SCHOOL ACCOUNTABILITY REPORT CARD FOR 2004-2005
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	2,903	2,035	1,339
Teachers	Number of classroom teachers (full-time equivalent)	130	83	56
Students per teacher	Number of students per teacher	22	25	24
Academic Performance Index	The state's method of combining test scores across all subjects and grade levels	610	665	696
Students per computer	Number of students sharing one computer	4	4	4

Principal's Comments

Hawthorne High School is committed to the development of our students' intellectual, moral, and emotional well-being. We help our students to improve the skills they need to become effective communicators, questioners, fact finders, and independent thinkers.

We encourage our students to commit themselves to academic achievement, the pursuit of excellence, and the highest ethical standards. We expect our students to accept responsibility for their own lives and to understand the impact they have on our changing society.

The administration, faculty, and staff of Hawthorne High School share decision making with the community to maintain a positive educational environment.

Major Achievements

- For the second consecutive year, we have surpassed our goal for growth on the Academic Performance Index (API). This year our API increased by over 37 points.
- This year eight Hawthorne High School seniors were awarded the Gates Millennium Scholarship, which guarantees these students full tuition for their four-year stay at the university of their choice.
- Our Academic Decathlon team placed 16th out of a possible 60 schools.
- Our varsity football team went undefeated in league competition and advanced to the second round of the California Interscholastic Federation playoffs.

Focus for Improvement

- Increase meaningful parent and community involvement in our school. Hold monthly meetings for African American parents and for Title I families. Title I refers to federal funding that helps low-income students.
- Improve the educational environment by having security staff and administrators highly visible throughout the campus.
- Increase the number of graduates by ten percent each year until all students graduate. Establish a method of tracking those students who leave our school before their four-year stay is completed.

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. The API is used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school's API using student test results from the California Standards Tests (CST), the California Achievement Tests (CAT/6), and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. **Additional information on the API** can be found on the CDE Web site.

Hawthorne's API was 610 (out of 1000). This is an increase of 38 points compared to last year's API. About 99 percent of students took the test, which met the state's required participation rate of 90 percent. You can find three years of detailed API results in the **technical appendix** to this report.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**610**
Growth attained from prior year	**+38**
Met subgroup* growth targets	**Yes**
Underperforming school	**Yes**

SOURCE: API based on spring 2005 test cycle. Growth scores alone are displayed and are current as of February 2006.

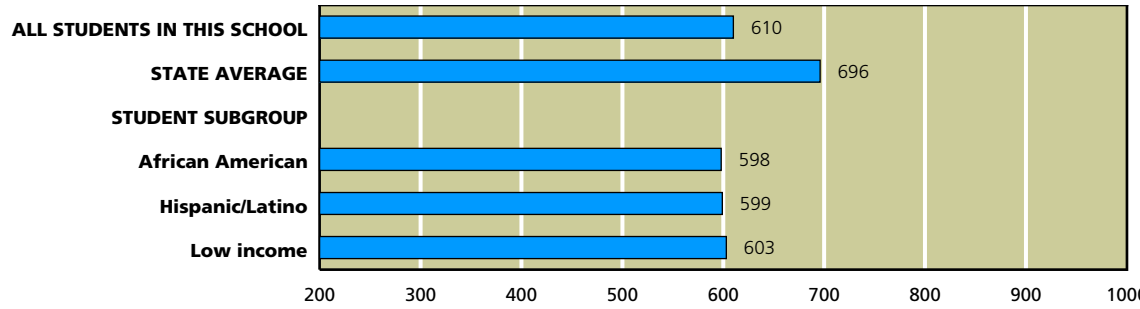
*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API RANKINGS: Based on our API growth score, we receive two rankings. The first compares us to all high schools in the state on a scale from 1 to 10 (10 being the highest). Compared to all high schools in California, our school currently ranks 2 out of 10.

SIMILAR SCHOOL RANKINGS: We receive a second ranking that compares us only to schools with similar students, teachers, and class sizes. Compared to similar schools, our school currently ranks 6 out of 10. This factor is recalculated every year by the CDE. To read more about the specific elements included in this calculation, you can turn to the **CDE Web site**.

API GROWTH TARGETS: Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets 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 to apply for awards, such as the California Distinguished Schools Program and Title I Achieving Schools Program. We met our assigned growth targets during the 2004–2005 school year. Just for reference, 69 percent of high schools statewide met their growth targets.

API, Spring 2005



SOURCE: API based on spring 2005 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: Our school's leadership agreed to enter either the Immediate Intervention/ Underperforming Schools Program (II/USP) or the High Priority School Grant Program (HPSGP). In return for entering one or both of these programs, we received a grant and pledged to improve student achievement with the help of an external evaluator or intervention team. Our goal is to improve our API each year for three years in a row and exit the improvement program. To find more information about these improvement programs, contact the **High Priority School Grant** unit or the **II/USP** unit at the CDE.

Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **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 CASHEE (22.3 percent on the English/language arts test and 20.9 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 590 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate for the class of 2004 must be higher than 82.9 percent (or satisfy alternate improvement criteria).

If even one group of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools getting federal funding to help economically disadvantaged students are actually penalized if they fail to make the mark. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL
AYP
ADEQUATE YEARLY PROGRESS

Met AYP	**No**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**No**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**No**
Met schoolwide API for AYP	**Yes**
Met graduation rate	**No**
Program Improvement School	**Yes**

SOURCE: AYP is based on the Accountability Progress Report of February 2006. A school can be in Program Improvement based on students' test results in the 2004–2005 school year or earlier.

*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.

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 22.3% MEET OBJECTIVE ON THE TEST?	DID 95% OF STUDENTS TAKE THE TEST?	DID 20.9% MEET OBJECTIVE ON THE TEST?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
African American	●	●	●	●
Hispanic/Latino	●	●	●	●

SOURCE: AYP release of February 2006, CDE.

The table at left shows where we met our AYP goals. The green dots represent goals we've met; 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 AYP 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 (CST) in selected subjects. We compare our students' test scores to the results for students in 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 Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find **grade-level-specific scores**, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the **STAR program** can be found on the California Department of Education (CDE) Web site.

California Standards Tests

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

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

TESTED SUBJECT	2004–2005 LOW SCORES	2004–2005 HIGH SCORES	2003–2004 LOW SCORES	2003–2004 HIGH SCORES	2002–2003 LOW SCORES	2002–2003 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school						
Average high school						
GEOMETRY						
Our school						
Average high school						
US HISTORY						
Our school						
Average high school						
BIOLOGY						
Our school						
Average high school						

SOURCE: The scores for the CST are from the spring 2005 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 it releases 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 Tests: Top Scores Only (Proficient and Advanced)

TESTED SUBJECT	2004–2005	2003–2004	2002–2003
ENGLISH/LANGUAGE ARTS			
Our school	21%	17%	15%
Average high school	40%	37%	36%
GEOMETRY			
Our school	4%	3%	4%
Average high school	24%	22%	25%
US HISTORY			
Our school	24%	16%	14%
Average high school	39%	35%	36%
BIOLOGY			
Our school	21%	22%	9%
Average high school	33%	31%	37%

SOURCE: The scores for the CST are from the spring 2005 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 it releases 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 concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online at the **STAR Web site**. Summary scores about advanced and proficient students in the school and district are online in the **technical appendix** to this report.

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. 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 to be grouped into one of these proficiency levels is in the **CDE's technical memo** 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 scoring method 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 difficult. Just 41 percent of elementary school students scored proficient or advanced on the English/language arts test and 51 percent in math. Experts consider our state's standards to be among the most clear and rigorous in the country. Here you can review the **California Content Standards**.

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 fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them 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? The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The CDE supresses scores when fewer than eleven students are present, and we supress scores for student subgroups when fewer than 30 students are present.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the **CDE's Web site**. These are examples of questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has placed a wealth of resources on its Web site. First, the STAR Web site offers a path both to the detailed reports for schools and districts, and to assistance packets for parents and teachers. The **grades and subjects** covered by these tests are fully described. This site includes explanations of **technical terms** and scores. You'll also find a **guide** to navigating the STAR Web site as well as help understanding how to **compare test scores**.

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

English/language arts is the one course that summarizes the results of students in grades nine through eleven. We are not reporting the results of the California High School Exit Exam until next year.

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 ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		21%	98%	**SCHOOLWIDE AVERAGE:** About 19 percent fewer students at our school scored proficient or advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN CALIFORNIA		40%	97%	

Subgroup Test Scores

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

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

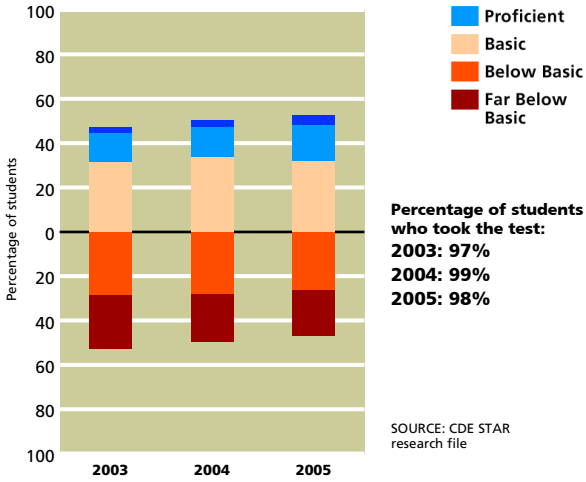
GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		19%	1,095	**GENDER:** About five percent more girls than boys at our school scored proficient or advanced.
Girls		24%	927	
English proficient		30%	1,247	**ENGLISH PROFICIENCY:** English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners		7%	771	
Low income		19%	1,474	**INCOME:** About seven percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income		26%	543	
Learning disabled		3%	229	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		23%	1,786	
African American		19%	301	**ETHNICITY:** Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Asian American	DATA STATISTICALLY UNRELIABLE	N/S	27	
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	11	
Hispanic/Latino		19%	1,513	
White/Other		37%	103	

SOURCE: The scores for the CST are from the spring 2005 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 it releases 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.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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. **Progress** can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the English/language arts standards for **ninth and tenth** grades and **eleventh and twelfth** grades, visit the CDE's Web site. The standards for **all grade levels** are also available at this site.

Three Year Trend: English/Language Arts



Percentage of students who took the test:
2003: 97%
2004: 99%
2005: 98%

SOURCE: CDE STAR research file

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 ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		4%	21%	**SCHOOLWIDE AVERAGE:** About 20 percent fewer students at our school scored proficient or advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		18%	24%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		24%	23%	

Subgroup Test Scores

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

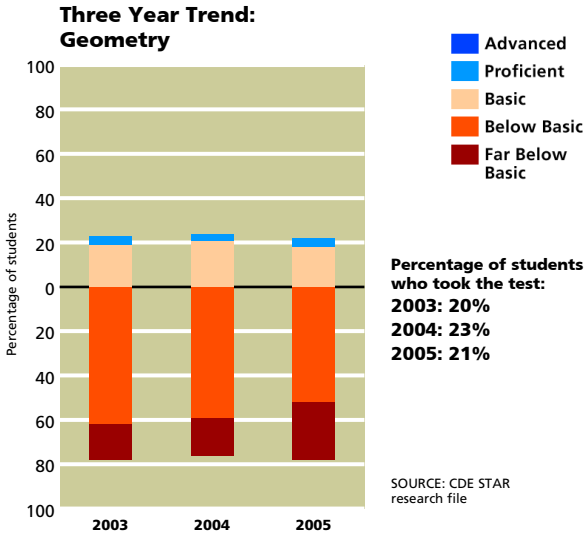
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		5%	212	**GENDER:** About the same percent of boys and girls at our school scored proficient or advanced.
Girls		4%	217	
English proficient		6%	298	**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		1%	131	
Learning disabled	DATA STATISTICALLY UNRELIABLE	N/S	17	**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%	411	
Low income		5%	310	**INCOME:** About two percent more students from lower income families scored proficient or advanced than our other students.
Not low income		3%	119	
African American		7%	60	**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	
Hispanic/Latino		3%	315	
White/Other	DATA STATISTICALLY UNRELIABLE	N/S	26	

SOURCE: The scores for the CST are from the spring 2005 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 it releases 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.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who takes geometry is included in this analysis. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. **Progress** can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

About 21 percent of our students took the geometry standards test, compared to 23 percent of all high school students statewide. To read more about the math standards for grades **eight through twelve**, as well as the California standards for **geometry**, visit the CDE's Web site.



US 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 ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		24%	96%	**SCHOOLWIDE AVERAGE:** About 15 percent fewer students at our school scored proficient or advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		36%	94%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		39%	94%	

Subgroup Test Scores

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 ADVANCED	STUDENTS TESTED	COMMENTS
Boys		24%	309	**GENDER:** About the same percent of boys and girls at our school scored proficient or advanced.
Girls		24%	284	
English proficient		30%	416	**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		10%	177	
Low income		22%	419	**INCOME:** About seven percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income		29%	173	
Learning disabled		3%	66	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		27%	527	
African American		19%	77	**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	11	
Hispanic/Latino		23%	451	
White/Other		37%	35	

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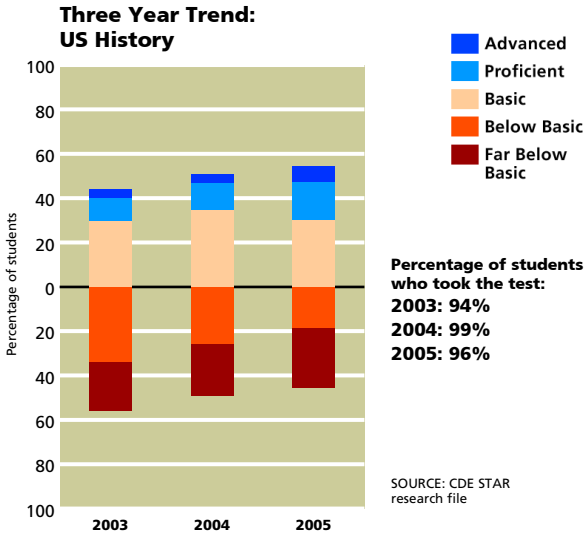
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eleventh grade 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. **Progress** can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

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



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 ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		21%	53%	**SCHOOLWIDE AVERAGE:** About 12 percent fewer students at our school scored proficient or advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		28%	33%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		33%	33%	

Subgroup Test Scores

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 ADVANCED	STUDENTS TESTED	COMMENTS
Boys		24%	603	**GENDER:** About five percent more boys than girls at our school scored proficient or advanced.
Girls		19%	480	
English proficient		27%	670	**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		13%	411	
Low income		21%	806	**INCOME:** About two percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income		23%	275	
Learning disabled		5%	114	**LEARNING DISABILITIES:** Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled		23%	966	
African American		14%	162	**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	20	
Filipino	DATA STATISTICALLY UNRELIABLE	N/S	17	
Hispanic/Latino		21%	811	
Pacific Islander	DATA STATISTICALLY UNRELIABLE	N/S	13	
White/Other		29%	51	

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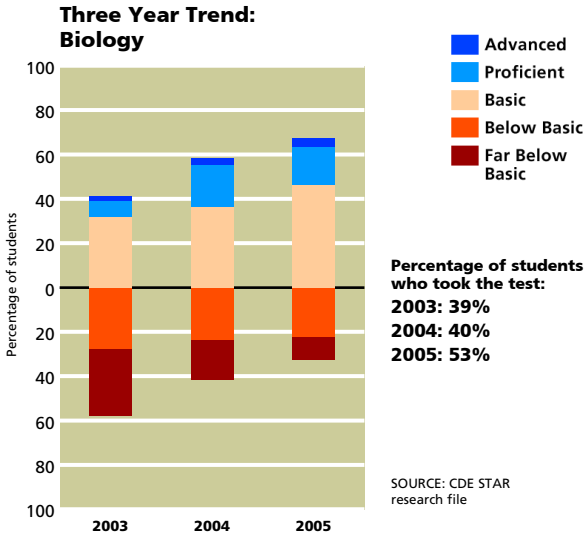
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who takes biology is included in this analysis. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. **Progress** can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

About 53 percent of our students took the biology standards test, compared to 33 percent of all high school students statewide. To read more about the California standards for **biology/life sciences**, **physics**, **chemistry**, and **earth sciences**, visit the CDE's Web site.



Other Measures of Student Achievement

Our teachers use a variety of assessments to measure student achievement, including quizzes, tests, projects, and group presentations. Every department reviews data from district-level tests that students take to measure their progress toward specific academic goals. Teachers use the data in their discussions about how to close the achievement gap between different levels of learners. Every five weeks, teachers post grades. Many students also receive progress reports, especially if they are participating in team sports, our Engineering Academy, or Advancement via Individual Determination (AVID), a program that motivates students to attend college.

PREPARATION FOR COLLEGE AND THE WORKFORCE

College Preparation

Hawthorne High School has six guidance counselors who monitor students' academic progress and assist them in exploring post-secondary options. Students meet yearly with a counselor to review transcripts, discuss the "A-G" requirements, and register for classes. Counselors strongly encourage students to take AP courses that enable them to earn college credit and SAT preparation classes in anticipation of college entrance exams. College representatives visit campus weekly via the College and Career Center to disseminate information and motivate students to attend college. Evening workshops are held on a regular basis to help families complete admissions and financial aid applications.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT verbal	Average score of juniors and seniors taking the test, 2004–2005	421	478	499
SAT math	Average score of juniors and seniors taking the test, 2004–2005	441	503	521
SAT participation rate	Percentage of seniors who took the test, 2004–2005	31%	39%	36%
AP exams	Number of Advanced Placement (AP) exams taken and passed per 100 juniors and seniors, 2004–2005	23	27	25
Students meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems, 2003–2004	32%	36%	34%
Students attending universities	Number of students accepted to four-year universities	23%	N/A	N/A
Students attending UC	Percentage of graduates who actually attended any campus of the UC system, 2003–2004	3%	7%	7%
Students attending CSU	Percentage of graduates who actually attended any campus of the CSU system, 2003–2004	12%	10%	10%
Students attending community colleges	Percentage of graduates who actually attended any campus of the California community college system, 2003–2004	39%	31%	31%

SOURCE: SAT test data provided by the College Board for the 2004–2005 school year. It also provides the information about AP tests taken and passed. College attendance data is from the California Post-Secondary Education Commission for the graduating class of 2004. Enrollment in UC/CSU qualifying courses comes from the PAIF report of October 2004. County and state averages represent high schools only.

In the 2004–2005 academic year, 31 percent of Hawthorne students took the SAT, compared to 36 percent of high school students in California.

Hawthorne students scored 421 on the verbal portion of the SAT, compared to 499 for students throughout the state. On the math portion of the SAT, Hawthorne students scored 441, compared to 521 for students throughout the state.

One way to find out if college-oriented students have access to appropriately challenging coursework is to look at the **Advanced Placement (AP)** courses a high school offers. 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 23 per 100 juniors and seniors. In California, by comparison, high school students successfully passed AP exams at a rate of 25 per 100 juniors and seniors.

The percentage of Hawthorne's students taking courses required for admission to the UC or the CSU system was 32 percent, compared to 34 percent for students in the state. This number is an indicator of whether the school is offering, and students are taking, the classes required for admission to the UC or CSU systems. **College attendance** data is limited to public colleges in California. Out of Hawthorne's 2004 graduating class, 55 percent went on to enroll in some part of the California public college system, compared to 48 percent of students throughout the state. Here's the detail: three percent of the graduating class went to UC campuses, 12 percent went to CSU campuses, and 39 percent went to two-year colleges in the community college system.

Advanced Placement and International Baccalaureate Courses Offered

High school students can enroll in courses that are more challenging. These include **honors**, **AP**, or **International Baccalaureate** (IB) courses. Students who take these AP or IB courses and pass the exams with scores of 3.0 or higher usually qualify for college credit. Our high school offers 12 different AP courses that you'll see listed in the table.

SUBJECT	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
Fine and Performing Arts	1	3	91
Computer Science	0	0	0
English	2	3	91
Foreign Language	2	6	187
Mathematics	2	2	56
Science	1	1	26
Social Science	4	10	287

SOURCE: CBEDS PAIF October 2004

Dropouts and Graduates

When students fail to come to school, we schedule a conference with the parents, the student, a counselor, and an administrator to choose the measures that will improve academic achievement and daily attendance. Our counselors offer social and emotional support. Career guidance counselors discuss the consequences of failing to earn a diploma, which include a higher risk of pregnancy or early fatherhood, a greater risk of incarceration, a shorter life span, a greater propensity for alcohol or drug abuse, and lower wages. Families are exposed to alternative school settings such as other comprehensive schools in the district, our continuation high school, and our adult education program. We also tell families about General Education Development (GED) testing and options for transferring inside and outside of the district.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate			
2003–2004	6%	5%	3%
2002–2003	8%	4%	3%
2001–2002	10%	3%	2%
Graduation rate			
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.

DROPOUT RATE: We now count as a **dropout** any student who left school during 2003–2004 prior to completing the year and did not re-enroll. A dropout can also be a student who hasn't re-enrolled in our school for the 2004–2005 year by October 2005. Our dropout rate for the prior three years appears in the top part of the table.

Identifying dropouts is difficult because many students who leave 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 process is imprecise, at best.

GRADUATION RATE: The **graduation rate** is an estimate of our school's success in keeping students in school. It is really a federal definition, used in No Child Left Behind to determine "adequate yearly progress." It is also one part of California's way of determining a high school's Academic Performance Index (API). The **formula** provides only a rough estimate of the completion rate, at best, because the calculation relies on dropout counts, which are imprecise. The California Department of Education (CDE) cautions that this method is likely to produce an estimated graduation rate that is too high.

Workforce Preparation

Counselors help students determine their career interests with a few different tests and interest inventories. Students can take the ACT test, a widely used college entrance exam; the PLAN test, which prepares students to take the ACT and focuses on career preparation and improving academic achievement; and the Armed Services Vocational Aptitude Battery (ASVAB) of tests. Students learn valuable workforce skills such as writing a resume, completing a job application, and interviewing for jobs in AVID classes and during workshops delivered by our counseling department. Elective courses, including three-dimensional design, cooking, and ceramics, give students insight into various career fields. In addition, students can attend the Southern California Regional Occupation Center, which offers advanced vocational training courses and the opportunity to sign up for work experience.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Career technical education (CTE)	Percentage of students enrolled in a CTE course	38%	22%	28%
CTE graduates	Percentage of graduates who completed a series of CTE courses	N/A	N/A	N/A

SOURCE: CBEDS census, October 2004. County and state averages represent high schools only.

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (formerly known as vocational education) are open to all students. The table above shows the percentage of our students who enrolled in a career technical education course at any time during the school year. At our school, 1,106 students were enrolled in one or more of these courses, as reported in October 2004.

More information about the programs our school offers in career technical education are available from the following links. In addition to a listing of **courses and programs**, you will also find facts about the rate at which students completed these programs. Information about **career technical education** policy is available on the CDE Web site.

STUDENTS

Students' English Language Skills

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	66%	80%	85%
English learners	34%	20%	15%

SOURCE: Language Census for school year 2004–2005. County and state averages represent high schools only.

At Hawthorne, 66 percent of students were considered to be proficient in English, compared to 85 percent of high school students in California overall. Of the 34 percent of Hawthorne students who were still learning English, 26 percent advanced to English proficiency since the prior census.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 973 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	96%	87%	82%
Vietnamese	0%	1%	2%
Hmong	0%	0%	2%
Cantonese	0%	1%	2%
Filipino/Tagalog	1%	1%	2%
Khmer/Cambodian	0%	1%	1%
Korean	0%	2%	1%
All other	2%	7%	8%

SOURCE: Language Census for school year 2004–2005. County and state averages represent high schools only.

Ethnicity

Most students at Hawthorne identify themselves as Latino/Hispanic. In fact, there are about five 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 "multiethnic" 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	15%	11%	8%
Asian American/ Pacific Islander	5%	12%	12%
Latino/Hispanic	75%	56%	41%
White/European American/ Other	6%	20%	38%

SOURCE: CBEDS census of October 2004. 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 $34,873 a year (based on a family of four) in the 2004–2005 school year. At Hawthorne, 66 percent of the students qualified for this program, compared to 36 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	66%	49%	36%
Parents with some college	31%	52%	59%
Parents with college degree	12%	31%	37%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2004–2005 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 31 percent of the students at Hawthorne have attended college and 12 percent have a college degree. Note that not all students provide this data, so the results may not be fully accurate.

CLIMATE FOR LEARNING

Average Class Sizes

The average class size at Hawthorne varies from a low of 25 students to a high of 33. Our average class size schoolwide is 31 students. The average class size for high schools in the state is 29 students. This 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	25	26	26
History	33	32	30
Math	29	29	28
Science	33	32	30

SOURCE: CBEDS census, October 2004. County and state averages represent high schools only.

Safety

Here we're sharing facts with you about our school's safety in three areas: drug or alcohol incidents, crimes against people, and property crimes. If you wish, you may request additional information by contacting the district office.

NUMBER OF INCIDENTS PER 1,000 STUDENTS	2002–2003	2003–2004	2004–2005
Drug or alcohol related	N/A	N/A	0
Crimes against people	N/A	N/A	0
Property crimes	N/A	N/A	0

SOURCE: This data comes from the school district office.

In the calendar year 2005, we reported no drug or alcohol incidents (zero per thousand students), no crimes against people (zero per thousand students), and no property crimes (zero per thousand students). For comparison, the average high school in California reported 12 drug or alcohol incidents per thousand students, five crimes against people per thousand students, and six property crimes per thousand students, according to the California Safe School Assessment of 2001. Note that these factors are expressed as a ratio (incidents per thousand students), to help you compare our school to others.

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. All administrators, counselors, and safety officers help our students to exhibit good behavior. Parents of Hawthorne students can be certain that we make every effort to create a safe environment for their children.

Homework

Teachers assign homework daily according to school board policy. Homework is due on the assigned due date, including projects, reports, and research assignments. As a general rule, late homework is either not accepted or worth half credit. Make-up homework from absences is only accepted with an "excused" note from the attendance office. Check each teacher's syllabus for specific details on homework.

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.

Both staff and students report discipline problems to the administration. Prior to deciding upon an appropriate consequence, the administration might counsel the student, interview witnesses, or contact parents. Consequences can include detention, in-house suspension, mandatory afterschool tutoring, and out-of-school suspension or expulsion. All disciplinary matters are documented. Classroom teachers reward good behavior. We also use our Renaissance Program, a reward system that boosts attendance, academic performance, positive school climate, and graduation rates.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	**2004–2005**	**14**	**N/A**
	2003–2004	19	24
	2002–2003	16	20
Expulsions per 100 students	**2004–2005**	**1**	**N/A**
	2003–2004	0	0
	2002–2003	0	0

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

During the 2004–2005 school year, we had 393 suspension incidents. We had 38 incidents of expulsion. 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.

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 percentage 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. If you want to learn more about **physical fitness testing and standards**, you'll find information on the CDE Web site.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Boys in Fitness Zone	12%	12%	28%
Girls in Fitness Zone	6%	8%	26%
Total	9%	10%	27%

SOURCE: 2004–2005 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.

Schedule

The school year includes 180 days of instruction and follows a traditional school calendar (September to June). Classes are 55 minutes in length. School begins at 8 a.m. and ends at 2:48 p.m. Students can receive additional academic support and tutoring through the Extended Learning Lab between the hours of 3 p.m. and 4:30 p.m. Monday through Thursday.

Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Grade 9	66,710	64,800
Grade 10	66,710	64,800
Grade 11	66,710	64,800
Grade 12	66,710	64,800

SOURCE: This data is reported by school district staff.

TEACHERS AND STAFF

Principal

Frank Dolce has been principal of this school for three years. Our principal has three years of experience as a principal, seven as an associate principal, and 27 as a teacher.

Hawthorne High School's mission statement emphasizes the role of leadership for students, teachers, parents, and community. Decisions regarding curriculum, activities, and events are discussed with input from all stakeholders. The administration welcomes the involvement of our school community in the creation of programs that encourage student involvement and achievement. We have created a Reform Committee that will look at procedures, policies, programs, and activities that will direct our efforts for the coming year.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	9	12	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	30%	16%	14%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	37%	39%	37%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	63%	60%	62%

SOURCE: Professional Assignment and Information Form (PAIF), October 2004, completed by teachers during the CBEDS census. County and state averages represent high schools only.

About 30 percent of our teachers are relatively new to teaching, having taught two years or less. This number is above the percentage of new teachers in other high schools in California. Our teachers have, on average, nine years of experience. About 63 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 37 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 staff holding a full, clear authorization to teach at the elementary or secondary level	75%	84%	90%
Trainee credential holders	Percentage of staff holding an internship credential	21%	12%	6%
Emergency permit holders	Percentage of staff holding an emergency permit	4%	7%	5%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	1%	1%

SOURCE: PAIF, October 2004. 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 75 percent of the faculty at Hawthorne hold a full credential. This number is lower than the average for all high schools in the state. About 21 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. About four percent of our faculty hold emergency permits. Very few high school teachers hold this authorization statewide (just five percent).

About 88 percent of the faculty at Hawthorne hold the secondary (single-subject) credential. This number is below the average for high schools in California, which is 90 percent. You can find three years of data about teachers' credentials in the **technical appendix** to this report.

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 standards in NCLB	2%	N/A	26%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the right credential for the course	3%	12%	10%
Out-of-field teaching: students	Percentage of students in core courses taught by a teacher who lacks the right credential for the course	4%	10%	9%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	25%	16%	10%

SOURCE: Courses taught by teachers not meeting NCLB standards are derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the PAIF of October 2004.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "**highly qualified**." These "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. The table above shows the percentage of core courses and students taught by teachers who are considered to be less than "highly qualified." The exceptions known as the **High Objective Uniform State Standard of Evaluation** (HOUSSE) rules allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an **out-of-field** section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table. About three percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to ten percent of core courses taught by high school teachers statewide.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About 25 percent of our teachers were working without full credentials, compared to ten 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	Percentage of English courses taught by a teacher lacking the right subject area authorization	0%	10%	7%
Enrollment	Percentage of English students taught by a teacher lacking the right subject area authorization	0%	8%	6%
MATH				
Courses	Percentage of math courses taught by a teacher lacking the right subject area authorization	0%	10%	7%
Enrollment	Percentage of math students taught by a teacher lacking the right subject area authorization	0%	8%	5%
SCIENCE				
Courses	Percentage of science courses taught by a teacher lacking the right subject area authorization	8%	10%	14%
Enrollment	Percentage of science students taught by a teacher lacking the right subject area authorization	8%	10%	13%
SOCIAL SCIENCE				
Courses	Percentage of social science courses taught by a teacher lacking the right subject area authorization	1%	14%	10%
Enrollment	Percentage of social science students taught by a teacher lacking the right subject area authorization	1%	13%	9%

SOURCE: PAIF, October 2004. This is completed by teachers during the CBEDS census. County and state averages represent high schools only.

The detail above shows the differing impact of out-of-field teaching in each of the core subject areas. About three percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to ten 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 2005–2006 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

This table shows how teachers considered to be less than "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	N/A
Schools with most low income students	Percentage of core courses not taught by "highly qualified" teachers	N/A
Schools with fewest low income students	Percentage of core courses not taught by "highly qualified" teachers	N/A

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

Evaluating and Improving Teachers

Teachers develop individual goals based on the California Standards for the Teaching Profession. Evaluations are based on formal and informal observations of teaching. Untenured teachers are evaluated yearly and tenured teachers are evaluated every other year. We refer teachers identified as needing extra support to Peer Assistance and Review. They work with coaches and take additional training.

Staff Development

The Centinela Valley Union High School District is committed to helping teachers and administrators increase their knowledge, skills, and practice throughout their professional careers. Professional development activities, which focus on standards-based instruction and assessment, occur during three pupil-free days as well as through supplemental workshops throughout the year. Administrators also receive professional development through a variety of programs.

Teacher Assignment

Hawthorne High School employs 126 full-time teachers, 75 percent of whom are fully credentialed. Fourteen percent are university interns, and 6 percent are district interns. We recently hired a library/media clerk and we are currently seeking applicants for an additional computer technician position.

Substitute Teachers

We draw substitute teachers from a district pool of qualified substitutes. We use all-day substitutes when appropriate and certificated full-time staff if the substitute is only needed for one period. Classroom teachers prepare detailed lesson plans for substitutes to follow so that instructional time is not lost.

Academic Guidance Counselors

Our school has six full-time equivalent academic counselors. This means that we have the equivalent of one counselor for every 477 students. Just for reference, California districts employ about one academic counselor for every 509 high school students in the state. According to the National Center for Education Statistics, California ranks the lowest among all 50 states in the number of students per counselor. More information about **counseling and student support** is available on the CDE Web site.

Specialized Programs and Staff

Our six full-time academic counselors have won the prestigious Support Personnel Accountability Report Card award for excellence in counseling for the past three years.

This year, Hawthorne implemented the Renaissance Program to help promote student success in the areas of academic achievement, attendance, and school involvement. Each month students, teachers, and support staff are recognized for their contributions to the school's culture.

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called **Gifted and Talented Education (GATE)**. Our school has 501 students who qualify for this program. For students who are identified as gifted, we offer a variety of Advanced Placement (AP) courses beginning in the tenth grade and honors courses beginning in the ninth grade. We take these students on field trips to nearby colleges and universities. Financial aid and scholarship workshops, college fairs, and guest speakers are scheduled throughout the year by the counseling department. This year, we have assigned some of our students to act as tutors during the school day to help students who are struggling in the main subject areas.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 337 students who qualify for these **special education** programs. Students enrolled in the special education program meet daily with a special education case carrier who monitors progress based on each student's Individual Education Plan (IEP). Seven resource specialists assist students in a resource program that allows the students to be fully included in regular classrooms. Eight special day class teachers work with students in special education classrooms. A support team composed of a counselor, psychologist, speech specialist, instructional aides, general education teachers, and administrators supports the case carriers in helping special education students be academically successful.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our **English learners** into regular classes as soon as possible. We have several bilingual (Spanish/English) instructional assistants and four full-time teachers devoted to our English learners. We focus our instruction on reading, writing, grammar, and verbal skills. Depending on their level, students are placed in one of two classes and receive the appropriate state-adopted curriculum, the High Point program for English learners, and supplementary materials from English classes. Our teacher uses a variety of instructional strategies to meet the needs of our English learners. Each year these students take the California English Language Development Test. Once students exit the program, we continue to track their progress and support them in the general education setting.

Specialized Resource Staff

In addition to teachers and administrators, our school may employ other staff, such as social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. Most of these professionals work part time. The census called CBEDS, which occurs in the first week of October, accounts for these specialized staff in ways that may not account accurately for the time they spend here. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

Many specialized resource staff work at more than one school in our district, and their schedules will change as students' needs change. For these reasons, the staffing counts you see here may be inexact, and may also differ from the staffing provided today in this school.

STAFF POSITION	STAFF (FTE)
Counselors	6.0
Librarians	0.0
Psychologists	1.0
Social workers	0.0
Nurses	0.0
Speech/language/ hearing specialists	0.25
Resource specialists	1.6

SOURCE: CBEDS census, October 2004.

CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them, as well. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. The most direct way to understand what your children should be learning is to review the standards themselves. You can find the **content standards for each subject at each grade level** on the Web site of the California Department of Education.

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 sciences. 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 these standards, high school students must gain a greater knowledge of US history from the late 18th 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 US 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 following link. What you will find is whether we had a textbook for each student in each core course in the 2005–2006 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 following link. What you will find is whether we had sufficient lab equipment and materials for our **science lab** courses during the 2005–2006 school year.

RESOURCES

Buildings

On an average day, 3,029 students and staff occupy these buildings. 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, and a new cafeteria. We also have an all-weather track and football field with a new announcer's booth and snack bar. We 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. We are currently installing an elevator to Building 16 and we will begin a major landscaping project on the athletic fields during the summer.

The district's facilities team spent $164,000 on repairs to our buildings in the 2004–2005 school year. Repairs are usually modest in scale, and do not include modernization projects, renovations, or other construction normally paid for by bond measures. This sum was 40 percent of the district's deferred maintenance budget of $410,000.

The bathrooms in our school contain 148 toilets, all of which were in good working order when we surveyed the building. More information about the **condition and cleanliness of bathrooms** can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the **condition of our school buildings** are available in an online supplement to this report. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the **Office of Public School Construction** (OPSC), and were brought about by the legislation known as Williams. If you'd like to see the six-page **survey form** used for the assessment, you will find it on the Web site of the OPSC.

Library

We have a full-time library/media clerk who is responsible for the library. We have three ceiling-mounted 32-inch TVs and 19 computers available for students and teachers to use. We send out a library wish list to all teachers at the beginning of each year so that we can stay current on any literature, periodical, or reference book they might want to use throughout the year. We are considering expanding the library to meet the needs of our 2,900 students.

Computers

We have 720 computers available for student use, which means that, on average, there is one computer for every four students. There are 140 classrooms connected to the Internet. During the 2004–2005 school year, both business computer labs were upgraded with new computers equipped with Microsoft Office 2000 and Adobe Software. We expanded the curriculum by adding classes in three-dimensional design and our Engineering Academy. We have two full-time computer technicians who run our Title I mathematics and English labs. We are purchasing a new identification machine with better graphics. The machine will be operational during the 2005–2006 school year.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	4	4	4
Internet-connected classrooms	140	74	61

SOURCE: CBEDS census of October 2004. County and state averages represent high schools only.

Parent Involvement

Hawthorne High School recognizes that parents play a vital role in the success of our students. Monthly parent meetings provide an opportunity for parents to network and share their ideas to improve the school environment and student achievement. Parents also contribute valuable insight as representatives to the School Site Council, the English Learners Advisory Council, the Superintendent's Advisory Committee, and the Student Support Personnel Team. In addition, parents participate in school activities by chaperoning dances, field trips, and college visits, as well as fund-raising for school-related organizations.

For more information about volunteer opportunities, please contact Delores Caliman, our counseling secretary, at (310) 263-4406.

FUNDING

Hawthorne High School uses categorical funds to support an Extended Learning Lab for our students who need additional support throughout the year. We also use funds to send teachers to professional development opportunities throughout the year. College field trips and guest speakers are funded by categorical funds. This year, we will fully support our new Renaissance Program with categorical funds as well.

Our school's expenditures can be viewed from the link below. You'll find a comparative breakdown of our school's **expenses** along with the average salary for teachers at our school. In prior years, we reported expenditures and teacher salaries based on the districtwide average. This year, our calculations are based on actual school-specific detail. This improved way of accounting for our school's expenditures is the result of a new law passed in the fall 2005 legislative session. If you're seeking financial information about the school district as a whole, you'll find that information below.

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	$7,265	$7,007	$6,919
FISCAL YEAR 2002–2003			
Total expenses	$47,471,212	N/A	N/A
Expenses per student	$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, compared to $7,007 for the average high-school district in the state. Our total operating expenses for the 2003–2004 year were $52,190,253. Facts about the 2004-2005 fiscal year are not released by the CDE until May 2006. Additional details 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 is available on the **CDE's Web site.**

District Salaries, 2003–2004

This table reports the salaries of teachers and administrators in our district for the year 2003–2004. More current information 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 percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	$36,156	$36,464
Midrange teacher's salary	$59,985	$61,925
Highest-paid teacher's salary	$76,183	$77,260
Average principal's salary (high school)	$112,546	$109,001
Superintendent's salary	$178,386	$158,638
Percentage of budget for teachers' salaries	35%	38%
Percentage of budget for administrators' salaries	6%	5%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2003–2004, the Fiscal Services Division, CDE.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 21, 2006. The CDE may release additional or revised data for the 2004–2005 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 2004 census); Language Census (April 2005); CAT/6 and California Standards Tests (spring 2005 test cycle); Academic Performance Index (February 2006 growth score release); Adequate Yearly Progress (February 2006). The district staff provides additional information on suspensions and expulsions, attendance, salaries and expenditures, buildings, and special program enrollment.