



Lawndale High

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	1,356
African American	25%
American Indian or Alaska Native	0%
Asian	4%
Filipino	2%
Hispanic or Latino	61%
Pacific Islander	1%
White (not Hispanic)	7%
Multiple or no response	1%
Socioeconomically disadvantaged	67%
English Learners	14%
Students with disabilities	8%

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	396
Grade 10	379
Grade 11	318
Grade 12	258

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	32	26	25
History	25	33	31
Math	31	25	24
Science	31	30	32

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	8	7	15	29	18	18	26	22	12
History	3	4	2	1	13	21	2	17	18
Math	3	6	12	24	8	15	25	19	7
Science	3	4	4	6	14	18	2	11	23

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
With Full Credential	74%	86%	88%	74%
Without Full Credential	26%	14%	12%	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	28%	37%	38%	16%	19%	21%	36%	40%	42%
History/Social Social	20%	36%	29%	13%	19%	16%	29%	32%	33%
Mathematics	15%	28%	26%	7%	12%	11%	34%	38%	40%
Science	19%	20%	34%	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	33%	21%	18%	28%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	67%	52%	46%	75%
Filipino	50%	29%	50%	N/A
Hispanic or Latino	38%	31%	27%	33%
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	47%	39%	41%	44%
Boys	33%	34%	25%	37%
Girls	45%	25%	28%	31%
Economically disadvantaged	37%	30%	28%	33%
English Learners	17%	17%	20%	27%
Students with disabilities	17%	13%	18%	23%
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	3	N/A	6
Similar-schools rank	8	N/A	10

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	+67	+52	+27	733
African American	+75	+69	+26	702
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	+68	+47	+35	742
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	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	+67	+50	+35	733
English Learners	N/A	N/A	+40	738
Students with disabilities	N/A	N/A	N/A	N/A

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
Dropout rate (one year)			
2004–2005	1%	5%	2%
2003–2004	1%	5%	2%
2002–2003	2%	8%	3%
Graduation rate (four year)			
2004–2005	91%	69%	88%
2003–2004	85%	67%	89%
2002–2003	86%	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	60%	62%	64%
Percentage of graduates from class of 2005 who completed all courses required for UC/CSU admission	34%	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	39%	44%	43%
Average verbal score	423	418	445
Average math score	425	432	454
Average writing score	N/A	N/A	443

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.