



Porterville High School

465 West Olive Ave • Porterville, CA 93257 • (559) 782-7210 • Grades 9-12

Jose Valdez, Principal

valdez@portervilleschools.org

2012-13 School Accountability Report Card Published During the 2013-14 School Year

Porterville Unified School District

600 West Grand Ave.
Porterville, CA 93257
(559) 793-2400
portervilleschools.org

District Governing Board

Hayley Buettner
Pete Lara, Jr.
Pat Contreras
Sharon Gill
David DePaoli
Richard Morris
Lillian Durbin

District Administration

John Snavelly, 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**

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (559) 782-7210.

Principal's Message

Our adopted motto exemplifies the rich 116 year heritage. Pride in achievement; Honor in effort; Strength in knowledge.

We are the oldest of the four comprehensive high schools in the Porterville Unified School District. Current enrollment is over 1,800 students in grades nine through twelve. We serve students from Porterville as well as the communities of Springville, Ducor, Terra Bella, and Tule River Indian Reservation. The school is located at the base of the beautiful Sierra Nevada mountain range between Fresno and Bakersfield, California.

Porterville High School's focus is on a quality educational program for all students through a wide range of academic and career and technical offerings. Students are challenged to set academic goals and meet their individual strengths and interests. We ask all families to be involved in all levels of their students' school experience in academics, athletics, clubs, competitions and student government. It is essential for the school, family and student to work together to ensure each student's success.

At Porterville High School students have the opportunity to participate in a safe, student-centered educational setting. Our school offers students the chance to compete at the highest levels academically, career and technically, co-curricular and athletically in ways that will help them contend in today's world market. Involvement in a range of activities is necessary to help our students develop the skills which will give them the best chance for success in college and beyond.

Students are supported by a highly qualified staff and many outstanding programs including Advanced Placement and Honors courses, Academic Decathlon, Porterville Academy of Business & Finance and Porterville Academy of Health Sciences open choice pathways, site based Alternative Energy Resources Occupations and Porterville Academy of Agriculture and Leadership, AVID, and an extensive intervention program for students with special needs. Porterville High School is continues to be proud of its performing arts heritage and continues to showcase our outstanding Panther Band, choral and drama programs.

School Mission Statement

Porterville High School is dedicated to providing the highest quality programs for our students in an encouraging, supportive setting that motivates excellence in curricular and extra-curricular activities. Our enduring commitment is to equip our students with 21st century skills sustained by the values of learning: self-worth, and quality performance.

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.

Porterville High School serves students in grades nine through twelve on a traditional calendar schedule. Curriculum is based on improving reading and writing skills, with special emphasis placed on cultural awareness. Diverse literature selections, assemblies, student body clubs, and various activities sponsored by the Student Council promote a climate of tolerance and acceptance among students and faculty.

During the 2012-13 school year, 1,882 students were enrolled at the school. Student demographics are displayed in the chart.

Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs in the Porterville Unified School District. The schoolwide Booster Club plays an active role in the community and at each school site through fundraising and special activities. Parents may also participate in the School Site Council, the English Language Advisory Committee, the AERO Academy, Business Academy, the Agricultural Advisory Committee, and the Health Academy. There is also an active Choir and Band Parent Club.

Contributions are made by many community partners including, but not limited to: Target, Coca-Cola, and various community service organizations.

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) 793-3400. The district's website (www.portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members. Parents are encouraged to volunteer to help with many aspects of the student's education. Parent volunteers are required to complete a screening process which includes a live-scan clearances.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	539
Gr. 10	526
Gr. 11	443
Gr. 12	374
Total	1,882

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	3.4
Asian	1.4
Filipino	0.5
Hispanic or Latino	73.6
Native Hawaiian/Pacific Islander	0.1
White	19.2
Two or More Races	0.7
Socioeconomically Disadvantaged	76.1
English Learners	33.2
Students with Disabilities	4.4

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
English	29	29.6	24	10	7	15	26	33	23	23	24	35
Math	26.4	29.5	29	8	9	8	25	28	36	4	21	17
Science	31.6	31.9	30	3	3	7	7	17	25	18	24	19
SS	28.8	31.3	32	4	3	8	3	17	11	15	22	25

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	10-11	11-12	12-13
Suspensions Rate	13.88	9.26	6.10
Expulsions Rate	1.06	0.05	0.27
District	10-11	11-12	12-13
Suspensions Rate	11.96	11.83	7.97
Expulsions Rate	1.03	0.14	0.17

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The safety of students and staff is a primary concern of Porterville High School. Teachers supervise students on campus before and after school and during recess, and noon duty supervisors monitor students during lunchtime. All visitors must sign in at the front office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their visitors pass at all times.

The School Site Safety Plan was most recently revised each spring by the Safety Committee. 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; fire drills are held routinely, earthquake drills are held twice a year, and secure campus drills are conducted once each year. The Porterville Fire Department also completes yearly safety inspections.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 9-30-13

Porterville High School was originally constructed in 1896 and has since undergone complete modernization. The baseball and softball fields were renovated in 2008 and the automotive class added a production center over summer 2007. The girls' locker rooms were renovated in Summer 2009. The school is currently working to upgrade athletic lockers and an extensive landscaping project is ongoing at the school. Solar panels were recently installed to the parking lots and provide shade and energy savings.

The campus is currently comprised of 87 classrooms (including portables), a library, a computer lab, two staff rooms, a cafeteria, a fully functioning commercial kitchen, two large athletic fields, two gymnasiums, an auditorium, the main office, a pool, the band room, a choir room, a medical lab, and the career technology center which includes an agricultural center, 3 classrooms, mechanic shop, and fully functioning nursery and green house. The chart displays the results of the most recent school facilities inspection, provided by the district in December 2011.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	

School Facility Good Repair Status

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

Teacher Credentials			
School	10-11	11-12	12-13
Fully Credentialed	78	72	74
Without Full Credential	0	1	1
Teaching Outside Subject Area	1	4	4
Districtwide	10-11	11-12	12-13
Fully Credentialed	◆	◆	563
Without Full Credential	◆	◆	4

Teacher Misassignments and Vacant Teacher Positions at this School			
School	11-12	12-13	13-14
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.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations, formal observations and walk-throughs 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 participation in conferences and workshops throughout the year. For the past three years, the district has offered three staff development days.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The school uses the Best Practices teaching strategies and teachers are trained in the techniques each year.

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.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

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	99.0	1.0
Districtwide		
All Schools	98.2	1.8
High-Poverty Schools	98.2	1.8
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 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	6
Social/Behavioral or Career Development Counselor	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	2
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	4
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,117	\$941	\$5,176	\$69,693
District	♦	♦	\$6,336	\$69,248
State	♦	♦	\$5,537	\$68,841
Percent Difference: School Site/District			-18.3	0.6
Percent Difference: School Site/ State			-6.5	1.2

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,106	\$40,933
Mid-Range Teacher Salary	\$63,598	\$65,087
Highest Teacher Salary	\$82,129	\$84,436
Average Principal Salary (ES)	\$123,392	\$106,715
Average Principal Salary (MS)	\$114,481	\$111,205
Average Principal Salary (HS)	\$124,594	\$120,506
Superintendent Salary	\$155,487	\$207,812
Percent of District Budget		
Teacher Salaries	38.9%	39.8%
Administrative Salaries	4.0%	5.1%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 2011

Porterville Unified School District held a Public Hearing on September 6, 2011 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 December 2011, regarding textbooks in use during the 2011-12 school year.

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

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	39	42	41	42	45	42	54	56	55
Math	25	28	21	41	44	41	49	50	50
Science	45	40	42	44	44	44	57	60	59
H-SS	32	38	36	35	37	36	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	42	41	44	36
All Student at the School	41	21	42	36
Male	40	22	48	43
Female	41	20	37	29
Black or African American				
American Indian or Alaska Native	24	12		19
Asian	37	21		40
Filipino				
Hispanic or Latino	37	19	39	30
Native Hawaiian/Pacific Islander				
White	57	29	58	57
Two or More Races	50	42		
Socioeconomically Disadvantaged	35	19	35	31
English Learners	10	9	19	9
Students with Disabilities	22	11		8
Students Receiving Migrant Education Services	30	16	44	33

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.3	19.9	25.0

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	11	19	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	13	22	-5
Native Hawaiian/Pacific Islander			
White	24	30	-17
Two or More Races			
Socioeconomically Disadvantaged	11	25	-3
English Learners	-8	24	-15
Students with Disabilities			

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 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	4	4	4
Similar Schools	4	2	2

Federal Intervention Program (School Year 2013-14)

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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	17	
Percent of Schools Currently in Program Improvement	89.5	

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	1,334	10,065	4,655,989
	API-G	730	742	790
Black or African American	Students	4	41	296,463
	API-G		742	708
American Indian or Alaska Native	Students	43	233	30,394
	API-G	657	683	743
Asian	Students	21	180	406,527
	API-G	761	815	906
Filipino	Students	7	93	121,054
	API-G		820	867
Hispanic or Latino	Students	1,013	7,923	2,438,951
	API-G	715	735	744
Native Hawaiian/Pacific Islander	Students	1	26	25,351
	API-G		655	774
White	Students	236	1,452	1,200,127
	API-G	800	775	853
Two or More Races	Students	7	94	125,025
	API-G		758	824
Socioeconomically Disadvantaged	Students	1,018	8,452	2,774,640
	API-G	712	730	743
English Learners	Students	447	3,765	1,482,316
	API-G	649	689	721
Students with Disabilities	Students	67	579	527,476
	API-G	445	494	615

Adequate Yearly Progress

The federal ESEA 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, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	No	No

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 webpage 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 webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	303	1,226	---
Black or African American	2	12	---
American Indian or Alaska Native	6	18	---
Asian	5	25	---
Filipino	5	34	---
Hispanic or Latino	192	818	---
Native Hawaiian/Pacific Islander		1	---
White	92	308	---
Two or More Races		4	---
Socioeconomically Disadvantaged	199	856	---
English Learners	97	351	---
Students with Disabilities	15	41	---

Dropout Rate and Graduation Rate

Indicator	2009-10	2010-11	2011-12
Dropout Rate (1-year)	11.80	12.70	12.80
Graduation Rate	81.16	86.84	86.85
District			
Dropout Rate (1-year)	17.80	19.30	16.40
Graduation Rate	83.12	78.07	80.42
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

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 to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Subject	2010-11	2011-12	2012-13
English-Language Arts	45	41	38
Mathematics	51	51	52
District			
English-Language Arts	46	46	43
Mathematics	51	49	49
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011-12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	4	---
Mathematics	3	---
Science	6	---
Social Science	2	---
All courses	17	2.2

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	57	23	20	51	36	14
All Students at the School	62	21	17	48	40	12
Male	61	22	17	40	47	13
Female	62	20	18	56	33	10
Black or African American						
American Indian or Alaska Native	64	21	14	57	36	7
Asian						
Filipino						
Hispanic or Latino	66	21	13	53	37	9
Native Hawaiian/Pacific Islander						
White	47	23	30	36	45	19
Two or More Races						
Socioeconomically Disadvantaged	68	21	11	53	39	8
English Learners	96	4		78	18	4
Students with Disabilities	96	4		93	7	
Students Receiving Migrant Education Services	68	20	13	48	40	13

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	532
Percent of pupils completing a CTE program and earning a high school diploma	87.4
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	55.0

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	56.9
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	22.1

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

Instructors at Porterville High School have directed efforts towards establishing school-to-work structures within each curricular area for all students, including those with special needs. The school hosts an annual career fair in February for students who are interested in entering the workforce immediately upon graduation. Students have the opportunity to take Auto Body & Fender, Small Gas Engines, Childcare Aide, and Certified Nurse’s Assistant classes at off-campus locations.

The following Career/Technical Education (CTE) program courses are offered to all students on-site:

- | | | |
|---|------------------------------------|----------------------------------|
| • Technology/Electronics | • Medical Records | • Engineering Design |
| • Commercial Foods | • Occupational Therapy | • Alternative Energy Exploration |
| • Financial Services/Computer Accounting I & II | • Computer Service Technology | • Agricultural Sciences |
| • Retail Sales | • Trades | • CNA |
| • Health/Hospital Occupations | • Computer-Aided Drafting & Design | |
| | • Architectural Design | |

All of the above-listed courses incorporate state-adopted CTE model curriculum standards, meet district graduation requirements, and/or satisfy A-G entrance requirements of the CSU/UC systems. All courses are evaluated through a combination of student projects, testing, and performance/attendance.