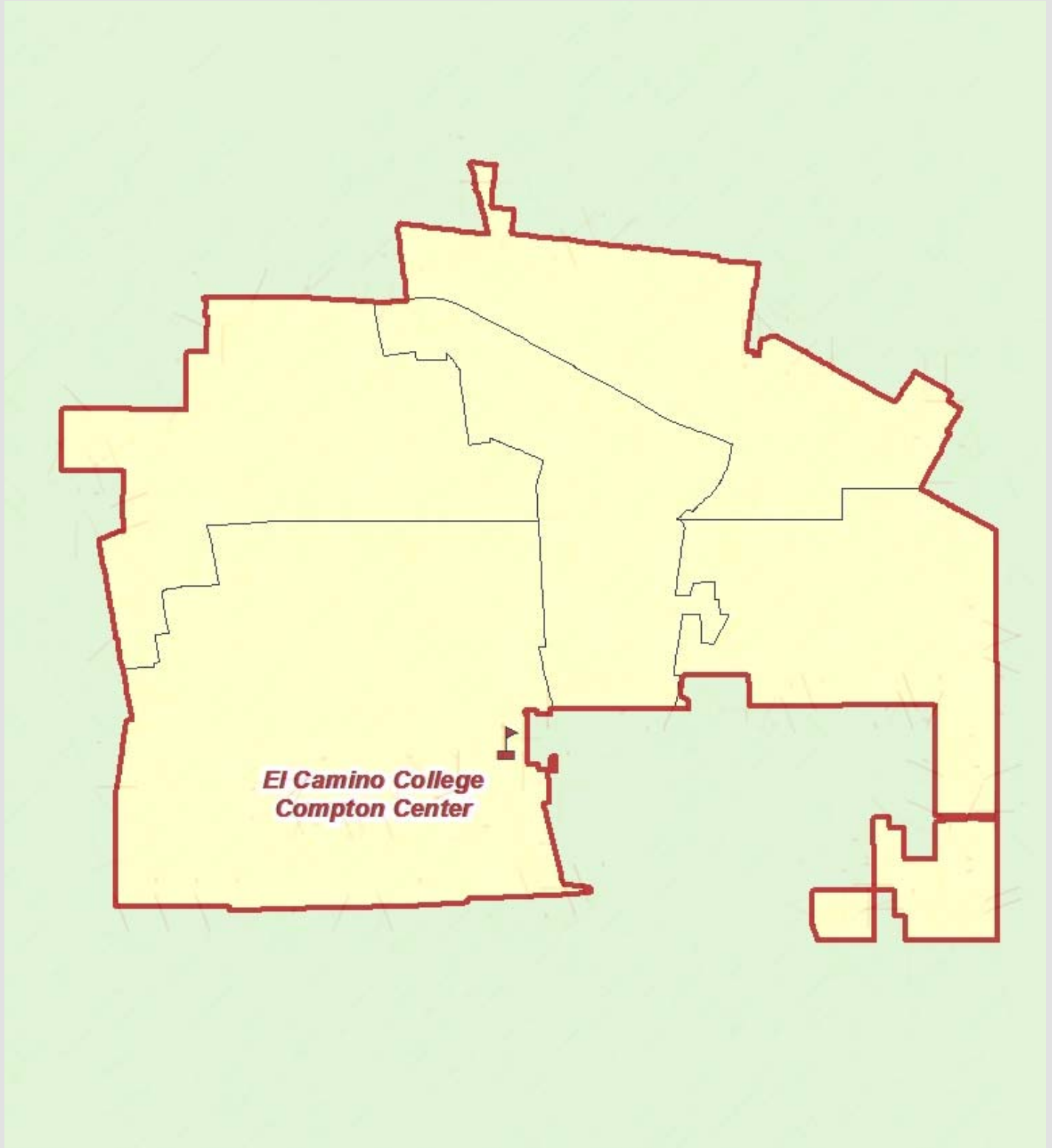


COLLEGE AND COMMUNITY PROFILES



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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

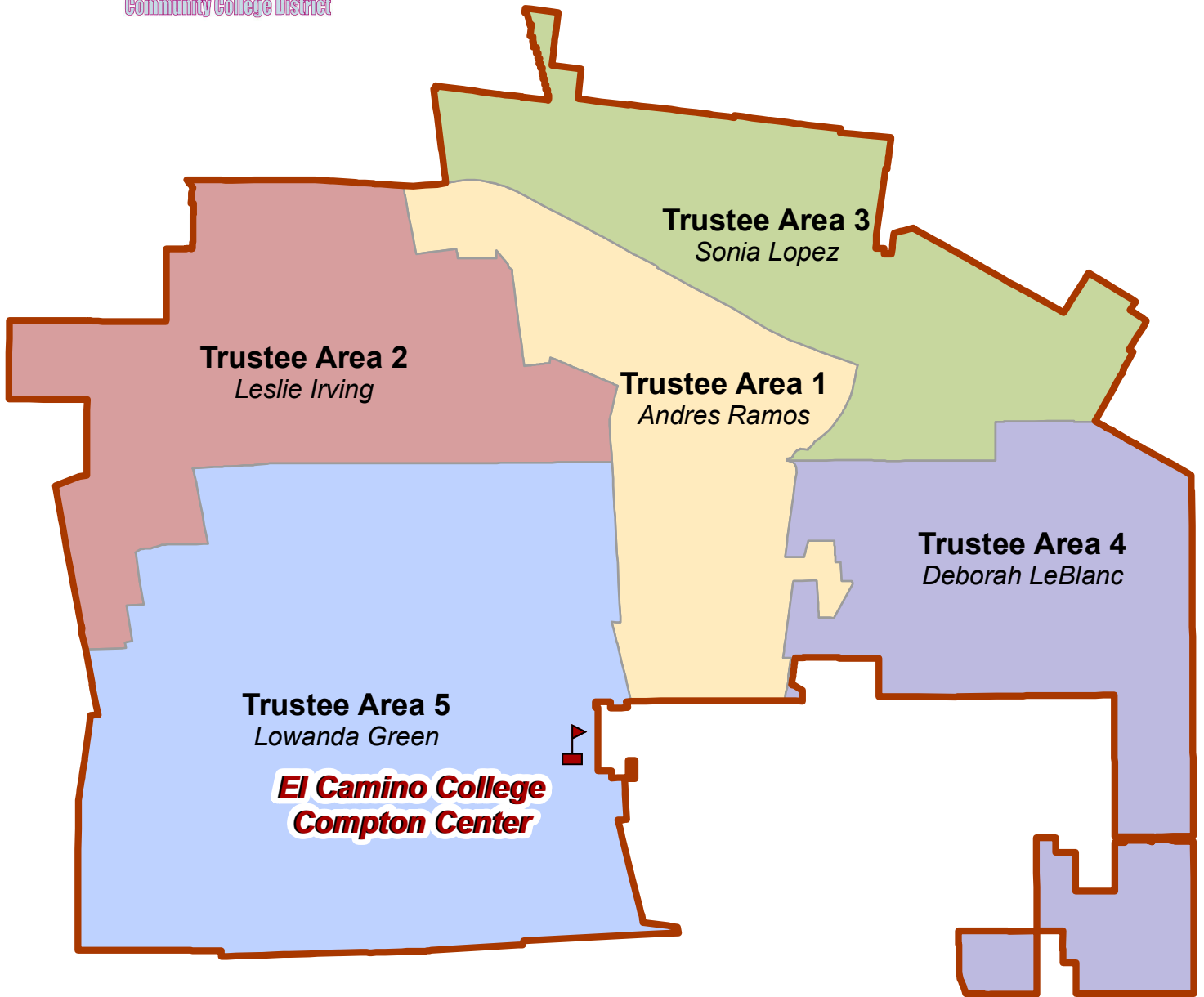
Electronic copies of all documents contained within are located at:

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

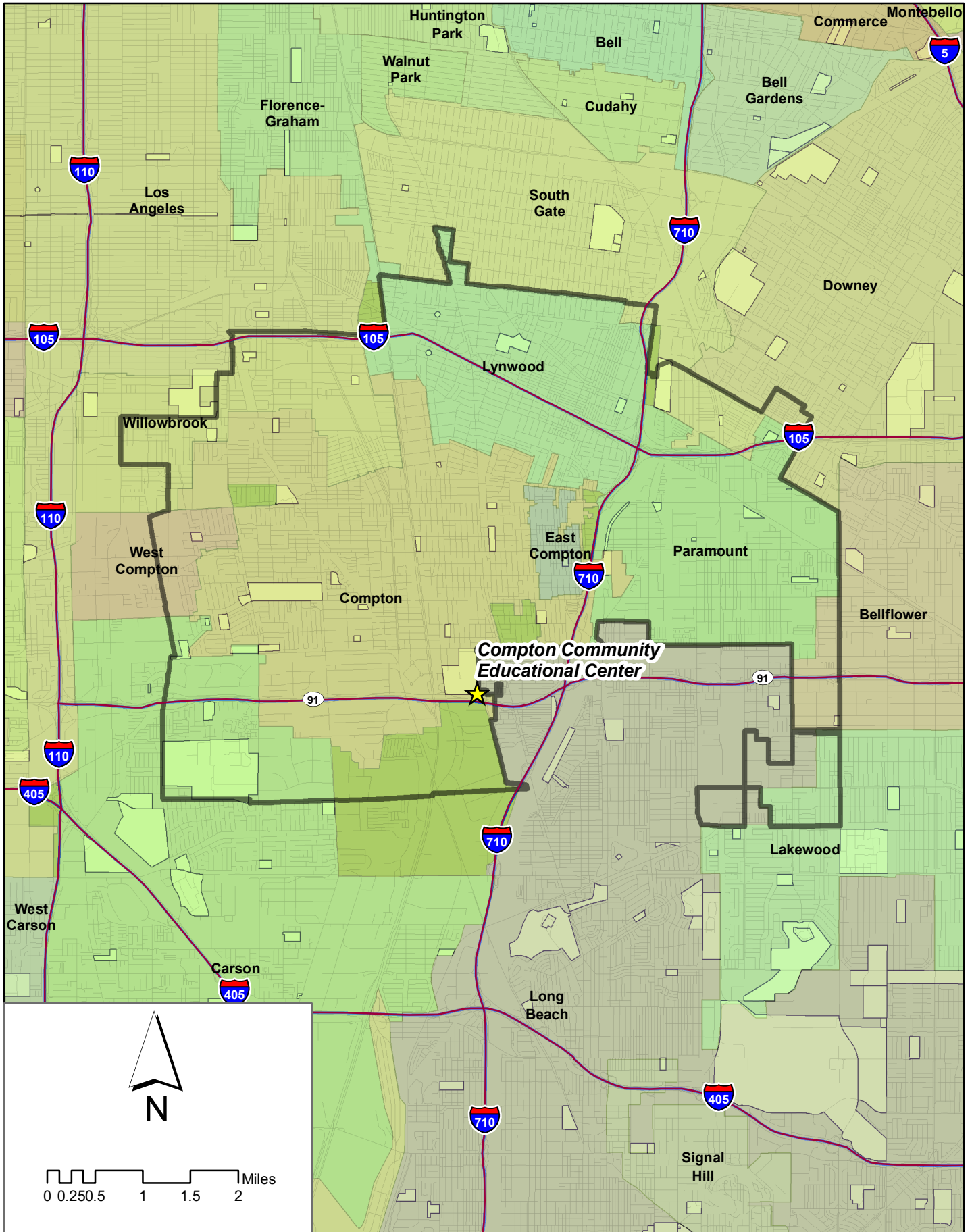
Compton Community College District



Special Trustee
Thomas Henry



Compton Community College District



El Camino College Compton Center Facts and Figures - Fall 2012

Total Students: 7,531

Age

| | | |
|---------------|-------|-------|
| 17 or younger | 278 | 3.7% |
| 18 to 19 | 1,302 | 17.3% |
| 20 to 24 | 2,841 | 37.7% |
| 25 to 29 | 1,148 | 15.2% |
| 30 to 39 | 1,073 | 14.2% |
| 40 to 49 | 570 | 7.6% |
| 50 or older | 319 | 4.2% |

Educational Goal

| | | |
|---------------------|-------|-------|
| Intend to Transfer | 2,298 | 46.2% |
| Degree/Certif. Only | 549 | 11.0% |
| Retrain/recertif. | 332 | 6.7% |
| Basic Skills/GED | 468 | 9.4% |
| Enrichment | 130 | 2.6% |
| Undecided | 1,194 | 24.0% |

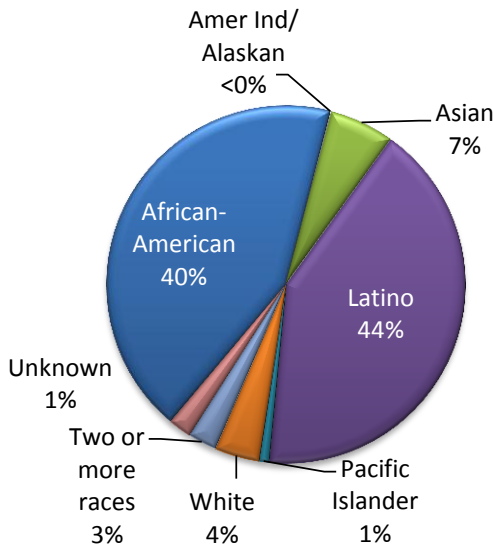
Gender

| | | |
|--------|-------|-------|
| Female | 4,877 | 64.8% |
| Male | 2,653 | 35.2% |

2011-12 Degrees & Certificates

| | | |
|----------------------|-----|-------|
| Associate of Arts | 161 | 48.5% |
| Associate of Science | 69 | 20.8% |
| Certificate | 102 | 30.7% |

Ethnicity



Degrees & Certificates by Division

| | | |
|------------------------|-----|-------|
| Behavioral & Soc Sci | 79 | 23.8% |
| Business | 27 | 8.1% |
| Fine Arts | 2 | 0.6% |
| Health Sci & Athletics | 46 | 13.9% |
| Humanities | 2 | 0.6% |
| Industry & Technology | 64 | 19.3% |
| General Studies | 109 | 32.8% |
| Natural Sciences | 3 | 0.9% |

Where Compton Students Reside

| | | |
|--------------------|-------|-------|
| Compton | 1,837 | 24.4% |
| Long Beach | 1,160 | 15.4% |
| Los Angeles | 1,226 | 16.3% |
| Carson | 565 | 7.5% |
| Lynwood | 365 | 4.8% |
| Paramount | 221 | 2.9% |
| Bellflower | 177 | 2.4% |
| Gardena | 234 | 3.1% |
| Inglewood | 169 | 2.2% |
| Other Cal Resident | 1,465 | 19.5% |
| Out of State | 58 | 0.8% |
| Outside the US | 54 | 0.7% |

Unit Load

| | | |
|--------------------|-------|-------|
| Fewer than 6 units | 3,173 | 42.1% |
| 6 to 8.5 units | 1,498 | 19.9% |
| 8.6 to 11.5 units | 1,146 | 15.2% |
| 11.6 to 14.5 units | 1,398 | 18.6% |
| 14.6 units or more | 316 | 4.2% |

Enrollment Level

| | | |
|-----------|-------|-------|
| Full-time | 1,714 | 22.8% |
| Part-time | 5,817 | 77.2% |

Enrollment Status

| | | |
|--------------------|-------|-------|
| First-time Student | 2,069 | 27.5% |
| Returning | 984 | 13.1% |
| Continuing | 4,254 | 56.5% |
| K-12 Special Admit | 224 | 3.0% |

Faculty/Workforce

| | | |
|---------------------------|------------|--------------|
| Tenured/Tenure Track | 85 | 21.5% |
| Academic Temporary | 184 | 46.5% |
| <i>Total Faculty</i> | <i>269</i> | <i>67.9%</i> |
| Educational Administrator | 12 | 3.0% |
| Other Administrator | 6 | 1.5% |
| Support | 98 | 24.7% |
| Professional | 11 | 2.8% |
| <i>Total Workforce</i> | <i>396</i> | |

El Camino College
Compton Center
2013 Annual

Fact Book



Institutional
Research &
Planning

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Institutional Research & Planning

Irene Graff, Director

Marci Myers, Research Analyst
Compton Center

Carolyn Pineda, Research Analyst

Preston Reed, Research Associate

Joshua Rosales, Research Analyst

Mike Wilson, Research Analyst

Introduction

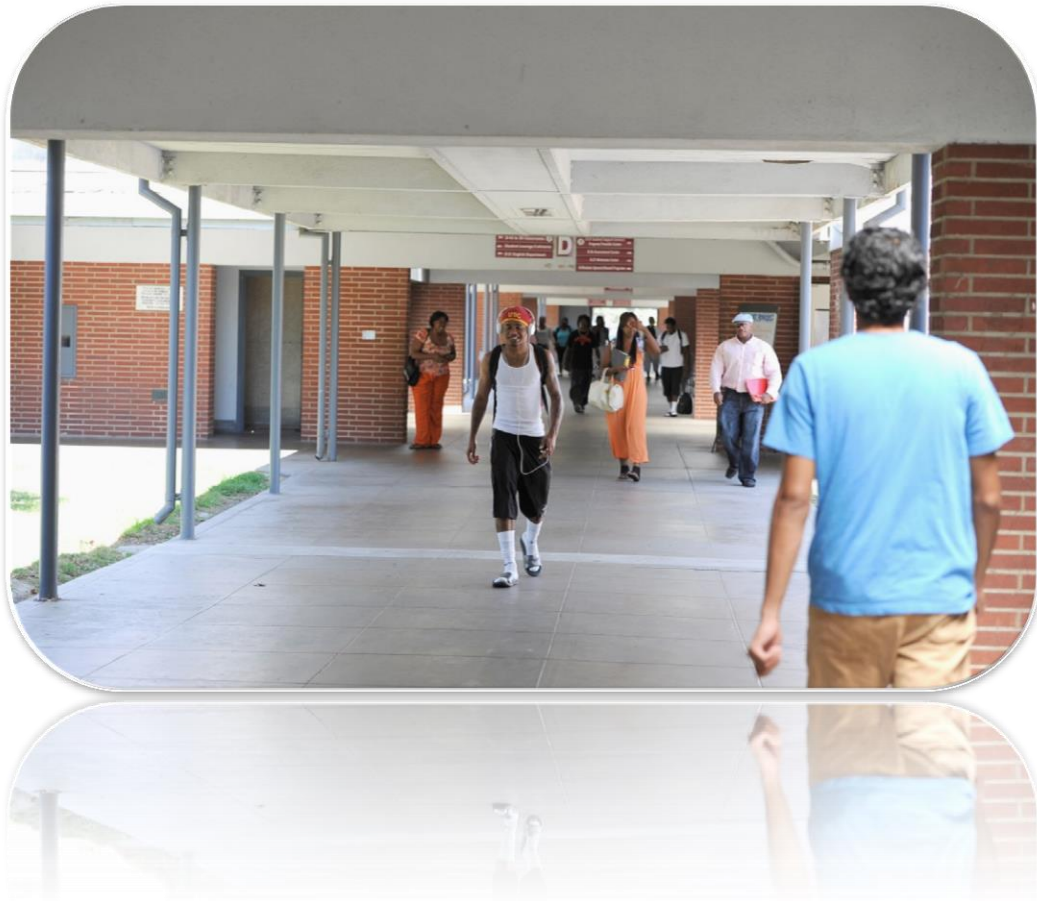
The El Camino College Compton Center Annual Fact Book is a reference source containing trend data about students, student outcomes, and instructional programs and services. The data and analysis in the fact book provide background information to facilitate policy analysis and decision making. It should 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.

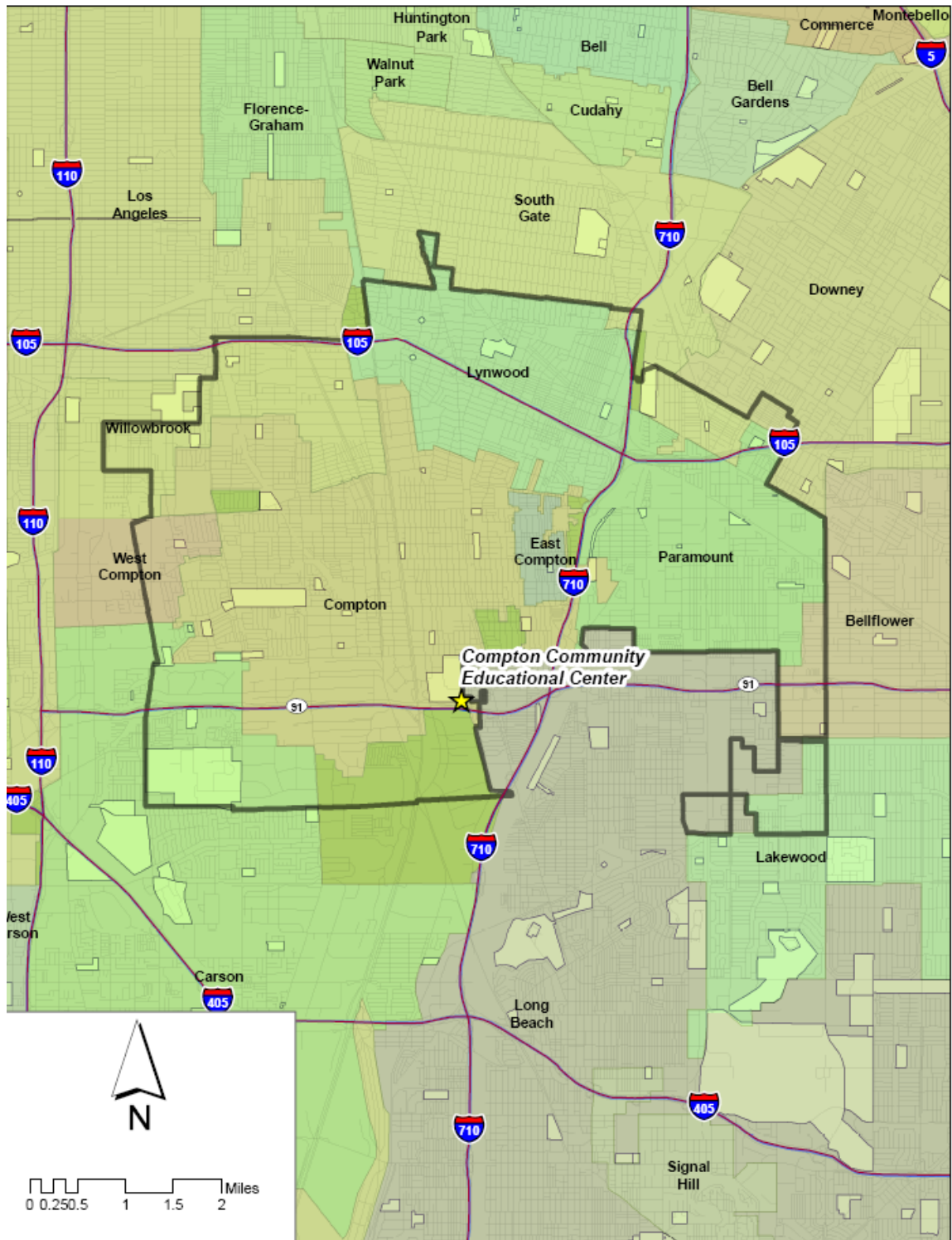
The Fact Book was composed and assembled by Carolyn Pineda, Research Analyst and Esthela Chavez, Research Intern. Special acknowledgement goes to Public Relations and Marketing for providing the photographs used in this publication and Marci Myers, ECC Compton Center Research Analyst, for creating the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

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

El Camino College Compton Center Service Area

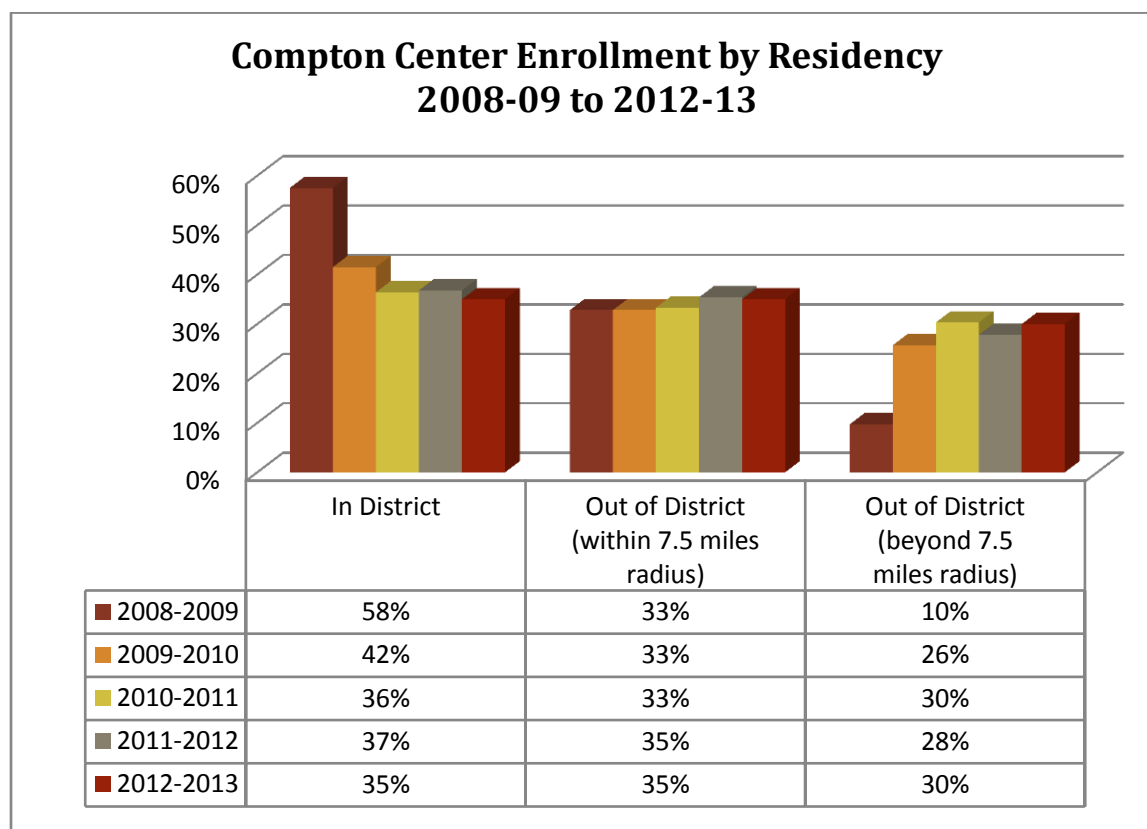


Compton Community College District



Enrollment by Residence

In 2008-09, over half of students enrolled at the ECC Compton Center lived within the Compton Community College District. Beginning in 2009-10, there has been a decrease in the number of students who resided within the district and a sharp increase in the students who live beyond 7.5 miles of the Center. This shift is most likely the result of students being diverted to the ECC Compton Center by enrollment constraints at UC, Cal States and other local community colleges. In addition, this shift may also be a reflection of the increase of El Camino College students who are simultaneously enrolling at the ECC Compton Center in the same term. More detail on simultaneous enrollment can be found in the [Crossover Enrollment Research Brief](#) on the Institutional Research webpage.



Enrollment by Zip Code (7.5 mile Radius)

In the 2012-13 academic year, over 2,900 students resided in Compton. Nearly 600 students resided in Lynwood while another 347 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 1,672 and 1,390 students, respectively.

| City | Zip Code | 2012-13 Enrollment | Percent of 2012-13 Enrollment |
|------------------------------|---------------|--------------------|-------------------------------|
| Grand Total | | 13,940 | 100.0 |
| Artesia | 90701 | 11 | 0.1 |
| | 90702 | 2 | 0.0 |
| Artesia Total | | 13 | 0.1 |
| Bell Total | 90201 | 66 | 0.5 |
| Bell Gardens Total | 90202 | 0 | 0.0 |
| Bellflower | 90706 | 281 | 2.0 |
| | 90707 | 9 | 0.1 |
| Bellflower Total | | 290 | 2.1 |
| Carson | 90745 | 470 | 3.4 |
| | 90746* | 489 | 3.5 |
| | 90749 | 5 | 0.0 |
| Carson Total | | 964 | 6.9 |
| Compton | 90220* | 1,151 | 8.3 |
| | 90221* | 1,131 | 8.1 |
| | 90222* | 616 | 4.4 |
| | 90223* | 1 | 0.0 |
| | 90224* | 11 | 0.1 |
| Compton Total | | 2,910 | 20.9 |
| Downey | 90240 | 16 | 0.1 |
| | 90241 | 38 | 0.3 |
| | 90242 | 82 | 0.6 |
| Downey Total | | 136 | 1.0 |
| Gardena | 90247 | 309 | 2.2 |
| | 90248 | 61 | 0.4 |
| | 90249 | 147 | 1.1 |
| Gardena Total | | 517 | 3.7 |
| Huntington Park Total | 90255 | 57 | 0.4 |

| City | Zip Code | 2012-13 Enrollment | Percent of 2012-13 Enrollment |
|--|---------------|--------------------|-------------------------------|
| Lakewood | 90711 | 6 | 0.0 |
| | 90712 | 82 | 0.6 |
| | 90713 | 36 | 0.3 |
| | 90714 | 3 | 0.0 |
| Lakewood Total | | 127 | 0.9 |
| Long Beach | 90804 | 81 | 0.6 |
| | 90805 | 991 | 7.1 |
| | 90806 | 138 | 1.0 |
| | 90807 | 93 | 0.7 |
| | 90808 | 27 | 0.2 |
| | 90810 | 188 | 1.3 |
| | 90813 | 154 | 1.1 |
| Long Beach Total | | 1,672 | 12.0 |
| Los Angeles | 90001 | 106 | 0.8 |
| | 90002 | 227 | 1.6 |
| | 90003 | 206 | 1.5 |
| | 90044 | 295 | 2.1 |
| | 90059* | 367 | 2.6 |
| | 90061* | 189 | 1.4 |
| Los Angeles Total | | 1,390 | 10.0 |
| Lynwood Total | 90262* | 587 | 4.2 |
| Norwalk | 90650 | 96 | 0.7 |
| | 90652 | 0 | 0.0 |
| Norwalk Total | | 96 | 0.7 |
| Paramount Total | 90723* | 347 | 2.5 |
| Signal Hill Total | 90755 | 22 | 0.2 |
| South Gate Total | 90280 | 183 | 1.3 |
| Torrance | 90501 | 180 | 1.3 |
| | 90502 | 85 | 0.6 |
| | 90504 | 179 | 1.3 |
| Torrance Total | | 444 | 3.2 |
| *District Total | | 4,889 | 35.1 |
| Out of District Total | | 4,932 | 35.4 |
| Total Students in 7.5 Mile Radius | | 9,821 | 70.5 |

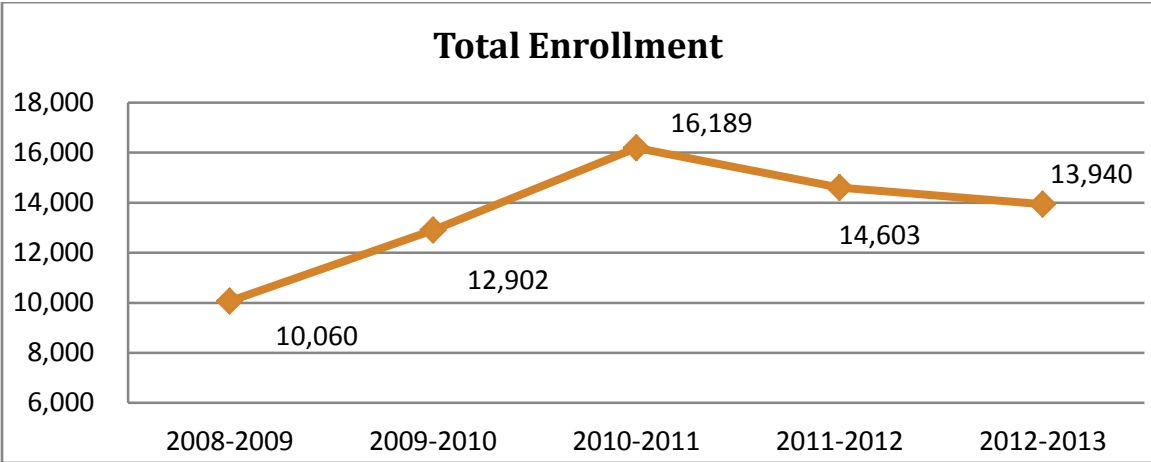
*Zip codes located within the district

Student and Enrollment Trends



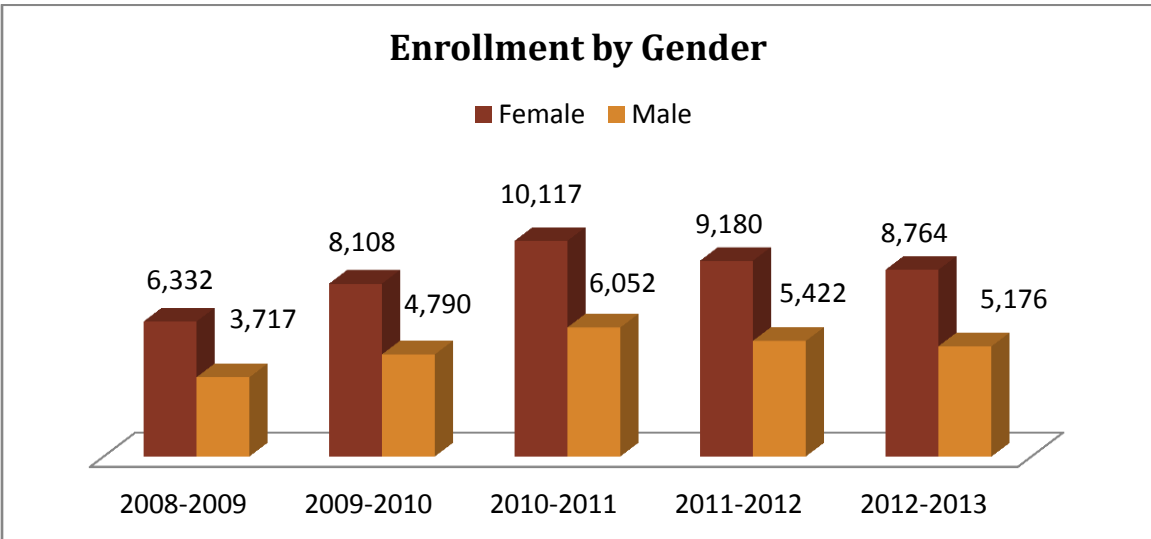
Total Enrollment

At the beginning of the partnership with El Camino College, the ECC Compton Center experienced a significant increase in unduplicated student headcount. There was a 28% increase in enrollment from the 2008-09 to 2009-10 academic years and a 25% enrollment increases from 2009-10 to 2010-11. In 2011-12, however, there was a 9% decrease in enrollment from the previous year and in 2012-13, there was a 5% decrease. This decrease is likely due to growth limits on state apportionment funding.



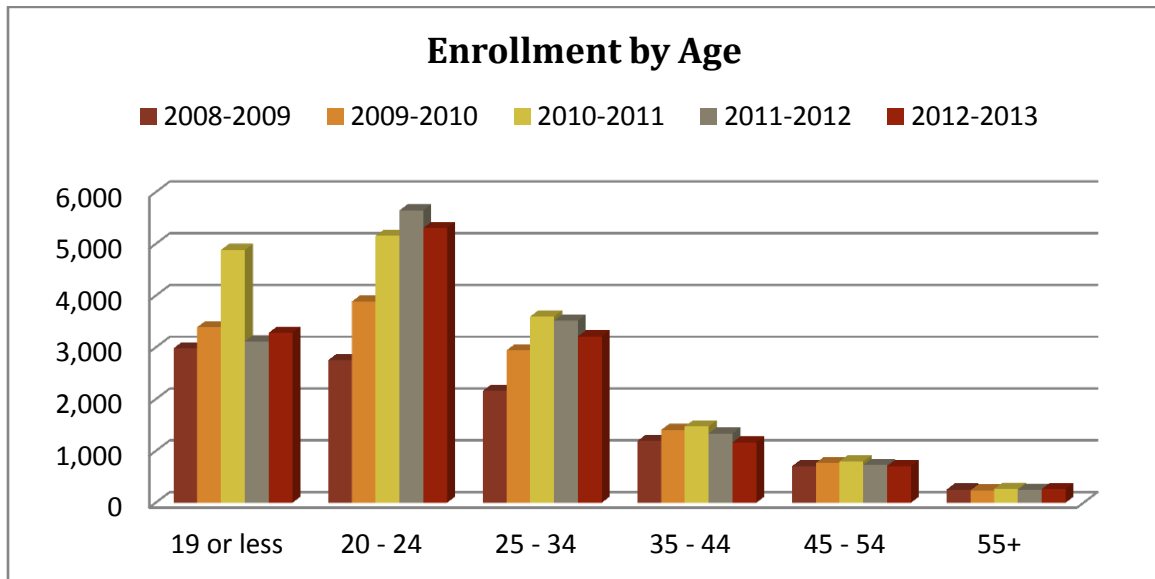
Enrollment by Gender

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



Enrollment by Age

Sixty two percent of enrolled students in 2012-13 were between the ages of 18 to 24. Working adults ages 25-44 comprise 31% 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 10% in 2012-13.

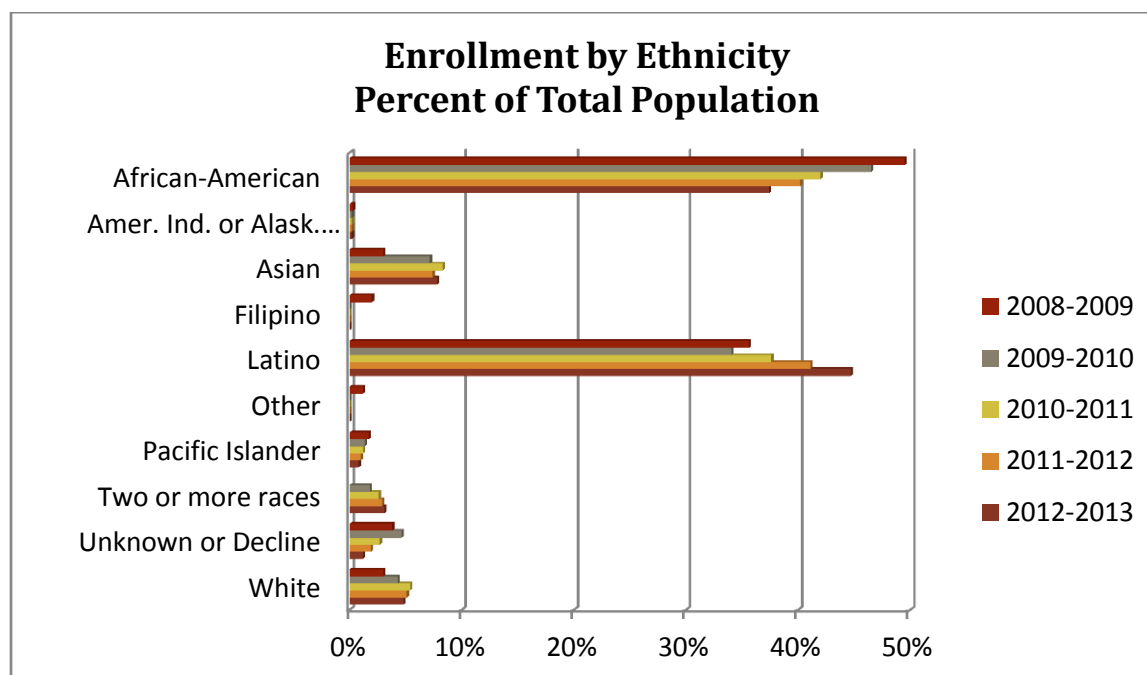


| Age | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|-------------------|---------|---------|---------|---------|---------|
| 19 or less | 2,984 | 3,394 | 4,886 | 3,118 | 3,283 |
| 20 - 24 | 2,754 | 3,888 | 5,158 | 5,649 | 5,307 |
| 25 - 34 | 2,161 | 2,945 | 3,600 | 3,517 | 3,214 |
| 35 - 44 | 1,193 | 1,407 | 1,476 | 1,338 | 1,165 |
| 45 - 54 | 706 | 768 | 800 | 731 | 706 |
| 55+ | 255 | 239 | 269 | 250 | 265 |
| Unknown | 7 | 261 | 0 | 0 | 0 |

| Age | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|-------------------|---------|---------|---------|---------|---------|
| 19 or less | 29.7% | 26.3% | 30.2% | 21.4% | 23.6% |
| 20 - 24 | 27.4% | 30.1% | 31.9% | 38.7% | 38.1% |
| 25 - 34 | 21.5% | 22.8% | 22.2% | 24.1% | 23.1% |
| 35 - 44 | 11.9% | 10.9% | 9.1% | 9.2% | 8.4% |
| 45 - 54 | 7.0% | 6.0% | 4.9% | 5.0% | 5.1% |
| 55+ | 2.5% | 1.9% | 1.7% | 1.7% | 1.9% |
| Unknown | 0.1% | 2.0% | 0.0% | 0.0% | 0.0% |

Enrollment by Ethnicity

African-American and Latino students represent the largest ethnic groups on campus. African-Americans comprise 38% of the student population, an 11% decrease from the previous year. Latino students make up 45% of the student population in 2012-13, a 4% rise from 2011-12. This may reflect in part the changes in ethnic coding that the California Community Colleges Chancellor's Office adopted in Fall 2009. Eight percent of the student population is Asian, which now includes Filipinos.



| Ethnic Group | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|------------------------------------|---------|---------|---------|---------|---------|
| African-American | 49.5% | 46.5% | 42.0% | 40.2% | 37.4% |
| Amer. Ind. or Alask. Native | 0.3% | 0.2% | 0.2% | 0.2% | 0.2% |
| Asian | 3.0% | 7.2% | 8.3% | 7.4% | 7.8* |
| Filipino | 2.0% | * | * | * | * |
| Latino | 35.6% | 34.0% | 37.6% | 41.1% | 44.7% |
| Other | 1.2% | ** | ** | ** | ** |
| Pacific Islander | 1.7% | 1.4% | 1.2% | 1.0% | 0.8% |
| Two or more races | *** | 1.8% | 2.6% | 2.9% | 3.1% |
| Unknown or Decline | 3.8% | 4.6% | 2.7% | 2.1% | 1.2% |
| White | 3.0% | 4.3% | 5.4% | 5.1% | 4.8% |

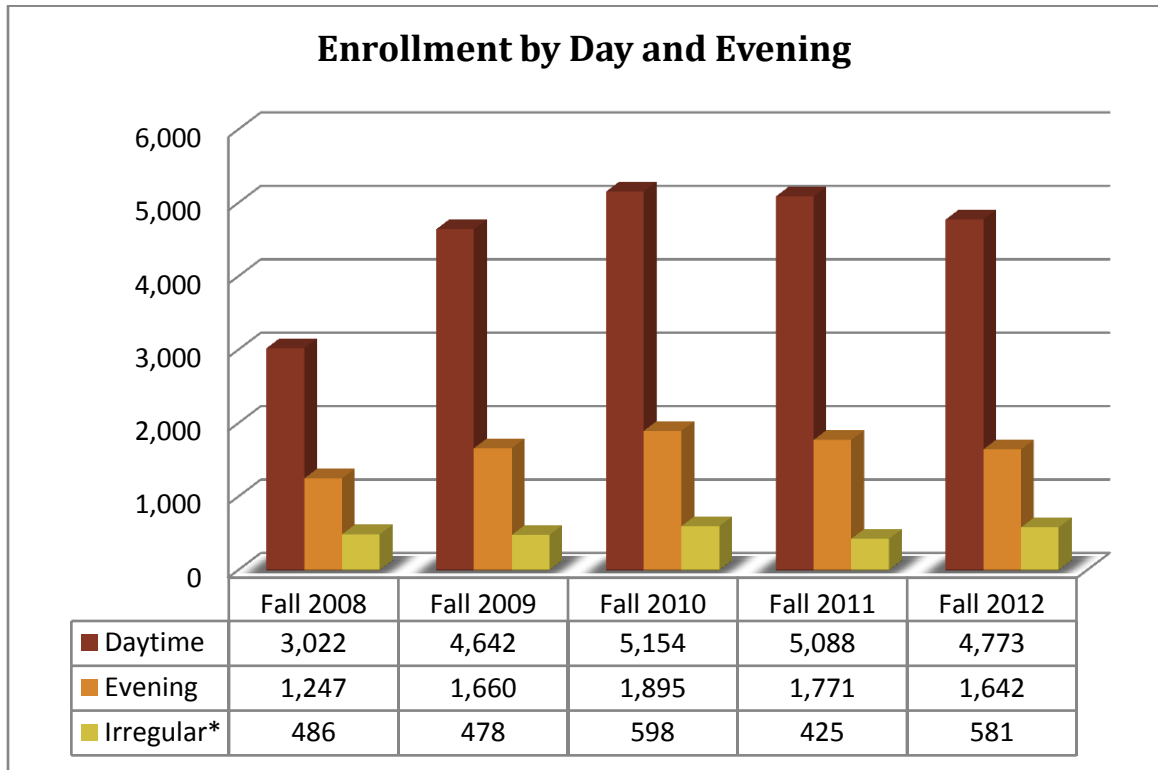
*Filipino included in Asian count

**As of Fall 2009, "Other" no longer reported

***New ethnic category as of Fall 2009

Enrollment by Day and Evening

Sixty-three percent of students enroll in at least one daytime course while 22% are exclusively in evening courses. Student enrollment in evening courses decreased by 7% in the last year while enrollment in daytime courses decreased by 6%. There was also an increase in irregular courses, which include distance education. In the last year, there was a 37% increase in students who enrolled in irregular courses.



*Irregular meeting times, including distance education.

Enrollment by High School

The majority of enrolled students come from local high schools within the Compton district. The top three high schools are Compton High, Dominguez High (in Compton) and Lynwood High School. In the last year, enrollment from Lynwood High decreased by 15% while enrollment from King/Drew Medical Magnet increased by 11%.

ECC Compton Center Feeder High Schools

| High School | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|---------------------------------|---------|---------|---------|---------|---------|
| Carson Senior High* | 76 | 105 | 160 | 166 | 168 |
| Centennial High | 82 | 110 | 110 | 110 | 117 |
| Compton Senior High | 258 | 299 | 309 | 299 | 295 |
| Dominguez High | 223 | 286 | 308 | 299 | 287 |
| Jordan Senior High* | 133 | 184 | 215 | 196 | 189 |
| King/Drew Medical Magnet | 55 | 89 | 121 | 116 | 129 |
| Locke (Alain Leroy) High | 25 | 48 | 56 | 57 | 50 |
| Lynwood High | 161 | 186 | 229 | 171 | 146 |
| Paramount High | 55 | 70 | 95 | 113 | 129 |

**High schools outside Compton district boundaries*

Other Non-District High Schools

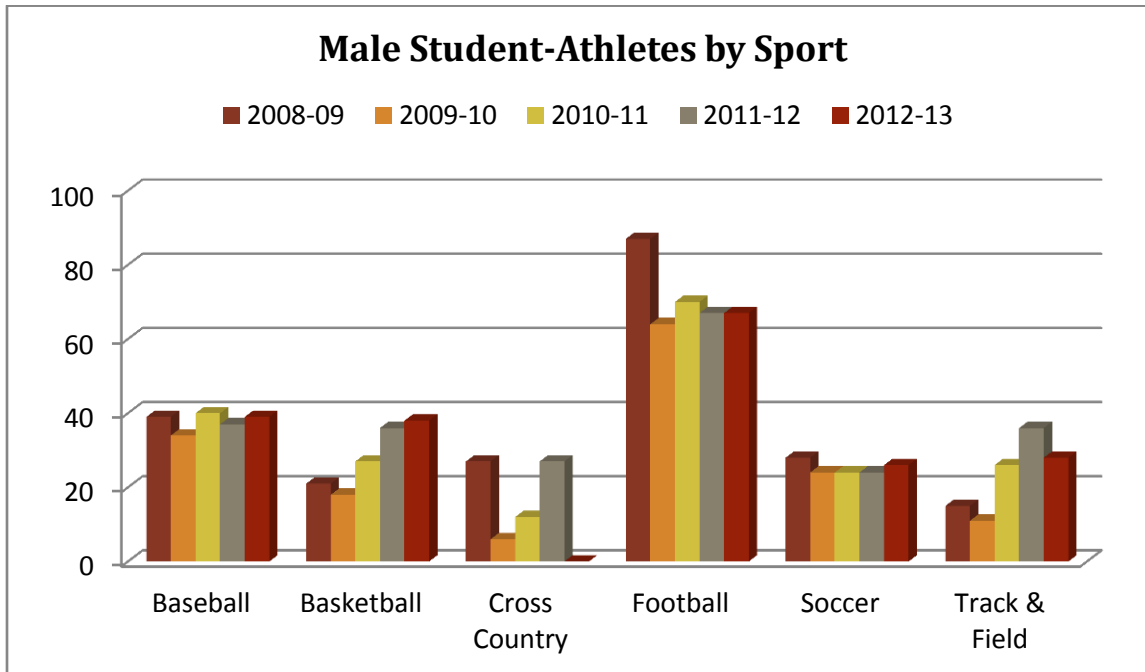
| High School | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|----------------------------------|---------|---------|---------|---------|---------|
| Non District High Schools | 1,160 | 1,787 | 2,643 | 2,423 | 2,430 |

Special Programs



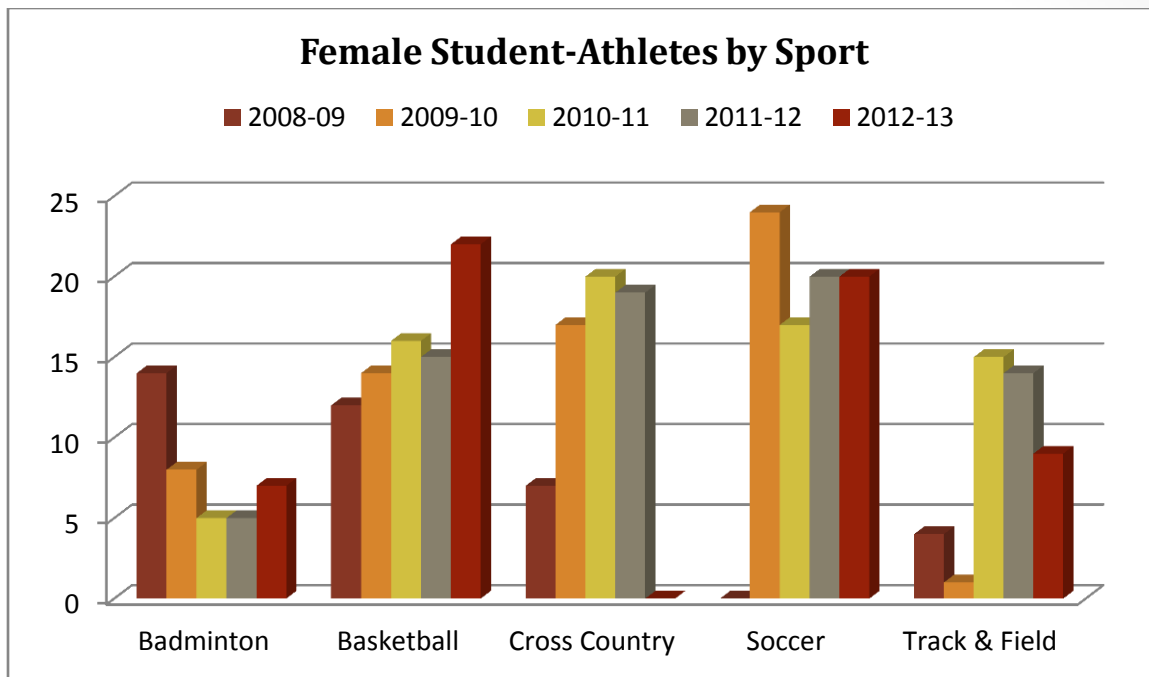
Athletics

The ECC Compton Center offers a variety of intercollegiate sports team. Approximately 2% of the student population participates in intercollegiate sports. The largest male sport is football with an average 71 players per year. Women's soccer has been the largest female sports since it began in 2009-10; however, in 2012-13 it was surpassed by basketball with 22 players.



| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|--------------------------|------------|------------|------------|------------|------------|
| Baseball | 39 | 34 | 40 | 37 | 39 |
| Basketball | 21 | 18 | 27 | 36 | 38 |
| Cross Country | 27 | 6 | 12 | 27 | 0* |
| Football | 87 | 64 | 70 | 67 | 67 |
| Soccer | 28 | 24 | 24 | 24 | 26 |
| Track & Field | 15 | 11 | 26 | 36 | 28 |
| Totals | 217 | 157 | 199 | 227 | 198 |

*Cross Country not offered

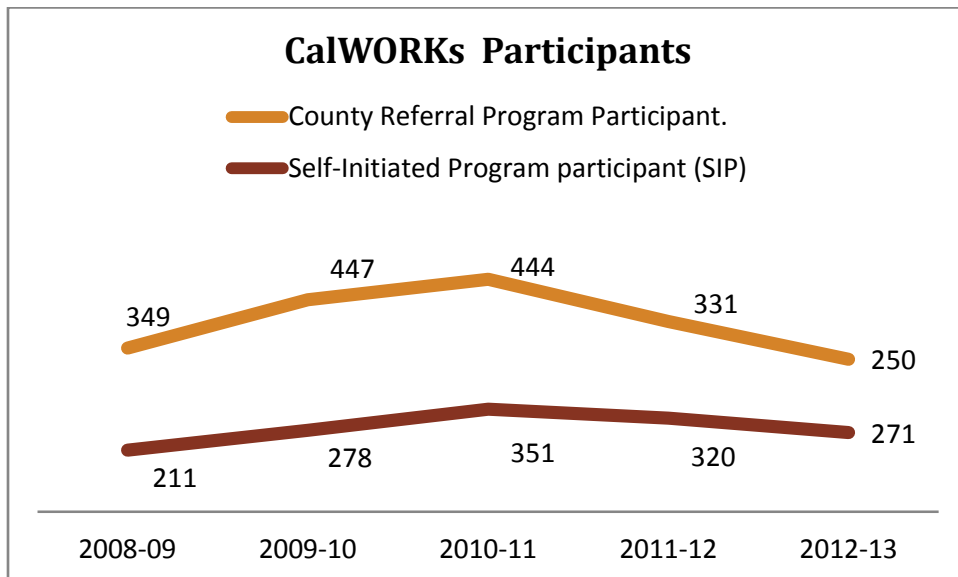


| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Badminton | 14 | 8 | 5 | 5 | 7 |
| Basketball | 12 | 14 | 16 | 15 | 22 |
| Cross Country | 7 | 17 | 20 | 19 | 0* |
| Soccer | N/A | 24 | 17 | 20 | 20 |
| Track & Field | 4 | 1 | 15 | 14 | 9 |
| Totals | 37 | 64 | 73 | 73 | 58 |

**Cross Country not offered*

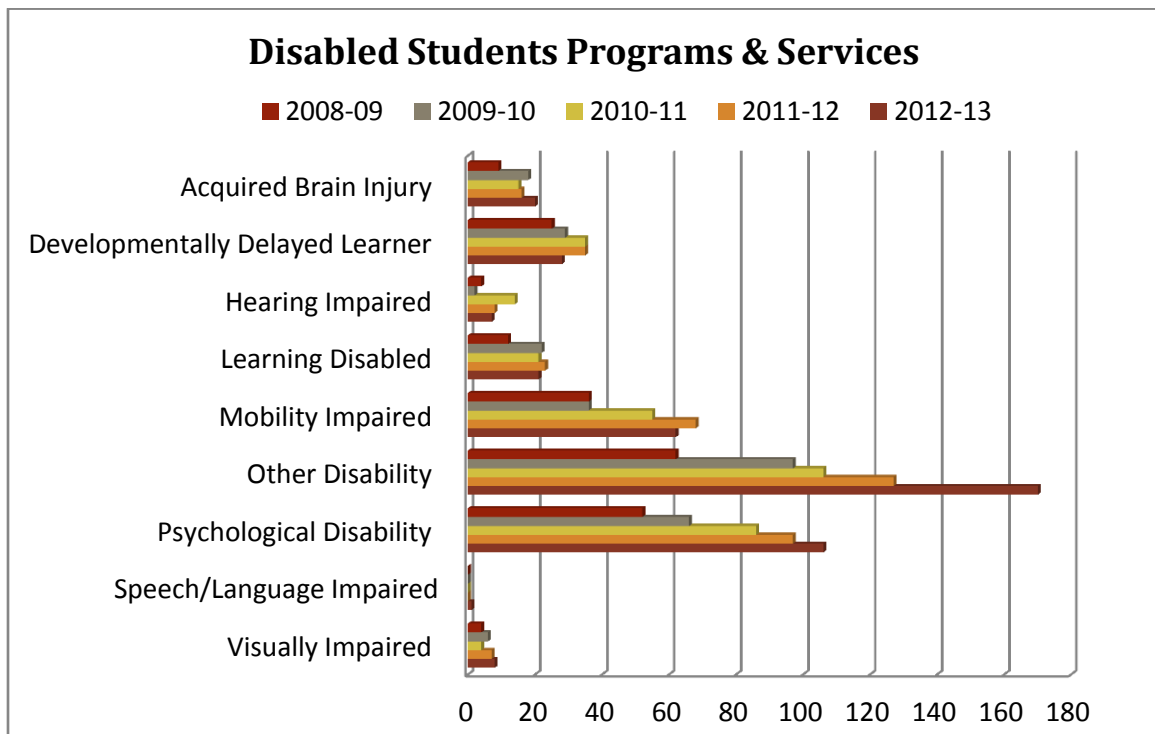
CalWORKs

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 4% of the student population participates in CalWORKs. In the last year, the number of CalWORKs participants decreased by 20%.



Disabled Student Program and Services (DSP&S)

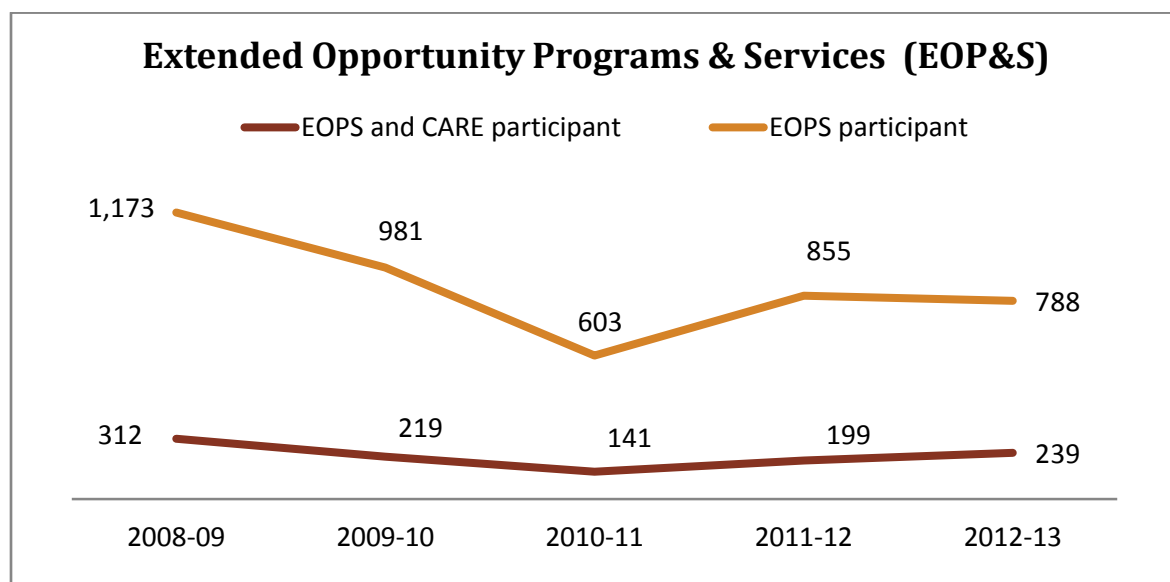
The ECC Compton Center established a special program to assist students with disabilities in their pursuit of a post-secondary education. The purpose of this program is to assist disabled students to perform on an equal basis with non-disabled students in an integrated campus setting. Since the partnership with El Camino has increased stability within the program, the number of students with registered disabilities has steadily increased. During the 2012-13 academic year, 423 (3%) of the ECC Compton Center students had registered disability. The most common disability is psychological disability followed by mobility impaired.



| Primary Disability | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|---------------------------------|------------|------------|------------|------------|------------|
| Acquired Brain Injury | 9 | 18 | 15 | 16 | 20 |
| Developmentally Delayed Learner | 25 | 29 | 35 | 35 | 28 |
| Hearing Impaired | 4 | 2 | 14 | 8 | 7 |
| Learning Disabled | 12 | 22 | 21 | 23 | 21 |
| Mobility Impaired | 36 | 36 | 55 | 68 | 62 |
| Other Disability | 62 | 97 | 106 | 127 | 170 |
| Psychological Disability | 52 | 66 | 86 | 97 | 106 |
| Speech/Language Impaired | N/A | N/A | N/A | N/A | 1 |
| Visually Impaired | 4 | 6 | 4 | 7 | 8 |
| Total | 204 | 276 | 336 | 381 | 423 |

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 7% of ECC Compton Center students are in EOP&S. In 2012-13, there was a 3% decrease in the number of students in EOP&S and CARE (a single parent support program for EOP&S).

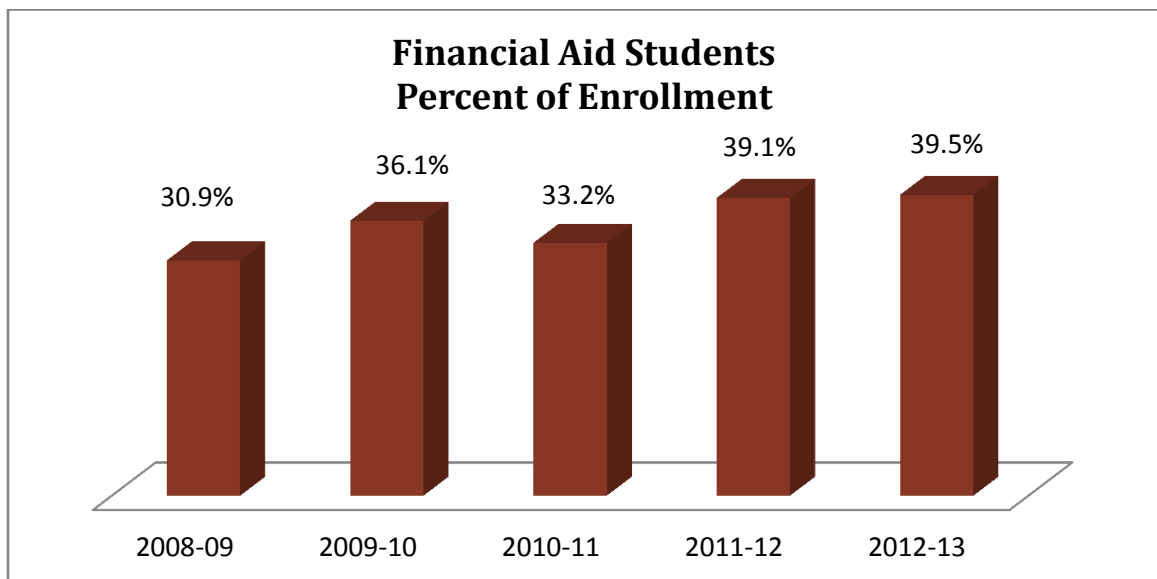


Financial Aid

An average of 40% of ECC Compton Center students received financial aid in 2012-13. The largest Financial Aid program is the Board of Governor's Fee Waiver (BOGW). There were a total of 6,093 BOGW recipients in 2012-13. The second largest program is the Federal Pell Grant with 2,930 recipients in 2012-13. For the past 5 years, the number of students who received Federal Work Study has been stable.

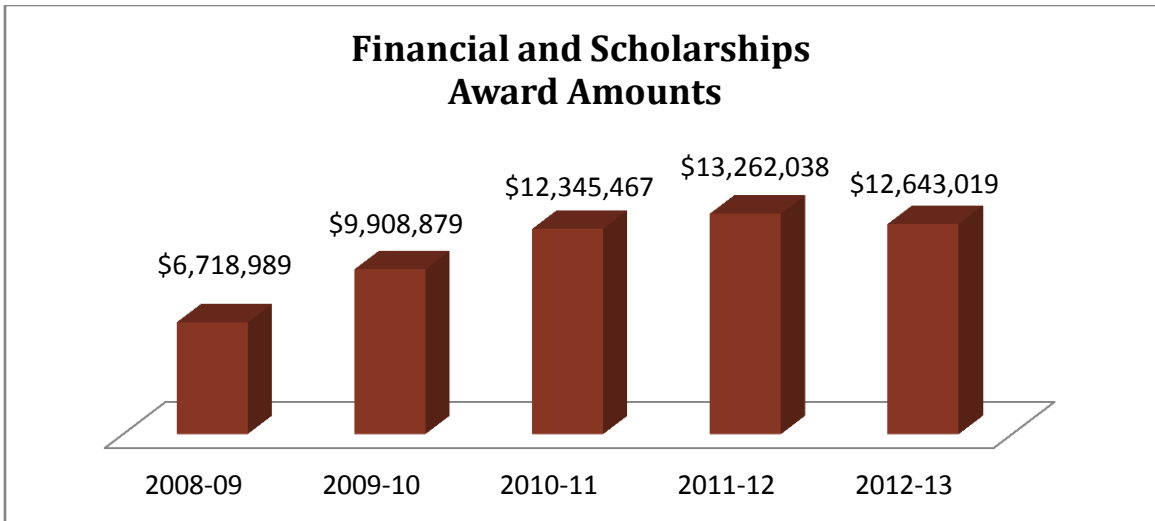
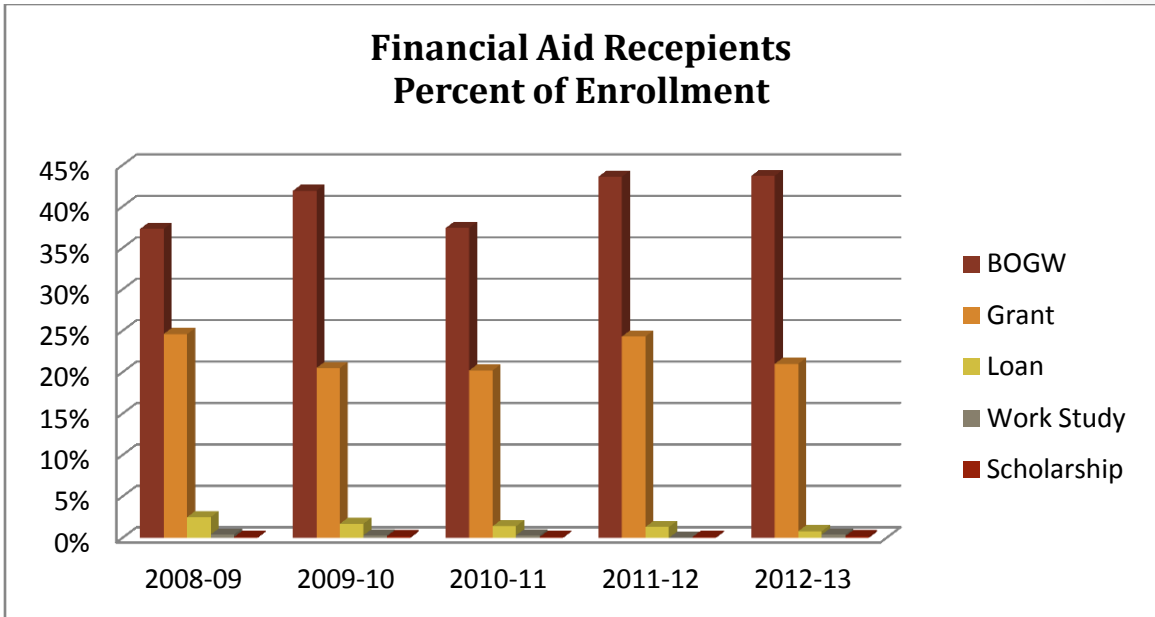
In the last three years, there was no Standard Loan reported. As of 2010-11, Stafford Loans are part of the Direct Loan program and now fall under the category of Federal Direct Student Loans.

Also there are no Academic Competitiveness Grant recipients reported in 2012-13, due to the fact that this federal grant is no longer being awarded.



Financial Aid Headcount

| Financial Aid | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|---|--------------|--------------|--------------|---------------|--------------|
| Federal Work Study | 39 | 41 | 49 | 50 | 55 |
| <i>Percent of Student Enrollment</i> | 0.4% | 0.3% | 0.3% | 0.3% | 0.4% |
| Osher Scholarship | | 2 | 3 | 7 | 7 |
| Scholarship: institutional source | 12 | 22 | 1 | 2 | 0 |
| Scholarship: non-institutional source | 0 | 5 | 8 | 8 | 21 |
| Scholarship Total | 12 | 29 | 12 | 17 | 28 |
| <i>Percent of Student Enrollment</i> | 0.1% | 0.2% | 0.1% | 0.1% | 0.2% |
| Stafford Loan, subsidized | 174 | 176 | | | |
| Stafford Loan, unsubsidized | 77 | 39 | | | |
| Federal Direct Student Loan, subsidized | | | 171 | 157 | 104 |
| Federal Direct Student Loan, unsubsidized | | | 54 | 28 | 13 |
| Loan Total | 251 | 215 | 225 | 185 | 117 |
| <i>Percent of Student Enrollment</i> | 2.5% | 1.7% | 1.4% | 1.3% | 0.8% |
| BOGW, Part A | 746 | 364 | 440 | 285 | 145 |
| BOGW, Part B | 2,270 | 4,053 | 4,529 | 5,036 | 4,803 |
| BOGW, Part C | 739 | 989 | 1,086 | 1,048 | 1,143 |
| Fee Waiver | 1 | 2 | 4 | 1 | 2 |
| BOGW Total | 3,756 | 5,408 | 6,059 | 6,370 | 6,093 |
| <i>Percent of Student Enrollment</i> | 37.3% | 41.9% | 37.4% | 43.6% | 43.7% |
| Academic Competitiveness Grant | 17 | 20 | 25 | | |
| Cal Grant B | 91 | 155 | 181 | 251 | 247 |
| Cal Grant C | 2 | 7 | 11 | 15 | 16 |
| EOPS Grant | 807 | 183 | 90 | 142 | 119 |
| CARE Grant | 1 | 0 | 0 | 0 | 0 |
| Chafee Grant | 4 | 3 | 12 | 21 | 14 |
| Pell Grant | 1,400 | 2,060 | 2,685 | 2,769 | 2,241 |
| SEOG (Supplemental Educational Opportunity Grant) | 165 | 221 | 268 | 345 | 293 |
| Grant Total | 2,470 | 2,649 | 3,272 | 3,543 | 2,930 |
| <i>Percent of Student Enrollment</i> | 24.6% | 20.5% | 20.2% | 24.3% | 21.0% |
| Grand Total | 6,528 | 8,342 | 9,617 | 10,165 | 9,168 |
| Unduplicated Student Total | 3,111 | 4,660 | 5,376 | 5,708 | 5,513 |
| <i>Percent of Student Enrollment</i> | 30.9% | 36.1% | 33.2% | 39.1% | 39.5% |



Average Financial Aid Amount Awarded to Students

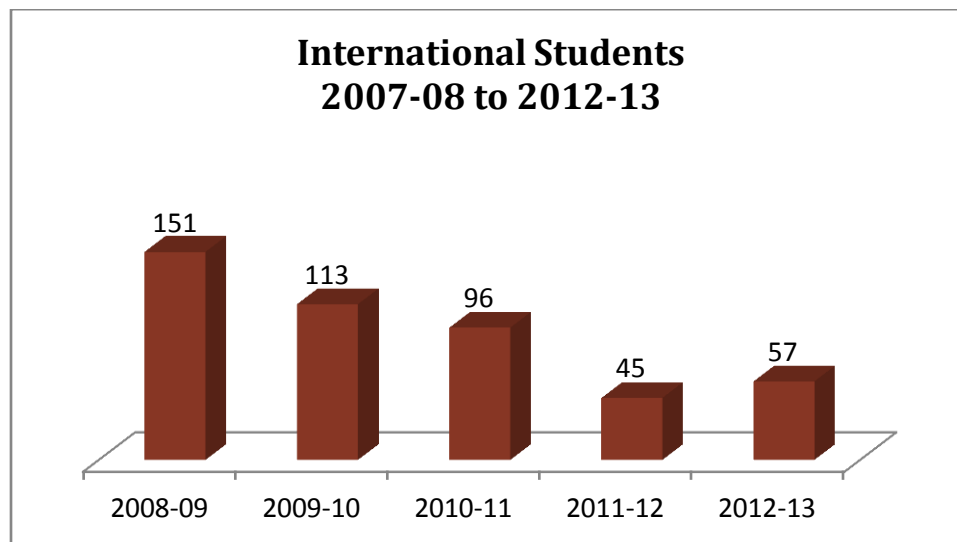
| Financial Aid | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Federal Work Study | \$2,140.26 | \$2,793.02 | \$2,989.76 | \$2,930.00 | \$2,989.75 |
| Scholarships | \$2,125.67 | \$890.31 | \$868.50 | \$991.65 | \$1,635.57 |
| Loans | \$3,416.44 | \$3,158.75 | \$2,839.84 | \$3,012.31 | \$2,766.50 |
| BOGW | \$330.98 | \$376.71 | \$398.26 | \$517.26 | \$674.50 |
| Grants | \$1,825.63 | \$2,662.21 | \$2,792.34 | \$2,609.78 | \$2,729.74 |
| Overall Average | \$1,029.26 | \$1,187.83 | \$1,283.71 | \$1,296.51 | \$1,370.81 |

Financial Aid Amount Awarded

| Financial Aid | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|--|--------------------|--------------------|---------------------|---------------------|---------------------|
| Federal Work Study | \$83,470 | \$114,514 | \$146,498 | \$146,500 | \$164,436 |
| Osher Scholarship | | \$750 | \$1,250 | \$7,000 | \$7,000 |
| Scholarship: institutional source | \$25,508 | \$20,750 | \$200 | \$2,500 | \$0 |
| Scholarship: non-institutional source | \$0 | \$4,319 | \$8,972 | \$7,358 | \$38,796 |
| Scholarship Total | \$25,508 | \$25,819 | \$10,422 | \$16,858 | \$45,796 |
| Stafford Loan, subsidized | \$604,025 | \$591,909 | | | |
| Stafford Loan, unsubsidized | \$253,501 | \$87,223 | | | |
| Federal Direct Student Loan, subsidized | | | \$516,374 | \$462,782 | \$300,400 |
| Federal Direct Student Loan, unsubsidized | | | \$122,590 | \$64,495 | \$23,281 |
| Loan Total | \$857,526 | \$679,132 | \$638,964 | \$557,277 | \$323,681 |
| BOGW, Part A | \$232,070 | \$109,921 | \$171,223 | \$129,207 | \$86,549 |
| BOGW, Part B | \$791,810 | \$1,619,478 | \$1,850,722 | \$2,670,841 | \$3,342,245 |
| BOGW, Part C | \$218,730 | \$307,097 | \$389,296 | \$493,900 | \$679,972 |
| Fee Waiver | \$560 | \$728 | \$1,820 | \$1,008 | \$2,208 |
| BOGW Total | \$1,243,170 | \$2,037,224 | \$2,413,061 | \$3,294,956 | \$4,110,974 |
| Academic Competitiveness Grant | \$9,939 | \$12,965 | \$14,790 | | \$0 |
| Cal Grant B | \$116,452 | \$200,274 | \$210,315 | \$282,614 | \$280,232 |
| Cal Grant C | \$1,008 | \$3,672 | \$4,536 | \$6,840 | \$6,565 |
| EOPS Grant | \$278,942 | \$18,300 | \$13,500 | \$17,040 | \$11,900 |
| CARE Grant | \$250 | \$0 | \$0 | \$0 | \$0 |
| Chafee Grant | \$20,000 | \$12,500 | \$35,500 | \$61,000 | \$28,750 |
| Pell Grant | \$4,000,863 | \$6,682,679 | \$8,708,781 | \$8,726,468 | \$7,540,185 |
| SEOG (Supplemental Educational Opportunity Grant) | \$91,800 | \$121,800 | \$149,100 | \$152,485 | \$152,485 |
| Grant Total | \$4,509,315 | \$7,052,190 | \$9,136,522 | \$9,246,447 | \$7,998,132 |
| Grand Total | \$6,718,989 | \$9,908,879 | \$12,345,467 | \$13,115,538 | \$12,643,019 |

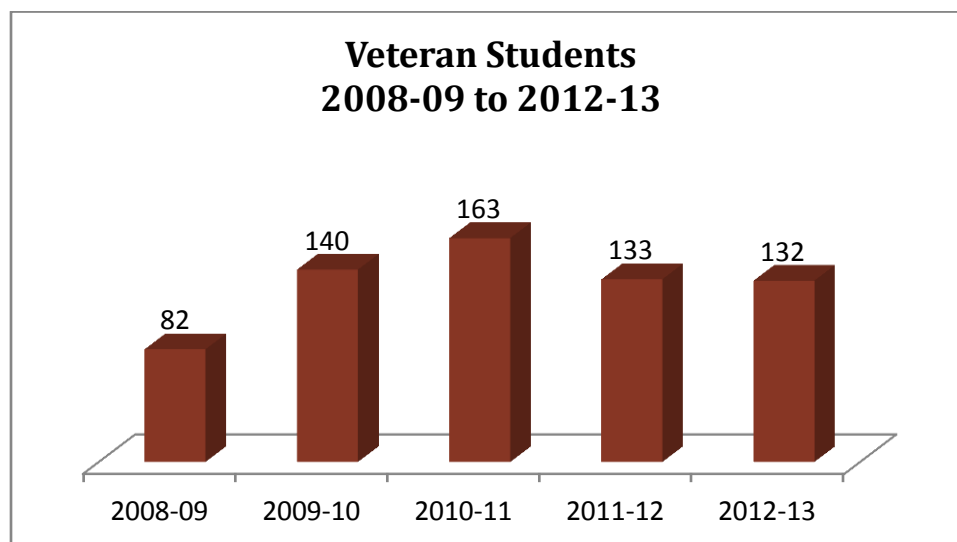
International Students

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 increased from 45 in 2011-12 to 57 in 2012-13 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 remained relatively unchanged during the past year.

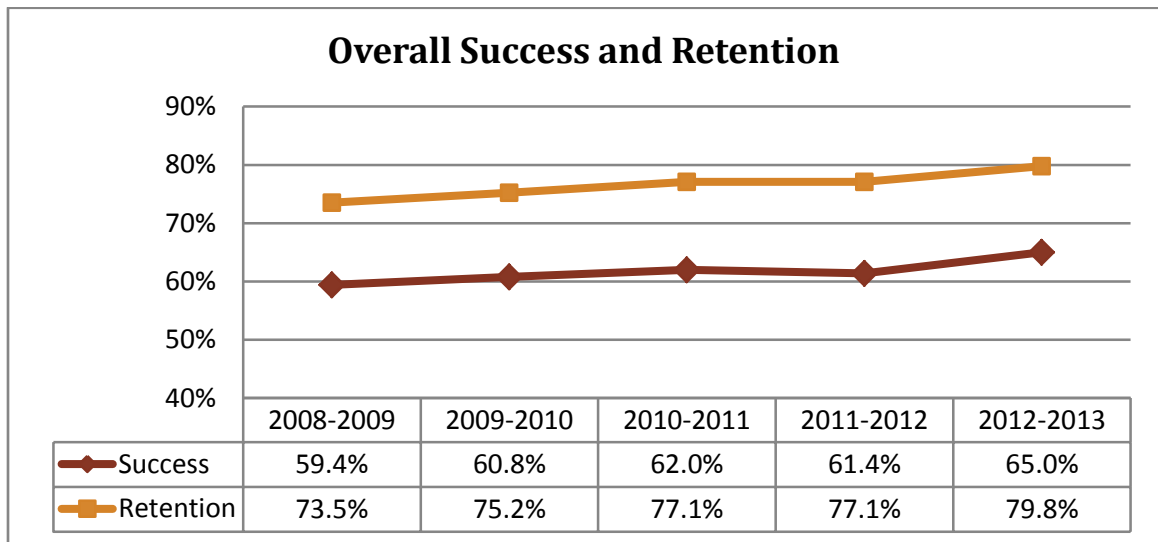


Success and Retention



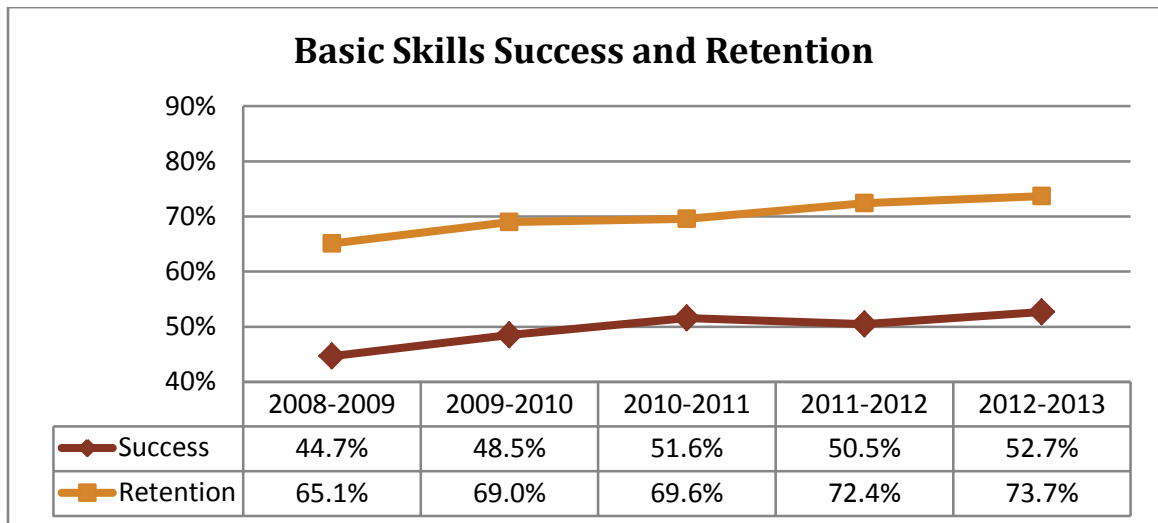
Overall Success and Retention

Looking at all courses across the curriculum; there is an average success rate of 62% and retention rate of 77%. The success rate in 2012-13 was 65% which is above the institution-set standard of 58%.



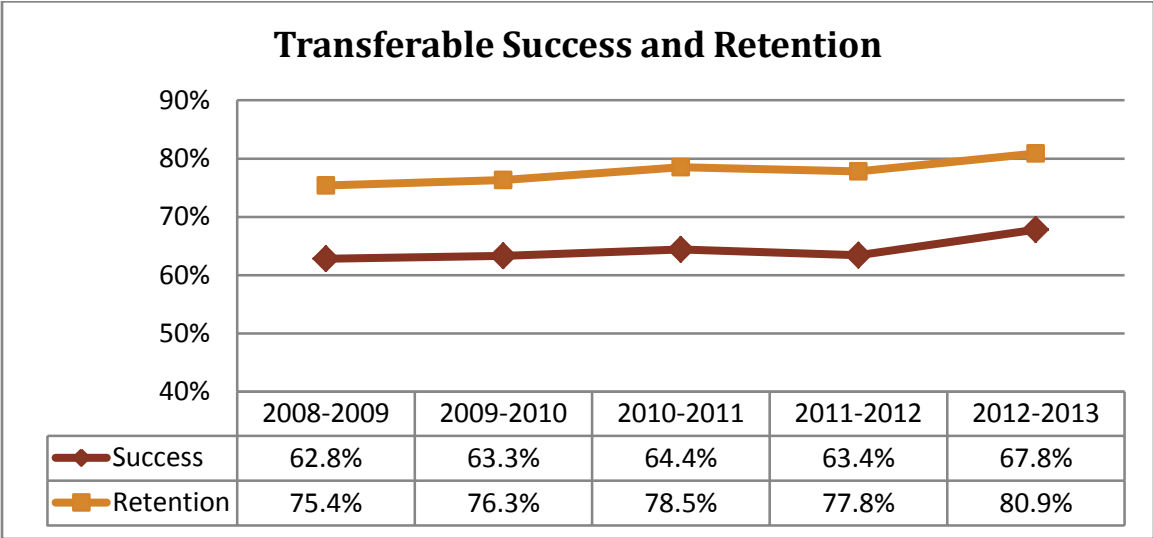
Basic Skills Success and Retention

Students who take basic skills courses have an average success rate of 50% and retention rate of 70%. The average basic skills success rate is 20% below the overall success rate and the basic skills retention rate is 9% below the overall retention rate. In 2012-13, success rates and retention rates slightly increased by 4% and 2%, respectively.



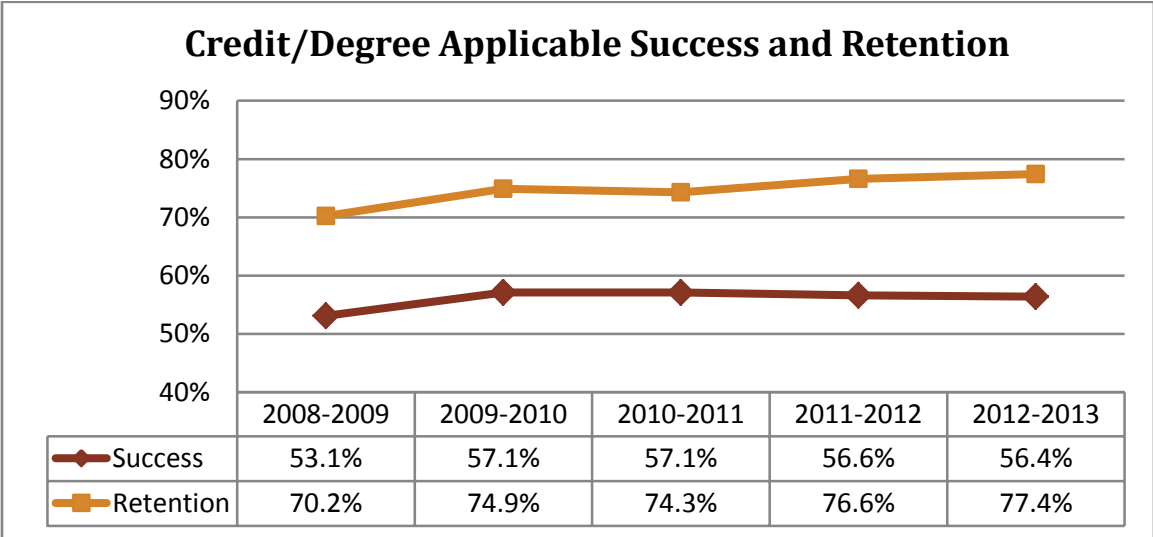
Transferable Success and Retention

The success rate for transfer-level courses averages 64%, slightly higher than the overall and basic skills success rates. The average retention rate for transfer level courses, 78%, is also slightly higher than the overall and basic skills rates. Success and retention rates increased in the last year.



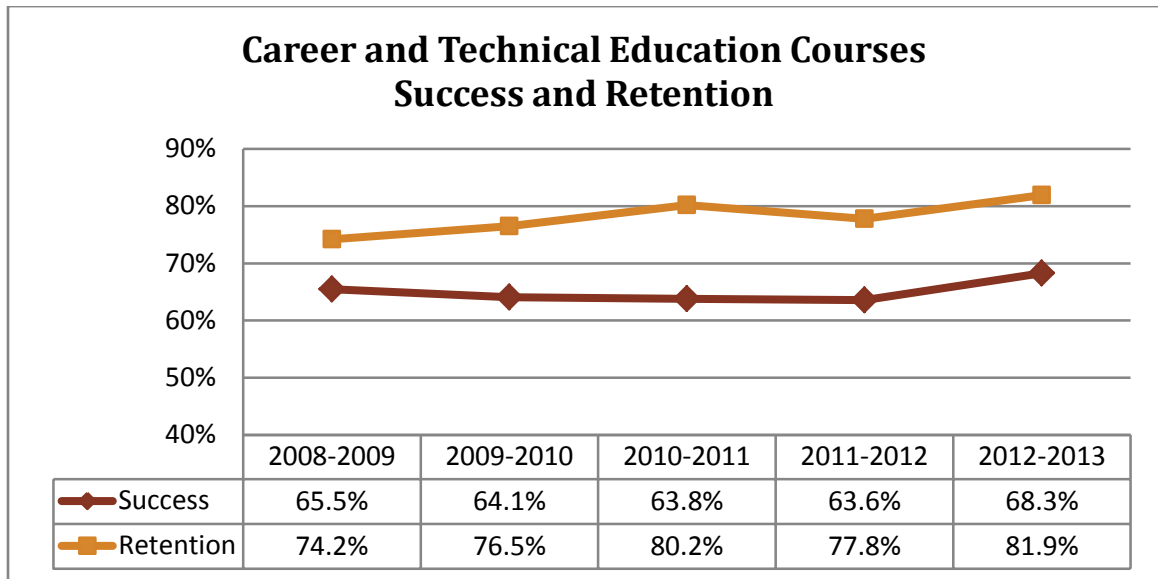
Credit/Degree Success and Retention

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.

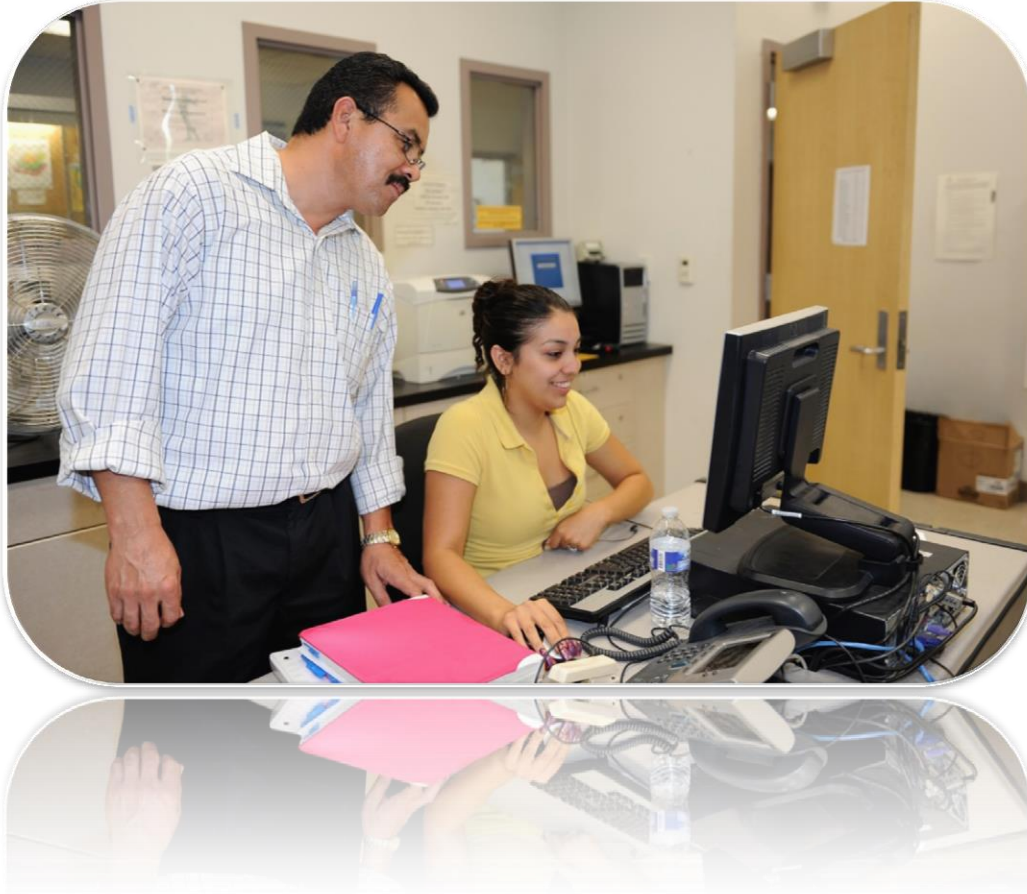


Career and Technical Education (CTE) Success and Retention

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 78% retention rate. In the past year, success rates and retention rates increased by 6% and 5%, respectively.

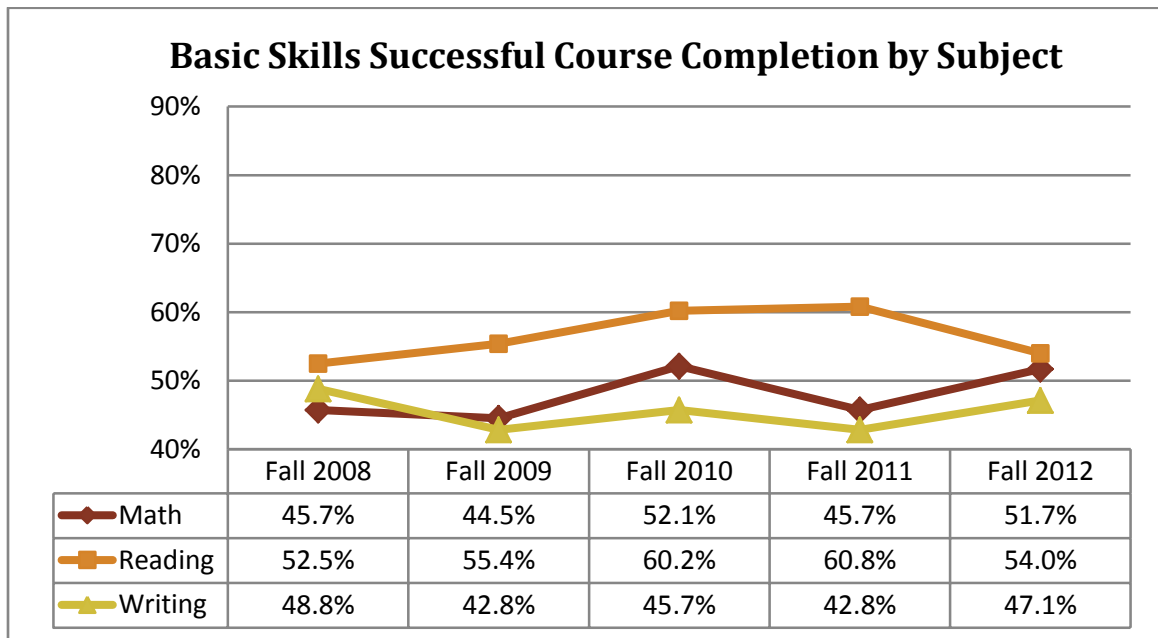


Student Outcomes



Basic Skills Successful Course Completion

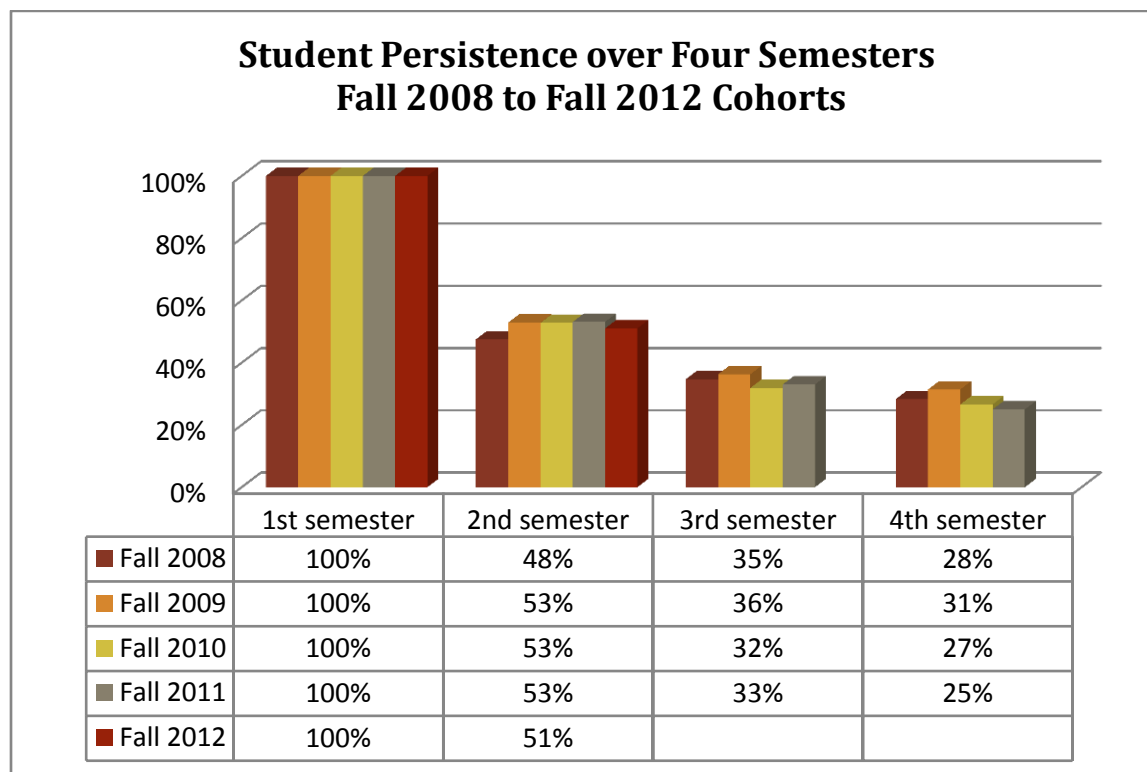
In the last year, the success rate for basic skills writing and math increased by 10% and 13%, respectively. After a 10% increase between Fall 2009 and Fall 2011, basic skills reading success rates decreased in the last year by 11%.



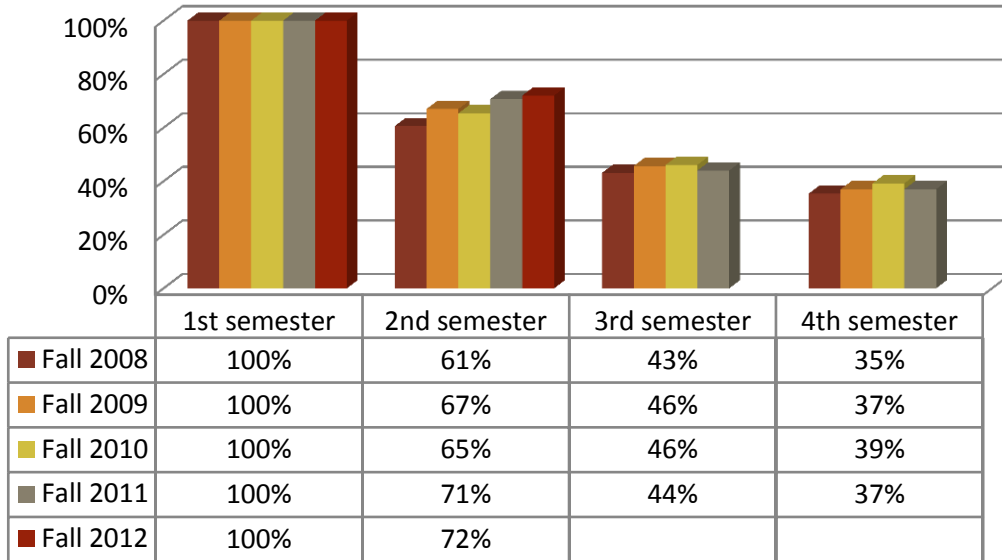
Persistence Rates

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-three percent of Fall 2011 students persisted to the 3rd semester (Fall 2012). This is slightly higher than the institution-set standard of 32%.

For the first-time, full-time cohorts, there was a 1% increase in 2nd semester persistence rates for the Fall 2012 cohort. The 2nd semester persistence rate decreased slightly for the overall 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 2008 to Fall 2012 Cohorts



Degrees Awarded

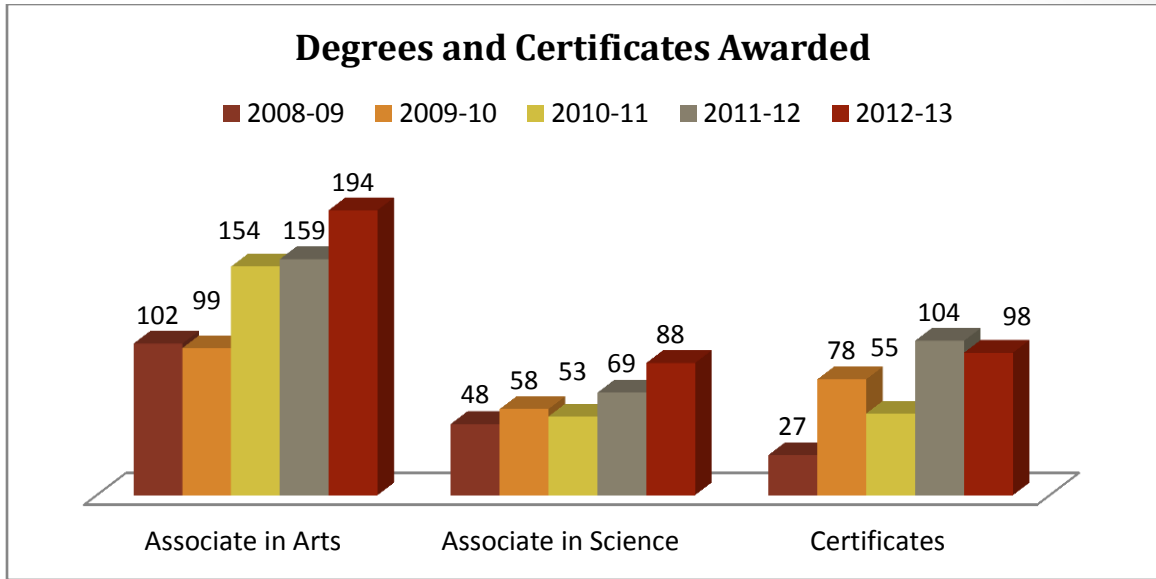
In 2012-13, 282 degrees and 98 certificates were awarded at the ECC Compton Center. This exceeds the institution-set standards for degree and certificates of 199 and 77, respectively.

From 2011-12 to 2012-13, the number of degrees and certificates awarded increased by 2%. The majority of the growth was among Associate of Arts awarded which increased from 159 in 2011-12 to 194 in 2012-13. Certificates awarded slightly decreased between the 2011-12 and 2012-13 academic years.

Degrees and Certificates Awarded 2008-09 to 2012-13

| Degrees and Certificates | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13* |
|--------------------------|---------|---------|---------|---------|----------|
| Associate in Arts | 102 | 99 | 154 | 159 | 194 |
| Associate in Science | 48 | 58 | 53 | 69 | 88 |
| Certificates | 27 | 78 | 55 | 104 | 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 2012-13, 518 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 88 in 2008-09 to 344 in 2012-13. The top CSU destinations in 2012-13 were Dominguez Hills and Long Beach with 169 and 55 transfers, respectively. The number of University of California transfer students increased from 11 in 2008-09 to 59 in 2012-13. The top University of California destinations for ECC Compton Center students are UCLA and UCI. In 2012-13, there were 48 ECC Compton Center students who transferred to a private institution while 67 transfers attended an out of state institution.

Cal State System

| Name | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|---------------------------------------|-----------|------------|------------|------------|------------|
| Cal State Poly. University, Pomona | 2 | 2 | 3 | 9 | 9 |
| Cal State University, Bakersfield | 1 | 3 | 2 | 1 | 2 |
| Cal State University, Dominguez Hills | 54 | 75 | 116 | 143 | 169 |
| Cal State University, Fullerton | 4 | 1 | 4 | 13 | 7 |
| Cal State University, Long Beach | 10 | 22 | 37 | 78 | 55 |
| Cal State University, Los Angeles | 12 | 10 | 27 | 26 | 44 |
| Cal State University, Northridge | 3 | 10 | 17 | 27 | 31 |
| San Diego State University | 0 | 0 | 4 | 6 | 3 |
| San Francisco State University | 0 | 1 | 1 | 0 | 0 |
| San Jose State University | 1 | 2 | 2 | 0 | 4 |
| Other Cal States | 1 | 7 | 14 | 23 | 20 |
| Total Cal State Transfers | 88 | 133 | 227 | 326 | 344 |

UC System

| Name | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|---|-----------|-----------|-----------|-----------|-----------|
| University of California, Berkeley | 0 | 1 | 7 | 7 | 9 |
| University of California Davis | 0 | 3 | 7 | 0 | 3 |
| University of California, Irvine | 4 | 6 | 9 | 13 | 13 |
| University of California, Los Angeles | 3 | 3 | 19 | 18 | 9 |
| University of California, Merced | 0 | 0 | 3 | 2 | 1 |
| University of California, Riverside | 0 | 1 | 0 | 0 | 8 |
| University of California, San Diego | 2 | 5 | 8 | 7 | 8 |
| University of California, Santa Barbara | 1 | 6 | 8 | 3 | 2 |
| University of California, Santa Cruz | 1 | 2 | 2 | 5 | 6 |
| Total UC Transfers | 11 | 27 | 63 | 55 | 59 |

Private Institutions

| Name | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|-----------------------------------|----------|-----------|-----------|-----------|-----------|
| Biola University | 1 | 1 | 0 | 4 | 3 |
| Chapman University | 0 | 0 | 0 | 0 | 0 |
| Devry University | 0 | 4 | 2 | 0 | 0 |
| Loyola Marymount University | 1 | 1 | 3 | 3 | 3 |
| Mount St. Mary's College | 0 | 4 | 7 | 9 | 5 |
| National University | 1 | 1 | 1 | 0 | 8 |
| Otis College of Art and Design | 0 | 0 | 2 | 0 | 0 |
| Pepperdine University | 0 | 0 | 0 | 0 | 1 |
| University of Phoenix | 3 | 7 | 9 | 2 | 6 |
| University of Southern California | 0 | 6 | 4 | 6 | 12 |
| Other Private Institutions | 3 | 6 | 15 | 14 | 10 |
| Total Private Transfers | 9 | 30 | 43 | 38 | 48 |

Out of State Transfers

| Name | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Total Out of State Transfers | 42 | 54 | 71 | 44 | 67 |

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 2008 to Fall 2012

This report displays course placement rates and numbers for new high school graduate-aged students entering El Camino College 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 30% of all examinees who enroll in Fall.

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. Accuplacer’s computer-adaptive model diverts students to different levels of the math test depending on early pre-test questions and on performance. Two different ESL assessments are offered at Compton Center placing students into either non-credit or credit-level ESL courses.

Table 1 highlights the number of students, regardless of age, taking each test between March 1 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 overall typically mirror fluctuations in college enrollment. The number of tests continued to decrease in 2012 after reaching a 5-year peak in 2010. This is likely due to a decrease in first-time students². Table 1 includes all tests administered at both ECC and Compton Center, but “tested students enrolled” (last row) represent only those enrolled at Compton Center. The decline in “tested students enrolled” may be influenced by the shift in student demographics (fewer new students) and a reduction in related course sections.

Table 1: Number of Students Taking Placement Tests by Test, March-September

| Test | Subject | Number of Students Taking Each Test or Level | | | | |
|---|---------|--|---------------|---------------|---------------|---------------|
| | | 2008 | 2009 | 2010 | 2011 | 2012 |
| Reading Comprehension | Reading | 8,506 | 9,219 | 9,489 | 8,606 | 8,386 |
| Sentence Skills | Writing | 8,491 | 9,196 | 9,481 | 8,604 | 8,406 |
| Arithmetic | Math | 6,326 | 6,593 | 6,883 | 6,365 | 5,944 |
| Algebra | Math | 8,684 | 9,242 | 9,635 | 8,818 | 8,565 |
| College-level Math | Math | 2,061 | 2,289 | 2,380 | 2,097 | 2,245 |
| Total Tests (duplicated) | | 34,068 | 36,539 | 37,868 | 34,490 | 33,546 |
| Students Tested (unduplicated) | | 10,621 | 11,633 | 11,431 | 10,272 | 9,945 |
| Tested Students Enrolled in Fall (Compton) | | 1,491 | 1,594 | 1,815 | 1,530 | 1,451 |

* Slight changes in cut scores within the college-prep and basic skills math categories in Fall 2009

¹ The number of examinees in Chemistry and ESL remain too small to include in this study (2012 count < 10).

² Compared to Fall 2011, the number of new students of all ages decreased by 4% in 2012.

RESULTS

The Reading, Writing and Mathematics tests place students in a variety of levels depending on test performance. For this study, 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 page 3. Overall, Fall 2012 showed an increase in basic skills placements, especially in Writing.

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

| Test | 2008 (N=435) | | 2009 (N=424) | | 2010 (N=553) | | 2011 (N=437) | | 2012 (N=438) | |
|-------------------|-----------------|------|-----------------|------|-----------------|------|-----------------|------|-----------------|------|
| | n | % | n | % | n | % | n | % | n | % |
| Reading ** | | | | | | | | | | |
| Transfer-level | 49 | 12.0 | 86 | 21.6 | 153 | 29.1 | 130 | 30.8 | 125 | 29.6 |
| College-prep | 73 | 17.8 | 79 | 19.8 | 127 | 24.1 | 94 | 22.3 | 92 | 21.7 |
| Basic Skills | 287 | 70.2 | 233 | 58.5 | 246 | 46.8 | 198 | 46.9 | 206 | 48.7 |
| Total | 409 | | 398 | | 526 | | 422 | | 423 | |
| Writing ** | | | | | | | | | | |
| Transfer-level | 39 | 9.5 | 68 | 16.8 | 110 | 20.8 | 97 | 23.0 | 94 | 22.2 |
| College-prep | 188 | 46.0 | 214 | 53.0 | 288 | 54.5 | 254 | 60.2 | 229 | 54.1 |
| Basic Skills | 182 | 44.5 | 122 | 30.2 | 130 | 24.6 | 71 | 16.8 | 100 | 23.6 |
| Total | 409 | | 404 | | 528 | | 422 | | 423 | |
| Math | | | | | | | | | | |
| Transfer-level | 5 | 1.2 | 5 | 1.3 | 2 | 0.4 | 15 | 3.5 | 18 | 4.3 |
| College-prep | 123 | 30.6 | 129 | 34.8 | 227 | 44.2 | 180 | 42.6 | 170 | 40.5 |
| Basic Skills | 274 | 68.2 | 237 | 63.9 | 285 | 55.4 | 228 | 53.9 | 232 | 55.2 |
| Total | 402 | | 371 | | 514 | | 423 | | 420 | |

Note: The “N” figures at the top represent the total number of students aged 17 or 18 who took assessment tests between March 1 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 page 10).

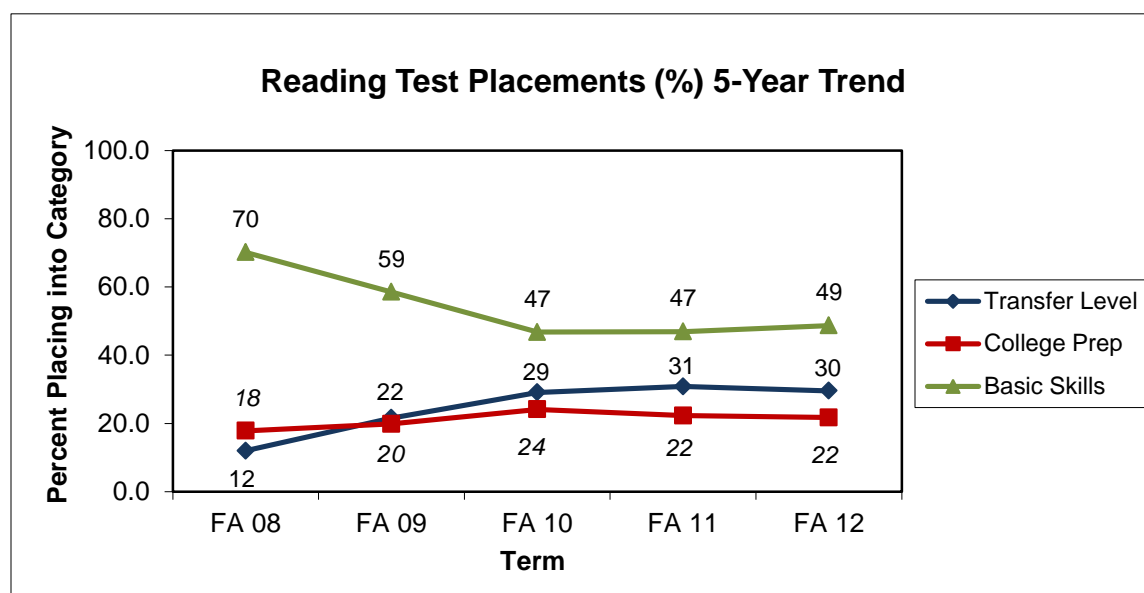
READING

Placement Rates

Reading placements overall remain stable over the last three years. On average during the 5-year period, 46% of 17 or 18 year-old students placed into the college-prep or transfer-level in reading.

Between 2008 and 2010, basic skills placements decreased by 23 percentage points and have since remained level. In 2012, 49% placed into basic skills, with one out of five placing at the English 80 level. On average, 54% of younger students placed at the basic skills reading level between 2007 and 2011.

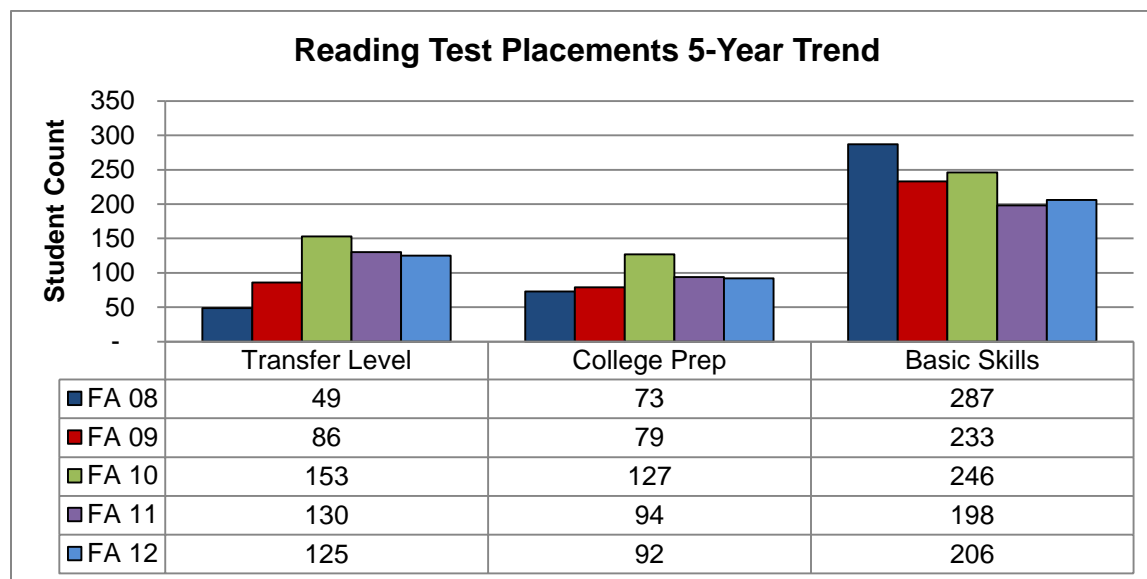
Table 3: Reading Assessment Test Placement Rates



Placement Numbers

As evident in Table 4, placement counts peaked, for the most part, in 2010. Since the decrease in 2011, however, reading placements have remained level. Transfer-level and college prep placements experienced small percent decreases—4% and 2%, respectively. Conversely, basic skills placements increased to 206, a 4% increase from 2011.

Table 4: Reading Assessment Test Placement Numbers



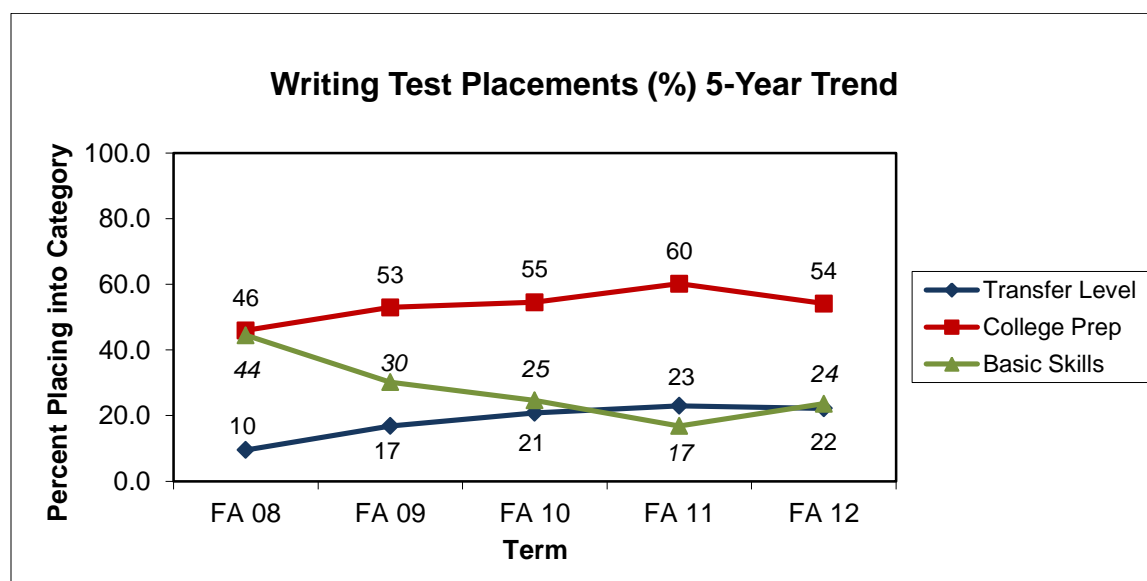
WRITING

Placement Rates

Across the 5-year period, placements into the transfer-level (English 1A) gradually increased from 10% in 2008 to 22% in 2012. College-prep placements (English A) have also increased over the years, but decreased by 6 percentage points in 2012 to 54%.

With the decrease in college-prep, the percent of basic skills placements (English B and C) consequently increased in the last year. From a 5-year low point of 17% in 2011, placements increased by 7 percentage points to 24% in 2012.

Table 5: Writing Assessment Test Placement Rates

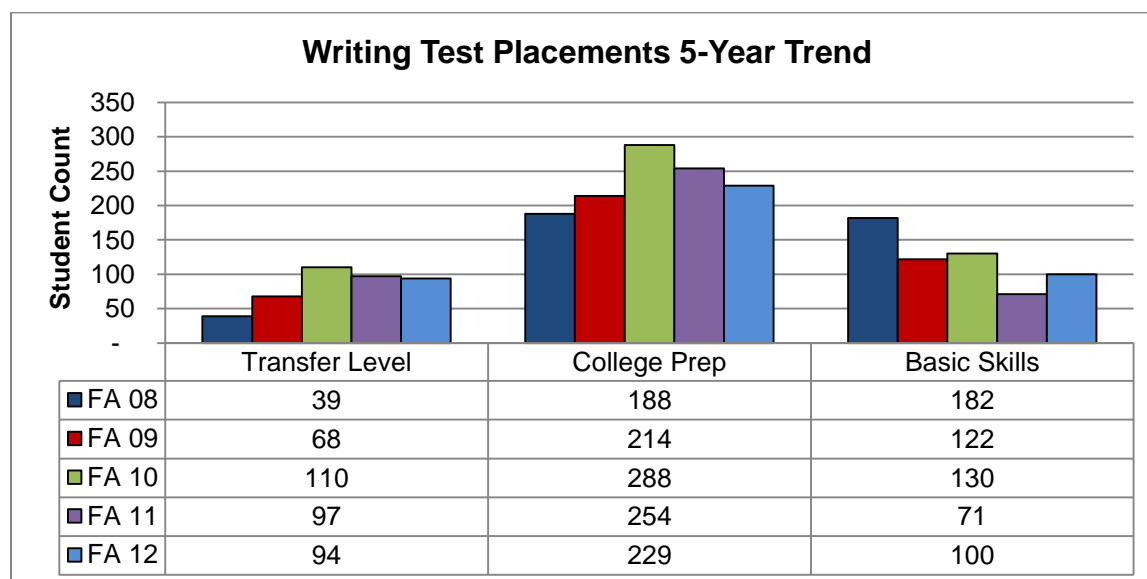


Placement Numbers

Similar to placement trends for reading, writing placements also decreased slightly in transfer-level and college prep placements but increased in basic skills. In 2012, placements into transfer-level and college prep each decreased by 3% and 10%, yielding placement counts of 97 and 254, respectively.

Basic skills did not continue its decreasing trend. Instead, placements increased by 41% with a placement count of 100. Despite this increase in 2012, the student count was lower than its respective 5-year average of 121.

Table 6: Writing Assessment Test Placement Numbers



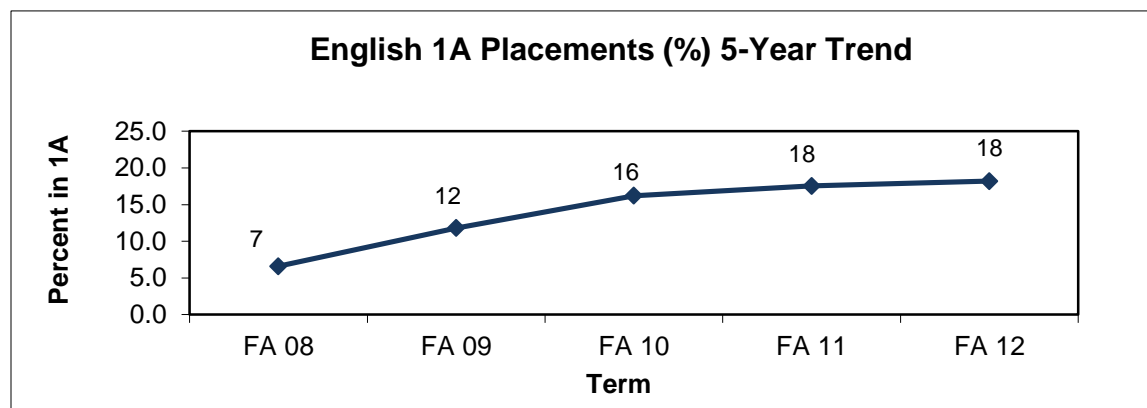
ENGLISH 1A

Placement Rates

To qualify for English 1A (transfer-level reading and writing), examinees must pass both the Reading and the Writing portions of the assessment test. The two tables 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. The table below shows actual course placement rates using both the reading and writing qualifying test scores.

The rate of new entering students qualifying for English 1A has more than doubled compared to 5 years ago. In 2012, 18% of new students placed into English 1A, which is higher than the 5-year average (13%).

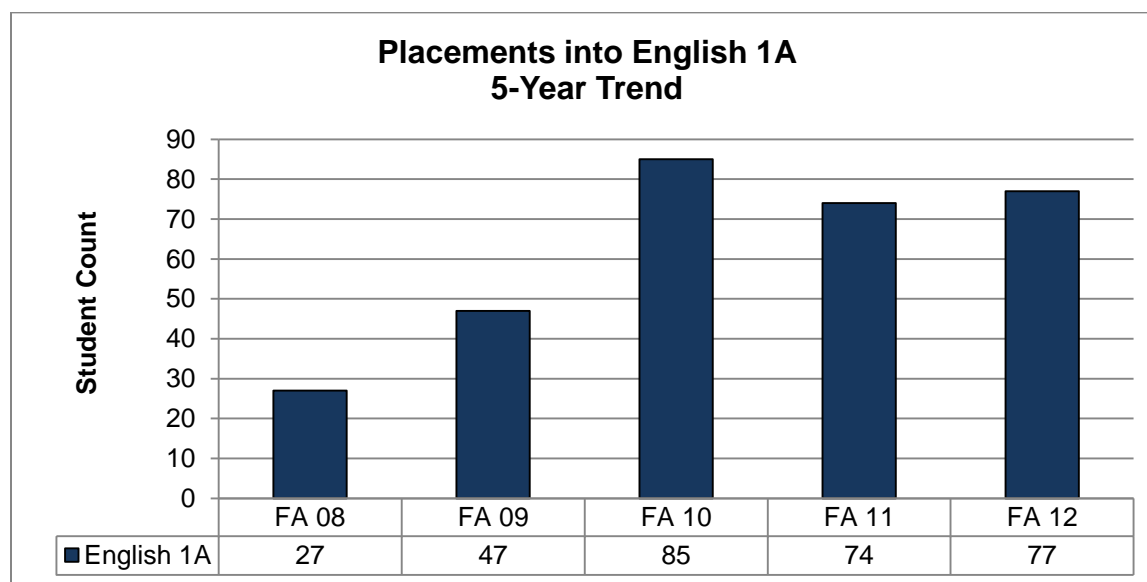
Table 7: English 1A Placement Rates



Placement Numbers

Similar to the placement rates, counts have also progressively increased over the last five years. In 2012, English 1A placements increased by 4%, yielding a count of 77 students. The 5-year average was 62.

Table 8: English 1A Placement Numbers



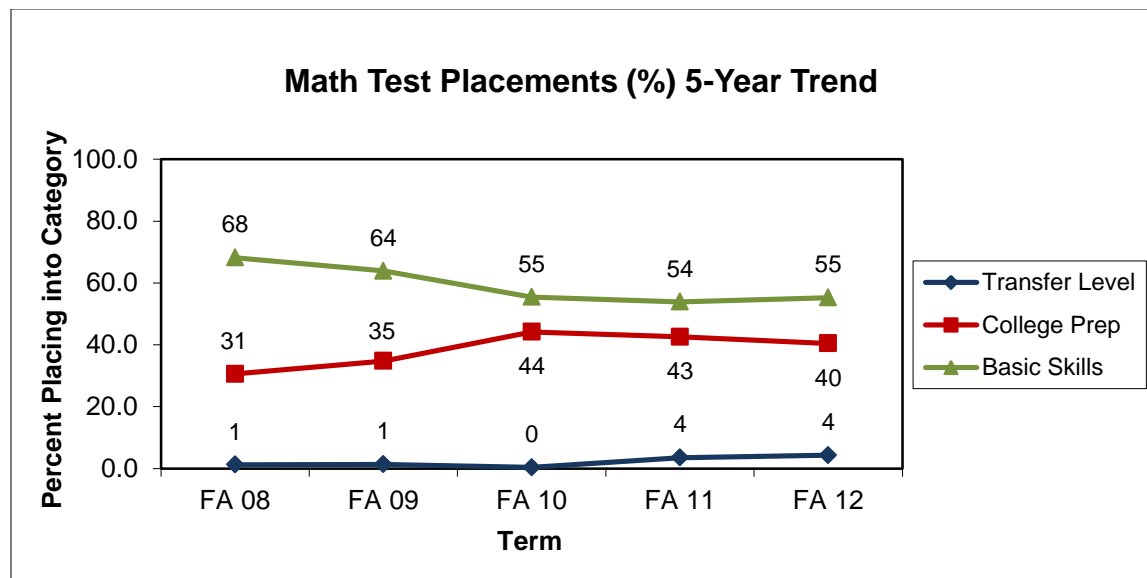
MATHEMATICS

Placement Rates

Placements into the transfer-level courses in 2012 remained the same compared to the previous year. New students continue to place into transfer-level math at 4% (see Appendix for a complete list of courses at this level). The period's average rate of placement is approximately 2%.

As with reading and writing placements, math also experienced a decrease in college-prep and a slight increase in basic skills placements. On average, 39% and 59% of students place into college-prep and basic skills math, respectively.

Table 9: Math Assessment Test Placement Rates

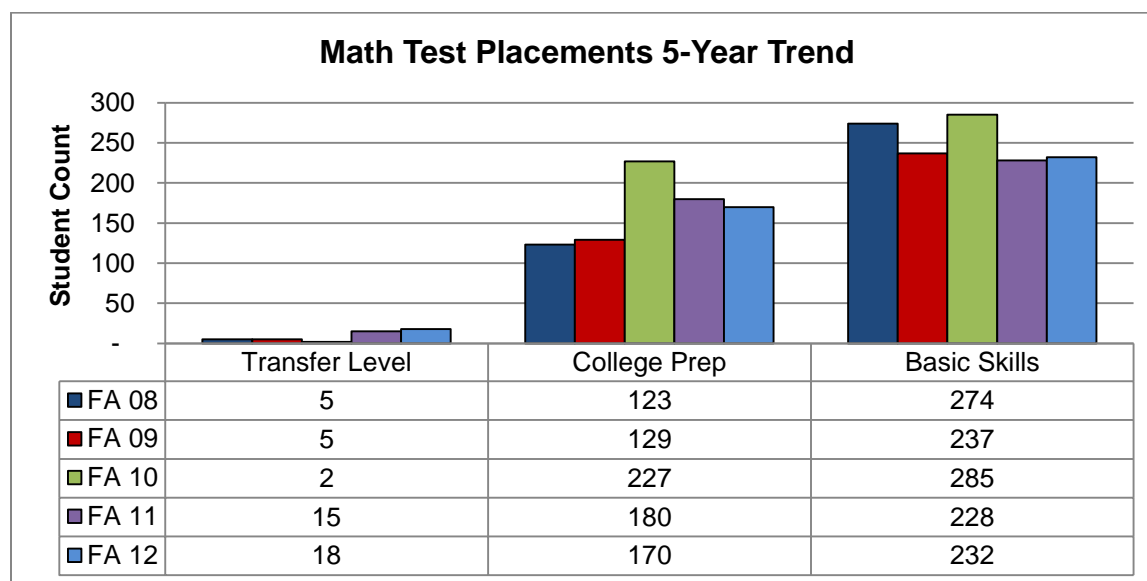


Note: New cut scores affected some basic skills and college prep courses beginning in Fall 2009.

Placement Numbers

Of the three course groups (reading, writing and mathematics), the fewest number of tested students placed into transfer-level math. However, this is the only course group that experienced an increase in transfer-level placements. Placements increased by 3%, yielding a 5-year high of 18 in 2012. Most students placed into the college-prep and basic skills level at a 5-year average of 166 and 251, respectively.

Table 10: Math Assessment Test Placement Numbers



ENGLISH AS A SECOND LANGUAGE

Two different ESL assessments are offered at Compton Center. The Combined English Language Skills Assessment (CELSA) is used for placement into the non-credit ESL series. The English as a Second Language (ESL) assessment is used for placement into the *credit* 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 two ESL tests and are thus not included in this study.

CONCLUSION

A large percentage of younger students entering Compton Center demonstrate a need for courses at the basic skills level. Approximately half of tested students placed into basic skills reading and math, while 24% placed into basic skills writing. Overall, basic skills placements have decreased over the last five years. It is unclear, however, why 2012 experienced a decrease in college-prep and an increase in basic skills. A possible explanation may be the relaxed enrollment restrictions at CSUs; as more students enroll at a 4-year university immediately following high school, a greater percentage of basic skills students are diverted to Compton Center.

This study provided a general analysis of 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, so older students tend to be less prepared for college compared to students with a recent high school experience. For example, the 5-year average placement rates for all assessed students into basic skills reading, writing and math were 59%, 37% and 73%, respectively. In comparison, recent high school graduates placed into the same categories of basic skills at 54%, 28% and 59%, respectively. Placement numbers overall decreased slightly for transfer-level and college prep but increased respectively for basic skills in all three course groups.

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 | <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 |
| Non-Credit Basic Skills | -- | <ul style="list-style-type: none"> ESL 02A, 02B, 02C, 02D – Conversation and Grammar | <ul style="list-style-type: none"> ESL 03A, 03B, 03C, 03D – Reading & Writing | |

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

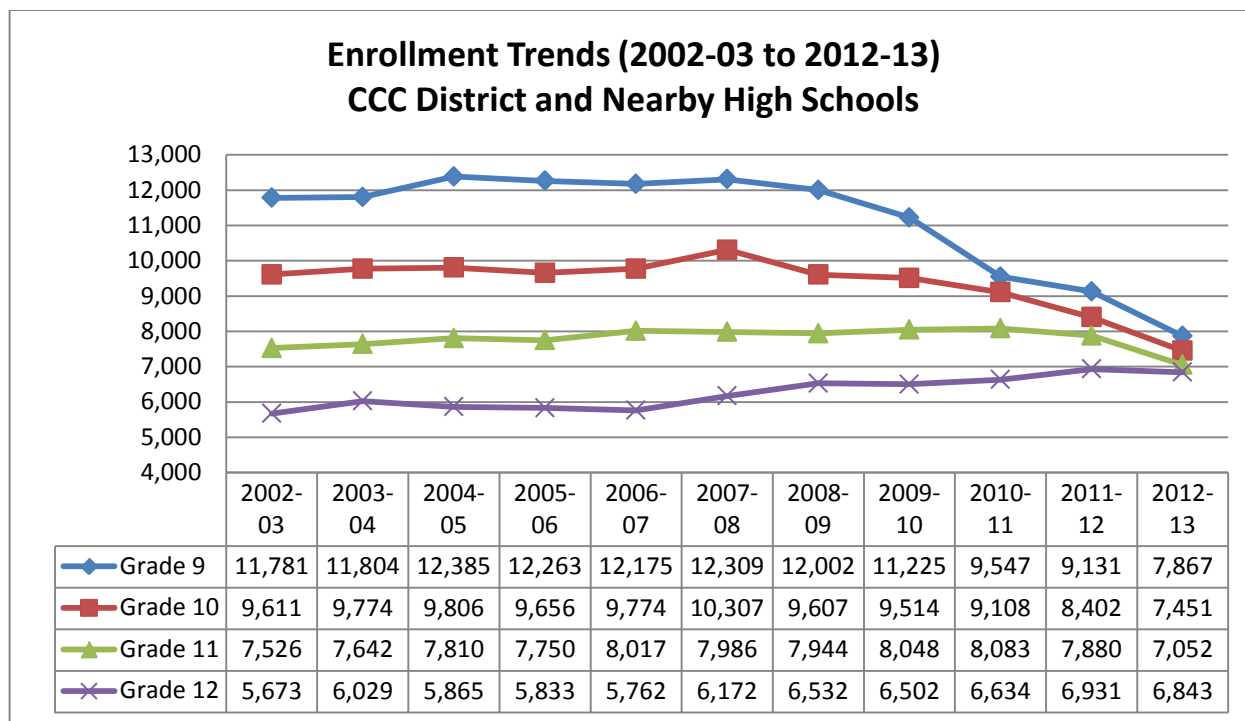
High School Enrollment Trends Compton Community College District & Local Area High Schools 2002-03 to 2012-13

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

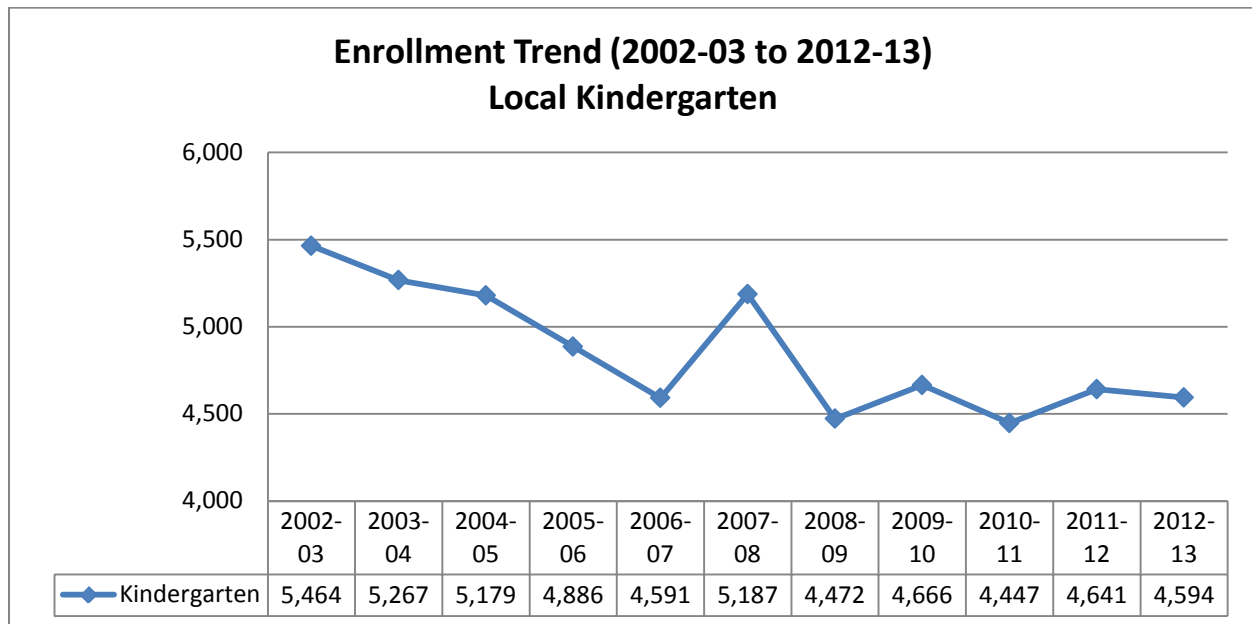
| School Type | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|--------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Kindergarten | 5,464 | 5,267 | 5,179 | 4,886 | 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

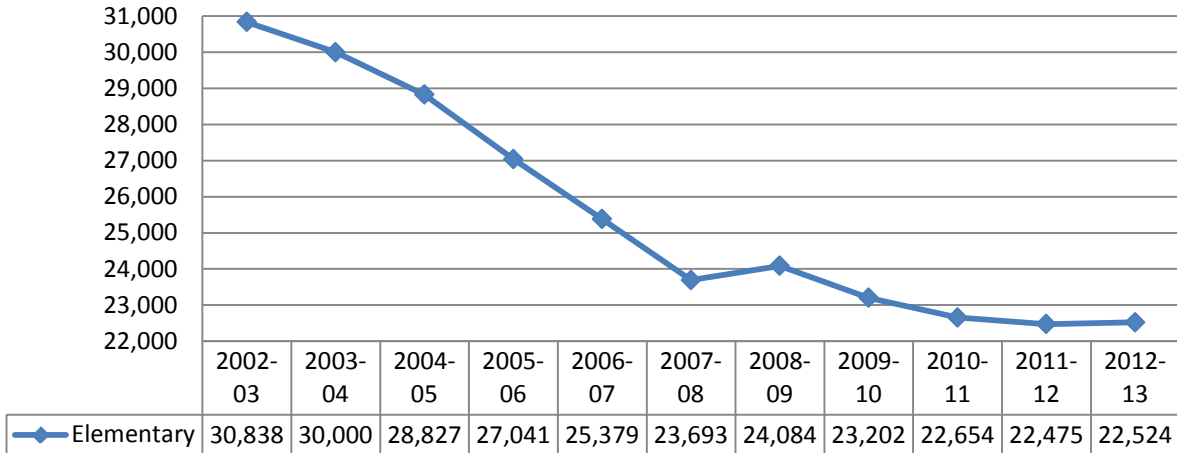
| School Type | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|--------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Kindergarten | -3.6% | -1.7% | -5.7% | -6.0% | 13.0% | -13.8% | 4.3% | -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.

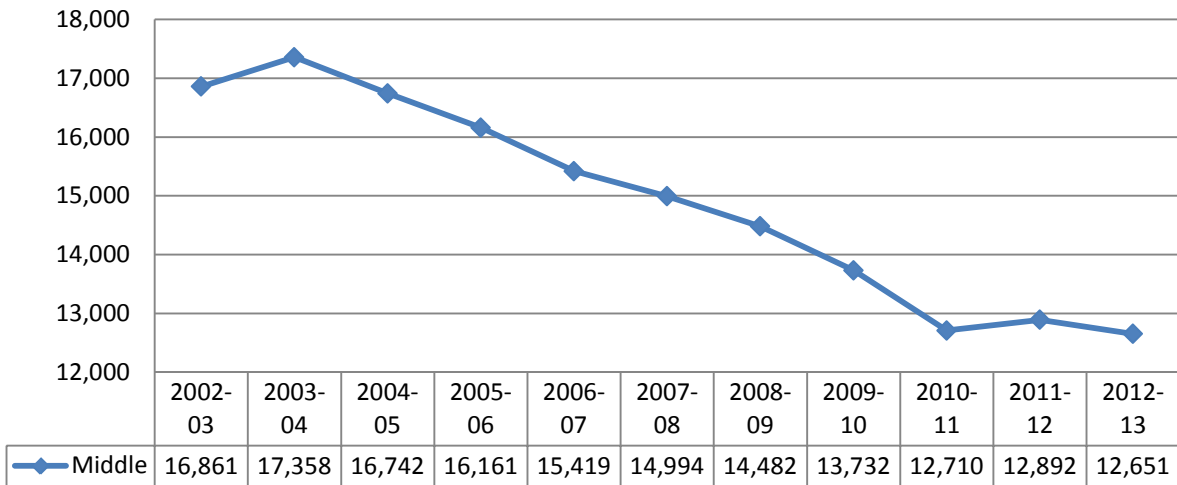
Many of the students representing the “peak” on the middle school chart (2003-04) are now graduating in local high schools. High schools will likely experience a dip as the 2005-06 and later cohorts progress through secondary education. Compton Center leadership should consider these declines in their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



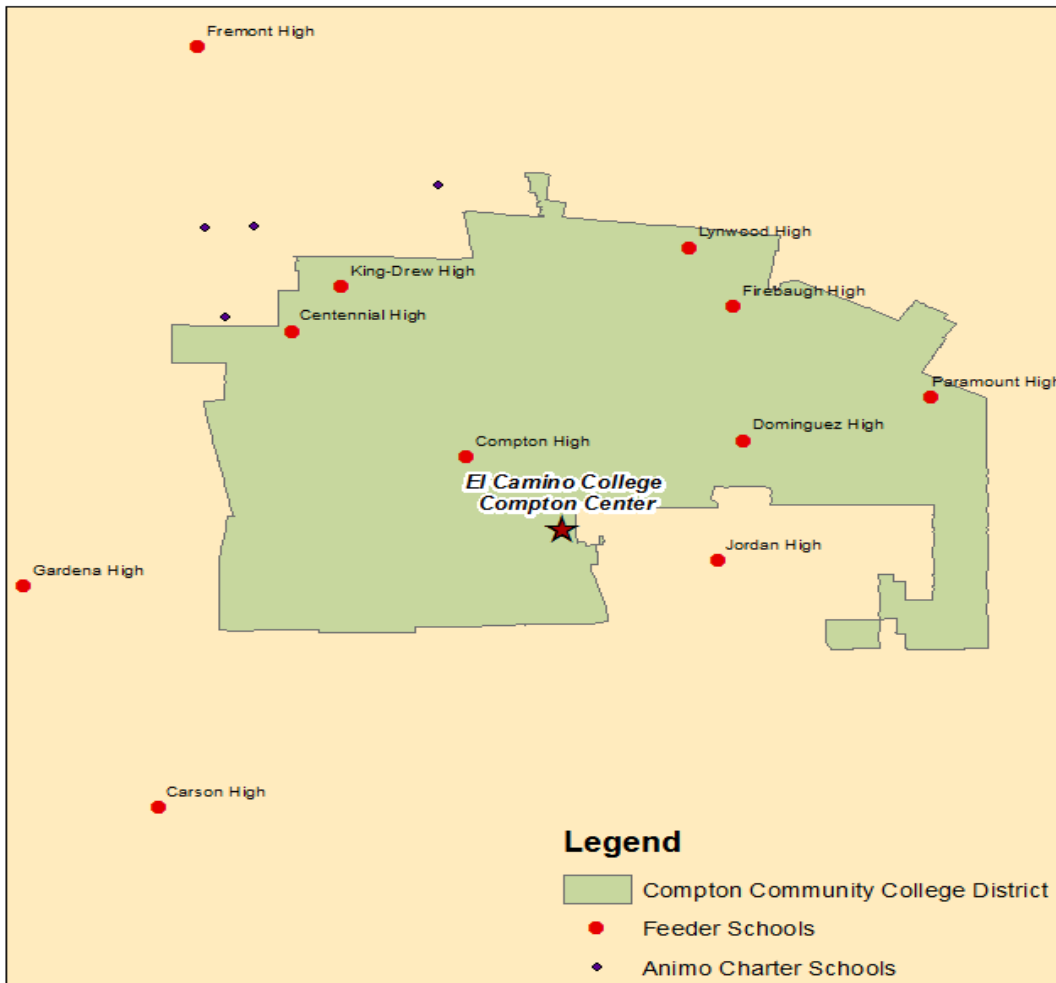
Projected Enrollments

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.

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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.

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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.

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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.



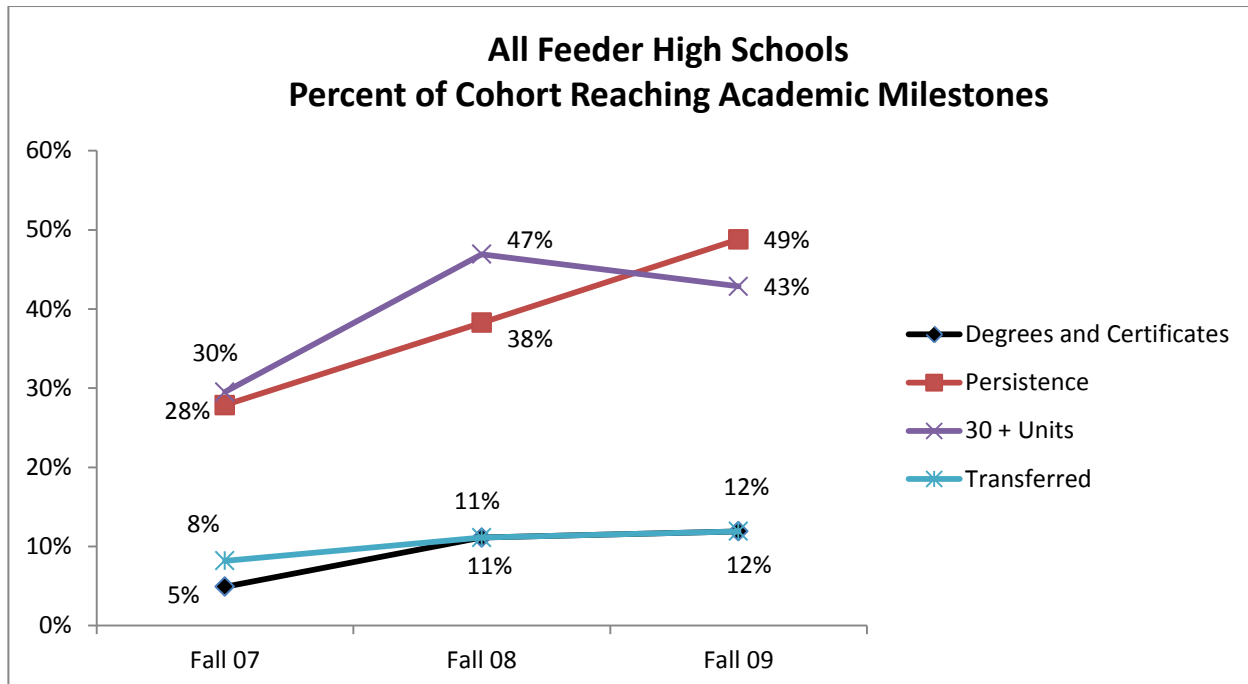
All Feeder High Schools Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

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



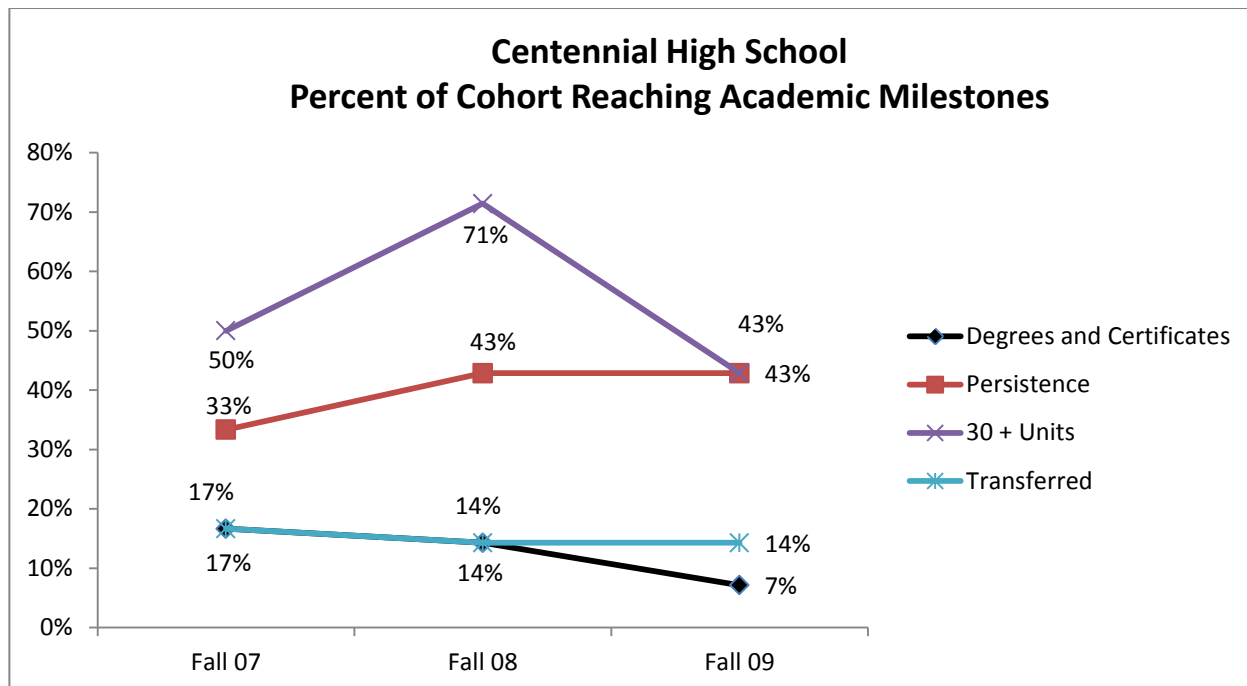
Centennial High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

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.

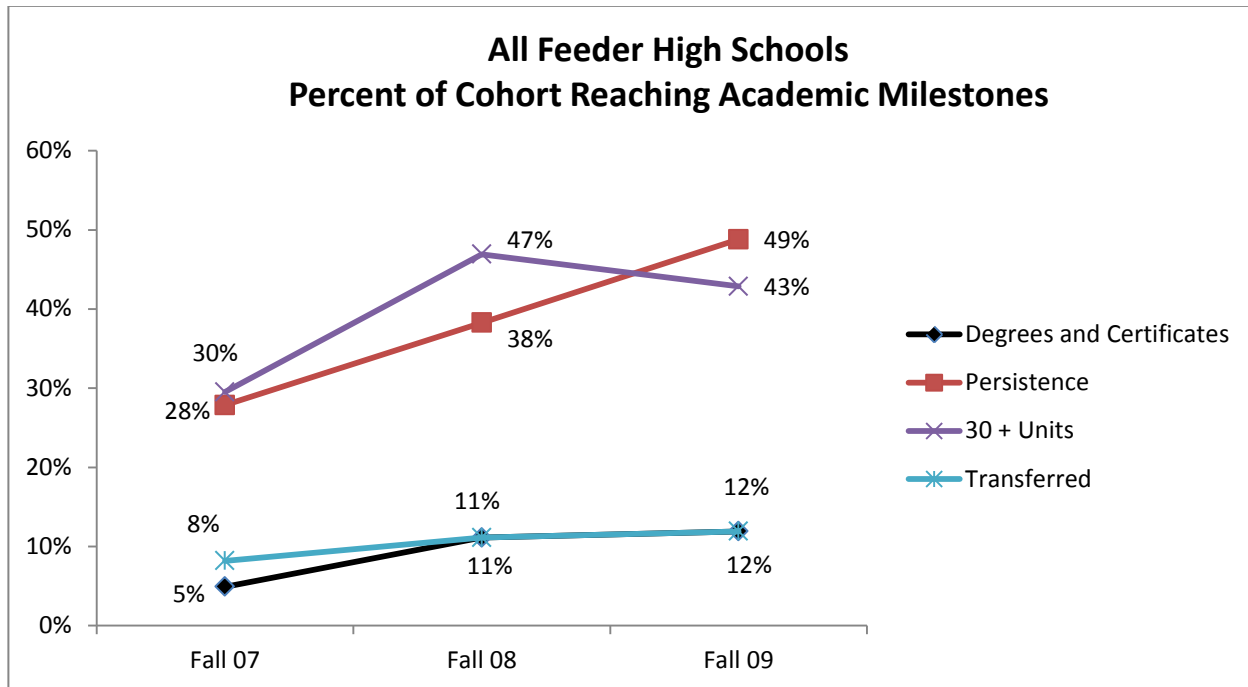
Fall 2008 cohort: 7 students. Within four years of their first semester, 1 received an Associate degree or a Certificate, 3 persisted through 3 consecutive terms beginning with their first term, 5 earned 30 or more units and 1 transferred to a four-year institution.

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



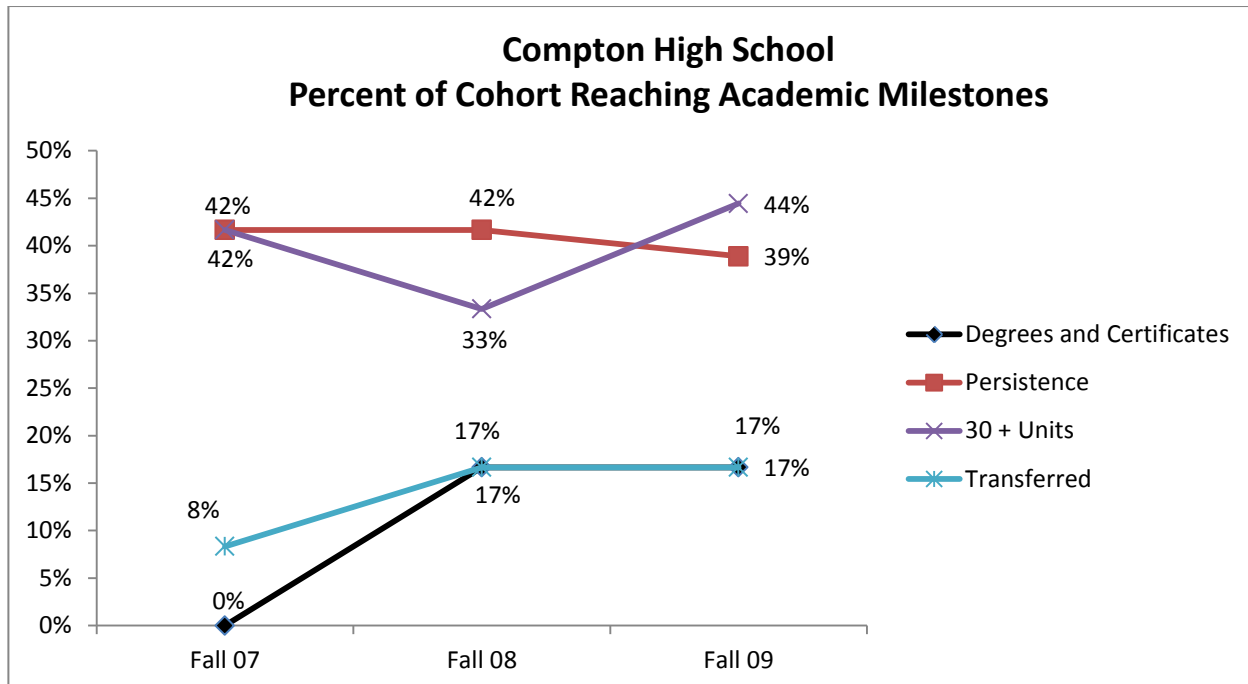
Compton High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

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.

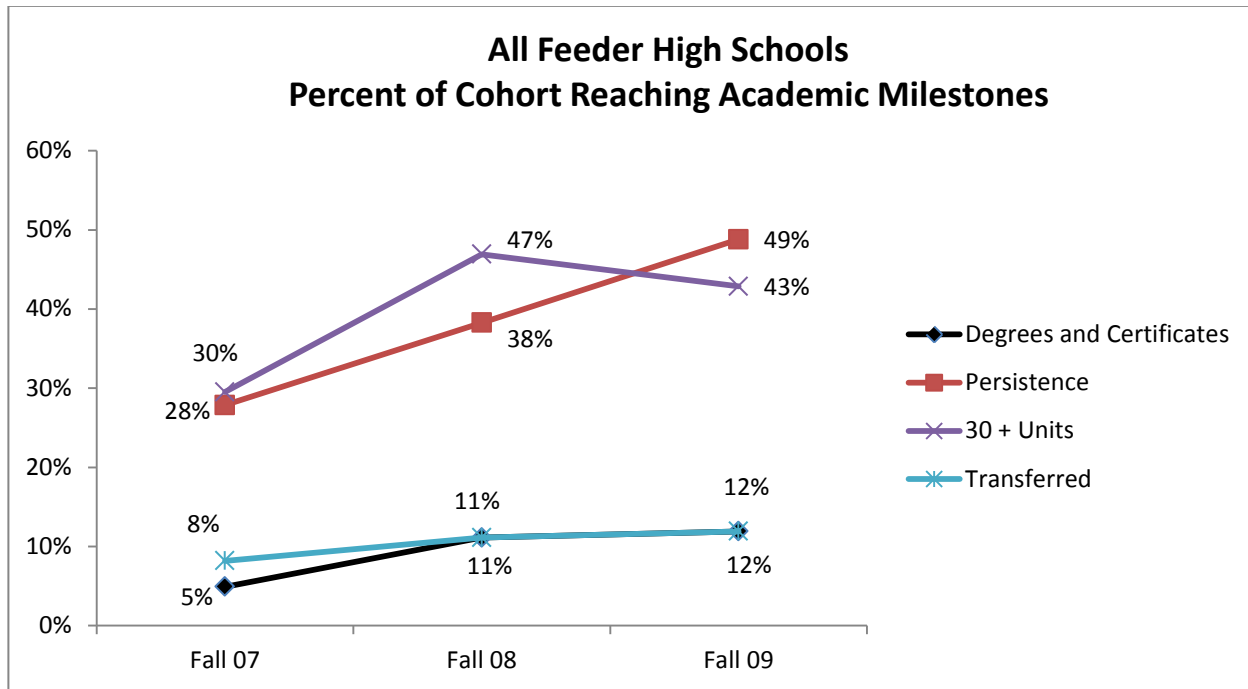
Fall 2008 cohort: 12 students. Within four years of their first semester, 2 received an Associate degree or a Certificate, 5 persisted through 3 consecutive terms beginning with their first term, 4 earned 30 or more units and 2 transferred to a four-year institution.

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



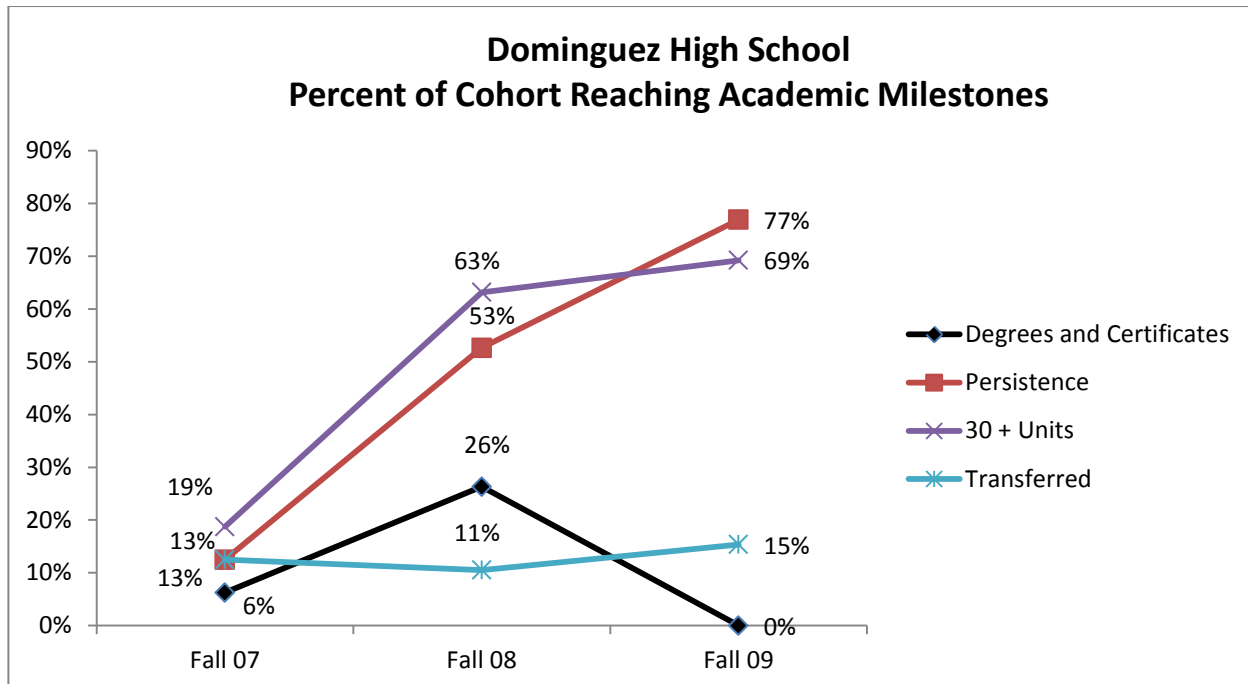
Dominguez High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

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.

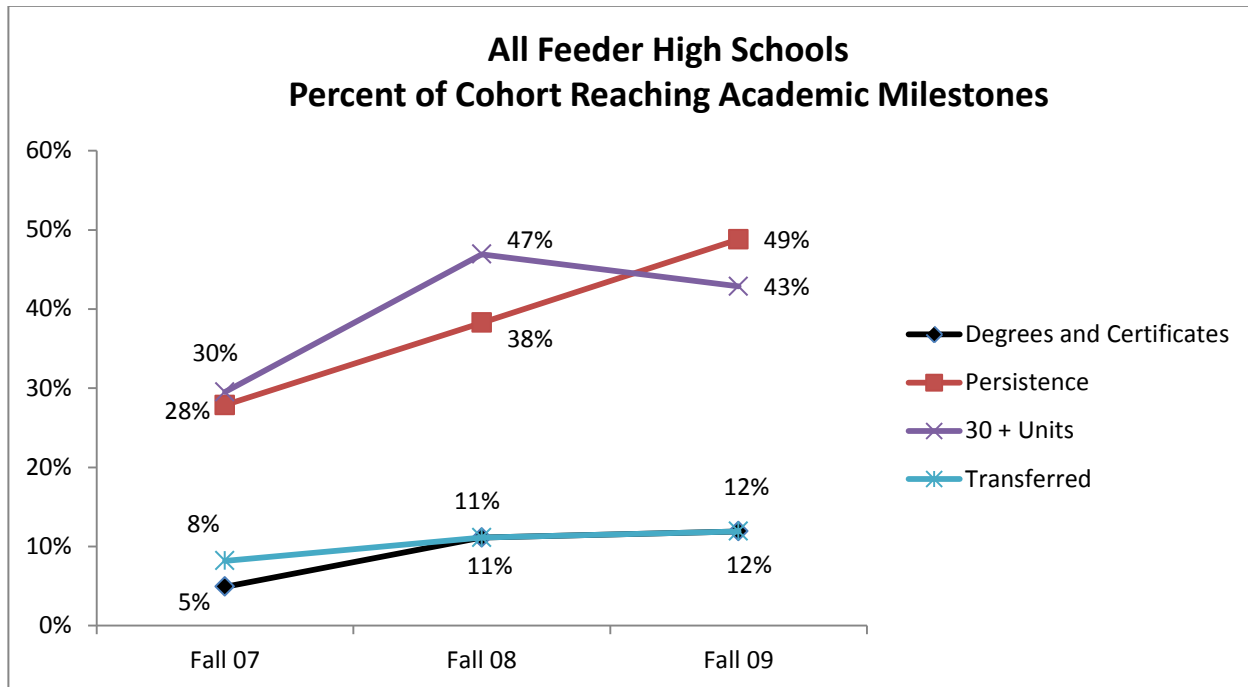
Fall 2008 cohort: 19 students. Within four years of their first semester, 5 received an Associate degree or a Certificate, 10 persisted through 3 consecutive terms beginning with their first term, 12 earned 30 or more units and 2 transferred to a four-year institution.

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



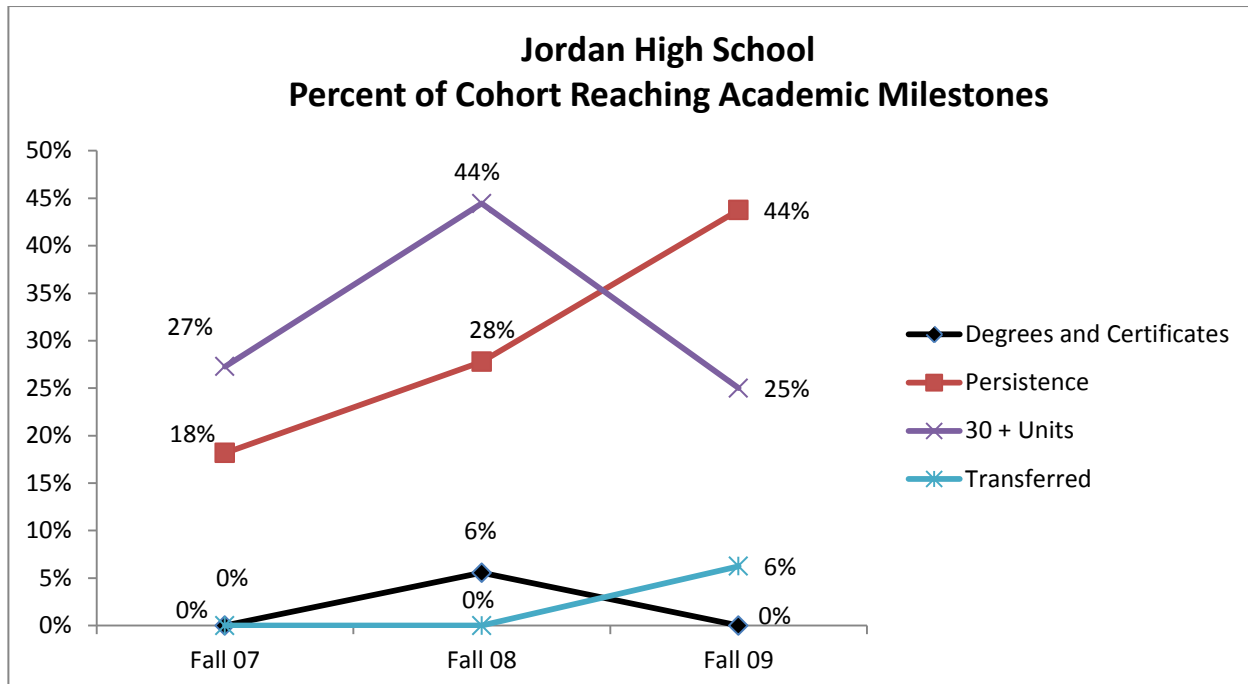
Jordan High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

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.

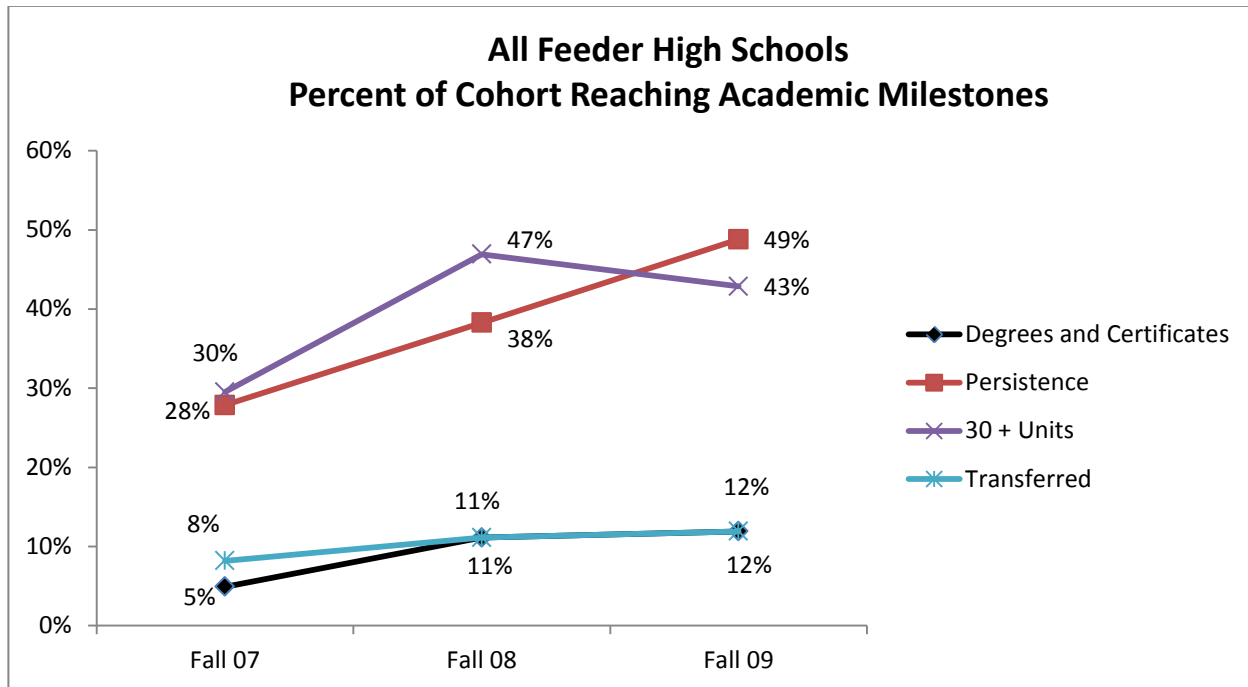
Fall 2008 cohort: 18 students. Within four years of their first semester, 1 received an Associate degree or a Certificate, 5 persisted through 3 consecutive terms beginning with their first term, 8 earned 30 or more units and 0 transferred to a four-year institution.

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



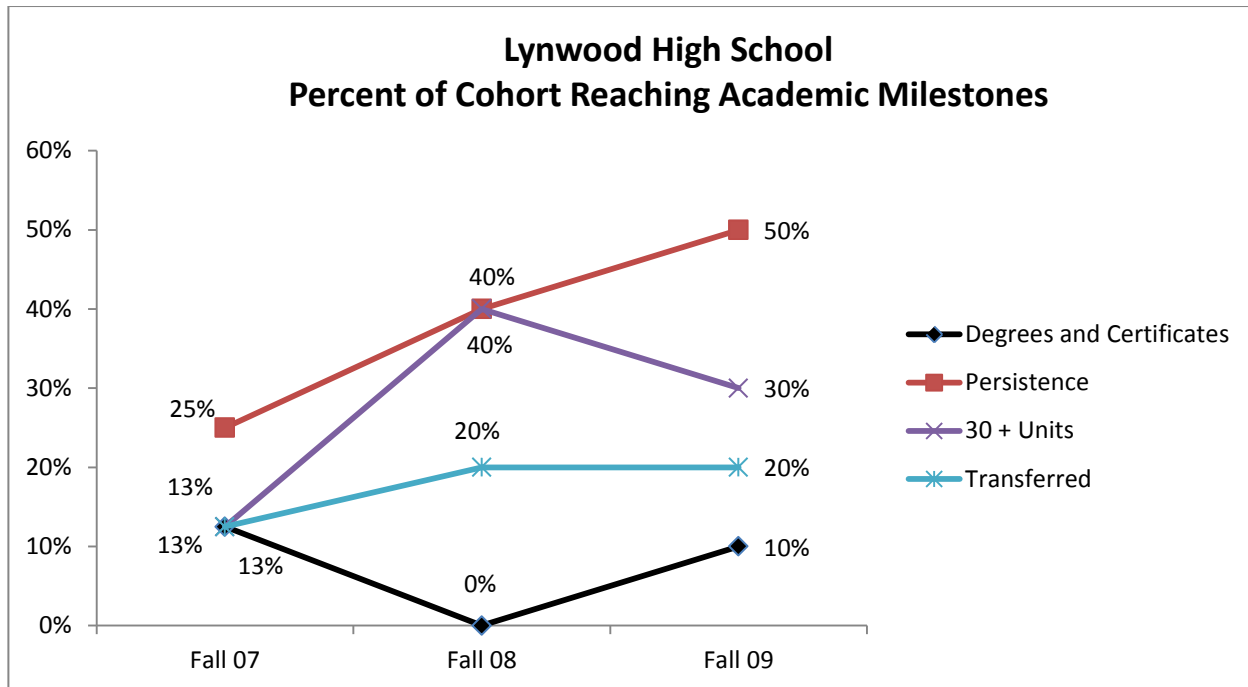
Lynwood High School Academic Milestones Report Fall 2007, 2008 and 2009 First Time Students

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.

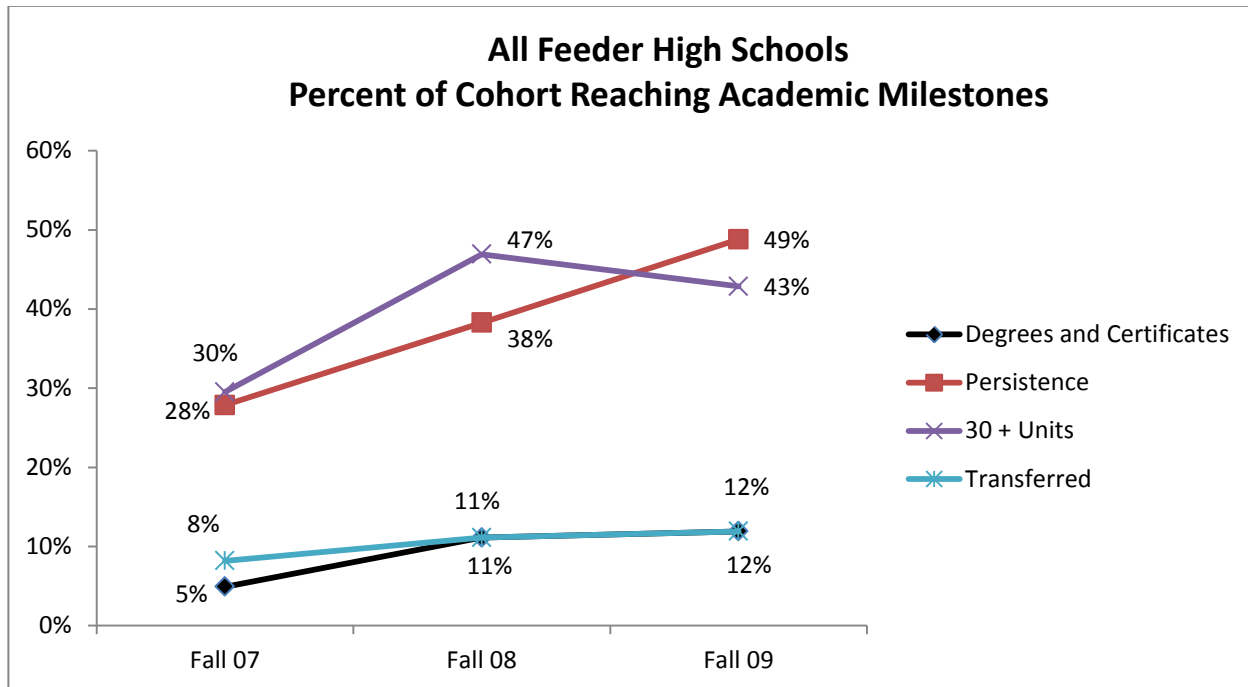
Fall 2008 cohort: 15 students. Within four years of their first semester, 0 received an Associate degree or a Certificate, 6 persisted through 3 consecutive terms beginning with their first term, 6 earned 30 or more units and 3 transferred to a four-year institution.

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

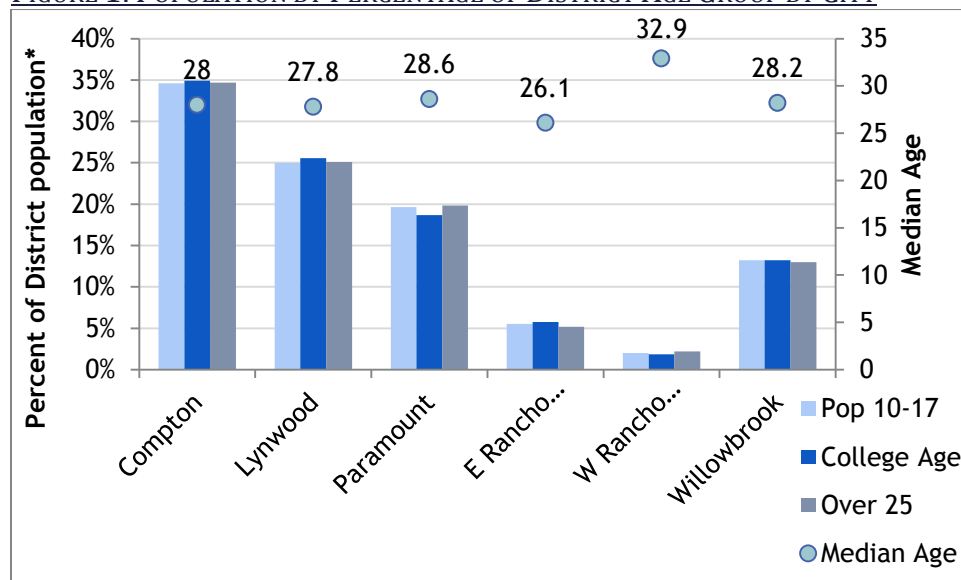
| City | Population | Percent |
|--------------------|------------|---------|
| Compton | 96,455 | 34.8% |
| Lynwood | 69,722 | 25.2% |
| Paramount | 54,098 | 19.5% |
| E Rancho Dominguez | 15,135 | 5.5% |
| W Rancho Dominguez | 5,669 | 2.0% |
| Willowbrook | 35,983 | 13.0% |

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.

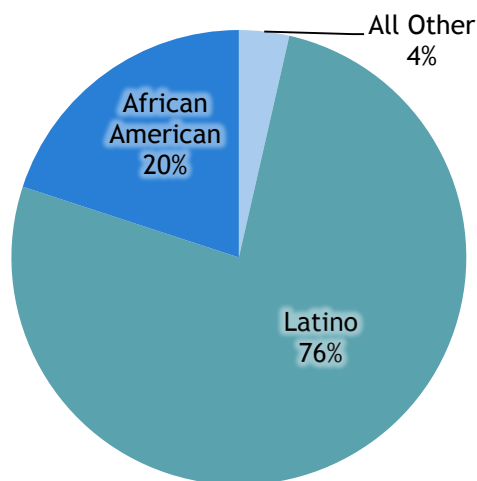
FIGURE 1: POPULATION BY PERCENTAGE OF DISTRICT AGE GROUP BY CITY



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.

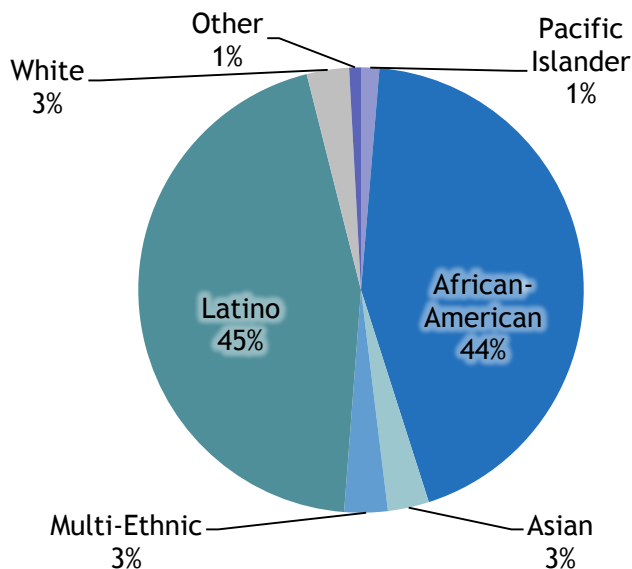
Source: Local data

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

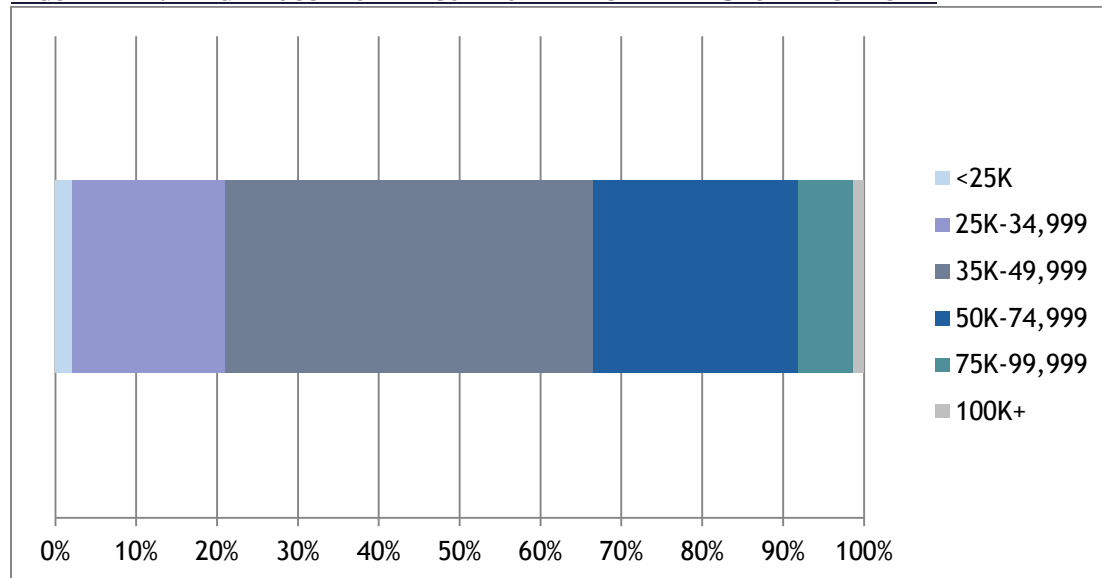
Because we have limited data for individual student socioeconomic status unless the student applies for financial aid, location-based data from the US Census is tied to a student based on the home address provided by the student (Figure 4). Only students living in Los Angeles County are included.

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

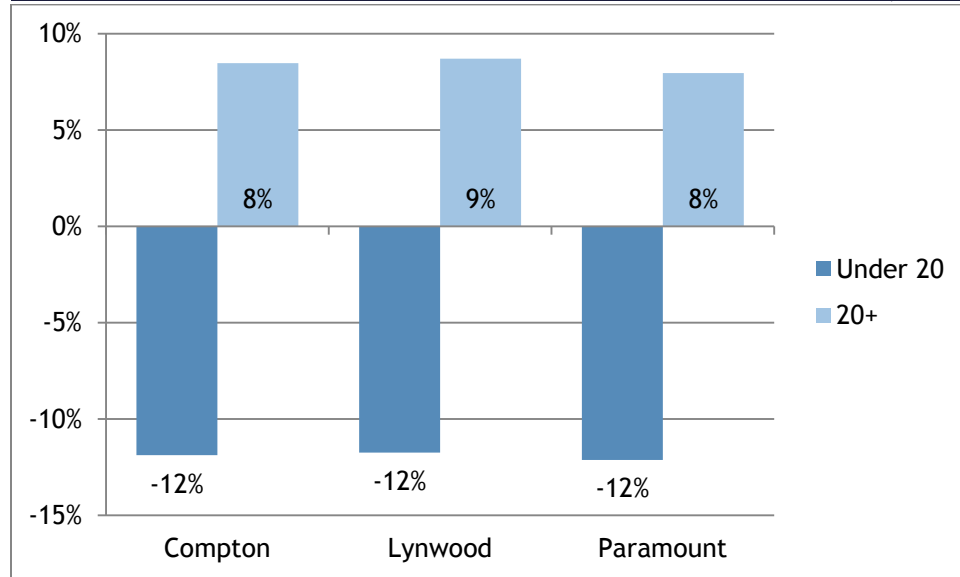


Source: American Community Survey 5-year Estimates, 2011

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.

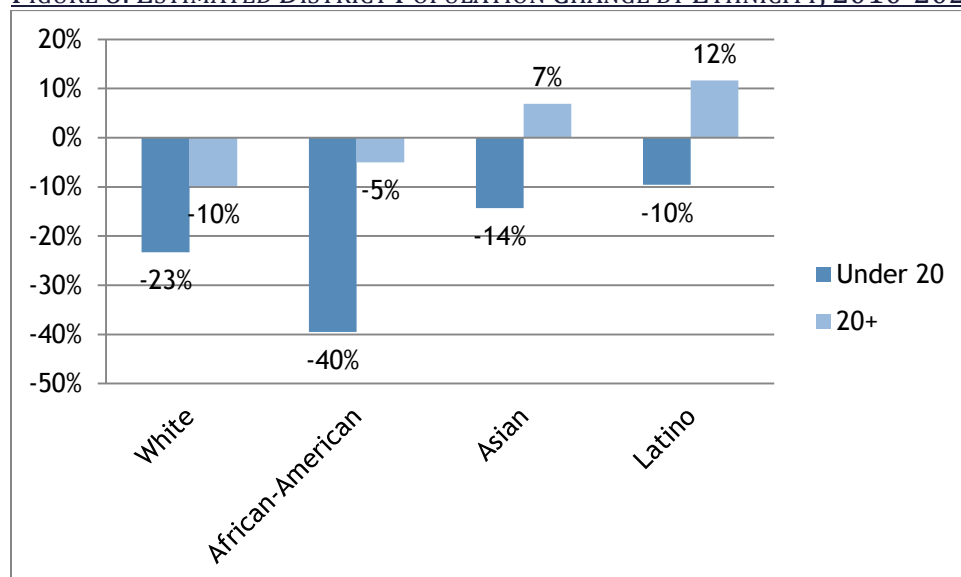
FIGURE 5: ESTIMATED DISTRICT CITY POPULATION CHANGE BY AGE GROUP, 2010-2020



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

