

Pasadena Unified School District

Pasadena High School

2003-2004 School Accountability Report Card

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PUSD
Pasadena Unified School District

Principal's Message

It is my belief that we have experienced an outstanding school year whereby students have been challenged academically within an atmosphere conducive to learning. Our standardized test scores, and other assessment indicators, identify a trend of continued academic growth. Furthermore, there is a spirit of excitement that continues to permeate the campus as we recognize that PASADENA HIGH SCHOOL IS PROGRESSING ON A STEADY PATH FROM A GOOD SCHOOL TO A GREAT SCHOOL.

As an administrative team, we have worked toward establishing a setting that conveys high expectations for students and staff. School policies are clearly defined, with administrative visitations to classrooms occurring frequently. We continue to be committed toward a strong demonstration of support for our teaching staff, and for student and parent relations. We have in place a clear, firm and consistent discipline plan, and work toward maintaining a cooperative family atmosphere. Communication of academic progress is made often to students and parents. Our goal continues to be a strong effort in keeping strong communication.

Opportunities exist that allow students to be well-prepared to enter the adult academic and technological world. Through academic programs and extra-curricular events, our students are able to grasp the tools necessary for success. This occurs within a highly diversified student population.

School Vision Statement

The vision of Pasadena High School focuses on the students and their 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.

District Mission Statement

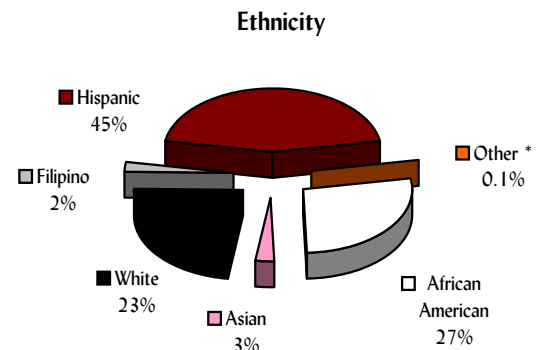
The PUSD's mission is to provide rigorous education in an environment that engages and empowers all children to become lifelong learners; our students will be thinking, literate, productive, responsible and ethical, able to compete in and contribute to a diverse society.

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 student 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.

Pasaden 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 2,419 students enrolled in grades nine through twelve in the 2002-03 school year. The student ethnicity is illustrated on the right:



* Other includes: Pacific Islander (0.2%) and American Indian (0.1%).

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, morning assemblies, principal's weekly newsletters, and individual student handbooks.

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.

The Suspensions and Expulsions table 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. Pasadena High School has expelled 23 students during the past three years. Expulsions occur only when required by law or when all other alternatives are exhausted. The Suspensions and Expulsions for the past three years are illustrated below.

Suspensions and Expulsions						
	Pasadena			PUSD		
	01	02	03	01	02	03
Suspensions	1,022	889	578	4,355	5,185	4,474
Suspension Rate	44.8%	39.9%	23.9%	18.5%	22.1%	19.2%
Expulsions	9	7	7	42	16	18
Expulsion Rate	0.4%	0.3%	0.3%	0.18%	0.07%	0.08%

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

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 recognition program. Students may also receive the Most Improved Student Award.

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.

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 Dean of Attendance to identify those students exhibiting excessive absences. The fact that a high rate of attendance is required for students to participate in athletics, clubs and the graduation ceremony serves as a strong incentive to be in school everyday.

The following table shows the monthly Actual Attendance Rates for the last two school years:

Attendance Rates		
Pasadena High School		
	2002-2003	2003-2004
September	96.48%	96.55%
October	95.40%	96.35%
November	95.27%	96.21%
December	95.97%	93.34%
January	95.93%	96.28%
February	96.15%	94.39%
March	95.00%	95.23%
April	94.62%	95.36%
May	95.33%	*
June	95.74%	*

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

Students are referred to the Pasadena Unified School 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.

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 on the right illustrates the school's dropout situation for the prior three years:

Dropouts			
	2000	2001	2002
Dropouts	85	63	70
Dropout Rate	4.1%	2.8%	3.1%

Class Size

Pasadena High School maintained a schoolwide average class size of 30 students and a pupil-to-teacher ratio of 24:1 for the 2002-03 school year. The following chart illustrates average class size by subject, as well as the number of classes offered in reference to their enrollment:

Teaching Load Distribution												
Number of Classes by Size												
	Average			1-22			21-32			33+		
	Class Size			Students			Students			Students		
	01	02	03	01	02	03	01	02	03	01	02	03
English	26	25	26	38	35	34	18	29	33	26	19	24
Math	26	22	29	26	46	21	32	22	27	18	7	27
Science	33	30	32	5	13	3	11	19	26	44	31	34
Social Science	33	30	30	7	5	9	15	27	30	42	23	34

School Facilities & Safety

Pasadena High School provides a safe, clean environment for students, staff, and volunteers. A team of 12 custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Pasadena Unified School District to ensure that all classrooms and facilities are up to safety standards. All classrooms in the school are currently being completely renovated, including new walls, carpets, lighting and wiring. A few classes are completed at a time, with five portables serving as temporary classrooms. This modernization effort will be completed by July 2004.

Safety of students and staff is a primary concern of Pasadena High School. The school is fully compliant with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated annually by the Leadership Team, and is fully compliant with state guidelines. The key element in the School Site Safety Plan is to ensure the campus is more handicapped accessible. To help achieve this goal, elevators will be added to the second floor. Fire, earthquake and disaster drills are conducted on a monthly basis throughout the school year.

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 between the seven school security officers, teachers, and the administrators.

Minimum Days & Instructional Minutes

For the 2002-03 school year, Pasadena High School offered 180 days of instruction, with eight minimum days. In addition, every Monday is a shortened day to allow time for staff collaboration. All students at Pasadena High School received a total of 65,338 minutes of instructional time, which exceeded the daily instructional minute requirements of 64,800 specified in the California Education Code.

Textbooks & Instructional Materials

Pasadena High School sets a high priority on ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks. A district committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption. In the 2002-03 school year, Pasadena High School adopted Holt Reinhart English textbooks and Language! the state English intervention program.

A full-time librarian and a full-time textbook clerk 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.

Computer skills and concepts integrated throughout standard 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 which will benefit students throughout their lifetime.

Computer Resources			
	2001	2002	2003
Computers	158	450	575
Students per computer	14.4	4.9	4.2
Classrooms connected to Internet	111	85	125

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. 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 curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. 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 Pace 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.

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 areas such as computer repair, fashion and veterinarian medicine.

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. In the 2002-03 school year Pasadena High School increased the number of sections in computer skills and opened a new computer lab with 32 workstations. A new elective, called Careers, was also added to the curriculum.

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 Pasadena City College credit, are offered in the areas of English, math, science, and social science. 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.

Advanced Placement (AP) Classes		
	Number of Classes	Total Course Enrollment
Art	1	8
English	3	86
Foreign Language	2	40
Mathematics	3	54
Science	3	55
Social Science	6	190

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'.

UC/CSU Courses			
Total Graduates	Graduates with UC/CSU Required Courses	UC/CSU Course Enrollment *	Total Course Enrollments *
315	202	7,339	9,981
	64.1%	73.5%	

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

Pasadena High School also offers the AVID (Advancement Via Individual Determination) program, which is designed to assist students who may not have necessarily considered college as an option. The program works to prepare those students for college, and focuses on perseverance, hard work, high expectations, and encouragement.

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.

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.

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 students that may need special support.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all 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). Summative math scores are unavailable. For results on course specific tests, please visit <http://star.cde.ca.gov>. 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 below:

California Standards Test (CST)									
Combined % of Students Scoring at Advanced & Proficient Levels									
English/Language Arts									
	9			10			11		
	01	02	03	01	02	03	01	02	03
All Students									
Pasadena High	20	24	32	19	29	25	19	25	35
PUSD	18	22	25	21	24	22	19	23	25
California	28	33	38	31	33	33	29	31	32
Male									
Pasadena High	14	19	31	16	21	20	16	21	25
PUSD	13	19	22	19	19	19	16	21	20
California	25	28	34	27	28	30	26	28	29
Female									
Pasadena High	27	29	33	24	36	29	21	29	40
PUSD	23	24	28	23	28	24	21	25	29
California	33	36	42	36	38	38	32	35	37
English Learners (EL)									
Pasadena High	0	2	5	0	0	3	2	6	5
PUSD	0	1	3	0	0	2	1	3	2
California	2	3	6	2	3	4	2	3	3
Non EL									
Pasadena High	25	29	46	23	34	31	21	28	39
PUSD	22	27	29	25	28	28	21	26	30
California	34	39	46	37	39	40	34	36	37
Socioeconomically Disadvantaged (SED)									
Pasadena High	13	12	23	10	16	14	15	17	21
PUSD	12	15	18	12	14	14	13	13	16
California	12	15	19	13	14	16	12	14	16
Non SED									
Pasadena High	26	36	42	27	41	34	21	31	41
PUSD	24	31	35	29	34	31	23	33	33
California	38	42	49	40	42	42	36	38	40
African American									
Pasadena High	17	17	26	12	28	18	12	12	34
PUSD	14	18	21	15	20	17	16	16	21
California	**	**	23	**	**	19	**	**	19
Asian									
Pasadena High	56	56	67	31	59	60	50	53	59
PUSD	52	61	63	40	55	61	57	58	51
California	**	**	58	**	**	49	**	**	48
White									
Pasadena High	27	37	55	36	38	40	32	38	37
PUSD	31	40	50	43	40	43	30	45	38
California	**	**	57	**	**	50	**	**	46
Filipino									
Pasadena High	18	33	36	15	44	*	71	12	44
PUSD	17	32	41	32	50	33	52	27	39
California	**	**	50	**	**	43	**	**	40
Hispanic									
Pasadena High	16	19	23	14	21	18	11	22	25
PUSD	14	16	18	13	18	15	11	13	18
California	**	**	20	**	**	17	**	**	16

* Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

** Data unavailable through the California Department of Education.

California Standards Test (CST)						
Combined % of Students Scoring at Advanced & Proficient Levels						
Social Science						
	9		10		11	
	02	03	02	03	02	03
All Students						
Pasadena High	16	**	21	20	25	33
PUSD	35	**	26	16	47	24
California	24	**	24	27	31	34
Male						
Pasadena High	18	**	20	23	27	31
PUSD	16	**	19	19	27	24
California	26	**	27	30	34	36
Female						
Pasadena High	14	**	23	17	24	34
PUSD	13	**	18	13	21	25
California	23	**	21	24	30	32
English Learners (EL)						
Pasadena High	3	**	3	8	5	13
PUSD	2	**	5	3	4	7
California	3	**	4	5	5	6
Non EL						
Pasadena High	19	**	24	22	28	34
PUSD	18	**	21	18	27	26
California	29	**	28	32	36	39
Socioeconomically Disadvantaged (SED)						
Pasadena High	8	**	15	11	15	27
PUSD	9	**	14	9	15	18
California	10	**	10	13	15	18
Non SED						
Pasadena High	24	**	28	28	34	36
PUSD	22	**	25	24	33	30
California	32	**	30	34	39	42
African American						
Pasadena High	13	**	16	13	18	26
PUSD	**	**	**	9	**	17
California	**	**	**	13	**	18
Asian						
Pasadena High	47	**	39	45	47	47
PUSD	**	**	**	47	**	54
California	**	**	**	44	**	49
White						
Pasadena High	27	**	31	31	41	34
PUSD	**	**	**	32	**	34
California	**	**	**	40	**	46
Filipino						
Pasadena High	**	**	38	*	19	50
PUSD	**	**	**	42	**	47
California	**	**	**	33	**	40
Hispanic						
Pasadena High	10	**	16	15	17	33
PUSD	**	**	**	11	**	23
California	**	**	**	13	**	19

** Data unavailable through the California Department of Education.

Norm-Referenced Test

During the 2002-03 school year the California Department of Education replaced the Stanford Achievement Test, 9th Edition, (SAT-9) with the California Achievement Test (CAT/6) as the statewide testing instrument. The CAT/6 is a standardized norm-referenced test, which indicates how the student or group of students compares with that of a norm group and other students from around the country. All students in grades two through eleven are tested each spring. Students in grades two through eight are tested in the academic areas of reading, spelling, written expression and mathematics. Since testing data is required for three years, the following chart reflects both SAT-9 (testing years 2001 and 2002) and CAT/6 (2003) data separately. However, scores from 2002 to 2003 should not be compared, as they are two distinctly different tests with different scoring criteria. The following charts reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math:

Norm Referenced Test (SAT-9) 2001-2002												
	% At or Above 50th Percentile											
	Reading			Math								
	9	10	11	9	10	11						
	01	02	01	02	01	02	01	02	01	02		
Pasadena High	28	21	24	27	27	26	44	39	38	42	35	38
PUSD	25	21	24	23	26	26	39	35	36	36	32	36
California	35	34	34	34	37	37	51	52	45	46	46	47
Subgroups												
<u>Gender</u>												
Male	22	18	22	21	25	23	41	36	37	37	37	42
Female	34	24	25	33	29	33	47	42	38	47	33	34
<u>Language Fluency</u>												
English Learners (EL)	3	1	2	1	2	5	15	16	13	17	14	19
Non EL	33	26	28	31	31	29	50	44	43	47	39	41
<u>Socioeconomic Status</u>												
Socioeconomically Disadvantaged (SED)	17	10	14	13	19	16	35	28	29	35	31	30
Non SED	37	33	32	39	32	33	53	49	46	49	38	45
<u>Ethnicity</u>												
African American	**	19	**	28	**	14	**	26	**	35	**	27
Asian	**	53	**	59	**	59	**	76	**	76	**	71
White	**	32	**	34	**	43	**	54	**	44	**	49
Filipino	**	*	**	29	**	18	**	*	**	63	**	41
Hispanic	**	15	**	20	**	20	**	35	**	41	**	34

* Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

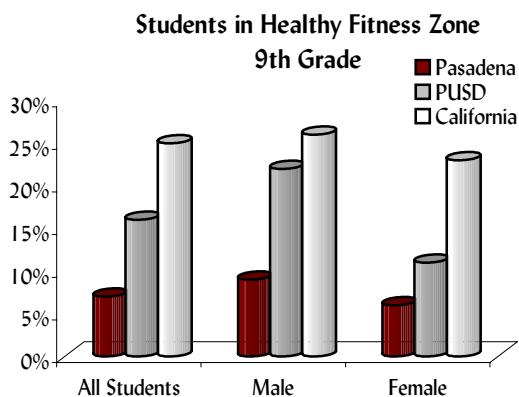
** Data unavailable from the California Department of Education.

Norm Referenced Test (CAT/6) 2003										
	% At or Above 50th Percentile									
	Reading			Math						
	9	10	11	9	10	11				
	9	10	11	9	10	11				
Pasadena High	42	38	40	39	46	44				
PUSD	37	37	37	32	37	34				
California	50	49	47	46	52	47				
Subgroups										
<u>Gender</u>										
Male	39	31	31	43	43	43				
Female	46	47	50	35	50	44				
<u>Language Fluency</u>										
English Learners (EL)	8	11	12	15	24	23				
Non EL	51	47	44	42	50	43				
<u>Socioeconomic Status</u>										
Socioeconomically Disadvantaged (SED)	33	28	32	31	38	39				
Non SED	53	47	47	48	53	47				
<u>Ethnicity</u>										
African American	43	38	39	30	36	34				
Asian	61	48	59	72	71	76				
White	62	50	42	61	59	51				
Filipino	45	*	63	45	*	44				
Hispanic	32	32	37	32	43	42				

* Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

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. Results of student performance are compared to other students statewide who took the test. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).



Scholastic Achievement Test

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development.

	SAT I Test Results		
	2001	2002	2003
Grade 12 Enrollment			
Pasadena High	448	393	511
PUSD	1242	1171	712
California	357,789	365,907	385,181
% of Seniors Tested			
Pasadena High	39.3%	39.7%	40.3%
PUSD	22.4%	22.4%	18.3%
California	36.6%	37.3%	36.7%
Average Verbal			
Pasadena High	454	446	453
PUSD	447	438	500
California	492	490	494
Average Math			
Pasadena High	464	467	478
PUSD	456	452	436
California	516	516	518

Academic Performance Index

California uses the results of the NRT and the California Standards Test to calculate the Academic Performance Index (API), which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000, measuring student performance in grades two through eleven. The state has determined a performance target of 800 for all schools. Test results are weighted and a formula is applied to determine their API.

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.

Awards: Schools that meet both schoolwide and subgroup Growth Targets are eligible for the Governor's Performance Award. For schools with an API of 800 and above, the state requires at least a five-point improvement to qualify for awards.

II/USP: Schools that do not meet their Growth Targets and have a Statewide API Rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve academic achievement.

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.

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.

API School Results							
	Base				Growth		
	2001	2002	2003		00-01	01-02	02-03
Percent Tested	93	96	96	Percent Tested	93	96	96
API Score	560	603	602	API Growth Score	556	561	619
Growth Target	12	10	10	Actual Growth	-12	1	16
Statewide Rank	3	4	3	Eligible for Awards	No	No	Yes
Similar Schools Rank	8	8	7	Eligible for II/USP	Yes	No	No
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	512	543	557	API Growth Score	505	502	569
Growth Target	10	8	8	Actual Growth	-16	-10	26
African American							
Base API Score	511	558	567	API Growth Score	504	516	594
Growth Target	10	8	8	Actual Growth	-8	5	36
White							
Base API Score	660	675	673	API Growth Score	661	648	686
Growth Target	10	8	8	Actual Growth	-21	-12	11
Hispanic							
Base API Score	526	572	572	API Growth Score	521	529	585
Growth Target	10	8	8	Actual Growth	-11	3	13

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 and contains at least 30 students with valid scores.

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; 13.6% of elementary and middle school students must be proficient in English and 16% must be proficient in math. At least 11.2% of high school students must be proficient in English and 9.6% 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).
- School must show a growth in high school graduation rates.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing staff. Students would also be allowed to transfer to schools (within their district) that meet their AYP and the former school must provide the transportation to the new site.

A "Yes" in the chart below means the school or subgroup was at or above the 2003 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 the 2003 AYP criteria for Participation Rate in English Language Arts and Math.

Adequate Yearly Progress 2003																
California Standards Test (CST)																
	% Participation Rate						% Proficient or Advanced									
	English/Language Arts		Math		English/Language Arts		Math									
	PHS	PUSD	PHS	PUSD	PHS	PUSD	PHS	PUSD	PHS	PUSD						
	Met	%	Met	%	Met	%	Met	%	Met	%						
All Students	No	82.3%	Yes	96.0%	No	87.5%	Yes	95.7%	Yes	44.7%	Yes	30.3%	Yes	30.3%	Yes	31.0%
Subgroups																
African American	No	78.8%	Yes	95.2%	No	89.1%	No	94.7%	Yes	41.8%	Yes	26.5%	Yes	21.0%	Yes	22.6%
Asian	*	81.0%	Yes	96.7%	*	81.0%	Yes	96.3%	*	69.2%	Yes	68.3%	*	71.4%	Yes	69.9%
Filipino	*	80.0%	Yes	97.1%	*	80.0%	Yes	97.7%	*	**	Yes	55.8%	*	**	Yes	52.4%
Hispanic or Latino	No	82.5%	Yes	96.2%	No	86.5%	Yes	96.1%	Yes	34.9%	Yes	24.0%	Yes	25.5%	Yes	28.5%
White	No	86.6%	Yes	96.5%	No	89.4%	Yes	95.9%	Yes	62.0%	Yes	51.1%	Yes	44.5%	Yes	47.4%
English Learners	No	77.3%	Yes	95.4%	No	79.1%	Yes	95.0%	Yes	26.9%	Yes	19.2%	Yes	21.9%	Yes	25.3%
Students w/Disabilities	*	61.5%	No	85.6%	*	73.1%	No	85.5%	*	11.5%	Yes	14.5%	*	6.7%	Yes	16.3%
Socioeconomically Disadvantaged (SED)	No	81.2%	Yes	95.9%	No	85.6%	Yes	95.4%	Yes	30.6%	Yes	22.6%	Yes	21.0%	Yes	26.5%

* The subgroup is not numerically significant for this school.

** Due to the moderate number of students tested, data is not disclosed.

Teacher Assignment

Pasadena Unified School District recruits and employs the most qualified credentialed teachers available. For the 2002-03 school year, Pasadena High School had 75 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status	2001 2002 2003		
	Fully Credentialed	59	69
Emergency Credentials	27	17	14
Interns	6	13	13
Waivers	3	0	0
Total Teachers	95	99	102
Average Years Teaching	12.0	11.6	12.0
Average Years in District	8.9	8.8	9.6

Pasadena High School supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2002-03 school year, certificated staff consisted of 115 employees (including administrators): 20.9% with 30+ additional units beyond their Bachelor's degree and 51.3% holding advanced graduate degrees such as a Master's or Doctorate degree.

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, who has 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. The district offers three staff development days annually during which teachers are given a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The topics for the 2002-03 staff development days were Integrating Bloom Taxonomy into the Curriculum, and Implementation of Standards-Based instruction.

Pasadena Unified School District's Peer Assistance and Review (PAR) program provides new teachers (those with less than three years of full-time teaching experience) and effected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the district also provides time and resources for collaboration, planning, and professional development for all staff. A Beginning Teacher Support and Assessment (BTSA) facilitator works with beginning and veteran teachers in improving their skills and addressing the California Standards for the Teaching Profession.

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.

Counseling & Other Support Services

Pasadena High School's goal is to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making or handling peer pressure.

Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The following is a list of support services available for students at Pasadena High School:

Counseling & Support Services Staff		
	Number of Staff	Full-Time Equivalent
Counselors	6	6.0
Librarian	1	1.0
Psychologist	1	0.5
Nurse	1	1.0
Health Aide	1	1.0
Speech & Language Specialist	1	0.5
Resource Specialist Program (RSP) Teachers	3	3.0
Special Education Teachers	7	7.0
Bilingual Aide	1	1.0
English Language Development (ELD) Teachers	2	2.0

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, as well as arranging campus tours and assisting 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 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). The goal of the ELD program, like that of the entire school, is to prepare students to be contributing members of society. This is done through instruction 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! an intervention program 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.

School Leadership

In the 2002-03 school year leadership duties have been assumed by Principal Derick Evans, who is serving his first year as principal of Pasadena High School. Prior to this position, Dr. Evans has held positions as a principal, an assistant principal, a dean, and a counselor.

Leadership at Pasadena High School is a responsibility shared between district administration, the principals, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership committees include:

- Safety Committee
- Student Study Team
- Bilingual Advisory Group
- School Site Council
- School Leadership Team
- Parent Teacher Association (PTA)

Parent & Community Involvement

Parents and the community are very supportive of the education program 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.

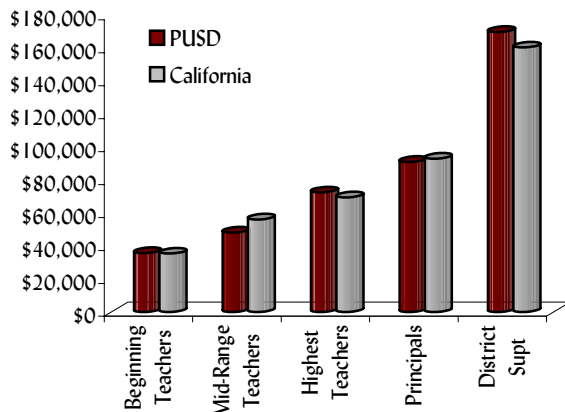
The following businesses and organizations support Pasadena High School:

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

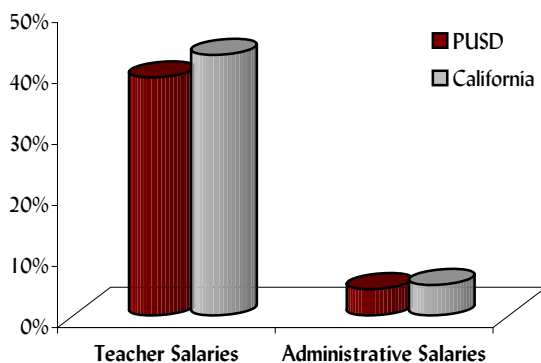
Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts throughout the state having more than 20,000 average daily attendance (ADA).

**Average Salary Information
Teachers - Principals - Superintendent
2001-02**



**Teacher & Administrative Salaries
as a Percentage of Total Budget
2001-02**



Expenditures & Services Funded

Pasadena Unified School District spent an average of \$7,176 to educate each student (based on 2001-02 audited financial statements). The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

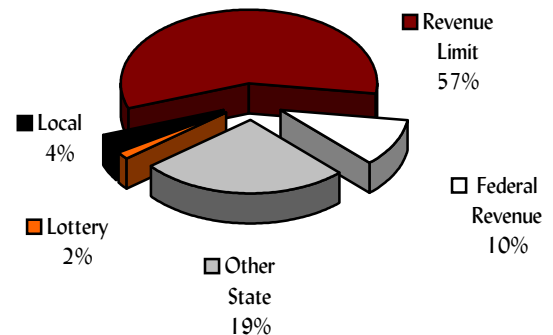
Pasadena Unified School District	Statewide Average	
	All Unified School Districts	All Districts
\$7,176	\$6,767	\$6,719

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Pasadena Unified School District receives state and federal categorical funding for the following categorical, special education, and support programs:

- Title I, Part A - Basic Grant and Neglected
- Title I, Part D, Subpart 2 - Delinquent Funds
- Title II, Part A - Teacher Quality
- Title II, Part D - Technology
- Title III, Part A - Limited English Proficiency (LEP)
- Title IV - Safe and Drug Free Schools and Communities (SDFSC)
- Title V - Innovative Strategies
- K-12 Student Improvement Program (SIP)
- Economic Impact Aid (EIA)
- 10th Grade Counseling
- Tobacco Use Prevention Education (TUPE)- Grades 4-8
- Professional Development

**District Revenue Sources
2001-02**



**District Expenditures
2001-02**

