



# Hamilton High School

57430 Mitchell Rd. ♦ Anza, CA 92539 ♦ (951) 763-1865 ♦ Grades 9-12  
Jim Allured, Principal

## 2009-10 School Accountability Report Card

Published During 2010-11



### Hemet Unified School District

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**Dr. LaFaye Platter**  
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**Vince Christakos**  
Assistant Superintendent  
Business Services

### Principal's Message

"Support Today for Growth Tomorrow"

Welcome to the new 2010-11 school year at Hamilton High School. We begin yet another 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. AERIES, our new 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 "Support Today for Growth Tomorrow" as we challenge our students to make the most of their opportunities now as they prepare 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.

Respectfully,

Jim Allured, Principal

## 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

## Vision Statement

Hamilton High School will be a positive, respectful, safe, and collaborative learning environment that provides all students with rich and challenging educational opportunities that create and motivate and appreciation for learning while developing the skills necessary to lead productive adult lives.

## 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.

## 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.

## District Profile

Hemet Unified School District covers one of the largest geographic areas of any district in California. It covers over 700 square miles of very diverse topography; from valley flatlands, to foothills, to mountains. It serves a growing community with a current enrollment of over 22,000 students. Preschool centers at seven school locations, eleven elementary schools (K-5), three elementary/middle schools (K-8), four middle schools (6-8), four comprehensive high schools (9-12), one continuation high school (11-12), a vocational education focused charter school, a science-based charter Middle School, an Adult Education Center, Independent Study Programs, a Home School Program, and a self-paced on-line instruction program offer a wide variety of learning opportunities for students of all ages.

Educational programs are designed to be flexible enough to provide a positive educational environment for all students, yet structured enough to ensure attainment of the California Content Standards and passing the California High School Exit Exam. With the support of the community, school staffs have developed highly successful programs in music, agriculture, and athletics.

### Enrollment by Student Group

2009-10 Enrollment: 393

Black or African American	2
American Indian or Alaska Native	5
Asian	0.51
Filipino	
Hispanic or Latino	33
Native Hawaiian/Pacific Islander	0.51
White	59
Two or More Races	
Socioeconomically Disadvantaged	68
English Learners	10
Students with Disabilities	13

### Hemet Unified School District's Core Values

1. It is the District's responsibility to provide a structure and framework in which students and staff can succeed.
2. All students can develop their intellect and improve their academic achievement level in each subject each year.
3. It is the District's responsibility to recruit, train and retain the very best staff to work in the Hemet Unified School District.
4. Good first teaching is the most powerful tool for improving student achievement.
5. It is the District's responsibility to provide alternative education opportunities that create pathways to success for students who do not do well in a traditional setting.
6. The maintenance and development of students' nutritional and physical well being supports and enhances intellectual development and academic achievement.
7. Participation in activities such as academic competitions, music, drama, sports, clubs and other "non-academic" endeavors develops the human spirit and provides balance between the intellectual, physical and emotional/social development of our students.
8. The quality of interaction with our community, the quality of our published works and the state of our facilities all reflect what we think of ourselves as a district.
9. It is the District's responsibility to respond positively to the changing needs of our community and students.
10. It is the District's responsibility to ensure that the allocation of fiscal resources supports the Core Values of the District.

### 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		
	07-08	08-09	09-10	07-08	08-09	09-10
<b>Suspensions</b>	10.7	14.2	15.9	14.8	18.4	18.8
<b>Expulsions</b>	1.9	0.7	0.3	0.6	0.4	0.5

### Professional Development

The school district provides all certificated and classified 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 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, seven Strategy Focused Instructional Coaches in language arts and mathematics, 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 2010-2011 Professional Development "At a Glance" calendar is posted weekly to share professional development occurring throughout the district.

### 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+
<b>2007-08</b>				
English	21.5	8	11	0
Mathematics	21.5	8	8	0
Science	21	6	7	0
Social-Science	25.8	4	9	3
<b>2008-09</b>				
English	19.4	16	4	1
Mathematics	22.0	6	9	0
Science	22.6	6	6	0
Social-Science	21.9	8	6	1
<b>2009-10</b>				
English	16.44	14	7	0
Mathematics	11.68	13	3	0
Science	15.3	11	4	0
Social-Science	19.45	7	8	1

### 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 - \$8,531  
 EIA - \$9,100  
 EIA/LEP - \$2,135  
 Lottery - \$10,868

### Expenditures Per Pupil and Teacher Salaries (FY 08-09)

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	\$9,795	\$1,373	\$8,422	\$67,371
District	--	--	\$5,847	\$64,956
State	--	--	\$5,681	\$68,179
Percent Difference (School/District)			44	4.4
Percent Difference (School/State)			48.2	-1.2

### Teacher and Administrative Salaries (FY 08-09)

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	40,421.00
Mid-Range Teacher Salary	66,464	60,038.00
Highest Teacher Salary	87,860	79,654.00
Superintendent Salary	250,180.00	223,323
Average Principal Salary (Elementary)	107,901	108,894
Average Principal Salary (Middle)	115,624	113,713
Average Principal Salary (High)	117,801	124,531
% of Budget (Teacher Salaries)	43.55	40.24
% of Budget (Administrative Salaries)	5.58	5.53

### 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	98.51	1.49
All Schools in District	95.43	4.57
High-Poverty Schools		3.38
Low-Poverty Schools		N/A

### 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	1.0
Average # of Students per Counselor	394
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (paraprofessional)	1.0
Psychologist	.33
Social Worker	0
Nurse	.15
Health Technician	.875
Speech/Language/Hearing Specialist	.2
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
	07-08	08-09	09-10	09-10
With Full Credential	24	20	24	996
Without Full Credential	1	2	0	14
Outside Subject Area of Competence	5	3	4	108

### 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			
	08-09	09-10	10-11
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## School Site Safety Plan

### SB187 Safety Plan

**Date the plan was last updated:** May 2010

**Date the plan was last reviewed:** August 2010

The Comprehensive Safe School Plan is fully incorporated in the Single Plan for Student Achievement, Goal 3, 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

**Date of Most Recent Inspection:** 8/6/10

On September 7, 1999, Hamilton School opened its new \$13.5 million secondary campus addition, including a new football field with an all-weather track and one set of bleachers which accomodates approximately 500 spectators. Also included in the project was new softball and baseball fields, which like the football field is equipped with an artificial turf surface. 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. 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 recarpeted however they are in poor condition.

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	
<b>Systems:</b> Gas Leaks/Mechanical/HVAC/Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	[ ]	Carpet torn or frayed in library and several classrooms. Vinyl torn or damaged in several areas. Water stains on ceiling tiles in several classrooms.
<b>Cleanliness:</b> Overall/Pest/Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	Exposed wires/no cover rm 605
<b>Restrooms/Fountains:</b> Restrooms/Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety/Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage/Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Grounds/Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	Turf is separating around the infield area.
<b>Overall Rating</b>	[ ]	[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 10/5/10 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.

Adopted Textbooks				
Grade Levels / Title		Publisher	Edition	Adopted
<b>Reading/Language Arts</b>				
9-12	Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	6/03
<b>English Language Development</b>				
6-12	English Now, V 2.0	LitConn, Inc.	2007	12/06
6-12	High Point	National Geographic	2001	6/05
<b>Mathematics</b>				
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
<b>Social Science</b>				
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	Magraders 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
<b>Foreign Language</b>				
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	Abiendo Puertas (AP)	McDougal Littell	2003	6/27

Adopted Textbooks				
Grade Levels / Title		Publisher	Edition	Adopted
<b>Science</b>				
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
<b>Visual &amp; Performing Arts</b>				
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
<b>Interventions Programs for Reading/Language Arts</b>				
Grade Levels / Title		Publisher	Edition	Adopted
<b>Reading/Language Arts</b>				
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
<b>Advanced Placement (AP) Textbooks</b>				
Grade Levels / Title		Publisher	Edition	Adopted
<b>AP Literature &amp; Composition</b>				
12	Perrine's Literature: Structure, Sound & Sense	Wadsworth Cengage Learning	10th C (2009)	6/09
<b>AP Calculus</b>				
11-12	Calculus of a Single Variable	Houghton Mifflin Company	8th C (2006)	6/09
<b>AP Computer Science &amp; Computer Programming</b>				
11-12	Java Software Solutions	Pearson Education, Inc.	2nd C (2007)	6/09
<b>AP Spanish Language &amp; Literature</b>				
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
<b>AP U.S. History</b>				
10-12	Out of Many, A History of the American People	Pearson Publisher	5th C (2007)	6/09
<b>AP European History</b>				
10-12	The Western Heritage	Pearson Education LtdPrentice Hall	9th C (2007)	6/09
<b>AP Art History</b>				
10-12	Stokstad Art History	Prentice Hall Publisher	3rd C (2008)	6/09
<b>AP Biology</b>				
11-12	Biology	Addison Wesley	8th (2008)	6/09
<b>AP &amp; General Environmental Science</b>				
9-12	Environment: The Science Behind the Stories	Pearson/Prentice Hall	C (2008)	6/09

## 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
<b>Grade 9</b>	12.5	26.0	49.0

## 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>English-Language Arts</b>	36	44	44	43	48	48	46	50	52
<b>Mathematics</b>	14	24	24	37	41	41	43	46	48
<b>Science</b>	36	38	38	39	47	47	46	50	54
<b>History-Social Science</b>	25	35	35	31	36	36	36	41	44

## 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
<b>All Students in the LEA</b>				
<b>All Student at the School</b>				
<b>Male</b>	42	22	31	45
<b>Female</b>	47	27	47	26
<b>Black or African American</b>	*	*		*
<b>American Indian or Alaska Native</b>	29	15	*	*
<b>Asian</b>	*	*		
<b>Filipino</b>				
<b>Hispanic or Latino</b>	36	22	44	33
<b>Native Hawaiian/Pacific Islander</b>	*	*	*	*
<b>White</b>	50	27	38	37
<b>Two or More Races</b>	*	*	*	*
<b>Socioeconomically Disadvantaged</b>	40	24	38	32
<b>English Learners</b>	6	19	*	12
<b>Students with Disabilities</b>	5	5	0	11
<b>Students Receiving Migrant Education Services</b>				

## 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
<b>AYP Overall</b>	No	No
<b>Participation Rate:</b>		
<b>English-Language Arts</b>	Yes	Yes
<b>Mathematics</b>	Yes	Yes
<b>Percent Proficient:</b>		
<b>English-Language Arts</b>	No	No
<b>Mathematics</b>	No	No
<b>API</b>	Yes	Yes
<b>Graduation Rate (High Schools)</b>	Yes	Yes
<b>Number of Schools Currently in PI</b>	N/A	16
<b>Percent of Schools Currently in PI</b>	N/A	59.3

## 2010 Growth API Comparison by Student Group

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	2010 Growth API		
	School	LEA	State
<b>All Students at the School</b>	723	753	767
<b>Black or African American</b>		692	686
<b>American Indian or Alaska Native</b>		720	728
<b>Asian</b>		838	890
<b>Filipino</b>		837	851
<b>Hispanic or Latino</b>	720	723	715
<b>Native Hawaiian/Pacific Islander</b>			753
<b>White</b>	731	794	838
<b>Two or More Races</b>			808
<b>Socioeconomically Disadvantaged</b>	711	726	712
<b>English Learners</b>		687	692
<b>Students with Disabilities</b>		607	580

## 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/ap/>.

## API Ranks - Three-Year Comparison

API Ranks			
	2007	2008	2009
<b>Statewide</b>	5	5	4
<b>Similar Schools</b>	9	9	7

## 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
<b>PI Status</b>	Not in PI	In PI
<b>First Year of PI</b>		2004-2005
<b>Year in PI</b>		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		
	07-08	08-09	09-10
<b>All Students at the School</b>	9	-17	23
<b>Black or African American</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>			
<b>Filipino</b>			
<b>Hispanic or Latino</b>	17	-7	40
<b>Native Hawaiian/Pacific Islander</b>			
<b>White</b>	3	-12	19
<b>Two or More Races</b>			
<b>Socioeconomically Disadvantaged</b>	17	3	22
<b>English Learners</b>			
<b>Students with Disabilities</b>		-47	

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics 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 CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results for All Students			
Subject	School	District	State
<b>2007-08</b>			
<b>English</b>	48.5	49.2	52.9
<b>Mathematics</b>	41.6	42.9	51.3
<b>2008-09</b>			
<b>English</b>	50.0	52.8	52.0
<b>Mathematics</b>	46.0	47.7	53.3
<b>2009-10</b>			
<b>English</b>	47.4	52.6	54
<b>Mathematics</b>	45.7	49.9	53.4

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

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

CAHSEE Results by Student Group - Most Recent Year					
English-Language Arts			Mathematics		
Not Prof.	Prof.	Adv.	Not Prof.	Prof.	Adv.
<b>All Students in the LEA</b>					
47.9	25.6	26.7	50.6	36.1	13.5
<b>All Students at the School</b>					
<b>Male</b>					
65.4	23.1	11.5	58.0	34.0	8.0
<b>Female</b>					
38.6	29.5	31.8	51.2	32.6	16.3
<b>Black or African American</b>					
*	*	*	*	*	*
<b>American Indian or Alaska Native</b>					
*	*	*	*	*	*
<b>Asian</b>					
*	*	*	*	*	*
<b>Filipino</b>					
*	*	*	*	*	*
<b>Hispanic or Latino</b>					
58.3	22.2	19.4	44.4	44.4	11.1
<b>Native Hawaiian/Pacific Islander</b>					
*	*	*	*	*	*
<b>White</b>					
48.1	29.6	22.2	61.5	25.0	13.5
<b>Two or More Races</b>					
*	*	*	*	*	*
<b>Socioeconomically Disadvantaged</b>					
53.1	26.6	20.3	49.2	36.5	14.3
<b>English Learners</b>					
68.8	12.5	18.8	43.8	37.5	18.8
<b>Students with Disabilities</b>					
100.0	0.0	0.0	100.0	0.0	0.0
<b>Students Receiving Migrant Education Services</b>					
*	*	*	*	*	*

### 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	2006-07	2007-08	2008-09
<b>School</b>			
Dropout Rate: 1yr	5	5	5.2
Graduation Rate	81	83	86.8
<b>District</b>			
Dropout Rate: 1yr	6	5	5
Graduation Rate	78	80	83
<b>State</b>			
Dropout Rate: 1yr	5	5	6
Graduation Rate	81	80	79

### Completion of High School Graduation Requirements

For students who began the 2009-10 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 2010		
	School	District
All Students	89	79
Black or African American	75	93
American Indian or Alaska Native	100	93
Asian	0	100
Filipino	0	100
Hispanic or Latino	96	80
Native Hawaiian/Pacific Islander	100	92
White	86	90
Socioeconomically Disadvantaged	70	69
English Learners	83	63
Students with Disabilities	80	74

### 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
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	3	N/A
All courses	8	4.7

## 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 2009-10. 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				113	69	61	61	67
AP Biology	6	0	0	77	30	39	49	51
AP Calculus A/B	7	2	29	98	46	47	55	57
AP Calculus B/C				7	1	14	55	57
AP Chemistry				18	3	17	54	58
AP Computer Science A				29	10	34	65	69
AP Economics – Macro				45	29	64	54	58
AP Economics - Micro				18	6	33	62	66
AP European History	12	0	0	127	50	39	65	60
AP French Language				14	3	21	52	53
AP Gov. Politics Comp				15	5	33	59	63
AP Eng. Language	20	5	25	158	75	47	61	59
AP Eng. Literature	15	8	53	135	70	52	57	57
AP Music Theory				1	1	100	60	67
AP Physics B				1	1	100	58	59
AP Psychology				1	1	100	66	66
AP Spanish Language	6	5	83	62	46	74	72	80
AP Spanish Literature				2	1	50	59	61
AP Statistics	1	0	0	30	12	40	58	58
AP U.S. History	13	0	0	159	36	23	53	55
AP US Gov.& Politics	8	1	13	49	21	43	51	50
AP World History				1	1	100	49	53
<b>Totals</b>	<b>88</b>	<b>21</b>	<b>24</b>	<b>1,160</b>	<b>517</b>	<b>45</b>		

## 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/admreq.shtml>.

### Career Technical Education Programs

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

- Agriscience
- Computer Applications
- Computer Keyboarding

### Career Technical Education Participation

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

Career Technical Education Participation	
Number of pupils	145
Percent of pupils completing a CTE program and earning a high school diploma	89
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	98
Percent of Graduates Who Completed All Courses Required for UC/CSU Admission	18