Compton Unified School District

2007-2008 District Accountability Report Card

District & Community Profile

Compton Unified School District serves grades pre-kindergarten through twelve in the Compton area as well as the neighboring communities of Carson, Enterprise, South Los Angeles and Willowbrook. The district is comprised of twenty-four elementary schools, eight middle schools and three comprehensive high schools, as well as one continuation high school, one pregnant minors program, one independent study program, two community day schools, an adult school and a Regional Occupation Program (ROP). Total enrollment for the district at the beginning of the 2007-08 school year was 28,081. The chart displays demographic data for the district.

2007-2008 District Enrollment

Total Enrollment: 28,081

	Number of Students	Percent of Enrollment
Gender		
Female	13,771	49.0%
Male	14,310	51.0%
Ethnicity		
African American	6,694	23.8%
American Indian or Native Alaskan	21	0.1%
Asian	16	0.1%
Filipino	11	0.0%
Hispanic or Latino	20,919	74.5%
"Multiple or No Response"	106	0.4%
Pacific Islander	246	0.9%
White (not Hispanic)	68	0.2%
English Learners		
English Learners (EL)	15,731	56.0%
Non EL	12,350	44.0%
Special Education		
Special Education	1,720	6.2%
Non Special Education	26,361	93.8%
Free or Reduced-Price Meals		
Yes	22,629	78.9%
No	5,452	21.1%

Data Sources

Data within this report was provided by Compton Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (http://data1.cde.ca.gov/dataquest). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/ intervention.

NCLB Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2006-07 school year.

Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. During the 2007-08 school year, 81.5% of core academic classes in the Compton Unified School District were taught by highly qualified teachers. The chart at right illustrates teacher credential statuses for the district.

Compton Unified School District supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their professional growth, as well as for the benefit of the district. During the 2007-08 school year, certificated staff consisted of 1,226 employees including administrators. The chart below illustrates teacher education levels in the Compton Unified School District.

Teacher Credential Status 2007-2008

	Number of Teachers	Percent of Teachers
Fully Credentialed	1,105	90.1%
University Interns	43	3.5%
District Interns	11	0.9%
Emergency Credentials	72	5.9%
Waivers	2	0.2%
Average Years Teaching	11.4	n/a
Average Years in CUSD	8.8	n/a
First-Year Teachers	68	5.5%
Second-Year Teachers	57	4.6%

Staff Education Levels 2007-2008

	Number of Staff	Percent of Staff
Doctorate	60	4.3%
Master's Degree +30*	348	24.7%
Master's Degree	312	22.1%
Bachelor's Degree +30*	494	35.1%
Bachelor's Degree	190	13.5%
Less than a Bachelor's Degree	5	0.4%

* Indicates additional hours above and beyond degree.

California Standards Test

Compton Unified School District participates in California's mandatory Standardized Testing and Reporting (STAR) Program which includes the California Standards Tests (CST) administered each spring to students in grades two through eleven.

The California Standards Test administers exams in the subject areas of Language Arts, Mathematics, Science, and Social Science. Scores are used to assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested; these include: "Advanced" (A), "Proficient" (P), "Basic" (B), "Below Basic" (BB), and "Far Below Basic" (FBB) levels. The State target for every student is to score at the "Advanced" or "Proficient" level. The chart below reflects scores for English/Language Arts. Mathematics, Social Science, and Science scores are displayed on page three (3).

California Standards Test (CST)

Combined % of Students Scoring at Advanced & Proficient Levels

English/Language Arts

	2nd			3rd			4th			5th			6th			7th			8th			9th			10th			11th		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																														
CUSD	36	33	37	21	23	23	23	27	35	22	21	23	14	17	20	17	19	21	13	13	20	13	15	18	9	12	15	12	10	13
California	47	48	48	37	37	38	49	51	55	43	44	48	41	42	47	43	46	49	41	41	45	44	47	49	37	37	41	36	37	37
Females																														
CUSD	39	34	40	23	26	26	25	32	40	24	22	27	16	19	22	21	23	23	15	17	22	17	19	19	14	13	18	12	12	15
California	31	53	51	39	41	40	54	55	59	47	48	52	44	45	50	48	51	54	45	46	50	48	53	53	42	41	45	39	41	41
Males																														
CUSD	31	32	34	18	20	21	22	23	30	19	20	20	12	14	18	13	14	17	11	10	17	10	13	16	5	11	11	10	7	11
California	43	44	44	33	33	35	46	48	52	40	41	46	38	40	44	38	42	44	37	37	41	40	43	45	33	33	37	33	33	33
Socioeconomically Disadvantaged																														
CUSD	35	33	37	21	23	23	23	28	35	22	20	23	14	17	20	17	19	20	13	13	20	13	17	18	10	12	15	12	10	13
California	33	35	35	22	23	24	35	36	41	28	29	34	26	27	32	28	31	34	25	26	30	27	32	33	21	21	26	21	22	22
English Learners																														
CUSD	34	30	36	18	22	21	18	22	32	13	14	15	7	7	12	8	6	7	4	4	7	7	6	8	5	3	5	7	3	5
California	27	30	32	15	15	17	24	24	26	13	14	17	8	9	13	9	10	10	6	6	8	7	10	9	4	4	6	4	4	4
Special Education																														
CUSD	4	8	19	1	4	6	0	2	17	1	2	4	1	3	4	2	4	3	1	1	4	0	0	2	0	2	0	2	0	0
California	23	23	22	16	16	20	21	21	30	14	15	22	12	12	13	11	12	12	9	10	11	9	10	11	6	7	7	6	6	6
African American																														
CUSD	36	37	38	22	23	27	22	28	33	26	21	23	14	19	21	14	19	22	14	11	18	11	14	12	8	9	11	7	6	5
California	38	39	39	27	27	28	37	39	43	30	32	35	29	29	33	29	32	35	27	27	31	28	33	34	22	23	26	21	22	22
Hispanic																														
CUSD	34	32	37	20	24	22	24	27	35	19	20	23	14	16	20	18	18	19	13	15	20	14	17	20	10	14	16	14	12	16
California	33	35	35	22	23	24	35	37	42	29	30	34	26	28	33	28	32	34	25	26	31	28	32	34	21	23	27	21	23	22

How to Read CST Results

All school districts in the state of California are required to report their CST results in comparison to the State average. In this report, the percentage of students achieving "Advanced" and "Proficient" levels is reported. Data is broken down by gender, participation in special programs, and ethnicity. More information about STAR testing and the CST is available at the California Department of Education's website: http://www.cde.ca.gov.

California Standards Test (CST)

Combined % of Students Scoring at Advanced & Proficient Levels

	Mathematics																
	2nd			3rd			4th			5th			6th			7th		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																		
CUSD	54	50	50	42	48	50	33	38	48	31	31	32	18	20	19	16	20	21
California	59	59	59	58	58	61	54	56	61	48	49	51	41	42	44	41	39	41
Females																		
CUSD	56	53	50	41	49	50	33	39	51	32	31	35	20	23	17	17	21	23
California	58	58	58	56	58	60	55	58	62	48	49	52	41	41	43	41	38	41
Males																		
CUSD	52	48	50	42	46	50	34	37	45	30	31	30	16	18	20	15	19	20
California	59	59	61	58	58	62	54	56	61	48	48	51	42	42	44	41	39	42
Socioeconomically Disadvantaged																		
CUSD	54	50	51	42	48	50	33	38	48	31	31	32	18	20	19	16	20	21
California	48	48	49	46	47	51	42	45	51	35	36	40	28	28	30	27	27	30
English Learners																		
CUSD	56	51	54	41	51	51	29	37	48	23	27	26	12	12	13	8	9	10
California	45	46	47	41	42	46	36	39	43	24	25	28	14	14	16	13	13	14
Special Education																		
CUSD	4	10	16	9	8	22	2	5	21	4	4	10	1	3	3	3	1	3
California	34	34	34	31	31	39	25	27	36	18	19	25	12	12	13	10	9	12
African American																		
CUSD	46	50	41	39	37	46	27	30	38	30	26	30	11	16	16	9	17	17
California	44	44	44	41	42	46	38	41	46	31	32	36	23	24	26	22	22	24
Hispanic																		
CUSD	57	51	53	43	52	51	35	41	51	31	33	34	21	22	20	19	21	23
California	47	48	49	46	48	52	43	46	51	36	37	40	29	29	31	28	27	30

California Standards Test (CST)

Combined % of Students Scoring at Advanced & Proficient Levels

	Social Science									Science					
	8th			10th			11th			5th			8th		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students															
CUSD	8	12	11	6	5	6	9	7	9	14	16	23	11	16	25
California	34	35	36	30	29	33	35	35	38	32	37	46	38	42	52
Females															
CUSD	6	12	11	6	4	3	7	7	8	13	16	24	10	14	23
California	31	33	35	27	26	29	34	33	36	30	35	45	34	41	50
Males															
CUSD	9	12	11	6	6	7	11	7	11	14	18	22	13	18	28
California	36	36	39	33	34	38	37	37	40	34	38	48	41	45	54
Socioeconomically Disadvantaged															
CUSD	8	12	11	6	5	6	9	7	9	14	16	23	11	16	25
California	19	20	22	17	17	20	21	22	24	18	22	32	23	29	39
English Learners															
CUSD	2	3	6	4	2	1	7	4	5	9	12	16	6	8	16
California	6	6	6	5	6	6	7	6	7	7	11	17	9	12	18
Special Education															
CUSD	1	2	1	0	1	0	0	0	0	6	4	6	1	4	2
California	10	10	11	8	8	11	8	9	10	14	16	26	11	13	17
African American															
CUSD	7	12	13	4	3	3	4	4	2	18	14	24	11	11	19
California	19	20	22	15	15	19	19	19	21	18	22	33	21	25	35
Hispanic															
CUSD	8	11	10	7	6	6	13	8	12	13	17	23	12	19	28
California	20	21	23	17	18	21	21	22	25	18	23	32	23	28	38

For results on course-specific Math tests (grades 8-11), please visit
http://star.cde.ca.gov.

Subgroups

Socioeconomically Disadvantaged: According to the State Board of Education, students may be categorized as Socioeconomically Disadvantaged (SED) if neither of the student's parents received a high school diploma, or if the student participates in the Free or Reduced-Price Lunch Program.

English Learners: English Learners (EL) are students whose primary language is not English, and who have low proficiency in the English language. Students are identified as English Learners through the California English Language Development Test (CELDT). In Compton Unified School District, English Learners are supported by a variety of programs including English Language Development (ELD) classes, in-class support by bilingual aides, and after-school assistance. Many teachers within the district also possess Cross-Cultural Language and Academic Development (CLAD), or Bilingual Cross-Cultural Language and Academic Development (BCLAD) certification.

Special Education: As defined by the state, a student is considered Special Education when one or more disabilities have been identified: Mental Retardation (MR), Hard of Hearing (HH), Deaf (DEAF), Speech and Language Impairment (SLI), Visual Impairment, Emotional Disturbance (ED), Orthopedic Impairment (OI), Other Health Impairment (OHI), Specific Learning Disability (SLD), Deaf-Blindness (DB), Multiple Disability (MD), Autism (AUT), and/or Traumatic Brain Injury (TBI).
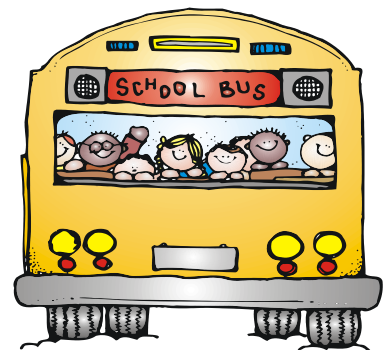
Adequate Yearly Progress

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

• Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
• Percent proficient on the State's standards-based assessments in ELA and Mathematics.
• API as an additional indicator.
• Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools, within their district, that meet their AYP and the former school would be required to provide the transportation to the new site. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement. After two consecutive years of failure in a particular subgroup, the school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years, however, a school may exit from this status after two consecutive years of success in the affected subgroup(s).

Results of district performance are displayed at right. AYP information by school site can be found in each school's annual School Accountablity Report Card.

Title I Funding & No Child Left Behind

Title I funding plays a critical role in No Child Left Behind (NCLB). Title I resources are used to support additional teaching staff and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. Information regarding a school's Title I designation assists parents and the school community in understanding the impact NCLB will have on their child's school.

Any school receiving Title I funding is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

Adequate Yearly Progress 2008

CUSD

Met AYP Criteria	English/Language Arts
Participation Rate	No
Percent Proficient	No

Met AYP Criteria	Mathematics
Participation Rate	Yes
Percent Proficient	No

API	Yes
Graduation Rate	No
Made Overall AYP	No

NCLB requires an annual evaluation of student performance, both schoolwide and by specific subgroups within the student population. A profile of the district's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program. Enrollment information by school site can be found in each school's Accountablity Report Card (SARC).

Title I Program Improvement (PI) Status Report

Compton Unified School District

School	PI Status	PI Placement (08-09)	First Year of PI Implementation	Made 2008 AYP
Anderson Elementary School	In PI	Year 5	2003-04	No
Bursch Elementary School	Not in PI	n/a	n/a	Yes
Caldwell Street Elementary School	Not in PI	n/a	n/a	Yes
Carver Elementary School	Not in PI	n/a	n/a	Yes
Clinton Elementary School	Not in PI	n/a	n/a	No
Dickison Elementary School	In PI	Year 5	2004-05	No
Emerson Elementary School	Not in PI	n/a	n/a	No
Foster Elementary School	In PI	Year 5	1997-98	No
Frances Willard Elementary School	In PI	Year 4	2003-04	No
Jefferson Elementary School	Not in PI	n/a	n/a	Yes
Kelly Elementary School	Not in PI	n/a	n/a	No
Laurel Street Elementary School	Not in PI	n/a	n/a	Yes
Lincoln Elementary School	In PI	Year 5	2004-05	No
Longfellow Elementary School	In PI	Year 4	2004-05	No
Martin Luther King, Jr. Elementary School	In PI	Year 5	2003-04	No
Mayo Elementary School	Not in PI	n/a	n/a	No
McKinley Elementary School	In PI	Year 5	2003-04	No
Ralph Bunche Elementary School	Not in PI	n/a	n/a	Yes
Robert F. Kennedy Elementary School	Not in PI	n/a	n/a	No
Ronald E. McNair Elementary School	Not in PI	n/a	n/a	Yes
Roosevelt Elementary School	In PI	Year 5	2003-04	No
Rosecrans Elementary School	Not in PI	n/a	n/a	Yes
Tibby Elementary School	Not in PI	n/a	n/a	Yes
Washington Elementary School	In PI	Year 4	2004-05	No
Bunche Middle School	In PI	Year 5	2004-05	No
Davis Middle School	In PI	Year 5	2004-05	No
Enterprise Middle School	In PI	Year 5	1997-98	No
Roosevelt Middle School	In PI	Year 5	2003-04	No
Vanguard Learning Center	In PI	Year 5	2004-05	No
Walton Middle School	In PI	Year 5	1997-98	No
Whaley Middle School	In PI	Year 5	1997-98	No
Willowbrook Middle School	In PI	Year 4	2004-05	No
Centennial High School	In PI	Year 5	1997-98	No
Compton High School	In PI	Year 5	1997-98	No
Dominguez High School	In PI	Year 5	1997-98	Made
Thurgood Marshall	In PI	Year 3	2005-06	No
Cesar Chavez Continuation High School	In PI	Year 3	2005-06	No
Compton Community Day High School	Not in PI	n/a	n/a	No
Compton Community Day Middle School	In PI	Year 1	2008-09	No
Harriet Tubman High	In PI	Year 2	2007-08	No