

CARLMONT HIGH SCHOOL

1400 Alameda de las Pulgas, Belmont, CA 94002-3585 (650) 595-0210 (650) 591-6067

www.seq.org/carlmont CDS Code 41-69062-4130993

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

Dear Parents and Community Members:

The School Accountability Report Card provides parents and the public with information about our schools' programs. Every school in the State of California produces such a report in response to an initiative passed by California voters in 1988. We have included in this report all information required by the initiative as well as other information we hope you will find interesting and useful. We are proud to report steady academic progress in all the district schools.

Each comprehensive high school in the Sequoia district has achieved recognition as a California Distinguished School and in the past seventeen years the District can boast having nine teachers named as San Mateo County Teacher of the Year. This honor is given annually to only one teacher from all twenty-three school districts in San Mateo County.

The Sequoia District is comprised of people engaged in serious deliberations about how to meet our common goal that all students reach their fullest potential. In this effort we continue to think of parents and families as our partners and natural allies. We know every parent wants the best for his or her child(ren) and so do we. The strength of our partnership with parents and families gives us confidence that the District will continue to move forward to refine and expand its programs and services. In such an environment the District willingly holds itself accountable for the kinds of results displayed in this annual School Accountability Report.

If you have any questions or suggestions after you read this report, please take the time to contact me, or, your school principal.

Patrick Gemma

Para obtener este documento en español llame al (650) 369-1411 x2364

The School Accountability Report Card is prepared by
Susan E. Berghouse, Director of Public Information and Communication
Sequoia Union High School District
480 James Avenue
Redwood City, CA 94061
(650) 369-1411, ext. 2210 (650) 306-8870
www.seq.org sberhou@seq.org

I. ABOUT CARLMONT HIGH SCHOOL

Contact Information

School		District	
School Name	Carlmont High	District Name	Sequoia Union High
Street	1400 Alameda de Las Pulgas	Phone Number	(650)369-1411
City, State, Zip	Belmont, CA 94002-3585	Web Site	www.seq.org
Phone Number	(650)595-0210	Superintendent	Pat Gemma
Principal	Andrea Jenoff	E-mail Address	pgemma@seq.org
E-mail Address	ajenoff@seq.org	---	---

School Description and Mission Statement

Located in central San Mateo County, in the city of Belmont, Carlmont High School serves 2105 students in grade nine through twelve. A credentialed and classified staff of 145 supports Carlmont students.

Carlmont High School is part of the Sequoia Union High School District, which includes four comprehensive and one continuation high school. The district draws most of its 7858 students from nine neighboring elementary/junior high school districts. District wide, approximately 850 credentialed and classified staff members serve the students and community.

Belmont boundaries are the cities of San Mateo to the north and San Carlos to the south. However, the school attendance boundaries extend into the adjacent communities of San Carlos, Redwood City, East Palo Alto, and the unincorporated areas of the county. In addition, a number of students are attending Carlmont High School on a transfer basis from other schools in the Sequoia Union High School District

VISION STATEMENT - Carlmont students will be critical thinkers who are academically and socially prepared to be life-long learners and citizens of a global society. The Carlmont community fosters self-confidence and creativity in order for students to become productive, ethical, responsible, and involved with school and community.

MISSION STATEMENT - The mission of Carlmont High School is to provide an engaged learning community in order for all students to succeed in academic, career, and life choices as responsible and positive members of a diverse society.

EXPECTED SCHOOLWIDE LEARNING RESULTS

STUDENTS WILL...

1. Read and communicate proficiently.

- ★ Read proficiently to gather, analyze, and evaluate information.
- ★ Communicate effectively through written and oral language.

2. Use problem-solving skills.

- ★ Use scientific, mathematical, technological, and critical reasoning skills in problem solving.

3. Understand and work with diverse groups of people.

- ★ Work effectively in groups of individuals with diverse cultures, languages, ideas, and learning styles.

4. Show personal responsibility and respectful behavior.

- ★ Act ethically, responsibly and respectfully, practicing principles of wellness and self-discipline.

5. Participate in co-curricular and/or extra-curricular activities.

- ★ Create and participate in visual arts, performing arts and/or extra-curricular activities.

Letter from the Principal

Carlmont High School is an outstanding school where students are nurtured to their full potential. It is nestled in a beautiful forty-two acre tree filled setting. There is an exceptional amount of parent and community involvement, which contributes to the calm, clean, safe learning environment.

Major Achievements:

- is a California Distinguished School;
- possesses a highly experienced, creative, skilled, brilliant staff;
- has high-achieving students in an academically competitive atmosphere (over 900 out of 1900 students had a cumulative G.P.A. of 3.0 or better in 2003-04);
- offers a creative variety of rigorous and relevant programs to meet the needs of all its college-prep and vocation-bound students;
- offers additional programs: i.e. Avid, Business and Technology Academy, College Track, reading, and tutorial for those needing additional support;
- curriculum is enriched by active community involvement such as business and college partnerships and community service projects;
- a dynamic, extensive Visual and Performing Arts curriculum is available;
- a cutting edge Bio-Tech program and extensive science and math offerings.

Carlmont is an academically focused school that specializes in high-level college preparatory curriculum. Rich ethnic diversity provides a great opportunity for students to learn respect and tolerance for individual differences and preferences. The strong campus spirit has transcended cultural boundaries and generated pride in all of us for being Carlmont Scots.

Principal Andrea Jenoff

Opportunities for Parental Involvement

Carlmont has a very active PTSA (Parent/Teacher/Student Association) and ELAC (English Learners Advisory Committee). These two groups work collaboratively to ensure parents are informed and involved. Carlmont parent involvement programs have been honored by the state PTA and by the J. Russell Kent Award. Carlmont parents contributed in excess of 15,000 volunteer hours in 2005-06. In addition, the Sequoia district has a parent involvement coordinator who works with parents and the sites to provide parent training and information. Questions regarding parent involvement opportunities at the school sites can be answered by Dorthy Burnside, Parent Involvement Coordinator, at 369-1411, Ext. 2317 or dburnsid@seq.org.

Student Enrollment by Grade Level

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	572
Grade 3	0	Grade 10	545
Grade 4	0	Grade 11	508
Grade 5	0	Grade 12	480
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	2105

Student Enrollment by Group

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	4.3	White (not Hispanic)	54.8
American Indian or Alaska Native	0.9	Multiple or No Response	3.8
Asian	10.6	Socioeconomically Disadvantaged	16.8
Filipino	1.7	English Learners	12.0
Hispanic or Latino	20.8	Students with Disabilities	10.0
Pacific Islander	3.2	---	---

Average Class Size and Class Size Distribution (Secondary)

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	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	27.5	21	26	23	28.3	18	24	27	26.0	30	26	24
Mathematics	28.6	11	28	16	30.9	5	24	26	30.1	10	28	27
Science	30.2	5	19	24	28.9	9	20	21	31.6	7	12	34
Social Science	30.9	6	20	28	30.9	7	20	29	32.5	3	19	35

II. School Climate

School Safety Plan

Carlmont has a School Safety Plan that was reviewed and updated and shared with the staff in October 2005. There is a School Safety Committee that meets monthly. The School Safety Plan includes a comprehensive Disaster Plan that is updated annually. Carlmont regularly holds intruder drills, fire drills and earthquake drills as part of its safety plan. Disaster preparedness supplies are stored in each classroom, and plans for communication during a disaster are in place. Campus Aides wear clothing identifying them as school site personnel. In addition, Carlmont operates an after school Campus Motivation Center that provides homework assistance, tutoring, counseling food, and recreational activities for Carlmont students.

School Discipline Practices

Carlmont High School provides a safe, well- monitored and orderly environment in order that teaching and learning can occur.

Students are made aware of the behavior policy by administrators' presentations to all students at the beginning of the school year. The behavior policy and behavior agreement are sent home to share with parents, and the agreement is returned to the administration with parent and student's signatures, indicating that they understand school rules. Additionally, twelfth graders must sign and adhere to a behavior contract in order to participate in senior activities. Carlmont's dress code provides students with the guidelines for acceptable attire on campus and at all school-related functions. Four campus aides and all four of Carlmont's administrators monitor the campus through the day.

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			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	14.3	12.4	12.5	23.5	22.7	23.2
Expulsions	0.7	1.1	1.4	0.9	1.1	1.6

III. School Facilities

School Facility Conditions and Improvements

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.

Due to the passage of two bond measures, noticeable changes are occurring at Carlmont. In recent years a new pool, astroplay field, all weather track and administration building have been added. A new classroom wing has now been completed and a new theatre is being planned. Over 4,000 worker hours were spent in 2005-06 on general maintenance including the upkeep of grounds. The average response time for repairs was between one to three days. Landscaping is in progress for the new entry to the administration building. Classrooms and restrooms are cleaned daily. A new theatre is in the planning stage. No Williams complaints have been filed.

School Facility Conditions Good Repair Status

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

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	83	87	96	396
Without Full Credential	7	7	4	22
Teaching Outside Subject Area of Competence	0	0	0	-- 0-

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	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	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	86.6	13.4
All Schools in District	84.0	16.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	86.0	14.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Whenever a teacher is absent, the district provides a qualified substitute teacher to ensure continuity of instruction. Substitutes are readily available.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

We conduct teacher evaluations every year according to legal guidelines and agreement by the governing board and teachers' association and the California Standards for the Teaching Profession. Teachers are observed in their classrooms and evaluated according to student progress, classroom management, instructional strategies, and adherence to curriculum, learning environment, and other responsibilities. We also provide personalized professional development support to assist teachers in improving their skills.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6.5	323.8
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (paraprofessional)	1.0	---
Psychologist	1.0	---
Social Worker		---
Nurse	0.25	---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Health Clerk	1.0	---

VI. Curriculum and Instructional Materials

Assuring high textbook standards is a priority. A centralized committee evaluates textbooks at the school site before they are presented to the Board for adoption. Books and materials must meet Board approved guidelines. The textbooks used for the core subjects (Reading/Language Arts, Mathematics, Science, and History-Social Science) are aligned with State Board adopted standards. Carlmont has an instructional materials and supplies budget, which is distributed by department. Teachers access this budget to purchase state-of-the-art equipment and instructional material. Sufficient textbooks are available for each student.

Instructional Resources

Our students use instructional resources in a variety of formats to help them learn: project based learning, computers, books, audiovisuals, portfolios, three-dimensional models, and other technology. Technology is integrated into all disciplines. There is a state-of-the-art math lab and also a language lab.

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	The textbooks used are aligned to state standards and have been officially adopted by the Board of Trustees	0%
Mathematics	The textbooks used are aligned to state standards and have been officially adopted by the Board of Trustees	0%
Science	The textbooks used are aligned to state standards and have been officially adopted by the Board of Trustees	0%
History-Social Science	The textbooks used are aligned to state standards and have been officially adopted by the Board of Trustees	0%
Foreign Language	The textbooks used are aligned to state standards and have been officially adopted by the Board of Trustees	0%
Health	The textbooks used are aligned to state standards and have been officially adopted by the Board of Trustees	0%
Science Laboratory Equipment (grades 9-12)	The Science laboratory equipment is sufficient	0%

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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	9,728	2,151	\$7,577	\$70,055
District	9,728--	2,151	\$7,577	\$70,055
Percent Difference - School Site and District	0%	0%	0%	0%
State	7,127 ---	2,384	\$4,743	\$60,037
Percent Difference - School Site and State	+26.7% ---	-10.8%	37.4%	14.3%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Bilingual Resource Teacher, Instructional Associates, Supplementary materials for EL, Professional Development, After school tutoring, Saturday School, Migrant Parent Group (PAC), Students Offering Support, Carlmont Motivational Center

Teacher and Administrative Salaries (Fiscal Year 2004-05)

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	\$47,048	\$37,671
Mid-Range Teacher Salary	\$71,689	\$63,121
Highest Teacher Salary	\$87,092	\$78,630
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$132,305	\$111,909
Superintendent Salary	\$173,250	\$163,061
Percent of Budget for Teacher Salaries	35.2	37.8
Percent of Budget for Administrative Salaries	5.6	5.2

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) 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, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST 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	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	50	59	58	40	48	50	36	40	42
Mathematics	33	43	39	23	32	30	34	38	40
Science	35	37	58	25	28	43	25	27	35
History-Social Science	48	55	54	34	40	40	29	32	33

CST Results by Student Group - Most Recent Year

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
African American	24	8	26	22
American Indian or Alaska Native	57	29	*	42
Asian	77	63	82	79
Filipino	53	27	*	55
Hispanic or Latino	29	16	23	28
Pacific Islander	28	19	23	10
White (Not Hispanic)	70	45	68	62
Male	53	41	58	55
Female	64	36	57	54
Economically Disadvantaged	19	16	17	18
English Learners	13	19	13	5
Students with Disabilities	10	7	19	8
Students Receiving Migrant Education Services	0	10	*	12

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	66			53			43	41	42
Mathematics	63			54			51	52	53
English Learners									
Students with Disabilities									
Students Receiving Migrant Education Services									

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
5	
7	
9	55.7

IX. 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	2003-04	2004-05	2005-06
Statewide	7	8	9
Similar Schools	5	7	9

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			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	31	42	18	800
African American				
American Indian or Alaska Native				
Asian	38	17	-7	898
Filipino				
Hispanic or Latino	27	69	47	672
Pacific Islander				
White (not Hispanic)	19	33	16	844
Socioeconomically Disadvantaged	14	63	60	619
English Learners	--	--	35	629
Students with Disabilities	--	--	17	544

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	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
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
First Year of Program Improvement Implementation		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	20.0

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	1.6	0.9	0.7	2.6	2.9	2.8	3.2	3.3	3.1
Graduation Rate	93.6	93.1	89.1	88.9	87.3	83.5	86.7	85.3	84.9

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, 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 2005-06 school year in the 12th grade, this table displays by student group the percent of students 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. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. 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 2006		
	School	District	State
All Students			---
African American			---
American Indian or Alaska Native			---
Asian			---
Filipino			---
Hispanic or Latino			---
Pacific Islander			---
White (not Hispanic)			---
Socioeconomically Disadvantaged			---
English Learners			---
Students with Disabilities			---

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

All students take a career assessment survey to determine their interests and abilities. All juniors take the ASVAB career interest and ability inventory. The students can select from a variety of business classes, e.g., Business Office Occupations, Computer Applications, and Tech Prep.

Carlmont also has a California Partnership Academy Program, which offers a school-within-a-school structure. The program offers vocational training, as well as college preparatory course work in Business Technology. Its unique benefits include class sizes limited to 25 students, industry mentors, and integrated curriculum and projects. In addition, Carlmont has a Work Experience Program providing "hands on" real work experiences for 125 students. Jobs range from fast food to high-level computer activities. Carlmont provides opportunities for paid and unpaid internships, which are available in high tech, legal, dental, medical, and other professional areas.

Carlmont offers a Business Communications class to 11th and 12th graders. Students learn the basic principles behind the recent development in the business world called *total quality management* or *continuous improvement*. Carlmont has an extensive Career Day where all students experience three career choices.

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/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	78.5
Graduates Who Completed All Courses Required for UC/CSU Admission	56.0

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	1	---
English	2	---
Fine and Performing Arts	1	---
Foreign Language	2	---
Mathematics	3	---
Science	3	---
Social Science	2	---
All courses	14	5.5

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Carlmont High School offers workshops students may take for elective credit to help prepare for the SAT.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	53.2	58.5	62.5
Average Verbal Score	533	534	546
Average Math Score	560	569	571
Average Writing Score	---	---	541

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

We offer a full range of academic and activity programs to meet the needs of all students and are fully accredited by the Western Association of Schools and Colleges (WASC).

Our college preparatory courses fulfill the requirements necessary for admission to universities and colleges anywhere in the U.S.

All students graduating from our school must complete the following:

Requirements for Graduation

- | | |
|----------------------------|-------------------------------|
| 4 years of English | 2 years of Physical Education |
| *2 years of Mathematics | ½ year Safety Ed-Driver Ed |
| *2 years of Science | 1 year of Fine Arts |
| 3 1/2 years Social Studies | 1 year Practical Art |

In addition to the 160 units required above, students must also earn 60 units of elective credit for a total of 220 units. Students must also pass the minimum competency tests embedded in the Algebra I and English curriculum and must demonstrate computer competency.

*Graduates are required to pass Algebra 1 or its equivalent and one year of a laboratory science.

Programs to Meet Diverse Needs

The following are examples of the courses and programs we offer as a part of our instructional program:

- | | |
|---|---|
| ❖ Vocal Music | ❖ Drama |
| ❖ Instrumental Music | ❖ Student Leadership |
| ❖ Athletics | ❖ Business/Technology Partnership Academy |
| ❖ AVID (Advancement Via Individual Determination) | ❖ ELL (English Language Learners) |
| ❖ 17 Advanced Placement Courses | ❖ Special Education |
| ❖ 10 th -Grade Counseling | ❖ Work Experience |
| ❖ Paid/unpaid Internships | ❖ Duel credit for college and high school classes through the Canada at Carlmont program |
| ❖ Dance | ❖ Art, including Drawing, Painting, 3-D Design, Ceramics, Photography, Photo Graphics, Computer Graphics, AP Art History, and AP Studio Art |
| ❖ Biotechnology | |

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

During the 2005-06 school year, Carlmont participated in the district-wide TIPS program designed to assist our new/or beginning teachers. The strategies used were sustained throughout the year, providing instruction and support for mentors and beginning teachers.

The Board, under the leadership of the Superintendent, has: 1) been developing a site-based management/shared decision-making framework for the entire district, and 2) mandated the development of a comprehensive single school plan. AB777 days and Wednesday meetings involved the staff in the process of implementing the framework, developing the school site plan, and collaborating in the "Focus on Learning" (WASC accreditation) process.

The staff has had the opportunity to participate in many conferences and workshops this year including:

- CABE - Bilingual Education Conference
- Spanish for Educators
- AP Language Workshop
- SDAIE Training
- CLAD Training
- Literacy Training
- CSLA Leadership Academy
- CISCO Training
- Technology Workshops
- SUCCEED – Employee supervision workshops

In addition, teachers have attended multiple conferences, classes, and workshops in their subject area.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	66,790	64,800
10	66,790	64,800
11	66,790	64,800
12	66,790	64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180	180 days
10	180	180 days
11	180	180 days
12	180	180 days

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Our school has four minimum days for the purpose of Back-To-School Night, Open House and finals. Wednesday is a late-start day allowing for professional development.