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

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Highlight of the Findings

1. In 2008/09, approximately 12% (1,377 students) of the 2007/08 SDUSD high school seniors (11,021 students) entered City College between Summer 2008 and Spring 2009 (see Table 2), which is consistent with the 5-year average of 11%.
2. Approximately 2% (183 students) of the 2007/08 SDUSD high school seniors (11,021 students) were concurrently enrolled at City College in their senior year, which is consistent with the 5-year average of 2%. Of those seniors who were concurrently enrolled in 2007/08, approximately 80% (147 students) directly entered City College between Summer 2008 and Spring 2009, representing an increase from the 5-year average of 66%.
3. Thirty-nine percent of 2008/09 incoming SDUSD enrollees reported that they were the first person in their family to attend college. This is slightly lower than the 5-year average of 41%. However, the percentage of first generation to college incoming SDUSD enrollees increased by 46% 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 (61%). The least proportion of students who attempted and earned their total units enrolled were those in the 9.0-11.9 unit range (41%).
5. Over 3 years, 92% of the incoming SDUSD enrollees passed the CAHSEE ELA and 91% passed the CAHSEE math. This is greater than the 2008/09 proportion of incoming SDUSD enrollees who passed the ELA and math exams (86% and 85%, respectively). The proportion of incoming SDUSD enrollees who passed the ELA exam remained the same from 2006/07 to 2007/08 (96% each) and then declined to 86% in 2008/09. The proportion of incoming SDUSD enrollees who passed the math exam followed a pattern of a slight increase from 2006/07 to 2007/08 (94% and 95%, respectively) and then declined to 85% in 2008/09.
6. The proportion of incoming SDUSD enrollees who took the reading and math SAT exams increased from 2004/05 to 2007/08 (42% to 54%) and declined to 50% in 2008/09. The average SAT reading and math scores of incoming SDUSD enrollees were 427 and 436, respectively, from 2004/05 to 2008/09 and were lower than the 2008/09 mean scores (431 reading and 440 math).

7. Thirty-five percent of the incoming SDUSD enrollees, on average, completed their A to G requirements across 5 years being reported. This is comparable to the 2008/09 incoming SDUSD enrollees who completed their A to G requirements (38%).
8. On a 5-year average, 87% of incoming SDUSD enrollees successfully graduated from high school and 14% did not receive a diploma. There is no difference between the 5-year average and the 2008/09 average.
9. Overall, students who had higher SAT scores 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 retention rates of students who met the A to G requirements were 6% to 12% higher than students who did not meet the A to G requirements. Likewise, from 2004/05 to 2008/09, the retention rates of students who earned honors diplomas were 5% to 10% higher than those students who earned standard diplomas and the retention rates of students who earned standard diplomas were 11% to 17% higher than those students who did not earn a diploma.
11. The success rates of students who met the A to G requirements were 10% to 17% higher than students who did not meet the A to G requirements over 5 years, and the difference narrowed each consecutive year. From 2004/05 to 2008/09, the success rates of students who earned honors diplomas were higher than students who earned standard diplomas by a difference of 8% to 22%; however, the difference narrowed each consecutive year. Students who did not earn a diploma had the lowest success rates across 5 years and generally scored 6% to 24% below standard diploma possessors.
12. The mean term GPAs of students who met the A to G requirements were .49 to .86 points higher than students who did not meet the A to G requirements over 5 years.
13. Among the Fall 2004, 2005, 2006, and 2007 incoming SDUSD enrollee cohorts, 69% on average persisted to the following spring term, while on average, just under one-third (31%) of the incoming SDUSD enrollee 2004 to 2007 cohorts annually persisted through to their second fall term.

14. Awards/certificates earned by the SDUSD enrollee cohorts did not differ much by preparation level. On average, 1% 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, compared to 2% of those who scored in the mid-level SAT score range (771-1010), and 4% of those who scored in the lowest SAT score range (400-770). Over 11 terms, 3% of the SDUSD enrollees who met the A to G requirements received an award/certificate and 2% of students who did not meet the A to G requirements received an award/certificate. Across 11 terms, 2% of students who earned a high school honors diploma went on to earn a college award/certificate, compared to 3% of those who earned a standard high school diploma and 2% of those who did not earn a high school diploma.

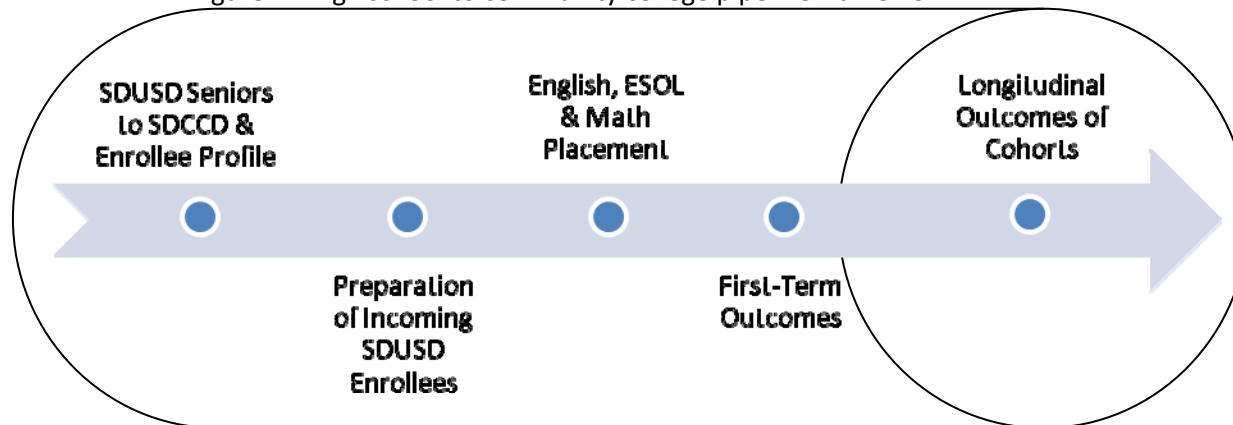
15. Across 10 terms, students who scored in the highest SAT score range (1011-1600) transferred (14%) at a greater rate on average than students who scored in the mid-level (771-1010) and lowest level (400-770) of the SAT score ranges (6% each).

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 City College. ECC students are aggregated in all City College counts and percentages.

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 City College within one year of senior status. Included were first-time students as well as students who previously took a course at City College while enrolled at a SDUSD high school (previously concurred students). A list of seniors was provided by SDUSD and matched to SDCCD's student database using the following three criteria: (1) the student was classified as a senior and attended a SDUSD high school in the reporting years, (2) the student reported on their City 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 City College after SDUSD senior status who received a grade notation of A, B, C, D, F, CR, NC, I or RD and who enrolled in at least one course in the subsequent spring and fall terms and received a grade notation of A, B, C, D, F, CR, NC, I or RD in each term.

Direct Enrollment

The first summer, fall or spring term a student is enrolled at City 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 City 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 City College within one year of senior status. Included are first-time students as well as students who previously took a course at City College while enrolled at a SDUSD high school.

Retention Rate

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

Success Rate

The percentage of incoming SDUSD enrollees who complete a course with a grade of A, B, C, or CR out of total census enrollments. Students are measured in the first summer, fall or spring term enrolled at City 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 City College after SDUSD senior status who received a grade notation of A, B, C, D, F, CR, NC, I or RD and who enrolled in at least one course in the subsequent spring term and received a grade notation of A, B, C, D, F, CR, NC, I or RD.

Chapter 1: Entering the Community College Pipeline

This chapter describes different aspects of the enrollment patterns of San Diego Unified School District (SDUSD) high school students enrolled at City 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 City College from 2004/05 to 2008/09 (*incoming SDUSD enrollees*). A subset of the direct enrollees, SDUSD students who had previously attended City College while in high school and directly enrolled at City College after senior status (*previously concurrent enrollees*), is described in Section 1.2.

Table 1. San Diego Unified High Schools Reported

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

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

Section 1.1: Headcount of Incoming SDUSD Students

Headcount of Direct Incoming SDUSD Students

- In 2008/09, approximately 12% (1,377 students) of the 2007/08 SDUSD high school seniors (11,021 students) entered City College between Summer 2008 and Spring 2009 (see Table 2). This is comparable to the 5-year average of 11%.
- The average percentage of incoming SDUSD enrollees in 2008/09 ranged from 1% (LCI Instruction), which was not in the City College service area, to 28% (San Diego High School), which is within the City College service area (see Table 2).
- From 2004/05 to 2008/09, the percentage change in the number of SDUSD seniors increased by 15% and the percentage change in the number of incoming SDUSD enrollees increased by 51% (see Table 2).

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

- Approximately 2% (183 students) of the 2007/08 SDUSD high school seniors (11,021 students) were concurrently enrolled at City College in their senior year (see Table 2 and 3). This is equal to the 5-year average of 2%.
- On average, from 2004/05 to 2008/09 the percentage change in the number of SDUSD concurrently enrolled seniors increased by 87% (see Table 3).

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

- Approximately 80% (147 students) of the 2007/08 SDUSD concurrently enrolled seniors (183 students) directly entered City College between Summer 2008 and Spring 2009 (see Table 3). This represents an increase from the 5-year average of 66%.
- In 2008/09, the percentage of incoming SDUSD enrollees who had been concurrent students in their senior year ranged from 36% (Crawford and Trace) to 100% (Audeo, Henry, High Tech High, Hoover, Kearney, non-public schools, schools classified as 'Other', Point Loma and SCPA; 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 163%, from 56 students to 147 students (see Table 3).

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Table 2. City 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	2	3%	81	2	2%	106	6	6%	138	7	5%	204	7	3%	200%	250%	4%
Charter School of San Diego	621	22	4%	601	27	4%	682	29	4%	782	34	4%	987	55	6%	59%	150%	5%
Clairemont	271	39	14%	277	34	12%	280	42	15%	287	59	21%	282	55	20%	4%	41%	16%
Cortez Hill	19	0	0%	35	9	26%	38	9	24%	48	8	17%	50	10	20%	163%	*	19%
Crawford	500	72	14%	601	63	10%	551	75	14%	568	80	14%	566	82	14%	13%	14%	13%
Garfield	572	71	12%	503	60	12%	619	68	11%	636	75	12%	539	71	13%	-6%	0%	12%
Gompers	136	18	13%	127	21	17%	125	31	25%	148	37	25%	0	0	--	-100%	-100%	20%
Henry	453	27	6%	497	44	9%	494	28	6%	492	44	9%	489	44	9%	8%	63%	8%
High Tech High	114	13	11%	84	8	10%	116	17	15%	194	31	16%	280	39	14%	146%	200%	14%
Hoover	404	84	21%	464	105	23%	420	98	23%	455	108	24%	445	102	23%	10%	21%	23%
Kearny	319	26	8%	338	30	9%	320	36	11%	323	37	11%	348	59	17%	9%	127%	11%
La Jolla	390	28	7%	361	26	7%	391	33	8%	373	40	11%	373	32	9%	-4%	14%	8%
LCI Instruction	70	0	0%	71	1	1%	103	1	1%	98	0	0%	124	1	1%	77%	*	1%
Madison	596	34	6%	544	30	6%	569	34	6%	497	50	10%	497	37	7%	-17%	9%	7%
Mira Mesa	960	24	3%	825	40	5%	811	57	7%	767	59	8%	732	59	8%	-24%	146%	6%
Mission Bay	320	37	12%	321	39	12%	288	62	22%	299	55	18%	320	53	17%	0%	43%	16%
Morse	697	76	11%	889	89	10%	654	77	12%	540	88	16%	548	75	14%	-21%	-1%	12%
Non-public Schools	89	1	1%	96	2	2%	128	5	4%	69	3	4%	95	3	3%	7%	200%	3%
Other	176	23	13%	116	6	5%	191	9	5%	163	14	9%	470	73	16%	167%	217%	11%
Point Loma	398	50	13%	430	70	16%	369	61	17%	349	61	17%	436	92	21%	10%	84%	17%
Preuss School UCSD	56	2	4%	75	5	7%	87	15	17%	78	14	18%	97	16	16%	73%	700%	13%
San Diego	473	144	30%	483	131	27%	491	136	28%	524	132	25%	565	160	28%	19%	11%	28%
SCPA	177	17	10%	181	37	20%	196	26	13%	186	31	17%	174	29	17%	-2%	71%	15%
Scripps Ranch	486	26	5%	486	20	4%	514	37	7%	522	43	8%	500	48	10%	3%	85%	7%
Serra	368	40	11%	354	35	10%	361	47	13%	393	74	19%	430	70	16%	17%	75%	14%
Trace	291	4	1%	321	4	1%	419	4	1%	738	15	2%	694	12	2%	138%	200%	2%
Twain	146	1	1%	200	9	5%	216	13	6%	378	33	9%	326	22	7%	123%	2100%	6%
University City	431	33	8%	426	32	8%	420	50	12%	413	53	13%	450	71	16%	4%	115%	11%
Total	9,601	914	10%	9,787	979	10%	9,959	1,106	11%	10,458	1,285	12%	11,021	1,377	12%	15%	51%	11%

Source: SDUSD Senior Data and SDCCD Information Systems

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

Note 2. Students are unduplicated within each year.

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

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Table 3. Students who Previously Concurrently Attended both SDUSD and City College

SDUSD High Schools	2003/04 SDUSD Concurrent Seniors			Previously Concurrent 2004/05 Enrollees			2004/05 SDUSD Concurrent Seniors			Previously Concurrent 2005/06 Enrollees			2005/06 SDUSD Concurrent Seniors			Previously Concurrent 2006/07 Enrollees			2006/07 SDUSD Concurrent Seniors			Previously Concurrent 2007/08 Enrollees			2007/08 SDUSD Concurrent Seniors			Previously Concurrent 2008/09 Enrollees			2003/04- 2007/08 SDUSD Concurrent Seniors	2004/05- 2008/09 Previously Concurrent Enrollees	2004/05- 2008/09 Previously Concurrent Enrollees
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	5-Year % Change			5-Year Average								
Audeo	0	0	--	0	0	--	1	1	100%	3	2	67%	2	2	100%	*	*														83%		
Charter School of San Diego	1	0	0%	0	0	--	9	6	67%	7	4	57%	8	6	75%	700%	*														64%		
Clairemont	3	1	33%	1	0	0%	2	0	0%	1	1	100%	0	0	--	-100%	-100%													29%			
Cortez Hill	0	0	--	2	2	100%	1	1	100%	0	0	--	0	0	--	*	*													100%			
Crawford	7	3	43%	11	7	64%	22	15	68%	11	3	27%	14	5	36%	100%	67%													51%			
Garfield	58	38	66%	41	29	71%	86	47	55%	78	46	59%	50	39	78%	-14%	3%													64%			
Gompers	1	0	0%	1	1	100%	2	1	50%	0	0	--	0	0	--	-100%	*													50%			
Henry	0	0	--	1	1	100%	1	1	100%	0	0	--	2	2	100%	*	*													100%			
High Tech High	4	0	0%	2	2	100%	3	3	100%	11	7	64%	11	11	100%	175%	*													74%			
Hoover	3	2	67%	3	3	100%	11	6	55%	8	5	63%	3	3	100%	0%	50%													68%			
Kearny	0	0	--	0	0	--	3	3	100%	1	1	100%	1	1	100%	*	*													100%			
La Jolla	0	0	--	1	1	100%	0	0	--	0	0	--	0	0	--	*	*													100%			
LCI Instruction	0	0	--	0	0	--	1	0	0%	1	0	0%	0	0	--	*	*													0%			
Madison	0	0	--	3	2	67%	7	4	57%	5	2	40%	6	4	67%	*	*													57%			
Mira Mesa	0	0	--	4	1	25%	8	6	75%	5	4	80%	5	3	60%	*	*													64%			
Mission Bay	0	0	--	1	1	100%	1	1	100%	1	1	100%	0	0	--	*	*													100%			
Morse	4	1	25%	4	1	25%	2	2	100%	1	0	0%	0	0	--	-100%	-100%													36%			
Non-public Schools	1	1	100%	0	0	--	3	2	67%	2	2	100%	1	1	100%	0%	0%													86%			
Other	0	0	--	0	0	--	2	1	50%	2	2	100%	4	4	100%	*	*													88%			
Point Loma	0	0	--	0	0	--	1	1	100%	1	1	100%	2	2	100%	*	*													100%			
Preuss School UCSD	1	0	0%	0	0	--	1	1	100%	0	0	--	0	0	--	-100%	*													50%			
San Diego	3	3	100%	27	20	74%	19	13	68%	18	16	89%	42	41	98%	1300%	1267%													85%			
SCPA	4	1	25%	1	1	100%	0	0	--	9	5	56%	2	2	100%	-50%	100%													56%			
Scripps Ranch	1	1	100%	0	0	--	0	0	--	1	0	0%	0	0	--	-100%	-100%													50%			
Serra	3	3	100%	1	1	100%	1	0	0%	2	2	100%	0	0	--	-100%	-100%													86%			
Trace	0	0	--	0	0	--	6	0	0%	8	5	63%	11	4	36%	*	*													36%			
Twain	0	0	--	3	1	33%	8	2	25%	32	26	81%	19	17	89%	*	*													74%			
University City	4	2	50%	0	0	--	1	1	100%	0	0	--	0	0	--	-100%	-100%													60%			
Total	98	56	57%	107	74	69%	202	118	58%	208	135	65%	183	147	80%	87%	163%													66%			

Source: SDUSD Senior Data and SDCCD Information Systems

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

Note 2. Students are unduplicated within each year.

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

Section 1.2: Student Profile of Incoming SDUSD Students

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

Gender

- Females (56%) encompassed a larger percentage of the incoming SDUSD enrollees in 2008/09 than did males (44%; see Table 4). This constitutes a decrease in females from the 5-year average of 60% and an increase in males from the 5-year average of 40%.

Ethnicity

- In terms of ethnic composition, in 2008/09, incoming SDUSD enrollees were 44% Latino, 17% African American, 13% White, 11% Asian/Pacific Islander, 7% Filipino, 3% reporting 'Other' ethnicity, and less than 1% American Indian (see Table 4). The percentage of Latino students was lower in 2008/09 (44%) compared to the 5-year average (46%) and the percentage of African American students was higher in 2008/09 (17%) compared to the 5-year average (15%).
- From 2004/05 to 2008/09, Asian/Pacific Islander students had the largest positive percentage change (76% increase), followed by African American students (68% increase) and White students (64% increase; see Table 4).

First Generation Status

- Thirty-nine percent of 2008/09 incoming SDUSD enrollees reported that they were the first person in their family to attend college. This is slightly lower than the 5-year average of 41% (see Table 4).
- The percentage of first generation to college incoming SDUSD enrollees was higher in 2008/09 than in 2004/05, representing a 46% 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 (41%; less than the 5-year average of 49%), followed by undecided (23%; slightly less than the 5-year average of 26%) and concurrent student to meet 4-year requirements (19%; greater than the 5-year average of 8%; 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 in 2008/09 (41%) was down from 2004/05 (56%), it was just slightly lower than the previous year (46%). Although concurrent student status in 2008/09 (19%) was up from 2004/05 (0%), it was just slightly higher than the previous year (15%). 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 (61%; 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 (41%).
- The number of students who attempted and earned between 0.1-2.9 units and 3.0-5.9 units increased by 75% and 74%, respectively over the 5 years being reported (see Table 5). Furthermore, the number of students who attempted and earned between 6.0-8.9 units decreased by 6% 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	914	979	1,106	1,285	1,377	5,661	51%
Gender							
Female	62%	60%	61%	61%	56%	60%	38%
Male	38%	39%	38%	39%	44%	40%	73%
Unreported	<1%	<1%	1%	<1%	0%	<1%	-100%
Ethnicity							
African American	15%	15%	16%	15%	17%	15%	68%
American Indian	<1%	1%	1%	<1%	<1%	1%	25%
Asian/Pacific Islander	9%	11%	11%	12%	11%	11%	76%
Filipino	7%	8%	6%	7%	7%	7%	47%
Latino	47%	44%	46%	47%	44%	46%	42%
White	12%	13%	13%	11%	13%	12%	64%
Other	4%	3%	2%	2%	3%	3%	3%
Unreported	5%	4%	6%	5%	5%	5%	53%
First Generation							
First Generation	40%	40%	41%	43%	39%	41%	46%
Not First Generation	60%	60%	59%	57%	61%	59%	54%
Unreported	<1%	<1%	1%	<1%	<1%	<1%	-50%
Educational Goal							
Transfer w/without AA/AS	56%	53%	55%	46%	41%	49%	12%
Associate Degree No Transfer	3%	3%	3%	2%	3%	3%	67%
Vocational Certificate	1%	1%	1%	1%	1%	1%	82%
Formulate Career Plans/Goals	7%	7%	6%	6%	5%	6%	20%
Update/Maintain Job Skills	3%	2%	3%	2%	2%	2%	-4%
Ed Development	2%	2%	2%	1%	1%	2%	11%
Complete HS Credits	1%	2%	1%	2%	2%	2%	77%
Undecided	26%	30%	28%	23%	23%	26%	33%
Move from Noncredit to Credit	0%	0%	0%	<1%	<1%	<1%	--
Concurrent Student to Meet 4 yr.	0%	0%	0%	15%	19%	8%	--
Unreported	1%	1%	1%	1%	1%	1%	-27%

Source: SDUSD Senior Data and SDCCD Information Systems

Note: Students are unduplicated within each year.

Table 5. Percent Change in Units Attempted by Units Earned

		Units Earned						
		0 Units	0.1 - 2.9 Units	3.0 - 5.9 Units	6.0 - 8.9 Units	9.0 - 11.9 Units	12.0 + Units	
Units Attempted	2004/05	0.1 - 2.9 Units	47%	53%				
		3.0 - 5.9 Units	36%	3%	61%			
		6.0 - 8.9 Units	14%	2%	24%	60%		
		9.0 - 11.9 Units	25%	3%	10%	27%	35%	
		12.0 + Units	11%	1%	10%	15%	20%	43%
	2005/06	0.1 - 2.9 Units	50%	50%				
		3.0 - 5.9 Units	41%	2%	57%			
		6.0 - 8.9 Units	27%	3%	26%	44%		
		9.0 - 11.9 Units	19%	1%	13%	20%	46%	
		12.0 + Units	13%	0%	10%	16%	18%	42%
	2006/07	0.1 - 2.9 Units	28%	72%				
		3.0 - 5.9 Units	44%	1%	55%			
		6.0 - 8.9 Units	22%	0%	29%	49%		
		9.0 - 11.9 Units	20%	4%	17%	24%	35%	
		12.0 + Units	10%	1%	11%	13%	19%	45%
	2007/08	0.1 - 2.9 Units	37%	63%				
		3.0 - 5.9 Units	38%	0%	62%			
		6.0 - 8.9 Units	22%	2%	34%	42%		
		9.0 - 11.9 Units	14%	3%	17%	25%	41%	
		12.0 + Units	11%	1%	11%	16%	17%	44%
2008/09	0.1 - 2.9 Units	33%	67%					
	3.0 - 5.9 Units	40%	1%	59%				
	6.0 - 8.9 Units	27%	0%	36%	37%			
	9.0 - 11.9 Units	16%	2%	17%	18%	46%		
	12.0 + Units	9%	3%	7%	14%	27%	40%	
2004/05 - 2008/09 Average		--	61%	59%	45%	41%	43%	
2004/05 - 2008/09 % Change		--	75%	74%	-6%	47%	28%	

Source: SDCCD Information System

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

Chapter 2: Preparation of Incoming SDUSD Students

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

Section 2.1: CAHSEE

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

- Over 3 years, 92% of the incoming SDUSD enrollees passed the CAHSEE ELA and 91% passed the CAHSEE math (see Tables 6 and 7). This is greater than the 2008/09 proportion of incoming SDUSD enrollees who passed the ELA and math exams (86% and 85%, respectively; see Figures 4 and 5).
- The proportion of incoming SDUSD enrollees who passed the ELA exam remained the same from 2006/07 to 2007/08 (96% each) and then declined in 2008/09 to 86% (see Figure 4). The proportion of incoming SDUSD enrollees who passed the math exam followed a pattern of a slight increase from 2006/07 to 2007/08 (94% and 95%, respectively) and then declined in 2008/09 to 85% (see Figure 5).
- The number of incoming SDUSD enrollees who did not pass the ELA exam had a greater percentage increase (308%) than incoming SDUSD enrollees who did not pass the math exam (213%) from 2006/07 to 2008/09 (see Tables 6 and 7). The percentage change was comparable among those incoming SDUSD enrollees who passed the ELA or math exams (12% increase each) during the same time period.

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

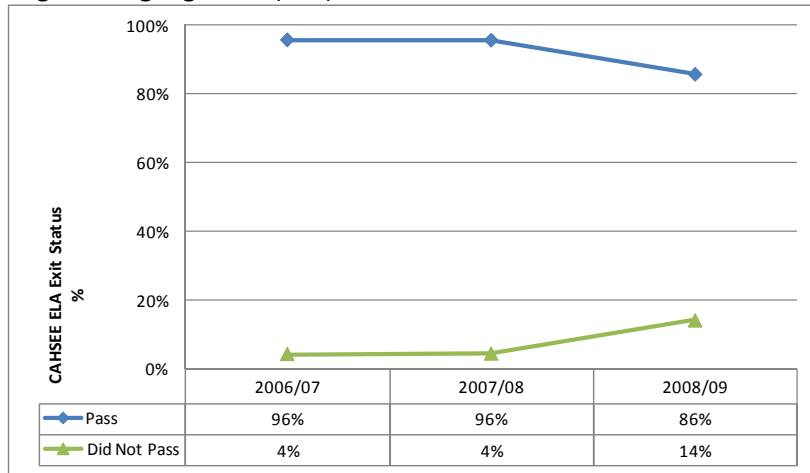


Table 6. Incoming SDUSD Enrollees by CAHSEE ELA Exit Status

	2006/07	2007/08	2008/09	2006/07 - 2008/09		
	N	N	N	Total N	Average %	% Change
Pass	1,058	1,228	1,181	3,467	92%	12%
Did Not Pass	48	57	196	301	8%	308%
Total	1,106	1,285	1,377	3,768	100%	25%

Source: SDUSD Senior Data and SDCCD Information Systems

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

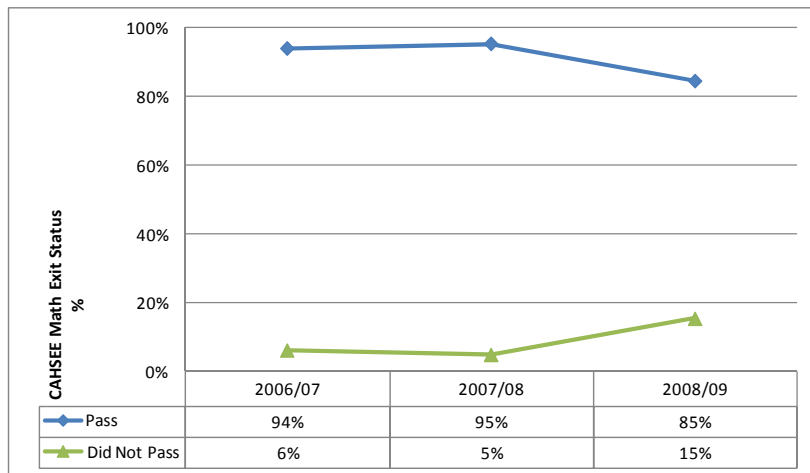


Table 7. Incoming SDUSD Enrollees by CAHSEE Math Exit Status

	2006/07	2007/08	2008/09	2006/07 - 2008/09		
	N	N	N	Total N	Average %	% Change
Pass	1,038	1,223	1,164	3,425	91%	12%
Did Not Pass	68	62	213	343	9%	213%
Total	1,106	1,285	1,377	3,768	100%	25%

Source: SDUSD Senior Data and SDCCD Information Systems

Section 2.2: SAT Scores

Scholastic Aptitude Test (SAT) scores of incoming SDUSD enrollees are presented in Table 8, including the average reading, math, writing, and combined reading and math scores. Given that a student may take the SAT exam multiple times, only the highest score was counted for each student who took the exam. Not all students entering City 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 increased from 2004/05 to 2007/08 (42% to 54%) and declined to 50% in 2008/09 (see Figure 6).
- The average SAT reading and math scores of incoming SDUSD enrollees were 427 and 436, respectively, from 2004/05 to 2008/09 (see Table 8) and were lower than the 2008/09 mean scores (431 reading and 440 math).
- Average scores of incoming SDUSD enrollees who took the reading and math components of the SATs remained steady with no percentage 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 City College in 2006/07. From 2006/07 to 2008/09 the proportion of students taking the writing exam (49%, 54% and 50%, 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 420 (see Table 8), which was slightly lower than the 2008/09 mean score of 425.

Figure 6. Percent of Incoming SDUSD Enrollees by SAT Component

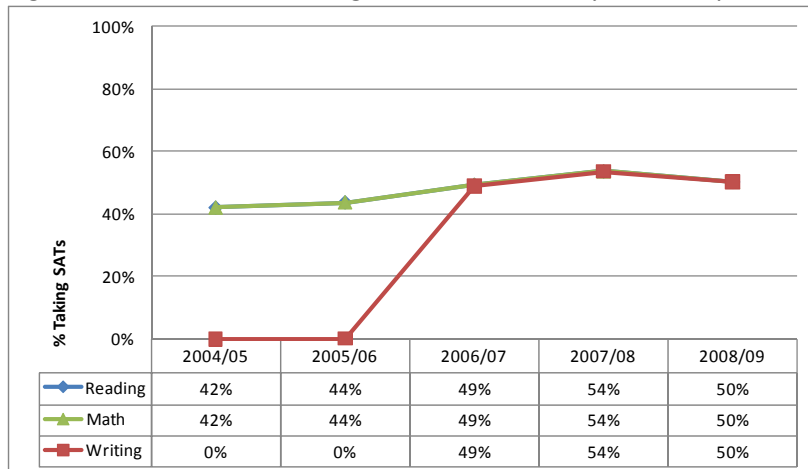


Table 8. Incoming SDUSD Enrollees by Mean SAT Scores

	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05-2008/09	
	Score	Score	Score	Score	Score	Average Score	% Change
Reading	430	436	421	421	431	427	0%
Math	442	441	430	429	440	436	0%
Writing	- - -	450	419	416	425	420	- - -
Combined							
Reading & Math	872	877	851	850	871	863	0%

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 the A to G requirements.

- Thirty-five percent of the incoming SDUSD enrollees, on average, completed their A to G requirements across 5 years being reported (see Table 9). This is comparable to the 2008/09 incoming SDUSD enrollees who completed their A to G requirements (38%; see Figure 7).
- Those incoming SDUSD enrollees who completed their A to G requirements increased by 81% from 2004/05 to 2008/09, while those who did not complete their A to G requirements increased by 36% (see Table 9).

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

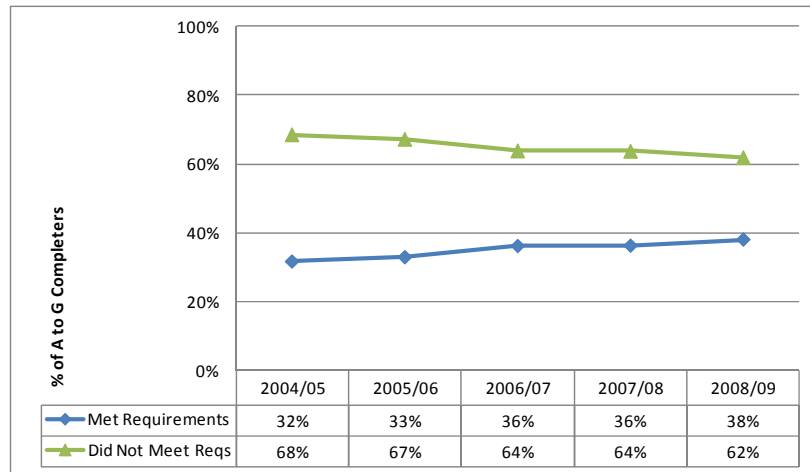


Table 9. Incoming enrollees by A to G Completion

	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05 - 2008/09		
	N	N	N	N	N	Total N	Average %	% Change
Met Requirements	289	322	400	466	524	2,001	35%	81%
Did Not Meet Reqs	625	657	706	819	853	3,660	65%	36%
Total	914	979	1,106	1,285	1,377	5,661	100%	51%

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, 87% of incoming SDUSD enrollees successfully graduated from high school and 14% did not receive a diploma (see Table 10). This is equal to the 2008/09 average (87% received a diploma and 14% did not receive a diploma; see Figure 8).
- On average, from 2004/05 to 2008/09, 19% of incoming SDUSD enrollees earned honors diplomas (see Table 10). This is greater than the 2008/09 proportion of incoming SDUSD enrollees who received honors diplomas (16%; 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 35%, those who received a diploma increased by 58%, and those who did not receive a diploma increased by 35% (see Table 10).

Figure 8. Percent of Incoming enrollees by Diploma Conferred

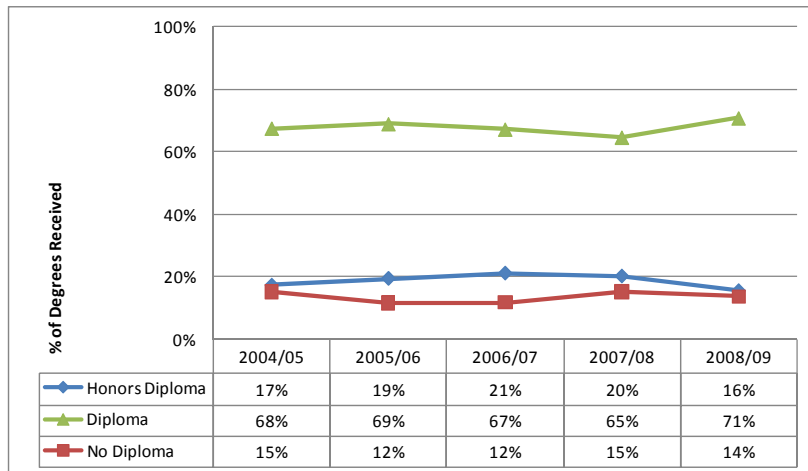


Table 10. Incoming enrollees by Diploma Conferred

	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05 - 2008/09		
	N	N	N	N	N	Total N	Average %	% Change
Honors Diploma	158	190	233	259	214	1,054	19%	35%
Diploma	617	675	743	830	975	3,840	68%	58%
No Diploma	139	114	130	196	188	767	14%	35%
Total	914	979	1,106	1,285	1,377	5,661	100%	51%

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.

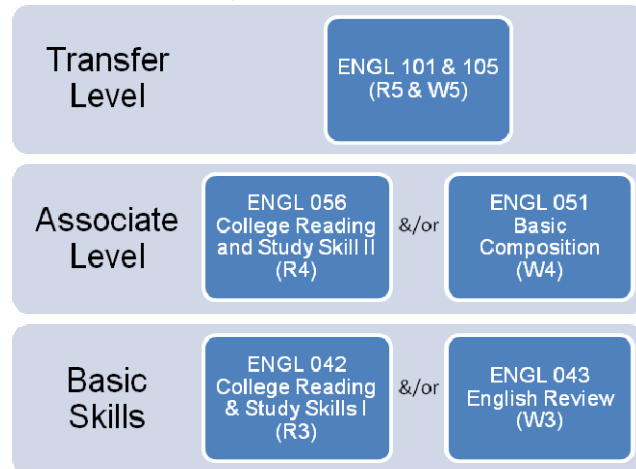
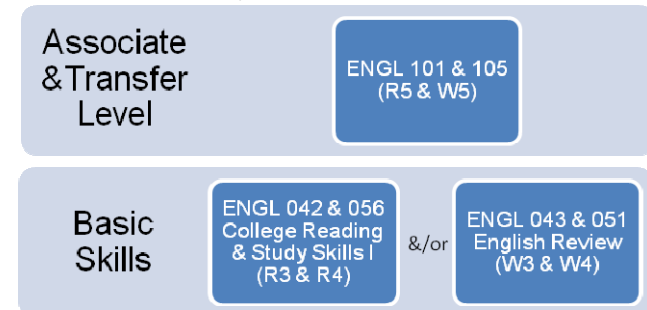
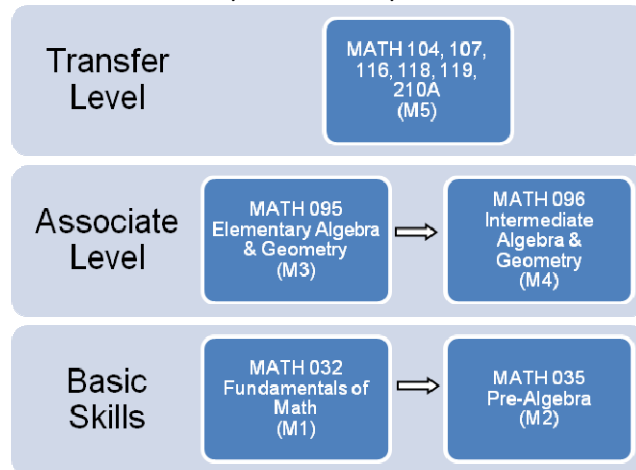


Figure 10. English Course Sequence Relative to Placement in 2008/09.



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, 22% of the incoming SDUSD enrollees placed at the transfer level (less than the 5-year average of 23%), 24% placed at basic skills (greater than the 5-year average of 12%), 6% “Need Advising” which means that their test scores were very low and warranted a meeting with a counselor (slightly less than the 5-year average of 8%), and 46% did not have a reading placement (slightly greater than the 5-year average of 45%; 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 (723% 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, 40% placed at the transfer level (slightly less than the 5-year average of 42%), 44% placed at basic skills (greater than the 5-year average of 22%), and 12% needed advising (slightly less than the 5-year average of 15%; 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 Average %
	N	N	N	N	N	All Enrollees			
						Total N	Average %	% Change	
Transfer Level	340	195	203	257	298	1,293	23%	-12%	42%
Associate Level	148	116	152	192	0	608	11%	-100%	20%
Basic Skills	40	80	105	132	329	686	12%	723%	22%
Need Advising	58	100	118	112	89	477	8%	53%	15%
Take ESOL Test	0	0	0	0	29	29	1%	--	1%
Placement Only	586	491	578	693	745	3,093	--	27%	100%
No Placement	328	488	528	592	632	2,568	45%	93%	--
All Enrollees	914	979	1,106	1,285	1,377	5,661	100%	51%	--

Source: SDUSD Senior Data and SDCCD Information Systems

Figure 13. All Incoming SDUSD Enrollees by Reading Placement

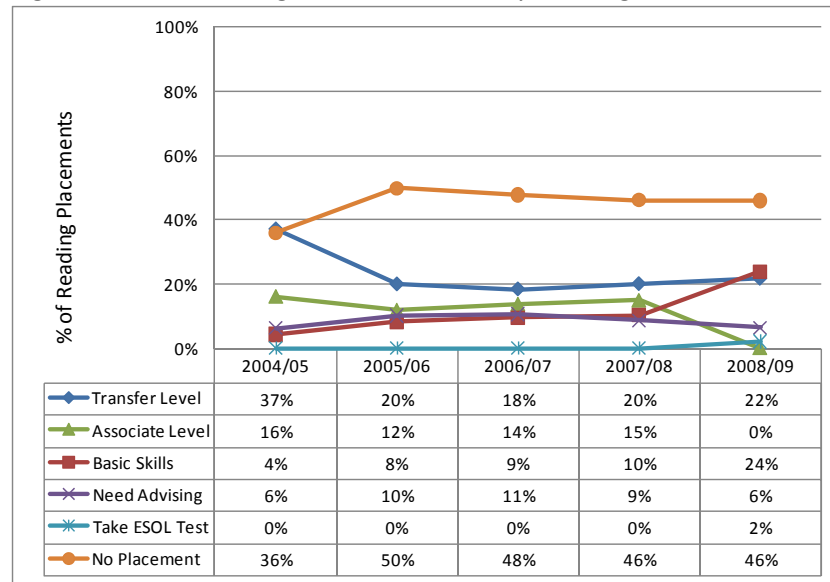
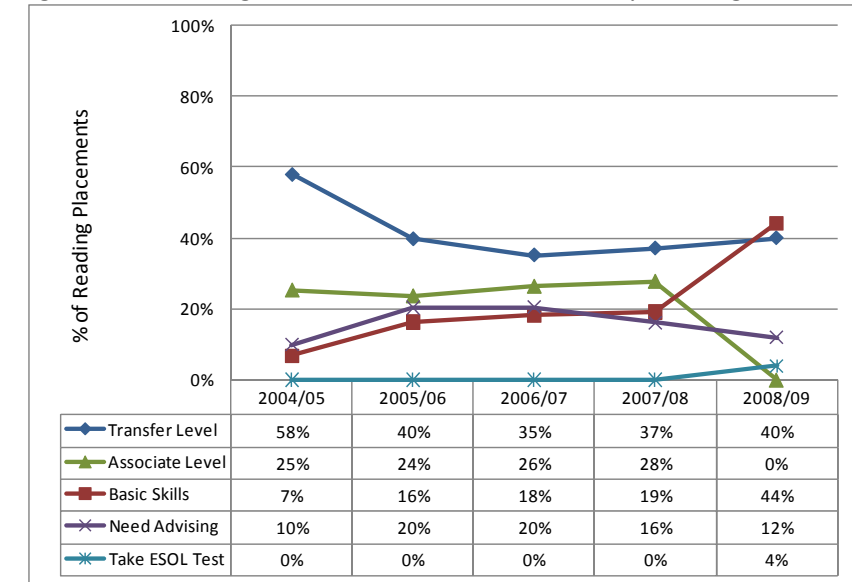


Figure 14. Incoming SDUSD Enrollees Who Placed by Reading Placement



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

SAT Score Ranges (see Table 12)

- In 2008/09, among all incoming SDUSD enrollees who took both the reading and math SAT tests and who scored in the highest level of the SAT score ranges (1011-1600), 68% had no reading placement (slightly greater than the 5-year average of 63%) and 30% placed at the transfer level (less than the 5-year average of 35%).
- In 2008/09, among all incoming SDUSD enrollees who scored in the mid-level SAT score range (771-1010), 72% had no reading placement and 20% placed at the transfer level, comparable to the 5-year averages (69% and 22%, respectively).
- Among those who scored in the lowest SAT score range (400-770), 44% had no reading placement and 32% placed at basic skills in 2008/09. This differed from the 5-year averages in which 45% had no placement and 19% were placed at basic skills. Placement comparisons among the lowest group levels were most impacted by the repositioning of English courses to basic skills.

A to G Completion (see Table 13)

- In 2008/09, among all incoming SDUSD enrollees who met the A to G requirements, 68% had no placement (comparable to the 5-year average of 67%) and 18% placed at the transfer level (comparable to the 5-year average of 19%).
- In 2008/09, among all incoming SDUSD enrollees who did not meet the A to G requirements, 32% had no placement, 32% placed at basic skills, and 24% placed at the transfer level. This differs from the 5-year averages in which 33% had no placement, 15% placed at basic skills, and 25% placed at the transfer level. The difference is due in part to the repositioning of the English classes in 2008/09.

Diploma Conferred (see Table 14)

- Among all incoming SDUSD enrollees who earned an honors diploma, the majority of students had a reading placement in 2008/09 (71%). This is slightly greater than the 5-year average of 69%.
- Among all incoming SDUSD enrollees who earned a standard diploma, 41% had no placement and comparable percentages of students placed at basic skills (26%) or the transfer level (23%). Within these groups and in comparison to the 5-year average, only basic skills had much change (40% had no placement, 24% placed at the transfer level, and 14% placed at basic skills).
- Among all incoming SDUSD enrollees who did not earn a diploma, 41% had no reading placement and just over one-quarter of students placed at basic skills (26%). Within these groups and in comparison to the 5-year average, only basic skills had much change. (42% had no placement, 22% placed at the transfer level, and 11% 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	29%	39%	37%	15%	20%	39%	5%	18%	37%	8%	18%	36%	16%	20%	30%	13%	22%	35%
Associate Level	34%	4%	0%	20%	8%	0%	16%	7%	2%	11%	10%	3%	0%	0%	0%	14%	6%	1%
Basic Skills	4%	1%	0%	15%	2%	0%	12%	3%	0%	21%	3%	2%	32%	8%	2%	19%	4%	1%
Need Advising	5%	0%	0%	8%	0%	0%	13%	0%	0%	12%	1%	0%	5%	0%	0%	9%	0%	0%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	0%	0%	1%	0%	0%
No Placement	27%	56%	63%	43%	71%	61%	53%	71%	62%	49%	69%	59%	44%	72%	68%	45%	69%	63%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	93	232	59	103	263	62	166	315	65	214	384	92	181	403	109	757	1,597	387

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	40%	32%	21%	17%	21%	14%	23%	15%	24%	18%	25%	19%
Associate Level	18%	11%	13%	9%	18%	6%	19%	8%	0%	0%	13%	6%
Basic Skills	6%	1%	10%	4%	12%	5%	13%	6%	32%	11%	15%	6%
Need Advising	9%	0%	14%	2%	15%	3%	12%	3%	9%	2%	12%	2%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	3%	1%	1%	0%
No Placement	27%	55%	41%	68%	34%	72%	33%	68%	32%	68%	33%	67%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	625	289	657	322	706	400	819	466	853	524	3,660	2,001

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	35%	40%	27%	25%	19%	19%	17%	20%	15%	18%	21%	18%	18%	23%	17%	22%	24%	19%
Associate Level	17%	19%	5%	7%	14%	7%	11%	17%	6%	18%	16%	9%	0%	0%	0%	10%	12%	6%
Basic Skills	7%	4%	2%	5%	10%	2%	8%	11%	4%	7%	13%	4%	26%	26%	12%	11%	14%	5%
Need Advising	5%	8%	1%	11%	12%	3%	17%	11%	5%	20%	8%	2%	13%	6%	0%	14%	9%	2%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	2%	0%	1%	1%	0%
No Placement	37%	28%	65%	51%	44%	69%	48%	41%	69%	38%	41%	68%	41%	41%	71%	42%	40%	69%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	139	617	158	114	675	190	130	743	233	196	830	259	188	975	214	767	3,840	1,054

Source: SDUSD Senior Data and SDCCD Information Systems

Section 3.2: Writing Placement

Writing Placement of Incoming SDUSD Enrollees

All SDUSD Enrollees

- In 2008/09, 15% of the incoming SDUSD enrollees placed at the transfer level (slightly greater than the 5-year average of 14%), 32% placed at basic skills (greater than the 5-year average of 18%), 6% “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 8%), and 46% did not have a writing placement (slightly greater than the 5-year average of 45%; 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 (314% 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, 27% placed at the transfer level (slightly greater than the 5-year average of 25%), 58% placed at basic skills (greater than the 5-year average of 32%), and 11% needed advising (less than the 5-year average of 15%; 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 Average %
	N	N	N	N	N	All Enrollees			
						Total N	Average %	% Change	
Transfer Level	230	87	134	129	203	783	14%	-12%	25%
Associate Level	196	192	186	252	0	826	15%	-100%	27%
Basic Skills	105	110	142	200	435	992	18%	314%	32%
Need Advising	55	101	118	112	83	469	8%	51%	15%
Take ESOL Test	0	0	0	0	28	28	0%	--	1%
Placement Only	586	490	580	693	749	3,098	--	28%	100%
No Placement	328	489	526	592	628	2,563	45%	91%	--
All Enrollees	914	979	1,106	1,285	1,377	5,661	100%	51%	--

Source: SDUSD Senior Data and SDCCD Information Systems

Figure 15. All Incoming SDUSD Enrollees by Writing Placement

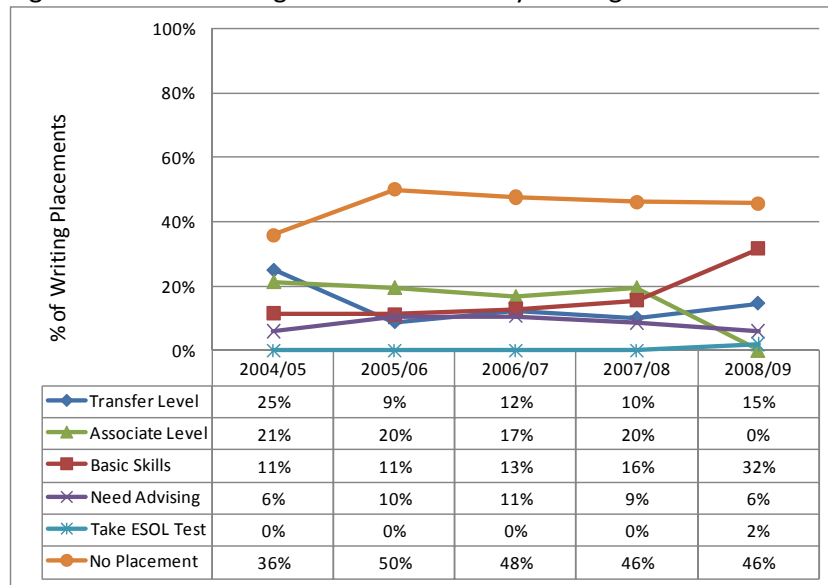
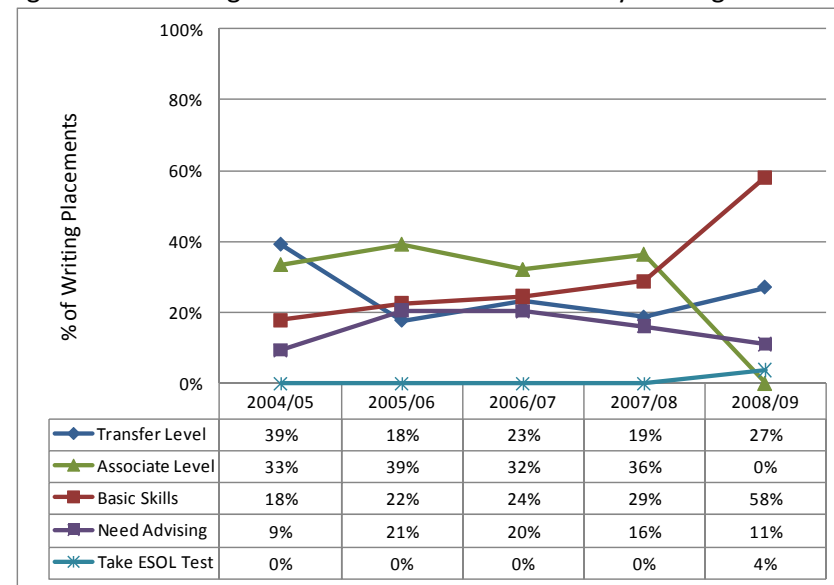


Figure 16. Incoming SDUSD Enrollees Who Placed by Writing Placement



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

SAT Score Ranges (see Table 16)

- In 2008/09, among all incoming SDUSD enrollees who took both the reading and math SAT tests and who scored in the highest level of the SAT score ranges (1011-1600), 68% had no writing placement (greater than the 5-year average of 63%) and 29% placed at the transfer level (less than the 5-year average of 33%).
- In 2008/09, among all incoming SDUSD enrollees who scored in the mid-level SAT score range (771-1010), 72% had no writing placement and comparable percentages of students placed at basic skills (13%) or the transfer level (14%). On a 5-year average, the percentage of students who did not have a writing placement was 69%, and the percentages of students who placed at the basic skills or transfer levels were 6% and 14%, respectively.
- Among all incoming SDUSD enrollees who scored in the lowest SAT score range (400-770), 44% had no writing placement and 34% placed at basic skills in 2008/09. This differed from the 5-year averages in which 45% had no placement and 23% placed at basic skills. Note that the lowest two SAT score groups (400-770 and 771-1010) comparisons 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, 68% had no writing placement (comparable to the 5-year average of 67%), 15% placed at basic skills (greater than the 5-year average of 8%), and 14% placed at the transfer level (comparable to the 5-year average of 13%).
- In 2008/09, among all incoming SDUSD enrollees who did not meet the A to G requirements, 42% placed at basic skills (greater than the 5-year average of 23%), 32% had no writing placement (comparable to the 5-year average of 33%), and 15% placed at the transfer level (comparable to the 5-year average of 14%). 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, a slightly greater proportion of students had no writing placement in 2008/09 (71%) compared to the 5-year average (69%) and a smaller proportion of students placed at the transfer level in 2008/09 (14% each).
- Among all incoming SDUSD enrollees who earned a standard diploma, 41% had no placement, 35% placed at basic skills, and 16% placed at the transfer level. This is comparable to the 5-year average in terms of students with no writing placement (40%) or placement in the transfer level (14%), but differs in terms of placement in basic skills (21%).

- Among all incoming SDUSD enrollees who did not earn a diploma, 40% had no writing placement and 33% of students placed at basic skills. This is comparable to the 5-year average for students with no writing placement (42%) and differs for students placed at basic skills (16%). The difference is due in part to the repositioning of the English classes in 2008/09 and the impact is most notable among the students with no diploma and students with standard diplomas.

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	18%	31%	36%	5%	8%	32%	4%	13%	35%	2%	10%	33%	12%	14%	29%	7%	14%	33%
Associate Level	30%	12%	0%	23%	17%	6%	17%	14%	3%	15%	14%	8%	0%	0%	0%	15%	11%	3%
Basic Skills	20%	2%	2%	21%	4%	0%	14%	2%	0%	22%	5%	1%	34%	13%	3%	23%	6%	1%
Need Advising	4%	0%	0%	8%	0%	0%	13%	0%	0%	12%	1%	0%	7%	0%	0%	9%	0%	0%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	0%	0%	1%	0%	0%
No Placement	27%	56%	63%	43%	71%	61%	52%	71%	62%	49%	69%	59%	44%	72%	68%	45%	69%	63%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	93	232	59	103	263	62	166	315	65	214	384	92	181	403	109	757	1,597	387

Source: SDUSD Senior Data and SDCCD Information Systems

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

	2004/05		2005/06		2006/07		2007/08		2008/09		2004/05-2008/09 Average	
	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met	Met
Transfer Level	26%	24%	9%	8%	12%	12%	10%	10%	15%	14%	14%	13%
Associate Level	24%	16%	22%	15%	21%	9%	24%	11%	0%	0%	18%	9%
Basic Skills	14%	5%	14%	6%	18%	4%	20%	8%	42%	15%	23%	8%
Need Advising	9%	0%	14%	2%	15%	3%	12%	3%	8%	2%	12%	2%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	3%	1%	1%	0%
No Placement	27%	55%	41%	68%	34%	72%	33%	68%	32%	68%	33%	67%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	625	289	657	322	706	400	819	466	853	524	3,660	2,001

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	24%	26%	22%	13%	7%	12%	16%	11%	13%	9%	9%	13%	11%	16%	14%	14%	14%	14%
Associate Level	24%	25%	6%	17%	22%	13%	12%	20%	9%	17%	23%	12%	0%	0%	0%	13%	17%	8%
Basic Skills	9%	13%	6%	8%	14%	4%	8%	16%	4%	16%	18%	6%	33%	35%	15%	16%	21%	7%
Need Advising	5%	7%	1%	11%	12%	3%	18%	12%	4%	20%	8%	2%	13%	6%	0%	14%	9%	2%
Take ESOL Test	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	2%	0%	1%	1%	0%
No Placement	37%	28%	65%	51%	44%	69%	47%	41%	70%	38%	41%	68%	40%	41%	71%	42%	40%	69%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	139	617	158	114	675	190	130	743	233	196	830	259	188	975	214	767	3,840	1,054

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, 9% of the incoming SDUSD enrollees placed at the transfer level (slightly greater than the 5-year average of 6%), 20% placed at the Associate level (slightly greater than the 5-year average of 18%), 24% placed at basic skills (less than the 5-year average of 29%), 2% were directed to take the algebra readiness test (slightly less than the 5-year average of 3%), and 45% had no math placement (equal to the 5-year average of 45%; see Table 19 and Figure 17).
- Transfer level placements had the greatest positive percentage change (177% increase) among all placement levels from 2004/05 to 2008/09, while students who were directed to take the algebra readiness test had the greatest negative percentage change (38% decrease) among all placement levels over the same time period.

SDUSD Enrollees Who Placed

- In 2008/09, of the incoming SDUSD enrollees who had a math placement, 16% placed at the transfer level (greater than the 5-year average of 11%), 36% placed at the Associate level (greater than the 5-year average of 32%), 44% placed at basic skills (less than the 5-year average of 52%), and 4% were directed to take the algebra readiness test (slightly less than the 5-year average of 5%; see Table 19 and Figure 18).

Table 19. Incoming SDUSD Enrollees by Math Placement

	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05 - 2008/09			
	N	N	N	N	N	All Enrollees			Placement Only
						Total N	Average %	% Change	Average %
Transfer Level	44	41	61	77	122	345	6%	177%	11%
Associate Level	202	145	174	209	270	1,000	18%	34%	32%
Basic Skills	291	294	322	394	334	1,635	29%	15%	52%
Take Algebra Readiness Test	50	24	19	20	31	144	3%	-38%	5%
Placement Only	587	504	576	700	757	3,124	--	29%	100%
No Placement	327	475	530	585	620	2,537	45%	90%	--
All Enrollees	914	979	1,106	1,285	1,377	5,661	100%	51%	--

Source: SDUSD Senior Data and SDCCD Information Systems

Figure 17. All Incoming SDUSD Enrollees by Math Placement

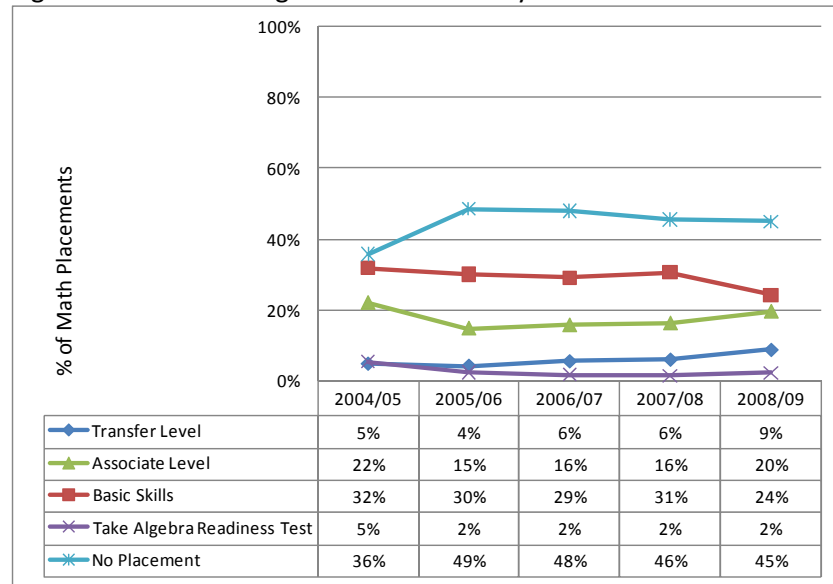
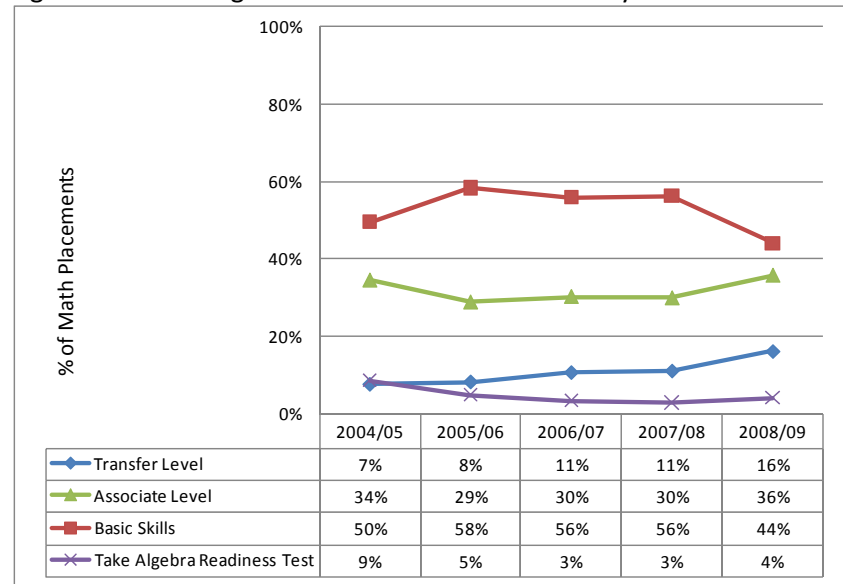


Figure 18. Incoming SDUSD Enrollees Who Placed by Math Placement



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

SAT Score Ranges (see Table 20)

- In 2008/09, among all incoming SDUSD enrollees who took both the reading and math SAT tests and who scored in the highest level of the SAT score ranges (1011-1600), 66% had no math placement and 23% placed at the transfer level. This differs from the 5-year average in which fewer students had no placement (60%) and a greater proportion of students placed at the transfer level (26%).
- In 2008/09, among all incoming SDUSD enrollees who scored in the mid-level SAT score range (771-1010), 71% had no math placement and 12% placed at the Associate level. This differs from the 5-year averages in which 69% had no math placement and 16% placed at the Associate level.
- In 2008/09, among all incoming SDUSD enrollees who scored in the lowest SAT score range (400-770), 46% had no placement (equal to a 5-year average of 46%) and comparable proportions placed at the Associate level (24%; greater than the 5-year average of 15%) or basic skills (22%; less than the 5-year average of 32%).

A to G Completion (see Table 21)

- Among all incoming SDUSD enrollees who met the A to G requirements, the majority (67%) had no placement and comparable proportions placed at the Associate or transfer levels (13% and 10%, respectively). This is comparable to the 5-year average for no math placement (67%), less than the 5-year average for Associate level placement (14%), and higher than the 5-year average for transfer level placement (8%).
- In 2008/09, among all incoming SDUSD enrollees who did not meet the A to G requirements, just over one-third placed at basic skills (35%; less than the 5-year average of 40%), 32% had no math placement (comparable to the 5-year average of 33%), and 24% placed at the Associate level (greater than the 5-year average of 20%).

Diploma Conferred (see Table 22)

- In 2008/09, among all incoming SDUSD enrollees who earned an honors diploma, nearly 3 in 4 students (72%) had no math placement (greater than the 5-year average of 67%) and 12% placed at the transfer level (comparable to the 5-year average of 11%).
- In 2008/09, among all incoming SDUSD enrollees who earned a standard diploma, comparable proportions placed at the Associate level or basic skills (23% and 25%, respectively), and 40% had no math placement. The largest difference from the 5-year average occurred among those who placed at basic skills classes (33% for the 5-year average).
- In 2008/09, among all incoming SDUSD enrollees who did not earn a diploma, an equal proportion had no math placement or placement in basic skills (39% each). In 2008/09, placements in basic skills were comparable to the 5-year average of 38% and rates for those who had no math placement were lower than the 5-year average of 44%.

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	5%	5%	25%	2%	3%	21%	2%	5%	34%	1%	7%	28%	5%	9%	23%	3%	6%	26%
Associate Level	24%	27%	17%	7%	15%	11%	13%	16%	11%	9%	14%	15%	24%	12%	10%	15%	16%	13%
Basic Skills	38%	8%	0%	39%	7%	5%	29%	6%	0%	38%	8%	0%	22%	5%	1%	32%	7%	1%
Take Algebra Readiness Test	8%	4%	2%	5%	2%	0%	2%	1%	0%	2%	2%	1%	3%	2%	0%	4%	2%	1%
No Placement	26%	56%	56%	48%	72%	63%	53%	72%	55%	49%	69%	55%	46%	71%	66%	46%	69%	60%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	93	232	59	103	263	62	166	315	65	214	384	92	181	403	109	757	1,597	387

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	3%	9%	3%	6%	4%	8%	5%	7%	8%	10%	5%	8%
Associate Level	21%	24%	16%	12%	18%	11%	19%	12%	24%	13%	20%	14%
Basic Skills	42%	9%	40%	10%	41%	9%	42%	10%	35%	7%	40%	9%
Take Algebra Readiness Test	6%	4%	3%	2%	2%	1%	1%	3%	2%	3%	2%	3%
No Placement	28%	53%	38%	69%	34%	72%	33%	68%	32%	67%	33%	67%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	625	289	657	322	706	400	819	466	853	524	3,660	2,001

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	1%	4%	11%	3%	3%	10%	3%	5%	10%	2%	5%	12%	5%	9%	12%	3%	5%	11%
Associate Level	15%	25%	18%	12%	16%	12%	15%	17%	12%	13%	18%	14%	14%	23%	7%	14%	20%	12%
Basic Skills	37%	37%	6%	30%	36%	8%	31%	35%	9%	48%	34%	7%	39%	25%	6%	38%	33%	7%
Take Algebra Readiness Test	3%	6%	4%	0%	3%	3%	2%	2%	1%	0%	2%	2%	2%	2%	2%	1%	3%	2%
No Placement	44%	28%	61%	55%	42%	67%	50%	41%	69%	37%	41%	65%	39%	40%	72%	44%	39%	67%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	139	617	158	114	675	190	130	743	233	196	830	259	188	975	214	767	3,840	1,054

Source: SDUSD Senior Data and SDCCD Information Systems

Section 3.4: ESOL Placement

ESOL Placement of Incoming SDUSD Enrollees

All SDUSD Enrollees

- In 2008/09, most incoming SDUSD enrollees did not have an ESOL placement (97%), which is equal to the 5-year average of 97% (see Tables 23 and Figure 19).
- From 2004/05 to 2008/09, the number of students who had an ESOL placement rose by 33% and the number of students who did not have an ESOL placement rose by 51%.

SDUSD Enrollees Who Placed

- In 2008/09, of the incoming SDUSD enrollees who had an ESOL placement, 18% placed at level 40 (slightly less than the 5-year average of 19%), 15% placed at level 30 (less than the 5-year average of 24%), 10% placed at level 20 (less than the 5-year average of 15%), and 58% placed at level 19 (greater than the 5-year average of 42%; see Table 23 and Figure 20).

Table 23. Incoming SDUSD Enrollees by ESOL Placement

	2004/05	2005/06	2006/07	2007/08	2008/09	2004/05 - 2008/09			
	N	N	N	N	N	All Enrollees			Placement Only
						Total N	Average %	% Change	Average %
40	2	8	7	10	7	34	1%	250%	19%
30	9	6	11	10	6	42	1%	-33%	24%
20	7	5	7	4	4	27	0%	-43%	15%
19	12	13	17	9	23	74	1%	92%	42%
Placement Only	30	32	42	33	40	177	--	33%	100%
No Placement	884	947	1,064	1,252	1,337	5,484	97%	51%	--
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

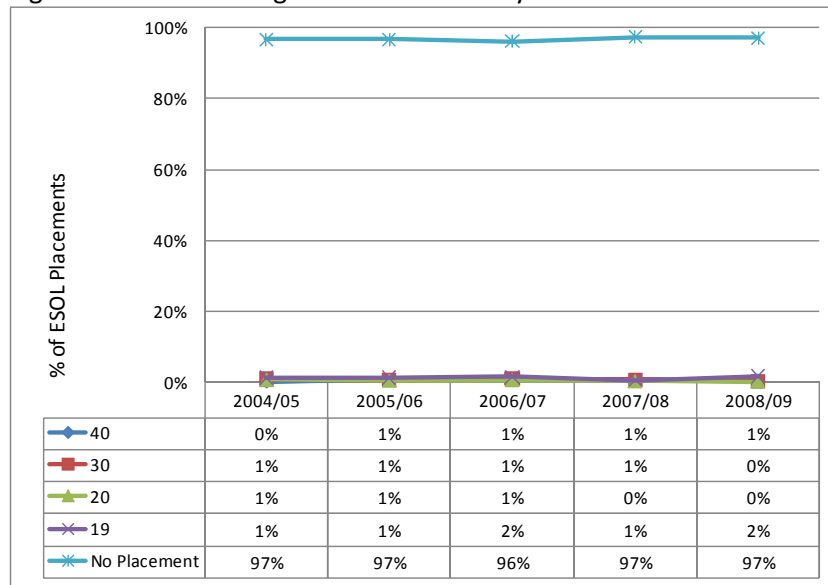
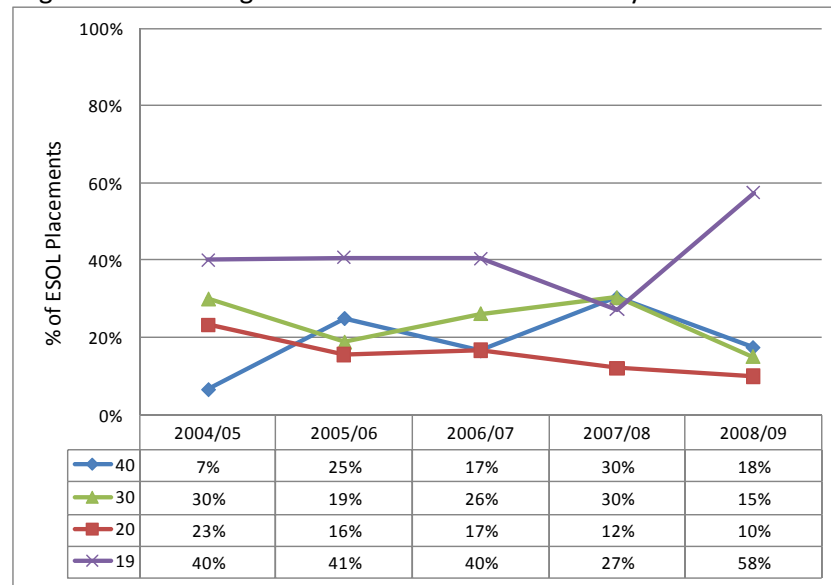


Figure 20. Incoming SDUSD Enrollees Who Placed by ESOL Placement



ESOL Placement Among Those Who Placed by Preparation Level

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

SAT Score Ranges (see Table 24)

- From 2004/05 to 2008/09, few of the incoming SDUSD enrollees took the reading and math SAT tests and had an ESOL placement (29 students). Almost all of those students were in the lowest SAT score range (400-770; 28 students).
- From 2004/05 to 2008/09, among those who scored in the lowest SAT score range (400-770) and who had an ESOL placement, 21% placed at level 40, 14% placed at level 30, 11% placed at level 20, and the majority (54%) placed at level 19.

A to G Completion (see Table 25)

- From 2004/05 to 2008/09, 90% of the incoming SDUSD enrollees who had an ESOL placement were students who had not completed the A to G requirements (158 students out of 177), while the remaining 10% had completed the A to G requirements (19 students).
- In 2008/09, among those who did not meet the A to G requirements and who had an ESOL placement, 14% placed at level 40 (slightly less than the 5-year average of 16%), 17% placed at level 30 (less than the 5-year average of 25%), 11% placed at level 20 (less than the 5-year average of 17%), and the majority (57%) placed at level 19 (greater than the 5-year average of 42%).

Diploma Conferred (see Table 26)

- From 2004/05 to 2008/09, the majority of the incoming SDUSD enrollees who had an ESOL placement were students who had received a standard diploma (69%; 122 students out of 177), followed by students who did not receive a diploma (21%; 38 students). Ten percent of students who had an ESOL placement received an honors diploma (17 students).
- In 2008/09, among those who earned a standard diploma and who had an ESOL placement, 20% placed at level 40 (equal to the 5-year average of 20%), 17% placed at level 30 (less than the 5-year average of 24%), 7% placed at level 20 (less than the 5-year average of 16%), and the majority (57%) placed at level 19 (greater than the 5-year average of 40%).
- In 2008/09, among those who did not earn a diploma and had an ESOL placement, students were evenly spread between levels 40, 30 and 20 (11% each) and all were less than the 5-year average of 16%, 18%, and 13%, respectively. The majority (67%) placed at level 19 (greater than the 5-year average of 53%).

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%	0%	0%	0%	13%	0%	0%	17%	0%	0%	40%	0%	0%	21%	0%	--
30	0%	0%	0%	100%	0%	0%	13%	0%	0%	17%	100%	0%	0%	0%	0%	14%	100%	--
20	50%	0%	0%	0%	0%	0%	13%	0%	0%	17%	0%	0%	0%	0%	0%	11%	0%	--
19	50%	0%	0%	0%	0%	0%	63%	0%	0%	50%	0%	0%	60%	0%	0%	54%	0%	--
Total %	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	100%	0%	100%	0%	0%	100%	100%	--
Total N	2	0	0	2	0	0	8	0	0	6	1	0	10	0	0	28	1	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	3%	100%	21%	50%	14%	40%	28%	50%	14%	40%	16%	47%
30	31%	0%	18%	25%	30%	0%	31%	25%	17%	0%	25%	11%
20	24%	0%	18%	0%	19%	0%	14%	0%	11%	0%	17%	0%
19	41%	0%	43%	25%	38%	60%	28%	25%	57%	60%	42%	42%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	29	1	28	4	37	5	29	4	35	5	158	19

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	25%	4%	0%	0%	26%	33%	20%	13%	22%	15%	44%	0%	11%	20%	0%	16%	20%	18%
30	50%	29%	0%	0%	15%	67%	20%	26%	33%	15%	39%	50%	11%	17%	0%	18%	24%	35%
20	0%	29%	0%	0%	19%	0%	20%	13%	22%	15%	11%	0%	11%	7%	100%	13%	16%	18%
19	25%	38%	100%	100%	41%	0%	40%	48%	22%	54%	6%	50%	67%	57%	0%	53%	40%	29%
Total %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total N	4	24	2	2	27	3	10	23	9	13	18	2	9	30	1	38	122	17

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 City 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 increased over the 5-year period being reported, from 86% in 2004/05 to 89% in 2008/09 (see Figure 21).

Retention by Preparation Level

- The percentage difference between the retention rates of 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 6% to 12% 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 5% to 10% higher than those students who earned standard diplomas and the retention rates of students who earned standard diplomas were 11% to 17% higher than those students who did not earn a diploma (see Figure 24).

Figure 21. Incoming SDUSD Enrollees by Retention Rate

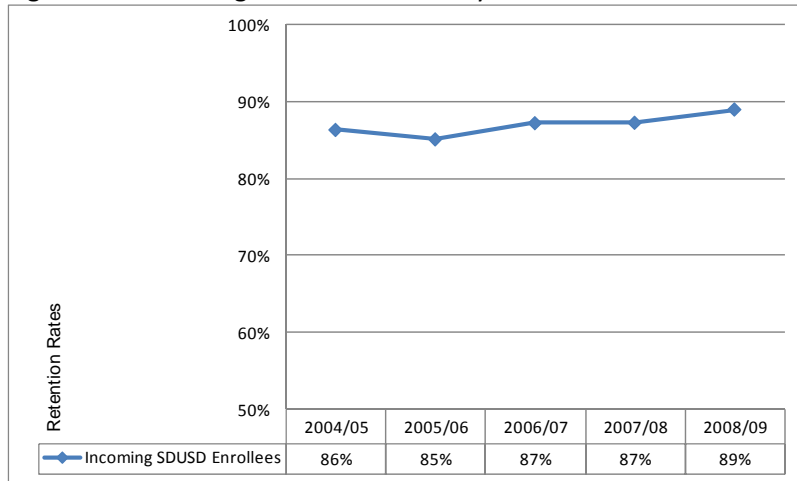


Figure 22. Retention Rates by Combined Reading and Math SAT Score Range

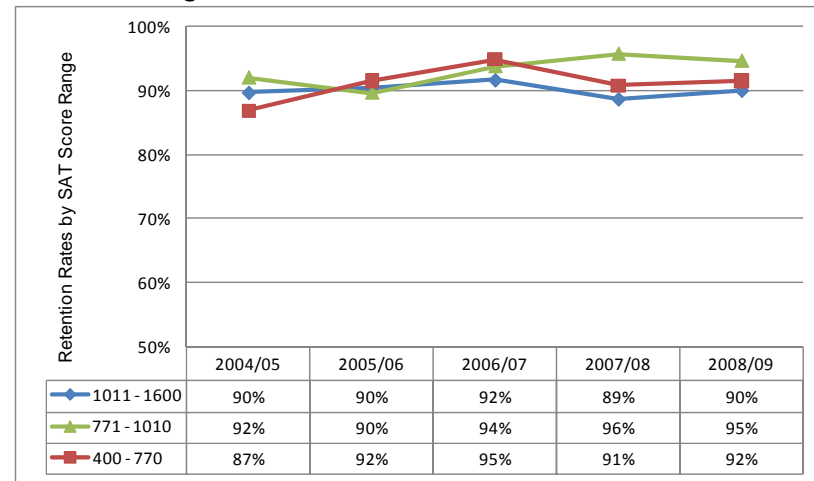


Figure 23. Retention Rates by A to G Completion

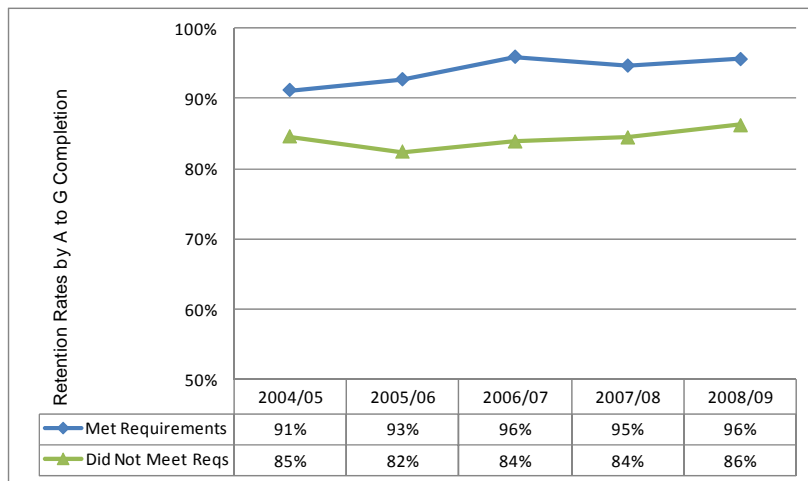
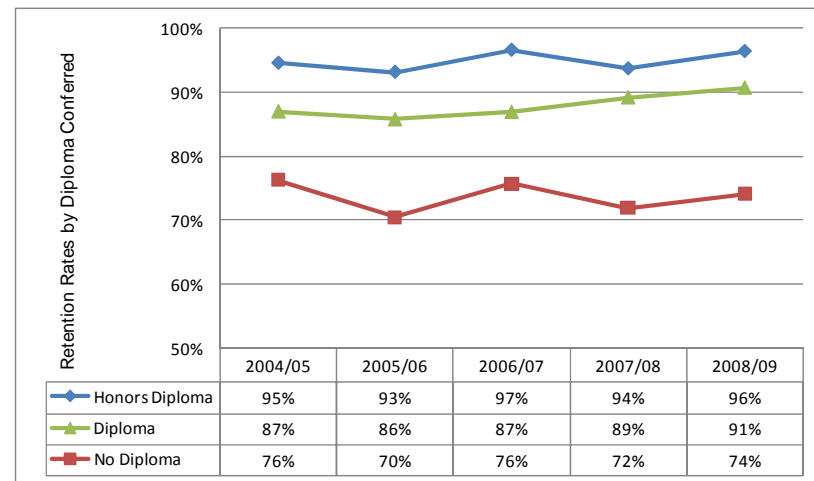


Figure 24. Retention Rates by Diploma Conferred



Section 4.2: Success Rates

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

- The overall success rates for incoming SDUSD enrollees remained relatively stable over the 5-year period being reported, ranging from 55% to 58% (see Figure 25).

Success by Preparation Level

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

- From 2004/05 to 2008/09, the success rates of students who scored in the mid-level SAT score range (771-1010) were 2% to 9% higher than the success rates of students who scored in the lowest SAT score range (400-770). The success rates of students who scored in the highest SAT score range (1011-1600) varied considerably from 2004/05 to 2008/09 (68% in 2004/05, 79% in 2005/06, 62% in 2006/07, 75% in 2007/08, and 68% in 2008/09) and ranged from -1% below to 16% higher than the success rates of students who scored in the mid-level SAT score range (see Figure 26).
- The success rates of students who met the A to G requirements were 10% to 17% higher than students who did not meet the A to G requirements over 5 years, and the difference narrowed each consecutive year (see Figure 27).
- From 2004/05 to 2008/09, the success rates of students who earned honors diplomas were higher than students who earned standard diplomas by a difference of 8% to 22%; however, the difference narrowed each consecutive year. Students who did not earn a diploma had the lowest success rates across 5 years and generally scored 6% to 24% below standard diploma possessors. The success rates of students who did not earn a diploma varied from 2004/05 to 2008/09 (38% in 2004/05, 39% in 2005/06, 48% in 2006/07, 35% in 2007/08 and 43% in 2008/09; see Figure 28).

Figure 25. Incoming SDUSD Enrollees by Success Rate

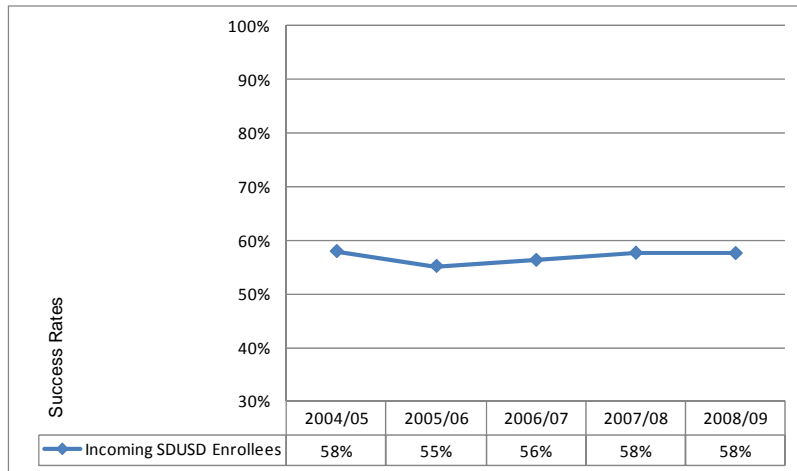


Figure 26. Success Rates by Combined Reading and Math SAT Score Range

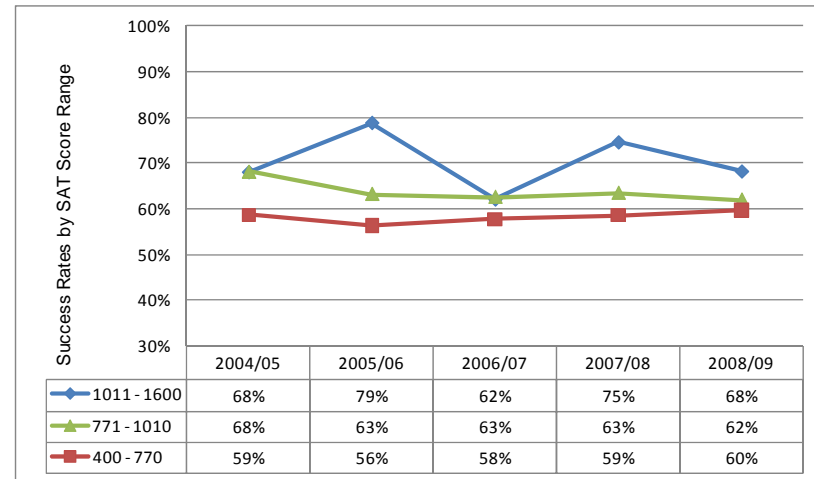


Figure 27. Success Rates by A to G Completion

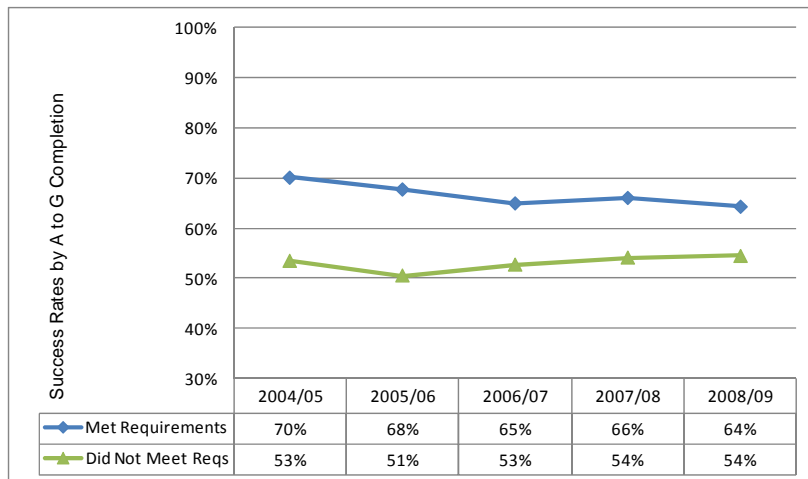
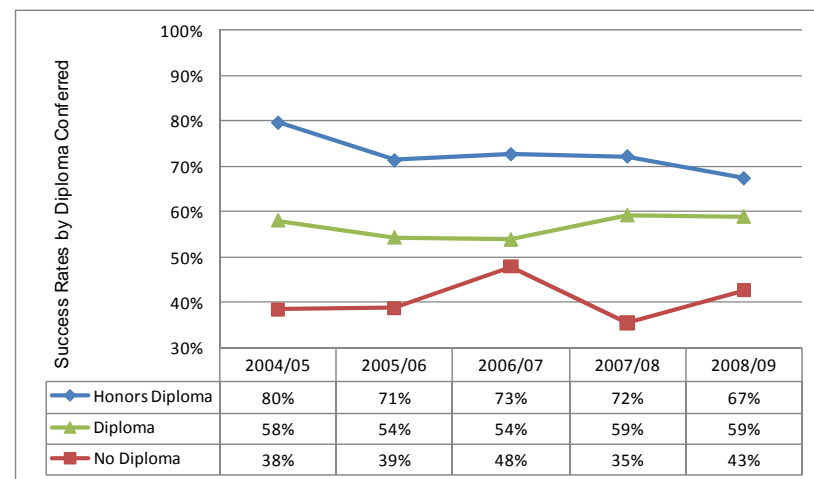


Figure 28. Success Rates by Diploma Conferred



Section 4.3: Mean Term GPA

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

- The mean term GPA for incoming SDUSD enrollees remained relatively stable over the 5-year period being reported, ranging from 2.13 to 2.26 (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) varied (2.53 in 2004/05, 3.04 in 2005/06, 2.44 in 2006/07, 3.09 in 2007/08, and 2.81 in 2008/09) compared to the mean term GPAs of students who scored in the mid-level SAT score range (771-1010; 2.49 in 2004/05, 2.69 in 2005/06, 2.45 in 2006/07, 2.48 in 2007/08, and 2.43 in 2008/09), and ranged from -.01 below to .61 points higher than the GPAs of students who scored in the mid-level SAT score range (see Figure 30). Students who scored in the mid-level SAT score range had slightly higher mean term GPAs than students who scored in the lowest SAT range (400-770) by a difference of .14 - .32 points from 2004/05 to 2007/08. However, their mean GPAs were lower in 2008/09 by a difference of .12 points on average (2.43, 771-1010 compared to 2.55, 400-770).
- The mean term GPAs of students who met the A to G requirements were .49 to .86 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 .74 to 1.05 points higher than students who earned standard diplomas. (see Figure 32) Students who did not earn a diploma had slightly lower mean term GPAs by .02 to .64 points than students who earned a standard diploma across 5 years.

Figure 29. Incoming SDUSD Enrollees by Mean Term GPA

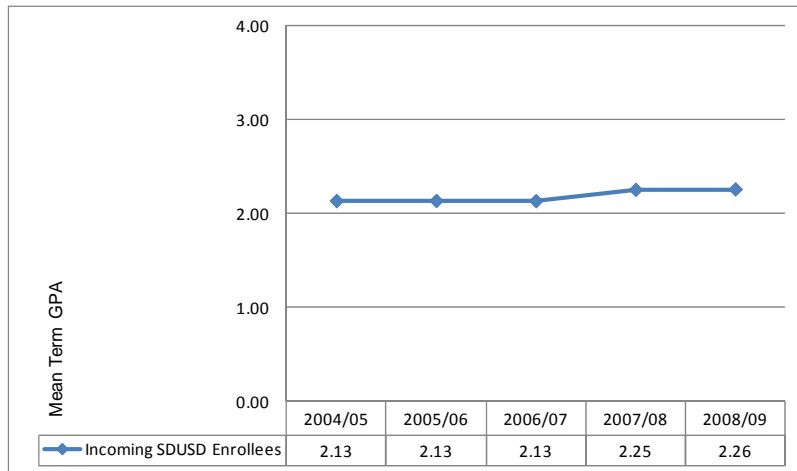


Figure 30. Mean Term GPA by Combined Reading and Math SAT Score Range

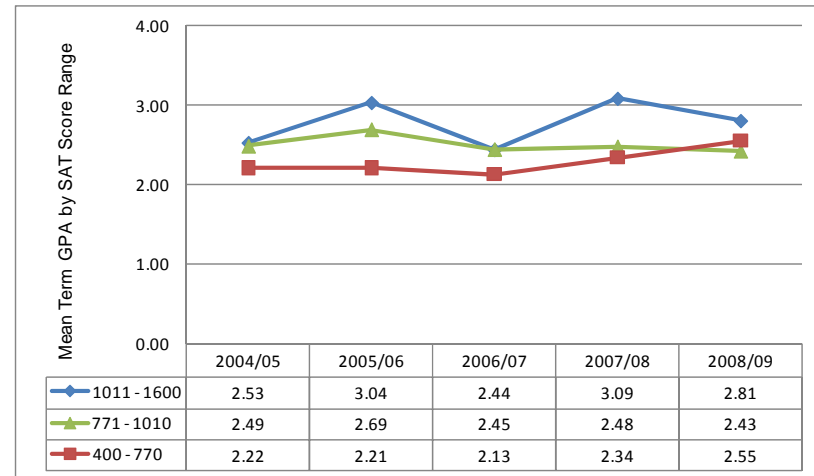


Figure 31. Mean Term GPA by A to G Completion

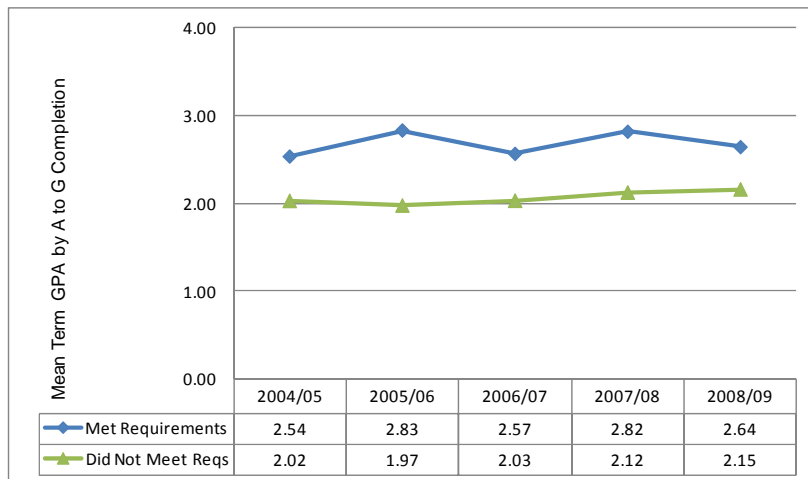
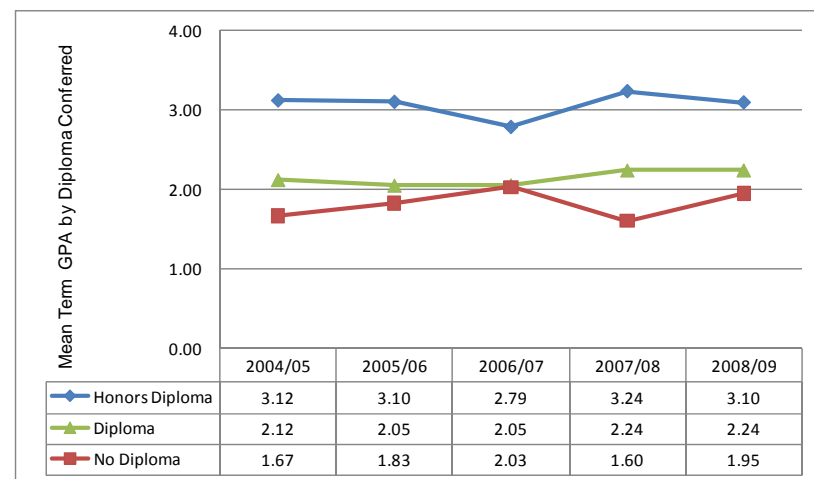


Figure 32. Mean Term GPA by Diploma Conferred



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

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

Section 5.1: Persistence

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

- Among the Fall 2004, 2005, 2006, and 2007 incoming SDUSD enrollee cohorts, 69% on average persisted to the following spring term (second term post SDUSD senior year; see Table 27).
- On average, just under one-third (31%) of the incoming SDUSD enrollee 2004 to 2007 cohorts annually persisted through to their second fall term (third term post SDUSD senior year; see Table 27).

Persistence by Preparation Level

- Among the Fall 2004, 2005, 2006, and 2007 incoming SDUSD enrollee cohorts who took both the reading and math SAT tests, students in the lowest SAT score range (400-770) persisted to the following spring term at a greater rate on average (83%) than students in the mid-level (771-1010) and highest (1011-1600) SAT score ranges (69% and 51%, respectively; see Table 28). In terms of annual persistence, students in the lowest level SAT score ranges persisted to the following fall term at a greater rate on average (35%) than students in the mid-level (18%) and highest SAT score ranges (19%).
- Among the Fall 2004 to 2007 cohorts, students who met the A to G requirements persisted to the following spring term at the same rate as students who did not complete the A to G requirements on average (69% each; see Table 29). This trend differs for students persisting annually (19% for students who met A to G requirements and 39% for students who did not meet A to G requirements).
- Among the Fall 2004 to 2007 cohorts, students who were not awarded a high school diploma displayed lower persistence rates on average (53%) compared to students who earned a standard (73%) or honors high school diploma (65%; see Table 30). However, students who earned an honors diploma had lower annual persistence (15%) than students with no diploma (28%), or students with a standard diploma (37%).

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	613	409	67%	202	33%
Fall 2005 Cohort	672	449	67%	210	31%
Fall 2006 Cohort	805	571	71%	255	32%
Fall 2007 Cohort	921	648	70%	267	29%
Total N/Average %	3,011	2,077	69%	934	31%

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	42	21	50%	8	19%
	771 to 1010	187	125	67%	40	21%
	400 to 770	69	56	81%	27	39%
Fall 2005 Cohort	1011 to 1600	37	22	60%	11	30%
	771 to 1010	227	153	67%	40	18%
	400 to 770	72	57	79%	27	38%
Fall 2006 Cohort	1011 to 1600	39	20	51%	6	15%
	771 to 1010	271	185	68%	41	15%
	400 to 770	134	115	86%	42	31%
Fall 2007 Cohort	1011 to 1600	65	30	46%	10	15%
	771 to 1010	332	238	72%	57	17%
	400 to 770	171	144	84%	59	35%
Total N/Average %	1011 to 1600	183	93	51%	35	19%
	771 to 1010	1,017	701	69%	178	18%
	400 to 770	446	372	83%	155	35%

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	224	152	68%	50	22%
	Did Not Meet Reqs	389	257	66%	152	39%
Fall 2005 Cohort	Met Requirements	270	184	68%	56	21%
	Did Not Meet Reqs	402	265	66%	154	38%
Fall 2006 Cohort	Met Requirements	333	228	69%	54	16%
	Did Not Meet Reqs	472	343	73%	201	43%
Fall 2007 Cohort	Met Requirements	390	275	71%	71	18%
	Did Not Meet Reqs	531	373	70%	196	37%
Total N/ Average %	Met Requirements	1,217	839	69%	231	19%
	Did Not Meet Reqs	1,794	1,238	69%	703	39%

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	131	84	64%	17	13%
	Diploma	411	282	69%	162	39%
	No Diploma	71	43	61%	23	32%
Fall 2005 Cohort	Honors Diploma	152	99	65%	27	18%
	Diploma	461	322	70%	171	37%
	No Diploma	59	28	48%	12	20%
Fall 2006 Cohort	Honors Diploma	196	129	66%	31	16%
	Diploma	550	413	75%	204	37%
	No Diploma	59	29	49%	20	34%
Fall 2007 Cohort	Honors Diploma	218	138	63%	32	15%
	Diploma	603	458	76%	208	35%
	No Diploma	100	52	52%	27	27%
Total N/ Average %	Honors Diploma	697	450	65%	107	15%
	Diploma	2,025	1,475	73%	745	37%
	No Diploma	289	152	53%	82	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 City 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, 3% 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

- Awards/certificates earned by the SDUSD enrollee cohorts did not differ much by preparation level. On average, 1% 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, 2% of students who scored in the mid-level SAT score range (771-1010) earned their first award/certificate within 11 terms on average, and 4% 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 (see Table 32). Over 11 terms, 3% of the SDUSD enrollees who met the A to G requirements received an award/certificate and 2% of students who did not meet the A to G requirements received an award/certificate (see Table 33). Across 11 terms, 2% of students who earned a high school honors diploma went on to earn a college award/certificate, compared to 3% of those who earned a standard high school diploma and 2% of those who did not earn a high school diploma (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	613	18	3%
Fall 2005 Cohort	672	17	3%
Total N/Average %	1,285	35	3%

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	42	0	0%
	771 to 1010	187	4	2%
	400 to 770	69	3	4%
Fall 2005 Cohort	1011 to 1600	37	1	3%
	771 to 1010	227	6	3%
	400 to 770	72	2	3%
Total N/Average %	1011 to 1600	79	1	1%
	771 to 1010	414	10	2%
	400 to 770	141	5	4%

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	224	7	3%
	Did Not Meet Reqs	389	11	3%
Fall 2005 Cohort	Met Requirements	270	10	4%
	Did Not Meet Reqs	402	7	2%
Total N/Average %	Met Requirements	494	17	3%
	Did Not Meet Reqs	791	18	2%

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	131	2	2%
	Diploma	411	15	4%
	No Diploma	71	1	1%
Fall 2005 Cohort	Honors Diploma	152	5	3%
	Diploma	461	11	2%
	No Diploma	59	1	2%
Total N/Average %	Honors Diploma	283	7	2%
	Diploma	872	26	3%
	No Diploma	130	2	2%

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, 82% were AA or AS degrees, 8% were certificates that required between 30 to 59 units, and 10% were certificates that required less than 30 units (see Table 35).

Type of Award/Certificate Earned by Preparation Level

- One hundred percent of the degrees/certificates earned by SDUSD enrollees in the highest level SAT score range (1011-1600) were AA/AS degrees and ninety 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). Eighty percent of the degrees/certificates earned by SDUSD enrollees in the lowest level SAT score range (400-770) were AA/AS degrees. When comparing these proportions, note that the number of certificates earned by students was low in some groups.
- On average, 88% of the awards/certificates received by SDUSD enrollees who met the A to G requirements were AA/AS degrees, and 77% 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 (86%) compared to the certificates (14%), and SDUSD enrollees who earned standard high school diplomas also received a greater proportion of AA/AS degrees (80%) compared to the certificates (20%; see Table 38). Of the 2 awards earned by SDUSD enrollees who did not earn a high school diploma, both were AA/AS degrees.

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

Overall	AA/AS Degree		Certificate 60+ Units		Certificate 30-59 Units		Certificate 29 or Fewer Units	
	N	%	N	%	N	%	N	%
Fall 2004 Cohort	16	80%	0	0%	1	5%	3	15%
Fall 2005 Cohort	16	84%	0	0%	2	11%	1	5%
Total N/Average %	32	82%	0	0%	3	8%	4	10%

Source: SDUSD Senior Data and SDCCD Information Systems

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

		AA/AS Degree		Certificate 60+ Units		Certificate 30-59 Units		Certificate 29 or Fewer Units	
	SAT Score Range	N	%	N	%	N	%	N	%
Fall 2004 Cohort	1011 to 1600	0	0%	0	0%	0	0%	0	0%
	771 to 1010	4	100%	0	0%	0	0%	0	0%
	400 to 770	2	67%	0	0%	1	33%	0	0%
Fall 2005 Cohort	1011 to 1600	1	100%	0	0%	0	0%	0	0%
	771 to 1010	5	83%	0	0%	1	17%	0	0%
	400 to 770	2	100%	0	0%	0	0%	0	0%
Total N/ Average %	1011 to 1600	1	100%	0	0%	0	0%	0	0%
	771 to 1010	9	90%	0	0%	1	10%	0	0%
	400 to 770	4	80%	0	0%	1	20%	0	0%

Source: SDUSD Senior Data and SDCCD Information Systems

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

		AA/AS Degree		Certificate 60+ Units		Certificate 30-59 Units		Certificate 29 or Fewer Units	
	A to G Completion	N	%	N	%	N	%	N	%
Fall 2004 Cohort	Met Requirements	6	86%	0	0%	1	14%	0	0%
	Did Not Meet Reqs	10	77%	0	0%	0	0%	3	23%
Fall 2005 Cohort	Met Requirements	9	90%	0	0%	1	10%	0	0%
	Did Not Meet Reqs	7	78%	0	0%	1	11%	1	11%
Total N/ Average %	Met Requirements	15	88%	0	0%	2	12%	0	0%
	Did Not Meet Reqs	17	77%	0	0%	1	5%	4	18%

Source: SDUSD Senior Data and SDCCD Information Systems

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

		AA/AS Degree		Certificate 60+ Units		Certificate 30-59 Units		Certificate 29 or Fewer Units	
	Diploma Conferred	N	%	N	%	N	%	N	%
Fall 2004 Cohort	Honors Diploma	1	50%	0	0%	1	50%	0	0%
	Diploma	14	82%	0	0%	0	0%	3	18%
	No Diploma	1	100%	0	0%	0	0%	0	0%
Fall 2005 Cohort	Honors Diploma	5	100%	0	0%	0	0%	0	0%
	Diploma	10	77%	0	0%	2	15%	1	8%
	No Diploma	1	100%	0	0%	0	0%	0	0%
Total N/ Average %	Honors Diploma	6	86%	0	0%	1	14%	0	0%
	Diploma	24	80%	0	0%	2	7%	4	13%
	No Diploma	2	100%	0	0%	0	0%	0	0%

Source: SDUSD Senior Data and SDCCD Information Systems

Section 5.3: Transfer to a 4-Year University

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

- On average, 6% of the Fall 2004 and 2005 cohorts of incoming SDUSD enrollees transferred to a 4-year university within 10 terms of enrollment at City College (see Table 39).

Transfer by Preparation Level

- Across 10 terms, students who scored in the highest SAT score range (1011-1600) transferred (14%) at a greater rate on average than students who scored in the mid-level (771-1010) and lowest level (400-770) of the SAT score ranges (6% each; see Table 40).
- Over 10 terms, equal proportions of students who did and did not meet the A to G requirements (6% each) transferred to a 4-year university (see Table 41).
- Transfer by diploma conferred showed comparable rates with a difference of 1-2% across diploma types (5%, honors diploma; 6%, standard diploma; 7%, no diploma; see Table 42).

Table 39. Incoming SDUSD Enrollee Cohort Transfer

Fall Cohorts		Up to 10 Terms Post SDUSD Senior	
	N	N	%
Fall 2004 Cohort	613	43	7%
Fall 2005 Cohort	672	32	5%
Total N/Average %	1,285	75	6%

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	42	4	10%
	771 - 1010	187	13	7%
	400 - 770	69	6	9%
Fall 2005 Cohort	1011 - 1600	37	7	19%
	771 - 1010	227	10	4%
	400 - 770	72	2	3%
Total N/Average %	1011 - 1600	79	11	14%
	771 - 1010	414	23	6%
	400 - 770	141	8	6%

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	224	18	8%
	Did Not Meet Reqs	389	25	6%
Fall 2005 Cohort	Met Requirements	270	11	4%
	Did Not Meet Reqs	402	21	5%
Total N/Average %	Met Requirements	494	29	6%
	Did Not Meet Reqs	791	46	6%

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	131	6	5%
	Diploma	411	32	8%
	No Diploma	71	5	7%
Fall 2005 Cohort	Honors Diploma	152	7	5%
	Diploma	461	21	5%
	No Diploma	59	4	7%
Total N/Average %	Honors Diploma	283	13	5%
	Diploma	872	53	6%
	No Diploma	130	9	7%

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