

Perris High School

175 East Nuevo Road • Perris, CA 92571 • (951) 657-2171 • Grades 9-12
Nicholas Hilton, Principal
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2012-13 School Accountability Report Card Published During the 2013-14 School Year



Perris Union High School District

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Educational Services**

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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 (951) 657-2171.

Principal's Message

Thank you for taking the time to review Perris High School's School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

The school motto at Perris High is "Never Give Up." We encourage our students to constantly challenge themselves and grow from those challenges. As Perris Panthers we take PRIDE in everything we do. We are Positive Respectful Individuals Dedicated to Excellence. Our ongoing focus is to ensure our students are college/career ready when they walk out our doors as graduates. We offer a variety of instructional programs with emphasis on academics as well as career technical education. Perris High School believes that all students should have the choice of where to go and what to do with their lives. It is our responsibility to provide them with the academic, social, and emotional support necessary to enable them to be good decision makers that have a positive impact on the world around them.

Perris High School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We have made a commitment to provide the best educational program possible for Perris High School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, students will be challenged to reach their full potential.

Nicholas M. Hilton, Principal

Mission Statement

PHS Mission Statement:

Perris High School's professional educators will provide a broad-based curriculum that affords our students opportunities to acquire the skills needed to understand and contribute to an interdependent and rapidly-changing world.

PUHSD Mission Statement:

The mission of the Perris Union High School District is to provide quality educational programs and meaningful opportunities which encompass the intellectual, social, emotional, and physical aspects of all students within the district and which will enable them to become productive members of society.

Opportunities for Parental Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through email, newsletters, parent conferences, progress reports, the school marquee, school website, and Alert Now (automated telephone message delivery system). Contact site Parent Liaison at (951) 657-2171 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Athletic Programs
Parent Club
Parent Institute
WASC
Coffee / Dessert with the Principal
School Events

Committees

English Learner Advisory Council
Parent Teacher Student Association
School Site Council
Athletic Parent Involvement
ASB
African-American Advisory Committee

School Activities

Athletic Events
Back to School Night
Open House
Parent Education Nights
Principal Coffees
Student Performances
Diploma and Beyond
FFA Events

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 8	1
Gr. 9	609
Gr. 10	649
Gr. 11	657
Gr. 12	631
Total	2,547

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	10.4
American Indian or Alaska Native	0.1
Asian	1.2
Filipino	0.3
Hispanic or Latino	84.3
Native Hawaiian/Pacific Islander	0.4
White	2.7
Two or More Races	0.7
Socioeconomically Disadvantaged	88.9
English Learners	61.0
Students with Disabilities	9.0

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	32.2	34.6	31	4	7	14	30	9	12	53	78	67
Math	32.7	34.7	37	3	2	5	25	11	4	45	61	69
Science	33.1	33.5	36	1	3	2	16	14	1	34	34	45
SS	33.4	35.4	36	1	2	3	17	2	4	40	53	58

* 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			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	24.97	17.67	15.56
Expulsions Rate	0.33	0.30	0.37
Districtwide	10-11	11-12	12-13
Suspensions Rate	26.39	19.00	18.00
Expulsions Rate	0.62	0.10	0.70

* 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 Comprehensive School Site Safety Plan was developed for Perris High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated by school staff in March 2013. Staff responsibilities and safety plan updates were discussed with staff in August 2013.

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: 9/26/13

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Perris High School's original facilities were built in 1962; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Construction of an updated Agriculture facility, this project includes a new state of the art greenhouse, furrowing barn, shade house and fencing, this project was completed in July 2013.
- Addition of an two classrooms buildings, to include a two story 18 classroom building and a two story 10 classroom building. Construction on the 18 classroom building was completed in July 2013 and the 10 classroom building is scheduled to be completed February 2014.

Every morning before school begins, the custodian and plant manager inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Three day custodians and six evening custodians are assigned to Perris High School. The day custodians are responsible for:

- Cafeteria setup/cleanup
- Groundskeeping
- Lunch area setup/cleanup
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Deferred Maintenance

Perris High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

- Pool decking repair
- Concrete removal and replacement at the Cafeteria lunch area.
- Asphalt Patching and Crack Fill

Facilities construction / improvement projects

- Construction of an updated Agriculture facility, this project includes a new state of the art greenhouse, furrowing barn, shade house and fencing, this project was completed in July 2013.
- Addition of an two classrooms buildings, to include a two story 18 classroom building and a two story 10 classroom building. Construction on the 18 classroom building was completed in July 2013 and the 10 classroom building is scheduled to be completed February 2014.

Facilities Inspection

The district's maintenance department inspects Perris High School on an annual basis in accordance with Education Code §17592.72(c)(1). Perris High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Monday, October 26, 2012. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

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]	[]	[]	Broken Ceiling Tile-CR-1107, Several lights out & several ceiling - small gym
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	Electrical cords laying across the floor (safety issue) - CR-6102
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	Faucet not working-Staff Lounge, Woman's light was strobing the ballast needs to be repaired - MPR, Sink is coming off the wall & loose toilet seat - Boys RR 550 Bldg, Handicap stall has a loose toilet seat & first stall loose toilet seat - Girls RR 5500 Bldg, Hand dryer not working in boys restroom - Restrooms 3200 bldg, Right faucet not working & loose toilet seat - Boys locker, Paper towel dispenser tape shut, hand dryer not working, & toilet seat loose in first stall - Girls locker, Ceiling needs painting & sink has been painted (needs to be replaced) - Lunch area boy's RR
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	Boxes on cabinet overhead (safety issue) - CR-6201, Several cans of paint stored next to electrical panel - Pool, Trophies placed on cabinet overhead (safety issue) - Band Room, Pencil sharpener broken - fire extinguisher not accessible - CR-5102
Structural: Structural Damage, Roofs	[X]	[]	[]	Large piece of cement coming up due to roots (safety issue) - Pool
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	101	93	94
Without Full Credential	0	0	0
Teaching Outside Subject Area	1	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	400
Without Full Credential	♦	♦	0

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.

All training and curriculum development activities at Perris High School revolve around the California State Content Standards and Frameworks with special emphasis on the upcoming Common Core standards. During the 2012-13 school year, Perris High School held staff development devoted to:

- Action Walks
- Classroom Instruction
- Instructional BEST Practices
- Bloom's Taxonomy & Costa's Levels of Questioning
- Common Core Implementation
- Structured Student Interaction

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Perris High School supports ongoing professional growth throughout the year on late start days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2012-13 school year, Perris High School's teachers attended the following events hosted by the Perris Union High School District:

- Interwrite Training
- BEST Practices
- Expository Reading and Writing
- Write Path Training
- Advanced Professional Learning Communities
- Academic Vocabulary Training
- Concept Construxion Training
- Planning for Student Success Training
- WICOR Instructional Strategies (W-Writing I-Inquiry, C-Collaboration, O-Organization, R-Reading)

Perris High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

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

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	97.0	3.0
Districtwide		
All Schools	94.9	5.1
High-Poverty Schools	95.0	5.0
Low-Poverty Schools	91.3	8.7

* 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	5
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	0
Resource Specialist	6
Other	0
Average Number of Students per Staff Member	
Academic Counselor	493

* 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 fund state funding, Perris Union High School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received categorical, special education, and support programs funds for:

- Economic Impact Aid (EIA)
- Economic Impact Aid (EIA/LEP)
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Transportation
- Agriculture Incentive Grant
- Safe Supportive Schools Grant (S3)

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,034	\$1,057	\$6,977	\$69,354.07
District	♦	♦	\$6,900	\$68,765
State	♦	♦	\$5,537	\$71,584
Percent Difference: School Site/District			1.1	0.9
Percent Difference: School Site/ State			26.0	-3.1

* **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	\$43,216	\$42,865
Mid-Range Teacher Salary	\$69,074	\$69,484
Highest Teacher Salary	\$86,001	\$89,290
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$119,748	\$119,946
Average Principal Salary (HS)	\$124,086	\$128,378
Superintendent Salary	\$193,215	\$202,664
Percent of District Budget		
Teacher Salaries	34.1%	36.8%
Administrative Salaries	5.5%	4.9%

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

Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the No Child Left Behind Act of 2001 (NCLB), calls for parents of eligible students attending Title I schools that have not made adequate yearly progress (AYP) in increasing student academic achievement for three years to be provided with opportunities and choices to help ensure that their children achieve at high levels. SES provides extra academic assistance for eligible children. Students from low-income families who are attending Title I schools that are in their second year of school improvement (i.e., have not made AYP for three years), in corrective action, or in restructuring status are eligible to receive these services. These services, which are in addition to instruction provided during the school day, may include academic assistance such as tutoring, remediation and other supplemental academic enrichment services that are consistent with the content and instruction used by PUHSD and is aligned with the State's academic content and achievement standards.

The goal of SES is to increase eligible students' academic achievement in a subject or subjects that the State includes in its ESEA assessments under Section 1111 of the ESEA, which must include reading/language arts, mathematics, and science, as well as English language proficiency for students with limited English proficiency (LEP).

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 instruction 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: September 18, 2013

All textbooks used in the core curriculum at Perris High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, September 18, 2013, the Perris Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 5:11-12 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2012-13 school year, Perris Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Pearson Prentice Hall, Literature (2009)</p> <p>Sopris West Educational Services, Language! (2006)</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Holt, Rinehart and Winston, Algebra I (2008)</p> <p>Holt, Rinehart and Winston, Algebra II (2008)</p> <p>Holt, Rinehart and Winston, Geometry (2008)</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Pearson, Science Insights: Exploring Living Things (2006)</p> <p>Pearson Prentice Hall, Biology, The Web of Life (2006)</p> <p>Pearson Prentice Hall, Conceptual Physics (2006)</p> <p>Pearson Prentice Hall, Earth Science (2006)</p>

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Glencoe/McGraw-Hill, Geography: The World and its People (1999)</p> <p>Glencoe/McGraw-Hill, Health (2005)</p> <p>Glencoe/McGraw-Hill, United States Government: Democracy in Action (2006)</p> <p>Glencoe/McGraw-Hill, World History: Modern Times (2006)</p> <p>McDougal Littell, The Americans Reconstruction to the 21st Century (2006)</p> <p>Pearson Prentice Hall, Economics: Principles in Action (2005)</p>
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook:</p>	<p>McDougal Littell, En Espanol 1 (2004)</p> <p>McDougal Littell, En Espanol 2 (2004)</p> <p>McDougal Littell, En Espanol 3 (2004)</p> <p>Pearson, Abriendo Paso Lectura (2007)</p> <p>Pearson, Abriendo Paso Gramatica (2007)</p> <p>McDougal Littell, Auf Deutsch! 1 (2001)</p> <p>McDougal Littell, Auf Deutsch! 2 (2001)</p> <p>McDougal Littell, Auf Deutsch! 3 (2001)</p>
<p>Health</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook:</p>	<p>Glencoe, Health (2005)</p>
<p>Visual and Performing Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook:</p>	<p>Glencoe, The Stage and the Schol, 9th Ed. (2005)</p> <p>Random House, A Practical Handbook for the Actor (1986)</p> <p>Penguin, The Stanislavski System (1984)</p> <p>Barron's, The Complete Potter (2003)</p>

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	29	35	38	44	47	48	54	56	55
Math	11	15	9	23	27	24	49	50	50
Science	30	31	30	45	45	46	57	60	59
H-SS	27	31	29	42	42	39	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	48	24	46	39
All Student at the School	38	9	30	29
Male	35	10	31	35
Female	41	7	29	22
Black or African American	31	5	24	20
American Indian or Alaska Native				
Asian	62	45		47
Filipino				
Hispanic or Latino	37	9	30	29
Native Hawaiian/Pacific Islander				
White	56	15	60	39
Two or More Races	44	7		
Socioeconomically Disadvantaged	38	9	31	28
English Learners	11	5	9	6
Students with Disabilities	21	15	31	5
Students Receiving Migrant Education Services				

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	17.9	22.5	27.5

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	16	0	-1
Black or African American	68	-29	-8
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	9	1	0
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	15	0	2
English Learners	21	3	
Students with Disabilities	42	-41	-1

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	3	3	2
Similar Schools	6	7	5

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	2009-2010	2006-2007
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	5	
Percent of Schools Currently in Program Improvement	100.0	

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	1,725	7,648	4,655,989
	API-G	690	747	790
Black or African American	Students	152	519	296,463
	API-G	647	703	708
American Indian or Alaska Native	Students	2	27	30,394
	API-G		758	743
Asian	Students	23	106	406,527
	API-G	810	829	906
Filipino	Students	5	128	121,054
	API-G		881	867
Hispanic or Latino	Students	1,479	5,395	2,438,951
	API-G	690	730	744
Native Hawaiian/Pacific Islander	Students	3	42	25,351
	API-G		761	774
White	Students	46	1,228	1,200,127
	API-G	760	806	853
Two or More Races	Students	15	203	125,025
	API-G	620	811	824
Socioeconomically Disadvantaged	Students	1,618	5,929	2,774,640
	API-G	689	728	743
English Learners	Students	1,095	3,506	1,482,316
	API-G			721
Students with Disabilities	Students	149	627	527,476
	API-G	468	542	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	438	1,899	418,598
Black or African American	52	167	28,078
American Indian or Alaska Native		8	3,123
Asian	5	35	41,700
Filipino	5	55	12,745
Hispanic or Latino	359	1155	193,516
Native Hawaiian/Pacific Islander	2	10	2,585
White	14	452	127,801
Two or More Races	1	14	6,790
Socioeconomically Disadvantaged	24	85	31,683
English Learners	255	669	93,297
Students with Disabilities	420	1390	217,915

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
Schoolwide			
Dropout Rate (1-year)	15.40	9.30	13.10
Graduation Rate	85.09	86.54	80.65
Districtwide			
Dropout Rate (1-year)	15.80	12.60	11.90
Graduation Rate	84.15	83.05	83.91
Statewide			
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
Schoolwide			
English-Language Arts	41	35	41
Mathematics	43	40	43
Districtwide			
English-Language Arts	56	49	54
Mathematics	53	52	56
Statewide			
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	3	---
Fine and Performing Arts		---
Foreign Language	5	---
Mathematics	6	---
Science	7	---
Social Science	4	---
All courses	25	4.4

* 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	46	28	26	45	38	18
All Students at the School	59	24	17	57	31	12
Male	66	20	14	55	32	13
Female	52	29	20	59	30	11
Black or African American	67	21	11	69	26	5
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	59	25	17	57	31	12
Native Hawaiian/Pacific Islander						
White	43	29	29	40	53	7
Two or More Races						
Socioeconomically Disadvantaged	59	25	16	57	30	13
English Learners	95	4	1	90	10	
Students with Disabilities	97	3		97	3	
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1844
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	60%

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	57.3
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	26.7

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

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to of Perris High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Perris High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Career Technical Education
- Workability
- Career Pathways

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- Classroom observation projects
- Career Assessment Inventories

Career Technical Education Programs (CTE) are offered in partnership with Riverside County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

During the 2012-13 school year Perris High School offered the following career technical education programs as elective courses:

- Agricultural Industry
- Art, Media and Entertainment
- Fashion and Interior Design
- Computer Information Technology
- Building Trades and Construction
- Health Science and Medical Technology

Students of Perris High School have access to a wide variety of CTE courses off campus through the RCOE-CTE partnership.