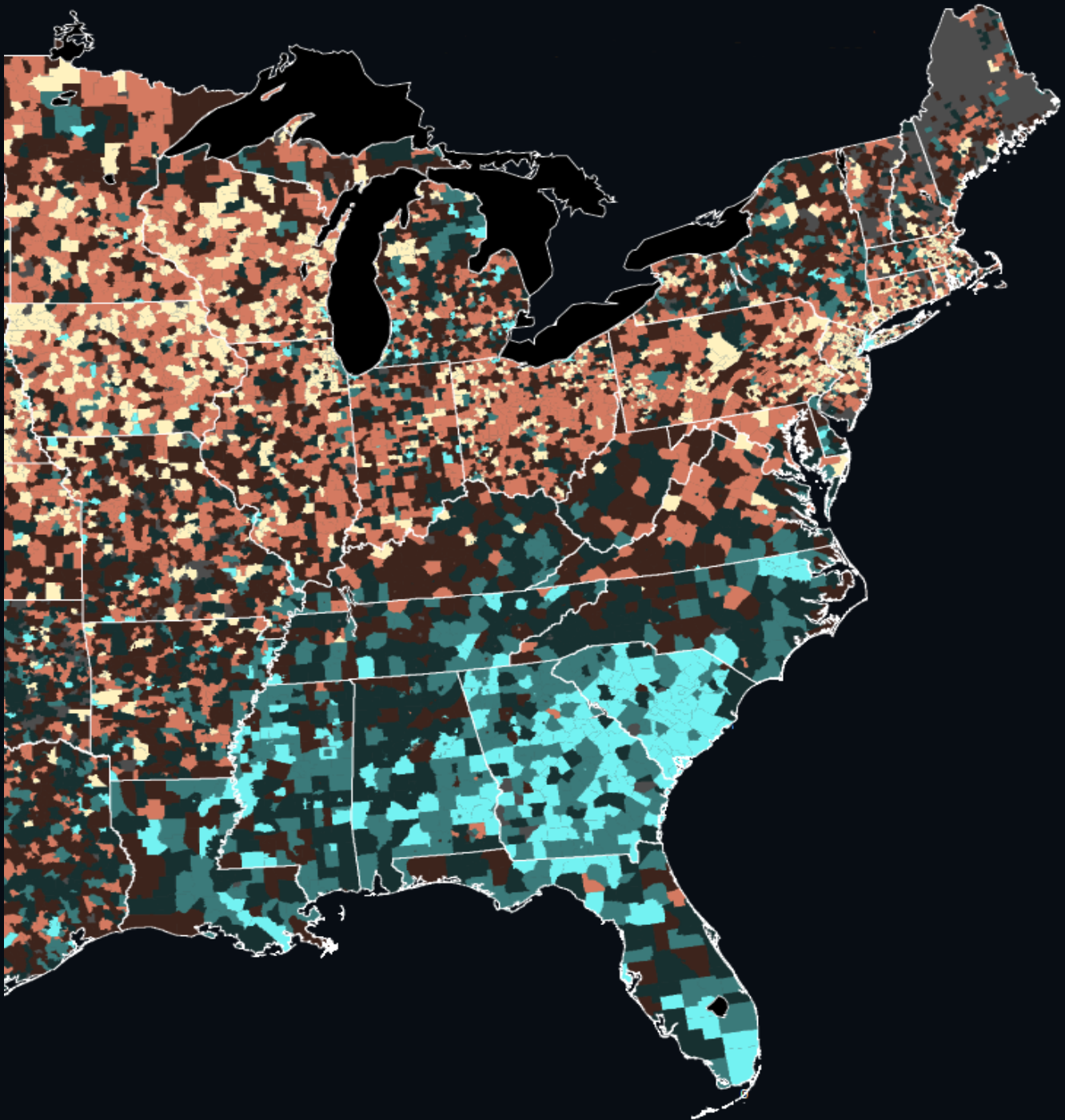


The Graduation Project, 2006

SPECIAL REPORT: SAN FRANCISCO UNIFIED CALIFORNIA



A special district-focused supplement to Education Week's *Diplomas Count*



Education System Profile

Local Education Agency: SAN FRANCISCO UNIFIED SAN FRANCISCO, CA	State Education Agency: California Department of Education www.cde.ca.gov
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Vital Statistics - K-12 Public Education	District	California	Nation
Schools	114	8,856	92,253
Students	58,216	6,118,501	46,993,268
Teachers	3,265	307,764	3,034,124
Student-Teacher Ratio	17.8	20.6	15.8
Student Demographics	District	California	Nation
Race/Ethnicity	(%)	(%)	(%)
American Indian/Alaska Native	0.5	0.8	1.2
Asian/Pacific Islander	52.3	11.3	4.3
Hispanic	21.8	45.5	17.7
Black (not Hispanic)	15.0	8.3	17.2
White (not Hispanic)	10.2	33.9	59.4
Students Eligible for Free or Reduced Lunch	58.8	48.4	38.7
English Language Learners	27.9	25.7	9.2
Special Education	11.6	10.1	13.2
Segregation Levels	District	California	Nation
Levels of segregation are measured using an index that can have values ranging from 0 to 1. A value of 1 indicates the highest possible level of segregation.			
Segregation based on race-ethnicity	0.90	0.66	0.43
Segregation based on socio-economic status	0.67	0.51	0.43

How does the EPE Research Center calculate graduation rates?

In this report, the Editorial Projects in Education Research Center uses the **Cumulative Promotion Index (CPI)** method to calculate graduation rates. The CPI represents graduating from high school as a process rather than a single event. Specifically, it captures the four key steps a student must take in order to graduate - three grade-to-grade promotions (9 to 10, 10 to 11, and 11 to 12) and ultimately earning a diploma (grade 12 to graduation).

The formula below illustrates the CPI formula for calculating graduation rates. The class of 2002-03, the most recent year of data available, is used as an example.

$$CPI = \frac{10\text{th graders, fall 2003}}{9\text{th graders, fall 2002}} \times \frac{11\text{th graders, fall 2003}}{10\text{th graders, fall 2002}} \times \frac{12\text{th graders, fall 2003}}{11\text{th graders, fall 2002}} \times \frac{\text{Diploma recipients, spring 2003}}{12\text{th graders, fall 2002}}$$

By multiplying grade-specific promotion ratios together, the CPI estimates the likelihood that a ninth grader will complete high school on time with a regular diploma, given the schooling conditions prevailing during a particular school year. The CPI counts only students receiving standard high school diplomas as graduates, following the definition of a graduate adopted by the No Child Left Behind Act.

We can use a simplified example to further demonstrate the way we calculate the CPI. Let us suppose that a particular school district currently has 100 students enrolled in each grade from 9 through 12. We will also assume that five percent of students currently in grades 9, 10, and 11 will drop out of school this year and that 5 percent of seniors will fail to earn a diploma at the end of the year. So, for example, we would count 100 ninth graders at our starting point but only 95 tenth graders the following fall.

$$CPI = \frac{95}{100} \times \frac{95}{100} \times \frac{95}{100} \times \frac{95}{100} = .815$$

Carrying out the calculation (shown above), we arrive at a graduation rate of 81.5 percent for this district. Given conditions in this hypothetical district (an effective 5 percent annual attrition rate for students at each grade level), only about 82 out of every 100 ninth graders would be expected to finish high school with a diploma.

The CPI can be calculated for public school districts that have students enrolled in the secondary grades (9 through 12). State and national statistics are generated by aggregating the district-level data upward.

Notes on Our Methodology

Graduation rates and other indicators presented in this report are created using data from the Common Core of Data (CCD). The CCD is an annual census of public schools and school districts in the United States conducted by the U.S. Department of Education. Detailed methodological descriptions of the CCD can be found in technical documentation published by the National Center for Education Statistics (available online at nces.ed.gov/ccd).

Our goal is to provide a direct measure of the graduation rate for each of the roughly 11,000 school districts in the nation that enroll high school students. We were able to do this for districts serving the vast majority (93 percent) of all public school students nationwide. But in a small number of cases - for example, if a particular piece of information needed to calculate the CPI indicator was missing - we could not directly compute the graduation rate.

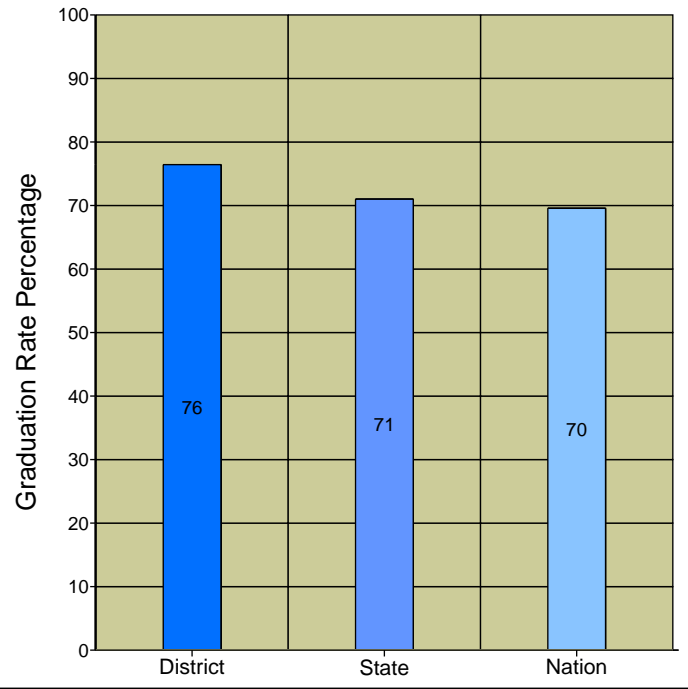
In an effort to provide a meaningful graduation rate value in situations where a direct calculation was not possible, the EPE Research Center estimated or imputed a rate based on a nationwide statistical analysis. This analysis takes into account graduation-rate patterns observed for other public school districts with similar characteristics. Factors examined include: district size, community type (urban, suburban, town, rural), racial-ethnic composition of the student population, poverty level (based on eligibility for free or reduced-price lunch), student-teacher ratio, and the state in which the district is located.

To avoid unintentional disclosure of information about individual students, we do not reported results for very small demographic subgroups, those with fewer than five students in a given category.

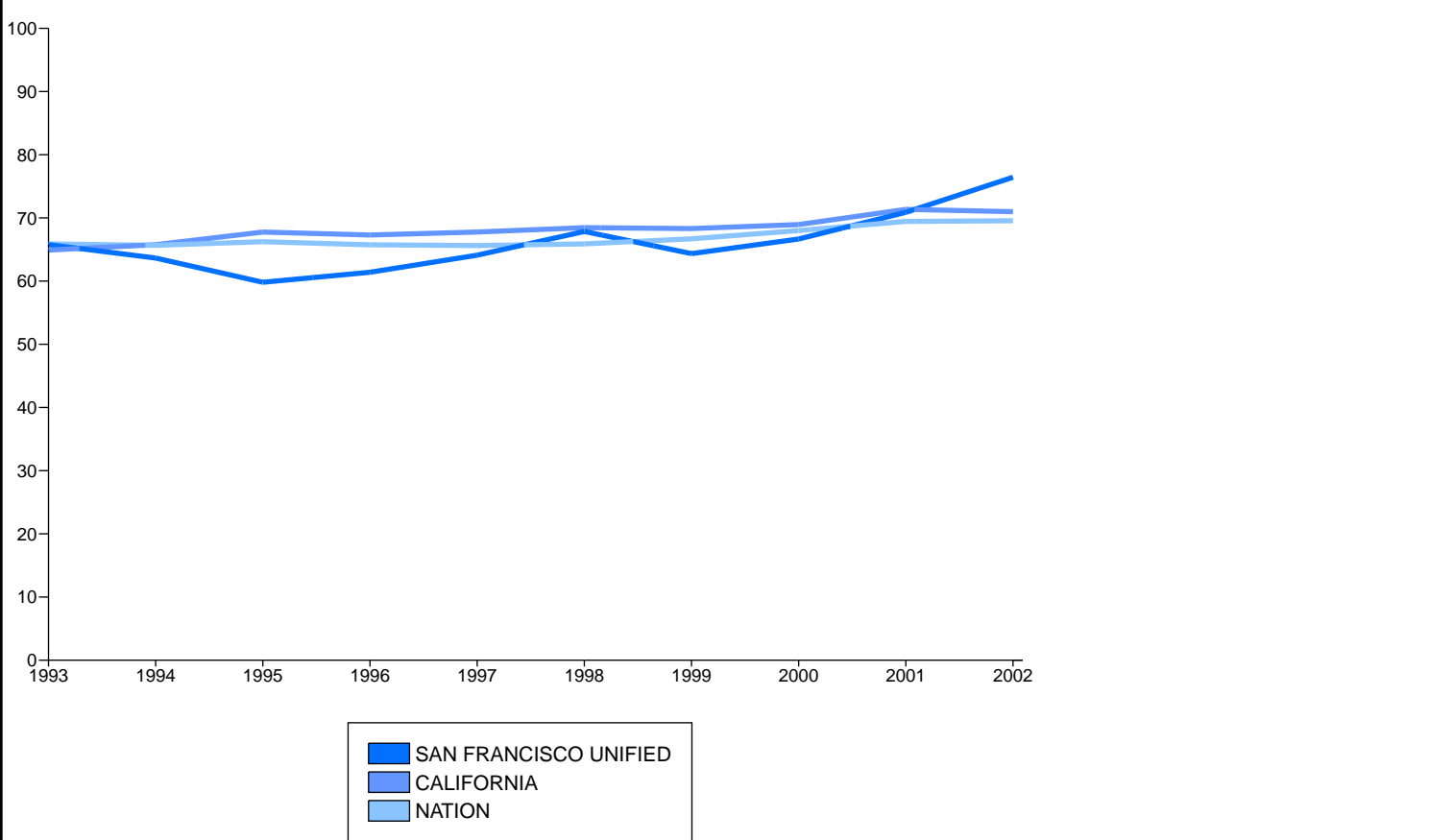
Graduation Profile

High School Graduation Rate for All Students How does your district compare?

Graduation Rate for 2002-03: 76.4%

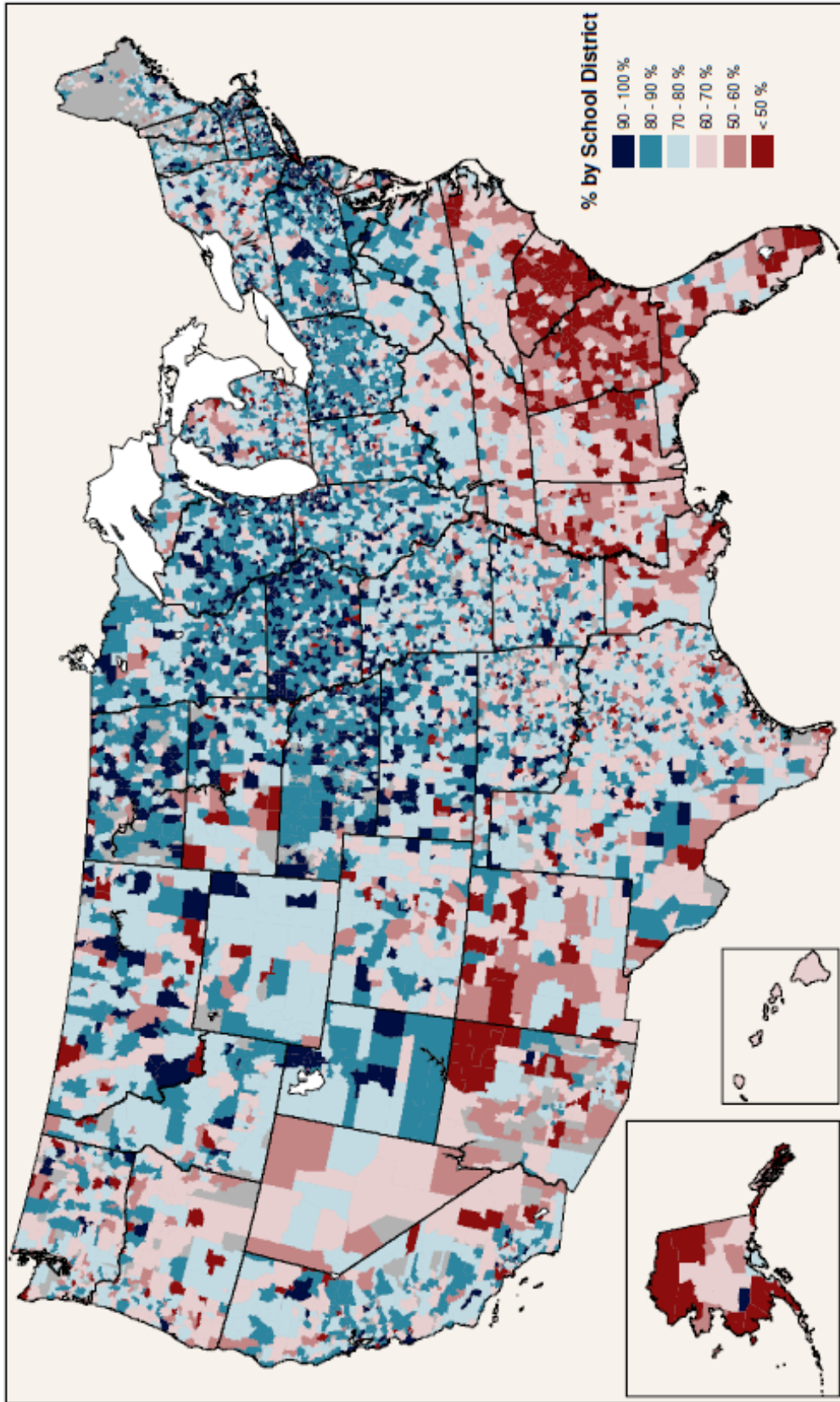


Ten-Year Trend in Graduation Rates



2002-2003 High School Graduation Rates

www.edweek.org/dc06



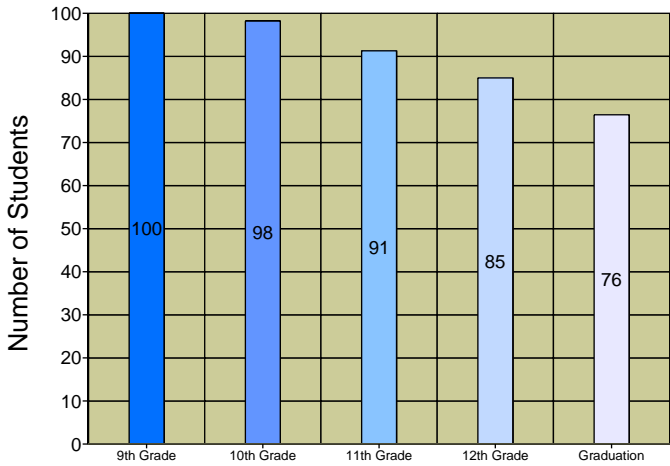
District data from Editorial Projects in Education Research Center
District boundaries from US Census Bureau
Map courtesy of ESRI

The High School PipeLine

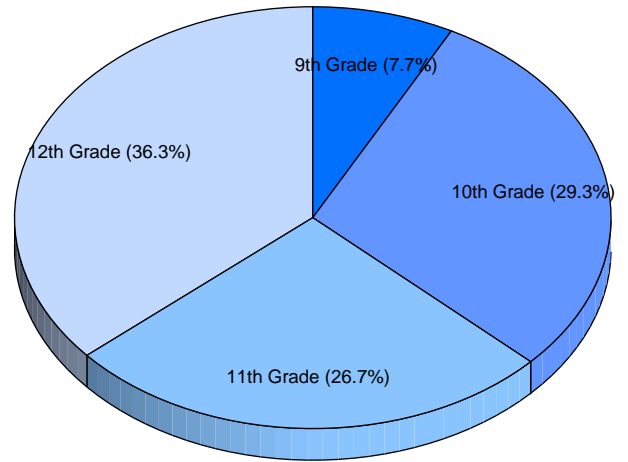
The Cumulative Promotion Index (CPI) method of calculating graduation rates can be used to examine the high school pipeline. That is, we can estimate the numbers of students who fall off track for earning a diploma at various points between the 9th grade and the expected time of graduation.

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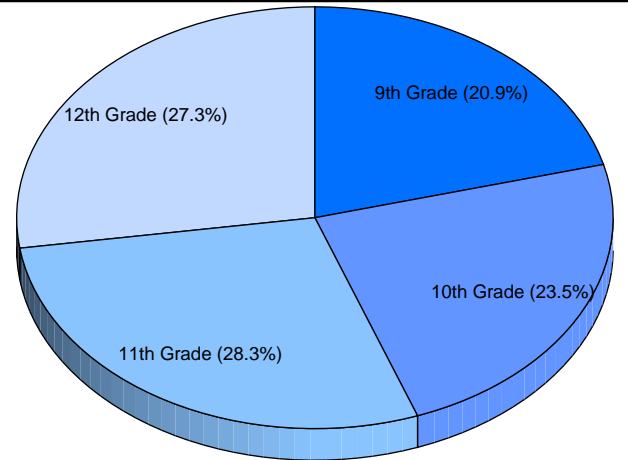
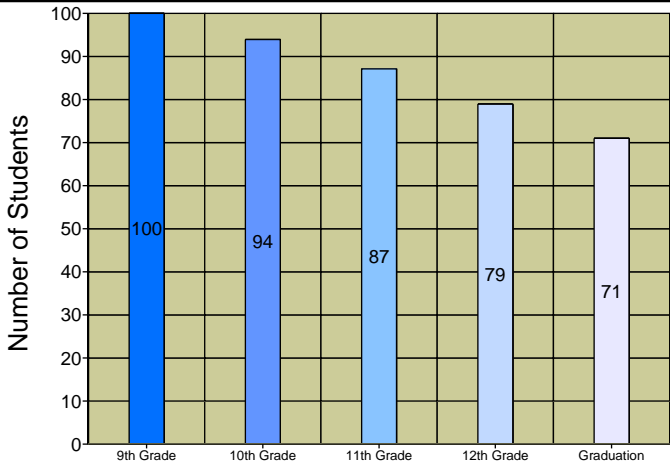
For every 100 students in the 9th grade, how many make it to later grades and earn a diploma?



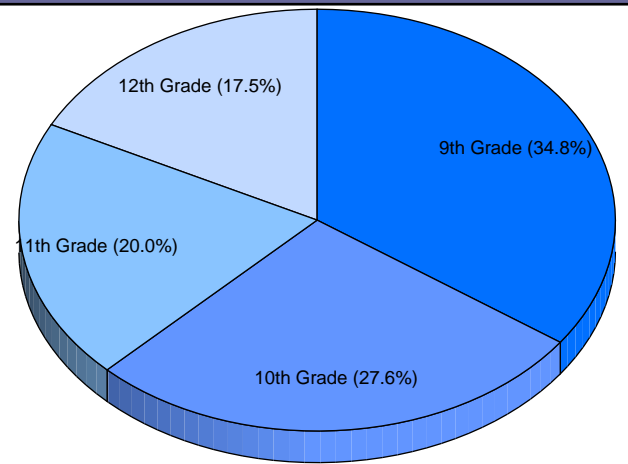
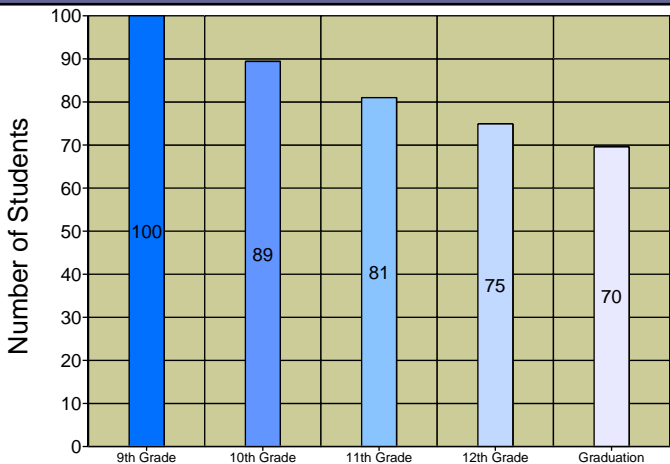
Where are students lost?

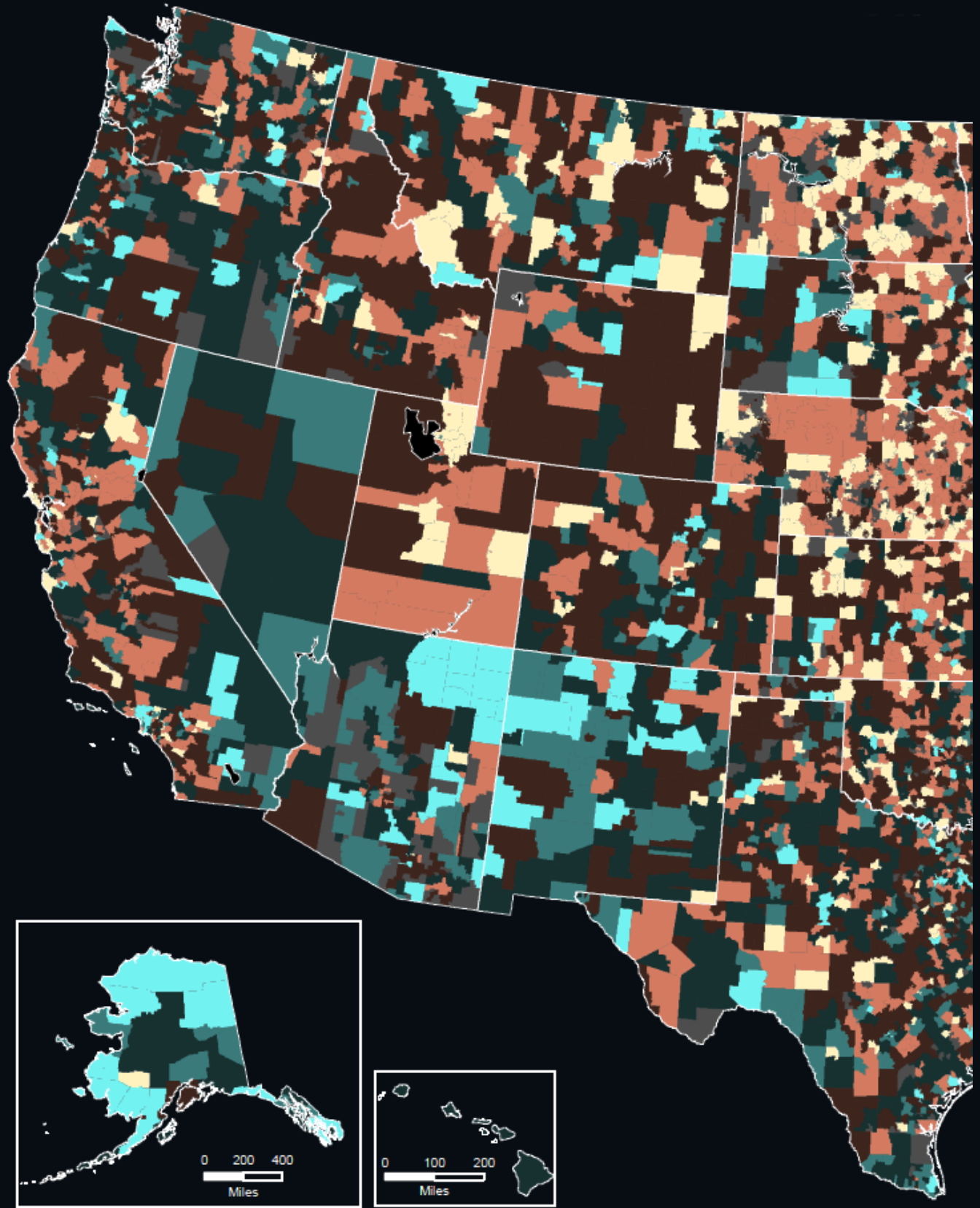


California



Nation





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