SAN DIEGO
Miramar COLLEGE

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

Prepared by:
Office of Institutional Research and Planning
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Office of Institutional Research and Planning

Highlight of the Findings

1. In 2008/09, approximately 5% (549 students) of the 2007/08 SDUSD high school seniors (11,021 students) entered Miramar College between Summer 2008 and Spring 2009, which is consistent the 5-year average of 5%.

2. Approximately 1% (100 students) of the 2007/08 SDUSD high school seniors (11,021 students) were concurrently enrolled at Miramar College in their senior year, which is consistent with the 5-year average of 1%. Of those who were concurrently enrolled seniors in 2007/08 SDUSD (100 students), 73% (73) directly entered Miramar College between Summer 2008 and Spring 2009. This represents an increase from the 5-year average of 68%.

3. Twenty-two percent of incoming SDUSD enrollees reported that they were the first person in their family to attend college in 2008/09. This is comparable to the 5-year average of 20%. Furthermore, the percentage of first generation to college incoming SDUSD enrollees was higher in 2008/09 than in 2004/05, representing a 27% change 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 (82%). The least proportion of students who attempted and earned their total units enrolled were those in the 9.0-11.9 unit range (42%).

5. Over 3 years, 93% of the incoming SDUSD enrollees passed the CAHSEE ELA and 92% passed the CAHSEE math. This is higher than the 2008/09 proportion of incoming SDUSD enrollees who passed the ELA and math exams (87% and 86%, respectively). The proportion of incoming SDUSD enrollees who passed the ELA exam increased slightly from 2006/07 to 2007/08 (95% to 96%) and then declined in 2008/09 to 87%. The proportion of incoming SDUSD enrollees who passed the math exam followed a similar pattern (95% in 2006/07, 96% in 2007/08, and 86% in 2008/09).

6. The proportion of incoming SDUSD enrollees who took the reading and math SAT exams decreased from 2004/05 to 2006/07 (47% to 42%), increased to 49% in 2007/08, and declined to a 5-year low of 40% in 2008/09. The average SAT reading and math scores of incoming SDUSD enrollees were 460 and 483, respectively, from 2004/05 to 2008/09 and were comparable to 2008/09 mean scores (468 reading and 483 math).

7. Twenty-six 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 (23%).

8. On a 5-year average, approximately 85% of incoming SDUSD enrollees successfully graduated from high school and approximately 16% did not receive a diploma. These figures are comparable to 2008/09 findings.

9. Overall, students who had higher SAT scores had higher reading, writing and math placements. 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 percentage difference between the retention rates of students who scored in the highest SAT score range (1011-1600) and students who scored in the mid-level SAT score range (771-1010 SAT) was not large (-1% lower to 5% higher). A comparison of retention rates between students who scored in the mid-level SAT score range (771-1010) and students who scored in the lowest SAT score range (400-770) followed a comparable trend (-2% lower to 7% higher). In contrast, 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 14% higher than students who did not meet the A to G requirements.

11. From 2004/05 to 2008/09, the success rates of students who scored in the highest SAT score range (1011-1600) were 0% to 17% 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 5% to 18% higher than the success rates of students who scored in the lowest SAT score range (400-770). In contrast, the success rates of students who met the A to G requirements were 20% to 30% higher than students who did not meet the A to G requirements over 5 years.

12. From 2004/05 to 2008/09, the mean term GPAs of students who earned honors diplomas were .76 to 1.14 points higher than students who earned standard diplomas. Students who did not earn a diploma had lower mean term GPAs by .03 to .76 points than students who earned a standard diploma across 5 years. Comparable to retention and success rates for students holding no diploma, mean term GPAs exhibited a general decline from 1.95 in 2004/05 to 1.64 in 2008/09, with a 5-year low of 1.52 occurring in 2007/08.

13. Among the Fall 2004, 2005 2006 and 2007 incoming SDUSD enrollee cohorts, 64% on average persisted to the following spring term, while on average, 44% of the incoming SDUSD enrollee 2004 to 2007 cohorts annually persisted through to their second fall term.

14. Over 11 terms, 18% of the SDUSD enrollees who met the A to G requirements received an award/certificate and 5% of students who did not meet the A to G requirements received an award/certificate. Similarly, a greater proportion of students who earned a high school honors diploma went on to earn a college award/certificate (19%) than did those who earned a standard high school diploma (8%) or did not earn a high school diploma (3%).

15. Over 10 terms, 31% of students who met the A to G requirements transferred to a 4-year university and 10% of students who did not meet the A to G requirements transferred to a 4-year university. Across these 10 terms, students who earned honors diplomas had the highest transfer rate on average (38%), followed by students who earned standard diplomas (14%), and students who did not earn a diploma (0%).

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. This report focuses each of its chapters on the incoming SDUSD enrollees to Miramar College.

Figure 1. High school to community college pipeline framework.
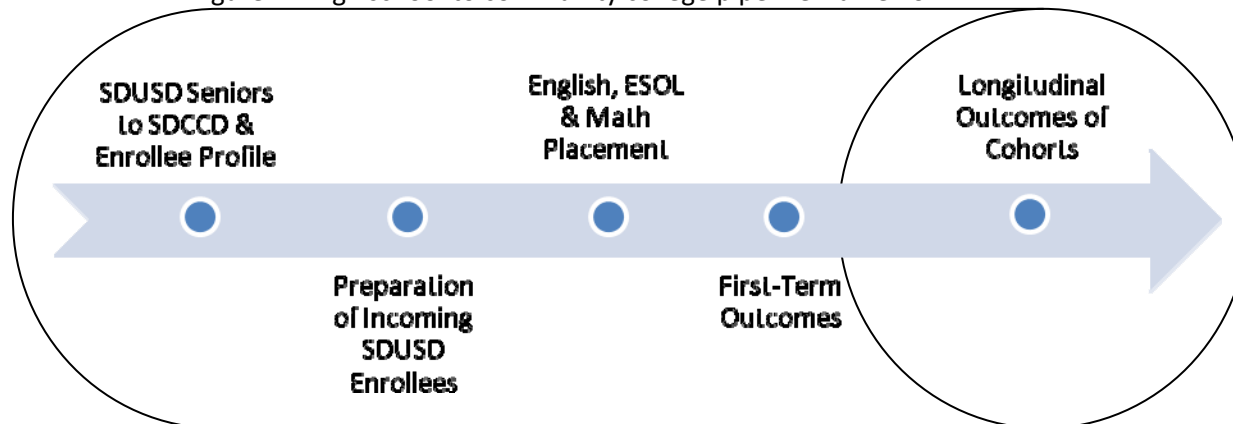
Population of Interest

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 Miramar College within one year of senior status. Included were first-time students as well as students who previously took a course at Miramar College while enrolled at a SDUSD high school (previously concurred enrollees). 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 Miramar College 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 Miramar 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 at Miramar College 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 Miramar 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 Miramar 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 Miramar College within one year of senior status. Included are first-time students as well as students who previously took a course at Miramar College while enrolled at a SDUSD high school.

Retention Rate

The percentage of incoming SDUSD enrollees who complete a course at Miramar College 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 Miramar College after SDUSD senior status. (Note: Tutoring classes are included).

Success Rate

The percentage of incoming SDUSD enrollees who complete a course at Miramar College 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 Miramar 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 Miramar 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 at Miramar College 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 Miramar College and provides a profile of the entering students. In each table, SDUSD student enrollment is disaggregated by high school (see Table 1). Section 1.1 describes all SDUSD seniors who directly enrolled at Miramar College from 2004/05 to 2008/09 (*incoming SDUSD enrollees*). A subset of the direct enrollees, SDUSD students who had previously attended Miramar College while in high school and directly enrolled at Miramar 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.

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Section 1.1: Headcount of Incoming SDUSD Students

Headcount of Direct Incoming SDUSD Students
- In 2008/09, approximately 5% (549 students) of the 2007/08 SDUSD high school seniors (11,021 students) entered Miramar College between Summer 2008 and Spring 2009 (see Table 2). This is equal to the 5-year average of 5%.
- The average percentage of incoming SDUSD enrollees in 2008/09 ranged from 0% (Cortez Hill, LCI Instruction, Morse, and Preuss School UCSD) to 31% (Mira Mesa) (see Table 2). Those schools with zero or few students that migrated to Miramar College tended to be from City College or Mesa College service areas, while Mira Mesa high school was within the Miramar College service area.
- 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 9% (see Table 2).

Headcount of Students who Concurrently Attended SDUSD and Miramar College in Their Senior Year
- Approximately 1% (100 students) of the 2007/08 SDUSD high school seniors (11,021 students) were concurrently enrolled at Miramar College in their senior year (see Table 2 and 3). This is equal to the 5-year average of 1%.
- On average, from 2004/05 to 2008/09 the percentage change in the number of SDUSD concurrently enrolled seniors increased by 30% (see Table 3).

Headcount of Incoming SDSUSD Enrollees who Previously had Attended SDUSD and Miramar College in Their Senior Year
- Approximately 73% (73 students) of the 2007/08 SDUSD concurrently enrolled seniors (100 students) directly entered Miramar College between Summer 2008 and Spring 2009 (see Table 3). This represents an increase from the 5-year average of 68%.
- In 2008/09, the percentage of incoming SDUSD enrollees who had been concurrent students in their senior year ranged from 46% (Twain) to 100% (Garfield, Henry, High Tech, La Jolla, Madison, schools classified as 'Other', Point Loma and Serra; see Table 3). Note the service areas and 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 38%, from 53 students to 73 students (see Table 3).

Table 2. Miramar College 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	1	1%	81	1	1%	106	2	2%	138	5	4%	204	5	2%	200%	400%	2%
Charter School of San Diego	621	5	1%	601	10	2%	682	22	3%	782	23	3%	987	43	4%	59%	760%	3%
Clairemont	271	14	5%	277	7	3%	280	6	2%	287	15	5%	282	13	5%	4%	-7%	4%
Cortez Hill	19	1	5%	35	1	3%	38	0	0%	48	0	0%	50	0	0%	163%	-100%	1%
Crawford	500	3	1%	601	6	1%	551	5	1%	568	3	1%	566	5	1%	13%	67%	1%
Garfield	572	1	0%	503	5	1%	619	4	1%	636	4	1%	539	5	1%	-6%	400%	1%
Gompers	136	0	0%	127	0	0%	125	0	0%	148	0	0%	0	0	--	-100%	*	0%
Henry	453	12	3%	497	8	2%	494	8	2%	492	7	1%	489	7	1%	8%	-42%	2%
High Tech High	114	8	7%	84	0	0%	116	1	1%	194	2	1%	280	5	2%	146%	-38%	2%
Hoover	404	3	1%	464	4	1%	420	6	1%	455	2	0%	445	5	1%	10%	67%	1%
Kearny	319	7	2%	338	7	2%	320	12	4%	323	15	5%	348	11	3%	9%	57%	3%
La Jolla	390	8	2%	361	8	2%	391	8	2%	373	6	2%	373	10	3%	-4%	25%	2%
LCI Instruction	70	0	0%	71	0	0%	103	0	0%	98	1	1%	124	0	0%	77%	*	0%
Madison	596	14	2%	544	18	3%	569	18	3%	497	14	3%	497	15	3%	-17%	7%	3%
Mira Mesa	960	237	25%	825	255	31%	811	242	30%	767	227	30%	732	224	31%	-24%	-5%	29%
Mission Bay	320	10	3%	321	7	2%	288	6	2%	299	5	2%	320	5	2%	0%	-50%	2%
Morse	697	3	0%	889	8	1%	654	5	1%	540	5	1%	548	1	0%	-21%	-67%	1%
Non-public Schools	89	4	4%	96	2	2%	128	3	2%	69	0	0%	95	4	4%	7%	0%	3%
Other	176	0	0%	116	6	5%	191	3	2%	163	4	2%	470	9	2%	167%	*	2%
Point Loma	398	7	2%	430	13	3%	369	7	2%	349	6	2%	436	5	1%	10%	-29%	2%
Preuss School UCSD	56	0	0%	75	0	0%	87	1	1%	78	1	1%	97	0	0%	73%	*	1%
San Diego	473	7	1%	483	5	1%	491	3	1%	524	2	0%	565	9	2%	19%	29%	1%
SCPA	177	0	0%	181	3	2%	196	3	2%	186	0	0%	174	2	1%	-2%	*	1%
Scripps Ranch	486	117	24%	486	98	20%	514	93	18%	522	97	19%	500	107	21%	3%	-9%	20%
Serra	368	15	4%	354	7	2%	361	15	4%	393	24	6%	430	27	6%	17%	80%	5%
Trace	291	2	1%	321	1	0%	419	3	1%	738	8	1%	694	7	1%	138%	250%	1%
Twain	146	5	3%	200	5	3%	216	15	7%	378	13	3%	326	8	2%	123%	60%	4%
University City	431	19	4%	426	23	5%	420	13	3%	413	11	3%	450	17	4%	4%	-11%	4%
Total	9,601	503	5%	9,787	508	5%	9,959	504	5%	10,458	500	5%	11,021	549	5%	15%	9%	5%

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.

Table 3. Students who Previously Concurrently Attended both SDUSD and at Miramar 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	%	5-Year % Change	5-Year % Change	5-Year Average
Audeo	0	0	--	0	0	--	0	0	--	0	0	--	3	2	67%	*	*	67%
Charter School of San Diego	1	1	100%	1	1	100%	5	4	80%	10	8	80%	4	3	75%	300%	200%	81%
Clairemont	4	3	75%	1	0	0%	0	0	--	2	2	100%	0	0	--	-100%	-100%	71%
Cortez Hill	0	0	--	0	0	--	0	0	--	0	0	--	0	0	--	*	*	*
Crawford	6	3	50%	6	3	50%	1	1	100%	1	0	0%	0	0	--	-100%	-100%	50%
Garfield	0	0	--	0	0	--	1	1	100%	2	0	0%	1	1	100%	*	*	50%
Gompers	1	1	100%	0	0	--	0	0	--	0	0	--	0	0	--	-100%	-100%	100%
Henry	3	3	100%	0	0	--	0	0	--	1	1	100%	11	11	100%	267%	267%	100%
High Tech High	0	0	--	0	0	--	1	0	0%	8	5	63%	1	1	100%	*	*	60%
Hoover	0	0	--	0	0	--	1	0	0%	0	0	--	0	0	--	*	*	0%
Kearny	0	0	--	0	0	--	1	1	100%	1	0	0%	2	1	50%	*	*	50%
La Jolla	5	4	80%	0	0	--	2	1	50%	0	0	--	1	1	100%	-80%	-75%	75%
LCI Instruction	0	0	--	0	0	--	0	0	--	0	0	--	0	0	--	*	*	*
Madison	0	0	--	2	1	50%	7	3	43%	8	7	88%	1	1	100%	*	*	67%
Mira Mesa	42	29	69%	42	34	81%	103	68	66%	72	50	69%	41	28	68%	-2%	-3%	70%
Mission Bay	2	1	50%	1	1	100%	1	1	100%	0	0	--	0	0	--	-100%	-100%	75%
Morse	0	0	--	0	0	--	1	1	100%	0	0	--	0	0	--	*	*	100%
Non-public Schools	0	0	--	0	0	--	2	1	50%	0	0	--	0	0	--	*	*	50%
Other	0	0	--	1	0	0%	0	0	--	2	1	50%	2	2	100%	*	*	60%
Point Loma	0	0	--	0	0	--	0	0	--	2	2	100%	1	1	100%	*	*	100%
Preuss School UCSD	0	0	--	0	0	--	0	0	--	0	0	--	0	0	--	*	*	*
San Diego	1	1	100%	1	1	100%	0	0	--	2	2	100%	0	0	--	-100%	-100%	100%
SCPA	0	0	--	1	0	0%	0	0	--	0	0	--	0	0	--	*	*	0%
Scripps Ranch	7	5	71%	6	5	83%	1	0	0%	8	5	63%	7	6	86%	0%	20%	72%
Serra	2	1	50%	0	0	--	1	1	100%	10	8	80%	5	5	100%	150%	400%	83%
Trace	0	0	--	0	0	--	3	1	33%	3	3	100%	7	4	57%	*	*	62%
Twain	0	0	--	1	0	0%	9	6	67%	18	6	33%	13	6	46%	*	*	44%
University City	3	1	33%	1	1	100%	0	0	--	0	0	--	0	0	--	-100%	-100%	50%
Total	**77**	**53**	**69%**	**64**	**47**	**73%**	**140**	**90**	**64%**	**150**	**100**	**67%**	**100**	**73**	**73%**	**30%**	**38%**	**68%**

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

- Males (60%) encompassed a larger percentage of the incoming SDUSD enrollees in 2008/09 than did females (40%; see Table 4). This is comparable to the 5-year average (male, 59% and female, 41%).

Ethnicity

- In terms of ethnic composition, in 2008/09, incoming SDUSD enrollees were 25% White, 21% Latino, 20% Asian/Pacific Islander, 16% Filipino, 7% African American, 4% reported 'Other' ethnicity, and 1% were American Indian (see Table 4). The percentage of Latino students was higher in 2008/09 (21%) than the 5-year average (16%).
- From 2004/05 to 2008/09, students reporting 'Other' ethnicity had the largest positive percentage change (77% increase), followed by Latino students (59% increase; see Table 4). Students who did not report their ethnicity and Filipino students had the largest negative percentage changes (11% decrease and 7% decrease, respectively).

First Generation Status

- Twenty-two percent of incoming SDUSD enrollees reported that they were the first person in their family to attend college in 2008/09. This is comparable to the 5-year average of 20% (see Table 4).
- The percentage of first generation to college incoming SDUSD enrollees was higher in 2008/09 than in 2004/05, representing a 27% 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 (46%; less than the 5-year average of 50%), followed by undecided (24%; slightly less than the 5-year average of 27%) and concurrent student to meet 4-year requirements (10%; greater than the 5-year average of 5%; 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 (46%) than in 2004/05 (53%), it was comparable to the previous year (47%). Although concurrent student status was higher in 2008/09 (10%) than in 2004/05 (0%), it was just slightly lower than the previous year (12%). 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 (82%; 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 (42%).
- The number of students who attempted and earned between 9.0-11.9 units increased by 33% 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 60% 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	503	508	504	500	549	2,564	9%
Gender							
Female	42%	41%	39%	43%	40%	41%	5%
Male	58%	59%	61%	56%	60%	59%	13%
Unreported	<1%	<1%	0%	1%	0%	<1%	-100%
Ethnicity							
African American	6%	6%	8%	8%	7%	7%	19%
American Indian	0%	<1%	<1%	1%	1%	1%	--
Asian/Pacific Islander	23%	23%	23%	20%	20%	22%	-2%
Filipino	19%	21%	18%	18%	16%	18%	-7%
Latino	14%	13%	15%	16%	21%	16%	59%
White	28%	28%	26%	25%	25%	26%	-2%
Other	3%	5%	3%	2%	4%	4%	77%
Unreported	8%	4%	6%	10%	6%	7%	-11%
First Generation							
First Generation	19%	19%	19%	19%	22%	20%	27%
Not First Generation	81%	81%	81%	80%	78%	80%	5%
Unreported	<1%	<1%	0%	1%	<1%	<1%	0%
Educational Goal							
Transfer w/without AA/AS	53%	48%	53%	47%	46%	50%	-5%
Associate Degree No Transfer	4%	3%	3%	3%	4%	4%	20%
Vocational Certificate	2%	1%	<1%	2%	2%	2%	-8%
Formulate Career Plans/Goals	7%	7%	8%	6%	7%	7%	-3%
Update/Maintain Job Skills	3%	3%	1%	2%	2%	2%	-7%
Ed Development	2%	2%	1%	1%	2%	2%	13%
Complete HS Credits	1%	2%	2%	2%	2%	2%	67%
Undecided	26%	33%	29%	23%	24%	27%	-1%
Move from Noncredit to Credit	0%	0%	0%	0%	0%	0%	--
Concurrent Student to Meet 4 yr.	0%	0%	0%	12%	10%	5%	--
Unreported	1%	2%	2%	2%	1%	1%	-50%

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**
2004/05	0.1 - 2.9 Units	17%	**83%**				
	3.0 - 5.9 Units	40%	3%	**57%**			
	6.0 - 8.9 Units	25%	1%	17%	**57%**		
	9.0 - 11.9 Units	16%	0%	17%	24%	**43%**	
	12.0 + Units	13%	0%	7%	13%	21%	**47%**
2005/06	0.1 - 2.9 Units	23%	**77%**				
	3.0 - 5.9 Units	36%	1%	**63%**			
	6.0 - 8.9 Units	34%	3%	21%	**43%**		
	9.0 - 11.9 Units	18%	0%	17%	20%	**45%**	
	12.0 + Units	7%	0%	7%	14%	21%	**51%**
2006/07	0.1 - 2.9 Units	27%	**73%**				
	3.0 - 5.9 Units	37%	4%	**59%**			
	6.0 - 8.9 Units	22%	3%	19%	**56%**		
	9.0 - 11.9 Units	17%	0%	13%	34%	**36%**	
	12.0 + Units	11%	1%	9%	12%	22%	**46%**
2007/08	0.1 - 2.9 Units	14%	**86%**				
	3.0 - 5.9 Units	34%	1%	**65%**			
	6.0 - 8.9 Units	27%	0%	18%	**56%**		
	9.0 - 11.9 Units	21%	1%	17%	32%	**28%**	
	12.0 + Units	6%	1%	8%	9%	22%	**54%**
2008/09	0.1 - 2.9 Units	14%	**86%**				
	3.0 - 5.9 Units	40%	0%	**60%**			
	6.0 - 8.9 Units	28%	1%	15%	**55%**		
	9.0 - 11.9 Units	14%	0%	14%	18%	**55%**	
	12.0 + Units	12%	1%	6%	10%	22%	**50%**
	2004/05 - 2008/09 Average	--	82%	61%	53%	42%	49%
	2004/05 - 2008/09 % Change	--	60%	1%	3%	33%	27%

Units Attempted (left axis label)

Source: SDCCD Information System

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

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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, 93% of the incoming SDUSD enrollees passed the CAHSEE ELA and 92% passed the CAHSEE math (see Tables 6 and 7). This is higher than the 2008/09 proportion of incoming SDUSD enrollees who passed the ELA and math exams (87% and 86%, respectively; see Figures 4 and 5).
- The proportion of incoming SDUSD enrollees who passed the ELA exam increased slightly from 2006/07 to 2007/08 (95% to 96%) and then declined in 2008/09 to 87% (see Figure 4). The proportion of incoming SDUSD enrollees who passed the math exam followed a similar pattern (95% in 2006/07, 96% in 2007/08, and 86% in 2008/09; see Figure 5).
- The number of incoming SDUSD enrollees who did not pass the ELA exam had a greater percentage increase (165%) than incoming SDUSD enrollees who did not pass the math exam (181%) from 2006/07 to 2008/09 (see Tables 6 and 7). The percentage change among those incoming SDUSD enrollees who passed the ELA or math exams during the same time period was minimal (0% and -1%, respectively).

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

	2006/07	2007/08	2008/09
Pass	95%	96%	87%
Did Not Pass	5%	4%	13%
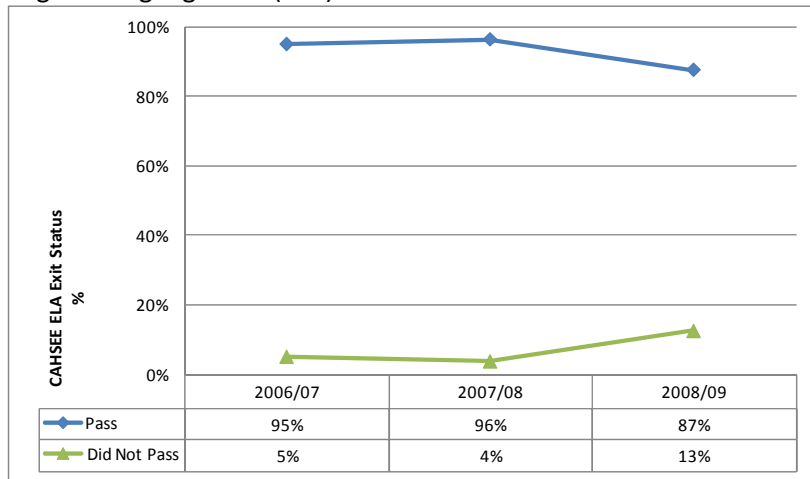
Table 6. Incoming SDUSD Enrollees by CAHSEE ELA Exit Status

	2006/07	2007/08	2008/09	2006/07 - 2008/09		
	N	N	N	Total N	Average %	% Change
Pass	478	481	480	1,439	93%	0%
Did Not Pass	26	19	69	114	7%	165%
Total	**504**	**500**	**549**	**1,553**	**100%**	**9%**

Source: SDUSD Senior Data and SDCCD Information Systems

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

	2006/07	2007/08	2008/09
Pass	95%	96%	86%
Did Not Pass	5%	4%	14%
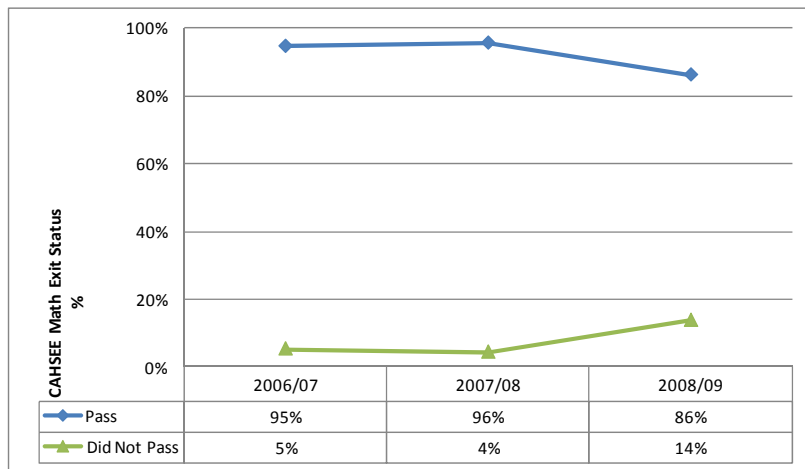
Table 7. Incoming SDUSD Enrollees by CAHSEE Math Exit Status

	2006/07	2007/08	2008/09	2006/07 - 2008/09		
	N	N	N	Total N	Average %	% Change
Pass	477	478	473	1,428	92%	-1%
Did Not Pass	27	22	76	125	8%	181%
Total	**504**	**500**	**549**	**1,553**	**100%**	**9%**

Source: SDUSD Senior Data and SDCCD Information Systems

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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 Miramar College 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 decreased from 2004/05 to 2006/07 (47% to 42%), increased to 49% in 2007/08, and declined to a 5-year low of 40% in 2008/09 (see Figure 6).
- The average SAT reading and math scores of incoming SDUSD enrollees were 460 and 483, respectively, from 2004/05 to 2008/09 (see Table 8) and were comparable to 2008/09 mean scores (468 reading and 483 math).
- Average scores of incoming SDUSD enrollees who took the reading component of the SATs increased by 2% from 2004/05 to 2008/09. Average scores of incoming SDUSD enrollees who took the math component of the SATs remained steady with no change 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 Miramar College in 2006/07. From 2006/07 to 2008/09 the proportion of students taking the writing exam (42%, 49% and 40%, 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 450 (see Table 8), which was comparable to the 2008/09 mean score of 451.

Figure 6. Percent of Incoming SDUSD Enrollees by SAT Component

	2004/05	2005/06	2006/07	2007/08	2008/09
Reading	47%	43%	42%	49%	40%
Math	47%	43%	42%	49%	40%
Writing	0%	0%	42%	49%	40%
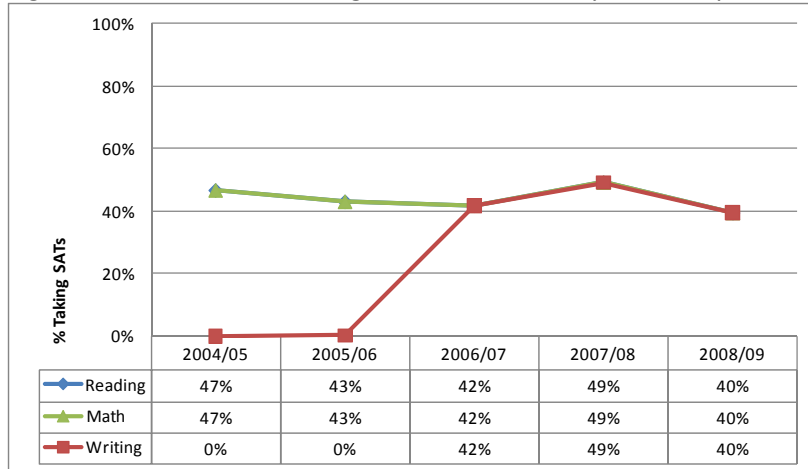
Table 8. Incoming SDUSD Enrollees by Mean SAT Scores

	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05-2008/09	
	Score	Score	Score	Score	Score	Average Score	% Change
Reading	458	462	458	457	468	460	2%
Math	480	488	482	481	483	483	0%
Writing	- - -	260	453	446	451	450	- - -
Combined Reading & Math	938	950	940	938	951	943	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.

- Twenty-six 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 (23%; see Figure 7).
- The number of incoming SDUSD enrollees who completed their A to G requirements decreased by 14%, while incoming SDUSD enrollees who did not complete their A to G requirements increased by 19% from 2004/05 to 2008/09 (see Table 9).

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

	2004/05	2005/06	2006/07	2007/08	2008/09
Met Requirements	29%	26%	25%	29%	23%
Did Not Meet Reqs	71%	74%	75%	71%	77%
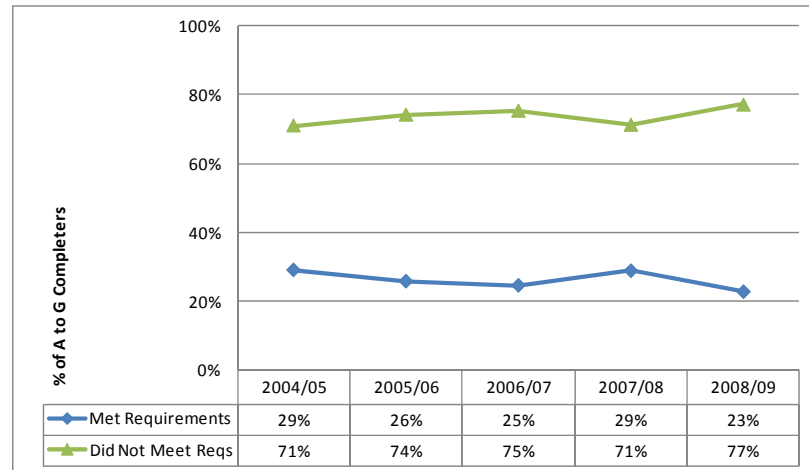
Table 9. Incoming enrollees by A to G Completion

	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	146	131	124	144	125	670	26%	-14%
Did Not Meet Reqs	357	377	380	356	424	1,894	74%	19%
Total	**503**	**508**	**504**	**500**	**549**	**2,564**	**100%**	**9%**

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, approximately 85% of incoming SDUSD enrollees successfully graduated from high school and approximately 16% did not receive a diploma (see Table 10). These figures are comparable to 2008/09 findings (83% received a diploma and 17% did not receive a diploma; see Figure 8).
- On average, from 2004/05 to 2008/09, 15% of the incoming SDUSD enrollees were honors diplomas (see Table 10). This is comparable to the 2008/09 proportion of incoming SDUSD enrollees who received honors diplomas (13%; 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 standard diploma increased by 7%, and those who did not receive a diploma increased by 13% (see Table 10).

Figure 8. Percent of Incoming enrollees by Diploma Conferred

	2004/05	2005/06	2006/07	2007/08	2008/09
Honors Diploma	12%	16%	17%	15%	13%
Diploma	71%	71%	66%	70%	70%
No Diploma	16%	13%	16%	15%	17%
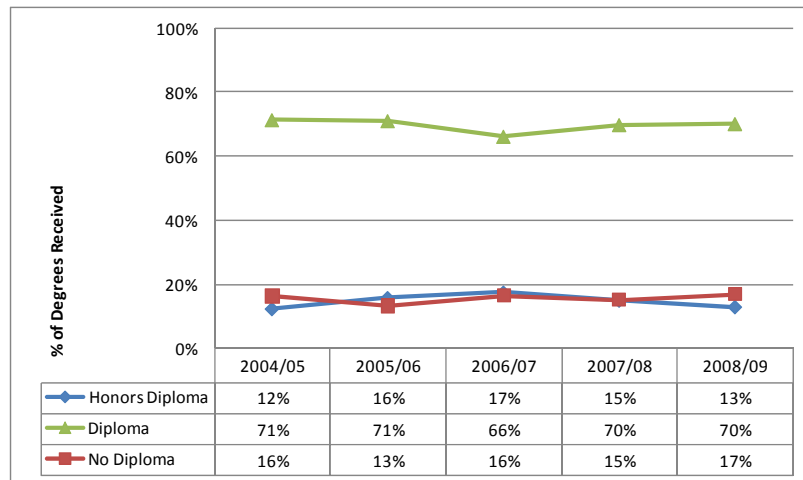
Table 10. Incoming enrollees by Diploma Conferred

	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	62	80	88	75	71	376	15%	15%
Diploma	359	361	333	349	385	1,787	70%	7%
No Diploma	82	67	83	76	93	401	16%	13%
Total	**503**	**508**	**504**	**500**	**549**	**2,564**	**100%**	**9%**

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.
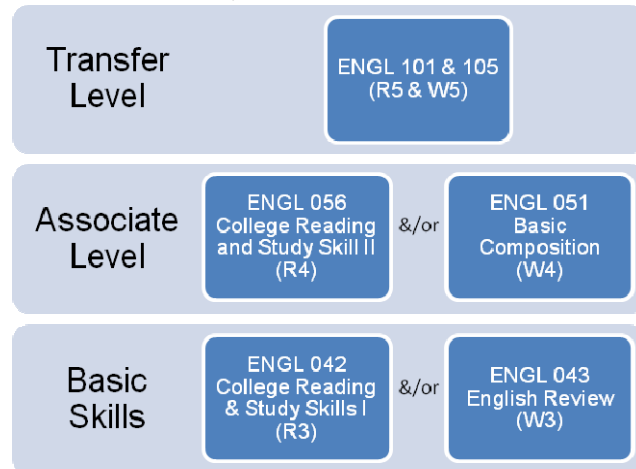
Figure 10. English Course Sequence Relative to Placement in 2008/09.
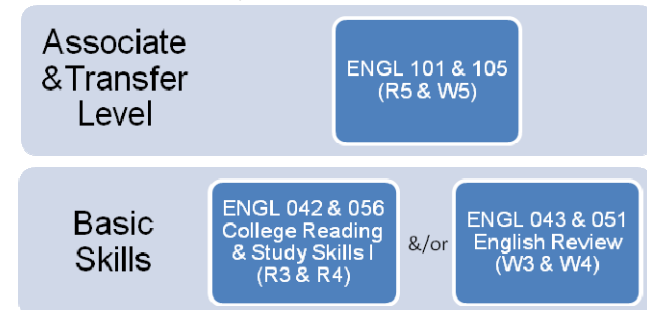
Note that English 56 and 51 have been changed to English 48 and 49, respectively, as of Fall 2009.

Figure 11. Math Course Sequence Relative to Placement in 2007/08 and 2008/09.
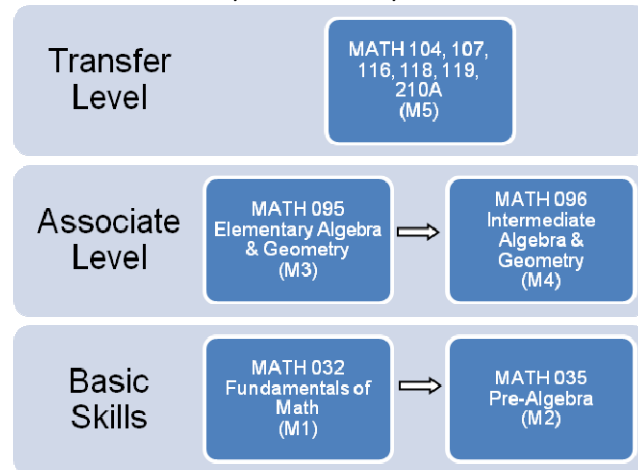
Note that Math 32, 35, and 95 have been changed to Math 34, 38, and 46, respectively, as of Fall 2009.

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, 42% of the incoming SDUSD enrollees placed at the transfer level (slightly greater than the 5-year average of 40%), 29% placed at basic skills (greater than the 5-year average of 13%), 6% "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 6%), and 22% did not have a reading placement (less than the 5-year average of 29%; 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 (468% 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, 53% placed at the transfer level (slightly less than the 5-year average of 55%), 37% placed at basic skills (greater than the 5-year average of 18%), and 8% needed advising (slightly less than the 5-year average of 9%; see Table 11 and Figure 14). 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
						All Enrollees			
	N	N	N	N	N	Total N	Average %	% Change	Average %
Transfer Level	220	197	179	189	230	1,015	40%	5%	55%
Associate Level	54	68	94	104	0	320	12%	-100%	17%
Basic Skills	28	32	59	51	159	329	13%	468%	18%
Need Advising	17	43	37	30	35	162	6%	106%	9%
Take ESOL Test	0	0	0	0	6	6	0%	--	0%
Placement Only	**319**	**340**	**369**	**374**	**430**	**1,832**	**--**	**35%**	**100%**
No Placement	184	168	135	126	119	732	29%	-35%	--
All Enrollees	**503**	**508**	**504**	**500**	**549**	**2,564**	**100%**	**9%**	**--**

Source: SDUSD Senior Data and SDCCD Information Systems

Figure 13. All Incoming SDUSD Enrollees by Reading Placement

	2004/05	2005/06	2006/07	2007/08	2008/09
Transfer Level	44%	39%	36%	38%	42%
Associate Level	11%	13%	19%	21%	0%
Basic Skills	6%	6%	12%	10%	29%
Need Advising	3%	8%	7%	6%	6%
Take ESOL Test	0%	0%	0%	0%	1%
No Placement	37%	33%	27%	25%	22%
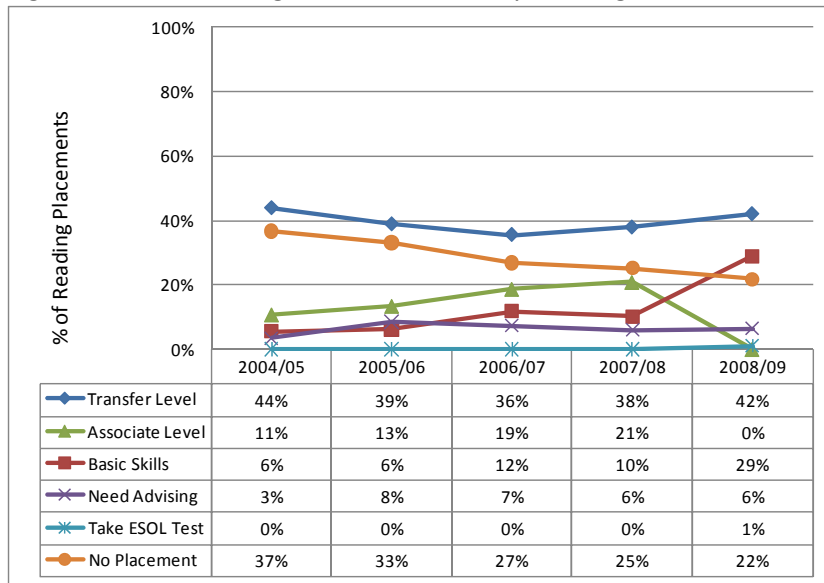
Figure 14. Incoming SDUSD Enrollees Who Placed by Reading Placement
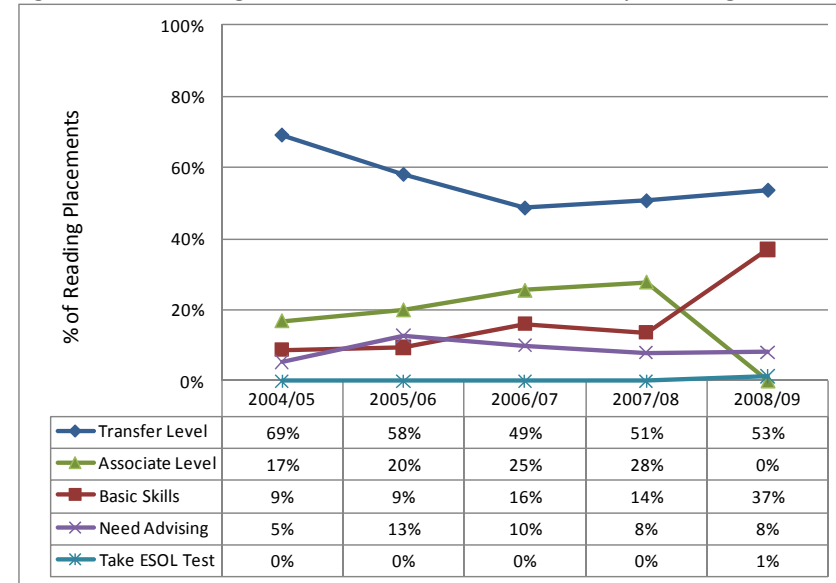
	2004/05	2005/06	2006/07	2007/08	2008/09
Transfer Level	69%	58%	49%	51%	53%
Associate Level	17%	20%	25%	28%	0%
Basic Skills	9%	9%	16%	14%	37%
Need Advising	5%	13%	10%	8%	8%
Take ESOL Test	0%	0%	0%	0%	1%

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 SAT tests and who scored in the highest level of the SAT score ranges (1011-1600), 67% placed at the transfer level (greater than the 5-year average of 57%) and 32% had no reading placement (less than the 5-year average of 40%).
- Among all 2008/09 incoming SDUSD enrollees who scored in the mid-level SAT score range (771-1010), 57% placed at the transfer level (higher than the 5-year average of 51%) and 28% placed at basic skills (higher than the 5-year average of 9%).
- Among all incoming SDUSD enrollees who scored in the lowest SAT score range (400-770), 62% placed at basic skills in 2008/09 and equal proportions of the incoming SDUSD enrollees placed at either the transfer level (15%) or were in need of advising (15%). This differed from the 5-year averages in which 29% placed at basic skills, 19% placed at the transfer level, and 13% were in need of advising. Placement comparisons among the lowest 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, 51% placed at the transfer level (greater than the 5-year average of 48%), 24% placed at basic skills (greater than the 5-year average of 8%), and 23% had no placement (less than the 5-year average of 32%).
- In 2008/09, among all incoming SDUSD enrollees who did not meet the A to G requirements, 39% placed at the transfer level, 30% placed at basic skills, and 21% had no placement. This differs from the 5-year averages in which 37% placed at the transfer level, 15% placed at basic skills, and 27% had no placement. Some of the difference is due to the repositioning of the English classes in 2008/09.

Diploma Conferred (see Table 14)

- Among all incoming SDUSD enrollees who earned honors diplomas, the majority of students in 2008/09 placed at the transfer level (62%), followed by no placement (24%). Placement in the transfer level was greater than the 5-year average of 51% and students with no placement were less than the 5-year average of 34%.
- Among all incoming SDUSD enrollees in 2008/09 who earned a standard diploma, 42% placed at the transfer level (greater than the 5-year average of 39%) and 36% placed at basic skills (greater than the 5-year average of 15%). Placement comparisons among those who received a standard diploma were most impacted by the repositioning of English courses to basic skills.
- Among all incoming SDUSD enrollees who did not earn a diploma, 45% had no reading placement, 28% placed at the transfer level, and 13% placed at basic skills. This differs from the 5-year average in which 42% had no placement, 30% placed at the transfer level, and 10% placed at basic skills.

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 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	30%	56%	45%	20%	43%	52%	18%	47%	56%	12%	48%	65%	15%	57%	67%	19%	51%	57%
Associate Level	16%	8%	0%	24%	18%	3%	33%	19%	5%	26%	23%	1%	0%	0%	0%	21%	13%	2%
Basic Skills	11%	3%	1%	15%	2%	0%	33%	9%	0%	29%	6%	0%	62%	28%	1%	29%	9%	1%
Need Advising	8%	2%	1%	17%	3%	0%	10%	1%	0%	14%	2%	0%	15%	0%	0%	13%	2%	0%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
No Placement	35%	31%	52%	24%	35%	45%	5%	24%	39%	19%	21%	34%	9%	15%	32%	19%	25%	40%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	37	131	67	41	101	77	39	108	64	42	127	77	34	108	75	193	575	360

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 Average	
	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met
Transfer Level	42%	49%	37%	44%	33%	43%	31%	53%	39%	51%	37%	48%
Associate Level	13%	6%	14%	12%	18%	19%	23%	15%	0%	0%	13%	11%
Basic Skills	7%	2%	7%	3%	13%	6%	12%	6%	30%	24%	15%	8%
Need Advising	4%	2%	11%	2%	9%	1%	8%	1%	8%	2%	8%	1%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%
No Placement	35%	41%	31%	39%	26%	31%	25%	25%	21%	23%	27%	32%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	357	146	377	131	380	124	356	144	424	125	1,894	670

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 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	40%	44%	48%	36%	37%	49%	28%	35%	45%	21%	39%	49%	28%	42%	62%	30%	39%	51%
Associate Level	6%	13%	3%	4%	15%	13%	12%	22%	14%	17%	24%	11%	0%	0%	0%	8%	14%	9%
Basic Skills	6%	6%	3%	12%	7%	0%	10%	14%	6%	12%	11%	5%	13%	36%	13%	10%	15%	5%
Need Advising	7%	3%	2%	7%	10%	1%	5%	9%	2%	14%	5%	1%	11%	6%	1%	9%	7%	2%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	1%	0%	1%	0%	0%
No Placement	40%	35%	44%	40%	31%	38%	46%	20%	33%	36%	21%	33%	45%	16%	24%	42%	24%	34%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	82	359	62	67	361	80	83	333	88	76	349	75	93	385	71	401	1,787	376

Source: SDUSD Senior Data and SDCCD Information Systems

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Section 3.2: Writing Placement

Writing Placement of Incoming SDUSD Enrollees

All SDUSD Enrollees

- In 2008/09, 31% of the incoming SDUSD enrollees placed at the transfer level (greater than the 5-year average of 25%), 38% placed at basic skills (greater than the 5-year average of 19%), 8% "Need Advising" which means that their test scores were very low and warranted a meeting with a counselor (slightly less than the 5-year average of 7%), and 22% did not have a writing placement (less than the 5-year average of 29%; 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 (388% 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, 40% placed at the transfer level (greater than the 5-year average of 36%), 50% placed at basic skills (greater than the 5-year average of 26%), and 8% needed advising (slightly less than the 5-year average of 10%; 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			Placement Only
						All Enrollees			
	N	N	N	N	N	Total N	Average %	% Change	Average %
Transfer Level	164	104	122	92	169	651	25%	3%	36%
Associate Level	95	134	133	152	0	514	20%	-100%	28%
Basic Skills	43	59	75	98	210	485	19%	388%	26%
Need Advising	17	43	39	31	45	175	7%	165%	10%
Take ESOL Test	0	0	0	0	6	6	0%	--	0%
Placement Only	319	340	369	373	430	1,831	--	35%	100%
No Placement	184	168	135	127	119	733	29%	-35%	--
All Enrollees	503	508	504	500	549	2,564	100%	9%	--

Source: SDUSD Senior Data and SDCCD Information Systems

Figure 15. All Incoming SDUSD Enrollees by Writing Placement

	2004/05	2005/06	2006/07	2007/08	2008/09
Transfer Level	33%	20%	24%	18%	31%
Associate Level	19%	26%	26%	30%	0%
Basic Skills	9%	12%	15%	20%	38%
Need Advising	3%	8%	8%	6%	8%
Take ESOL Test	0%	0%	0%	0%	1%
No Placement	37%	33%	27%	25%	22%
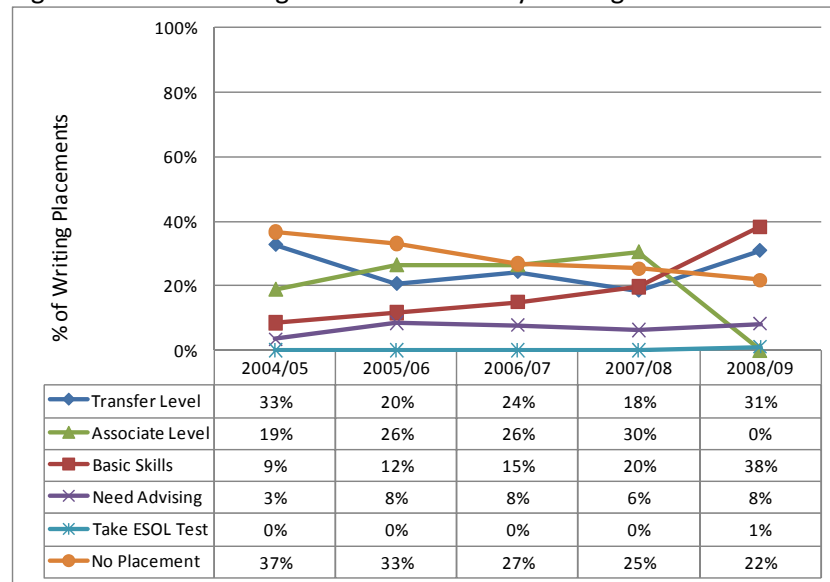
Figure 16. Incoming SDUSD Enrollees Who Placed by Writing Placement
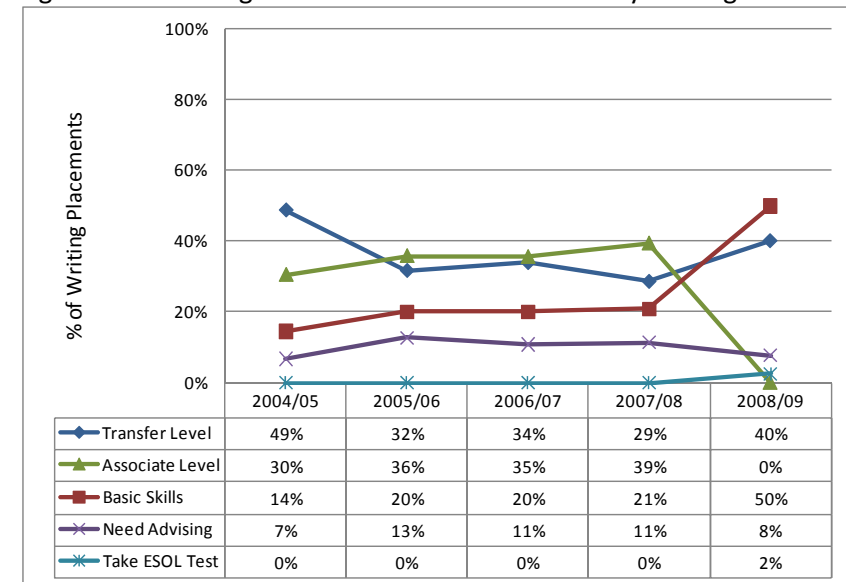
	2004/05	2005/06	2006/07	2007/08	2008/09
Transfer Level	49%	32%	34%	29%	40%
Associate Level	30%	36%	35%	39%	0%
Basic Skills	14%	20%	20%	21%	50%
Need Advising	7%	13%	11%	11%	8%
Take ESOL Test	0%	0%	0%	0%	2%

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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 SAT tests and who scored in the highest level of the SAT score ranges (1011-1600), 63% placed at the transfer level (greater than the 5-year average of 49%) and 32% had no writing placement (less than the 5-year average of 40%).
- In 2008/09, among all incoming SDUSD enrollees who scored in the mid-level SAT score range (771-1010), the percentage of students who placed at the transfer (41%) and basic skills levels (44%) were greater than the 5-year averages of 34% and 14%, respectively. Students who did not place in 2008/09 (15%) were down compared to the 5-year average of 25%.
- Among all incoming SDUSD enrollees who scored in the lowest SAT score range (400-770), the most dramatic change between 2008/09 placement and the 5-year average was within the basic skills level (56% compared to 35%). 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% placed at the transfer level (greater than the 5-year average of 37%), 26% placed at basic skills (greater than the 5-year average of 11%), and 24% had no placement (less than the 5-year average of 32%).
- In 2008/09, among all incoming SDUSD enrollees who did not meet the A to G requirements, 26% placed at the transfer level (greater than the 5-year average of 21%), 42% placed at basic skills (greater than the 5-year average of 22%), and 21% had no placement (less than the 5-year average of 27%). The difference is due in part to the repositioning of the English classes in 2008/09; however, the impact is notable among both students who did and did not meet the A to G requirements.

Diploma Conferred (see Table 18)
- Among all incoming SDUSD enrollees who earned an honors diploma, 55% placed at the transfer level and 24% had no placement. When examining the 5-year average, 43% placed at the transfer level and 34% had no writing placement.
- In 2008/09, among all incoming SDUSD enrollees who earned a standard diploma, transfer (30%) and basic skills placements (44%) showed an increase over the 5-year average of 24% and 22%, respectively. Comparable to reading placement results, writing placement comparisons among those who received a standard diploma were most impacted by the repositioning of English courses to basic skills.
- Among all incoming SDUSD enrollees who did not earn a diploma, students who had no writing placement (44%) were comparable to the 5-year average of 42% and students who placed at basic skills (28%) showed an increase compared to the 5-year average of 15%. The difference is due in part to the repositioning of the English classes in 2008/09.

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	24%	46%	43%	15%	20%	39%	8%	41%	50%	5%	22%	49%	12%	41%	63%	12%	34%	49%
Associate Level	14%	18%	3%	15%	33%	16%	44%	31%	9%	19%	43%	14%	0%	0%	0%	19%	25%	9%
Basic Skills	19%	4%	0%	29%	10%	0%	33%	4%	2%	40%	11%	3%	56%	44%	5%	35%	14%	2%
Need Advising	8%	2%	1%	17%	3%	0%	10%	1%	0%	17%	2%	0%	24%	0%	0%	15%	2%	0%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
No Placement	35%	31%	52%	24%	35%	45%	5%	24%	39%	19%	21%	34%	9%	15%	32%	19%	25%	40%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	37	131	67	41	101	77	39	108	64	42	127	77	34	108	75	193	575	360

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	30%	40%	17%	31%	20%	38%	14%	30%	26%	48%	21%	37%
Associate Level	22%	12%	28%	22%	27%	23%	30%	31%	0%	0%	21%	18%
Basic Skills	10%	5%	13%	7%	17%	7%	22%	13%	42%	26%	22%	11%
Need Advising	4%	2%	11%	2%	10%	1%	8%	1%	10%	2%	9%	2%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%
No Placement	35%	41%	31%	39%	26%	31%	26%	25%	21%	24%	27%	32%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	357	146	377	131	380	124	356	144	424	125	1,894	670

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	27%	32%	42%	13%	18%	38%	18%	21%	43%	9%	17%	36%	14%	30%	55%	16%	24%	43%
Associate Level	22%	19%	11%	27%	28%	19%	18%	31%	17%	20%	35%	19%	0%	0%	0%	16%	22%	14%
Basic Skills	4%	11%	2%	12%	13%	5%	11%	19%	5%	20%	21%	11%	28%	44%	20%	15%	22%	8%
Need Advising	7%	3%	2%	7%	10%	1%	7%	9%	2%	14%	5%	1%	11%	9%	1%	9%	7%	2%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	1%	0%	1%	0%	0%
No Placement	40%	35%	44%	40%	31%	38%	46%	20%	33%	37%	21%	33%	44%	16%	24%	42%	25%	34%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	82	359	62	67	361	80	83	333	88	76	349	75	93	385	71	401	1,787	376

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, 25% of the incoming SDUSD enrollees placed at the transfer level (greater than the 5-year average of 20%), 30% placed at the Associate level (slightly greater than the 5-year average of 28%), 21% placed at basic skills (slightly greater than the 5-year average of 20%), 2% were directed to take the algebra readiness test (slightly less than the 5-year average of 3%), and 21% did not have a math placement (less than the 5-year average of 29%; see Table 19 and Figure 17).
- Transfer level placements and basic skills placements had the greatest positive percentage changes (90% and 95% increase, respectively) among all placement levels from 2004/05 to 2008/09, while students who did not place and students who were directed to take the algebra readiness test had the greatest negative percentage changes (39% and 35 decrease, respectively) among all placement levels during the same time period.

SDUSD Enrollees Who Placed

- In 2008/09, of the incoming SDUSD enrollees who had a math placement, 23% placed at the transfer level (less than the 5-year average of 29%), 37% placed at the Associate level (slightly less than the 5-year average of 40%), 34% placed at basic skills (greater than the 5-year average of 28%), and 5% were directed to take the algebra readiness test (slightly greater than the 5-year average of 4%; 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 | | | Placement Only |
| | | | | | | All Enrollees | | | |
	N	N	N	N	N	Total N	Average %	% Change	Average %
Transfer Level	73	101	97	110	139	520	20%	90%	29%
Associate Level	158	131	133	132	164	718	28%	4%	40%
Basic Skills	60	99	110	120	117	506	20%	95%	28%
Take Algebra Readiness Test	17	10	18	11	11	67	3%	-35%	4%
Placement Only	**308**	**341**	**358**	**373**	**431**	**1,811**	**--**	**40%**	**100%**
No Placement	195	167	146	127	118	753	29%	-39%	--
All Enrollees	**503**	**508**	**504**	**500**	**549**	**2,564**	**100%**	**9%**	**--**

Source: SDUSD Senior Data and SDCCD Information Systems

Figure 17. All Incoming SDUSD Enrollees by Math Placement

	2004/05	2005/06	2006/07	2007/08	2008/09
Transfer Level	15%	20%	19%	22%	25%
Associate Level	31%	26%	26%	26%	30%
Basic Skills	12%	19%	22%	24%	21%
Take Algebra Readiness Test	3%	2%	4%	2%	2%
No Placement	39%	33%	29%	25%	21%
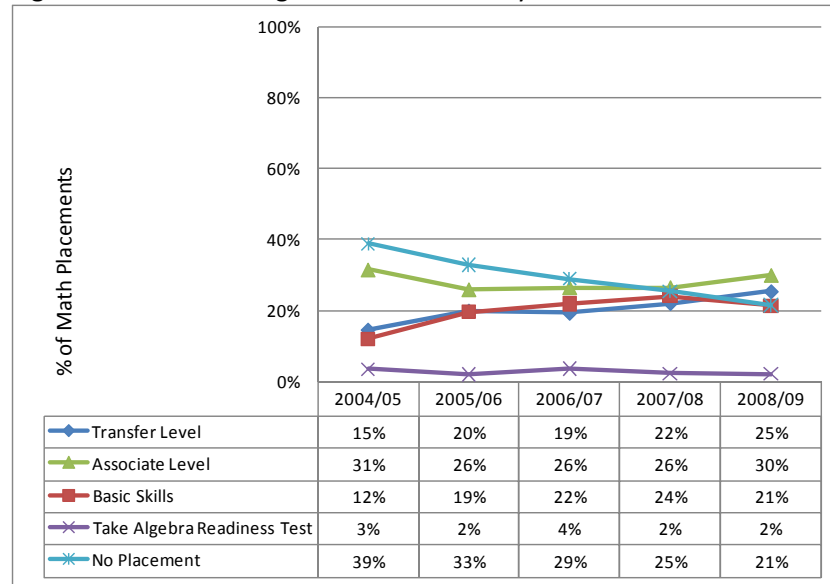
Figure 18. Incoming SDUSD Enrollees Who Placed by Math Placement
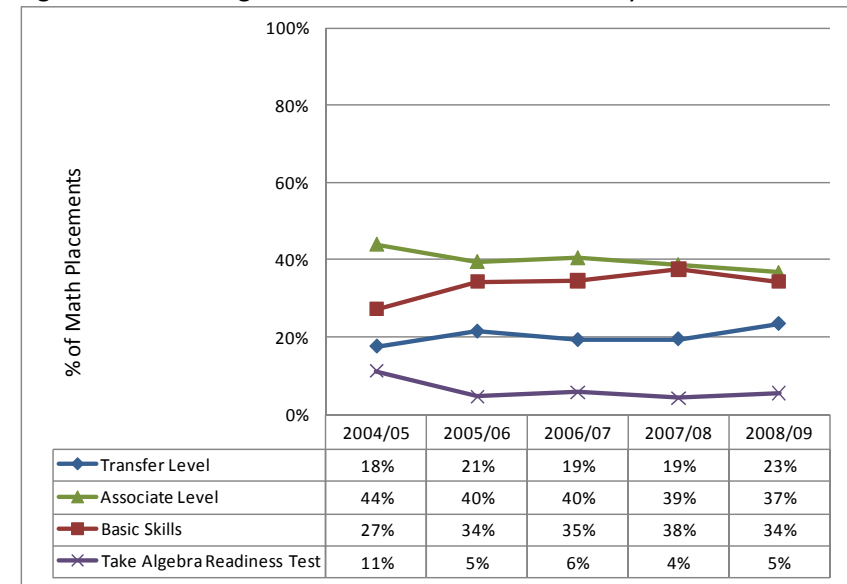
	2004/05	2005/06	2006/07	2007/08	2008/09
Transfer Level	18%	21%	19%	19%	23%
Associate Level	44%	40%	40%	39%	37%
Basic Skills	27%	34%	35%	38%	34%
Take Algebra Readiness Test	11%	5%	6%	4%	5%

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 SAT tests and who scored in the highest level of the SAT score ranges (1011-1600), over half (53%) placed at the transfer level, and over one-quarter (28%) had no math placement. On a 5-year average, a comparable proportion of students placed at the transfer level (51%) and a greater proportion of students had no placement (34%).
- In 2008/09, among all incoming SDUSD enrollees who scored in the mid-level SAT score range (771-1010), 34% placed at the transfer level, 29% placed at the Associate level, and 19% had no math placement. This differs from the 5-year averages in which 25% placed at the transfer level, 32% placed at the Associate level, and 28% had no math placement.
- In 2008/09, among all incoming SDUSD enrollees who scored in the lowest SAT score range (400-770), 35% placed at the Associate level (greater than the 5-year average of 27%) and 44% placed at basic skills (greater than the 5-year average of 35%). The proportion of students who did not have a math placement was lower in 2008/09 (9%) compared to the 5-year average (22%).

A to G Completion (see Table 21)

- Among all incoming SDUSD enrollees who met the A to G requirements, nearly half (47%) placed at the transfer level, nearly one-quarter (24%) placed at the Associate level, and 22% did not have a math placement. Transfer placements in 2008/09 were greater than the 5-year average of 34%, while the percentage of students who placed at the Associate level or had no math placement in 2008/09 were less than the 5-year average of 26% and 32%, respectively.
- Among all incoming SDUSD enrollees who did not meet the A to G requirements, 32% placed at the Associate level and 26% placed at basic skills. This is greater than the 5-year averages of 29% and 24%, respectively. The percentage of students that had no math placement in 2008/09 (21%) was less than the 5-year average of 29%.

Diploma Conferred (see Table 22)

- In 2008/09, among all incoming SDUSD enrollees who earned an honors diploma, 58% placed at the transfer level (greater than the 5-year average of 48%) and 27% had no math placement (less than the 5-year average of 31%).
- In 2008/09, among all incoming SDUSD enrollees who earned a standard diploma, 23% placed at the transfer level, 35% placed at the Associate level, and 24% placed at basic skills. Fifteen percent had no math placement. The 5-year average differed in terms of transfer level placements (17%), Associate level placements (31%), and students who did not have a math placement (25%), but was comparable among students who placed at basic skills (24%).
- In 2008/09, among all incoming SDUSD enrollees who did not earn a diploma, 45% had no math placement (slightly less than the 5-year average of 47%), one-quarter (25%) placed at basic skills (greater than the 5-year average of 19%), and 22% placed at the Associate level (slightly less than the 5-year average of 24%).

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	14%	16%	37%	10%	27%	51%	15%	25%	50%	7%	25%	61%	9%	34%	53%	11%	25%	51%
Associate Level	30%	39%	15%	20%	26%	8%	23%	28%	19%	29%	37%	10%	35%	29%	17%	27%	32%	14%
Basic Skills	14%	5%	1%	34%	9%	0%	46%	11%	0%	38%	13%	3%	44%	14%	1%	35%	10%	1%
Take Algebra Readiness Test	5%	4%	0%	7%	4%	0%	5%	5%	0%	2%	4%	0%	3%	5%	0%	5%	4%	0%
No Placement	38%	37%	46%	29%	35%	42%	10%	31%	31%	24%	20%	26%	9%	19%	28%	22%	28%	34%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	37	131	67	41	101	77	39	108	64	42	127	77	34	108	75	193	575	360

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	11%	22%	15%	34%	14%	35%	17%	35%	19%	47%	15%	34%
Associate Level	32%	30%	29%	18%	27%	26%	25%	29%	32%	24%	29%	26%
Basic Skills	15%	4%	24%	6%	26%	8%	30%	8%	26%	5%	24%	6%
Take Algebra Readiness Test	4%	2%	1%	4%	4%	2%	2%	2%	2%	2%	3%	2%
No Placement	38%	42%	31%	38%	29%	30%	25%	26%	21%	22%	29%	32%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	357	146	377	131	380	124	356	144	424	125	1,894	670

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	11%	11%	37%	9%	15%	51%	10%	15%	43%	9%	19%	51%	9%	23%	58%	9%	17%	48%
Associate Level	29%	34%	21%	27%	29%	13%	20%	29%	23%	22%	30%	16%	22%	35%	11%	24%	31%	17%
Basic Skills	11%	14%	2%	18%	24%	1%	13%	29%	5%	26%	28%	3%	25%	24%	1%	19%	24%	2%
Take Algebra Readiness Test	1%	4%	2%	1%	2%	3%	2%	5%	1%	0%	3%	3%	0%	2%	3%	1%	3%	2%
No Placement	48%	37%	39%	45%	31%	33%	54%	23%	28%	42%	21%	28%	45%	15%	27%	47%	25%	31%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	82	359	62	67	361	80	83	333	88	76	349	75	93	385	71	401	1,787	376

Source: SDUSD Senior Data and SDCCD Information Systems

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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 less than the 5-year average of 99% (see Table 23 and Figure 19).
> - From 2004/05 to 2008/09, the number of students who had an ESOL placement rose by 140%. Furthermore, the number of students who did not have an ESOL placement rose by 50%.
>
> **SDUSD Enrollees Who Placed**
> - In 2008/09, of the incoming SDUSD enrollees who had an ESOL placement, 25% placed at level 40 (slightly greater than the 5-year average of 23%), 8% placed at level 30 (less than the 5-year average of 25%), 42% placed at level 20 (greater than the 5-year average of 23%), and 25% placed at level 19 (less than the 5-year average of 29%; 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			Placement Only
						All Enrollees			Placement Only
	N	N	N	N	N	Total N	Average %	% Change	Average %
40	0	5	3	2	3	13	0%	--	23%
30	2	3	3	5	1	14	0%	-50%	25%
20	2	2	2	2	5	13	0%	150%	23%
19	1	6	5	1	3	16	0%	200%	29%
Placement Only	**5**	**16**	**13**	**10**	**12**	**56**	**--**	**140%**	**100%**
No Placement	909	963	1,093	1,275	1,365	5,605	99%	50%	--
All Enrollees	**914**	**979**	**1,106**	**1,285**	**1,377**	**5,661**	**100%**	**51%**	**--**

Source: SDUSD Senior Data and SDCCD Information Systems

Figure 19. All Incoming SDUSD Enrollees by ESOL Placement

	2004/05	2005/06	2006/07	2007/08	2008/09
40	0%	1%	1%	1%	1%
30	1%	1%	1%	1%	0%
20	1%	1%	1%	0%	0%
19	1%	1%	2%	1%	2%
No Placement	97%	97%	96%	97%	97%
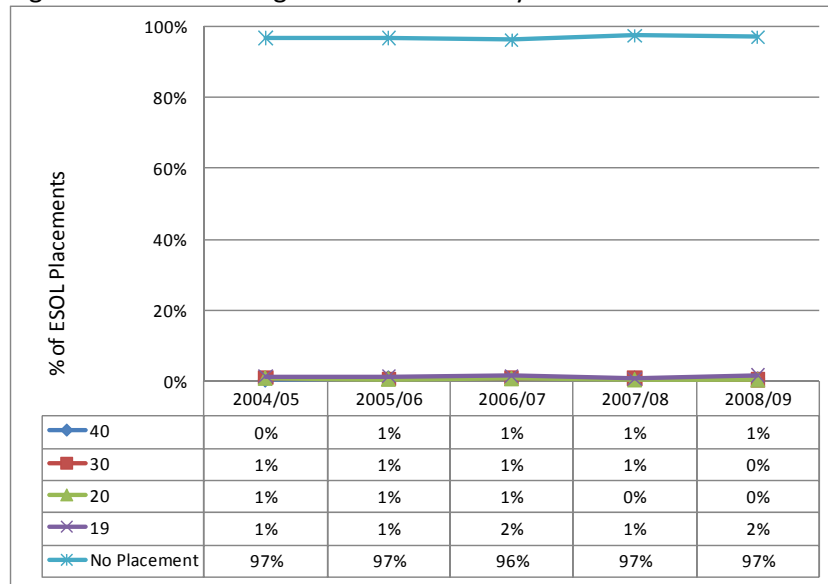
Figure 20. Incoming SDUSD Enrollees Who Placed by ESOL Placement

	2004/05	2005/06	2006/07	2007/08	2008/09
40	0%	31%	23%	20%	25%
30	40%	19%	23%	50%	8%
20	40%	13%	15%	20%	42%
19	20%	38%	38%	10%	25%
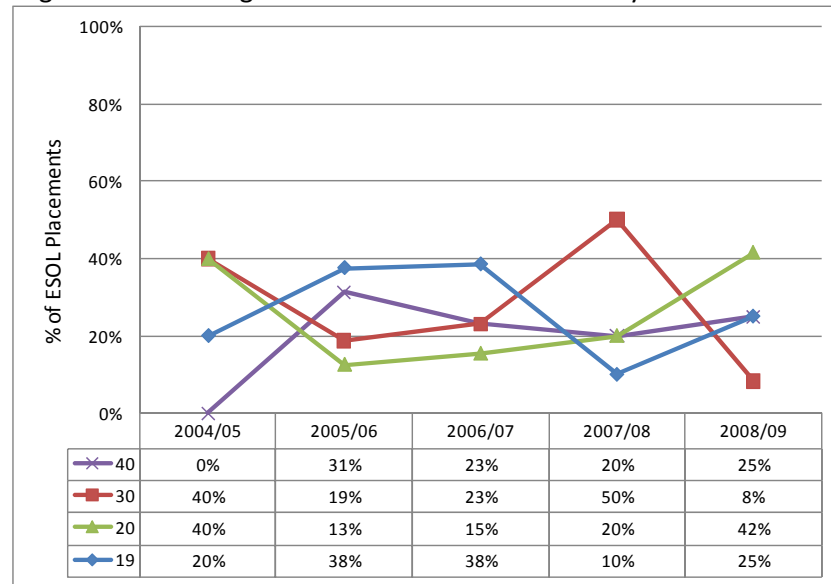
ESOL Placement Among Those Who Placed by Preparation Level

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 the reading and math SAT tests and had an ESOL placement (9 students).

A to G Completion (see Table 25)
- From 2004/05 to 2008/09, 91% percent of the incoming SDUSD enrollees who had an ESOL placement were students who had not completed the A to G requirements (51 students out of 56), while the remaining 9% had completed the A to G requirements (5 students).
- From 2004/05 to 2008/09, among those who did <u>not</u> meet the A to G requirements and who had an ESOL placement, 22% placed at level 40, 22% placed at level 30, 25% placed at level 20, and 31% placed at level 19.

Diploma Conferred (see Table 26)
- From 2004/05 to 2008/09, 48% of incoming SDUSD enrollees who had an ESOL placement were students who had received a standard diploma (27 students out of 56), followed by students who did not receive a diploma (39%; 22 students). Thirteen percent of students who had an ESOL placement received an honors diploma (7 students).
- From 2004/05 to 2008/09, among those who earned a standard diploma and who had an ESOL placement, 26% placed at level 40, 33% placed at level 30, 15% placed at level 20, and 26% placed at level 19. In comparison, those who did not earn a diploma had greater placement at levels 19 and 20 (32% and 36%, respectively) and fewer placements at levels 30 and 40 (14% and 18%, respectively).

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%	100%	0%	0%	50%	0%	0%	25%	0%	0%	0%	0%	0%	43%	0%	--
30	0%	0%	0%	0%	50%	0%	0%	0%	0%	50%	0%	0%	0%	0%	0%	29%	50%	--
20	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	--
19	0%	0%	0%	0%	50%	0%	50%	0%	0%	25%	0%	0%	0%	0%	0%	29%	50%	--
Total %	0%	0%	0%	100%	100%	0%	100%	0%	0%	100%	0%	0%	0%	0%	0%	100%	100%	--
Total N	0	0	0	1	2	0	2	0	0	4	0	0	0	0	0	7	2	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	0%	0%	27%	100%	18%	50%	25%	0%	25%	0%	22%	40%
30	40%	0%	20%	0%	18%	50%	38%	100%	8%	0%	22%	60%
20	40%	0%	13%	0%	18%	0%	25%	0%	42%	0%	25%	0%
19	20%	0%	40%	0%	45%	0%	13%	0%	25%	0%	31%	0%
Total %	100%	0%	100%	100%	100%	100%	100%	100%	100%	0%	100%	100%
Total N	5	0	15	1	11	2	8	2	12	0	51	5

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	0%	0%	0%	0%	50%	0%	20%	0%	67%	33%	17%	0%	25%	33%	0%	18%	26%	29%
30	50%	33%	0%	0%	20%	50%	20%	20%	33%	33%	67%	0%	0%	33%	0%	14%	33%	29%
20	50%	33%	0%	50%	0%	0%	0%	40%	0%	33%	17%	0%	50%	0%	100%	36%	15%	14%
19	0%	33%	0%	50%	30%	50%	60%	40%	0%	0%	0%	100%	25%	33%	0%	32%	26%	29%
Total %	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	2	3	0	4	10	2	5	5	3	3	6	1	8	3	1	22	27	7

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 Miramar 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 5-year period being reported, ranging from 83% to 87% (see Figure 21).

Retention by Preparation Level
- From 2004/05 to 2008/09, the percentage difference between the retention rates of students who scored in the highest SAT score range (1011-1600) and students who scored in the mid-level SAT score range (771-1010 SAT) was not large (-1% lower to 5% higher). A comparison of retention rates between students who scored in the mid-level SAT score range (771-1010) and students who scored in the lowest SAT score range (400-770) followed a comparable trend (-2% lower to 7% higher; see Figure 22).
- 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 14% 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 6% to 12% higher than those students who earned standard diplomas and the retention rates of students who earned standard diplomas were 3% to 16% higher than those students who did not earn a diploma (see Figure 24). Retention rates for students holding no diploma exhibited a general decline from 79% in 2004/05 to 76% in 2008/09 with a 5-year low of 69% occurring in 2007/08.

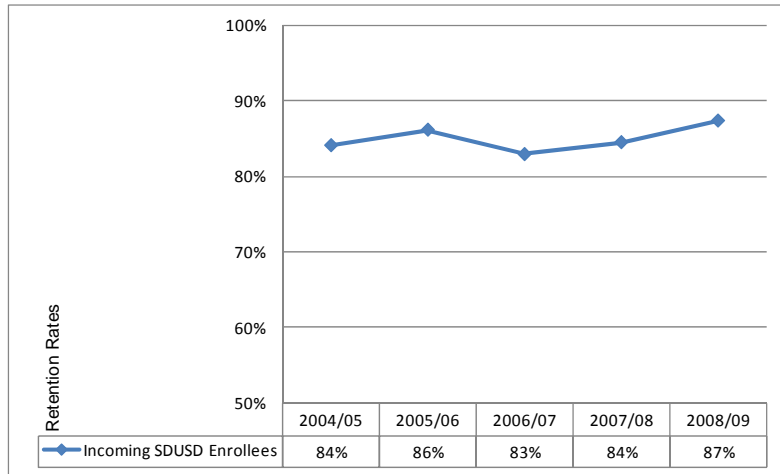Figure 21. Incoming SDUSD Enrollees by Retention Rate

	2004/05	2005/06	2006/07	2007/08	2008/09
Incoming SDUSD Enrollees	84%	86%	83%	84%	87%

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

	2004/05	2005/06	2006/07	2007/08	2008/09
1011 - 1600	90%	93%	88%	91%	89%
771 - 1010	87%	88%	89%	90%	90%
400 - 770	88%	90%	82%	89%	83%

Figure 23. Retention Rates by A to G Completion

	2004/05	2005/06	2006/07	2007/08	2008/09
Met Requirements	89%	95%	89%	94%	91%
Did Not Meet Reqs	82%	83%	81%	80%	86%
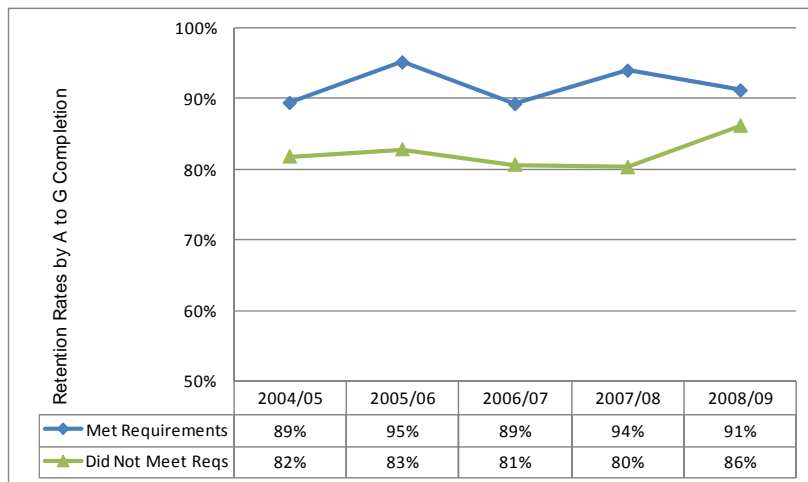
Figure 24. Retention Rates by Diploma Conferred

	2004/05	2005/06	2006/07	2007/08	2008/09
Honors Diploma	93%	96%	90%	95%	94%
Diploma	84%	84%	82%	85%	88%
No Diploma	79%	81%	78%	69%	76%

41
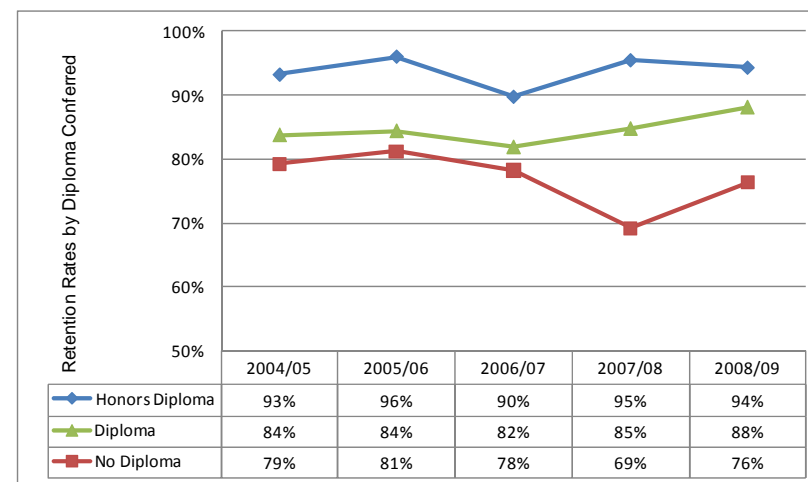
Section 4.2: Success Rates

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 59% to 62% (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. However, yearly rates varied considerably 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 0% to 17% 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 5% to 18% 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 20% to 30% 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 32% above students who earned standard diplomas. Students who did not earn a diploma had lower success rates across 5 years and generally scored 4% to 30% below standard diploma possessors (see Figure 28). Comparable to retention rates for students holding no diploma, success rates exhibited a general decline from 46% in 2004/05 to 40% in 2008/09, with a 5-year low of 32% occurring in 2007/08.

Figure 25. Incoming SDUSD Enrollees by Success Rate

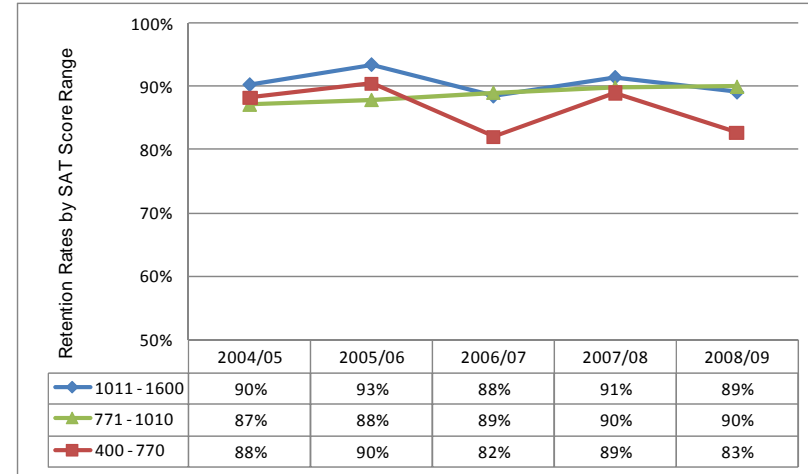Figure 26. Success Rates by Combined Reading and Math SAT Score Range

	2004/05	2005/06	2006/07	2007/08	2008/09
Incoming SDUSD Enrollees	59%	60%	62%	62%	62%

	2004/05	2005/06	2006/07	2007/08	2008/09
1011 - 1600	75%	82%	74%	83%	73%
771 - 1010	67%	65%	74%	73%	73%
400 - 770	61%	60%	60%	67%	55%
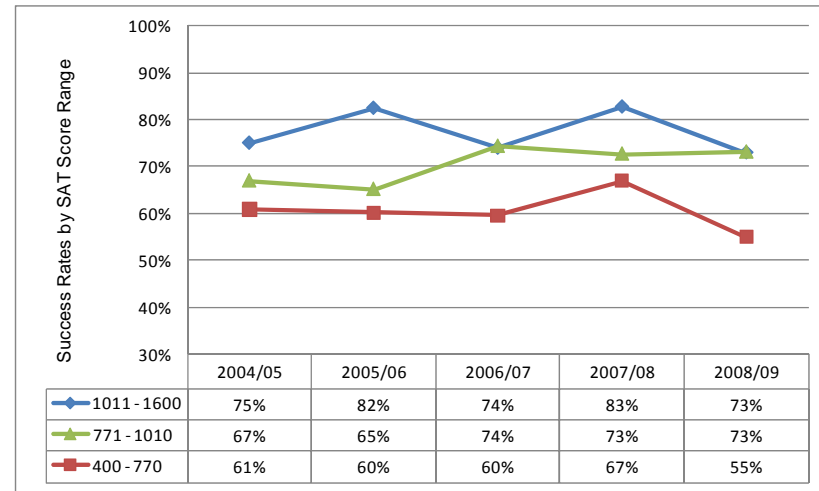
Figure 27. Success Rates by A to G Completion

	2004/05	2005/06	2006/07	2007/08	2008/09
Met Requirements	74%	82%	80%	82%	78%
Did Not Meet Reqs	53%	52%	55%	54%	58%
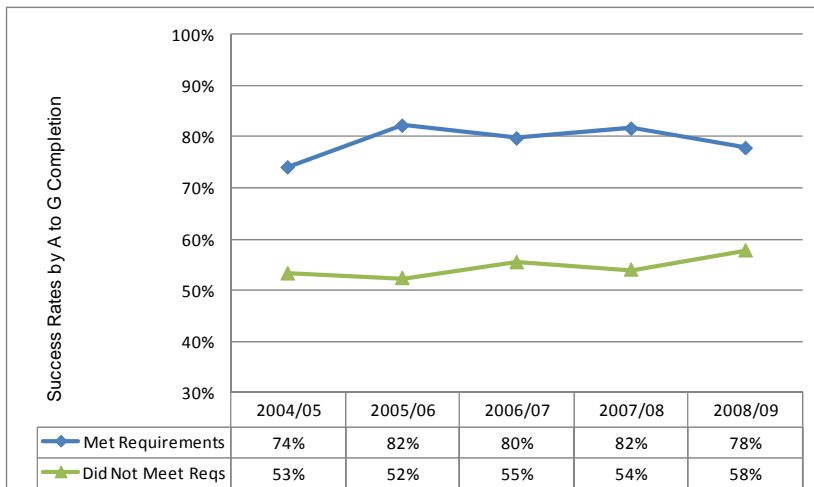
Figure 28. Success Rates by Diploma Conferred

	2004/05	2005/06	2006/07	2007/08	2008/09
Honors Diploma	80%	87%	81%	88%	86%
Diploma	59%	55%	60%	62%	62%
No Diploma	46%	51%	44%	32%	40%

43
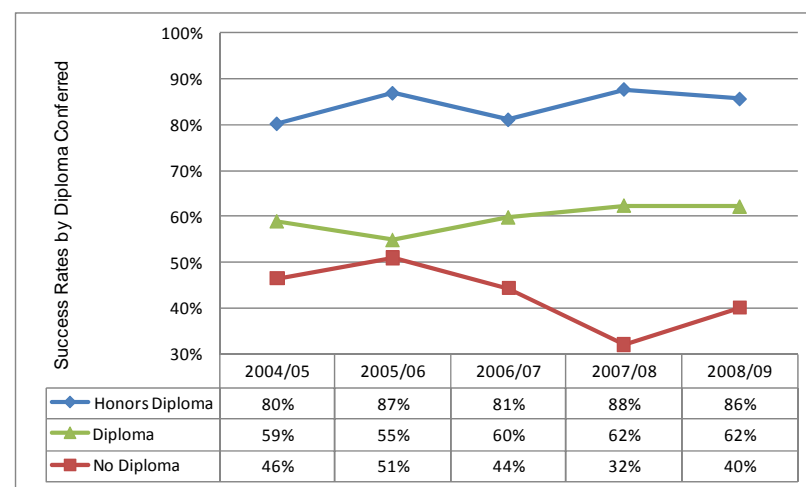
Section 4.3: Mean Term GPA

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 being reported, ranging from 2.22 to 2.35 (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 .19 to .68 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 higher mean term GPAs than students who scored in the lowest SAT score range (400-770) by .18 - .52 points from 2004/05 to 2007/08 (see Figure 30).
- The mean term GPAs of students who met the A to G requirements were .64 to .93 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 .76 to 1.14 points higher than students who earned standard diplomas. Students who did not earn a diploma had lower mean term GPAs by .03 to .76 points than students who earned a standard diploma across 5 years (see Figure 32). Comparable to retention and success rates for students holding no diploma, mean term GPAs exhibited a general decline from 1.95 in 2004/05 to 1.64 in 2008/09, with a 5-year low of 1.52 occurring in 2007/08.
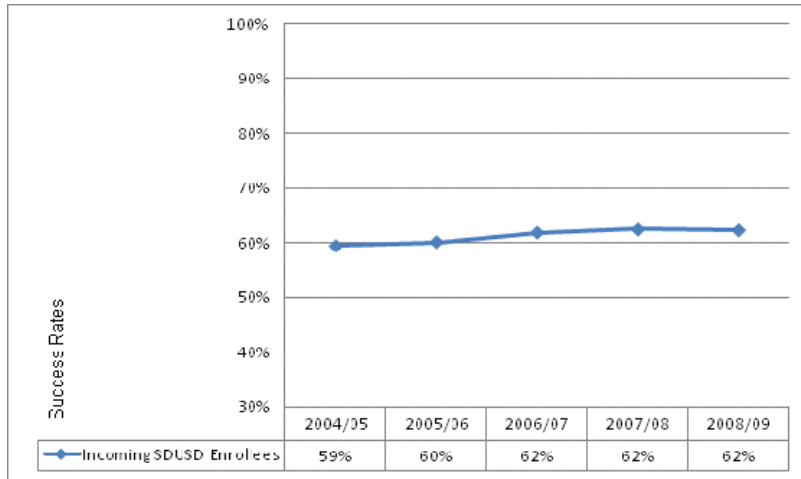
Figure 29. Incoming SDUSD Enrollees by Mean Term GPA

	2004/05	2005/06	2006/07	2007/08	2008/09
Incoming SDUSD Enrollees	2.22	2.23	2.35	2.35	2.24
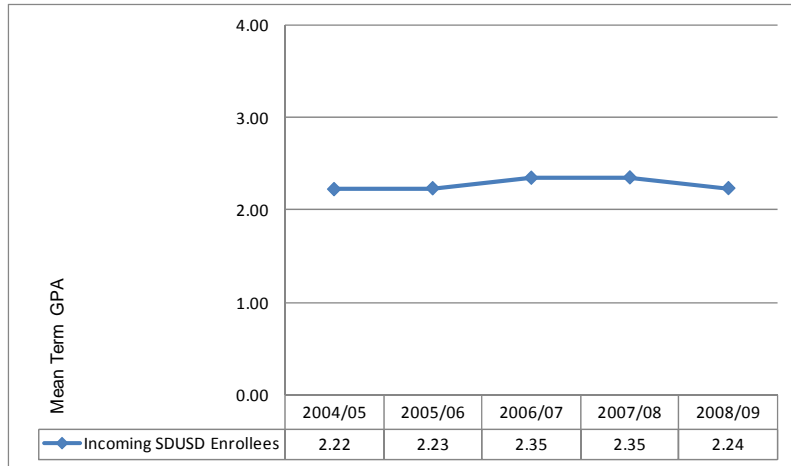
Figure 30. Mean Term GPA by Combined Reading and Math SAT Score Range

	2004/05	2005/06	2006/07	2007/08	2008/09
1011 - 1600	2.89	2.96	2.80	2.97	2.73
771 - 1010	2.37	2.28	2.58	2.63	2.54
400 - 770	2.10	2.10	2.32	2.30	2.02
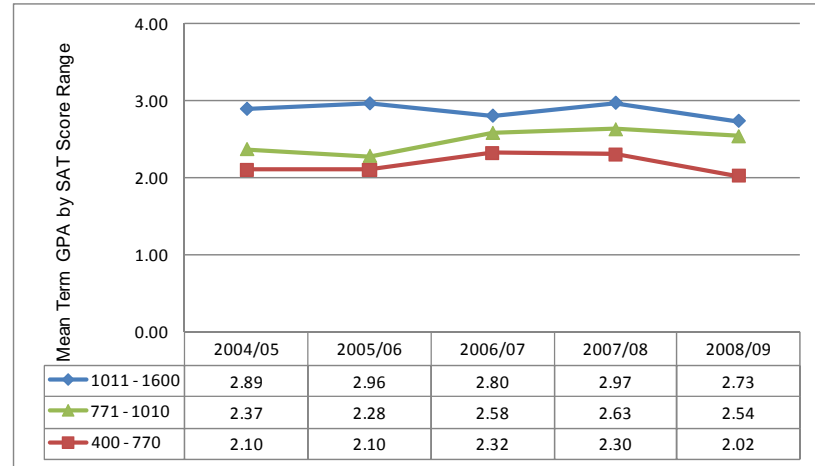
Figure 31. Mean Term GPA by A to G Completion

	2004/05	2005/06	2006/07	2007/08	2008/09
Met Requirements	2.66	2.89	2.88	2.80	2.82
Did Not Meet Reqs	2.02	1.96	2.13	2.11	2.05
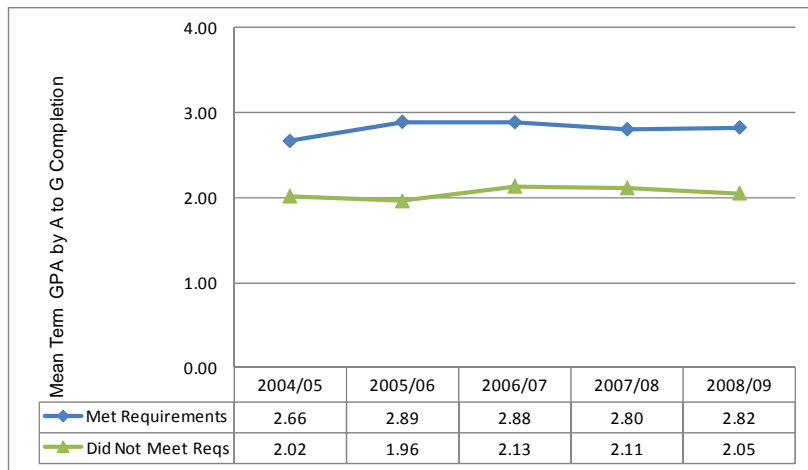
Figure 32. Mean Term GPA by Diploma Conferred

	2004/05	2005/06	2006/07	2007/08	2008/09
Honors Diploma	3.01	3.15	3.00	3.12	3.11
Diploma	2.15	2.01	2.24	2.28	2.16
No Diploma	1.95	1.98	1.88	1.52	1.64

45
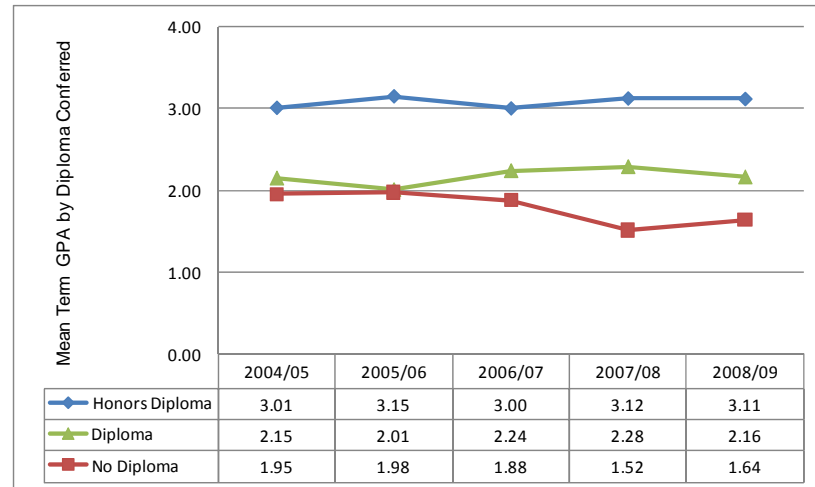
Chapter 5:   Longitudinal Performance Outcomes of Incoming SDUSD Enrollee Cohorts by Preparation Level

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, 64% on average persisted to the following spring term (second term post SDUSD senior year; see Table 27).
- On average, 44% 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 mid-level (771-1010) or highest (1011-1600) SAT score ranges persisted to the following spring term at a greater rate on average (71% each) than students in the lowest SAT score range (400-770; 68%) by 3% (see Table 28). The pattern changes in terms of annual persistence. Students in the lowest level and mid-level SAT score ranges persisted to the following fall term at a greater rate on average (50% each) than students in the highest SAT score ranges (48%).
- 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 (71%) than students who did not complete the A to G requirements (62%; see Table 29). This trend continues for students persisting annually (51% for students who met A to G requirements and 41% for students who did not meet A to G requirements).
- Among the Fall 2004 to 2007 cohorts, students who were awarded honors diplomas displayed the highest fall-to-spring term persistence rates on average (70%) and the highest fall-to-fall annual persistence rates (52%), followed by students who held a standard diploma (66% fall-to-spring term persistence and 45% fall-to-fall annual persistence), and students who did not receive a diploma (48% fall-to-spring term persistence and 28% fall-to-fall annual persistence; see Table 30).

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	298	198	66%	133	45%
Fall 2005 Cohort	322	205	64%	143	44%
Fall 2006 Cohort	322	203	63%	139	43%
Fall 2007 Cohort	278	176	63%	117	42%
Total N/Average %	**1,220**	**782**	**64%**	**532**	**44%**

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	31	20	65%	14	45%
	771 to 1010	86	58	67%	40	47%
	400 to 770	22	17	77%	12	55%
Fall 2005 Cohort	1011 to 1600	50	35	70%	21	42%
	771 to 1010	61	45	74%	36	59%
	400 to 770	25	16	64%	14	56%
Fall 2006 Cohort	1011 to 1600	39	25	64%	18	46%
	771 to 1010	63	44	70%	30	48%
	400 to 770	28	17	61%	12	43%
Fall 2007 Cohort	1011 to 1600	42	35	83%	24	57%
	771 to 1010	74	55	74%	37	50%
	400 to 770	23	17	74%	11	48%
Total N/ Average %	**1011 to 1600**	**162**	**115**	**71%**	**77**	**48%**
	771 to 1010	**284**	**202**	**71%**	**143**	**50%**
	400 to 770	**98**	**67**	**68%**	**49**	**50%**

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	80	55	69%	37	46%
	Did Not Meet Reqs	218	143	66%	96	44%
Fall 2005 Cohort	Met Requirements	80	59	74%	47	59%
	Did Not Meet Reqs	242	146	60%	96	40%
Fall 2006 Cohort	Met Requirements	72	50	69%	34	47%
	Did Not Meet Reqs	250	153	61%	105	42%
Fall 2007 Cohort	Met Requirements	80	57	71%	41	51%
	Did Not Meet Reqs	198	119	60%	76	38%
Total N/ Average %	**Met Requirements**	**312**	**221**	**71%**	**159**	**51%**
	Did Not Meet Reqs	**908**	**561**	**62%**	**373**	**41%**

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	31	20	65%	13	42%
	Diploma	228	154	68%	107	47%
	No Diploma	39	24	62%	13	33%
Fall 2005 Cohort	Honors Diploma	46	38	83%	30	65%
	Diploma	243	152	63%	105	43%
	No Diploma	33	15	46%	8	24%
Fall 2006 Cohort	Honors Diploma	49	32	65%	23	47%
	Diploma	237	156	66%	106	45%
	No Diploma	36	15	42%	10	28%
Fall 2007 Cohort	Honors Diploma	35	22	63%	18	51%
	Diploma	213	142	67%	92	43%
	No Diploma	30	12	40%	7	23%
Total N/ Average %	**Honors Diploma**	**161**	**112**	**70%**	**84**	**52%**
	Diploma	**921**	**604**	**66%**	**410**	**45%**
	No Diploma	**138**	**66**	**48%**	**38**	**28%**

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 Miramar College 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, 9% 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

- Nine percent of students who scored in the highest SAT score range (1011-1600) earned their first award/certificate within 11 terms of high school senior status, and twelve percent of students who scored in the mid-level SAT score range (771-1010) earned their first award/certificate within 11 terms on average (see Table 32). Twenty-one percent of students who scored in the lowest SAT score range (400-770) earned their first award/certificate within 11 terms of high school senior status on average.
- 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, 18% of the SDUSD enrollees who met the A to G requirements received an award/certificate and 5% of students who did not meet the A to G requirements received an 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 (19%) than did those who earned a standard high school diploma (8%) 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	298	30	10%
Fall 2005 Cohort	322	23	7%
Total N/Average %	**620**	**53**	**9%**

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	31	3	10%
	771 to 1010	86	9	10%
	400 to 770	22	6	27%
Fall 2005 Cohort	1011 to 1600	50	4	8%
	771 to 1010	61	9	15%
	400 to 770	25	4	16%
Total N/ Average %	**1011 to 1600**	**81**	**7**	**9%**
	771 to 1010	**147**	**18**	**12%**
	400 to 770	**47**	**10**	**21%**

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	80	14	18%
	Did Not Meet Reqs	218	16	7%
Fall 2005 Cohort	Met Requirements	80	14	18%
	Did Not Meet Reqs	242	9	4%
Total N/ Average %	**Met Requirements**	**160**	**28**	**18%**
	Did Not Meet Reqs	**460**	**25**	**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	31	6	19%
	Diploma	228	24	11%
	No Diploma	39	0	0%
Fall 2005 Cohort	Honors Diploma	46	9	20%
	Diploma	243	12	5%
	No Diploma	33	2	6%
Total N/ Average %	**Honors Diploma**	**77**	**15**	**19%**
	Diploma	**471**	**36**	**8%**
	No Diploma	**72**	**2**	**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, 80% were AA or AS degrees, 8% were certificates that required between 30 to 59 units, and 12% were certificates that required less than 30 units (see Table 35).

Type of Award/Certificate Earned by Preparation Level

- Eighty-eight percent of the degrees/certificates earned by SDUSD enrollees in the highest SAT score range (1011-1600) were AA/AS degrees and eighty percent of the degrees/certificates earned by SDUSD enrollees in the mid-level SAT score range (771-1010) were AA/AS degrees (see Table 36). Students in the lowest SAT score range (400-770) earned the largest proportion of AA/AS degrees (91%) among all types of degrees/certificates earned.

- Ninety-three percent of the awards/certificates received by SDUSD enrollees who met the A to G requirements were AA/AS degrees, and sixty-seven 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 (82%) compared to the certificates (18%), and SDUSD enrollees who earned standard high school diplomas received a comparative proportion of awards/certificates (83%, AA/AS degree and 18%, certificates) to those who had received an honors diploma (see Table 38). Compared to the other groups, SDUSD enrollees who did not earn a high school diploma received a smaller proportion of AA/AS degrees (0%) and a larger proportion of certificates (100%). When comparing these proportions, note that the number of certificates earned by students with no high school diploma was 2.

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	
Overall	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Fall 2004 Cohort	28	82%	0	0%	3	9%	3	9%
Fall 2005 Cohort	19	76%	0	0%	2	8%	4	16%
Total N/Average %	**47**	**80%**	**0**	**0%**	**5**	**8%**	**7**	**12%**

Source: SDUSD Senior Data and SDCCD Information Systems

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

	SAT Score Range	AA/AS Degree		Certificate 60+ Units		Certificate 30-59 Units		Certificate 29 or Fewer Units	
		N	%	N	%	N	%	N	%
Fall 2004 Cohort	1011 to 1600	3	75%	0	0%	0	0%	1	25%
	771 to 1010	8	73%	0	0%	1	9%	2	18%
	400 to 770	6	100%	0	0%	0	0%	0	0%
Fall 2005 Cohort	1011 to 1600	4	100%	0	0%	0	0%	0	0%
	771 to 1010	8	89%	0	0%	1	11%	0	0%
	400 to 770	4	80%	0	0%	1	20%	0	0%
Total N/ Average %	**1011 to 1600**	**7**	**88%**	**0**	**0%**	**0**	**0%**	**1**	**13%**
	771 to 1010	**16**	**80%**	**0**	**0%**	**2**	**10%**	**2**	**10%**
	400 to 770	**10**	**91%**	**0**	**0%**	**1**	**9%**	**0**	**0%**

Source: SDUSD Senior Data and SDCCD Information Systems

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

	A to G Completion	AA/AS Degree		Certificate 60+ Units		Certificate 30-59 Units		Certificate 29 or Fewer Units	
		N	%	N	%	N	%	N	%
Fall 2004 Cohort	Met Requirements	14	100%	0	0%	0	0%	0	0%
	Did Not Meet Reqs	14	70%	0	0%	3	15%	3	15%
Fall 2005 Cohort	Met Requirements	13	87%	0	0%	2	13%	0	0%
	Did Not Meet Reqs	6	60%	0	0%	0	0%	4	40%
Total N/ Average %	**Met Requirements**	**27**	**93%**	**0**	**0%**	**2**	**7%**	**0**	**0%**
	Did Not Meet Reqs	**20**	**67%**	**0**	**0%**	**3**	**10%**	**7**	**23%**

Source: SDUSD Senior Data and SDCCD Information Systems

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

	Diploma Conferred	AA/AS Degree		Certificate 60+ Units		Certificate 30-59 Units		Certificate 29 or Fewer Units	
		N	%	N	%	N	%	N	%
Fall 2004 Cohort	Honors Diploma	6	86%	0	0%	1	14%	0	0%
	Diploma	22	81%	0	0%	2	7%	3	11%
	No Diploma	0	0%	0	0%	0	0%	0	0%
Fall 2005 Cohort	Honors Diploma	8	80%	0	0%	2	20%	0	0%
	Diploma	11	85%	0	0%	0	0%	2	15%
	No Diploma	0	0%	0	0%	0	0%	2	100%
Total N/ Average %	**Honors Diploma**	**14**	**82%**	**0**	**0%**	**3**	**18%**	**0**	**0%**
	Diploma	**33**	**83%**	**0**	**0%**	**2**	**5%**	**5**	**13%**
	No Diploma	**0**	**0%**	**0**	**0%**	**0**	**0%**	**2**	**100%**

Source: SDUSD Senior Data and SDCCD Information Systems

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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, 15% of the Fall 2004 and 2005 cohorts of incoming SDUSD enrollees transferred to a 4-year university within 10 terms of enrollment at Miramar College (see Table 39).

Transfer by Preparation Level

- Across 10 terms, students who scored in the highest SAT score range (1011-1600) transferred at a greater rate on average (37%) than students who scored in the mid-level (771-1010) and lowest level (400-770) of the SAT score ranges (23% and 17%, respectively; see Table 40).
- A similar pattern emerges for transfer by A to G completion and transfer by diploma conferred. Over 10 terms, 31% of students who met the A to G requirements transferred to a 4-year university and 10% of students who did not meet the A to G requirements transferred to a 4-year university (see Table 41). Across 10 terms, students who earned honors diplomas had the highest transfer rate on average (38%), followed by students who earned standard diplomas (14%), and students who did not earn a diploma (0%; see Table 42).

Table 39. Incoming SDUSD Enrollee Cohort Transfer

Fall Cohorts		Up to 10 Terms Post SDUSD Senior	
	N	N	%
Fall 2004 Cohort	298	53	18%
Fall 2005 Cohort	322	43	13%
Total N/Average %	**620**	**96**	**15%**

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	31	13	42%
	771 - 1010	86	21	24%
	400 - 770	22	5	23%
Fall 2005 Cohort	1011 - 1600	50	17	34%
	771 - 1010	61	13	21%
	400 - 770	25	3	12%
Total N/ Average %	**1011 - 1600**	**81**	**30**	**37%**
	771 - 1010	**147**	**34**	**23%**
	400 - 770	**47**	**8**	**17%**

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	N	%
Fall 2004 Cohort	Met Requirements	80	26	33%
	Did Not Meet Reqs	218	27	12%
Fall 2005 Cohort	Met Requirements	80	23	29%
	Did Not Meet Reqs	242	20	8%
Total N/ Average %	**Met Requirements**	**160**	**49**	**31%**
	Did Not Meet Reqs	**460**	**47**	**10%**

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	31	13	42%
	Diploma	228	40	18%
	No Diploma	39	0	0%
Fall 2005 Cohort	Honors Diploma	46	16	35%
	Diploma	243	27	11%
	No Diploma	33	0	0%
Total N/ Average %	**Honors Diploma**	**77**	**29**	**38%**
	Diploma	**471**	**67**	**14%**
	No Diploma	**72**	**0**	**0%**

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