

Ferndale High School

2008-2009 School Accountability Report Card (SARC)

Published During 2009-2010

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

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

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)

This section provides the schools contact information.

School		District	
School Name	Ferndale High	District Name	Ferndale Unified
Street	1231 Main St.	Phone Number	707-786-5900
City, State, Zip	Ferndale, CA 95536	Web Site	www.ferndalek12.org
Phone Number	707-786-5900	Interim Superintendent	Denise Jones
Interim Principal	Denise Jones	E-mail Address	dejones@humboldt.k12.ca.us
E-mail Address	dejones@humboldt.k12.ca.us	CDS Code	12- 75374- 1232909

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

Ferndale High School is a comprehensive Necessary Small High School located in the Eel River Valley of Humboldt County, California. With an enrollment of fewer than 175 students, Ferndale High School offers a full program of college preparatory, vocational and elective classes in a safe and caring environment. Ferndale High School is fully accredited by the Western Association of Schools and Colleges.

Ferndale Unified School District Vision Statement

Ferndale Unified School District, in partnership with parents and the community, will provide in a structured, safe, efficient and caring environment, a challenging and stimulating educational experience meeting the needs of all students and providing them with the skills necessary to succeed in the homes, work places and communities of today and tomorrow. The District will also strive to develop the qualities of good character and responsible citizenship by fostering self-esteem, self-discipline, respect for the rights of others and stewardship of our planet.

Opportunities for Parental Involvement (School Year 2008-09)

Parents are encouraged to participate in the education of their children attending District schools. Opportunities to participate include volunteering in classrooms and school programs, membership committees such as School Site Council, Booster Club, and PaSTA. Parents wishing to know how they may become more involved can call the school for information and schedules of committee meetings.

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

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

Grade Level	Number of Students
Grade 9	39
Grade 10	40
Grade 11	40
Grade 12	44
Ungraded Secondary	0
Total Enrollment	163

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0%
American Indian or Alaska Native	6.1%
Asian	0.6%
Filipino	0%
Hispanic or Latino	9.2%
Pacific Islander	1.8%
White (not Hispanic)	77.3%
Multiple or No Response	4.9%
Socioeconomically Disadvantaged	10%
English Learners	1%
Students with Disabilities	4%

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	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	17	7	3		16.3	11	5		16.5	9	1	
Mathematics	12.9	11			12.7	10	1		12.5	10	2	
Science	13.3	8			14	7	1		15.1	8		
Social Science	18.1	5	3		17.3	6	2		21	5	2	

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

The Ferndale Unified School District Comprehensive School Safety Plan was created in October 1998, and has been reviewed and updated periodically since that date. The Plan includes District policies covering school rules, discipline procedures, child abuse reporting procedures, and plans for disaster preparedness integrated with the Community Disaster Plan.

Contributing to school safety are the small sizes and the close relationship between faculty members, students, parents and the community. This relationship fosters a safe and caring learning environment for students. Many inter-district transfer students attend Ferndale High School often being attracted to the school because of the intimacy of the school that includes the small class sizes.

Student government and Leadership class promote the attributes of student involvement and self-determination. School staff is available to students and parents for providing academic assistance, academic and intervention counseling, and dealing with issues of concern. Abundant opportunities are available for students to actively participate in co-curricular and extra-curricular programs. Seventy-five percent of the students enrolled at Ferndale High School are active in extracurricular and/or co-curricular programs, including athletics, FFA, programs for the arts, and student government.

School discipline is tailored to honor the unique circumstances accompanying each student issue requiring intervention and promotes student safety and a positive school climate. Our staff utilizes a student-centered case-by-case approach that is embedded in a program known as Love and Logic. With this program, interventions may range from conversations about a particular occurrence, verbal and/or written warnings (referrals) about an occurrence, time-outs and/or detentions (teacher initiated and monitored), community service assignments, campus/activity restrictions, and in school and from school suspensions and/or expulsion from school (Grounds for Suspension or Expulsion: Education Code 48900).

School climate and school discipline go hand-in-hand. The Ferndale High School Student Conduct Code is as follows: 1) Every attempt will be made to maintain the dignity and self-respect of both student and adult. 2) Students will be guided and expected to solve problems they create without creating problems for anyone else. 3) Students will be given opportunities to make decisions and live with the natural and/or logical consequences of their decisions be they good or bad. 4) Students will be given the opportunity to share their information or let their concerns be heard at an appropriate time and place.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	7.9	9.5	17.8	7.4	5	8
Expulsions	0	0	0	0	0	0

IV. School Facilities

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

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The main building of Ferndale High School, built in 1952, contains the school office, 11 classrooms, and school library. The adjacent shop building houses the woodshop and agricultural mechanics shop. The gymnasium, built in 1975 with a seating capacity of 881, contains men's and women's locker rooms, and coaches' offices. The facilities master plan calls for the construction of a classroom/office building to replace a portable building removed in 2004, and for the modernization of the main high school building. Facilities provide adequate space for the instructional program at Ferndale High School. 2.5 FTEs of custodial services are assigned to Ferndale High School, and the facilities and grounds are kept in a safe and clean condition.

Ferndale High School has submitted an application for deferred maintenance funds (hardship) to complete an HVAC project—this has been approved but not been funded. In addition, the site is also in need of ADA upgrades as well as general facility modernization needs that are consistent with schools that were constructed in the 1950s and have not been renovated to any significant degree. Our school maintenance needs are ongoing and largely the result of the age of our high school. These needs include electrical, plumbing, roofing, windows, flooring, lighting, and other general facility maintenance requirements. The retirement on an underground fuel tank was finalized in 2009.

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

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X		Develop replacement cycle for heaters.
Interior: Interior Surfaces			X		Painting is needed throughout and flooring needs to be upgraded.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical			X		Modernization is needed in order to accommodate technology.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X		Restrooms need modernization.
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs			X		
External: Windows/Doors				X	In need of modernization.
External: Gates/Fences	X				
Overall Rating			X		Modernization is needed.

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	14	14	13	32
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

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	.8	204
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	.375	N/A
Psychologist	.16	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.05	N/A
Resource Specialist (non-teaching)	.5	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	Read/Language Arts materials are current and sufficient in number	0
Mathematics	Mathematics materials are current and sufficient in number	0
Science	Science materials are current and sufficient in number	0
History-Social Science	History-Social Science materials are current and sufficient in number	0
Foreign Language	Foreign Language materials are current and sufficient in number	0
Health	Health materials are current and sufficient in number	0
Visual and Performing Arts	Visual and performing arts materials are current and sufficient in number	0
Science Laboratory Equipment (grades 9-12)	Science Laboratory Equipment materials are current and sufficient in number	0

VIII. School Finances

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

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page 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	N/A	N/A	N/A	N/A
District	\$8,926	\$2,413	\$6,513	\$54,131
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,512	\$56,376
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Supplemental services provided include career technical programs, counseling, special education services, 504 services, an AVID program, Advanced Placement courses, Library services, computer literacy, and English Language Learner services.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,458	\$38,000
Mid-Range Teacher Salary	\$52,291	\$55,721
Highest Teacher Salary	\$61,336	\$71,548
Average Principal Salary (Elementary)	\$82,184	\$85,858
Average Principal Salary (Middle)	N/A	\$91,479
Average Principal Salary (High)	N/A	\$93,937
Superintendent Salary	\$90,000	\$115,980
Percent of Budget for Teacher Salaries	40.7%	34.8%
Percent of Budget for Administrative Salaries	4.8%	6.5%

IX. Student Performance

Standardized Testing and Reporting Program

The California Standards Tests (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. 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.

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	57	54	48	59	54	57	43	46	50
Mathematics	28	26	18	51	48	47	40	43	46
Science	60	0	68	64	75	72	38	46	50
History-Social Science	46	41	49	56	43	53	33	36	41

Note: Scores are not shown when the number of students tested is 10 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.

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				
American Indian or Alaska Native	*	*	*	*
Asian	*	*		*
Filipino				
Hispanic or Latino	36	27	*	*
Pacific Islander	*	*	*	*
White (not Hispanic)	52	19	69	51
Male	35	17	68	43
Female	62	19	69	56
Economically Disadvantaged	43	27	*	*
English Learners	*	*		
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 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.

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	64.9	60.5	60.6	64.9	60.5	60.6	48.6	52.9	52
Mathematics	81.1	63.2	63.1	81.1	63.2	63.1	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	39.5	47.4	13.2	36.8	52.6	10.5
Male	40.0	53.3	6.7	33.3	53.3	13.3
Female	39.1	43.5	17.4	39.1	52.2	8.7
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	38.9	47.2	13.9	33.3	55.6	11.1
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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
9	77.1	60	34.3

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	8	8*	7
Similar Schools	3	N/A	3

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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: "N/A" 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	31	-19	25	781*
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	30	-14	16	790
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

*** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate – Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient – Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

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	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	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)	1.3	1.1	2.5	1.3	1.1	2.5	3.5	4.4	3.9
Graduation Rate	93.9	97.8	94.7	93.9	97.8	94.7	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 at the School	100%	100%	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	*	*	N/A
Asian	*	*	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	*	*	N/A
Pacific Islander	*	*	N/A
White (not Hispanic)	100%	100%	N/A
Socioeconomically Disadvantaged	*	*	N/A
English Learners	*	*	N/A
Students with Disabilities	*	*	N/A

Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Ferndale High School offers vocational training through HROP Cabinetmaking and Building Trades, vocational agriculture, and work experience programs. The majority of Ferndale High School graduates, including those students who will go on to two or four year colleges, have completed courses in vocational education while in high school. Students enrolled in vocational programs receive work-preparation skills, and may qualify for certification upon completion.

Career Technical Education Participation (School Year 2008-09)

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

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	118
Percent of the school's pupils completing a CTE program and earning a high school diploma	100%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California and/or California State University Admission (School Year 2008-10)

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	54.8%
Graduates Who Completed All Courses Required for UC/CSU Admission	51%

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		
English	1	N/A
Fine and Performing Arts		
Foreign Language		
Mathematics	1	N/A
Science	1	N/A
Social Science		
All courses	3	2.7

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

On an annual basis, staff and administration will discuss priorities for staff development for the year. Then, as staff requests to attend development activities, they will discuss with administration how it will help them adhere to California State Content Standards. Upon their return, staff members will share their experience with their department, the administration, and other instructional staff to see if anything can be gleaned that would be of use to the school. Annual review of Ferndale High's STAR results will be used to determine priority.

During the 2007-2008 school year staff development at Ferndale High School included such topics as: School-wide Discipline (Love and Logic) and School Climate Development, Vocabulary Development, Physical Education, Classroom Management, AVID, Grant Writing, Vertical Curriculum Articulation 7-12, Disaggregation and Analysis of STAR Testing Data, Counseling Techniques and Issues, and Special Education. During the 2008-2009 school year staff development included such topics as CELDT training, AVID, Blood Borne Pathogens and Universal Precautions, and Special Education.