

# School Fact Sheet, 2005–2006

LAWNDALE ELEMENTARY SCHOOL DISTRICT

## Environmental Charter School

**ADDRESS:** 4234 West 147th St., Lawndale, CA 90260 **PHONE:** (310) 676-3107

**PRINCIPAL:** Dr. Joanna Paul **GRADE RANGE:** 9-12 **SCHEDULE:** Traditional

### TEACHERS AND STUDENTS

#### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
<b>Number of teachers (FTE)</b>	20	79	56
<b>Students per teacher</b>	17	25	24
<b>Average years of teaching experience</b>	6	12	13
<b>Teachers with one or two years of teaching experience</b>	20%	17%	15%
<b>Full credential holders</b>	80%	86%	91%
<b>Trainee credential holders</b>	15%	9%	5%
<b>Emergency permit holders</b>	10%	6%	5%

SOURCE: 2005 CBEDS data, California Dept. of Education. County and state averages represent high schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of six years of teaching experience to their classes. About 80 percent have a full credential. Statewide about 91 percent of high school teachers hold this credential.

#### Average Class Sizes

CORE COURSE	OUR SCHOOL	COUNTY AVG	STATE AVG
<b>English</b>	25	26	26
<b>History/social science</b>	26	31	30
<b>Math</b>	24	30	28
<b>Science</b>	27	32	30

SOURCE: 2005 CBEDS data, California Dept. of Education. County and state averages represent high schools only.

The average class size of core courses varies at our school from a low of 24 students to a high of 27 students. Our average class size for all classes schoolwide is 25 students. The average class size schoolwide for other high schools in the state is 29 students.

#### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
<b>Number of students</b>	339	1,931	1,314
<b>English learners</b>	18%	20%	15%
<b>Low-income students</b>	71%	53%	39%
<b>Students whose parents attended/graduated college</b>	43%	50%	58%

SOURCE: 2005 CBEDS data, California Dept. of Education. County and state averages represent high schools only.

The factors above may affect students' performance in school. Most of the 60 students at our school designated as English learners speak Spanish at home.

### COLLEGE PREPARATION

Three factors indicate how effectively we prepare students for college: whether students are taking the courses required for college admission, whether the school offers Advanced Placement (AP) courses, and where students ultimately enroll in the state's public college system.

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
<b>Students meeting UC or CSU course requirements</b>	60%	42%	38%
<b>AP exams passed per 100 juniors and seniors</b>	83	27	25
<b>Students attending UC</b>	12%	8%	7%
<b>Students attending CSU</b>	36%	12%	12%
<b>Students attending community colleges</b>	15%	34%	30%

SOURCE: 2005 CBEDS data, California Dept. of Education, Environmental Charter High School. County and state averages represent high schools only.

Information in this report changes throughout the year. This data was taken from the California Department of Education in December 2006. A complete annual accountability report is available from our school or district office, and on our district Web site: <http://www.lawndale.k12.ca.us>

### ACADEMIC PERFORMANCE

#### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

#### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

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

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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#### English/Language Arts (Reading and Writing)

Our school	28%	
Calif. high schools	41%	

#### Geometry

Our school	6%	
Calif. high schools	24%	

#### US History

Our school	35%	
Calif. high schools	38%	

#### Biology

Our school	18%	
Calif. high schools	36%	

#### Science

Our school	22%	
Calif. high schools	35%	

SOURCE: The scores for the California Standards Tests are from the spring 2006 test cycle. State averages represent high schools only.

### MEASURES OF ACADEMIC PROGRESS

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met all ten criteria for yearly progress, according to the US Department of Education. As a result, we succeeded at making Adequate Yearly Progress. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
<b>Met schoolwide growth target</b>	<b>Yes</b>	<b>Met AYP</b>	<b>Yes</b>
<b>Met growth target for prior school year</b>	<b>Yes</b>	<b>Met schoolwide test participation rate</b>	<b>Yes</b>
<b>API score</b>	<b>677</b>	<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Growth attained from prior year</b>	<b>+35</b>	<b>Met subgroup* test participation rate</b>	<b>Yes</b>
<b>Met subgroup* growth targets</b>	<b>Yes</b>	<b>Met subgroup* test score goals</b>	<b>Yes</b>
<b>Underperforming school†</b>	<b>No</b>	<b>Met API for AYP</b>	<b>Yes</b>
		<b>Met graduation rate</b>	<b>Yes</b>
		<b>Program Improvement school</b>	<b>No</b>

SOURCE: API growth score, 2006 test cycle. API and AYP current as of December 2006.  
 \*—Numerically significant groups, such as English learners and ethnic groups, with separate API and AYP goals.  
 N/A—Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.  
 †—Includes schools in these programs: Immediate Intervention/Underperforming Schools and High Priority Schools Grant.

