

LARCHMONT CHARTER SCHOOL  
815 N EL CENTRO AVE  
LOS ANGELES, CA 90038



**HOW  
DOES  
YOUR SCHOOL  
MEASURE  
UP?**

Find out more at  
<http://reportcard.lausd.net>

Developed in partnership with



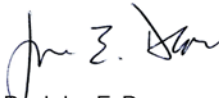
Los Angeles Unified School District

# SCHOOL report card 10

## Dear Parent or Guardian,

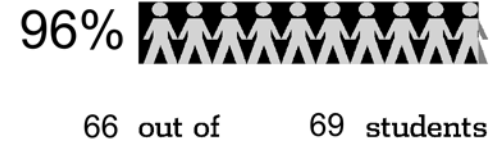
Our responsibility for educating our children is to work together as a team—the school and district staff, parents, guardians and families, and students themselves. We all need to make our best efforts, individually and as a group, to support our students, believe in their abilities and potential, and create conditions for their success.

The 2010-11 School Report Card, revised with input from various parent and community groups, is a valuable tool for you to learn about your student's school. Bring this document with you when you visit with your student's teacher(s). Learn how your school is working to help your student read, write, think, and speak at or above grade level. Ask questions. Find out how you can help. We are a team, and we need you!

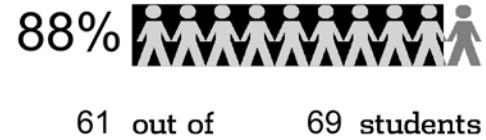
  
Dr. John E. Deasy  
Superintendent

Dolores Patton  
Principal

## 5th graders scoring proficient or advanced in English language arts



## 5th graders scoring proficient or advanced in math



LARCHMONT CHARTER SCHOOL

# LARCHMONT CHARTER SCHOOL

The Academic Performance Index (API) is a score California gives each school based on student test scores. 200 is the lowest possible score. 800 is the target API score; 1000 is the maximum.

**API Score** 2010-2011 **931** Change from 2009-2010 **23**

► How many students are at this school? **492**

# PROGRESS

Moving toward learning goals

► **Are students meeting California standards in English language arts and math?**

Students in grades 2-11 are tested annually to assess their achievement of state content standards. California Standards Test (CST) scores fall into 1 of 5 performance levels. The state's goal is for all students to score proficient or advanced, the top 2 performance levels.

Students scoring at the proficient or advanced performance level in...	2009-10	2010-11	LAUSD Average
English language arts	83%	84%	50%
Math	78%	86%	62%

Research shows that students who are reading at grade level by the 3rd grade have much better chances at success in middle school and high school.

3rd graders scoring proficient or advanced in English language arts	83%	82%	40%
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► **How much Academic Growth over Time (AGT) did the school make on standardized tests?**

A method known as value-added analysis helps us know how much students have progressed on standardized tests from one year to the next. The table below provides Grade-Level AGT results for English language arts (ELA) and Math for the past academic year 2010-11.

	Far Below Predicted	Below Predicted	At Predicted	Above Predicted	Far Above Predicted
ELA Grade 3					
ELA Grade 4					
ELA Grade 5					
ELA Grade 6					
Math Grade 3					
Math Grade 4					
Math Grade 5					
Math Grade 6					

Find detailed information about your school's AGT results online at <http://agt.lausd.net>.

\*\*Data not shown when the number of students or other respondents is 10 or less to protect student privacy and ensure statistical accuracy, or when data are not available.

# READINESS

For college or career

► **Are students getting ready to move up to middle school?**

5th graders scoring proficient or advanced in English language arts

96% 

66 out of 69 students

5th graders scoring proficient or advanced in math

88% 

61 out of 69 students

5th graders scoring at the proficient or advanced performance level in...	2009-10	2010-11	LAUSD Average
English language arts	83%	96%	51%
Math	75%	88%	60%
Science	94%	97%	51%

# LEARNING environment

What it's like to be at this school

In 2010-11, students, staff, and parents were surveyed about their experiences at this school. Here is what they told us...

Students:	Number (percent) responding:	0 (0%)
What we are learning takes a lot of thinking.	**%	
Adults at this school know my name.	**%	
My school is clean.	**%	
I feel safe on school grounds.	**%	
Parents:	Number (percent) responding:	0 (0%)
I feel welcome to participate at this school.	**%	
The school offers me opportunities to participate in councils, parent organizations.	**%	
I talk with the teacher about my child's schoolwork.	**%	
My child is safe on school grounds.	**%	
Staff:	Number (percent) responding:	0 (0%)
I get the help I need to communicate with parents.	**%	
I am proud of this school.	**%	
My school is clean.	**%	
I feel safe on school grounds.	**%	

For more information on the survey results, go to <http://schoolsurvey.lausd.net>

## ► What is the highest level of education students PLAN to complete?

Students responding: 0

High school	**%	2-year college	**%	Graduate school	**%
Vocational school	**%	4-year college	**%	Unsure of plans	**%

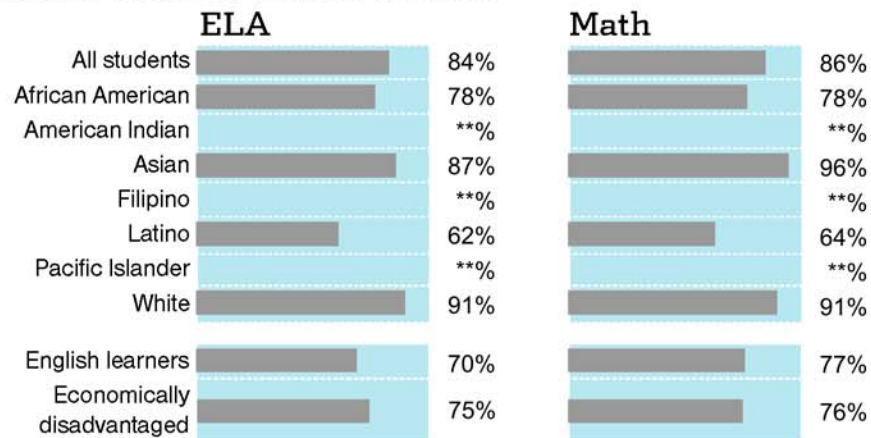
## ► What are other important things to know about this school?

	2009-10	2010-11	LAUSD Average
Students suspended one or more times	1%	0%	1%
Teachers at this school for at least 3 years	%	%	82%
Staff with 96% or higher attendance*	**%	**%	72%
Students with 96% or higher attendance*	**%	**%	64%
*96% attendance is equal to 7 days absent			
Highly qualified teachers (fully accredited and demonstrate subject area competence)	**%	**%	95%

# STUDENT groups

Performance of different groups

## ► What percentage of students is scoring proficient or advanced across student groups?\*



## ► How are African Americans, English learners and students in special education performing?\*

This section shows information about three major student groups who have been historically under-served and have struggled to meet performance targets in English language arts (ELA) and math.

African Americans scoring proficient or advanced in...	2009-10	2010-11	LAUSD Average
English language arts	73%	78%	44%
Math	65%	78%	49%

### Students in special education scoring proficient or advanced in...

English language arts	51%	80%	29%
Math	50%	76%	40%

English learners must achieve 3 goals to be reclassified as fluent English proficient (RFEP): 1. Score proficient on the California English Language Development Test (CELDT) 2. Show basic skills on the California Standards Test (CST) 3. Be recommended by the school by passing English with a "3" or "4".

### English learners...

1 ...scoring proficient on the CELDT	**%	**%	26%
2 ...scoring basic or above in CST-ELA	**%	**%	58%
3 ...passing English with a "3" or "4"	**%	**%	33%

\*Student performance is defined by AYP criteria

# LEARN<sub>more</sub>

## ► Who are the students at this school?

► **Total number of students enrolled:** 492

## ► Percentage of students enrolled who are...

African American	8%	Gifted and talented	0%
American Indian	1%	Students with disabilities	9%
Asian	16%	English learners	10%
Filipino	3%	Reclassified fluent English proficient	3%
Latino	17%	Economically disadvantaged	35%
Pacific Islander	0%	Students entering and leaving	**0%
White	54%		

## ► What is Adequate Yearly Progress (AYP) and Program Improvement (PI) Status?

A school must meet targets under No Child Left Behind (NCLB) on standardized tests and graduation rates for all students and for certain groups (economically disadvantaged students, students with disabilities, English learners, and students in different ethnic groups). For information on the specific requirements for your school, visit <http://www.cde.ca.gov/ta/ac/ar/> and click on the link called School Level AYP Reports.

Did this school meet AYP requirements?	Yes
How many requirements did the school meet?	19
...out of a possible	19

A Title I school is in **Program Improvement (PI)** status when it does not meet AYP requirements two years in a row. When this happens, an intervention plan is designed to help the school meet its requirements. Parents are notified when a school enters PI status. You may view a copy of your school's plan at your school.

What was the school's PI status as of September 2011? Not in PI

## ► How are students performing in magnet centers?

Students scoring proficient or advanced in...

Magnet Center	ELA	Math

# GET<sub>involved</sub>

## ► What you can do as a parent...

As a parent, you play a critical role in your child's success in school. Aside from teachers and counselors, the school principal is someone every parent can talk to at the school. Many schools also have a parent center with additional resources for parents.

Principal of this school:	Dolores Patton
School phone number:	323-836-0860
Parent center phone number:	323-836-0860

## ► Get involved with your child's school.

For resources like guidelines on how to help your child succeed in school, how to support your child's school, back to school tips, information about volunteering, school governance, parent centers, and advisory committees, contact:

**LAUSD Parent Community Services Branch**

**(866) 669-7272**

[www.lausd.net/parent-services](http://www.lausd.net/parent-services)

## ► As a parent of a student in special education, become more informed.

To access tools like an informational training series for parents of students with disabilities and to learn about resources like the Complaint Response Unit that responds to concerns of parents of students with disabilities, contact:

**Division of Special Education**

**(213) 241-6701**

<http://sped.lausd.net>

## ► Access information on your student's progress.

To find information on your child's grades, attendance, behavior, etc., contact your school to find out how to get access to the Integrated Student Information System (ISIS) Family Module. You may access the tool at:

<http://family.lausd.net>