



Hamilton High School

57430 Mitchell Rd. ♦ Anza, CA 92539 ♦ (951) 763-1865 ♦ Grades 7-12
Jim Allured, Principal

2008-09 School Accountability Report Card

Published during 2009-10



Hemet Unified School District

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Principal's Message...

"In Pursuit of Excellence"

Welcome to the new 2009-10 school year at Hamilton High School. We begin the new year with an optimistic attitude and positive outlook for student success in all aspects of campus life. The staff has been hard at work identifying areas which require our attention and are developing plans in response to the findings. As always, we are focused on how to improve individual student achievement levels as we prepare them for their post secondary endeavors.

EdLine, our online student academic/attendance data base, has been well received and deemed effective in helping students maintain pace with expectations. If you are a parent or student and do not have, or have lost, your access code, please contact the Hamilton High School office. This is a very simple way to monitor academic progress and verify attendance patterns.

When high school graduates come back to visit they almost all say that "their high school career seemed to pass rapidly and if they had it to do over they would have prioritized their time differently." The decisions and issues they face in "life after high school" are often considerable and as all of us know, we can't change history. Hindsight is always 20/20. I have personally found that it is much better in the long run to pay now for better, and more, options in the years to come. I don't know anyone who can't improve with concerted and focused determination combined with good old hard work ethics. With that in mind, our theme this year is "In Pursuit of Excellence" as we challenge our students to make the most of their opportunities now as they plan for their individual and unique futures.

As we enter a time of economic uncertainty around the state and country, we are challenged with the reality of shrinking resources that support schools and students. Hemet Unified School District and Hamilton High School will address the current situation with the same dedication to students and resolve to which customers are accustomed. Our students will always come first and we are committed to maintaining a quality educational and co-curricular program in the face of difficult times that often require tough choices.

We welcome your suggestions and input on any and all issues surrounding our school culture and educational programs. Please make a point of stopping by the office, at your convenience, to share any concerns or to simply say hello. I look forward to meeting all Hamilton stakeholders regardless of your role in our family.

School Profile

Hamilton, a comprehensive high school serving students in grades 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.

Hamilton High School is dedicated 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 impact every decision will have on students and their academic success.

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

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"

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.

Hemet Unified School District's Core Values

1. Provide a data-driven, standards-based academic program in which students and staff can succeed.
2. All students will improve their achievement in each subject each year.
3. Recruit, train, retain the very best staff for HUSD.
4. Effective initial instruction is the most powerful tool for achievement.
5. Provide viable alternative pathways for student success.
6. Nutritional and physical well-being supports academic achievement.
7. Non-academic endeavors and activities are necessary to provide a balanced educational experience.
8. The quality of our published works and the state of our facilities reflects how we view ourselves.
9. HUSD is responsible to respond positively and proactively to changes in our community.

| Enrollment by Student Group | |
|----------------------------------|--------|
| 2008-09 Enrollment: 402 | |
| African American | 1.74% |
| American Indian or Alaska Native | 5.47% |
| Asian | 0.00% |
| English Learners | 12.00% |
| Filipino | 0.25% |
| Hispanic or Latino | 28.86% |
| Pacific Islander | 0.75% |
| White (not Hispanic) | 61.94% |
| Socioeconomically Disadvantaged | 65.00% |
| Students with Disabilities | 17.00% |
| Multiple or No Response | 1.00% |

Suspensions & Expulsions

This 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.

| | Suspension Rates | | | | | |
|-------------|------------------|-------|-------|----------|-------|-------|
| | School | | | District | | |
| | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 |
| Suspensions | 7.5 | 10.7 | 14.2 | 15.4 | 14.8 | 18.4 |
| Expulsions | 0.0 | 1.9 | 0.7 | 0.5 | 0.6 | 0.4 |

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.

Class Size and Distribution

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

| Average Class Size & Class Size Distribution (Secondary) | | | | |
|--|-----------------|----------------------|-------|-----|
| Subject | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ |
| 2006-07 | | | | |
| English | 18.1 | 16 | 3 | 3 |
| Mathematics | 20.1 | 10 | 6 | 2 |
| Science | 22.5 | 3 | 3 | |
| Social-Science | 25.6 | 5 | 6 | 3 |
| 2007-08 | | | | |
| English | 21.5 | 8 | 11 | |
| Mathematics | 21.5 | 8 | 8 | |
| Science | 21 | 6 | 7 | |
| Social-Science | 25.8 | 4 | 9 | 3 |
| 2008-09 | | | | |
| English | 19.4 | 16 | 4 | 1 |
| Mathematics | 22.0 | 6 | 9 | |
| Science | 22.6 | 6 | 6 | |
| Social-Science | 21.9 | 8 | 6 | 1 |

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 Curriculum Specific Trainings in Language Arts and Mathematics, Administrator Training Program, English Now, 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, three BTSA induction support providers, seven instructional 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 At a Glance calendar on the website for the 2009-2010 school year.

Types of Services Funded

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

| | |
|--|----------|
| Title I | \$24,598 |
| EIA | \$23,889 |
| EIA/LEP | \$4912 |
| School & Library Improvement Block Grant | \$5878 |
| Lottery | \$10,786 |
| GATE | \$206 |
| Safe & Drug Free Schools | \$459 |

Expenditures Per Pupil and Teacher Salaries (FY 07-08)

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 school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

| Expenditures Per Pupil and Teacher Salaries | | | | |
|---|------------------------|---------|---------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Supp. | Basic | |
| School | \$9,559 | \$1,684 | \$7,875 | \$63,124 |
| District | -- | -- | \$5,473 | \$63,697 |
| State | -- | -- | \$5,586 | \$67,109 |
| Percent Difference (School/District) | | | 31 | -1 |
| Percent Difference (School/State) | | | 29 | -6 |

Teacher and Administrative Salaries (FY 07-08)

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 may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

| Teacher and Administrative Salaries | | |
|---------------------------------------|-----------------|---------------|
| Category | District Amount | State Average |
| Beginning Teacher Salary | \$40,147 | \$42,065 |
| Mid-Range Teacher Salary | \$66,015 | \$67,109 |
| Highest Teacher Salary | \$87,860 | \$86,293 |
| Superintendent Salary | \$234,185 | \$216,356 |
| Average Principal Salary (Elementary) | \$109,340 | \$107,115 |
| Average Principal Salary (Middle) | \$114,758 | \$112,279 |
| Average Principal Salary (High) | \$126,437 | \$122,532 |
| % of Budget (Teacher Salaries) | 41.21% | 5.5% |
| % of Budget (Administrative Salaries) | 7.7% | 39.4% |

Core Academic Classes 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 the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

| % of Classes In Core Academic Subjects Taught by Teachers Who Are | | |
|---|----------------|--------------------|
| Level | NCLB Compliant | Non-NCLB Compliant |
| This School | 90.6 | 9.4 |
| All Schools in District | 93.3 | 6.7 |
| High-Poverty Schools | 92.1 | 7.9 |
| Low-Poverty Schools | 77.4 | 22.6 |

Academic Counselors and Other Support Staff

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 percent of full time.

| Academic Counselors and Other Support Staff | |
|---|-----------------------------|
| Title | # of FTE Assigned to School |
| Academic Counselor | 1 |
| Average # of Students per Counselor | 400 |
| Library Media Teacher | 0 |
| Library Media Services Staff | 0.5 |
| Psychologist | 0.25 |
| Social Worker | 0 |
| Nurse | 0.1 |
| Health Technician | 0 |
| Speech/Language/Hearing Specialist | 0.25 |
| Resource Specialist (non-teaching) | 0 |
| Other | 0 |

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 of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Teacher Credentials | | | | |
|------------------------------------|--------|-------|-------|----------|
| Teachers | School | | | District |
| | 06-07 | 07-08 | 08-09 | 08-09 |
| With Full Credential | 21 | 24 | 20 | 998 |
| Without Full Credential | 1 | 1 | 2 | 34 |
| Outside Subject Area of Competence | 9 | 5 | 3 | 81 |

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.

| Misassignments/Vacancies | | | |
|------------------------------|-------|-------|-------|
| | 07-08 | 08-09 | 09-10 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Academic Performance Index (API)

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/apl/>.

API Ranks - Three-Year Comparison

| API Ranks | | | |
|-----------------|------|------|------|
| | 2006 | 2007 | 2008 |
| Statewide | 4 | 5 | 5 |
| Similar Schools | 3 | 9 | 9 |

School Site Safety Plan

SB187 Safety Plan

Date the plan was last updated: May 2009

Date the plan was last reviewed: August 2009

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, and the assistant principal.

Facilities Maintenance

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 300, and a dining hall with indoor/outdoor eating areas. Portable classrooms, which were moved onto the secondary site, have been refurbished including new carpeting.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| Facility Conditions | | | | | |
|--|---------------|------|------|------|---|
| Item Inspected | Repair Status | | | | Repair Needed / Action Taken or Planned |
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks/Mechanical/HVAC/Sewer | [] | [X] | [] | [] | |
| Interior: Interior Surfaces | [] | [X] | [] | [] | Carpet torn or frayed in library and PE classroom. |
| Cleanliness: Overall/Pest/Vermin Infestation | [] | [X] | [] | [] | |
| Electrical: Electrical | [] | [X] | [] | [] | Multiple lights out. |
| Restrooms/Fountains: Restrooms/Sinks/ Fountains | [] | [X] | [] | [] | Missing fountain in gym lobby; two sinks not working in classrooms. |
| Safety: Fire Safety/Hazardous Materials | [] | [X] | [] | [] | Fire extinguisher service is delinquent in room 605. |
| Structural: Structural Damage/Roofs | [] | [X] | [] | [] | |
| External: Grounds/Windows/ Doors/Gates/Fences | [] | [X] | [] | [] | |
| Overall Rating | [] | [X] | [] | [] | |

Curriculum 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 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.

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/6/09 that each pupil in the district, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below (0% lack textbooks and/or instructional materials in any of the listed areas). The chart below outlines the textbooks adopted and used by Hemet Unified School District.

| Interventions Programs for Reading/Language Arts | | | | |
|--|---------------------|-------------------|---------|---------|
| Grade Levels / Title | | Publisher | Edition | Adopted |
| Reading/Language Arts | | | | |
| 4-12 | SRA/Reach | SRA/McGraw Hill | 2005 | 5/05 |
| 4-12 | High Point El | Hampton-Brown Co. | 2001 | 5/05 |
| 4-12 | Scholastic Read 180 | Scholastic, Inc. | 2002 | 5/05 |

| Advanced Placement (AP) Textbooks | | | | |
|---|--|------------------------------------|---------------|---------|
| Grade Levels / Title | | Publisher | Edition | Adopted |
| AP Literature & Composition | | | | |
| 12 | Perrine's Literature: Structure, Sound & Sense | Wadsworth Cengage Learning | 10th C (2009) | 6/09 |
| AP Calculus | | | | |
| 11-12 | Calculus of a Single Variable | Houghton Mifflin Company | 8th C (2006) | 6/09 |
| AP Computer Science & Computer Programming | | | | |
| 11-12 | Java Software Solutions | Pearson Education, Inc. | 2nd C (2007) | 6/09 |
| AP Spanish Language & Literature | | | | |
| 9-12 | Abriendo Puertas: Lenguaje | McDougal Littell, Inc. | 1st C (2007) | 6/09 |
| 11-12 | Abriendo Puertas: Tomo I | McDougal Littell, Inc. | C (2003) | 6/09 |
| 11-12 | Abriendo Puertas: Tomo II | McDougal Littell, Inc. | C (2003) | 6/09 |
| AP U.S. History | | | | |
| 10-12 | Out of Many, A History of the American People | Pearson Publisher | 5th C (2007) | 6/09 |
| AP European History | | | | |
| 10-12 | The Western Heritage | Pearson Education LtdPrentice Hall | 9th C (2007) | 6/09 |
| AP Art History | | | | |
| 10-12 | Stokstad Art History | Prentice Hall Publisher | 3rd C (2008) | 6/09 |
| AP Biology | | | | |
| 11-12 | Biology | Addison Wesley | 8th (2008) | 6/09 |
| AP & General Environmental Science | | | | |
| 9-12 | Environment: The Science Behind the Stories | Pearson/Prentice Hall | C (2008) | 6/09 |

| Adopted Textbooks | | | | |
|-------------------------------------|---------------------------------|--------------------------|---------|---------|
| Grade Levels / Title | | Publisher | Edition | Adopted |
| Reading/Language Arts | | | | |
| 6-8 | Holt Literature & Lang Arts | Harcourt Brace | 2003 | 5/02 |
| 9-12 | Holt Literature & Language Arts | Holt, Rinehart & Winston | 2003 | 6/03 |
| English Language Development | | | | |
| 6-12 | English Now, V 2.0 | LitConn, Inc. | 2007 | 12/06 |
| 6-12 | High Point | National Geographic | 2001 | 6/05 |

| Adopted Textbooks | | | | |
|-------------------------------------|---|--------------------------------------|---------------|--------------|
| | Grade Levels / Title | Publisher | Edition | Adopted |
| Mathematics | | | | |
| 6-8 | McDougal Littell CA Math Course 1, Course 2, Algebra 1 | McDougal, Littell (Houghton Mifflin) | 2008 | 6/08 |
| 6-8 | California Algebra Readiness | McDougal, Littell and Company | 2008 | 6/08 |
| 8 | California Algebra Readiness | McDougal, Littell and Company | 2008 | 6/08 |
| 8-12 | California Geometry | McDougal Littell | 2007 | 6/08 |
| 9-12 | Algebra 1 | McDougal, Littell | 2008 | 6/08 |
| 9-12 | Geometry, Concepts and Skills | McDougal Littell | 2005 | 6/08 |
| 9-12 | Algebra 2 | McDougal Littell | 2007 | 6/08 |
| 9-12 | Integrated Mathematics I & II | McDougal Littell | 2002 | 5/04 |
| 9-12 | PreCalculus with Limits, 5th Edition | McDougal Littell | 2008 | 6/08 |
| 12 | Calculus | Addison Wesley | 1999 | 6/99 |
| 12 | Trigonometry, 6th Edition | Turner, Brooks, Cole | 2008 | 6/08 |
| Social Science | | | | |
| 7 | History Alive! The Medieval World | Teachers' Curriculum Institute | 2005 | 6/07 |
| 8 | History Alive! The United States Through Industrialism | Teachers' Curriculum Institute | 2005 | 6/07 |
| 9 | World Geography | McDougal Littell | 2006 | 6/07 |
| 9 | Health Skills & Wellness – Behavioral Health Science | Prentice Hall | 1994/2001 | 6/07 |
| 10 | World History, The Modern World | Prentice Hall | 2007 | 6/07 |
| 11 | US History, Modern America | Prentice Hall | 2008 | 6/07 |
| 12 | Magruders American Government / American Govt. 10th E. (AP) | Prentice HallHoughton Mifflin | 1992/1994 | 6/07 & 12/06 |
| 12 | Economics, Principles in ActionEconomics, 7th Ed. | Prentice HallSouth-Western | 2001/20072005 | 6/07 & 12/06 |
| 12 | Western Civilization | Thomson Learning, Inc. | 2006 | 1/06 |
| Foreign Language | | | | |
| 6-8 | Dime! Uno | McDougal Littell | 1997 | |
| 9-12 | Deutsch Aktuell, 1, 2 & 3 | Paradigm Publications | 1998 | 7/01 |
| 9-12 | Bienvenue, French 1 | Glencoe | 1998 | 7/00 |
| 9-12 | A bord, French 2 | McDougal Littell | 2000 | 6/00 |
| 9-12 | En voyage, French 3 & 4 | McDougal Littell | 2003 | 6/27 |
| 9-12 | En español! 1 & 2 | McDougal Littell | 2003 | 6/27 |
| 9-12 | Abriendo Puertas – Antología de Literatura en Español, Tomo I (AP) | McDougal Littell | 2003 | 6/27 |
| 9-12 | Abriendo Puertas – Antología de Literatura en Español, Tomo II (AP) | McDougal Littell | 2003 | 6/27 |
| 9-12 | Abriendo Puertas (AP) | McDougal Littell | 2003 | 6/27 |
| Science | | | | |
| 7 | Life Science | Holt, Rinehart & Winston | 2001 | 3/01 |
| 8 | Physical Science | Holt, Rinehart & Winston | 2001 | 3/01 |
| 9 | California Earth Science | Prentice Hall | 2006 | 6/08 |
| 10-12 | California Biology | Prentice Hall | 2007 | 6/08 |
| 10-12 | Hole's Human Anatomy & Physiology | Glenco McGraw Hill | 2009 | 6/08 |
| 10-12 | Holt PhysicsCalifornia Edition | Holt | 2007 | 6/08 |
| 11-12 | Holt Modern Chemistry | Holt | 2009 | 6/08 |
| 11-12 | Astronomy – Journey to The Cosmic Frontier, 5th Edition | Glenco McGraw Hill | 2008 | 6/08 |
| 11-12 | Integrated Principles of Zoology | McGraw Hill | 2006 | 1/06 |
| Health | | | | |
| 6-8 | Decisions for Health | Holt, Rinehart & Winston | 2005 | 7/05 |
| Visual & Performing Arts | | | | |
| 9-12 | Music Appreciation | McGraw Hill | 2000 | 12/01 |
| 9-12 | Stage Makeup | Watson-Guptill | 1999 | 12/01 |
| 9-12 | Simply 3D | Micrografx | 1998 | 4/00 |

California Physical Fitness Test Results

Every year, 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 scoring in the healthy fitness zone on four out of five, five out of five and all six fitness standards for the most recent testing period.

| California Physical Fitness Test Results | | | |
|--|--------|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| Grade 9 | 15.8 | 28.4 | 49.5 |

DataQuest and Access to Data

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, 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 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.

California Standards Tests (CST)

The California Standards Tests (CSTs) 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, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. 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.

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).

| Percent of Students Scoring At Proficient or Advanced | | | | | | | | | |
|---|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| Subject | School | | | District | | | State | | |
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| English-Language Arts | 37 | 36 | 40 | 39 | 43 | 46 | 43 | 46 | 50 |
| Mathematics | 11 | 14 | 15 | 34 | 37 | 38 | 40 | 43 | 46 |
| Science | 33 | 36 | 44 | 32 | 39 | 41 | 38 | 46 | 50 |
| History-Social Science | 21 | 25 | 31 | 28 | 31 | 34 | 33 | 36 | 41 |

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.

| Percent of Students Scoring At Proficient or Advanced | | | | |
|---|-----------------------|-------------|---------|------------------------|
| Student Group | English-Language Arts | Mathematics | Science | History-Social Science |
| African American | * | * | * | * |
| American Indian / Alaska Native | 27 | 7 | * | * |
| Asian | | | | |
| Hispanic or Latino | 30 | 14 | 29 | 26 |
| Filipino | | | | |
| Pacific Islander | * | * | | * |
| White (not Hispanic) | 45 | 15 | 50 | 32 |
| Male | 33 | 17 | 46 | 34 |
| Female | 47 | 13 | 42 | 28 |
| Economically Disadvantaged | 35 | 16 | 36 | 28 |
| English Learners | 11 | 6 | 14 | 10 |
| Students with Disabilities | 14 | 10 | 12 | 9 |
| Students Receiving Migrant Education | | | | |

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source). Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

NAEP Reading and Mathematics Results for All Students by Grade Level

This table displays the scale scores and achievement levels on the NAEP Results for reading (2007) and mathematics (2009) for grades four and eight.

| NAEP Reading and Mathematics Results for All Students | | | | | |
|---|---------------------|----------|------------------------------------|------------|----------|
| Subject and Grade Level | Average Scale Score | | State Percent at Achievement Level | | |
| | State | National | Basic | Proficient | Advanced |
| Reading 2007, Grade 4 | 209 | 220 | 30 | 18 | 5 |
| Reading 2007, Grade 8 | 251 | 261 | 41 | 20 | 2 |
| Mathematics 2009, Grade 4 | 232 | 239 | 41 | 25 | 5 |
| Mathematics 2009, Grade 8 | 270 | 282 | 36 | 18 | 5 |

NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level

This table displays the state and national participation rates on the NAEP progress for reading (2007) and mathematics (2009) for students with disabilities (SWD Students) and English Language Learners (EL Students) for grades four and eight.

| NAEP Reading and Mathematics Results for Students with Disabilities and/or English Language Learners | | | | |
|--|--------------------------------|----------|-------------------------------|----------|
| Subject and Grade Level | SWD Student Participation Rate | | EL Student Participation Rate | |
| | State | National | State | National |
| Reading 2007, Grade 4 | 74 | 93 | 65 | 80 |
| Reading 2007, Grade 8 | 78 | 92 | 66 | 77 |
| Mathematics 2009, Grade 4 | 79 | 96 | 84 | 94 |
| Mathematics 2009, Grade 8 | 85 | 96 | 78 | 92 |

Adequate Yearly Progress (AYP)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics, 2) Percent proficient on the state's standards-based assessments in ELA and mathematics, 3) API as an additional indicator and 4) Graduation rate (for secondary schools).

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 |
| AYP Overall | Yes | No |
| Participation Rate: | | |
| English-Language Arts | Yes | Yes |
| Mathematics | Yes | Yes |
| Percent Proficient: | | |
| English-Language Arts | Yes | No |
| Mathematics | Yes | No |
| API | Yes | Yes |
| Graduation Rate (High Schools) | Yes | Yes |
| Number of Schools Currently in PI | N/A | 13 |
| Percent of Schools Currently in PI | N/A | 46.4 |

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

| Program Improvement Status | | |
|----------------------------|-----------|-----------|
| | School | District |
| PI Status | Not in PI | In PI |
| First Year of PI | | 2004-2005 |
| Year in PI | | Year 3 |

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. Note: "N/A" means that the student group is not numerically significant.

| API Changes | | | | |
|-----------------------------------|---------------|-------|-------|-------|
| Student Group | Actual Change | | | Score |
| | 06-07 | 07-08 | 08-09 | 2009 |
| All Students at the School | 37 | 9 | -17 | 696 |
| African American | | | | |
| American Indian / Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | 53 | 17 | -7 | 665 |
| Pacific Islander | | | | |
| White (not Hispanic) | 30 | 3 | -12 | 713 |
| Socioeconomically Disadvantaged | 37 | 17 | 3 | 684 |
| English Learners | | | | |
| Students with Disabilities | | | -47 | 531 |

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced (Adv.), Proficient (Prof.), and Not Proficient (Not Prof.). *Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.* This table displays the percent of students achieving at the Proficient or Advanced level.

| CAHSEE Results for All Students | | | |
|---------------------------------|--------|----------|-------|
| Subject | School | District | State |
| 2006-07 | | | |
| English | 49.0 | 45.9 | 48.6 |
| Mathematics | 47.4 | 39.8 | 49.9 |
| 2007-08 | | | |
| English | 48.5 | 49.2 | 52.9 |
| Mathematics | 41.6 | 42.9 | 51.3 |
| 2008-09 | | | |
| English | 50.0 | 52.8 | 52.0 |
| Mathematics | 46.0 | 47.7 | 53.3 |

| CAHSEE Results by Student Group - Most Recent Year | | | | | |
|--|-------|------|-------------|-------|------|
| English-Language Arts | | | Mathematics | | |
| Not Prof. | Prof. | Adv. | Not Prof. | Prof. | Adv. |
| All Students | | | | | |
| 50.0 | 28.4 | 21.6 | 54.0 | 33.3 | 12.6 |
| Male | | | | | |
| 53.5 | 30.2 | 16.3 | 53.5 | 32.6 | 14.0 |
| Female | | | | | |
| 46.7 | 26.7 | 26.7 | 54.5 | 34.1 | 11.4 |
| African American | | | | | |
| * | * | * | * | * | * |
| American Indian or Alaska Native | | | | | |
| * | * | * | * | * | * |
| Asian | | | | | |
| * | * | * | * | * | * |
| Filipino | | | | | |
| * | * | * | * | * | * |
| Hispanic or Latino | | | | | |
| 62.5 | 33.3 | 4.2 | 75.0 | 16.7 | 8.3 |
| Pacific Islander | | | | | |
| * | * | * | * | * | * |
| White (not Hispanic) | | | | | |
| 43.3 | 28.3 | 28.3 | 44.1 | 40.7 | 15.3 |
| English Learners | | | | | |
| 75.0 | 25.0 | 0.0 | 75.0 | 18.8 | 6.2 |
| Socioeconomically Disadvantaged | | | | | |
| 58.1 | 29.0 | 12.9 | 64.5 | 24.2 | 11.3 |
| Students Receiving Migrant Education Services | | | | | |
| * | * | * | * | * | * |
| Students with Disabilities | | | | | |
| 80.0 | 13.3 | 6.7 | 86.7 | 6.7 | 6.7 |

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels.

| Dropout and Graduation Rates | | | |
|------------------------------|---------|---------|---------|
| Indicator | 2005-06 | 2006-07 | 2007-08 |
| School | | | |
| Dropout Rate: 1yr | 1.3 | 4.6 | 5.2 |
| Graduation Rate | 88.7 | 80.8 | 82.7 |
| District | | | |
| Dropout Rate: 1yr | 3.7 | 5.7 | 4.6 |
| Graduation Rate | 78.0 | 78.5 | 80.4 |
| State | | | |
| Dropout Rate: 1yr | 3.5 | 4.4 | 3.9 |
| Graduation Rate | 83.4 | 80.6 | 80.2 |

Completion of High School Graduation Requirements

For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

| Graduating Class of 2009 | | |
|---------------------------------|--------|----------|
| | School | District |
| All Students | 80 | 1402 |
| African American | 0 | 78 |
| American Indian / Alaska Native | 6 | 19 |
| Asian | 0 | 24 |
| Filipino | 0 | 20 |
| Hispanic or Latino | 16 | 486 |
| Pacific Islander | 1 | 3 |
| White (not Hispanic) | 57 | 772 |
| Socioeconomically Disadvantaged | 47 | 557 |
| English Learners | 4 | 101 |
| Students with Disabilities | 8 | 94 |

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.

| Advanced Placement (AP) Courses | | |
|---------------------------------|-----------|------------------------|
| Subject | # Offered | % of Students Enrolled |
| Computer Science | | N/A |
| English | 2 | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | 1 | N/A |
| Mathematics | 1 | N/A |
| Science | | N/A |
| Social Science | 3 | N/A |
| All courses | 7 | 4.8 |

Advanced Placement Courses

The results profiled in the summary are based on all students who attempted an Advanced Placement (A.P.) Test from district high schools in 2008-2009. The results reflect all tests attempted. Some students attempted more than one test; therefore, the number of attempted tests does not indicate unique students. Advanced Placement tests are important for college bound students in that students may receive "credit" for college classes if they earn a 3, 4 or 5 in an exam. Each college and university determines its own policy. In some cases, students earning a '5' may be given credit for two classes of freshman level college work. It is difficult for smaller schools to offer the same number of AP courses as the larger schools. At smaller schools AP courses are often combined with non-AP courses, i.e., United States History and AP United States History. Administration supports AP students in combination classes by providing tutorial assistance. Students at smaller schools can also access AP courses on-line through the University of California.

Advanced Placement Testing Summary

| Advanced Placement Test | Hamilton High School | | | Hemet Unified School District | | | National | State |
|-------------------------|--------------------------|--------------------------------|-------------|-------------------------------|--------------------------------|-------------|-------------|-------------|
| | Students Attempting Test | Students Passing w/ 3, 4, or 5 | % Pass Rate | Students Attempting Test | Students Passing w/ 3, 4, or 5 | % Pass Rate | % Pass Rate | % Pass Rate |
| AP Art History | | | | 87 | 27 | 31% | 57% | 60% |
| AP Biology | | | | 40 | 9 | 23% | 50% | 54% |
| AP Calculus A/B | 3 | 0 | 0% | 89 | 47 | 53% | 59% | 61% |
| AP Calculus B/C | | | | 6 | 2 | 33% | 80% | 81% |
| AP Chinese Language | | | | 1 | 1 | 100% | 97% | 99% |
| AP Computer Science A | | | | 33 | 9 | 27% | 62% | 67% |
| AP Computer Science AB | | | | 8 | 4 | 50% | 76% | 67% |
| AP Economics – Macro | | | | 46 | 29 | 63% | 55% | 57% |
| AP Economics - Micro | | | | 8 | 7 | 88% | 63% | 67% |
| AP European History | 15 | 0 | 0% | 98 | 40 | 41% | 67% | 63% |
| AP French Language | | | | 3 | 0 | 0% | 53% | 54% |
| AP German Language | | | | 1 | 1 | 100% | 66% | 65% |
| AP Gov. Politics Comp | 9 | 0 | 0% | 9 | 0 | 0% | 61% | 64% |
| AP Human Geography | | | | 1 | 1 | 100% | 50% | 65% |
| AP Eng. Language | 14 | 5 | 36% | 196 | 103 | 53% | 60% | 58% |
| AP Eng. Literature | 12 | 2 | 17% | 123 | 51 | 41% | 58% | 58% |
| AP Physics C: Mechanics | | | | 2 | 1 | 50% | 69% | 66% |
| AP Psychology | | | | 5 | 3 | 60% | 68% | 69% |
| AP Spanish Language | 6 | 2 | 33% | 46 | 39 | 85% | 70% | 78% |
| AP Spanish Literature | | | | 2 | 2 | 100% | 68% | 58% |
| AP Statistics | | | | 21 | 8 | 38% | 59% | 57% |
| AP U.S. History | 17 | 1 | 6% | 214 | 59 | 28% | 52% | 54% |
| AP US Gov.& Politics | | | | 48 | 22 | 46% | 55% | 54% |
| AP World History | | | | 1 | 0 | 0% | 50% | 52% |
| Totals | 76 | 10 | 13% | 524 | 214 | 41 | 59 | 53% |

Admission Requirements for California's Public Universities (University of California)

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college 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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

Admission Requirements for California's Public Universities (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 page at <http://www.calstate.edu/SAS/admreg.shtml>.

Career Technical Education Programs

The career technical educational programs offered at Hamilton High School include Agriscience.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

| Career Technical Education Participation | |
|--|-----|
| Number of pupils | 151 |
| Percent of pupils completing a CTE program and earning a high school diploma | 45% |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 1% |

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.

| Courses for University of California and/or California State University Admission | |
|---|------|
| Percent of Students Enrolled in Courses Required for UC/CSU Admission | 72.0 |
| Percent of Graduates Who Completed All Courses Required for UC/CSU Admission | 9.9 |