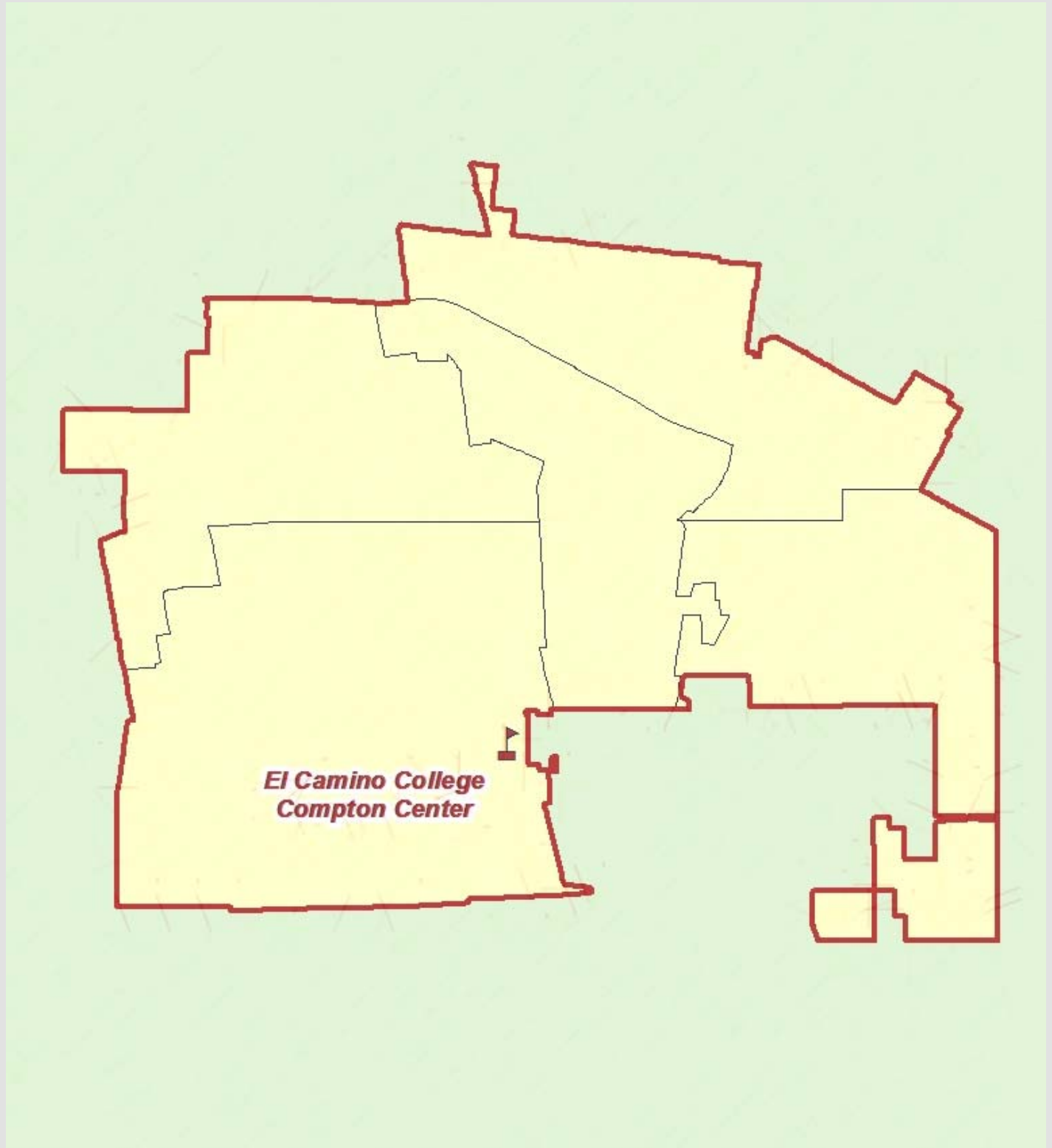


COLLEGE AND COMMUNITY PROFILES



College and Community Profiles Table of Contents



Section I. Maps

Trustee Boundary Map

District Map

Section II. Profile

Facts and Figures

Annual Fact Book

Section III. High Schools

Assessment Test Results

High School Enrollment Trends

High School Report Cards

Academic Milestones

Section IV. Community

District Profile

Section V. Other Reports

Acknowledgement

All reports found within are a production of the Office of Institutional Research & Planning at El Camino College. The following individuals contributed to the college and community profile.

Esthela Chavez – Research Intern, El Camino College

Irene Graff – Director, El Camino College

Eboni Martin – Research Intern, El Camino College

Marci Myers – Research Analyst, El Camino College -Compton Center

Carolyn Pineda – Research Analyst, El Camino College

Joshua Rosales – Research Analyst, El Camino College

Mike Wilson – Research Analyst, El Camino College

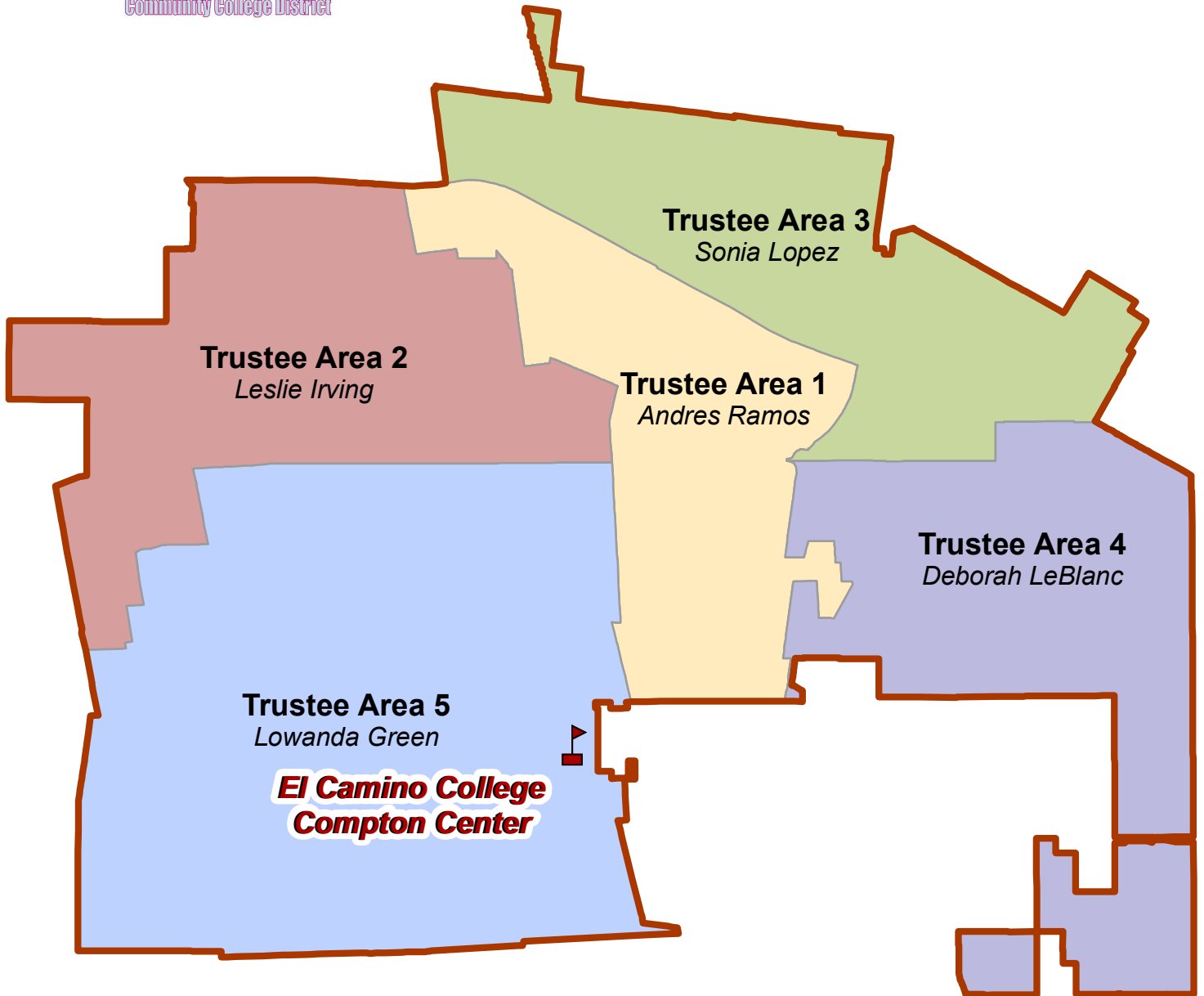
Electronic copies of all documents contained within are located at:

<http://www.elcamino.edu/administration/ir/>

Compton Community College District



Special Trustee
Thomas Henry

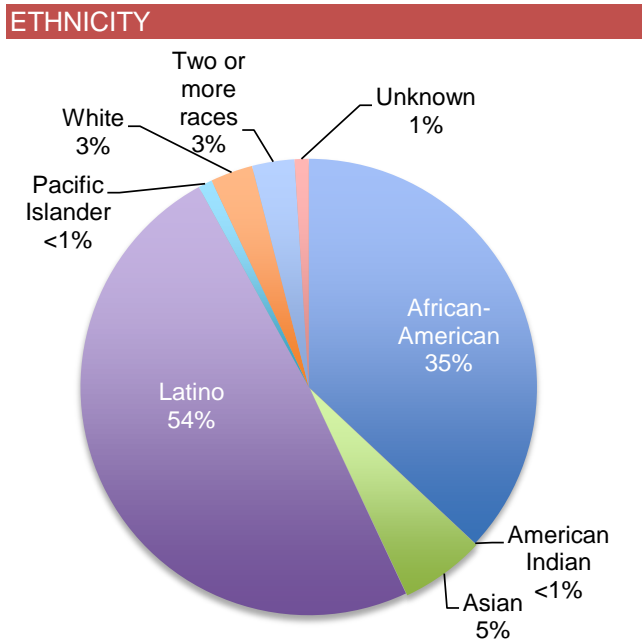


El Camino College-Compton Center
Facts and Figures - Fall 2014

Total Students: 7,701

AGE		
17 or younger	241	3.1%
18 to 19	1,296	16.7%
20 to 24	2,982	38.4%
25 to 29	1,228	15.8%
30 to 39	1,097	14.1%
40 to 49	550	7.1%
50 or older	362	4.8%

GENDER		
Female	4,880	63.4%
Male	2,820	36.6%



TOP CITIES		
Compton*	1,968	25.6%
Long Beach	1,126	14.6%
Los Angeles	836	10.9%
Lynwood*	546	7.1%
Carson	405	5.3%
Torrance	257	3.3%
Paramount*	225	2.9%
Gardena	221	2.9%
Bellflower	142	1.8%
South Gate	149	1.9%
Downey	89	1.2%

*Cities in the Compton Community College District

ENROLLMENT LEVEL		
Full-Time	1,966	25.8%
Part-Time	5,646	74.2%

UNIT LOAD		
Fewer than 6 units	2,737	35.9%
6 to 8.9 units	1,581	20.8%
9 to 11.9 units	1,328	17.4%
12 to 14.9 units	1,550	20.4%
15 units or more	416	5.5%

ENROLLMENT STATUS		
First-time Student	2,843	37.2%
Returning	268	3.5%
Continuing	4,378	57.2%
K-12 Special Admit	159	2.1%

CLASS TIMES		
Daytime Students	3,394	51.7%
Evening Students	1,411	21.5%
Comb Day/Eve Students	1,751	26.8%

EDUCATIONAL GOAL		
Intend to Transfer	2,434	47.9%
Degree/Certif. Only	587	11.6%
Retrain/Recertif.	296	5.8%
Basic Skills/GED	526	10.4%
Enrichment	129	2.5%
Undecided	1,101	21.8%

2013-14 DEGREES & CERTIFICATES		
Associate of Arts	201	
Associate of Science	60	
Certificate	98	

TRANSFER DESTINATIONS		
UC Institutions	76	
Cal State Institutions	340	
Private Institutions	41	
Out of State	40	

El Camino College
Compton Center
2014 Annual

Fact Book



Institutional
Research &
Planning

Table of Contents

Introduction.....	2
El Camino College Compton Center Service Area.....	3
Student and Enrollment Trends.....	8
Special Programs.....	14
Success and Retention.....	25
Student Outcomes.....	29

Institutional Research & Planning

Irene Graff, Director

Marci Myers, Research Analyst
Compton Center

Carolyn Pineda, Research Analyst

Joshua Rosales, Research Analyst

Mike Wilson, Research Analyst

Introduction

The El Camino College Compton Center Annual Fact Book is a reference source containing trend data about students, student outcomes, and instructional programs and services. The data and analysis in the fact book provide background information to facilitate policy analysis and decision making. It should be a useful tool in college and departmental planning, grant preparation, and in the accreditation process. It is our hope that the information provided is used to objectively evaluate programs and practices as well as visualize the trends that affect ECC Compton Center's current and future operations.

Demographic and enrollment data on ECC Compton Center students was provided by the Chancellor's Office. Some of the data in the Special Programs section was extracted from the college's student database. In addition, data from the National Student Clearinghouse was used to provide transfer destination information. The National Student Clearinghouse is a national, non-profit organization that offers access to enrollment and degree records.

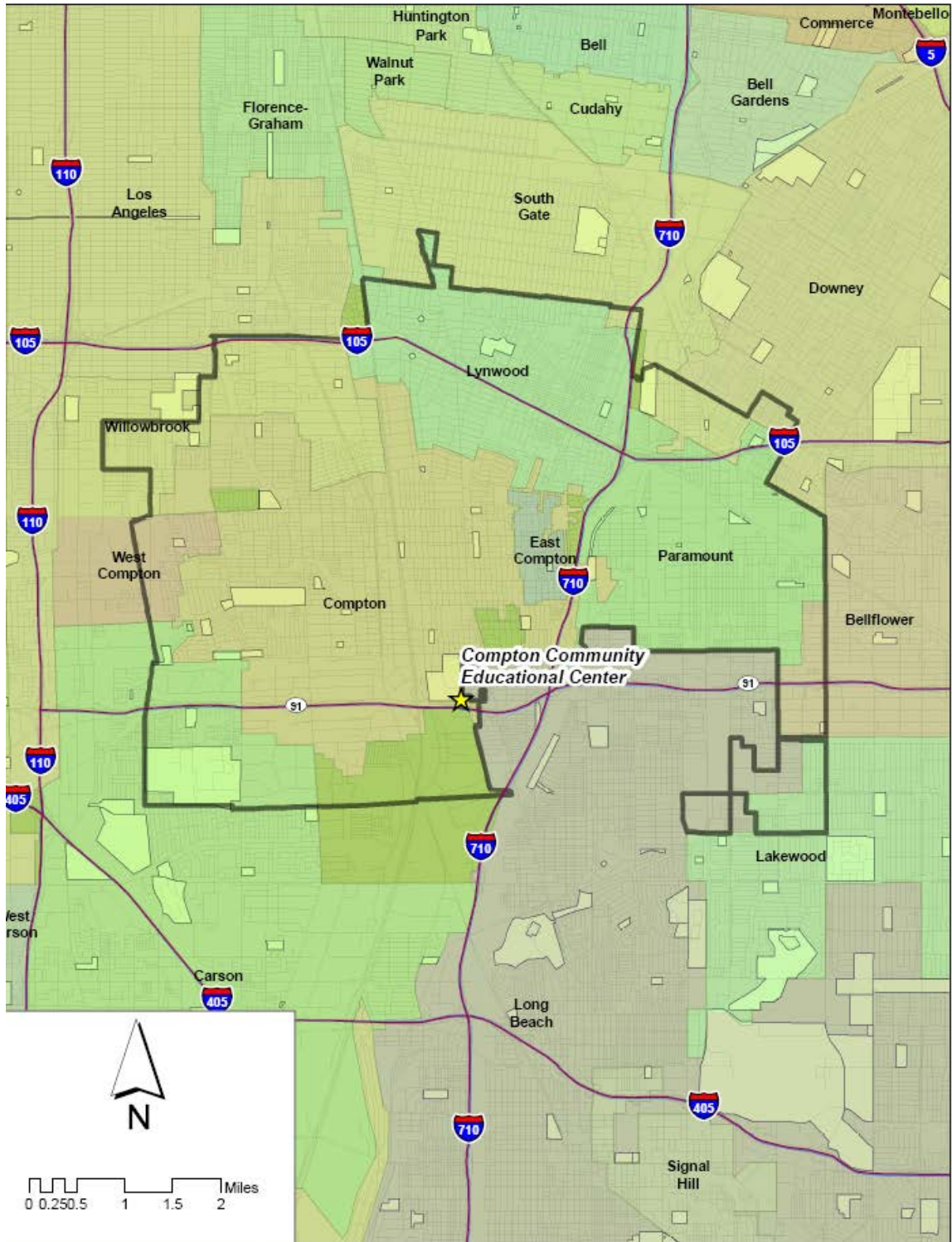
The Fact Book was composed and assembled by Carolyn Pineda, Research Analyst, Eboni Martin, Research Intern and Kim Nguyen, Research Associate. Special acknowledgement goes to Public Relations and Marketing for providing the photographs used in this publication and Marci Myers, ECC Compton Center Research Analyst, for creating the cover page.

Please send any comments or feedback to [Institutional Research & Planning](#).

El Camino College Compton Center Service Area

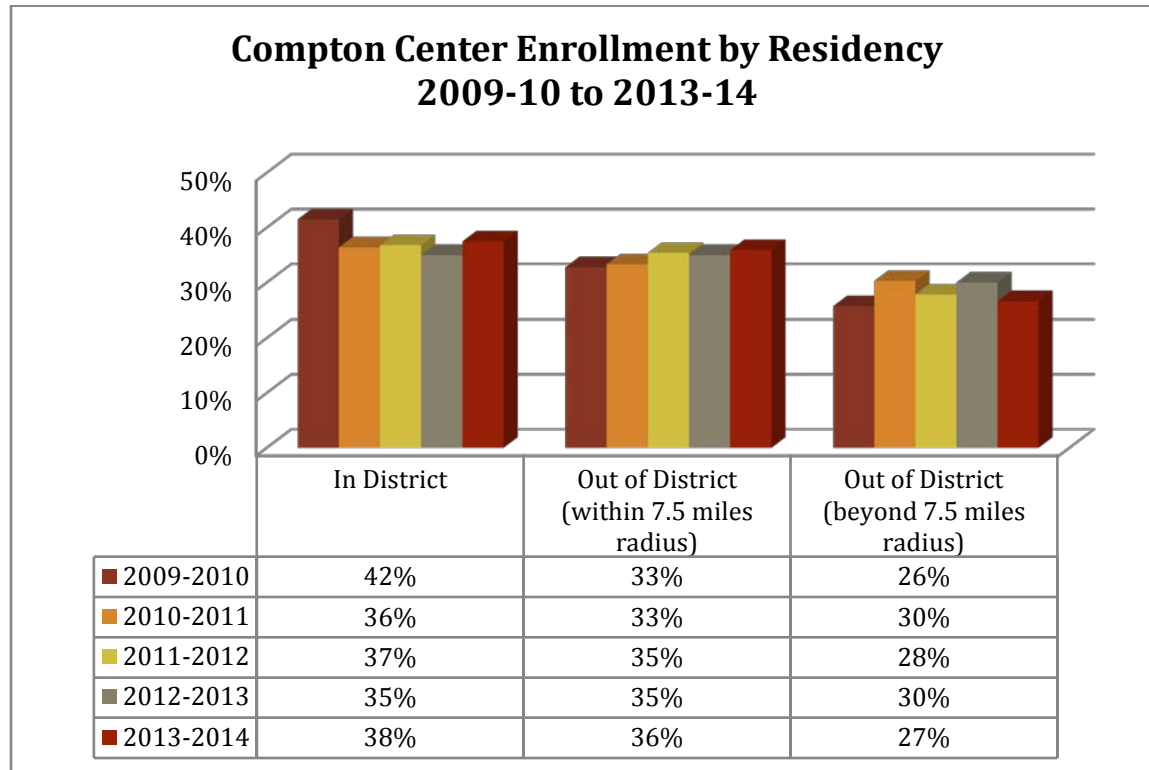


Compton Community College District



Enrollment by Residence

Beginning in 2009-10, there has been a decrease in the number of students who resided within the district and an increase in the students who live outside of the district. This shift may be a result of students being diverted to the ECC Compton Center by enrollment constraints at UC, Cal States and other local community colleges that occurred since 2009-10.



Enrollment by Zip Code (7.5 mile Radius)

In the 2013-14 academic year, over 2,700 students resided in Compton. Nearly 700 students resided in Lynwood while another 329 students resided in Paramount. Both of these cities are located within the Compton Community College District. Students who resided outside the district were primarily from Long Beach and Los Angeles with 1,662 and 1,267 students, respectively.

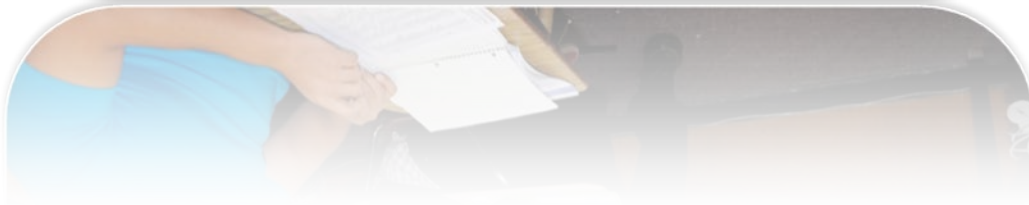
City	Zip Code	2013-14 Enrollment	Percent of 2013-14 Enrollment
Grand Total		12,655	100.0
Artesia	90701	11	0.1
	90702	1	0.0
Artesia Total		12	0.1
Bell Total	90201	64	0.5
Bell Gardens Total	90202	0	0.0
Bellflower	90706	265	2.1
	90707	9	0.1
Bellflower Total		274	2.2
Carson	90745	351	2.8
	90746*	425	3.4
	90749	7	0.1
Carson Total		783	6.2
Compton	90220*	1,058	8.4
	90221*	1,120	8.9
	90222*	561	4.4
	90223*	4	0.0
	90224*	15	0.1
Compton Total		2,758	21.8
Downey	90240	21	0.2
	90241	48	0.4
	90242**	86	0.7
Downey Total		155	1.2
Gardena	90247	236	1.9
	90248	53	0.4
	90249	149	1.2
Gardena Total		438	3.5
Huntington Park Total	90255	63	0.5

City	Zip Code	2013-14 Enrollment	Percent of 2013-14 Enrollment
Lakewood	90711	3	0.0
	90712	73	0.6
	90713	26	0.2
	90714	2	0.0
Lakewood Total		104	0.8
Long Beach	90804	95	0.8
	90805	963	7.6
	90806	149	1.2
	90807	94	0.7
	90808	16	0.1
	90810	188	1.5
	90813	157	1.2
Long Beach Total		1,662	13.1
Los Angeles	90001	100	0.8
	90002	229	1.8
	90003	161	1.3
	90044	243	1.9
	90059*	379	3.0
	90061*	155	1.2
Los Angeles Total		1,267	10.0
Lynwood Total	90262*	699	5.5
Norwalk	90650	88	0.7
	90652	0	0.0
Norwalk Total		88	0.7
Paramount Total	90723*	329	2.6
Signal Hill Total	90755	23	0.2
South Gate Total	90280**	204	1.6
Torrance	90501	146	1.2
	90502	73	0.6
	90504	148	1.2
Torrance Total		367	2.9
*District Total		4,745	37.5
Out of District Total		4,545	35.9
Grand Total		9,290	73.4
*27% of students live beyond 7.5 mile radius			

*Zip codes located within the district

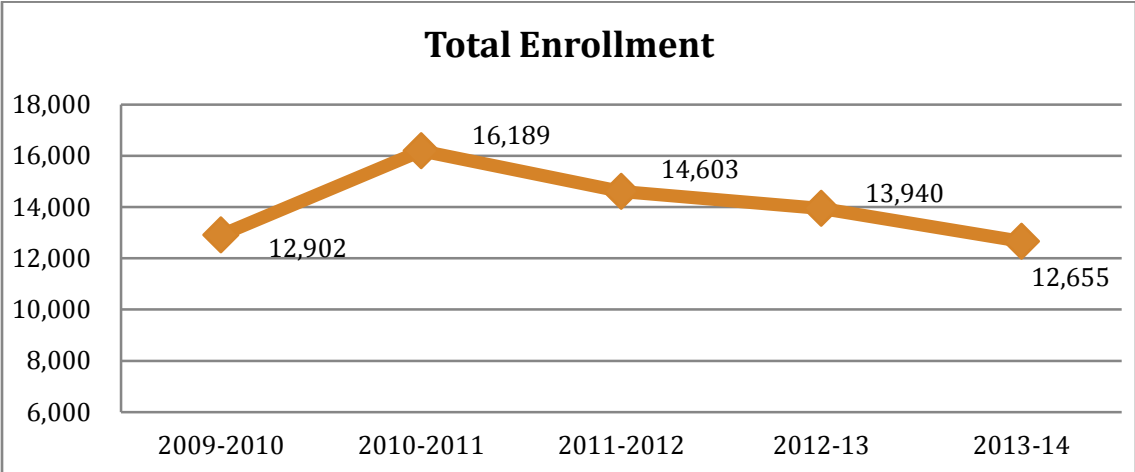
**Zip code partially located within the district

Student and Enrollment Trends



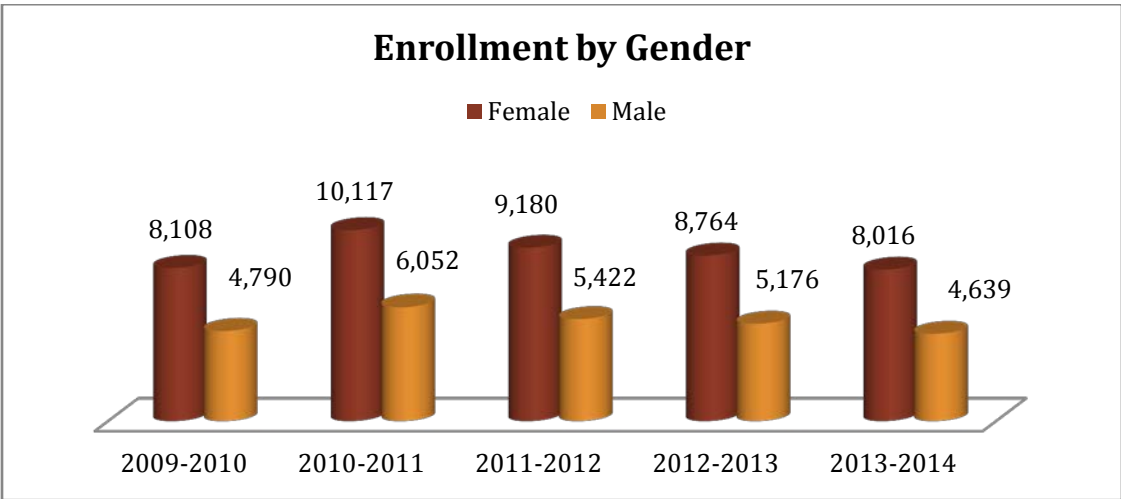
Total Enrollment

At the beginning of the partnership with El Camino College in 2006-07, the ECC Compton Center experienced a significant increase in unduplicated student headcount (not shown). This growth continued through 2010-11 after which enrollment has been declining each year and is now below the 2009-10 mark. In 2013-14, there was a one-year decrease of 5%.



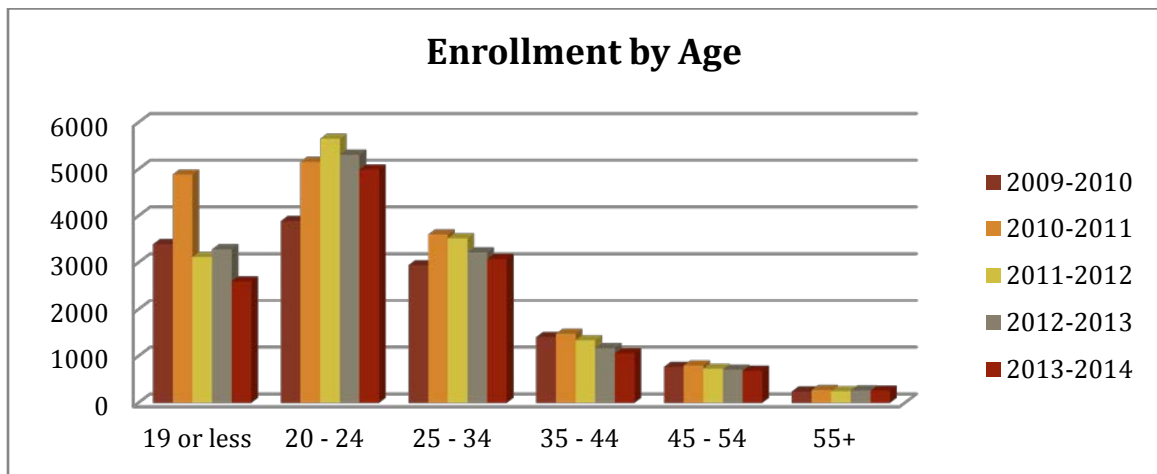
Enrollment by Gender

The Compton Center has a large female population. Sixty-three percent of students are female while 37% are male.



Enrollment by Age

Sixty percent of enrolled students in 2013-14 were between the ages of 18 to 24. Working adults ages 25-44 comprise 33% of enrolled student while 7% of students are ages 45 and older. The majority of enrollment growth in the last year was among students ages 19 or less, which increased by 5%. The largest single group decrease was amongst students aged 35-44 at 13%. Working adults ages 25-44 decreased by 23% in 2013-14.

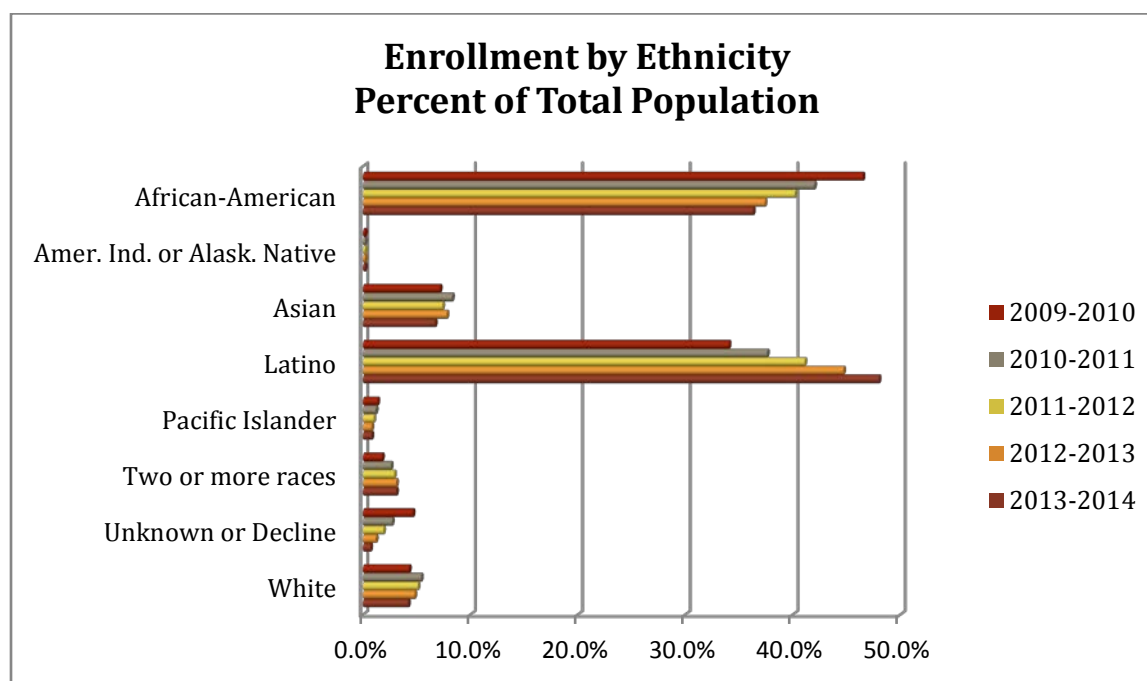


Age	2009-10	2010-11	2011-12	2012-13	2013-14
19 or less	3,394	4,886	3,118	3,283	2,601
20 - 24	3,888	5,158	5,649	5,307	4,989
25 - 34	2,945	3,600	3,517	3,214	3,075
35 - 44	1,407	1,476	1,338	1,165	1,053
45 - 54	768	800	731	706	681
55+	239	269	250	265	256
Unknown	261	0	0	0	0

Age	2009-10	2010-11	2011-12	2012-13	2013-14
19 or less	26.3%	30.2%	21.4%	23.6%	20.6%
20 - 24	30.1%	31.9%	38.7%	38.1%	39.4%
25 - 34	22.8%	22.2%	24.1%	23.1%	24.3%
35 - 44	10.9%	9.1%	9.2%	8.4%	8.3%
45 - 54	6.0%	4.9%	5.0%	5.1%	5.4%
55+	1.9%	1.7%	1.7%	1.9%	2.0%
Unknown	2.0%	0.0%	0.0%	0.0%	0.0%

Enrollment by Ethnicity

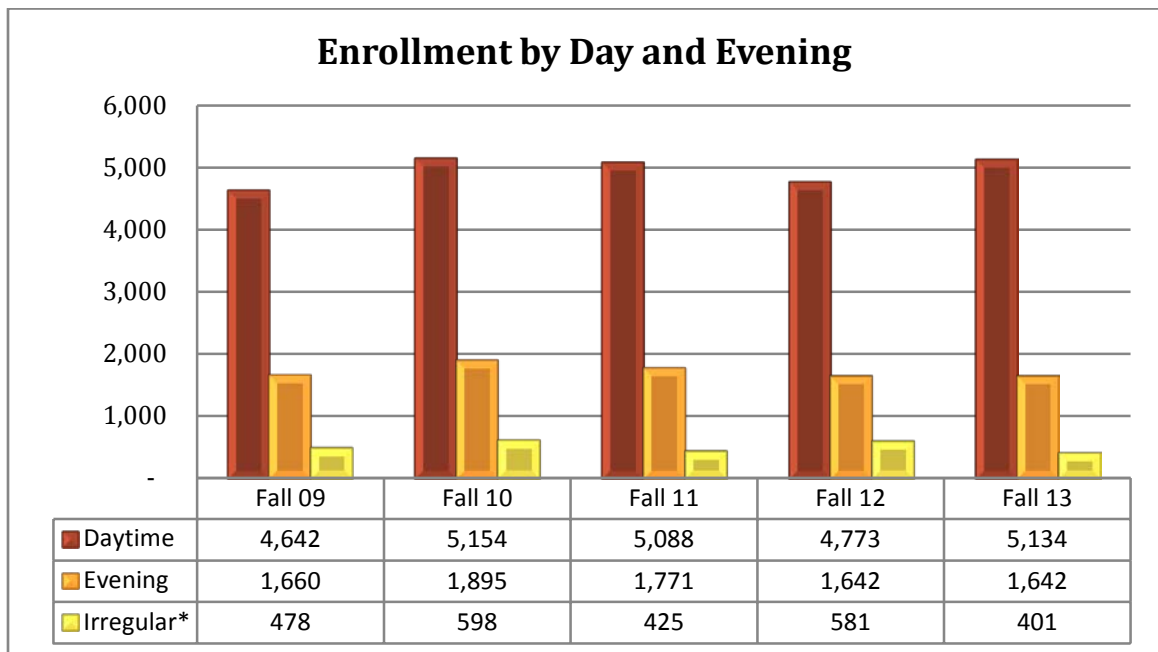
African-American and Latino students represent the largest ethnic groups on campus. African-Americans comprise 36% of the student population while Latino students make up 48% of the student population in 2013-14, a 4% rise from 2012-13 alone. While the number of Latino students increased partially due to changes in ethnic coding that the California Community Colleges Chancellor's Office adopted in Fall 2009, this change does not explain all of the dramatic 14-point growth of this population in the last four years. The population of African-Americans declined 11 points during the same period.



Ethnic Group	2009-10	2010-11	2011-12	2012-13	2013-14
African-American	46.5%	42.0%	40.2%	37.4%	36.3%
Amer. Ind. or Alask. Native	0.2%	0.2%	0.2%	0.2%	0.2%
Asian	7.2%	8.3%	7.4%	7.8%	6.7%
Latino	34.0%	37.6%	41.1%	44.7%	48.0%
Pacific Islander	1.4%	1.2%	1.0%	0.8%	0.8%
Two or more races	1.8%	2.6%	2.9%	3.1%	3.1%
Unknown or Decline	4.6%	2.7%	2.1%	1.2%	0.7%
White	4.3%	5.4%	5.1%	4.8%	4.2%

Enrollment by Day and Evening

Sixty-six percent of students enroll in at least one daytime course in Fall 2013 while 21% are exclusively in evening courses. Student enrollment in evening courses were stable in the last year while enrollment in daytime courses increased by 7%. There was also a decrease in irregular courses, which include distance education. In the last year, there was a 31% decrease in students who enrolled in irregular courses.



*Irregular meeting times, including distance education.

Enrollment by High School

The majority of enrolled students attended local high schools within the Compton district. The top four high schools are Compton High, Dominguez High (in Compton), Lynwood High and Paramount High School.

ECC Compton Center Feeder High Schools

High School	2009-10	2010-11	2011-12	2012-13	2013-14
Carson Senior High*	105	160	166	168	105
Centennial High	110	110	110	117	122
Compton Senior High	299	309	299	295	285
Dominguez High	286	308	299	287	327
Jordan Senior High*	184	215	196	189	170
King/Drew Medical Magnet	89	121	116	129	132
Locke (Alain Leroy) High	48	56	57	50	29
Lynwood High	186	229	171	146	141
Paramount High	70	95	113	129	141

**High schools outside Compton district boundaries*

Other Non-District High Schools

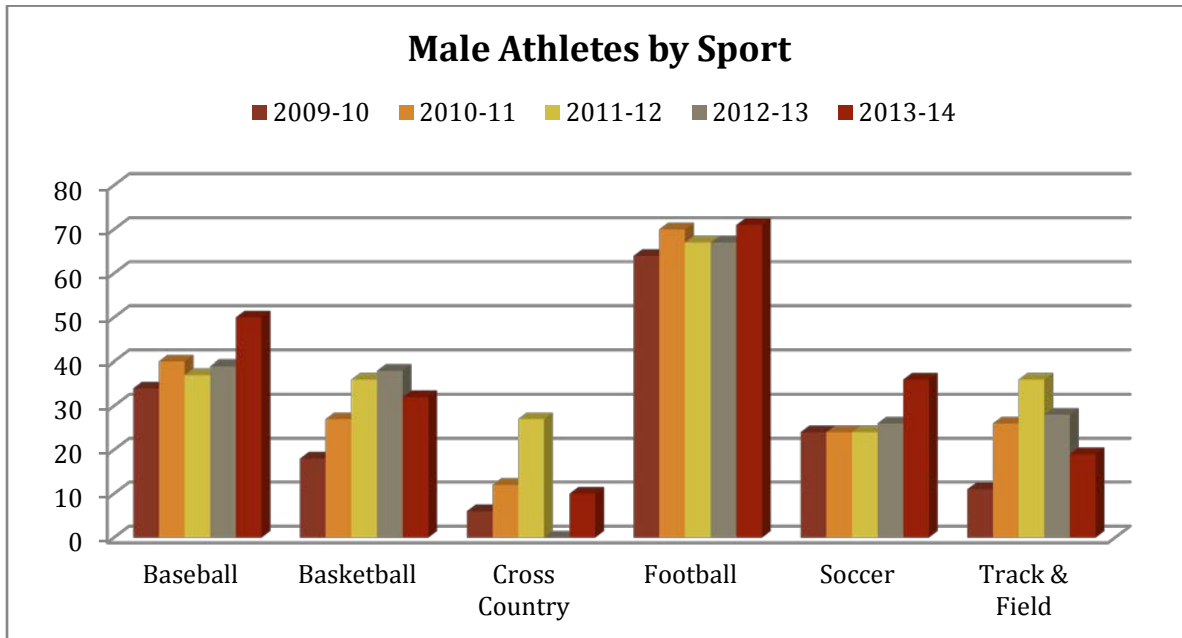
High School	2009-10	2010-11	2011-12	2012-13	2013-14
Non District High Schools	1,787	2,643	2,423	2,430	1,851

Special Programs



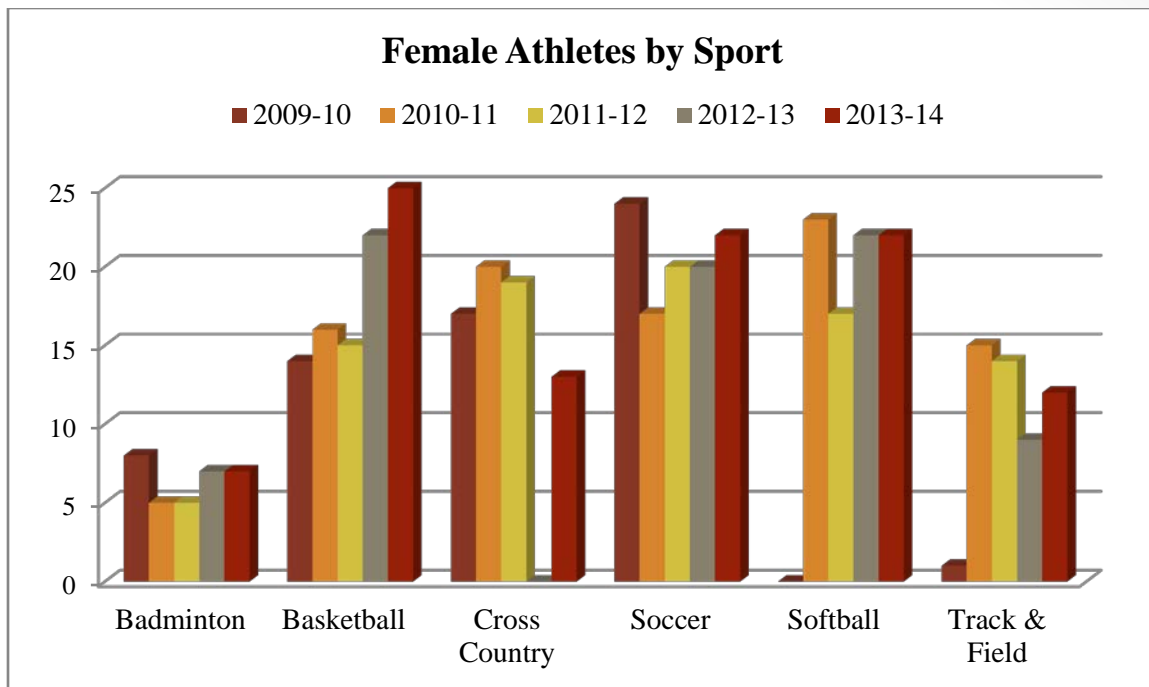
Athletics

The ECC Compton Center offers a variety of intercollegiate sports team. Approximately 3% of the student population participates in intercollegiate sports. The largest male sport is football with an average 68 players per year. The three most popular female sports since 2012 has been basketball, soccer, and softball, each containing over 20 students.



	2009-10	2010-11	2011-12	2012-13	2013-14
Baseball	34	40	37	39	50
Basketball	18	27	36	38	32
Cross Country	6	12	27	0*	10
Football	64	70	67	67	71
Soccer	24	24	24	26	36
Track & Field	11	26	36	28	19
Total	157	199	227	198	218

*Cross Country not offered

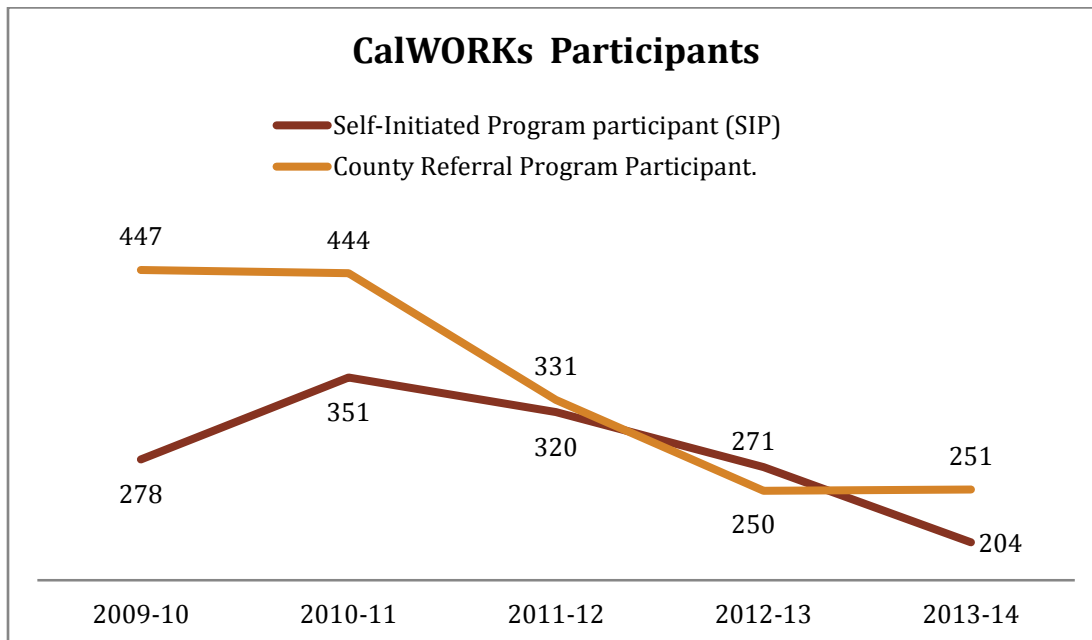


	2009-10	2010-11	2011-12	2012-13	2013-14
Badminton	8	5	5	7	7
Basketball	14	16	15	22	25
Cross Country	17	20	19	0*	13
Soccer	24	17	20	20	22
Softball	N/A	23	17	22	22
Track & Field	1	15	14	9	12
Total	64	96	90	80	101

**Cross Country not offered*

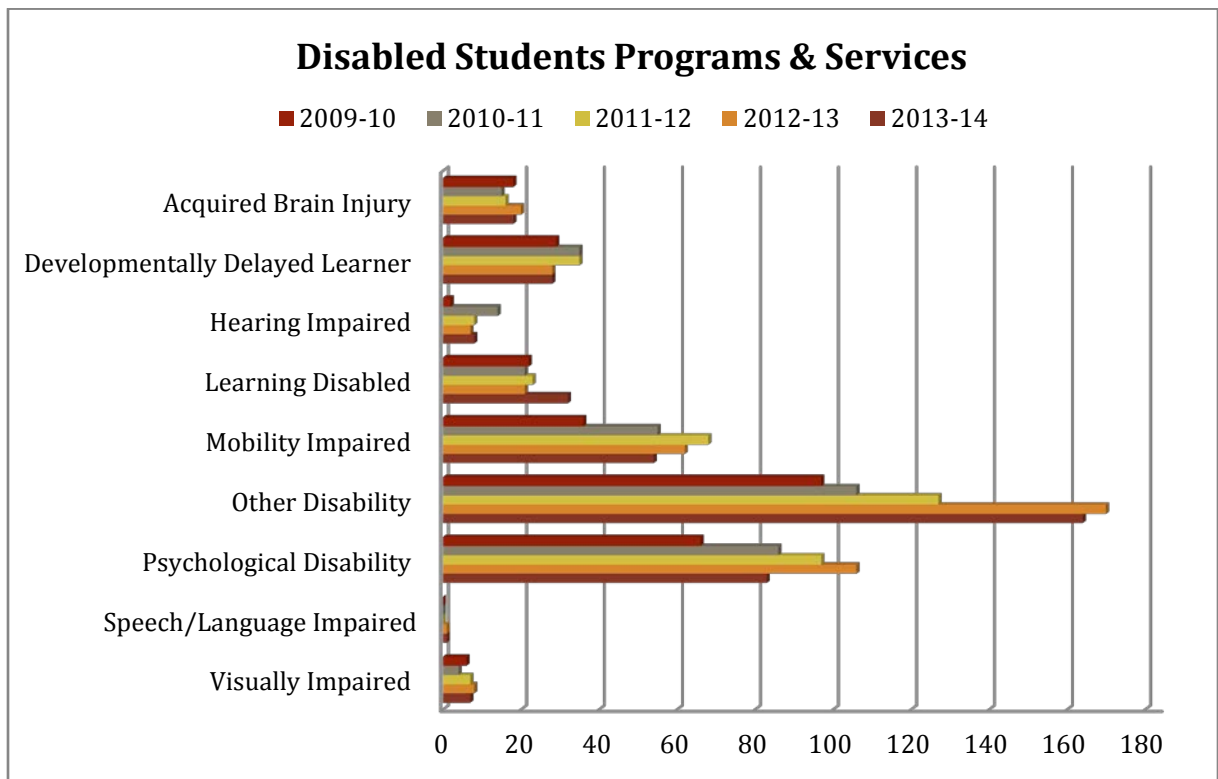
CalWORKs

CalWORKs is the community portion of the California Work Opportunity and Responsibility to Kids Act. CalWORKs funds assist single parents receiving Temporary Assistance for Needy Families (TANF) to transition off welfare and achieve long-term self-sufficiency through specialized career ladder services, including case management and on campus work study, in coordination with the Los Angeles Department of Public Social Services. Approximately 5% of the student population participates in CalWORKs. In the last year, the number of CalWORKs participants decreased by 13%.



Disabled Student Program and Services (DSP&S)

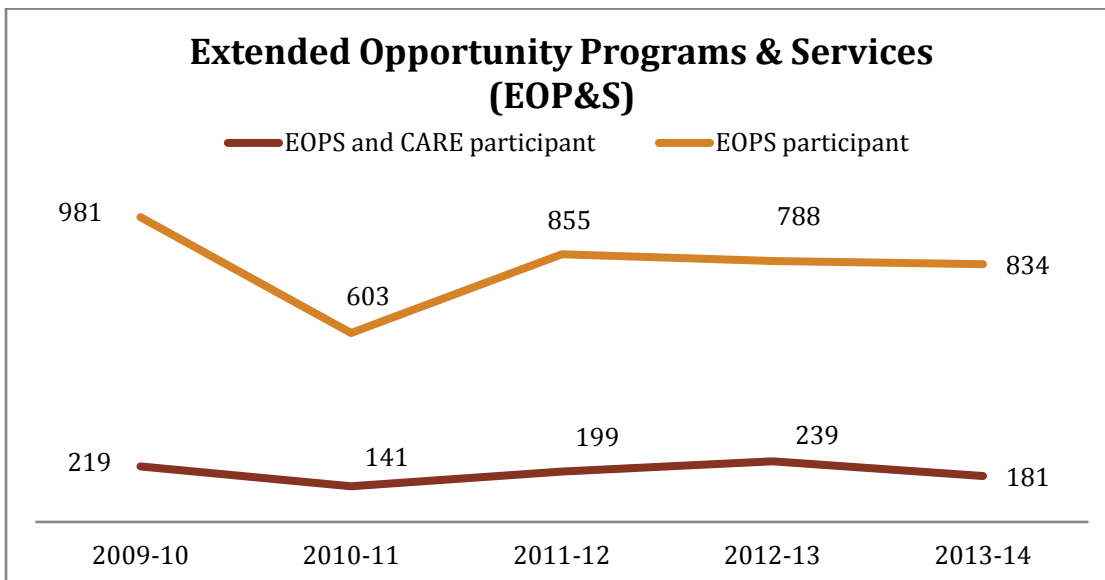
The ECC Compton Center established a special program to assist students with disabilities in their pursuit of a post-secondary education. The purpose of this program is to assist disabled students to perform on an equal basis with non-disabled students in an integrated campus setting. Since the partnership with El Camino has increased stability within the program, the number of students with registered disabilities has steadily increased. During the 2013-14 academic year, 395 (4%) of the ECC Compton Center students had registered disability. The most common disability is psychological disability followed by mobility impaired.



Primary Disability	2009-10	2010-11	2011-12	2012-13	2013-14
Acquired Brain Injury	18	15	16	20	18
Developmentally Delayed Learner	29	35	35	28	28
Hearing Impaired	2	14	8	7	8
Learning Disabled	22	21	23	21	32
Mobility Impaired	36	55	68	62	54
Other Disability	97	106	127	170	164
Psychological Disability	66	86	97	106	83
Speech/Language Impaired	0	0	0	1	1
Visually Impaired	6	4	7	8	7
Total	276	336	381	423	395

Extended Opportunity Program and Services (EOP&S)

Extended Opportunity Program and Services (EOP&S) is designed to assist low income and educationally disadvantaged students achieve their educational goals at the ECC Compton Center. It provides eligible students with support services in the areas of counseling, peer support, financial assistance, transferring and tutorial services. Approximately 11% of ECC Compton Center students are in EOP&S. In 2013-14, there was a 1% decrease in the number of students in EOP&S and CARE (a single parent support program for EOP&S).

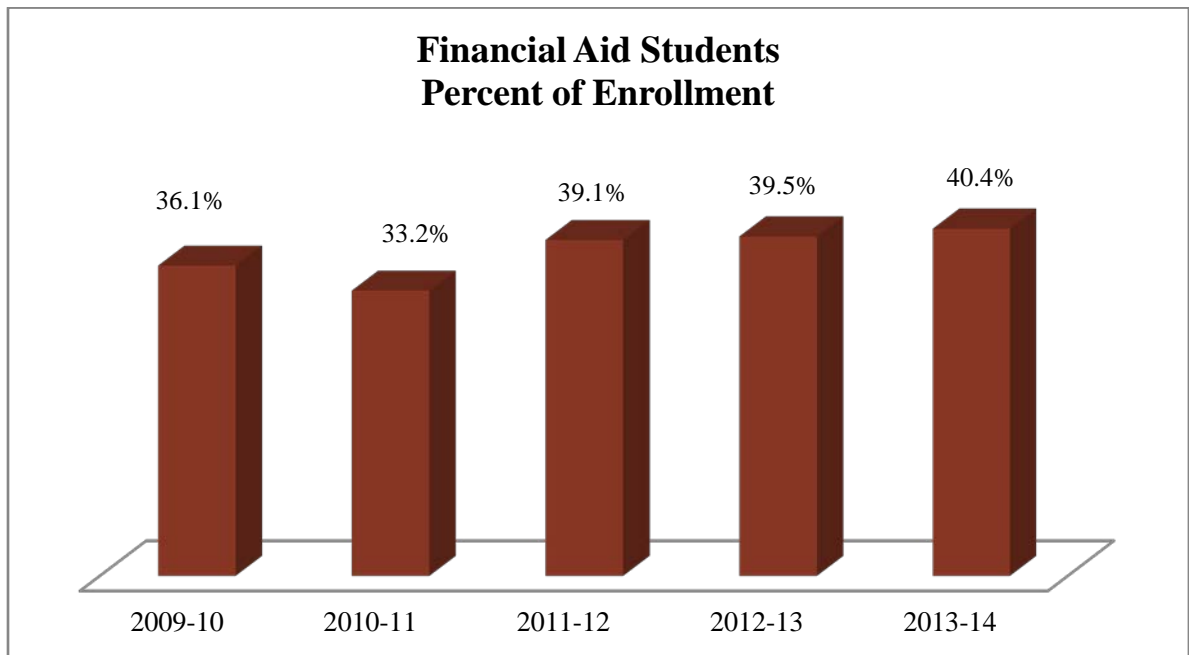


Financial Aid

An average of 40% of ECC Compton Center students received financial aid in 2013-14. The largest Financial Aid program is the Board of Governor’s Fee Waiver (BOGW). There were a total of 5,595 BOGW recipients in 2013-14. The second largest program is the Federal Pell Grant with 2,824 recipients in 2013-14. For the past 5 years, the number of students who received Federal Work Study has been stable.

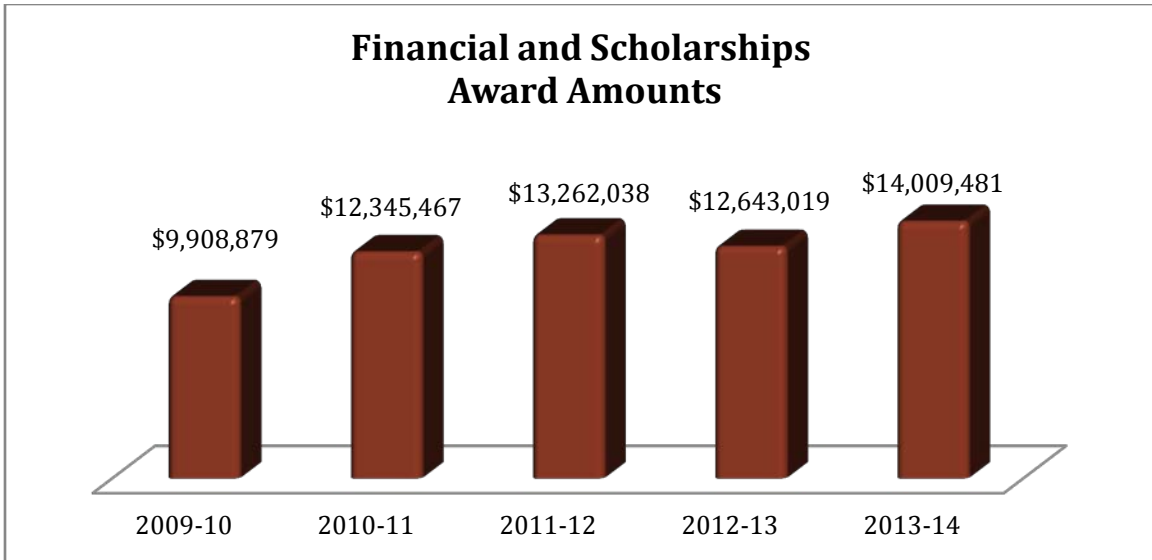
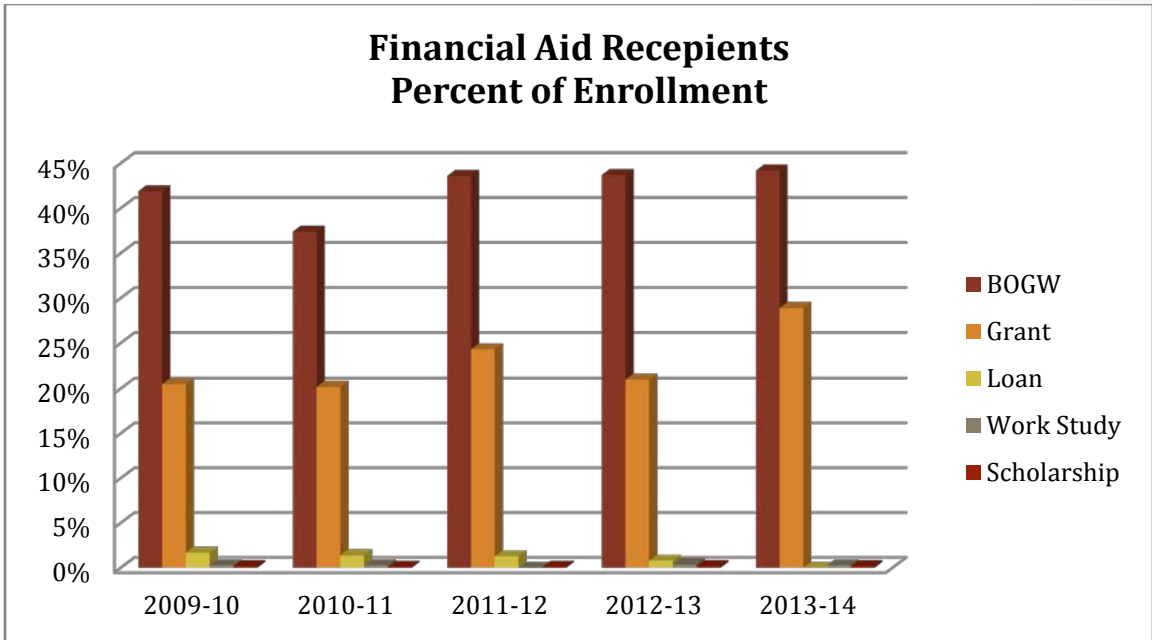
In the last three years, there was no Standard Loan reported. As of 2010-11, Stafford Loans are part of the Direct Loan program and now fall under the category of Federal Direct Student Loans. As of August 2013, “El Camino College no longer participates in the Federal Direct Loan Program which includes subsidized, unsubsidized, and Parent PLUS loans. However, the college does assist students who are interested in alternative loan programs” (El Camino College Financial Aid Website).

Also there are no Academic Competitiveness Grant recipients reported in 2013-14, due to the fact that this federal grant is no longer being awarded.



Financial Aid Headcount

Financial Aid	2009-10	2010-11	2011-12	2012-13	2013-14
Federal Work Study	41	49	50	55	44
<i>Percent of Student Enrollment</i>	<i>0.3%</i>	<i>0.3%</i>	<i>0.3%</i>	<i>0.4%</i>	<i>0.3%</i>
Osher Scholarship	2	3	7	7	8
Scholarship: institutional source	22	1	2	0	0
Scholarship: non-institutional source	5	8	8	21	18
Scholarship Total	29	12	17	28	26
<i>Percent of Student Enrollment</i>	<i>0.2%</i>	<i>0.1%</i>	<i>0.1%</i>	<i>0.2%</i>	<i>0.2%</i>
Stafford Loan, subsidized	176				
Stafford Loan, unsubsidized	39				
Federal Direct Student Loan, subsidized		171	157	104	0
Federal Direct Student Loan, unsubsidized		54	28	13	0
Loan Total	215	225	185	117	0
<i>Percent of Student Enrollment</i>	<i>1.7%</i>	<i>1.4%</i>	<i>1.3%</i>	<i>0.8%</i>	<i>0.0%</i>
BOGW, Part A	364	440	285	145	92
BOGW, Part B	4,053	4,529	5,036	4,803	4,387
BOGW, Part C	989	1,086	1,048	1,143	1,114
Fee Waiver	2	4	1	2	2
BOGW Total	5,408	6,059	6,370	6,093	5,595
<i>Percent of Student Enrollment</i>	<i>41.9%</i>	<i>37.4%</i>	<i>43.6%</i>	<i>43.7%</i>	<i>44.2%</i>
Academic Competitiveness Grant	20	25			
Cal Grant B	155	181	251	247	341
Cal Grant C	7	11	15	16	27
EOPS Grant	183	90	142	119	115
CARE Grant	0	0	0	0	0
Chafee Grant	3	12	21	14	9
Pell Grant	2,060	2,685	2,769	2,241	2,824
SEOG (Supplemental Educational Opportunity Grant)	221	268	345	293	336
Grant Total	2,649	3,272	3,543	2,930	3,652
<i>Percent of Student Enrollment</i>	<i>20.5%</i>	<i>20.2%</i>	<i>24.3%</i>	<i>21.0%</i>	<i>28.9%</i>
Grand Total	8,342	9,617	10,165	9,168	9,273
Unduplicated Student Total	4,660	5,376	5,708	5,513	5,118
<i>Percent of Student Enrollment</i>	<i>36.1%</i>	<i>33.2%</i>	<i>39.1%</i>	<i>39.5%</i>	<i>40.4%</i>



Average Financial Aid Amount Awarded to Students

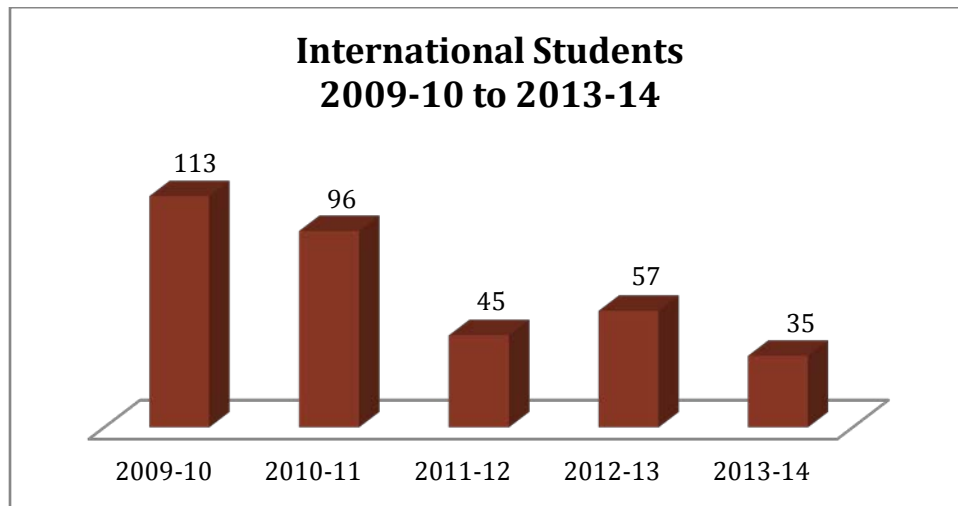
Average Award	2009-10	2010-11	2011-12	2012-13	2013-14
Federal Work Study	\$2,793.02	\$2,989.76	\$2,930.00	\$2,990	\$3,709.77
Scholarships	\$890.31	\$868.50	\$991.65	\$1,636	\$1,504.81
Loans	\$3,158.75	\$2,839.84	\$3,012.31	\$2,767	\$0.00
BOGW	\$376.71	\$398.26	\$517.26	\$675	\$736.23
Grants	\$2,662.21	\$2,792.34	\$2,609.78	\$2,730	\$2,652.76
Overall Average	\$1,187.83	\$1,283.71	\$1,304.68	\$1,371	\$1,510.78

Financial Aid Amount Awarded

Financial Aid	2009-10	2010-11	2011-12	2012-13	2013-14
Federal Work Study	\$114,514	\$146,498	\$146,500	\$164,436	\$163,230
Osher Scholarship	\$750	\$1,250	\$7,000	\$7,000	\$8,000
Scholarship: institutional source	\$20,750	\$200	\$2,500	\$0	\$0
Scholarship: non- institutional source	\$4,319	\$8,972	\$7,358	\$38,796	\$31,125
Scholarship Total	\$25,819	\$10,422	\$16,858	\$45,796	\$39,125
Stafford Loan, subsidized	\$591,909			\$0	\$0
Stafford Loan, unsubsidized	\$87,223			\$0	\$0
Federal Direct Student Loan, subsidized		\$516,374	\$492,782	\$300,400	\$0
Federal Direct Student Loan, unsubsidized		\$122,590	\$64,495	\$23,281	\$0
Loan Total	\$679,132	\$638,964	\$557,277	\$323,681	\$0
BOGW, Part A	\$109,921	\$171,223	\$129,207	\$86,549	\$58,880
BOGW, Part B	\$1,619,478	\$1,850,722	\$2,670,841	\$3,342,245	\$3,319,268
BOGW, Part C	\$307,097	\$389,296	\$493,900	\$679,972	\$738,875
Fee Waiver	\$728	\$1,820	\$1,008	\$2,208	\$2,208
BOGW Total	\$2,037,224	\$2,413,061	\$3,294,956	\$4,110,974	\$4,119,231
Academic Competitiveness Grant	\$12,965	\$14,790		\$0	\$0
Cal Grant B	\$200,274	\$210,315	\$282,614	\$280,232	\$367,213
Cal Grant C	\$3,672	\$4,536	\$6,840	\$6,565	\$10,231
EOPS Grant	\$18,300	\$13,500	\$17,040	\$11,900	\$23,000
CARE Grant	\$0	\$0		\$0	
Chafee Grant	\$12,500	\$35,500	\$61,000	\$28,750	\$42,500
Pell Grant	\$6,682,679	\$8,708,781	\$8,726,468	\$7,540,185	\$9,091,651
SEOG (Supplemental Educational Opportunity Grant)	\$121,800	\$149,100	\$152,485	\$130,500	\$153,300
Grant Total	\$7,052,190	\$9,136,522	\$9,246,447	\$7,998,132	\$9,687,895
Grand Total	\$9,908,879	\$12,345,467	\$13,262,038	\$12,643,019	\$14,009,481

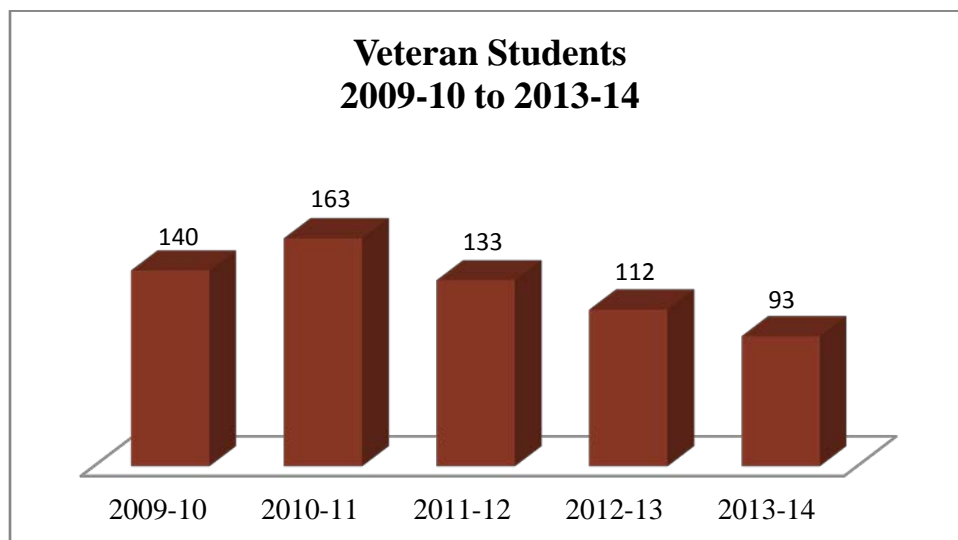
International Students

The ECC Compton Center International Student Program enrolls students originating from countries in Latin America, Europe, Africa, and the Pacific Rim. The number of international students decreased from 57 in 2012-13 to 35 in the 2013-14 academic year.



Veterans

The ECC Compton Center is an approved institution of higher learning for veterans. Assistance is provided to veterans in planning educational programs and maintaining compliance with Veterans Administration regulations. The number of veterans has steadily decreased since the 2010-11 academic year.

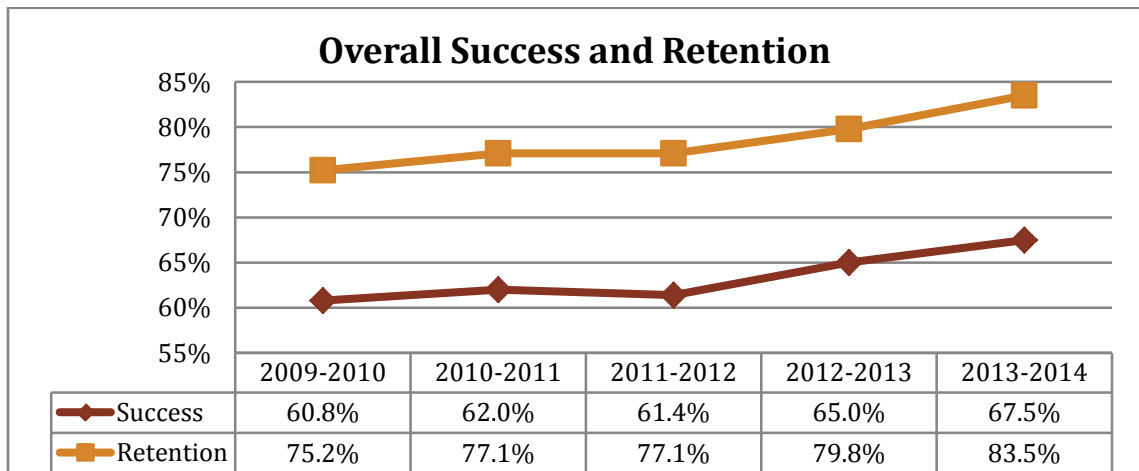


Success and Retention



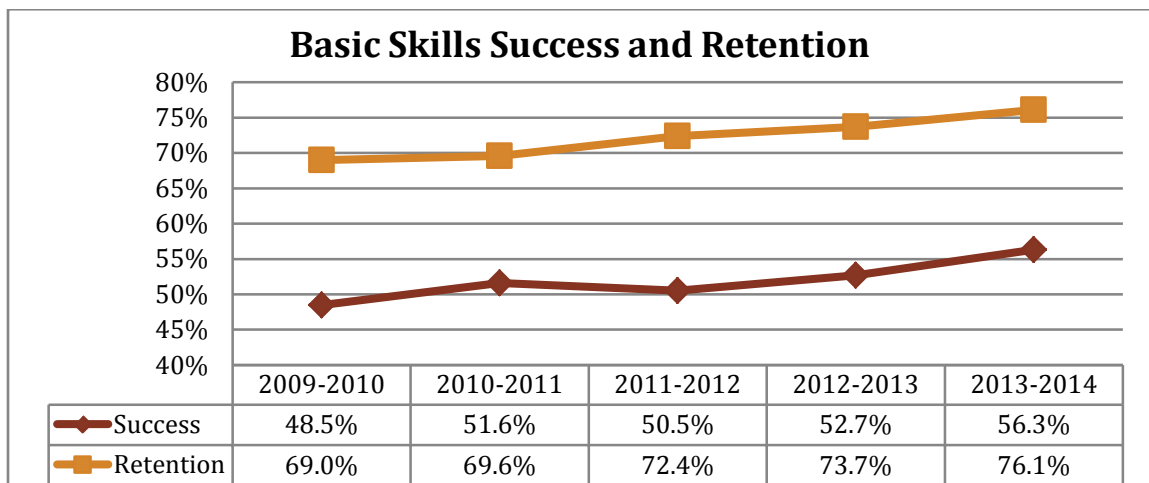
Overall Success and Retention

Looking at all courses across the curriculum; there is an average success rate of 63% and retention rate of 79%. The success rate in 2013-14 was about 68% which is above the institution-set standard of 58%



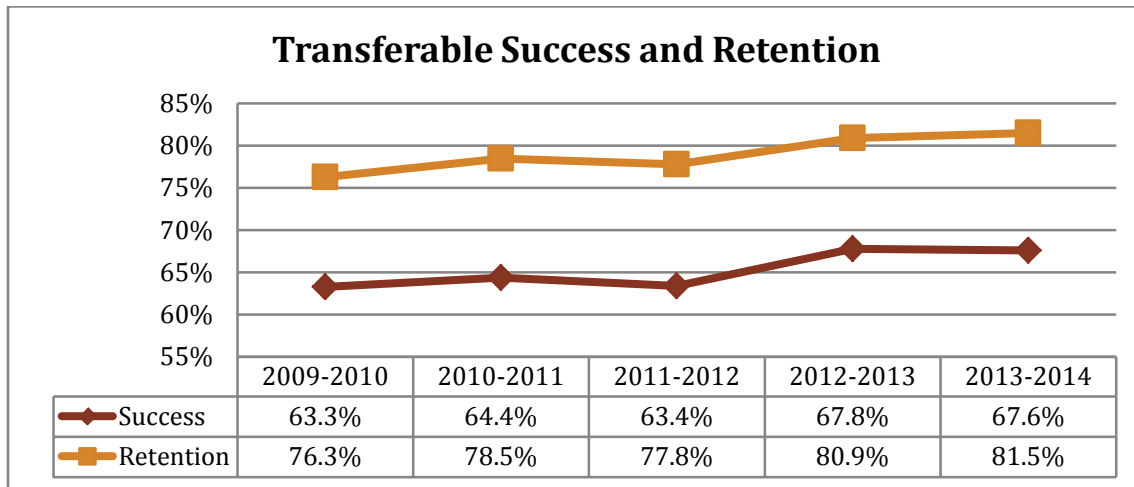
Basic Skills Success and Retention

Students who take basic skills courses have an average success rate of 51% and retention rate of 72%. The average basic skills success rate is 23% below the overall success rate and the basic skills retention rate is 9% below the overall retention rate. In 2013-14, success rates and retention rates slightly increased by 3% and 2%, respectively.



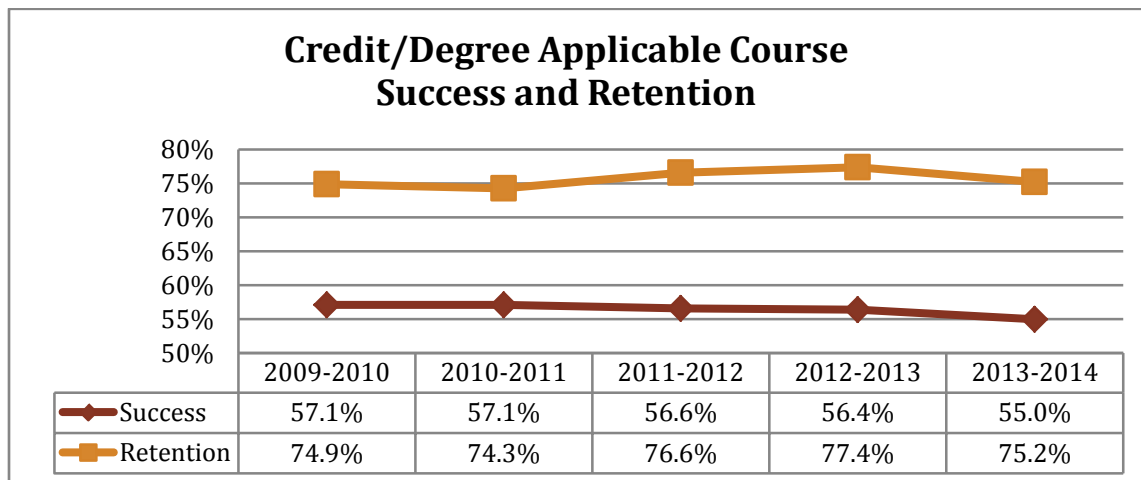
Transferable Success and Retention

The success rate for transfer-level courses averages 65%, slightly higher than the overall and basic skills success rates. The average retention rate for transfer level courses, 79%, is also slightly higher than the overall and basic skills rates. In the last year, success rates slightly decreased by 0.2% and retention rates slightly increased by 0.6% in comparison to the previous year.



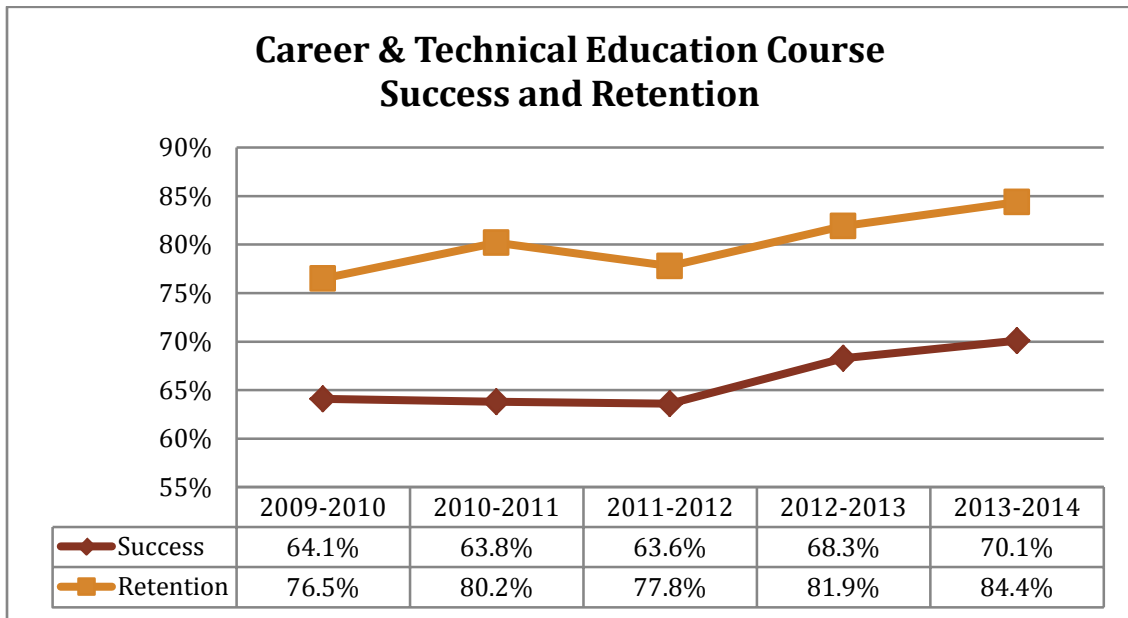
Credit/Degree Success and Retention

The average success and retention rates for non-basic skills, non-transfer courses are lower in comparison to overall and transferable courses. Over the last five years, credit/degree applicable courses average a 56% success rate and 75% retention rate.

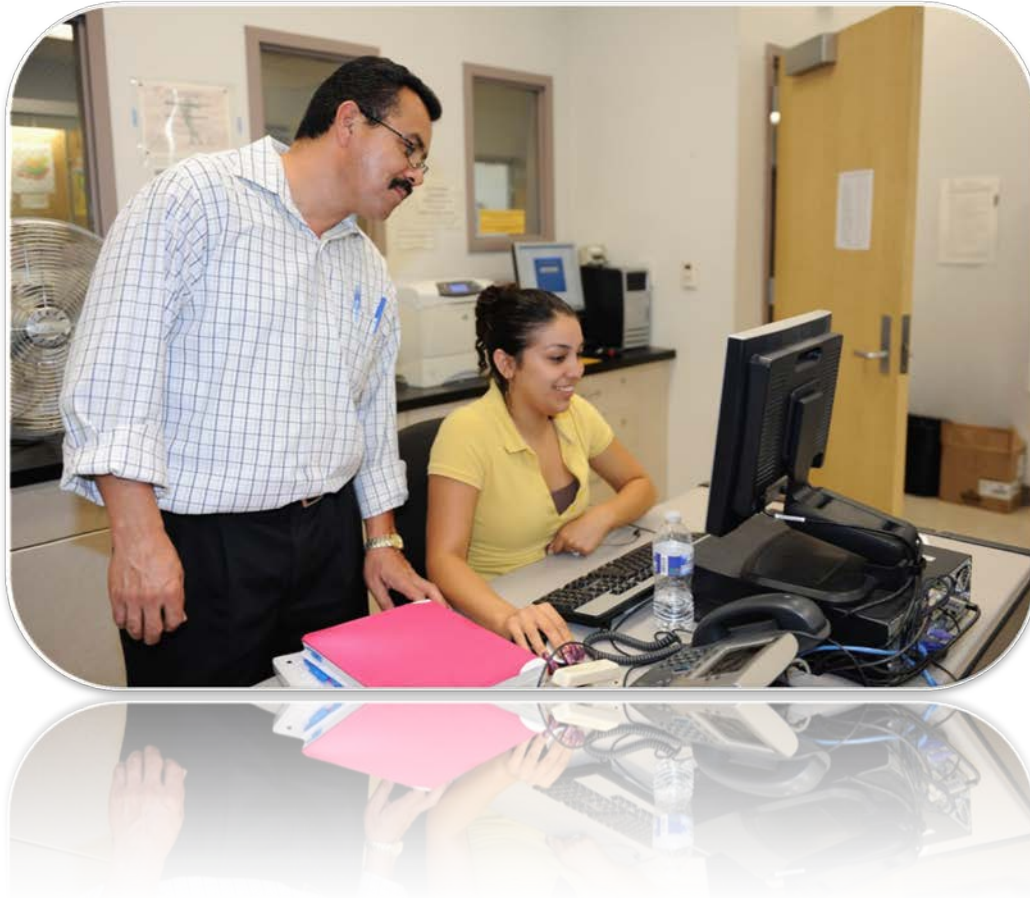


Career and Technical Education (CTE) Success and Retention

The average success and retention rates for CTE courses are higher in comparison to the basic skills and credit/degree applicable courses. In the last five years, career and technical education courses average a 65% success rate and 80% retention rate. In the past year, success rates and retention rates increased by 1% and 2%, respectively.

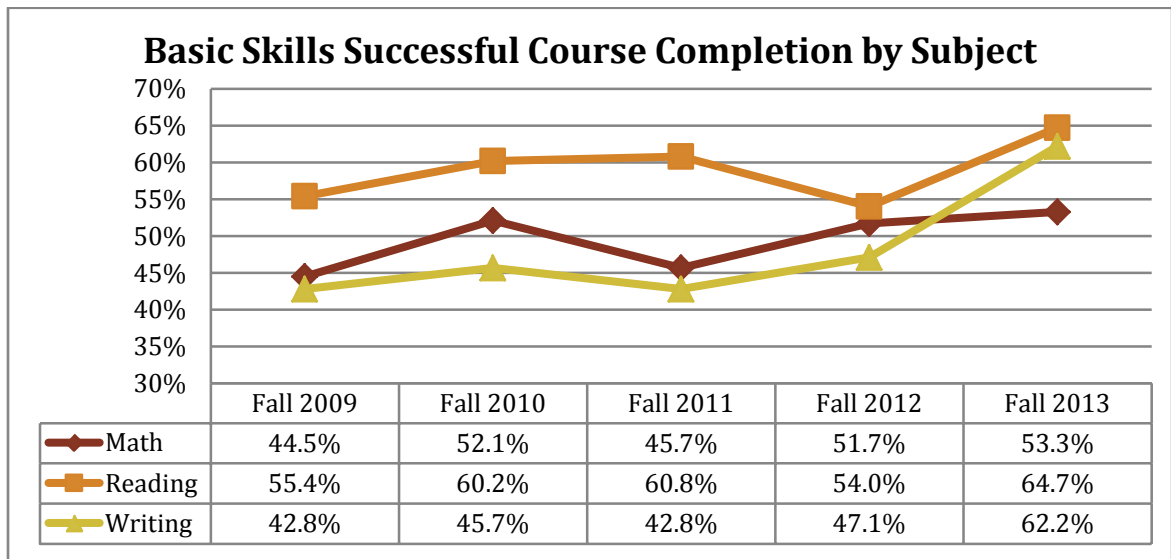


Student Outcomes



Basic Skills Successful Course Completion

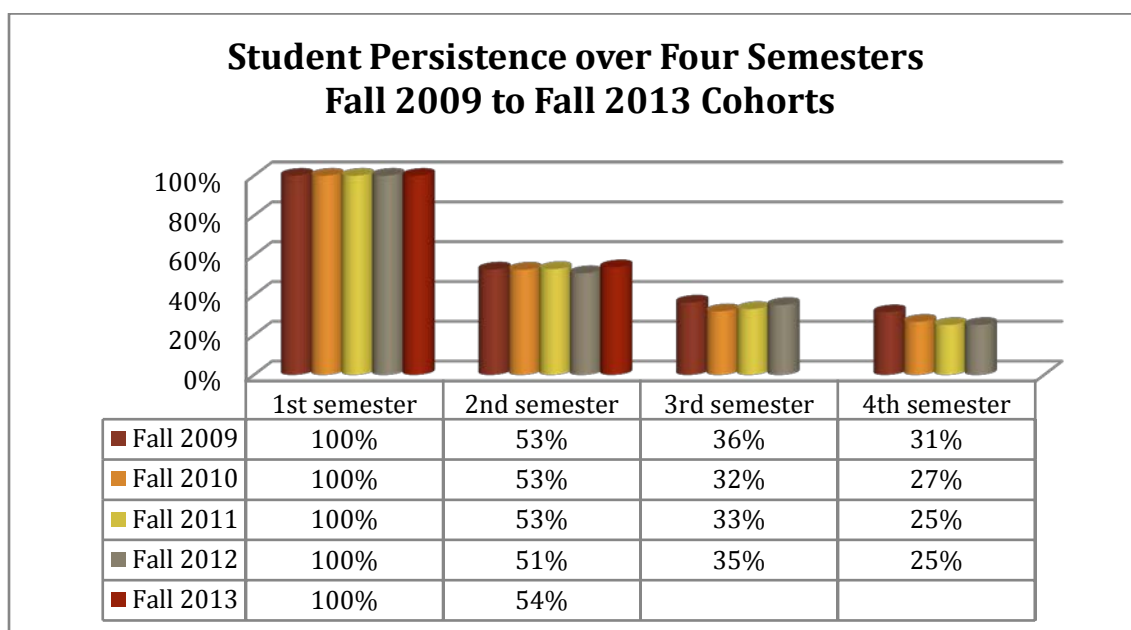
In the last year, the success rate for basic skills writing and math increased by 32% and 3%, respectively. After an 11% decrease between Fall 2011 and Fall 2012, basic skills reading success rates increased in the last year by 19%.



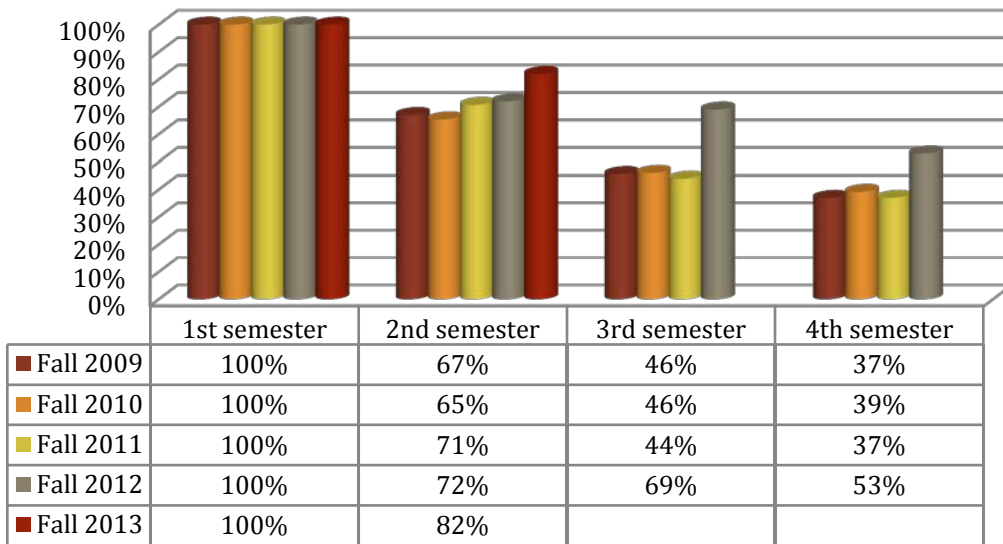
Persistence Rates

Student persistence refers to the tracking of students over several terms. Persistence rates are based on fall cohorts over four semesters, looking only at fall and spring enrollment. For the fall cohorts, the tracked trends are stable for all the cohort groups. Thirty-five percent of Fall 2012 students persisted to the 3rd semester (Fall 2013). This is slightly higher than the institution-set standard of 32%.

For the first-time, full-time cohorts, there was a 13% increase in 2nd semester persistence rates for the Fall 2013 cohort. Overall, the first-time, full-time cohorts have a higher persistence rate than overall fall cohorts.



First Time, Full Time Student Persistence over Four Semesters Fall 2009 to Fall 2013 Cohorts



Degrees Awarded

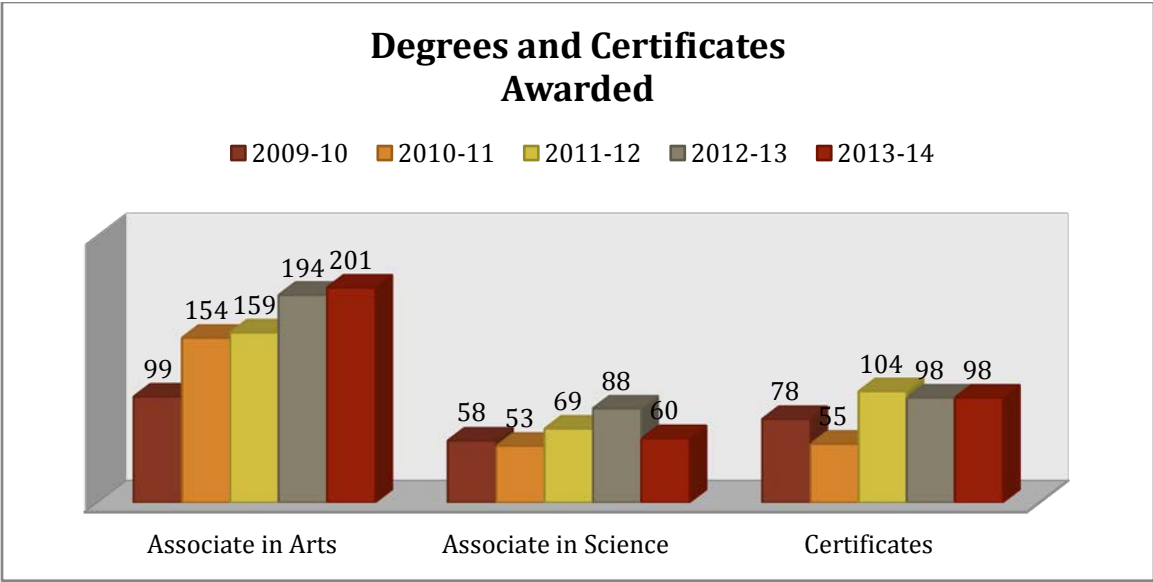
In 2013-14, 261 degrees and 98 certificates were awarded at the ECC Compton Center. This exceeds the institution-set standards for degree and certificates of 199 and 77, respectively.

From 2012-13 to 2013-14, the number of degrees and certificates awarded decreased by 5%. Associate in Arts degrees awarded increased from 194 in 2012-13 to 201 in 2013-14. Associate in Science degrees awarded decreased from 88 in 2012-13 to 60 in 2013-14. Certificates awarded remained unchanged between the 2012-13 and 2013-14 academic years.

Degrees and Certificates Awarded 2009-10 to 2013-14

Degrees and Certificates	2009-10	2010-11	2011-12	2012-13*	2013-14
Associate in Arts	99	154	159	194	201
Associate in Science	58	53	69	88	60
Certificates	78	55	104	98	98

*Source: California Community College Chancellor’s office & ECC Admissions & Records. Figures prior to 2012-13 were from the Chancellor’s office Data Mart.



Transfer Destinations

In 2013-14, 497 ECC Compton Center students transferred to a 4 year university which is higher than the institution-set standard of 278. For the Cal State system, transfer students increased from 133 in 2009-10 to 340 in 2013-14. The top CSU destinations in 2013-14 were Dominguez Hills and Long Beach with 165 and 66 transfers, respectively. The number of University of California transfer students increased from 27 in 2009-10 to 76 in 2013-14. The top University of California destinations for ECC Compton Center students are UCLA and UC Irvine. In 2013-14, there were 41 ECC Compton Center students who transferred to a private institution while 40 transfers attended an out of state institution.

Cal State System

Name	2009-10	2010-11	2011-12	2012-13	2013-14
Cal State Poly. University, Pomona	2	3	9	9	12
Cal State University, Bakersfield	3	2	1	2	7
Cal State University, Dominguez Hills	75	116	143	169	165
Cal State University, Fullerton	1	4	13	7	8
Cal State University, Long Beach	22	37	78	55	66
Cal State University, Los Angeles	10	27	26	44	27
Cal State University, Northridge	10	17	27	31	26
San Diego State University	0	4	6	3	0
San Francisco State University	1	1	0	0	3
San Jose State University	2	2	0	4	3
Other Cal States	7	14	23	20	23
Total Cal State Transfers	133	227	326	344	340

UC System

Name	2009-10	2010-11	2011-12	2012-13	2013-14
University of California, Berkeley	1	7	7	9	0
University of California Davis	3	7	0	3	6
University of California, Irvine	6	9	13	13	16
University of California, Los Angeles	3	19	18	9	25
University of California, Merced	0	3	2	1	2
University of California, Riverside	1	0	0	8	7
University of California, San Diego	5	8	7	8	10
University of California, Santa Barbara	6	8	3	2	5
University of California, Santa Cruz	2	2	5	6	5
Total UC Transfers	27	63	55	59	76

Private Institutions

Name	2009-10	2010-11	2011-12	2012-13	2013-14
Biola University	1	0	4	3	3
Chapman University	0	0	0	0	0
Devry University	4	2	0	0	0
Loyola Marymount University	1	3	3	3	3
Mount St. Mary's College	4	7	9	5	3
National University	1	1	0	8	7
Otis College of Art and Design	0	2	0	0	1
Pepperdine University	0	0	0	1	0
University of Phoenix	7	9	2	6	6
University of Southern California	6	4	6	12	10
Other Private Institutions	6	15	14	10	8
Total Private Transfers	30	43	38	48	41

Out of State Transfers

Name	2009-10	2010-11	2011-12	2012-13	2013-14
Total Out of State Transfers	54	71	44	67	40

Source: National Student Clearinghouse¹

¹ Beginning in 2011-12, the California Postsecondary Education Commission (CPEC) is no longer used to report UC and Cal State transfers. National Student Clearinghouse (NSC) data is now the source for all transfer counts in this report. More details on transfer data methodology can be found in the *UC and CSU Transfer Counts: CPEC vs. NSC Research Brief*.

El Camino College Compton Center

Assessment Test Results

New Students from High School, Fall 2009 to Fall 2013

This report displays course placement rates and numbers for new high school graduate-aged students entering El Camino College Compton Center (“Compton Center”) over 5 years. Because graduation date information is not complete and new students to Compton Center can be of any age, the “direct from high school” cohort is approximated as students aged 17 or 18 with a recent test score. Students aged 17-18 represent about 26% of all examinees who enrolled at Compton Center between fall 2009 and fall 2013.

Assessment tests are offered in 5 subjects at Compton Center: Reading Comprehension, Writing (Sentence Skills), Mathematics, Chemistry, and English as a Second Language (ESL)¹. The Math test consists of 3 different levels: Arithmetic, Elementary Algebra, and College-Level Math. To determine a student’s math placement, students are first asked pre-test questions to assess the student’s math background and select an initial level of math difficulty. Using this information, students complete an Accuplacer assessment, which uses a computer-adaptive model to vary the difficulty of questions based on the student’s responses to previous test questions. Scores from the Accuplacer test are used to determine the student’s math placement. The Chemistry Test (California Chemistry Diagnostic Test) is a paper and pencil test that is used to place students into the appropriate transfer-level chemistry course, provided they also meet a math prerequisite. The ESL assessment places students into listening/speaking, reading, and writing courses.

Table 1 highlights the number of students, regardless of age, taking each test between the opening of the application window and the September census date of each year listed. Students repeating the same test are counted only once in the unduplicated counts. These test counts typically mirror fluctuations in college enrollment. The number of tests continued to decrease in 2013, in contrast to the slight enrollment increase in fall. Table 1 includes all tests administered at both ECC and Compton Center, but “tested students enrolled” (last row) represents only those enrolled at Compton Center. The number of assessed students who enrolled at Compton Center also continued to decline after reaching a 5-year peak in 2010.

Table 1: Number of Students Taking Placement Tests by Test, Fall Application and Enrollment Window

Test	Subject	Number of Students Taking Each Test or Level				
		2009*	2010	2011	2012	2013
Reading Comprehension	Reading	12,081	11,599	10,710	10,207	9,697
Sentence Skills	Writing	12,081	11,601	10,707	10,200	9,699
Arithmetic	Math	8,940	8,638	8,045	7,385	6,951
Algebra	Math	12,063	11,727	10,801	10,425	9,861
College-level Math	Math	2,705	2,705	2,386	2,578	2,357
Total Tests (duplicated)		47,870	46,270	42,649	40,795	38,565
Students Tested (unduplicated)		14,735	14,043	12,819	12,113	11,423
Tested Students Enrolled at Compton Center in Fall		1,917	2,125	1,831	1,673	1,553

¹ The number of examinees in Chemistry and ESL remain too small to include in this study (2013 count < 10).

RESULTS

The following sections focus on only students considered “new students from high school,” as defined above. The Reading, Writing, and Mathematics tests place students in a variety of levels depending on test performance. For this report, placements are grouped into categories of similarly-leveled courses. These groups are 1) transfer-level—courses that are equivalent to courses at a 4-year institution, 2) college-preparatory—courses that immediately precede transfer-level courses, and 3) basic skills—courses defined by El Camino College as developmental or basic skills courses (in most cases, more than one level below transfer). The specific ECC courses within each group and their levels below transfer-level are listed in the Appendix of this report.

Compton Center assessment results for the 5 years of this study are summarized below in Table 2 by number and percentage in each subject and course group. Charts tracking the placement percentages and numbers of each subject begin on the following page. Compared to 2009, a greater percentage of students were placed into transfer-level Reading, Writing, and Mathematics courses. Since 2010, transfer-level placements rates have remained relatively stable.

Table 2: Assessment Test Results by Test and Course Group* for “New Freshmen”

Test	2009 (n=458)		2010 (n=565)		2011 (n=453)		2012 (n=453)		2013 (n=463)	
	N	%	N	%	N	%	N	%	N	%
Reading **										
Transfer-level	89	20.2	158	29.4	138	31.6	131	30.0	125	27.8
College-prep	83	18.8	130	24.2	95	21.7	96	22.0	90	20.0
Basic Skills	269	61.0	249	46.4	204	46.7	210	48.1	235	52.2
Total	441		537		437		437		450	
Writing **										
Transfer-level	69	15.6	113	21.0	99	22.7	100	22.9	98	22.1
College-prep	231	52.4	293	54.4	264	60.6	235	53.8	233	52.6
Basic Skills	141	32.0	133	24.7	73	16.7	102	23.3	112	25.3
Total	441		539		436		437		443	
Math										
Transfer-level	7	1.6	5	1.0	15	3.4	18	4.1	14	3.1
College-prep	147	34.1	233	44.3	189	43.0	176	40.5	200	44.4
Basic Skills	277	64.3	288	54.8	236	53.6	241	55.4	236	52.4
Total	431		526		440		435		450	

Note: The “N” figures at the top represent the total number of students aged 17 or 18 who took assessment tests between the opening of the application window (first week of January for this report) and the September census date in the year noted.

* Specific courses under each “Course Group” are listed in the Appendix of this report.

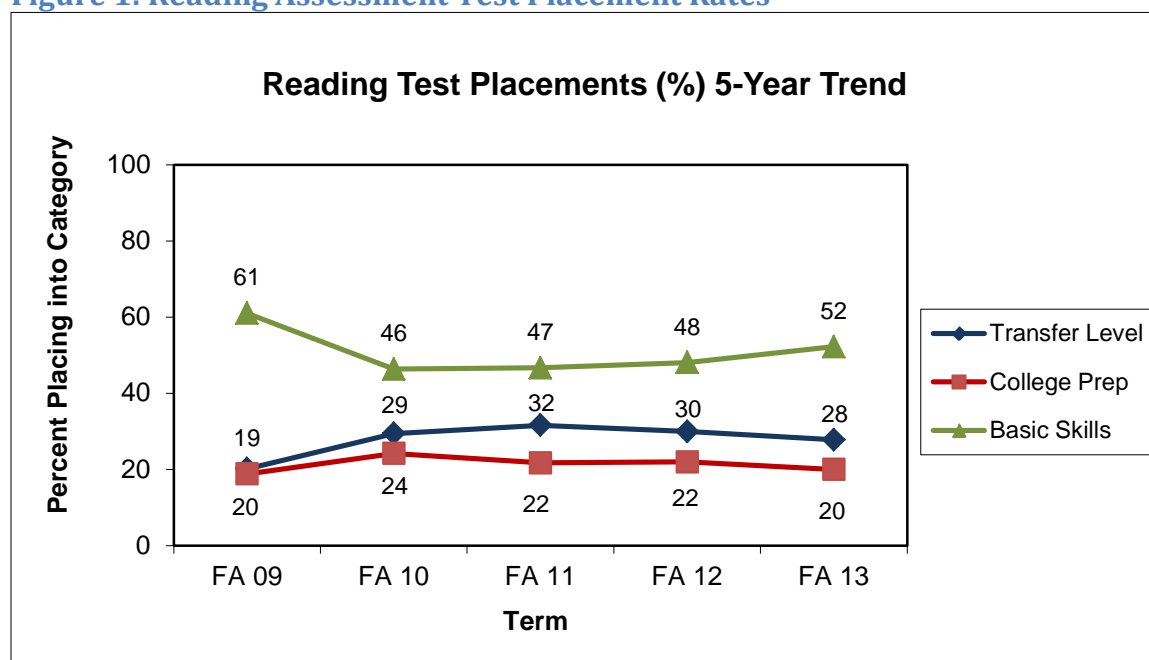
** Transfer-level placements for Reading and Writing reflect only that portion of the test, and thus, general preparation in reading and writing. To qualify for *enrollment* in English 1A, examinees must achieve a qualifying score on both the Reading and Writing portions of the assessment test (see Appendix).

READING

Placement Rates

Across all five years, the most common Reading placement was at the basic skills level (Figure 1). Since 2010, Reading placements have remained relatively stable. However, there has been a slight increase in basic skills placements between 2012 and 2013. This also corresponds with a slight decrease in transfer-level (English 1A) and college preparatory placement rates. On average during the 5-year period, 49% of 17 or 18 year-old students placed into the college-prep or transfer-level in reading, with 51% placing into basic skills Reading.

Figure 1: Reading Assessment Test Placement Rates

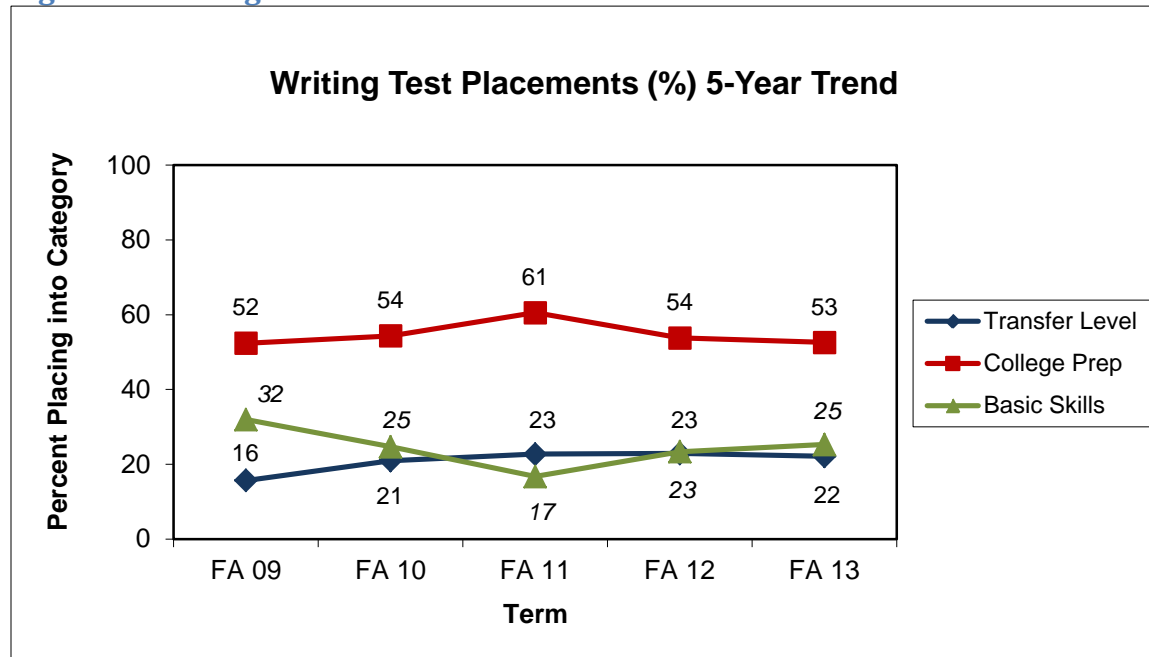


WRITING

Placement Rates

As can be seen in Figure 2, the most common writing placement was at the college preparatory level (English A). Aside from a peak in 2011, the college preparatory placement rate has remained steady around 53%. Across the 5-year period, placements into the transfer-level (English 1A) gradually increased from 16% in 2009 to 22% in 2013. After a dip in 2011, basic skills placements have returned to encapsulate approximately 25% of all of the Writing placements.

Figure 2: Writing Assessment Test Placement Rates



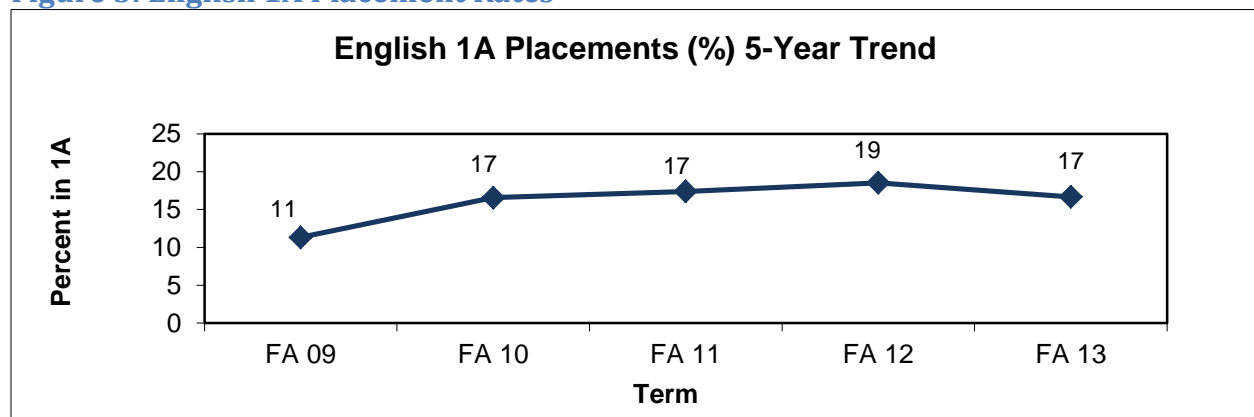
ENGLISH 1A

Placement Rates

To qualify for English 1A (transfer-level reading and writing), examinees must place into transfer-level in both the Reading and the Writing portions of the assessment test. Figures 1 and 2 above reflected placement rates into the transfer-level course (English 1A) based only on one of these two criteria in order to reflect academic preparation by subject. Figure 3 below reflects actual course placement rates using both the reading and writing qualifying test scores.

The rate of new entering students qualifying for English 1A has plateaued after increasing 6 percentage points between 2009 and 2010, with rates ranging between 17 and 19 percent.

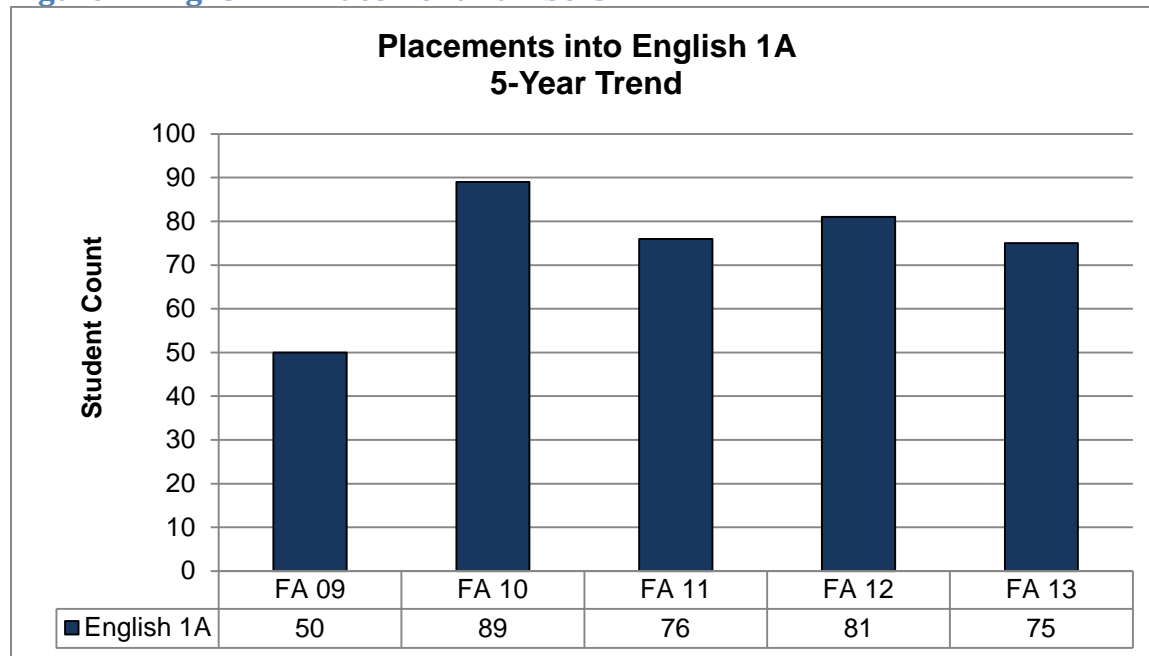
Figure 3: English 1A Placement Rates



Placement Numbers

As a whole, the number of students who placed into English 1A for reading and writing has increased relative to 2009, but decreased relative to the previous four years. The 5-year average was 74.

Figure 4: English 1A Placement Numbers

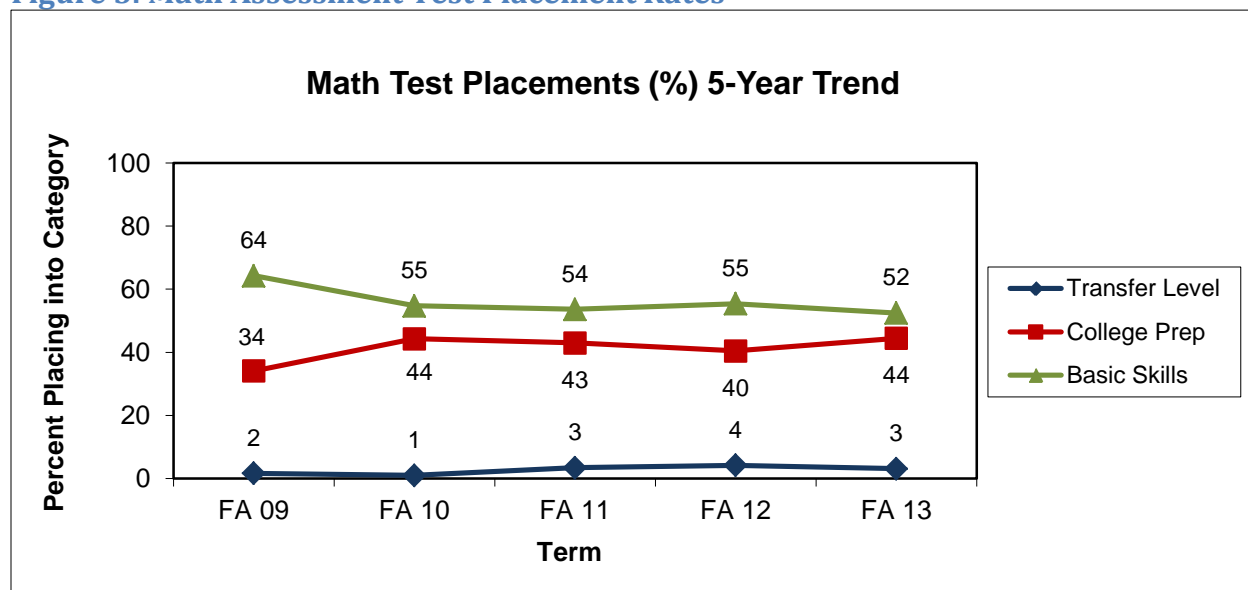


MATHEMATICS

Placement Rates

In contrast to the reading and writing assessments, only a small minority of students who took the math placement exam qualified for transfer-level mathematics. Placement rates have remained relatively stable between 2010 and 2013. New students continue to place into transfer-level math at 3-4% (see Appendix for a complete list of courses at this level). Average placement rates into transfer-level, college-prep, and basic skills math courses were 3%, 41%, and 56%, respectively.

Figure 5: Math Assessment Test Placement Rates



ENGLISH AS A SECOND LANGUAGE

The English as a Second Language (ESL) assessment is used for placement into the ESL course series and consists of a computerized reading skills test, a questionnaire, an English writing sample, an oral interview, and an orientation to the College. However, only a very small percentage of students aged 17-18 take the ESL tests and are thus not included in this study.

CONCLUSION

This study provided a general analysis of El Camino College Compton Center students coming directly from high school (or shortly thereafter). This group tends to perform the best, on average, than any other age group; older students tend to be less prepared for college compared to students with a recent high school experience. For example, the average placement rates for all assessed students into basic skills reading, writing, and math were 54%, 33%, and 71%, respectively. In comparison, recent high school graduates placed into the same categories of basic skills at 51%, 24%, and 56%.

There are several interesting findings from this report. First, a large percentage of younger students entering Compton Center demonstrated a need for courses at the basic skills level. More than half of tested students placed into basic skills reading and math, while 25% placed into basic skills writing. Second, overall, basic skills placements have decreased over the last five years. Finally, the wide variety of placement rates across Reading, Writing, and Mathematics underscores that ECC Compton Center serves a student body with varied levels of college preparation.

APPENDIX – COURSES BY GROUP

READING & WRITING

Course Group	Levels Below Transfer	Reading	Writing
Transfer-level	--	<ul style="list-style-type: none"> English 1A – Reading & Composition 	<ul style="list-style-type: none"> English 1A – Reading & Composition
College-preparatory	1	<ul style="list-style-type: none"> English 84 (formerly Engl-2R) – Developmental Reading & Writing English 7 – Speed & Power Reading 	<ul style="list-style-type: none"> English A – Writing the College Essay
Basic Skills	2	<ul style="list-style-type: none"> English 82 (formerly Engl-R) – Introduction to Reading Skills 	<ul style="list-style-type: none"> English B – Introduction to the Composing Process
	3	<ul style="list-style-type: none"> English 80 – Basic Language Skills 	<ul style="list-style-type: none"> English C – Basic English Skills

MATHEMATICS

Course Group	Levels Below Transfer	Course
Transfer-level	--	<ul style="list-style-type: none"> Math 190 – Calculus Math 160 – Business Calculus Math 180 – Pre-Calculus Math 170 – Trigonometry Math 150 – Elem. Probability & Statistics Math 140 – Finite Math Math 130 – College Algebra Math 120 – Nature of Math Math 115 – Prob. & Stats for Elementary Teachers Math 110 & 111 – Math for Elem. Teachers Computer Science 1, 5, 10
	--	
	--	
College-preparatory	1	<ul style="list-style-type: none"> Math 80* – Intermediate Algebra for Science, Technology, Engineering, and Mathematics Math 73* – Intermediate Algebra for General Education Math 60 – Elementary Geometry
	2	<ul style="list-style-type: none"> Math 40 or 41B/43* – Elementary Algebra
Basic Skills	3	<ul style="list-style-type: none"> Math 41A – Elementary Algebra, Part I Math 33* – Extended Elementary Algebra, Part I Math 25 – Pre-Algebra Review Math 23 – Pre-Algebra
	4	<ul style="list-style-type: none"> Math 10A-10B/12 – Basic Arithmetic Skills

* Math 80 replaced Math 70 (Intermediate Algebra) in Fall 2009. It is a Calculus-track algebra course.

* Math 73 was inaugurated in Fall 2009. It is a non-Calculus track algebra course.

* Math 33 and 43 (Extended Elementary Algebra, Parts I and II) replaced Math 41A and 41B (Elementary Algebra, Parts I and II) in Fall 2009.

ENGLISH AS A SECOND LANGUAGE (ESL)

Course Group	Levels Below Transfer	Oral (Listening/Speaking) *	Reading	Writing
Transfer-level	--			<ul style="list-style-type: none"> English 1AX** - Reading & Composition for Foreign Students
College-preparatory	1	<ul style="list-style-type: none"> ESL 51C – (Advanced) ESL 51B – (Intermediate) 	<ul style="list-style-type: none"> ESL 52C – (Advanced) ESL 52B – (Intermediate) 	<ul style="list-style-type: none"> English A-X – Writing the College Essay ESL 53B – (Intermediate)
Basic Skills	2	<ul style="list-style-type: none"> ESL 51A – Intro to English Conversation 	<ul style="list-style-type: none"> ESL 52A – Intro to Reading and Vocab. Building 	<ul style="list-style-type: none"> ESL 53A – Elementary Grammar/Writing

* Although Listening/Speaking courses indicate “levels below transfer,” they do not directly lead to a transfer-level course such as English 1A.

** To place into transfer-level Reading and Writing (English 1AX), students must achieve a qualifying score on both the Reading and Writing portions of the assessment test. For ESL, students must place into ESL 52C for Reading, and English 1AX for Writing.

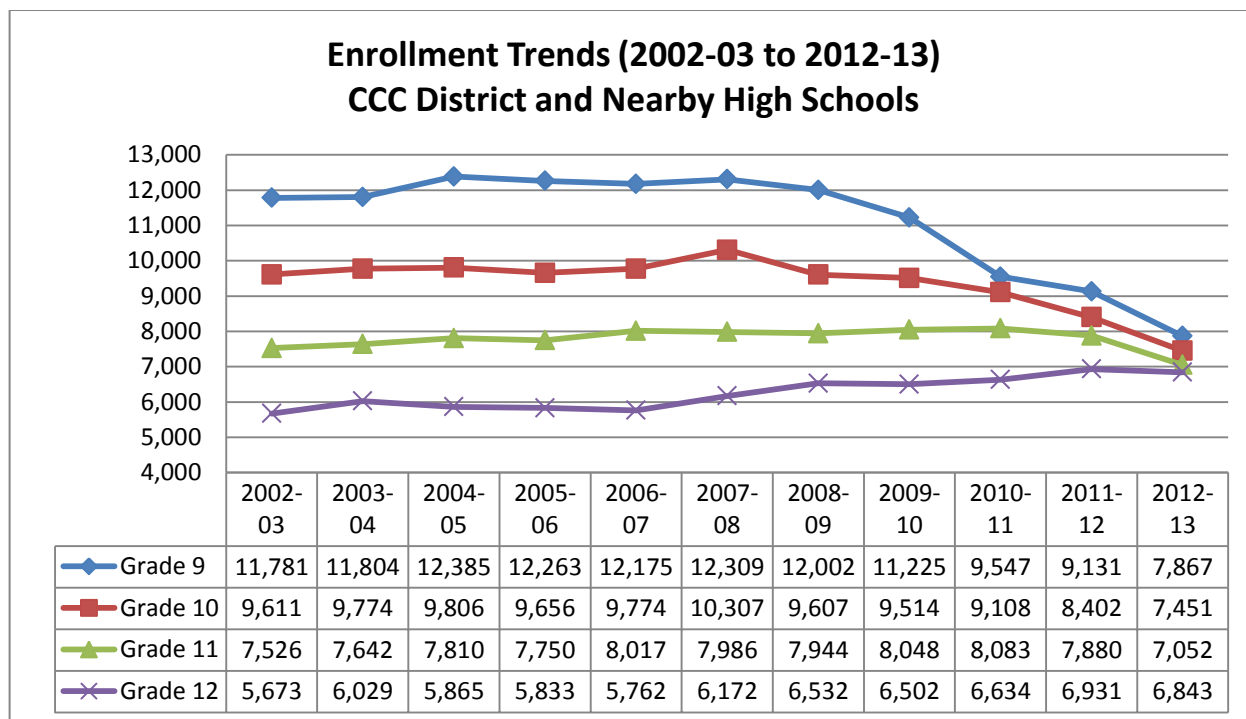
High School Enrollment Trends Compton Community College District & Local Area High Schools 2002-03 to 2012-13

This report profiles recent enrollment trends from local area high schools. Featured schools include those in the Compton, Lynwood, and Paramount districts along with Carson, Jordan, Fremont, Gardena, King Drew, and Locke High Schools. The last four are schools outside the Compton Community College District (CCCD) that feed larger enrollments to El Camino College Compton Center. The first table below summarizes trends for all high schools in the study. Each high school or district is featured separately below.

Enrollment trends are tracked in this report from 2002-03 through 2012-13. Source data for these trends are from the California Department of Education, Educational Demographics Unit.

District-wide Trends

Since 2007-08, grade 9 enrollments have decreased by over 4,000 students; this decline has prevented any significant growth at all subsequent grade levels. From 2006 to 2011, grade 12 enrollments saw steady increases by 1,169 students overall. However, this positive growth rate ended in 2012-13 with schools experiencing a slight dip in grade 12 enrollments, reversing its positive trend over the last few years.



District and High School Trends

Breaking out the enrollment trends by district and high school paints a more varied picture with some schools/districts growing or remaining stable while others decline. The following tables provide enrollment levels by high school or district with the percentage annual change at the bottom of each.

Compton Unified School District

Compton district includes Compton, Centennial and Dominguez High Schools. All three schools are major feeders to ECC Compton Center. Of all three schools, the dramatic growth in 2005 reflects the increase in enrollment that Compton and Centennial experienced that year. In 2012-13 the schools experienced their lowest enrollment numbers of the past ten years, decreasing from their highest enrollment in 2006 of 6,654 students to 5,534 students in 2012-13. This decline led to a decrease in enrollments of 1,120 students altogether.

Centennial High peaked in enrollment in 2007-08, increasing from 1,297 students in 2004-05 to 1,447 students in 2007-08, an increase of 150 students. However in 2008-09, enrollment declined to 1,396 students and continued to plateau through 2012-13 to 1,044 students.

Compton High School experienced their highest peak in enrollment in 2003-04 and experienced a dip in enrollment the following year in 2004-05, a decline of 375 students. In 2005-06, Compton experienced growth in enrollment compared to the previous year and remained steady for the next couple of years. In 2009-10, Compton began to decline in enrollment once again, decreasing from 2,530 students the previous year in 2008-09 to 2,460 students, a decrease of 70 students, and has since declined to 2,224 students, leading to a decline in enrollment of 375 students over the course of 10 years.

Dominguez High School peaked in enrollment in 2006-07 at 2,687 students and has since projected an ebb and flow trend in enrollment through 2012-13.

Centennial, Compton, and Dominguez High Schools

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	2,025	1,876	2,130	2,173	2,217	2,009	2,047	1,759	1,392	1,528	1,506
Grade 10	1,712	1,686	1,560	1,969	1,822	1,920	1,804	1,769	1,595	1,619	1,420
Grade 11	1,383	1,349	1,346	1,353	1,528	1,461	1,545	1,476	1,526	1,462	1,363
Grade 12	1,006	1,325	1,041	1,081	1,087	1,195	1,198	1,229	1,184	1,224	1,245
Total	6,126	6,236	6,077	6,576	6,654	6,585	6,594	6,233	5,697	5,833	5,534
% Change		1.8%	-2.5%	8.2%	1.2%	-1.0%	0.1%	-5.5%	-8.6%	2.4%	-5.1%

Centennial High School

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	421	457	500	481	455	433	400	386	266	281	285
Grade 10	357	353	314	418	393	408	392	361	338	292	276
Grade 11	345	234	286	293	341	332	328	368	317	299	224
Grade 12	256	263	197	251	229	274	276	247	280	266	259
Total	1,379	1,307	1,297	1,443	1,418	1,447	1,396	1,362	1,201	1,138	1,044
% Change		-5.2%	-0.8%	11.3%	-1.7%	2.0%	-3.5%	-2.4	-11.8%	-5.2%	-8.3%

Compton High School

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	863	686	754	843	834	790	828	703	654	602	507
Grade 10	674	674	565	738	711	742	692	724	668	659	571
Grade 11	530	608	481	542	584	539	573	548	610	542	569
Grade 12	402	631	424	410	420	430	437	485	464	507	487
Total	2,469	2,599	2,224	2,533	2,549	2,501	2,530	2,460	2,396	2,310	2,224
% Change		5.3%	-14.4%	13.9%	0.6%	-1.9%	1.2%	-2.8%	-2.6%	-3.6%	-3.7%

Dominguez High School

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	741	733	876	849	928	786	819	670	472	645	624
Grade 10	681	659	681	813	718	770	720	684	589	668	573
Grade 11	508	507	579	518	603	590	644	560	599	621	570
Grade 12	348	431	420	420	438	491	485	497	440	451	499
Total	2,278	2,330	2,556	2,600	2,687	2,637	2,668	2,411	2,100	2,385	2,266
% Change		2.3%	9.7%	1.7%	3.3%	-1.7%	1.2%	-9.6%	-12.9%	13.6%	-5.0%

Lynwood Unified School District

Lynwood Unified School District (USD) includes Lynwood and Marco Antonio Firebaugh High Schools. Both Lynwood and Firebaugh are moderate feeders to Compton Center. Total enrollments for both schools were at a ten year low in 2010-11. In 2005-06, Lynwood declined from 4,905 students enrolled the previous year to 3,414 students, a decline of 1,491 students. The decrease in enrollment was due to Firebaugh opening in 2005-06, causing Lynwood enrollments to drop substantially. Firebaugh began as a 9th grade-only campus, which could explain the zero enrollments of freshmen at Lynwood High during the 2005-2007 school year.

In 2007-08 Lynwood High School saw substantial growth in enrollment, a positive change of 31% from the previous year, while Firebaugh enrollment had a negative change of 11% in the same year. Lynwood has not seen growth in enrollment since 2007-08, and has steadily declined since 2008-09, leaving their enrollment in 2012-13 at 2,331, an overall loss of 2,574 students since their highest enrollment peak in 2004-05 of 4,905 students. Firebaugh has followed an ebb and flow trend, however it has progressively increased from 1,431 enrollments during its opening year in 2005-06 to 1,899 students in 2012-13, an increase of 468 enrollments.

Lynwood and Marco Antonio Firebaugh High Schools Combined

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	1,465	1,433	1,514	1,431	1,437	1,971	1,583	1,370	659	1,186	1,129
Grade 10	1,298	1,419	1,368	1,401	1,460	1,961	1,319	1,291	1,262	1,082	1,138
Grade 11	978	1,124	1,125	1,112	1,093	887	1,027	1,104	1,181	1,090	1,018
Grade 12	853	842	898	901	840	779	1,098	997	896	1,066	945
Total	4,594	4,818	4,905	4,845	4,830	5,598	5,027	4,762	3,998	4,424	4,230
% Change		4.9%	1.8%	-1.2%	-0.3%	15.9%	-10.2%	-5.3%	-16.0%	10.7%	-4.4%

* 2009-10 data was not reported for Lynwood or Firebaugh, so enrollment for 2009-10 was estimated

Lynwood

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	1,465	1,433	1,514			724	816	737	657	621	617
Grade 10	1,298	1,419	1,368	1,401	1,201	1,726	760	731	701	633	603
Grade 11	978	1,124	1,125	1,112	1,093	868	700	690	680	589	592
Grade 12	853	842	898	901	840	779	876	666	455	608	519
Total	4,594	4,818	4,905	3,414	3,134	4,097	3,152	2,823	2,493	2,451	2,331
% Change		4.9%	1.8%	-30.4%	-8.2%	31.0%	-23.1%	-10.4%	-11.7%	-1.7%	-5.0%

Marco Antonio Firebaugh

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9				1,431	1,437	1,247	767	634	2	565	512
Grade 10					259	235	559	560	561	449	535
Grade 11						19	327	414	501	501	426
Grade 12							222	332	441	458	426
Total	0	0	0	1,431	1,696	1,501	1,875	1,939	1,505	1,973	1,899
% Change					18.5%	-11.5%	25.0%	3.4%	-22.4%	31.1%	-3.8%

Paramount High School

Paramount High School is a moderate feeder to Compton Center. Paramount has experienced continued growth over the past ten years. Enrollments only dipped very slightly in 2005-06, 2008-09, and 2012-13.

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	1,059	1,156	1,238	1,189	1,154	1,242	1,261	1,428	1,299	1,286	1,282
Grade 10	1,058	1,028	1,122	1,153	1,143	1,235	1,236	1,302	1,390	1,292	1,285
Grade 11	951	969	908	953	1,047	1,168	1,071	1,083	1,208	1,329	1,221
Grade 12	842	784	811	751	830	923	965	944	1,025	1,108	1,198
Total	3,910	3,937	4,079	4,046	4,174	4,568	4,533	4,757	4,922	5,015	4,986
% Change		0.7%	3.6%	-0.8%	3.2%	9.4%	-0.8%	4.9%	3.5%	1.9%	-0.6%

Jordan High School (Long Beach)

Jordan High School is closely situated and is a major feeder to Compton Center. Jordan saw stable growth between 2002 and 2004 followed by moderate declines. The largest decrease occurred in 2010-11 with a negative change of 6.2% and continued to drop until enrollment slightly increased in 2012-13.

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	1,221	1,184	1,226	1,184	1,234	1,197	1,147	1,120	1,045	1,011	983
Grade 10	1,093	1,249	1,170	1,186	1,115	1,130	1,103	1,065	1,043	917	927
Grade 11	960	1,019	1,080	997	974	980	1,035	982	911	903	880
Grade 12	861	888	907	912	805	850	819	886	802	758	813
Total	4,135	4,340	4,383	4,279	4,128	4,157	4,104	4,053	3,801	3,589	3,603
% Change		5.0%	1.0%	-2.4%	-3.5%	0.7%	-1.3%	-1.2%	-6.2%	-5.6%	0.4%

Carson High School

Carson High School is a moderate distance from Compton Center and is a modest feeder school. After experiencing continued growth from 2002-2004, there was a slight dip in enrollment in 2005-06 which continued until 2007-08. In 2008-09, Carson enrollments grew slightly, but dipped the following year in 2009-10, and have since continued to decline. In 2012-13, enrollment was the lowest in the past ten years.

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	1,249	1,235	1,248	1,221	1,206	1,223	1,239	1,168	1,105	954	491
Grade 10	950	929	932	992	942	879	890	922	889	677	391
Grade 11	711	758	769	754	810	783	821	748	696	667	319
Grade 12	537	526	601	581	562	591	597	617	587	527	369
Total	3,447	3,448	3,550	3,548	3,520	3,476	3,547	3,455	3,277	2,825	1,570
% Change		0.0%	3.0%	-0.1%	-0.8%	-1.3%	2.0%	-2.6%	-5.2%	-13.8%	-44.4%

Gardena High School

Gardena High School is closely situated and is a modest feeder to Compton Center. Enrollment for Gardena peaked in 2006-07 with 3,414 students, but declined substantially the following years. In 2012-13, there were only 1,690 students enrolled, a drastic difference from earlier years.

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	962	1,055	992	1,117	1,381	917	1,438	1,039	823	589	515
Grade 10	932	848	986	879	842	988	716	760	585	469	392
Grade 11	743	671	792	886	738	743	546	608	490	457	396
Grade 12	504	551	570	496	453	555	461	393	401	378	387
Total	3,141	3,125	3,340	3,378	3,414	3,203	3,161	2,800	2,299	1,893	1,690
% Change		-0.5%	6.9%	1.1%	1.1%	-6.2%	-1.3%	-11.4%	-17.9%	-17.7%	-10.7%

King/Drew Medical Magnet High School

King/Drew Medical Magnet High is a moderate distance from Compton Center and is a modest feeder school. There had been a slight decline in growth from 2003 to 2006, with a rebound in 2007-08 and 2008-09. Since 2009-10, enrollments have followed an ebb and flow trend with positive changes in enrollments in 2012-13.

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	572	523	467	477	529	580	479	493	526	581	489
Grade 10	406	492	481	470	408	451	475	398	435	475	445
Grade 11	436	360	437	344	339	359	410	416	332	306	405
Grade 12	293	320	283	351	323	279	315	320	354	271	307
Total	1,707	1,695	1,668	1,642	1,599	1,669	1,679	1,627	1,647	1,633	1,646
% Change		-0.7%	-1.6%	-1.6%	-2.6%	4.4%	0.6%	-3.1%	1.2%	-0.9%	0.8%

Locke Family of High Schools

Locke High School was a modest feeder to Compton Center. Locke saw stable, even dramatic growth between 2002 and 2004. That was followed by moderate declines between 2005 and 2006. Because of the decline in enrollments and poor academic performance, Green Dot Public Schools took over Locke High School, and reopened it as six small college prep charter schools known as the Locke Family of High Schools. After the establishment of the six smaller charter high schools, Alain Leroy Locke High closed in 2011. The Locke Family of High Schools, including Animo Locke 1,2 and 3 College Preparatory Academies, Animo Locke Technology High, Animo Watts College Preparatory Academy, and Animo College Preparatory Academy have increased in enrollments by over 500 students since its reopening. However, in 2012-13, the schools experienced their first decline in total enrollment in five years.

Animo Locke 1 High School substantially increased their enrollments over the last five years, gaining 640 students since its opening in 2008. Animo Locke 2 and 3 grew in enrollments from 2008-09 to 2011-12; however both schools experienced their first decline in enrollments in 2012-13. Animo Locke Technology High grew from 124 students in 2007-08 to 546 students in 2010-11; however, it experienced a slight decline in enrollment in 2011-12 and continued to drop the following year in 2012-13.

Animo Watts College Preparatory has seen steady growth since its opening in 2007-08, gaining 411 students over the course of six years. However, in 2012-13, Animo Watts experienced its first dip in

enrollment. Animo College Preparatory Academy has shown positive growth in enrollment, increasing from 117 students in 2009-10 to 482 students in 2012-13, an increase of 365 students.

Alain Leroy Locke High (Closed 2011)

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	1,318	1,300	1,451	1,406	1,236	919	11	17	10		
Grade 10	723	772	883	595	541	731	617	42	21		
Grade 11	474	527	531	580	640	538	685	572	60		
Grade 12	292	245	295	317	354	425	487	646	560		
Total	2,807	2,844	3,160	2,898	2,771	2,613	1,800	1,277	651		
% Change		1.3%	11.1%	-8.3%	-4.4%	-6.0%	-31.1%	-29.0%	-49.0%		

Locke Family of High Schools Combined

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	1,318	1,300	1,451	1,406	1,236	1,182	829	796	911	916	782
Grade 10	723	772	883	595	541	731	907	859	834	981	838
Grade 11	474	527	531	580	640	538	685	837	815	925	903
Grade 12	292	245	295	317	354	425	487	646	838	814	916
Total	2,807	2,844	3,160	2,898	2,771	2,876	2,908	3,138	3,398	3,636	3,439
% Change		1.3%	11.1%	-8.3%	-4.4%	3.8%	1.1%	7.9%	8.3%	7.0%	-5.4%

Animo Locke 1 College Preparatory Academy (Opened 2008)

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9							169	136	170	163	172
Grade 10								189	147	175	185
Grade 11									170	160	203
Grade 12									42	283	249
Total							169	325	529	781	809
% Change								92.3%	62.8%	47.6%	3.6%

Animo Locke 2 College Preparatory (Opened 2008)

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9							163	144	165	165	129
Grade 10								160	141	240	138
Grade 11									143	258	204
Grade 12										148	227
Total							163	304	449	811	698
% Change								87.0%	47.7%	80.6%	-14.0%

Alain Leroy Locke 3 College Preparatory Academy (Opened 2008)

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9							174	136	139	142	109
Grade 10								154	148	152	108
Grade 11									146	138	127
Grade 12										135	119
Total							174	290	433	567	463
% Change								66.7%	49.3%	31.0%	-18.3%

Animo Locke Technology High (Opened 2007)

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9						124	154	122	137	145	110
Grade 10							135	158	142	138	126
Grade 11								130	150	132	114
Grade 12									117	124	112
Total						124	289	410	546	539	462
% Change							133.0%	41.9%	33.2%	-1.3%	-14.3%

Animo Watts College Preparatory Academy (Opened 2007)

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9						139	158	124	148	158	139
Grade 10							155	156	115	146	146
Grade 11								135	146	123	139
Grade 12									119	123	101
Total						139	313	415	528	550	525
% Change							125.2%	32.6%	27.2%	4.2%	-4.5%

Animo College Preparatory Academy (Opened 2009)

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9								117	142	143	123
Grade 10									120	130	135
Grade 11										114	116
Grade 12										1	108
Total								117	262	388	482
% Change									124.0%	48.1%	24.2%

Fremont High School

Fremont High School is a moderate distance from Compton Center. It sends relatively few students to the Compton Center each year. Fremont has seen a mix of growth and decline over the past ten years. The most dramatic decrease occurred in 2012-13 with a decline of over 900 enrollments.

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 9	1,910	2,042	2,119	2,065	1,781	1,988	1,979	2,052	1,787	1,080	690
Grade 10	1,439	1,351	1,304	1,011	1,501	1,012	1,157	1,148	1,075	890	615
Grade 11	890	865	822	771	848	1,067	804	794	924	741	547
Grade 12	485	548	459	443	508	575	592	470	547	785	663
Total	4,724	4,806	4,704	4,290	4,638	4,642	4,532	4,464	4,333	3,496	2,515
% Change		1.7%	-2.1%	-8.8%	8.1%	0.1%	-2.4%	-1.5%	-2.9%	-19.3%	-28.1%

Future Trends

The last set of tables and charts below show enrollment trends by school level or type. Growth/decline is represented both in real counts and as percentage of change from the previous year.

Overall, Los Angeles county K-12 enrollment has been on a steady decline since 2002-03. This trend is evident in enrollment across our local school systems. Kindergarten enrollment peaked in 2001-02 followed by peaks for Elementary Schools in 2002-03 and Middle Schools in 2003-04. High school enrollment peaked in 2007-08. Overall enrollment has experienced a steady decline since 2003-04.

Table 1: Total Enrollments by School Type

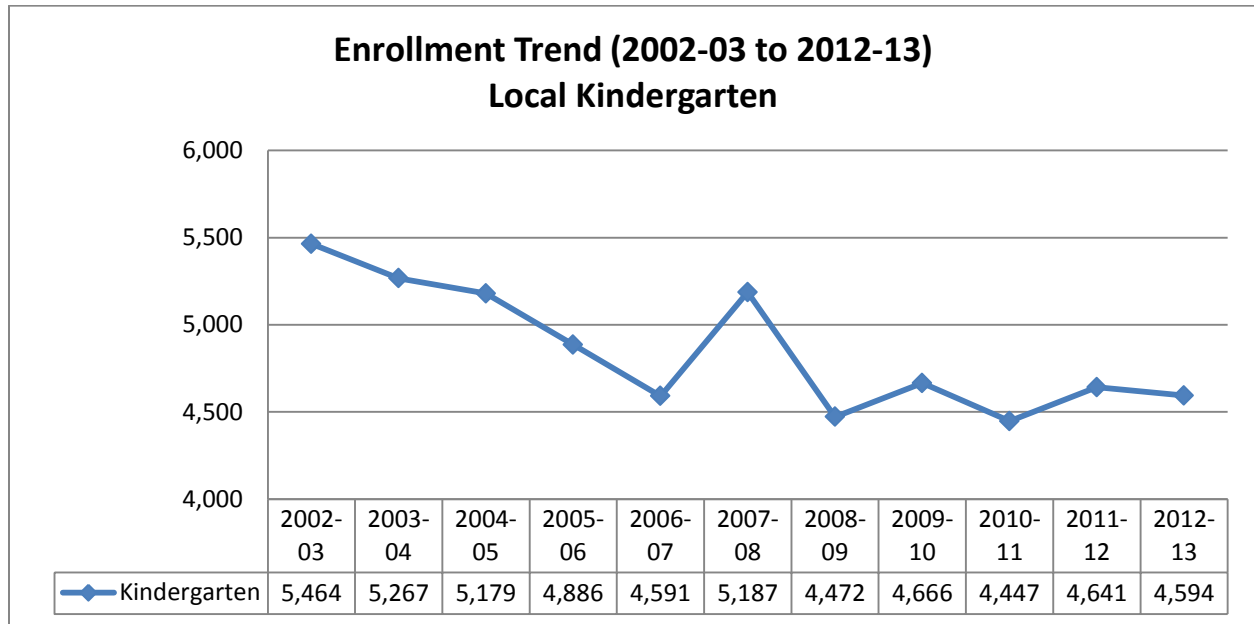
School Type	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Kindergarten	5,464	5,267	5,179	4,886	4,591	5,187	4,472	4,666	4,447	4,641	4,594
Elementary	30,838	30,000	28,827	27,041	25,379	23,693	24,084	23,202	22,654	22,475	22,524
Middle	16,861	17,358	16,742	16,161	15,419	14,994	14,482	13,732	12,710	12,892	12,651
High School	35,590	36,221	36,853	36,389	36,471	37,620	36,909	36,027	34,398	33,005	29,213
Total	86,449	86,441	85,100	82,159	79,431	81,494	79,947	77,626	74,209	73,013	68,982

Table 2: Percentage Change from Previous Year

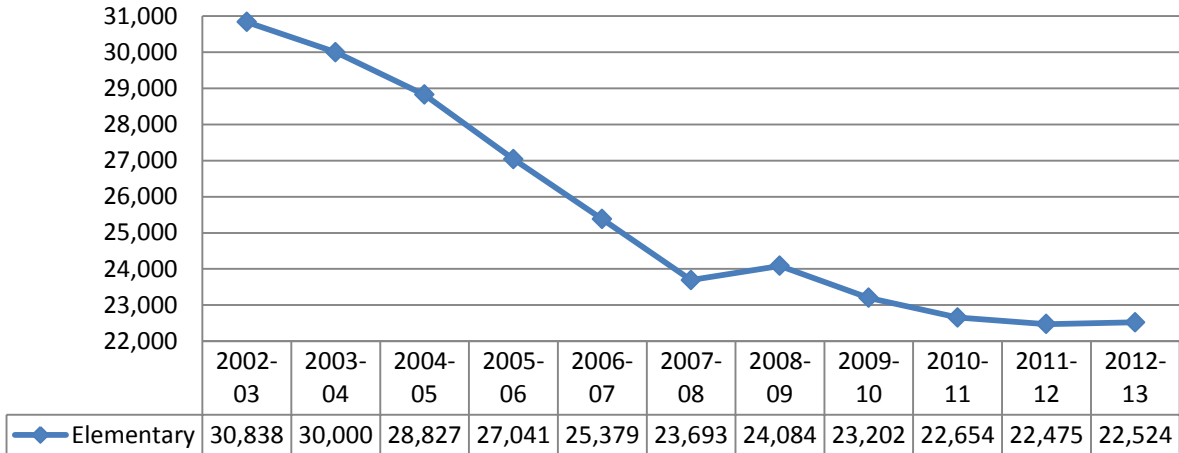
School Type	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Kindergarten	-3.6%	-1.7%	-5.7%	-6.0%	13.0%	-13.8%	4.3%	-4.7%	4.4%	-1.0%
Elementary	-2.7%	-3.9%	-6.2%	-6.1%	-6.6%	1.7%	-3.7%	-2.4%	-0.8%	0.2%
Middle	2.9%	-3.5%	-3.5%	-4.6%	-2.8%	-3.4%	-5.2%	-7.4%	1.4%	-1.9%
High School	1.8%	1.7%	-1.3%	0.2%	3.2%	-1.9%	-2.4%	-4.5%	-4.0%	-9.7%
Total	0.0%	-1.6%	-3.5%	-3.3%	2.6%	-1.9%	-2.9%	-4.4%	-1.6%	-4.7%

The following three charts graphically display enrollment trends by each school type. All schools show dramatic declines in recent years.

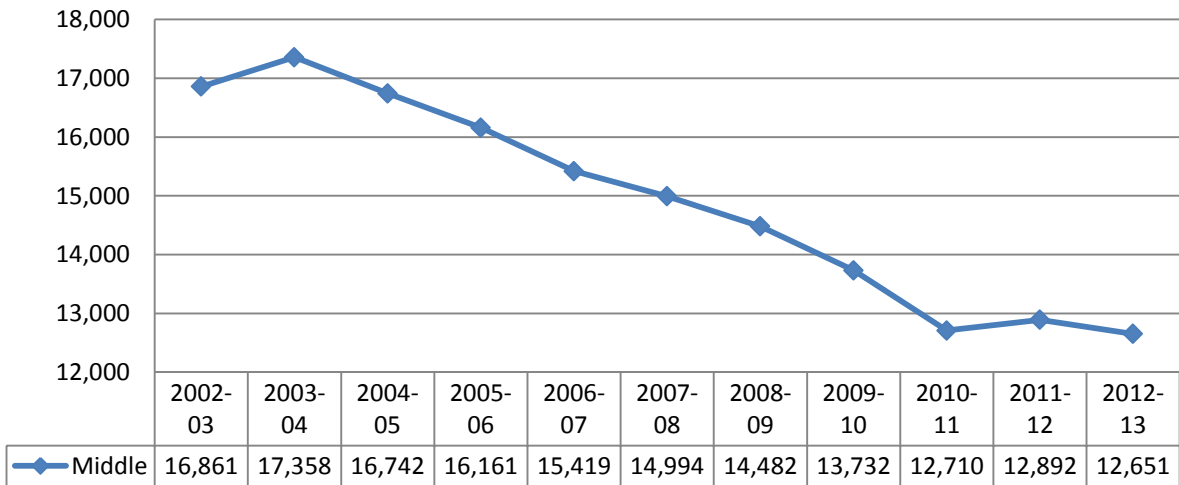
Many of the students representing the “peak” on the middle school chart (2003-04) are now graduating in local high schools. High schools will likely experience a dip as the 2005-06 and later cohorts progress through secondary education. Compton Center leadership should consider these declines in their long term enrollment and outreach plans.



Enrollment Trend (2002-03 to 2012-13) Local Elementary Schools



Enrollment Trend (2002-03 to 2012-13) Local Middle Schools



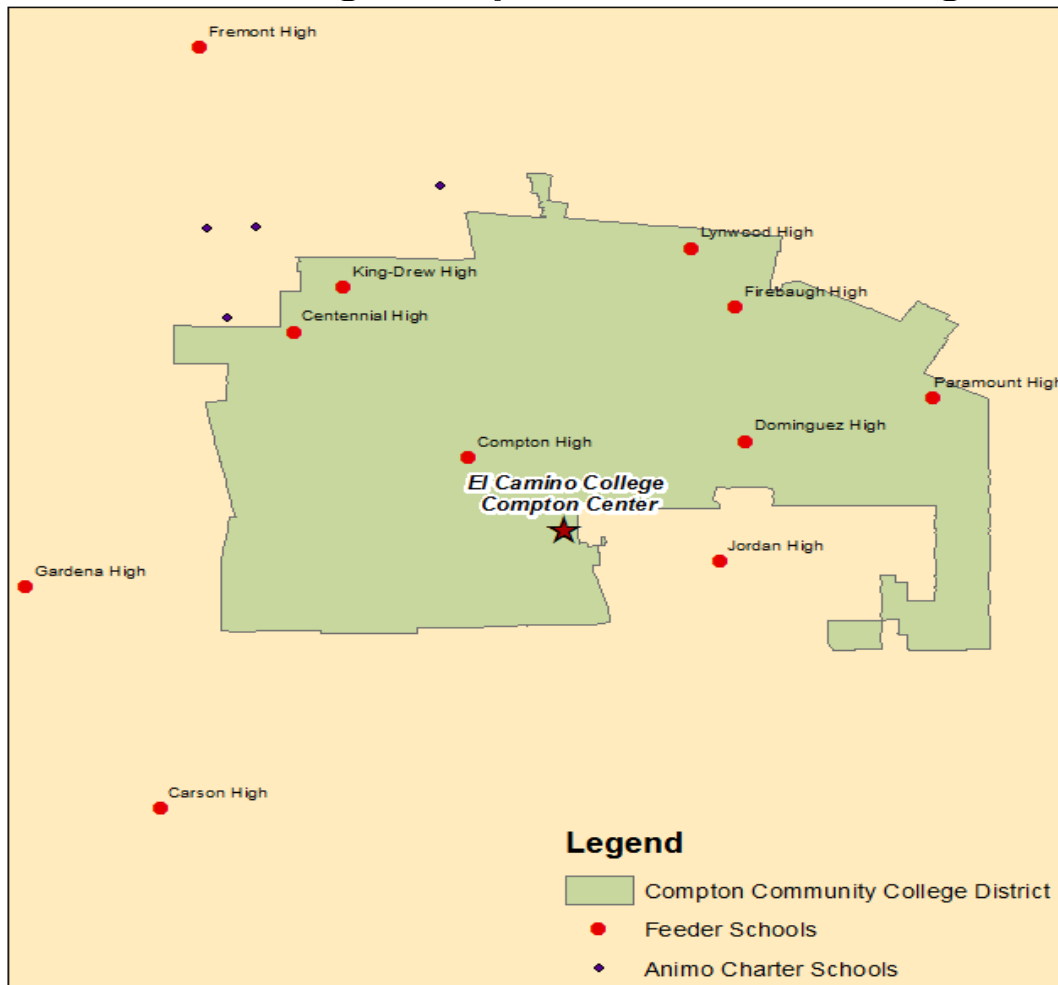
Projected Enrollments

A projection of new enrollments coming from feeder schools was developed based on high school freshmen enrollments. Using a ratio of the average Compton Center enrollments coming from each feeder school and the number of freshmen who started at each feeder school gives an indication of what each school will provide in the coming years. This model assumes other factors remain constant and that schools will continue to funnel students towards the Compton Center at the same rates as they have been. Freshman counts are used because they were found to provide more accurate outputs than senior counts when comparing to known counts of students enrolled at Compton Center based on self-reported high school of first time Compton Center students. As the below table illustrates, there is likely to be a decline in new students coming from feeder high schools over the next three years.

High School	New Students per Year		
	Fall 2013	Fall 2014	Fall 2015
Carson Senior High	14	13	13
Centennial High	47	45	31
Compton High	119	101	94
Dominguez High	111	91	64
Gardena Senior High	99	71	57
Jordan High	60	59	55
King/Drew Medical Magnet High	45	47	50
Lynwood High	129	112	54
Paramount High	70	79	72
Total	696	620	490

*Marco Antonio Firebaugh High and Locke Family of High Schools have been excluded from this table due to insufficient data.

Map of El Camino College Compton Center Feeder High Schools





El Camino College Compton Center

Carson Senior High School

Report Card for 2012 Graduates

Graduating class size: 630

Enrolled at CEC: 56 (9%)

Course Placements

Levels Below	Carson Senior High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	23%	23%	0%	21%	14%	1%
1	8%	54%	21%	19%	54%	34%
2	69%	15%	0%	47%	21%	1%
3	0%	8%	14%	13%	11%	11%
4	-	-	64%	-	-	52%
Total Tested	13	13	14	229	228	231

Course Retention & Success

Educational Goal	CSH	All
Intend to Transfer Degree/Certif. Only	53%	42%
Retrain/Recertify	0%	7%
Basic Skills/GED	6%	2%
Enrichment	9%	22%
Undecided	0%	1%
Total Known	31%	25%
Total Known	32	470

Course Type	% Retained		% Successful (C or better)	
	CSH	All	CSH	All
All Courses	86%	82%	70%	65%
Transferable Course	88%	83%	72%	68%
Basic Skills Courses	72%	76%	56%	53%
English Courses	83%	86%	67%	67%
Math Courses	77%	76%	62%	54%
Voc Ed Courses	88%	80%	69%	60%
Total Enrolled	56	664	56	664

Academic Progress

Units per Term	Fall 2012	
	CSH	All
15+	6%	4%
12 - 14.5	31%	29%
9 - 11.5	25%	22%
6 - 8.5	23%	25%
3 - 5.5	15%	18%
< 3	0%	1%
Total	56	664

Persistence	CSH	All
Fall to Spring	50%	71%
Total in First Fall	56	664

El Camino College

High School Report Card – Background Information

The High School Report Card provides statistics on entering academic performance of new students from local area high schools. Because specific graduation date information is not always reported by applicants, “new students” are approximated in this report by age and first term at the College. The source for graduating class size is the California Department of Education’s DataQuest site.

This page provides explanatory information to assist in the interpretation of the report.

For each of the following sections, percentages are provided for each high school along with the average for all feeder high schools. Reports are generated for all feeder high schools that are associated with a minimum number of new fall students.

Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

The High School Report Cards were created for local high school principals, counselors, and other leadership by the Office of Institutional Research & Planning on behalf of El Camino College.



El Camino College Compton Center

Centennial High School

Report Card for 2012 Graduates

Graduating class size: 192

Enrolled at CEC: 58 (30%)

Course Placements

Levels Below	Centennial High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	13%	4%	0%	21%	14%	1%
1	13%	46%	24%	19%	54%	34%
2	50%	29%	0%	47%	21%	1%
3	25%	21%	8%	13%	11%	11%
4	-	-	68%	-	-	52%
Total Tested	24	24	25	229	228	231

Course Retention & Success

Educational Goal	CHS	All
Intend to Transfer Degree/Certif. Only	33%	42%
Retrain/Recertify	8%	7%
Basic Skills/GED	5%	2%
Enrichment	28%	22%
Undecided	0%	1%
Total Known	26%	25%
	39	470

Course Type	% Retained		% Successful (C or better)	
	CHS	All	CHS	All
All Courses	78%	82%	51%	65%
Transferable Course	76%	83%	52%	68%
Basic Skills Courses	83%	76%	45%	53%
English Courses	88%	86%	57%	67%
Math Courses	67%	76%	40%	54%
Voc Ed Courses	72%	80%	50%	60%
Total Enrolled	58	664	58	664

Academic Progress

Units per Term	Fall 2012	
	CHS	All
15+	0%	4%
12 - 14.5	31%	29%
9 - 11.5	20%	22%
6 - 8.5	29%	25%
3 - 5.5	17%	18%
< 3	3%	1%
Total	58	664

Persistence	CHS	All
Fall to Spring	78%	71%
Total in First Fall	58	664

El Camino College

High School Report Card – Background Information

The High School Report Card provides statistics on entering academic performance of new students from local area high schools. Because specific graduation date information is not always reported by applicants, “new students” are approximated in this report by age and first term at the College. The source for graduating class size is the California Department of Education’s DataQuest site.

This page provides explanatory information to assist in the interpretation of the report.

For each of the following sections, percentages are provided for each high school along with the average for all feeder high schools. Reports are generated for all feeder high schools that are associated with a minimum number of new fall students.

Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

The High School Report Cards were created for local high school principals, counselors, and other leadership by the Office of Institutional Research & Planning on behalf of El Camino College.



El Camino College Compton Center

Compton High School

Report Card for 2012 Graduates

Graduating class size: 343

Enrolled at CEC: 154 (45%)

Course Placements

Levels Below	Compton High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	21%	14%	2%	21%	14%	1%
1	18%	54%	44%	19%	54%	34%
2	53%	23%	2%	47%	21%	1%
3	9%	9%	9%	13%	11%	11%
4	-	-	44%	-	-	52%
Total Tested	57	57	57	229	228	231

Course Retention & Success

Educational Goal	CHS	All
Intend to Transfer Degree/Certif. Only	35%	42%
Retrain/Recertify	9%	7%
Basic Skills/GED	1%	2%
Enrichment	30%	22%
Undecided	3%	1%
Total Known	23%	25%
	120	470

Course Type	% Retained		% Successful (C or better)	
	CHS	All	CHS	All
All Courses	80%	82%	67%	65%
Transferable Course	80%	83%	70%	68%
Basic Skills Courses	78%	76%	53%	53%
English Courses	84%	86%	66%	67%
Math Courses	74%	76%	56%	54%
Voc Ed Courses	79%	80%	65%	60%
Total Enrolled	154	664	154	664

Academic Progress

Units per Term	Fall 2012	
	CHS	All
15+	1%	4%
12 - 14.5	32%	29%
9 - 11.5	22%	22%
6 - 8.5	29%	25%
3 - 5.5	15%	18%
< 3	1%	1%
Total	154	664

Persistence	CHS	All
Fall to Spring	70%	71%
Total in First Fall	154	664

El Camino College

High School Report Card – Background Information

The High School Report Card provides statistics on entering academic performance of new students from local area high schools. Because specific graduation date information is not always reported by applicants, “new students” are approximated in this report by age and first term at the College. The source for graduating class size is the California Department of Education’s DataQuest site.

This page provides explanatory information to assist in the interpretation of the report.

For each of the following sections, percentages are provided for each high school along with the average for all feeder high schools. Reports are generated for all feeder high schools that are associated with a minimum number of new fall students.

Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

The High School Report Cards were created for local high school principals, counselors, and other leadership by the Office of Institutional Research & Planning on behalf of El Camino College.



El Camino College Compton Center

Dominguez High School

Report Card for 2012 Graduates

Graduating class size: 371

Enrolled at CEC: 161 (43%)

Course Placements

Levels Below	Dominguez High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	21%	19%	2%	21%	14%	1%
1	25%	56%	42%	19%	54%	34%
2	42%	15%	4%	47%	21%	1%
3	13%	10%	13%	13%	11%	11%
4	-	-	40%	-	-	52%
Total Tested	53	52	55	229	228	231

Course Retention & Success

Educational Goal	DHS	All
Intend to Transfer Degree/Certif. Only	35%	42%
Retrain/Recertify	4%	7%
Basic Skills/GED	1%	2%
Enrichment	29%	22%
Undecided	2%	1%
Total Known	30%	25%
	126	470

Course Type	% Retained		% Successful (C or better)	
	DHS	All	DHS	All
All Courses	88%	82%	72%	65%
Transferable Course	88%	83%	72%	68%
Basic Skills Courses	90%	76%	65%	53%
English Courses	93%	86%	77%	67%
Math Courses	85%	76%	61%	54%
Voc Ed Courses	88%	80%	72%	60%
Total Enrolled	161	664	161	664

Academic Progress

Units per Term	Fall 2012	
	DHS	All
15+	0%	4%
12 - 14.5	22%	29%
9 - 11.5	11%	22%
6 - 8.5	39%	25%
3 - 5.5	28%	18%
< 3	0%	1%
Total	161	664

Persistence	DHS	All
Fall to Spring	84%	71%
Total in First Fall	161	664

El Camino College

High School Report Card – Background Information

The High School Report Card provides statistics on entering academic performance of new students from local area high schools. Because specific graduation date information is not always reported by applicants, “new students” are approximated in this report by age and first term at the College. The source for graduating class size is the California Department of Education’s DataQuest site.

This page provides explanatory information to assist in the interpretation of the report.

For each of the following sections, percentages are provided for each high school along with the average for all feeder high schools. Reports are generated for all feeder high schools that are associated with a minimum number of new fall students.

Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

The High School Report Cards were created for local high school principals, counselors, and other leadership by the Office of Institutional Research & Planning on behalf of El Camino College.



El Camino College Compton Center

Jordan High School

Report Card for 2012 Graduates

Graduating class size: 644

Enrolled at CEC: 93 (14%)

Course Placements

Levels Below	Jordan High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	24%	12%	0%	21%	14%	1%
1	9%	48%	22%	19%	54%	34%
2	55%	24%	0%	47%	21%	1%
3	12%	15%	13%	13%	11%	11%
4	-	-	66%	-	-	52%
Total Tested	33	33	32	229	228	231

Course Retention & Success

Educational Goal	JHS	All
Intend to Transfer Degree/Certif. Only	53%	42%
Retrain/Recertify	9%	7%
Basic Skills/GED	0%	2%
Enrichment	12%	22%
Undecided	0%	1%
Total Known	26%	25%
	58	470

Course Type	% Retained		% Successful (C or better)	
	JHS	All	JHS	All
All Courses	75%	82%	56%	65%
Transferable Course	79%	83%	60%	68%
Basic Skills Courses	60%	76%	42%	53%
English Courses	73%	86%	55%	67%
Math Courses	72%	76%	51%	54%
Voc Ed Courses	74%	80%	37%	60%
Total Enrolled	93	664	93	664

Academic Progress

Units per Term	Fall 2012	
	JHS	All
15+	0%	4%
12 - 14.5	21%	29%
9 - 11.5	7%	22%
6 - 8.5	29%	25%
3 - 5.5	36%	18%
< 3	7%	1%
Total	93	664

Persistence	JHS	All
Fall to Spring	62%	71%
Total in First Fall	93	664

El Camino College

High School Report Card – Background Information

The High School Report Card provides statistics on entering academic performance of new students from local area high schools. Because specific graduation date information is not always reported by applicants, “new students” are approximated in this report by age and first term at the College. The source for graduating class size is the California Department of Education’s DataQuest site.

This page provides explanatory information to assist in the interpretation of the report.

For each of the following sections, percentages are provided for each high school along with the average for all feeder high schools. Reports are generated for all feeder high schools that are associated with a minimum number of new fall students.

Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

The High School Report Cards were created for local high school principals, counselors, and other leadership by the Office of Institutional Research & Planning on behalf of El Camino College.



El Camino College Compton Center

Lynwood High School

Report Card for 2012 Graduates

Graduating class size: 477

Enrolled at CEC: 75 (16%)

Course Placements

Levels Below	Lynwood High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	15%	15%	0%	21%	14%	1%
1	33%	59%	21%	19%	54%	34%
2	33%	7%	0%	47%	21%	1%
3	19%	19%	11%	13%	11%	11%
4	-	-	68%	-	-	52%
Total Tested	27	27	28	229	228	231

Course Retention & Success

Educational Goal	LHS	All
Intend to Transfer Degree/Certif. Only	63%	42%
Retrain/Recertify	8%	7%
Basic Skills/GED	0%	2%
Enrichment	12%	22%
Undecided	0%	1%
Total Known	16%	25%
	49	470

Course Type	% Retained		% Successful (C or better)	
	LHS	All	LHS	All
All Courses	78%	82%	60%	65%
Transferable Course	84%	83%	68%	68%
Basic Skills Courses	67%	76%	50%	53%
English Courses	75%	86%	52%	67%
Math Courses	55%	76%	36%	54%
Voc Ed Courses	75%	80%	56%	60%
Total Enrolled	75	664	75	664

Academic Progress

Units per Term	Fall 2012	
	LHS	All
15+	4%	4%
12 - 14.5	21%	29%
9 - 11.5	13%	22%
6 - 8.5	13%	25%
3 - 5.5	50%	18%
< 3	0%	1%
Total	75	664

Persistence	LHS	All
Fall to Spring	67%	71%
Total in First Fall	75	664

El Camino College

High School Report Card – Background Information

The High School Report Card provides statistics on entering academic performance of new students from local area high schools. Because specific graduation date information is not always reported by applicants, “new students” are approximated in this report by age and first term at the College. The source for graduating class size is the California Department of Education’s DataQuest site.

This page provides explanatory information to assist in the interpretation of the report.

For each of the following sections, percentages are provided for each high school along with the average for all feeder high schools. Reports are generated for all feeder high schools that are associated with a minimum number of new fall students.

Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

The High School Report Cards were created for local high school principals, counselors, and other leadership by the Office of Institutional Research & Planning on behalf of El Camino College.



El Camino College Compton Center

Paramount High School

Report Card for 2012 Graduates

Graduating class size: 951

Enrolled at CEC: 56 (6%)

Course Placements

Levels Below	Paramount High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	39%	11%	6%	21%	14%	1%
1	17%	61%	53%	19%	54%	34%
2	33%	28%	0%	47%	21%	1%
3	11%	0%	12%	13%	11%	11%
4	-	-	29%	-	-	52%
Total Tested	18	18	17	229	228	231

Course Retention & Success

Educational Goal	PHS	All
Intend to Transfer Degree/Certif. Only	47%	42%
Retrain/Recertify	16%	7%
Basic Skills/GED	3%	2%
Enrichment	8%	22%
Undecided	0%	1%
Total Known	26%	25%
	38	470

Course Type	% Retained		% Successful (C or better)	
	PHS	All	PHS	All
All Courses	87%	82%	73%	65%
Transferable Course	84%	83%	72%	68%
Basic Skills Courses	93%	76%	78%	53%
English Courses	98%	86%	83%	67%
Math Courses	91%	76%	68%	54%
Voc Ed Courses	91%	80%	73%	60%
Total Enrolled	56	664	56	664

Academic Progress

Units per Term	Fall 2012	
	PHS	All
15+	6%	4%
12 - 14.5	12%	29%
9 - 11.5	29%	22%
6 - 8.5	35%	25%
3 - 5.5	12%	18%
< 3	6%	1%
Total	56	664

Persistence	PHS	All
Fall to Spring	70%	71%
Total in First Fall	56	664

El Camino College

High School Report Card – Background Information

The High School Report Card provides statistics on entering academic performance of new students from local area high schools. Because specific graduation date information is not always reported by applicants, “new students” are approximated in this report by age and first term at the College. The source for graduating class size is the California Department of Education’s DataQuest site.

This page provides explanatory information to assist in the interpretation of the report.

For each of the following sections, percentages are provided for each high school along with the average for all feeder high schools. Reports are generated for all feeder high schools that are associated with a minimum number of new fall students.

Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

The High School Report Cards were created for local high school principals, counselors, and other leadership by the Office of Institutional Research & Planning on behalf of El Camino College.



El Camino College Compton Center

Vista High School

Report Card for 2012 Graduates

Graduating class size: 46

Enrolled at CEC: 11 (24%)

Course Placements

Levels Below	Vista High			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-	25%	0%	0%	21%	14%	1%
1	25%	25%	0%	19%	54%	34%
2	25%	75%	0%	47%	21%	1%
3	25%	0%	0%	13%	11%	11%
4	-	-	100%	-	-	52%
Total Tested	4	4	3	229	228	231

Course Retention & Success

Educational Goal	VHS	All
Intend to Transfer Degree/Certif. Only	25%	42%
Retrain/Recertify	13%	7%
Basic Skills/GED	13%	2%
Enrichment	25%	22%
Undecided	13%	1%
Total Known	8	25%

Course Type	% Retained		% Successful (C or better)	
	VHS	All	VHS	All
All Courses	97%	82%	81%	65%
Transferable Course	100%	83%	89%	68%
Basic Skills Courses	89%	76%	67%	53%
English Courses	100%	86%	86%	67%
Math Courses	86%	76%	57%	54%
Voc Ed Courses	100%	80%	100%	60%
Total Enrolled	11	664	11	664

Academic Progress

Units per Term	Fall 2012	
	VHS	All
15+	0%	4%
12 - 14.5	0%	29%
9 - 11.5	50%	22%
6 - 8.5	0%	25%
3 - 5.5	50%	18%
< 3	0%	1%
Total	11	664

Persistence	VHS	All
Fall to Spring	82%	71%
Total in First Fall	11	664

El Camino College

High School Report Card – Background Information

The High School Report Card provides statistics on entering academic performance of new students from local area high schools. Because specific graduation date information is not always reported by applicants, “new students” are approximated in this report by age and first term at the College. The source for graduating class size is the California Department of Education’s DataQuest site.

This page provides explanatory information to assist in the interpretation of the report.

For each of the following sections, percentages are provided for each high school along with the average for all feeder high schools. Reports are generated for all feeder high schools that are associated with a minimum number of new fall students.

Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

The High School Report Cards were created for local high school principals, counselors, and other leadership by the Office of Institutional Research & Planning on behalf of El Camino College.



El Camino College Compton Center

Your School Here

Report Card for 2012 Graduates

Graduating class size:

Enrolled at CEC: ()

Course Placements

Levels Below	Your School Here			All Feeder High Schools		
	Reading	Writing	Math	Reading	Writing	Math
-				21%	14%	1%
1				19%	54%	34%
2				47%	21%	1%
3				13%	11%	11%
4	-	-		-	-	52%
Total Tested				229	228	231

Course Retention & Success

Educational Goal	YSH	All
Intend to Transfer Degree/Certif. Only		42%
Retrain/Recertify		7%
Basic Skills/GED		2%
Enrichment		22%
Undecided		1%
Total Known		25%
		470

Course Type	% Retained		% Successful (C or better)	
	YSH	All	YSH	All
All Courses		82%		65%
Transferable Course		83%		68%
Basic Skills Courses		76%		53%
English Courses		86%		67%
Math Courses		76%		54%
Voc Ed Courses		80%		60%
Total Enrolled		664		664

Academic Progress

Units per Term	Fall 2012	
	YSH	All
15+		4%
12 - 14.5		29%
9 - 11.5		22%
6 - 8.5		25%
3 - 5.5		18%
< 3		1%
Total		664

Persistence	YSH	All
Fall to Spring		71%
Total in First Fall		664

El Camino College

High School Report Card – Background Information

The High School Report Card provides statistics on entering academic performance of new students from local area high schools. Because specific graduation date information is not always reported by applicants, “new students” are approximated in this report by age and first term at the College. The source for graduating class size is the California Department of Education’s DataQuest site.

This page provides explanatory information to assist in the interpretation of the report.

For each of the following sections, percentages are provided for each high school along with the average for all feeder high schools. Reports are generated for all feeder high schools that are associated with a minimum number of new fall students.

Course Placements

Most entering students from high school participate in a matriculation process of assessment, orientation, counseling, and educational planning. The assessment component places students into various levels of reading, writing, and mathematics (transfer or levels below transfer). A “level” represents one course in English or Math.

Educational Goal

Educational Goal is captured from students at the point of application for this report. Student goal often changes during the counseling process with many Undecided or Undeclared students declaring a major and educational goal after working with a counselor.

Course Retention & Success

The Percent Retained is the percentage of student course enrollments in which students were retained (i.e., did not drop or withdraw). The Percent Successful is the percentage of student course enrollments resulting in a C/Pass or better.

Academic Progress

The Units per Term table is the percentage of students who attempted a specific unit range in the fall term indicated. Full-time enrollment is defined as attempting 12 or more units. Persistence is the percentage of students enrolled their first fall term who subsequently enrolled at El Camino College the following spring semester.

The High School Report Cards were created for local high school principals, counselors, and other leadership by the Office of Institutional Research & Planning on behalf of El Camino College.



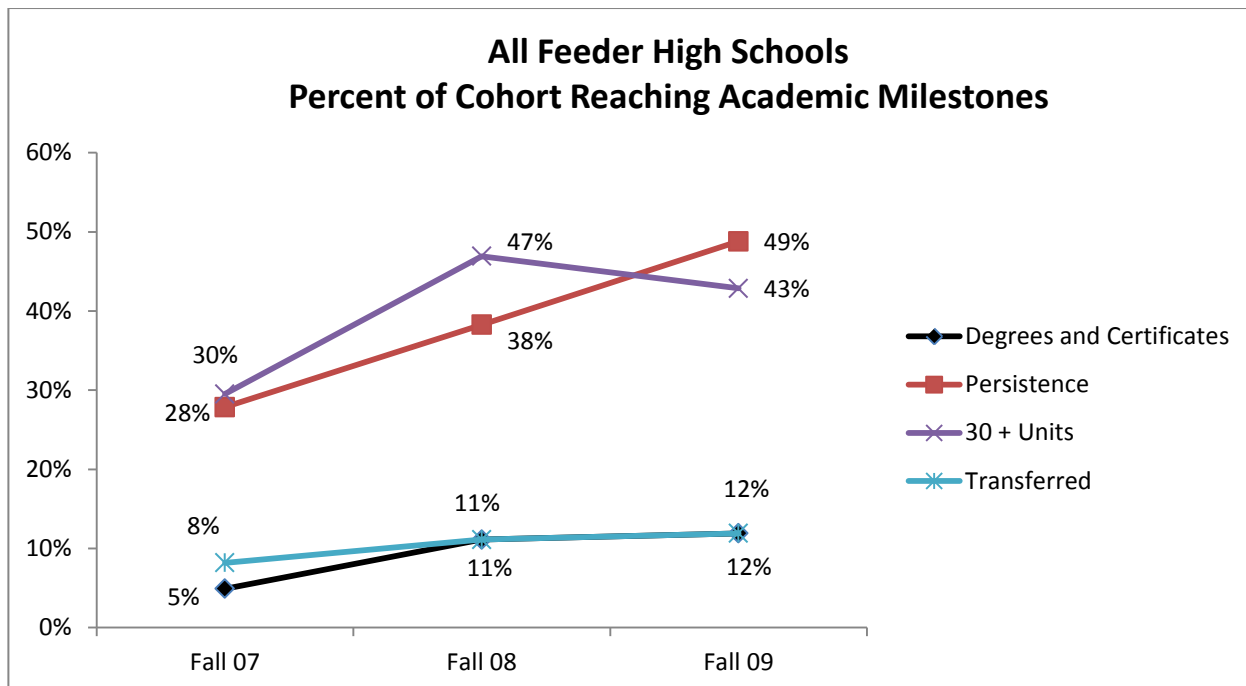
All Feeder High Schools Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from all feeder high schools in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 21 years of age attending El Camino College Compton Center for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following four academic milestones within four years: Associate Degrees and Certificates, Persistence, students completing 30 or more units and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 61 students. Within four years of their first semester, 3 received an Associate degree or a Certificate, 17 persisted through 3 consecutive terms beginning with their first term, 18 earned 30 or more units and 5 transferred to a four-year institution.

Fall 2008 cohort: 81 students. Within four years of their first semester, 9 received an Associate degree or a Certificate, 31 persisted through 3 consecutive terms beginning with their first term, 38 earned 30 or more units and 9 transferred to a four-year institution.

Fall 2009 cohort: 84 students. Within four years of their first semester, 10 received an Associate degree or a Certificate, 41 persisted through 3 consecutive terms beginning with their first term, 36 earned 30 or more units and 10 transferred to a four-year institution.



Notes:

- This “All Feeder” report includes high schools such as Carson and Paramount for which individual reports could not be produced. These schools had too few verified enrollments (<10 per annual cohort) to permit the display of meaningful results without jeopardizing student privacy.

Definitions:

- Entering fall cohort = New Compton Center students from this high school under age 21 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS)
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at Compton Center

Data Sources:

- California Community College Chancellor’s Office
- Compton Center
- National Student Clearinghouse



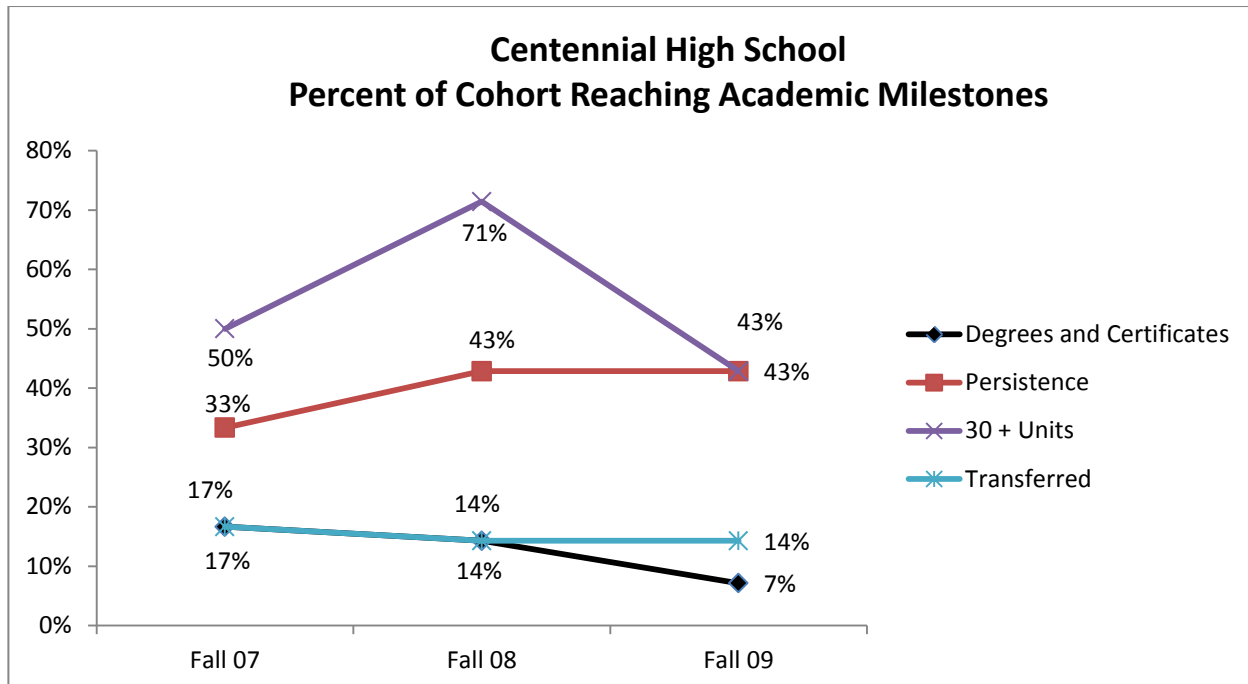
Centennial High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from Centennial High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 21 years of age attending El Camino College Compton Center for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following four academic milestones within four years: Associate Degrees and Certificates, Persistence, students completing 30 or more units and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 6 students. Within four years of their first semester, 1 received an Associate degree or a Certificate, 2 persisted through 3 consecutive terms beginning with their first term, 3 earned 30 or more units and 1 transferred to a four-year institution.

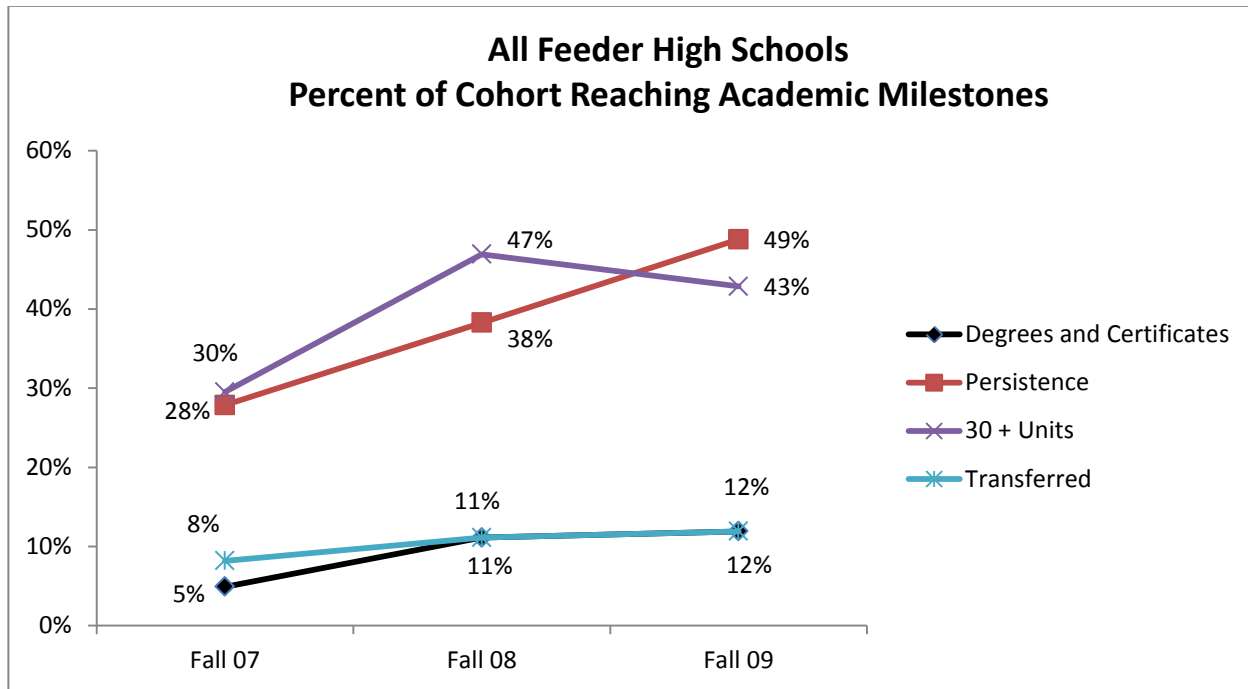
Fall 2008 cohort: 7 students. Within four years of their first semester, 1 received an Associate degree or a Certificate, 3 persisted through 3 consecutive terms beginning with their first term, 5 earned 30 or more units and 1 transferred to a four-year institution.

Fall 2009 cohort: 14 students. Within four years of their first semester, 1 received an Associate degree or a Certificate, 6 persisted through 3 consecutive terms beginning with their first term, 6 earned 30 or more units and 2 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to Compton Center (Fall 07 N=61, Fall 08 N=81, Fall 09 N=84). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New Compton Center students from this high school under age 21 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS)
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at Compton Center

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



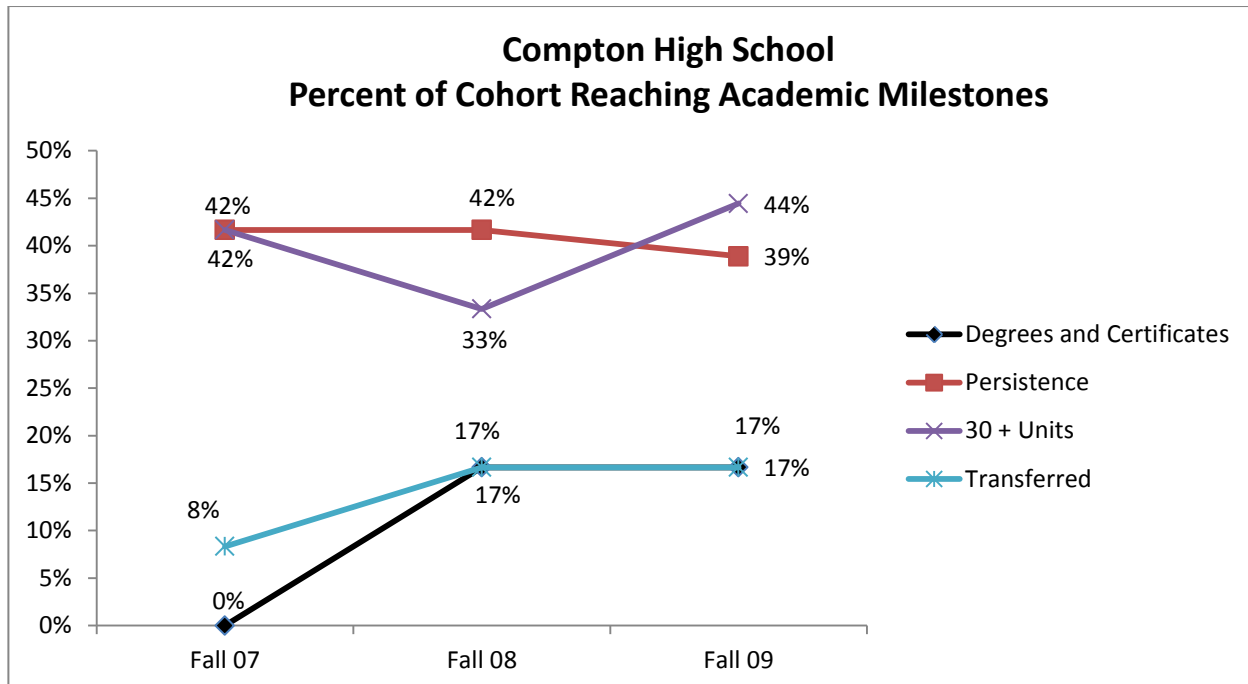
Compton High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from Compton High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 21 years of age attending El Camino College Compton Center for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following four academic milestones within four years: Associate Degrees and Certificates, Persistence, students completing 30 or more units and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 12 students. Within four years of their first semester, 0 received an Associate degree or a Certificate, 5 persisted through 3 consecutive terms beginning with their first term, 5 earned 30 or more units and 1 transferred to a four-year institution.

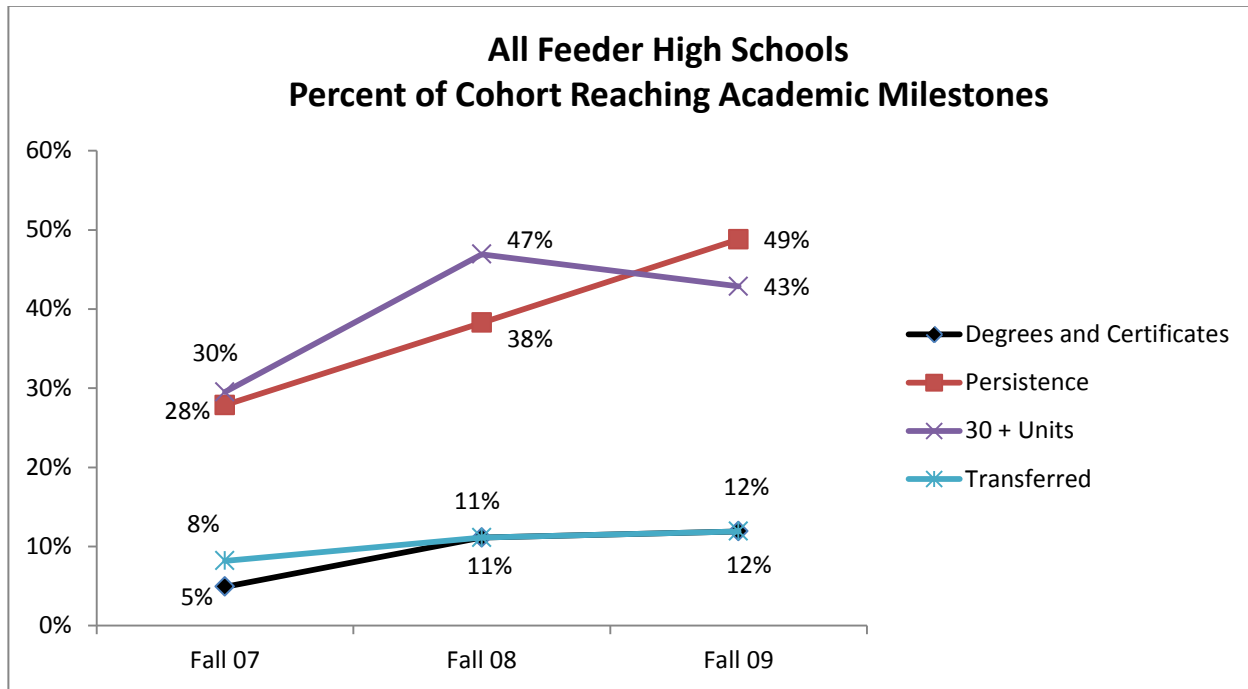
Fall 2008 cohort: 12 students. Within four years of their first semester, 2 received an Associate degree or a Certificate, 5 persisted through 3 consecutive terms beginning with their first term, 4 earned 30 or more units and 2 transferred to a four-year institution.

Fall 2009 cohort: 18 students. Within four years of their first semester, 3 received an Associate degree or a Certificate, 7 persisted through 3 consecutive terms beginning with their first term, 8 earned 30 or more units and 3 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to Compton Center (Fall 07 N=61, Fall 08 N=81, Fall 09 N=84). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New Compton Center students from this high school under age 21 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS)
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at Compton Center

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



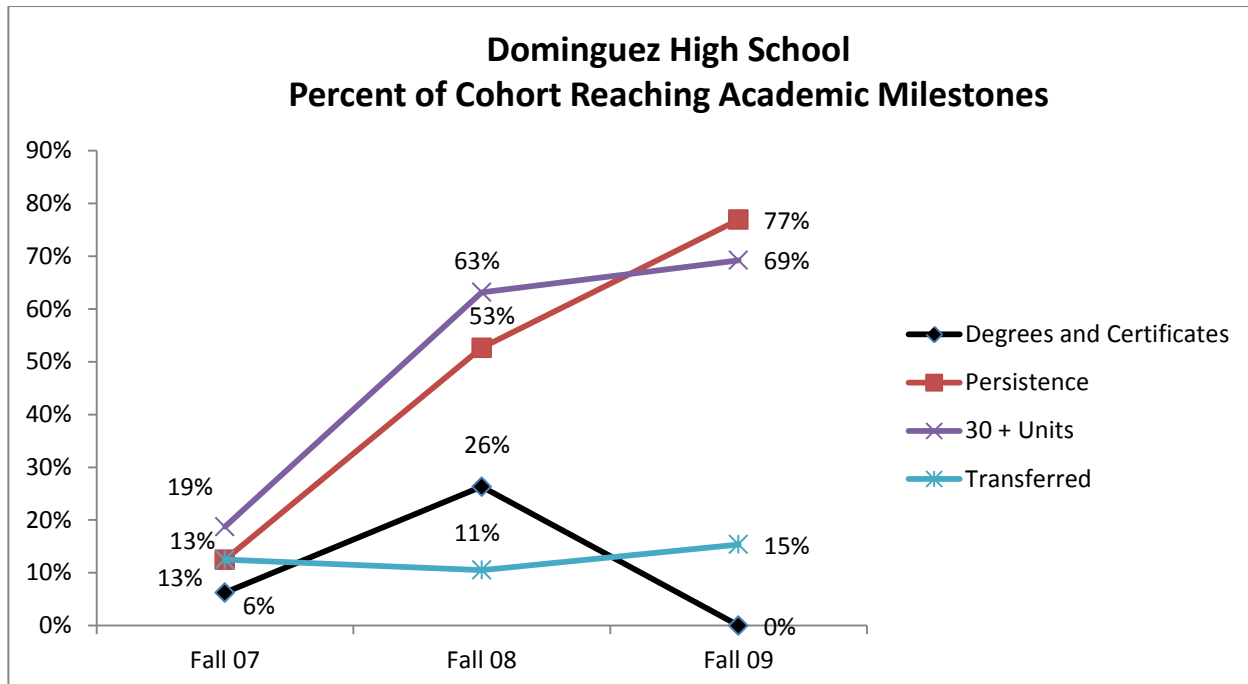
Dominguez High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from Dominguez High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 21 years of age attending El Camino College Compton Center for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following four academic milestones within four years: Associate Degrees and Certificates, Persistence, students completing 30 or more units and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 16 students. Within four years of their first semester, 1 received an Associate degree or a Certificate, 2 persisted through 3 consecutive terms beginning with their first term, 3 earned 30 or more units and 2 transferred to a four-year institution.

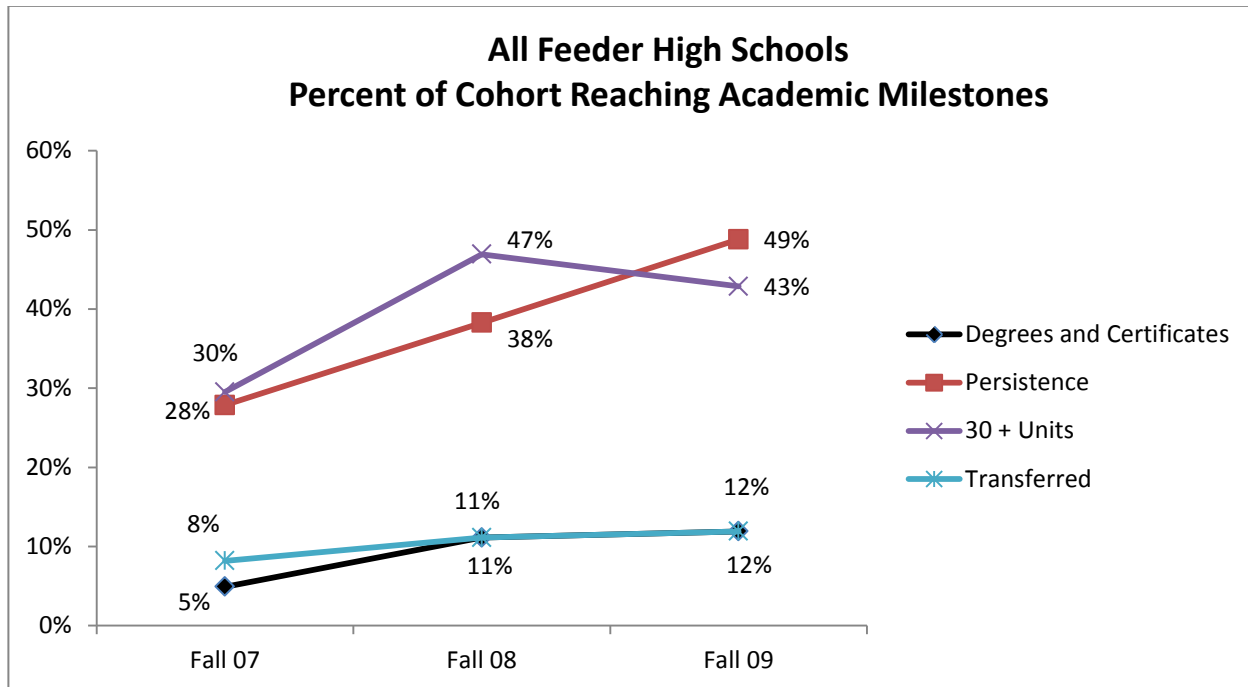
Fall 2008 cohort: 19 students. Within four years of their first semester, 5 received an Associate degree or a Certificate, 10 persisted through 3 consecutive terms beginning with their first term, 12 earned 30 or more units and 2 transferred to a four-year institution.

Fall 2009 cohort: 13 students. Within four years of their first semester, 3 received an Associate degree or a Certificate, 10 persisted through 3 consecutive terms beginning with their first term, 9 earned 30 or more units and 2 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to Compton Center (Fall 07 N=61, Fall 08 N=81, Fall 09 N=84). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New Compton Center students from this high school under age 21 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS)
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at Compton Center

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



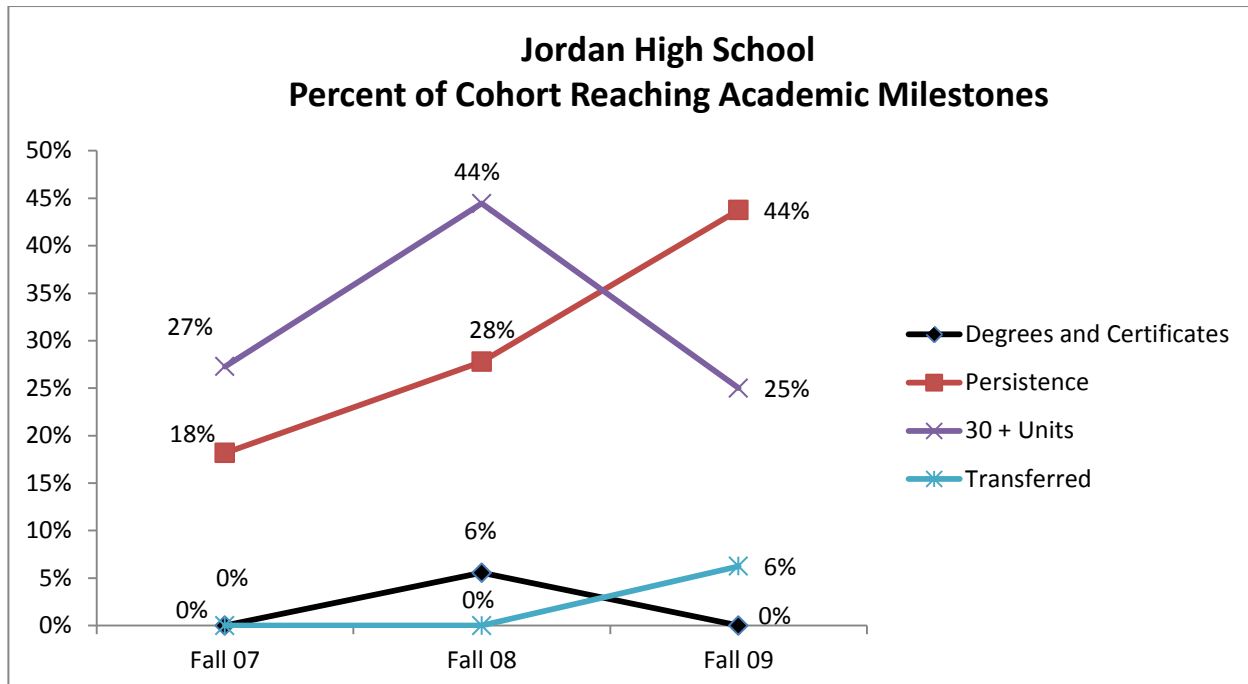
Jordan High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from Jordan High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 21 years of age attending El Camino College Compton Center for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following four academic milestones within four years: Associate Degrees and Certificates, Persistence, students completing 30 or more units and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 11 students. Within four years of their first semester, 0 received an Associate degree or a Certificate, 2 persisted through 3 consecutive terms beginning with their first term, 3 earned 30 or more units and 0 transferred to a four-year institution.

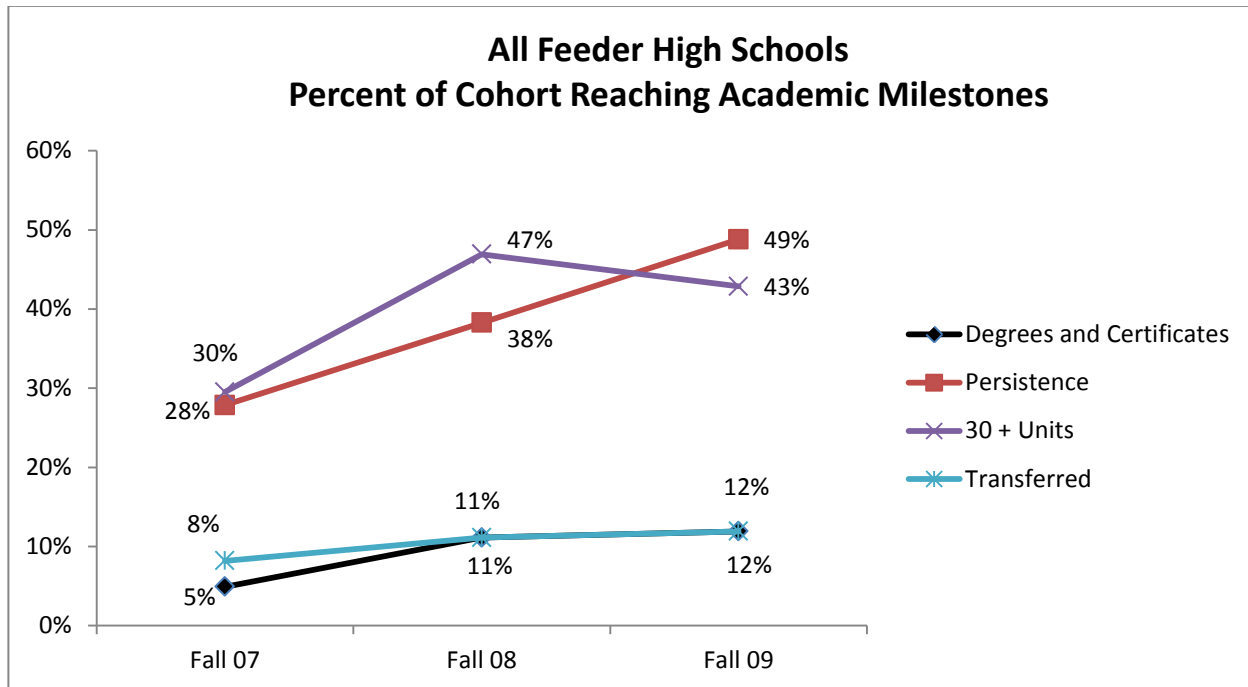
Fall 2008 cohort: 18 students. Within four years of their first semester, 1 received an Associate degree or a Certificate, 5 persisted through 3 consecutive terms beginning with their first term, 8 earned 30 or more units and 0 transferred to a four-year institution.

Fall 2009 cohort: 16 students. Within four years of their first semester, 0 received an Associate degree or a Certificate, 7 persisted through 3 consecutive terms beginning with their first term, 4 earned 30 or more units and 1 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to Compton Center (Fall 07 N=61, Fall 08 N=81, Fall 09 N=84). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New Compton Center students from this high school under age 21 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS)
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at Compton Center

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse



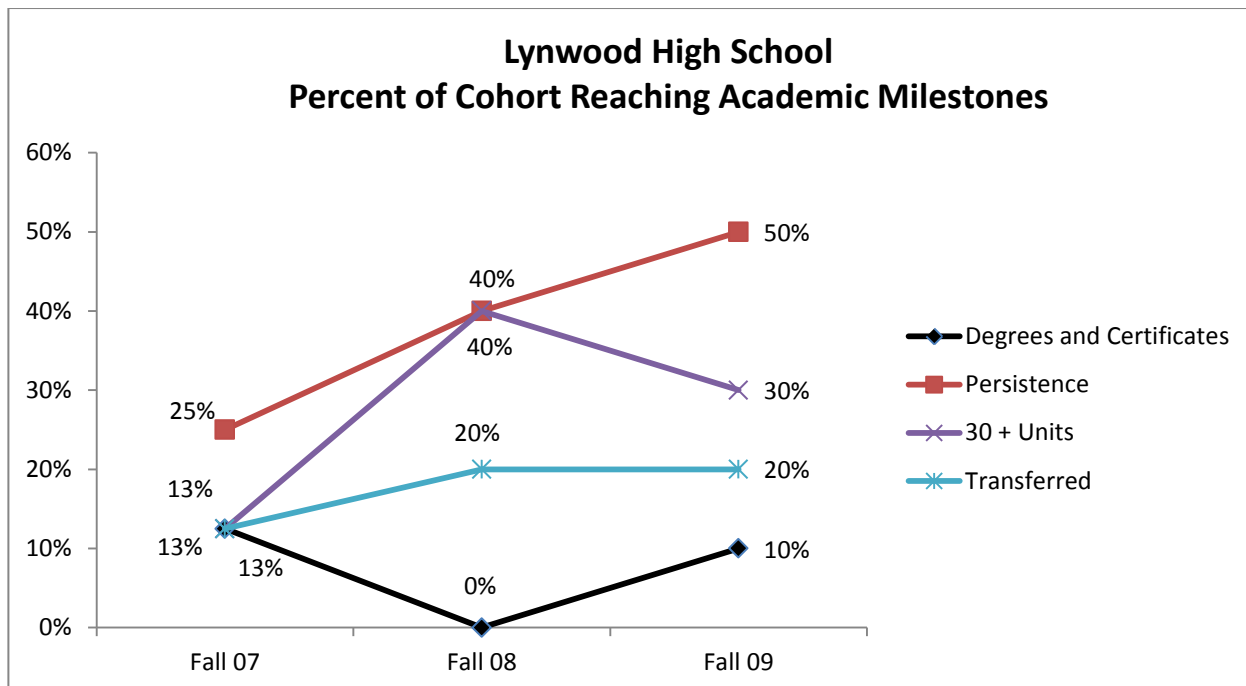
Lynwood High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

This is a report of the progress of new first-time students from Lynwood High School in Fall 2007, Fall 2008 and Fall 2009. New students are defined as students less than 21 years of age attending El Camino College Compton Center for the first time in each fall term and enrolled in at least 10 units. Students were tracked to determine if they achieved any of the following four academic milestones within four years: Associate Degrees and Certificates, Persistence, students completing 30 or more units and Transfer to a four-year institution. Definitions for each of these milestones appear on page two of this report. Transfer data relies on the successful matching of students across different institutions; therefore, transfer rates may be underreported by up to 10%. The chart below shows percentages of each cohort reaching each milestone. Milestone rates for all students from local high schools can be found on page 2.

Fall 2007 cohort: 8 students. Within four years of their first semester, 1 received an Associate degree or a Certificate, 2 persisted through 3 consecutive terms beginning with their first term, 1 earned 30 or more units and 1 transferred to a four-year institution.

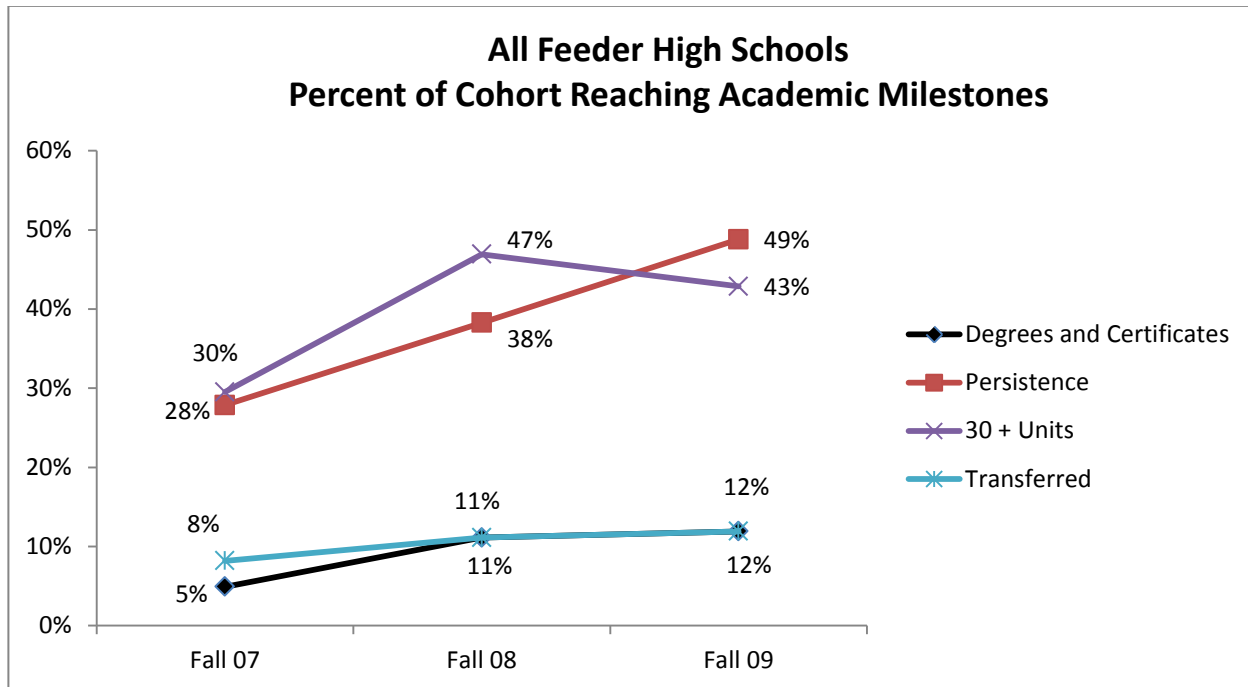
Fall 2008 cohort: 15 students. Within four years of their first semester, 0 received an Associate degree or a Certificate, 6 persisted through 3 consecutive terms beginning with their first term, 6 earned 30 or more units and 3 transferred to a four-year institution.

Fall 2009 cohort: 10 students. Within four years of their first semester, 1 received an Associate degree or a Certificate, 5 persisted through 3 consecutive terms beginning with their first term, 3 earned 30 or more units and 2 transferred to a four-year institution.



Academic Milestone Achievements for All Feeder High Schools:

The following chart provides the same information displayed on the previous page for all area high schools that send significant numbers of students to Compton Center (Fall 07 N=61, Fall 08 N=81, Fall 09 N=84). These figures serve as a reference for your students.



Definitions:

- Entering fall cohort = New Compton Center students from this high school under age 21 and enrolled in at least 10 units in their first fall term
- Associate Degree = Earned an Associate of Arts (AA) or an Associate of Science (AS)
- Certificate = Earned a certificate consisting of 18 or more units
- Persistence = Student was enrolled in courses during 3 consecutive terms. (Fall, Spring, Fall)
- Transferred = Enrolled at a four-year institution after beginning college course work at Compton Center

Data Sources:

- California Community College Chancellor's Office
- El Camino College
- National Student Clearinghouse

El Camino College Compton Center & Compton Community College District Profile 2013

Introduction

The purpose of this data compilation is to highlight the characteristics of the Compton Community College District (CCCD) community and the El Camino College Compton Center student community to provide baseline background information for the Compton Center's enrollment management planning. The data included below will include demographics for the Compton Community College District, incoming student demographic data, and projections for future populations.

Data Sources

Data sources include the U.S. 2010 Census for general demographics, the 2011 5-year American Community Survey for economic and educational estimations, and California Department of Education data for school API, rankings and graduation data. Chancellor's Office MIS data and local data are used for student enrollment trends. Finally, projections for future populations compiled by Economic Modeling Specialists, Inc (EMSI) from the California Labor Market Information Department are included.

District Profile

The Compton Community College District includes the cities of Compton, Lynwood, and Paramount, along with small portions of the cities of Bellflower, Lakewood, Long Beach, and Carson. The district also includes portions of the unincorporated areas of Willowbrook, West Rancho Dominguez, and East Rancho Dominguez. According to the 2010 US Census, the combined population of these cities was over 277,000 people. The largest population comes from Compton. Table 1 shows the population and percentage of the district population for each city and unincorporated area. Though not entirely within the CCCD, the unincorporated county areas are included as part of the district population because the district encompasses a sizeable portion of these areas. Bellflower, Lakewood, Long Beach, and Carson are not included here because the district only touches a small fraction of these cities.

TABLE 1: DISTRICT POPULATION BY CITY

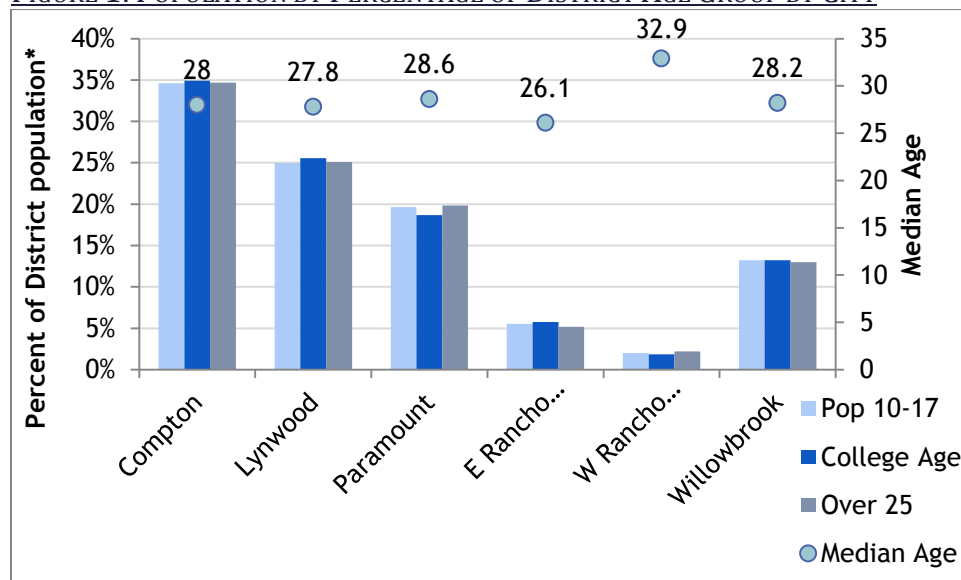
City	Population	Percent
Compton	96,455	34.8%
Lynwood	69,722	25.2%
Paramount	54,098	19.5%
E Rancho Dominguez	15,135	5.5%
W Rancho Dominguez	5,669	2.0%
Willowbrook	35,983	13.0%

Source: US Census 2010

Since different age groups use the college resources in different ways, Figure 1 shows the percentage of different age group populations provided by each city. The people in the 10-17 age range are people who will be entering college in the next few years. College age students are 18-24 and represent the population who make up the majority of the College's new students. The population 25 years and older often continue to make use of the college as they complete their studies, return for retraining, or develop personal interests. During the 2012-13 school year, the 25 and older group accounted for 30% of the unduplicated students who enrolled in the college, while 70% were in the normal college age range.

The population of the Compton Community College District is relatively young. The oldest region, West Rancho Dominguez, has a median age of 32.9 years and is the least populous region. The most populous region, Compton, has a median age of 28 which means that half the population of that city is under 28 years old. The relative percentage that each place provides for each age group is similar, indicating all of the areas are aging at about the same rate.

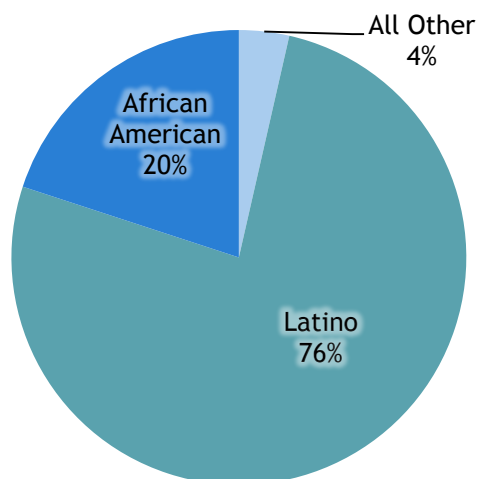
FIGURE 1: POPULATION BY PERCENTAGE OF DISTRICT AGE GROUP BY CITY



Source: US Census 2010

In terms of race/ethnicity, the district is now almost three-quarters Latino and 22% African-American. All other groups make up less than 5% of the district combined. Latinos make up 76% of the college age population and that proportion goes up to 79% for the group age 10-17 so the relative percent of Latinos is increasing for younger age groups.

FIGURE 2: DISTRICT COLLEGE AGE POPULATION BY ETHNIC GROUP



Source: US Census 2010

Student Profile

Students who first came to El Camino College Compton Center during Falls 2010, 2011, and 2012 are analyzed to determine the characteristics of students entering the Compton Center. Table 2 shows the top cities where new students reside.

TABLE 2: STUDENT POPULATION BY CITY

City	City Rank	Percent N=3,224
Compton	1	27.2%
Los Angeles*	2	16.1%
Long Beach**	3	15.4%
Lynwood	4	5.8%
Carson**	5	4.9%
Gardena*	6	2.6%
Paramount	7	2.6%
Torrance*	8	2.5%
Bellflower**	9	2.3%
Inglewood*	10	1.7%
Hawthorne*	11	1.5%
South Gate*	12	1.4%
Downey*	13	1.3%
Lakewood**	14	1.1%
San Pedro*	15	1.1%

*Cities fall outside the District boundaries.

**Portions of the city fall within District boundaries.

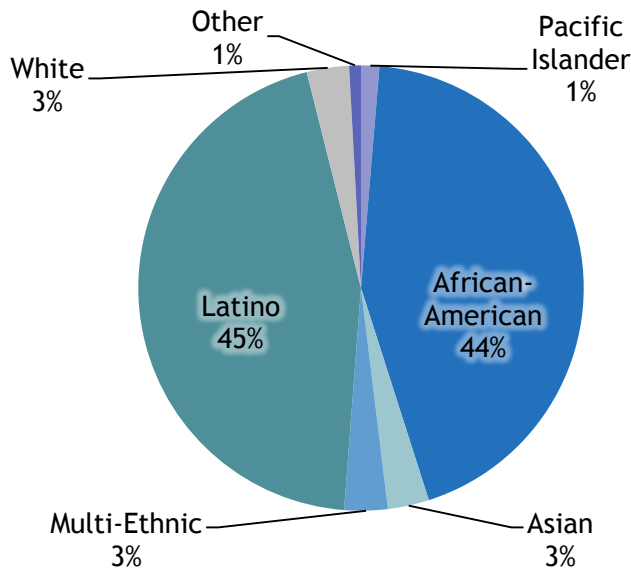
Source: Local data

Less than 40% of the new first-time students come from within the District boundaries. Over 15% come from Los Angeles which borders the district to the northwest. Compton, which accounts for 35% of the District’s college age population, makes up 27% of the new student population. Lynwood, the District’s second most populous city provides less than 6% of the new students to the college.

College age population is used as a comparison with new students because 70% of all new students are within the 18-24 year old range.

Ethnically, new students are not the same as their proportions of the college age population within the district boundaries (Figure 3). Latinos and African-Americans share an equal proportion of the new student population with 45% and 44%, respectively which means African-American students are enrolling in higher numbers than their relative populations. Asian, White, and Multi-ethnic students each comprise about 3% of the new student population.

FIGURE 3: ETHNICITY OF NEW STUDENTS



Source: Local data

Feeder High Schools

Students come to El Camino College from schools throughout Southern California. Of the 5,276 new students who first came to El Camino College Compton Center during the 2010-2012 Fall terms, only 47 % (2,304 students) have identifiable high schools (most students have “unidentified Public HS”) coded in their files. Of the students with an identified high school, 36% (819 students) come from within a district school (see Appendix A). However 53% (1,210 students) come from schools traditionally considered “feeder schools”. In terms of outcomes, these feeder schools are toward the lower end of the spectrum based on state rankings of API (Table 3). The state API ranking is based on a scale of 1-10 with 10 being awarded to schools with the highest achievement in terms of standardized test targets. Ten of the top 15 feeders rank in the bottom 30% (1,115 students) in state rank. Only one school ranks in the top 30% in state rank.

Marco Antonio Firebaugh Senior High School is in the Compton Community College District, but this relatively new school is not included among the top feeders. The belief is that more students are coming from this school but coding issues currently make it difficult to track these students.

TABLE 3: NEW ENROLLMENTS BY HIGH SCHOOL: TOP 15 FEEDERS

High School	Fall 2010	Fall 2011	Fall 2012	Total	2012 API Rank	%UC Eligible
Compton High	81	74	75	230	1	20.4
Dominguez High	85	66	77	228	1	17.3
Jordan High*	65	43	41	149	2	18.8
Lynwood High	49	35	34	118	1	27.3
Gardena High*	31	28	30	89	1	24.9
Centennial High	30	29	25	84	1	20.8
King/Drew	20	30	33	83	6	45.7
Medical Magnet	21	34	21	76	4	25.4
Paramount High	21	34	21	76	4	25.4
Carson High*	37	11	20	68	2	22.1
Polytechnic High*	23	21	19	63	5	50.7
David Starr Jordan High*	14	24	22	60	1	28.3
Narbonne High*	18	20	17	55	3	26.8
Torrance High*	8	18	13	39	8	46.8
Warren High*	8	16	11	35	7	40.9
San Pedro High*	12	9	13	34	3	25.6

*High Schools fall outside District boundaries.

Source: Local Data & CDE downloadable data

Because not all students could be matched to a school, students were matched by location to determine the school district associated with their addresses. This method allowed us to match over 95% of the students with a school district (Table 4). While most students attend their local school, these numbers are estimates only since actual attendance cannot be confirmed. Compton Unified School District is where almost 30% of the new students reside. Twenty-seven percent live in areas associated with the Los Angeles Unified School District. Long Beach, Lynwood, and Paramount Unified School Districts are also home to many students. Table 4 shows Compton Center first time enrollments by school district residence along with district API. API scores below 800 can be considered low performing, which is the majority of the school districts where students live. Three school districts score below 700.

TABLE 4: NEW ENROLLMENTS BY HIGH SCHOOL DISTRICT RESIDENCE

High School	District API	Students
Compton Unified	697	1553
Los Angeles Unified	656	1422
Long Beach Unified	784	804
Lynwood Unified	711	316
Paramount Unified	765	202
Centinella Valley	698	118
Bellflower Unified	795	103
Torrance Beach Unified	869	102
Downey Unified	804	88
Inglewood Unified	719	79

Source: Local Data & US Census Data & CDE Data

Student Socioeconomics

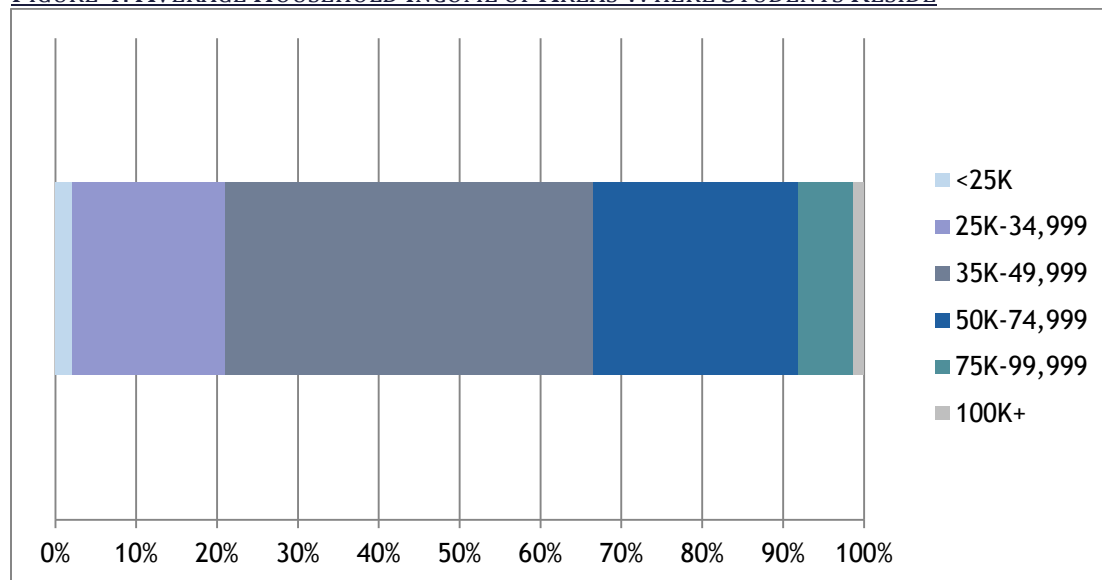
Because we have limited data for individual student socioeconomic status unless the student applies for financial aid, location-based data from the US Census is tied to a student based on the home address provided by the student (Figure 4). Only students living in Los Angeles County are included.

Eighty-two percent of new Compton Center students come from areas in Los Angeles County where less than 25% of the population over 25 years has earned a BA or higher degree. This indicates new students may be lacking the social capital necessary to achieve in college.

Associated with this is the relatively low economic status of many of the students.

Approximately 67% of the new students live in areas where the median household income is less than \$50,000. The lowest income bar represents those people who are below the Federal poverty line for a family of four (2%).

FIGURE 4: AVERAGE HOUSEHOLD INCOME OF AREAS WHERE STUDENTS RESIDE

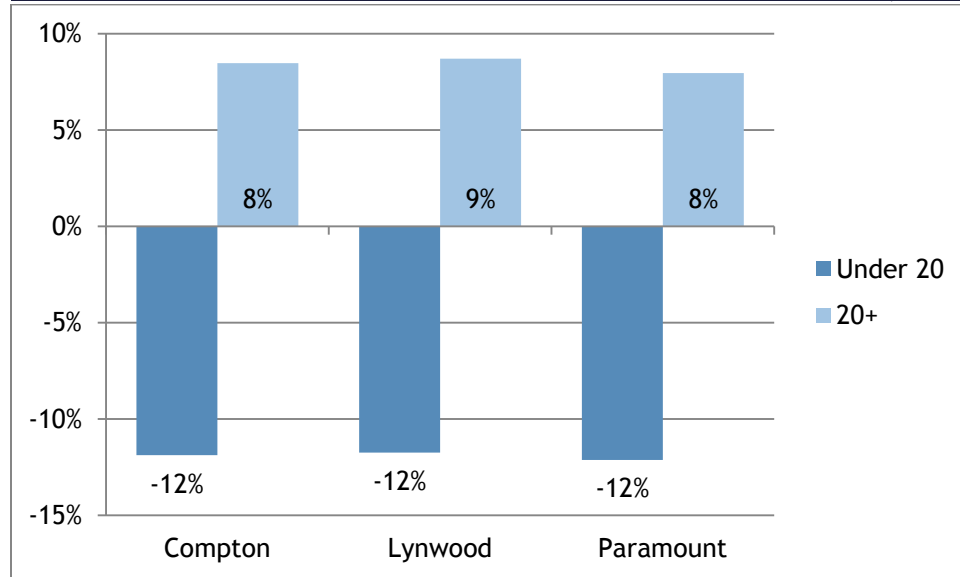


Source: American Community Survey 5-year Estimates, 2011

Future Projections

The district as a whole is projected to increase in population by about 1% through 2020. The population increase is expected to be the result of an aging of the population and will be uniform throughout the District. Each of the cities is expected to experience an eight to nine percent increase in the population 20 years and older (Figure 5). At the same time, each district city is expected to see a decline of 12% in the population under 20 years old.

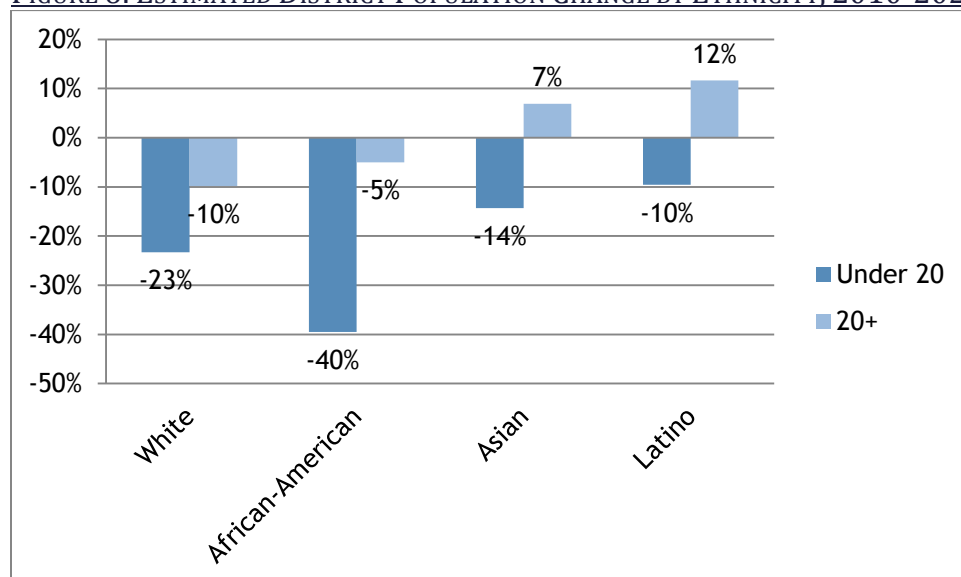
FIGURE 5: ESTIMATED DISTRICT CITY POPULATION CHANGE BY AGE GROUP, 2010-2020



Source: EMSI Projection Estimates

The expected change would affect all ethnic groups (Figure 6), but the local African-American population will see the greatest relative decline, especially in the younger age groups. Asians and Latinos are expected to see a decline in the younger age groups, but unlike the other major race groups, their adult populations are expected to see an increase. The change in White and Asian population is minor since together, these groups make up less than 3% of the District population. The relatively minor decline in Latino population under 20 and the growth in the population over 20, coupled with the declining African-American population means Latinos are expected to become an even larger part of the District. Currently, Latinos comprise 73% of the total District population.

FIGURE 6: ESTIMATED DISTRICT POPULATION CHANGE BY ETHNICITY, 2010-2020



Source: EMSI Projection Estimates

Based on 9th grade enrollments in local schools and the rates at which feeder schools have been providing students to the Compton Center, we will expect to see declining enrollments coming from our local feeders for the next few years unless mitigating steps are taken (Table 5). This will continue in the coming years with the projected decline in local populations under the age of 20. These projections are based on available information which includes self-reported high school. As mentioned earlier, only 44% of new students have an identifiable high school. Therefore, these numbers may increase with improved record keeping. Also, these projections are based on the assumption that schools continue funneling students to the Compton Center at consistent rates regardless of external factors.

TABLE 5: ESTIMATED NEW ENROLLMENTS BY HIGH SCHOOL, 2013-2015

High School	New Students per Year		
	Fall 2013	Fall 2014	Fall 2015
Carson	14	13	13
Centennial	47	45	31
Compton	119	101	94
Dominguez	111	91	64
Gardena	99	71	57
Jordan	60	59	55
King/Drew	45	47	50
Lynwood	129	112	54
Paramount	70	79	72
Total	696	620	490

Source: Local Data & CDE Data

APPENDIX A

El Camino College Compton Center Feeder High Schools

