

2009-10
SCHOOL ACCOUNTABILITY REPORT CARD



Palmdale High School
Antelope Valley Union High District



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I. Data and Access

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. 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

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

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 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:

- Visual and Performing Arts Academy
- Health Careers Academy
- Agriculture Science Programs
- World Renown Band and Choir

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- Highly Successful Athletics Programs
- Comprehensive English Learners Program
- Comprehensive Special Education Program
- * Falcon Academy of Sustainable Technology (FAST)

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

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 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 2009-10)

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

Grade Level	Number of Students
Grade 9	958
Grade 10	905
Grade 11	700
Grade 12	721
Total Enrollment	3285

Student Enrollment by Group (School Year 2009-10)

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	Group	Percent of Total Enrollment
Black or African American	18.45	White	10.72
American Indian or Alaska Native	0.49	Two or More Races	
Asian	0.91	Socioeconomically Disadvantaged	37
Filipino	1.28	English Learners	24
Hispanic or Latino	67.79	Students with Disabilities	15
Native Hawaiian/Pacific Islander	0.18		

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	2007-08			2008-09			2009-10					
	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	28	17	56	34	31	12	39	48	31	20	63	11
Mathematics	28	15	59	25	29	15	66	23	31	21	63	11
Science	31	4	27	36	31	1	35	27	29	12	38	7
Social Science	33	4	18	47	35	1	8	51	34	5	42	19

III. School Climate

School Safety Plan (School Year 2009-10)

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	24.4	21.9	19.7	25.8	24.8	26.8
Expulsions	1.3	1.2	1.2	1.5	1.3	1.6

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, 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 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.

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 2010-11)

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

Inspected On: System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—	✓	—	—	
Interior: Interior Surfaces	—	✓	—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		✓	—	—	Room 371 to be cleaned.
Electrical: Electrical	—	✓	—	—	Light diffuser to be replaced.
Restrooms/Fountains: Restrooms, Sinks/Fountains	—	✓	—	—	Boy's urinal to be snaked. Restroom door to be replaced.
Safety: Fire Safety, Hazardous Materials	—	✓	—	—	Room 382 fire alarm to be repaired.
Structural: Structural Damage, Roofs	—	✓	—	—	Several roof leak to be repaired. Roof leak in Principal's and counseling office to be repaired.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	✓	—	—	
Overall Rating	✓	—	—	—	

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 on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
Teachers with Full Credential	102	111	118	908
Teachers without Full Credential	29	16	10	42
Teachers Teaching Outside Subject Area of Competence	24	13	18	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	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments	24	13	7
Vacant Teacher Positions	0	0	1

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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. More information on teacher qualifications required under the ESEA can be found on 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	Not Taught by Highly Qualified Teachers
This School	91.1	8.9
All Schools in District	93.2	6.8
High-Poverty Schools in District	92.7	7.3
Low-Poverty Schools in District	96.1	3.9

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

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	7	450
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	3	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)	2	N/A
Other		N/A

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	All standards aligned textbooks are in excellent to useable condition and are current editions adopted by the district. Textbooks are reviewed for quality and relevance and replaced with more current editions when needed. Sufficient quantities have been obtained.	0	Yes

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Mathematics	All standards aligned textbooks are in excellent to useable condition and are current editions adopted by the district. Textbooks are reviewed for quality and relevance and replaced with more current editions when needed. Sufficient quantities have been obtained.	0	Yes
Science	All standards aligned textbooks are in excellent to useable condition and are current editions adopted by the district. Textbooks are reviewed for quality and relevance and replaced with more current editions when needed. Sufficient quantities have been obtained.	0	Yes
History-Social Science	All standards aligned textbooks are in excellent to useable condition and are current editions adopted by the district. Textbooks are reviewed for quality and relevance and replaced with more current editions when needed. Sufficient quantities have been obtained.	0	Yes
Foreign Language	All standards aligned textbooks are in excellent to useable condition and are current editions adopted by the district. Textbooks are reviewed for quality and relevance and replaced with more current editions when needed. Sufficient quantities have been obtained.	0	Yes

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Health	All standards aligned textbooks are in excellent to useable condition and are current editions adopted by the district. Textbooks are reviewed for quality and relevance and replaced with more current editions when needed. Sufficient quantities have been obtained.	0	Yes
Science Laboratory Equipment (grades 9-12)	All labs are fully equipped with the appropriate materials.	0	Yes
Visual and Performing Arts	All classes supplied with the appropriate materials.	0	Yes

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,257.51	\$2,143.90	\$4,113.62	\$64,169.00
District	N/A	N/A	\$4,090.88	\$64,169.00
Percent Difference – School Site and District	N/A	N/A	0.01	
State	N/A	N/A	\$5,681.00	\$69,595.00
Percent Difference – School Site and State	N/A	N/A	-0.28	-0.08

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds 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 2008-09)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,720	\$43,096
Mid-Range Teacher Salary	\$66,834	\$70,018
Highest Teacher Salary	\$92,023	\$89,675
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$122,408

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$118,627	\$128,615
Superintendent Salary	\$216,770	\$204,469
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs 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. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	31	29	35	33	35	36	46	50	52
Mathematics	7	7	8	11	13	12	43	46	48
Science	21	18	25	27	30	32	46	50	54
History-Social Science	26	32	35	25	31	33	36	41	44

Standardized Testing and Reporting 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
All Students in the LEA				
All Students at the School				
Male	31	9	30	39
Female	40	7	20	30
Black or African American	26	6	22	24
American Indian or Alaska Native	*	*	*	*
Asian	71	21		*
Filipino	52	9	*	54
Hispanic or Latino	35	8	23	34
Native Hawaiian or Pacific Islander	*	*	*	*
White	48	12	42	45
Two or More Races				
Socioeconomically Disadvantaged	31	6	23	32
English Learners	9	3	5	16
Students with Disabilities	9	9	7	10
Students Receiving Migrant Education Services	*	*	*	*

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 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 CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. 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. 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 Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	2007-08			2008-09			2009-10		
	School	District	State	School	District	State	School	District	State
English-Language Arts	44.8	48	52.9	44.8	48	52.9	44.4	46.3	54
Mathematics	42	41.8	51.3	42	41.8	51.3	34.3	42.2	53.4

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School	55.6	22.6	21.8	65.7	23.5	10.7
Male	58.4	22	19.6	59.3	27.1	13.6
Female	52.6	23.3	24.1	72	20.2	7.8
Black or African American	60.5	21.8	17.6	67.5	26.7	5.8
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	56.5	23.8	19.7	68.1	22.3	9.6
Native Hawaiian or Pacific Islander	*	*	*	*	*	*
White	39.4	21.2	39.4	47	27.3	25.8
Two or More Races						
Socioeconomically Disadvantaged	57.7	22.3	19.9	66.9	23.5	9.6
English Learners	61.4	22	16.6	69.2	21.1	9.7
Students with Disabilities	92.8	3.6	3.6	96.5	3.5	0
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9	23.4	26.1	23.2

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 CDE Academic Performance Index (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	2007	2008	2009
Statewide	3	3	2
Similar Schools	9	7	2

Academic Performance Index Growth 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. Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	6	-27	36
Black or African American	8	5	35
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	7	-35	47
Native Hawaiian or Pacific Islander			
White	2	-10	-29
Two or More Races			648
Socioeconomically Disadvantaged	20	16	1
English Learners	9	-53	70
Students with Disabilities	15	14	-48

Academic Performance Index Growth by Student Group - 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	658	670	767
Black or African American	618	591	685
American Indian or Alaska Native			728
Asian		834	889
Filipino		803	851
Hispanic or Latino	658	660	715
Native Hawaiian or Pacific Islander			754
White	707	745	838
Two or More Races	648	641	807
Socioeconomically Disadvantaged	654	630	712
English Learners	637	630	691
Students with Disabilities	424	424	580

Adequate Yearly Progress

The federal Elementary and Secondary Education 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 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 Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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 six AYP criteria described above.

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

Federal Intervention Program (School Year 2010-11)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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	10
Percent of Schools Currently in Program Improvement	N/A	71

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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

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 page at <http://www.calstate.edu/SAS/admreq.shtml>.

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 are 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 CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	5	4	3	4	6	8	4	4	4.5
Graduation Rate	77	80	82.4	82	82	76.1	81	80	78.6

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met 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 2010		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Two or More Races			

Career Technical Education Programs (School Year 2009-10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Palmdale High 2009-10
 School Accountability Report Card

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
- Visual and Performing Arts Careers, Band and Choir

Palmdale High School is also fortunate to support a career pathway. Agriculture, prepares students to acquire vocation specific skills and knowledge. The agricultural oriented courses available at PHS are:

- Agriculture Geoscience, Agriculture Biology and Agriculture Chemistry
- Agriculture Mechanics 1 & 2 and Agriculture Projects

Career Technical Education Participation (School Year 2009-10)

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

Measure	CTE Program Participation
Number of pupils participating in CTE	2289
Percent of pupils completing a CTE program and earning a high school diploma	89.32
Percent of 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 2008-09)

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

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	92
Graduates Who Completed All Courses Required for UC/CSU Admission	36

Advanced Placement Courses (School Year 2009-10)

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 on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

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	13

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.