# Executive Summary School Accountability Report Card, 2011–12

## For Palmdale High

| Address: | 2137 East Avenue R, Palmdale, CA, 93550-5415 | Phone: | (661) 273-3181 |
|---|---|---|---|
| Principal: | Mr. Greg Nehen, Principal | Grade Span: | 9-12 |

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

## About This School

District Mission Statement

Our mission is to provide a safe and secure learning environment that promotes a rigorous curriculum and enables our students to develop the necessary academic, technical, and work-related skills of the 21st century. Every student who graduates will be prepared to pursue college or any career to which he/she aspires.

School Mission Statement

To foster the development of productive, creative, critical thinkers who have the ability to adapt and positively contribute to society.

School Description

PHS is one of eight comprehensive high schools serving students in the Antelope Valley. Established in 1957, PHS was originally built to serve 1,200 students and now serves approximately 3,500 students. Located in northern Los Angeles County, Palmdale High School covers 80 acres in central Palmdale. The city of Palmdale, with its diverse population of 200,000 residents, is home to the aerospace industry and a burgeoning home construction industry. Many new Palmdale residents have relocated from the Los Angeles area making Palmdale High School's student population economically, linguistically and ethnically diverse.

The school is currently staffed with over 100 classified employees whose responsibilities range from providing attendance monitoring to scheduling Individualized Education Program meetings. The school administration is comprised of 5 administrators (Principal, Assistant Principal, Vice Principal of Activities, Vice-Principal of Athletics, Vice-Principal of Special Education), an Athletic Director, an Activities Director, seven counselors, three psychologists, and a Director of Security.

Creating and enhancing a positive atmosphere for learning is of primary importance to Palmdale High School. To that end, academics, co-curricular activities, extra-curricular activities and athletics are highly encouraged.  The broad emphasis is premised on the notion that students who are involved in activities available at the school site are more successful in their academic studies.

Students at Palmdale High School are provided access to a multitude of specialized programs, which include:

The special programs available:
- Health Careers Academy
- Agriculture Science Programs
- World Renown Band and Choir
- Highly Successful Athletics Program
- Comprehensive English Learners Program
- Comprehensive Special Education Program
- Falcon Academy of Sustainable Technology (FAST)

## Student Enrollment

| Group | Enrollment |
|---|---|
| **Number of students** | 3,072 |
| **Black or African American** | 15.1% |
| **American Indian or Alaska Native** | 0.2% |
| **Asian** | 0.6% |
| **Filipino** | 0.9% |
| **Hispanic or Latino** | 69.2% |
| **Native Hawaiian or Pacific Islander** | 0.4% |
| **White** | 9.2% |
| **Two or More Races** | 0.4% |
| **Socioeconomically Disadvantaged** | 71.2% |
| **English Learners** | 45.6% |
| **Students with Disabilities** | 16.3% |

## Teachers

| Indicator | Teachers |
|---|---|
| **Teachers with full credential** | 124 |
| **Teachers without full credential** | 3 |
| **Teachers Teaching Outside Subject Area of Competence** | 4 |
| **Misassignments of Teachers of English Learners** | 2 |
| **Total Teacher Misassignments** | 3 |

# Student Performance

| Subject | Students Proficient and Above on STAR* Program Results |
|---|---:|
| **English-Language Arts** | 38% |
| **Mathematics** | 11% |
| **Science** | 28% |
| **History-Social Science** | 34% |

* Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

# Academic Progress*

| Indicator | Result |
|---|---|
| **2012 Growth API Score (from 2012 Growth API Report)** | 677 |
| **Statewide Rank (from 2011 Base API Report)** | 2 |
| **Met All 2012 AYP Requirements** | no |
| **Number of AYP Criteria Met Out of the Total Number of Criteria Possible** | Met 11 of 22 |
| **2012–13 Program Improvement Status (PI Year)** | Year 5 |

* The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

# School Facilities

**Summary of Most Recent Site Inspection**

Facility Inspection Rating – Exemplary.  This was based on the inspection on 12/1/2012.

**Repairs Needed**

Replace exterior doors (Admin)
Repair heaters (4 rms)
Repair roof leak (1 rm)
Replace light diffusers (1 rm)
Repair ceiling (1 rm)
Science lab parts on order (6 rms)
Repair broken window (1 rm)

**Corrective Actions Taken or Planned**

Repairs to be completed.

## Curriculum and Instructional Materials

| Core Curriculum Area | Pupils Who Lack Textbooks and Instructional Materials |
|---|---|
| Reading/Language Arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History-Social Science | 0% |
| Foreign Language | 0% |
| Health | 0% |
| Visual and Performing Arts | 0% |
| Science Laboratory Equipment (grades 9-12) | 0% |

## School Finances

| Level | Expenditures Per Pupil (Unrestricted Sources Only) |
|---|---|
| School Site | $3,561.30 |
| District | $3,804.22 |
| State | $5,455 |

## School Completion

| Indicator | Result |
|---|---|
| Graduation Rate (if applicable) | 67.39 |

## Postsecondary Preparation

| Measure | Percent |
|---|---|
| Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma | 96.28% |
| Graduates Who Completed All Courses Required for University of California or California State University Admission | 21.2% |

# School Accountability Report Card

## Reported Using Data from the 2011–12 School Year

*Published During 2012–13*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page 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.

# I. Data and Access

**Ed-Data Partnership Web Site**

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

# II. About This School

**Contact Information (School Year 2012–13)**

| School | | District | |
|---|---|---|---|
| **School Name** | Palmdale High | **District Name** | Antelope Valley Union High |
| **Street** | 2137 East Avenue R | **Phone Number** | (661) 948-7655 |
| **City, State, Zip** | Palmdale, CA, 93550-5415 | **Web Site** | www.avdistrict.org |
| **Phone Number** | (661) 273-3181 | **Superintendent** | David Vierra |
| **Principal** | Mr. Greg Nehen, Principal | **E-mail Address** | dvierra@avhsd.org |
| **E-mail Address** | gnehen@avhsd.org | **CDS Code** | 19642461936624 |

**School Description and Mission Statement (School Year 2011–12)**

District Mission Statement

Our mission is to provide a safe and secure learning environment that promotes a rigorous curriculum and enables our students to develop the necessary academic, technical, and work-related skills of the 21st century. Every student who graduates will be prepared to pursue college or any career to which he/she aspires.

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The school is currently staffed with over 100 classified employees whose responsibilities range from providing attendance monitoring to scheduling Individualized Education Program meetings. The school administration is comprised of 5 administrators (Principal, Assistant Principal, Vice Principal of Activities, Vice-Principal of Athletics, Vice-Principal of Special Education), an Athletic Director, an Activities Director, seven counselors, three psychologists, and a Director of Security.

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Students at Palmdale High School are provided access to a multitude of specialized programs, which include:

The special programs available:

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- Agriculture Science Programs
- World Renown Band and Choir
- Highly Successful Athletics Program
- Comprehensive English Learners Program
- Comprehensive Special Education Program
- Falcon Academy of Sustainable Technology (FAST)

**Opportunities for Parental Involvement (School Year 2011–12)**

Our parent volunteers are considered vital to the Palmdale High School student experience. They routinely provide in excess of 5,000 hours of support services each year. The requirements to serve as a volunteer are: (1) Pass a Tuberculosis test (2) Submit fingerprint cards (3) Supply two references (4) Complete an application & interview & (5) Receive approval from the Board of Trustees.
Additional Parent Driven Programs:
- Athletics Boosters
- Activities Boosters
- English Language Advisory Council
- School Site Council
- Parent College Information Nights
- Parent Computer Training Night

Though not all our parents engage in volunteerism, our students benefit greatly from their participation in their academic achievement and co-curricular activities. Our parents frequently attend parent/teacher conferences, financial aid workshops, college awareness events, theatrical performances and athletic contests.

**Student Enrollment by Grade Level (School Year 2011–12)**

| Grade Level | Number of Students |
|---|---|
| Grade 9 | 877 |
| Grade 10 | 818 |
| Grade 11 | 658 |
| Grade 12 | 719 |
| Ungraded Secondary | 0 |
| Total Enrollment | 3,072 |

**Student Enrollment by Student Group (School Year 2011-12)**

| Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 15.1% |
| American Indian or Alaska Native | 0.2% |
| Asian | 0.6% |
| Filipino | 0.9% |
| Hispanic or Latino | 69.2% |
| Native Hawaiian or Pacific Islander | 0.4% |
| White | 9.2% |
| Two or More Races | 0.4% |
| Socioeconomically Disadvantaged | 71.2% |
| English Learners | 45.6% |
| Students with Disabilities | 16.3% |

**Average Class Size and Class Size Distribution (Secondary)**

| Subject | Avg. Class Size | 2009−10 Number of Classes* | | | Avg. Class Size | 2010−11 Number of Classes* | | | Avg. Class Size | 2011−12 Number of Classes* | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 31 | 20 | 63 | 11 | 27.7 | 40 | 12 | 56 | 27.5 | 41 | 18 | 55 |
| Mathematics | 31 | 21 | 63 | 11 | 28.7 | 22 | 28 | 43 | 30.8 | 16 | 22 | 58 |
| Science | 29 | 12 | 38 | 7 | 29.3 | 10 | 12 | 24 | 31.4 | 8 | 5 | 32 |
| Social Science | 34 | 5 | 42 | 19 | 30.4 | 13 | 6 | 38 | 30.6 | 15 | 7 | 40 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

# III. School Climate

**School Safety Plan (School Year 2011–12)**

To help provide a safe and secure learning environment, the school security staff includes a Director of Security, a full time Los Angeles County Sheriff, Probation Officer, a Community Attendance Worker (Truancy Officer), and a team of nine Campus Security Officers. The school security staff works proactively with instructional staff to maintain a safe campus. Our campus supervisors are expected to: (1) provide supervision prior to the commencement of each school day (2) provide conflict resolution services (3) respond to classroom disruptions (4) prevent student misbehavior, (5) respond to school emergencies and (6) to assist with attendance related issues.

Gang related activity, affiliation or dress, and drug use and/or possession, and any violent behavior or acts of intimidation will not be tolerated on campus. Violations of school rules are dealt with according to CA ED Code 48900. Suspensions may range up to five days for the most severe infractions. Under specific provisions of CA ED Code Section 48915, recommendations may be made to expel a student from the Antelope Valley Union High School District. PHS updates the School Safety Plan yearly as required by Senate Bill 187

**Suspensions and Expulsions**

| Rate* | School 2009−10 | School 2010−11 | School 2011−12 | District 2009−10 | District 2010−11 | District 2011−12 |
|---|---|---|---|---|---|---|
| Suspensions | 19.7 | 15.4 | 17.1 | 26.8 | 19.4 | 26.3 |
| Expulsions | 1.2 | 1.5 | 1.2 | 1.6 | 1.2 | 1.2 |

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

# IV. School Facilities

**School Facility Conditions and Planned Improvements (School Year 2012–13)**

Palmdale High School strives to provide students with a clean, safe learning environment. Our dedicated campus security and campus maintenance staff provide high quality care for the more than 78 acre school site. Our maintenance and operations personnel are supported by a central maintenance and operations crew including carpenters; painters; heating, ventilation, air conditioning personnel; and one individual who operates the District's field mower.

Our students attend classes with properly heated and ventilated rooms appropriate for the learning environment including the absence of noise levels which would interfere with communication between teachers and students. Our campus provides a sufficient number of clean, well-stocked, functioning restrooms kept in sanitary conditions.

Finally, our campus library and cafeteria provide students and staff with an important space for internet exploration, large group meetings, parent meetings and large group presentations. They are equipped with equipment such as an LCD projector and drop-down presentation screens.

In addition, the District takes full advantage of the state's deferred maintenance funding program whereby a five-year deferred maintenance plan is submitted and updated to reflect major repair/reconstruction projects in the District. This includes appropriate upgrades and repairs to roofing, asphalt, electrical, and plumbing on District-owned facilities.

**School Facility Good Repair Status (School Year 2012–13)**

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|---|
| | **Exemplary** | **Good** | **Fair** | **Poor** | |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | | X | | | |
| **Interior:** Interior Surfaces | | X | | | Science lab parts on order (6 rms) Repairs to be completed. |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | | X | | | |
| **Electrical:** Electrical | | X | | | Replace light diffusers (1 rm) Repair heaters (4 rms) Repairs to be completed. |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | | X | | | |
| **Structural:** Structural Damage, Roofs | | X | | | Repair roof leak (1 rm) Repair ceiling (1 rm) Repairs to be completed. |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | | Replace exterior doors (Admin) Repair broken window (1 rm) Repairs to be completed. |
| **Overall Rating** | X | | | | |

Note: Cells shaded in black do not require data.

# V. Teachers

**Teacher Credentials**

| Teachers | School 2009–10 | School 2010–11 | School 2011–12 | District 2011–12 |
|---|---|---|---|---|
| **With Full Credential** | 118 | 117 | 124 | 877 |
| **Without Full Credential** | 10 | 7 | 3 | 32 |
| **Teaching Outside Subject Area of Competence (with full credential)** | 18 | 3 | 4 | 26 |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator | 2010–11 | 2011–12 | 2012–13 |
|---|---|---|---|
| **Misassignments of Teachers of English Learners** | 1 | 2 | 2 |
| **Total Teacher Misassignments*** | 7 | 3 | 3 |
| **Vacant Teacher Positions** | 1 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)**

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: http://www.cde.ca.gov/nclb/sr/tq/

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|---|---|---|
| **This School** | 96.52% | 3.48% |
| **All Schools in District** | 96.49% | 3.51% |
| **High-Poverty Schools in District** | 95.82% | 4.18% |
| **Low-Poverty Schools in District** | 97.96% | 2.04% |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

# VI. Support Staff

**Academic Counselors and Other Support Staff (School Year 2011–12)**

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|---:|---:|
| **Academic Counselor** | 3 | 1024 |
| **Counselor (Social/Behavioral or Career Development)** | 4 | |
| **Library Media Teacher (librarian)** | 1 | |
| **Library Media Services Staff (paraprofessional)** | 1 | |
| **Psychologist** | 3 | |
| **Social Worker** | 0 | |
| **Nurse** | 1 | |
| **Speech/Language/Hearing Specialist** | 1 | |
| **Resource Specialist (non-teaching)** | 0 | |
| **Other** | 1 | |

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

# VII. Curriculum and Instructional Materials

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)**

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected: January 2013**

| Core Curriculum Area | Textbooks and instructional materials/ year of adoption | From most recent adoption? | Percent students lacking own assigned copy |
|---|---|---|---|
| **Reading/Language Arts** | Holt Literature and Language Arts 3rd Course (9th Grade) / 2003 Holt Literature and Language Arts 4th Course (10th Grade) / 2004 Holt Literature and Language Arts 5th Course (11th Grade) / 2004 Holt Literature and Language Arts 6th Course (12th Grade) / 2008 | Yes | 0% |
| **Mathematics** | Smith Algebra 1: CA Edition 2001 /2004 Algebra & Trigonometry: Structure and Method-Book 2/ 2002 Geometry: Reasoning, Measuring, and Applying / 2000 Trigonometry Calculus: A New Horizon / 2008 | Yes | 0% |
| **Science** | World of Chemistry / 2002 Earth Science: Geology, the Environment, and the Universe / 2003 Biology / 2002 Physics: Principles and Problems /  2002 | Yes | 0% |
| **History-Social Science** | United States History Modern America / 2005 Modern Era World History / 2004 Magruder's American Government / 2007 Economics--A Contemporary Introduction / 1997 | Yes | 0% |
| **Foreign Language** | French/ Allez Viens! Levels 1, 2, and 3 / 2007 Spanish / ¡Avancemos! 1 / 2008 Spanish / ¡Avancemos! 2 / 2008 Spanish / ¡Avancemos! 3 / 2008 | Yes | 0% |
| **Health** | Glencoe Health: A Guide to Wellness / 2001 | Yes | 0% |
| **Visual and Performing Arts** | Instrumental: Essential Elements / 2000 Music First / 2000 Exploring Photography / 2000 The Photographic Eye / 2000 Theatre: Art in Action /  2000 Music / 2000 Symphonic Band Technique / 2000 | Yes | 0% |
| **Science Laboratory Equipment (grades 9-12)** | All labs are fully equipped with the appropriate materials | Yes | 0% |

# VIII. School Finances

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | $5,631 | $2,070 | $3,561 | $65,240 |
| **District** | | | $3,804 | $65,240 |
| **Percent Difference – School Site and District** | | | 6% | 0% |
| **State** | | | $5,455 | $70,792 |
| **Percent Difference – School Site and State** | | | 35% | 8% |

Note: Cells shaded in black do not require data.

***Supplemental/ Restricted*** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. ***Basic/ unrestricted*** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE *Certificated Salaries & Benefits* Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

## Types of Services Funded (Fiscal Year 2011–12)

Palmdale High School is allocated approximately $6,595 in per pupil expenditures. These funds are typically used in the general provision of academic services.

In addition, PHS receives categorical money for support in areas of academic need. PHS receives categorical monies from among the following sources:

- Title I
- Economic Impact Aid- EIA/SCE

All expenditures funded by categorical monies are closely reviewed by school administration. Moreover, it is imperative that all categorical funds address the goals listed in our School Site Plan. For more detail on how school monies are spent please refer to the Single School Site Plan that is available in the office of the Principal.

**Teacher and Administrative Salaries (Fiscal Year 2010–11)**

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $35,912 | $42,660 |
| **Mid-Range Teacher Salary** | $65,365 | $69,198 |
| **Highest Teacher Salary** | $90,000 | $88,943 |
| **Average Principal Salary (Elementary)** | | |
| **Average Principal Salary (Middle)** | | $121,140 |
| **Average Principal Salary (High)** | $117,014 | $127,707 |
| **Superintendent Salary** | $225,864 | $202,123 |
| **Percent of Budget for Teacher Salaries** | 39.00% | 36.00% |
| **Percent of Budget for Administrative Salaries** | 5.00% | 5.00% |

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

# IX. Student Performance

**Standardized Testing and Reporting Program**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| | 2009–10 | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 |
| **English-Language Arts** | 35% | 37% | 38% | 36% | 38% | 40% | 52% | 54% | 56% |
| **Mathematics** | 8% | 9% | 11% | 12% | 14% | 15% | 48% | 50% | 51% |
| **Science** | 25% | 26% | 28% | 32% | 35% | 38% | 54% | 57% | 60% |
| **History-Social Science** | 35% | 36% | 34% | 33% | 35% | 32% | 44% | 48% | 49% |

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

**Standardized Testing and Reporting Results by Student Group – Most Recent Year**

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
| --- | --- | --- | --- | --- |
| | English- Language Arts | Mathematics | Science | History- Social Science |
| **All Students in the LEA** | 40% | 15% | 38% | 32% |
| **All Students at the School** | 38% | 11% | 28% | 34% |
| **Male** | 34% | 11% | 27% | 41% |
| **Female** | 44% | 11% | 28% | 26% |
| **Black or African American** | 29% | 8% | 21% | 23% |
| **American Indian or Alaska Native** | 0% | 0% | 0% | 0% |
| **Asian** | 64% | 38% | 0% | 67% |
| **Filipino** | 50% | 25% | 0% | 36% |
| **Hispanic or Latino** | 38% | 10% | 27% | 35% |
| **Native Hawaiian or Pacific Islander** | 0% | 0% | 0% | 0% |
| **White** | 52% | 21% | 43% | 42% |
| **Two or More Races** | 0% | 0% | 0% | 0% |
| **Socioeconomically Disadvantaged** | 39% | 10% | 26% | 34% |
| **English Learners** | 10% | 4% | 5% | 10% |
| **Students with Disabilities** | 18% | 12% | 13% | 7% |
| **Students Receiving Migrant Education Services** | 44% | 16% | 0% | 29% |

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

**California High School Exit Examination**

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

**California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)**

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| | 2009–10 | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 |
| **English-Language Arts** | 42% | 48% | 39% | 45% | 52% | 45% | 54% | 59% | 56% |
| **Mathematics** | 33% | 37% | 37% | 40% | 43% | 44% | 54% | 56% | 58% |

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

**California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)**

| Group | English-Language Arts | | | Mathematics | | |
|---|---|---|---|---|---|---|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 55% | 24% | 21% | 56% | 33% | 11% |
| All Students at the School | 61% | 22% | 17% | 63% | 30% | 7% |
| Male | 66% | 22% | 12% | 63% | 30% | 7% |
| Female | 55% | 23% | 22% | 64% | 29% | 7% |
| Black or African American | 71% | 19% | 10% | 78% | 19% | 4% |
| American Indian or Alaska Native | | | | | | |
| Asian | | | | | | |
| Filipino | | | | | | |
| Hispanic or Latino | 60% | 22% | 18% | 61% | 32% | 7% |
| Native Hawaiian or Pacific Islander | | | | | | |
| White | 50% | 28% | 22% | 53% | 33% | 14% |
| Two or More Races | | | | | | |
| Socioeconomically Disadvantaged | 63% | 20% | 17% | 66% | 28% | 6% |
| English Learners | 88% | 8% | 4% | 88% | 11% | 1% |
| Students with Disabilities | 96% | 2% | 1% | 99% | 1% | 0% |
| Students Receiving Migrant Education Services | 58% | 17% | 25% | 67% | 17% | 17% |

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

**California Physical Fitness Test Results (School Year 2011–12)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at http://www.cde.ca.gov/ta/tg/pf/.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 26.40% | 19.60% | 31.80% |

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

# X. Accountability

**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. For detailed information about the API, see the CDE *API Web page at* http://www.cde.ca.gov/ta/ac/ap/.

**Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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 | 2009 | 2010 | 2011 |
|---|---|---|---|
| Statewide | 2 | 2 | 2 |
| Similar Schools | 2 | 7 | 8 |

**Academic Performance Index Growth by Student Group – Three-Year Comparison**

| Group | Actual API Change 2009–10 | Actual API Change 2010–11 | Actual API Change 2011–12 |
|---|---|---|---|
| **All Students at the School** | 36 | 15 | 4 |
| **Black or African American** | 36 | -1 | 7 |
| **American Indian or Alaska Native** | | | |
| **Asian** | | | |
| **Filipino** | | | |
| **Hispanic or Latino** | 47 | 15 | 5 |
| **Native Hawaiian or Pacific Islander** | | | |
| **White** | -29 | 38 | -32 |
| **Two or More Races** | | | |
| **Socioeconomically Disadvantaged** | 1 | 16 | 1 |
| **English Learners** | 70 | 17 | 8 |
| **Students with Disabilities** | -48 | 33 | -6 |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

**Academic Performance Index Growth by Student Group – 2012 Growth API Comparison**

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

| Group | 2012 Growth API | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | Number of Students | School | Number of Students | LEA | Number of Students | State |
| All Students at the School | 1,975 | 677 | 15,772 | 696 | 4,664,264 | 788 |
| Black or African American | 285 | 621 | 2,842 | 628 | 313,201 | 710 |
| American Indian or Alaska Native | 5 | | 83 | 700 | 31,606 | 742 |
| Asian | 13 | 874 | 276 | 842 | 404,670 | 905 |
| Filipino | 20 | 775 | 282 | 825 | 124,824 | 869 |
| Hispanic or Latino | 1,432 | 680 | 9,036 | 685 | 2,425,230 | 740 |
| Native Hawaiian or Pacific Islander | 9 | | 49 | 752 | 26,563 | 775 |
| White | 207 | 713 | 3,113 | 766 | 1,221,860 | 853 |
| Two or More Races | 1 | | 8 | | 88,428 | 849 |
| Socioeconomically Disadvantaged | 829 | 673 | 4,864 | 644 | 2,779,680 | 737 |
| English Learners | 938 | 664 | 4,848 | 658 | 1,530,297 | 716 |
| Students with Disabilities | 281 | 460 | 2,011 | 480 | 530,935 | 607 |

**Adequate Yearly Progress**

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

- Participation rate on the state's standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page at* http://www.cde.ca.gov/ta/ac/ay/.

## Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

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

## Federal Intervention Program (School Year 2012–13)

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 (ELA 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. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

| Indicator | School | District |
|---|---|---|
| **Program Improvement Status** | In PI | In PI |
| **First Year of Program Improvement** | 2003-2004 | 2004-2005 |
| **Year in Program Improvement** | Year 5 | Year 3 |
| **Number of Schools Currently in Program Improvement** | ■ | 10 |
| **Percent of Schools Currently in Program Improvement** | ■ | 71.4% |

Note: Cells shaded in black do not require data.

# XI. School Completion and Postsecondary Preparation

**Admission Requirements for California's Public Universities**

**University of California**

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course 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.
For general admissions requirements, please visit the *UC Admissions Information* Web page at http://www.universityofcalifornia.edu/admissions/. (Outside source)

**California State University**

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page at* http://www.calstate.edu/admission/admission.shtml. (Outside source)

**Dropout Rate and Graduation Rate**

| Indicator | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2008–09 | 2009–10 | 2010–11 | 2008–09 | 2009–10 | 2010–11 | 2008–09 | 2009–10 | 2010–11 |
| Dropout Rate | | 10.5 | 21.4 | | 12.8 | 12.1 | | 16.6 | 14.4 |
| Graduation Rate | | 48.67 | 67.39 | | 68.71 | 76.09 | | 74.72 | 76.26 |

Note: Cells shaded in black do not require data.

**Completion of High School Graduation Requirements**

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

| Group | Graduating Class of 2012 | | |
|---|---|---|---|
| | School | District | State |
| All Students | 533 | 4354 | N/D |
| Black or African American | 83 | 798 | N/D |
| American Indian or Alaska Native | 2 | 27 | N/D |
| Asian | 12 | 166 | N/D |
| Filipino | 0 | 0 | N/D |
| Hispanic or Latino | 382 | 2303 | N/D |
| Native Hawaiian or Pacific Islander | 1 | 13 | N/D |
| White | 49 | 1020 | N/D |
| Two or More Races | 3 | 20 | N/D |
| Socioeconomically Disadvantaged | 390 | 2624 | N/D |
| English Learners | 272 | 1261 | N/D |
| Students with Disabilities | 62 | 427 | N/D |

Note: "N/D" means that no data were available to the CDE or LEA to report.

**Career Technical Education Programs (School Year 2011–12)**

Palmdale High School is proud to support the Health Careers Academy, the Visual and Performing Arts Academy and the Falcon Academy of Sustainable Technology (FAST). These academies, made possible by the countless, skilled staff who dedicate their time and energy to the development of young adults, offer state of the art career development courses such as:

- Health Careers
- Health Occupations
- Computer Assisted Design
- Industrial Technology Survey
- Auto Engineering and Building Construction Design
- Agriculture Biology and Agriculture Chemistry
- Viticulture
- Agriculture- Earth Science
- Agriculture Mechanics 1 & 2
- Environmental Horticulture

**Career Technical Education Participation (School Year 2011–12)**

| Measure | CTE Program Participation |
|---|---|
| **Number of pupils participating in CTE** | 2192 |
| **Percent of pupils completing a CTE program and earning a high school diploma** | 96.28% |
| **Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education** | 25% |

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

| UC/ CSU Course Measure | Percent |
|---|---|
| **2011-12 Students Enrolled in Courses Required for UC/CSU Admission** | 63.0% |
| **2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission** | 21.2% |

**Advanced Placement Courses (School Year 2011–12)**

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---|---|---|
| **Computer Science** | 0 | |
| **English** | 6 | |
| **Fine and Performing Arts** | 2 | |
| **Foreign Language** | 1 | |
| **Mathematics** | 4 | |
| **Science** | 1 | |
| **Social Science** | 11 | |
| **All courses** | 25 | 4.9% |

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

# XII. Instructional Planning and Scheduling

**Professional Development**
This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

We have had approximately 25 flex days dedicated to staff development in each of the last three years.