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Compton Unified School District

2011-2012 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 school, 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. The chart displays demographic data for the district.

2011-2012 District Enrollment

Total Enrollment: 24,781

	Number of Students	Percent of Enrollment
Ethnicity		
African American	4,183	16.9%
American Indian or Native Alaskan	40	0.2%
Asian	14	0.1%
Filipino	8	0.0%
Hispanic or Latino	19,516	78.8%
Pacific Islander	133	0.5%
White	77	0.3%
Two or More Races	28	0.1%
Not Reported	782	3.2%
English Learners		
English Learners (EL)	9,856	39.8%
Non EL	14,925	60.2%
Special Education		
Special Education	1,849	7.5%
Non Special Education	22,932	92.5%

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 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. During the 2011-12 school year, 86.5% of core academic classes in the Compton Unified School District were taught by highly qualified teachers. The chart illustrates teacher credential statuses for the district.

Teacher Credential Status 2011-2012		
	Number of Teachers	Percent of Teachers
Fully Credentialed	982	89.9%
Average Years Teaching	1.6	n/a
Average Years in CUSD	1.5	n/a
First-Year Teachers	992	90.8%
Second-Year Teachers	11	1.0%

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 2011-12 school year, certificated staff consisted of 1,262 employees including administrators. The chart illustrates teacher education levels in the Compton Unified School District.

Staff Education Levels 2011-2012		
	Number of Staff	Percent of Staff
Doctorate	25	2.0%
Master's Degree +30*	0	0.0%
Master's Degree	604	47.9%
Bachelor's Degree +30*	0	0.0%
Bachelor's Degree	616	48.8%
Less than a Bachelor's Degree	0	0.0%

* Indicates additional hours above and beyond degree.

Data Sources

Data within the DARC was provided by Compton Unified School District, retrieved from the 2011-12 SARC template, located on 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.

Standardized Testing and Reporting (STAR) Program

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

California Modified Assessment (CMA)

California Modified Assessment (CMA), is an alternate assessment (a STAR Program component) that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment Scores (CAPA)

California Alternate Performance Assessment (CAPA), a component of the STAR Program, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

California Standards Test

The California Standards Test (CST) is administered each spring to students in grades two through eleven. The California Standards Test contains 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.

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. 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)						
Subject	District			State		
	2010	2011	2012	2010	2011	2012
English/Language Arts	32	34	36	52	54	56
Mathematics	38	38	38	48	50	51
Science	33	37	39	54	57	60
History/Social Science	20	23	24	44	48	49

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 in the chart. AYP information by school site can be found in each school's annual School Accountability Report Card.

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

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.

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 Accountability Report Card (SARC).

Program Improvement (PI) Status Report

Compton Unified School District

School	PI Status	PI Placement (2012-13)	First Year of PI Implementation
Compton USD	In PI	Year 3	2004-05
Anderson ES	Not in PI	-	-
Bursch ES	In PI	Year 1	2012-13
Carver ES	In PI	Year 2	2011-12
Clinton ES	In PI	Year 2	2011-12
Dickson ES	In PI	Year 5	2004-05
Emerson ES	In PI	Year 1	2012-13
Foster ES	In PI	Year 5	1997-1998
Jefferson ES	Not in PI	-	-
Kelly ES	In PI	Year 1	2012-13
Laurel Street ES	Not in PI	-	-
Lincoln ES	Not in PI	-	-
Longfellow ES	In PI	Year 5	2004-05
Martin Luther King ES	In PI	Year 5	2004-05
Mayo ES	In PI	Year 1	2012-13
McKinley ES	In PI	Year 5	2003-04
Ralph Bunche ES	In PI	Year 1	2012-13
Robert F. Kennedy ES	In PI	Year 2	2011-12
Ronald E. McNair ES	In PI	Year 1	2012-13
Roosevelt ES	In PI	Year 5	2003-04
Rosecrans ES	In PI	Year 2	2011-12
Tibby ES	Not in PI	-	-
Washington ES	Not in PI	-	-
Bunche MS	In PI	Year 5	2004-05
Compton Community Day MS	Not in PI	-	-
Davis MS	In PI	Year 5	2004-05
Enterprise MS	In PI	Year 5	1997-98
Roosevelt MS	In PI	Year 5	2003-04
Vanguard Learning Center	In PI	Year 5	2004-05
Walton MS	In PI	Year 5	1997-98
Whaley MS	In PI	Year 5	1997-98
Willowbrook MS	In PI	Year 5	2004-05
Centennial HS	In PI	Year 5	1997-98
Compton HS	In PI	Year 5	1997-98
Dominguez HS	In PI	Year 5	1997-98
Harriet Tubman HS	Not in PI	-	-
Thurgood Marshall HS	Not in PI	-	-
Cesar Chavez Continuation HS	In PI	Year 5	2005-06
Compton Community Day HS	Not in PI	-	-

District Contact Information

Parents who wish to participate in Compton Unified School District's committees and activities, or become a volunteer may contact the district office at (310) 639-4321, or visit the district website at www.compton.k12.ca.us.

