

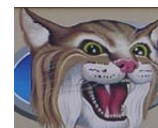


# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

## Hamilton High School



[www.hemetusd.k12.ca.us/sites/hamiltonhs/](http://www.hemetusd.k12.ca.us/sites/hamiltonhs/)

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### HEMET UNIFIED SCHOOL DISTRICT

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### Introduction

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

### Data and Access

#### Data

*DataQuest* is an online data tool located at <http://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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

### Expected Schoolwide Learning Results (ESLRs)

#### CATS—Each student will:

- **C** - Communicate effectively
- **A** - Access, apply, assimilate
- **T** - Think critically solving problems
- **S** - Seek academic success

### Principal's Message

In August 2007, the California Department of Education, (CDE), released the annual report on student academic achievement. This new data, which is detailed in this publication, reflects the academic progress of California public schools as measured by standardized assessments administered every spring. Hamilton High School students continued a very positive academic growth pattern coming on the heels of last year's 45 point gain, with yet another tremendous effort. Hamilton grew another 37 points in 2007 and we continue to identify new and creative ways to help students realize success and

demonstrate competency. In both 2006 and 2007 the actual growth exceeded the targets in excess of 700%.

Three new staff members have joined our talented and dedicated Bobcat family and our academic and co-curricular opportunities continue to expand in response to our student's quest for a well rounded and challenging high school experience. Having cracked the 700 mark with our current 714 API score, we press on in our quest to better facilitate learning to the maximum degree and help students demonstrate proficiency in the core academic areas. The 800 point total is our goal as we "cultivate solutions" in an effort to provide students with the tools to seek creative solutions to global problems.

### Mission Statement

In preparation for entry into the workforce and/or continued education, graduates of Hamilton High school will communicate effectively, access information by various means, think critically and problem solve in a timely manner, successfully meet state standards, and will achieve success through efficient organizational and time management skills. The rich educational experience will produce young adults who will become active, fulfilled, and positive contributors to the community.

#### "Home of the Bobcats"

### School Profile

Hamilton High School, currently a 9-12 school, is located in the high country of Anza. The school population is drawn from a rural environment, which includes Aguanga, Anza, and Garner Valley as well as the Cahuilla, Ramona, and Santa Rosa reservations.

The new secondary facilities continue to enrich the educational opportunities available. Hamilton has a special enthusiasm and spirit that is enhanced by the local community involvement and support.

Hamilton High School was separated from Hamilton Elementary School with the beginning of the 2004-05 academic year. The long range plan approved by the Hemet Unified School District included an interim step in which the middle school students (Grades 7 and 8) would remain on the high school campus for one more year until construction is completed on the lower elementary school campus. During the 2005-06 year, Hamilton Elementary will become a K-7 school and Hamilton High School will encompass only grades 8-12.

Hamilton High (9-12) continues in its dedication to provide a curriculum aligned with Hemet Unified School District and California State Standards. Hamilton's staff believes that this institution is for and about young people and that everything done must be planned with an eye toward the effect every decision will have on students and their academic success.

## District Profile

Hemet Unified School District encompasses one incorporated city and numerous unincorporated communities within its 700+ topographically diverse square miles. We have 29 elementary and secondary schools with an enrollment of over 23,000 students. Agriculture still provides an important economic influence, as do other light and service industries. The rural flavor of the community still survives despite the rapid growth which has taken place in the area.

## Opportunities for Parent Involvement

Parents are involved through the School Site Council, PTSA, Booster Club, and through Parent Nights, Open Houses, and Parent Conferences. Volunteerism is extensive and includes fundraising, athletics, mentoring, tutoring, and committee participation. The site addresses the six areas of parent involvement through their comprehensive school plan. For more information, contact the site Principal, Mr. Jim Allured at (951) 763-1865.

## Demographic Information

This table displays the percent of students enrolled at the school who are identified as being in a particular group:

Racial/Ethnic Category	% of Total Enrollment
African American	2.13
American Indian or Alaska Native	5.21
Asian	0.24
Filipino	0.47
Hispanic or Latino	27.73
Pacific Islander	0.47
White (Not Hispanic)	61.61
Multiple or No Response	2.13
Socioeconomically Disadvantaged	56.0
English Learners	10.0
Students with Disabilities	18.0

## School Enrollment by Grade Level

This table displays the number of students enrolled in each grade level as reported by the California Basic Educational Data Systems (CBEDS) in 2007-08:

Grade Level	Enrollment
Grade 9	102
Grade 10	107
Grade 11	114
Grade 12	98
<b>Total</b>	<b>421</b>

## School Climate:

### School Safety

#### SB187 Safety Plan

**Date the plan was last updated:** December, 2007

**Date the plan was last reviewed:** June, 2008

The Comprehensive Safe School Plan is fully incorporated in the Single Plan for Student Achievement, Goal 4, and includes data regarding California Healthy Kids Survey, crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the Single Plan for Student Achievement is available for inspection by the public at each school.

Both certificated and classified staff members provide campus supervision. Communication among staff members is made possible by the use of short-wave radios and a public address system. All visitors and volunteers are required to sign in at the office, state their business at the school, and show identification. They are provided with a visitor tag to wear while on school grounds. They must return to sign out at the office at the end of their visit.

Pursuant to state and District guidelines, Hamilton has a disaster preparedness plan and students participate in fire and earthquake drills as well as lock-down procedures and stay in place procedures. Classrooms have posted evacuation charts, and are equipped with disaster packets and kits as well as fire extinguishers. The School Safety Committee chairpersons conduct monthly, campus-wide, safety inspections and twice yearly, the county fire marshal inspects. The committee includes the plant manager, health clerk, school Resource Officer, a campus supervision aide, a CDE representative and assistant principal.

## Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	27.4	3	10	3	18.1	16	3	3	21.5	8	11	
Mathematics	23.8	4	5	1	20.1	10	6	2	21.5	8	8	
Science	27.2	1	11		22.5	3	3		21.0	6	7	
Social Science	28.8	2	8	4	25.6	5	6	3	25.8	4	9	3

### **School Discipline Practices**

Our goal is to create a productive learning environment for our students. To do this we must have clear expectations and fair consequences. Behavior which is disruptive or which hurts others will not be tolerated. Students who violate school rules may be suspended or expelled if necessary. The following table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period:

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
<b>Suspensions</b>	19.5	7.5	10.7	17.1	15.4	14.8
<b>Expulsions</b>	0.0	0.0	1.9	0.1	0.5	0.6

### **School Facilities:**

#### **Maintenance and Repair**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Regular and corrective maintenance is handled on a priority basis and emergencies are handled immediately.

#### **Deferred Maintenance Fund**

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district has budgeted \$932,691 for the deferred maintenance program. This represents .5% percent of the district's general fund budget.

### **School Facility Good Repair Status (School Year 2008-09)**

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. On July 8, 2008 facilities validation site visit was conducted at Hamilton High School. Based on the field observations the following was found and the district has taken the appropriate action.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			One classroom safety screen would not open; one classroom adjust entry door.
Interior Surfaces (walls, floors, and ceilings)			X	Multiple broken and/or stained ceiling tiles; carpet and wall paper needs repair in two classrooms; carpet stained in one classroom.
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			One classroom exterior siding needs replacement; two classrooms exterior siding needs repair.
Fire Safety			X	Admin. bldg. fire system has "trouble" light; eight classrooms fire extinguishers missing.
Electrical (interior and exterior)		X		Multiple lights out.
Pest/Vermin Infestation	X			Ground squirrels.
Drinking Fountains (inside and outside)			X	MPR and one classroom drinking fountains gone; two drinking faucets loose.
Restrooms	X			
Sewer	X			
Roofs			X	Eleven classrooms roofs leak.
Playground/School/Grounds	X			
Overall Cleanliness	X			One classroom generally dirty.

### **Overall Summary of School Facility Good Repair Status**

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
<b>Overall Summary</b>			X	

## Cleaning Process and Schedule

The site administrators, custodian and district personnel conduct routine physical inspections for safety and maintenance. Classrooms and restrooms are cleaned daily. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Students are encouraged to have pride in their school and to do their part to keep the school clean.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office.

## Adequacy of School Facilities

On September 7, 1999, Hamilton School opened its new \$13.5 million secondary campus addition, including a new football stadium and new softball field. Hamilton added sixteen classrooms, including two science labs, two computer labs with state-of-the-art instructional tools, an art classroom complete with kiln for ceramics, and a technology lab with separate areas for a photography dark room, and video production. In addition, Hamilton has a gymnasium with shower and locker facilities, a weight room, a theatrical stage with professional sound/light systems, seating for approximately 400, and a dining hall with indoor/outdoor eating areas. Portable classrooms, which were moved onto the secondary site, have been refurbished including new carpeting.

## New School Construction & Modernization Projects

Rancho Viejo Middle School opened in August 2008 with 1,400 students. Tahquitz High School Phase 2 Classrooms and Phase 3 Stadium are completed. Hemet High School Phase 1 Swimming Pool is under construction. Administration Remodel and Addition is in DSA and is scheduled to start construction in December 2008. The Hemet HS Weightroom is in DSA and scheduled for construction January 2009. Acacia Middle School will undergo major classroom modernization using local funding. The project is in design and will start construction June 2009. Cottonwood Library projected is scheduled for January 2009 construction.

## Teachers:

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside their subject area of competence. Detailed information about teacher qualifications can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	23	21	24	1,058
Without Full Credential	1	1	1	45
Teaching Outside Subject Area of Competence	6	9	0	

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Courses Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	95.7	4.3
All Schools in District	91.1	8.9
High-Poverty Schools in District	92.9	7.1
Low-Poverty Schools in District	78.3	21.7

## Student Services:

### Academic Counselors and Other Support Staff

In 2007-08 our counseling office staffed one full-time credentialed school counselor, registrar and a counseling secretary. Our library is run by a full-time credentialed librarian. This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	422
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (paraprofessional)	1.0	
Psychologist	0.4	
Health Technician	1.0	
Speech/Language/Hearing Specialist	0.2	
Resource Specialists	1.5	

## School Finance:

### ***Pupil Expenditures and School Site Teacher Salaries (Fiscal Year 2006-07)***

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,676	\$1,843	\$7,833	\$52,911
District			\$5,080	\$62,751
Percent Difference-School Site and District			54%	(16%)
State			\$5,300	\$65,008
Percent Difference-School Site and State			48%	(19%)

### ***Teacher & Administrative Salaries (Fiscal Year 2006-07)***

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the Certificated Salaries and Benefits Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,778	\$40,721
Mid-Range Teacher Salary	\$64,198	\$65,190
Highest Teacher Salary	\$84,864	\$84,151
Average Principal Salary (Elem)	\$102,266	\$104,476
Average Principal Salary (MS)	\$106,564	\$108,527
Average Principal Salary (HS)	\$113,768	\$119,210
Superintendent Salary	\$203,730	\$210,769
% of Budget for Teacher Salaries	41.4%	39.9%
% of Budget for Administrative Salaries	6.3%	5.5%

### ***Other Programs***

To help ensure a quality education for all students, state and federal funding is provided to Hamilton High School for the following special programs to supplement the core instructional program provided by the school District:

Program	Amount
Title I	\$49,470
School & Library Improvement Block Grant	\$11,280
EIA/LEP	\$13,944
<b>Total</b>	<b>\$74,694</b>

## Instructional Materials:

### ***Availability of Textbooks Instructional Materials***

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/7/2008 that each pupil in the district, in kindergarten through grade twelve, has been provided with a standards-aligned textbooks or basic instructional materials in each of the areas listed below.

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (Grades 9-12)	0%



## **Adopted Textbooks**

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board. The chart below outlines the adopted textbooks we use in our District.

Grade Level	Course/Content Area	Title	Publisher	Edition	Year Adopted
6-12	ELD	English Now, V 1.3 High Point	LitConn, Inc. Hampton Brown	2003 2001	Dec. 2006 June 2005
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 <sup>th</sup> 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 <sup>th</sup> Ed. Fundamentals of Chemistry, 6 <sup>th</sup> Ed. (AP)	Prentice Hall Houghton Mifflin	2003 2003	July 2004 Dec. 2004
10-12	Science	Holes Essentials of Human Anatomy & Physiology, 9 <sup>th</sup> 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	Magruder's American Government American Govt. 10 <sup>th</sup> E. (AP)	Prentice Hall Houghton Mifflin	1992/1994/ 2000, 2006	June 2007 Dec. 2006
12	Social Science	Economics, Principles in Action Economics, 7 <sup>th</sup> Ed.	Prentice Hall South-Western	2001, 2007 2005	June 2007 Dec. 2006
12	Social Science	Western Civilization	Thomson Learning, Inc.	2006	January 2006
9-12	Visual & Performing Arts	Music Appreciation Stage Makeup Simply 3D	McGraw Hill Watson-Guption 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) Abriendo Puertas (AP)	Paradigm Publ. Glencoe  McDougal Littell McDougal Littell	1998 1998  2000 2003	July 2001 July 2000  June 1999 June 2007
<b>Interventions Programs for Reading/Language Arts</b>					
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

## Student Performance:

### California High School Exit Exam (CAHSEE) Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 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 in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at [www.cde.ca.gov/ta/tg/hs/](http://www.cde.ca.gov/ta/tg/hs/).

### CAHSEE Results for all Students—Three Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>English</b>	36.8	49.0	48.5	46.3	45.9	49.2	51.1	48.6	52.9
<b>Mathematics</b>	33.3	47.4	41.6	33.8	39.8	42.9	46.8	49.9	51.3

### CAHSEE Results for all Students—Most Recent Year

This table displays the percent of students, by group, achieving at the each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
<b>All Students</b>	51.5	43.6	5.0	58.4	35.6	5.9
<b>Male</b>	55.6	37.8	6.7	62.2	31.1	6.7
<b>Female</b>	48.2	48.2	3.6	55.4	39.3	5.4
<b>Hispanic or Latino</b>	75.9	20.7	3.4	76.7	23.3	0.0
<b>White (not Hispanic)</b>	40.0	56.7	3.3	50.0	40.0	10.0
<b>English Learners</b>	66.7	33.3	0.0	75.0	25.0	0.0
<b>Economically Disadvantaged</b>	65.1	30.2	4.8	65.1	31.7	3.2
<b>Students with Disabilities</b>	87.0	13.0	0.0	86.4	13.6	0.0

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8 and 9 through 11; and history-social science in grades 8 and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>.

### CST Results for all Students Three Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	06	07	08	06	07	08	06	07	08
<b>ELA</b>	39	37	36	39	39	43	42	43	46
<b>Math</b>	8	11	14	34	34	37	40	40	43
<b>Science</b>	21	33	36	28	32	39	35	38	46
<b>History/Social Science</b>	24	21	25	28	28	31	33	33	36

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## CST Results by Student Group Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced Level			
	ELA	Math	Science	History/ Social Science
American Indian or Alaska Native	26	4	*	33
Hispanic or Latino	29	7	23	15
White (not Hispanic)	39	18	38	27
Male	32	15	41	32
Female	39	12	31	17
Economically Disadvantaged	27	10	28	
English Learners	3	7	*	6
Students with Disabilities	9	6	17	

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the Physically Fitness Testing Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)
9	23.69

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## Accountability:

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

## API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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.

API Rank	2005	2006	2007
Statewide	2	4	5
Similar Schools	2	3	9

## API Changes by Student Group Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score.

Group	Actual API Change			API Score
	2005-06	2006-07	2007-08	2007-08
All Students	31	37	9	713
Hispanic or Latino	0	52	17	672
White (not Hispanic)	46	30	3	725
Economically Disadvantaged	31	37	17	681
Students with Disabilities				578

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (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, including participation rates and percent proficient results by student group, can be found at the AYP Web site at <http://www.cde.ca.gov/ta/ac/ay/>.





## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate—ELA	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percent Proficient—ELA	Yes	No
Percent Proficient—Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	No	Yes

## School Completion:

### Admission Requirements for California 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 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 University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

### 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 period information is available. For comparison purposes, data are also 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	School			District			State		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
Dropout Rate (1-Year)	1.7	1.3	4.6	1.2	3.7	5.7	3.1	3.5	4.4
Graduation Rate	90.4	88.7	80.8	86.1	78.0	78.5	84.9	83.0	79.5

## Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Group	Graduating Class of 2008	
	School	District
All Students	82%	73%
African Americans	100%	58%
American Indian or Alaska Native	83%	54%
Filipino	100%	70%
Hispanic or Latino	83%	73%
White (not Hispanic)	83%	78%
Economically Disadvantaged	5%	67%
English Learners	4%	38%
Students with Disabilities	16%	38%

## Career Technical Education Programs

The career technical educational programs offered at Hamilton High School include:

- Agriscience

## Career Technical Education Participation

The following table displays information about participation in the school's CTE programs:

Measure	CTE Program Participation
Number of Pupils	26
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

## Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	60.4
Graduates Who Completed All Courses Required for UC/CSU Admission	15.3

## Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the DataQuest Web site at <http://dg.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
English	2	
Mathematics	1	
Social Science	3	
All Courses	6	5.2

## Student Progress

Student progress toward attainment of grade level standards is monitored on an ongoing basis both inside and outside the classroom. Students are regularly assessed in the classroom through subject area common assessments and triad assessments every six weeks. These assessments are aligned with the core curriculum and designed to determine the degree to which students have mastered state standards as indicated on the pacing schedule. Upon completion of each semester, students will be assessed on the 18 week curriculum and results posted on Data Director, the district wide database.

In addition to the student progress monitor efforts in the classroom, several opportunities to determine progress are utilized outside of the classroom as well. They are conducting an analysis of individual student grade marks every six weeks by the counseling and administrative staff. A variety of desegregation methods are used to obtain a complete picture of what students are in need of academic interventions in order to provide support for improved performance.

Additionally, students in grades 9-11 are evaluated through norm referenced examinations annually and all 10th grade students and 11th and 12th grade students who have yet to pass, participate in the California High School Exit Examination program. Appropriate support is

provided in order to prepare for the assessment throughout the school year for both the California Standards Test (CSTs) and the CAHSEE as the curriculum is aligned with both measurement instruments.

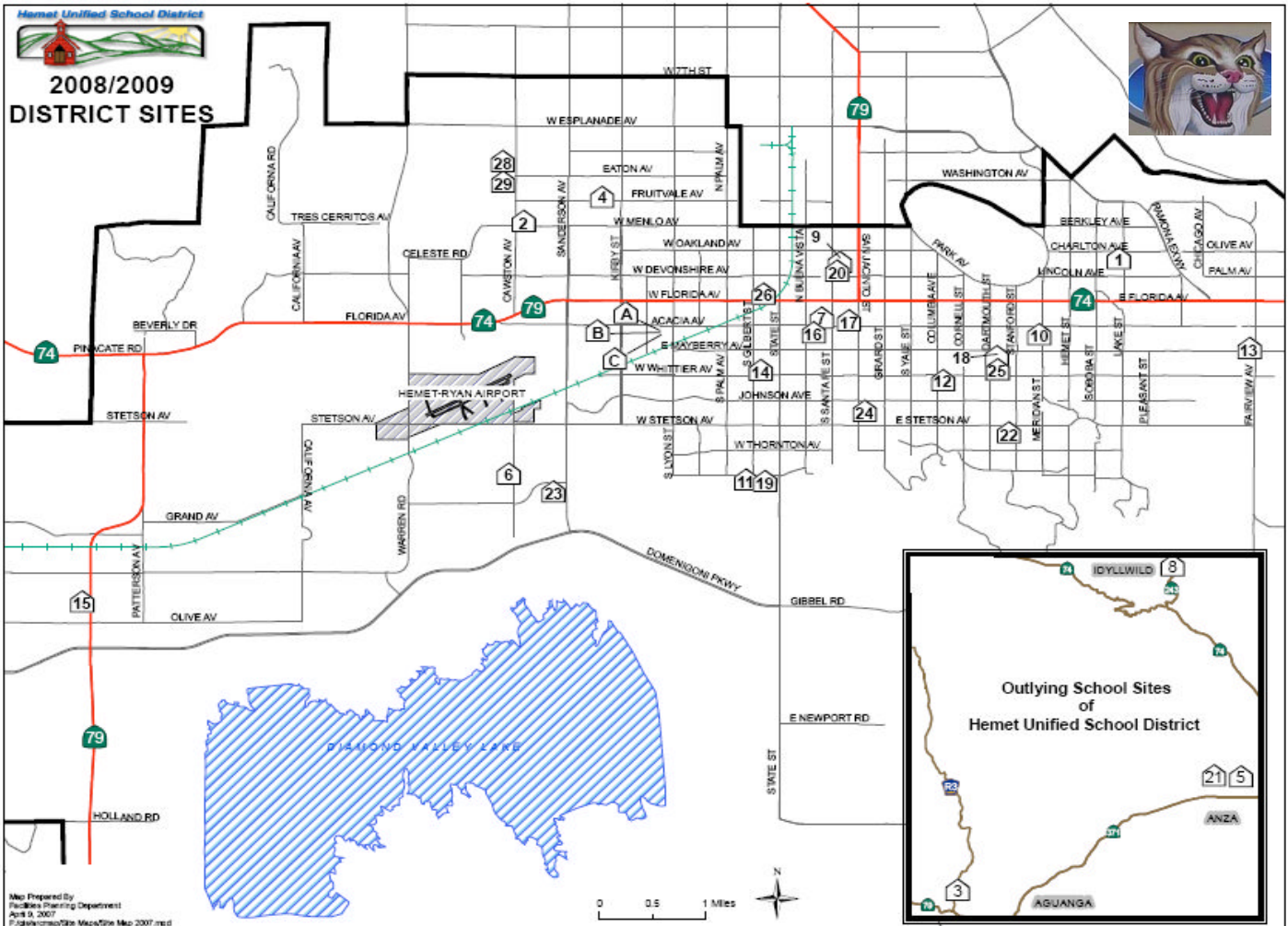
## Instructional Planning and Scheduling:

### Professional Development

The school district provides all staff members with opportunities for professional growth and training in a variety of programs so that all teachers and paraprofessionals may become highly qualified under the No Child Left Behind law. The focus is on the delivery of a standards-based instructional program. District professional development priorities are outlined in the current LEA addendum as SB472 Language Arts and Mathematics, AB430 Administrative Training, AB 2913 English Learner Authorization, BTSA Induction Support for year one and year two teachers, and specific Special Education trainings. Peer Assistance Review (PAR) is available to veteran teachers who need unique structure and support. Achievement data is used to determine site support and priorities in professional development. Moreover, four BTSA induction support providers, five academic coaches in language arts and mathematics, and five Reading First coaches provide ongoing support in day to day professional development needs for all instructional personnel. The District revised the Technology Plan in 2006 to include opportunities for staff to increase skills in technology application and instruction.

Categorical funds at the district and site level are designated for a Director of Professional Development, a secretary and an eight-hour clerk to coordinate district professional development. The District has a professional development calendar on the website for the 2008-09 school year.





Site	Number
Bautista Creek	1
Cawston	2
Cottonwood	3
Fruitvale	4
Hamilton Elem	5
Harmony	6
Hemet Elem	7
Idyllwild	8
Jacob Wiens	9
Little Lake	10
McSweeny	11
Ramona	12
Valle Vista	13

Site	Number
Whittier	14
Winchester	15
Preschools	16
Acacia MS	17
Dartmouth MS	18
Diamond Valley MS	19
HAAAT Charter School	20
Hamilton HS	21
Hemet HS	22
West Valley HS	23
Adult Education	24
Esperanza Teen Mother	24
Alessandro HS	24

Site	Number
The Family Tree Learning Center	25
21st Century Site	25
Helen Hunt Jackson	25
H.E.L.P. School	26
Tahquitz HS	28
Rancho Viejo MS	29
Nutrition Center	A
Professional Development Academy	B
Professional Development Center	C