



# Hawthorne High School

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



## Data Almanac



» The facts in this Data Almanac provide additional information, either in greater depth or for a span of years. This section presents the facts and statistics in table format without narrative text. We hope they make this report more useful to you and your colleagues.

**STUDENT AND TEACHERS**

**Student Enrollment by Ethnicity and Other Characteristics**

The ethnicity of our students, estimates of their family income, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	2,925
African American	15%
American Indian or Alaska Native	0%
Asian	2%
Filipino	1%
Hispanic or Latino	76%
Pacific Islander	1%
White (not Hispanic)	5%
Multiple or no response	0%
Socioeconomically disadvantaged	73%
English Learners	38%
Students with disabilities	11%

SOURCE: All but the last three lines are from the annual censuses, CBEDS, October 2005. Data about students who are socioeconomically disadvantaged, English Learners, and learning disabled come from the School Accountability Report Card unit of the California Department of Education.

**Student Enrollment by Grade Level**

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	873
Grade 10	740
Grade 11	689
Grade 12	616

SOURCE: CBEDS, October 2005.

**Average Class Size by Core Course**

The average class size by core courses.

SUBJECT	2003–2004	2004–2005	2005–2006
English	27	25	24
History	32	33	32
Math	31	29	28
Science	34	33	33

SOURCE: CBEDS, October 2005.

**Average Class Size by Core Course, Detail**

The number of classrooms that fall into each range of class sizes.

SUBJECT	2003–2004			2004–2005			2005–2006		
	1–22	23–32	33+	1–22	23–32	33+	1–22	23–32	33+
English	49	35	32	57	13	44	81	16	41
History	5	29	39	2	22	49	6	19	48
Math	22	8	47	27	10	44	21	30	32
Science	3	9	50	3	13	47	6	11	50

SOURCE: CBEDS, October 2005.

### Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2003–2004	2004–2005	2005–2006	2005–2006
<b>With Full Credential</b>	72%	75%	74%	74%
<b>Without Full Credential</b>	28%	25%	26%	26%

SOURCE: CBEDS, October 2005, Professional Assignment Information Form (PAIF) section.

**STUDENT PERFORMANCE**

**California Standards Tests**

The California Standards Tests (CST) show how well students are doing in learning what the state content standards require. The CST include English/language arts and mathematics in grades nine through eleven; science in grade ten; and history/social science in grades ten and eleven. Student scores are reported as performance levels.

**CST Results for All Students: Three-Year Comparison**

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English/ Language Arts	17%	21%	22%	16%	19%	21%	36%	40%	42%
History/Social Social	12%	19%	16%	13%	19%	16%	29%	32%	33%
Mathematics	4%	7%	8%	7%	12%	11%	34%	38%	40%
Science	15%	22%	22%	13%	14%	19%	25%	27%	35%

SOURCE: California Standards Tests (CST) results, spring 2006 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**CST Results by Student Group: Most Recent Year**

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

STUDENT GROUP	PERCENT OF STUDENTS SCORING PROFICIENT OR ADVANCED			
	ENGLISH/ LANGUAGE ARTS 2005–2006	HISTORY/ SOCIAL SCIENCE 2005–2006	MATHEMATICS 2005–2006	SCIENCE 2005–2006
African American	20%	7%	5%	21%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	58%	54%	31%	N/A
Filipino	57%	40%	10%	N/A
Hispanic or Latino	20%	16%	7%	21%
Pacific Islander	8%	6%	0%	N/A
White (not Hispanic)	44%	33%	12%	20%
Boys	20%	17%	9%	25%
Girls	25%	16%	6%	20%
Economically disadvantaged	20%	15%	7%	22%
English Learners	10%	6%	6%	10%
Students with disabilities	3%	4%	1%	3%
Students receiving migrant education services	N/A	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2006 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**ACCOUNTABILITY**

**California Academic Performance Index (API)**

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

**API Ranks: Three-Year Comparison**

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2003–2004	2004–2005	2005–2006
Statewide rank	1	N/A	2
Similar-schools rank	4	N/A	6

SOURCE: The API Base Report from December 2006.

**API Changes by Student Group: Three-Year Comparison**

API changes for all students and student groups: the actual API changes in points added or lost for the past three years and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2003–2004	2004–2005	2005–2006	2005–2006
All students at the school	+30	+38	+14	624
African American	+48	+62	-8	590
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	+28	+32	+21	620
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+52	N/A	N/A	N/A
Boys	N/A	N/A	N/A	N/A
Girls	N/A	N/A	N/A	N/A
Economically disadvantaged	+38	+32	+15	618
English Learners	N/A	N/A	+22	601
Students with disabilities	N/A	N/A	+5	430

SOURCE: The API Growth Report as released in the Accountability Progress Report in March 2007.

### Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP): (a) a 95-percent participation rate on the state's tests; (b) 22.3 percent of students scoring Proficient or higher on the English/language arts test and 20.9 percent in mathematics; and (c) an API of at least 590.

#### AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	Yes
Participation rate in English/language arts	No
Participation rate in mathematics	No
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	Yes
API	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in February 2007.

#### Intervention Program: District Program Improvement (PI)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	2 of 5
The year the district entered PI	2004
Number of schools currently in PI	3
Percentage of schools currently in PI	60%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in February 2007.

**SCHOOL COMPLETION AND PREPARATION FOR COLLEGE**

**Dropout Rate and Graduation Rate**

The dropout rate is an estimate of the percentage of all students who drop out before the end of the school year (one-year rate). Graduation rate is an estimate of the four-year completion rate for all students.

KEY FACTOR	SCHOOL	DISTRICT	STATE
<b>Dropout rate (one year)</b>			
2004–2005	7%	5%	2%
2003–2004	6%	5%	2%
2002–2003	8%	8%	3%
<b>Graduation rate (four year)</b>			
2004–2005	69%	69%	88%
2003–2004	66%	67%	89%
2002–2003	67%	67%	89%

SOURCE: CBEDS October 2003–2005.

**Courses Required for Admission to the University of California or California State University Systems**

Number and percentage of students enrolled in the A-G courses required for admission to the University of California (UC) or California State University (CSU).

KEY FACTOR	SCHOOL	DISTRICT	STATE
Percentage of students enrolled in courses required for UC/CSU admission	58%	62%	64%
Percentage of graduates from class of 2005 who completed all courses required for UC/CSU admission	39%	30%	38%

SOURCE: CBEDS, October 2005, for the class of 2005.

**College Entrance Exam Reasoning Test (SAT)**

The percentage of twelfth grade students (seniors) who voluntarily take the SAT Reasoning Test to apply to college, and the average verbal, math, and writing scores of those students.

KEY FACTOR	2003–2004	2004–2005	2005–2006
Percentage of seniors taking the SAT	30%	31%	40%
Average verbal score	411	421	420
Average math score	430	441	434
Average writing score	N/A	N/A	423

SOURCE: Original data from the College Board, for the Class of 2006, and republished by the California Department of Education. To protect student privacy, scores are not shown when the number of students tested is 10 or less. The College Board first introduced the writing test in 2005–2006.

**TEXTBOOKS**

**Textbook Adoption List (TABLE 0)**

Here is a complete or partial list of textbooks used at our school during the 2005–2006 school year..

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Algebra 1	Algebra 1	2004	2005
English	Language of Literature	2004	2005
Geometry	Geometry	2004	2005

SOURCE: Textbook data is supplied by the district.