

Lompoc

Unified School District

2003-2004 NCLB Annual Report

A District and State-wide Comparative Report of Student Progress and Proficiency

This report provides district and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the federal No Child Left Behind Act. Detailed information about our schools is included in individual Annual School Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices, or by visiting our web site at <http://www1.lusd.org/>. This report combined with any of the individual school report cards fulfills Title I annual reporting requirements and California's Proposition 98 annual reporting mandates.

Title I Funding and School Status

Title I funding plays a critical role in the landmark education act popularly known as No Child Left Behind (NCLB). Title I resources are used to support additional teaching staff and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. Information regarding a school's Title I designation assists parents and the school community in understanding the impact NCLB will have on their child's school. Any school receiving Title I funding is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

There are two types of Title I status: Schoolwide and Targeted Assistance. Schoolwide Title I schools use federal funds for school-wide improvement of student achievement; Targeted Assistance schools use federal funds to help only those students meeting program criteria. Lompoc Unified School District has nine Schoolwide Title I schools and two Targeted Assistance Schools.

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

**Student Enrollment by Ethnic Group
2003-04**

	<u>Percentage</u>
African American	6.6%
American Indian	1.7%
Asian	2.9%
Caucasian	41.3%
Filipino	1.4%
Hispanic	45.3%
Pacific Islander	0.8%

**Enrollment By Program
2003-04**

	<u>LUSD</u>	<u>California</u>
English Learners	18.6%	4.5%
SED [^]	45.5%	47.8%
Special Education	7.1%	10.0%
Migrant Education	8.5%	0.6%

[^]SED - Socioeconomically Disadvantaged

2004-05 Board of Education

- Kenneth D. Ostini**, President
- Sue Schuyler**, Vice President
- Anne Bossert**, Clerk
- Mary Ann Weyandt**, Member
- Robert C. Campbell**, Member

District Administration

- Ann Gary**
Superintendent of Schools
- Carnell Edwards**
Assistant Superintendent of Education Support Services

- James Moranville**
Assistant Superintendent of Business, Facilities, and Administrative Support Services

Buena Vista Elementary School
Nancy Hardy, Principal

Clarence Ruth Elementary School
Carl Krugmeier, Principal

Crestview Elementary School
Sally Prentiss, Principal

Leonora Fillmore Elementary School
Janet Boehme, Principal

Arthur Haggood Elementary School
Jesse Bass, Principal

La Canada Elementary School
Nancy Bartlett, Principal

La Honda Elementary School
Leslie Wagon seller, Principal

Los Berros Elementary School
Ragan Fife, Principal

Los Padres Elementary School
Rigoberto Elenes, Principal

Miguelito Elementary School
Diane Burton, Principal

El Camino Middle School
Kathy Woods, Principal

Lompoc Valley Middle School
Jeff Wagon seller, Principal

Vandenberg Middle School
Tom Klepper, Principal

Cabrillo High School
Fred Manzo, Principal

Lompoc High School
Art Diaz, Principal

Maple High School
Richard Eatmon, Principal

NCLB-Approved Standardized Test: California Standards Tests

The California Standards Tests (CST) assess student performance on the California Academic Content Standards adopted by the State Board of Education. Results from the CST's are used to identify the level of student mastery of the content standards tested and to assign proficiency levels of Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The state target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required, in accordance with NCLB guidelines, to report their CST results in comparison to the state average. In this report card, the percentage of Lompoc Unified School District's students achieving Advanced and Proficient levels is reported. Individual school results are reported in each school's Annual School Report Card and may be obtained at the school or district offices.

California Standards Test (CST)																																				
2002, 2003, 2004																																				
Combined % of Students Scoring at Proficient and Advanced Levels																																				
Language Arts (Grades 2-11)																																				
Year Ending Grade Level	LUSD			California			LUSD			California			LUSD			California			LUSD			California			LUSD			California								
	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04
	Grade 2			Grade 3			Grade 4			Grade 5			Grade 6																							
All Students	34	35	32	32	36	36	38	34	28	34	33	30	41	43	41	36	39	40	31	36	41	30	36	40	37	38	37	30	36	36						
Females	36	40	33	34	40	39	42	35	29	36	37	33	43	48	45	39	43	43	32	39	43	33	39	44	40	40	38	32	38	39						
Males	32	33	30	29	33	32	36	32	27	31	30	28	39	38	39	33	35	36	29	32	38	27	31	36	35	35	34	28	33	33						
English Learners	14	19	9	14	19	18	8	7	4	12	13	11	5	6	5	10	15	15	3	3	4	6	9	12	5	2	2	4	6	6						
Non English Learners	43	45	42	41	47	45	49	43	37	44	44	41	50	54	52	46	50	51	37	44	50	39	45	51	42	44	43	38	46	45						
SED^	23	23	19	18	23	22	25	19	13	18	20	17	25	27	26	19	24	25	16	20	25	14	20	24	23	22	20	14	19	20						
Non SED	45	50	46	51	55	54	51	47	46	54	53	49	56	58	59	56	59	60	43	51	55	49	54	60	46	52	53	47	54	54						
Special Education	28	17	6	16	17	16	25	11	5	17	15	14	26	18	7	16	14	16	6	7	9	11	10	14	23	6	4	8	8	9						
Migrant Education	10	13	17	8	12	13	5	5	8	8	10	10	12	8	13	9	13	16	5	6	9	6	11	16	17	11	7	7	11	11						
African American	30	38	37	23	28	27	40	34	24	22	23	20	39	33	42	24	27	27	36	41	43	17	23	28	29	41	40	16	22	23						
American Indian	15		27	28	34	31	29	19	21	30	30	26	50	67	38	34	34	35		50	53	27	32	34	25	23	50	24	32	31						
Asian	24	40	20	54	61	60	43	36	40	55	56	54	38	52	61	56	61	64	29	31	54	48	56	63	40	47	37	48	55	59						
Caucasian	50	52	46	50	54	53	56	50	43	53	52	48	58	59	60	56	59	59	45	52	59	49	54	60	49	55	54	48	56	56						
Filipino	64	63	57	49	56	54				51	50	46	53	54		51	58	57	33	37	34	43	50	58	69		50	41	48	52						
Hispanic or Latino	21	23	20	17	23	22	22	18	16	18	19	17	24	29	25	19	24	25	13	21	22	15	20	25	24	18	20	14	19	20						
Pacific Islander				33	37	35				32	31	28				31	39	37				25	32	38				23	32	31						

Year Ending Grade Level	LUSD			California			LUSD			California			LUSD			California			LUSD			California			LUSD			California								
	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04
	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11																							
All Students	40	40	35	33	36	36	37	36	35	32	30	33	35	39	41	32	38	37	38	36	37	33	33	35	32	37	38	31	32	32						
Females	44	45	39	37	40	42	41	42	41	36	35	37	40	44	45	36	42	41	44	41	43	38	38	40	36	39	39	35	37	35						
Males	35	36	30	30	32	32	32	30	31	28	27	29	31	34	36	28	34	32	32	33	31	28	30	31	28	37	37	27	29	29						
English Learners	3	5	2	5	5	5	3	1	3	3	4	3	1	5	1	3	6	4	0	1	1	3	4	4	2	2	4	3	3	3						
Non English Learners	47	46	41	41	43	46	43	42	42	39	37	40	41	44	49	39	45	44	44	41	42	39	39	42	36	43	42	36	37	38						
SED^	23	25	22	16	19	20	18	20	22	14	15	18	17	21	19	15	19	20	15	17	17	14	16	18	18	21	22	14	16	17						
Non SED	51	52	46	48	51	52	48	47	47	46	43	46	44	51	57	42	49	48	47	46	48	42	43	45	36	45	44	38	40	39						
Special Education	18	12	2	6	6	8		3	6	5	5	6	0	2	2	4	6	6	0	0	4	4	5	5	0	0	3	4	4	5						
Migrant Education	18	19	10	10	12	13	11	15	10	8	9	12	10	9	18	8	12	14	13	11	11	8	9	11	5	15	16	7	8	11						
African American	36	45	40	18	20	22	39	24	29	17	17	19	33	40	36	18	23	23	38	26	27	19	19	21	33	38	28	17	19	17						
American Indian	41	37		28	30	33		48	37	27	25	27	50	36	63	27	34	33		35		28	28	30	19		46	26	27	27						
Asian	23	44	50	51	54	59	30	19	37	48	49	53	26	30	43	48	58	57	35	33	38	48	49	53	39	42	37	45	48	47						
Caucasian	52	51	49	51	54	55	50	51	50	50	47	51	50	56	59	50	57	56	55	53	52	49	50	53	42	51	53	45	46	46						
Filipino		50	36	44	47	52	69		43	39	41	45	56	61		44	50	50		43	59	41	43	46			45	37	40	40						
Hispanic or Latino	26	28	20	17	20	22	18	20	23	15	15	18	16	20	23	16	20	21	17	17	19	16	17	19	17	19	19	14	16	17						
Pacific Islander				26	30	33				24	23	26				26	30	30				24	26	28				23	23	24						

[^]SED - Socioeconomically Disadvantaged
 Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. In some cases, no students were tested within the grade level and/or subgroup.

The California Standards Tests are administered in the subject areas of English/language arts (grades 2-11), math (grades 2-11), science (grades 5 and 9-11), and social science (grades 8-11). At the secondary level (grades 8-11), students take end-of-course exams in each subject; scores are reported by subject test taken. For detailed course and grade level results, please visit the STAR web site: <http://star.cde.ca.gov/>.

Comparative school level results may be obtained in each school's Annual School Report Card which is available at the school and district offices or on the district's web page at <http://www1.lusd.org/>.

California Standards Test (CST)																		
2002, 2003, 2004																		
Combined % of Students Scoring at Proficient and Advanced Levels																		
Math Standards (Grades 2-7)																		
Year Ending	LUSD			California			LUSD			California			LUSD			California		
	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04
Grade Level	Grade 2						Grade 3						Grade 4					
All Students	42	48	45	43	53	51	40	43	44	38	46	48	34	41	41	37	45	45
Females	38	46	40	41	51	50	40	40	41	37	43	47	31	43	40	37	46	45
Males	46	49	49	45	54	52	41	46	46	39	47	50	37	39	41	38	46	45
English Learners	22	31	21	27	37	38	16	17	20	22	30	32	8	11	9	18	29	26
Non English Learners	51	56	54	52	61	59	48	52	54	46	53	57	41	49	50	46	54	54
SED^	30	35	31	30	41	40	26	29	32	25	34	36	22	26	27	24	33	32
Non SED	56	62	61	61	70	68	53	58	58	55	62	65	46	55	56	54	62	61
Special Education	24	28	16	27	31	29	29	14	9	21	23	26	20	16	7	18	20	20
Migrant Education	15	25	33	22	31	33	13	20	23	17	25	28	8	9	14	16	25	25
African American	31	50	49	29	37	37	39	37	42	23	29	32	29	31	36	22	28	28
American Indian	67		27	40	50	46	39	51	50	32	39	42	43	61	9	31	37	38
Asian	48	64	50	66	74	77	45	56	52	65	72	75	43	45	65	65	74	74
Caucasian	59	63	60	61	71	67	55	60	61	55	61	64	45	57	58	53	61	61
Filipino	73	91	69	57	67	68	64			54	64	67	44	36		53	63	64
Hispanic or Latino	28	33	32	30	40	39	26	27	30	25	33	36	22	27	26	24	33	33
Pacific Islander				41	52	50				36	45	47				33	45	44
Year Ending	LUSD			California			LUSD			California			LUSD			California		
	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04
Grade Level	Grade 5						Grade 6						Grade 7					
All Students	24	28	32	30	35	38	30	28	32	33	34	35	24	21	21	29	30	33
Females	24	28	35	29	35	38	28	26	29	32	34	34	23	20	18	29	30	32
Males	25	30	31	31	35	36	31	30	36	33	35	36	24	22	25	29	29	33
English Learners	5	4	5	10	15	17	6	5	4	11	10	11	3	4	2	9	8	10
Non English Learners	28	35	40	37	42	45	34	32	38	39	42	43	27	24	24	35	36	39
SED^	12	14	19	16	22	25	20	17	20	19	19	22	15	12	14	16	16	20
Non SED	34	43	46	45	50	53	37	37	45	48	51	51	30	28	28	41	43	45
Special Education	9	8	11	12	12	13	36	5	6	9	9	10	14	5	2	6	6	7
Migrant Education	7	6	9	11	15	18	10	10	10	13	15	16	14	9	12	11	12	15
African American	20	32	28	15	20	22	24	29	24	15	16	17	20	20	15	13	12	14
American Indian	8	43	34	24	28	28	24	15	43	26	28	28	32	11		22	21	26
Asian	28	27	50	56	63	67	43	36	40	61	63	66	22	28	37	59	60	64
Caucasian	34	41	47	44	49	51	37	40	48	48	52	51	32	27	30	43	44	48
Filipino	40	56	41	41	51	54	36	27	57	46	47	49		19	27	41	42	47
Hispanic or Latino	13	16	20	16	22	25	22	15	19	18	19	21	13	16	13	15	16	18
Pacific Islander				27	31	34				26	31	31				23	26	29

[^]SED - Socioeconomically Disadvantaged
 Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. In some cases, no students were tested within the grade level and/or subgroup.

**California Standards Test (CST)
2002, 2003, 2004
Combined % of Students Scoring at Proficient and Advanced Levels**

Subject Area Math (Grades 10 and 11)

Subject Area Year Ending Grade Level	LUSD															California																	
	Algebra I			Integrated Math I			Integrated Math II			Integrated Math III			Summative H.S. Math			Algebra I			Integrated Math I			Integrated Math II			Integrated Math III			Summative H.S. Math					
	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04
	Grade 10																																
All Students	3	4	3	0			24	24	11	46	45	38				9	8	6	2	2	2	22	23	18	36	38	43	37	41	59			
Females	1	1	3				18	25	9	40	35	31				8	8	6	2	2	2	19	22	15	34	35	39	35	41	53			
Males	5	6	3				30	24	15	51	55	45				9	8	6	3	3	2	25	25	20	39	41	46	39	42	64			
English Learners	2	0					0									7	5	3	2	1		10	17		24	56	15	14	44				
Non English Learners	4	4	3	0			27	25	12	43	45	38				9	9	7	3	3	2	27	25	18	36	38	42	35	44	60			
SED ^A	4	3	5				9	21	14	25	45	36				7	6	5	2	1	1	13	16	15	22	26	33	13	16	37			
Non SED	3	4		0			25	11		44	38					10	9	7		3	3	25	18		39	45	46	51	63				
Special Education																3	3	2		1	1	8	7		15	23	1	2	28				
Migrant Education	0	0														6	6	5	1	2	2	8	10	4	3	12		4	4	19			
African American	7	0	0				12	11	15							5	4	3	1	2	0	13	9	9	12	13	22	6	9	24			
American Indian																9	11	6	0	0	4	21	11	5	31	36		15	12	41			
Asian	0						17	28								19	19	14	9	5	4	30	30	30	55	47	57	70	73	72			
Caucasian	4	7	4				31	27	13	45	52	42				12	12	9	3	4	3	31	31	19	38	40	42	41	46	59			
Filipino																11	13	8	2	4	4	21	20	19	33	27	34	34	41	46			
Hispanic or Latino	3	2	2				17	17	9	36	33					6	6	4	1	1	1	11	12	11	18	24	25	7	9	28			
Pacific Islander																9	8	7	0	0	3	19	22	13	28	21		21	17	52			

Subject Area Year Ending Grade Level	LUSD															California																	
	Algebra I			Integrated Math I			Integrated Math II			Integrated Math III			Summative H.S. Math			Algebra I			Integrated Math I			Integrated Math II			Integrated Math III			Summative H.S. Math					
	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04
	Grade 11																																
All Students	2	2	0				10	7	7	7	14	12	40	44	27	7	6	4	3	3	2	11	9	6	13	11	16	42	44	39			
Females	2	2	0				3	6	0	8	14	6	27	41	17	7	6	4	2	2	2	9	8	4	12	10	15	36	40	33			
Males	2	2	0				15	7	12	7	14	18	49	47	37	7	6	4	3	3	2	13	9	8	15	12	18	48	49	44			
English Learners	3	0					5	0								7	5	3	0	1		6	3		7	18	32	31	29				
Non English Learners	2	2	0				11	7	7	8	14	12	43	44	27	7	6	4	4	4	2	15	10	6	13	12	16	42	45	39			
SED ^A	2	2	0				4	9	8	5	10	18	31			6	5	3	2	2	1	6	6	5	11	11	18	25	27	23			
Non SED	2	1					6	5		16	11		46	28		7	6	4	4	2		10	6		11	16	45	49	42				
Special Education																2	2	1	0	0		5	4		4	3	12	12	31				
Migrant Education	0	0														6	4	3	2	0	0	4	5	5	4	3	17	10	11	14			
African American							0	0	7	11	13	8				4	3	2	2	2	1	5	3	2	7	8	10	14	16	16			
American Indian																6	6	4	4	0	0	12	15	8	14	8	0	30	34	33			
Asian										7						17	15	10	10	3	2	16	10	7	22	15	29	59	62	57			
Caucasian	3	6	0				17	11	10	9	16	10	45	40	32	10	8	5	4	4	2	19	15	9	15	12	14	45	47	41			
Filipino																9	8	6	9	12	3	11	6	6	13	11	17	29	33	26			
Hispanic or Latino	2	0	0				3	2	2	4	14	13	27	50		5	5	3	1	2	1	6	5	4	8	7	11	17	20	17			
Pacific Islander																3	7	4	7	5	2	8	13	0	13	11	8	25	33	27			

^ASED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. In some cases, no students were tested within the grade level and/or subgroup.

California Standards Test (CST) 2002, 2003, 2004																														
Combined % of Students Scoring at Proficient and Advanced Levels																														
Subject Area Math (Grades 8 and 9)																														
Subject Area Year Ending Grade Level	LUSD						California						LUSD						California											
	General Math			Algebra I			General Math			Algebra I			General Math			Algebra I			Geometry			General Math			Algebra I			Geometry		
	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04
	Grade 8									Grade 9																				
All Students	23	32	33	39	70	20	24	24	38	39	35	7	11	10	6	13		11	14	13	20	19	15	49	47	43				
Females	24	34	35	34	63	20	24	23	38	39	34	7	10	11	5	12		10	14	12	19	19	14	46	44	41				
Males	22	31	31	45	77	20	24	23	39	39	35	8	13	11	9	15		11	15	13	20	19	15	53	50	47				
English Learners	10	6				7	10	8	14	16	10	4	5	0	0		4	6	5	11	9	6	24	25	24					
Non English Learners	27	36	39	39	71	24	29	28	42	42	39	8	14	14	7	14		13	17	15	22	21	17	54	48	44				
SED^	15	20	25	20	56	11	14	15	19	22	19	7	8	6	7	8		7	9	9	11	11	9	26	26	25				
Non SED	41	40	43	73	29	34	32	48	47	45	17	18	6	15		14	18	17	24	23	18	56	54	50						
Special Education	13	8			4	7	6	13	16	12	0	0		3	3	3	7	7	4	20	29	32								
Migrant Education	8	19	19		9	12	12	14	17	14	6	14	0	12	0		5	8	8	10	9	8	18	20	23					
African American	18	21	29		10	12	11	15	17	14	0	12	11	8	6		6	7	6	8	8	6	19	19	18					
American Indian	35	26			18	23	23	28	28	26							11	13	12	19	14	16	46	43	40					
Asian	19	19	50		38	45	44	65	67	65			0				19	23	22	39	38	33	64	64	61					
Caucasian	32	41	40	42	73	32	37	37	49	49	47	12	23	18	7	17		17	23	21	26	27	22	60	56	52				
Filipino	50				29	35	34	39	42	42							17	23	20	24	23	20	45	45	39					
Hispanic or Latino	14	23	27	21	62	11	14	13	18	20	17	6	6	7	5	9		7	9	9	10	11	8	25	24	23				
Pacific Islander					17	23	22	30	30	27							11	13	12	17	15	14	37	38	33					

^SED - Socioeconomically Disadvantaged
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. In some cases, no students were tested within the grade level and/or subgroup.

California Standards Test (CST) 2002, 2003, 2004																
Combined % of Students Scoring at Proficient and Advanced Levels																
Subject Area Social Science Grades 8, 10, and 11																
Subject Area Year Ending Grade Level	LUSD						California									
	Social Science		World History		U.S. History		Social Science		World History		U.S. History					
	03	04	02	03	04	02	03	04	03	04	02	03	04	02	03	04
	Grade 8			Grade 10			Grade 11			Grade 8		Grade 10		Grade 11		
All Students	26	30	31	30	29	30	39	37	27	28	24	27	27	32	34	32
Females	27	29	30	26	23	28	36	35	26	26	22	23	25	29	32	31
Males	25	30	33	33	33	33	42	38	28	29	26	30	31	34	36	34
English Learners	0	2	3	1	2	11	4	5	4	5	5	5	5	6	6	
Non English Learners	31	34	38	34	32	36	44	39	33	33	29	31	32	37	39	37
SED^	14	19	13	17	13	18	19	24	14	14	11	13	15	16	18	19
Non SED	35	38	36	36	48	41	38	38	30	34	35	39	40	40		
Special Education	6	2	0	2	0	5	7	7	5	6	6	7	8	8		
Migrant Education	11	13	13	8	3	4	22	19	8	9	6	8	10	9	11	14
African American	18	20	26	29	29	29	38	35	15	14	11	12	13	18	20	19
American Indian	34	31	32	25	46	23	21	20	21	22	28	29	28			
Asian	25	45	42	31	30	36	48	55	48	51	39	44	47	46	49	49
Caucasian	39	38	46	41	39	40	52	49	41	41	36	39	40	44	46	44
Filipino	57	50	75	27	38	40	28	33	36	36	40	40				
Hispanic or Latino	14	22	12	13	13	15	21	19	13	14	11	13	15	16	19	19
Pacific Islander						22	23	18	20	21	25	26	25			

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California Standards Test (CST) 2004			
Combined % of Students Scoring at Proficient and Advanced Levels			
Grade 5 Science			
Year Ending Grade Level	LUSD		California
	04	04	04
	Grade 5		
All Students	24	24	24
Females	19	22	22
Males	28	26	26
English Learners	1	4	4
Non English Learners	30	31	31
SED^	12	11	11
Non SED	36	41	41
Special Education	10	10	10
Migrant Education	1	6	6
African American	19	12	12
American Indian	14	22	22
Asian	31	43	43
Caucasian	40	42	42
Filipino	33	33	33
Hispanic or Latino	10	11	11
Pacific Islander		18	18

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California Standards Test (CST)																									
2002, 2003, 2004																									
Combined % of Students Scoring at Proficient and Advanced Levels																									
Subject Area Science (Grades 9-11)																									
Subject Area Year Ending Grade Level	LUSD												California												
	Biology			Chemistry			Earth Science			Physics			Biology			Chemistry			Earth Science			Physics			
	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04	
Grade 9																									
All Students	61	55	61					31	25	31				44	46	40	31	42	41	23	24	25	7	10	11
Females	62	53	59					23	19	27				42	43	38	29	37	38	18	19	20	5	7	9
Males	60	57	63					37	32	33				46	48	41	33	46	44	26	28	29	9	13	13
English Learners		8						1	2					7	8	6	3	11	9	4	4	4	1	1	1
Non English Learners	67	61	64					34	28	36				51	51	44	35	44	44	28	29	29	9	11	13
SED^	53	26	32					23	12	12				19	22	18	7	16	13	10	11	13	2	3	3
Non SED		64	71					34	42					55	57	50	39	47	49	29	31	33	10	14	14
Special Education									10					9	12	10	2	32	15	7	7	8	1	2	1
Migrant Education								7	5	7				15	14	15	0			5	6	10	2	2	1
African American								30	22	18				18	19	16	11	10	8	10	10	12	1	1	2
American Indian								46		73				41	39	32			19	23	21	24	6	10	9
Asian								25	33	27				65	68	62	61	62	64	27	30	35	11	19	19
Caucasian	74	77	72					42	35	46				61	62	54	40	50	51	36	39	39	14	19	19
Filipino								18	36					49	53	45	22	27	32	26	29	34	4	7	9
Hispanic or Latino	20	23	38					17	13	15				19	22	19	7	14	12	10	11	13	2	2	3
Pacific Islander														37	35	27	7	24	7	14	15	19	1	3	5
Grade 10																									
All Students	32	36	28	42	54	53	11	14	11				31	32	26	36	39	36	13	14	16	19	23	22	
Females	31	34	24	36	48	46	2	9	3				30	30	25	31	33	31	10	11	12	14	17	18	
Males	33	37	32	49	61	60	18	18	17				32	33	27	42	46	42	15	16	19	23	28	26	
English Learners		7	0					0	3				6	7	5	12	12	8	3	3	3	3	3	3	
Non English Learners	37	38	30	41	55	53	18	21	16				38	36	30	39	41	37	17	17	20	23	26	25	
SED^	19	26	16	13		27	7	5	4				16	17	14	19	19	17	7	8	9	5	6	6	
Non SED		39	33		56	57	24	25					38	39	33	41	45	41	17	18	20	26	30	30	
Special Education		6	6										9	10	6	20	26	15	5	5	6	4	5	3	
Migrant Education		5	0					0					9	10	9	8	11	17	5	3	4	2	2	2	
African American	28	20	26										16	16	13	13	15	11	7	7	8	3	4	4	
American Indian		38											31	33	26	37	30	34	13	14	14	10	26	28	
Asian	29	25	20										40	42	38	51	54	52	14	18	20	43	43	43	
Caucasian	44	47	35	50	61	60	26	28	29				45	47	40	43	49	45	24	25	28	29	33	32	
Filipino													36	39	33	29	29	28	20	18	20	19	20	23	
Hispanic or Latino	15	23	17	18		30	5	4	6				16	16	13	15	17	15	7	8	8	4	6	7	
Pacific Islander													23	25	20	24	27	22	8	8	11	12	12	14	
Grade 11																									
All Students	33	37	20	22	35	27	31	38	48	25	39	42	35	34	30	23	25	23	19	19	20	39	39	41	
Females	38	33	24	20	25	19	20	38	44	15	30	25	35	35	31	19	20	19	16	16	17	29	29	33	
Males	29	41	17	25	44	35	41	39	52	35	57		34	34	28	27	30	27	22	21	22	47	47	47	
English Learners		5	0					0					7	7	5	8	8	6	3	4	4	13	12	10	
Non English Learners	42	50	28	27	35	29	37	46	52	25	39	42	41	41	35	26	27	25	24	23	24	42	41	42	
SED^	22	26	9	4	21	17	13	17	18	38		18	18	18	16	12	13	12	9	10	13	20	19	20	
Non SED		45	29		39	31	48	54		37	60		42	43	36	26	30	28	24	24	25	43	43	46	
Special Education													9	9	8	10	15	11	6	7	6	18	15	13	
Migrant Education													11	10	9	7	8	8	7	3	7	12	6	11	
African American				12	39	18							17	18	14	9	10	8	7	9	9	13	13	15	
American Indian													31	36	26	23	27	20	18	19	21	25	31	33	
Asian				24									56	55	52	34	38	35	16	20	20	49	49	53	
Caucasian	48	50	42	31	45	32	44	59	69	30	50	56	49	50	43	31	35	33	31	30	33	47	47	50	
Filipino													38	43	38	17	20	21	24	26	24	26	31	33	
Hispanic or Latino	19	24	10	8	21	17	12	15	24	18			17	18	15	9	10	9	10	9	12	18	18	18	
Pacific Islander													23	23	19	16	17	15	2	21	12	20	35	35	

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup. In some cases, no students were tested within the grade level and/or subgroup.

Adequate Yearly Progress

The No Child Left Behind Act requires all students to perform at or above the proficient level on their state's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This refers to steadily increasing the percentage of students who achieve state standards of academic proficiency from year to year. AYP requires the evaluation and reporting of all students' academic progress, including students in significant subgroups such as English language learners, socioeconomically disadvantaged students, students with disabilities, and other ethnic populations.

In California, results of how students perform on state testing help determine whether a school or district demonstrates Adequate Yearly Progress (AYP). Schools and districts must meet progressive Annual Measurable Objectives (AMOs) each year in order to meet the objective of 100% at-or-above proficiency rate by the year 2014 as required by NCLB. Schools and districts must achieve the following:

Elementary and Middle Schools: A 13.6% at-or-above proficiency rate in English/language arts and 16% for math on California Standards Tests (CSTs), a 95% or above participation rate on the CSTs (grades 2-8), and an API of 560 or one point of API growth each year.

High Schools: An 11.2% at-or-above proficiency rate in English/language arts and 9.6% for math on the California High School Exit Examination (CAHSEE), a 95% or above participation rate on the CAHSEE (grade 10), increasing the high school graduation rate, and an API of 560 or one point of API growth each year.

Unified School Districts: A 12.0% at-or-above proficiency rate in English/language arts and 12.8% for math on the California Standards Tests (CST) and California High School Exit Examination (CAHSEE), a 95% or above participation rate on the CST and CAHSEE, increasing the high school graduation rate, and an API of 560 or one point of API growth each year.

Schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement. Schools participating in program improvement are required to modify instructional programs and employ necessary strategies to ensure students reach federal and state proficiency standards.

District and Schools Meeting AYP Criteria		
	2003	2004
LUSD	No	No
Buena Vista ES	Yes	Yes
Crestview ES	Yes	Yes
Fillmore ES	Yes	Yes
Hapgood ES	No	No
La Canada ES	Yes	Yes
La Honda ES	No	No
Los Berros ES	No	Yes
Los Padres ES	Yes	Yes
Miguelito ES	Yes	Yes
Ruth ES	Yes	Yes
El Camino MS	No	No
Lompoc Valley MS	No	No
Vandenberg MS	No	Yes
Cabrillo HS	Yes	Yes
Lompoc HS	Yes	Yes
Maple HS	No	Yes
Program Improvement (PI) Schools		
School	Year	
El Camino MS	0	1
Hapgood ES	0	1
La Honda ES	0	1
Lompoc Valley MS	1	2
Number of PI Schools in District	1	4
Percent of PI Schools in District	6%	25%

Adequate Yearly Progress						
California Standards Test (CST) and California High School Exit Examination (CAHSEE)						
English/Language Arts						
Year Ending	Participation Rate		% Proficient & Advanced			
	03	04	03	04		
Target	95%		12.0%			
	Met	%	Met	%	Met	%
Subgroups						
All Students	Yes	98	Yes	99	Yes	39.0
English Learners	Yes	99	Yes	99	Yes	17.3
SED [^]	Yes	98	Yes	99	Yes	23.4
Special Education	No	89	Yes	98	No	11.4
African American	Yes	97	Yes	99	Yes	37.3
American Indian	Yes	98	Yes	99	Yes	42.9
Asian	Yes	98	Yes	99	Yes	41.1
Caucasian	Yes	98	Yes	99	Yes	54.5
Hispanic or Latino	Yes	98	Yes	99	Yes	23.9
Math						
Year Ending	Participation Rate		% Proficient & Advanced			
	03	04	03	04		
Target	95%		12.8%			
	Met	%	Met	%	Met	%
Subgroups						
All Students	Yes	98	Yes	99	Yes	35.2
English Learners	Yes	99	Yes	99	Yes	19.2
SED [^]	Yes	99	Yes	99	Yes	22.7
Special Education	Yes	98	Yes	98	Yes	13.0
African American	Yes	99	Yes	99	Yes	30.5
American Indian	Yes	98	Yes	100	Yes	38.9
Asian	Yes	99	Yes	99	Yes	39.0
Caucasian	Yes	98	Yes	99	Yes	47.3
Hispanic or Latino	Yes	99	Yes	99	Yes	23.3
Academic Performance Index (API)						
	03		04			
Target	Minimum score of 560 or 1 point increase					
Scores	Met	Score	Met	Score		
	Yes	699	Yes	705		
Graduation Rate						
	03		04			
Target	Rate of 82.8 or increase in rate of at least 0.1 over 1 year or increase of at least 0.2 over 2					
Rates	Met	Score	Met	Score		
	Yes	80.3	Yes	85.9		

[^]SED - Socioeconomically Disadvantaged

California High School Exit Exam

The California High School Exit Examination (CAHSEE) is a state-mandated test that measures a student's ability in reading, writing, and math. Students must pass both the English/Language Arts and Mathematics portions of the examination, as well as meet district requirements, in order to receive a high school diploma. The test is administered every spring to students in the tenth grade. The adjacent table illustrates district-wide cumulative results compared to other students in the state who took the test. The number of students tested includes repeat test takers who may have taken the exam multiple times during the school year. To maintain confidentiality, the percentage of English Learners who passed the math portion is not disclosed.

California HS Exit Exam Cumulative Results				
	English/Language Arts		Math	
	Students	% Passing	Students	% Passing
All Students	836	80	826	78
English Learners	106	28	104	39
SED [^]	329	66	318	63
Non SED	462	91	463	88
Special Education	43	42	32	28

Teacher Qualifications

Lompoc Unified School District recruits and employs the most qualified credentialed teachers. For the 2003-04 school year, the district had 580 fully credentialed teachers.

NCLB-Compliant Teachers

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects. At the start of the 2003-04 school year, 55.1 percent of core academic classes in Lompoc Unified School District were taught by NCLB-compliant teachers. One hundred percent of core academic classes were taught by NCLB-compliant teachers at high poverty schools within the District and 66.6 percent of core academic classes were taught by NCLB-compliant teachers at low poverty schools within the District. Lompoc Unified School District actively supports teachers in becoming NCLB-compliant. In the time since the data was collected, all elementary school teachers and most of the middle school and high school teachers have become NCLB-compliant.

Under the recently adopted Federal No Child Left Behind Act, parents have the right to know the professional qualifications of their child's classroom teacher which include:

- Whether the State of California has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the teacher is teaching under an emergency permit or other provisional status by which state licensing criteria have been waived.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any instructional assistants provide services to the student and, if they do, their qualifications.

Parents who wish to receive this information may contact the District's Human Resources Office at (805) 736-2371.

Teacher Credential Status			
	02	03	04
Fully Credentialed	602	607	580
Emergency Credentials	45	43	10
Interns	0	3	7
Waivers	2	4	2
Total Teachers	646	652	595
Working Outside Subject	0	0	0
Teacher Misassignments			0
Teacher Vacancies			0
Average Years Teaching	13	13	14
Average Years in District	11	11	11

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

Data not required to be reported in 2002 and 2003.

Teacher Education Levels 2003-04	
	LUSD
Doctorate	0.7%
Master's Degree +30*	17.1%
Master's Degree	17.5%
Bachelor's Degree +30*	52.3%
Bachelor's Degree	12.1%
Less Than Bachelor's	0.3%

**Indicates additional hours above and beyond degree.*

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