>School 2008–09</b>	<b>School 2009–10</b>	<b>School 2010–11</b>	<b>District 2010–11</b>
With Full Credential	2	2	1.5	43.20
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### **Core Academic Classes Taught by NCLB Compliant Teachers (School Year 2010-11)**

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects</b>	
	<b>Taught by NCLB Compliant Teachers</b>	<b>Taught by Non-NCLB Compliant Teachers</b>
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	100.0	0.0
<b>High-Poverty Schools in District</b>	100.0	0.0
<b>Low-Poverty Schools in District</b>	0.0	0.0

## **V. Support Staff**

### **Counseling & Other Support Services**

It is the goal of Scott River High School to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. Siskiyou County offers qualified personnel to provide counseling and support services, on a part-time and/or full-time basis. A Siskiyou County Behavioral Health counselor is devoted to helping low income students deal with problems and assisting them to reach positive goals. Siskiyou Domestic Violence & crisis center does weekly classes at SRHS and provides educational and counseling service throughout the year. When additional assistance is necessary, the following resources have been made available.

### **Counselors and Other Support Staff**

<b>Title</b>	<b>FTE</b>
<b>Counselor</b>	.05
<b>Librarian</b>	*
<b>Psychologist</b>	*
<b>Social Worker</b>	
<b>Nurse</b>	*
<b>Speech/Language/Hearing</b>	*

<b>Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	0.3

\*As needed

## VI. Curriculum and Instructional Materials

### **Quality, Currency, and Availability of Textbooks and Instructional Materials**

All SRHS students have the necessary textbooks in the current edition. Most students have 2 books; one for home and one for school.

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

<b>Core Curriculum Area</b>	<b>Quality, Currency, and Availability of Textbooks and Instructional Materials</b>	<b>Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials</b>
<b>Reading/Language Arts</b>	Word Skills & Literature, 2000 – good quality	0
<b>Mathematics</b>	2005, Algebra - Good Quality	0
<b>Science</b>	Life 1991 / Earth 2002, Good Quality	0
<b>History-Social Science</b>	U.S. History 2003 / World History 2005, Good Quality	0
<b>Foreign Language</b>	NA	
<b>Health</b>	Focus On Health – good quality	0
<b>Science Laboratory Equipment (grades 9-12)</b>		

## VII. School Finances

### **Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)**

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental)</b>	<b>Expenditures Per Pupil (Basic)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>				
<b>District</b>	\$9,977	\$3,039	\$6,937	\$51,492
<b>Percent Difference - School Site and District</b>	---	---		
<b>State</b>	---	---	\$5,455	\$57,163
<b>Percent Difference - School Site and State</b>	---	---		

## **Teacher and Administrative Salaries (Fiscal Year 2009-10)**

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page. .

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$39,262	\$37,978
Mid-Range Teacher Salary	\$53,464	\$55,253
Highest Teacher Salary	\$61,721	\$71,674
Average Principal Salary (Elementary)	\$83,377	\$87,651
Average Principal Salary (Middle)	\$92,848	\$92,196
Average Principal Salary (High)	\$90,319	\$93,352
Superintendent Salary	\$136,576	\$116,851
Percent of Budget for Teacher Salaries	32.78%	34.00 %
Percent of Budget for Administrative Salaries	3.73%	7.00 %

## **VIII. Student Performance**

### **Student Achievement & Testing**

Multiple measures of student achievement are used as an ongoing part of the quality instructional program these reflect actual student progress as well as measure the effectiveness of the instructional programs. Assessments are administered to all grade levels throughout the year. Because fewer than 10 students per grade level are tested, and in order to maintain confidentiality, scores for necessary small schools are not disclosed.

District and State testing times are carefully reviewed and scheduled to allow for maximum student achievement and minimum disruption to the regular school day. During testing, emphasis is made to ensure that each testing location is well-supervised, comfortable, quiet and that each tester is well prepared and has adequate materials in order to provide every student with the best possible testing environment.

Bronze Medal School in USA – one of approx 1500 schools.

### **Standardized Testing and Reporting Program**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate

assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Scott River High School participates in California’s mandatory Standardized Testing and Reporting Program (STAR), from which the Academic Performance Index (API) for the school is created.

**Standardized Testing and Reporting Results for All Students – Three-Year Comparison**

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	0%	0%	0%	62%	59%	65%	49%	52%	54%
Mathematics	0%	0%	0%	49%	54%	57%	46%	48%	50%
Science	0%	0%	0%	63%	62%	68%	50%	54%	57%
History-Social Science	0%	0%	0%	49%	46%	51%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California High School Exit Exam (CAHSEE) Results**

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

**CAHSEE Results by Performance Level for All Students – Three-Year Comparison**

This table displays the percent of students Scoring at Proficient or Advanced.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts				60%	42%	65%	52%	54%	59%
Mathematics				52%	55%	63%	53%	54%	56%

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## IX. School Completion and Postsecondary Preparation

All instructional minute requirements at Scott River High School either met or exceeded state requirements for the 2010-2011 school year..

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	12.5	7.1	0.0	1.2	0.4	0.0	4.9	5.7	4.6
Graduation Rate			100.00	96.77	100.00	100.00	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2011		
	School	District	State
All Students		100%	N/A
African American			N/A
American Indian or Alaska Native			N/A
Asian			N/A
Filipino			N/A
Hispanic or Latino			N/A
Pacific Islander			N/A
White (not Hispanic)			N/A
Socioeconomically Disadvantaged			N/A
English Learners			N/A
Students with Disabilities			N/A

## ***Workforce Preparation Programs***

It is the goal of Scott River High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Instructional strategies that foster critical thinking, problem solving, leadership, and academic skills to ensure work-readiness skills. Numerous outside speakers are brought in to expand the students' focus toward jobs and vocations.

## **XI. Instructional Planning and Scheduling**

### ***Professional Development***

Professional development is an ongoing focus at the school; teachers continue to learn and improve, just as students do. Staff members build teaching skills by participating in many conferences, courses, and workshops throughout the year and then sharing their experiences and knowledge with their colleagues. The district offered two staff development days in 2010-11. Staff development topics included:

- Step-Up-To-Writing and Writing across the curriculum
- Galileo Software used by educators
- Developing benchmark tests
- District articulation between curriculums
- Improving API - strategies
- Intervention strategies

***The Scott River High School's Accountability Report Card was prepared by Carol Spencer***