Granite Hills High School

1701 East Putnam Ave. • Porterville, CA 93257 • (559) 782-7075 • Grades 9-12
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Porterville Unified School District
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District Governing Board

Hayley Buettner

Pete Lara, Jr.

Pat Contreras

Sharon Gill

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District Administration

John Snavely, Ed.D.
Superintendent

Ken Gibbs, Ed.D.
Assistant Superintendent
Business Services

Martha Stuemky, Ed.D.
Assistant Superintendent
Instructional Services

Nate Nelson, Ed.D.
Assistant Superintendent
Human Resources

School Description

Principal's Message

Welcome to Granite Hills High School: Home of the "Grizzlies."

The goal at Granite Hills High School is to provide a "family like" atmosphere, while providing a comprehensive educational program that will enable them to contribute with integrity and confidence. We believe all students can learn and be successful! We take pride in our strong instructional programs, pathways and excellent extracurricular programs. It can truly be said that Granite Hills High School is dedicated to becoming one of the finest high schools in the San Joaquin Valley.

I am honored to be the Principal of Granite Hills High School. I am excited by the new challenges that face all of us as we race into the 21st Century. It is with great anticipation that we look forward to working with you, in a partnership to help students prepare for college, career and life. With your assistance, we will teach students to understand their educational potential, while emphasizing their responsibility to the Porterville community.

Community & School Profile

Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves more than 13,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, one magnet academy, one continuation high school, and two alternative sites.

Granite Hills High School, established in 1999, serves students in grades nine through twelve on a traditional calendar schedule. Curriculum is based on improving literacy and raising academic expectations, with special emphasis placed on cultural awareness. Our focus on engaging and connecting students with "real world" experiences, along with community awareness, promotes a strong academic and social learning community!

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at (559) 782-7075 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	388
Grade 10	320
Grade 11	288
Grade 12	217
Total Enrollment	1,213

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.7
American Indian or Alaska Native	1.2
Asian	1.5
Filipino	0.4
Hispanic or Latino	84.6
Native Hawaiian or Pacific Islander	0.7
White	10.3
Two or More Races	0.7
Socioeconomically Disadvantaged	90.4
English Learners	16.2
Students with Disabilities	4.9
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Granite Hills High School	**13-14**	**14-15**	**15-16**
With Full Credential	49	49	54
Without Full Credential	0	0	3
Teaching Outside Subject Area of Competence	0	0	4
Porterville Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	622
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	16

Teacher Misassignments and Vacant Teacher Positions at this School			
Granite Hills High School	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	94.3	5.7
Districtwide		
All Schools	95.0	5.0
High-Poverty Schools	95.0	5.0
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Porterville Unified School District held a Public Hearing on September 10, 2015 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2015, regarding textbooks in use during the 2015-16 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Glencoe/McGraw Hill Adopted 2000 Globe Book Company Adopted 1999 MacMillan/McGraw Hill Adopted 1999 McDougal Littell Adotped 2005 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	Addison-Wesley Adopted 2003 Brooks/Cole Adopted 2001 CPM Educational Adotped 1999 McDougal Littell Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Glencoe Adopted 2004 McDougal Littell Adopted 2006 Prentice Hall Adopted 2009 Thomson Learning Adopted 2002 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
History-Social Science	Glencoe Adopted 1999 McDougal Littell Adopted 2006 McGraw-Hill Adopted 1999 Prentice Hall Adopted 1999 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Foreign Language	**Percent of students lacking their own assigned textbook:** 0.0%
Health	**Percent of students lacking their own assigned textbook:** 0.0%
Visual and Performing Arts	**Percent of students lacking their own assigned textbook:** 0.0%
Science Laboratory Equipment	**Percent of students lacking their own assigned textbook:** 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Granite Hills High School was originally constructed in 1999 and is currently comprised of 58 classrooms (including portables), a library/media center, three computer labs, two science labs, two staff rooms, a cafeteria, six athletic fields, two gymnasiums, an olympic-size swimming pool, the main office, the guidance office, and the career center. Additionally, in 2002-03, construction of a 7,000-seat football/soccer stadium was completed, named for Jacob C. Rankin. In the summer of 2009 a new surface was added to "The Pyramid". The chart displays the results of the most recent school facilities inspection, provided by the district in July 2015.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Rm 205 door needs bottom weather stripping; library & rm 404 damaged base boards around computer station; rm 406 & 408 stained ceiling tile; rm 408 door jam to kitchen needs repair & tear in rubber drop zone; rm 410 & 411 missing electrical cover; rm 412 torn carpet/broken base boards on computer station; 505A & 506 stained ceiling tiles; rm 803, 806, 807, 815, 817 stained ceiling tiles; rm 816 stained carpet from paint; cafeteria trash can partition in girls restroom is missing; rm 1011 rip in wall covering; rm 1012 & 1013 stained ceiling tiles; 1000 building boys restroom broken hand dryer/graffiti on wall/broken urinal; 1000 building water fountain doesn't work; 1100 building girls restroom paint peeling on ceiling; rm 1106 damaged base boards around computer station; rm 1107 holes in west wall; rm 1109 damaged base boards around computer stations/stained ceiling tiles; rm 1110 & 1111 stained ceiling tiles; rm 1113 damaged base board and wall patch on west wall/loose door handle; rm 901 stained ceiling tiles; rm 907 broken light lens; mini gym light out/missing clock; girls locker room light out in restroom hand dryer broken; boys locker room light out in restroom hand dryer broken; main gym light out
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Gym 903 - Broken light lens. Gym 904 - Broken light lens. Main Gym- Light out Boys and Girls Locke Room- Light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Gym Building- Main Gym - Broken drinking fountain, missing tile at fountain area. Boys Restroom 1000 Building- Broken Hand Dryer/Graffiti On Wall/Broken Light Switch/Broken Urnal Water Fountain 1000 building- Water Fountain Doesn't Work
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			stadium concrete lifting/bleacher benches warping from ground shift on east side bleachers

Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	16.00	22.30	31.70

* Percentages are not calculated 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.

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	50	29	44
Math	15	19	33

* Percentages are not calculated 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.

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	37
All Student at the School	22
Male	22
Female	20
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	20
Native Hawaiian or Pacific	--
White	25
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	0
Students with Disabilities	20
Students Receiving Migrant Education Services	7
Foster Youth	--

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	38	26	22	43	42	37	59	60	56

* Results are for grades 5, 8, and 10. 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.

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	**Grade**	**Number of Students**		**Percent of Students**				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	11	270	268	99.3	15	35	38	12
Male	11	270	120	44.4	18	43	32	7
Female	11	270	148	54.8	12	29	43	16
Black or African American	11	270	2	0.7	--	--	--	--
American Indian or Alaska Native	11	270	1	0.4	--	--	--	--
Asian	11	270	4	1.5	--	--	--	--
Filipino	11	270	1	0.4	--	--	--	--
Hispanic or Latino	11	270	233	86.3	14	36	36	13
Native Hawaiian or Pacific Islander	11	270	2	0.7	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	11	270	23	8.5	13	30	48	9
Two or More Races	11	270	2	0.7	--	--	--	--
Socioeconomically Disadvantaged	11	270	242	89.6	15	36	36	12
Students with Disabilities	11	270	14	5.2	79	14	7	0
Students Receiving Migrant Education Services	11	270	45	16.7	16	38	40	7
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	270	267	98.9	52	34	12	2
Male	11	270	119	44.1	55	34	10	1
Female	11	270	148	54.8	49	33	14	3
Black or African American	11	270	2	0.7	--	--	--	--
American Indian or Alaska Native	11	270	1	0.4	--	--	--	--
Asian	11	270	4	1.5	--	--	--	--
Filipino	11	270	1	0.4	--	--	--	--
Hispanic or Latino	11	270	232	85.9	50	35	13	2
Native Hawaiian or Pacific Islander	11	270	2	0.7	--	--	--	--
White	11	270	23	8.5	57	26	13	4
Two or More Races	11	270	2	0.7	--	--	--	--
Socioeconomically Disadvantaged	11	270	241	89.3	52	33	12	2
Students with Disabilities	11	270	14	5.2	100	0	0	0
Students Receiving Migrant Education Services	11	270	45	16.7	51	31	13	4
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
Parents and the community are very supportive of the educational programs in the Porterville Unified School District.

Parents and guardians are always welcome on campus and can support their child's learning environment by:
1) Monitoring school attendance and academic progress using school-wide ABI tracking system
2) Attend school hosted parent orientations and participate in extra-curricular activities
3) Stay connected and informed by visiting "The Daily Roar" (on-line newspaper), "The Grizzly Quarterly" (quarterly newspaper) and our school website.
4) Planning and participating in activities at home that are supportive of classroom activities
5) Volunteering at school
6) Participating in decision-making processes by attending English Learner Advisory Committee and/or School Site Council meetings.

Contact Information
Parents who wish to participate in the school's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (559) 782-7075. The district's website (www.portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan
The safety of students and staff is a primary concern of Granite Hills High School. Teachers and administrators supervise students on campus before and after school and during breaks, while noon-duty supervisors monitor students during the lunch break. All visitors must sign in at the principal's office and receive proper authorization to be on campus. Visitors are asked by the staff to display their pass at all times. PUSD has also mandated that all district employees wear proper identification badges. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary.

The School Site Safety Plan was most recently revised in fall 2014 by the Assistant Principal. Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis. In addition to the emergency drills, all PUSD employees have participated in Active Shooter Awareness Training, provided by Porterville Police Department.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	8.72	6.27	7.39
Expulsions Rate	0.40	0.56	0.90
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.91	5.95	5.91
Expulsions Rate	0.25	0.64	0.34
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	No	Yes

2015-16 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		80.0

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	22	23	24	25	16	18	25	32	21	8	4	12
Math	27	26	28	8	9	6	20	29	23	14	7	13
Science	26	30	26	8	4	6	24	19	25	3	11	9
SS	29	28	27	2	2	4	18	25	24	9	5	6

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	2
Other	
Average Number of Students per Staff Member	
Academic Counselor	350

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development provided for Teachers

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- 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
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participating in professional development that focus on improving instruction and assessment. Teacher collaboration time is utilized during Monday extended day schedule and designated Wednesday minimum days.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, instruction, and assessments. School-wide focus will include aligning instruction with CC shifts and meeting Progress Adviser instructional goals. PUSD is currently transitioning and fostering change in the areas of Common Core, one to one technology and Linked Learning.

For additional support in their profession, teachers may enlist the services

of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,580	$43,062
Mid-Range Teacher Salary	$65,824	$67,927
Highest Teacher Salary	$85,004	$87,811
Average Principal Salary (ES)	$143,127	$110,136
Average Principal Salary (MS)	$134,920	$115,946
Average Principal Salary (HS)	$142,109	$124,865
Superintendent Salary	$192,148	$211,869
Percent of District Budget		
Teacher Salaries	37%	39%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,853	$727	$6,126	$65,867
District	♦	♦	$6,336	$71,239
State	♦	♦	$5,348	$71,529
Percent Difference: School Site/District			-3.3	-6.3
Percent Difference: School Site/ State			30.6	-5.0

* Cells with ♦ do not require data.

Types of Services Funded

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency

* Title VII, Indian, Native Hawaiian, and Alaska Native Education

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59	22	20	56	34	11
All Students at the School	63	21	17	67	26	7
Male	68	20	12	69	24	7
Female	58	21	21	66	27	6
Hispanic or Latino	61	22	17	66	27	8
White	66	18	16	76	24	
Socioeconomically Disadvantaged	64	22	15	67	25	7
English Learners	95		5	91	9	
Students with Disabilities	92	8		100		
Students Receiving Migrant Education Services	65	20	14	56	40	4

* Percentages are not calculated 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Granite Hills High School	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	41	39	37
Mathematics	43	44	33
Porterville Unified School District	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	43	42	41
Mathematics	49	49	44
California	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	57	56	58
Mathematics	60	62	59

* Percentages are not calculated 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Granite Hills High School	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	10.60	8.70	5.40
Graduation Rate	88.30	90.83	94.17
Porterville Unified School District	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	16.40	14.70	13.90
Graduation Rate	80.54	83.65	84.29
California	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	459
% of pupils completing a CTE program and earning a high school diploma	15
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2014**		
	School	**District**	**State**
All Students	99.53	87.9	84.6
Black or African American		40	76
American Indian or Alaska Native		72.41	78.07
Asian	100	95	92.62
Filipino	100	95.24	96.49
Hispanic or Latino	100.55	86.74	81.28
Native Hawaiian/Pacific Islander	33.33	60	83.58
White	105	92.28	89.93
Two or More Races	100	92.86	82.8
Socioeconomically Disadvantaged	77.78	88.71	61.28
English Learners	85	57.58	50.76
Students with Disabilities	98.98	85.12	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	97.29
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	30.99

2014-15 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English	3	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics		♦
Science	2	♦
Social Science	3	♦
All courses	11	.4

* Where there are student course enrollments.

Career Technical Education Programs

This table displays information about participation in the school's Career Technical Education (CTE) programs. For more information about Career/Technical Education and/ or the District's Regional Occupation Program, please contact Cindy Brown at (559) 793-2406.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ 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., test data, enrollment, high school 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 may 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.