



Compton High School

2011-2012 School Accountability Report Card

Principal

Letitia Bradley
lbradley@compton.k12.ca.us

Executive Cabinet Members

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Superintendent

Dr. Abimbola Ajala-Williams
Associate Superintendent, Education Services

Alejandro Flores
Chief Administrative Officer

William Wu
Chief Human Resource Officer

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www.compton.k12.ca.us

Compton High School

Principal's Message

The Compton High School community is committed to fostering academic excellence that instills character development, life-long learning, respect, self-discipline, and collaboration skills. We are determined to prepare students for the rigors of high school life and beyond by delivering a quality, standards-based curriculum designed to strengthen academic skills combined with a discipline program that nurtures responsibility while challenging our students to become accountable for their own actions. It is Compton High's vision that all students graduate having undergone a personalized and challenging academic program that empowers them to be successful and productive citizens in society.

Compton High School continues to make significant progress toward the realization of our school reform effort with students demonstrating improved academic achievement and a significant change in student attitude toward school and themselves. The realization of our school-wide commitment to providing a quality education will be accomplished when 100% of our students meet school, district, state, and federal expectations. We believe that this can be accomplished by a school-home partnership and a focused standards-based instructional program.

The Compton High learning community is committed to continuous staff development and has worked hard to design and implement a comprehensive, standards-based instructional program derived from proven educational models. The staff remains focused, committed, and proactive thereby ensuring student exposure to engaging and meaningful instructional units, high behavioral expectations, and life experiences that will be the keystone for a foundation of informed decision-making relative to future educational, professional, and personal goals.

Compton High continues to promote a safe and secure learning environment through inclusive extracurricular and after school activities. We recognize that student daily attendance has a direct correlation with student achievement and have designed a comprehensive plan to improve student attendance. Compton High School offers a comprehensive academic curriculum with specialized programs designed to address the educational requirements of our special needs and English Language Learner student populations. This schoolwide network of student support programs ensures optimal student success at all levels. We are confident that our school action plan, combined with our efforts to reconfigure into professional learning communities, will prepare our students for the challenges and benefits of the 21st century.

As you read this report card for Compton High, I am convinced that a picture will emerge of a school dedicated to improvement, a qualified faculty that is both professionally and personally committed to addressing the learning needs of each student, and a student body that is motivated to perform.

Community & School 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-two 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 2011-12 school year was 24,781 students in grades kindergarten through twelve.

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Compton High School provides students in grades nine through twelve with a balanced, comprehensive curriculum that emphasizes reading and mastery of the California Content Standards. In addition to observing different cultural celebrations throughout the year, teachers and staff work together to make the curriculum culturally relevant to students through research and school-based projects.

During the 2011-12 school year, 2,310 students were enrolled on a traditional semester schedule. Student demographics are shown in the chart.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	17.0%
American Indian	0.1%
Asian	0.0%
Filipino	0.1%
Hispanic or Latino	80.5%
Pacific Islander	0.5%
White	0.4%
Two or More	0.0%
None Reported	1.4%

Discipline & Climate for Learning

Students at Compton High School are guided by specific rules and classroom expectations that promise respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation upon which to build an effective school. The goal of Compton High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of the discipline policies at the beginning of each school year through classroom orientation, assemblies, principal's newsletters, individual student handbooks, and the school website.

Compton High School provides an environment in which students can determine their own level of success. The staff, curriculum, and educational programs are in place to allow students to reach their highest potential. The high level of communication between students, staff, and parents helps facilitate a free-flow of information, while the richly diverse student population encourages a spirit of acceptance and inclusiveness.

A strict student accountability, attendance and tardy policy is having a positive impact in creating a suitable learning environment. Plans for the implementation of a conflict resolution program on campus, coupled with a leadership program supervised by local law enforcement, will provide a safety net for students displaying a need for enhanced support and guidance.

The suspensions and expulsions table illustrates total cases for the school and district, as well as the percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions and expulsions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	1247	366	737	7835	2302	3561
Suspension Rate	50.5%	15.3%	31.9%	29.9%	9.5%	14.4%
Expulsions	0	2	0	4	2	1
Expulsion Rate	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%

Student Recognition

A healthy student recognition program encourages positive student behavior and academic excellence. This program includes a system of classroom, departmental, and schoolwide awards and recognition events. Students are honored for citizenship as well as academic achievements during quarterly grade level assemblies. Students are also recognized for consistent academic performance and for improved GPAs at the end-of-the-year Principal's Banquet. Additionally, students receive Most Improved Student, Perfect Attendance, Student-of-the-Month, and Honor Roll Awards. Student athletes are also recognized for their participation at annual sports banquets.

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Activities, sports, and clubs at Compton High School include:

- 15 Interscholastic Sports
- Choir
- Dance Ensemble
- Drill & Cheer
- Black Students with Purpose
- Musical Performance
- Recycling Club
- Mariachi Band
- Speech & Debate Club
- Link Crew
- Advancement Via Individual Determination (AVID)
- Mathematical Engineering Science Achievement (MESA)
- Fishers of Men
- Leadership & Government
- Chess Club
- Art & Mural Club
- Pep Squad
- Yearbook
- Polynesian Club
- Peer Counselors
- Teen Court

Homework

Homework is a fundamental part of the learning process that helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas.

Homework assignments may take the form of daily, short-term, and/or long-term assignments. All courses offered at Compton High School are departmentally aligned with common unit assessments and/or assignments. Homework is an extension of the instructional program and is assigned for all classes. Individual teachers may supplement the unit proficiency benchmarks. Parents are encouraged to refer to course-specific outlines/syllabi for specific homework policies. Parents are also encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The chart illustrates the trend in enrollment for the last three years.

Enrollment Trend by Grade Level			
	2009-10	2010-11	2011-12
9th	703	654	602
10th	724	668	659
11th	548	610	542
12th	485	464	507

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. An automated system contacts the home of an absent student.

The attendance clerk and the school's counselor makes phone calls to the homes of students to verify excessive absences and encourage parents to see that their children are in attendance each day.

Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance and/or behavioral problems in school, and when the normal avenues of classroom, school and district counseling are not effective.

Dropout & Graduation Rates

The chart reflects the graduation and dropout rates at the school over the most recent three year period for which data is available. At the time of publication, data for the 2011-12 school year had not been released.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates			
	08-09	09-10	10-11
Dropout Rate	6.50%	26.30%	26.50%
Graduation Rate	52.14%	65.55%	64.43%

Class Size

The table indicates the average class size by subject area, as well as the number of classes offered in reference to their enrollments.

Class Size Distribution												
Average Class Size				Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
10	11	12		10	11	12	10	11	12	10	11	12
By Subject Area												
English	26	27	23	16	35	37	58	28	28	8	41	17
Mathematics	25	31	28	25	13	15	61	33	25	6	38	34
Science	33	31	26	14	5	11	23	26	22	1	25	10
Social Science	27	31	27	20	12	14	36	17	27	15	36	18

Curriculum Improvement

All curriculum development in Compton Unified School District revolves around the California State Content Standards and Frameworks. Curriculum is reviewed through a careful analysis of assessment data to ensure that it is aligned with the state standards. The district's curriculum guides are updated regularly to align them with the state standards, district goals, and the statewide assessment program.

School Leadership

Leadership at Compton High School is a responsibility shared between district administration, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Leticia Bradley in the 2011-12 school year. Ms. Bradley's previous experience includes several years in administration, as well as positions as a teacher, counselor, and Dean of Students.

Staff members participate on teams that ensure that the instructional programs are consistent with students' needs and comply with district goals. Opportunities for involvement include:

- Department Chairperson
- Instructional Leadership Team (ILT)
- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- School Advisory Committee (SAC)
- WASC Committee
- Parent Teacher Student Association (PTSA)
- Professional Learning Communities

Counseling and Support Staff (School Year 2011-12)

In addition to academics, the staff strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The chart displays a list of support services that are offered to students at the school.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	As Needed
Bilingual Aide	6	6.0
Campus Security Officers	7	7.0
Categorical Programs Facilitator	1	1.0
Community Liason	2	2.0
Counselor	5	5.0
English Learner (EL) Coach	1	1.0
Freshman Academic Studies Teacher	2	2.0
Health Assistant	1	1.0
Instructional Aides	6	6.0
Librarian	1	1.0
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	3	3.0
RSP Aide	3	3.0
SDC Assistant	9	9.0
Special Day Class (SDC) Teacher	7	7.0
Speech/Language Specialist	1	As Needed

At-Risk Interventions

Tutoring is available after school, Monday through Thursday. Students may also receive individual tutoring from teachers before-and-after school. Supplemental tutorial programs are made available through site-based categorical programs.

English Learners

The California English Language Development Test (CELDT) is administered annually to all English Learners (EL) to determine fluency level ("Beginning" to "Advanced"). EL students are placed with appropriately credentialed teachers and grouped in class based on proficiency level. All teachers use Specifically Designed Academic Instruction in English (SDAIE) methods to instruct EL students. English Language Development (ELD) is also provided for all EL students during a specific block of time each day. EL students are afforded the opportunity to receive support in core curriculum classes through afterschool tutoring.

Special Education

Students with special education needs are accommodated with a variety of options and in the least restrictive environment possible. An Individual Education Plan (IEP) is developed for any student with emotional, social, and/or developmental disabilities. The IEP defines the individualized instruction a special needs student will receive, which may include placement in a Special Day Class, the Resource Specialist Program, and/or sessions with other members of the support staff.

Data Sources

Data within the SARC was provided by the district, retrieved from the 2011-12 SARC template, Dataquest (<http://data1.cde.ca.gov/dataquest/>), and/or Ed-Data website.

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 community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Parent & Community Involvement

Parents play an important role at Compton High School through active participation and involvement.

Opportunities for participation include, but are not limited to: WASC Committee, various governance committees, booster clubs, advisory groups, classroom "adoption" program, and Parent Teacher Student Association (PTSA).

Compton High School's Family Resource Center, offers a number of resources, services, and volunteer opportunities. The center employs two full-time Community Liaisons who are responsible for coordinating an extensive family education program.

District Graduation Requirements

In order to receive a high school diploma from a Compton Unified School District comprehensive high school, all students must display satisfactory citizenship and complete the required prerequisites for graduation. In addition to a passing score on both components of the CAHSEE exam, seniors must submit portfolios with research projects, complete a minimum of 45 community service hours, and complete both 20 credits of a foreign language and 10 credits of visual/performing arts. For more detailed information about high school graduation and credit requirements, please contact the school office, or visit the district's website at www.compton.k12.ca.us.

College Preparation

Compton High School encourages students to continue their education past high school by hosting college nights and financial aide night for parents and students. Students are encouraged to visit the College & Career Center located in the Guidance Office to research opportunities for post-secondary education. Compton High School has partnerships with Compton College, California State University (Dominguez Hills and Long Beach campuses) and the University of California, Irvine.

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area.

Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Career and Higher Education Preparation (School Year 2011-12)

It is the goal of Compton High School to help students understand the importance of Career Technical Education and experience how employees apply career technical and academic learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts.

Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and workforce-readiness. Compton High School students may participate in the school's Regional Occupational Program (ROP) and Career Technical Education courses. The school addresses the needs of all students in career preparation, through the following:

- Counseling & Guidance
- Partnerships with youth and economic development resources
- Supplemental student support services
- Professional development for teachers
- 2+2 Articulation Agreements with community colleges and universities

Cosmetology and Avionics are offered to students at off-site locations within the community. The following ROP & Career/Technical Education (CTE) program courses are offered to all students on-site:

- ROP Building Remodeling
- ROP Intensified Office Occupations
- ROP CNA/Home Health Aide Program
- ROP Computer Applications
- ROP Restaurant Occupations
- ROP Fashion/Clothing Occupations
- ROP Banking Occupations
- ROP Architectural Drafting Occupations
- ROP Graphic Communications/Animation
- ROP Desktop Publishing
- ROP T.V. Production
- ROP Cosmetology
- Basic Business Operations
- Introduction to Industrial & Technology Careers
- Introduction to Home Economics
- Work Experience Education
- ROP Office Occupations
- Clothing I & II
- Drafting I & II
- Computer Literacy
- Medical Terminology
- Food & Nutrition I & II
- Wood Technology I & II

All of the above-listed courses incorporate state-adopted CTE model curriculum standards, meet district graduation requirements, and/or satisfy A-G entrance requirements of the CSU/UC systems. All courses are evaluated through a combination of 1) mastery of employment readiness standards; 2) results of career/technical skills assessments; 3) participation in career/technical student organizations; and/or 4) placement of program completers in employment, post-secondary education, or the military. For more information about Career/Technical Education and/or ROP, please contact Reena K. Singh at (310) 898-6000.

The table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	902
What percent of the school's pupils complete a CTE program and earn a high school diploma?	9.8
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	73.3

Advanced Placement Classes (School Year 2011-12)

Advanced Placement (AP) courses are offered for those students seeking to qualify for college credit. During the 2011-12 school year, college-level courses included English Language & Composition, Art History, Studio Art/Drawing, Spanish Literature, Statistics, Calculus, Environmental Science, Biology, U.S. Government & Politics, European History, and U.S. History.

UC/CSU Course Completion

Students are encouraged to take University of California/California State University courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment	
	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2011-12)	64.5%
Graduates Who Completed All Courses Required for UC/CSU Admission (2010-11)	13.9%

* Duplicated Count (one student can be enrolled in several courses).

Advanced Placement Classes

	# of Courses
Fine and Performing Arts	2
Computer Science	-
English	4
Foreign Language	1
Mathematics	2
Science	2
Social Science	4
Totals	15
Percent of Students in AP Courses	1.8%

Completion of High School Graduation Requirements – Class of 2012

Students in California public schools must pass both the English/language arts and Mathematics sections of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2011-12 school year in the twelfth grade, the table displays the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements

	School	District	State
All Students	72.2%	67.8%	*
Socioeconomically Disadvantaged	66.7%	67.0%	*
African American/Black	69.3%	68.2%	*
American Indian	0.0%	0.0%	*
Asian	0.0%	0.0%	*
Filipino	100.0%	100.0%	*
Hispanic or Latino	73.0%	66.9%	*
Pacific Islander	100.0%	88.9%	*
White	100.0%	100.0%	*
English Learners	56.2%	53.9%	*
Students with Disabilities	19.0%	27.1%	*
Two or More Races	0.0%	0.0%	*

* Data was not available at the time of publication.

Student Achievement & Testing

Compton Unified School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The Standardized Testing and Reporting (STAR) program, weekly authentic assessments, and quarterly benchmark tests are used to determine whether each student is performing below, at, or above grade level standards. In addition, the California English Language Development Test (CELDT) is used to assess the skills of English Learner (EL) students.

Adequate Yearly Progress (School Year 2011-12)

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 (ELA) 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 Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in 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 have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	No		No	

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/language arts section and a math section with three performance levels: "Advanced," "Proficient," and "Not Proficient." The score a student must achieve to be considered "Proficient" is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving "Proficient" or "Advanced" levels.

The second table displays the percent of students, by group, achieving at each performance level in English/language arts and math for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students									
	2009-10			2010-11			2011-12		
	School	District	State	School	District	State	School	District	State
English	26.0	27.0	54.0	35.0	33.0	59.0	30.0	27.0	56.0
Mathematics	21.0	26.0	54.0	27.0	29.0	56.0	26.0	29.0	58.0

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	73.0	17.0	10.0	71.0	24.0	5.0
District						
All Students	70.0	19.0	11.0	74.0	21.0	5.0
School						
Male	73.0	18.0	10.0	72.0	23.0	5.0
Female	67.0	21.0	12.0	72.0	23.0	5.0
African American	76.0	16.0	8.0	86.0	11.0	3.0
Hispanic or Latino	69.0	20.0	11.0	72.0	23.0	5.0
English Learners	97.0	3.0	-	96.0	4.0	-
Socioeconomically Disadvantaged	70.0	19.0	11.0	73.0	22.0	5.0
Students with Disabilities	97.0	-	3.0	95.0	2.0	2.0

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	1	1	1
Similar Schools	2	1	1
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	9	10	18
Black or African American			
Actual API Change	18	11	14
Hispanic or Latino			
Actual API Change	9	8	18
Socioeconomically Disadvantaged			
Actual API Change	-11	3	13
English Learners			
Actual API Change	-3	13	-4
Students with Disabilities			
Actual API Change	-	-	28

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,556	595	17,397	697	4,664,264	788
Black or African American	255	540	3,264	668	313,201	710
Hispanic or Latino	1,287	606	13,916	703	2,425,230	740
Socioeconomically Disadvantaged	1,437	595	16,179	699	2,779,680	737
English Learners	947	554	11,094	680	1,530,297	716
Students with Disabilities	157	392	1,760	543	530,935	607

Physical Fitness (School Year 2011-12)

In the spring of each year, the school is required by the state to administer a physical fitness test to all ninth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ).

Contact Information

Parents or community members who wish to participate in the school's leadership teams, committees, activities, or become a volunteer may contact the main office at (310) 635-3881. The district website (www.compton.k12.ca.us) also provides a variety of resources and helpful information for parents, students, and the community.

Federal Intervention Program (School Year 2012-13)

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.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays 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. For results on course specific tests, please see <http://star.cde.ca.gov>.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Compton Public Library, which contains numerous computer workstations.

Percentage of Students in Healthy Fitness Zone

2011-12

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	27.8%	20.5%	15.8%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	1997-1998	2004-2005
Year in PI (2012-13)	Year 5	Year 3
# of Schools Currently in PI	-	28
% of Schools Identified for PI	-	70.00%

California Standards Test (CST)

Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	19	21	20	32	34	36	52	54	56
Mathematics	5	7	6	38	38	38	48	50	51
Science	20	24	27	33	37	39	54	57	60
History/Social Science	18	21	24	20	23	24	44	48	49

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test (CST)

Subgroups

Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	36	38	39	24
School	20	6	27	24
African American/ Black	13	4	21	15
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	21	6	28	26
Pacific Islander	*	*	*	*
White	*	*	*	*
Males	19	6	29	26
Females	21	5	25	21
Socioeconomically Disadvantaged	20	6	28	24
English Learners	4	2	4	6
Students with Disabilities	12	12	14	3
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Instructional Materials (School Year 2012-13)

The Los Angeles County Office of Education inspected all school sites in the district at the start of the 2012-13 school year, pursuant to the settlement of *Williams vs. the State of California*. This thorough investigation was conducted to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution on the sufficiency of textbooks is October 9, 2012.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The chart displays data collected in September 2012 in regard to the textbooks in use at the school during the current school year (2012-13).

Science Laboratory Equipment

Compton High School stocks an adequate supply of laboratory equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and bunsen burners. For a complete listing of inventory, please contact the school office at (310) 635-3881.

Library & Computer Resources

Compton High School's library, staffed by a full-time librarian, is stocked with thousands of books that are available for students to check out. Students visit the library on a weekly basis with their classes and are encouraged to visit before-and-after school. Computer resources within the library are connected to the Internet so students are able to access information online to improve their research skills.

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Each classroom has at least one computer for student and teacher use. The majority of classrooms, as well as the school's four computer labs and six mobile computer carts, have Internet access. Students receive computer-assisted instruction on a regular basis from the computer literacy teacher. Software includes programs to develop critical thinking and technological skills, and reading proficiency.

Teacher Assignment

Compton Unified School District recruits and employs only the most qualified credentialed teachers.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English Language Development	Hampton Brown	2008	Yes	0.0%
9th-12th	English/ Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%
9th-12th	Foreign Language	Holt, Rinehart & Winston	2000	Yes	0.0%
9th-12th	Health	Holt, Rinehart & Winston	2004	Yes	0.0%
9th-12th	Mathematics	Holt, Rinehart & Winston	2007	Yes	0.0%
9th-12th	Mathematics	Pearson/ Prentice Hall	2007	Yes	0.0%
9th-12th	Mathematics	Pearson/ Prentice Hall	2009	Yes	0.0%
9th-12th	Science	Glencoe/ McGraw Hill	2007	Yes	0.0%
9th-12th	Science	Holt, Rinehart & Winston	2006	Yes	0.0%
9th-12th	Science	McDougal Littell	2008	Yes	0.0%
9th-12th	Social Science/ History	McDougal Littell	2006	Yes	0.0%
9th-12th	Social Science/ History	Prentice Hall	2007	Yes	0.0%
9th-12th	Visual and Performing Arts	Davis Publications	2007	Yes	0.0%
9th-12th	Visual and Performing Arts	Glencoe/ McGraw Hill	2006	Yes	0.0%

Teacher Credential Status				
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	96	90	90	988
Without Full Credentials	0	3	1	14
Working Outside Subject	6	5	0	5

Misassignments/Vacancies			
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	2	6	1
Misassignments of Teachers (other)	5	0	0
Total Misassignments of Teachers	7	6	1
Vacant Teacher Positions	3	6	3

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated once every other year.

Evaluation criteria include: Engaging and Supporting all Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for all Students, Developing as a Professional Educator, and Teaching the California State Standards.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has not sponsored any staff development days. Teachers participate in staff development during minimum days. Topics include Rigor, Relevance, and Relationships Framework, SWUN Math, Thinking Maps, Universal Access for ELD and SDAIE, Instructional Strategies for Gifted Children, Reading Intervention Strategies, Data Analysis, Depth & Complexity Icons.

Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "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. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	78.4%	21.6%
District	86.5%	13.5%
High-Poverty Schools in District	86.5%	13.5%
Low-Poverty Schools in District	N/A	N/A

School Facilities & Safety

Compton High School, originally constructed in 1896, and is currently comprised of 90 classrooms, one multi-purpose room, a library, three computer labs, one staff lounge, a Parent Center, and one gymnasium. The chart displays the results of the most recent school facilities inspection, provided by the district in November 2012.

School Facility Conditions				
Date of Last Inspection: 05/04/2011				
Overall Summary of School Facility Conditions: Poor				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)			X	Lib - A/C not working; C-3 - A/C not working; K1 - K3 practice room - leak from HVAC - water present.
Interior		X		203A - Water damage in hallway to ceiling; C-3 - Stained ceiling tiles; 6-104 - Water damage to wall/plaster; 6-103 - Damage to plaster; J-1 - Missing ceiling tile; B-4 - Damaged ceiling tiles; B-6 - Ceiling is sloping; Z-3 - Stained ceiling tile; Kitchen/Cafe - Loose/falling panels - ceiling; K-2 - Stained ceiling tiles; E-3 - Stained ceiling tile.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)			X	203A - Items stored too high, excessive clutter; A222 - Excessive clutter/trash - under stage - pile of trash, back room also; H-1 - Items stored too high; S102 - Excessive clutter/trash; K-1 - Excessive clutter/trash - office; E-14 - Excessive items stored too high.
Electrical			X	203A - Light out; 207A - TV unsecured; C-2 - Missing cover plate; 6-108 - TV unsecured; 6-104 - Problems with lights; 6-102 - Lights out, outlets covered with paper; H-1 - Improper use of extension; H-8 - Light out; J-1 - Light out; S-101 - Light out; S-102 - Light out; W-4 - Light out; Z-1 - Improper use of extension; Z-3 - TV unsecured; Z-4 - Improper use of extension; Kitchen/Cafe - Exposed electrical outside/hot; Y-10 - Missing cover plate; Y-8 - Missing cover plate; X-2 - Light out; X-1 - Light out, exposed electrical/outlets broken - can easily be plugged in and made hot; K-2 - Exposed electrical on south wall/hot - Raceway; Aud - Exposed electrical - hot - on west wall.
Restrooms/Fountains	X			6-104 - Fountain outside clogged; Y-8 - Leaky fixtures; Y-7 - Leaky fixtures.
Safety (Fire Safety, Hazardous Materials)			X	203A - Exit door blocked; H-1 - Extinguisher blocked; H-8 - Extinguisher missing; B-4 - Emergency exit blocked/not labeled; B-6 - Emergency exit covered/no label; Z-1 - Emergency exit covered/blocked/no label; Z-3 - Emergency exit not labeled; Z-4 - Emergency exit not labeled; E-11 - Excessive amount of paper on walls; E-6 - Interior hallway being used as storage; Gym - Fire alarm malfunctioning, exit light broken, alarm constant possibly for several days; Admin Bld - Exits on both North and South halls are sealed. S-102 - Hazardous chemicals not stored or secured properly; W-4 - Raid in class, open/exposed rodent poison in class/pellets; Y-10 - Hazardous chemicals not stored or secured properly - door open/acid cabinets/no locks; Boys Locker - Insect spray.
Structural (Structural Damage, Roofs)	X			6-107 - Floor is sloping; B-1 - Ramp/trip hazard.
External (Grounds, Windows, Doors, Gates, Fences)	X			6-108 - Standing water outside; Grounds - Standing water/ uneven pavement in many areas. 208A - Broken windows; Kitchen/Cafe - Broken glass on door.

School Safety

The safety of students and staff is a primary concern of Compton High School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among volunteers, teachers, and administrators.

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan was most recently updated in fall 2012; any revisions and updates are reviewed immediately with the staff.

Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Current status of school crime
- Child abuse reporting procedures
- Policies related to suspension/expulsion
- Safe ingress & egress of pupils, parents/guardians, & school employees
- Disaster procedures/routine & emergency drills
- Notification to teachers
- Schoolwide dress code
- Sexual harassment policy

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and lockdown, are held on a rotating basis throughout the year.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district's Board of Education has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Compton Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following:

- Roofing
- Heating & Air Conditioning
- Interior/Exterior Painting
- Plumbing
- Electrical Systems
- Flooring

Teacher & Administrative Salaries (Fiscal Year 2010-11)

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2010-11		
	District	State
Beginning Teachers	\$38,621	\$41,455
Mid-Range Teachers	\$66,543	\$66,043
Highest Teachers	\$87,028	\$85,397
Elementary School Principals	\$105,853	\$106,714
Middle School Principals	\$109,232	\$111,101
High School Principals	\$127,642	\$121,754
Superintendent	\$220,000	\$223,357
Salaries as a Percentage of Total Budget		
Teacher Salaries	35.4%	39.0%
Administrative Salaries	6.0%	5.1%

School Site Teacher Salaries (Fiscal Year 2010-11)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$52,412
District	\$66,106
Percentage of Variation	-20.72%
School & State	
All Unified School Districts	\$68,835
Percentage of Variation	-23.86%

District Expenditures (Fiscal Year 2010-11)

The chart provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$3,449
From Supplemental/Restricted Sources	\$575
From Basic/Unrestricted Sources	\$2,874
District	
From Basic/Unrestricted Sources	\$5,705
Percentage of Variation between School & District	-49.62%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-47.31%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2011-12)

In addition to general state funding, Compton Unified School District received state and federal funding for the following categorical, special education, and support programs:

- Peer Assistance & Review
- Economic Impact Aid (EIA)
- Tobacco Use Prevention Education (TUPE)
- Title I, Part A: Basic Grant
- Title II, Parts A & D: Teacher Quality & Technology
- Title IV, Part A: Safe & Drug Free Schools & Communities
- Title V, Part A: Innovative Programs

