



PUSD

Pasadena Unified School District

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DISTRICT MISSION STATEMENT

The PUSD's mission is to provide rigorous education in an environment that engages and empowers all children to become lifelong learners; our students will be thinking, literate, productive, responsible and ethical, able to compete in, and contribute to, a diverse society.

* Data in this report card is reflective of the 2004-2005 school year.

www.pusd.us

Pasadena High School



Dr. Derick Evans, Principal
2925 E. Sierra Madre Blvd.
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(626) 798-8901

2005-2006 SCHOOL ACCOUNTABILITY REPORT CARD

Principal's Message

All Pasadena High School stakeholders can be truly proud of the school's academic, scholastic, and athletic achievements. There is a clear and unwavering focus on student achievement that is validated by our standardized test scores and other assessment indicators. There is a spirit of commitment, teamwork, and collegiality that continues to permeate the school and the community.

The administrative team and staff have established an environment that conveys high expectations for all students. School policies are clearly defined and vigorously enforced in a fair manner. We are committed to strong support of the faculty, support staff, students, parents, and the community. We have in place a clear, firm, and consistent discipline plan, and it is our deliberate effort to maintain a cooperative family atmosphere. Communication of academic progress is ongoing to students and parents. Parents have demonstrated their faith and confidence in their students, staff, and administration.

Students have access to rigorous academic curriculum, programs, and activities that prepare them to be successful in post secondary education and the technological world. Through academic programs and extracurricular events, our students are able to grasp the skills necessary for future success. This occurs within a highly diversified student population.

School Vision Statement

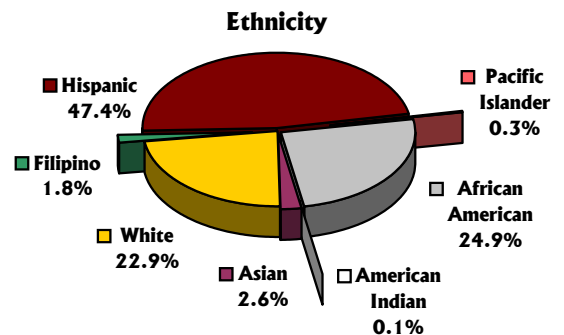
Pasadena High School is a learning community dedicated to student success now and in the future. It incorporates the three holistic learning outcomes of academic foundation, quality citizenship in a changing society, and productive work life in the 21st century.

Community & School Profile

Pasadena is located just 15 minutes from downtown Los Angeles, at the base of the San Gabriel Mountains. The city's popular shops and restaurants blend comfortably with tree-lined streets, distinctive neighborhoods, historic buildings and a vibrant cultural scene. Pasadena is most famous for the annual Tournament of Roses Parade and Rose Bowl Game.

In nearly 116 years of existence, the school has maintained an unwavering commitment to providing students with a firm, wide-ranging academic foundation on which to build a successful future. Pasadena High School's ultimate strength lies in its ability to offer a diverse array of programs, services, and instructional methodologies to meet the needs of all students.

Pasadena High School is one of five high schools in Pasadena Unified School District, which also consists of three middle schools and 24 elementary schools. Pasadena High School had 2,784 students enrolled in grades nine through twelve during the 2004-05 school year. Student body demographics are illustrated at right.



Discipline & Climate for Learning

Students at Pasadena High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Pasadena High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation, assemblies, principal's newsletters, individual student handbooks, and school website.



Pasadena High School provides an environment in which students can determine their own level of success. The staff, curriculum, and educational programs are in place to allow students to reach their highest potential. The high level of communication between students, staff, and parents helps facilitate a free-flow of information, while the richly diverse student population encourages a spirit of acceptance and inclusiveness.

A strict Student Accountability Attendance and Tardy Policy is having a positive impact in creating a suitable learning environment. A Conflict Resolution Program is in place on campus, with training offered by the Western Justice Center Foundation (WJCF). The school also utilizes a Leadership Program, supervised by local law enforcement, for students displaying a need for enhanced support and guidance.

The Suspensions and Expulsions table below illustrates total cases for all grade levels as well as a percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions

	Pasadena HS			PUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Suspensions	578	698	653	4,474	3,009	4,146
Suspension Rate	23.9%	27.6%	23.5%	19.2%	13.3%	18.6%
Expulsions	7	4	10	18	21	33
Expulsion Rate	0.29%	0.16%	0.34%	0.08%	0.09%	0.15%

Extracurricular Activities

Students are encouraged to participate in the school's academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Activities, sports, and clubs at Pasadena High School include:

- Armenian Club
- Black Student Union
- Diversity Club
- Fishing Club
- LASA/MECHA
- French Club
- NJROTC
- Visual Arts & Design Academy
- World Music & Drumming Club
- Associated Student Body (ASB)
- Graphic Communications Academy
- California Scholastic Federation (CSF)
- Art Club
- Yearbook
- Upward Bound
- Ski Club
- Pep Squad
- KPHS - Radio Club
- MESA
- Club Beta
- Drama Club - Act Up!
- Impact
- Instrumental Music

Student Recognition

A healthy student recognition program encourages positive student behavior and academic excellence. Students are recognized for consistent academic performance and for improved GPA's at the end-of-the-year Salute to Excellence Awards Banquet. Students also receive the Most Improved Student, Perfect Attendance, Student of the Month, and Honor Roll Awards.

Scholar athletes and the top students from each department are also recognized. Students may participate in the National Honors Society (NHS) and the California Scholastic Federation (CSF), and students who score well on the Golden State Exam have their names posted on hallway display boards.

Class Size

Pasadena High School maintained a schoolwide average class size of 28 students and a pupil-to-teacher ratio of 25:1 for the 2004-05 school year. The following chart illustrates average class size by subject, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	03	04	05	03	04	05	03	04	05	03	04	05
English	26	27	24	34	27	64	33	40	36	24	26	17
Math	29	27	27	21	33	29	27	23	45	27	27	18
Science	32	35	33	3	4	5	26	14	20	34	43	40
Social Science	31	31	30	9	6	10	30	26	21	34	24	25

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Student attendance is carefully monitored by the Deans and counselors to identify those students exhibiting excessive absences. The fact that a high rate of attendance is required for students to participate in athletics, clubs, formal dances, and the graduation ceremony serves as a strong incentive to be in school everyday. The adjacent table shows the monthly attendance rates at the school for the past two years.

Student attendance is carefully monitored and excellent attendance is encouraged through a principal's letter of recognition, and the Perfect Attendance Award, which is given at the end-of-the-year assembly.

Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school and district counseling are not effective.

Attendance Rates

Pasadena High School

	04-05	05-06
September	97.6%	97.4%
October	96.8%	96.8%
November	96.5%	96.5%
December	96.4%	95.3%
January	n/a	96.3%
February	95.3%	96.5%
March	94.9%	96.4%
April	94.1%	*
May	94.3%	*
June	n/a	*

* Data not available at time of publication.

Graduation & Dropout Rates

	2003	2004	2005
Graduates	403	436	415
Graduation Rate	86.8%	84.7%	71.6%
Dropouts	78	67	82
Dropout Rate	3.2%	2.6%	2.9%

The school actively works to reduce dropouts through counselor-led interventions, Independent Study options, and tutorial programs, which can alleviate the academic-frustration that frequently precedes a student dropping out. The table at left illustrates the school's dropouts and graduates for the prior three years.

Minimum Days & Instructional Minutes

During the 2004-05 school year, Pasadena High School offered 180 days of instruction, eight of which were minimum days. Additionally, every Monday was a shortened day to allow time for staff collaboration and curriculum planning. All instructional time offered at Pasadena High School during the 2004-05 school year exceeded the California Education Codes annual minute requirements.

Instructional Minutes by Grade Level

	Required Minutes	Actual Minutes
9th-12th	64,800	65,338

Curriculum Improvement

All curriculum development at Pasadena High School revolves around the California State Content Standards and Frameworks. A District Curriculum Task Force has been charged with the responsibility of analyzing the curriculum and determining courses of action to ensure that the district is in alignment with the Standards and Frameworks set forth by the state. A professional team of auditors was hired by the district to provide objective analysis of the curriculum, and to make recommendations regarding areas that require increased focus.

The writing and implementation of Pasadena High School's standards-based curriculum is an ongoing process. The Data-Driven School Reform program equips teachers with the skills and tools to analyze student data for the realignment of teaching strategies and curriculum. Staff members are encouraged to make suggestions to their Department Chairperson regarding potential changes or additions to the curriculum that would lead to a better education for students.

Pasadena High School has a Pacing Plan, in which all subjects are taught at the same pace. Quarterly standards assessments are given to students, and the data is used to analyze student progress and find areas that need improvement. Academic recovery interviews have been implemented to assist at-risk students.



Textbooks & Instructional Materials

Pursuant to the settlement of Williams vs. the State of California, Pasadena Unified School District thoroughly inspected each of its school sites at the start of the 2005-06 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary.

Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The following chart displays data collected in January of 2006 in regards to the textbooks in use at Pasadena High School during the current school year (2005-06).

Textbooks				
Subject	Publisher	Grade Levels	Year Adopted	Quality & Availability of Standards-Aligned Textbooks
Language Arts	Holt, Rinehart, & Winston	9th-12th	03-04	All textbooks at Pasadena High School are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.
Math	Prentice Hall	9th	03-04	
		10th-12th	04-05	
	McDougal Littell	9th-10th	04-05	
	Holt, Rinehart, & Winston	10th-12th		
Social Science	Houghton Mifflin	10th	*	
		Glencoe	11th	
	Prentice Hall	12th	*	
			Holt, Rinehart, & Winston	
Science	Holt, Rinehart, & Winston	9th-10th	05-06	
	Prentice Hall	10th-12th	04-05	
Science Laboratory Equipment: PHS provides an adequate supply of lab equipment for its students. Science laboratory equipment includes, but is not limited to: ring stands, clamps, support rings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and bunsen burners. For a complete listing of inventory, please contact the school office at (626) 798-8901.				
Foreign Language	Prentice Hall	9th-12th	98-99	
Health	Please contact the school office for a listing of Health texts currently in use.			

* Textbooks will be piloted in the 2005-06 school year and adopted in the 2006-07 school year.

A full-time librarian, full-time textbook clerk, and full-time literacy coach staff the school's library, which contains a large collection of educational and recreational books, as well as audio-visual equipment and computers. Students visit the library on a regular basis, and classroom visits scheduled by the teachers.

Computer skills and concepts integrated throughout standard-based curriculum prepare students for technological growth and opportunities. A Digital High School Grant has provided funding for more computers, staff training, and increased technology in the classroom. Each classroom at Pasadena High School has a minimum of two computers with Internet connection. In addition, the school has two computer labs which contain a total of 65 computers for student use. Students receive training on a variety of computer programs in order to enhance research, typing, and word processing skills.

Computer Resources			
	02-03	03-04	04-05
Computers	575	610	620
Students per computer	4.2	4.1	4.5
Classrooms connected to Internet	125	125	125

School Leadership

Leadership at Pasadena High School is a responsibility shared among district administration, instructional staff, students, and parents. For the past four years, primary leadership duties have been assumed by Principal Derick Evans, Ed.D. Prior to his tenure at the school, Dr. Evans held positions as a principal, assistant principal, dean, and counselor.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure instructional programs are consistent with students' needs and comply with district goals. Opportunities for involvement include: Safety Committee, School Site Council, Student Study Team, School Leadership Team, Bilingual Advisory Group, Department Charis, Grade-Level Teams, and Parent-Teacher Association (PTA).

College Preparation

College-bound students have an opportunity to get a head-start on their future through courses and programs specifically designed to ease the transition to higher learning. Nearby Pasadena City College offers concurrent enrollment for students. Advanced Placement (AP) courses, which count directly towards college credit, are offered in the areas of English, Science, Foreign Language, Mathematics, and Social Science.

Advanced Placement Classes			
	# of Classes	# of Courses	Enrollment
English	4	2	112
Foreign Language	2	2	53
Mathematics	4	3	81
Science	3	2	74
Social Science	10	4	264

Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Exams						
	Enrollment		Students Taking AP Exam	Students with a Score of:		
	11th	12th		3	4	5
2002-03	578	511	186	77	47	31
2003-04	563	538	215	80	50	34
2004-05	597	580	262	114	49	61

Students at Pasadena High School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

College Prep Course Enrollments 2004-05			
Total Graduates	Graduates with College Prep Required Courses	College Prep Course Enrollment*	Total Course Enrollments*
436	310	9,057	12,205
	71.1%	74.2%	

* Duplicated count (students may be enrolled in several courses).

Pasadena High School offers the Puente Program, which identifies Latino students who have academic potential, but who have not had the opportunity to be on the college track. These students are assigned to a teacher-advisor and to a mentor from the community; they also visit college campuses and attend special lectures.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Pasadena High School. These measure students' actual progress as well as the effectiveness of the instructional program. Portfolio assessments are given to students quarterly. Early Writing Assessment and Early Math Assessments are given at the beginning and end of the year. Teachers assess students at the beginning of the year and rank them within the classroom, indicating those who may need special support.

California High School Exit Exam

Beginning with the graduating class of 2006, students in California public schools will be required to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The 2006-07 School Accountability Report Card will report the percentage of students completing grade twelve who successfully completed the CAHSEE.

SAT Reasoning Test

Each year, students have the opportunity to participate in SAT testing. This instrument is designed to assess many of the skills that are important to a student's success in college and their general educational development. Students may take the test more than once, but only the highest score is reported at the year of graduation.



The Counseling Office provides extensive resource information for students regarding college admission test preparation. Ivy West, a privately contracted company, hosts numerous training seminars and has a variety of practice materials for students planning on taking the SAT or ACT, the most commonly required college entrance exams.

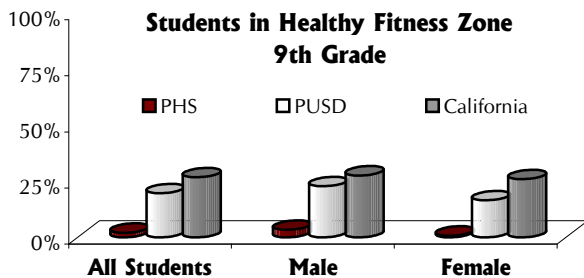
SAT Test Results						
	02-03	03-04	04-05	02-03	03-04	04-05
	Grade 12 Enrollment			Average Verbal		
PHS	511	538	580	453	464	464
PUSD	1,289	1,342	1410	444	449	441
California	385,181	395,194	409,576	494	496	500
	% of Seniors Tested			Average Math		
PHS	40.3%	40.7%	34.0%	478	477	478
PUSD	38.2%	37.2%	37.4%	460	458	452
California	36.7%	35.2%	35.7%	518	519	522

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all ninth through eleventh grade students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts and Social Science, for the most recent three-year period, is shown at right.

Physical Fitness

In the spring of each year, Pasadena High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). Results of student performance are displayed below, as compared to other students districtwide and statewide who took the test.



Parent & Community Involvement

Parents and the community are very supportive of the educational programs at Pasadena High School. Parents can participate in the Parent-Teacher Association (PTA), School Bilingual Advisory Committee, School Site Council, Boosters, and the Music Club.

The following businesses and organizations support Pasadena High School:

- Typecraf, Wood & Jones
- Art Center
- PCC
- El Molino Gallery
- The Light Dringer Project
- Swains Graphics
- Pasadena Cultural Affairs
- Mid-Valley Arts League
- Rowe, Gayle, & Giessen Trust
- California State University, Los Angeles
- DADS (Dads Actually Doing Something)
- Green Street Press
- Litho Supply
- PCI
- Pasadena Heritage
- Wearable Arts
- Avery Dennison
- Baugan Printing
- San Gabriel Fine Arts
- Armory Center for the Arts
- O'Malley International Assoc.

Contact Information

Parents who wish to participate in Pasadena High School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (626) 798-8901.

California Standards Test (CST)

Combined % of Students Scoring at Advanced & Proficient Levels

	English/Language Arts						Social Science								
	9th			10th			11th			10th			11th		
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05
All Students															
PHS	32	32	43	25	28	35	32	27	33	20	22	29	33	29	36
PUSD	25	25	37	22	24	29	25	25	30	16	17	22	24	25	33
California	38	37	43	33	35	36	32	32	36	27	27	31	34	32	37
Females															
PHS	33	36	51	29	28	41	40	31	34	17	17	27	34	29	32
PUSD	28	29	44	24	26	34	29	27	33	13	12	21	25	25	30
California	42	41	48	38	40	41	37	35	39	23	25	28	32	31	36
Males															
PHS	31	27	35	20	29	27	25	23	30	23	26	29	31	28	39
PUSD	22	22	30	19	23	24	20	22	25	19	20	23	24	25	34
California	34	32	38	30	31	32	29	29	33	30	31	34	36	34	37
English Learners															
PHS	5	3	7	3	1	6	5	2	4	8	2	7	13	0	9
PUSD	3	3	6	2	2	3	2	2	2	3	2	6	7	3	8
California	6	4	7	4	4	3	3	3	4	5	5	6	6	6	7
Socioeconomically Disadvantaged															
PHS	23	22	36	14	20	23	21	16	22	11	12	16	27	20	29
PUSD	18	19	30	14	17	20	16	17	22	9	10	15	18	17	27
California	19	20	26	16	18	20	16	17	20	13	15	18	18	19	22
Special Education															
PHS	7	3	10	3	9	11	3	0	15	3	9	11	9	0	29
PUSD	5	4	8	2	5	4	2	2	8	2	5	6	4	3	16
California	6	6	8	5	5	5	4	5	5	6	6	7	8	8	8
African American															
PHS	26	27	35	18	25	27	34	23	25	13	17	18	26	25	22
PUSD	21	21	32	17	23	24	21	22	25	9	10	14	17	23	25
California	23	23	27	19	21	22	19	17	21	12	13	15	20	19	22
Asian															
PHS	67	64	76	60	86	75	59	47	63	45	71	81	47	63	80
PUSD	63	61	71	61	71	56	51	53	61	47	64	67	54	59	72
California	58	57	64	49	53	56	48	47	53	44	47	52	49	49	56
Filipino															
PHS	36	67	50	*	33	71	44	36	33	*	33	43	50	*	50
PUSD	41	45	55	33	48	63	39	41	43	42	24	41	47	52	58
California	50	50	60	43	46	48	40	40	44	33	36	40	40	40	46
Hispanic															
PHS	23	23	36	18	18	26	25	18	28	15	13	20	33	22	31
PUSD	18	19	31	15	16	23	18	19	23	11	12	19	23	19	28
California	20	21	26	17	19	20	16	17	21	13	15	17	19	19	23
White															
PHS	55	49	62	40	49	51	37	43	46	31	41	47	34	37	54
PUSD	50	46	57	43	44	50	38	43	47	32	34	40	34	38	54
California	57	56	61	50	53	53	46	46	50	39	40	44	46	44	48

* Due to the moderate number of students tested, scores will not be disclosed.

Summative scores are not available for 9th-11th grade Math and 9th grade Social Science. For results on course-specific tests, please visit <http://star.cde.ca.gov>.



California Achievement Tests (CAT/6)

The CAT/6 is a standardized norm-referenced test, which indicates how a student or group of students compares with that of a norm group and other students from around the country. Prior to 2005, all students in grades two through eleven were tested each spring. Students in grades nine through eleven were tested in the academic areas of reading, spelling, written expression, and mathematics.

Currently, only students in grades three and seven are tested. The chart at right reflects the percentages of student scores at or above the 50th percentile in Reading and Math for the 2002-03 and 2003-04 school years.



Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: For schools with an API under 800, the state has required a gain of 5% of the difference between actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their score.

Subgroup APIs & Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades two through eight, and high schools must test at least 90 percent of their students in grades nine through eleven on STAR assessments.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high), and are placed on a scale of 1 to 10, with 10 being the highest.

CAT/6

% At or Above 50th Percentile

	Reading						Mathematics												
	9th			10th			11th			9th			10th			11th			
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	
PHS	42	43		38	42		40	41		39	43		46	46		44	41		
PUSD	37	35		37	38		37	39		32	35		37	39		34	35		
California	50	48		49	49		47	47		46	46		51	52		46	46		
	Subgroups																		
Females	46	50		47	45		50	44		35	44		50	40		44	40		
Males	39	36		31	39		31	37		43	41		43	52		43	42		
English Learners	8	13		11	11		12	4		15	16		24	24		23	5		
Socioeconomically Disadvantaged	33	34		28	34		32	33		31	36		38	37		39	33		
Special Education	7	8		3	9		3	3		7	3		0	6		3	0		
African American	43	38		38	38		39	38		30	38		36	36		34	32		
Asian	61	77		48	86		59	73		72	86		71	92		76	80		
Filipino	45	56		* 50		63	*		45	58		* 42		44	*				
Hispanic	32	36		32	33		37	33		32	36		43	38		42	34		
White	62	60		50	60		42	52		61	56		59	71		51	54		

Beginning in 2005, the CAT/6 will test reading/language arts, spelling, and mathematics, in grades three and seven only, and will no longer test science in any grade.

API School Results

	Base			Growth		
	2002	2003	2004	02-03	03-04	04-05
Percent Tested	95	95	97	96	97	97
API Score	603	602	634	619	628	688
Growth Target	10	10	8	16	26	54
Statewide Rank	4	3	4	State Award & Intervention Programs		
Similar Schools Rank	8	7	8			

Subgroups

	Socioeconomically Disadvantaged			African American			Hispanic			White		
	Base API Score	Growth Target	Actual Growth	Base API Score	Growth Target	Actual Growth	Base API Score	Growth Target	Actual Growth	Base API Score	Growth Target	Actual Growth
	543	8	26	569	26	13	594	36	37	686	11	46
	579	6	57	570	13	57	604	32	32	719	46	49
	558	8	36	594	36	37	604	32	32	686	11	46
	572	8	11	686	11	46	719	46	49	770	49	49
	675	8	11	686	11	46	719	46	49	770	49	49

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested which contains at least 30 students with valid scores.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. After two consecutive years of failure to meet AYP targets, the school becomes eligible to receive Title I Program Improvement (PI) funds in order to meet minimum scoring requirements. Schools can be categorized PI for a maximum of five years. However, a school may exit from this status after two consecutive years of meeting the AYP targets.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and again ranked 1 to 10 within a grouping of 100 schools.



No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal.

AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform to a proficiency level; 22.3% of high school students must be proficient in English and 20.9% must be proficient in Math.
- At least 95% of students must take state standards tests.
- Schools must show improvement in the Academic Performance Index (API).
- High schools must show a growth in graduation rates.

Federal Intervention Programs

Program Improvement (PI)

Pasadena High School

Year Identified for PI	Not in PI
Current Year in PI	n/a
Year Exited PI	n/a

PUSD

Number of Schools Currently in PI	8
Percent of Schools Identified for PI	25.0%

Figures are based on the 2004-05 School Accountability Report Card Template revised and posted on December 1, 2005

A "Yes" in the chart below means the school or subgroup was at or above the 2005 targets for the 95% participation rate or percent proficient. "No" means the school or subgroup was below the 95% participation rate or percent proficient. Pasadena High School did not meet all of the 2005 AYP criteria.

Adequate Yearly Progress 2005

	% Participation Rate								% Proficient or Advanced							
	English/Language Arts				Mathematics				English/Language Arts				Mathematics			
	PHS		PUSD		PHS		PUSD		PHS		PUSD		PHS		PUSD	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
All Students	Yes	96%	Yes	99%	Yes	97%	Yes	99%	Yes	47.4%	Yes	36.1%	Yes	33.4%	Yes	39.9%
Subgroups																
African American	Yes	96%	Yes	99%	Yes	97%	Yes	99%	Yes	40.0%	Yes	31.3%	Yes	26.2%	Yes	30.6%
Asian	*	100%	Yes	100%	*	100%	Yes	100%	*	92.3%	Yes	73.0%	*	100.0%	Yes	78.9%
Filipino	*	94%	Yes	99%	*	100%	Yes	99%	*	61.5%	Yes	58.0%	*	42.9%	Yes	63.7%
Hispanic	Yes	95%	Yes	99%	Yes	96%	Yes	99%	Yes	38.1%	Yes	29.9%	Yes	26.3%	Yes	37.5%
White	Yes	99%	Yes	100%	Yes	98%	Yes	99%	Yes	67.3%	Yes	58.2%	Yes	48.1%	Yes	55.3%
Socioeconomically Disadvantaged	Yes	95%	Yes	99%	Yes	98%	Yes	99%	Yes	36.6%	Yes	28.7%	Yes	25.8%	Yes	34.9%
English Learners	Yes	95%	Yes	99%	Yes	97%	Yes	99%	Yes	30.5%	No	21.3%	No	18.3%	Yes	31.7%
Students with Disabilities	*	88%	Yes	99%	*	94%	Yes	99%	*	19.5%	No	17.2%	*	6.8%	No	21.5%

* Not a numerically significant subgroup for this school.

School Facilities & Safety

Pasadena High School, originally constructed in 1960, is currently comprised of 118 classrooms, a library, three computer labs, a staff lounge, an auditorium, a dance room, two gymnasiums, a cafeteria/multi-purpose room, a career center, and a modern library. All classrooms were completely renovated from 1999 to 2004. Upgrades included new walls, carpets, lighting, and wiring. The chart at right displays the results of the most recent school facilities inspection.

An independent construction consulting management firm was contracted to conduct Pasadena High School's inspection, at which time a number of minor issues were cited. Each item cited had either been repaired as needed at the time of publication, or had been submitted to maintenance staff for repair or further review. For a copy of the full report, please contact the District Office at (626) 795-6981.

Safety of students and staff is a primary concern of Pasadena High School. All visitors to Pasadena High School must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. Supervision is a responsibility shared among the four school security officers, teachers, and the administrators.

The School Site Safety plan is updated annually by the Leadership Team, and is fully compliant with state guidelines. Key elements of the School Site Safety Plan focus on handicap accessibility of all facilities. To help achieve this goal, elevators have been added to the second floor. The school is fully compliant with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and disaster drills are conducted on a monthly basis throughout the school year.

Cleaning Process

Pasadena High School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works daily with 12 full-time custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance and Repair

A scheduled maintenance program is administered by Pasadena High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

Pasadena Unified School District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and flooring.

School Facility Conditions

Date of Williams Facilities Inspection: Fall 2005

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems		X	A/C and heating not working properly in some areas. Open ducts/vents. Some areas inaccessible. Some exhaust fans not working.
Windows/Doors/Gates (interior/exterior)		X	Problems with doors not securing properly. Some doors need replacing. Window issues noted.
Interior Surfaces (walls, floors, & ceilings)		X	Stained/cracked/missing ceiling tiles throughout. Some carpeting/flooring issues cited as well.
Hazardous Materials (interior/exterior)		X	Mold in some areas. Asbestos noted. Peeling paint throughout.
Structural Damage		X	Roofing and siding issues noted.
Fire Safety		X	Issues with fire extinguishers in some areas. Missing and/or not operating exit signs.
Electrical (interior/exterior)		X	Several lights out and/or light covers missing. Fixtures not working. Some exposed cords/wires.
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms		X	Missing/broken and/or empty dispensers in some restrooms.
Sewer	X		
Playground/School Grounds		X	Uneven ground/asphalt creating trip hazards. Pipe sticking up out of ground.
Other	X		

For the 2005-06 school year, Pasadena Unified School District budgeted \$1,620,460 for the deferred maintenance program. This represents 1.0% of the district's general fund budget. The district's governing board did not approve any deferred maintenance projects for this school during the 2005-06 school year.

Teacher Assignment

Pasadena Unified School District recruits and employs the most qualified credentialed teachers available. For the 2004-05 school year, Pasadena High School had 92 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	02-03	03-04	04-05
Fully Credentialed	75	78	92
Emergency Credentials	14	13	8
Interns	13	13	14
Waivers	0	4	1
Teaching Outside Credentialed Subject Area	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2005-06 school year, the most current available data are reported.

Misassignments/Vacancies			
	03-04	04-05	05-06
Teacher Misassignments of English Learners	0	0	1
Teacher Vacancies	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Education Levels 2004-2005		
	PHS	PUSD
Doctorate	3.9%	3.0%
Master's Degree + 30*	22.8%	23.3%
Master's Degree	27.6%	23.1%
Bachelor's Degree + 30*	21.3%	24.8%
Bachelor's Degree	22.0%	25.5%
Less than a Bachelor's Degree	2.4%	0.3%
Courses taught by NCLB-Compliant Teachers		
Highly Qualified Teachers	85.2%	75.1%
High Poverty Schools in District	n/a	64.3%
Low Poverty Schools in District	n/a	0.0%

* Indicates additional hours above and beyond degree.

Substitute Teachers

Generally, the district does not experience problems finding qualified substitute teachers, and has an adequate pool of fully credentialed substitutes. On rare occasions when a substitute is not available for an absent teacher, credentialed staff or administrators assume the role of the substitute.



Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal, assistant principals, and Deans who have been trained and certified to perform teacher evaluations.

Evaluation criteria are: Engaging and Supporting All Students In Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, and Developing as a Professional Educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. During 2004-05, staff development topics at Pasadena High School were primarily focused on Data Analysis to Improve Student Achievement and Drive Curriculum, Becoming a High-Performance School, and WASC focus.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.



Counseling & Other Support Services

In addition to academics, the staff at Pasadena High School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. A psychologist and seven independent counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The following chart displays support services that are offered to students at Pasadena High School.

Counseling & Support Services Staff		
	Number of Staff	Full-Time Equivalent
Librarian	1	1.0
Textbook Clerk	1	1.0
Literacy Coach	1	1.0
Counselors *	6	6.0
College Counselor *	1	1.0
Sycamore Counselors	4	4.0
Psychologist	1	0.5
Nurse	1	1.0
Health Aides	2	2.0
Speech & Language Specialist	1	0.5
Resource Specialist Program (RSP) Teachers	3	3.0
Special Day Class (SDC) Teachers	7	7.0
Bilingual Aides	2	2.0
English Language Development (ELD) Teachers	2	2.0

* Counselor-to-Pupil Ratio is 1:398

A good tutorial system allows students to improve on problem areas and existing skills, and provides an opportunity for the school to address academic frustrations before they escalate. Pasadena High School provides additional assistance for students after school, which is conducted by credentialed teachers. Other support programs include Upward Bound, Talent Search, and MESA, which familiarize students with the UC/CSU systems, arrange campus tours, and assist students with their college applications.

Pasadena High School provides a comprehensive special education program to students who have been identified as requiring additional academic assistance. The school provides three self-contained Special Day Classes. There are also classes specifically for students with severe emotional and physical handicaps. The Resource Specialist Program (RSP), which is offered both in class and through a pull-out program, is designed to help students who are struggling academically, particularly in the areas of reading and math.

The school's English Language Development (ELD) program assists students who are English Language Learners (ELL). Instruction is delivered in both English and Spanish, and the Structured English Immersion (SEI) program, which mainstreams non-English speakers into regular classes. The program is conducted by two ELD teachers who have received training in Specially Designed Academic Instruction Delivered in English (SDAIE) strategies. Pasadena High School instituted Language!, and High Point intervention programs for students who are not reading at grade level.

Gifted and Talented Education (GATE) students are clustered into the same classrooms, where they receive enhancement activities along with regular classroom work. GATE students are identified based on test scores and teacher recommendations.

Workforce Preparation

The end goal of Pasadena High School is to graduate students who are fully capable of making the transition from school to the working world. For students who are not planning on attending college, the need to be prepared to enter the workforce is particularly applicable. Pasadena High School's workforce preparation program includes school-to-work activities through business partnerships in the community, as well as skill-building opportunities through the Regional Occupation Program (ROP) in a number of areas.

The Graphic Arts Academy and the Visual Arts and Design Academy (actual schools within the school, with their own staffs and curricula) offer state-of-the-art resources and training in the areas of print and computers. Both academies have fostered numerous business contacts with whom students can apply for internships and jobs. Dr. Eddie Newman is the primary contact for Pasadena Unified School Districts' Career Technical Education (CTE) Committee. The following table lists the career preparation courses offered at Pasadena High School.

Career Preparation Courses Pasadena High School		
Course	How do these classes support student achievement:	Course Evaluation
Computer Applications/ Word Processing	All course offerings incorporate state adopted CTE model curriculum standards, and satisfy the district's graduation requirement and/or the A-G entrance requirements for the UC and CSU systems.	Formal/Informal Teacher Assessment
Life Guard		Teacher Assessment; American Red Cross Certification
Photography		Formal/Informal Teacher Assessment
Retail Merchandising		Formal/Informal Teacher Assessment; Job Internships
Security Service		
Food Service Management		Formal/Informal Teacher Assessment; Job Internships
Office Occupations		
Career Education		Formal/Informal Observations; Student Selection
Retail Marketing Occupations		Formal/Informal Teacher Assessment; Job Internships
Graphic Communications Academy		Formal/Informal Teacher Assessment; Student Internships
Computer Design		Formal/Informal Observations; Student Selection
Web Design		
Visual Arts & Design Academy		Formal/Informal Teacher Assessment; Student Internships
Studio Art		Formal/Informal Observations; Student Selection
Naval Academy		

Additionally, Pasadena Unified School District is a recipient of the Carl D. Perkins Grant. Funding is provided for the primary purpose of improving career and technical education programs and increasing participation in such programs at the secondary and post-secondary levels. School site objectives to accomplish this purpose include guidance and counseling, serving special populations of students, all career and technical education programs, and transition into post-secondary programs.

Pasadena Unified School District Enrollment, Concentration, & Completion of Career Technical Courses

	Program Enrollment	Number of Concentrators	12th Grade Students Completing Program	Program Completers Earning Diploma
Males	568	352	142	123
Females	855	485	219	212
Total	1,423	837	361	335
Completion Rate: 47.9%		Graduation Rate: 92.9%		

Source: Report of student enrollment and program completion in Career/Technical Education Programs conducted by Unified and Union High School Districts, County Offices of Education, Adult Education, and ROC's.

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2003-04 school year. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having over 20,000 average daily attendance throughout the state. The adjacent chart illustrates the average teacher salary at Pasadena High School and compares it to the average teacher salaries at the district and state levels.



Average Teacher Salaries

School & District	Pasadena HS	\$53,214
	PUSD	\$53,400
	Percentage of Variation: 0.35%	
School & State	Pasadena HS	\$53,214
	All Unified School Districts	\$56,059
	Percentage of Variation: 5.08%	

Expenditures & Services Funded

Based on 2003-04 audited financial statements, Pasadena Unified School District spent an average of \$7,939 to educate each student. The chart below provides a comparison of Pasadena High School's per pupil funding (from both restricted and unrestricted sources) with district (unrestricted) sources. State data for the current reporting period has not been made available for comparison.

Expenditures per Pupil

Pasadena HS	Total	\$4,403.00
	From Restricted Sources	\$458.00
	From Unrestricted Sources	\$3,945.00
PUSD	From Unrestricted Sources	\$4,003.00
	Percentage of Variation: 1.45%	

Comparative data for California will not be released until the 2006-07 school year. For more information about state expenditures per pupil, please visit <http://www.ed-data.k12.ca.us/welcome.asp>

In addition to general state funding, Pasadena Unified School District received approximately \$2,565 per student in state and federal funding for the following categorical, special education and support programs:

- Instructional Materials
- 10th Grade Counseling
- Peer Assistance & Review
- Economic Impact Aid (EIA)
- Staff Development
- Healthy Start
- Federal, Forest Reserve Funds
- Federal, JTPA
- Federal, ECIA/ESEA/IASA
- Gifted & Talented Pupils
- Class Size Reduction K-3 & 9
- Federal EESA/Math & Science
- Special Education Master Plan
- School Improvement Program (SIP)
- Home-to-School Transportation
- Title I, Parts A & D - Basic Grant & Delinquent Funds
- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Limited English Proficient (LEP)
- Title IV, Safe and Drug Free Schools & Communities (SDFSC)
- Title V, Innovative Strategies
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Vocational & Applied Technology Education Act
- Tobacco Use Prevention Education (TUPE)