

California Department of Education
Office of Policy and Evaluation

1999 Academic Performance Index (API) School Report

Updated on April 24, 2000

School: Lynn (Bert M.) Middle
District: Torrance Unified
County: Los Angeles

CDS Code: 19-65060-6023089

School
Type:
Middle

[Click here for a list of similar schools.](#)

1999 Percent Tested ¹	1999 Number Tested ²	1999 API ³	1999 Statewide Rank ⁴	1999 Similar Schools Rank ⁴	1999- 2000 Growth Target ⁵	2000 API Target ⁶
100	522	817	10	6	*	*

¹This percent is calculated by dividing the number of students tested by enrollment in grades tested as indicated on the October, 1998 CBEDS School Information Form.

²Number of pupils with tests contributing to the API.

³The API scale is 200-1000. Only scores for students in the district the prior year are included in the calculation.

⁴Rankings are in deciles with 10 being the highest and 1 the lowest. For Statewide ranks, each decile contains 10% of all schools. For Similar Schools ranks, each decile contains 10% of the 100 most similar schools.

⁵The growth target is 5% of the difference between the 1999 API and the Statewide Performance Target of 800.

⁶This is the sum of the 1999 API plus the 1999-2000 growth target.

"n/a" means a number is not applicable or not available due to missing data.

*The interim statewide API Performance Target is 800. Schools scoring 800 or more are expected to maintain an API at or above 800. However, the State Board of Education has not yet determined growth targets for the purpose of rewards for schools scoring 800 or more.

Subgroups	Number of Pupils Included in API	Numerically Significant ¹	1999- 2000		
			1999 API ²	Growth Target ²	2000 API Target ²
Ethnic/Racial					
African American not Hispanic	18	no			
American Indian or Alaska Native	4	no			
Asian	183	yes	876	*	*
Filipino	3	no			
Hispanic or Latino	33	no			
Pacific Islander	3	no			
White not Hispanic	278	yes	800	*	*

Socioeconomically Disadvantaged³ 50 no

¹Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following definition are considered numerically significant: the group (1) contains at least 100 students tested OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

²The 1999 API and targets are reported only for numerically significant subgroups. In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target. For exact calculation of growth targets, please refer to the [Explanatory Notes](#).

³Students participating in the Free or Reduced Price Lunch program or indicating that neither parent graduated from high school.

School Demographic Characteristics

These data are from the October 1998 CBEDS data collection, the Spring 1999 Language Census, and the 1999 Stanford 9 student header sheet.

Ethnic/Racial	Percent	Parent Education Level	Percent
African American not Hispanic	4	Percent Responding*	97
American Indian or Alaska Native	1	Of those Responding	
Asian	35	Not high school graduate	1
Filipino	1	High school graduate	10
Hispanic or Latino	8	Some college	22
Pacific Islander	1	College graduate	41
White not Hispanic	52	Graduate school	27
		<i>* This number is the percentage of students tested who responded to the item on parent education.</i>	
Participants in Free or Reduced Price Lunch	11		Average
English Language Learners	13	Average Parent Education Level	3.83
		<i>The average of all responses where "1" represents "Not high school graduate" and "5" represents "Graduate school."</i>	
Multi-track year-round school?	no		
School Mobility	13		Percent
<i>This is the percent of students who first attended this school in the current year as indicated on the Stanford 9 student header sheet.</i>		Fully credentialed teachers	81
		Teachers w/emergency credentials	19
Class Size		<i>If some teachers at this school have more than one credential, the percents may add up to more than 100. If some teachers at this school are interns, are on waiver or did not report a credential type, the percents may add to less than 100.</i>	
Grade levels	Average		
K-3	n/a		
4-6	30		
Core academic courses in departmentalized programs.	27		

For more details about reported numbers, see the [Explanatory Notes](#).