



Hemet Academy for Applied Academics & Technology

26400 Dartmouth St. • Hemet, CA 92544 • (951) 925-5155 • Grades 9-12

Frank Green, Principal
fgreen@hemetusd.k12.ca.us

2010-11 School Accountability Report Card Published During the 2011-12 School Year



Hemet Unified School District

1791 West Acacia Ave.
Hemet, CA 92545-3632
Phone: (951) 765-5100
Fax: (951) 765-5115

www.hemetusd.k12.ca.us

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School Description and Mission Statement

The Hemet Academy for Applied Academics and Technology (HAAAT) is an alternative public high school that emphasizes a rigorous, relevant, high-quality, standards based curriculum to meet the needs of the entire student population. The vision of the school is the support students with strong academic programs utilizing inquiry based instructional strategies. Students are encouraged to make personal connections to their learning with project based activities. HAAAT students are encouraged to exceed their own expectations in a safe, nurturing, learning environment. The use of technology transcends the variety of course offerings and allows each student to use the resources for research and presentations. Students are encouraged to be partners in the community with a strong emphasis on service. All students volunteer and support others in the Hemet area.

Opportunities for Parental Involvement

Parent involvement opportunities are available to all parents at our school. These offerings are available in both English and Spanish. These opportunities include, Parent Project®, P.R.I.C.E. Parenting®, Parent Institute for Quality Education®, District English Learner Advisory Committee, District Advisory Committee, and a district-wide PTA/ELAC community event, named, "Hemet Posada."

Parents are partners at the HAAAT Charter High School. A number of parents serve as club and field trip chaperones. Many families cooperate with staff to provide activities for the students. In addition, parents are encouraged to participate on committees and share opinions at regularly scheduled collaboration meetings. Parents are active voting members within our school site council.

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.

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.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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.

| Student Enrollment by Grade Level | |
|-----------------------------------|--------------------|
| Grade Level | Number of Students |
| 9 | 40 |
| 10 | 68 |
| 11 | 88 |
| 12 | 8 |
| Total Enrollment | 204 |

| Student Enrollment by Group | |
|----------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| American Indian or Alaska Native | 1 |
| Asian | 1.5 |
| Black or African American | 7.4 |
| English Learners | 20.1 |
| Filipino | 2 |
| Hispanic or Latino | 49 |
| Native Hawaiian/Pacific Islander | 0 |
| Socioeconomically Disadvantaged | 70.1 |
| Students with Disabilities | 3.9 |
| Two or More Races | 1 |
| White | 38.2 |

| Average Class Size and Class Size Distribution (Secondary) | | | | |
|--|-----------------|----------------------|-------|-----|
| Subject | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ |
| English | 29.4 | 2 | 5 | 2 |
| Mathematics | 24.4 | 2 | 5 | 4 |
| Science | 19.7 | 4 | 2 | 0 |
| Social Science | 22.1 | 5 | 4 | 0 |
| English | 23.6 | 2 | 5 | 0 |
| Mathematics | 19.63 | 4 | 2 | 0 |
| Science | 24.75 | 1 | 2 | 0 |
| Social Science | 17.67 | 3 | 3 | 0 |
| English | 21.5 | 4 | 4 | 0 |
| Mathematics | 14.8 | 7 | 2 | 0 |
| Science | 24 | 1 | 2 | 0 |
| Social Science | 21.8 | 6 | 5 | 1 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The School Safety Plan is a guide for schoolwide campus safety. Hemet Unified School District Policies guide the site safety decisions. The campus is closed to the public. All guests must check in with the office before entering the campus. Monthly evacuation drills and administrative reviews of campus needs further enhance the safety of the school site. Disaster supplies and protocol are carefully monitored and discussed with students and staff. A partnership with the Hemet Fire Department allows for an external review of site evacuation and safety plans leading to continual improvement.

Suspensions and Expulsions

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| Suspensions | 16.37 | 1.41 | 7.25 | 18.27 | 18.77 | 16.06 |
| Expulsions | 1.17 | 0 | 0 | 0.35 | 0.52 | 0.37 |

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

School Facilities

School Facility Conditions and Planned Improvements

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 7/18/11

The site facility is supported by district personnel. The campus has recently expanded the use of classrooms and minor classroom renovations occurred to support the additional number of students on the campus. Classrooms are in good working conditions with ample restrooms for all students.

School Facility Good Repair Status

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [] | [X] | [] | [] | |
| Interior: Interior Surfaces | [] | [X] | [] | [] | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [] | [X] | [] | [] | |
| Electrical: Electrical | [] | [X] | [] | [] | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [] | [X] | [] | [] | |
| Safety: Fire Safety, Hazardous Materials | [] | [X] | [] | [] | |
| Structural: Structural Damage, Roofs | [] | [X] | [] | [] | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [] | [X] | [] | [] | |
| Overall Rating | [] | [X] | [] | [] | |

Teachers

| Teacher Credentials | | | |
|------------------------------------|---------|---------|---------|
| School | 2008-09 | 2009-10 | 2010-11 |
| With Full Credential | 7 | 10 | 11 |
| Without Full Credential | 0 | 1 | 0 |
| Outside Subject Area of Competence | 3 | 6 | 7 |
| District | 2008-09 | 2009-10 | 2010-11 |
| With Full Credential | --- | --- | 951 |
| Without Full Credential | --- | --- | 7 |

| Teacher Misassignments | | | |
|------------------------------|---------|---------|---------|
| Indicator | 2008-09 | 2009-10 | 2010-11 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, was student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

The school district provides certificated and classified members with opportunities for professional growth and training in a variety of programs. During the last three years (2008-2011), 206 days of professional training has been provided through the Hemet Unified School District/Professional Development Academy. The training provided at the Academy allows teachers, administrators and paraprofessionals become highly skilled at providing quality leadership, instruction and support to the district's students. The focus of professional development is on the delivery of a standards-based instructional program. Achievement data is used to determine site support and priorities for professional development opportunities. Priorities are identified in the current LEA Plan under Specific Trainings in Language Arts and Mathematics, English Now, BTSA Induction Support for year one and two teachers and specific Special Education trainings. Additional coaching assistance is provided for veteran teachers who need individualized structure and support. Seven Strategy Focused Instructional Coaches provide ongoing support in trainings and in day to day professional development needs in the areas of language arts, mathematics, English Language Development and Technology. The District Technology Plan revised in 2011 also identifies areas for staff to increase

and refine skills in technology application and instruction. Administrators are provided specific professional development to implement and support new and on-going instructional programs. Professional development is delivered through trainings on-site, at the District Professional Development Academy, conferences, Professional Learning Community site cohorts and through trainer of trainer's models. As new programs and instructional strategies are implemented instructional coaches assigned to specific sites offer support and additional training. Site administrators receive continuing support at district leadership meetings from instructional coaches, district support staff and consultants.

Specific Site Based Trainings: Project Based Instruction one day training with High Tech High, Google Resources Training, one day with Dr. Mark Wagner, Step Up to Writing and "Teach Like a Champion" Training - one day with district coaches.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/ta/>

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by | |
|----------------------|--|-----------------------------|
| | NCLB Compliant Teachers | Non-NCLB Compliant Teachers |
| This School | 87.18 | 12.82 |
| District | | |
| All Schools | 90.29 | 9.71 |
| High-Poverty Schools | 90.36 | 9.64 |
| Low-Poverty Schools | 81.25 | 18.75 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Support Staff

| Academic Counselors and Other Support Staff | | |
|---|----------------------------------|---|
| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
| Academic Counselor | 1 | 208 |
| Counselor (Social/Behavioral or | | --- |
| Library Media Teacher (Librarian) | 0 | --- |
| Library Media Services Staff | 0 | --- |
| Psychologist | Available as | --- |
| Social Worker | 0 | --- |
| Nurse | Available as | --- |
| Speech/Language/Hearing | Available as | --- |
| Resource Specialist (non- | 0.5 | --- |
| Other | 0 | --- |

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October, 2011

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 10/4/2011 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:

| Adopted Textbooks | | | | |
|-------------------------------------|---|--------------------------|---------|---------|
| | Grade Levels / Title | Publisher | Edition | Adopted |
| Reading/Language Arts | | | | |
| K-5 | Open Court Reading | SRA/McGraw Hill | 2002 | 5/02 |
| 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 | | | | |
| K-5 | English Now! V 2.0 | LitConn, Inc. | 2007 | 12/06 |
| 6-12 | English Now, V 2.0 | LitConn, Inc. | 2007 | 12/06 |
| 6-12 | High Point | National Geographic | 2001 | 6/05 |
| Mathematics | | | | |
| K-5 | Scott Foresman - Addison Wesley enVisionMath - California | Pearson Scott Foresman | 2009 | 6/08 |

Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may 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.

| Adopted Textbooks | | | | |
|-------------------------|---|--------------------------------------|---------------|--------------|
| | Grade Levels / Title | Publisher | Edition | Adopted |
| 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 | | | | |
| K-5 | History-Social Science for California | Pearson, Scott-Foresman | 2006 | 6/07 |
| 6 | History Alive! The Ancient World | Teachers' Curriculum Institute | 2005 | 6/07 |
| 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 - Antologia de Literatura en Español, Tomo I (AP) | McDougal Littell | 2003 | 6/27 |
| 9-12 | Abriendo Puertas - Antologia de Literatura en Español, Tomo II (AP) | McDougal Littell | 2003 | 6/27 |
| 9-12 | Abriendo Puertas (AP) | McDougal Littell | 2003 | 6/27 |
| Science | | | | |
| K-5 | Harcourt Science California Edition | Harcourt Brace | 2001 | 3/01 |
| 6 | Earth Science | Holt, Rinehart & Winston | 2001 | 3/01 |
| 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 |

| Adopted Textbooks | | | | |
|-------------------------------------|----------------------------------|--------------------------|---------|---------|
| | Grade Levels / Title | Publisher | Edition | Adopted |
| 11-12 | Integrated Principles of Zoology | McGraw Hill | 2006 | 1/06 |
| ---Health--- | | | | |
| K-5 | Health and Fitness | Harcourt, Inc. | 2006 | 7/05 |
| 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 |

| Interventions Programs for Reading/Language Arts | | | | |
|--|----------------------|-------------------------|---------|---------|
| | Grade Levels / Title | Publisher | Edition | Adopted |
| Reading/Language Arts | | | | |
| K-10 | Compass Learning | Odyssey | 2011 | 6/11 |
| 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 |
| Mathematics | | | | |
| K-10 | Compass Learning | Odyssey | 2011 | 6/11 |
| K-10 | MIND ST Math Program | MIND Research Institute | 2011 | 10/11 |

| 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 |

School Finances

| Expenditures Per Pupil and School Site Teacher Salaries (FY 2009-10) | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$6,509 | \$180 | \$6,329 | \$64,135 |
| District | --- | --- | \$4,658 | \$67,928 |
| State | --- | --- | \$5,455 | \$69,207 |
| Percent Difference: School Site and District | | | 35.9% | -5.6% |
| Percent Difference: School Site and State | | | 16.0% | -7.3% |

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Site Lottery -- \$61,628

Lottery IMF -- \$7,733

| Average Teacher and Administrative Salaries (FY 2009-10) | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher | \$43,681 | \$42,017 |
| Mid-Range Teacher | \$65,742 | \$67,294 |
| Highest Teacher | \$86,905 | \$86,776 |
| Average Principal (ES) | \$108,467 | \$108,534 |
| Average Principal (MS) | \$115,551 | \$112,893 |
| Average Principal (HS) | \$116,167 | \$123,331 |
| Superintendent | \$253,149 | \$226,417 |
| Percent of District Budget (FY 2009-10) | | |
| Teacher Salaries | 40% | 38% |
| Administrative Salaries | 6% | 5% |

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

Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

| STAR Results for All Students - Three-Year Comparison | | | |
|---|---------|---------|---------|
| Subject | 2008-09 | 2009-10 | 2010-11 |
| STAR Results for All Students --School | | | |
| English-Language Arts | 63 | 60 | 48 |
| Mathematics | 17 | 6 | 14 |
| Science | 63 | 51 | 43 |
| History-Social Science | 33 | 27 | 42 |
| STAR Results for All Students --District | | | |
| English-Language Arts | 46 | 48 | 48 |
| Mathematics | 38 | 41 | 42 |
| Science | 42 | 47 | 49 |
| History-Social Science | 34 | 36 | 39 |
| STAR Results for All Students --State | | | |
| English-Language Arts | 49 | 52 | 54 |
| Mathematics | 46 | 48 | 50 |
| Science | 50 | 54 | 57 |
| History-Social Science | 41 | 44 | 48 |

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

STAR Results by Student Group - Most Recent Year

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | 48 | 42 | 49 | 39 |
| All Student at the School | 48 | 14 | 43 | 42 |
| Male | 45 | 16 | 41 | 49 |
| Female | 52 | 12 | 45 | 32 |
| Black or African American | 43 | 8 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 40 | 11 | 32 | 33 |
| Native Hawaiian/Pacific Islander | | | | |
| White | 58 | 17 | 71 | 52 |
| Two or More Races | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 43 | 9 | 36 | 34 |
| English Learners | 22 | 5 | 0 | 21 |
| Students with Disabilities | 0 | 0 | 0 | 0 |
| Students Receiving Migrant Education Services | | | | |

* 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.

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-------------|------------|
| | Four of Six | Five of Six | Six of Six |
| 9 | 20.6 | 23.5 | 17.6 |

* 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.

Accountability

Academic Performance Index

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

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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 | 2008 | 2009 | 2010 |
|-----------------|------|------|------|
| Statewide | 7 | 7 | 6 |
| Similar Schools | N/A | 9 | 7 |

API Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

| Group | 2011 Growth API | | | | | |
|----------------------------------|-----------------|------------|---------------|------------|---------------|------------|
| | School | | LEA | | State | |
| | # of Students | Growth API | # of Students | Growth API | # of Students | Growth API |
| All Students at the School | 172 | 730 | 15,734 | 755 | 4,683,676 | 778 |
| Black or African American | 12 | 706 | 1,078 | 689 | 317,856 | 696 |
| American Indian or Alaska Native | 2 | | 223 | 752 | 33,774 | 733 |
| Asian | 3 | | 223 | 833 | 398,869 | 898 |
| Filipino | 3 | | 199 | 858 | 123,245 | 859 |
| Hispanic or Latino | 86 | 698 | 7,696 | 729 | 2,406,749 | 729 |
| Native Hawaiian/Pacific Islander | 0 | | 84 | 810 | 26,953 | 764 |
| White | 64 | 769 | 5,970 | 796 | 1,258,831 | 845 |
| Two or More Races | 2 | | 252 | 758 | 76,766 | 836 |
| Socioeconomically Disadvantaged | 121 | 702 | 11,794 | 729 | 2,731,843 | 726 |
| English Learners | 36 | 699 | 3,119 | 695 | 1,521,844 | 707 |
| Students with Disabilities | 6 | | 2,189 | 612 | 521,815 | 595 |

| API Growth by Student Group - Three-Year Comparison | | | |
|---|-------------------|---------|---------|
| Group | Actual API Change | | |
| | 2008-09 | 2009-10 | 2010-11 |
| All Students at the School | 20 | -10 | -25 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | -35 | -22 |
| Native Hawaiian/Pacific Islander | | | |
| White | | 6 | -24 |
| Two or More Races | N/D | | |
| Socioeconomically Disadvantaged | | -15 | -39 |
| English Learners | | | |
| Students with Disabilities | | | |

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

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in 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 CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

| Adequate Yearly Progress Overall and by Criteria | | |
|--|--------|----------|
| AYP Criteria | School | District |
| Made AYP Overall | Yes | No |
| Met Participation Rate: English-Language Arts | Yes | Yes |
| Met Participation Rate: Mathematics | Yes | Yes |
| Met Percent Proficient: English-Language Arts | Yes | No |
| Met Percent Proficient: Mathematics | Yes | No |
| Met API Criteria | Yes | Yes |
| Met Graduation Rate (if applicable) | Yes | No |

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2004-2005 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | | 18 |
| Percent of Schools Currently in Program Improvement | | 66.7 |

| CAHSEE Results for All Students - Three-Year Comparison | | | |
|---|---------|---------|---------|
| Subject | 2008-09 | 2009-10 | 2010-11 |
| CAHSEE Results for All Students --School | | | |
| English-Language Arts | 75 | 68 | 56 |
| Mathematics | 61 | 66 | 55 |
| CAHSEE Results for All Students --District | | | |
| English-Language Arts | 52 | 52 | 50 |
| Mathematics | 47 | 49 | 47 |
| CAHSEE Results for All Students --State | | | |
| English-Language Arts | 52 | 54 | 59 |
| Mathematics | 53 | 54 | 56 |

* 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.

School Completion and Postsecondary Preparation

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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

| CAHSEE Grade Ten Results by Student Group - Most Recent Year | | | | | | |
|--|----------------|------------|----------|----------------|------------|----------|
| Group | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 50 | 26 | 24 | 53 | 33 | 13 |
| All Students at the School | 44 | 32 | 24 | 45 | 39 | 15 |
| Male | 54 | 31 | 15 | 46 | 38 | 15 |
| Female | 31 | 34 | 34 | 44 | 41 | 16 |
| Black or African American | 0 | 0 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 48 | 38 | 15 | 50 | 40 | 10 |
| Native Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 |
| White | 26 | 26 | 48 | 30 | 43 | 26 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 45 | 36 | 19 | 47 | 45 | 8 |
| English Learners | 0 | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 0 | 0 | 0 | 0 | 0 | 0 |
| Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 | 0 |

* 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.

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 course 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 UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

| Dropout Rate and Graduation Rate | | | |
|---|---------|---------|---------|
| Indicator | School | | |
| | 2007-08 | 2008-09 | 2009-10 |
| Dropout Rate and Graduation Rate --School | | | |
| Dropout Rate (1-year) | 1.1 | 1.2 | 1.4 |
| Graduation Rate | 97.7 | | 90.16 |
| Dropout Rate and Graduation Rate --District | | | |
| Dropout Rate (1-year) | 4.6 | 4.9 | 3.6 |
| Graduation Rate | 80.4 | 82.99 | 81.17 |
| Dropout Rate and Graduation Rate --State | | | |
| Dropout Rate (1-year) | 4.9 | 5.7 | 4.6 |
| Graduation Rate | 80.21 | 78.59 | 80.44 |

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

| Group | Graduating Class of 2011 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | .04 | .87 | N/D |
| Black or African American | .07 | .06 | N/D |
| American Indian or Alaska Native | .00 | .01 | N/D |
| Asian | .02 | .02 | N/D |
| Filipino | .00 | .02 | N/D |
| Hispanic or Latino | .49 | .42 | N/D |
| Native Hawaiian/Pacific Islander | .04 | .01 | N/D |
| White | .38 | .45 | N/D |
| Socioeconomically Disadvantaged | .78 | .87 | N/D |
| English Learners | .11 | .16 | N/D |
| Students with Disabilities | .09 | .08 | N/D |

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

HAAAT has three major CTE programs. We offer a Construction Trades course with students building a home through a partnership with Habitat for Humanity. In addition, Maintenance Mechanics is offered on campus with an emphasis on welding and metal works. Finally, Digital Imaging is offers students an opportunity for access to Adobe CS4 computer applications.

Career Technical Education Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of pupils participating in CTE | 218 |
| % of pupils completing a CTE program and earning a high school diploma | 80% |
| % of CTE courses sequenced/articulated between the school/institutions of postsecondary education | 0 |

Courses for UC/CSU Admission (School Year 2009-10)

| UC/CSU Course Measure | Percent |
|--|---------|
| Students Enrolled in Courses Required for Admission | 74.3 |
| Graduates Who Completed All Courses Required Admission | 0 |

Advanced Placement Courses

| Subject | Number of AP Courses Offered | Percent of Students In AP Courses |
|--------------------------|------------------------------|-----------------------------------|
| Computer Science | 0 | --- |
| English | 0 | --- |
| Fine and Performing Arts | 0 | --- |
| Foreign Language | 0 | --- |
| Mathematics | 1 | --- |
| Science | 0 | --- |
| Social Science | 0 | --- |
| All courses | 0 | 0 |

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 2010-2011. The College Board recently released the district data.

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 on 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.

Advanced Placement Test pass rates for all district high schools participating are included. California and National averages are typically released in November. Factors to consider when analyzing AP test results include:

- Specialized training provided for the teacher
- Appropriate instructional materials
- Fidelity to advanced placement course outline
- Instructional minutes
- Extra time provided for student test preparation
- Student enrollment criteria

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 | Hemet Academy for Applied Academics & | | | District | | | National | State |
| | # Students Attempting Test* | # Students Passing w/ 3, 4, or 5 | % Pass Rate | # Students Attempting Test* | # Students Passing | % Pass Rate | % Pass Rate | % Pass Rate |
| AP Art History | 0 | | | 69 | 39 | 57% | 61% | 67% |
| AP Biology | 0 | | | 42 | 20 | 48% | 49% | 51% |
| AP Calculus A/B | 0 | | | 88 | 39 | 44% | 55% | 57% |
| AP Calculus B/C | 0 | | | 16 | 13 | 81% | 55% | 57% |
| AP Chemistry | 0 | | | | | | 54% | 58% |
| AP Computer Science A | 0 | | | 47 | 17 | 36% | 65% | 69% |
| AP Economics - Macro | 0 | | | 111 | 57 | 51% | 54% | 58% |
| AP Economics - Micro | 0 | | | 8 | 5 | 63% | 62% | 66% |
| AP European History | 0 | | | 153 | 47 | 31% | 65% | 60% |
| AP French Language | 0 | | | 7 | 1 | 14% | 52% | 53% |
| AP Gov. Politics Comp. | 0 | | | 2 | 1 | 50% | 59% | 63% |
| AP Eng. Language | 0 | | | 150 | 84 | 56% | 61% | 59% |
| AP Eng. Literature | 0 | | | 142 | 69 | 49% | 57% | 57% |
| AP Music Theory | 0 | | | 8 | 4 | 50% | 60% | 67% |
| AP Physics B | 0 | | | 2 | 1 | 50% | 58% | 59% |
| AP Psychology | 0 | | | | | | 66% | 66% |
| AP Spanish Language | 0 | | | 64 | 53 | 83% | 72% | 80% |
| AP Spanish Literature | 0 | | | 5 | 3 | 60% | 59% | 61% |
| AP Statistics | 0 | | | 24 | 5 | 21% | 58% | 58% |
| AP U.S. History | 0 | | | 158 | 29 | 18% | 53% | 55% |
| AP US Gov.& Politics | 0 | | | 105 | 41 | 39% | 51% | 50% |
| AP World History | 0 | | | 12 | 6 | 50% | 49% | 53% |
| Totals | 0 | | | 1,213 | 534 | 44% | | |

* Students may have taken more than one AP test.