

Perris High School

175 East Nuevo Road • Perris, CA 92571 • (951) 657-2171 • Grades 9-12

Nicholas Hilton, Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Perris Union High School District

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School Description

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

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.

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (951) 657-2171.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 8	1
Gr. 9	621
Gr. 10	627
Gr. 11	606
Gr. 12	576
Total	2,431

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.1
American Indian or Alaska Native	0.2
Asian	0.9
Filipino	0.3
Hispanic or Latino	85.4
Native Hawaiian/Pacific Islander	0.2
White	3.1
Two or More Races	0.6
Socioeconomically Disadvantaged	90.6
English Learners	26.5
Students with Disabilities	9.4

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			
Perris High School	12-13	13-14	14-15
Fully Credentialed	94	94	94
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	2
Perris Union High School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	411
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Perris High School	12-13	13-14	14-15
Teachers of English Learners	1	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	0.00	0.00

* 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 2014-15)

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 17, 2014, 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 2013-14 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	
Year and month in which data were collected: September 17, 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Pearson Prentice Hall, Literature (2009) Sopris West Educational Services, Language! (2006)
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Holt, Rinehart and Winston, Algebra I (2008) Holt, Rinehart and Winston, Algebra II (2008) Holt, Rinehart and Winston, Geometry (2008)
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Pearson, Science Insights: Exploring Living Things (2006) Pearson Prentice Hall, Biology, The Web of Life (2006) Pearson Prentice Hall, Conceptual Physics (2006) Pearson Prentice Hall, Earth Science (2006)
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Glencoe/McGraw-Hill, Geography: The World and its People (1999) Glencoe/McGraw-Hill, Health (2005) Glencoe/McGraw-Hill, United States Government: Democracy in Action (2006) Glencoe/McGraw-Hill, World History: Modern Times (2006) McDougal Littell, The Americans Reconstruction to the 21st Century (2006) Pearson Prentice Hall, Economics: Principles in Action (2005)
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook:	McDougal Littell, En Espanol 1 (2004) McDougal Littell, En Espanol 2 (2004) McDougal Littell, En Espanol 3 (2004) Pearson, Abriendo Paso Lectura (2007) Pearson, Abriendo Paso Gramatica (2007) McDougal Littell, Auf Deutsch! 1 (2001) McDougal Littell, Auf Deutsch! 2 (2001) McDougal Littell, Auf Deutsch! 3 (2001)
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook:	Glencoe, Health (2005)
Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook:	Glencoe, The Stage and the Schol, 9th Ed. (2005) Random House, A Practical Handbook for the Actor (1986) Penguin, The Stanislavski System (1984) Barron's, The Complete Potter (2003)

School Facility Conditions and Planned Improvements (Most Recent Year)

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 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

- Underground utility upgrade to include new upgraded electrical service to entire school. Domestic waterline upgrade.
- Demolition of 13 classroom buildings to clear space for the addition of new classroom buildings as part of the campus wide renovation project.

Addition of 9 portable classroom buildings for use as interim housing during the renovation of the campus.

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 11/3/14. 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 (Most Recent Year)				
Year and month in which data were collected: 11/3/14				
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]	[]	[]	
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]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	32	30	28	45	46	44	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	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
HSS	27	31	29	42	42	39	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	3	2	2
Similar Schools	7	5	4

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	16.1	20.8	35.9

* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	44
All Student at the School	28
Male	32
Female	24
Black or African American	22
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	27
Native Hawaiian/Pacific Islander	
White	53
Two or More Races	
Socioeconomically Disadvantaged	29
English Learners	7
Students with Disabilities	39
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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

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 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 2014. Staff responsibilities and safety plan updates were discussed with staff in August 2014.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	4.7	9.3	5.5
Expulsions Rate	0.0	0.0	0.5
District	11-12	12-13	13-14
Suspensions Rate	5.2	9.6	8.1
Expulsions Rate	0.0	0.0	0.5
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	5	
Percent of Schools Currently in Program Improvement	100.0	

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	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	12
Other	0
Average Number of Students per Staff Member	
Academic Counselor	499

* 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.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7899	1027	6871	69740.18
District	♦	♦	6277	\$70,137
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			9.5	1.4
Percent Difference: School Site/ State			24.1	-2.6

Average Class Size and Class Size Distribution												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	12	13	14	12	13	14	12	13	14	12	13	14
English	34.6	34	32	7	14	8	9	12	8	78	67	63
Math	34.7	37	33	2	5	4	11	4	18	61	69	49
Science	33.5	36	34	3	2	1	14	1	5	34	45	37
SS	35.4	36	34	2	3	3	2	4	8	53	58	51

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,216	\$42,957
Mid-Range Teacher Salary	\$69,074	\$69,613
Highest Teacher Salary	\$86,001	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$119,748	\$120,526
Average Principal Salary (HS)	\$124,086	\$129,506
Superintendent Salary	\$193,215	\$207,044
Percent of District Budget		
Teacher Salaries	37	37
Administrative Salaries	6	5

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

Types of Services Funded at Perris High School

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)

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).

Professional Development provided for Teachers at Perris High School

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 2013-14 school year, Perris High School held staff development devoted to:

- Action Walks
- Classroom Instruction
- Instructional BEST Practices
- Depth of Knowledge Questioning
- Common Core Implementation
- Checking for Understanding
- Haiku Learning Management System Training
- Effective Grading Practices

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 2013-14 school year, Perris High School's teachers attended the following events hosted by the Perris Union High School District:

- 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.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	51	25	24	45	38	17
All Students at the School	65	25	10	55	35	10
Male	68	23	9	50	38	11
Female	63	27	11	61	31	8
Black or African American	77	18	5	64	27	9
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	65	25	10	54	36	10
Native Hawaiian/Pacific Islander						
White	44	50	6	69	31	
Two or More Races						
Socioeconomically Disadvantaged	66	24	10	55	34	11
English Learners	96	3	1	88	10	2
Students with Disabilities	93	7		93	5	2
Students Receiving Migrant Education Services						

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Perris High School	2011-12	2012-13	2013-14
English-Language Arts	35	41	35
Mathematics	40	43	45
Perris Union High School District	2011-12	2012-13	2013-14
English-Language Arts	49	54	39
Mathematics	52	56	44
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	77.34	85.54	84.56
Black or African American	77.78	83.00	75.90
American Indian or Alaska Native	0.00	92.31	77.82
Asian	57.14	88.10	92.94
Filipino	100.00	94.59	92.20
Hispanic or Latino	77.34	84.00	80.83
Native Hawaiian/Pacific Islander	83.33	76.92	84.06
White	78.57	90.06	90.15
Two or More Races	100.00	92.31	89.03
Socioeconomically Disadvantaged	77.22	84.99	82.58
English Learners	39.81	47.48	53.68
Students with Disabilities	44.44	49.21	60.31

Dropout Rate and Graduation Rate			
Perris High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	9.3	12.9	14.0
Graduation Rate	86.54	80.65	80.71
Perris Union High School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	12.6	11.8	11.8
Graduation Rate	83.05	83.87	84.41
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	7	♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	6	♦
Science	1	♦
Social Science	11	♦
All courses	27	0.3

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	68.24
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	24.80

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1514
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	60%

Career Technical Education Programs

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 2013-14 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.