

# ANNUAL REPORT TO OUR COMMUNITY\*ANNUAL REPORT

## DIVIDE HIGH – 2008-09

### OUR SCHOOL

Divide High School is an alternative/continuation high school serving the communities of Georgetown, Garden Valley, Kelsey, Greenwood, Cool and Pilot Hill. It is situated in the foothills of the Sierra Nevada Mountains at an elevation of 1,800 feet. The enrollment varies between 30-35 students.

*PHILOSOPHY: Divide High School serves as the alternative high school for the youth of the Georgetown Divide. We recognize that the individuals who attend Divide have diverse interests, skills, goals, and personal needs. We strive to help all students define realistic goals and then create the learning environment that provides the greatest opportunity for success.*

*Students at Divide High learn that the program requires an increased level of personal responsibility and accountability in a context of flexibility and adult mentoring. Parents are asked to play a more active role by joining us as partners in the education of their children.*

*We understand that individual success at Divide High is enhanced by the trust and cooperation of students and staff. As students become more open and honest about their challenges and goals, they are able to develop supportive relationships with others.*

### SCHOOL FACILITIES AND SAFETY

Divide High School, located in Garden Valley, CA, consists of three buildings, including an indoor activity/crafts room, kitchen, two classrooms, and an office. In 2006 the office was completely remodeled, the security system was upgraded, and both classrooms received new furniture items, including tables and chairs. The classrooms have new computers, projectors, and VHS/DVD players. In 2008 a quiet area with two study carrels and new computers were installed in the office to give students an alternative place to work.

The district maintenance and custodial staff maintain all buildings and grounds. A closed campus allows for a well-supervised environment.

Student rest room walls and stalls are repainted annually or when necessary. Both rest rooms are equipped with radiant ceiling heaters and fans. An afternoon outdoor vocational education program allows students to work on campus beautification projects.

Divide has a crisis response and school safety plan that is reviewed and updated annually. We conduct several fire/disaster drills each year. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			

## SUPPORT SERVICES

The district psychologist, nurse, and speech and language specialist render services on an as needed basis. Academic and wellness counseling are provided on campus. Also, Divide High collaborates with the Divide Wellness Center to provide additional support services for students and families. Divide High School benefits from a Safe Schools and Healthy Students Grant that provided group and individual counseling and access to an El Dorado County Probation Officer, who has an office in our building.

The school receives federal-state Title I and Educational Impact Aid funds. These programs are designed to help remediate students in the areas of reading, language and math. The state also provides CAHSEE Intensive Instruction Funds to insure students pass the California High School Exit Exam. Special Education help is provided by our staff, including small group instruction and support through our alternative program.

## CURRICULUM

School curriculum is aligned with the State Frameworks and the District Course of Study. Divide supports the district high school's board-adopted curriculum with a variety of materials, exposing every student to reading, math, English, science, and history along with electives.

The Black Oak Mine Unified School District recognizes the importance of staff development in maintaining and improving program quality and has implemented a professional development program aligned with the state adoption cycle. Professional Learning Communities are supported and developed through content area cadres which lead professional development activities throughout the year. There are three professional development included in teacher contracts as well as many opportunities to attend conferences, workshops, and county-sponsored inservice programs. Staff development activities tailored to the school are essential for maintaining and improving our quality instructional program. There are many opportunities to attend conferences, workshops and district sponsored inservice programs. Staff members are currently being trained in the Response to Intervention Program (RTI). This program insures that students are successful in their academic careers. Staff is also collaborating with GSHS in their academic literacy program. This teaches all incoming freshmen essential study skills and techniques to help them be effective students.

Vocational courses are available on and off campus through the Regional Occupational Programs (ROP); these courses are evaluated on a performance-based scale, with students demonstrating the necessary skills to receive the course certificate. With a 15-unit vocational education requirement for graduation, all Divide High School students are

encouraged to develop marketable skills as part of their high school education. Community classroom programs offer students the opportunity to earn high school credit while learning vocational skills.

## LEARNING CLIMATE

Divide High School provides many opportunities for students to be recognized for both academic and personal achievements, and in 2006 the school entered into partnerships with several local businesses to provide motivating rewards for academic performance, including credit completion. Students are acknowledged for earning high credits, improved attendance, and good citizenship. Divide High students participate in some adventure-based programs to learn the importance of teamwork, respect, and healthy coping skills. Recognition for appropriate behaviors is commonplace.

A student/parent handbook describing standards of expected student behavior is revised annually and distributed to all students and parents. The school takes strong measures against those using, possessing, selling or representing the sale of drugs and against those engaging in violent or threatening activities. Truancy is addressed through referral to the School Attendance and Review Board (SARB). All seniors and their parents are required to meet with the site administration and the afternoon independent study instructor.

During 2007-08, the suspension rate was 164.5% and the expulsion rate was 9.7%. Throughout the 2006-07 school year, the rate of suspensions was 145.9% and the rate of expulsions was 13.5%. In 2005-06, the suspension rate was 88.6% and the expulsion rate was 28.6%. The board of trustees has adopted a Drug-Free and Smoke-Free Schools policy that applies to all students, staff, parents and community members.

## INSTRUCTION

The staff works as a team with parents to support the instructional program. All courses required for graduation are offered. The staff responds to student interests by offering classes that are requested by students. Students serve on our School Site Council. Several program and site suggestions were implemented through our Single Plan for Student Achievement through the use of site funds.

Students with special needs benefit from full inclusion in the regular program. IEP meetings are held with Special Education students, instructors, and administration to ensure their educational needs are being met. Monitoring of under-performing students occurs through ongoing assessment within the independent study component. All students are counseled concerning high school graduation requirements. Small classes allow teachers to constantly

interact with students. Student Study Teams and other informal meetings also allow staff to communicate concerns with students and parents.

## INSTRUCTIONAL MATERIALS

The staff at Divide High School has a regular procedure for review of textbooks including the district’s textbook adoption cycle. This insures that all textbooks are board-approved, are current, and are materials of high quality, especially in providing supplemental remediation in core content areas.

Divide purchases new textbooks and other classroom materials throughout the year through categorical site monies as directed by the School Site Council. (See table on page 8.)

In addition to these textbooks, Divide High School has numerous class sets of novels and short story books for the English and social science classes.

If you have any questions regarding the information contained in this report, please contact Tammy Gabel, Administrator, at 333-8300.

Statistical data regarding student performance, attendance, teachers, textbooks, class size, enrollment, and school finances may be found on the following pages.

# STUDENT PERFORMANCE

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. 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.

## CALIFORNIA STANDARDS TEST (CST)

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	4	0	0	52	53	55	42	43	46
Mathematics	6			52	51	54	40	40	43
Science			*	42	51	55	35	38	46
History-Social Science	0	0	0	36	34	37	33	33	36

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
American Indian or Alaska Native	*		*	*
Hispanic or Latino	*			*
Pacific Islander	*			*
White (not Hispanic)		0	*	0
Male		0	*	0
Female		*	*	*
Economically Disadvantaged		0	*	

## California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (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. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

## CAHSEE Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	*	*	*	63.3	63.6	66.5	51.1	48.6	52.9
Mathematics	*	*	*	75.1	67.9	69.6	46.8	49.9	51.3

## CAHSEE Results by Student Group – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

## ACCOUNTABILITY

### Academic Performance Index

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 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide 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." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	B	B	B
Similar Schools	B	B	B

### API Changes by Student Group -- Three Year Comparison

This table displays, by student group, 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.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	59	N/A	N/A	N/A

"B" means the school did not have a valid 2005 API Base and will not have any growth target information.

### Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

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

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

## Federal Intervention Program

Schools and 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) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

Schools receiving Title I funding enter Federal Program Improvement (PI) if they do not make adequate yearly progress for two consecutive years. There are no schools in Black Oak Mine Unified School District identified as a PI school.

## SCHOOL COMPLETION

Divide High School recognizes that regular attendance is imperative for students to make progress toward graduation. Parents are contacted when students are absent. Parents play an important role in promoting attendance. Students who are habitually truant are referred to the Student Attendance Review Board.

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	21.2	11.4	10.8	1.8	1.1	1.8	3.1	3.5	4.4
Graduation Rate	92.3	93.9	93.2	92.3	93.9	93.2	85.0	83.0	79.5

Outdoor Education is an integral part of the school effort to promote attendance. Students must maintain satisfactory attendance in order to take part in various outdoor education experiences during the school year. Students are also encouraged to participate in our *World of Work* program that rewards students with credit when they apply for and maintain an outside job in the community. Again, students must maintain acceptable attendance to participate in this program. Finally, we provide certificates and other tangible rewards to acknowledge students who have consistently high attendance rates.

## 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 2008		
	School	District	State
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

## POSTSECONDARY PREPARATION

### Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	67.5
Graduates Who Completed All Courses Required for UC/CSU Admission	

## 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	2	2	2	94
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence			--	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments			0
Vacant Teacher Positions			0

### Core Academic Classes Taught by NCLB Compliant Teachers

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/>.

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

## CURRICULUM AND INSTRUCTIONAL MATERIALS

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

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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Glencoe (2002) Literature	0
Mathematics	Key 2, Key Curriculum Press (2006); California Mathematics Review, American Book Company (2003); Math Skills for the Work Force, Steck Vaughn (2003); Algebra I Interactions, HRW (2001)	0
Science	Science World; Exploratorium Science Projects, Web-based Physical Science curriculum.	0
History-Social Science	American Vision, Glencoe (2006); Modern World History, McDougal Littell (2006).	0
Health	--	0
Visual and Performing Arts	--	NA

## CLASS SIZE AND ENROLLMENT

The average class size at Divide High School is 17 students, although this number changes as school enrollment figures vary greatly during the school year.

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	17.0	2	0		17.5	2	0		16.0	2	0	
Mathematics	16.0	2			18.0	1			30.0		1	
Science	18.0	1			16.0	1			29.0		1	
Social Science					15.7	3			17.0	3		

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	0
Grade 10	4
Grade 11	9
Grade 12	18
Total Enrollment	31

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
American Indian or Alaska Native	3.23 %
Asian	3.23 %
Hispanic or Latino	9.68 %
White (not Hispanic)	74.19 %
Multiple or No Response	9.68 %
Socioeconomically Disadvantaged	67 %

## SCHOOL FINANCES

Divide High School operates a school based coordinated program. Title I (federal) and E.I.A. (state) funds are used to help raise student achievement in reading, writing, and math. Although there are no on-site special education teachers, special education students are served by the teachers and aides from Golden Sierra High School (adjacent to campus). The district psychologist is available once every week for work with special education and other needy students.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8581	\$3154	\$31	\$57154
District	\$8067			\$55034
Percent Difference – School Site and District	6%			3.9%
State	--	--	\$5300	\$59271
Percent Difference – School Site and State	--	--		-3.6%

## Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information 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. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36613	\$37916
Mid-Range Teacher Salary	\$47758	\$58151
Highest Teacher Salary	\$67841	\$75396
Average Principal Salary (Elementary)	\$93642	\$91086
Average Principal Salary (High)	\$102762	\$101661
Superintendent Salary	\$128779	\$136091
Percent of Budget for Teacher Salaries	36.8 %	38.5 %
Percent of Budget for Administrative Salaries	6.4 %	5.8 %