



Hemet Unified School District

District Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

Dr. Phil Pendley, Superintendent

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Short & Long-Term Progress	7	Educational programs are designed to be flexible enough to provide a positive educational environment for all students, yet structured enough to ensure the development of the basic academic skills. Students also are encouraged to use whatever creative talents they possess. With the support of the community, school staffs have developed highly successful programs in music, agriculture, and athletics.
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Graduation and Dropout	11	The District maintains a staff of approximately 1,250 certificated and 985 classified employees, not including substitutes. Salary schedules are competitive with other districts in the area of comparable size. A comprehensive fringe benefit program is offered to the employees of the District. Hemet Unified strives to maintain a 30:1 districtwide student/teacher ratio with 1-3 class sizes at 20:1 supported by state and federal funding.
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Introduction

Mission Statement

The mission of the Hemet Unified School District is to provide a high level, balanced, flexible educational delivery system that produces students who are connected to the next step in their life's journey and who are fully prepared academically and socially to be productive and contributing citizens.

In support of this Mission, we are committed to:

- Managing our resources in an ethical, responsible manner to provide stability and continuity in the delivery of our services.
- Making ourselves accountable to the communities we serve.
- Hiring, training and retaining the very best staff available.
- Organizing ourselves in a manner that clearly identifies responsibility and authority related to outcomes.
- Working cooperatively with our communities, other agencies and local groups to make education a "team" effort in the HUSD area.
- Being flexible and creative in our approach to creating pathways to success for students.
- Being proactive in anticipating needs and advocating at the local, state and federal levels for those needs.

Essential Facts About our District

Students			Teachers			Resources		
Student Facts	District Average	State Average	Teacher Facts	District Average	State Average	Resource Facts	District Average	State Average
Students enrolled gifted/talented classes	6.1%	8%	Teachers with full credentials	94.9%	93%	Students per teacher	21.2	20.9
Students enrolled as learning disabled	12%	10%	Teachers with partial or emergency credentials	5.1%	7%	Students per computer	5.1	4.2
Students who are still learning English	16.5%	25%	Average Years Teaching	11.8	12.8	Current expense per student per ADA (unrestricted fund 2006-07)	\$5,080	\$5,300
Students from lower income families	63.3%	50%	Teachers with 1 year experience	7%	6%			
			Teachers with 2 years experience	7%	6%			

Elementary School Overview

This report is intended to provide parents and the community with key facts about the teachers and resources we provide to the students in our elementary schools. On the next two pages, you will find the progress our students are making in reading and math, based on test results.

- Reading and Math:** Each spring we test students in grade 3 (CAT-6) on their knowledge of math and their reading skills. We score those tests by assigning the number of questions answered correctly to one of four skill levels. What we expect students to know and be able to do at each grade level determines the test itself. In reading, 34% of our students scored proficient or higher compared to the statewide average of 37%. In math, 51% of our students scored proficient or higher, compared to 60% of students statewide. (see the next two pages for additional details.)
- Class Sizes:** Class sizes vary at each grade level based on the availability of funding, teachers and classrooms. California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. In Hemet Unified School District, elementary school class size averages ranged from a low of 19.1 to a high of 30.9.
- Teachers:** Ninety-eight percent of our teachers hold a full credential, and 2% were working with emergency credentials or waivers. Fifty-five percent of all classes were taught by teachers who have attained masters degrees or higher levels of education.
- Students and Resources:** We have about 19% of our elementary students who are still learning English. In addition, about 70% percent of our elementary students qualify for free or reduced price lunches based on their family income.



2007-08 Student Proficiency By Subject, Based on Test Scores—Grade 3 (CAT-6)			
Reading	% Basic	% Proficient or Above	% Advanced
District Average	65	34	10
State Average	66	37	14
Math	% Basic	% Proficient or Above	% Advanced
District Average	76	51	24
State Average	81	60	26

2007-08 Elementary Class Sizes		
Grade Level	District Average	State Average
Kindergarten	19.6	20.3
First Grade	19.3	19.4
Second Grade	19.1	19.3
Third Grade	19.5	19.8
Fourth Grade	30.6	28.4
Fifth Grade	30.9	28.7

Library Books to Student Ratio	
School Site	Books:Student
Bautista Creek Elementary	22.81 to 1
Cawston Elementary	9 to 1
Cottonwood School	40 to 1
Fruitvale Elementary	15.43 to 1
Hamilton Elementary	21 to 1
Harmony Elementary	17.9 to 1
Hemet Elementary	24 to 1
Idyllwild School	26 to 1
Jacob Wiens Elementary	11 to 1
Little Lake Elementary	18.72 to 1
McSweeny Elementary	27.3 to 1
Ramona Elementary	26.64 to 1
Valle Vista Elementary	36.2 to 1
Whittier Elementary	20.35 to 1
Winchester Elementary	19 to 1

Essential Facts About Our Elementary Schools

Students	
Students enrolled as learning disabled	11%
Students who are still learning English	19%
Students from lower income families	70%

Teachers	
Teachers with full credentials	98%
Teachers with partial or emergency credentials	2%
Average Years Teaching	12.2%
Teachers with 1 year experience	5%
Teachers with 2 years experience	7%

Resources	
Students per teacher	20.0
Students per computer	6.5

Test Scores: How Groups of Elementary Students Compare

Student Subgroup	Percent Proficient or Above
READING PROFICIENCY—Grade 3 (CAT-6)	
District Average	34
State Average	37
Asian	45
African American	24
American Indian or Alaska Native	26
Filipino	29
Hispanic/Latino	25
White (not Hispanic)	45
Male	30
Female	38
English Proficient	38
English Learner	15
Learning Disabled	14
Not Learning Disabled	36
Economically Disadvantaged	27
Not Economically Disadvantaged	52
MATH PROFICIENCY—Grade 3 (CAT-6)	
District Average	51
State Average	60
Asian	71
African American	38
American Indian or Alaska Native	43
Filipino	46
Hispanic/Latino	45
White (not Hispanic)	60
Male	50
Female	52
English Proficient	54
English Learner	38
Learning Disabled	26
Not Learning Disabled	54
Economically Disadvantaged	45
Not Economically Disadvantaged	68

Comments

Here we provide a comparative view for grade 3 (CAT-6) of how different groups of students scored in reading. The percent scoring at proficient or above represents those students scoring at or above the 50th National Percentile Ranking.

ETHNICITY: More White (not Hispanic) students scored higher at a proficient level and above than any other student ethnic group. Fewer African American students scored at this level than any other ethnic group.

GENDER: Girls scored 8% higher at a proficient level and above in reading than boys.

ENGLISH LANGUAGE PROFICIENCY: English proficient students scored 23% higher at a proficient level or above in reading than English learner students.

LEARNING DISABILITIES: Students without learning disabilities scored 22% higher at a proficient level and above in reading than those students with learning disabilities.

INCOME: Students who are not economically disadvantaged scored 25% higher at a proficient level and above in reading than those students who are economically disadvantaged.

Comments

Here we provide a comparative view for grade 3 (CAT-6) of how different groups of students scored in math. The percent scoring at proficient or above represents those students scoring at or above the 50th NPR.

ETHNICITY: Asian students scored higher at a proficient level and above than any other student ethnic group. Fewer African American students scored at this level than any other ethnic group.

GENDER: Girls scored 2% higher at a proficient level and above in math than boys.

ENGLISH LANGUAGE PROFICIENCY: English proficient students scored 16% higher at a proficient level or above in math than English learner students.

LEARNING DISABILITIES: Students without learning disabilities scored 28% higher at a proficient level and above in math than those students with learning disabilities.

INCOME: Students who are not economically disadvantaged scored 23% higher at a proficient level and above in math than those students who are economically disadvantaged.



Short and Long-Term Progress of the Elementary School Students

The Academic Performance Index is a method of comparing schools based on all their students' test scores across all grade levels on a scale from 200 to 1000. The State Board of Education has established 800 as the long-term goal for all schools. The board set each school's short-term goal to be 5 percent progress toward meeting that long-term target of 800.

The following chart provides each school's progress over the last three years, both short and long-term.

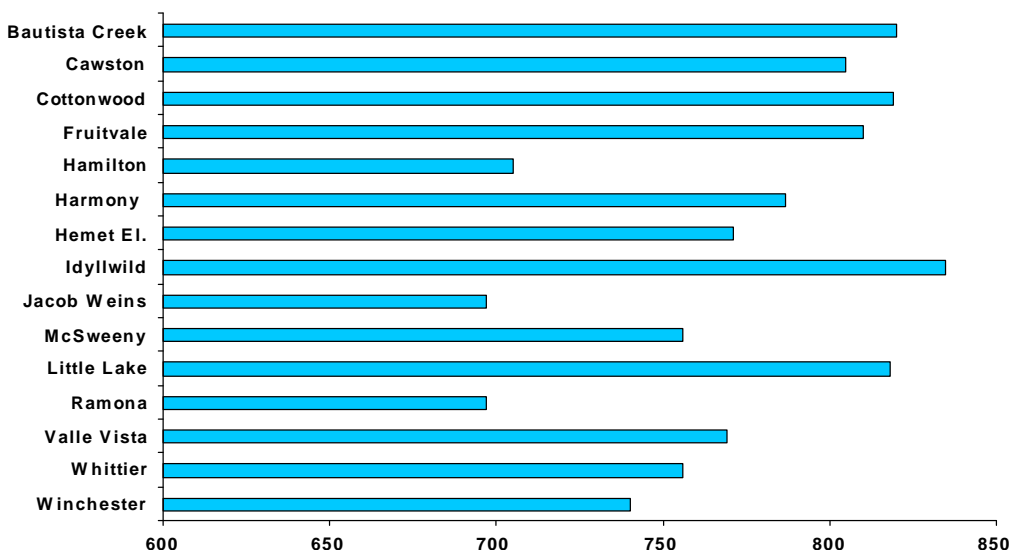
Out of our fifteen elementary schools five did not meet their target goal. This means that 67% of our schools have met their short-term goals

As of 2007-08, six of the elementary schools had met the state's long-term goal of 800.

"A" means the school scored at or above the statewide performance target of 800 in 2007.

School Name	API Scores			Net Gain	Expected Gain	Target Met
	2006	2007	2008			
Bautista Creek	805	794	820	26	5	Yes
Cawston Elementary	774	784	805	21	5	Yes
Cottonwood Elementary	803	809	819	10	A	Yes
Fruitvale Elementary	752	774	810	36	5	Yes
Hamilton Elementary	697	692	705	16	5	Yes
Harmony Elementary	794	794	787	-7	5	No
Hemet Elementary	676	747	771	24	5	Yes
Idyllwild Elementary	790	824	835	11	A	Yes
Jacob Wiens Elementary	707	731	697	-34	5	No
McSweeny Elementary	731	725	756	31	5	Yes
Little Lake Elementary	788	808	818	10	A	Yes
Ramona Elementary	704	705	697	-8	5	No
Valle Vista Elementary	765	785	769	-16	5	No
Whittier Elementary	738	735	756	21	5	Yes
Winchester Elementary	711	745	740	-5	5	No

Progress Toward Long-Term Goal



Middle School Overview

This report is intended to provide parents and the community with key facts about the teachers and resources we provide to the students in our middle schools. On the next two pages you will find the progress our students are making in reading and math based on test results.

- Reading and Math:** Each spring we test students in grade 7 (CAT-6) on their knowledge of math and their reading skills. We score those tests by assigning the number of questions answered correctly to one of four skill levels. What we expect students to know and be able to do at each grade level determines the test itself. In reading, 44% of our students scored proficient or higher compared to 49% of the students statewide. In math, 48% of our students scored proficient or higher, compared to 52% of students statewide. (see the next two pages for additional details.)
- Class Sizes:** Class sizes vary at each school site based on the availability of funding, teachers and classrooms. In Hemet Unified School District school class size averages for our middle schools ranged from a low of 30.4 to a high of 33.6.
- Teachers:** About ninety-two percent of the middle school teachers hold full credentials, and about 8% are working with emergency credentials or waivers. In addition 47% of all classes were taught by teachers who have attained masters degrees or higher levels of education.
- Students and Resources:** About sixteen percent of our middle school students are still learning English. In addition, about 64% percent of our middle school students qualify for free or reduced price lunches based on their family income.

2007-08 Student Proficiency By Subject, Based on Test Scores—Grade 7 (CAT-6)			
Reading	% Basic	% Proficient or Above	% Advanced
District Average	71	44	18
State Average	73	49	23
Math	% Basic	% Proficient or Above	% Advanced
District Average	74	48	19
State Average	76	52	25

2007-08 Middle School Class Sizes	
School Site	Schoolwide Average
Acacia	33.6
Dartmouth	32.3
Diamond Valley	30.4
Santa Fe	30.4

Library Books to Student Ratio	
School Site	Books:Student
Acacia Middle School	9 to 1
Dartmouth Middle School	14.4 to 1
Diamond Valley Middle School	6.5 to 1
Rancho Viejo Middle School	16.5 to 1



Essential Facts About Our Middle Schools

Students		Teachers		Resources	
Student Facts	Average	Teacher Facts	Average	Resource Facts	Average
Students enrolled as learning disabled	15%	Teachers with full credentials	92%	Students per teacher	25.4
Students who are still learning English	16%	Teachers with partial or emergency credentials	8%	Students per computer	5.0
Students from lower income families	64%	Average Years Teaching	10.6		
		Teachers with 1 year experience	13%		
		Teachers with 2 years experience	8%		

Test Scores: How Groups of Middle School Students Compare

Student Subgroup	% Proficient or Above
READING PROFICIENCY—Grade 7 (CAT-6)	
District Average	44
State Average	49
Asian	56
African American	39
American Indian or Alaska Native	24
Filipino	31
Hispanic/Latino	37
White (not Hispanic)	54
Male	40
Female	49
English Proficient	49
English Learner	19
Learning Disabled	7
Not Learning Disabled	49
Economically Disadvantaged	38
Not Economically Disadvantaged	62

Comments

Here we provide a comparative view for grade 7 (CAT-6) of how different groups of students scored in reading. The percent scoring at proficient or above represents those students scoring at or above the 50th National Percentile Ranking.

ETHNICITY: Asian students scored higher at a proficient level and above than any other student ethnic group. Fewer American Indian or Alaska Native students scored at this level than any other ethnic group.

GENDER: Girls scored 9% higher at a proficient level and above in reading than boys.

ENGLISH LANGUAGE PROFICIENCY: English proficient students scored 30% higher at a proficient level or above in reading than English learner students.

LEARNING DISABILITIES: Students without learning disabilities scored 42% higher at a proficient level and above in reading than those students with learning disabilities.

INCOME: Students who are not economically disadvantaged scored 24% higher at a proficient level and above in reading than those students who are economically disadvantaged.

MATH PROFICIENCY—Grade 7 (CAT-6)	
District Average	48
State Average	52
Asian	72
African American	38
American Indian or Alaska Native	36
Filipino	58
Hispanic/Latino	40
White (not Hispanic)	56
Male	48
Female	47
English Proficient	52
English Learner	22
Learning Disabled	12
Not Learning Disabled	52
Economically Disadvantaged	42
Not Economically Disadvantaged	63

Comments

Here we provide a comparative view for grade 7 (CAT-6) of how different groups of students scored in math. The percent scoring at proficient or above represents those students scoring at or above the 50th NPR.

ETHNICITY: Filipino students scored higher at a proficient level and above than any other student ethnic group. Fewer American Indian or Alaska Native students scored at this level than any other ethnic group.

GENDER: Boys scored 1% higher at a proficient level and above in math than girls.

ENGLISH LANGUAGE PROFICIENCY: English proficient students scored 30% higher at a proficient level or above in math than English learner students.

LEARNING DISABILITIES: Students without learning disabilities scored 40% higher at a proficient level and above in math than those students with learning disabilities.

INCOME: Students who are not economically disadvantaged scored 21% higher at a proficient level and above in math than those students who are economically disadvantaged.



Short and Long-Term Progress of the Middle School Students

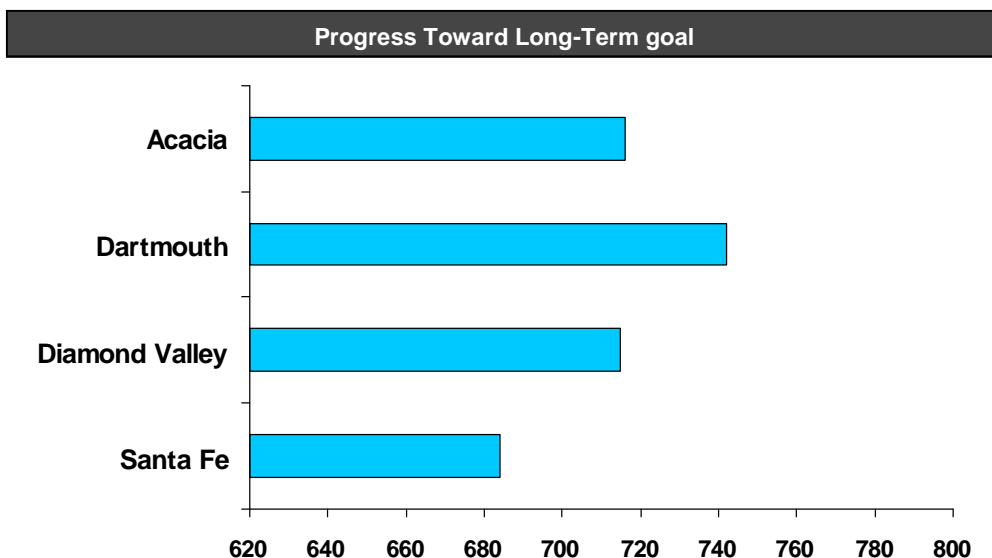
The Academic Performance Index is a method of comparing schools based on all their students' test scores across all grade levels on a scale from 200 to 1000. The State Board of Education has established 800 as the long-term goal for all schools. The board set each school's short-term goal to be 5 percent progress toward meeting that long-term target of 800.

Out of our 4 middle schools 2 met their target goal. This means that 50% of our schools have met their short-term goals.

As of 2007-08, none of the middle schools had met the state's long-term goal of 800.

The following chart provides each school's progress over the last three years, both short and long-term.

School Name	API Scores			Net Gain	Expected Gain	Target Met
	2006	2007	2008			
Acacia	716	731	716	-15	5	No
Dartmouth	744	747	742	-5	5	No
Diamond Valley	701	697	715	18	5	Yes
Santa Fe	668	651	684	33	7	Yes



High School Overview

This report is intended to provide parents and the community with key facts about the teachers and resources we provide to the students in our four comprehensive high schools and our one continuation high school. On the next two pages, you will find the progress our students are making in English language arts (ELA) and math, based on the California High School Exit Exam test results.

- Class Sizes:** Class sizes vary at each school site, based on the availability of funding, teachers and classrooms. In Hemet Unified School District school class size averages for the comprehensive high schools ranged from a low of 20.9 to a high of 30.7.
- Teachers:** About 94% of our teachers hold a full credential, and about 6% were working with emergency credentials or waivers. Fifty-six percent of all classes were taught by teachers who have attained masters degrees or higher levels of education.
- Students and Resources:** Twelve percent of our high school students are still learning English. In addition, 53% percent of our high school students qualify for free or reduced price lunches based on their family income.



2007-08 Comprehensive High School Class Sizes

School Site	Schoolwide Average
Hamilton High School	20.9
Hemet High School	29.6
Tahquitz High School	28.6
West Valley High School	30.7

2007-08 Alternative School Class Sizes

School Site	Schoolwide Average
Alessandro Continuation High School	22.9

Library Books to Student Ratio

School Site	Books:Student
Alessandro Continuation High School	2.57 to 1
Hamilton High School	20 to 1
H.E.L.P. School	3 to 1
Hemet High School	7 to 1
Tahquitz High School	10.7 to 1
West Valley High School	7.8 to 1

California Standardized Testing and Reporting (STAR) 2007-08

This table displays the percent of students scoring at the Proficient or Advanced levels

School Site	ELA	Math	Science	History-Social Science
Alessandro	2	*	*	8
Hamilton HS	39	37	32	12
Hemet HS	52	28	41	41
Tahquitz	40	17	33	26
West Valley HS	42	13	42	38
Helen Hunt Jackson	27	2	15	14

Essential Facts About Our High Schools

Students	
Student Facts	Average
Students enrolled as learning disabled	11%
Students who are still learning English	12%
Students from lower income families	53%

Teachers	
Teacher Facts	Average
Teachers with full credentials	94%
Teachers with partial or emergency credentials	6%
Average Years Teaching	12.6
Teachers with 1 year experience	6%
Teachers with 2 years experience	7%

Resources	
Resource Facts	Average
Students per teacher	23.0
Students per computer	6.1

Short and Long-Term Progress of the High School Students

The Academic Performance Index is a method of comparing schools based on all their students' test scores across all grade levels on a scale from 200 to 1000. The State Board of Education has established 800 as the long-term goal for all schools. The board set each school's short-term goal to be 5 percent progress toward meeting that long-term target of 800.

All but one of our comprehensive high schools and our alternative education school met their target goal.

Alessandro, being a continuation school, participates in the Alternative Schools Accountability Model (ASAM). The Alternative Schools Accountability Model (ASAM) provides accountability for alternative schools serving very high-risk, highly mobile students. These schools include community day, continuation, opportunity,

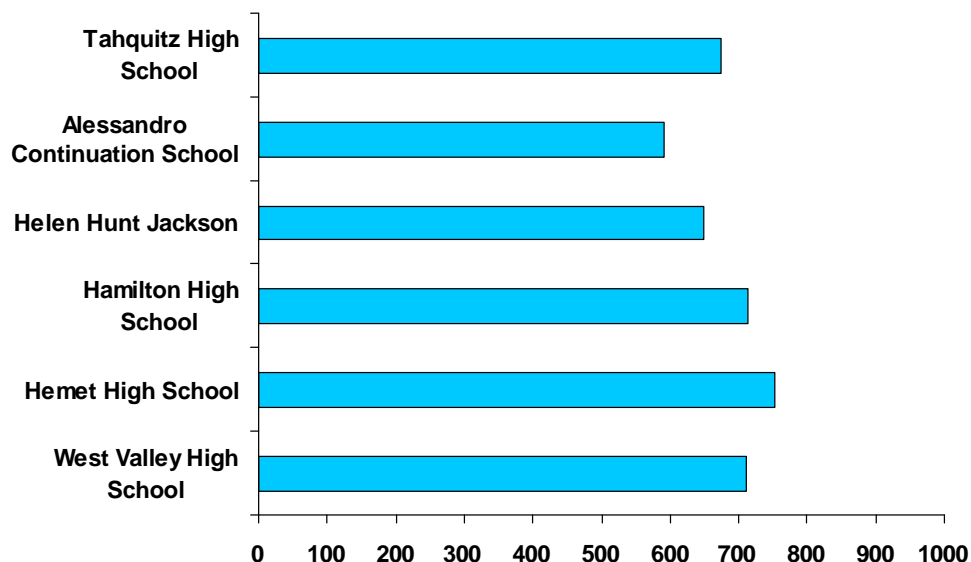
county community, county court, California Youth Authority, and other alternative schools that meet stringent criteria set by the State Board of Education. The ASAM is a multiple-indicator system that includes performance and pre-post assessment indicators approved by the State Board of Education and state assessment results as summarized in the Academic Performance Index. ASAM schools select indicators and report data at the end of each school year. ASAM schools do not receive target information or rankings because of the marked differences in their educational missions and populations served.

As of 2007-08, none of our high schools had met the state's long-term goal of 800.

The following charts provide each school's progress over the last three years, both short and long-term.

School Name	API Scores			Net Gain	Expected Gain	Target Met
	2006	2007	2008			
Hemet High School	733	735	754	19	5	Yes
West Valley High School	673	681	711	30	6	Yes
Hamilton High School	667	704	713	9	5	Yes
Helen Hunt Jackson	615	633	648	15	8	Yes
Alessandro Continuation School	584	579	592	13	D	N/A
Tahquitz High School	N/A	B	675	B	B	N/A
"B" means the school did not have a valid Base API and will not have any growth or target information.						
"D" Alternative Schools Accountability Model (ASAM) school. Target information is not applicable to ASAM schools.						

Progress Toward Long-Term goal



Test Scores: California High School Exit Exam

California High School Exit Exam Results for Mathematics and English Language Arts (ELA) 2007-08 for All Grades

School/Subject			All Students	Special Education Students	English Learner (EL) Students	Re-designated Fluent-English Proficient (RFEP) Students	Socio-economically Disadvantaged	Not socio-economically Disadvantaged
Districtwide	# Tested	Math	3,073	529	561	135	2,032	926
	Passing		1,759 (57%)	130 (25%)	219 (39%)	107 (79%)	1,051 (52%)	651 (70%)
	# Tested	ELA	2,951	538	616	119	1,988	872
	Passing		1,809 (61%)	130 (24%)	239 (39%)	105 (88%)	1,081 (54%)	669 (77%)
Alessandro	# Tested	Math	267	18	70	6	202	57
	Passing		70 (26%)	3 (17%)	15 (21%)	*	53 (26%)	15 (26%)
	# Tested	ELA	221	18	67	3	165	48
	Passing		67 (30%)	1 (6%)	19 (28%)	n/a	49 (30%)	15 (31%)
Hamilton	# Tested	Math	173	47	20	5	112	58
	Passing		102 (59%)	14 (30%)	10 (50%)	n/a	57 (51%)	44 (76%)
	# Tested	ELA	175	52	24	5	111	62
	Passing		104 (59%)	17 (33%)	9 (38%)	n/a	59 (53%)	43 (69%)
Hemet Ed. Learning Ctr.	# Tested	Math	43	7	9	0	30	13
	Passing		20 (47%)	n/a	n/a	n/a	13 (43%)	7 (54%)
	# Tested	ELA	39	8	8	0	28	11
	Passing		18 (46%)	n/a	n/a	n/a	13 (46%)	5 (45%)
Hemet HS	# Tested	Math	890	173	132	30	546	329
	Passing		631 (71%)	69 (40%)	60 (45%)	27 (90%)	340 (62%)	280 (85%)
	# Tested	ELA	924	186	155	30	574	338
	Passing		645 (70%)	68 (37%)	65 (42%)	26 (87%)	352 (61%)	285 (84%)
Helen Hunt Jackson	# Tested	Math	259	4	14	10	112	116
	Passing		120 (46%)	n/a	3 (21%)	n/a	48 (43%)	58 (50%)
	# Tested	ELA	186	3	13	3	88	77
	Passing		118 (63%)	n/a	5 (38%)	n/a	47 (53%)	57 (74%)
West Valley	# Tested	Math	1,019	233	256	47	752	241
	Passing		549 (54%)	39 (17%)	102 (40%)	34 (72%)	372 (49%)	163 (68%)
	# Tested	ELA	992	218	290	41	746	225
	Passing		558 (56%)	36 (17%)	103 (36%)	38 (93%)	377 (51%)	168 (75%)
Tahquitz	# Tested	Math	347	28	58	35	241	94
	Passing		229 (66%)	2 (7%)	26 (45%)	31 (89%)	152 (63%)	71 (76%)
	# Tested	ELA	344	30	57	35	240	93
	Passing		258 (75%)	3 (10%)	34 (60%)	31 (89%)	166 (69%)	83 (89%)

High School Graduation and Dropout Rates: College Preparation

Dropout Rate and Graduation Rate (Fiscal Year 2006-07)

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data is provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	District			State		
	04-05	05-06	06-07	04-05	05-06	06-07
Dropout Rate (1-Year)	1.2	3.7	5.7	3.1	3.5	4.4
Graduation Rate	86.1	78.0	78.5	84.9	83.0	79.5

Advanced Placement (AP) Courses Offered

The Advanced Placement (AP) courses give students an opportunity to take college-level courses and exams while still in high school. The data reported below are the number of courses and classes offered, and the enrollment in various AP classes. The data for Fine and Performing Arts include AP Art and AP Music.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts	1	8	294
Computer Science	1	1	36
English	2	12	327
Foreign Language	2	4	66
Mathematics	3	7	169
Science	2	4	75
Social Science	6	16	448

Advanced Placement Exams

Juniors and seniors achieving a score of three, four, or five on the Advanced Placement Exams qualify for the college credit at most of the nation's colleges. The following chart outlines the AP test results for the past three years (the most recent information available is 2006-07):

School Year	Enrollment		Students Taking AP Exam	Number of Exams with a Score of:		
	11th Grade	12th Grade		3	4	5
2004-05	1,602	1,371	441	232	102	44
2005-06	1,406	1,146	431	239	112	43
2006-07	1,864	1,800	513	269	145	59

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding the SAT results may be found at the DataQuest Web site at <http://www.cde.ca.gov/ataquest/> (the most recent information available is 2006-07)

	District			State		
	2005	2006	2007	2005	2006	2007
Grade 12 Enrollment	1,371	1,334	1800	409,576	383,460	441,198
% of Grade 12 Enrollment Taking the Test	22.4	25.0	19.89	35.9	40.5	36.9
Average Verbal Score	501	496	487	499	495	493
Average Math Score	509	494	493	521	516	513
Average Writing Score		485	481		495	491

Textbooks and Instructional Materials

A District committee considers textbooks for recommendation on a cycle established by the state board of education and from a state adopted list. The recommendation is made to the District Superintendent. This committee reviews the state framework and District standards for student achievement. Teachers at the grade level for which it is being adopted then review the textbooks. Included in the textbook adoption process is a review of the state framework and District standards for student achievement, pilot use of the series in the District classrooms, as well as approval of texts by the curriculum council and Governing Board. The District's goal is that each student has use of a textbook in all core subject areas. The following chart outlines the adopted textbooks we use at our school:

Grade Levels	Course/ Content Area	Title	Publisher	Edition	Year Adopted
K-5	Eng/Lang. Arts	Open Court Reading	SRA/McGraw Hill	2002	May 2002
Kind. 1-5	Mathematics	Scott Foresman – Addison Wesley enVisionMath - California	Pearson Scott Foresman	2009	June 2008
K-5	Science	Harcourt Science California Edition	Harcourt Brace	2001	March 2001
K-5	Social Studies	History-Social Science <i>for California</i>	Pearson, Scott-Foresman	2006	June 2007
K-5	Social Studies	Health and Fitness	Harcourt School Pub	2006	July 2005
K-5	ELD	English Now! V 1.3 English Now! V C L 4, 5, 6 Write Time, L 6, 7 – 1 st Ed.	LitConn, Inc. LitConn Inc. Teacher Created Mats	2003 2005 2004	Dec. 2006 June 2007 June 2007
K-5	Health	Harcourt Health & Fitness	Harcourt, Inc.	2006	July 2005
6-8	Eng/Lang. Arts	Holt Literature & Lang Arts	Harcourt Brace	2003	May 2002
6-8	Mathematics	McDougal Littell CA Math Course 1, Course 2, Algebra 1	McDougal, Littell, a division of Houghton Mifflin	2008	June 2008
8	Mathematics	California Algebra Readiness	McDougal, Littell and Company	2008	June 2008
6 7 8	Science	Earth Science Life Science Physical Science	Holt, Rinehart & Winston	2001 2001 2001	March 2001
6	Social Studies	History Alive! The Ancient World	Teachers' Curriculum Institute	2005	June 2007
7	Social Studies	History Alive! The Medieval World	Teachers' Curriculum Institute	2005	June 2007
8	Social Studies	History Alive! The United States Through Industrialism	Teachers' Curriculum Institute	2005	June 2007
6-8	Foreign Language	Dime! Uno	McDougal Littell	1997	
6-8	Health	Decisions for Health	Holt, Rinehart & Winston	2005	July 2005
6-8	Social Studies	Decisions for Health	Holt Rinehart Winston	2005	July 2005
6-12	ELD	English Now, V 1.3 High Point	LitConn, Inc. Hampton Brown	2003 2001	Dec. 2006 June 2005
9-12	English/Language Arts	Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	May 2003
9-12	Mathematics	Algebra 1	McDougal, Littell	2008	June 2008
9-12	Mathematics	Geometry, Concepts and Skills	McDougal Littell	2005	June 2008
8-12	Mathematics	California Geometry	McDougal Littell	2007	June 2008
9-12	Mathematics	Algebra 2	McDougal Littell	2007	June 2008
9-12	Mathematics	Integrated Mathematics I & II	McDougal Littell Inc.	2002	May 2004
9-12	Mathematics	Pre-Calculus with Limits, 5 th Edition	McDougal Littell	2008	June 2008
12	Mathematics	Calculus	Addison Wesley	1999	June 1999
10-12	Science	Modern Biology	Holt, Rinehart & Winston	2000 2002	July 2001
9-10	Science	Life Science	Merrill	1993, 1995, 2002	April 1993
9-10	Science	Physical Science	Merrill	1993	April 1993
9	Science	Modern Earth Science	Holt, Rinehart & Winston	2002	July 2001
11-12	Science	Fundamentals of Chemistry, 4 th Ed. Fundamentals of Chemistry, 6 th Ed. (AP)	Prentice Hall Houghton Mifflin	2003 2003	July 2004 Dec. 2004
10-12	Science	Holes Essentials of Human Anatomy & Physiology, 9 th Edition	McGraw Hill Companies	2006	January 2006
10-12	Science	Physics	Prentice Hall	2000	April 2000
11-12	Science	Integrated Principles of Zoology	McGraw Hill	2006	January 2006
9	Social Science	World Geography	McDougal Littell	2006	June 2007
9	Social Science	Health Skills & Wellness – Behavioral Health Science	Prentice Hall	1994/2001	June 2000
10	Social Science	World History, The Modern World	Prentice Hall	2007	June 2007
11	Social Science	US History, Modern America	Prentice Hall	2008	June 2007
12	Social Science	Magruders American Government	Prentice Hall	1992/1994 / 2000, 2006	June 2007 Dec. 2006
12	Social Science	Economics, Principles in Action Economics, 7 th Ed.	Prentice Hall South-Western	2001, 2007 2005	June 2007 Dec. 2006
12	Social Science	Western Civilization	Thomson Learning, Inc.	2006	January 2006

Textbooks & Instructional Materials (continued) and Schools Worth Noting

Textbooks and Instructional Materials (Continued)

Grade Levels	Course/ Content Area	Title	Publisher	Edition	Year Adopted
9-12	Visual & Performing Arts	Music Appreciation Stage Makeup Simply 3D	McGraw Hill Watson-Guptill Micrografx	2000 1999 1998	Dec. 2001 Dec. 2001 April 2000
9-12	Foreign Language	Deutsch Aktuell, 1, 2 & 3 Bienvenue, French 1 A bord, French 2 En voyage, French 3 & 4 En español! 1 & 2 Abriendo Puertas – Antología de Literatura en Español, Tomo 1 & Tomo II (AP) Abiendo Puertas (AP)	Paradigm Publ. Glencoe McDougal Littell McDougal Littell	1998 1998 2000 2003	July 2001 July 2000 June 1999 June 2007
Intervention Programs for Reading/Language Arts					
4-12	Reading/Language Arts	SRA/Reach High Point EI Scholastic Read 180	SRA/McGraw Hill Hampton-Brown Co. Scholastic, Inc.	2002 2001 2002	July 2005
4-7	Mathematics	California Math Triumphs	Glencoe/McGraw-Hill	2008	June 2008

Congratulations to all the students and staff at Alessandro High School for earning the Model Continuation High School Award!

State Superintendent of Public Instruction Jack O’Connell announced on February 21, 2007, that 13 California schools were named as 2007 Model Continuation High Schools for their outstanding programs designed to help at-risk students.

"These 13 schools provide promising practices that other continuation high schools may emulate to help students with diverse needs complete their high school education," said O’Connell. "These schools were selected because of their exemplary programs that are designed to close the achievement gap, keep kids in school so they can graduate, and adequately prepare them for careers or college. I want to thank the schools for creating these great programs, and congratulate the students for working hard to stay in school and make better lives for themselves."

Alessandro High School was praised for an enduring commitment to provide young people with the educational options and support services they need to successfully complete high school and for establishing a school climate in which students feel safe, challenged, and supported in their efforts to graduate from high school, transition to higher education, and enter the work force.

Congratulations to all the students and staff at Idyllwild School for earning the California Distinguished School Award 2008!

SACRAMENTO — State Superintendent of Public Instruction Jack O’Connell announced that 343 exemplary California public elementary schools from 189 districts in 39 counties have been selected as 2008 California Distinguished Schools.



"These outstanding elementary schools represent many different kinds of communities, organizational structures, and student populations," said O’Connell. "Sixty-four of these schools come from small, rural communities, 11 are charter schools, and nearly half or 156 schools have significant populations of students living in poverty and are supported by federal Title I funding."

"Most heartening, many of the schools we are recognizing today as the 'best of the best' have overcome significant educational challenges, showing that it is possible to provide opportunities for success to all students," O’Connell said.

This year, 300 (87.4 percent) of the award-winning schools serve populations high in minority student representation and 182 (53.1 percent) of them are educating students who are learning English.

"I was honored to be able to join in the excitement as these dedicated educators learned their schools earned this coveted title," he said. "From their stories, it became clear that they share a school-wide vision of excellence where every student can succeed and achieve at the very highest levels of performance."

Schools Worth Noting		
Distinguished Schools	Title I Achieving Award	Model Continuation High School
Acacia Middle School, 1996	Bautista Creek Elementary School, 2001, 2004 & 2007	Alessandro High School, 2007-2010
Bautista Creek, 2006	Whittier Elementary School, 2000	
Dartmouth Middle School, 2005	Valle Vista Elementary School, 2004	
Fruitvale Elementary, 1997	Little Lake Elementary School, 2004	
Hemet High School, 1993 & 1999	Winchester Elementary School, 2004	
Idyllwild School, 2000 & 2008	Idyllwild School, 2007	

School Directory

School Directory					
School Name	Grade Range	Principal	Address	City	Phone
Bautista Creek Elementary	K-5	David Howland	441 N. Lake	Hemet, CA 92544	(951) 927-0822
Cawston Elementary School	K-5	Tracy Chambers	4000 W. Menlo Avenue	Hemet, CA 92545	(951) 767-3870
Cottonwood School	K-8	David Farkas	44260 Sage Road	Aguanga, CA 92536	(951) 767-3870
Fruitvale Elementary School	K-5	Sharon Bowman	2800 W. Fruitvale	Hemet, CA 92545	(951) 765-1680
Hamilton Elementary School	K-8	Jacqueline Price	57550 Mitchell Road	Anza, CA 92539	(951) 763-1840
Harmony Elementary School	K-5	Carol Robilotta	1500 S. Cawston	Hemet, CA 92545	(951) 791-1830
Hemet Elementary School	K-5	Marco Baeza	633 E. Kimball Ave.	Hemet, CA 92543	(951) 765-1630
Idyllwild School	K-8	Matt Kraemer	26700 Highway 243	Idyllwild, CA 92549	(951) 659-0750
Jacob Wiens Elementary School	K-5	Keith Moore	935 E. Campus Way	Hemet, CA 92543	(951) 929-3734
Little Lake Elementary School	K-5	Jinane Annous	26091 Meridian	Hemet, CA 92544	(951) 765-1660
McSweeney Elementary School	K-5	Daryl Wallace	451 W. Chambers	Hemet, CA 92543	(951) 925-4366
Ramona Elementary School	K-5	John Wilder	41051 Whittier Ave.	Hemet, CA 92544	(951) 765-1670
Valle Vista Elementary School	K-5	Dr. Emily Shaw	43900 Mayberry Ave.	Hemet, CA 92544	(951) 927-0800
Whittier Elementary School	K-5	Marc Horton	400 W. Whittier Ave.	Hemet, CA 92543	(951) 765-1650
Winchester Elementary School	K-5	Mark Delano	28751 Winchester Road	Winchester, CA 92543	(951) 926-0700
Acacia Middle School	6-8	Derek Jindra	1200 E. Acacia Ave.	Hemet, CA 92543	(951) 765-1620
Dartmouth Middle School	6-8	Sharleen Rainville	41535 Mayberry Ave.	Hemet, CA 92544	(951) 765-2550
Diamond Valley Middle School	6-8	Patrice Ballinger	291 W. Chambers	Hemet, CA 92543	(951) 925-2899
Rancho Viejo Middle School	6-8	John Huber	985 N. Cawston	Hemet, CA 92545	(951) 765-6287
Hamilton School	9-12	Jim Allured	57430 Mitchell Road	Anza, CA 92539	(951) 763-1865
Hemet High School	9-12	Bill Black	41701 Stetson Ave.	Hemet, CA 92544	(951) 765-5150
West Valley High School	9-12	Mark LeNoir	3401 Mustang Way	Hemet, CA 92544	(951) 765-6300
Tahquitz High School	9-12	Susan Richardson	4425 E. Commonwealth	Hemet, CA 92545	(951) 927-0800
Alessandro Continuation High School	10-12	Tara O'Malley	26866 San Jacinto Ave.	Hemet, CA 92544	(951) 765-5183
Helen Hunt Jackson	6-12	Doug Ricketts	26400 Dartmouth Ave.	Hemet, CA 92544	(951) 765-5193
HELP Center	7-12	Karen Pinneo	136 N. Ramona	Hemet, CA 92545	(951) 765-5187
Family Tree Learning Center	K-8	Doug Ricketts	26400 Dartmouth Ave.	Hemet, CA 92544	(951) 925-2324
Hemet Preschool	Preschool	Sally Cawthon	633 East Kimball Avenue	Hemet, CA 92543	(951) 765-1648
Hemet Adult School	Adults	Tara O'Malley	26866 San Jacinto Ave.	Hemet, CA 92544	(951) 765-5190
HAAT Charter High School	9-10	Karen Pinneo	831 E. Devonshire Ave.	Hemet, CA 92543	(951) 925-5155

HEMET UNIFIED SCHOOL DISTRICT

Dr. Phil Pendley, Superintendent
 Mary Wulfsberg, Deputy Superintendent
 La Faye Platter, Assistant Superintendent
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 Dr. Caryl Miller, Assistant Superintendent
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