SCHOOL ACCOUNTABILITY REPORT CARD FOR 2003-2004
CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT

Hawthorne High School

ADDRESS: 4859 W. El Segundo Blvd., Hawthorne, CA 90250 **PHONE:** (310) 263-4400

PRINCIPAL: Frank Dolce **GRADE RANGE:** 9-12 **SCHEDULE:** Traditional

OUR SCHOOL AT A GLANCE

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Student enrollment	Total number of students enrolled	2,863	2,094	1,351
Teachers	Number of classroom teachers (full-time equivalent)	124	87	58
Students per teacher	How many students there are per teacher	23	25	24
Academic Performance Index	The state's method of combining test scores across all subjects and grade levels	558	638	670
Students per computer	How many students share one computer	4	4	4

Principal's Comments

At Hawthorne High School we are committed to developing each student's intellectual, moral, and emotional character to its greatest potential by providing a learning environment that is safe, orderly, supportive, and effective. We encourage our students to commit themselves to academic achievement, the pursuit of excellence, and the highest ethical standards. We encourage our students to accept responsibility for their own lives, their actions, and the impact they have on others. We work to develop students who will both adapt and contribute to a changing society as they continue their lifelong process of learning. Hawthorne High School is committed to shared decision making with the community to maintain our educational environment and achieve our mission. As a schoolwide team of administrators, educators, parents, and community, we know that through a combined effort we can guide, nurture, inspire, and direct our students through a highly successful high school experience.

Achievements

- We offered 11 Advanced Placement (AP) courses to students who desired college-level coursework.
- For the third year in a row our counseling department gained statewide recognition (Best of the West) for its work with students.
- We met Adequate Yearly Progress (AYP), as defined by the federal law known as No Child Left Behind.
- Our students and staff achieved a 30-point gain in our school's Academic Performance Index (API), exceeding the target set by the state by 16 points.
- Our school offered the Advancement Via Individual Determination (AVID) program, a four-year elective program designed to motivate students to attend college. Our AVID program graduated more seniors than did any other high school in Los Angeles County that also offered the program
- We had eight Gates-Millennium scholars and two Dell scholars.

Focus for Improvement

- We follow a highly motivating instructional program that is based on the California Content Standards and uses the most rigorous and effective instructional strategies. We focus on increasing student achievement through reading, writing, and verbal skills to meet their current educational needs and prepare them for the demands of the future.

Contents

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Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school's API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The state Department of Education (CDE) calculates our school's API score using student test results from the California Standards Tests, the CAT/6, and, for high schools, the California High School Exit Exam. API scores range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800.

Hawthorne's API was 558 (out of 1000). This is an increase of 30 points compared to last year's API. About 99 percent of students took the test, which did meet the state's required participation rate of 90 percent.

API RANKINGS: Based on our API score, our school is ranked on a scale from 1 to 10 (10 being the highest). We receive one ranking that compares us to all high schools in the state. Compared to all high schools in California, our school currently ranks 1 out of 10.

We also receive a second ranking that compares us to schools with similar students, teachers, and class sizes. Compared to similar schools, our school currently ranks 4 out of 10.

CALIFORNIA
API
ACADEMIC PERFORMANCE INDEX

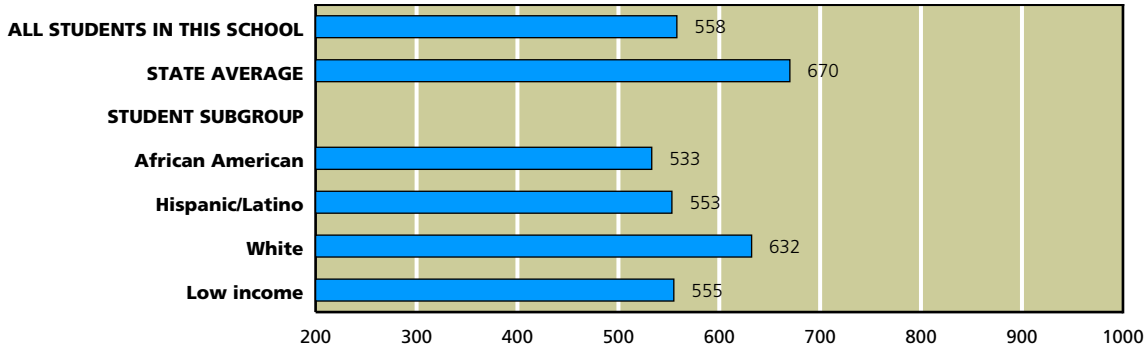
Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**558**
Growth attained from prior year	**30**
Met subgroup* growth targets	**Yes**
Governor's Performance Award	**Yes**
Underperforming school	**Yes**

SOURCE: API based on spring 2004 test cycle. Growth scores alone are displayed, and are current as of February 2004.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API GROWTH TARGETS: Each year, the state Department of Education sets specific API "growth targets" for every school. They assign one growth target for the entire school, and they set additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible for awards, such as the Governor's Performance Award; if they do not, they may receive sanctions. We did meet our assigned growth targets during the 2003–2004 school year and qualified for the Governor's Performance Award. Just for reference, 47 percent of high schools met their growth targets.

Academic Performance Index, Spring 2004



SOURCE: Academic Performance Index based on spring 2004 test cycle. State average represents high schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

UNDERPERFORMING SCHOOL: Based on our prior years' test scores, our school qualified for the Immediate Intervention/Underperforming Schools Program (II/USP) or the High Priority School Grant Program (HPSG). This means we applied for grant money from the state to improve student achievement. Schools in this program must improve their API scores each year during a three-year period. If they do not, they may face sanctions. For more information on II/USP or HSPG, please contact our principal.

Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet new requirements set by the federal education law known as No Child Left Behind. This law requires all schools to report how well students are achieving based on a concept called Adequate Yearly Progress (AYP).

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above proficient levels on the California High School Exit Exam (11.2 percent on the English test and 9.6 percent on the math test). These goals must also be met by significant ethnic and socioeconomic subgroups of students. Second, the schools must achieve an API of at least 560 or increase their API by one point. Third, 95 percent of 10th grade students must take the high school exit exam. Fourth, the graduation rate for the class of 2002–2003 must be higher than 82.8 percent (or satisfy alternate improvement criteria).

If a school fails to meet even one of the criteria, it fails to meet AYP. While all schools must report their progress towards meeting AYP, only schools getting federal funding to help economically disadvantaged students are actually penalized if they fail to make the mark. If these schools fail to meet AYP for two consecutive years or more, they must provide special services to students, such as a transfer to a different school or tutoring. In some cases, the school faces intervention from the state of California.

FEDERAL
AYP
ADEQUATE YEARLY PROGRESS

Met AYP	**Yes**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**Yes**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**Yes**
Met schoolwide API for AYP	**Yes**
Met graduation rate	**Yes**
Program Improvement School	**Yes**

SOURCE: AYP is based on Phase I, II, and III results released by the CDE between October 2003 and March 2004.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL ● NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE TEST?	DID 11.2% MEET OBJECTIVE ON EXIT EXAM?	DID 95% OF STUDENTS TAKE THE TEST?	DID 9.6% MEET OBJECTIVE ON EXIT EXAM?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students with disabilities	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
African American	●	●	●	●
American Indian	●	●	●	●
Asian	●	●	●	●
Filipino	●	●	●	●
Hispanic/Latino	●	●	●	●
Pacific Islander	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of January 2005, Calif. Dept. of Education.

The table at left shows where we met our AYP goals. The gray dots represent where we've met our goals; red dots indicate goals we missed. Just one red dot is sufficient to cause us to fail to attain what NCLB defines as "Adequate Yearly Progress."

Note: Yellow dots indicate that too few students were in the category to draw meaningful conclusions. Federal rules require at least 50 students to take the test for statistical significance.

We have been classified a Program Improvement school. The federal No Child Left Behind Act requires that we be placed on notice because we didn't make "adequate yearly progress" two years in a row. We are still working to improve our results, and when we do so for several consecutive years, we will be free to leave Program Improvement.

STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests in selected subjects. We present our schoolwide results next to the results for the average high school in California. On the following pages we provide more detail for each test, including the scores for different groups of students. In addition, we provide links to the California Standards on which these tests are based. If you'd like more information about the CSTs, please contact our principal or our teaching staff.

California Standards Test Scores

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED

TESTED SUBJECT	2003–2004 LOW SCORES	2003–2004 HIGH SCORES	2002–2003 LOW SCORES	2002–2003 HIGH SCORES	2001–2002 LOW SCORES	2001–2002 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school						
Average high school						
GEOMETRY						
Our school						
Average high school						
U.S. HISTORY						
Our school						
Average high school						
BIOLOGY						
Our school						
Average high school						

SOURCE: The scores for the California Standards Tests are from the spring 2004 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

California Standards Test Scores: Top Scores Only (Advanced and Proficient)

TESTED SUBJECT	2003–2004	2002–2003	2001–2002
ENGLISH/LANGUAGE ARTS			
Our school	17%	15%	12%
Average high school	37%	36%	33%
GEOMETRY			
Our school	3%	4%	5%
Average high school	22%	25%	27%
U.S. HISTORY			
Our school	16%	14%	12%
Average high school	35%	36%	33%
BIOLOGY			
Our school	22%	9%	19%
Average high school	31%	37%	36%

SOURCE: The scores for the California Standards Tests are from the spring 2004 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

Frequently Asked Questions

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and our concern for statistical reliability, we have omitted grade-level detail from these test results. Presenting the results at the schoolwide level enables readers to view the results of far more students than any one grade level would contain. This also improves the statistical reliability of the results. Grade-level results can be found online at the **STAR testing Web site**.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level, and our eventual goal is to enable all students to reach either of the top two bands, advanced or proficient. Those who score in the middle band, basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—below basic or far below basic—need more help to reach the proficient level. The number of questions students must answer correctly in order to be grouped into one of these five proficiency levels is revealed in the **CDE's technical memo** available on the CDE's Web site.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TESTS (CAT/6) SCORED DIFFERENTLY? These two tests are quite different, and their scoring methods differ, too. When students take the CST, they are scored against five criteria. So in theory, all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This is similar to grading "on the curve." Students' CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? California's standards are very high, and the tests that measure students' mastery are similarly difficult. This is reflected in the results, with just over 36 percent of elementary school students scoring proficient or advanced on the English/language arts test. Our state's standards are considered by experts to be among the clearest and most rigorous in the country. To see for yourself how difficult the **California Standards** are, spend a few minutes reviewing them.

ARE ALL STUDENTS' SCORES INCLUDED? Yes, the results of all students who took the test are included, with one exception. When schoolwide results are reported and 10 or fewer students in one grade or subgroup take a test, state officials remove their scores from the report. They do this to protect students' privacy as called for by federal law. All students in grades two through eleven are required to take these tests unless their parents have requested waivers.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS WHEN VIEWED AT THE SCHOOL LEVEL? The reliability of results depends on the number of students tested and the number of questions on the test. The scores of 300 students who answered 60 questions, for example, result in a very reliable schoolwide score. This means the results would be very similar if the same test were given to an identical group of students. However, if you're reviewing the scores of only 20 students, you can expect the results to be quite different than if another group of 20 nearly identical students took the test. When fewer than 30 students' scores are available, we do not report them because of this low level of reliability.

WHERE CAN I FIND SAMPLE TEST QUESTIONS TO REVIEW? You can find sample test questions for all of the California Standards Tests by going to the **CDE's Web site**. They are a helpful way to see actual samples of live questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The California Department of Education has placed a wealth of resources on its Web site. First, the STAR test reporting site offers a path both to the detailed reports for schools and districts, and to assistance packets for parents and teaches. The **grades and subjects** covered by these tests are fully described. Explanations of **technical terms** and scores can be most helpful. You'll also find a guide to navigating the STAR reporting tool, as well as help understanding how to **compare test scores**.

WHY ARE YOU REPORTING ONLY SOME OF THE RESULTS FOR ALL THE TESTS STUDENTS TAKE? California's test program includes many tests not mentioned in this report. For brevity's sake, we're reporting the California Standards Test results from one course in each of the four core subjects. From the science series, we've selected biology because it is the science course taken by more students statewide than any other. In the math series, we've selected geometry because algebra is now supposed to be taken by all eighth graders, leaving geometry as the class designated to be the class freshmen and sophomores take. In social studies, we've selected American history, taken by all juniors (eleventh graders).

English/language arts is the one course that summarizes the results of students in grades nine through eleven. In addition to the California Standards Tests, we report all the tests given as part of the CAT/6.

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		17%	99%	**SCHOOLWIDE AVERAGE:** About 20 percent fewer students at our school scored proficient or higher than at the average high school in California.
AVERAGE HIGH SCHOOL IN CALIFORNIA		37%	96%	

English/Language Arts, by subgroup

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT to RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

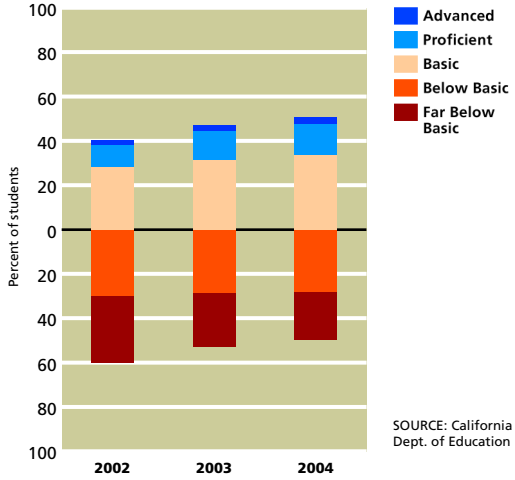
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
Boys		14%	1,147	**GENDER:** About five percent more girls than boys at our school scored proficient or higher.
Girls		19%	984	
English proficient		24%	1,339	**ENGLISH PROFICIENCY:** English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners		5%	802	
Low income		16%	1,462	**INCOME:** About three percent fewer students from lower income families scored proficient or higher than our other students.
Not low income		19%	679	
Learning disabled	NO DATA AVAILABLE	N/A	N/A	**LEARNING DISABILITIES:** We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		18%	1,913	
African American		15%	307	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Asian American	DATA STATISTICALLY UNRELIABLE	N/S	12	
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	11	
Hispanic		15%	1,604	
Pacific Islander		13%	38	
White		31%	130	

SOURCE: The scores for the California Standards Tests are from the spring 2004 test cycle. State average represents high schools only. Whenever a school reports fewer than eleven scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. The three top bands appear above the black horizontal line, and the two lowest proficiency bands appear below. Our progress can take many forms, but it rests on helping students score at higher proficiency levels year to year. This means progress can be fewer students in the lower two proficiency bands, or more students in the top proficiency bands.

To read more about the English/language arts standards for **ninth and tenth** grades and **eleventh and twelfth** grades, visit the California Department of Education's Web site.

Three Year Trend: English/Language Arts



SOURCE: California Dept. of Education

Geometry

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

FAR BELOW BASIC | BELOW BASIC | BASIC | PROFICIENT | ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			3%	23%	**SCHOOLWIDE AVERAGE:** About 19 percent fewer students at our school scored proficient or higher than at the average high school in California.
AVERAGE HIGH SCHOOL IN CALIFORNIA			22%	22%	

Geometry, by subgroup

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT to RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC | PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
Boys			4%	258	**GENDER:** About the same percent of boys and girls at our school scored proficient or higher.
Girls			3%	240	
English proficient			4%	346	**ENGLISH PROFICIENCY:** English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			2%	154	
Learning disabled	NO DATA AVAILABLE		N/A	N/A	**LEARNING DISABILITIES:** We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			4%	478	
Low income			3%	337	**INCOME:** About the same percent of students from lower income families scored proficient or higher as our other students.
Not low income			4%	163	
African American			2%	59	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Filipino	DATA STATISTICALLY UNRELIABLE		N/S	16	
Hispanic			3%	378	
White			0%	34	

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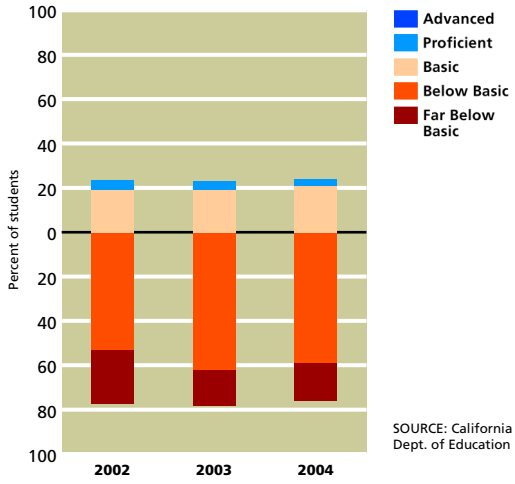
To read more about the math standards for grades **eight through twelve**, as well as the California standards for **geometry**, visit the California Department of Education's Web site.

Three Year Trend: Geometry



SOURCE: California Dept. of Education

U.S. History

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		16%	99%	**SCHOOLWIDE AVERAGE:** About 19 percent fewer students at our school scored proficient or higher than at the average high school in California.
AVERAGE HIGH SCHOOL IN CALIFORNIA		35%	93%	

U.S. History, by subgroup

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT to RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
Boys		15%	328	**GENDER:** About two percent more girls than boys at our school scored proficient or higher.
Girls		17%	316	
English proficient		20%	473	**ENGLISH PROFICIENCY:** English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners		2%	174	
Low income		15%	439	**INCOME:** About the same percent of students from lower income families scored proficient or higher as our other students.
Not low income		16%	208	
Learning disabled	NO DATA AVAILABLE	N/A	N/A	**LEARNING DISABILITIES:** We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		18%	572	
African American		11%	87	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	11	
Hispanic		14%	482	
Pacific Islander	DATA STATISTICALLY UNRELIABLE	N/S	15	
White		26%	42	

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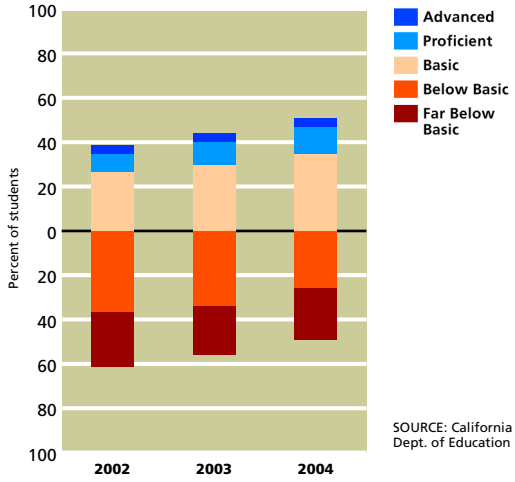
To read more about the California history standards for **tenth**, **eleventh**, and **twelfth** grades, visit the California Department of Education's Web site.

Three Year Trend: U.S. History



SOURCE: California Dept. of Education

Biology

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		22%	40%	**SCHOOLWIDE AVERAGE:** About nine percent fewer students at our school scored proficient or higher than at the average high school in California.
AVERAGE HIGH SCHOOL IN CALIFORNIA		31%	30%	

Biology, by subgroup

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT to RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR HIGHER	STUDENTS TESTED	COMMENTS
Boys		18%	446	**GENDER:** About eight percent more girls than boys at our school scored proficient or higher.
Girls		26%	404	
English proficient		28%	542	**ENGLISH PROFICIENCY:** English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners		11%	311	
Low income		22%	581	**INCOME:** About the same percent of students from lower income families scored proficient or higher as our other students.
Not low income		21%	272	
Learning disabled	NO DATA AVAILABLE	N/A	N/A	**LEARNING DISABILITIES:** We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled		24%	770	
African American		16%	112	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Asian American	DATA STATISTICALLY UNRELIABLE	N/S	12	
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	13	
Hispanic		21%	643	
Pacific Islander	DATA STATISTICALLY UNRELIABLE	N/S	16	
White		29%	55	

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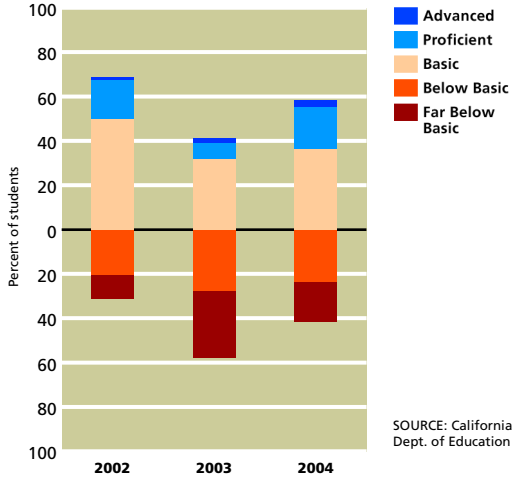
To read more about the California standards for **biology/life sciences**, **physics**, **chemistry**, and **earth sciences**, visit the California Department of Education's Web site.

Three Year Trend: Biology



SOURCE: California Dept. of Education

California Achievement Test (CAT/6)

The CAT/6 is a "nationally normed" test, which means that students are scored against each other, much like being graded "on the curve." The CAT/6 reflects national academic standards, and it enables us to see how our students are doing compared to other students in the nation. We've constructed two schoolwide perspectives on the results: high-scoring students (those in the top quarter of students nationally) and students scoring at or above average (those in the top half). We also separate the scores of students proficient in English compared to their peers, and the scores of students still learning English compared to their peers.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percent of students scoring at or above the 75th percentile nationally	8%	20%	24%
Students scoring at or above average (all students)	Percent of students scoring at or above the 50th percentile nationally	29%	44%	50%
English proficient students	Percent of English proficient students scoring at or above the 50th percentile nationally	39%	53%	58%
English learners	Percent of English learners scoring at or above the 50th percentile nationally	13%	11%	12%
LANGUAGE				
High-scoring students	Percent of students scoring at or above the 75th percentile nationally	8%	21%	25%
Students scoring at or above average (all students)	Percent of students scoring at or above the 50th percentile nationally	30%	45%	50%
English proficient students	Percent of English proficient students scoring at or above the 50th percentile nationally	40%	54%	58%
English learners	Percent of English learners scoring at or above the 50th percentile nationally	12%	13%	14%
MATH				
High-scoring students	Percent of students scoring at or above the 75th percentile nationally	9%	23%	27%
Students scoring at or above average (all students)	Percent of students scoring at or above the 50th percentile nationally	28%	43%	50%
English proficient students	Percent of English proficient students scoring at or above the 50th percentile nationally	36%	51%	56%
English learners	Percent of English learners scoring at or above the 50th percentile nationally	16%	18%	20%
SCIENCE				
High scoring students	Percent of students scoring at or above the 75th percentile nationally	8%	18%	24%
Students scoring above average (all students)	Percent of students scoring at or above the 50th percentile nationally	28%	41%	49%
English-proficient students	Percent of English-proficient students scoring at or above the 50th percentile nationally	36%	49%	56%
English learners	Percent of English learners scoring at the 50th percentile and higher nationally	13%	13%	14%

SOURCE: The scores for the CAT/6 are from the spring 2004 test cycle. County and state averages represent high schools only. Whenever a school reports fewer than eleven scores for a particular subgroup at any grade level, the CDE suppresses the scores when they release the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Hawthorne, 29 percent of students scored at or above average in reading (compared to 50 percent statewide); 30 percent scored at or above average in language (compared to 50 percent statewide); 28 percent scored at or above average in math (compared to 50 percent statewide); and 28 percent scored at or above average in science (compared to 49 percent statewide). The subject with the most students scoring at or above average was language.

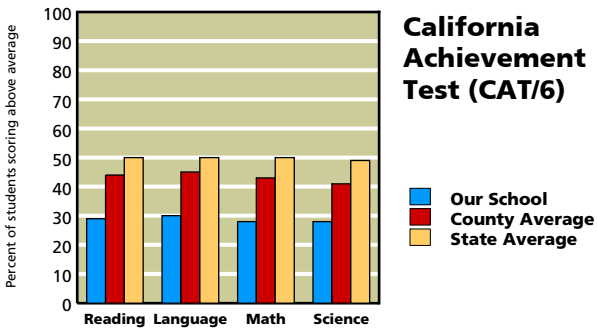
HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (at the 75th percentile and higher). At Hawthorne, eight percent of students scored at the top in reading (compared to 24 percent statewide); eight percent scored at the top in language (compared to 25 percent statewide); nine percent scored at the top in math (compared to 27 percent statewide); and eight percent scored at the top in science (compared to 24 percent statewide). The subject with the most high-scoring students was math.

ENGLISH PROFICIENT STUDENTS SCORING ABOVE AVERAGE: Here we've separated the results of students who are English proficient from students who are learning English. At Hawthorne, 39 percent of English proficient students scored at or above average in reading (compared to 58 percent statewide); 40 percent scored at or above average in language (compared to 58 percent statewide); 36 percent scored at or above average in math (compared to 56 percent statewide); and 36 percent scored at or above average in science (compared to 56 percent statewide). The subject with the most English proficient students scoring at or above average was language.

ENGLISH LEARNERS SCORING ABOVE AVERAGE: This view of test scores examines how well students classified as English learners performed on the CAT/6. At Hawthorne, 13 percent of English learners scored at or above average in reading (compared to 12 percent statewide); 12 percent scored at or above average in language (compared to 14 percent statewide); 16 percent of English learners scored at or above average in math (compared to 20 percent statewide); and 13 percent of English learners scored at or above average in science (compared to 14 percent statewide). The subject with the most English learners scoring at or above average was math.

Our CAT/6 Results Compared

Students at our school take the CAT/6 in grades nine through eleven. In the graph to the right, you'll see the results of all students in each of the subjects we tested. The values displayed represent the percent of our students who scored at or above average compared to other high students in the county and state. This is just one way to view results. More specific grade-level results are available on request.



SOURCE: Spring 2004 test cycle. State average represents high schools only.

PREPARATION FOR COLLEGE AND THE WORKFORCE

College Preparation

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT verbal	Average score of juniors and seniors taking the test, 2003–2004	411	473	496
SAT math	Average score of juniors and seniors taking the test, 2003–2004	430	499	519
SAT participation rate	Percent of seniors who took the test, 2003–2004	30%	43%	39%
Advanced classes	Ratio of the number of Advanced Placement classes taken and passed to the number of juniors and seniors, 2003–2004	21%	24%	22%
Students meeting UC or CSU course requirements	Percent of graduates passing all of the courses required for admission to the UC or CSU systems, 2002–2003	29%	36%	34%
Students attending UC	Percent of graduates who actually attended any campus of the University of California system, 2002–2003	4%	9%	8%
Students attending CSU	Percent of graduates who actually attended any campus of the California State University system, 2002–2003	11%	11%	11%
Students attending community colleges	Percent of graduates who actually attended any campus of the California community college system, 2002–2003	34%	32%	30%

SOURCE: SAT test data provided by the College Board for the 2002–2003 school year. They also provide the information about Advanced Placement courses taken and passed. College attendance data is from the California Post-Secondary Education Commission for the graduating class of 2003. Enrollment in UC/CSU qualifying courses comes from the PAIF report of October 2003. County and state averages represent high schools only.

In the 2003–2004 academic year, 30 percent of Hawthorne students took the SAT, compared to 39 percent of high school students in California.

Hawthorne students scored 411 on the verbal portion of the SAT, compared to 496 for students throughout the state. On the math portion of the SAT, Hawthorne students scored 430 compared to 519 for students throughout the state.

Advanced Placement (AP) classes are a useful indicator of how college-oriented students are doing. These classes are not offered by all high schools. AP classes are usually considered to be the equivalent of college courses. Here at Hawthorne, the number of AP exams taken and passed was 21 per 100 juniors and seniors. In California, by comparison, high school students successfully completed AP classes at a rate of 22 per 100 juniors and seniors.

The percent of Hawthorne's students taking courses required for admission to the University of California or the California State University system was 29 percent, compared to 34 percent for students in the state. This is an indicator of whether the school is offering, and students are taking, the classes required for admission to the University of California or California State University systems.

College attendance data is limited to public colleges in California. Out of Hawthorne's 2003 graduating class, 49 percent went on to enroll in some part of the California public college system, compared to 49 percent of students throughout the state. Here's the detail: four percent of the graduating class went to UC campuses, 11 percent went to CSU campuses, and 34 percent went to two-year colleges in the community college system.

Advanced Placement Courses Offered

High school students, in their junior or senior year, may enroll in courses that are more challenging. These include honors and Advanced Placement courses. Students who take these AP courses and pass with scores of 3.0 or higher usually qualify for college credit. Our high school offers 11 different courses that you'll see listed in the table.

SUBJECT	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
Fine and Performing Arts	1	3	109
Computer Science	0	0	0
English	1	1	33
Foreign Language	2	5	168
Mathematics	2	2	43
Science	1	1	17
Social Science	4	8	232

SOURCE: CBEDS PAIF October 2004

Dropouts and Graduates

We now count as a **dropout** any student who left school during 2002–2003 prior to completing the year and did not reenroll. A dropout can also be a student who hasn't reenrolled in our school for the 2003–2004 year by October 2003. Our dropout rate for the prior three years appears in the top part of the table.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropouts			
2003–2004	6%	5%	3%
2002–2003	8%	4%	3%
2001–2002	10%	3%	2%
Graduates			
2003–2004	66%	80%	87%
2002–2003	67%	81%	87%
2001–2002	60%	82%	87%

SOURCE: Dropout data comes from the CBEDS census of October 2004. County and state averages represent high schools only.

Identifying dropouts is difficult because many students who leave our school unexpectedly don't let us know why they're leaving or where they're going. As a result, we often have to trace their steps so we can determine whether they have really left school. This is imprecise, at best.

The **graduation rate** is an estimate of our school's success in keeping students in school. It is a rough estimate, at best. Because the calculation relies on dropout counts, which are imprecise, our graduation rate is also inexact. If you have questions about this, you can find help on the **California Department of Education Web site**.

Workforce Preparation

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Vocational education	Percent of students enrolled in a vocational education course	34%	22%	29%
Vocational graduates	Percent of graduates who completed a series of vocational education courses	N/A	N/A	N/A

SOURCE: CBEDS census, October 2003. County and state averages represent high schools only.

Our high school offers courses intended to help students prepare for the world of work. These courses are open to all students. The first row of the table above shows the percent of our students who enrolled in a vocational education course at any time during the school year. The second row, in prior years, used to show the percent of graduating seniors who completed an entire series of vocational education courses. This was a useful indicator of a high school's ability to enable students to enter the work world well prepared to succeed. Unfortunately, the California Department of Education no longer gathers and reports this information. So if you'd like to know more about our school's vocational education program, please contact our principal.

STUDENTS

Students' English Language Skills

At Hawthorne, 67 percent of students were considered to be proficient in English, compared to 84 percent of high school students in California overall. Of the 33 percent of Hawthorne students who were still learning English, 18 percent advanced to English proficiency since the census of 2003–2004.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	67%	79%	84%
English learners	33%	21%	16%

SOURCE: Language Census for school year 2003–2004. County and state averages represent high schools only.

Home Languages of Students Learning English

Please note that the adjacent table describes the home languages of just the 944 students classified as English learners. At Hawthorne, the language these students most often speak at home is Spanish. In California, it's common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	97%	86%	81%
Vietnamese	0%	1%	2%
Hmong	0%	0%	2%
Cantonese	0%	2%	2%
Filipino/Tagalog	0%	1%	2%
Khmer/Cambodian	0%	1%	1%
Korean	0%	2%	1%
All other	2%	8%	9%

SOURCE: Language Census for school year 2003–2004. County and state averages represent high schools only.

Ethnicity

Most students at Hawthorne identify themselves as Latino/Hispanic. In fact, there are about six times as many Latino/Hispanic students as African American students, the second-largest ethnic group at Hawthorne. The state of California allows citizens to choose more than one ethnic identity, or to select "multi-ethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	13%	11%	8%
Asian American/ Pacific Islander	4%	12%	12%
Latino/Hispanic	76%	55%	40%
White/European American/ Other	6%	21%	39%

SOURCE: CBEDS census of October 2003. County and state averages represent high schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earn less than $34,040 a year (based on a family of four). At Hawthorne, 68 percent of the students qualified for this program, compared to 35 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	68%	50%	35%
Parents with some college	33%	51%	59%
Parents with college degree	10%	31%	35%

SOURCE: The free and reduced-price lunch information is gathered by most districts at the start of each school year in October. This is from the 2003–2004 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent high schools only.

The parents of 33 percent of the students at Hawthorne have attended college, and ten percent have a college degree. Note that not all students provide this data, so it may be less than fully accurate.

CLIMATE FOR LEARNING

Average Class Sizes

Classes at Hawthorne vary in average class size from a low of 27 students to a high of 34. Our average class size schoolwide is 31 students. The average class size for high schools in the state is 29 students. The adjacent table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZE OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	27	25	26
History	32	32	31
Math	31	29	28
Science	34	32	30

SOURCE: CBEDS census, October 2003. County and state averages represent high schools only.

Safety

The full report of the **California Safe School Assessment** for 2001 can be found on the Web site of the California Department of Education. Because the law creating this crime assessment was not renewed by the Legislature, this is the last year this report was published.

We update our school safety plan annually to ensure the safest possible climate for our students. All of our safety officers complete an officers training course. We provide safety zones before, during, and after school, including lunchtime, where all administrators, counselors, and officers take an active role to ensure the best behaviors possible of our students. Parents of Hawthorne students can be certain that every effort is made to ensure their children are in a safe environment.

Discipline

At times we find it necessary to suspend students who break certain school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day.

Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2003–2004 school year, we suspended 534 students and expelled three. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	**2003–2004**	**19**	**24**
	2002–2003	16	20
	2001–2002	14	20
Expulsions per 100 students	**2003–2004**	**N/A**	**N/A**
	2002–2003	N/A	N/A
	2001–2002	N/A	N/A

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent high schools only.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percent of students at our school who scored within the "healthy fitness zone" on all six tests. Our results are compared to other students' results in the district and state.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Boys in Fitness Zone	6%	9%	27%
Girls in Fitness Zone	6%	7%	25%
Total	6%	8%	26%

SOURCE: 2003–2004 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.

Time Spent Teaching Each Year

Our school year exceeds the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Grade 9	65,555	64,800
Grade 10	65,555	64,800
Grade 11	65,555	64,800
Grade 12	65,555	64,800

SOURCE: This data is reported by school district staff.

TEACHERS AND STAFF

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	11	13	13
Newer teachers	Percent of teachers with one or two years of teaching of experience	20%	14%	13%
Teachers holding a B.A. degree only	Percent holding a bachelor's degree from a four-year college	68%	60%	62%
Teachers holding an M.A. degree or higher	Percent holding a master's degree or higher from a graduate school	32%	38%	37%

SOURCE: Professional Assignment and Information Form (PAIF), October 2003. This is completed by teachers during the CBEDS census. County and state averages represent high schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 20 percent of our teachers are relatively new to teaching, having taught two years or less. This is above the percentage of new teachers in other high schools in California. Our teachers have, on average, 11 years of experience. About 68 percent of our teachers hold a bachelor's degree from a four-year college or university. About 32 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of teachers holding a full, clear authorization to teach	72%	79%	88%
Trainee credential holders	Percent of staff holding an internship credential	25%	12%	6%
Emergency permit holders	Percent of staff holding an emergency permit	2%	10%	6%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	1%

SOURCE: Professional Assignment and Information Form (PAIF), October 2003. This is completed by teachers during the CBEDS census. County and state averages represent high schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 72 percent of the faculty at Hawthorne hold a full credential. About 25 percent of the faculty at Hawthorne hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, six percent of high school teachers throughout the state hold trainee credentials. Finally, about two percent of our faculty hold emergency permits. Very few high school teachers hold this authorization statewide (just six percent).

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standard in NCLB	25%	45%	31%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the right credential for the course	3%	14%	14%
Out-of-field teaching: students	Percentage of students in core courses taught by a teacher who lacks the right credential for the course	4%	12%	12%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	28%	21%	12%

SOURCE: Courses taught by teachers not meeting NCLB standards are derived from the Consolidated Application filed by districts with the Calif. Dept. of Education. Average represents median. Data on Teachers lacking a full credential is derived from the Professional Assignment and Information Form (PAIF) of October 2003.

This year, all schools in the nation are required by federal law to report new facts about teachers. These facts are intended to share with parents the experience and qualifications of our teaching staff. The federal law known as No Child Left Behind (NCLB) now asks schools to report the number of teachers considered to be "highly qualified." As defined under NCLB, "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. In the table above, we report the percentage of our core courses that are taught by teachers who are considered to be less than "highly qualified" as defined by NCLB.

Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. About 28 percent of our teachers were working without full credentials, compared to 12 percent of teachers in high schools statewide.

Out-of-Field Teaching, Detail by Selected Subject Areas

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
ENGLISH				
Courses	Percent of English courses taught by a teacher lacking the right subject area authorization	2%	12%	11%
Enrollment	Percent of English students taught by a teacher lacking the right subject area authorization	2%	10%	9%
MATH				
Courses	Percent of math courses taught by a teacher lacking the right subject area authorization	6%	12%	12%
Enrollment	Percent of math students taught by a teacher lacking the right subject area authorization	8%	9%	10%
SCIENCE				
Courses	Percent of science courses taught by a teacher lacking the right subject area authorization	0%	13%	14%
Enrollment	Percent of science students taught by a teacher lacking the right subject area authorization	0%	12%	13%
SOCIAL SCIENCE				
Courses	Percent of social science courses taught by a teacher lacking the right subject area authorization	1%	17%	14%
Enrollment	Percent of social-science students taught by a teacher lacking the right subject area authorization	1%	15%	13%

SOURCE: Professional Assignment and Information Form (PAIF), October 2003. This is completed by teachers during the CBEDS census. County and state averages represent high schools only.

A high school teacher is teaching out-of-field when he lacks expertise in the subject matter he is teaching. For example, if an unexpected vacancy in an algebra class occurs, and a teacher who normally teaches English literature (and who has no degree in math education) fills in to teach for the rest of the year, that teacher would be teaching out-of-field. About three percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 14 percent of core courses taught by high school teachers statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available from the links below. What you will find are specific facts about **misassigned teachers** and **teacher vacancies** in the 2004–2005 school year.

Districtwide Distribution of Not "Highly Qualified" Teachers

This table shows how teachers considered to be not "highly qualified" are distributed within our district. Specifically, the data describes just the percentage of core courses that lack teachers who meet NCLB's standard.

DISTRICT FACTOR	DESCRIPTION	DISTRICT AVERAGE
Courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by "highly qualified" teachers	27%
Schools with most low income students	Percentage of core courses not taught by "highly qualified" teachers	26%
Schools with least low income students	Percentage of core courses not taught by "highly qualified" teachers	42%

SOURCE: Consolidated Application. Schools in the district are divided into quartiles, based on their students' free lunch entitlements. Top and bottom quartiles are compared.

The districtwide average is 27 percent, compared to 48 percent statewide. But for those schools with the highest percentage of students getting free and reduced-price lunches, this factor is 26 percent, compared to 60 percent statewide. And for those schools with the lowest percentage of students getting free and reduced-price lunches, this factor is 42 percent, compared to 40 percent statewide.

Teacher Assignment

Most full-time teachers at Hawthorne High School are fully credentialed.

Specialized Programs and Staff

Hawthorne employs six full-time academic counselors who have won the prestigious Support Personnel Accountability Report Card award for excellence in counseling for the past three years. We also have an award-winning peer mediation and conflict resolution team, a full-time resource officer, and a full-time probation officer to serve our students' needs.

We continue to develop programs to target at-risk students and to offer them options for success. Programs such as Big Brothers/Big Sisters, The Guidance Room, Community Outreach, and Community Service help create a more positive school environment while other programs promote the Cougar Conduct Code.

GIFTED AND TALENTED EDUCATION: Starting in second grade, educators identify academically gifted or talented students based on teacher recommendations or tests. When enough students are identified this way, schools create enrichment programs called **Gifted and Talented Education (GATE)**. Our school has 470 students who qualify for this program.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are entitled to individual education plans and extra attention. Our school has 319 students who qualify for these **special education** programs.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that emphasize gaining fluency in English. We strive to advance our **English learners (EL)** into regular classes as soon as possible.

Specialized Resource Staff

In addition to teachers and administrators, our school employs other staff, such as social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. Students have access to these staff members either individually or through specific programs. Most of these professionals work part time at our school. For more information on our specialized programs and staff, please contact our principal.

Academic Guidance Counselors

Our school has six full-time academic counselors. This means that we have one counselor for every 477 students. Just for reference, California districts employ about one academic counselor for every 499 high school students in the state.

STAFF POSITION	STAFF (FTE)
Counselors*	7.0
Librarians	0.0
Psychologists	1.0
Social Workers	0.0
Nurses	0.0
Speech/Language/ Hearing Specialists	.25
Resource Specialists	1.6

* Includes Special Education Counselors.

SOURCE: Centinela Valley Union High School District, 2003–2004.

CURRICULUM AND TEXTBOOKS

We offer a challenging curriculum founded upon the educational standards set by the state of California. To read more about these standards, contact the California Department of Education at **www.cde.ca.gov/BE/ST/SS.**

Reading and Writing

Our English/language arts curriculum is based on the California Content Standards for each grade level. According to these standards, high school students should be able to compare and analyze literature using the terminology of literary criticism. Our students read and respond to significant works of literature that reflect or enhance their studies of history and social science. They also write biographies, autobiographies, narratives, short stories, analytical essays, research reports, and business letters.

Math

Our math curriculum is based on the California Content Standards for each grade level. According to these standards, most students take algebra during middle school. However, many students study algebra in high school. By studying algebra, students develop an understanding of the symbolic language of mathematics. They also learn to use their algebraic skills and concepts in a wide variety of problem-solving situations.

Science

Our science curriculum is based on the California Content Standards for each grade level. In accordance with these standards, our science program features courses in physics, chemistry, biology, life sciences, and earth science. Our students learn to apply the principles of investigation and experimentation. Many science courses are elective but required for admission to colleges. We require all students at our school to study biology and life sciences, as well as the principles of physiology, cell biology, genetics, ecology, and evolution.

Social Studies

Our social studies curriculum is based on the California Content Standards for high school. According to the standards, high school students must gain a greater knowledge of U.S. history from the late eighteenth century through the present. They study the rise of democratic ideas throughout the world, the roots of current world issues, global industrialization, and the impact of new technology. As part of our program, students also study the movement toward equal rights for racial minorities and women, the role of the United States as a major world power, and the U.S. Constitution.

Textbooks

Below we show some of the textbooks we use at our school.

TITLE	DATE OF PUBLICATION	SUBJECT	IS THERE A BOOK FOR EACH STUDENT?	IS THIS BOOK ALIGNED WITH STATE STANDARDS?
The Language of Literature	2000	Language arts	Yes	Yes
Algebra 1 - McDougal-Littell	2004	Math	Yes	Yes
Biology - Prentice-Hall	2004	Science	Yes	Yes
The Americans	1999	Social studies	Yes	Yes

SOURCE: This information is reported by school district staff.

More facts about our textbooks, called for by the recent Williams legislation of 2004, are available from the links below. What you will find is whether we had a textbook for each student in each core course in the 2004–2005 school year, and whether those **textbooks** were in line with the California Content Standards.

More facts about our science labs, called for by the recent Williams legislation of 2004, are available from the link below. What you will find is whether we had sufficient lab equipment and materials for our **science lab** courses during the 2004–2005 school year.

RESOURCES

Buildings

Our school includes 43 buildings, of which 11 are portables. Together they accommodate approximately 4,861 people. Our campus has been under construction for three years, but the end is in sight. We now have three new two-story buildings that house ten classrooms each, a new men's and woman's physical education locker room, a new cafeteria, plus an all-weather track and football field with a new announcers' booth and snack bar. We also have a beautiful new state-of-the-art electronic message sign to greet our students and parents every day, a new football scoreboard, and four new electronic student message boards at various locations on the campus.

The physical quality of our school buildings influences learning and teaching. All students and faculty need a reasonable amount of classroom and open space. We strive to maintain and improve the facilities and land we've been given by the public. Please let us know if you think we're succeeding. We welcome your suggestions for improvements.

More facts about the **condition of our school buildings**, called for by the recent Williams legislation of 2004, are available from the link above. What you will find is the result of a survey we conducted during the 2004–2005 school year to determine whether our buildings were in good repair.

Computers

We have 700 computers available for student use, which means that, on average, there is one computer for every four students. There are 121 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	4	4	4
Internet-connected classrooms	121	58	48

SOURCE: CBEDS census of October 2003. County and state averages represent high schools only.

FUNDING

We spend the majority of our funds on teacher salaries and benefits, classroom aides, and textbooks, all of which directly relate to classroom instruction.

District Expenses

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2003–2004			
Total expenses	$52,190,253	N/A	N/A
Expenses per student (ADA)	$7,265	$7,007	$6,919
FISCAL YEAR 2002–2003			
Total expenses	$47,471,212	N/A	N/A
Expenses per student (ADA)	$6,808	$6,977	$6,822

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of $7,265 per student in the 2003–2004 school year. This compares to $7,007 for the average high-school district in the state. Our total operating expenses for this 2003–2004 year were $52,190,253.

Additional detail about our expenditures can be found at the **Ed-Data Partnership's Web site.**

The current expense of education is a measure of the cost of direct educational services to students. This figure is then divided by the average daily attendance (ADA) to arrive at an expenditure-per-pupil figure. Since the current expense figure does not include food services, land acquisition, new construction, and other expenditures, the current expense per ADA really describes the cost of operating schools for core educational purposes. More information about this is available on the **CDE's Web site.**

Actual expenditures for our school alone are not available at this time. For further information, you may contact the superintendent's office.

District Salaries, 2002–2003

This table reports the salaries of teachers and administrators in our district for the year 2002–2003. More current information for the 2003–2004 school year was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percent of our district's total budget dedicated to teachers' and administrators' salaries. The cost of health insurance, pensions, and other indirect compensation are not included.

Actual staff salaries for our school alone are not available at this time. For further information, you may contact the superintendent's office.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	$36,156	$37,434
Midrange teacher's salary	$59,985	$61,368
Highest-paid teacher's salary	$76,183	$77,698
Average principal's salary (high)	$110,295	$108,194
Superintendent's salary	$178,386	$154,991
Percent of budget for teachers' salaries	35%	38%
Percent of budget for administrators' salaries	7%	5%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2002–2003, the Fiscal Services Division, California Department of Education.

TECHNICAL NOTE ON DATA RECENCY: All data is current as of May 15, 2005. The CDE may release additional or revised data for the 2003–2004 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (October 2003 census); Language Census (April 2004); CAT/6 and California Standards Tests (spring 2004 test cycle); Academic Performance Index (January 2005 growth score release); Adequate Yearly Progress (February 2005). The district staff provides additional information on suspensions and expulsions, attendance, salaries and expenditures, buildings, and special program enrollment.