

Palo Verde Valley High School

School Accountability Report Card



GRADES 9-12

667 North Lovekin Blvd. Blythe, CA 92225

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Brandy Cox, Acting Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Principal's Message

Palo Verde Valley High School is a comprehensive public high school that serves a multicultural community. Our students come from a wide range of backgrounds: some are acquiring English while many are preparing for college. The curriculum offers a wide range of courses which help in meeting our mission of preparing students for transition into college or careers. The curriculum is focused on developing students' reading and writing skills, and on using technology to support instruction.

For the 2011-12 school year, staff will continue their efforts to help the high school meet all student participation and school-wide growth targets on State and Federal tests. We will continue to expand and reorganize our counseling service to align with national standards. Our staff will continue to focus on strategies that will help prepare students for college and or careers after high school.

We are proud of the dedication of our students and applaud them on the many success they have earned including acceptances to University of California Los Angeles, University of California Berkeley, United States Air Force Academy Prep School, Brigham Young University and all branches of the military. The faculty and staff of PVHS are dedicated to helping students meet the demands of life after high school.

We always welcome and encourage parents to take an active part in our students' education and in the activities at our school and become an integral part of the Yellow Jacket community.

Parental Involvement

By volunteering for special projects, chaperoning school events, or serving on a decision-making group, parents may become a member of Palo Verde Valley High School's learning community dedicated to developing independent lifelong learners. An open invitation is extended to parents to participate in Open House, Back to School Night, Fine Arts Programs, and Mom's and Dad's Nights. For parents who wish to help their student succeed in school, parenting classes are offered to teach parents effective strategies on how to help and support their student's education at home.

Parents are encouraged to serve on the School Site Council (SSC), English Language Advisory Council (ELAC), FFA Advisory, Western Association of Schools and Colleges (WASC) focus groups and booster clubs to actively participate in the growth and improvement process of their student and the school. The SSC approves the school site plan and oversees the school budget: the ELAC helps students learning English feel welcome at school. Palo Verde Valley High School's booster clubs for the band and athletic programs organize, support, and raise funds for students to participate in special events and to purchase equipment.

School-to-home communication is provided in both English and Spanish throughout the year to keep parents up to date on their student's progress and school issues. Parents may visit <http://zangleweb.pvUSD-bly.k12.ca.us/pc/-Parent Connect> for information about their particular student. The following websites also provide information for parents about the school: www.pvUSD-bly.org or paloverdehs.sharpschool.com. These websites provide information regarding a particular student and his academic progress in each class and his attendance in each class. They also provide current information, a calendar of activities, homework assignment, student grades, and special announcements from the principal, teachers, librarian, and counselors. The Principal's Newsletter is sent home quarterly with every report card: the newsletter keeps parents apprised of school improvement efforts, staff development, scheduled events, and student achievements. The counseling Center's Newsletter (Provided in English and Spanish) is sent to parents and students every semester: each newsletter features reminders about upcoming exams, career planning activities, and assemblies or workshops. Palo Verde Valley High School invites parents to get involved in their child's educational experience. Any parent who wishes to donate their time and talents or would like more information may contact the counselor's secretary (760) 922-7148

To ensure the safety of our students all volunteers are required obtain a fingerprint clearance before they are permitted to volunteer.



Palo Verde Unified School District

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In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 9

Four of Six Standards	23.4%
Five of Six Standards	19.3%
Six of Six Standards	43.1%



Student Enrollment by Group

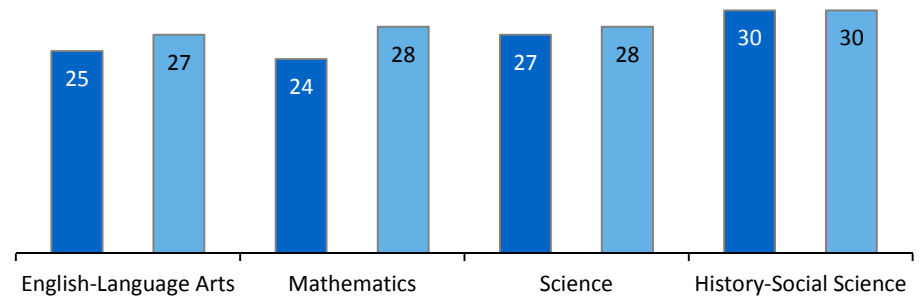
Palo Verde Valley HS

Socioeconomically Disadvantaged	60.6%
English Learners	15.9%
Students with Disabilities	10.9%

Class Size

08-09 09-10 10-11

The bar graph displays the three-year data for average class size.

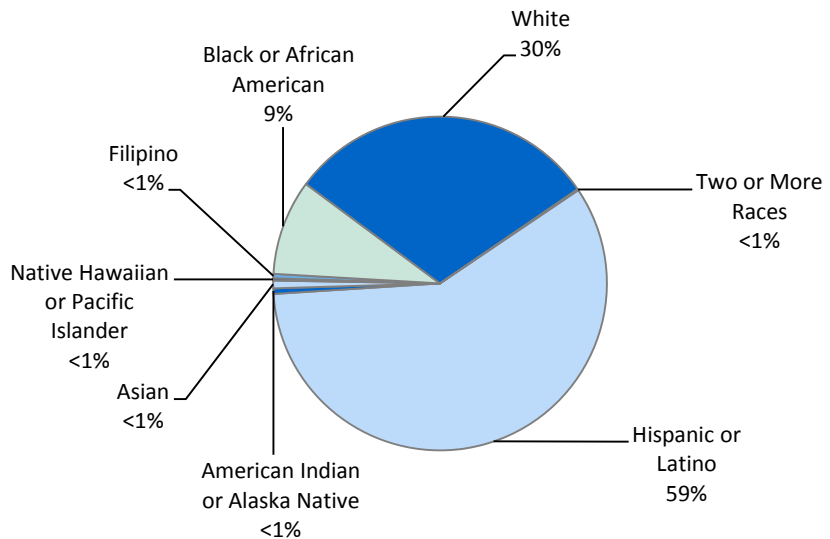


Class Size Distribution — Number of Classrooms By Size

Subject	08-09			09-10			10-11		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	16	20	15	◇	◇	◇	11	12	15
Mathematics	16	24	1	◇	◇	◇	6	13	10
Science	5	17	3	◇	◇	◇	4	13	7
History-Social Science	1	13	9	◇	◇	◇	3	9	10

Enrollment and Demographics

The total enrollment at the school was 941 students for the 2010-11 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

◇ Information not available.

School Facility Items Inspected

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			10/25/2011
Date of the Most Recent Completion of the Inspection Form			10/25/2011

School Facilities

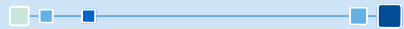
Palo Verde Valley High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. The campus of Palo Verde Valley High School has 36 regular classrooms and 10 portable classrooms. It also features an administration building, gymnasium, library and cafeteria. There is also a stadium, baseball field, practice field, and outdoor basketball courts. The school also maintains a farm, which houses up to 100 animals during parts of the school year. The school was built in 1952. Several modernization projects have ensured that school facilities are kept up to date and provide adequate space for students and staff.

The school is maintained by a district maintenance crew. An electronic work order system enables Palo Verde Valley High School to communicate maintenance needs. Emergency needs are usually handled within an hour or two.

Non-emergency requests are typically fulfilled within 24 hours. A day custodian and an evening custodian are assigned to the school. Classrooms are cleaned at least every other day.

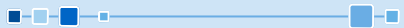
Campus Supervision: Palo Verde Valley High School is adjacent to the Blythe Middle School campus which enables both schools to share security personnel and facilities resources. One full-time sheriff’s officer and two campus supervisors secure the campus five days a week.

Students may enter campus grounds early to receive breakfast or visit the library. Breakfast is supervised in the cafeteria by a school proctor; the library is open 30 minutes before school starts. Students arriving through entrance gates, bus areas, and crosswalks are greeted and supervised by assigned teachers, administrators, and security personnel. During lunch, some teachers, the counselors, administrators, and all security staff patrol the campus and share supervisory responsibility of the cafeteria and common areas. At the end of the day, assigned teachers, all administrators, all counselors, and all security staff are strategically placed on campus, supervising the bus, student pickup, and exit areas to help with traffic flow and ensure students depart safely.



Palo Verde Valley High School Mission Statement

The learning community of Palo Verde Valley High School will ensure ALL students are successfully prepared to transition into college and or careers.



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Palo Verde Valley HS	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (Grades 9-12)	0%

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Palo Verde Valley HS	
Currency of Textbook Information	
Data Collection Date	10/2011

Quality of Textbooks

The following table outlines the criteria required for choosing the textbooks and instructional materials.

Palo Verde Valley HS	
Quality of Textbooks	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Textbooks and Instructional Materials

All textbooks used in the core curriculum throughout the Palo Verde Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are approved by the Board of Trustees. The District follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the State's adoption. Site level and District level committees meet to select textbooks and instructional materials. Every student including English Learners have access to their own textbooks and instructional materials.

On October 4, 2011, the Palo Verde Unified School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English Learners, in the district.

The Board of Trustees adopted a resolution which certifies, as required by Education Code section 60119, that:

1. Each student in each school in the Palo Verde Unified School District has a standards-aligned textbook or instructional materials, or both, to use in class and to take home,
2. Sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the curriculum frameworks in mathematics, science, history-social science, and English language arts, including the English language development component of an adopted program,
3. Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and
4. Sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive. The California Department of Education requires the most recent information to be provided regarding instructional materials; data collected and disclosed in this report regarding instructional materials was acquired in October 2011.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Hampton Brown; High Point	2002
English-Language Arts	McGraw-Hill; Fast Track	2004
English-Language Arts	McDougal Littell, Language of Literature	2002
Mathematics	Prentice Hall; Algebra II	2002
Mathematics	Prentice Hall; Pre-Algebra	2002
Mathematics	Prentice Hall; Algebra	2002
History-Social Science	Prentice Hall; Economic	2006
History-Social Science	McDougal Littell; The Americans	2004
History-Social Science	Prentice Hall; World History	2006
History-Social Science	McDougal Littell; American Government	2004
Science	Cummings; Conceptual Chemistry	2004
Science	Addison; Conceptual Physics	2002
Science	Prentice Hall; Earth Science	2006
Science	Glencoe; Life Science	2002
Science	Hold; Modern Chemistry	2002
Science	Prentice Hall; Biology	2002

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring at Proficient or Advanced Levels									
	Palo Verde Valley HS			Palo Verde USD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	30%	32%	29%	29%	33%	34%	49%	52%	54%
Mathematics	5%	9%	8%	29%	32%	34%	46%	48%	50%
Science	36%	35%	40%	35%	39%	35%	50%	54%	57%
History-Social Science	16%	24%	23%	17%	21%	20%	41%	44%	48%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring at Proficient or Advanced Levels				
Group	Spring 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	34%	34%	35%	20%
All Students at the School	29%	8%	40%	23%
Male	22%	9%	41%	24%
Female	36%	7%	40%	22%
Black or African American	14%	0%	17%	6%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	23%	7%	33%	15%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	44%	10%	58%	38%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	22%	7%	32%	17%
English Learners	0%	7%	❖	0%
Students with Disabilities	4%	3%	❖	4%
Students Receiving Migrant Education Services	46%	23%	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison

	2008	2009	2010
Statewide API Rank	3	2	1
Similar Schools API Rank	3	1	1

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group — 2011 Growth API and Three Year Comparison

Group	2011 Growth API						Palo Verde HS — Actual API Change		
	Palo Verde Valley HS		Palo Verde USD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	673	647	2,533	679	4,683,676	778	-24	5	13
Black or African American	58	541	203	597	317,856	696	■	■	■
American Indian or Alaska Native	6	■	17	750	33,774	733	■	■	■
Asian	6	■	18	753	398,869	898	■	■	■
Filipino	3	■	15	905	123,245	859	■	■	■
Hispanic or Latino	402	625	1,552	658	2,406,749	729	-32	17	6
Native Hawaiian or Pacific Islander	1	■	6	■	26,953	764	■	■	■
White	197	710	717	740	1,258,831	845	-15	-7	27
Two or More Races	0	■	0	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	452	615	1,786	643	2,731,843	726	-26	-4	29
English Learners	113	544	450	601	1,521,844	707	■	-21	23
Students with Disabilities	76	403	284	463	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Palo Verde Valley HS		Palo Verde USD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	No		No	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

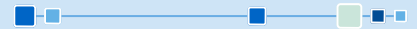
Federal Intervention Program		
	Palo Verde Valley HS	Palo Verde USD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2007-2008
Year in Program Improvement	Year 3	Year 3
Number of Schools Identified for Program Improvement	5	
Percent of Schools Identified for Program Improvement	71.4%	

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 at a workstation, and the ability to print documents.

Types of Services Funded

Palo Verde High School provides a number of supplemental services to support and assist students. A tutoring lab is provided after school with certificated teachers available to assist students. A career center is open three hours each day. It provides information on colleges and careers and provides a place for military recruiters to meet with students. Categorical funds pay for two instructional aides who assist English learners.



Professional Development

Professional development for staff takes many different forms. Buy-back days, which are days outside the contract days for which the staff is paid to attend and participate are used for professional development. Teachers are also sent to conferences dealing with their subject matter, or professional presentations are brought to the district for the staff. All staff also participates in bi-monthly Professional Learning Communities (PLC) meetings. These meetings are used for analyzing what is happening in the classroom and the data that is received through periodic testing as the student moves through the curriculum. The district also participates with the Riverside County Office of Education (RCOE) in the Beginning Teacher Support and Assessment program. Staff meetings also have time for professional development where new or different strategies for teaching are introduced. For each of the previous three years, three days were dedicated to staff development.



Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school. For the 2010-11 school year, 2.3% of the school's students were enrolled in a total of six AP courses offered.

Advanced Placement Courses

English	1
Foreign Language	2
Mathematics	1
Science	2



Completion of High School Graduation Requirements

This table shows the percentage of students (who began the 2010-11 school year in the 12th grade) who met all local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements

Group	Graduating Class of 2011	
	Palo Verde Valley HS	Palo Verde USD
All Students	89.0%	84.9%
Black or African American	76.4%	71.4%
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	87.1%	❖
Hispanic or Latino	❖	80.9%
Native Hawaiian or Pacific Islander	98.2%	❖
White	❖	94.2%
Two or More Races	❖	❖
Socioeconomically Disadvantaged	95.2%	92.7%
English Learners	74.0%	69.4%
Students with Disabilities	78.9%	78.9%

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available. Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Graduate and Dropout Rates

	Graduation Rate			1-year Dropout Rate		
	07-08	08-09	09-10	07-08	08-09	09-10
Palo Verde Valley HS	86.39%	82.01%	81.72%	3.5%	3%	3.5%
Palo Verde USD	75.82%	72.00%	73.68%	7.2%	6.1%	5.6%
California	80.21%	78.59%	80.44%	4.9%	5.7%	4.6%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

“By volunteering for special projects, chaperoning school events, or serving on a decision-making group, parents may become a member of Palo Verde Valley High School’s learning community dedicated to developing independent lifelong learners.”

California High School Exit Exam Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note: The score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Percentage of Students Scoring at Proficient or Advanced Levels

	English-Language Arts			Mathematics		
	08-09	09-10	10-11	08-09	09-10	10-11
Palo Verde Valley HS	33%	29%	47%	30%	36%	47%
Palo Verde USD	33%	28%	46%	30%	34%	46%
California	52%	54%	59%	53%	54%	56%

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in tenth grade and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English-language arts and Math. For the purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient.

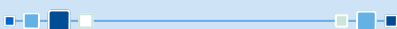
CAHSEE Results by Student Group: English-Language Arts and Mathematics

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

Percentage of Students Achieving at Each Performance Level

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	54%	26%	20%	54%	35%	11%
All Students at the School	53%	26%	20%	53%	36%	11%
Male	63%	26%	11%	60%	30%	10%
Female	46%	27%	27%	47%	41%	12%
Black or African American	70%	30%	0%	76%	24%	0%
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	61%	22%	17%	58%	32%	10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	38%	30%	32%	38%	45%	16%
Two or More Races	❖	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	63%	22%	14%	61%	31%	8%
English Learners	100%	0%	0%	100%	0%	0%
Students with Disabilities	96%	4%	0%	93%	7%	0%
Students Receiving Migrant Education Services	❖	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
2010-11 Participation	
Number of Pupils Participating in CTE	635
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	2.0%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0.0%



Admission Requirements for California's 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 course 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 UC Admissions Information Web page at www.universityofcalifornia.edu/admissions. (Outside source)

California State University: Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU Web page at www.calstate.edu/admission/admission.shtml. (Outside source)

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest/>.

University of California and California State University Admission	
	Palo Verde Valley HS
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2010-11	56.9%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2009-10	18.4%

Career Technical Education Programs

The District provides Career Technical Education in Agriculture (Ag Mechanics, Ag Science, Plant and Soil Science, and Ag commons), and Home Economics (Child Development, Foods, Clothing and Textiles at Palo Verde High School. Riverside county Offer a Regional Occupational Program in Computers, Retail and Agriculture.

Students from Palo Verde High School also attend classes at Palo Verde Community College. These are primarily vocational classes in autos, welding, construction, and computer graphics.

Mr. Mark Mullion is the representative of the District's Career Technical Advisory Committee and it represents the Agricultural Industry in the area.

School Safety

A comprehensive School Site Safety Plan was initially developed for Palo Verde Valley High School in collaboration with local law enforcement and fire protection agencies and District administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification and dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The most recent review, update, and training associated with the School Site Safety Plan took place in September 2011. An updated copy of the School Site Safety Plan is available to the public at the Palo Verde Unified School District office and Palo Verde High School office.

The student handbook outlines school policies and procedures concerning emergency situation, school bus safety, campus behavior, first aid, illness, health issues, and special services. Earthquake preparedness drills are conducted once each semester; fire drills are held once a quarter. All visitors are required to check in at the school office upon arrival and departure from the school.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Palo Verde USD	Palo Verde Valley HS		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	149	44	32	35
Without Full Credential	5	5	2	1
Teaching Outside Subject Area of Competence		4	3	1

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). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Palo Verde Valley HS		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

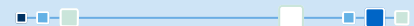
No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Palo Verde Valley HS	88.28%	11.72%
All Schools in District	86.65%	13.35%
High-Poverty Schools in District	86.65%	13.35%
Low-Poverty Schools in District	◇	◇

◇ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	2.0
Ratio of Students Per Academic Counselor	471:1
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	District
Social Worker	District
Nurse	District
Speech/Language/Hearing Specialist	District
Resource Specialist (non-teaching)	0.0



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

School Financial Data

The following table displays the school's average teacher salary and a break-down of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Palo Verde Valley HS	
Total Expenditures Per Pupil	\$4,457
Expenditures Per Pupil From Restricted Sources	\$316
Expenditures Per Pupil From Unrestricted Sources	\$4,141
Annual Average Teacher Salary	\$56,522



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Palo Verde Valley HS			
	08-09	09-10	10-11
Suspension Rates	8%	32%	23%
Expulsion Rates	1%	2%	1%
Palo Verde USD			
	08-09	09-10	10-11
Suspension Rates	8%	19%	19%
Expulsion Rates	0%	1%	<1%

Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Palo Verde USD	Similar Sized District
Beginning Teacher Salary	\$38,475	\$39,074
Mid-Range Teacher Salary	\$60,248	\$60,172
Highest Teacher Salary	\$77,703	\$78,468
Average Principal Salary (Elementary School)	\$88,785	\$95,926
Average Principal Salary (Middle School)	\$102,852	\$99,356
Average Principal Salary (High School)	\$109,735	\$107,041
Superintendent Salary	\$128,787	\$148,555
Teacher Salaries — Percent of Budget	36%	38%
Administrative Salaries — Percent of Budget	6%	6%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Palo Verde Valley HS	\$4,141	\$56,522
Palo Verde USD	\$5,475	\$56,522
California	\$5,455	\$63,062
School and District — Percent Difference	-32.2%	+0.0%
School and California — Percent Difference	-31.7%	-11.6%

School Accountability Report Card

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Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.