

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

Executive Summary School Accountability Report Card, 2007-08

Palmdale High School

Address: 2137 East Avenue R , Palmdale CA 93550-5415 Phone: 661-273-3181
Principal: Tom Grady 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 school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 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

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.

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 6 administrators (Principal, Assistant Principal, Vice Principal of Activities, Vice-Principal of Athletics, Vice-Principal of Special Education & Vice-Principal of Special Programs), an Athletic Director, an Activities Director, five counselors, two intern counselors, one AB 1802 counselor, 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.

Student Enrollment

Group	Percent
African American	19.43 %
American Indian or Alaska Native	0.52 %
Asian	0.94 %
Filipino	1.37 %
Hispanic or Latino	63.29 %
Pacific Islander	0.21 %
White (not Hispanic)	13.9 %
Multiple or No Response	0.33 %
Socioeconomically Disadvantaged	49 %
English Learners	26 %
Students with Disabilities	14 %
Total Number of students	3288

Teachers

Indicator	Teachers
Teachers with full credential	102
Teachers without full credential	29
Teachers Teaching Outside Subject Area of Competence	24
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	24

School Facilities

Summary of Most Recent Site Inspection

According to the Williams Act Site Inspection, we needed to be sure all Williams Act posters were posted in all rooms and the all rooms had fire extinguishers. Facility Inspection Rating – Good. This was based on the inspection on 1-4-08 by Steve Vose

Repairs Needed

Several broken windows to be repaired
Gas regulator had leak on building
Boiler in small gym non functional
Heater not working
Ceiling needs repair

Corrective Actions Taken or Planned

Replace windows
Repair gas regulator
Repair boiler
Repair heater
Repair ceiling tiles

Curriculum and Instructional Materials

Core Curriculum Areas	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	\$3,978.71
District	\$4,266.54
State	\$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	31%
Mathematics	6%
Science	15%
History-Social Science	15%

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	642
Statewide Rank (from 2007 Base API Report)	3
2008-09 Program Improvement Status (PI Year)	In PI

School Completion

Indicator	Result
Graduation Rate	93%

Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	93%
Graduates Who Completed All Courses Required for University of California or California State University Admission	22%

2007-08 School Accountability Report Card Report (SARC)

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 [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool 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. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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 2008-09)

This section provides the schools contact information.

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	Tom Grady	SARC Contact	Ken Scott kscott@avhsd.org
E-mail Address	tgrady@avhsd.org	CDS Code	19-64246-1936624

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

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 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 6 administrators (Principal, Assistant Principal, Vice Principal of Activities, Vice-Principal of Athletics, Vice-Principal of Special Education & Vice-Principal of Special Programs), an Athletic Director, an Activities Director, five counselors, two intern counselors, one AB 1802 counselor, 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:

- Visual and Performing Arts Academy
- Health Careers Academy
- Agriculture Science Programs
- World Renown Band and Choir
- Highly Successful Athletics Programs
- Comprehensive English Learners Program
- Comprehensive Special Education Program
- * Automotive Technology
- * Falcon Technology (computer & Technological skills)

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

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 Compute Training Nights

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 2007-08)

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

Grade Level	Number of Students
Grade 9	965
Grade 10	938
Grade 11	701
Grade 12	684
Ungraded Secondary	0
Total Enrollment	3288

Student Enrollment by Group (School Year 2007-08)

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
African American	19.43 %
American Indian or Alaska Native	0.52 %
Asian	0.94 %
Filipino	1.37 %
Hispanic or Latino	63.29 %
Pacific Islander	0.21 %
White (not Hispanic)	13.9 %
Multiple or No Response	0.33 %
Socioeconomically Disadvantaged	49 %
English Learners	26 %
Students with Disabilities	14 %

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	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	30.6	16	28	64	30.7	10	36	50	28.4	17	56	34
Mathematics	32.0	4	39	46	31.1	4	54	34	28.2	15	59	25
Science	31.7	3	27	36	31.5	1	35	25	30.9	4	27	36
Social Science	34.2	3	21	57	32.2	5	24	43	33.3	4	18	47

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

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

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	25.6	36.8	24.4	28.2	29.2	25.8
Expulsions	0.8	1.9	1.3	1.3	1.6	1.5

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

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.

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 68 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.

The District has recently modernized Palmdale High School using General Obligation Bond funds and state matching funds as resources for these projects. This has resulted in an increase in restroom/toilet capacity, compliance with ADA requirements, an increase to lighting on campus, improved campus landscaping, upgraded structural features and science laboratory facilities. In addition, our campus cafeteria is currently under renovation process that will transform the

space into a technologically advanced presentation venue.

Finally, our campus library and the cafeteria flooring has been renovated to provide students and staff with an important space for internet exploration, large group meetings, parent meetings and large group presentations. The library is equipped with advanced technological 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 2008-09)

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	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			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			

V. 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 [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	103	97	102	881
Without Full Credential	26	30	29	228
Teaching Outside Subject Area of Competence	29	17	24	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	22	1	0
Total Teacher Misassignments	47	17	24
Vacant Teacher Positions	2	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

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 the [NCLB Web site](#).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	88.6	11.4
All Schools in District	86.7	13.3
High-Poverty Schools in District	87.7	12.3
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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	8.0	411
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	3.1	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

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	All students, grades 9-12, have access to standards aligned texts.	0%
Mathematics	All students, grades 9-12, have access to standards aligned texts.	0%
Science	All students, grades 9-12, have access to standards aligned texts.	0%
History-Social Science	All students, grades 9-12, have access to standards aligned texts.	0%
Foreign Language	All students, grades 9-12, have access to standards aligned texts.	0%
Health	All students, grades 9-12, have access to standards aligned texts.	0%
Visual and Performing Arts	All students, grades 9-12, have access to standards aligned texts.	0%
Science Laboratory Equipment (grades 9-12)	All students, grades 9-12, have access to standards aligned texts.	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,615.17	\$3,636.47	\$3,978.71	\$59,546
District	N/A	N/A	\$4,266.54	\$59,546
Percent Difference – School Site and District	N/A	N/A	7%	0%
State	N/A	N/A	\$5,300	\$65,574
Percent Difference – School Site and State	N/A	N/A	25%	9%

Types of Services Funded (Fiscal Year 2007-08)

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

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 1: School-wide funding
- Title 2: Staff Development
- Title 3: English Learners
- Economic Impact Aid-Limited English Proficient

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 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 may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35650	\$41367
Mid-Range Teacher Salary	\$64887	\$66967
Highest Teacher Salary	\$86741	\$85877
Average Principal Salary (Elementary)	\$0	\$
Average Principal Salary (Middle)	\$0	\$112947
Average Principal Salary (High)	\$116722	\$123438
Superintendent Salary	\$167156	\$185780
Percent of Budget for Teacher Salaries	37.5 %	37.1 %
Percent of Budget for Administrative Salaries	5.2 %	5.1 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	29	31	31	31	33	33	42	43	46
Mathematics	7	7	7	10	11	11	40	40	43
Science	17	19	21	24	25	27	35	38	46
History-Social Science	26	26	26	24	23	25	33	33	36

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

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	21	3	14	20
American Indian or Alaska Native	42	27	*	*
Asian	32	14	*	14
Filipino	53	14	*	50
Hispanic or Latino	28	6	19	23
Pacific Islander	*	*		*
White (not Hispanic)	49	13	38	42
Male	24	6	21	26
Female	36	7	22	25
Economically Disadvantaged	27	5	18	
English Learners	12	3	7	11
Students with Disabilities	3	0	3	
Students Receiving Migrant Education Services	24	0	*	7

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the [CAHSEE](#) Web site.

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

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	41.3	38.0	44.8	44.5	41.8	48.0	51.1	48.6	52.9
Mathematics	33.3	37.3	42.0	34.4	38.7	41.8	46.8	49.9	51.3

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

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	55.2	39.3	5.4	58.0	32.1	9.8
Male	64.6	32.4	3.0	62.6	28.0	9.3
Female	45.6	46.5	7.9	53.4	36.3	10.3
African American	71.7	25.5	2.8	76.2	21.9	1.9
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	56.6	38.9	4.5	59.0	31.9	9.1
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	31.6	56.8	11.6	39.2	43.3	17.5
English Learners	64.5	32.1	3.4	65.9	25.7	8.4
Socioeconomically Disadvantaged	58.1	38.0	3.9	60.0	31.5	8.4
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	92.6	6.3	1.1	89.6	9.4	1.0

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

California Physical Fitness Test Results (School Year 2007-08)

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 the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
9	27.1

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

X. 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 [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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	2	2	3
Similar Schools	5	7	9

"N/A" means a number is not applicable or not available due to missing data.

""** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 1936624

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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	11	8	3	642
African American	-6	-2	3	569
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	16	12	5	640
Pacific Islander				
White (not Hispanic)	27	13	4	734
Socioeconomically Disadvantaged	11	7	19	634
English Learners	6	11	9	615
Students with Disabilities	57	-5	12	442

"N/A" means a number is not applicable or not available due to missing data.

""** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education

school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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 [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	No	No

Federal Intervention Program (School Year 2008-09)

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 [AYP](#) Web page.

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	N/A	8
Percent of Schools Currently in Program Improvement	N/A	57.1

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 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 [University of California](#) Web site.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the [California State University](#) Web site.

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 which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](#) Web site.

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)	1.1	1.4	5.0	1.8	2.3	4.4	3.1	3.5	4.4
Graduation Rate	94.1	91.3	76.4	89.6	88.6	80.9	85.0	83.0	79.5

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 2007-08 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 [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	443	3799	N/A
African American	72	657	N/A
American Indian or Alaska Native	0	14	N/A
Asian	8	82	N/A
Filipino	8	89	N/A
Hispanic or Latino	263	1602	N/A
Pacific Islander	1	17	N/A
White (not Hispanic)	91	1338	N/A
Socioeconomically Disadvantaged	173	1175	N/A
English Learners	152	885	N/A
Students with Disabilities	24	217	N/A

Career Technical Education Programs (School Year 2007-08)

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.

Palmdale High School is proud to support the Health Careers Academy and the Visual and Performing Arts Academy. 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
- Forensic Biology
- Visual and Performing Arts Careers
- Band, Mariachi Band, Choral Ensemble

Palmdale High School is also fortunate to support two career pathways, Business and Agriculture, which prepare students to acquire vocation specific skills and knowledge. The agricultural and business oriented courses available at PHS are:

- Construction Technology & Wood
 - Automotive Repair
 - Home Economics & Interior Design
 - Agriculture Geoscience, Agriculture Biology and Agriculture Chemistry
- Agriculture Mechanics 1 & 2 and Agriculture Projects

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	2276
Percent of the school's pupils completing a CTE program and earning a high school diploma	93%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission (School Year 2007-08)

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, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	64.1
Graduates Who Completed All Courses Required for UC/CSU Admission	19.7

Advanced Placement Courses (School Year 2007-08)

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 [DataQuest](#) Web site.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	4	N/A
All courses	14	5.2

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.

A total of 39 days were dedicated to staff development in the past three years.
