

School Accountability Report Card Reported for School Year 2008-09

Published During 2009-10



South Pasadena High School

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest and Internet Access

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners). Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

School		District	
School Name	South Pasadena Senior High	District Name	South Pasadena Unified
Street	1401 Fremont Ave.	Phone Number	626-441-5810
City, State, Zip	South Pasadena, CA 91030-3809	Web Site	www.spusd.net
Phone Number	626-441-5820	Superintendent	Joel Shapiro
Principal	Janet Anderson	E-mail Address	jshapiro@fc.spusd.net
E-mail Address	janderson@fc.spusd.net	CDS Code	19-65029-1938455

School Description and Mission Statement (School Year 2008-09)

South Pasadena High School is a public, coeducational, four-year comprehensive high school with an enrollment of approximately 1,500 students. There is a student/teacher staffing ratio of thirty to one. Ninth grade English/Language Arts classes are a part of the Class Size Reduction program with a maximum of twenty students. Classes meet for 100-minutes on an alternating block schedule with a daily seventh period that meets for fifty minutes. Two semesters comprise the 180-day academic year. A majority of the students attend a six-week summer school program. The co-curricular program is extensive, ranging from athletics to theater, music, art, dance, and numerous clubs of student interest.

The school is accredited by the Western Association of Schools and Colleges (WASC) and has maintained an excellent record of accreditation throughout the school's existence. The SAT continues to trend upward, both in scores and number of test-takers.

South Pasadena High School is steeped in traditions that help us maintain our "Tiger Spirit." At the same time, we are in a continuous improvement cycle, researching and implementing programs and techniques focused on student achievement and personal growth.

Originally established in 1905, South Pasadena High School has served students in the community of South Pasadena in grades nine through twelve since 1984. Through its 104 year history, the school has grown and changed in many ways, including a recent remodeling and modernization program brought about by a 1995 bond measure.

The school operates on a traditional school calendar and served 1,508 students during the 2008-09 school year. Student body demographics are illustrated in tables below.

Teachers, staff, and administrators act on the principle that students come first. The educational programs at the school are

tailored to meet the needs of each individual student. South Pasadena High School and South Pasadena Unified School District follow the core values of: respect for the worth of the individual, personal and institutional integrity, and that diversity, as well as community, enriches the human experience.

Mission Statement

The mission of South Pasadena High School is to empower/enable students to think critically and creatively, communicate effectively, solve problems, set and reach goals, and work cooperatively and independently as responsible citizens of the community. Staff, students, parents, and community members collaborate in assisting students to meet these ends.

Vision Statement

SPHS will produce active, caring, and engaged students with the skills and attitudes that continually make a positive impact in their family, local community, as well as in the global community. The SPHS campus community provides the technological, social, and academic tools that together foster the emergence of pride and respect for self and others. Through a caring and supportive environment fostering mutual respect and rewarding relationships, a diverse array of students, faculty, parents, and community will interact together, seeking to embellish the unique gifts that each individual brings to the campus community.

Tenets

The faculty and parents of South Pasadena High School believe...

1. We are committed to developing productive, autonomous citizens.
2. We believe that a diverse teaching staff and student body enriches us all.
3. We value students and teachers entering into a mutually rewarding relationship.
4. We believe teachers make a major impact on our students' lives by being positive role models and examples to emulate.
5. We believe integrating disciplines helps students make connections between the disciplines.
6. We believe that a positive, optimistic, and supportive environment can influence virtually 100% of the student body.
7. We are committed to challenging our students to learn and produce in ways that continue to expand their potential.
8. We believe that young minds are nurtured by genuine concern and caring by the school community.
9. We believe that our diverse student population provides an excellent opportunity to teach not just tolerance but real appreciation for cultural, ethnic, and racial differences.
10. We believe that students learn by engaging in a variety of experiences meaningful to them.
11. We believe that students construct meaning through interaction with others.
12. We value being perceived as the unique individuals we are.
13. We believe that developing critical and creative thought must be done over a wide range of ideas and disciplines.
14. We are committed to developing students who demonstrate persistence, strive for accuracy and precision, question and pose problems, apply past knowledge to new situations, think and communicate with clarity and precision, gather data/information, and who can manage impulsivity, listen to others with understanding and empathy, think flexibly, reflect on their thinking, create, imagine, and innovate while taking responsible risks, find humor, and think independently.
15. We are a relentless, committed team.

Opportunities for Parental Involvement (School Year 2008-09)

Parents and the community are very supportive of the educational, athletic, and activities programs at South Pasadena High School. Numerous programs and activities are enriched by the generous contributions made by the Booster Club, the Band Boosters, Rotary club, Kiwanis, Oneonta Club, Lion's Club, and the Parent Teacher Student Association (PTSA). Through the weekly Bingo sponsored by the Booster Club and run by parent and staff volunteers, over \$200,000 is contributed to the school annually.

Student Enrollment by Grade Level (School Year 2008-09)

Grade Level	Number of Students
Grade 9	368
Grade 10	408
Grade 11	398
Grade 12	334
Total Enrollment	1508

Student Enrollment by Group (School Year 2008-09)

Group	Percent of Total Enrollment
African American	2.59 %
American Indian or Alaska Native	0.33 %
Asian	38.06 %
Filipino	1.79 %
Hispanic or Latino	17.37 %
Pacific Islander	0.20 %
White (not Hispanic)	33.55 %
Multiple or No Response	6.10 %
Socioeconomically Disadvantaged	8.00 %
English Learners	6.00 %
Students with Disabilities	9.00 %

Average Class Size and Class Size Distribution (Secondary)

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.4	25	12	26	24.6	30	26	15	24.5	31	19	20
Mathematics	32.6	3	8	30	27.1	14	19	19	27.2	16	23	12
Science	34.1		8	29	30.8	6	14	25	29.7	7	19	19
Social Science	31.7	3	11	22	31.3	4	8	23	29.6	5	15	15

III. School Climate

School Safety Plan (School Year 2008-09)

The safety of students and staff is a primary concern at South Pasadena High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a monthly basis throughout the school year and earthquake drills are held once a year.

The monitoring of school grounds is performed by assigned staff before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus, and sign out upon leaving the campus. In 1997, the Comprehensive Safety Plan was developed by the school administration and School Site Council in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment.

Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. South Pasadena High School reviews the plan annually and updates it as needed. The plan was last updated at the beginning of the 2007-08 school year. The plan is also reviewed with school staff at the beginning of each school year. An updated copy of the plan is available to the public at the school office.

Suspensions and Expulsions

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	10.2	7.7	9.4	5.4	4.3	4.5
Expulsions	0.3	0.1	0.0	0.1	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

South Pasadena High School is situated on 20.1 acres, and currently includes the library, cafeteria, staff lounge, 54 permanent classrooms, six portable classrooms, three athletic fields, a pool, six tennis courts, an auditorium, and a 99 seat equity-waiver theater. South Pasadena High School was built in 1905, and extensively remodeled, including replacing old buildings with new buildings, in 2002-2003. The chart shows the results of the most recent school facilities inspection collected in November, 2009.

Cleaning Process

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, district office. The principal works daily with two full time and one part time custodians to develop cleaning schedules to ensure a clean and safe school.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication 100% of South Pasadena High School's restrooms were in good working order.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides 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, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year the district allocated \$175,000 for its deferred maintenance program. This represents 0.5% of the district's general fund budget.

School Facility Good Repair Status (School Year 2009-10)

School Facility Conditions				
Date of Last Inspection: 11/25/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned * * Deficiencies set for repair utilizing Deferred Maintenance funds 2010-2011
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences		X		* *
Interior Surfaces (floors, walls, ceilings, etc.)		X		* *
Hazardous Materials (interior/exterior)	X			
Structural Damage		X		* *
Fire Safety			X	Electrical panels being cleared by custodians
Electrical (interior/exterior)		X		Electrical panels being cleared by custodians
Pest/Vermin Infestation	X			
Drinking Fountains (exterior/interior)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground)	X			
Playground/School Grounds		X		* *
Overall Cleanliness	X			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	58	65	64	194
Without Full Credential	0	2	3	3
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	100.0	0.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6.0	251
Library Media Teacher (Librarian)	1.0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0.20 (1 District-wide for 5 schools)	N/A
Speech/Language/Hearing Specialist	0.50	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0.20 Adaptive P.E. Teacher (1 District-wide)	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials

(School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	↑	0
Mathematics		0
Science		0
History-Social Science	Sufficient textbooks/instructional materials	0
Foreign Language	↓	0
Health		0
Visual and Performing Arts		0
Science Laboratory Equipment (grades 9-12)		0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	LEA Provided	LEA Provided	LEA Provided	LEA Provided
District	N/A	N/A	LEA Provided	\$73,095
Percent Difference – School Site and District	N/A	N/A	LEA Provided	LEA Provided
State	N/A	N/A	\$5,512	\$60,994
Percent Difference – School Site and State	N/A	N/A	LEA Provided	LEA Provided

Types of Services Funded (Fiscal Year 2008-09)

In addition to general state funding, South Pasadena Unified School District receives federal and state aid for the following categorical, special education, and support programs		
<ul style="list-style-type: none"> • Class Size Reduction Program • School Improvement Program • Gifted and Talented Education • Economic Impact Aid 	<ul style="list-style-type: none"> • Special Education • Special Education Transportation • Instructional Materials • Home-to-School Transportation 	<ul style="list-style-type: none"> • Economic Impact Aid • Peer Assistance and Review • Federal, Special Education, Entitlement by UDC • Safe and Drug Free Schools Program

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,976	\$38,941
Mid-Range Teacher Salary	\$69,749	\$59,686
Highest Teacher Salary	\$90,800	\$77,828
Average Principal Salary (Elementary)	\$99,769	\$94,258
Average Principal Salary (Middle)	\$109,035	\$98,271
Average Principal Salary (High)	\$117,232	\$104,869
Superintendent Salary	\$171,831	\$142,247
Percent of Budget for Teacher Salaries	46.00 %	38.20 %
Percent of Budget for Administrative Salaries	5.30 %	5.90 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program](#)

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

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	74	74	77	77	78	81	43	46	50
Mathematics	67	61	60	74	74	75	40	43	46
Science	65	68	72	71	76	81	38	46	50
History-Social Science	55	60	65	62	65	70	33	36	41

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

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	46	53	50	57
American Indian or Alaska Native	*	*	*	*
Asian	81	75	74	72
Filipino	91	57	*	69
Hispanic or Latino	62	32	57	44
Pacific Islander	*	*		*
White (not Hispanic)	82	57	78	69
Male	73	64	75	68
Female	81	55	68	62
Economically Disadvantaged	59	56	67	52
English Learners	30	72	31	34
Students with Disabilities	31	24	42	32
Students Receiving Migrant Education Services	0	0	0	0

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

California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students Three-Year Comparison

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	82.3	83.6	79.8	81.8	83.4	79.6	48.6	52.9	52.0
Mathematics	76.7	86.3	81.6	76.3	86.1	81.3	49.9	51.3	53.3

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

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	20.2	22.0	57.7	18.4	42.3	39.2
Male	23.0	23.5	53.6	14.6	38.9	46.5
Female	17.3	20.5	62.2	22.5	46.0	31.6
African American	30.8	30.8	38.5	35.7	42.9	21.4
American Indian or Alaska Native	*	*	*	*	*	*
Asian	19.7	17.3	63.0	6.2	34.1	59.7
Filipino	16.7	41.7	41.7	18.2	45.5	36.4
Hispanic or Latino	29.7	21.6	48.6	40.8	42.1	17.1
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	14.6	24.5	60.9	15.9	48.3	35.8
English Learners	64.5	22.6	12.9	23.5	35.3	41.2
Socioeconomically Disadvantaged	35.5	29.0	35.5	29.0	45.2	25.8
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	55.2	27.6	17.2	64.7	26.5	8.8

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

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0	0.0	0.0
7	0.0	0.0	0.0
9	7.9	22.4	64.2

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the [CDE Academic Performance Index \(API\) Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	10	10	10
Similar Schools	6	5	7

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: An asterisk (*) means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	5	15	4	861
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	12	9	6	898
Filipino	*	*	*	*
Hispanic or Latino	9	21	-5	763
Pacific Islander	*	*	*	*
White (not Hispanic)	5	15	5	879
Socioeconomically Disadvantaged	15			
English Learners	*	*	*	*
Students with Disabilities	*	*	*	637

Adequate Yearly Progress

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

Participation rate on the state's standards-based assessments in ELA and mathematics
 Percent proficient on the state's standards-based assessments in ELA and mathematics
 API as an additional indicator
 Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

“Yes” indicates the 2009 AYP Requirement was met; “No” means the AYP Criteria was not met.

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

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information](#) Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source)

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	0.6	0.8	0.9	0.7	0.8	0.9	3.5	4.4	3.9
Graduation Rate	97.0	97.6	95.8	97.0	97.3	95.8	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	LEA Provided	LEA Provided	N/A
African American	LEA Provided	LEA Provided	N/A
American Indian or Alaska Native	LEA Provided	LEA Provided	N/A
Asian	LEA Provided	LEA Provided	N/A
Filipino	LEA Provided	LEA Provided	N/A
Hispanic or Latino	LEA Provided	LEA Provided	N/A
Pacific Islander	LEA Provided	LEA Provided	N/A
White (not Hispanic)	LEA Provided	LEA Provided	N/A
Socioeconomically Disadvantaged	LEA Provided	LEA Provided	N/A
English Learners	LEA Provided	LEA Provided	N/A
Students with Disabilities	LEA Provided	LEA Provided	N/A

Career Technical Education Programs (School Year 2008-09)

South Pasadena High School does not offer a career technical education (CTE) program.

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

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	74.2
Graduates Who Completed All Courses Required for UC/CSU Admission	59.8

Advanced Placement Courses (School Year 2008-09)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE [DataQuest](#) Web page.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	3	N/A
Social Science	2	N/A
All courses	12	8.0

XII. Instructional Planning and Scheduling

Teacher Evaluation and Professional Development

South Pasadena Unified School District's constructive teacher evaluation process promotes quality instruction and provides a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and comply with the state's evaluation criteria. In accordance with district policy, new teachers are evaluated annually and tenured teachers every other year. Evaluations are conducted by the principal at the elementary level; the principal and assistant principal conduct evaluations at the middle school and high school levels. These administrators have been certified for competency to perform evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession: 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 development at South Pasadena High School is directed by the school's Single Plan for Student Achievement, as well as the school's WASC accreditation plan. The Single Plan for Student Achievement is based on an analysis of student achievement data. Three buy-back staff development days are available annually. After-school workshops, inservices, summer institutes, and professional conferences with guest speakers and consultants are some of the methods by which professional development is delivered. Some of the staff development topics covered during the 2008-09 school year included: "Understanding By Design," analyzing student achievement data, and Special Education Concerns.

The district participates in the state-sponsored Beginning Teachers Support and Assessment Program (BTSA). The goals of the BTSA Program are to help new teachers succeed, foster increased retention of quality teachers within the teaching profession, and improve instruction for students. In addition to the BTSA Program, the California Peer Assistance and Review Program (PAR) is designed to improve the education of students and increase the classroom performance of teachers. The program recruits exceptional teachers to provide assistance to veteran practicing teachers, beginning practicing teachers, and voluntary participating teachers.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each

grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92