Profile of Latino Students in the San Diego Unified School District

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Center for Education Policy and Law • University of San Diego
A non-partisan, university-based, educational research center

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Established by a grant from the William D. Lynch Foundation in 2007, CEPAL’s mission is to foster better linkage between educational research, policymaking, and practice. To this end, CEPAL undertakes empirical and legal research on educational policy issues, enhances communication between education leaders and state-level policymakers, and facilitates understanding among USD law students and education graduate students about the policymaking process through courses, internships, and research opportunities. Additional information about CEPAL is available at www.sandiego.edu/cepal.

This report was prepared in consultation with Roxanne Ruzic, EdD, Associate Director for Social Science Research at the Center for Education Policy and Law.

EXECUTIVE SUMMARY

The San Diego Unified School District (SDUSD) is the seventh largest urban K-12 school district in the nation and the second largest in California. During the 2010-2011 school year, SDUSD’s 222 district-operated and charter schools provided education services to 131,785 students. Forty-six percent of students in the district in 2010-11 were ethnically identified as Latino. The purpose of this report is to describe the Latino condition within SDUSD, both over time and in relation to the overall student population.

This report covers the school years from 2002-03 to 2010-11 in four areas: (1) student enrollment, demographics, and academic climate; (2) staff demographics; (3) student performance on national and state tests; and (4) student high school performance and college opportunity.

Section I: Latino Student Enrollment, Demographics, and Academic Climate

- Enrollment of Latino students in SDUSD increased by 4.5% between 2002-03 and 2010-11. The largest single-year increase in enrollment, 3%, occurred between the 2008-09 and 2009-10 school years, although changes in how students were classified by race/ethnicity may have accounted for some of this increase.

- The percentage of students in the district who are ethnically identified as Latino also increased, from 40.9% to 45.6%, between the 2002-03 and 2010-11 school years.

- During the 2010-11 school year, 84% of Latino students in SDUSD were identified as socio-economically disadvantaged. This percentage is significantly higher than at the state level, where 74% of Latino students were identified as socio-economically disadvantaged during the same period.

- More than one-third of the Latino students in grades K-8 and more than one-half of the Latino students in high school in SDUSD attend an underperforming school with a statewide Academic Performance Index ranking of 1-3.¹

- In 2009-10, Latino students in grades 7-12 had a suspension rate of 20.4 per 100 students compared with 16.0 per 100 students for the district as a whole. Suspension rates for Latino students in the primary grades mirrored the district average.

Section II: Latino Staff Demographics

- In comparison to the percentage of Latino students in the district, Latino teachers, administrators, pupil services professional, and classified staff members were underrepresented. In the school year 2010-11, Latino students represented 45.6% of the total student population while Latino staff represented 24.3% of district personnel.

- Of all personnel classifications, Latino pupil services was the most underrepresented.

¹ Schools in SDUSD are given a statewide Academic Performance Index rating between 1 and 10, with 1 being low and 10 being high. API 1-3 ranked schools are considered underperforming.
Section III: Latino Student Performance on National and State Tests

- The percentage of Latino students in SDUSD achieving proficiency or higher on the National Assessment of Educational Progress (NAEP) in mathematics and reading in grades four and eight has increased since 2003. More than 75% of the Latino students tested in SDUSD, however, failed to reach proficiency in 2011.

- In 2011, gaps in proficiency test scores between White and Latino students in SDUSD on the NAEP ranged from a low of 31% in eighth grade reading to a high of 44% in eighth grade mathematics. Test score gaps between White and Latino students in SDUSD have increased in reading and mathematics in both fourth and eighth grades since 2003.

- On the NAEP 2009 science test, Latino students in SDUSD performed much lower, on average, than students in SDUSD overall. Twelve percent of Latino students in fourth grade and 8% of Latino students in eighth grade tested proficient or higher in SDUSD as compared with 29% of students in fourth grade and 20% of students in eighth grade in the district overall.

- Similar test score gaps among subgroups in SDUSD on the NAEP are evident among subgroups on the California Standards Test (CST). For example, on the sixth grade English language arts CST in 2010-11, 80% of White students and 72% of Asian/Pacific Islander students achieved proficiency or higher as compared with 44% of Latino students and 48% of African-American students.

- Performance improvements of Latino students on the CST have reduced the test score gap in selected grades since 2002-03. For example, the gap between Latino and White students decreased by 7% for both second grade mathematics and sixth grade English language arts; 4% for second grade English language arts; and, 1% for sixth grade mathematics over this time period.

- Overall, fewer than half of Latino students in SDUSD in grades 2-11 tested proficient on the English language arts or mathematics CSTs in 2010-11.

- Across all grade levels, Latino students in SDUSD identified as English Learners performed at significantly lower levels on mathematics and English language arts CSTs than their non-English Learner peers.

Section IV: Latino Student High School Performance and College Opportunity

- The cumulative pass rate for the California High School Exit Exam (CAHSEE) for the 2010 cohort of Latino students in SDUSD was 90% in both literacy and mathematics as compared with 92% for the district as a whole.

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2 As noted in this report, in some instances the data encompass both district-operated schools and charter schools within district borders and in some instances the data encompass only district-operated schools.

3 Administered by the U.S. Department of Education, NAEP is known as the “Nation’s Report Card.”

4 In order to receive a diploma, California public school students must pass the CAHSEE in mathematics and English language arts.
• The four-year adjusted graduation rate for the 2010 cohort of Latino students in SDUSD was 65.8%. District-wide, the 2010 cohort graduate rate was 74.9%.

• The four-year adjusted dropout rate for Latino students in the 2010 cohort was 16.1% with an additional 15.5% of Latino students in the 2010 cohort still enrolled in the school district after four years as compared with a 12.7% dropout and 10.1% still enrolled rate in the district overall.

• Latino students, who constituted 45.9% of the district population in 2009-10, represented 64.6% of the grade 7-12 dropouts in that year.\(^5\)

• The UC/CSU eligibility rates for Latino students in SDUSD increased 9% between 2003 and 2010. Still, the percentage of UC/CSU eligible Latino students in the district was over 20% lower than those of White students in every year. In 2009-10, 32% of Latino graduates had fulfilled the course requirements necessary to attend a UC or CSU institution as compared with 55% of graduates in SDUSD overall.

• A consistently higher percentage of female Latino students in SDUSD were UC/CSU eligible every year as compared with their male counterparts.

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\(^5\) Total dropouts for 2009-10 in grades 7-12 (not cohort).
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This report covers the school years from 2002-03 to 2010-11 in four areas: (1) student enrollment, demographics, and academic climate; (2) staff demographics; (3) student performance on national and state tests; and (4) student high school performance and college opportunity.

Section I: Latino Student Enrollment, Demographics, and Academic Climate

This section focuses on data related to the Latino population in the following categories:

- Student enrollment in district-operated schools and charter schools within the district
- Student demographics
- Students in underperforming schools
- Student suspensions

To allow for longitudinal analysis, statistics have been gathered wherever possible for the school years 2002-03 to 2010-11.

Headcount Enrollment

Statistics on student enrollment in SDUSD are available from the California Department of Education (CDE) for district and charter schools. These data are submitted by districts to the department on a single day in October known as “Information Day.” In this section of this report when charters are and are not included in statistics.

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6 The term “district-operated schools” means those schools that are directly administered by the district. In some data reporting, charter schools located within school district boundaries are included in the statistics for the district as a whole, because these schools were authorized by the district and the district is legally required to monitor their operation. In other data reporting, charter schools are not included. Clarification is provided in this report when charters are and are not included in statistics.
report, data include information on students attending both district-operated schools and charter schools authorized by the district.

During the 2010-11 school year, the number of Latino students in SDUSD was 60,122 with a gender balance of 51% male and 49% female. The number of Latino students has increased 4.5% since 2002-03 when Latino students numbered 57,546. Figure 1 shows enrollment of Latino students in the district over this nine-year time span. The largest increase in enrollment was 2.7% between 2008-09 and 2009-10.

While Latino student enrollment in SDUSD has increased, this increase may have been aided in 2009-10 by a reclassification of ethnic categories by the CDE. For that year, the ethnic category of “Hispanic” was changed to “Hispanic or Latino of Any Race.” In addition, other ethnic categories were changed to include the words “not Hispanic.” For example, “African American” was expanded to include the words, “African American, not Hispanic.”

Latino student enrollment across the state also increased by 13% during the past nine years at the same time total student enrollment at the state level declined by under 1%.

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Figure 1
Latino Students in SDUSD
2002-03 to 2010-11

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7 The CDE uses the ethnic designation of “Hispanic or Latino of Any Race.” This report uses the designation of “Latino” to describe the student population.
Student Demographics

As Figures 2 and 3 demonstrate, student enrollment in 2010-11 for both SDUSD and for the state as a whole is racially diverse. Data include enrollment at both district-operated and charter schools. In 2010-11, the district as a whole enrolled approximately 46% Latino, 24% White, 15% Asian/Pacific Islander, and 11% African American students. However, it is important to note that most schools in both the district and the state do not mirror this degree of diversity. In fact, racial isolation in traditional public schools, charter schools, and private schools throughout the state is more the rule than the exception. The percentage of Latino students in SDUSD is 5% less than the percentage of Latino students in the state as a whole.

Figure 4 on the following page shows the increase over time in the percentage of Latino students compared to total enrollment. As a percentage of the total enrollment in the district, Latino student enrollment increased from 40.9% in 2002-03 to 45.6% in 2010-11.
The 2009-10 school year accounted for the biggest single-year increase in the percentage of Latino students, 1.5%. As previously noted, part of this increase may be accounted for by ethnicity reclassifications in that year. Statewide, as a percentage of total student enrollment, Latino enrollment also increased, from 45.2% of the total population in 2002-03 to 51.4% in 2010-11.

According to the CDE, a total of 50,208 Latino students in SDUSD, or 84%, were identified as socio-economically disadvantaged in 2010-11. At the state level, 74% of Latino students were identified as socio-economically disadvantaged. Table 1 shows the percentage of socio-economically disadvantaged students within each ethnic category in SDUSD.

Table 1
Total Enrollment for Students Identified as Socio-economically Disadvantaged
SDUSD 2010-11

<table>
<thead>
<tr>
<th>Socio-Economically Disadvantaged</th>
<th>Total Enrollment</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>7,913</td>
<td>31,479</td>
</tr>
<tr>
<td>Latino</td>
<td>50,208</td>
<td>60,122</td>
</tr>
<tr>
<td>African American</td>
<td>11,603</td>
<td>14,842</td>
</tr>
<tr>
<td>Asian</td>
<td>6,541</td>
<td>10,991</td>
</tr>
<tr>
<td>Filipino</td>
<td>3,429</td>
<td>7,606</td>
</tr>
<tr>
<td>Other</td>
<td>3,215</td>
<td>6,745</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>82,909</strong></td>
<td><strong>131,785</strong></td>
</tr>
</tbody>
</table>

The socio-economically disadvantaged subgroup includes students who participate in or are eligible to participate in the federal Free and Reduced lunch program and students in households where neither parent is a high school graduate.
**Underperforming Schools**

As part of a statewide accountability system, each year California reports the academic success of its public schools through an Academic Performance Index (API). API is an improvement model that measures academic growth on assessment measures such as the California Standards Tests (CSTs) and the California High School Exit Examination (CAHSEE). Scores on the API range from a low of 200 to a high of 1,000. To calculate statewide rankings, schools are first sorted by type (elementary, middle, and high school) and then divided into ten equal groups or deciles. A statewide ranking from 1-10 thus shows a relative placement by school type. Schools with statewide rankings of 1-3 are considering underperforming schools. In 2009-10, 31% of the schools in the district using 2010 base data had API 1-3 rankings.

Table 2 shows the percentage of Latino students attending underperforming schools during the 2009-10 school year using the 2010 statewide base rankings. Data are from the CDE.

<table>
<thead>
<tr>
<th>In 2010 API Statewide Ranked Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SDUSD Latino Students</strong></td>
</tr>
<tr>
<td><strong>School Year 2009-10</strong></td>
</tr>
<tr>
<td><strong># of Latino Students Attending API 1-3 Schools</strong></td>
</tr>
<tr>
<td>Primary Schools, K-8, K-12</td>
</tr>
<tr>
<td>Secondary Schools, 9-12,6-12</td>
</tr>
<tr>
<td>All School Grade Levels</td>
</tr>
</tbody>
</table>

As this table shows, more than one-third of all Latino students in grades K-8 and over one-half of Latino students in high school attended underperforming schools in 2009-10. With all grades combined, 42% of Latino students attended schools with API statewide rankings of 1-3.

**Student Suspensions**

Discipline and behavior problems detract from a learning environment. Out-of-school suspension is one of the serious consequences for disciplinary infractions such as defiance, harassment, assault, theft, or use of alcohol. According to SDUSD policies, a suspension is the

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9 There are some exceptions to this process for schools with small enrollment.
10 In 2009-10, five schools did not receive a valid API score. Enrollment from those schools is not included in this table. There are a number of reasons why a school might not have a valid API score, including a special education school designation, too small enrollment, or invalidated scores.
“temporary removal of a student from ongoing instruction at the school site for purposes of adjustment and calling attention to the seriousness of his/her behavior. Students are not allowed on campus during the period of suspension except for official meetings related to their suspension.”

Data from this section include both district-operated and charter schools.

One measure used to track suspensions is the suspension rate, which measures the number of out-of-school suspensions per 100 students. Suspension rates vary, on average, across ethnic groups in SDUSD in the upper grades. Suspension rates for Latino students in high school in SDUSD have been consistently higher than those for Asian or White students and lower than those for African American students. The Latino suspension rate rose 11% from between 2008-09 and 2009-10.

As Figure 5 shows, suspension rates in 2009-10 for Latino students in primary grades K-6 were 5.2 suspensions per 100 students, nearly the same rate as that for all district students. This trend has been consistent over time. The secondary suspension rate for Latino students in grades 7-12 was 20.4 suspensions per 100 students, nearly one-quarter higher than the rate for all district students. In 2009-10, while Latino students constituted 46% of the population in SDUSD, they also represented 55% of the suspension incidents.

Section II: Latino Staff Representation

To obtain a more complete picture of the Latino condition in SDUSD, it is necessary to include not only information about Latino students, but also information about Latino adults within the learning environment. Data from this section are from the CDE.

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12 Data from this section were drawn from the SDUSD Office of Accountability Research and Reporting Department report, Student Suspensions and Expulsions: 2009-10.
The number of Latino personnel in SDUSD increased 12% during the nine-year period from 2002-03 to 2010-11, from 3,405 to 3,812. During the same time period, SDUSD certificated and classified staff as a whole decreased 6%.

Despite this increase in the percentage of Latino staff members in SDUSD over this nine-year period, as the figures in Table 3 show, Latino personnel remain underrepresented when compared to the percentage of Latino students in the district. In 2010-11, Latino students represented 45.6% of the total student population while Latino staff represented 24.3% of district personnel.

Table 3
Latino Certificated and Classified Staff
SDUSD 2002-03 and 2010-11

<table>
<thead>
<tr>
<th>Certificated Staff</th>
<th>2002-03 School Year</th>
<th>2010-11 School Year</th>
<th>Net Increase (Decrease)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Latino Staff</td>
<td>% of District Total</td>
<td>Latino Staff</td>
</tr>
<tr>
<td>Teachers(^{13})</td>
<td>1,102</td>
<td>14.2%</td>
<td>1,121</td>
</tr>
<tr>
<td>Administrators(^{14})</td>
<td>141</td>
<td>18.8%</td>
<td>89</td>
</tr>
<tr>
<td>Pupil Services(^{15})</td>
<td>91</td>
<td>10.1%</td>
<td>134</td>
</tr>
<tr>
<td><strong>TOTAL Certificated(^{16})</strong></td>
<td>1,325</td>
<td>14.3%</td>
<td>1,337</td>
</tr>
<tr>
<td><strong>TOTAL Classified(^{17})</strong></td>
<td>2,080</td>
<td>27.8%</td>
<td>2,475</td>
</tr>
<tr>
<td><strong>TOTAL ALL STAFF</strong></td>
<td>3,405</td>
<td>20.3%</td>
<td>3,812</td>
</tr>
</tbody>
</table>

Latino Students as a % of Total Students

\(^{13}\)Teachers do not include adult education, Regional Occupation Programs (ROP), child care, or preschool teachers.

\(^{14}\)Administrators are defined as those certificated employees who are not teachers or pupil services professionals, and include superintendents, principals, assistant superintendents, assistant principals, program directors or coordinators, and other certificated staff not providing direct services to students.

\(^{15}\)Pupil services personnel are defined as those certificated employees who provide direct services to students but are not teachers, and include librarians, counselors, speech specialists, psychologists, social workers, nurses, and other medical personnel.

\(^{16}\)Subcategories of certificated staff do not equal the Total Certificated because of a few multiple classifications. The Total Certificated does not include duplications.

\(^{17}\)Classified staff includes teaching assistants, teacher aides, pupil service aides, library aides, clerical and administrative support staff, custodians, bus drivers, and cafeteria workers.
Section III: Latino Student Performance on National and State Tests

This section focuses on data related to Latino students in the following categories:

- National Assessment of Educational Progress (NAEP) test performance
- California Standardized Test (CST) performance
- English Learners and Non-English Learners test performance

To allow for longitudinal analysis, statistics have been gathered wherever possible for the school years 2002-03 to 2010-11.

Student Achievement on the National Assessment of Educational Progress

Sponsored by the U.S. Department of Education and administered through its National Center for Education Statistics, NAEP is the nation’s only representative and continuing assessment of what students know and can do in various subject-matter areas. It is known as the “Nation’s Report Card” because it is administered across multiple subject areas and grade levels to a sample of students in all 50 states. It thus offers a common metric for comparing states and selected urban districts on the performance of their students.

While the findings are revealing, it is important to note that the tests are administered to a sample of students at a particular grade level, not to the entire student population. No test scores are available for individual students or schools. Additionally, the tests’ content is not directly reflective of a particular state’s curriculum in particular subject-matter areas, though it can be asserted that knowledge and skills in such areas as mathematics and reading should not differ that much from state to state and district to district. Thus, student performance will vary some between NAEP and state assessments such as the California Standardized Test. At the same time, it is important to note that under the federal No Child Left Behind Act (NCLB), the degree of rigor of state assessments is based in part on their comparison with NAEP.

NAEP mathematics and reading tests are administered every two years to students in grades four and eight. The latest scores are from 2011. The test results for fourth graders who perform at or above proficiency on the mathematics and reading tests are presented in the following figures for all students in SDUSD; Latino students in SDUSD; Latino students in California; and Latino students in large city schools (those located in cities with populations greater than 250,000). Note that because the percentage of students reaching proficiency or higher remains low, the vertical percentage scale on the left side of these figures only goes to 40%. All test score results are taken from the U.S. Department of Education’s National Center for Education Statistics.

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18 For this section, beginning in 2009, results for charter schools are excluded from the district results if they are not included in the school district’s Adequate Yearly Progress (AYP) report to the U.S. Department of Education.
As Figure 6 and 7 above show, while Latino students in 2011 did somewhat better, on average, than Latino students in the state as a whole, they lagged significantly behind the general population of students in SDUSD. Latino students in SDUSD showed some improvement over time in fourth grade mathematics, while performance in fourth grade reading was less improved. Even with some improvement in math and reading scores, only 24% of the sample of Latino students in fourth grade in SDUSD performed at the proficient or higher level in mathematics and only 17% were proficient or higher in reading in 2011.

As seen in Figures 8 and 9, Latino students in eighth grade in SDUSD perform similarly, on average, to Latino students in California and large urban districts, and have improved only a few percentage points from 2003 to 2011. Latino students continue to significantly underperform the general population of students in the district in both mathematics and reading, on average. The percentage of Latino eighth grade students in the district reaching proficiency or higher was 14% in mathematics and 15% in reading in 2011.
Figures 10 and 11 present test results by ethnicity for fourth graders in the district who perform at or above proficiency in mathematics and reading. Note that the vertical percentage scale has been increased to 70% to accommodate performance rates.

These figures reveal that between 2003 and 2011, the average performance of all four ethnic subgroups in the district improved, though some groups improved more than others. Figure 10 shows that in 2011 17% of African American and 24% of Latino fourth grade students in the sample performed at or above proficiency in mathematics while 66% of White students and 53% of Asian/Pacific Islander students did so.

Figure 11 shows that, over the past nine years, the percentage of Latino students in the district reaching proficiency or higher in reading in fourth grade increased from 12% in 2003 to 17% in 2011. African American student performance increased over this nine-year period, from 9% in 2003 to 17% in 2011. White students again performed at significantly higher levels than other ethnic groups with 57% of fourth graders in the district testing at or above proficiency. For Asian/Pacific Islander students, 40% did so.

Figure 12 on the following page shows that the percentage of Latino students in eighth grade reaching proficiency or higher in mathematics increased from 6% in 2003 to 14% in 2011. Similarly, in eighth grade reading, Figure 13 on the following page shows that the percentage of Latino students reaching proficiency or higher increased from 9% in 2003 to 15% in 2011. Despite improvement in NAEP eighth grade mathematics test scores from 2003 onward across ethnic groups, only White students in the sample had more than 50% of students reach proficiency or higher in 2011. No ethnic group in the district performed at this level in eighth grade reading.
Another trend is noticeable. More modest rate of improvement of Latino and African American subgroups over time as compared with other groups has resulted in a widening test score gap between these students and White and Asian/Pacific Islander students in the district. In fourth grade math (demonstrated previously in Figure 10), the percentage of White students achieving proficiency or higher in 2003 was 41% as compared with 8% for African American and 9% for Latino students, a gap of 33% and 32%, respectively. In 2011, 66% of White students reached proficiency or higher on fourth grade mathematics exams, compared with 17% of African American and 24% Latino students, a gap of 49% and 42%, respectively. Thus, the gap in fourth grade mathematics performance increased by 16% between White and African American students and 10% between White and Latino students during this time span. In fourth grade reading (as demonstrated previously in Figure 11), the test score gap between Latino and White students went from 31% in 2003 to 40% in 2011, an increase of 9%. During this same period, the gap between African American and White students in fourth grade reading increased by 6%.

An increasing test score gap also is evident between White students and Latino students on eighth grade tests in mathematics and reading (demonstrated previously in Figures 12 and 13). The test score gap in eighth grade mathematics between Latino and White students increased from 29% in 2003 to 44% in 2011. The test score gap in eighth grade reading between Latino and White students increased from 28% in 2003 to 31% in 2011.

In 2011, the U.S. Department of Education released figures for the 2009 NAEP test in science for grades four and eight. Because of changes to the assessment in 2009, the results for this year cannot be compared to those from previous years. Because only one year of data is displayed, Figures 14 and 15 are formatted differently from the previous NAEP figures for mathematics and reading. As noted in Figure 14 on the following page, a little less than one-third of students across all public schools reached proficiency or higher on this test at both the fourth and eighth grade levels. Students in SDUSD performed about the same as students in fourth grade nationally, but 9 percentage points lower than eighth graders nationally. SDUSD students
performed considerably better than students in California as a whole and in large city schools at the fourth grade level but about the same as students in these two groups at the eighth grade level.

Figure 15 shows the percentage of SDUSD students at or above proficiency by ethnicity. Nearly 60% of White students at the fourth grade level but only 36% at the fourth grade level achieved proficiency or higher in science in 2009. Asian/Pacific Islander students were next in levels of performance with 39% testing proficient in science in fourth grade and 26% testing proficient in science in eighth grade. Both African American and Latino students lagged far behind White and Asian/Pacific Islander students in science performance at both grade levels. Twelve percent of Latino students in fourth grade and 8% of Latino students in eighth grade achieved proficiency in science in 2009.

**Student Achievement on the California Standardized Testing and Reporting System**

The state’s Standardized Testing and Reporting (STAR) system consists of multiple measures of student performance. Its core component is the California Standards Test (CST) that assesses student progress in grades two through eleven in achievement of the goals associated with the state’s curriculum content standards. Though parents can opt out of the test, fully 95% of every student subgroup (there are many) must participate in state assessments for the school not to be classified as low-performing. California has indicated to the U.S. Department of Education that it expects to have all students at or above proficiency on the state’s English language arts and mathematics standards tests by school year 2013-14 in compliance with the No Child Left Behind Act (NCLB). As noted earlier, the degree of rigor of state assessment tests is

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19 At this writing, the reauthorization of this federal law is pending in Congress. The Obama administration has issued guidelines for states to secure waivers from various provisions of NCLB because of Congress’s
determined in part by their comparison with the National Assessment of Educational Progress. Data presented in this section, unless otherwise noted, are from the CDE and include students in both district-operated and charter schools.

Figures 16 and 17 show the percentage of students in San Diego schools achieving proficiency or higher on the 2010-11 second grade and sixth grade mathematics and English language arts CSTs. Second grade is the first grade level the CSTs are administered to students and sixth grade is the last year most students take general math. Included in both figures is the performance of students by racial and ethnic subgroups.

As indicated in the two figures, both White and Asian students performed better, on average, than students overall, while Latino and African American performed worse. For example, on the sixth grade English language arts CST in 2010-11, 80% of White students, 72% of Asian/Pacific Islander students, 48% of African American students, and 44% of Latino students achieved proficiency or higher as compared with 59% of all students.

There has been an increase in the average performance of Latino students on the CST between 2002-03 and 2010-11. In 2002-03, just 19% of Latino students in the district achieved proficiency or higher on the sixth grade mathematics CST. By 2010-11, that percentage rose to

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reauthorization delay. To secure waivers, states must agree to certain conditions such as changing student assessment to focus more on college- and career-readiness. Whether California will seek a waiver remains uncertain at this time.

20 At or Above Proficiency figures are obtained from the CDE website by combining CDE percentages for % Advanced and % Proficiency.

21 Asian/Pacific Islander percentages are weighted figures including students identified as Asian, Filipino, Hawaiian, or Pacific Islander.
43%. The same upward trend is apparent on the English language arts CST at the sixth grade level. In 2002-03, 20% of Latino students achieved proficiency on the exam. By 2010-11 the rate of proficiency had more than doubled to 44%. Still, forty-five percent or more of all Latino second and sixth grade students failed to reach proficiency on the mathematics and English language arts CSTs in 2010-11.

The test score gap between Latino and White students has decreased since 2002-03. The gap decreased by 7% for second grade mathematics and sixth grade English language arts; 4% for second grade English language arts; and, 1% for sixth grade mathematics. Despite this decrease over time, overall, the test score gap between White students and Latino students remained large, averaging 33% across the two grade levels and subjects for the period 2010-11.

Figure 18 and Figure 19 (see following page) show the performance of Latino students on the CSTs in English language arts and mathematics across grades 2-11. Figure 18 shows performance on grade-level mathematics CSTs through sixth grade as well as Algebra I, Algebra II and Geometry (which students take in various years from seventh grade onward, depending upon the students' math track). At the eighth grade and high school levels, students not enrolled in Algebra or Geometry courses take other CSTs in general, integrated, or summative mathematics (data not shown).

Latino students have made gains over time in grades 2-6 and in Algebra and Geometry courses. Despite CST score gains, in 2010-11, less than half—39.1%—of Latino students scored at or above proficiency when mathematics CST scores were combined for all grade levels and courses.22

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22Summative statistic from the SDUSD Office of Accountability report, 2007-2011 California Standards Test Results: Percentage of Students Scoring at Proficient or Advanced Levels by Grade Level.
Similar to CST mathematics performance, Latino students in SDUSD show performance gains across grade levels and time in CST English language arts. Again, despite gains, with all grades combined, in 2010-11, fewer than half—43.9%—of Latino students scored at or above grade level in English language arts (data not shown).

The fall-off in performance between the elementary and upper grades in reading and mathematics must be viewed with caution. Academic standards become more rigorous as students move through grade levels, and tests are not well-aligned across grades. Lack of alignment means later tests may not incorporate material from earlier tests along with more advanced material, enabling tests to show the extent to which a student masters content over time. Other factors that may explain differences in scores at different grade levels include smaller class sizes in kindergarten through grade three, lack of sufficient grade-to-grade curriculum coordination, ineffective implementation of the state’s curriculum content standards at certain grade levels, increased student migration in and out of school at higher grade levels, the influence of student peer groups, and so on.

**English Learners and Non-English Learners in the Latino Student Population**

A significant portion of SDUSD students are identified as English Learners (ELs). The CDE defines an English Learner as a “those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (grades K-12) assessment procedures and including literacy (grades 3-12 only), have been determined to lack the clearly defined English language

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23 Summative statistic from the SDUSD Office of Accountability report, 2007-2011 California Standards Test Results: Percentage of Students Scoring at Proficient or Advanced Levels by Grade Level.
skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.”

In the school year, 2009-10, 28% of students (37,152 of 131,417 enrolled) were classified as ELs. Of those classified, over three-quarters (28,602) were identified as Spanish-speaking. While most Spanish-speaking ELs are also ethnically identified as Latino, it is possible to be a Spanish-speaking English Learner with an ethnic or racial identification other than Latino.

Figures 20 and 21 disaggregate the performance of Latino students on the English language arts and mathematics CSTs by EL or non-EL designation. For the data presented here, ELs are ethnically identified as Latino. Across all grade levels and performance categories, EL students underperform their non-EL peers.

In 2009-10, 57% of the Latino students tested across general CST mathematics in grades 2 - 7 as well as students tested in Algebra 1, Geometry, and Algebra 2, were identified as ELs. The percentage of Latino EL students who scored at or above proficiency in mathematics ranged from 8% to 24% lower than Latino non-EL students. Figure 20 does not include Latino students in grades 7-12 who took end-of-course examinations in CST integrative or high school summative mathematics.

In 2009-10, 62% of the Latino students tested in CST English language arts in grades 2-11 were identified as ELs. As shown in Figure 21 on the following page, the percentage of Latino EL students who scored at or above proficiency in mathematics ranged from 8% to 41% lower than non-EL Latino students. This figure does not include the Latino students in grades 7-12 who took end-of-course examinations in integrative or high school summative mathematics.

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25 Data obtained from a specific reporting request to the CDE in May 2011.
Section IV: Latino Student High School Performance and College Opportunity

This section focuses on data related to Latino students in the following categories:

- California High School Exit Exam (CAHSEE) passage rates
- High school graduation and dropout rates
- Postsecondary preparedness and attendance rates

To allow for longitudinal analysis, statistics have been gathered wherever possible for the school years 2002-03 to 2010-11.

Passage Rates on the California High School Exit Exam

In order to receive a diploma, California public school students must pass the California High School Exit Examination (CAHSEE) in mathematics and English language arts. The test is aligned with the state’s curriculum content standards. CAHSEE tests competency in English language arts through tenth grade content standards and in mathematics through sixth and seventh grade content standards and Algebra 1. Students can begin taking the exam in their sophomore year and are allowed to continue taking any portions they fail until they have passed all portions of the exam. The cumulative passage rate for SDUSD’s Class of 2010 is shown in the next two figures 22 and 23. Data are from the SDUSD Research and Reporting Department and includes students at both district-operated and charter schools. This is the latest data available from the school district.
Upwards of 90% of all students in the Class of 2010 cohort eventually passed both portions of CAHSEE. These statistics encompass the 8,658 students in the Class of 2010 cohort but not the large number who left the cohort for various reasons. In its sophomore year, the Class of 2010 numbered 9,779 students.

The passage rate for White students in tenth grade was higher than for Latino students and for students overall. By their senior year, 90% of Latino students in the Class of 2010 passed the literacy and mathematics portions of the CAHSEE as compared with 95% and 94% of White students in the Class of 2010 passing the literacy and mathematics portions, respectively. Following their senior year, any students who do not pass the exam may seek supplemental remedial instructional in preparation for the test or may seek other options to a diploma such as the General Educational Development (GED) test.

Another way to view results from the CAHSEE is to look at the performance level for each 10th grade class over time. To some degree, this can provide a competency snapshot of how 10th graders are performing in English language arts through 10th grade content standards and in mathematics through 6th and 7th grade content standards and Algebra 1. Moreover, scores from 10th graders are used in the compilation of the Adequate Yearly Progress designations, part of the statewide accountability system mandated by the federal No Child Left Behind Act of 2001. Data for this section are from the CDE\(^\text{26}\) and include students in both district-operated and charter schools.

\(^{26}\) 2004 data include a small number of 12th graders (less than 1% of all takers). 2002-2003 data do not disaggregate by ethnicity.
As figures 24 and 25 show, there has been improvement over time in performance of Latino 10th grade students on both portions of the CAHSEE. For 2010, 96% of White 10th grade students passed both portions of the test compared with 74% of Latino students in literacy and 79% in mathematics.
Cohort Graduation and Dropout Rates

Beginning with the graduating class of 2010, the CDE began reporting graduation and dropout rates based on four-year adjusted cohort information collected about individual students using the state’s California Longitudinal Pupil Achievement Data System (CALPADS).

A high school cohort is the group of students who enter the ninth grade together and could potentially graduate in four years. The new system is able to track student mobility during the high school years and report on each cohort’s on-time graduation rate. It also includes specific data on non-graduating students within the cohort, meaning those who dropped out of high school, completed a special education program, passed the General Education Development (GED) test, or remain enrolled after four years in high school. The new cohort graduation and dropout rate calculation system, however, does not take into account students who drop out of the school system in the middle school years.

Previously, the CDE calculated the graduation rate formula based on the Graduation Leaver Indicator (GLI). The GLI is a measure of departures rather than a measure of on-time graduation. This formula basically sums up the number of dropouts over four years to arrive by default at an on-time graduation rate percentage. Because of this change in the graduation rate formulation, comparisons cannot be made between 2010 and previous years’ data.

Table 4 on the following page includes cohort outcome data for the Class of 2009-10. This includes students who entered 9th grade in the year 2006-07 and were scheduled to graduate in June 2010. Students from district-operated or district-funded charter schools are included in these figures. Direct-funded charter schools are not included in the district-wide cohort data.

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29 CDE (2011). *4-year Adjusted Cohort Outcome Data Processing*. “The 4-year Adjusted Cohort forms the basis for calculating graduation rates, dropout rates, and other related rates. The cohort is the group of students that could potentially graduate during a 4-year time period (grade 9 through grade 12). The 4-year Adjusted Cohort includes students who enter 9th grade for the first time in the initial year of the 4-years used for the cohort. This cohort is then adjusted by: Adding students who later transfer into the cohort during grade nine (year 1), grade 10 (year 2), grade 11 (year 3), and grade 12 (year 4); and Subtracting students who transfer out, emigrate to another county, or die during the 4-year period. Students who drop out during the four year period remain in the cohort, as well as students that complete 12th grade and exit the educational system without graduating. Students that take longer than four years to graduate or remain enrolled after four years are also included as part of the cohort.”
Table 4
Cohort Outcome Data for the Class of 2009-10
San Diego Unified School District
Selected Subgroups by Ethnicity and All Students

<table>
<thead>
<tr>
<th>Crosswalk</th>
<th>Class of 2010 Cohort</th>
<th>Number of Graduates</th>
<th>Graduation Rate</th>
<th>Number of Dropouts</th>
<th>Dropout Rate</th>
<th>Still Enrolled</th>
<th>Special Education Completer</th>
<th>GED Completer</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>1,149</td>
<td>788</td>
<td>68.6%</td>
<td>190</td>
<td>16.5%</td>
<td>10.6%</td>
<td>3.9%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1,589</td>
<td>1,423</td>
<td>89.6%</td>
<td>99</td>
<td>6.2%</td>
<td>3.4%</td>
<td>0.7%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Latino</td>
<td>3,694</td>
<td>2,430</td>
<td>65.8%</td>
<td>593</td>
<td>16.1%</td>
<td>15.5%</td>
<td>2.4%</td>
<td>0.2%</td>
</tr>
<tr>
<td>White</td>
<td>2,034</td>
<td>1,692</td>
<td>83.2%</td>
<td>198</td>
<td>9.7%</td>
<td>5.7%</td>
<td>1.2%</td>
<td>0.3%</td>
</tr>
<tr>
<td>All SDUSD Students</td>
<td>8,614</td>
<td>6,455</td>
<td>74.9%</td>
<td>1,094</td>
<td>12.7%</td>
<td>10.1%</td>
<td>2.0%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

**Cohort Graduation Rate**

When calculated based on the new cohort formula, the California statewide graduation rate for the Class of 2010 was 74.4%. The SDUSD district-wide graduation rate was 74.9%, while the rate for Latino students was 65.8%. The district-wide graduation rates for White, Asian/Pacific Islander, and African American students were all higher than that for Latino students, 83.2%, 89.6%, and 68.6%, respectively. The total number of Latino students from the Class of 2010 cohort that graduated in 2009-10 was 2,430 or 38% of the cohort.31

The CDE also reports graduation rates by school. Within a district, rates are higher in some high schools than in others. For example, for the SDUSD Class of 2010, graduation rates in typical senior high schools ranged from 39.2% at San Diego High School of Communication to 91.9% at Mira Mesa High School.

Student demographics influence and explain differences in high school graduation rates, as do a host of other factors such as the influence of the peer group, parent involvement, the quality of the teaching and student services staff, the mission and culture of the school, the relevance of the curriculum to student interests, and so on.

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30 Includes Asian, Filipino, and Pacific Islander.
31 The total number of Latino graduates (district-operated school 2010 cohort graduates, direct-funded charter school graduates, or other cohort graduates) in 2009-10 was 949.
Table 5 shows the cohort graduation rates for high schools within SDUSD that had more than 75 Latino students graduate in the 2009-10 school year. This includes one direct-funded charter, the Charter School of San Diego.

<table>
<thead>
<tr>
<th>High School</th>
<th># of Latino Cohort Graduates</th>
<th>Latino Cohort Graduation Rate</th>
<th>Overall School Cohort Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoover High</td>
<td>208</td>
<td>64%</td>
<td>66%</td>
</tr>
<tr>
<td>Point Loma High</td>
<td>166</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td>Mission Bay High</td>
<td>165</td>
<td>71%</td>
<td>72%</td>
</tr>
<tr>
<td>Lincoln High</td>
<td>153</td>
<td>64%</td>
<td>73%</td>
</tr>
<tr>
<td>Serra High</td>
<td>149</td>
<td>82%</td>
<td>84%</td>
</tr>
<tr>
<td>Henry High</td>
<td>134</td>
<td>83%</td>
<td>85%</td>
</tr>
<tr>
<td>University City High</td>
<td>130</td>
<td>84%</td>
<td>90%</td>
</tr>
<tr>
<td>Clairemont High</td>
<td>122</td>
<td>77%</td>
<td>79%</td>
</tr>
<tr>
<td>Madison High</td>
<td>96</td>
<td>81%</td>
<td>79%</td>
</tr>
<tr>
<td>Morse High</td>
<td>96</td>
<td>62%</td>
<td>78%</td>
</tr>
<tr>
<td>Charter School Of San Diego</td>
<td>94</td>
<td>42%</td>
<td>49%</td>
</tr>
<tr>
<td>Twain High</td>
<td>90</td>
<td>50%</td>
<td>55%</td>
</tr>
<tr>
<td>Mira Mesa High</td>
<td>87</td>
<td>85%</td>
<td>92%</td>
</tr>
<tr>
<td>Scripps Ranch High</td>
<td>77</td>
<td>84%</td>
<td>89%</td>
</tr>
<tr>
<td>Garfield High</td>
<td>76</td>
<td>31%</td>
<td>33%</td>
</tr>
</tbody>
</table>

**Cohort Dropout Rate**

The difference in graduation rates among subgroups by ethnicity is mirrored in the cohort dropout rate (refer back to Table 4 on page 26). The cohort dropout rate for the SDUSD Class of 2010 for Latino students was 16.1%, while the overall rate was 12.7%. These data include both district-operated and district-funded schools. They do not include dropouts from direct-funded charters. White and Asian/Pacific Islander students dropped out at lower rates, 9.7% and 6.2%, while African American students dropped out at slight higher rates, 16.5%.

**Year-to-Year Dropouts**

As previously noted, while the dropout rate is calculated using data from 9th through 12th grade, there is also a significant number of students who drop out during the 7th and 8th grades. Table 6 on the next page shows the number of Latino students in SDUSD who dropped out by grade level over the eight-year period from 2002-03 to 2009-10. These figures include adjustments in
grades 9-12 for reenrolled dropouts and lost transfers and include students who dropped out from charter schools.

Table 6
Number of Dropouts 2002-03 to 2009-10
Latino Students as Percentage of SDUSD Total

<table>
<thead>
<tr>
<th>Year</th>
<th>7th-8th</th>
<th>9th-12th</th>
<th>Total</th>
<th>Dropout Total as %</th>
<th>Enrollment Total as %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>26</td>
<td>484</td>
<td>510</td>
<td>64.6%</td>
<td>45.9%</td>
</tr>
<tr>
<td>2008-09</td>
<td>118</td>
<td>1,161</td>
<td>1,279</td>
<td>48.2%</td>
<td>44.4%</td>
</tr>
<tr>
<td>2007-08</td>
<td>118</td>
<td>563</td>
<td>681</td>
<td>56.9%</td>
<td>44.3%</td>
</tr>
<tr>
<td>2006-07</td>
<td>129</td>
<td>965</td>
<td>1,094</td>
<td>54.3%</td>
<td>43.8%</td>
</tr>
<tr>
<td>2005-06</td>
<td>125</td>
<td>661</td>
<td>786</td>
<td>50.4%</td>
<td>43.5%</td>
</tr>
<tr>
<td>2004-05</td>
<td>174</td>
<td>599</td>
<td>773</td>
<td>53.3%</td>
<td>42.6%</td>
</tr>
<tr>
<td>2003-04</td>
<td>183</td>
<td>832</td>
<td>1,015</td>
<td>50.3%</td>
<td>41.9%</td>
</tr>
<tr>
<td>2002-03</td>
<td>131</td>
<td>942</td>
<td>1,073</td>
<td>52.7%</td>
<td>40.9%</td>
</tr>
</tbody>
</table>

As a percentage of total district dropouts, Latino students represented 64.6% of the dropouts in 2009-10, while the percentage of Latino students in the total student population was only 45.9%. Figure 26 shows the percentage of dropouts by ethnic group in SDUSD for 2009-10.

Figure 26
2009-10 Dropouts - Grades 7 to 12
as Percentage of Total Dropouts

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32 Includes adjustments for reenrolled grade 9-12 dropouts and grade 9-12 lost transfers.
33 Dropout data for 2008-09 warrant closer inspection. The school district has reported to the CDE a reporting error for that time period.
From year to year, there is no distinct pattern to the reported number of student dropouts by grade level in the Latino student population. However, taken over the eight-year period as a whole, approximately 6% of the Latino student dropouts were reported in 7th grade, 7% in 8th grade, 18% in 9th grade, 20% in 10th grade, 20% in 11th grade, and 29% in 12th grade.\(^{34}\)

**Postsecondary Preparedness and Attendance Rates**

**UC/CSU Eligibility**

According to data from the CDE, the percentage of Latino students who graduated in 2010 from SDUSD with UC/CSU requirements fulfilled was 32.1%. These figures include students attending both district-operated and charter schools. Despite some incremental gains in UC/CSU eligibility for Latino students between 2002-03 and 2009-10, the percentage of UC/CSU eligible Latino students was 20% to 27% lower than those of White students over this period. Figure 27 shows the percentage of Latino and White student graduates eligible for UC/CSU admission from the school years 2002-03 to 2009-10.

There was some gender imbalance in the eligibility of Latino students (data not shown). On average, the percentage of female Latino students with UC/CSU eligibility was 7% greater than their male counterparts. This imbalance was also evident, but to a lesser degree, within the total district population of graduates.

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\(^{34}\) Approximation using unadjusted dropout numbers per grade level.
It should be noted that a 2010 educational opportunity study by The Education Trust-West and financed by SDUSD reported a significant gap in access to “A-G” courses by ethnicity. A-G courses are high school courses that meet certain requirements for admission into the UC/CSU college system. Latino and African American students were reported as having the least access to college preparatory classes compared to their White and Asian peers. The study sets forth a number of recommendations for improving the percentage of students meeting the A-G requirements for admission to the UC/CSU system.\footnote{The Education Trust-West (2010). \textit{San Diego Unified School District Educational Opportunity Audit Report.}}

**Advanced Coursework at the High School Level**

In addition to the A-G college preparatory classes, Advanced Placement (AP) and International Baccalaureate (IB) classes also provide rigorous course options for high school students. High school AP courses are considered equivalent to college level undergraduate courses. If a student receives a high enough score on a standardized AP test, a participating college may grant the student college level credit. IB courses are part of a larger, nationally recognized, advanced curriculum program and are offered at two high schools within SDUSD, San Diego International Studies and Mission Bay High School. The number of AP or IB classes offered varies by school. The third column of Table 7 on the following page lists the number of AP classes offered during 2008-09 at fourteen schools with the greatest concentration of Latino student graduates (more than seventy-five in the graduating class). The Education Trust-West study also notes a significant gap in enrollment in AP and IB courses by ethnicity with Latino and African-American students being the most under-enrolled subgroups.

**Estimate of College Enrollment Rates**

The CDE has also begun to measure the college enrollment rates of graduating high school students. Using data from both the CALPADS student tracking system and the National Student Clearinghouse (NCS) college enrollment tracking system, CDE provides estimates for college enrollment in a postsecondary institution within sixteen months of graduation.\footnote{The CDE data include a caveat that the data may underestimate the actual college-going enrollment because not all postsecondary institutions participate in the NCS, some students may opt out for privacy reasons, and there may be inaccuracies in the matching process if a student used a different name across institutions. The NCS database includes 93% of postsecondary institutions in the U.S.} Table 7 on the following page shows college enrollment estimates as well as UC/CSU eligibility rates for Latino students graduating from SDUSD schools in 2009. Data are for schools with more than 75 Latino graduates.
<table>
<thead>
<tr>
<th>High Schools with More than 75 Latino Graduates</th>
<th># of Latino Graduates 2008-09</th>
<th># of AP or IB Classes 2008-09</th>
<th>Latino Graduates UC/CSU Eligible 2008-09</th>
<th>Latino Graduates Estimate of College Enrollment Class of 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoover High</td>
<td>216</td>
<td>10</td>
<td>26%</td>
<td>57%</td>
</tr>
<tr>
<td>Mission Bay High</td>
<td>174</td>
<td>10</td>
<td>9%</td>
<td>58%</td>
</tr>
<tr>
<td>Point Loma High</td>
<td>159</td>
<td>39</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>Serra High</td>
<td>151</td>
<td>26</td>
<td>28%</td>
<td>69%</td>
</tr>
<tr>
<td>Garfield High</td>
<td>134</td>
<td>0</td>
<td>0%</td>
<td>35%</td>
</tr>
<tr>
<td>Henry High</td>
<td>127</td>
<td>36</td>
<td>37%</td>
<td>77%</td>
</tr>
<tr>
<td>Twain High</td>
<td>125</td>
<td>36</td>
<td>37%</td>
<td>77%</td>
</tr>
<tr>
<td>Morse High</td>
<td>121</td>
<td>0</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Charter School of San Diego</td>
<td>102</td>
<td>17</td>
<td>22%</td>
<td>61%</td>
</tr>
<tr>
<td>Clairemont High</td>
<td>102</td>
<td>12</td>
<td>17%</td>
<td>67%</td>
</tr>
<tr>
<td>University City High</td>
<td>101</td>
<td>42</td>
<td>20%</td>
<td>79%</td>
</tr>
<tr>
<td>Lincoln High</td>
<td>98</td>
<td>15</td>
<td>15%</td>
<td>57%</td>
</tr>
<tr>
<td>Madison High</td>
<td>89</td>
<td>12</td>
<td>10%</td>
<td>64%</td>
</tr>
<tr>
<td>La Jolla High</td>
<td>77</td>
<td>42</td>
<td>36%</td>
<td>78%</td>
</tr>
<tr>
<td>All Latino Graduates 2008-09</td>
<td>2,567</td>
<td></td>
<td>22%</td>
<td>62%</td>
</tr>
</tbody>
</table>

The fourteen schools featured in the table vary considerably in both the estimated rate of two-year and four-year college attendance of their Latino graduates and the percentage of their Latino graduates prepared for a four-year college experience. Depending on the high school of attendance, between 33% and 79% of the Latino high school graduates from the Class of 2009 enrolled in a two- or four-year postsecondary institution within sixteen months of graduation. Depending upon the high school of attendance, between 0% and 37% of these Latino students graduated with the coursework necessary to enroll in a UC or CSU school.

37 Number of AP or IB classes available to all students at the high school.

38 These are counts of Latino graduates during the school year. This table does not track four-year cohort graduates.