Porterville High School

465 West Olive Ave • Porterville, CA 93257 • (559) 793-3400 • Grades 9-12
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Principal's Message

Our adopted motto exemplifies Porterville High School's rich 118 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 1,954 students in grades nine through twelve. We serve students from Porterville as well as the surrounding 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 college and career offerings. Students are challenged to set academic goals and meet their individual strengths and interests. We ask all families to be involved 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 career.

Students are supported by a highly qualified staff and many outstanding programs including Advanced Placement and Honors courses, AVID, and an extensive intervention program for students with special needs. We offer three open choice pathways: Porterville Academy of Business & Finance, Porterville Academy of Health Sciences, and Alternative Energy Resources and Occupations along with site based Porterville Academy of Agriculture and Leadership. At Porterville High School, we value our performing arts heritage and continue to showcase our outstanding Panther Band, choral, dance, 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 common core standards for college and career readiness, 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 community and acceptance among students and faculty.

During the 2015-16 school year, 1,954 students were enrolled at the school. Student demographics are displayed in the chart.

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 and 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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	524
Grade 10	541
Grade 11	455
Grade 12	412
Total Enrollment	1,932

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	3.3
Asian	1.2
Filipino	0.8
Hispanic or Latino	75.7
Native Hawaiian or Pacific Islander	0.2
White	16.9
Two or More Races	1
Socioeconomically Disadvantaged	76.3
English Learners	16.1
Students with Disabilities	5.5
Foster Youth	0.2

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			
Porterville High School	**14-15**	**15-16**	**16-17**
With Full Credential	77	84	74
Without Full Credential	5	2	9
Teaching Outside Subject Area of Competence	2	4	5
Porterville Unified School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	585
Without Full Credential	♦	♦	59
Teaching Outside Subject Area of Competence	♦	♦	19

Teacher Misassignments and Vacant Teacher Positions at this School			
Porterville High School	**14-15**	**15-16**	**16-17**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	4	0	3

* "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

2015-16 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	92.3	7.7
Districtwide		
All Schools	94.0	6.0
High-Poverty Schools	94.0	6.0
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 2016-17)

Porterville Unified School District held a Public Hearing on August 25, 2016 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. In addition, students in the Health and Business Academies are furnished with iPads and the AERO Academy has a cart of Chrome Books to assist students. Students in AP English classes who are not in an academy are also provided an iPad.

Textbooks and Instructional Materials Year and month in which data were collected: August 2016	
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 Adopted 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 Adopted 1999 McDougal Littell Adopted 2006 Integrated Math 1,2,3 Adopted 2013 **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 2009 **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 2016	
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%

School Facility Conditions and Planned Improvements (Most Recent Year)

Porterville High School was originally constructed in 1896 and has since undergone complete modernization. Solar panels were installed to the parking lots that provide shade and energy savings. Recently the entire Library was renovated and updated to meet the needs of students, with an emphasis on technology. The Library Media Center has become a center of attraction. A full Chemistry Lab was also added to increase rigor and to give access to our students in lab based Science courses. Air conditioner units were purchased and installed in all classrooms to update the old system that had not been functioning efficiently. Athletic facilities were also updated with the Fieldhouse being remodeled and conversion of the metal shop building into a weight room is in progress. The weight room will meet the needs of our physical education classes and sports programs.

The campus is currently comprised of 87 classrooms (including portables), a library media center, two computer labs, 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, and a medical lab. The career technology center 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 July 2015.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7-17-15				
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	Library, N-7, R-1, R2, S2, L5, T9, K2, K3, V2, V6, V9, U6, A7, A2, A3, D11, C3, G1 , N10, L11 Weight Room, B4, B5 MISSING LIGHT LENS / STAINED CEILING TILES
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	L10, N10, Field House, Girls Locker Room, G1, Ag Shop, D9, D11, D12, D16, D15, E3, E2, B13, B9, B8, B5, B4, A3, A7, V9, V2, K6, K4, K2, T6, T5, M8, M6, M5, N7, P7, P6, Library Lights Out
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			

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students 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

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	40	45	41	42	37	40	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	16.3	19.6	33.1

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	46	67	30	37	44	48
Math	16	22	20	21	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	525	501	95.4	41.3
Male	273	261	95.6	44.8
Female	252	240	95.2	37.5
American Indian or Alaska Native	17	14	82.4	7.1
Asian	11	11	100.0	63.6
Hispanic or Latino	396	382	96.5	37.2
White	87	83	95.4	60.2
Socioeconomically Disadvantaged	404	384	95.1	37.0
English Learners	114	109	95.6	19.3
Students with Disabilities	34	31	91.2	19.4
Students Receiving Migrant Education Services	31	30	96.8	23.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	11	413	405	98.1	67.3
Male	11	195	190	97.4	62.4
Female	11	218	215	98.6	71.6
American Indian or Alaska Native	11	11	11	100.0	36.4
Hispanic or Latino	11	314	310	98.7	66.0
White	11	70	67	95.7	77.6
Socioeconomically Disadvantaged	11	309	303	98.1	64.7
English Learners	11	46	42	91.3	21.4
Students with Disabilities	11	23	22	95.7	4.5
Students Receiving Migrant Education Services	11	28	27	96.4	74.1

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

School Year 2015-16 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 Met or Exceeded
All Students	11	413	404	97.8	21.5
Male	11	195	189	96.9	25.4
Female	11	218	215	98.6	18.1
American Indian or Alaska Native	11	11	11	100.0	9.1
Hispanic or Latino	11	314	309	98.4	19.1
White	11	70	67	95.7	31.3
Socioeconomically Disadvantaged	11	309	303	98.1	18.8
English Learners	11	46	42	91.3	2.4
Students with Disabilities	11	23	22	95.7	
Students Receiving Migrant Education Services	11	28	27	96.4	11.1

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received 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 (School Year 2016-17)
Parents and the community are very supportive of the educational programs at Porterville High School. The schoolwide Booster Club plays an active role through fundraising and planning special activities for the site. 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, football, 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.

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 Porterville High School. Teachers supervise students on campus before and after school and during breaks, and campus 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. All staff members also wear an ID Badge throughout the school day. 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 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. The Porterville Police Department has provided "Active Shooter" training to all staff at Porterville High School in order to prepare staff in case of an emergency.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	1.1	5.9	5.2
Expulsions Rate	5.3	0.6	0.6
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	6.0	5.9	5.6
Expulsions Rate	0.6	0.3	0.3
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
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		16
Percent of Schools Currently in Program Improvement		80.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	6
Counselor (Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	1
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	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.

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			Number of Classrooms*							
				1-22			23-32			33+		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	29	27	27	16	15	15	28	44	44	28	19	19
Mathematics	27	29	29	16	12	12	30	26	26	19	27	27
Science	30	29	29	8	10	10	20	33	33	32	18	18
Social Science	29	28	28	12	12	12	20	21	21	18	17	17

* 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.

Professional Development provided for Teachers

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 prior to the start of the school year. Site staff development days consisted of common core development, instructional strategies behavioral management, AP training, and technology training aimed at increasing teacher effectiveness and student performance. Additionally, every Monday from 3:30-4:25 there is contracted professional development time. The first Wednesday of each month there is a minimum day and the afternoon is dedicated to teacher professional development.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, technology, teaching strategies, and methodologies. The school uses the teaching strategies developed by Marzano and Kagan and teachers are offered training in the techniques. . Additionally, as needed teachers are trained in the Fred Jones strategies. District teams in math and English were developed in the fall semester to prepare for the common core standards and to build common core units. In addition, numerous common core professional development workshops have been given to staff to ease the transition from the California Standards to the new common core standards. English and math department members have extensively worked on advanced common core training, building common finals and adjusting pacing guides. The science department has worked on creating a new course sequence and establishing a smooth transition to the new Science standards.

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. Informal lunch meetings are conducted monthly between Administrators and new teachers to discuss school issues and teacher concerns.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,592	$44,958
Mid-Range Teacher Salary	$70,374	$70,581
Highest Teacher Salary	$90,879	$91,469
Average Principal Salary (ES)	$142,276	$113,994
Average Principal Salary (MS)	$144,040	$120,075
Average Principal Salary (HS)	$162,400	$130,249
Superintendent Salary	$209,705	$218,315
Percent of District Budget		
Teacher Salaries	36%	38%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,117	$941	$5,176	$69,693
District	♦	♦	$6,336	$75,802
State	♦	♦	$5,677	$74,216
Percent Difference: School Site/District			-18.3	-0.9
Percent Difference: School Site/ State			10.4	0.5

* 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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Porterville High School	2011-12	2013-14	2014-15
Dropout Rate	9.70	7.20	5.30
Graduation Rate	90.33	92.00	94.43
Porterville Unified School District	2011-12	2013-14	2014-15
Dropout Rate	14.70	13.90	10.80
Graduation Rate	83.65	84.29	86.99
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1317
% of pupils completing a CTE program and earning a high school diploma	98.44
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40.0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	97.1
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	35.7

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	4	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	1	♦
Science	1	♦
Social Science	1	♦
All courses	10	.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	99	89	86
Black or African American	100	58	78
American Indian or Alaska Native	75	73	78
Asian	100	100	93
Filipino	100	94	93
Hispanic or Latino	98	89	83
Native Hawaiian/Pacific Islander	100	100	85
White	100	89	91
Two or More Races	100	86	89
Socioeconomically Disadvantaged	100	96	66
English Learners	85	67	54
Students with Disabilities	98	87	78

Career Technical Education Programs

Instructors at Porterville High School have directed efforts towards establishing school-to-career structures within each curricular area for all students, including those with special needs. Porterville High School has three open choice Pathways and one site based academy. Students have the opportunity to choose their path and prepare for college and career. Each pathway prepares students with 21st century skills, places them in internships, and connects them with industry partners. Students have the opportunity to take Auto Tech, Floral Management, Commercial Foods, Electronics and Certified Nurse's Assistant classes.

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

Adv. Agriculture
Advanced Foods
Ag Mechanics 1,2,3
Ag Sales/Crops
Applied Auto Engineering Design
Applied Technology
Architecture Design1,2
Auto Tech
Biotechnology
Building Trades
Calif Cadets
Cert Nursing Assistant
Commercial Foods
Comp Accounting
Computer Applications 1 & 2
Electronics
EMT
Engineering Design 1,2
Entrepreneurship
Essentials of Nursing
Exploring Applied Technologies
Financial Planning

Financial Services
Floral Design
Forrest/Natural Resources
G.I.V.E.
Global Health
Green House Management
Health Career Exploration
Internship
Intro to Technology
Job Training
Journalism
Machine Woods 1 & 2
Medical Terminology
Nursery Practice
Occupational Ethics
Principles of Finance
Retail Sales
Sports Med/Athletic Training
Strategic Success in Nursing
Vet Science
Yearbook/Graphic 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.

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 and the county. 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.