



**HEMET UNIFIED SCHOOL DISTRICT**

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**Table of Contents**

Demographics	2
Class Size	2
School Climate	2
School Facilities	2
Teachers	4
Support Staff	4
School Finance	5
Adopted Textbooks	6
Instructional Materials	7
Student Performance	7
Accountability	8
School Completion	9
Planning & Scheduling	10
District Map	11

# School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

## Hemet High School

“A California Distinguished School”

www.hemetusd.k12.ca.us

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### Introduction

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

### Data and Access

#### Data

*DataQuest* is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Mission Statement

Hemet High School will provide a safe, supportive, and challenging environment in which culturally diverse students can develop academic, vocational, and interpersonal skill. Hemet High offers a California State Standards-aligned curriculum, ensuring every student equal opportunity to increase his or her reading comprehension, critical thinking, oral and written communication, and technological skills. Hemet High school will present students with an awareness of their privileges and responsibilities as citizens and will encourage the use of reason, creativity and leadership qualities, which will aid them in their task of becoming successful members of our society.

### Expected Schoolwide Learning Results (ESLRS)

#### Hemet High School Graduates Will Be:

- Problem solvers and critical thinkers
- Effective communicators
- Responsible citizens
- Healthy individuals
- Users of technology
- Aesthetically aware

### School Profile

Hemet High is a premier high school in Riverside County. Academic programs and extracurricular activities are comprehensive, meeting the needs of a variety of students. Enriched coursework includes honors and advanced placement courses, and a strong Academic Decathlon Program, which placed first in Riverside County for the last 10 years. The vocal, instrumental, dance and cheer programs at Hemet High are nationally known and form a Performing Arts Academy open by audition. Hemet is proud to have a strong Vocational Education Program that provides courses on our campus, these include: automotive repair, retail, and cabinet making. Hemet High has a very active agriculture program and a distinguished AFJROTC unit. Our auto shop is AYES and NATEF certified and has many auto dealers as partners.

The staff at Hemet High is unsurpassed in its experience and dedication. They are community members who take great pride in the achievements of their students, offering each one of them tremendous support. Hemet High is committed to providing its students the tools they need to be successful citizens in the 21st Century. With a strong sense of past and a forward outlook, it is an outstanding school.

### District Profile

Hemet Unified School District encompasses one incorporated city and numerous unincorporated communities within its 700+ topographically diverse square miles. There are 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.

## Parent Involvement

The site addresses the six areas of parent involvement through their comprehensive school plan. Parents may also be involved in: School Site Council; English Learner Advisory Council; Performing Arts Parent Club; Athletic Parent Clubs; and Grad Nite (Parents). For more information, contact the site Principal, Mr. Bill Black at (909) 765-5150.

## School Enrollment by Grade Level

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

Grade Level	Enrollment
Grade 9	633
Grade 10	667
Grade 11	636
Grade 12	620
<b>Total</b>	<b>2,556</b>

## Demographic Information

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

Racial/Ethnic Category	% of Total Enrollment
African American	3.83
American Indian or Alaska Native	1.02
Asian	2.39
Filipino	0.23
Hispanic or Latino	32.79
Pacific Islander	0.35
White (Not Hispanic)	58.41
Multiple or No Response	0.98
Socioeconomically Disadvantaged	52.0
English Learners	9.0
Students with Disabilities	11.0

## School Climate:

### School Safety

#### SB187 Safety Plan

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

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

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

Pursuant to state and District guidelines, Hemet High has a disaster preparedness plan and students participate in bi annual fire and earthquake drills. Classrooms have posted evacuation charts, and are equipped with disaster packets and fire extinguishers. The School Safety Committee conducts monthly, campus-wide, safety inspections and twice yearly, the county fire marshal inspects.

### School Discipline Practices

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

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	25.7	17.4	11.3	17.1	15.4	14.8
Expulsions	0.0	0.8	0.9	0.1	0.5	0.6

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

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

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	33.5	5	16	48	33.5	5	22	53	32.0	8	20	52
Mathematics	32.7	2	21	39	34.9		17	51	32.7	3	24	40
Science	32.7	2	15	30	34.6		12	34	32.1	3	17	27
Social Science	35.1		9	42	35.1	2	14	51	36.3	1	9	51

# School Accountability Report Card

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

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. On November 24, 2008 facilities validation site visit was conducted at Hemet High School. Based on the field observations the following was found and the district has taken the appropriate action.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)		X		Several stained and/or cracked ceiling tiles; ceiling tiles missing, open and/or falling off; one room wall bubbling; two rooms and theatre holes in wall; missing vent covers; missing clock in one room; two rooms torn carpet; weight room cracked glass.
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			ROTC storage room thrashed, holes outside.
Fire Safety	X			Missing diffuser.
Electrical (interior and exterior)			X	Several lights out; several missing and/or cracked light diffusers; broken and/or missing switches; missing cover on light sensor; missing electrical covers; one room cord hanging from ceiling; staff restroom and boy's restroom, electric hand dryers not working; one room wallpaper is peeling off; bad ballast one room.
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)		X		Sink faucets leaking and/or dripping, loose and low water pressure.
Restrooms			X	Boy's restrooms stall has no lock and a loose toilet seat; low water pressure in one boy's restroom; 2 girl's restrooms stalls not locking, missing locks and sink faucet does not shut off; boy's restroom no doors on all 3 stalls in 800 wing; one boy's restroom toilet is off wall and stall not locking; one girls restroom toilet not working; one boy's restroom broken toilet seat; one boy's restroom handicapped stall not locking.
Sewer	X			
Roofs	X			
Playground/School/Grounds	X			
Overall Cleanliness	X			

## Overall Summary of School Facility Good Repair Status

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		



### School Facilities:

#### Maintenance and Repair

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

#### Deferred Maintenance Fund

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or

replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district has budgeted \$932,691 for the deferred maintenance program. This represents .5% percent of the district's general fund budget.

#### School Facility Conditions and Improvements

Hemet High School opened its doors in 1972 and additions were made in 1987. Modernization was initially done in 2003, and plans are now underway for future capital improvements over the next three years. Hemet High School facility promotes teaching and learning. Every classroom has adequate space and all the materials needed to ensure student success. Plans call for a new permanent classroom building, a

new theater, and a new administrative building within the next couple of years.

### **Cleaning Process and Schedule**

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

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

### **New School Construction & Modernization Projects**

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

### **Teachers:**

#### **Teacher Credentials**

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

Teachers	School			District
	2005-06	2006-07	2007-08	2008
<b>With Full Credential</b>	80	90	90	1058
<b>Without Full Credential</b>	11	3	4	45
<b>Teaching Outside Subject Area of Competence</b>	16	17	17	

#### **Teacher Misassignments and Vacant Teacher Positions**

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

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

### **Core Academic Courses Taught by NCLB Compliant Teachers**

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

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	90.7	9.3
<b>All Schools in District</b>	91.1	8.9
<b>High-Poverty Schools in District</b>	92.9	7.1
<b>Low-Poverty Schools in District</b>	78.3	21.7

### **Support Staff:**

#### **Student Services**

Services are delivered with a team approach by the following personnel: counselors, teachers, career technician, ROP student service representative, guidance administrator, clerical support, school nurse, health technician, school psychologist, and the speech therapist.

The support services provided to students include the following:

- Individual Academic and Career Advisement
- Conflict Mediation
- Life Skills Counseling
- EAOP (Early Academic Outreach Program)
- SAT Preparation
- Financial Planning Workshops
- After School Tutoring
- Scholarship and Financial Aid Assistance
- Test Administration and Interpretation
- Career Guidance Units
- Work Experience
- California Partnership Academies
- Credit Recovery Program
- College Preparation Program
- Peer Assistance Leadership Program
- Gifted and Talented Educational Program
- AVID program
- School Within a School



# School Accountability Report Card

## 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% of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6.0	426.0
Library Media Teacher (Librarian)	1.0	
Library Media Services (paraprofessional)	2.5	
Psychologist	1.0	
Nurse	1.5	
Speech/Language/Hearing Specialist	2.0	
Other	2.0	

## School Finance:

### Other Programs

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

Program	Amount
Title I	\$184,932
School & Library Improvement Block Grant	\$74,738
EIA/LEP	\$68,415
<b>Total</b>	<b>\$328,085</b>

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

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

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



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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,111	\$910	\$4,201	\$60,203
District			\$5,080	\$62,751
Percent Difference-School Site and District			(17%)	(4%)
State			\$5,300	\$65,008
Percent Difference-School Site and State			(17%)	(8%)

**Instructional Materials:**

**Adopted Textbooks**

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

Grade Level	Course/Content Area	Title	Publisher	Edition	Year Adopted
6-12	ELD	English Now, V 1.3 High Point	LitConn, Inc. Hampton Brown	2003 2001	Dec. 2006 June 2005
9-12	English/Language Arts	Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	May 2003
9-12	Mathematics	Algebra 1	McDougal, Littell	2008	June 2008
9-12	Mathematics	Geometry, Concepts and Skills	McDougal Littell	2005	June 2008
8-12	Mathematics	California Geometry	McDougal Littell	2007	June 2008
9-12	Mathematics	Algebra 2	McDougal Littell	2007	June 2008
9-12	Mathematics	Integrated Mathematics I & II	McDougal Littell Inc.	2002	May 2004
9-12	Mathematics	Pre-Calculus with Limits, 5 <sup>th</sup> Edition	McDougal Littell	2008	June 2008
12	Mathematics	Calculus	Addison Wesley	1999	June 1999
10-12	Science	Modern Biology	Holt, Rinehart & Winston	2000 2002	July 2001
9-10	Science	Life Science	Merrill	1993, 1995, 2002	April 1993
9-10	Science	Physical Science	Merrill	1993	April 1993
9	Science	Modern Earth Science	Holt, Rinehart & Winston	2002	July 2001
11-12	Science	Fundamentals of Chemistry, 4 <sup>th</sup> Ed. Fundamentals of Chemistry, 6 <sup>th</sup> Ed. (AP)	Prentice Hall Houghton Mifflin	2003 2003	July 2004 Dec. 2004
10-12	Science	Holes Essentials of Human Anatomy & Physiology, 9 <sup>th</sup> Edition	McGraw Hill Companies	2006	January 2006
10-12	Science	Physics	Prentice Hall	2000	April 2000
11-12	Science	Integrated Principles of Zoology	McGraw Hill	2006	January 2006
9	Social Science	World Geography	McDougal Littell	2006	June 2007
9	Social Science	Health Skills & Wellness – Behavioral Health Science	Prentice Hall	1994/2001	June 2000
10	Social Science	World History, The Modern World	Prentice Hall	2007	June 2007
11	Social Science	US History, Modern America	Prentice Hall	2008	June 2007
12	Social Science	Magruders American Government	Prentice Hall	1992/1994/ 2000, 2006	June 2007 Dec. 2006
12	Social Science	Economics, Principles in Action Economics, 7 <sup>th</sup> Ed.	Prentice Hall South-Western	2001, 2007 2005	June 2007 Dec. 2006
12	Social Science	Western Civilization	Thomson Learning, Inc.	2006	January 2006
9-12	Visual & Performing Arts	Music Appreciation Stage Makeup Simply 3D	McGraw Hill Watson-Guption Micrografx	2000 1999 1998	Dec. 2001 Dec. 2001 April 2000
9-12	Foreign Language	Deutsch Aktuell, 1, 2 & 3 Bienvenue, French 1 A bord, French 2 En voyage, French 3 & 4 En español! 1 & 2 Abriendo Puertas – Antología de Literatura en Español, Tomo 1 & Tomo II (AP) Abriendo Puertas (AP)	Paradigm Publ. Glencoe  McDougal Littell McDougal Littell	1998 1998  2000 2003	July 2001 July 2000  June 1999 June 2007
<b>Intervention Programs for Reading/Language Arts</b>					
4-12	Reading/Language Arts	SRA/Reach High Point EI Scholastic Read 180	SRA/McGraw Hill Hampton-Brown Co. Scholastic, Inc.	2002 2001 2002	July 2005

## Availability of Textbooks Instructional Materials

On October 7, 2008 the Board unanimously approved the adoption of the Resolution regarding Sufficiency of Instructional Materials for fiscal year 2008-2009 pursuant to Education Code 60119. This table displays the results of that resolution.

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

## Student Performance:

### California Physical Fitness Test Results

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

Note: Scores are not shown when the number of students tested is 10

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)
9	49.0

or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### California Standards Tests (CST)

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

## CST Results for all Students Three Year Comparison

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

Subject	School			District			State		
	06	07	08	06	07	08	06	07	08
ELA	50	50	52	39	39	43	42	43	46
Math	26	22	43	34	34	37	40	40	43
Science	34	38	41	28	32	39	35	38	46
History/Social Science	35	35	41	28	28	31	33	33	36

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

## CST Results by Student Group Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced Level			
	English-Language Arts	Math	Science	History/Social Science
African American	25	14	18	18
American Indian or Alaska Native	37	21	*	*
Asian	73	50	85	55
Hispanic or Latino	39	19	28	32
White (not Hispanic)	60	32	49	46
Male	48	30	46	47
Female	55	26	37	34
Economically Disadvantaged	39	21	31	*
English Learners	14	8	17	10
Students with Disabilities	7	2	7	*

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

## California High School Exit Exam (CAHSEE) Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at [www.cde.ca.gov/ta/tg/hs/](http://www.cde.ca.gov/ta/tg/hs/).

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

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	54.9	55.4	56.4	46.3	45.9	49.2	51.1	48.6	52.9
Mathematics	43.9	49.9	48.9	33.8	39.8	42.9	46.8	49.9	51.3

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

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	43.6	41.0	15.4	51.1	36.3	12.6
Male	49.1	36.7	14.2	48.5	37.1	14.4
Female	38.6	44.9	16.5	53.6	35.5	10.9
African American	52.6	47.4	0.0	80.0	20.0	0.0
Asian	15.0	40.0	45.0	25.0	30.0	45.0
Hispanic or Latino	57.3	35.9	6.8	65.2	27.6	7.2
White (not Hispanic)	35.6	44.5	19.9	41.8	43.3	14.8
English Learners	72.4	25.3	2.3	71.3	24.1	4.6
Economically Disadvantaged	56.7	38.0	5.3	63.6	30.6	5.8
Students with Disabilities	89.8	10.2	0.0	93.0	3.5	3.5

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

## Accountability:

### Academic Performance Index

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

### API Ranks Three Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	7	7	7
Similar Schools	9	8	7



## 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 two years, and the most recent API score.

Group	Actual API Change			API Score
	2005-06	2006-07	2007-08	2008
All Students	20	2	19	754
Hispanic or Latino	18	1	27	703
White (not Hispanic)	24	7	14	782
Economically Disadvantaged	24	3	31	703
English Learners	36	-5	55	657
Students with Disabilities	79	-16	63	547

## Adequate Yearly Progress (AYP)

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

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

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

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

## School Completion:

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to

ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

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

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

Indicator	School			District			State		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
Dropout Rate (1-Year)	0.1	0.7	2.3	1.2	3.7	5.7	3.1	3.5	4.4
Graduation Rate	97.7	95.0	94.7	86.1	78.0	78.5	84.9	83.0	79.5

## Career Technical Education Programs

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

- Accounting
- Acting
- Advanced Placement Computer Skills
- Agriculture Science 1 & 2
- Auto Mechanics
- Cabinet Making
- Child Development
- Child Development—Lab
- Children's Theater
- Computer Keyboarding
- Digital Photography
- Foods/Nutrition
- Multimedia
- Plant & Soil Science
- Small Engines
- Theater Technology
- Theater Workshop
- Theatre Make-Up
- Veterinary Science



## Career Technical Education Participation

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

Measure	CTE Program Participation
Number of Pupils	215
Percent of pupils completing a CTE program and earning a high school diploma	99%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

## Courses for University of California and/or California State University Admission (2006-07)

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

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	75.4
Graduates Who Completed All Courses Required for UC/CSU Admission	26.9

## Advanced Placement Courses

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

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science	1	6.3
English	2	
Fine and Performing Arts	1	
Foreign Language	3	
Mathematics	3	
Science	1	
Social Science	3	
All Courses	14	

## Completion of High School Graduation Requirements

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

Group	Graduating Class of 2008	
	School	District
All Students	86%	73%
African American	78%	58%
American Indian or Alaska Native	25%	54%
Asian	100%	100%
Hispanic or Latino	84%	70%
Pacific Islander	100%	73%
White (not Hispanic)	87%	76%
Economically Disadvantaged	75%	78%
English Learners	68%	67%
Students with Disabilities	50%	38%

## Student Progress

Pacing Guides have been developed for English and Math. Students have met all 18 goals to meet AYP and students have met the API goal as well. The 2007-08 API score was 754.

Student performance and progress are monitored through triad grades, common assessments and bi-monthly teacher collaboration meetings.

Student progress is reported to parents via the Progress Reports and Report Cards. Community newspapers, parents meetings, and School Site Council meetings inform the school community. Students receive their standardized test scores through the mail. Counselors use the results in making educational decisions regarding the educational plan for each student.

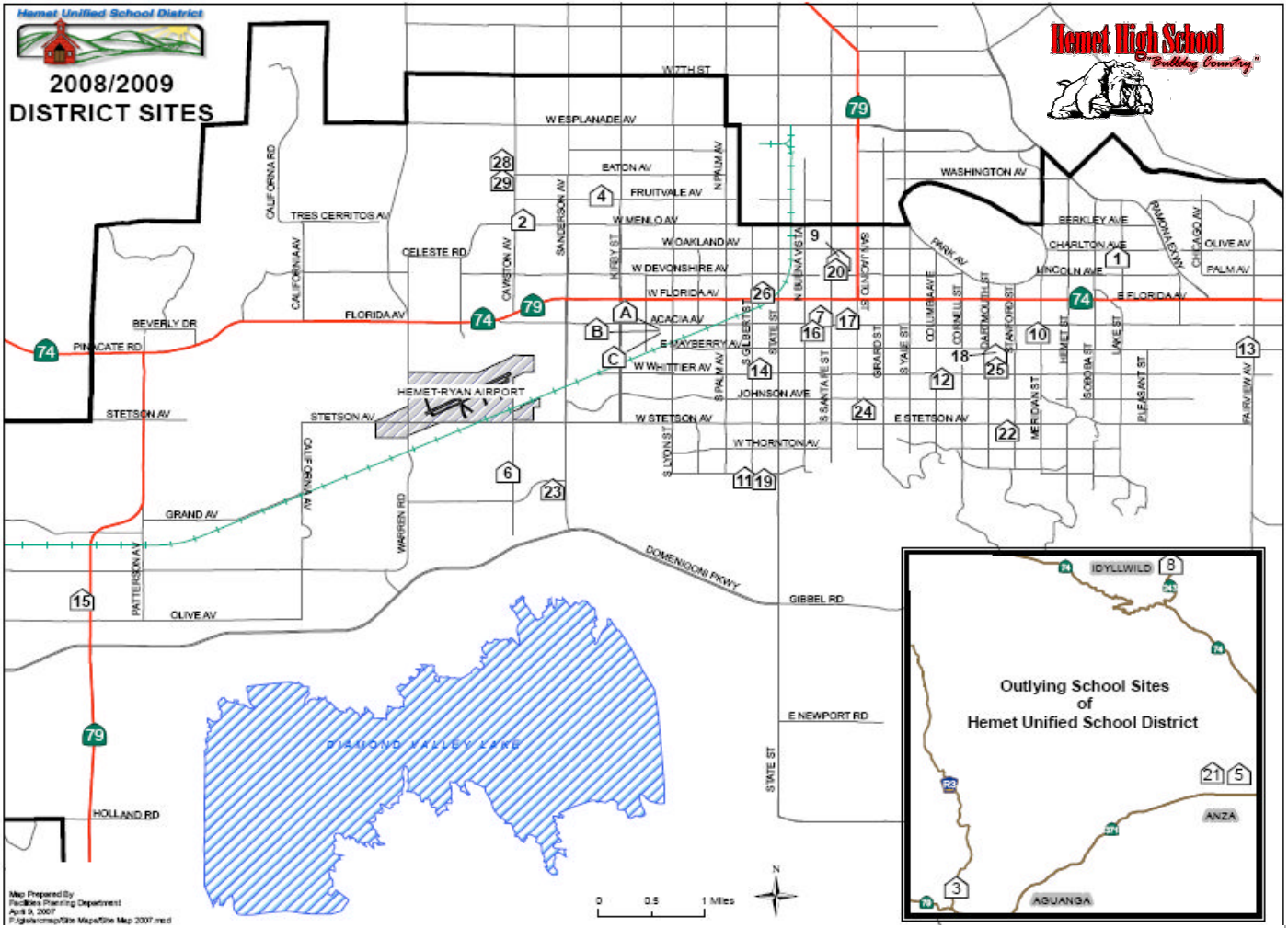
## Instructional Planning and Scheduling:

### Professional Development

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

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

Hemet High School works to expand staff development opportunities. Professional development activities reflect the school improvement objectives identified for each department and most recent WASC Accreditation Report. Hemet High received a six-year accreditation in 1998, and 2004. We are currently accredited through 2010.



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

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

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