Hawthorne High School

School Accountability Report Card, 2005–2006
Centinela Valley Union High School District

An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

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Centinela Valley Union High School District

This School Accountability Report Card (SARC) shares important facts about our school with parents, guardians, and the community at large. State and federal laws require all schools to publish a SARC each year. The purpose of the SARC is to provide the public with information that they can use to evaluate and compare schools.

In this report, you'll be able to review the academic achievement of our students; the progress we've made toward achieving our goals; and data about our students, teachers, facilities, financial resources, and educational programs.

The information in this report represents the 2005–2006 school year, not the current school year. In most cases, this is the most recent data available. You'll notice that we present our school's results next to those of the average high school in the county and state. We do this to provide the most meaningful and fair comparisons.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

4859 W. El Segundo Blvd.
Hawthorne, CA 90250
Principal: Joy Bramlette
Phone: (310) 263-4401

How to Contact Our District

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Principal's Message

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.

Joy Bramlette, PRINCIPAL

Grade Range and Calendar
9-12
TRADITIONAL

Academic Performance Index
624
County Average: 662
State Average: 687

Student enrollment
2,925
County Average: 1,938
State Average: 1,313

Teachers
132
County Average: 79
State Average: 56

Students per teacher
22
County Average: 25
State Average: 24

Students per computer
3
County Average: 4
State Average: 4

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 14 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 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 graduating.

MEASURES OF PROGRESS

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 California Department of Education (CDE) calculates our school's API using student test results from the California Standards Tests, the California Achievement Test, 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 624 (out of 1000). This is an increase of 14 points compared to last year's API. All 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 Appendix to this report.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	**Yes**
Met growth target for prior school year	**Yes**
API score	**624**
Growth attained from prior year	**+14**
Met subgroup* growth targets	**No**
Underperforming school	**Yes**

SOURCE: API based on spring 2006 test cycle. Growth scores alone are displayed and are current as of March 2007.

*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.

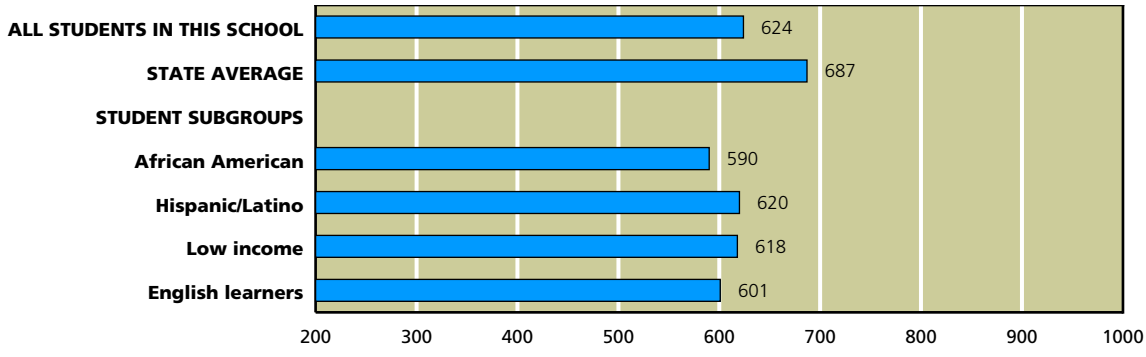
API RANKINGS: Based on our 2004–2005 test results, we started the 2005–2006 school year with an API base score of 610. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all high schools in California, our school ranked 2 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 6 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer 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 through the California School Recognition Program and the Title I Achieving Schools Program.

We did not meet some or all of our assigned growth targets during the 2005–2006 school year. Just for reference, 39 percent of high schools statewide met their growth targets.

API, Spring 2006



SOURCE: API based on spring 2006 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).

We met all 22 criteria for yearly progress. As a result, we succeeded at making AYP. Our school is also on the federal watchlist known as Program Improvement (PI). See the next page for background on this matter and an explanation of the consequences.

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 (CAHSEE): 22.3 percent on the English/language arts test and 20.9 percent on the math test. All significant ethnic and socioeconomic subgroups of students also must meet these goals. 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 2005 must be higher than 82.9 percent (or satisfy alternate improvement criteria).

If even one subgroup 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 that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. 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	**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 in 2006	**Yes**

SOURCE: AYP is based on the Accountability Progress Report of March 2007. A school can be in Program Improvement based on students' test results in the 2005–2006 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% PASS CAHSEE?	DID 95% OF STUDENTS TAKE THE TEST?	DID 20.9% PASS CAHSEE?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
Students learning English	●	●	●	●
STUDENTS BY ETHNICITY				
African American	●	●	●	●
Hispanic/Latino	●	●	●	●

SOURCE: AYP release of March 2007, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2005–2006 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to attain Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

Program Improvement, a Federal Intervention Program

FEDERAL INTERVENTION PROGRAM **PI** PROGRAM IMPROVEMENT	
In PI since	**1999**
Stage of PI	**4 of 5**
Change in 2006	**No change (made AYP)**

SOURCE: PI status is based on the Accountability Progress Report of March 2007. A school can be in Program Improvement based on students' test results in the 2005–2006 school year or earlier.

A BRIEF HISTORY OF OUR SCHOOL'S PLACEMENT IN PROGRAM IMPROVEMENT: Hawthorne has been in Program Improvement since 1999. In 2006, the school met all of its goals, so it remained at stage (year) 4. There are five stages in total. In California, 19 high schools were in stage 4 of Program Improvement as of March 2007.

THE STAGES OF PROGRAM IMPROVEMENT: Program Improvement (PI) is a five-stage process for monitoring, improving, and, if need be, reorganizing any school that receives federal money under the Title I section of No Child Left Behind (NCLB). Schools in PI get extra attention from their district office to help them improve.

When a school misses even one of its goals for Adequate Yearly Progress, it is at risk of entering PI. If a school misses the same AYP goals two years in a row, it enters stage 1 of PI. Each year that a school misses any of its AYP goals, it goes one stage deeper into the process. Each stage results in increasingly severe consequences. The first stage gives parents the right to choose another school. In the second stage, students have the right to free tutoring in addition to the option to change schools. The last three stages can result in a change of staff and leadership, the conversion of the school to charter status, transferring the school to another district, or even the school's closure.

YEAR	PI STAGE	SUMMARY OF EVENTS FOR THIS YEAR	AYP GOALS NOT MET ■ AYP GOALS MET ■
2003	**3**	We met 12 of the 20 criteria for Adequate Yearly Progress. As a result, the school moved to stage 3 of Program Improvement.	
2004	**3**	Our school met all of its criteria for progress. This good news enabled the school to reach the halfway mark on the road to exiting Program Improvement. In order to exit PI, a school has to meet its Adequate Yearly Progress targets two years in a row.	
2005	**4**	We met 17 of the 22 criteria for Adequate Yearly Progress. As a result, the school moved to stage 4 of Program Improvement.	
2006	**4**	Our school met all of its criteria for progress. This good news enabled the school to reach the halfway mark on the road to exiting Program Improvement. In order to exit PI, a school has to meet its Adequate Yearly Progress targets two years in a row.	

SOURCE: PI status is based on the Accountability Progress Report of March 2007. A school can be in Program Improvement based on students' test results in the 2005–2006 school year or earlier. Some schools were in Program Improvement prior to the passage of NCLB, when the definition of PI was significantly modified.

CONSEQUENCES

PARENTS: Because Hawthorne is in stage (year) 4 of PI, parents of students have two options. They can enroll their children in different schools in the district. To see the list of these schools and to learn about bus transportation options, parents can contact either the principal or the district office staff. Their children are also entitled to free tutoring. Details about the district's list of approved tutoring providers are available from the district office. If students need transportation to get to an approved tutor, the district should provide it free of charge. More information about both options is available on the **US Department of Education Web site**.

SCHOOL: The school staff is participating in a plan of corrective action. Teachers continue to work toward improving classroom teaching. The school may set aside ten percent of its Title I (federal) funding to help teachers improve.

DISTRICT: The district is taking more serious steps of corrective action. It is preparing a plan for new management of the school. That plan can call for one or more of the following actions: replacing the entire school staff; reopening the school as a charter school; contracting with an outside agency to run the school; changing the internal organizational structure of the school. The district also notifies parents of the corrective action plan and progress toward improving instruction.

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 subgroups 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 FROM LEFT TO RIGHT:

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

TESTED SUBJECT	2005–2006 LOW SCORES	2005–2006 HIGH SCORES	2004–2005 LOW SCORES	2004–2005 HIGH SCORES	2003–2004 LOW SCORES	2003–2004 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		22%		21%		17%
Average high school Percent Proficient or higher		41%		40%		37%
GEOMETRY						
Our school Percent Proficient or higher		3%		4%		3%
Average high school Percent Proficient or higher		24%		24%		22%
US HISTORY						
Our school Percent Proficient or higher		22%		24%		16%
Average high school Percent Proficient or higher		38%		39%		35%
BIOLOGY						
Our school Percent Proficient or higher		37%		21%		22%
Average high school Percent Proficient or higher		36%		33%		31%
SCIENCE						
Our school Percent Proficient or higher		22%	NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	
Average high school Percent Proficient or higher		35%	NO DATA AVAILABLE N/A		NO DATA AVAILABLE N/A	

SOURCE: The scores for the CST are from the spring 2006 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. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

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 on the **STAR Web site**. More information about student test scores is available in the 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.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they are scored against five criteria. 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." CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California's standards to be among the most clear and rigorous in the country. Just 44 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

ARE ALL STUDENTS' SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CSTs. When 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.

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 California Department of Education (CDE) suppresses scores when fewer than 11 students are present, and we suppress 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 actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of **technical terms**, scoring methods, and the **subjects** covered by the tests for each grade. 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 six CST tests usually taken by the largest number of students. We select at least one test from each core subject. For science, we've selected biology (an elective) and the tenth grade life science test. For math, we've selected two courses, both of them electives: Algebra I, which students take if they haven't studied and passed it in eighth grade; and Geometry, often the most popular math course because it follows Algebra I. 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.

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		22%	99%	**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 THE COUNTY		36%	96%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		41%	97%	

Subgroup Test Scores

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

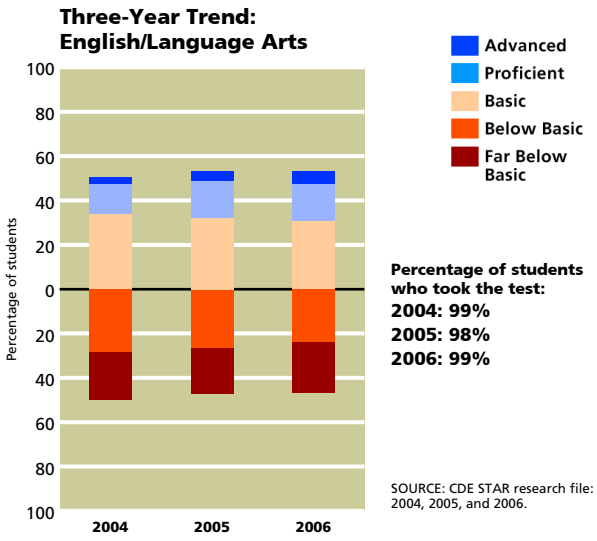
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		20%	1,051	**GENDER:** About five percent more girls than boys at our school scored Proficient or Advanced.
Girls		25%	957	
English proficient		30%	1,248	**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%	757	
Low income		20%	1,546	**INCOME:** About eight percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		28%	460	
Learning disabled		2%	217	**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		25%	1,791	
African American		20%	285	**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		50%	36	
Hispanic/Latino		20%	1,541	
White/Other		43%	86	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent 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. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be 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 on this site.



SOURCE: CDE STAR research file: 2004, 2005, and 2006.

Algebra I

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		9%	62%	**SCHOOLWIDE AVERAGE:** About six percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		12%	32%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		15%	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		9%	680	**GENDER:** The same percentage of boys and girls at our school scored Proficient or Advanced.
Girls		9%	575	
English proficient		11%	659	**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%	594	
Low income		8%	980	**INCOME:** About four percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		12%	274	
Learning disabled		0%	172	**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		11%	1,083	
African American		6%	174	**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	15	
Hispanic/Latino		9%	991	
Pacific Islander	DATA STATISTICALLY UNRELIABLE	N/S	18	
White/Other		17%	42	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent 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. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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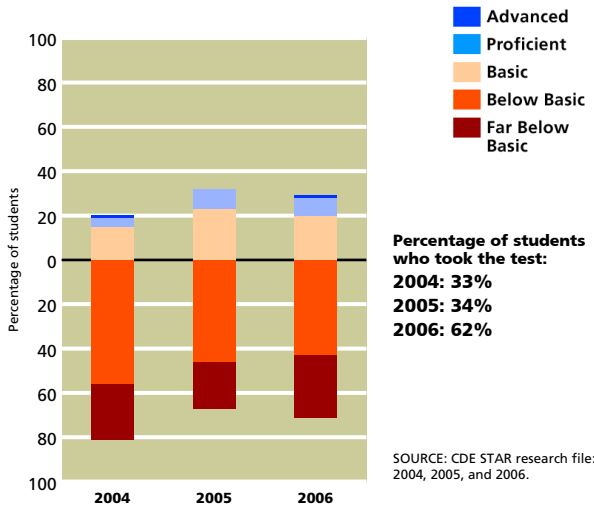
Three-Year Trend: Algebra I



SOURCE: CDE STAR research file: 2004, 2005, and 2006.

Geometry

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		3%	20%	**SCHOOLWIDE AVERAGE:** About 21 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		17%	25%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		24%	24%	

Subgroup Test Scores

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

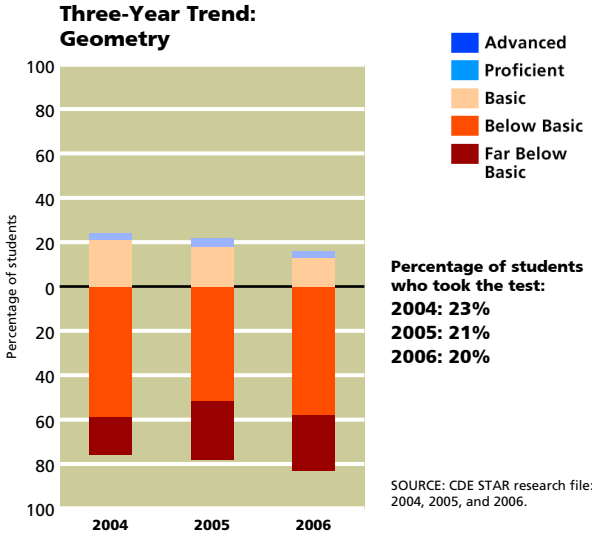
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		6%	209	**GENDER:** About five percent more boys than girls at our school scored Proficient or Advanced.
Girls		1%	196	
English proficient		4%	304	**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%	100	
Low income		3%	309	**INCOME:** The same percentage of students from lower-income families scored Proficient or Advanced as our other students.
Not low income		3%	95	
Learning disabled	DATA STATISTICALLY UNRELIABLE	N/S	19	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled		3%	386	
African American		0%	58	**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.
Hispanic/Latino		4%	310	
White/Other	DATA STATISTICALLY UNRELIABLE	N/S	18	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent 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. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 20 percent of our students took the geometry standards test, compared to 24 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 FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		22%	97%	**SCHOOLWIDE AVERAGE:** About 16 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		34%	94%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		38%	94%	

Subgroup Test Scores

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

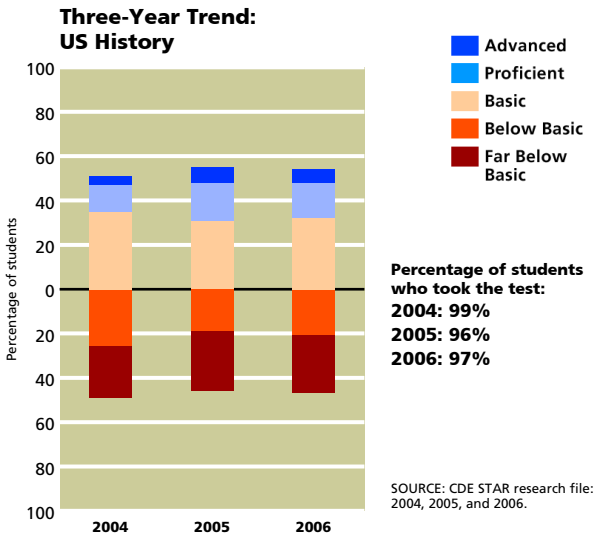
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		18%	276	**GENDER:** About seven percent more girls than boys at our school scored Proficient or Advanced.
Girls		25%	254	
English proficient		27%	388	**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		8%	140	
Low income		19%	392	**INCOME:** About nine percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		28%	137	
Learning disabled		3%	62	**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		24%	468	
African American		8%	85	**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	16	
Hispanic/Latino		21%	382	
White/Other		38%	32	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent 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. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be 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.



SOURCE: CDE STAR research file: 2004, 2005, and 2006.

Biology

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		37%	17%	**SCHOOLWIDE AVERAGE:** About one percent more students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		30%	35%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		36%	35%	

Subgroup Test Scores

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

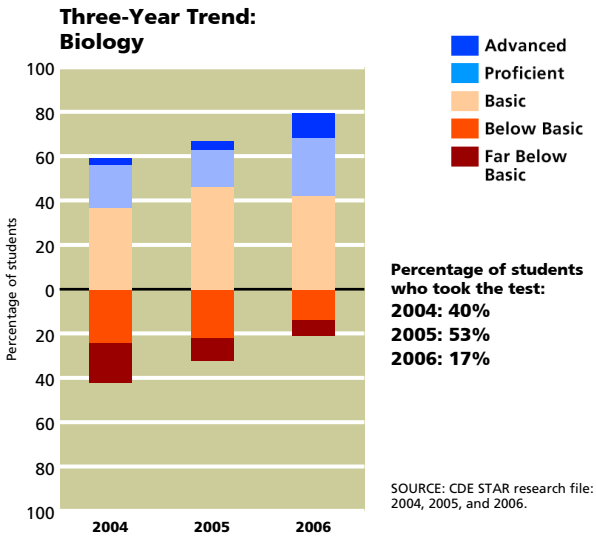
FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		35%	171	**GENDER:** About three percent more girls than boys at our school scored Proficient or Advanced.
Girls		38%	178	
English proficient		47%	249	**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		12%	98	
Low income		36%	260	**INCOME:** About three percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		39%	87	
Learning disabled	DATA STATISTICALLY UNRELIABLE	N/S	16	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled		38%	333	
African American		34%	50	**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	15	
Hispanic/Latino		33%	251	
White/Other	DATA STATISTICALLY UNRELIABLE	N/S	23	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent 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. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

About 17 percent of our students took the biology standards test, compared to 35 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.



SOURCE: CDE STAR research file: 2004, 2005, and 2006.

Science

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

GROUP	LOW SCORES / HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE		22%	98%	**SCHOOLWIDE AVERAGE:** About 13 percent fewer students at our school scored Proficient or Advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY		31%	93%	
AVERAGE HIGH SCHOOL IN CALIFORNIA		35%	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		25%	339	**GENDER:** About five percent more boys than girls at our school scored Proficient or Advanced.
Girls		20%	312	
English proficient		29%	424	**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%	226	
Low income		22%	509	**INCOME:** About two percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		24%	141	
Learning disabled		3%	74	**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		25%	577	
African American		21%	95	**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.
Hispanic/Latino		21%	503	
White/Other	DATA STATISTICALLY UNRELIABLE	N/S	20	

SOURCE: The scores for the CST are from the spring 2006 test cycle. County and state averages represent 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. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
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.

This was the first year that mandatory life science for tenth graders was included in the California Standards Tests. As a result, we have no trend data to present. Although we offer science at all grade levels, only our tenth graders' results on the California Standards Test are reported here. You can read the **tenth grade science standards** on the CDE's Web site and find more information about the standards for **chemistry**, **earth science**, and **physics**. Please note that some students taking this test may have not taken any science course in the ninth or tenth grade. In high school, science courses are electives.

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

Hawthorne High School has six guidance counselors who monitor students' academic progress and assist them in exploring postsecondary options. Students meet yearly with a counselor to review their grades, 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 to take SAT preparation classes in anticipation of college entrance exams. College representatives visit our College and Career Center weekly to hand out information and motivate students to attend college. Evening workshops are held regularly to help families complete college applications and financial aid forms.

SAT College Entrance Exam

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT participation rate	Percentage of seniors who took the test	40%	45%	41%
SAT verbal	Average score of juniors and seniors who took the SAT verbal test	420	475	495
SAT math	Average score of juniors and seniors who took the SAT math test	434	495	516
SAT writing	Average score of juniors and seniors who took the SAT writing test	423	478	495

SOURCE: SAT test data provided by the College Board for the 2005–2006 school year. County and state averages represent high schools only.

In the 2005–2006 academic year, 40 percent of Hawthorne students took the SAT, compared to 41 percent of high school students in California.

College Preparation and Attendance

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems	39%	42%	38%
Students attending UC	Percentage of graduates who actually attended any campus of the UC system	7%	8%	7%
Students attending CSU	Percentage of graduates who actually attended any campus of the CSU system	13%	12%	12%
Students attending community colleges	Percentage of graduates who actually attended any campus of the California community college system	39%	34%	31%

SOURCE: College attendance data is from the California Postsecondary Education Commission for the graduating class of 2005. Enrollment in UC/CSU qualifying courses comes from the Professional Assignment Information Form report of October 2005. County and state averages represent high schools only.

In the 2004–2005 school year, the percentage of Hawthorne's students taking courses required for admission to the University of California (UC) or the California State University (CSU) system was 39 percent, compared to 38 percent for students statewide. 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.

Our **college attendance** data is limited to public colleges in California. Out of Hawthorne's 2005 graduating class, about 59 percent went on to enroll in some part of the California public college system, compared to 50 percent of students throughout the state. Here's the detail: seven percent of the graduating class went to UC campuses; 13 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 in their junior and senior years. These include **honors** and **Advanced Placement** (AP) courses. Some schools also offer students the opportunity to participate in the **International Baccalaureate** (IB) Diploma Programme. The **International Baccalaureate** (IB) Diploma Programme courses are offered in just 82 high schools in California. The IB curriculum is modelled on educational systems from around the world. All IB students learn a second language. Some IB programs also stress community service. Honors, IB, and AP courses are intended to be the most rigorous and challenging courses available. Most colleges regard IB and AP courses as the equivalent of a college course.

The majority of comprehensive high schools offer AP courses, but the number of AP courses offered at any one school varies considerably. Unlike honors courses, AP courses and tests are designed by a national organization, the College Board, which charges fees to high schools for the rights to their material. The number of AP courses offered is one indicator of a school's commitment to prepare its students for college. But students' participation in those courses and their test results are, in part, a measure of student initiative. Please keep both of these considerations in mind as you review the facts below.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Completion of AP courses	Percentage of juniors and seniors who completed AP courses and took the final exams for college credit	25%	28%	25%
Number of AP exams taken	Average number of AP exams each of these students took in 2005–2006	1.7	1.8	1.8
AP test results	Percentage of AP exams receiving scores of 3 out of 5 or higher (college credit)	43%	53%	57%

SOURCE: AP exam data provided by the College Board for the 2005–2006 school year.

Here at Hawthorne, 25 percent of juniors and seniors took AP exams. In California, 25 percent of juniors and seniors took AP exams. On average, those students took 1.7 AP exams, compared to 1.8 for students in the average high school in California.

Students who take IB courses as part of the IB program, or AP courses and pass the AP exams with scores of 3 or higher, may qualify for college credit. Our high school offers 12 different courses that you'll see listed in the table.

More information about the **Advanced Placement program** is available from the College Board.

AP AND IB COURSES OFFERED	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
Fine and Performing Arts	1	3	108
Computer Science	0	0	0
English	2	2	65
Foreign Language	2	5	156
Mathematics	1	1	40
Science	2	2	16
Social Science	4	8	221
Total	12	21	606

SOURCE: CBEDS PAIF, October 2005.

High School Completion

This table shows the percentage of seniors in the graduating class of 2006 who met our district's graduation requirements and also passed the California High School Exit Examination (CAHSEE). We present the results for students schoolwide followed by the results for different groups of students.

GROUP	PERCENTAGE OF SENIORS GRADUATING (CLASS OF 2006)		
	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
All Students	75%	71%	N/A
African American	75%	69%	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	86%	88%	N/A
Filipino	80%	77%	N/A
Hispanic or Latino	75%	70%	N/A
Pacific Islander	63%	75%	N/A
White (not Hispanic)	73%	71%	N/A
Socioeconomically Disadvantaged	75%	74%	N/A
English Learners	53%	52%	N/A
Students with Disabilities	78%	70%	N/A

SOURCE: This data comes from the school district office.

Students can retake all or part of the CAHSEE up to five times throughout their junior and senior years. School districts have been giving the CAHSEE since the 2001–2002 school year. However, 2005–2006 was the first year that passing the test was required for graduation. You can learn more about the **history of the CAHSEE** on the California Department of Education (CDE) Web site.

More data about **CAHSEE results for the classes of 2007 and 2008**, and additional detail by gender, ethnicity, and English language fluency, are available on the CDE Web site.

Dropouts and Graduates

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate (one year)			
2004–2005	7%	3%	2%
2003–2004	6%	4%	2%
2002–2003	8%	4%	3%
Graduation rate (four year)			
2004–2005	69%	81%	88%
2003–2004	66%	81%	89%
2002–2003	67%	83%	89%

SOURCE: Dropout data comes from the CBEDS census of October 2005. County and state averages represent high schools only.

When a student fails to come to school, we schedule a conference with the parents, the student, a counselor, and an administrator to determine what will improve the student's achievement and attendance. The counselor offers social and emotional support and discusses 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 learn about 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 to another school within or outside the district.

DROPOUT RATE: Our dropout rate for the prior three years appears in the accompanying table. We define a **dropout** as any student who left school before completing the 2004–2005 school year or a student who hasn't re-enrolled in our school for the 2005–2006 year by October 2005.

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 at keeping students in school. It is also used in the No Child Left Behind Act to determine Adequate Yearly Progress and is 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 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 use tests to help students determine their career interests. Students can take the ACT, 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. In AVID classes and during workshops delivered by our counseling department, students learn valuable workforce skills such as writing a resume, completing a job application, and interviewing for jobs. 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	34%	21%	28%

SOURCE: CBEDS census, October 2005. 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.

More information about the programs our school offers in career technical education are available on our Accountability Web page, which you can access from our district Web site. 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

At Hawthorne, 69 percent of students were considered to be proficient in English, compared to 85 percent of high school students in California overall. Of the students who were still learning English in 2004–2005, 35 percent advanced to English proficiency.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	69%	80%	85%
English learners	31%	20%	15%

SOURCE: Language Census for school year 2005–2006. County and state averages represent high schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 904 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%	87%	83%
Vietnamese	0%	1%	2%
Cantonese	0%	2%	2%
Hmong	0%	0%	2%
Filipino/Tagalog	1%	1%	1%
Korean	0%	2%	1%
Khmer/Cambodian	0%	1%	1%
All other	2%	6%	8%

SOURCE: Language Census for school year 2005–2006. 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	4%	12%	12%
Latino/Hispanic	76%	57%	42%
White/European American/ Other	5%	20%	37%

SOURCE: CBEDS census of October 2005. County and state averages represent high schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than $35,798 a year (based on a family of four) in the 2005–2006 school year. At Hawthorne, 73 percent of the students qualified for this program, compared to 40 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	73%	55%	40%
Parents with some college	24%	50%	58%
Parents with college degree	9%	30%	34%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2005–2006 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 24 percent of the students at Hawthorne have attended college, and nine percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 40 percent of the students who took the standardized tests provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

The average class size at Hawthorne varies from a low of 24 students to a high of 33. Our average class size schoolwide is 29 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	24	26	26
History	32	31	30
Math	28	29	28
Science	33	32	30

SOURCE: CBEDS census, October 2005. County and state averages represent high schools only.

Safety

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.

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	2003–2004	2004–2005	2005–2006
Drug or alcohol related	N/A	0	7
Crimes against people	N/A	0	10
Property crimes	N/A	0	9

SOURCE: This data comes from the school district office.

In the calendar year 2006, we reported 20 drug or alcohol incidents (seven per thousand students), 30 crimes against people (ten per thousand students), and 26 property crimes (nine per thousand students). Note that these factors are expressed as a ratio (incidents per thousand students), to help you compare our school to others.

Discipline

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 reward students through our Renaissance Program, a reward system that boosts attendance, academic performance, positive school climate, and graduation rates.

At times we find it necessary to suspend students who break 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.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	**2005–2006**	**17**	**19**
	2004–2005	14	19
	2003–2004	19	21
Expulsions per 100 students	**2005–2006**	**1**	**1**
	2004–2005	1	1
	2003–2004	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 2005–2006 school year, we had 491 suspension incidents. We had 28 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.

Homework

All 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 accepted only with an excuse from the attendance office. Families should check each teacher's syllabus for specific details on homework.

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 county and state. More information about **physical fitness testing and standards** is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	12%	25%	29%
Girls in Fitness Zone	7%	22%	27%
All students in Fitness Zone	10%	23%	28%

SOURCE: 2005–2006 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent high schools only.

Schedule

The school year includes 180 days of instruction and follows a traditional school calendar (September to June). Classes are 55 minutes long. School begins at 8 a.m. and ends at 2:48 p.m. Students can get help and tutoring through the Extended Learning Lab between 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	65,563	64,800
Grade 10	65,563	64,800
Grade 11	65,563	64,800
Grade 12	65,563	64,800

SOURCE: This data is reported by school district staff.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

Joy Bramlette has been principal of this school for one year. She has one year of experience as a principal and 20 years of experience 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 among all of these groups. We welcome the involvement of our school community in creating programs that encourage student involvement and achievement. We have created a Reform Committee that will direct our efforts this year in reviewing procedures, policies, programs, and activities.

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	26%	17%	15%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	39%	39%	37%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	61%	61%	63%

SOURCE: Professional Assignment Information Form (PAIF), October 2005, completed by teachers during the CBEDS census. County and state averages represent high schools only.

About 26 percent of our teachers have less than three years of teaching experience, which is above the average for new teachers in other high schools in California. Our teachers have, on average, nine years of experience. About 61 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 39 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	74%	86%	91%
Trainee credential holders	Percentage of staff holding an internship credential	21%	9%	5%
Emergency permit holders	Percentage of staff holding an emergency permit	3%	6%	5%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	2%	0%	1%

SOURCE: PAIF, October 2005. 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 74 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, five percent of high school teachers throughout the state hold trainee credentials. About three percent of our faculty hold an emergency permit. Very few high school teachers hold this authorization statewide (just five percent). All of the faculty at Hawthorne hold the secondary (single-subject) credential. This number is the same as the average for high schools in California. You can find three years of data about teachers' credentials in the Appendix to this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core 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	4%	15%	15%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the appropriate credential for the course	2%	11%	11%
Out-of-field teaching: students	Percentage of students in core courses taught by a teacher who lacks the appropriate credential for the course	2%	9%	10%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	26%	14%	9%

SOURCE: Percentage of courses taught by teachers not meeting NCLB standards is 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 Professional Assignment Information Form (PAIF) of October 2005.

"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 taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the **High Objective Uniform State Standard of Evaluation** (HOUSSE) rules, that 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 two percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 11 percent of core courses taught by such 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 26 percent of our teachers were working without full credentials, compared to nine 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	Percentage of English courses taught by a teacher lacking the appropriate subject area authorization	0%	10%	10%
Math	Percentage of math courses taught by a teacher lacking the appropriate subject area authorization	0%	9%	10%
Science	Percentage of science courses taught by a teacher lacking the appropriate subject area authorization	0%	10%	13%
Social Science	Percentage of social science courses taught by a teacher lacking the appropriate subject area authorization	3%	13%	12%

SOURCE: PAIF, October 2005. This is completed by teachers during the CBEDS census. County and state averages represent high schools only.

The table above shows the distribution of out-of-field teaching in each of the core subject areas.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Acountability Web page, which is accessible from our district Web site. What you will find are specific facts about **misassigned teachers** and **teacher vacancies** in the 2006–2007 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

Here, we report the percentage of core courses in our district whose teachers are considered to be less than "highly qualified" by NCLB's standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

We've divided the schools into four groups (quartiles), based on the percentage of families who qualify and apply for free and reduced-price lunches. We compare the first quartile of schools (most low-income students), the middle two quartiles, and the fourth quartile (fewest low-income students). N/As appear in the table if our district has two schools or fewer and is not suitable for this analysis. You may also see N/As if all of our schools fall into one quartile.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	8%	14%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by "highly qualified" teachers	4%	13%
Schools with a moderate number of low-income students	Middle two quartiles of schools whose core courses are not taught by "highly qualified" teachers	4%	14%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by "highly qualified" teachers	13%	14%

SOURCE: Data comes from the federal form known as the Consolidated Application. School Wise Press calculates which schools fall into each quartile, based on students' rates of requests for subsidized meals. Districts with two schools or fewer are not suitable for this analysis because they have too few schools to analyze them in this manner.

The average percentage of courses in our district not taught by a "highly qualified" teacher is eight percent, compared to 14 percent statewide. For schools with the highest percentage of low-income students, this factor is four percent, compared to 13 percent statewide. For schools with the lowest percentage of low-income students, this factor is 13 percent, compared to 14 percent statewide.

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 each teacher in the classroom. Untenured teachers are evaluated yearly, and tenured teachers are evaluated every other year. Teachers that need help are refered to Peer Assistance and Review (a program in which teachers help each other improve), and 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.Three days each school year are devoted to teacher training that focuses on instruction and assessment that will enable students to meet standards. This training occurs when students are not in school. Supplemental workshops are held throughout the year. Administrators also participate in a variety of training programs.

Substitute Teachers

We draw substitute teachers from a district pool of qualified substitutes. When a teacher will be absent all day, we hire a substitute for the full day. If a teacher will only be gone for one period, another credentialed staff member teaches that period. Classroom teachers prepare detailed lesson plans for substitutes to follow so that instructional time is not lost.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. 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.

ACADEMIC GUIDANCE COUNSELORS: Our school has six full-time equivalent academic counselors. Just for reference, California districts employed about one academic counselor for every 510 high school students in the state. More information about **counseling and student support** is available on the CDE Web site.

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

SOURCE: CBEDS census, October 2005.

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, we implemented the Renaissance Program to help students succeed in academic achievement, attendance, and school involvement. Each month we recognize students, teachers, and support staff 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 451 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 300 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 our Resource Specialist Program (RSP), which allows these students to be fully included in regular classrooms. Eight special day class (SDC) 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 of fluency in English, students are placed in one of two classes. In these classes, we use the appropriate state 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 to measure their progress in learning English. After students complete the program for English learners, we continue to track their progress and support them in the general education program.

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. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the **content standards** for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

A panel of scholars defined the English/language arts standards in 1999. According to these standards, high school students should be able to compare and analyze literature using the terminology of literary criticism. They should read and respond to significant works of literature that reflect or enhance their studies of history and social science. They should be able to write biographies, autobiographies, narratives, short stories, analytical essays, research reports, and business letters. 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.

Math

Students can begin taking algebra in the eighth grade, but many students take the course during high school. Through the study of algebra, our students develop an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. Educators consider students' success in algebra to be an indicator of how well they will do in future courses in high school and college. To read more about the math standards for grades **eight through twelve** as well as the California standards for a variety of **advanced math subjects**, visit the CDE's Web site.

Science

Our science program offers courses in physics, chemistry, biology, life sciences, and earth sciences. In all of these courses, students learn to apply the principles of investigation and experimentation. Many science courses are elective (but required for admission to public and private colleges). All students are required to study biology and life sciences. In this program, students learn principles of physiology, cell biology, genetics, ecology, and evolution. To read more about the California standards for **biology/life sciences**, **physics**, **chemistry**, and **earth sciences**, visit the CDE's Web site.

Social Science

Our ninth grade students have no social studies requirements. In the **tenth grade**, they study world history, from the late 18th century through the present, including the cause and course of the two world wars. Students in the **eleventh grade** study the major turning points in US history in the 20th century. Students in **twelfth grade** pursue a deeper understanding of the institutions of American government. In addition, our students will learn how to think from the perspectives of history and geography. They'll learn to research topics on their own, develop their own point of view, and interpret history.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the appendix to this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2006–2007 school year, and whether those **textbooks** covered 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 2006–2007 school year.

RESOURCES

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, new locker rooms for PE for both boys and girls, 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 as they arrive at school, a new football scoreboard, and four new electronic student message boards at various locations on the campus. We are installing an elevator in Building 16, and we will begin a major landscaping project on the athletic fields during the summer.

Our school includes 42 buildings, of which 11 are portables. On an average day, 3,050 students and staff occupy these buildings, taking up 37 percent of our capacity.

The bathrooms in our school contain 179 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 35 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 purchase books, periodicals, or reference books they might want to use throughout the year. We are considering expanding the library to better meet the needs of our 2,900 students.

Computers

We have 844 computers available for student use, which means that, on average, there is one computer for every three students. There are 140 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	3	4	4
Internet-connected classrooms	140	82	61

SOURCE: CBEDS census of October 2005. County and state averages represent high schools only.

During the 2004–2005 school year, we upgraded both our business computer labs with new computers equipped with Microsoft Office 2000 and a variety of Adobe software. We expanded the curriculum by adding classes in three-dimensional design and by creating our Engineering Academy. We have two full-time computer technicians who run our Title I (federally funded) mathematics and English labs. For 2005–2006, we are purchasing a new identification machine that will have better graphics than our old one.

Parent Involvement

Hawthorne High School staff recognize 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 (SSC), the English Learners Advisory Council (ELAC), the Superintendent's Advisory Committee, and the Student Support Personnel Team. In addition, parents chaperone dances, field trips, and college visits, and they raise funds for school organizations.

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

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2004–2005			
Total expenses	$54,039,446	N/A	N/A
Expenses per student	$7,416	$7,267	$7,127
FISCAL YEAR 2003–2004			
Total expenses	$52,190,253	N/A	N/A
Expenses per student	$7,265	$7,007	$6,919

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of $7,416 per student in the 2004–2005 school year, compared to an average of $7,267 per student spent by similar (high school district) districts in the state. Our total operating expenses for the 2004–2005 year were $54,039,446. Facts about the 2005–2006 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the **Ed-Data Partnership's Web site.**

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the **CDE's Web site.**

District Salaries, 2004–2005

This table reports the salaries of teachers and administrators in our district for the 2004–2005 school year. 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	$37,524	$37,671
Midrange teacher's salary	$62,255	$63,121
Highest-paid teacher's salary	$79,066	$78,630
Average principal's salary (high school)	$114,504	$111,909
Superintendent's salary	$142,440	$163,061
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, 2004–2005, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

Throughout the year, Hawthorne High School uses special-purpose funding to run an Extended Learning Lab for students who need additional support and to send teachers to staff training activiities. We also use this funding for college field trips and guest speakers. This year we will use it to support our new Renaissance Program.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our **school's expenditures**, along with the **average salaries of our teachers**. You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.