

Herlong High School

2009-10 School Accountability Report Card

GRADES 9-12

PO Box 97 Herlong, CA 96113

Phone: (530)827-2101 Fax: (530)827-3362

Website: www.fortsage.org

Bryan Young

Superintendent/Principal

Principal's Message

Herlong High School (HHS) is a small, rural high school in southern Lassen County, including the communities of Doyle and Herlong. With classes under 20, and school-wide enrollment under 75, one on one and individual attention is at the fore front. Local teachers teaching local kids provide for a close knit community school. Herlong High is a Necessary Small High School, offering educational, vocational, and extra-curricular opportunities in many areas. Our District has a very affective RTI Process that focuses on meeting the needs of all students, where they are. Because of the rural location of Herlong High, programs such as Credit Recovery, continuation education, independent study, and adult education are in large demand and offered through Herlong High and Fort Sage Unified School District. Quality Instruction, Every Class, Every Day.

Parental Involvement

Parent involvement is always welcomed and encouraged. Volunteers are welcomed for field trip, class activities, fund raising, and sports. Open House is held every year within the first month of school. Parent/ Teacher conferences are held at the end of the 1st quarter and an on-going, as needed basis. Parents are encouraged to check their student's grades and attendance on a weekly basis using the AERIES parent portal. Herlong High has an active Booster Club that is active with all high school sports and fundraising; more parent/guardian participation is always needed. There are opportunities for parent volunteers in school sports, fund raisers, Ag Advisory, and Booster's clubs. Local community involvement is encouraged at District School Board meetings as well.

Parent Involvement/ Volunteer Contact: Robin Lee @ (530)827-2129

Site Council Contact: Title 1 Director @ (530)827-2129

Boosters/ Athletic Contact: Tom Jones @ (530)827-2101

Professional Development

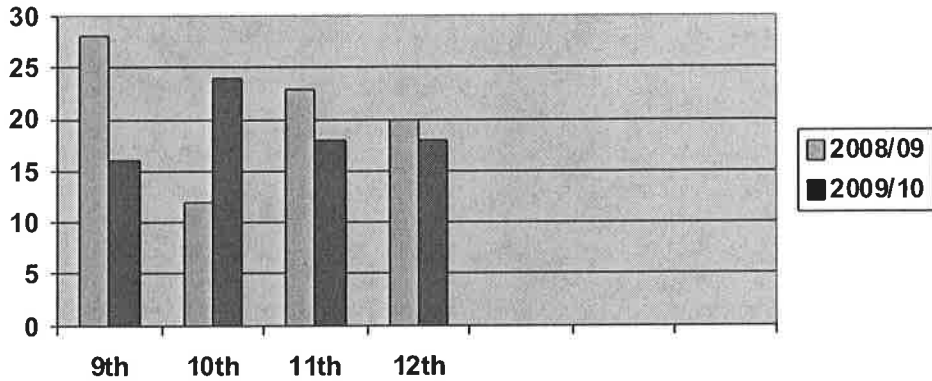
Fort Sage Unified School District and FSMS actively participate in Professional Development. Our staff participates in Profession Learning Communities two time monthly. The focus is increasing student achievement. Staff frequently visit other schools and attend conferences to stay up to date on current instructional practices.

School Vision Statement

The vision of FSMS is to make every student successful.

"Quality Instruction, Every Class, Every Day."

Average Class Size

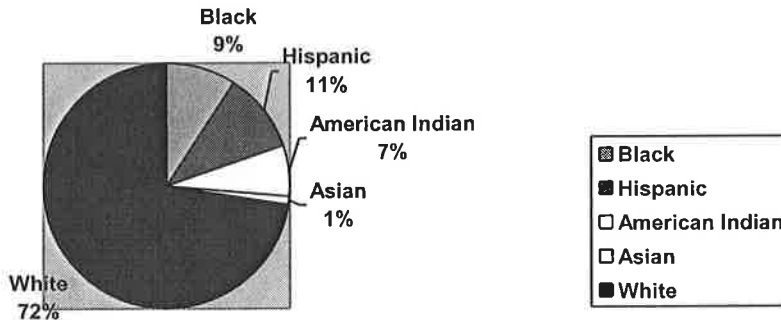


Class Size Distribution- # of Classrooms by Size

Grade	08/09			09/10		
	1-20	21-32	33+	1-20	21-32	33+
English-LA	5			5		
Mathematics	4			4		
Science	4			4		
History	5			5		
Schoolwide	34			34		

Enrollment and Demographics

The total enrollment at the school was 76 for the 2009-10 school year.



Suspensions and Expulsions

This table shows the rate of suspensions & expulsions. (# if incidents divided by total enrollment.)

Suspensions and Expulsions				
	HHS		Fort Sage USD	
	08-09	09-10	08-09	09-10
Suspension Rate	.5	.56	.154	.36
Expulsion Rate	0	0	0.3	0

Fort Sage Unified School District

100 D.S. Hall Street
 P.O. Box 35
 Herlong, CA 96113
 Phone: (530)827-2129
 Fax: (530)827-3239

School Board of Education

- Kathleen Catron
- Rick Carruth
- Tim Holabird
- Adrienne Miller
- Vanessa Vazquez

DataQuest

DataQuest is an online data tool on the CDE Web page that contains additional information about this school and comparisons of the school to the District, the county, and the state. DataQuest is a system that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners.

Textbooks and Instruction Material

Each pupil in the District must have access to sufficient textbooks and instructional materials in reading/language arts, mathematics, science, and history-social science. Textbooks are aligned to content standards and consistent with the content and cycles of the curriculum framework adopted by the State Board of Education.

Textbook and Instructional Material List				
Subject	Textbook	Quality, Currency, Availability	% of Students Lacking Own Book	Most Recent Local Governing Board Adoption
Reading/ Language Arts	Glencoe McGraw Hill	Good	0.00%	Yes
Mathematics	Holt	Good	0.00%	Yes
Mathematics		Good	0.00%	Yes
Science	Glencoe	Good	0.00%	Yes
Science	Holt	Good	0.00%	Yes
History- Social Science	McDougal Littell	Good	0.00%	Yes
History- Social Science		Good	0.00%	Yes

School Safety

All children, teachers, and administrators have the right to feel safe in their classrooms and school. The purpose of school is for children to learn—a task that can become difficult when students or faculty fear for their own safety or experience disruption in the classroom setting. Teachers are responsible to help their students learn and grow, but they also must handle classroom disruptions and ensure safety for all if an incident does occur. Every school in the Fort Sage USD takes necessary precautions to ensure the safety of students, staff, and visitors. Staff and Administration are present at all breaks, lunch time, and extra-curricular activities to prevent safety problems from starting and to handle any issues that may occur. All visitors are required to check in at the office, so that there is a current record of any person on campus.

The student handbook is sent home the first day of school. The handbook included behavior expectations and rules of conduct as well as the consequences for breaking said rules. "Time to Teach" procedures are used in each classroom and through out the school and District. "Re-focus" and self-discipline are used to encourage proper behavior from students in order to create a school climate conducive to learning.

Training at in-service days prior to the beginning of each school year include safety training and safety plans. The District contracts with Keenan & Associates, to provide updated, online training, on all aspects of a Safe School. All teaching and office staff are certified in CPR and First Aid. A crisis/emergency plan is kept in each classroom.

The Head of Maintenance is responsible for on-going monitoring and repair of safety inspections and systems. Northern California Schools Insurance Group conducts an annual inspection of all buildings and sites in the District. Fire extinguishers and alarms are serviced at least once a year. Each site performs monthly fire drills. The District contracts with a licensed pest control company. Each site in the District is equipped with an alarm/burglary system.

The District contracts with Lassen County Probation Department for attendance monitoring as well as behavioral/law counseling. The District has close relationships with Lassen County Sheriff's Department and Child Protective Services.

School Facilities

The Herlong High School is in a well-maintained older building. With regular maintenance and deferred maintenance projects, the buildings remain in fair to good condition. The Herlong High consists of 7 regular education classrooms, 1 special education classroom, 1 computer lab, 1 home economics room, 1 science lab/dark room, 2 wood/metal shops, 1 agriculture/farm facility, 1 gym, football field, softball and baseball fields, tennis and basketball courts, lawn quad area, and garden patio.

Fort Sage Unified School District is in the process of applying for a Facility and Financial Hardship. Due to the mandatory change from receiving water from SIAD to now getting water from Herlong Public Utility District, the school sites need to replace water pipes, fixtures, and fountains. With the completion of the Modernization/water project, HHS will no longer have to provide bottled drinking water. The completion of this project will also lead to new flooring and paint.

Each classroom and office at HHS has its own telephone and high speed internet access. A Smart Board is available for use in the computer lab, each classroom has a projector and camera.

One full time Head of Maintenance and two part time custodians keep all sites in the District clean and in good working order and repair.

School Facility Inspections

Facility Inspections		
Items Inspected Include:		
Systems	gas, pipes, heating, air conditioning	
Interior	floors, ceilings, walls, window casings	
Cleanliness	pest/vermin control, overall cleanliness	
Electric	interior and exterior electrical systems	
Restrooms	restrooms, sinks, drinking fountains	
Safety	fire safety, emergency systems	
Structural	building conditions, roofs	
External	Windows, doors, fences, playgrounds	
Items Inspected	Repair Status	Repair Needed
Systems	Good	
Interior	Good	
Cleanliness	Good	
Electric	Good	
Restrooms	Fair	Modernization/water project
Safety	Fair	Ongoing- replace smokes
Structural	Good/Fair	Ongoing Repair
External	Fair	Minor roof repair/lawn renovation
Overall	Good/Fair	Ongoing Maintenance
Date of Most Recent Site Inspection	9/25/2009	
Date of Most Recent Completion of the Inspection Form	11/19/2009	

Teacher Qualifications

This table shows information about teacher credentials and qualifications.

Teacher Credential Information				
Teachers	Fort Sage USD		HHS	
	09-10	07-08	08-09	09-10
With Full Credential	16	7	7	9
Without Full Credential	3	2	1	1
Teaching Outside Subject Area of Competence		0	0	0

This table displays the # of teachers assigned without proper legal authorization and vacant teaching positions at the school site.

Teacher Misassignments and Vacant Teacher Positions				
	HHS			
	07-08	08-09	09-10	
Teacher Misassignments of English Learners	0	0	0	
Total Teacher Misassignments	0	0	0	
Vacant Teacher Positions	0	0	0	

NCLB Compliant Teachers

This table displays data regarding NCLB compliant teachers during the 2009/10 school year. No Child Left Behind (NCLB) requires that all teachers of core academic areas, be "highly qualified". A highly qualified teacher must possess a Bachelor's Degree, CA teaching credential, and demonstrate competence for each core subject they teach.

NCLB Compliant Teachers		
	# of Classes in Core Academic Subjects Taught by	
	Taught by NCLB Compliant Teachers	Non-NCLB Compliant Teachers
HHS	29	5
Fort Sage USD	29	5
High Poverty Schools-District Wide	82%	18%
Low Poverty Schools-District Wide	n/a	n/a

*NCLB Note: High Poverty Schools are classified by have 40% or more participation in the Free and reduced Lunch Program.

This table displays information about academic counselors and support staff and their full-time equivalent.

Academic Counselors and School Support Staff	
	FTE
Academic Counselors	.2
# of Academic Counselors	n/a
Ratio of Students per Academic Counselors	n/a
Support Staff	FTE
Counselor (Behavior/ Career)	0.2
Library Media Teacher	0
Library Media Paraprofessional	0.5
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing	0.75
Resource Specialist	1
Other	0

District Financial Data

This table displays district-wide teacher, principal and superintendent average salaries and comparisons of average salaries from other similar sized districts state-wide.

District Salary Data		
Category	Fort Sage USD	Similar Sized District
Beginning Teacher Salary	\$35,720	\$38,591
Mid-Range Teacher Salary	\$47,265	\$55,764
Highest Teacher Salary	\$62,671	\$7,219
Average Principal Salary (Elementary School)	n/a	\$86,327
Average Principal Salary (Middle School)	n/a	\$91,511
Average Principal Salary (High School)	\$65,000	\$94,411
Superintendent Salary	\$92,000	\$116,768
Teacher Salaries- % of Budget	35.10%	34.80%
Administrative Salaries- % of Budget	7.10%	6.40%

School Financial Data

This table displays average school-wide teacher salary and expenditures per student from unrestricted and restricted sources.

School Financial Data	
	HHS
Total Expenditures Per Pupil	\$12,409
Expenditures per Pupil- Restricted Sources	\$4,144
Expenditures per Pupil- Unrestricted Sources	\$9,349
Annual Average Teacher Salary	\$47,468

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school average teacher salary and compares it to the district and state.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher salary
HHS	\$9,349	\$47,468
Fort Sage USD	\$9,349	\$47,468
California	\$5,681	\$56,953
School and District- % Difference	0%	0%
School and California- % Difference	40%	17%

Funded Services

Fort Sage Unified School District uses ADA (Revenue Limit) dollars for the day to day operations the district and each site. This includes teacher, administrative, and support staff salaries and benefits. The district also uses ADA dollars to help support additional, optional, and special programs including athletics, extra-curricular events, special education, remedial programs, transportation, cafeteria programs.

HHS is a Necessary Small High School. The school and district receives restricted funds for the following purposes. ADA money is also used to support each of these programs.

- Ag Incentive
- Art and Music
- Continuation School
- Community Day School
- Economic Impact Aid
- Instructional Materials
- Lottery (restricted and unrestricted)
- REAP
- ROP
- School Safety
- Special Education
- Title 1 Part A
- Title 1 ARRA
- Transportation

Financial Data

The financial data displayed in this SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always 2 year behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

Student Testing Results for All Students- 3 Year Comparison

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

% of Students Scoring Proficient or Advanced on the STAR Test									
Subject	School			District			State		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	25	9	39	32	35	44	46	50	52
Mathematics	21	9	62	30	34	33	43	46	48
Science				29	33	44	46	50	54
History- Social Science				21	27	20	36	41	44

*Scores are not shown when there are less than 10 students tested, to protect student privacy and the category is too small for statistical accuracy.

Student Testing and reporting Results by Student Group

This table shows the percent of students, by group, achieving at the Proficient or Advanced level for the most recent testing period.

% of Students Scoring Proficient or Advanced on the STAR Test				
Group	English-Language Arts	Mathematics	Science	History-Social Science
Male	15	6	*	20
Female	45	8	47	11
Black/African American	*	*		
American Indian	*	*		
Asian				
Filipino				
Hispanic or Latino	*	*	*	*
Native Hawaiian				
White	52	73	58	19
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	41	66	56	24
English Learners				
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services				

STAR Results- Performance Levels

- Advanced (exceeds state standards)
- Proficient (meets state standards)
- Basic
- Below Basic
- Far Below Basic

Standardized Testing and Reporting Program

The Standardized Testing and reporting (STAR) Program consists of several key components, including the CA Standards Tests (CST's); the CA Modified Assessment (CMA), and the CA Alternative Performance Assessment (CAPA). The assessments under the STAR program show how well the students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2nd-11th, science in grades 5th, 8th, and 10th. The CAPA is given to 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 is an alternative assessment that is based on modified achievement standards in ELA for grades 3rd through 9th, mathematics for grades 3rd through 7th and Algebra 1 and science for grades 5th, 8th, and 10th. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the CA content standards with or without accommodations.

Detailed information regarding the STAR Program can be found at <http://star.cde.ca.gov> or <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000 with a statewide target of 800. Detailed information about the API can be found in the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>. The State API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all 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 schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched similar schools.

This table displays the school's statewide and similar schools' API ranks.

API Ranks- 3 Year Comparison			
	2007	2008	2009
Statewide API Rank			
Similar Schools API Rank	n/a	n/a	n/a

*API is calculated for a small school or small LEA, having between 11 to 99 valid STAR test scores. API's based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar school ranks are not calculated for small schools.

API Growth by Student Group

This table displays, by student group, the actual API change in points gained or lost for the past three years.

API Growth by Student Group			
	2007	2008	2009
All Students at the School	-4	41	30
Black/African American	*	*	*
American Indian	*	*	*
Asian			
Filipino			
Hispanic or Latino	*	*	*
Native Hawaiian			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

This table displays by group the 2010 growth API at the school, district, and state level.

API Growth by Student Group - 2010 Comparison			
	Herlong High	Fort Sage USD	California
All Students at the School	688	660	767
Black/African American	*		686
American Indian	*		728
Asian			890
Filipino			851
Hispanic or Latino	*		715
Native Hawaiian			753
White	712	662	838
Two or More Races	*		807
Socioeconomically Disadvantaged	719	655	712
English Learners			692
Students with Disabilities	*		580

California Physical Fitness Test

Each year the CA Physical Fitness Test (PFT) is administered to students in grade 5, 7, and 9.

The PFT Fitnessgram measures 6 key fitness areas.

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the Fitnessgram is to assist students in establishing lifetime habits of regular physical activity. See www.cde.ca.gov/ta/tg/pf/ for more information regarding the PFT.

This table displays the percentage of students meeting the fitness standards for the most recent testing period.

% of Students Meeting Fitness Standards Grade 5	
4 of 6 Standards	*
5 of 6 Standards	*
6 of 6 Standards	*

*Scores are not shown when the number of students tested is 10 or less.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas.

1. participation rate on statewide assessments in English-Language Arts and mathematics.
2. Percentage of students scoring proficient on statewide exams assessments in English-language Arts, and mathematics.
3. API scores
4. Graduation rate for high schools.

This table displays an indication of whether the school and the district made APY overall and whether the school and the district met each of the criteria described above.

Adequate Yearly Progress Criteria		
AYP Criteria	HHS	Fort Sage USD
Overall AYP	YES	YES
Participation Rate-English Language Arts	YES	YES
Participation Rate-Mathematics	YES	YES
Percent Proficient-English Language Arts	YES	NO
Percent Proficient-Mathematics	YES	NO
API	N/A	YES
Graduation Rate	100%	^

* Not applicable. The graduation rate for AYP criteria applies to high schools.

^ The district is not required to meet the graduation rate criteria for AYP because there were fewer than 50 students in the graduation denominator (graduates plus dropouts). Therefore, the graduation rate is applicable to the district.

Federal Intervention Program

This table displays the 2010-11 Program Improvement status for the school and district.

Federal Intervention Program		
	HHS	Fort Sage USD
Program Improvement Status	N/A	NO
1st Year of Program Improvement	N/A	NO
Year in Program Improvement	N/A	n/a
# of Schools Identified for Program Improvement		1
% of Schools Identified for Program Improvement		25%

Federal Intervention Program

Schools and districts that receive Title 1 funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area or the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2009-10 school year in the 12th grade) who met all state and local graduation requirements for receiving a high school diploma including having passes both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. For more information, please visit www.cde.gov.ta/tq/hs.

Completion of High School Graduation Requirements			
	HHS	Fort Sage USD	California
All Students	100	100	94.5
Black/African American	*	*	89.7
American Indian	*	*	95.3
Asian	*	*	97.4
Filipino			98.2
Hispanic or Latino	*	*	91.6
Native Hawaiian			95.2
White	*	*	98.1
Two or More Races			*
Socioeconomically Disadvantaged	100	100	91.3
English Learners			98.5
Students with Disabilities	*	*	53.4

* Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

Graduate and Dropout Rates									
	School			District			State		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Graduation Rate	100	100	93.8	100	100	87.9	80.6	80.2	78.6
1-Year Dropout Rate	5.1	5.4	7.2	7.6	6.5	13.0	4.2	3.9	4.5

California High School Exit Exam

% of Students Scoring at proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	07-08	08-09	09-10	07-08	08-09	09-10
HHS	*	8.3	56	*	8.3	73
Fort Sage USD	*	8.3	56	*	8.3	73
California	53	53	54	51	51	53

Career Technical Education Programs

Fort Sage Unified School District does not conduct a formal Career Technical Education Program. However, technical and vocational classes are offered, including Home Ec, Auto Shop, Wood Shop, Welding, and Agriculture.

Career Technical Education Participation

This table displays information about participation in the school's Career technical Education (CTE) programs.

Career Technical Education Data 2009-10 Participation	
# of Pupils Participating in CTE	*
% of Pupils Who Completed a CTE Program and earned a High School Diploma	*
% of CTE Courses that Sequenced or Articulated Between a School and Institutions of Postsecondary Education	*

* Not applicable. FSUSD does not conduct a formal Career Technical Education Program.

Advanced Placement Course

The following is a list of the advanced placement (AP) courses offered by subject at the school. For the 2009-10 school year, 0% of the school's students were enrolled in a total of 0 AP courses offered.

Advanced Placement Courses 2009-10	
English	*
Foreign Language	*
Other	*

CAHSEE Results by Student Group: English Language Arts

This table displays the percentage of students, by group, achieving at each performance level in English- language arts for the most recent testing period.

Percentage of Students Achieving at Each Performance Level			
English-Language Arts			
	Not Proficient	Proficient	Advanced
All Students	60.9	13	26.1
Black/African American	*	*	*
American Indian	*	*	*
Asian	*	*	*
Filipino			
Hispanic or Latino	*	*	*
Native Hawaiian			
White	43.8	18.8	37.5
Two or More Races			
Socioeconomically Disadvantaged	58.8	5.9	35.3
English Learners			
Students with Disabilities	*	*	*

CAHSEE Results by Student Group: Mathematics

This table displays the percentage of students, by group, achieving at each performance level in mathematics for the most recent testing period.

Percentage of Students Achieving at Each Performance Level			
Mathematics			
	Not Proficient	Proficient	Advanced
All Students	38.1	47.6	14.3
Black/African American	*	*	*
American Indian	*	*	*
Asian	*	*	*
Filipino			
Hispanic or Latino	*	*	*
Native Hawaiian			
White	26.7	60	13.3
Two or More Races			
Socioeconomically Disadvantaged	33.3	46.7	20.0
English Learners			
Students with Disabilities	*	*	*

Course Enrollment for US/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California state University (CSU) admission for the most recent year for which data is available. For more information, please visit <http://dq.cde.ca.gov.dataquest/>.

UC/CSU Admission Data 2008-09	
% of Students Enrolled in Courses required for UC/CSU Admission	100
% of Graduates Who Completed All courses Required for UC/CSU Admission	*

California High School Exit Exam

The California High School Exit exam (CAHSEE) is primarily used as a graduation requirement in California, but the grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set. Advanced, proficient, and not proficient. Please note the score a student must achieve to be considered proficient is different than the passing score for graduation requirement.

Courses Required for UC/CSU Admission

UC- The master plan requires that the top 1/8 of the state's high school graduates, as well as students that have successfully completes specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

CSU- Admission requirements use 3 factors to determine eligibility. 1. Specific high school courses 2. Grades in specified courses and test scores 3. Graduation scores Some campuses have higher standards for particular majors.

