



All Colleges High School to College Pipeline Report 2004/05 - 2008/2009

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October 2009

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Highlight of the Findings

1. In 2008/09, approximately 26% (2,897 students) of the 2007/08 SDUSD high school seniors (11,021 students) entered a SDCCD college between Summer 2008 and Spring 2009, which is consistent with the 5-year average of 25%.
2. Approximately 7% (732 students) of the 2007/08 SDUSD high school seniors (11,021 students) were concurrently enrolled at a SDCCD college in their senior year, which is consistent with the 5-year average of 7%. Of those seniors who were concurrently enrolled in 2007/08, approximately 81% (591 students) directly entered a SDCCD college between Summer 2008 and Spring 2009, representing an increase from the 5-year average of 65%.
3. Thirty-two percent of the 2008/09 incoming SDUSD enrollees reported that they were the first person in their family to attend college. This is comparable to the 5-year average of 32%. Furthermore, the percentage of first generation to college incoming SDUSD enrollees increased by 25% from 2004/05 to 2008/09.
4. On average, the greatest proportion of incoming SDUSD enrollees who attempted and earned their total units enrolled were those who enrolled in the 0.1-2.9 unit range (81%). The least proportion of students who attempted and earned their total units enrolled were those in the 9.0-11.9 unit range (35%). This is consistent with what is seen district-wide.
5. Over 3 years, 92% of the incoming SDUSD enrollees passed the CAHSEE ELA and 91% passed the CAHSEE math. This is greater than the 2008/09 proportion of incoming SDUSD enrollees who passed the ELA and math exams (87% and 85%, respectively). The proportion of incoming SDUSD enrollees who passed the ELA exam increased slightly from 2006/07 (95%) to 2007/08 (96%) and then declined in 2008/09 to 87%. The proportion of incoming SDUSD enrollees who passed the math exam followed the same pattern (94% in 2006/07, 95% in 2007/08, 85% in 2008/09).
6. The proportion of incoming SDUSD enrollees who took the reading and math SAT exams remained steady from 2004/05 to 2005/06 (43% each), then increased to 45% and 50% respectively in 2006/07 and 2007/08, and declined to 45% in 2008/09. The average SAT reading and math scores of incoming SDUSD enrollees were 447 and 459, respectively, from 2004/05 to 2008/09 and were comparable to 2008/09 mean scores (451 reading and 459 math).

7. Thirty-one percent of the incoming SDUSD enrollees on average completed their A to G requirements across the 5 years being reported. This is comparable to the 2008/09 incoming SDUSD enrollees who completed their A to G requirements (32%).
8. On a 5-year average, 85% of incoming SDUSD enrollees successfully graduated from high school and 15% did not receive a diploma. There is no difference between the 5-year average and the 2008/09 average.
9. Overall, students who had higher SAT scores placed higher in reading, writing and math. Similarly, those students who received a high school diploma placed higher than those who did not. There was no evidence that students who met the A to G requirements placed higher than those who did not.
10. From 2004/05 to 2008/09, the retention rates of students who met the A to G requirements were 5% to 11% higher than students who did not meet the A to G requirements. Likewise, from 2004/05 to 2008/09, the retention rates of students who earned honors diplomas were 7% to 8% higher than those students who earned standard diplomas and the retention rates of students who earned standard diplomas were 10% to 13% higher than those students who did not earn a diploma.
11. From 2004/05 to 2008/09, the success rates of students who scored in the highest SAT score range (1011-1600) were 7% to 16% higher than the success rates of students who scored in the mid-level SAT score range (771-1010) and the success rates of students who scored in the mid-level SAT score range (771-1010) were 4% to 10% higher than the success rates of students who scored in the lowest SAT score range (400-770).
12. From 2004/05 to 2008/09, the mean term GPAs of students who earned honors diplomas were approximately 1 point higher (.9 to .98) than students who earned standard diplomas. Students who did not earn a diploma had slightly lower mean term GPAs by .14 to .47 points than students who earned a standard diploma across 5 years.
13. Among the Fall 2004, 2005, 2006, and 2007 incoming SDUSD enrollee cohorts, 3 in 4 students on average (77%) persisted to the following spring term, while on average, just over half (52%) of the incoming SDUSD enrollee 2004 to 2007 cohorts annually persisted through to their second fall term.

14. Over 11 terms, 9% of the SDUSD enrollees who met the A to G requirements received a college award/certificate and 5% of students who did not meet the A to G requirements received a college award/certificate. Across 11 terms, a greater proportion of students who earned a high school honors diploma went on to earn a college award/certificate (10%) than did those who earned a standard high school diploma (6%) or did not earn a high school diploma.

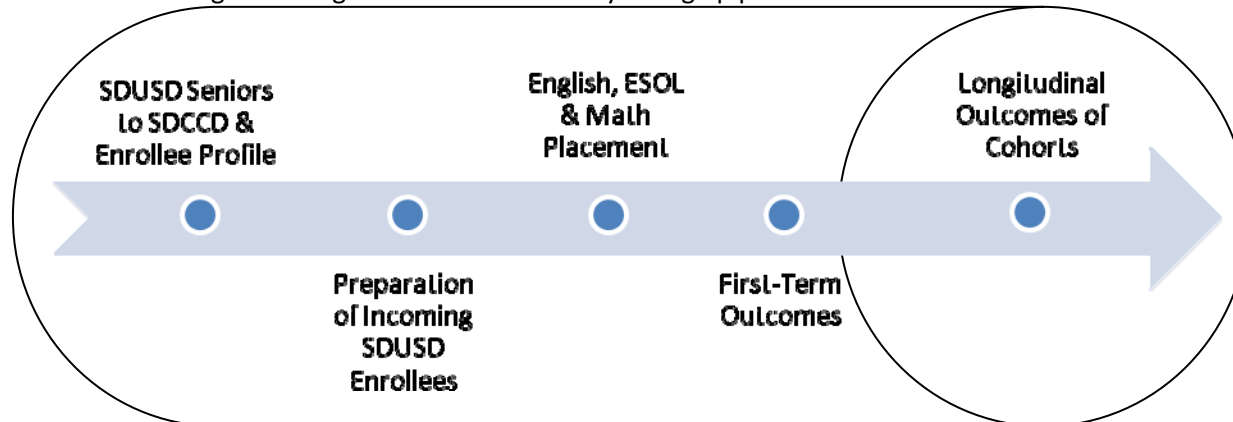
15. Over 10 terms, 15% of students who met the A to G requirements transferred to a 4-year university and 9% of students who did not meet the A to G requirements transferred to a 4-year university. Across 10 terms, the transfer rates of students who earned honors diplomas were the highest (15%), followed by transfer rates of students who earned standard diplomas (11%). Students who did not earn a diploma had the lowest transfer rates across 10 terms.

Introduction

The Annual High School to Community College Pipeline Report provides the San Diego Community College District (SDCCD) community a comprehensive and descriptive analysis of recent high school seniors from the San Diego Unified School District (SDUSD) attending one of the district colleges. The report is part of a larger initiative to provide the colleges and the district with information for integrating plans and strategies that support student success and enrollment management. The report is intended to inform college and district decision-making, instructional programs and support services planning, and outreach and marketing.

The High School Pipeline report series comprises four reports: 1) All Colleges, 2) City College/ECC, 3) Mesa College, and 4) Miramar College. Each report contains five chapters that focus on SDUSD students who have enrolled at a SDCCD college within one year of their senior year. Figure 1 depicts the flow of the pipeline as presented in the first five chapters. Chapter 1 focuses on SDUSD seniors' entry into a SDCCD college and provides a descriptive profile of the incoming enrollees from SDUSD, including demographic characteristics and college placement. Chapter 2 describes the general preparation of incoming enrollees from SDUSD. Chapter 3 describes the placement of incoming enrollees from SDUSD. First-term performance of the incoming enrollees from SDUSD is reported in Chapter 4. Finally, Chapter 5 presents a longitudinal study of performance outcomes among the fall enrollees from SDUSD.

Figure 1. High school to community college pipeline framework.



Population of Interest

Incoming enrollees from SDUSD: This population (referred to as *enrollees* in tables and charts), is defined as students who were seniors at a SDUSD high school in the years 2003/04, 2004/05, 2005/06, or 2007/08 and who subsequently enrolled at a SDCCD college within one year of senior status. Included were first-time students as well as students who previously took a course at a SDCCD college while enrolled at a SDUSD high school (previously concurred students). A list of seniors was provided by SDUSD and matched to SDCCD's student database using the following three criteria: (1) the student was classified as a senior and attended a SDUSD high school in the reporting years, (2) the student reported on their SDCCD application that they were not currently enrolled in high school, and (3) the student enrolled in at least one course as of census within one year of SDUSD senior status. Note that students were matched between databases by name and birth date. While a 100% match between databases was not possible, most students were matched, thus providing a representative group of students for the study.

Disaggregated Subgroups

SAT Score Range: Incoming enrollees from SDUSD who took both the reading and math Scholastic Aptitude Tests (SAT) in high school were disaggregated into subgroups by score. Each student's highest reading and math SAT scores were summed to provide a total SAT score. (Note that as of March 2005 students were also required to take a Writing exam. Due to the scope of the years of interest in this study, writing scores were excluded from the total SAT score.) Based on incoming enrollees' mean SAT scores and the distribution of students by SAT scores, 3 disaggregated subgroups of scores were created: group 1, 400-770; group 2, 771-1010; and group 3, 1011-1600. A comparison of student characteristics and outcomes within each group is provided in Chapters 3 to 6.

A to G Completion: To satisfy the basic entrance requirements for the California State University and University of California Systems, students must complete a number of courses that fit into specified subject areas, also known as the "A to G" subjects or requirements. The academic requirements are: (a) two years of history/social science, (b) four years of English, (c) three years of college preparatory mathematics, (d) two years of laboratory science, (e) two years of a language other than English, (f) one year of visual and performing arts, and (g) one year of college preparatory electives. As a measurement of preparation, incoming enrollees from SDUSD were disaggregated into the following subgroups based on their A to G completion status: group 1 did not meet A to G requirements, and group 2 met A to G requirements. A comparison of student characteristics and outcomes within each group is provided in Chapters 3 to 6.

Diploma Conferred: Incoming enrollees from SDUSD were disaggregated into three subgroups based on their high school diploma graduating document: group 1 included students who did not receive a diploma, group 2 included students who received a standard diploma, and group 3 included students who received an honors diploma.

Operational Definitions

Annual Persistence Rate

The percentage of incoming SDUSD enrollees in their first fall term enrolled at a SDCCD college after SDUSD senior status who received a grade notation of A, B, C, D, F, CR, NC, I or RD and who enrolled in at least one course in the subsequent spring and fall terms and received a grade notation of A, B, C, D, F, CR, NC, I or RD in each term.

Direct Enrollment

The first summer, fall or spring term a student is enrolled at a SDCCD college after SDUSD senior status.

Headcount

The number of incoming SDUSD enrollees who enroll in at least one course as of the course designated census day (excludes Drops and Never Attends but includes Withdrawals). This is an unduplicated count of students. Students are measured in the first summer, fall or spring term enrolled at a SDCCD college after SDUSD senior status.

Incoming Enrollees from SDUSD

Students who were seniors at a SDUSD high school in the years 2003/04, 2004/05, 2005/06, and 2007/08 and who subsequently enrolled at a SDCCD college within one year of senior status. Included are first-time students as well as students who previously took a course at a SDCCD college while enrolled at a SDUSD high school.

Retention Rate

The percentage of incoming SDUSD enrollees who complete a course with a grade of A, B, C, D, F, CR, NC, I or RD out of total census enrollments. Students are measured in the first summer, fall or spring term enrolled at a SDCCD college after SDUSD senior status. (Note: Tutoring classes are included).

Success Rate

The percentage of incoming SDUSD enrollees who complete a course with a grade of A, B, C, or CR out of total census enrollments. Students are measured in the first summer, fall or spring term enrolled at a SDCCD college after SDUSD senior status. (Note: Tutoring courses are excluded).

Term Persistence Rate

The percentage of incoming SDUSD enrollees in their first fall term enrolled at a SDCCD college after SDUSD senior status who received a grade notation of A, B, C, D, F, CR, NC, I or RD and who enrolled in at least one course in the subsequent spring term and received a grade notation of A, B, C, D, F, CR, NC, I or RD.

Chapter 1: Entering the Community College Pipeline

This chapter describes different aspects of the enrollment patterns of San Diego Unified School District (SDUSD) high school students enrolled at a SDCCD college and provides a profile of the entering students. In each table, San Diego Unified High School student enrollment is disaggregated by high school (see Table 1). Section 1.1 describes all SDUSD seniors who directly enrolled at a SDCCD college from 2004/05 to 2008/09 (*incoming SDUSD enrollees*). A subset of the direct enrollees, SDUSD students who had previously attended a San Diego Community College while in high school and directly enrolled at a SDCCD college after senior status (*previously concurrent enrollees*), is described in Section 1.2.

Table 1. San Diego Unified High Schools Reported

SDUSD High Schools	College Service Area
Audeo	Miramar
Charter School of San Diego	Miramar
Clairemont	Mesa
Cortez Hill	City
Crawford	City
Garfield	City
Gompers	City
Henry	Mesa
High Tech High	City
Hoover	City
Kearny	Mesa
La Jolla	Mesa
LCI Instruction	Mesa
Madison	Mesa
Mira Mesa	Miramar
Mission Bay	Mesa
Morse	City
Non-public Schools	multiple colleges
Other	multiple colleges
Point Loma	City
Preuss School UCSD	Mesa
San Diego	City
SCPA	City
Scripps Ranch	Miramar
Serra	Mesa
Trace	Miramar
Twain	Mesa
University City	Miramar

Note. The 'other' category includes high schools that had 50 or fewer students for one entry year.

Section 1.1: Headcount of Incoming SDUSD Students

Headcount of Direct Incoming SDUSD Students

- In 2008/09, approximately 26% (2,897 students) of the 2007/08 SDUSD high school seniors (11,021 students) entered a SDCCD college between Summer 2008 and Spring 2009 (see Table 2). This is comparable to the 5-year average of 25%.
- The average percentage of incoming SDUSD enrollees in 2008/09 ranged from 1% (LCI Instruction) to 52% (Kearney; see Table 2).
- From 2004/05 to 2008/09, the percentage change in the number of SDUSD seniors increased by 15% and the percentage change in the number of incoming SDUSD enrollees increased by 19% (see Table 2).

Headcount of Students who Concurrently Attended SDUSD and a SDCCD College in Their Senior Year

- Approximately 7% (732 students) of the 2007/08 SDUSD high school seniors (11,021 students) were concurrently enrolled at a SDCCD college in their senior year (see Table 2 and 3). This equal to the 5-year average of 7%.
- On average, from 2004/05 to 2008/09 the percentage change in the number of SDUSD concurrently enrolled seniors increased by 25% (see Table 3).

Headcount of Incoming SDSUSD Enrollees who Previously had Attended SDUSD and a SDCCD College in Their Senior Year

- Approximately 81% (591 students) of the 2007/08 SDUSD concurrently enrolled seniors (732 students) directly entered a SDCCD college between Summer 2008 and Spring 2009 (see Table 3). This represents an increase from the 5-year average of 65%.
- In 2008/09, the percentage of incoming SDUSD enrollees who had been concurrent students in their senior year ranged from 45% (Crawford) to 100% (Henry, High Tech High, La Jolla, Morse, non-public schools, schools classified as 'Other', Point Loma, SCPA and University City; see Table 3). Note the small number of students in some categories when comparing percentages.
- From 2004/05 to 2008/09, the percentage change in the number of incoming SDUSD enrollees who previously had been concurrent students increased by 77% (see Table 3).

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Table 2. SDCCD Direct Incoming Enrollees from SDUSD

SDUSD High Schools	2003/04 SDUSD Seniors	2004/05 Enrollees	2004/05 Enrollees	2004/05 SDUSD Seniors	2005/06 Enrollees	2005/06 Enrollees	2005/06 SDUSD Seniors	2006/07 Enrollees	2006/07 Enrollees	2006/07 SDUSD Seniors	2007/08 Enrollees	2007/08 Enrollees	2007/08 SDUSD Seniors	2008/09 Enrollees	2008/09 Enrollees	2003/04- 2007/08 SDUSD Seniors	2004/05- 2008/09 Enrollees	2004/05- 2008/09 Enrollees
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	5-Year % Change	5-Year Average	
Audeo	68	9	13%	81	11	14%	106	15	14%	138	26	19%	204	31	15%	200%	244%	15%
Charter School of San Diego	621	76	12%	601	101	17%	682	99	15%	782	102	13%	987	165	17%	59%	117%	15%
Clairemont	271	115	42%	277	114	41%	280	120	43%	287	140	49%	282	139	49%	4%	21%	45%
Cortez Hill	19	3	16%	35	11	31%	38	11	29%	48	9	19%	50	15	30%	163%	400%	26%
Crawford	500	113	23%	601	96	16%	551	112	20%	568	104	18%	566	120	21%	13%	6%	20%
Garfield	572	83	15%	503	75	15%	619	82	13%	636	90	14%	539	79	15%	-6%	-5%	14%
Gompers	136	28	21%	127	23	18%	125	34	27%	148	44	30%	0	0	--	-100%	-100%	24%
Henry	453	68	15%	497	66	13%	494	61	12%	492	95	19%	489	82	17%	8%	21%	15%
High Tech High	114	35	31%	84	15	18%	116	34	29%	194	52	27%	280	73	26%	146%	109%	27%
Hoover	404	122	30%	464	133	29%	420	135	32%	455	132	29%	445	120	27%	10%	-2%	29%
Kearny	319	143	45%	338	145	43%	320	125	39%	323	151	47%	348	181	52%	9%	27%	45%
La Jolla	390	96	25%	361	81	22%	391	94	24%	373	103	28%	373	90	24%	-4%	-6%	25%
LCI Instruction	70	1	1%	71	1	1%	103	1	1%	98	1	1%	124	1	1%	77%	0%	1%
Madison	596	174	29%	544	172	32%	569	166	29%	497	176	35%	497	187	38%	-17%	7%	32%
Mira Mesa	960	304	32%	825	327	40%	811	298	37%	767	291	38%	732	299	41%	-24%	-2%	37%
Mission Bay	320	109	34%	321	112	35%	288	111	39%	299	124	41%	320	116	36%	0%	6%	37%
Morse	697	122	18%	889	121	14%	654	120	18%	540	104	19%	548	89	16%	-21%	-27%	17%
Non-public Schools	89	7	8%	96	8	8%	128	14	11%	69	5	7%	95	10	11%	7%	43%	9%
Other	176	27	15%	116	18	16%	191	24	13%	163	26	16%	470	95	20%	167%	252%	17%
Point Loma	398	133	33%	430	122	28%	369	122	33%	349	129	37%	436	175	40%	10%	32%	34%
Preuss School UCSD	56	15	27%	75	11	15%	87	21	24%	78	18	23%	97	21	22%	73%	40%	22%
San Diego	473	167	35%	483	155	32%	491	161	33%	524	148	28%	565	192	34%	19%	15%	32%
SCPA	177	26	15%	181	56	31%	196	40	20%	186	45	24%	174	41	24%	-2%	58%	23%
Scripps Ranch	486	175	36%	486	145	30%	514	153	30%	522	152	29%	500	174	35%	3%	-1%	32%
Serra	368	112	30%	354	86	24%	361	126	35%	393	152	39%	430	157	37%	17%	40%	33%
Trace	291	10	3%	321	7	2%	419	9	2%	738	30	4%	694	28	4%	138%	180%	3%
Twain	146	19	13%	200	30	15%	216	54	25%	378	63	17%	326	53	16%	123%	179%	17%
University City	431	141	33%	426	123	29%	420	152	36%	413	130	31%	450	164	36%	4%	16%	33%
Total	9,601	2,433	25%	9,787	2,365	24%	9,959	2,494	25%	10,458	2,642	25%	11,021	2,897	26%	15%	19%	25%

Source: SDUSD Senior Data and SDCCD Information Systems

Note 1. The 'other' category includes high schools that had 50 or fewer students for one entry year.

Note 2. Students are unduplicated within each year.

Note 3. An asterisk denotes a value that cannot be computed.

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Table 3. Students who Previously Concurrently Attended both SDUSD and at a SDCCD College

SDUSD High Schools	2003/04 SDUSD Concurrent Seniors			Previously Concurrent 2004/05 Enrollees			2004/05 SDUSD Concurrent Seniors			Previously Concurrent 2005/06 Enrollees			2005/06 SDUSD Concurrent Seniors			Previously Concurrent 2006/07 Enrollees			2006/07 SDUSD Concurrent Seniors			Previously Concurrent 2007/08 Enrollees			2007/08 SDUSD Concurrent Seniors			Previously Concurrent 2008/09 Enrollees			2003/04- 2007/08 SDUSD Concurrent Seniors	2004/05- 2008/09 Previously Concurrent Enrollees	2004/05- 2008/09 Previously Concurrent Enrollees
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	5-Year % Change			5-Year Average											
Audeo	0	0	--	1	1	100%	4	3	75%	5	4	80%	8	5	63%	*	*	72%															
Charter School of San Diego	4	2	50%	10	10	100%	23	19	83%	28	17	61%	31	24	77%	675%	1100%	75%															
Clairemont	26	8	31%	24	13	54%	22	13	59%	58	47	81%	31	30	97%	19%	275%	69%															
Cortez Hill	0	0	--	2	2	100%	1	1	100%	0	0	--	0	0	--	*	*	100%															
Crawford	44	26	59%	33	23	70%	32	17	53%	32	5	16%	29	13	45%	-34%	-50%	49%															
Garfield	62	41	66%	41	29	71%	98	53	54%	85	49	58%	53	41	77%	-15%	0%	63%															
Gompers	4	2	50%	1	1	100%	2	1	50%	0	0	--	0	0	--	-100%	-100%	57%															
Henry	8	4	50%	9	3	33%	10	5	50%	5	4	80%	15	15	100%	88%	275%	66%															
High Tech High	11	4	36%	6	4	67%	6	4	67%	27	17	63%	14	14	100%	27%	250%	67%															
Hoover	4	3	75%	4	4	100%	15	6	40%	9	5	56%	8	4	50%	100%	33%	55%															
Kearny	65	51	78%	101	73	72%	105	82	78%	121	90	74%	128	109	85%	97%	114%	78%															
La Jolla	57	16	28%	28	17	61%	37	15	41%	26	14	54%	11	11	100%	-81%	-31%	46%															
LCI Instruction	0	0	--	0	0	--	1	0	0%	1	0	0%	0	0	--	*	*	0%															
Madison	53	35	66%	43	31	72%	102	45	44%	89	58	65%	78	50	64%	47%	43%	60%															
Mira Mesa	51	35	69%	57	43	75%	136	83	61%	97	64	66%	61	42	69%	20%	20%	66%															
Mission Bay	6	2	33%	8	7	88%	2	2	100%	12	10	83%	6	5	83%	0%	150%	76%															
Morse	49	30	61%	35	22	63%	35	19	54%	22	18	82%	8	8	100%	-84%	-73%	65%															
Non-public Schools	1	1	100%	0	0	--	8	5	63%	2	2	100%	4	4	100%	300%	300%	80%															
Other	2	0	0%	4	1	25%	9	6	67%	9	6	67%	12	12	100%	500%	*	69%															
Point Loma	17	9	53%	23	11	48%	40	23	58%	30	17	57%	45	45	100%	165%	400%	68%															
Preuss School UCSD	2	1	50%	0	0	--	1	1	100%	0	0	--	0	0	--	-100%	-100%	67%															
San Diego	9	8	89%	29	20	69%	20	14	70%	19	17	89%	60	59	98%	567%	638%	86%															
SCPA	5	1	20%	4	3	75%	0	0	--	9	5	56%	3	3	100%	-40%	200%	57%															
Scripps Ranch	40	19	48%	35	13	37%	33	14	42%	36	15	42%	15	14	93%	-63%	-26%	47%															
Serra	35	22	63%	14	5	36%	27	16	59%	33	27	82%	24	23	96%	-31%	5%	70%															
Trace	0	0	--	0	0	--	12	2	17%	14	10	71%	25	12	48%	*	*	47%															
Twain	0	0	--	4	1	25%	45	19	42%	77	44	57%	50	35	70%	*	*	56%															
University City	31	13	42%	19	7	37%	10	5	50%	10	6	60%	13	13	100%	-58%	0%	53%															
Total	586	333	57%	535	344	64%	836	473	57%	856	551	64%	732	591	81%	25%	77%	65%															

Source: SDUSD Senior Data and SDCCD Information Systems

Note 1. The 'other' category includes high schools that had 50 or fewer students for one entry year.

Note 2. Students are unduplicated within each year.

Note 3. An asterisk denotes a value that cannot be computed.

Section 1.2: Student Profile of Incoming SDUSD Students

Table 4 shows the gender, ethnicity and first generation compositions of the incoming SDUSD enrollees from 2004/05 to 2008/09, as well as their educational goals. Table 5 shows the number of units attempted (in rows) by the number of units earned (in columns) across 5 years.

Gender

- Females encompassed the same percentage of the incoming SDUSD enrollees in 2008/09 as males (50% each; see Table 4) and were comparable to the 5-year averages of 51% female and 48% male.

Ethnicity

- In terms of ethnic composition, in 2008/09, incoming SDUSD enrollees were 36% Latino, 22% White, 13% Asian/Pacific Islander, 12% African American, 8% Filipino, 3% reported 'Other' ethnicity, and 1% were American Indian (see Table 4). The percentage of Latino students was higher in 2008/09 (36%) compared to the 5-year average (32%).
- From 2004/05 to 2008/09, American Indian students had the largest positive percentage change (75% increase) while Asian/Pacific Islanders had the largest negative percentage change (7% decrease; see Table 4).

First Generation Status

- Thirty-two percent of the 2008/09 incoming SDUSD enrollees reported that they were the first person in their family to attend college. This is comparable to the 5-year average of 32% (see Table 4).
- The percentage of first generation to college incoming SDUSD enrollees was higher in 2008/09 than in 2004/05, representing a 25% change from 2004/05 to 2008/09 (see Table 4).

Educational Goal

- In 2008/09, the majority of incoming SDUSD enrollees cited transfer (either with or without their AA/AS) as their educational objective (43%; less than the 5-year average of 49%), followed by undecided (24%; less than the 5-year average of 27%) and concurrent student to meet 4-year requirements (16%; greater than the 5-year average of 6%; see Table 4).

- Note that from 2004/05 to 2008/09 the difference in the 5-year average and the percentage change may in part be due to the new concurrent student classification available to students on their application beginning in 2007/08 (see Table 4). For example, although transfer as an educational goal was lower in 2008/09 (43%) than in 2004/05 (54%), it was comparable to the previous year (45%). Although concurrent student status higher in 2008/09 (16%) than in 2004/05 (0%), it was just slightly up from the previous year (13%). Therefore, a more concise comparison would be between 2007/08 and 2008/09.

Units Attempted and Units Completed

- On average, the greatest proportion of incoming SDUSD enrollees who attempted and earned their total units enrolled were those who enrolled in the 0.1-2.9 unit range (81%; see Table 5). The least proportion of students who attempted and earned their total units enrolled were those in the 9.0-11.9 unit range (35%).
- The number of students who attempted and earned between 9.0-11.9 units increased by 55% over the 5 years being reported (see Table 5). Furthermore, the number of students who attempted and earned between 0.1-2.9 units decreased by 69% over the same time period.

Table 4. Gender, Ethnicity, First Generation Status and Educational Goal

	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05 - 2008/09	
						Total/ 5-yr Average	% Change
Total N of Students	2,433	2,365	2,494	2,642	2,897	12,831	19%
Gender							
Female	51%	51%	52%	53%	50%	51%	18%
Male	49%	49%	48%	47%	50%	48%	21%
Unreported	<1%	<1%	<1%	<1%	<1%	<1%	-83%
Ethnicity							
African American	12%	11%	12%	12%	12%	12%	19%
American Indian	<1%	1%	1%	1%	1%	1%	75%
Asian/Pacific Islander	17%	16%	15%	15%	13%	15%	-7%
Filipino	9%	10%	8%	8%	8%	9%	0%
Latino	30%	29%	32%	35%	36%	32%	42%
White	22%	23%	22%	20%	22%	22%	21%
Other	3%	4%	3%	2%	3%	3%	-3%
Unreported	7%	5%	7%	7%	6%	6%	9%
First Generation							
First Generation	30%	30%	31%	33%	32%	32%	25%
Not First Generation	70%	69%	68%	66%	68%	68%	17%
Unreported	<1%	<1%	<1%	<1%	<1%	<1%	-75%
Educational Goal							
Transfer w/without AA/AS	54%	50%	54%	45%	43%	49%	-4%
Associate Degree No Transfer	3%	3%	3%	2%	3%	3%	41%
Vocational Certificate	1%	1%	1%	1%	1%	1%	3%
Formulate Career Plans/Goals	6%	7%	7%	6%	6%	7%	7%
Update/Maintain Job Skills	2%	2%	2%	2%	2%	2%	6%
Ed Development	2%	2%	2%	1%	1%	2%	-34%
Complete HS Credits	2%	3%	3%	3%	3%	3%	63%
Undecided	29%	31%	28%	25%	24%	27%	-1%
Move from Noncredit to Credit	0%	0%	0%	<1%	<1%	<1%	--
Concurrent Student to Meet 4 yr.	0%	0%	0%	13%	16%	6%	--
Unreported	1%	1%	1%	1%	0%	1%	-41%

Source: SDUSD Senior Data and SDCCD Information Systems

Note: Students are unduplicated within each year.

Table 5. Percent Change in Units Attempted by Units Earned

		Units Earned						
		0 Units	0.1 - 2.9 Units	3.0 - 5.9 Units	6.0 - 8.9 Units	9.0 - 11.9 Units	12.0 + Units	
Units Attempted	2004/05	0.1 - 2.9 Units	13%	87%				
		3.0 - 5.9 Units	32%	4%	64%			
		6.0 - 8.9 Units	22%	3%	22%	54%		
		9.0 - 11.9 Units	22%	2%	17%	25%	33%	
		12.0 + Units	9%	1%	9%	15%	19%	46%
	2005/06	0.1 - 2.9 Units	18%	82%				
		3.0 - 5.9 Units	34%	2%	64%			
		6.0 - 8.9 Units	29%	2%	26%	43%		
		9.0 - 11.9 Units	24%	1%	18%	21%	37%	
		12.0 + Units	13%	1%	11%	16%	19%	41%
	2006/07	0.1 - 2.9 Units	28%	72%				
		3.0 - 5.9 Units	38%	2%	59%			
		6.0 - 8.9 Units	25%	1%	28%	46%		
		9.0 - 11.9 Units	22%	2%	17%	23%	35%	
		12.0 + Units	11%	2%	9%	13%	21%	45%
	2007/08	0.1 - 2.9 Units	23%	77%				
		3.0 - 5.9 Units	34%	1%	65%			
		6.0 - 8.9 Units	26%	2%	30%	43%		
		9.0 - 11.9 Units	18%	2%	22%	27%	31%	
		12.0 + Units	9%	1%	10%	13%	20%	48%
2008/09	0.1 - 2.9 Units	25%	75%					
	3.0 - 5.9 Units	35%	2%	63%				
	6.0 - 8.9 Units	29%	1%	30%	40%			
	9.0 - 11.9 Units	17%	2%	19%	21%	40%		
	12.0 + Units	11%	2%	9%	14%	22%	43%	
2004/05 - 2008/09 Average		--	81%	63%	45%	35%	45%	
2004/05 - 2008/09 % Change		--	-69%	47%	3%	55%	16%	

Source: SDCCD Information System

Note: Tutoring and non-graded courses were excluded. Percent change was based on counts.

Chapter 2: Preparation of Incoming SDUSD Students

This chapter examines the preparation of the incoming SDUSD enrollees for college. The measures of preparedness in this report are determined by the CAHSEE, SAT scores, A to G requirements, and diploma conferred.

Section 2.1: CAHSEE

Figures 4 and 5 as well as Tables 6 and 7 show the outcomes of the incoming SDUSD enrollees that took the California High School Exit Examination (CAHSEE) in English language arts (ELA) and math. Beginning with the class of 2005/06, all public school students were required to pass the exam to earn a high school diploma. Therefore, results are presented for the most current 3 years of incoming SDUSD enrollees.

- Over 3 years, 92% of the incoming SDUSD enrollees passed the CAHSEE ELA and 91% passed the CAHSEE math (see Tables 6 and 7). This is greater than the 2008/09 proportion of incoming SDUSD enrollees who passed the ELA and math exams (87% and 85%, respectively; see Figures 4 and 5).
- The proportion of incoming SDUSD enrollees who passed the ELA exam increased slightly from 2006/07 (95%) to 2007/08 (96%) and then declined in 2008/09 (87%; see Figure 4). The proportion of incoming SDUSD enrollees who passed the math exam followed the same pattern (94% in 2006/07, 95% in 2007/08, 85% in 2008/09; see Figure 5).
- The number of incoming SDUSD enrollees who did not pass the ELA exam had a greater percentage change (220%) than incoming SDUSD enrollees who did not pass the math exam (183%) from 2006/07 to 2008/09 (see Tables 6 and 7). The percentage change was comparable among those incoming SDUSD enrollees who passed the ELA (6% increase) or math (5% increase) exams during the same time period.

Figure 4. Percent of Incoming SDUSD Enrollees by CAHSEE English Language Arts (ELA) Exit Status

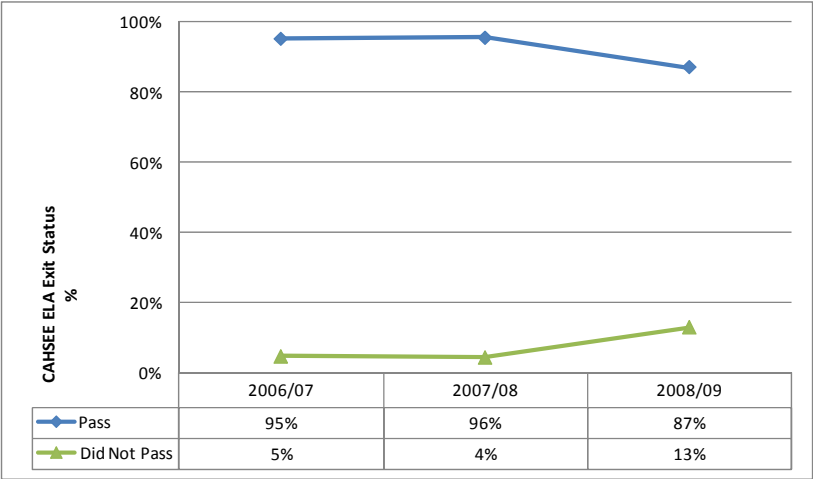


Table 6. Incoming SDUSD Enrollees by CAHSEE ELA Exit Status

	2006/07	2007/08	2008/09	2006/07 - 2008/09		
	N	N	N	Total N	Average %	% Change
Pass	2,377	2,526	2,523	7,426	92%	6%
Did Not Pass	117	116	374	607	8%	220%
Total	2,494	2,642	2,897	8,033	100%	16%

Source: SDUSD Senior Data and SDCCD Information Systems

Figure 5. Percent of Incoming SDUSD Enrollees by CAHSEE Math Exit Status

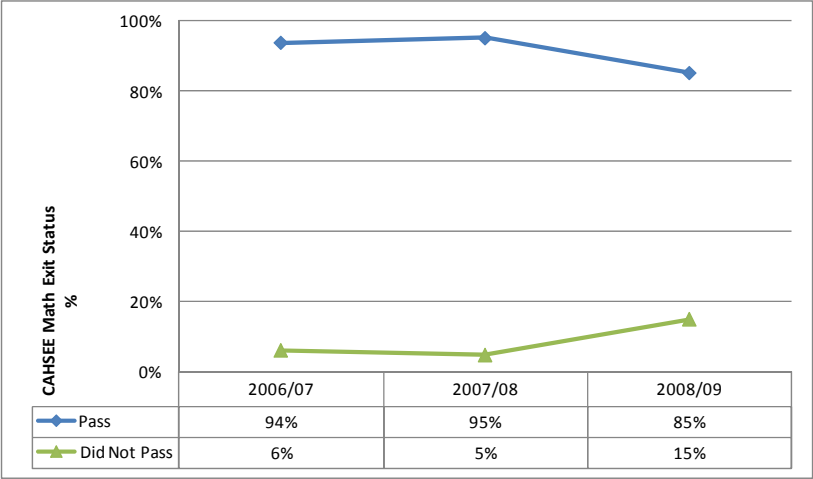


Table 7. Incoming SDUSD Enrollees by CAHSEE Math Exit Status

	2006/07	2007/08	2008/09	2006/07 - 2008/09		
	N	N	N	Total N	Average %	% Change
Pass	2,342	2,516	2,467	7,325	91%	5%
Did Not Pass	152	126	430	708	9%	183%
Total	2,494	2,642	2,897	8,033	100%	16%

Source: SDUSD Senior Data and SDCCD Information Systems

Section 2.2: SAT Scores

Scholastic Aptitude Test (SAT) scores of incoming SDUSD enrollees are presented in Table 8, including the average reading, math, writing, and combined reading and math scores. Given that a student may take the SAT exam multiple times, only the highest score was counted for each student who took the exam. Not all students entering SDCCD take the SATs; therefore, Figure 6 presents the percent of incoming SDUSD enrollees that took the reading, math or writing exams.

Reading and Math Components

- The proportion of incoming SDUSD enrollees who took the reading and math SAT exams remained steady from 2004/05 to 2005/06 (43% each), increased to 45% and 50% respectively in 2006/07 and 2007/08, and declined to 45% in 2008/09 (see Figure 6).
- The average SAT reading and math scores of incoming SDUSD enrollees were 447 and 459, respectively, from 2004/05 to 2008/09 (see Table 8) and were comparable to 2008/09 mean scores (451 reading and 459 math).
- Average scores of incoming SDUSD enrollees who took the reading component of the SATs remained steady with no percentage change from 2004/05 to 2008/09. Average scores of incoming SDUSD enrollees who took the math component of the SATs decreased by 2% from 2004/05 to 2008/09 (see Table 8).

Writing Component

- The SAT writing section was introduced in March 2005. Therefore, the first substantial data for students who took the exam were among students entering a SDCCD college in 2006/07. From 2006/07 to 2008/09 the proportion of students taking the writing exam (44%, 50% and 45%, respectively) was the same as those taking the reading and math components (see Figure 6).
- From 2005/06 to 2008/09, the average SAT writing score of incoming SDUSD enrollees was 439 (see Table 8), which was slightly less than the 2008/09 mean score of 443.

Figure 6. Percent of Incoming SDUSD Enrollees by SAT Component

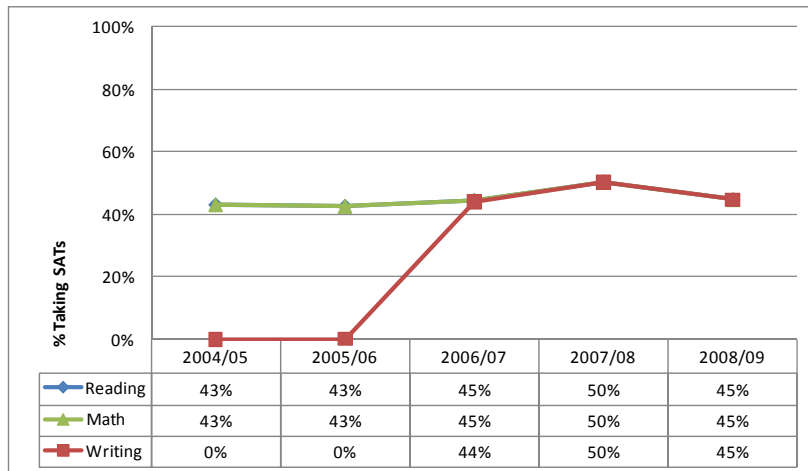


Table 8. Incoming SDUSD Enrollees by Mean SAT Scores

	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05-2008/09	
	Score	Score	Score	Score	Score	Average Score	% Change
Reading	450	450	442	441	451	447	0%
Math	467	463	457	452	459	459	-2%
Writing	- - -	355	438	436	443	439	- - -
Combined							
Reading & Math	917	914	899	892	910	906	-1%

Source: SDUSD Senior Data and SDCCD Information Systems

Section 2.3: A to G Requirements

Figure 7 and Table 9 shows incoming SDUSD enrollees who did and did not complete all A to G requirements.

- Thirty-one percent of the incoming SDUSD enrollees on average completed their A to G requirements across the 5 years being reported (see Table 9). This is comparable to the 2008/09 incoming SDUSD enrollees who completed their A to G requirements (32%; see Figure 7).
- Those incoming SDUSD enrollees who completed their A to G requirements increased by 27% from 2004/05 to 2008/09, while those who did not complete their A to G requirements increased by 16% (see Table 9).

Figure 7. Percent of Incoming enrollees by A to G Completion

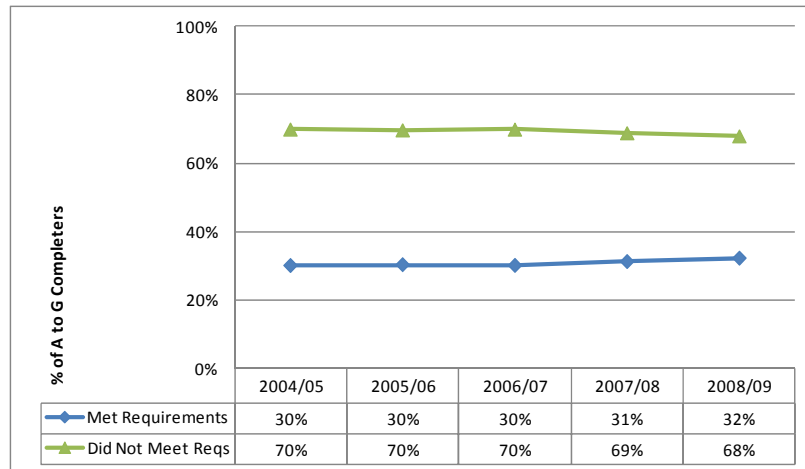


Table 9. Incoming enrollees by A to G Completion

	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05 - 2008/09		
	N	N	N	N	N	Total N	Average %	% Change
Met Requirements	732	717	751	824	931	3,955	31%	27%
Did Not Meet Reqs	1,701	1,648	1,743	1,818	1,966	8,876	69%	16%
Total	2,433	2,365	2,494	2,642	2,897	12,831	100%	19%

Source: SDUSD Senior Data and SDCCD Information Systems

Section 2.4: Diploma Conferred

Figure 8 and Table 10 display the type of high school diploma received by incoming SDUSD enrollees and the proportion of those students who received an award.

- On a 5-year average, 85% of incoming SDUSD enrollees successfully graduated from high school and 15% did not receive a diploma (see Table 10). There is no difference between the 5-year average and the 2008/09 average (85% each; see Figure 8).
- On average, from 2004/05 to 2008/09, 17% of the incoming SDUSD enrollees had received honors diplomas (see Table 10). This is comparable to the 2008/09 proportion of incoming SDUSD enrollees who received honors diplomas (15%; see Figure 8)
- Between 2004/05 and 2008/09, the percentage change in the number of incoming SDUSD enrollees who received an honors diploma increased by 15%, those who received a diploma increased by 19%, and those who did not receive a diploma increased by 24% (see Table 10).

Figure 8. Percent of Incoming enrollees by Diploma Conferred

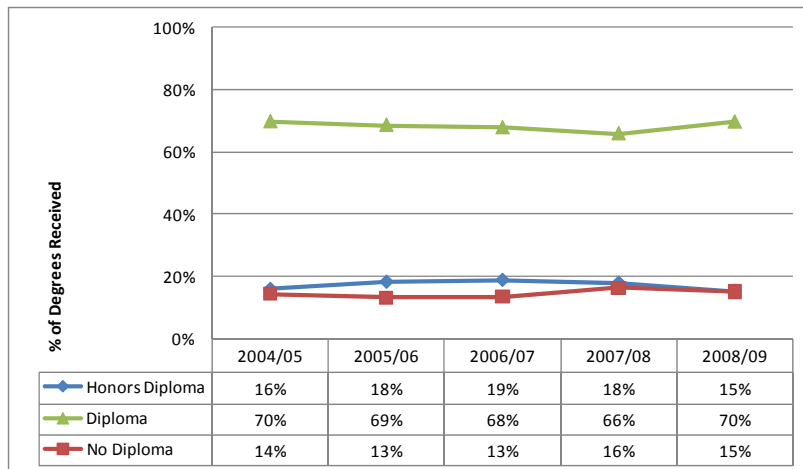


Table 10. Incoming enrollees by Diploma Conferred

	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05 - 2008/09		
	N	N	N	N	N	Total N	Average %	% Change
Honors Diploma	386	430	468	472	443	2,199	17%	15%
Diploma	1,695	1,621	1,690	1,739	2,016	8,761	68%	19%
No Diploma	352	314	336	431	438	1,871	15%	24%
Total	2,433	2,365	2,494	2,642	2,897	12,831	100%	19%

Source: SDUSD Senior Data and SDCCD Information Systems

Chapter 3: College Placement of Incoming SDUSD Enrollees by Preparation Level

The assessment tests used in the San Diego Community College District help determine which levels of English and math courses would offer students the greatest opportunities for learning, academic challenge, and success. Students are encouraged to take the assessment tests as they matriculate in the college. This section summarizes which course levels (i.e., transfer level, Associate degree-level, basic skills, ESOL level 40, 30, etc.) students qualified to enroll in for reading, writing, math, and ESOL courses. Placement levels were determined by qualification through assessment test score, course or waiver. The 2007/08 and 2008/09 course sequences for English in relation to placement scores are displayed in Figures 9 and 10. Note that changes were made within the English course sequence between 2007/08 and 2008/09. ENGL 051 and 056, previously Associate level courses, were redesignated to the basic skills course level in 2008/09. The 2007/08 and 2008/09 course sequences in relation to placement scores are displayed for math in Figure 11 and for ESOL in Figure 12.

The data described in Sections 3.1 through 3.4 reflect placement of incoming SDUSD students. In order to provide a richer understanding of the potential placement differences within preparation levels, data are also disaggregated for incoming SDUSD enrollees by high school preparation level: (1) Combined reading and math SAT score range, (2) A to G completion, and (3) Diploma Awarded (See the Population of Interest section on page 6 for additional group descriptions.).

Figure 9. English Course Sequence Relative to Placement in 2007/08.

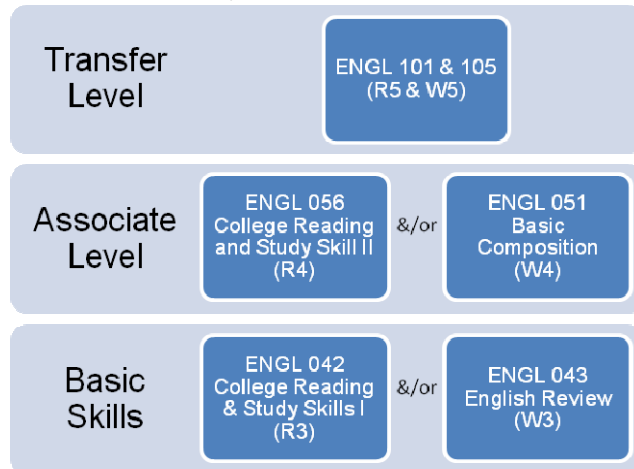
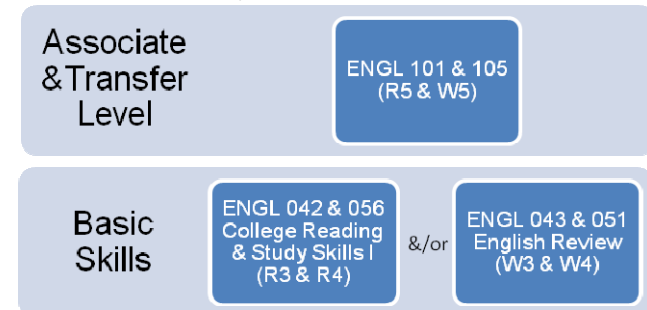
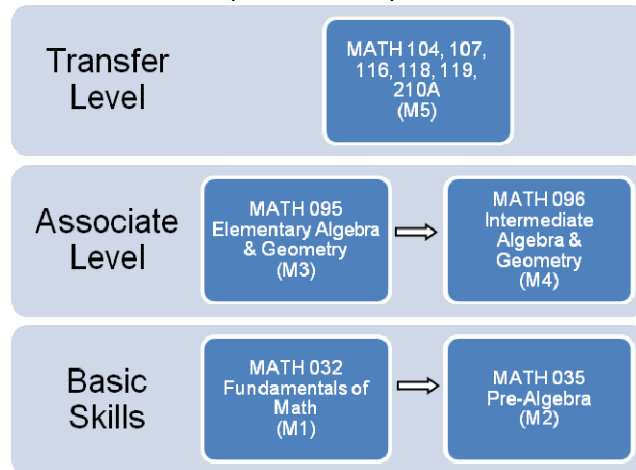


Figure 10. English Course Sequence Relative to Placement in 2008/09.



Note that English 56 and 51 have been changed to English 48 and 49, respectively, as of Fall 2009.

Figure 11. Math Course Sequence Relative to Placement in 2007/08 and 2008/09.



Note that Math 32, 35, and 95 have been changed to Math 34, 38, and 46, respectively, as of Fall 2009.

Figure 12. ESOL Course Sequence Relative to Placement in 2007/08 and 2008/09.



Section 3.1: Reading Placement

Reading Placement of Incoming SDUSD Enrollees

All SDUSD Enrollees

- In 2008/09, 33% of the incoming SDUSD enrollees placed at the transfer level (greater than the 5-year average of 30%), 26% placed at basic skills (greater than the 5-year average of 12%), 6% “Need Advising” which means that their test scores were very low and warranted a meeting with a counselor (less than the 5-year average of 7%), and 32% did not have a reading placement (less than the 5-year average of 38%; see Table 11 and Figure 13). Note that due to the repositioning of ENGL 056 to basic skills in 2008/09, the Associate level was combined with the transfer level (100% decrease in Associate level from 2004/05 to 2008/09) and placement in basic skills increased dramatically (634% increase from 2004/05 to 2008/09). This would affect the average percent from 2004/05 to 2008/09.

SDUSD Enrollees Who Placed

- In 2008/09, of the incoming SDUSD enrollees who had a reading placement, 49% placed at the transfer level (equal to the 5-year average of 49%), 39% placed at basic skills (greater than the 5-year average of 19%), and 9% needed advising (less than the 5-year average of 12%; see Table 11 and Figure 14). Again, the repositioning of ENGL 056 to basic skills in 2008/09 affected the average percent from 2004/05 to 2008/09.

Table 11. Incoming SDUSD Enrollees by Reading Placement

	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05 - 2008/09			Placement Only Average %
	N	N	N	N	N	All Enrollees			
						Total N	Average %	% Change	
Transfer Level	951	566	680	740	964	3,901	30%	1%	49%
Associate Level	312	292	406	455	0	1,465	11%	-100%	19%
Basic Skills	103	148	252	278	756	1,537	12%	634%	19%
Need Advising	113	195	221	227	180	936	7%	59%	12%
Take ESOL Test	0	0	0	0	59	59	0%	--	1%
Placement Only	1,479	1,201	1,559	1,700	1,959	7,898	--	32%	100%
No Placement	954	1,164	935	942	938	4,933	38%	-2%	--
All Enrollees	2,433	2,365	2,494	2,642	2,897	12,831	100%	19%	--

Source: SDUSD Senior Data and SDCCD Information Systems

Figure 13. All Incoming SDUSD Enrollees by Reading Placement

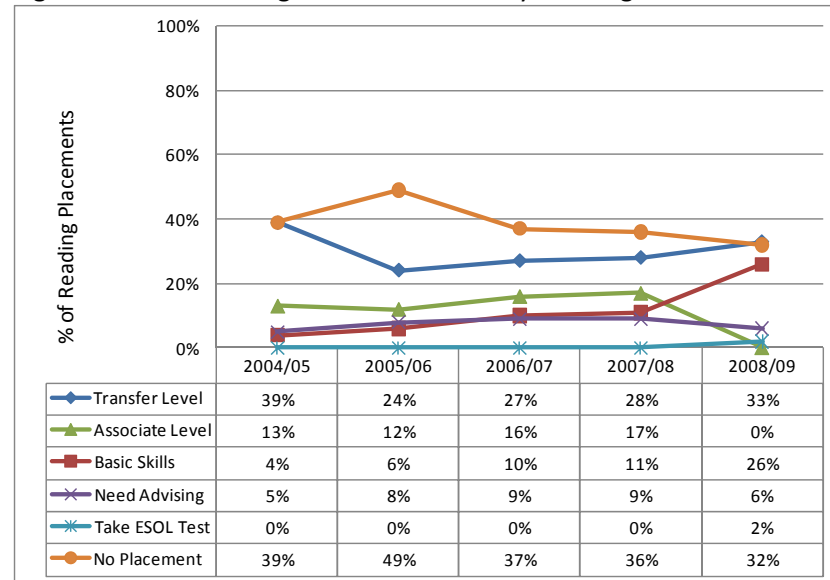
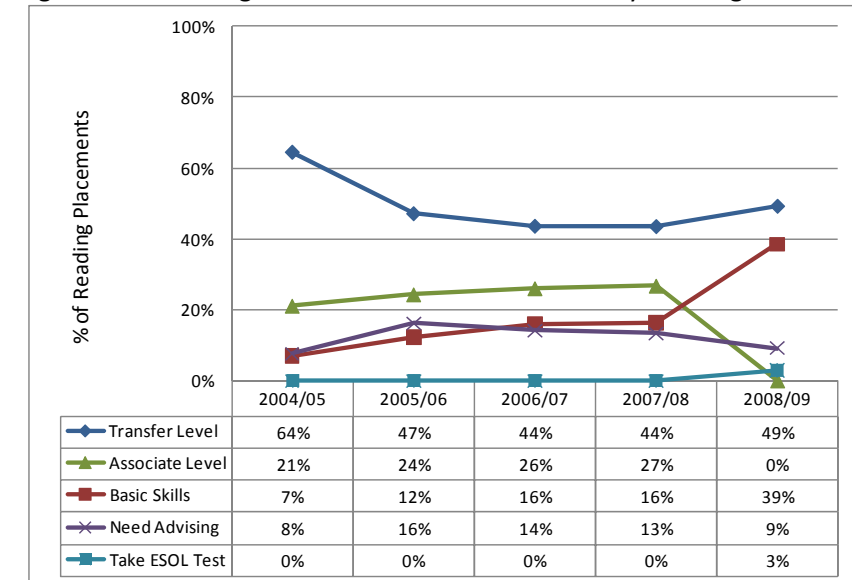


Figure 14. Incoming SDUSD Enrollees Who Placed by Reading Placement



Reading Placement of Incoming SDUSD Enrollees Among All SDUSD Enrollees by Preparation Level

SAT Score Ranges (see Table 12)

- In 2008/09, among all incoming SDUSD enrollees who took both the reading and math SATs and who scored in the highest level of the SAT score ranges (1011-1600), 55% placed at the transfer level (greater than the 5-year average of 46%) and 41% had no reading placement (less than the 5-year average of 51%).
- In 2008/09, among all incoming SDUSD enrollees who scored in the mid-level SAT score range (771-1010), 49% had no reading placement and 35% placed at the transfer level, comparable to the 5-year averages (50% and 33%, respectively).
- Among all incoming SDUSD enrollees who scored in the lowest SAT score range (400-770), 42% placed at basic skills and 32% had no reading placement in 2008/09. This differed from the 5-year averages in which 22% placed at basic skills, and 37% had no placement. Again, placement comparisons among the lowest group levels were most impacted by the repositioning of English courses to basic skills.

A to G Completion (see Table 13)

- In 2008/09, among all incoming SDUSD enrollees who met the A to G requirements, 48% had no placement (less than the 5-year average of 52%), and 34% placed at the transfer level (less than the 5-year average of 30%).
- In 2008/09, among those who did not meet the A to G requirements, 33% placed at the transfer level and 31% placed at basic skills. This differs from the 5-year averages in which 30% placed at the transfer level, 14% placed at basic skills, and the greatest percentage had no placement (32%). The difference is due in part to the repositioning of the English classes in 2008/09.

Diploma Conferred (see Table 14)

- Among all incoming SDUSD enrollees who earned an honors diploma, fewer students had a reading placement in 2008/09 (47%) compared to the 5-year average (56%) and more students placed at the transfer level in 2008/09 (40%) compared to the 5-year average (31%).
- Among all incoming SDUSD enrollees who earned a standard diploma, 35% placed at the transfer level and comparable percentages of students placed at basic skills (30%) or had no placement (27%). This differs from the 5-year average in which 32% placed at the transfer level, 14% placed at basic skills, and 32% had no placement.
- Among all incoming SDUSD enrollees who did not earn a diploma, 41% had no reading placement and comparable percentages of incoming SDUSD enrollees placed either at basic skills (22%) or in the transfer level (21%). This differs from the 5-year average in which 46% had no reading placement, 10% placed at basic skills, and 23% placed at the transfer level.

Table 12. Reading Placement of All Incoming SDUSD Enrollees by Combined Reading and Math SAT Score Ranges

	2004/05			2005/06			2006/07			2007/08			2008/09			2004/05 - 2008/09		
	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600
Transfer Level	26%	46%	41%	14%	27%	34%	9%	30%	48%	9%	30%	52%	17%	35%	55%	14%	33%	46%
Associate Level	22%	6%	0%	21%	11%	1%	19%	15%	3%	19%	17%	4%	0%	0%	0%	16%	10%	1%
Basic Skills	9%	2%	0%	14%	2%	0%	20%	4%	0%	22%	5%	1%	42%	15%	4%	22%	6%	1%
Need Advising	8%	1%	0%	12%	1%	0%	12%	1%	0%	13%	1%	0%	6%	1%	0%	10%	1%	0%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	0%	0%	1%	0%	0%
No Placement	36%	46%	58%	39%	60%	65%	41%	50%	49%	36%	48%	44%	32%	49%	41%	37%	50%	51%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	210	564	276	219	529	261	266	591	254	334	692	304	274	703	319	1,303	3,079	1,414

Source: SDUSD Senior Data and SDCCD Information Systems

Table 13. Reading Placement of All Incoming SDUSD Enrollees by A to G Completion

	2004/05		2005/06		2006/07		2007/08		2008/09		2004/05-2008/09	
	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met
Transfer Level	39%	39%	25%	22%	27%	27%	28%	29%	33%	34%	30%	30%
Associate Level	14%	9%	13%	11%	19%	11%	20%	11%	0%	0%	13%	8%
Basic Skills	5%	2%	7%	4%	12%	5%	13%	6%	31%	16%	14%	7%
Need Advising	6%	2%	11%	2%	12%	3%	11%	3%	8%	1%	10%	2%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	3%	1%	1%	0%
No Placement	35%	49%	44%	61%	30%	54%	28%	52%	25%	48%	32%	52%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	1,701	732	1,648	717	1,743	751	1,818	824	1,966	931	8,876	3,955

Source: SDUSD Senior Data and SDCCD Information Systems

Table 14. Reading Placement of All Incoming SDUSD Enrollees by Diploma Conferred

	2004/05			2005/06			2006/07			2007/08			2008/09			2004/05 - 2008/09		
	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma
Transfer Level	32%	41%	38%	22%	25%	23%	21%	28%	27%	21%	30%	28%	21%	35%	40%	23%	32%	31%
Associate Level	12%	15%	4%	9%	14%	7%	10%	19%	10%	14%	20%	10%	0%	0%	0%	9%	13%	6%
Basic Skills	5%	5%	2%	5%	7%	2%	7%	13%	4%	8%	13%	4%	22%	30%	12%	10%	14%	5%
Need Advising	6%	5%	1%	8%	10%	3%	12%	10%	3%	16%	9%	1%	13%	6%	1%	11%	8%	2%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	2%	0%	1%	0%	0%
No Placement	46%	34%	55%	56%	44%	65%	50%	30%	56%	41%	29%	56%	41%	27%	47%	46%	32%	56%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	352	1,695	386	314	1,621	430	336	1,690	468	431	1,739	472	438	2,016	443	1,871	8,761	2,199

Source: SDUSD Senior Data and SDCCD Information Systems

Section 3.2: Writing Placement

Writing Placement of Incoming SDUSD Enrollees

All SDUSD Enrollees

- In 2008/09, 23% of the incoming SDUSD enrollees placed at the transfer level (greater than the 5-year average of 19%), 37% placed at basic skills (greater than the 5-year average of 18%), 7% “Need Advising” which means that their test scores were very low and warranted a meeting with a counselor (equal to the 5-year average of 7%), and 32% did not have a writing placement (less than the 5-year average of 38%; see Table 15 and Figure 15). Note that due to the repositioning of ENGL 051 to basic skills in 2008/09, the Associate level was combined with the transfer level (100% decrease in Associate level from 2004/05 to 2008/09) and placement in basic skills increased dramatically (336% increase from 2004/05 to 2008/09). This would affect the average percent from 2004/05 to 2008/09.

SDUSD Enrollees Who Placed

- In 2008/09, of the incoming SDUSD enrollees who had a writing placement, 33% placed at the transfer level (greater than the 5-year average of 30%), 54% placed at basic skills (greater than the 5-year average of 29%), and 10% needed advising (less than the 5-year average of 12%; see Table 15 and Figure 16). The repositioning of ENGL 051 to basic skills in 2008/09 affected the average percent from 2004/05 to 2008/09.

Table 15. Incoming SDUSD Enrollees by Writing Placement

	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05 - 2008/09			
	N	N	N	N	N	All Enrollees			Placement Only
						Total N	Average %	% Change	Average %
Transfer Level	650	296	428	375	655	2,404	19%	1%	30%
Associate Level	473	463	565	658	0	2,159	17%	-100%	27%
Basic Skills	243	245	342	439	1,060	2,329	18%	336%	29%
Need Advising	112	196	224	228	189	949	7%	69%	12%
Take ESOL Test	0	0	0	0	59	59	0%	--	1%
Placement Only	1,478	1,200	1,559	1,700	1,963	7,900	--	33%	100%
No Placement	955	1,165	935	942	934	4,931	38%	-2%	--
All Enrollees	2,433	2,365	2,494	2,642	2,897	12,831	100%	19%	--

Source: SDUSD Senior Data and SDCCD Information Systems

Figure 15. All Incoming SDUSD Enrollees by Writing Placement

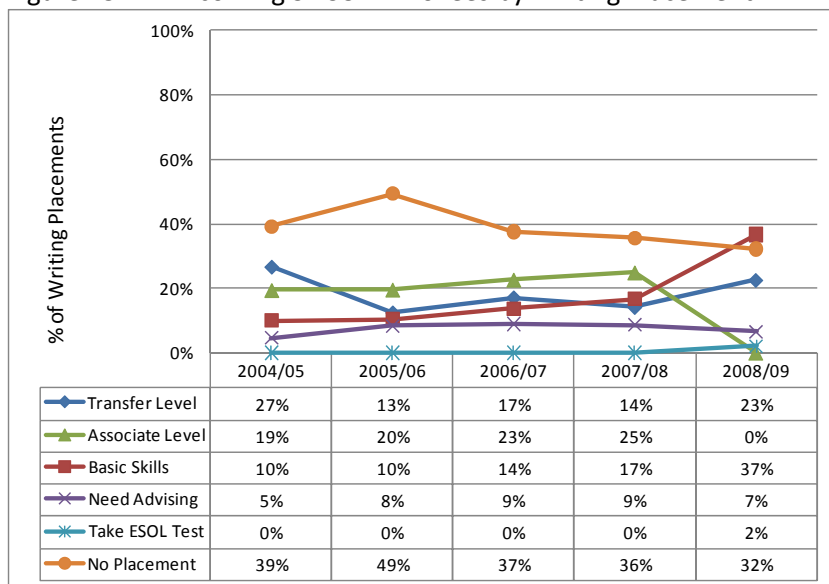
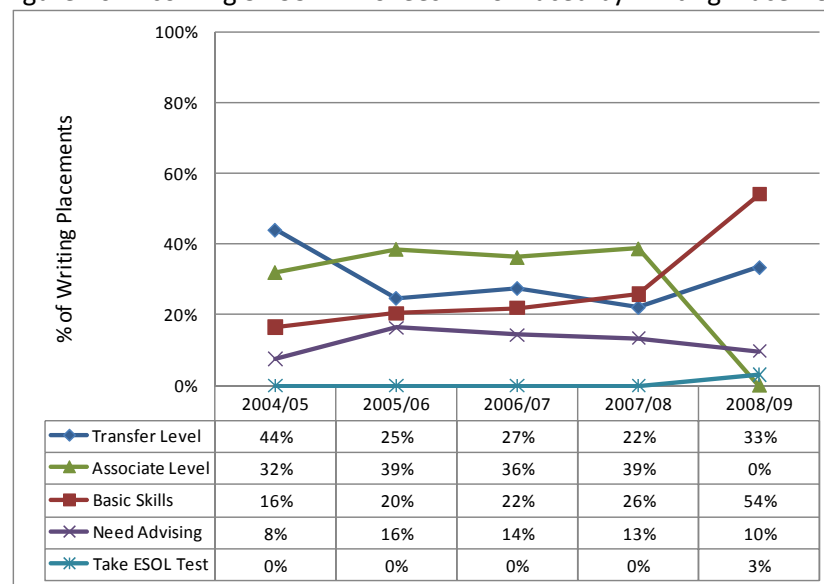


Figure 16. Incoming SDUSD Enrollees Who Placed by Writing Placement



Writing Placement of Incoming SDUSD Enrollees Among All SDUSD Enrollees by Preparation Level

SAT Score Ranges (see Table 16)

- In 2008/09, among all incoming SDUSD enrollees who took both the reading and math SATs and who scored in the highest level of the SAT score ranges (1011-1600), 53% placed at the transfer level (greater than the 5-year average of 41%) and 41% had no writing placement (less than the 5-year average of 51%).
- In 2008/09, among all incoming SDUSD enrollees who scored in the mid-level SAT score range (771-1010), 49% had no writing placement and comparable percentages of students placed at basic skills (26%) or the transfer level (25%). On a 5-year average, the percentage of students who did not place (50%) was comparable to 2008/09; however, placements at basic skills (10%) and the transfer level (22%) were less than in 2008/09.
- Among all incoming SDUSD enrollees who scored in the lowest SAT score range (400-770), 43% placed at basic skills and 32% had no writing placement in 2008/09. This differed from the 5-year averages in which 27% placed at basic skills and 37% had no placement. Note that the lowest two SAT score groups (400-770 and 771-1010) were most impacted by the repositioning of English courses to basic skills.

A to G Completion (see Table 17)

- In 2008/09, among all incoming SDUSD enrollees who met the A to G requirements, 48% had no writing placement (less than the 5-year average of 52%) and 28% placed at the transfer level (greater than the 5-year average of 22%).
- In 2008/09, among all incoming SDUSD enrollees who did not meet the A to G requirements, 25% had no writing placement, 44% placed at basic skills, and 20% placed at the transfer level. This differs from the 5-year averages in which 32% had no writing placement, 22% placed at basic skills, and 17% placed at the transfer level. Again, the difference is due in part to the repositioning of the English classes in 2008/09 and the impact is most notable among those students who did not meet the A to G requirements.

Diploma Conferred (see Table 18)

- Among all incoming SDUSD enrollees who earned an honors diploma, fewer students had a writing placement in 2008/09 (47%) compared to the 5-year average (56%) and more students placed at the transfer level in 2008/09 (33%) compared to the 5-year average (25%).
- Among all incoming SDUSD enrollees who earned a standard diploma, 27% had no writing placement, 41% placed at basic skills, and 23% placed at the transfer level. This differs from the 5-year average in which 32% had no writing placement, 21% placed at basic skills, and 18% placed at the transfer level.

- Among all incoming SDUSD enrollees who did not earn a diploma, 41% had no writing placement and 34% of students placed at basic skills. Again, this differs from the 5-year average in which 46% had no writing placement and 16% placed at basic skills. The difference is due in part to the repositioning of the English classes in 2008/09 and the impact is most notable among the students with no diploma and students with standard diplomas.

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Table 16. Writing Placement of All Incoming SDUSD Enrollees by Combined Reading and Math SAT Score Ranges

	2004/05			2005/06			2006/07			2007/08			2008/09			2004/05 - 2008/09 Average		
	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600
Transfer Level	14%	34%	37%	5%	14%	27%	3%	21%	41%	2%	16%	43%	12%	25%	53%	7%	22%	41%
Associate Level	25%	16%	4%	21%	20%	7%	23%	24%	9%	22%	29%	12%	0%	0%	0%	18%	17%	6%
Basic Skills	18%	3%	1%	22%	5%	0%	22%	4%	0%	26%	7%	2%	43%	26%	7%	27%	10%	2%
Need Advising	8%	1%	0%	12%	1%	0%	12%	1%	0%	13%	1%	0%	9%	1%	0%	11%	1%	0%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	0%	0%	1%	0%	0%
No Placement	36%	46%	58%	39%	60%	65%	41%	50%	49%	36%	48%	44%	32%	49%	41%	37%	50%	51%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	210	564	276	219	529	261	266	591	254	334	692	304	274	703	319	1,303	3,079	1,414

Source: SDUSD Senior Data and SDCCD Information Systems

Table 17. Writing Placement of All Incoming SDUSD Enrollees by A to G Completion

	2004/05		2005/06		2006/07		2007/08		2008/09		2004/05-2008/09 Average	
	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met
Transfer Level	26%	29%	12%	13%	16%	20%	13%	18%	20%	28%	17%	22%
Associate Level	21%	16%	21%	17%	25%	17%	27%	20%	0%	0%	18%	13%
Basic Skills	12%	5%	12%	7%	17%	6%	20%	8%	44%	22%	22%	10%
Need Advising	6%	2%	11%	2%	12%	3%	11%	3%	9%	2%	10%	2%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	3%	1%	1%	0%
No Placement	35%	49%	44%	61%	30%	54%	28%	51%	25%	48%	32%	52%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	1,701	732	1,648	717	1,743	751	1,818	824	1,966	931	8,876	3,955

Source: SDUSD Senior Data and SDCCD Information Systems

Table 18. Writing Placement of All Incoming SDUSD Enrollees by Diploma Conferred

	2004/05			2005/06			2006/07			2007/08			2008/09			2004/05 - 2008/09 Average		
	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma
Transfer Level	22%	27%	30%	9%	12%	16%	15%	16%	23%	10%	13%	22%	9%	23%	33%	13%	18%	25%
Associate Level	20%	22%	10%	18%	22%	11%	13%	27%	14%	16%	30%	14%	0%	0%	0%	13%	19%	10%
Basic Skills	7%	12%	4%	9%	12%	5%	10%	17%	4%	16%	19%	7%	34%	41%	18%	16%	21%	7%
Need Advising	5%	5%	1%	8%	10%	3%	13%	10%	3%	17%	9%	1%	13%	6%	1%	11%	8%	2%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	2%	0%	1%	0%	0%
No Placement	46%	34%	55%	56%	44%	65%	50%	30%	57%	41%	29%	56%	41%	27%	47%	46%	32%	56%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	352	1,695	386	314	1,621	430	336	1,690	468	431	1,739	472	438	2,016	443	1,871	8,761	2,199

Source: SDUSD Senior Data and SDCCD Information Systems

Section 3.3: Math Placement

Math Placement of Incoming SDUSD Enrollees

All SDUSD Enrollees

- In 2008/09, 14% of the incoming SDUSD enrollees placed at the transfer level (greater than the 5-year average of 10%), 24% placed at the Associate level (greater than the 5-year average of 23%), 26% placed at basic skills (greater than the 5-year average of 25%), 3% were directed to take the algebra readiness test (equal to the 5-year average of 3%), and 33% did not have a math placement (less than the 5-year average of 38%; see Table 19 and Figure 17).
- Transfer level placements had the greatest positive percentage change (96% increase) from 2004/05 to 2008/09, while students who were directed to take the algebra readiness test had the greatest negative percentage change (35% decrease) during the same time period.

SDUSD Enrollees Who Placed

- In 2008/09, of the incoming SDUSD enrollees who had a math placement, 20% placed at the transfer level (greater than the 5-year average of 17%), 36% placed at the Associate level (less than the 5-year average of 37%), 38% placed at basic skills (less than the 5-year average of 41%), and 5% were directed to take the algebra readiness test (equal to the 5-year average of 5%; see Table 19 and Figure 18).

Table 19. Incoming SDUSD Enrollees by Math Placement

	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05 - 2008/09			
	N	N	N	N	N	All Enrollees			Placement Only
						Total N	Average %	% Change	Average %
Transfer Level	203	210	252	282	398	1,345	10%	96%	17%
Associate Level	607	426	564	588	707	2,892	23%	16%	37%
Basic Skills	524	532	669	773	745	3,243	25%	42%	41%
Take Algebra Readiness Test	142	57	76	67	92	434	3%	-35%	5%
Placement Only	1,476	1,225	1,561	1,710	1,942	7,914	--	32%	100%
No Placement	957	1,140	933	932	955	4,917	38%	0%	--
All Enrollees	2,433	2,365	2,494	2,642	2,897	12,831	100%	19%	--

Source: SDUSD Senior Data and SDCCD Information Systems

Figure 17. All Incoming SDUSD Enrollees by Math Placement

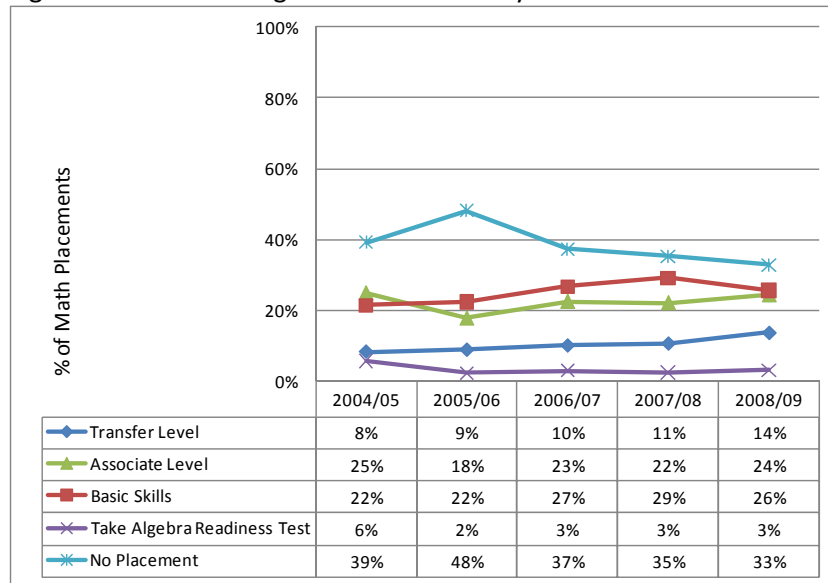
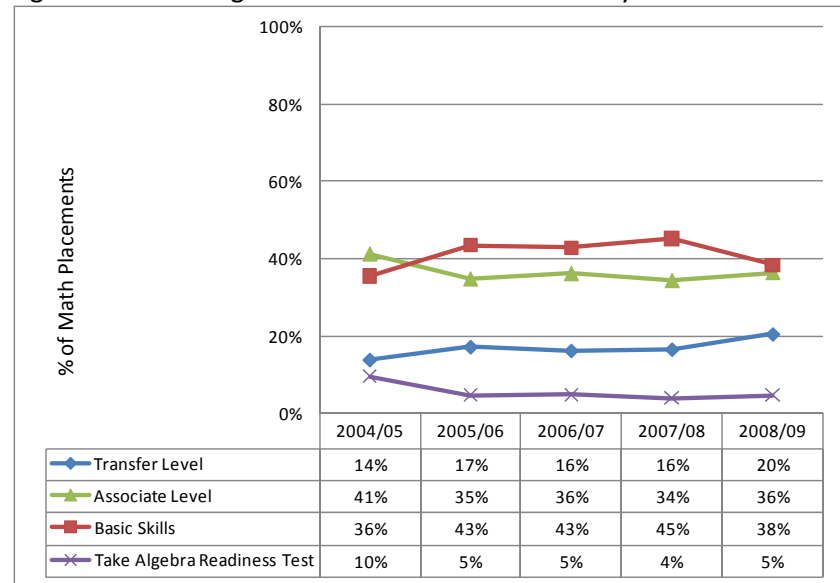


Figure 18. Incoming SDUSD Enrollees Who Placed by Math Placement



Math Placement of Incoming SDUSD Enrollees Among All SDUSD Enrollees by Preparation Level

SAT Score Ranges (see Table 20)

- In 2008/09, among all incoming SDUSD enrollees who took both the reading and math SATs and who scored in the highest level of the SAT score ranges (1011-1600), an equal proportion placed at the transfer level or had no math placement (39% each). This differs from the 5-year average in which fewer students placed at the transfer level (36%) and a greater proportion of students had no placement (46%).
- In 2008/09, among all incoming SDUSD enrollees who scored in the mid-level SAT score range (771-1010), half (50%) had no math placement and about one in five (21%) placed at the Associate level. This is comparable to the 5-year averages in which 51% had no math placement and 24% placed in the Associate level.
- In 2008/09, among all incoming SDUSD enrollees who scored in the lowest SAT score range (400-770), 35% had no placement (less than the 5-year average of 38%) and 32% placed at basic skills (less than the 5-year average of 36%).

A to G Completion (see Table 21)

- Among all incoming SDUSD enrollees who met the A to G requirements, just under half (49%) had no placement and equal proportions placed at the Associate and transfer levels (19% each). This is comparable to the 5-year averages for no math placement (52%) and Associate level placement (20%), but slightly greater than the 5-year average for transfer level placements (16%).
- In 2008/09, among all incoming SDUSD enrollees who did not meet the A to G requirements, one-third placed at basic skills (33%) compared to a similar 5-year average (32%), 27% placed at the Associate level compared to 24% on average from 2004/05 to 2008/09, and 26% had no math placement compared to 32% on a 5-year average.

Diploma Conferred (see Table 22)

- In 2008/09, among all incoming SDUSD enrollees who earned an honors diploma, half (50%) had no math placement (slightly higher than the 5-year average of 53%) and just over one-quarter (26%) placed at the transfer level (higher than the 5-year average of 22%).
- In 2008/09, among all incoming SDUSD enrollees who earned a standard diploma, comparable proportions placed at the Associate level and basic skills (29% and 28%, respectively), while 27% had no math placement. This differs from the 5-year average in which the largest majority of standard diploma recipients had no math placement (32%), followed by basic skills placement (29%) and Associate level placement (25%).
- In 2008/09, among all incoming SDUSD enrollees who did not earn a diploma, 41% had no math placement (less than the 5-year average of 48%) and 35% placed at basic skills (greater than the 5-year average of 29%).

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Table 20. Math Placement of All Incoming SDUSD Enrollees by Combined Reading and Math SAT Score Ranges

	2004/05			2005/06			2006/07			2007/08			2008/09			2004/05 - 2008/09 Average		
	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600
Transfer Level	4%	10%	29%	3%	10%	28%	3%	12%	37%	2%	11%	42%	6%	15%	39%	4%	12%	36%
Associate Level	22%	30%	16%	16%	20%	8%	14%	26%	18%	15%	24%	18%	22%	21%	18%	18%	24%	16%
Basic Skills	29%	6%	1%	32%	8%	2%	38%	9%	0%	43%	13%	1%	32%	10%	3%	36%	9%	1%
Take Algebra Readiness Test	9%	6%	3%	6%	2%	0%	4%	3%	1%	3%	4%	1%	5%	3%	1%	5%	3%	1%
No Placement	36%	48%	51%	43%	60%	62%	41%	51%	43%	37%	48%	38%	35%	50%	39%	38%	51%	46%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	210	564	276	219	529	261	266	591	254	334	692	304	274	703	319	1,303	3,079	1,414

Source: SDUSD Senior Data and SDCCD Information Systems

Table 21. Math Placement of All Incoming SDUSD Enrollees by A to G Completion

	2004/05		2005/06		2006/07		2007/08		2008/09		2004/05 - 2008/09 Average	
	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met
Transfer Level	6%	15%	7%	13%	8%	16%	8%	16%	11%	19%	8%	16%
Associate Level	25%	24%	19%	16%	24%	20%	24%	19%	27%	19%	24%	20%
Basic Skills	28%	8%	28%	10%	34%	10%	37%	12%	33%	10%	32%	10%
Take Algebra Readiness Test	6%	6%	3%	2%	4%	2%	2%	3%	3%	4%	3%	3%
No Placement	36%	48%	43%	60%	31%	52%	28%	51%	26%	49%	32%	52%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	1,701	732	1,648	717	1,743	751	1,818	824	1,966	931	8,876	3,955

Source: SDUSD Senior Data and SDCCD Information Systems

Table 22. Math Placement of All Incoming SDUSD Enrollees by Diploma Conferred

	2004/05			2005/06			2006/07			2007/08			2008/09			2004/05 - 2008/09 Average		
	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma
Transfer Level	5%	6%	21%	3%	7%	20%	4%	8%	22%	3%	9%	23%	6%	13%	26%	4%	9%	22%
Associate Level	18%	28%	20%	17%	20%	13%	17%	25%	17%	17%	25%	16%	16%	29%	14%	17%	25%	16%
Basic Skills	24%	25%	4%	20%	28%	5%	25%	33%	7%	37%	33%	7%	35%	28%	6%	29%	29%	6%
Take Algebra Readiness Test	3%	7%	3%	2%	2%	3%	1%	4%	2%	0%	3%	2%	2%	3%	3%	2%	4%	3%
No Placement	50%	34%	52%	59%	43%	60%	53%	30%	53%	43%	29%	52%	41%	27%	50%	48%	32%	53%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	352	1,695	386	314	1,621	430	336	1,690	468	431	1,739	472	438	2,016	443	1,871	8,761	2,199

Source: SDUSD Senior Data and SDCCD Information Systems

Section 3.4: ESOL Placement

ESOL Placement of Incoming SDUSD Enrollees

All SDUSD Enrollees

- In 2008/09, most incoming SDUSD enrollees did not have an ESOL placement (97%) which is comparable to the 5-year average of 97% (see Table 23 and Figure 19).
- From 2004/05 to 2008/09, the number of students who had an ESOL placement rose by 69%. Furthermore, the number of students who did not place rose by 18%.

SDUSD Enrollees Who Placed

- In 2008/09, of the incoming SDUSD enrollees who had an ESOL placement, 15% placed at level 40 (less than the 5-year average of 16%), 22% placed at level 30 (less than the 5-year average of 27%), 12% placed at level 20 (less than the 5-year average of 15%), and 51% placed at level 19 (greater than the 5-year average of 42%; see Table 23 and Figure 20).

Table 23. Incoming SDUSD Enrollees by ESOL Placement

	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05 - 2008/09			
	N	N	N	N	N	All Enrollees			Placement Only
						Total N	Average %	% Change	Average %
40	2	16	11	13	12	54	0%	500%	16%
30	17	15	22	19	18	91	1%	6%	27%
20	10	10	13	9	10	52	0%	0%	15%
19	19	24	34	27	41	145	1%	116%	42%
Placement Only	48	65	80	68	81	342	--	69%	100%
No Placement	2,385	2,300	2,414	2,574	2,816	12,489	97%	18%	--
All Enrollees	2,433	2,365	2,494	2,642	2,897	12,831	100%	19%	--

Source: SDUSD Senior Data and SDCCD Information Systems

Figure 19. All Incoming SDUSD Enrollees by ESOL Placement

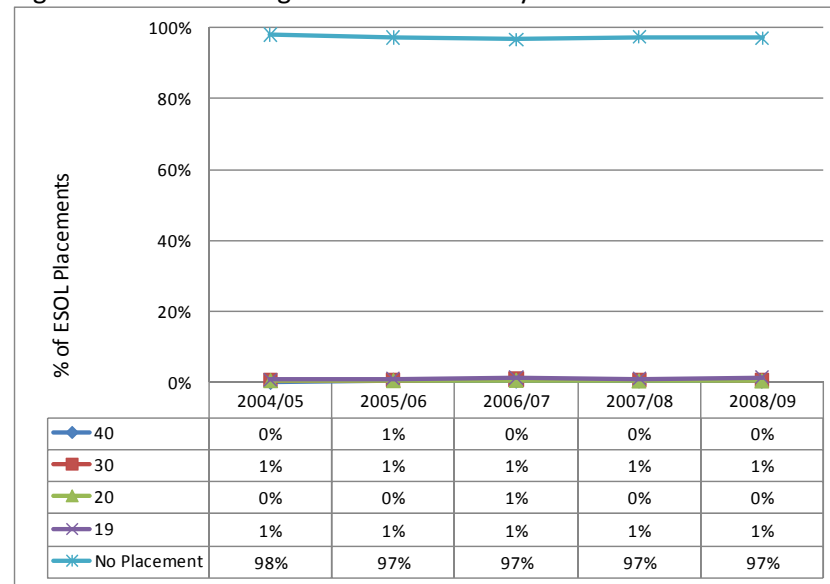
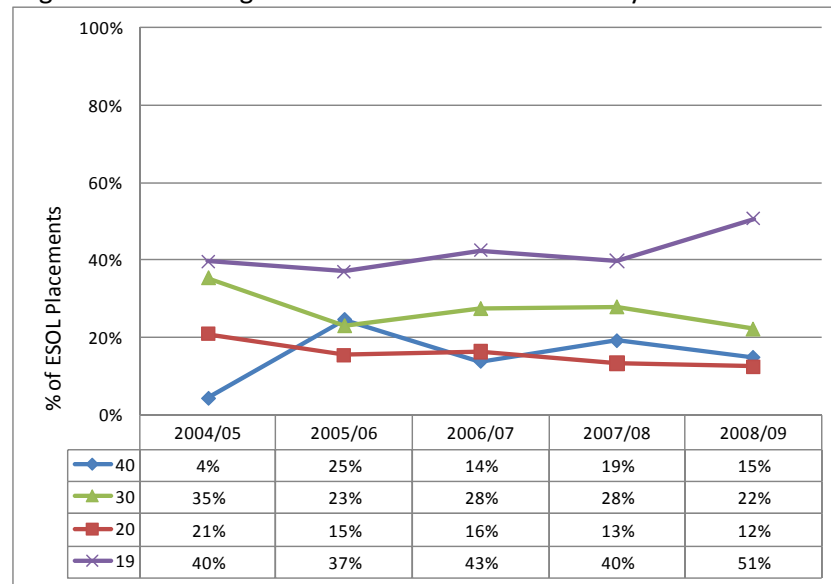


Figure 20. Incoming SDUSD Enrollees Who Placed by ESOL Placement



ESOL Placement Among Those Who Placed by Preparation Level

Due to the small number of students with an ESOL placement, only those who placed are discussed in this section. Also note the small counts in some categories when comparing percentages.

SAT Score Ranges (see Table 24)

- From 2004/05 to 2008/09, few of the incoming SDUSD enrollees took both the reading and math SAT tests and had an ESOL placement (60 students). The majority of those students were in the lowest SAT score range (400-770; 51 students), followed by the mid-level SAT score range (771-1010; 9 students). No students in the highest SAT score range (1011-1600) had an ESOL placement.
- In 2008/09, among those who scored in the lowest SAT score range (400-770) and who had an ESOL placement, 64% placed at level 19 (greater than the 5-year average of 53%), 29% placed at level 40 (greater than the 5-year average of 18%), 7% placed at level 30 (less than the 5-year average of 18%), and 0% placed at level 20 (less than the 5-year average of 12%).

A to G Completion (see Table 25)

- From 2004/05 to 2008/09, 89% of the incoming SDUSD enrollees who had an ESOL placement were students who had not completed the A to G requirements (307 students out of 342), while the remaining 11% had completed the A to G requirements (35 students).
- In 2008/09, among those who did not meet the A to G requirements and who had an ESOL placement, nearly half (49%) placed at level 19 (greater than the 5-year average of 43%) and just under one-quarter (23%) placed at level 30 (less than the 5-year average of 27%).

Diploma Conferred (see Table 26)

- From 2004/05 to 2008/09, the majority of the incoming SDUSD enrollees who had an ESOL placement were students who had received a standard diploma (68%; 231 students out of 342), followed by students who did not receive a diploma (82 students; 24%). Eight percent of students who had an ESOL placement received an honors diploma (29 students).
- In 2008/09, among those who earned a standard diploma and who had an ESOL placement, 43% placed at level 19 (greater than the 5-year average of 39%) and 31% placed at level 30 (greater than the 5-year average of 29%).
- In 2008/09, among those who did not earn a diploma and who had an ESOL placement, 64% placed at level 19 (greater than the 5-year average of 55%) and 18% placed at level 20 (greater than the 5-year average of 16%).

Table 24. ESOL Placement of Incoming SDUSD Enrollees by Combined Reading and Math SAT Score Ranges

	2004/05			2005/06			2006/07			2007/08			2008/09			2004/05 - 2008/09 Average		
	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600	400-770	771-1010	1011-1600
40	0%	0%	0%	17%	33%	0%	14%	0%	0%	15%	0%	0%	29%	0%	0%	18%	11%	--
30	25%	0%	0%	50%	33%	0%	14%	100%	0%	15%	50%	0%	7%	0%	0%	18%	44%	--
20	25%	0%	0%	0%	0%	0%	14%	0%	0%	23%	0%	0%	0%	0%	0%	12%	0%	--
19	50%	100%	0%	33%	33%	0%	57%	0%	0%	46%	50%	0%	64%	100%	0%	53%	44%	--
Total %	100%	100%	0%	100%	100%	0%	100%	100%	0%	100%	100%	0%	100%	100%	0%	100%	100%	--
Total N	4	1	0	6	3	0	14	2	0	13	2	0	14	1	0	51	9	0

Source: SDUSD Senior Data and SDCCD Information Systems

Table 25. ESOL Placement of Incoming SDUSD Enrollees by A to G Completion

	2004/05		2005/06		2006/07		2007/08		2008/09		2004/05-2008/09 Average	
	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met
40	2%	50%	21%	44%	14%	10%	18%	33%	14%	25%	14%	29%
30	35%	50%	23%	22%	27%	30%	27%	33%	23%	13%	27%	26%
20	22%	0%	14%	22%	17%	10%	15%	0%	14%	0%	16%	9%
19	41%	0%	41%	11%	41%	50%	40%	33%	49%	63%	43%	37%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	46	2	56	9	70	10	62	6	73	8	307	35

Source: SDUSD Senior Data and SDCCD Information Systems

Table 26. ESOL Placement of Incoming SDUSD Enrollees by Diploma Conferred

	2004/05			2005/06			2006/07			2007/08			2008/09			2004/05 - 2008/09 Average		
	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma	No Diploma	Diploma	Honors Diploma
40	17%	3%	0%	0%	29%	13%	16%	14%	9%	13%	24%	0%	11%	18%	0%	12%	18%	7%
30	50%	34%	25%	0%	24%	38%	26%	22%	55%	17%	34%	25%	7%	31%	0%	17%	29%	38%
20	17%	21%	25%	33%	14%	13%	11%	18%	18%	13%	12%	25%	18%	8%	50%	16%	14%	21%
19	17%	42%	50%	67%	33%	38%	47%	46%	18%	57%	29%	50%	64%	43%	50%	55%	39%	34%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	6	38	4	6	51	8	19	50	11	23	41	4	28	51	2	82	231	29

Source: SDUSD Senior Data and SDCCD Information Systems

Chapter 4: Performance Outcomes of Incoming SDUSD Enrollees by Preparation Level

Chapter 4 describes how incoming SDUSD enrollees performed during their first academic term at a SDCCD college after their senior year in high school. This chapter is divided into three sections: Retention, Successful Course Completion, and Mean Term GPA. Please see page 7 for operational definitions of retention and success rates.

Section 4.1: Retention

Figure 21 shows retention rates for incoming SDUSD enrollees from 2004/05 to 2008/09. Figures 22, 23, and 24 show retention rates for incoming SDUSD enrollees from 2004/05 to 2008/09 disaggregated by incoming preparation levels.

- The overall retention rates for incoming SDUSD enrollees remained relatively stable over the five-year period being reported, ranging from 84% to 86% (see Figure 21).

Retention by Preparation Level

- The percentage difference between the retention rates for SDUSD enrollees by A to G completion and diploma conferred varied proportionately by preparation level. From 2004/05 to 2008/09, the retention rates of students who met the A to G requirements were 5% to 11% higher than students who did not meet the A to G requirements (see Figure 23).
- Likewise, from 2004/05 to 2008/09, the retention rates of students who earned honors diplomas were 7% to 8% higher than those students who earned standard diplomas and the retention rates of students who earned standard diplomas were 10% to 13% higher than those students who did not earn a diploma (see Figure 24).

Figure 21. Incoming SDUSD Enrollees by Retention Rate

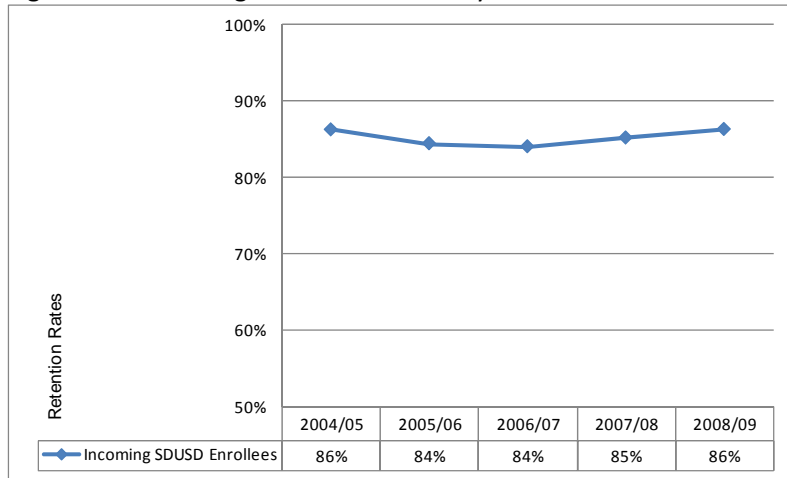


Figure 22. Retention Rates by Combined Reading and Math SAT Score Range

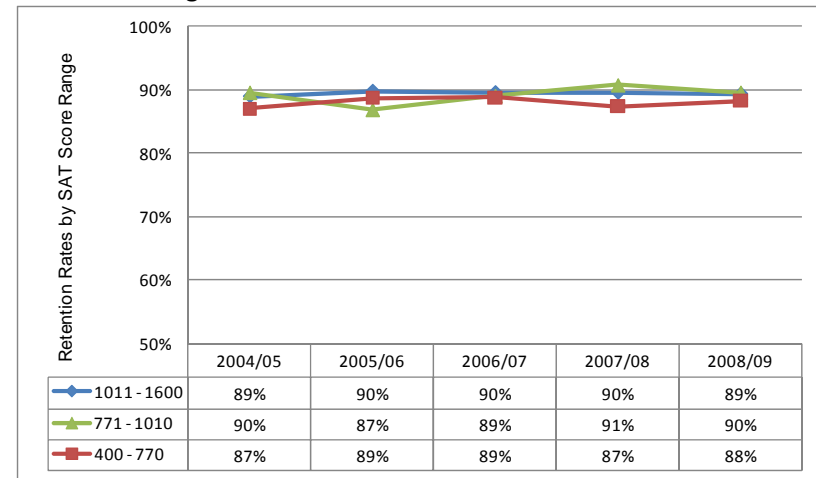


Figure 23. Retention Rates by A to G Completion

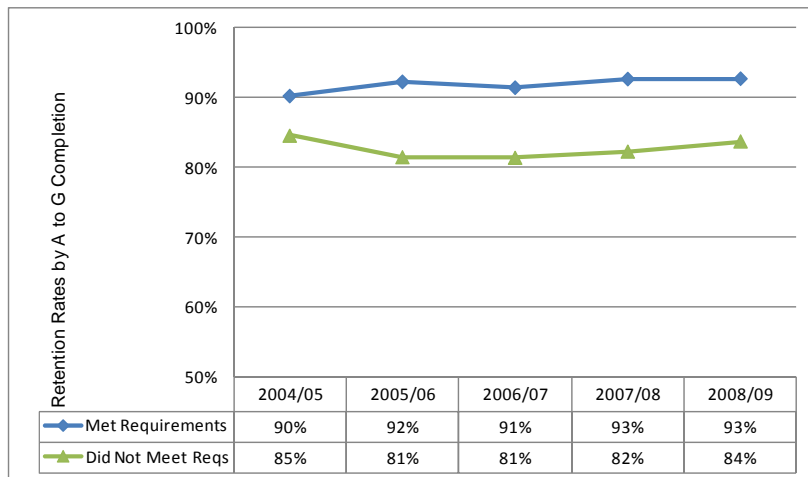
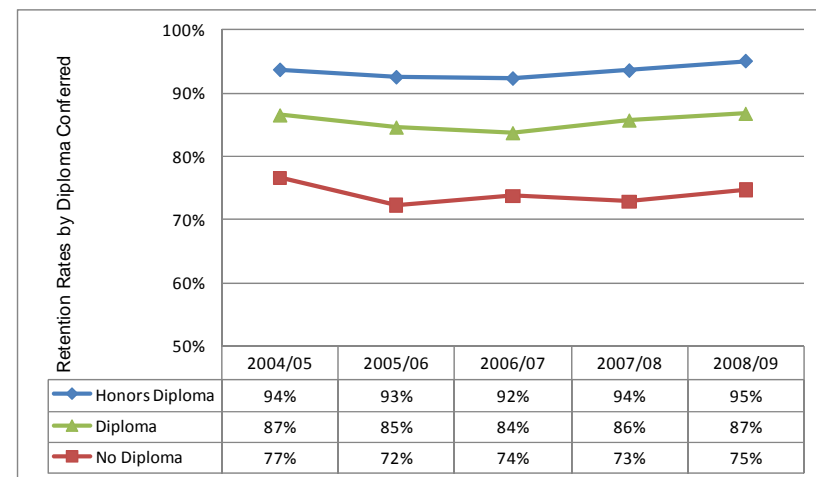


Figure 24. Retention Rates by Diploma Conferred



Section 4.2: Success Rates

Figure 25 shows success rates (successful course completion) for incoming SDUSD enrollees from 2004/05 to 2008/09. Figures 26, 27, and 28 show success rates for incoming SDUSD enrollees from 2004/05 to 2008/09 disaggregated by incoming preparation levels.

- The overall success rates for incoming SDUSD enrollees remained relatively stable over the 5-year period being reported, ranging from 57% to 60% (see Figure 25).

Success by Preparation Level

The percentage difference between the success rates for SDUSD enrollees by SAT score range, A to G completion, and diploma conferred varied proportionately by preparation level from 2004/05 to 2008/09.

- From 2004/05 to 2008/09, the success rates of students who scored in the highest SAT score range (1011-1600) were 7% to 16% higher than the success rates of students who scored in the mid-level SAT score range (771-1010). The success rates of students who scored in the mid-level SAT score range (771-1010) were 4% to 10% higher than the success rates of students who scored in the lowest SAT score range (400-770; see Figure 26).
- The success rates of students who met the A to G requirements were 16% to 20% higher than students who did not meet the A to G requirements over 5 years (see Figure 27).
- From 2004/05 to 2008/09, the success rates of students who earned honors diplomas were higher by 21% to 23% above students who earned standard diplomas. Students who did not earn a diploma had the lowest success rates across 5 years and generally scored 11% to 19% below standard diploma possessors (see Figure 28).

Figure 25. Incoming SDUSD Enrollees by Success Rate

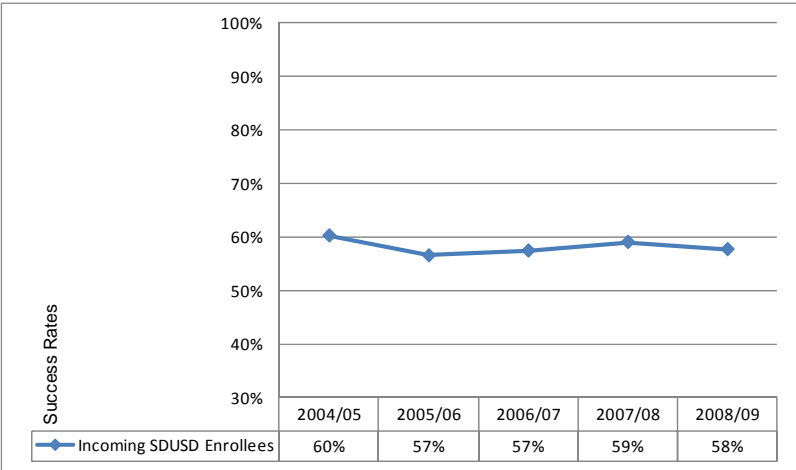


Figure 26. Success Rates by Combined Reading and Math SAT Score Range

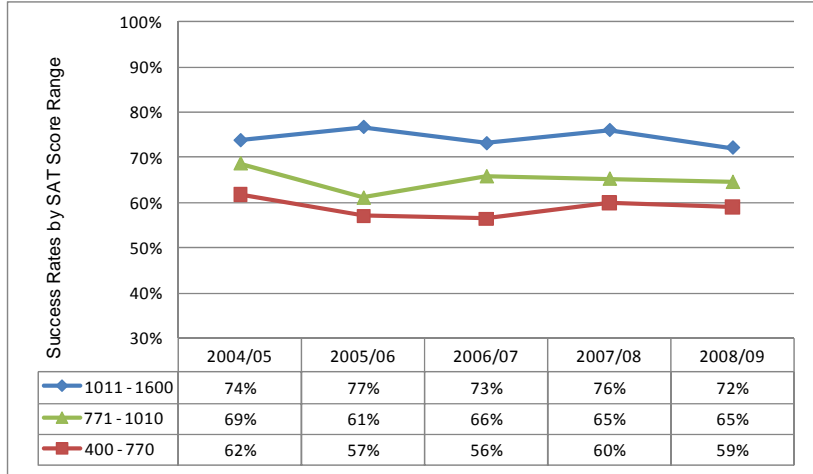


Figure 27. Success Rates by A to G Completion

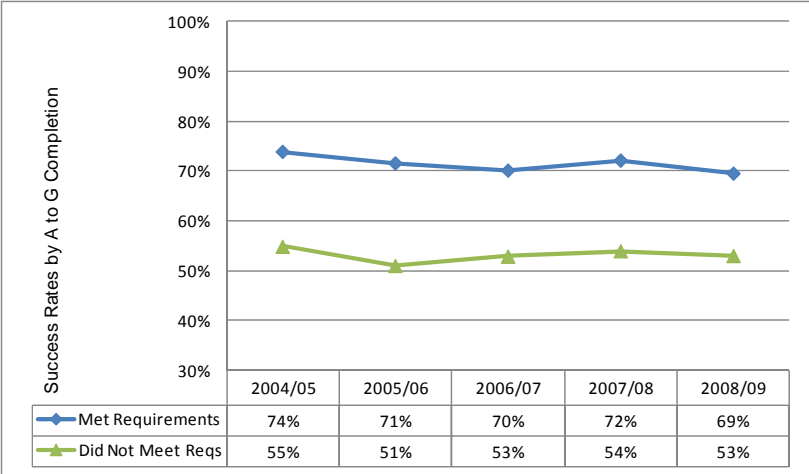
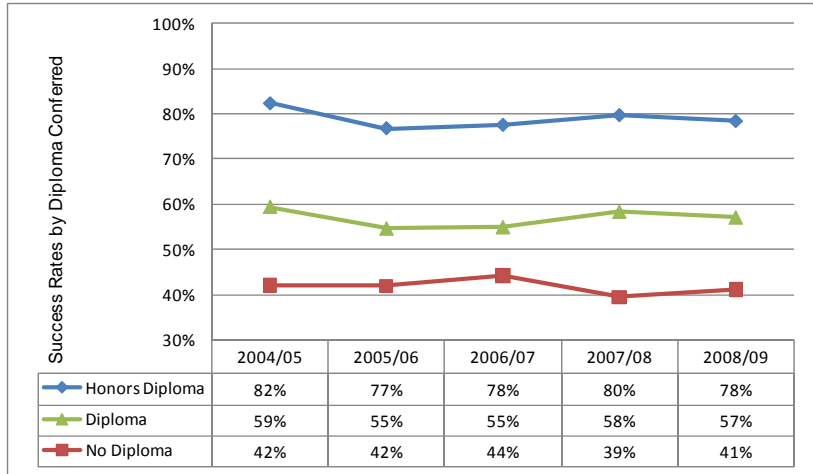


Figure 28. Success Rates by Diploma Conferred



Section 4.3: Mean Term GPA

Figure 29 shows the mean term GPA of incoming SDUSD enrollees from 2004/05 to 2008/09. Figures 30, 31, and 32 show the mean term GPA for incoming SDUSD enrollees from 2004/05 to 2008/09 disaggregated by incoming preparation levels.

- The mean term GPA for incoming SDUSD enrollees remained relatively stable over the 5-year period, ranging from 2.10 to 2.27 (see Figure 29).

Mean Term GPA by Preparation Level

- From 2004/05 to 2008/09, the mean term GPAs of students who scored in the highest SAT score range (1011-1600) were .30 to .53 points higher than the mean term GPAs of students who scored in the mid-level SAT score range (771-1010). Students who scored in the mid-level SAT score range (771-1010) had slightly higher mean term GPAs than students who scored in the lowest SAT score range (400-770) across 5 years by a difference of .10 - .33 points (see Figure 30).
- The mean term GPAs of students who met the A to G requirements were .61 to .70 points higher than students who did not meet the A to G requirements over 5 years (see Figure 31).
- From 2004/05 to 2008/09, the mean term GPAs of students who earned honors diplomas were approximately 1 point higher (.9 to .98) than students who earned standard diplomas. Students who did not earn a diploma had slightly lower mean term GPAs by .14 to .47 points than students who earned a standard diploma across 5 years (see Figure 32).

Figure 29. Incoming SDUSD Enrollees by Mean Term GPA

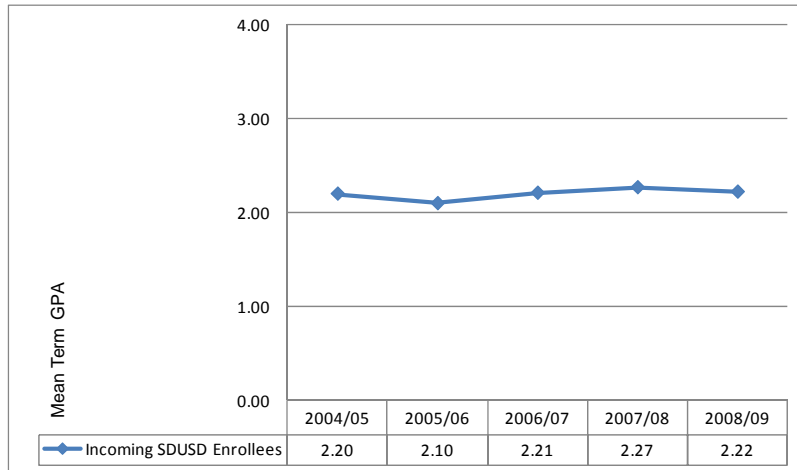


Figure 30. Mean Term GPA by Combined Reading and Math SAT Score Range

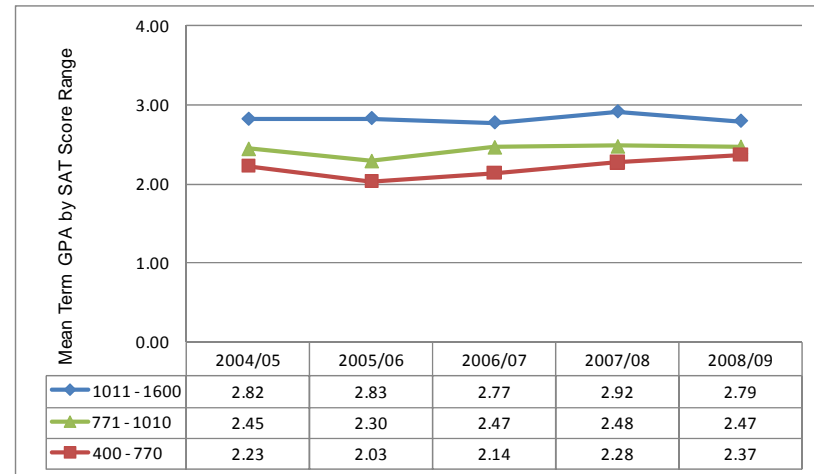


Figure 31. Mean Term GPA by A to G Completion

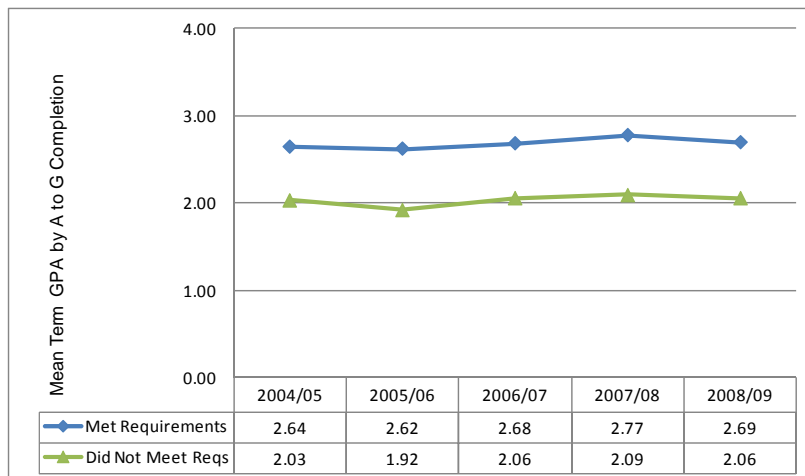
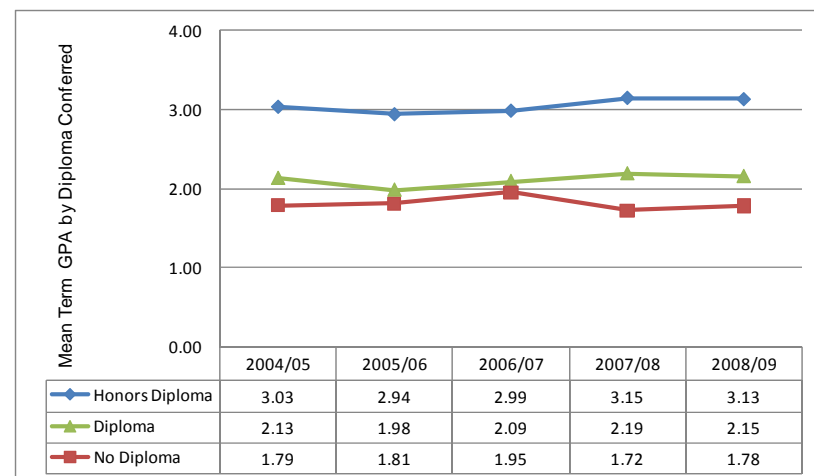


Figure 32. Mean Term GPA by Diploma Conferred



Chapter 5: Longitudinal Performance Outcomes of Incoming SDUSD Enrollee Cohorts by Preparation Level

This chapter examines fall cohorts of incoming SDUSD enrollees and longitudinally tracks the outcomes of these cohorts over several semesters. The breadth of tracking was determined in part by the latest possible available data and in part by the size of the cohorts. Student persistence from term to term, awards/certificates conferred, and transfers to a 4-year university are the focus of this chapter and are examined in aggregate form as well as by preparation level.

Section 5.1: Persistence

Table 27 displays the longitudinal term-to-term persistence of the Fall 2004, 2005, 2006, and 2007 cohorts of incoming SDUSD enrollees as well as annual persistence. Annual persistence is continuous fall to spring to fall enrollment and completion of at least one course (see Operational Definitions for more detail). Tables 28, 29, and 30 show longitudinal term-to-term persistence by incoming preparation levels. The cohorts are tracked to 3 terms post senior year in high school.

- Among the Fall 2004, 2005, 2006 and 2007 incoming SDUSD enrollee cohorts, 3 in 4 students on average (77%) persisted to the following spring term (second term post SDUSD senior year; see Table 27).
- On average, just over half (52%) of the incoming SDUSD enrollee 2004 to 2007 cohorts annually persisted through to their second fall term (third term post SDUSD senior year; see Table 27).

Persistence by Preparation Level

- Among the Fall 2004, 2005, 2006 and 2007 incoming SDUSD enrollee cohorts who took both the reading and math SAT tests, students in the lowest SAT score range (400-770) persisted to the following spring term at a greater rate (87%) than students in the mid-level (771-1010) and highest (1011-1600) SAT score ranges (80% and 75%, respectively on average; see Table 28). However, in terms of annual persistence, students in the highest SAT score ranges persisted to the following fall term at a greater rate (57%) than students in the mid-level (48%) and lowest level (56%) SAT score ranges on average.
- Among the Fall 2004 to 2007 cohorts, students who met the A to G requirements persisted to the following spring term at a greater rate (78%) than students who did not complete the A to G requirements (77%; see Table 29). This trend reverses for students persisting annually (47% for students who met A to G requirements and 55% for students who did not meet A to G requirements).
- Among the Fall 2004 to 2007 cohorts, students who were not awarded a high school diploma displayed lower persistence rates on average (60%) compared to students who earned a standard (81%) or honors high school diploma (74%; see Table 30). This trend continues among the groups for annual persistence (37% no diploma, 57% standard diploma and 44% honors diploma).

Table 27. Incoming SDUSD Enrollee Cohorts by Persistence

First Term Post SDUSD Senior	Second Term Post SDUSD Senior		Third Term Post SDUSD Senior		
Fall Cohort	Spring		Fall		
	N	N	%	N	%
Fall 2004 Cohort	1,465	1,136	78%	792	54%
Fall 2005 Cohort	1,441	1,086	75%	698	48%
Fall 2006 Cohort	1,781	1,388	78%	951	53%
Fall 2007 Cohort	1,833	1,437	78%	958	52%
Total N/Average %	6,520	5,047	77%	3,399	52%

Source: SDUSD Senior Data and SDCCD Information Systems

Table 28. Persistence by SAT Score Range

First Term Post SDUSD Senior	Second Term Post SDUSD Senior		Third Term Post SDUSD Senior			
Fall Cohort	Spring		Fall			
	SAT Score Range	N	N	%	N	%
Fall 2004 Cohort	1011 to 1600	133	105	79%	80	60%
	771 to 1010	396	318	80%	206	52%
	400 to 770	140	122	87%	86	61%
Fall 2005 Cohort	1011 to 1600	160	112	70%	79	49%
	771 to 1010	379	303	80%	164	43%
	400 to 770	145	124	86%	78	54%
Fall 2006 Cohort	1011 to 1600	157	118	75%	92	59%
	771 to 1010	473	372	79%	222	47%
	400 to 770	210	181	86%	112	53%
Fall 2007 Cohort	1011 to 1600	205	158	77%	123	60%
	771 to 1010	543	433	80%	260	48%
	400 to 770	256	224	88%	147	57%
Total N/Average %	1011 to 1600	655	493	75%	374	57%
	771 to 1010	1,791	1,426	80%	852	48%
	400 to 770	751	651	87%	423	56%

Source: SDUSD Senior Data and SDCCD Information Systems

Table 29. Persistence by A to G Completion

First Term Post SDUSD Senior			Second Term Post SDUSD Senior		Third Term Post SDUSD Senior	
Fall Cohort			Spring		Fall	
	A to G Completion	N	N	%	N	%
Fall 2004 Cohort	Met Requirements	460	371	81%	242	53%
	Did Not Meet Reqs	1,005	765	76%	550	55%
Fall 2005 Cohort	Met Requirements	492	384	78%	218	44%
	Did Not Meet Reqs	949	702	74%	480	51%
Fall 2006 Cohort	Met Requirements	577	450	78%	260	45%
	Did Not Meet Reqs	1,204	938	78%	691	57%
Fall 2007 Cohort	Met Requirements	630	486	77%	287	46%
	Did Not Meet Reqs	1,203	951	79%	671	56%
Total N/ Average %	Met Requirements	2,159	1,691	78%	1,007	47%
	Did Not Meet Reqs	4,361	3,356	77%	2,392	55%

Source: SDUSD Senior Data and SDCCD Information Systems

Table 30. Persistence by Diploma Conferred

First Term Post SDUSD Senior			Second Term Post SDUSD Senior		Third Term Post SDUSD Senior	
Fall Cohort			Spring		Fall	
	Diploma Conferred	N	N	%	N	%
Fall 2004 Cohort	Honors Diploma	239	184	77%	110	46%
	Diploma	1,057	849	80%	619	59%
	No Diploma	169	103	61%	63	37%
Fall 2005 Cohort	Honors Diploma	290	213	73%	121	42%
	Diploma	1,013	793	78%	532	53%
	No Diploma	138	80	58%	45	33%
Fall 2006 Cohort	Honors Diploma	346	255	74%	153	44%
	Diploma	1,289	1,054	82%	741	58%
	No Diploma	146	79	54%	57	39%
Fall 2007 Cohort	Honors Diploma	343	252	74%	147	43%
	Diploma	1,287	1,051	82%	735	57%
	No Diploma	203	134	66%	76	37%
Total N/ Average %	Honors Diploma	1,218	904	74%	531	44%
	Diploma	4,646	3,747	81%	2,627	57%
	No Diploma	656	396	60%	241	37%

Source: SDUSD Senior Data and SDCCD Information Systems

Section 5.2: Awards/Certificates Conferred

Section 5.2.1: Incoming SDUSD Enrollees by First Award/Certificate Earned

Section 5.2.1 tracks incoming SDUSD enrollees to determine when students first earned an award/certificate within 11 terms of SDUSD senior status. Considering that the highest yield of incoming SDUSD enrollees occurred in the fall terms, and that the highest yield of awards are characteristically conferred in the spring, two cohorts of incoming SDUSD enrollees were selected to be longitudinally tracked through 11 terms of fall, summer, and spring enrollment. Tracking began with the Fall 2004 and Fall 2005 cohorts and ended in Spring 2008 and Spring 2009, respectively. Table 31 displays the number and percentage of the cohorts who received an award/certificate at one of the SDCCCD colleges up to 11 terms post SDUSD senior status. Tables 32, 33, and 34 disaggregate the information from Table 31 by incoming preparation levels. Note that if a student received more than one award/certificate, **only the first certificate was counted to determine when the student became an award holder.**

- On average, 6% of the Fall 2004 and 2005 cohorts of incoming SDUSD enrollees earned an award or a certificate within 11 terms of being a SDUSD senior (see Table 31).

Incoming SDUSD Enrollee's First Award/Certificate Earned by Preparation Level

- Across 11 terms, students who scored in the highest SAT range (1011-1600) earned awards/certificates at a comparable rate (7%) to students who scored in the mid-level (771-1010) and lowest level (400-770) SAT score ranges on average (8% and 7%, respectively; see Table 32).
- On average, awards/certificates earned by the SDUSD enrollee cohorts varied proportionately by A to G completion and high school diploma conferred. Over 11 terms, 9% of the SDUSD enrollees who met the A to G requirements received a college award/certificate and 5% of students who did not meet the A to G requirements received a college award/certificate (see Table 33). Across 11 terms, a greater proportion of students who earned a high school honors diploma went on to earn a college award/certificate (10%) than did those who earned a standard high school diploma (6%) or did not earn a high school diploma (3%; see Table 34).

Table 31. Incoming SDUSD Enrollee Cohorts by First Award/Certificate Conferred

Fall Cohorts		Up to 11 Terms Post SDUSD Senior	
	N	N	%
Fall 2004 Cohort	1,465	113	8%
Fall 2005 Cohort	1,441	66	5%
Total N/Average %	2,906	179	6%

Source: SDUSD Senior Data and SDCCD Information

Table 32. First Award/Certificate Conferred by Score Range

Fall Cohorts			Up to 11 Terms Post SDUSD Senior	
	SAT Score Ranges	N	N	%
Fall 2004 Cohort	1011 to 1600	133	12	9%
	771 to 1010	396	36	9%
	400 to 770	140	14	10%
Fall 2005 Cohort	1011 to 1600	160	9	6%
	771 to 1010	379	26	7%
	400 to 770	145	7	5%
Total N/Average %	1011 to 1600	293	21	7%
	771 to 1010	775	62	8%
	400 to 770	285	21	7%

Source: SDUSD Senior Data and SDCCD Information Systems

Table 33. First Award/Certificate Conferred by A to G Completion

Fall Cohorts			Up to 11 Terms Post SDUSD Senior	
	A to G Completion	N	N	%
Fall 2004 Cohort	Met Requirements	460	51	11%
	Did Not Meet Reqs	1,005	62	6%
Fall 2005 Cohort	Met Requirements	492	37	8%
	Did Not Meet Reqs	949	29	3%
Total N/Average %	Met Requirements	952	88	9%
	Did Not Meet Reqs	1,954	91	5%

Source: SDUSD Senior Data and SDCCD Information Systems

Table 34. First Award/Certificate Conferred by High School Diploma Conferred

Fall Cohorts			Up to 11 Terms Post SDUSD Senior	
	Diploma Conferred	N	N	%
Fall 2004 Cohort	Honors Diploma	239	28	12%
	Diploma	1,057	80	8%
	No Diploma	169	5	3%
Fall 2005 Cohort	Honors Diploma	290	24	8%
	Diploma	1,013	39	4%
	No Diploma	138	3	2%
Total N/Average %	Honors Diploma	529	52	10%
	Diploma	2,070	119	6%
	No Diploma	307	8	3%

Source: SDUSD Senior Data and SDCCD Information Systems

Section 5.2.2: Type of Award/Certificate Earned by Incoming SDUSD Enrollees

Section 5.2.2 uses the same 2 cohorts to describe the **proportion of awards/certificates earned** by incoming SDUSD enrollees within 11 terms of SDUSD senior status. Table 35 displays the number and percentage of awards/certificates earned by the Fall 2004 and 2005 cohorts of incoming SDUSD enrollees by type of award/certificate, and tables 36, 37, and 38 disaggregate the information by preparation level. Note that counts of awards/certificates (see Tables 35 to 38) may not total the counts of unduplicated students who received an award/certificate (see Tables 31 to 34) since students may receive more than one award/certificate. In this section, **all awards/certificates earned by incoming SDUSD enrollees are included.**

- Among all awards/certificates earned by Fall 2004 and 2005 SDUSD enrollee cohorts, 84% were AA or AS degrees, 7% were certificates that required between 30 to 59 units, and 9% were certificates that required less than 30 units (see Table 35).

Type of Award/Certificate Earned by Preparation Level

- There was no comparable difference in the type of awards earned by SDUSD enrollees in the high (1011-1600), mid (771-1010), or low (400-770) SAT score ranges (see Table 36).
- On average, the types of awards/certificates earned by the SDUSD enrollee cohorts varied proportionately by A to G completion and high school diploma conferred. Eighty-seven percent of the awards/certificates received by SDUSD enrollees who met the A to G requirements were AA/AS degrees, and eighty percent of the awards/certificates received by those who did not meet the A to G requirements were AA/AS degrees (see Table 37). SDUSD enrollees who earned high school honors diplomas received a greater proportion of AA/AS degrees (84%) compared to the certificates (16%) (see Table 38). While SDUSD enrollees who earned standard high school diplomas received a comparative proportion of awards/certificates (84%, AA/AS degree and 16%, certificates) to those who had received an honors diploma, SDUSD enrollees who did not earn a high school diploma received a smaller proportion of AA/AS degrees (63%) and a larger proportion of certificates (38%).

Table 35. Incoming SDUSD Enrollee Cohorts by Type of Award/Certificate Conferred

	AA/AS Degree		Certificate 60+ Units		Certificate 30-59 Units		Certificate 29 or Fewer Units	
	N	%	N	%	N	%	N	%
Fall 2004 Cohort	105	87%	0	0%	6	5%	10	8%
Fall 2005 Cohort	57	78%	0	0%	8	11%	8	11%
Total N/Average %	162	84%	0	0%	14	7%	18	9%

Source: SDUSD Senior Data and SDCCD Information Systems

Table 36. SAT Score Range by Type of Award/Certificate Conferred

		AA/AS Degree		Certificate 60+ Units		Certificate 30-59 Units		Certificate 29 or Fewer Units	
	SAT Score Range	N	%	N	%	N	%	N	%
Fall 2004 Cohort	1011 to 1600	11	85%	0	0%	1	8%	1	8%
	771 to 1010	34	87%	0	0%	1	3%	4	10%
	400 to 770	12	86%	0	0%	1	7%	1	7%
Fall 2005 Cohort	1011 to 1600	8	89%	0	0%	1	11%	0	0%
	771 to 1010	23	82%	0	0%	4	14%	1	4%
	400 to 770	7	88%	0	0%	1	13%	0	0%
Total N/ Average %	1011 to 1600	19	86%	0	0%	2	9%	1	5%
	771 to 1010	57	85%	0	0%	5	7%	5	7%
	400 to 770	19	86%	0	0%	2	9%	1	5%

Source: SDUSD Senior Data and SDCCD Information Systems

Table 37. A to G Completion by Type of Award/Certificate Conferred

		AA/AS Degree		Certificate 60+ Units		Certificate 30-59 Units		Certificate 29 or Fewer Units	
	A to G Completion	N	%	N	%	N	%	N	%
Fall 2004 Cohort	Met Requirements	49	92%	0	0%	2	4%	2	4%
	Did Not Meet Reqs	56	82%	0	0%	4	6%	8	12%
Fall 2005 Cohort	Met Requirements	33	80%	0	0%	7	17%	1	2%
	Did Not Meet Reqs	24	75%	0	0%	1	3%	7	22%
Total N/ Average %	Met Requirements	82	87%	0	0%	9	10%	3	3%
	Did Not Meet Reqs	80	80%	0	0%	5	5%	15	15%

Source: SDUSD Senior Data and SDCCD Information Systems

Table 38. High School Diploma Conferred by Type of Award/Certificate Conferred

		AA/AS Degree		Certificate 60+ Units		Certificate 30-59 Units		Certificate 29 or Fewer Units	
	Diploma Conferred	N	%	N	%	N	%	N	%
Fall 2004 Cohort	Honors Diploma	25	86%	0	0%	3	10%	1	3%
	Diploma	76	87%	0	0%	3	3%	8	9%
	No Diploma	4	80%	0	0%	0	0%	1	20%
Fall 2005 Cohort	Honors Diploma	23	82%	0	0%	5	18%	0	0%
	Diploma	33	79%	0	0%	3	7%	6	14%
	No Diploma	1	33%	0	0%	0	0%	2	67%
Total N/ Average %	Honors Diploma	48	84%	0	0%	8	14%	1	2%
	Diploma	109	84%	0	0%	6	5%	14	11%
	No Diploma	5	63%	0	0%	0	0%	3	38%

Source: SDUSD Senior Data and SDCCD Information Systems

Section 5.3: Transfer to a 4-Year University

Table 39 shows the number and proportion of incoming SDUSD enrollees that transfer to a 4-year university up to 10 terms from initial enrollment after SDUSD senior status. Considering that the highest yields of incoming SDUSD enrollees occurred in the fall terms, and that the highest yield of transfers also characteristically occurs in the fall, two cohorts of incoming SDUSD enrollees were selected to be longitudinally tracked through 10 terms of fall, summer, and spring enrollment. Tracking began with the Fall 2004 and Fall 2005 cohorts and ended in Fall 2008 or Fall 2009, respectively. Tables 40, 41, and 42 show the number and proportion of incoming SDUSD enrollees in Fall 2004 and Fall 2005 that transfer to a 4-year university disaggregated by incoming preparation levels.

- On average, 11% of the Fall 2004 and 2005 cohorts of incoming SDUSD enrollees transferred to a 4-year university within 10 terms of enrollment at a SDCCD college (see Table 39).

Transfer by Preparation Level

Transfer of each of the SDUSD enrollee cohorts varied proportionately by preparation level.

- Across 10 terms, students who scored in the highest SAT score range (1011-1600) transferred at a greater rate (25%) than students who scored in the mid-level (771-1010) or lowest level (400-770) of the SAT score ranges on average (14% and 11%, respectively; see Table 40).
- A similar pattern emerges for transfer by A to G completion and transfer by diploma conferred. Over 10 terms, 15% of students who met the A to G requirements transferred to a 4-year university and 9% of students who did not meet the A to G requirements transferred to a 4-year university (see Table 41). Across 10 terms, the transfer rates of students who earned honors diplomas were the highest on average (15%), followed by the transfer rates of students who earned standard diplomas (11%). Students who did not earn a diploma had the lowest transfer rates across 10 terms on average (5%; see Table 42).

Table 39. Incoming SDUSD Enrollee Cohort Transfer

Fall Cohorts		Up to 10 Terms Post SDUSD Senior		
		N	N	%
Fall 2004 Cohort		1,465	190	13%
Fall 2005 Cohort		1,441	128	9%
Total N/Average		2,906	318	11%

Source: SDUSD Senior Data, SDCCD Information Systems, and National Student Clearinghouse

Table 40. Transfer by SAT Score Range

Fall Cohorts		Up to 10 Terms Post SDUSD Senior		
		N	N	%
Fall 2004 Cohort	1011 - 1600	133	36	27%
	771 - 1010	396	71	18%
	400 - 770	140	20	14%
Fall 2005 Cohort	1011 - 1600	160	38	24%
	771 - 1010	379	41	11%
	400 - 770	145	10	7%
Total N/Average %	1011 - 1600	293	74	25%
	771 - 1010	775	112	14%
	400 - 770	285	30	11%

Source: SDUSD Senior Data, SDCCD Information Systems, and National Student Clearinghouse

Table 41. Transfer by A to G Completion

Fall Cohorts			Up to 10 Terms Post SDUSD Senior	
			N	%
Fall 2004 Cohort	Met Requirements	460	87	19%
	Did Not Meet Reqs	1,005	103	10%
Fall 2005 Cohort	Met Requirements	492	59	12%
	Did Not Meet Reqs	949	69	7%
Total N/Average %	Met Requirements	952	146	15%
	Did Not Meet Reqs	1,954	172	9%

Source: SDUSD Senior Data, SDCCD Information Systems, and National Student Clearinghouse

Table 42. Transfer by Diploma Conferred

Fall Cohorts		Up to 10 Terms Post SDUSD Senior		
		N	N	%
Fall 2004 Cohort	Honors Diploma	239	39	16%
	Diploma	1,057	141	13%
	No Diploma	169	10	6%
Fall 2005 Cohort	Honors Diploma	290	38	13%
	Diploma	1,013	84	8%
	No Diploma	138	6	4%
Total N/Average %	Honors Diploma	529	77	15%
	Diploma	2,070	225	11%
	No Diploma	307	16	5%

Source: SDUSD Senior Data, SDCCD Information Systems, and National Student Clearinghouse